

Қазақстан Республикасының Білім және ғылым министрлігі
Ақмола облысы білім басқармасы жанындағы
«Ж.Мусин атындағы Көкшетау жоғары қазақ педагогикалық колледжі»
МКҚК

METHODS USED AT ENGLISH LESSONS BY MODULE OF TEACHING GIFTED AND TALENTED CHILDREN

DONE BY: B. SHALAGAYEVA

SCIENTIFIC ADVISER: A. SHEKERBAYEVA

A GIFTED CHILD IS AN ORDINARY CHILD, AND HE DOES NOT ALWAYS FIT THE REQUIREMENTS OF THE STANDARD EDUCATIONAL SYSTEM. FOR SOLVING SOME OF THE ISSUES REQUIRED CONSEQUENT CONSIDERATION OF PARTICULAR PROBLEMS:

what is a "genius"?

**what are the main characteristics of maturity
criteria and methods for their detection?**

**how is giftedness manifested and formed in
English classes?**

THE ACTUALITY OF THIS DIPLOMA PAPER

Importance and openness of the
problem of effective teaching
English for gifted and talented
children.

What does it mean to be gifted and talented?

10%

- *By nature*

80%

- *have certain abilities that can reveal in certain situations*



GIFTED CHILDREN

USUALLY HAVE EXCELLENT MEMORY, WHICH BASED ON EARLY SPEECH AND ABSTRACT THINKING. THEY ARE DISTINGUISHED BY THE ABILITY TO CLASSIFY INFORMATION AND EXPERIENCE, THE ABILITY TO USE KNOWLEDGE. LARGE VOCABULARIES, ACCOMPANIED BY COMPLEX SYNTACTIC STRUCTURES, THE ABILITY TO RAISE ISSUES OFTEN ATTRACT ATTENTION TO GIFTED CHILDREN.



TALENTED CHILDREN

- TALENT IS A SPECIFIC ABILITY THAT IS EXPANDED WITH THE ACQUISITION OF SKILL AND EXPERIENCE. THEY GLADLY PERCEIVED DIFFICULT AND LONG-TERM TASK AND CANNOT STAND WHEN THEY IMPOSE THE READY ANSWER.



The work plan is divided into the following stages:

**To
identify
children
with
special
abilities.**


**To
determine
the
direction
of
students'
ability.**

**To establish
of the
system of
work for
the
developme
nt of
horizons**

**To
conduct
individual
work with
gifted
children**



Methods used in identifying gifted children:

- 1. Various alternatives of controlling children.**
 - 2. Marital status of the child, different methods for finding information on the development of the child.**
 - 3. Special psych diagnostic trainings.**
 - 4. Conduct "Observation" lessons in a special program.**
 - 5. Involving children to hold of collective creative activities.**
 - 6. To organize various Olympiads, Creative Competition, Concerts etc.**
- 

The complex methods for developing talented children

Creative



Scientific conferences, project works

Artistic



Creative competitions, dance and song clubs

Intellectual




Intellectual games: British Bulldog, Akbota


Academic



Elective courses, competitions



AT THE BEGINNING WE BEGAN TO IDENTIFY GIFTED AND TALENTED CHILDREN WITH VARIOUS METHODS. WORK WITH GIFTED CHILDREN, WHO POSITIVELY MOTIVATED TO STUDY, TRADITIONALLY CONDUCTED IN ALL SUBJECTS. IN ENGLISH LESSONS MUCH ATTENTION IS PAID TO DEVELOP OF CREATIVE ABILITIES, PERFORMING CREATIVE TASKS ALL WORKS WITH GIFTED CHILDREN TAKE PLACE BOTH IN THE CLASSROOM AND IN THE AFTERNOON.

