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HOW TO WORK WITH GIFTED STUDENTS

Intellectual giftedness is an intellectual ability significantly higher than average. Many traits that demonstrate intellectual giftedness are identified across a multitude of cultures, such as:

- displaying advanced reasoning and creative thinking, generating ideas beyond the norm;
- resourceful and adaptable;
- strongly motivated to understand the world;
- well-developed vocabulary in native language;
- learns concepts quickly, and builds/develops these concepts;
- strong sense of justice and morality;
- displays leadership skills in various ways, such as persuasion, taking initiative, and leading by example;
- comprehending and using humor beyond their age [3].

The term ‘gifted and talented’ when used in respect to students, children, or youth means students, children, or youth who give evidence of high performance capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities.

It so happened that researchers of the problem of giftedness more often paid attention to the children of the younger age, rightly believing that abilities and talents need to be identified and developed as early as possible. Therefore, the concept of ‘gifted child’, ‘child with signs of giftedness’ is analyzed in detail in scientific

terminology, while the term ‘gifted student’ has not been widely used. Only in recent years more and more often special researches which subject of definition of features of development began to identify giftedness at student age. In our opinion, the period of senior adolescence has its own specific features in the manifestations of talent, which should be taken into account by university teachers during the organization of the training process of gifted students. In modern society, there is a growing need for people who think outside the box, who are creative, active, able to solve non-standard tasks and formulate new, promising goals.

Thus, the study of V.M Druzhinina, O.V Zazimko, N.S Leites, M.L. Smulson, M.A. Kholodna allowed to identify the specific features of older adolescence as an important stage in the development of talent, which combines and generalizes the formation of the previous stages [2]. Typical manifestations of giftedness at student age include the following: vigorous growth of moral and intellectual strength and capabilities; increased level of abstraction and generalization; formation of direct and reverse operations, considerations and inferences; criticality; strengthening mental activity; striving for self-improvement; formation of worldview, moral, aesthetic feelings; critical thinking; growth and enrichment of talent; formation, formation of special tendencies and abilities; ease of learning new ideas and knowledge; very good development of communication skills, openness, friendliness, developed sense of humor; vivid and direct imagination; inability to hide their feelings and emotions; activity, persistence, energy, propensity to risk; impatience during routine work, giving preference to difficult tasks; independence in judgments, behavior [1].

At the same time, a gifted student is not satisfied with traditional teaching methods, as he does not have the opportunity to express himself, to realize himself and, therefore, he is overcome by boredom, monotony, and sometimes detachment from everything that happens in class.

The following activities help me to develop students’ creative abilities:

1. Involvement of students in design and research work. This makes the learning process interesting; expands knowledge beyond the topic; give the learning process dynamism and attractiveness; students become creative researchers; get job satisfaction.

2. The use of role-playing games that activate the creative process in the lesson; include elements of dramatization; give the opportunity to organize a discussion, a live exchange of views; suggest informal communication.

3. Use of creative tasks (come up with a riddle; compose a chainword, crossword, puzzle; essay contests; translator contests; compose a quiz on a given topic.)

4. Extracurricular work on the subject (subject weeks; Olympiads; holidays to study English traditions; parties, etc.) [4].

Students who grasp the material much faster should get various additional tasks. We also organize additional stimulating (for 'strong') and supporting (for 'weak') classes. Programs that are aimed at deepening and improving the material covered in the lesson should be developed. Additional training of grammatical phenomena, speaking of active vocabulary and speech situations that took place in the lesson, allow you to move on to a new topic with full confidence that the student has fully mastered the previous material. Such students are also invited to participate in various creative subject competitions [3].

It is also important to emphasize that every student should be able to receive an education that will allow him or her to reach the highest possible level of development. That is why, taking into account the peculiarities of working with young gifted adults, we will be able to realize the potential that is inherent in a gifted child.

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