

Research and Analysis of Socially-Pedagogical Problems of the System Approach to the Support of Gifted and Talented Children and Student Youth

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Abstract: The study represents socially-pedagogical problems of system approach to the support of gifted and talented children and student youth in educational establishments of Russia. It is shown, that the development of pedagogical system of support to gifted and talented children and student youth should be based on such principle approaches as social support, socially-pedagogical support, psychological-pedagogical support. As a result of the given research, it was proved that the pedagogical system allows to help more efficiently gifted and talented children and student youth in the process of socialization and social development.

Key words: Pedagogical system, gifted, talented, children and student youth, social, socially-pedagogical support, psychological-pedagogical support

INTRODUCTION

Revelation, support, development and socialization of gifted children becomes one of the priority tasks of contemporary education in Russia as far as the intellectual and economic potential of Russia depends on its decision. However, there is an urgent problem connected with the early revelation of a gifted child, guaranteeing for suitable psychological-pedagogical support in his harmonious development and socialization.

In 1971 at the opening of the International meeting devoted to 100 anniversary of E. Rezerford P.L. Kapitsa said: "The most important and difficult in the organization of science is the selection of more creative gifted youth and creation the conditions when their talent could develop in full way. For this, it is necessary to be able to mark creative capability of youth when they begin their scientific work".

It is noted in the conception of national system of revelation and development of talented youth in Russia that the principle attention should be given to the growth of professional skill of teachers and tutors, to providing high-quality educational programmes, to introduction of contemporary means of teaching. For the organization of this research, it is necessary to integrate the existing mechanism in search and support of gifted children and youth into the national system of revelation and development of young talented youth.

Thus, it is clearly marked the position of the state in the work with gifted and talented children and youth, it is shown the strategic way of this activity.

SYSTEM APPROACH TO THE SUPPORT OF GIFTED AND TALENTED CHILDREN AND STUDENT YOUTH

Today the point is in creation of united federal system on revelation of social, psychological-pedagogical support and taking care of gifted and talented children and student youth, creation of united science-methodological and informational space.

Nowadays the pedagogical support is regarded by the scientists as a special pedagogical activity, providing development of individuality, its self-determination and self-actualization in the process of education; oriented on the creation of conditions for overcoming obstacles by a child in intellectual, moral, emotional-volitional, psychological and physical development; joint process with a child in determination of his interests, the ways of overcoming problems, helping to reach independently the desired results in different fields of life activity. Pedagogical protection is necessary for a child when he is not aware of a danger and therefore, it is supposed to have an active interference of a teacher to solve it or to make a pupil realize it.

Development and research of effective models and consolidation mechanisms in efforts of science-pedagogical workers at finding, developing concrete support of intellectual and creative activity for the gifted children and youth in the conditions of multilevel institution complex are studied by home scientists of Armavir State Pedagogical University (Galustov, 2014; Gluhov *et al.*, 2014).

In the number of the most famous foreign scientific works are the following: the triad model of Dj. Renzulli (Renzulli, 2003); investment theory of R. Sternberg (Sternberg, 1982); the model of multiple intellect of H. Gardner; the Munich Multiple-Factor Model of K. Heller; the “Sea Star” Model of A. Tannenbaum; the Australian differential model of F. Ganye; the scale of Stanford-Bine; the formula of German scientist B. Shtern for the calculation of intelligence quotient (Sternberg, 1982) and others.

Home and foreign study and analysis of scientific works showed that the principle approaches to support gifted and talented children and student youth are: social support; socially-pedagogical support, psychological-pedagogical support.

In the given research, the researchers used the pedagogical methodology of research in the kind of the model of scientific search, unfold in time. The given methodology allowed to organize purposefully the investigation of principle approaches to support gifted and talented children and student youth, provided with the necessary qualitative factual material on the base of which the scientific resume was done.

RESEACH OF SOCIAL SUPPORT OF GIFTED AND TALENTED CHILDREN AND STUDENT YOUTH

Sociological researches show that the gifted children make up 20-30% from the general population and only 5% out of them can be called socially adapted and psychologically “successful”. The rest ones are in the condition of social isolation from the part of their students of the same age and grown-ups.