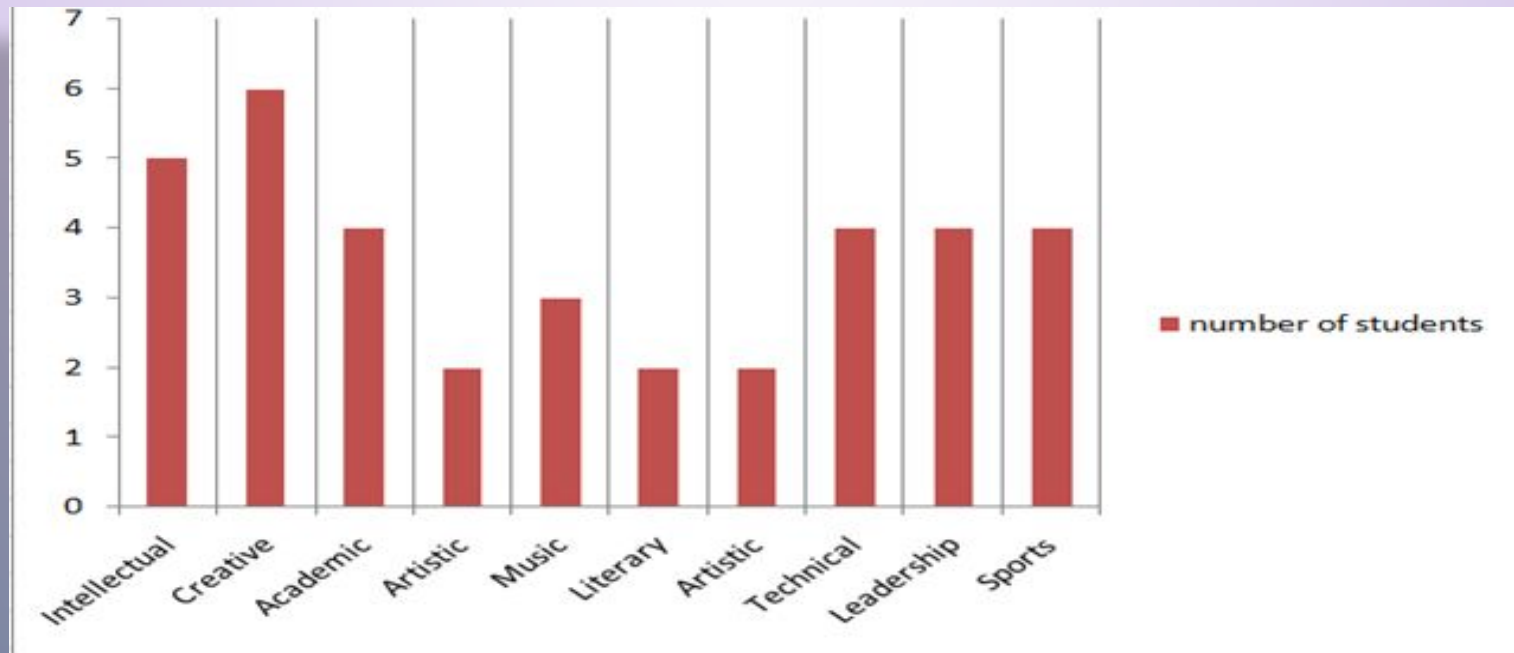


During the week of foreign language we organized the contention “The leader of the 21st century” between the 7th grades, where my student won first place. On the topic of Harry Potter for the basement work, my class took the second place. The concert was held at the closing of the week of English, where all classes took an active part, they sang songs, read poems, put scenes from different tales and were awarded with certificates on the result of the week.

