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РАБОТА С ОДАРЕННЫМИ СТУДЕНТАМИ В УСЛОВИЯХ ТРЁХЪЯЗЫЧНОГО ОБРАЗОВАНИЯ

В данной статье рассматривается работа с одаренными студентами в условиях трёхязычного образования. Совершена попытка проанализировать выдающиеся достижения в том или ином виде деятельности.

Ключевые слова: одаренные студенты, талантливые студенты, одаренность, образование.

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WORKING WITH TALENTED STUDENTS IN THE CONDITIONS OF TRILINGUAL EDUCATION

The article examines the work with gifted students in the conditions of multilingual education. The article gives an attempt to analyze outstanding achievements (or has internal prerequisites for such achievements) in one or another kind of activity.

Keywords: gifted students, talented students, giftedness, education.

Introduction. General notion of giftedness.

Giftedness is a systemic quality of the psyche that develops throughout life, which determines whether a person can achieve higher (unusual, uncommon) results in one or more activities compared to other people.

A *gifted child* is a child who stands out with bright, obvious, sometimes outstanding achievements (or has internal prerequisites for such achievements) in one or another kind of activity.

The problem of talent is now becoming more urgent. This is primarily due to the need of society in an extraordinary creative personality. Uncertainty of the modern environment requires not only high activity of the person, but also his ability, ability of non-standard behavior.

Early detection, education and upbringing of gifted and talented students is one of the main problems of improving the educational system. It is believed that gifted students do not need the help of adults, special attention and guidance. However, due to personal characteristics, such students are more sensitive to the assessment of their activities, behavior and thinking, they are more susceptible to sensory stimuli and better understand relationships and connections.

Scientists were engaged in the problem of talent:

Many scientists as G.M. Kodzhaspirov, M.V. Mezhieva, V.A Zagvyazinsky, K.M. Mizherikov and others were engaged in the problem of talent:

However, today the theme of the development of students' talent becomes particularly relevant.

The object of the study is pedagogical and methodological aspects of work with gifted students.

Subject of study: pedagogical conditions of work with gifted students at university.

The aim of the study: to study the peculiarities of pedagogical activity with gifted students.

The hypothesis of this article is formulated as follows: pedagogical activity for the development of gifted students:

- the teacher will study the nature and characteristics of the mental development of gifted students;

- work with gifted students will be conducted on a diagnostic basis;

- special forms and methods will be applied in the organization of work with gifted students.

The goal will require the solution of the following problems:

- 1) reveal the essence of the concept of «gifted», «gifted students»;

- 2) to study the peculiarities of mental development of gifted students;

- 3) to consider pedagogical conditions of education and training of gifted students.

Research methods: theoretical methods-study and analysis of methodical, psychological and pedagogical literature on the topic.

At present, caring for gifted students is one of the features of our time. Numerous competitions, Olympiads, scientific societies of students, exhibitions of students' works testifying the close attention of society to the achievements of students and adolescents. And this, of course, is very important, as students have the opportunity to show their extraordinary abilities, get approval from reputable people, finally, realize that they are not alone in this world and there are other students with such hobbies, interests, talents [1].

The complexity of the phenomenon of giftedness, the prerequisites and conditions for the formation and development of giftedness in childhood are well analyzed in the «Working concept of giftedness», developed by Russian scientists. In the «Concept ...» an important conclusion was drawn that «the problem of identifying gifted students and adolescents should be reformulated as a problem of creating conditions for the intellectual and personal growth of students in general educational schools and additional educational institutions» in order to identify as many students as possible signs of giftedness and provide them with favorable conditions for improving their inherent types of giftedness.

Since we are talking about an educational institution that should become a place for the development of the giftedness of the students, we focus on students

showing signs of general giftedness, that is, those who are highly curious, have broad cognitive activity, vivid cognitive interests and the need for creativity.