In the process of theoretical problem analysis of socialization of gifted and talented children and student youth there were discovered the following oppositions (Gluhov *et al.*, 2014):

- Between social order to train the gifted children and youth in the field of culture and creative activity and low social status of the workers in education, culture and art, in many cases it explains parents’ unwillingness of gifted children to orient them skillfully toward this sphere of activity
- Between the desire of staff to provide “environment of success” to every gifted and talented child and student for revelation and development of their creative potential and insufficient material-technical, informational-technical and didactical supply of educational establishment

- Between the needs of gifted and talented children and student youth with their study, research and creative activity and the lack of teachers’ knowledge about peculiarities of children’s giftedness and methods of its revelation and development
- Between the importance of acceptance the progress of gifted and talented children and student youth for their successful self-actualization and the lack of financial means to participate in All-Russian and international contests, competitions and festivals

In social-legal aspect the social support of gifted children and student youth, involved into difficult life situation is regarded in two variants:

- As the activity aimed at the creation conditions for the realization of rights and needs of gifted children and student youth, who might be in difficult life situation
- As the system of activity at establishments and organizations of different departmental belonging, aimed at ensuring measures on taking care of such children and student youth and solving their problems

Socialization of gifted and talented children and student youth is passing with big complications nowadays. Gifted children and student youth feel themselves uncomfortable in “the middle environment”: their behavior, propensity, relationship with the person of the same age. Teachers cannot always see the abilities of gifted and talented children and student youth and they cannot stimulate their development, provide quality assistance to the parents of gifted and talented children and youth.

Social and economic transformation of Russian society has brought destructive tendency into the system of preschool, school and high education and upbringing, as a result it has had a negative influence on the gifted and talented children and student youth. They have turned into an original “group of risk” having become more vulnerable than such category of children as orphans and children left without parents care, disabled children, the children who are in the social and dangerous situation, who are traditionally under more thorough control from the side of our society and government.

The problem of socialization of gifted and talented children and youth becomes also complicated as these children and youth put in front of themselves unreal, overrate targets and therefore they take risks with their health.

Socialization of gifted and talented children and student youth offers maximum professional orientation according their abilities on the one hand and on the other hand enrichment of their social experience.

There was introduced a conception of school disadaptation for the description of the whole complex problem of a gifted child in communication with his person of the same age.

School disadaptation is a social and psychological process of deflection in the development of a child abilities toward his successful knowledge and abilities, skills of active communication and interaction in the productive collective educational activity.

Teachers study school disadaptation in the network of the following approaches: medical and biological; social and psychological; social and disadaptive; social and pedagogical.

Social and disadaptive approach forms the interdisciplinary interaction of specialists of different profile when giving psychological, pedagogical and social help to the children not only on the level of individually orientated, microsocio interaction “child family school assist teacher” but also on the level of regional, macrosocio interaction: “family and risk children of school and social disadaptation educational and social and rehabilitative establishments of the region municipal social politics”.

RESEARCH OF SOCIALLY-PEDAGOGICAL SUPPORT OF GIFTED AND TALENTED CHILDREN AND STUDENT YOUTH

Socio-pedagogical support is a special kind of social and pedagogical activity, aimed at the revelation, identification and problem solving with the purpose of realization and protection of their rights to full value development and education.

Different aspects of socially-pedagogical support of children are studied in the scientific works of L.N. Antonova, O.U. Arsentieva, N.M. Burikina, M.A. Byalik, I. N. Evgrafova, E.A. Ekzhanova, G.B. Kometova, A.V. Mudrik, L. Ya. Oliferenko, S.A. Raschetina, N.N. Surtaeva and other researchers.

The concept of “socially-pedagogical support” has been recently introduced and it has got further development in the works of O.S. Gazman and N.B. Krilova and also in the works of other researchers who regard it as the professional activity of teachers at comprehensive schools, aimed at children’s problem solving.

Socially-pedagogical support is a system of means which provide help to children and youth in their

independent choice moral, civil, professional, existential self-determination and also it is the help in revelation of obstacles in self-realization in educational, communicative, labour and creative activity.