**When working with gifted children, we used
the following psychological techniques:**



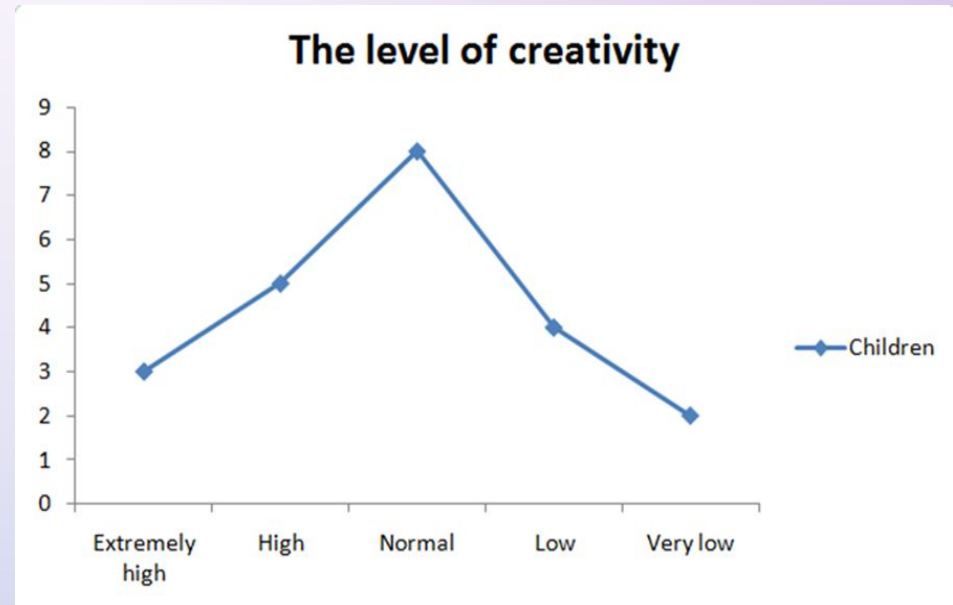
THE RESULTS OF 7TH GRADE STUDENTS ON THE SURVEY «METHODOLOGICAL MAP OF GIFTEDNESS (SAVENKOV)»



Based on the survey of parents it was identified the following abilities in the class: With intellectual abilities are 5 children, creative-6, academic-4, artistic-2, music-3, literary-2, technical-4, leadership-4, sports-4.

JOHNSON'S CREATIVITY QUESTIONNAIRE

- IT IS AN OBJECTIVE, CONSISTING OF EIGHT POINT CHECKLIST OF THE CHARACTERISTICS OF CREATIVE THINKING AND BEHAVIOR, DESIGNED SPECIFICALLY TO IDENTIFY MANIFESTATIONS OF CREATIVITY, ACCESSIBLE TO EXTERNAL OBSERVATION.



- According to the results Johnson's creative questionnaire, the level of creativity in 3 pupils were extremely high, high level were in 5 children, normal- 8, low-4 and very low in 2 children.

QUESTIONNAIRES ASSESS THE LEVEL OF SCHOOL MOTIVATION (BY N. LUSKANOVA).

- *THE AIM : TO ASSESS THE LEVEL OF EDUCATIONAL
MOTIVATION*

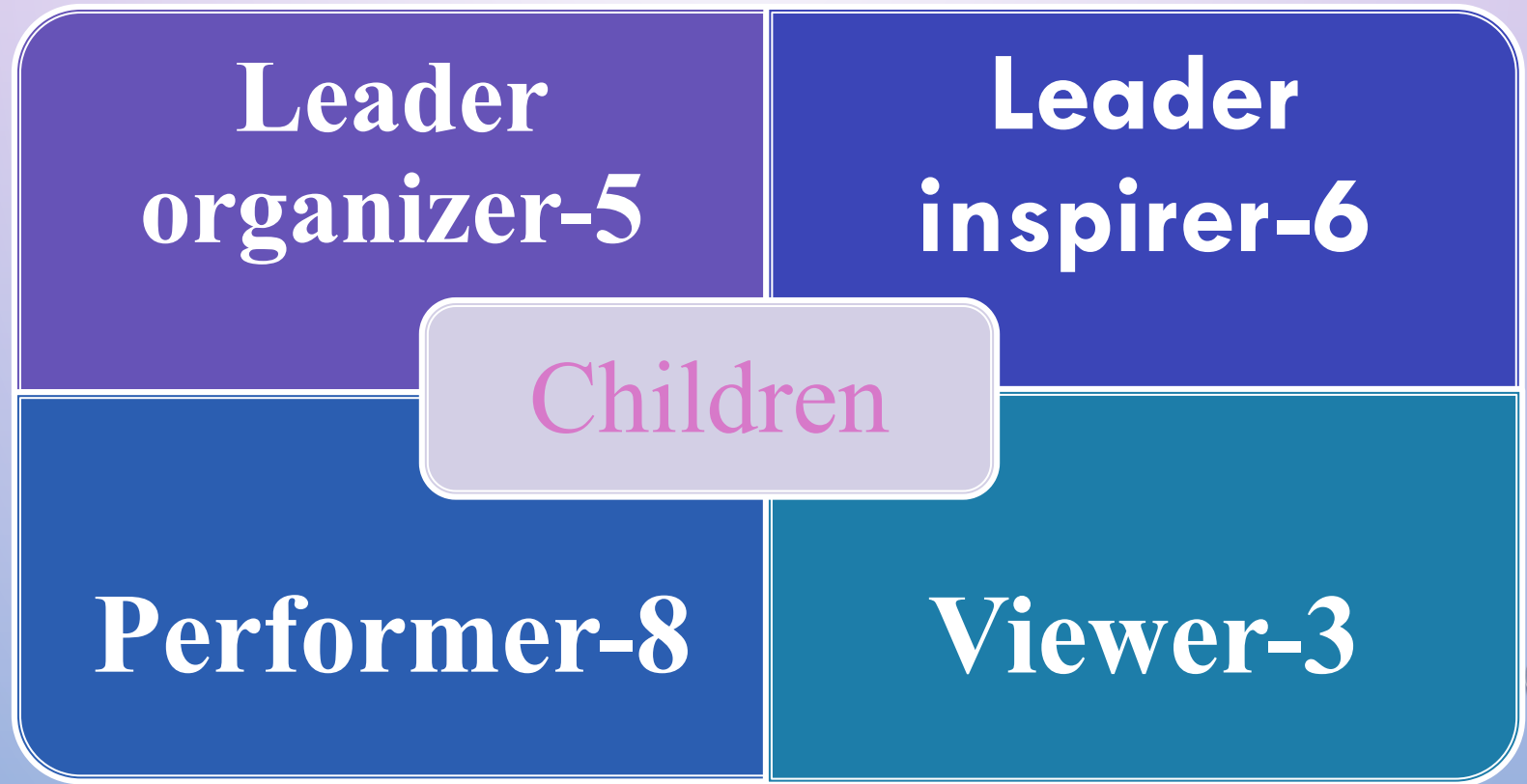
FOR THE POSSIBILITY OF DIFFERENTIATING CHILDREN BY THE LEVEL OF
MOTIVATION, A SYSTEM OF SCORES HAS BEEN DEVELOPED:

