

Methods of teaching talented and gifted children



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When a small child is born from a mother, he is born from two different personalities. Someone wants to drink, eat and sleep. One would like to know one. What he saw prompted him to ask: “What is this?”, “What is this?” and “Why did he accumulate?”, “Why did he peck?” He asks for everything that he heard and heard, and finds no peace. All this means that I want to know, I see, I teach.

The Book of Words seven

"The gift given to us from birth is like a raw diamond. It is made of translucent solid rock from the Siberian ore (but no matter how beautiful a diamond is, the difference between pearls and earth is like heaven). Coral stone is a hard-working diamond."

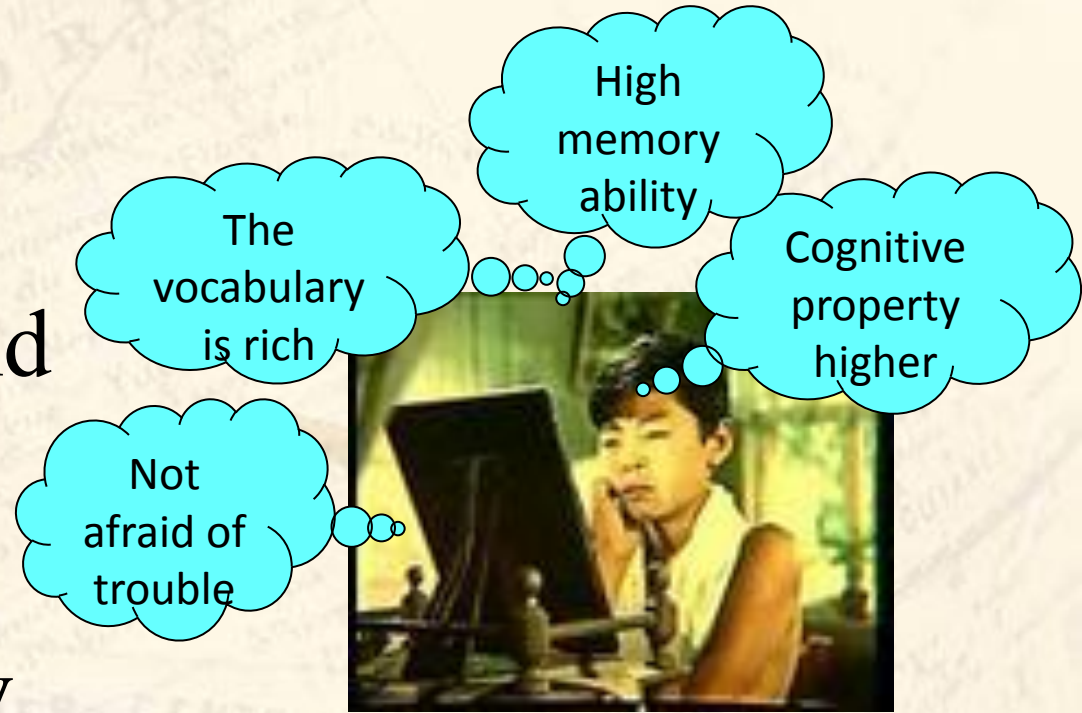


A. Vladimirov

Giftedness:

Features of gifted children:

The ability of the human psyche to develop consistently throughout his life and to achieve unusually high results in one or more areas of activity compared to others.



Gifted children are:

A child who is more advanced than any of his peers, with a special focus, excellence and ability to act in a particular way and outstanding in his accomplishments!



Giftedness

Outstanding talent

The achievement of a gifted student is so clear that the principle "this boy is talented" is beyond doubt.

The hidden talent

Most of the results of the actions of the child secretly observed.

Giftedness

General (or
intellectual)
gifts

Real
talent

Giftedness means general flexibility, good memory, versatile thinking, problem-solving, and problem-solving skills.

Intellectual (or general cognitive) abilities are the psychological core of general gifts.

Real talent children in a particular area of activity, namely musical, artistic, sports, etc.