The basic principles of socially-pedagogical support can be the following:

- Agreement of children on the help and support; reliance on the person’s personal and potential abilities
- Compatibility, collaboration, assistance
- Confidentiality (anonymity)
- Benevolence; security, health protection, rights protection, human dignity protection
- Realization of principle “Do not do any harm”
- Reflective and analytical approach to the process and result

These principles have been worked out by O.S. Gazman. Their sense content was traced while projecting the individual activity of the basic subjects of socio-pedagogical support to the teachers, tutors, social teachers.

Thus, socially-pedagogical support is aimed at elimination of barriers, preventing from successful socialization of a child’s personality and support in his difficult life situation.

The aim of the pedagogical support is to assist a schoolchild as much as possible in the awareness and realization of needs in self-actualization. The basic support directions of the gifted children:

- Making them sure in their abilities to live in the society, to find their place in it, to formulate the adequate I-conception
- Teaching gifted children to evaluate themselves properly and put the real goals
- Overcoming psychological isolation of gifted children in children’s groups

Socially-pedagogical support of gifted children and student youth supposed to have a consolidation in the efforts of a society and a teacher.

The socially-pedagogical support has the following types: social, material, psychological, physical. The social type of socially-pedagogical support supposes:

- To help gifted and talented children and student youth in making friendly contacts, in studying ways of interaction without conflicts, in living in agreed relations

- To accept the standards and rules of life activities of the group and laws of the society
- To develop intellectual, aesthetic, ethic ability
- To develop quality and character traits which are necessary for full value life activity, in the process of organizing collective labour and creative activity, standard activity (collective working out the rules and laws of life in the team and their maintenance) and so on

Material socially-pedagogical support is characterized like this:

- To offer material help to gifted and talented children and student youth
- To cultivate in children respect to material values
- To organize well-equipped place and atmosphere for educational goals

Psychological socially-pedagogical support is a set of methods and measures which are aimed at:

- To help in psychological stabilization of a personality
- To make a person free of inferiority complex, to develop psychological protection
- To maintain positive emotions, optimistic view on the world
- To develop psychological steadiness of personality
- To develop creative activity of a personality, the ability to understand and reveal yourself

Physical socially-pedagogical support is:

- Help to the gifted children and student youth in timely exposure of diseases (medical examination, individual examination, supervision) and sending them for medical treatment
- Help in doing physical culture (physical exercises, sport, tourism, methods of hardening and training organism, methods of relaxation, massage and self-massage)
- Help in study the ways of protection in the case of nature cataclysms, danger of material objects through theoretical and practical lessons at the lessons of biology, life safety, during walking tours, excursions, at extracurricular lessons, using health saving technologies in work

The basic functions of socio-pedagogical support are:

- Developing (giving help in social development and spiritual self-perfection)

- Stabilizing (stopping negative feelings, worsening physical and psychical state of health)
- Correcting (activity, aimed at giving help and support)

It is necessary to maintain some conditions to carry out the pedagogical support efficiently. Kolomiets S.A. single out four basic conditions of pedagogical support for the gifted children.

Social development of complex of educational programs at separate directions, providing variety in educational process, creating the situation of choice in the process of self-actualization of a gifted student that raises the effectiveness of socio-pedagogical support.

Pedagogical development of methodological maintenance of pedagogical support in self-actualization of the gifted children in supplementary education which is regarded as an invariable help of methodological service for teachers, aimed at improvement of socio-pedagogical support through the raise of their professional competence.

Pedagogical forming the teacher's positive attitude towards children and youth. This circumstance is paid much attention practically in all concepts of humanistic education and upbringing. For a teacher the positive attitude of an adult to children and youth is an atmosphere which demonstrates: "I take care of you" but not "I will take care of you, if you behave yourself in this way or in that way". Thus, the modern conditions in solving the problems about the development of gifted children and youth demand the pedagogical support, making support programs, the programs on training and retraining teachers who work with the gifted children.

RESEARCH OF PSYCHOLOGICAL AND PEDAGOGICAL SUPPORT OF GIFTED AND TALENTED CHILDREN AND STUDENT YOUTH

The psychological and pedagogical maintenance of gifted and talented children and student youth is a complex pedagogical, psychological, medical, social problem, so its solving can only be when the specialists of different profiles consolidate in their efforts.

The object of psychological and pedagogical support is the education process. The subject of the activity is the situation of development of gifted children and student youth, who are presented as a system of relations with the world with the surrounding people and with themselves.