The quality of the educational system is largely determined by its ability to guarantee high results of students, to shape the characteristics of students in the coming information age: the thinking skills, the ability to «solve problems», the ability to adapt to new requirements, new markets, new information technologies. It becomes impossible to ignore students who do anything better than other students. At the forefront, it is logical and inevitable to implement the potential of students, taking into account their individual differences.

While working on this problem one can consider the creation of conditions for the identification, support, training, education and development of individual talents of gifted students at educational institutions. From this goal the following tasks follow:

- study of scientific and methodological and psychological-pedagogical literature on this issue;
- creation of a system for the purposeful identification of gifted and capable students;
- development of abilities of talented students in the classroom and after-hour activities.

Giftedness as a phenomenon is still a mystery to most members of society. For the general public, the most important problems are not so much the scientific basis of giftedness, as, above all, their real life manifestations, ways of identifying, developing and socializing. Care for gifted students today is a concern for the development of science, culture and social life.

Foreign and domestic psychologists dealt with the issues of giftedness of children. There are major studies in the field of psychology of the creative giftedness of Americans: J. Guilford, P. Torrens, F. Barron, K. Taylor. Based on the ideas of psychologists J. Carroll and B. Bloom, their followers developed a methodology for teaching gifted students. Jean Brunault studied the study of especially gifted students. («Gifted students: psychological and pedagogical research and practice»).

In the field of physical characteristics, gifted students are characterized by: a very high energy level and a low duration of sleep. Most parents claim that their gifted students in infancy slept less and early abandoned daytime sleep.

In modern science there are many theories of giftedness, none of which is generally accepted. These theories reflect a different understanding of the sources of giftedness, the driving forces of its development, the cultural, historical and social conditions of its manifestations, etc. Particularly controversial are the questions connected with early manifestations of giftedness. The most important among them are the questions: what is the child's giftedness, what attributes does it characterize, and how (by what methods) can these signs be identified (measured)?

It should be noted that earlier the term «giftedness» was used to denote any level of potential opportunities for students, in modern literature they usually denote a high level of potential. In this case, the general (mental) and special (by types of activity) giftedness are singled out. In the future, by this term we mean a high level of intellectual gift of students [1, p. 16].

The criterion of achievement is widely used for judgments about the giftedness of outstanding people who have influenced the life of all mankind, science, culture and other fields of activity. However, opinions about what achievements should be considered outstanding do not coincide. It is all the more difficult to assess the achievements of students. The boundaries between age groups or trained beginners are very conditional and strongly violate depending on the types and conditions of activity, the individual characteristics of students, their surroundings. Still, the most often endowed students are those who are much ahead of most of their peers in development and already demonstrate extraordinary success in teaching, in the development of some kind of activity: excellent academic achievement, reading and writing, medals, competitions, recognition of experts [8, p. 56].

The problems of giftedness were studied by domestic psychologists: A.M. Matyushkin in the work «The concept of creative endowments». In the article «Creative giftedness in the development of cognitive structures» by V.S. Yurkevich.

There is an opinion that gifted students do not need the help of adults, with special attention and guidance. But we should not forget that due to personal characteristics of such students are most sensitive to the evaluation of their activity, behavior and thinking, they are more receptive to sensory stimuli and better understand relationships and connections [5].

It should also be remembered that no matter how gifted a student is, he must be taught. It is important to accustom to perseverance, to accustom to work, to make decisions on your own. A gifted student does not tolerate pressure, oppression, shouting, and this can lead to a problem. It is difficult for such a student to cultivate patience, perseverance and unobtrusiveness. The problem of working with gifted students is extremely relevant for modern Kazakh society. Today, there are more and more articles, publications that somehow address this topic. True, they are just a drop in the sea of psychological problems that appear in teachers and parents of gifted students in our time. Each teacher encounters lessons with a problem of inclusion in the lesson of all students. And he asked himself questions – how to revive the lesson, to support interest in the subject.

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