Types of gifts:

- * **Intellectual gifts;**
- * **Academic talent;**
- * **Artistic gift;**
- * **Creative gift;**
- * **Leadership or social talent;**
- * **Sportsmanship.**

Program requirements for gifted children:

- * **Formation of the main types of communicative actions of the gifted student;**
- * **Promote the development of the ability to feel their own potential and to be aware of their individual identities;**
- * **Formation of research methods;**
- * **Increase of creative thinking;**
- * **Use of language education system in speech activity etc.**

*Complex of methods of development
of gifted personality*

Creative gift

Scientific and practical
conference projects

Artistic gift

Creative contests, songs,
dance clubs

Intellectual gifts

Intelligent games kangaroo

Psychomotor
giftedness

Spartakiads, tournaments,
presidential tests

Academic talent

Optional, elective, applied
courses, Olympiads

Directions of the "Talented Children" Program:

- I. Development of additional study programs for gifted children, test tasks and texts of various types of control work.
- II. Conduct diagnostics.
- III. Creation of conditions for realization of creative potential of gifted children.
- VI. Development of creative abilities of gifted children.
Yes. The main source of creative development for gifted children is the promotion.
- VI. Organization of scientific and methodological activities with teachers on the topic "Gifted children".

Methods of teaching gifted children

- The ability to remember
- Health, physiological features
- Analysis of print materials
- Hard work and patience
- Social, psychological features of the family
- Temperament
- Field of cultural thinking
- Consultation with expert scientists

Psychological methods used in work with gifted students

- Methods of the "Map of Talent" (Savenkov)
- The Jones Creativity Questionnaire
- Diagnosis of creative abilities of students
- Questionnaire for determining the learning motive
- Methods for determining the profile interests of the child
- General Giving Methods (Parent Surveys)
- Who is prone to it? Methods

Teachers' work system:

- The school administration or community members identify gifted teachers who can work with gifted children.
- Development and improvement of programs for working with gifted children;
- Involvement of gifted students in olympiads, contests, school, city, regional and republican educational contests;
- Preparation of Olympic theses.
- Implementation of school and family relationships in the development of gifted children:
- Organization and conducting classes with gifted children using new teaching technologies
- Organization of students scientific society.
- Organization of gifted students' week
- Development of school material resources.
- Development and creation of advanced, in-depth database.
- Effective organization of extra lessons.
- Introduce practicals, individual counseling in choosing subjects.
- Equip a work corner with gifted students (information booth,)

Problems

- Weak scientific and methodological support of teachers working in this direction
- Failure of teachers and parents to cooperate in creating the conditions for the students' natural development
- Poor focus on student choice of subject
- The base of Olympiad tasks on the subject is small.
- You may have difficulty learning your Olympic tasks.

Ways of solution

- Professional development of teachers working with gifted children
- Revision of subjects of improvement of their knowledge.
- Organization of regular Olympiads during subject weeks.
- Creating a database for summarizing the Olympiad tasks for each subject.
- Reconstruction of Olympic reserves
- Quarterly submission of reports of subject preparation work to the Olympiad



Өзін – өзі бағалау

Топтық жұмыста

Әрқашан

Кейде

Ешқашан

Жаңа ой пікір
ұсындым

Басқа топ
мүшелерінің
көмегін
пайдаландым

Талдау жасап,
қорытындылауға
қатыстым

Топ мүшелеріне
көмек көрсеттім



Топтық жұмысты бағалау

Бағалау критериілері	1	2	3
1. Ұйымдастырылуы	Топтың жұмысы жоғары деңгейде ұйымдастырылған	Топтың жұмысы орташа деңгейде ұйымдастырылған	Топтың жұмысы ұйымдастырылуы жеткіліксіз
2. Мазмұны	Тақырып ашылған, мәлімет жан – жақты берілген	Мәлімет жан – жақты берілген, бірақ дұрыс үйлестірілмеген	Мәлімет біржақты ғана берілген
3. Топ мүшелерінің белсенділігі	Топ мүшелері түгел қатысты	Топ мүшелерінің жартысы ғана қатысты	Топ мүшелерінің біреуі ғана белсенді қатысты
4. Креативтілігі	Шығармашылығы жоғары деңгейде	Шығармашылығы орта деңгейде	Шығармашылығы жеткіліксіз