The aim of psychological and pedagogical support is the creation of the conditions in socio-pedagogical environment for maximum personal and intellectual development of children and student youth.

The basic tasks of the psychological and pedagogical maintenance of gifted and talented children and student youth are:

- To warn about the appearance of problems connected with the development of children and student youth
- To help gifted and talented children and student youth in solving actual tasks of development, education, socialization, choosing educational and professional route
- To develop the psychological and pedagogical competence in children and student youth, parents, teachers
- Psychological assurance of educational programs

The problem research of psychological and pedagogical support of gifted and talented children and student youth is done by scientific and pedagogical workers in three directions:

- Support as the upbringing, providing with the creation of conditions, promoting successful development of children and student youth
- Support as the protection, providing safety, interests and rights in the process of personal, life self-determination
- Support as the individualization, supposing permanent readiness of an adult to react adequately to the request of children and student youth about interaction, statement of their competence

The research and analysis of the research directions allows to come to the conclusion that the aim of psychological and pedagogical support is the creation of conditions for the development of children and student youth, comprising the atmosphere of physical and psychological safety of students, providing their interests and conditions for individual and personal development.

The psychological and pedagogical support provides for constant presence of a teacher in the life of children and student youth but not a help once-only in the difficult situations.

Psychological and pedagogical support is necessary for the gifted children and youth in the case, when there is a problem situation in relations with the environment but there is no enough necessary resources for its constructive solving independently. It is interpersonal interaction, in the foundation of which there is joint activity of a teacher and a student, characterized by interacceptance and trust.

However, teachers cannot always possess enough the personality characteristics. That is why, when teachers give their psychological and pedagogical support to the gifted children and student youth there may appear additional obstacles:

- Lack of or absence of love and respect, interest to children and student youth
- Misunderstanding of their psychological, age-related and individual peculiarities
- Emotional effectiveness, low level of sensitivity, openness
- Low effectiveness of pedagogical activity
- Professional burning-out, hence there is emotional alienation

Teachers should possess the information about difficulties of gifted and talented children and youth that will allow them to give a psychological and pedagogical support in time.

In the system of psychological and pedagogical support of gifted children and student youth it is necessary to encourage:

- Independent initiative learning
- Desire for learning
- Aspiration study at creative children and student youth
- Active participation in joint group of creative works
- Active participation in contests, competitions, festivals, conferences and discussions
- Development of opportunities in self-control while marketing the results of their own creative work
- Initiative independent creative work and research
- Formulating problems and methods of their solving
- Singularity of results the creative work
- Clarity and sophistication of the text, expressing the results of the creative work
- Using their own examples, facts, illustrations for the expression of creative ideas

Thus, the conditions of psychological and pedagogical support of gifted and talented children and student youth which are being created should provide for: improvement cognitive, behavioral, emotional and motivational sphere of personality and also supply flexibility and variation of educational process by means of including subject, extra subject and metasubject knowledge and skill into it.

RESUME

On the ground of all above mentioned one can come to the conclusion, that the system of work with gifted and talented children and student youth should include the whole line of constituents, aimed at creating the conditions for favourable social, psychological and psychophysical development of children in all periods of their growing older with the purpose to promote maximum preservation and development of their natural gift also in mature age.

The social support of gifted and talented children and youth creates and supports worthy conditions of life for the family, children and youth, satisfying their life needs and helps them in their professional self-determination in their independent individual choice moral, civil, professional, existential self-determination and also it helps in revealing obstacles (hardship, problems) of self-actualization in educational, communicative, labour and creative activity.

The psychological and pedagogical support of gifted and talented children and student youth is a complex pedagogical, psychological, medical, social problem, which can be solved only in consolidation of the specialists of different profiles.

Created conditions of pedagogical support of gifted and talented student youth should provide for: improvement cognitive, behavioral, emotional and motivational spheres of personality and also provide with flexibility and variety of educational process by means of including knowledge and skills at subjects.

CONCLUSION

Thus, the results of our research will allow to work out the socio-pedagogical model for the overall support to gifted and talented children and student youth on the base of system approach and provide it with experimental check at schools and high educational establishments of Krasnodar Region in Russia.

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