1. THE CHILD'S RESPONSE, WHICH TESTIFIES TO HIS POSITIVE ATTITUDE TOWARDS
THE SCHOOL AND PREFERENCE FOR LEARNING SITUATIONS, IS ESTIMATED AT 3
POINTS;
2. NEUTRAL ANSWER (I DON'T KNOW, IT HAPPENS IN DIFFERENT WAYS, ETC.) IS
ESTIMATED AT 1 POINT;
3. THE ANSWER, WHICH ALLOWS TO JUDGE THE CHILD'S NEGATIVE ATTITUDE TO A
PARTICULAR SCHOOL SITUATION, IS ESTIMATED AT 0 POINTS.

BUSINESS GAME "LEADER"

- **THE AIM:** TO IDENTIFY THE LEADERS OF THE CLASSROOM AND TO PROMOTE THEIR UNITY.
- **THE COURSE OF THE GAME:** THE CLASS IS DIVIDED INTO GROUPS OF 5-7 PEOPLE. DURING THE GAME, STUDENTS ARE ASKED TO PERFORM A NUMBER OF TASKS, THE COMPLEXITY OF WHICH INCREASES FROM THE FIRST TO THE LAST. THE GAME HAS A "SECRET", WHICH THEY WILL BE OPENED ONLY AT THE END. THE "SECRET" OF THE GAME IS THAT THE TEACHER IS CAREFULLY WATCHING HOW EACH MEMBER OF THE GROUP HAS BEEN ACTIVE IN THE JOB AND GIVES HIM TOKENS OF A CERTAIN COLOR (WITHOUT EXPLAINING ANYTHING TO THEM):
- WHITE TOKEN FOR THE LEADER-ORGANIZER;
- YELLOW TOKEN FOR THE LEADER-INSPIRER;
- RED TOKEN FOR THE PERFORMER;
- GREEN TOKEN FOR THE VIEWER.

AT THE RESULT OF THE GAME:



The background features a gradient from light pink at the top to light blue at the bottom. Decorative water droplets of various sizes are scattered around the edges, with pink ones in the top left and blue ones in the bottom right.

THANK YOU FOR
YOUR
ATTENTION!!!