



MECHANISMS FOR DISCOVERING TALENT IN EDUCATIONAL INSTITUTIONS AND TECHNOLOGIES FOR IMPROVING

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Abstract: *This article analyzes the mechanisms for identifying and developing gifted students and pupils in educational institutions, as well as modern technologies aimed at their improvement. The article examines methods for assessing giftedness, tools for pedagogical diagnostics, as well as strategies for developing creative and intellectual potential. The research results will allow for the implementation of an individual approach in the educational process and the identification of effective ways to support talented youth.*

Keywords: *talent, educational institution, pedagogical diagnostics, development technologies, creativity, individual approach, intellectual potential*

To understand children with innate talents, we must first understand the age-related characteristics of children's psyche. If ability is a psychological trait, then giftedness is its highest indicator. Abilities and talents are reflected throughout a person's life. There are many brochures on identifying gifted students and their psychological characteristics, but we rarely use them in our practical work. Especially at school, we must pay special attention not only to lagging students, but also to those who are easier to learn compared to others and achieve high success in the educational process. In the educational process, in teamwork, students differ from each other in their movements and

achievements. The early development of intellectual abilities in gifted children should not leave parents, teachers, and the public indifferent. Because it can lead to the loss of their given talent.

According to the research, various categories of specialists were involved in identifying gifted children, namely psychologists, teachers, social teachers, specialists in a particular subject, and parents. One of the effective forms of such cooperation is the psychological and pedagogical council of the educational institution. After identifying the children's intellectual abilities, the following teachers worked with them:

- Consulting;
- Methodological assistance in the preparation of individual training programs;
- Development of recommendations for an individual approach;
- Helping teachers find effective forms of communication;
- Recommendations on the organization of a favorable microclimate;
- Training in socio-psychological skills and abilities;
- Construction of psychological characteristics;
- Advice for students;
- Observation;
- Psychohygiene of communication;
- Psychological diagnostics of children;
- Consultations on the results of diagnostics;
- Familiarization with the child's age-related psychological characteristics;
- Improvement of psychological competence.

To systematize information about children with high intellectual development, a database is maintained at school, including biographical

information about them, the results of their psychodiagnostic examination and questionnaires. At school, the psychological and pedagogical service carries out the support of children with high intellectual development. Educational activity¹ The main condition for working with children with a high level of intellectual development is a high level of professional competence of teachers, which implies: - an individual approach to the child; - the development of children's creative abilities; - the ability to effectively construct the pedagogical process in a constantly changing educational practice; - the use of effective educational technologies in the lesson (for example, project technology, research workshop technology, discussion technology, problem-based learning technology, critical thinking technology (insert, cluster, sinkway, E. de Bonet method, group discussion, brainstorming, case technologies, information technologies, portfolio technologies, tutoring support technologies, etc.). Modern innovative technologies allow children with a high level of intellectual development to enter the creative educational process and develop in them a thirst for knowledge, a striving for discoveries, active mental work, and self-knowledge; - building an individual educational direction determined by the student's educational needs, individual abilities and capabilities (the level of readiness to master the program), as well as existing standards of educational content. The direction of individual education helps a child with a high level of intellectual development to discover their talent and make decisions in the world of professions. Project-research activity allows the teacher to organize work with students of different groups, which shows the way for each student to move from the level of reproductive education to the creative level. Expanding methods of

working with information sources, increasing the independent role of students in project activities forms the main competencies:

- creation, search, collection, analysis, presentation, transmission of information;
- modeling;
- design;
- joint activity;
- reflection;
- self-study.

Designing forms the personal qualities of students, primarily the ability to work in a team, take responsibility for the selection and solution of problems, and share responsibility, and analyze the results of activities. Extracurricular activities. Extracurricular activities are activities and activities conducted with a class or group of students in their free time, aimed at developing creative potential through artistic, design and research, technical, environmental and biological, sports and other activities:

- clubs;
- studios;
- school Olympiads;
- academic practice;
- summer science schools (vacation schools);
- intellectual games and competitions.

Extracurricular activities - various educational activities organized outside of extracurricular activities in order to meet the needs of students for informal communication, meaningful leisure, self-government and

participation in socially useful work, children's public associations and organizations:

- School department, scientific society;
- School scientific and practical conferences;
- Thematic decades (weeks);

Festival of student projects. Higher educational institutions. Educational institutions, in the course of their activities, interact with the external environment as open systems of a socio-pedagogical type. Not limited by its goals, resources, and means, each institution strives to develop its interaction with the external environment. Higher education institutions act as one of the subjects of such cooperation.

In the development of interaction between educational institutions, great attention is paid to the sequence of children with a high level of intellectual development. This trend is manifested in various educational institutions of the region. Children with a high level of intellectual development are prepared for further education in higher educational institutions, they are directed to continue research on their projects at universities, and their knowledge in individual subjects is deepened. Winners of competitions, olympiads, and conferences have the opportunity to enter the higher educational institutions specified in the contract on preferential terms (for example, with a reduced passing score or a shorter study period). Joint design and involvement of students of educational institutions and professors and teachers of higher educational institutions in research work is one of the most active works. Teachers and researchers of universities provide scientific and methodological guidance, implementation, design, mutual review of

children's scientific articles, assistance in data processing, preparation of speeches and presentations of research activities. In the process of such work, children acquire skills in independent work and research activities, and develop their creative abilities. To organize work with intellectually developed children, universities provide faculties, departments, classrooms, laboratories, and innovative structures (technoparks, interuniversity centers) with material, technical, methodological, scientific, and personnel resources. Various conferences, olympiads, competitions, festivals, training camps, and special courses on working with children are organized at universities. Work is carried out in university scientific societies, clubs, laboratories, college classes, specialized camps, pre-university preparatory faculties, research schools. Master classes, creative seminars, laboratories, and advanced training and retraining courses are being organized for teachers in higher educational institutions.

The main approaches to teaching children with high intellectual development are as follows:

1. The advantages of individual learning over frontal learning. Frontal education affects everyone simultaneously. It is absolutely impossible to give up frontalism, but individual work should still play a priority role, since the development of gifted children is also mainly an individual process. This issue usually raises many personal, controversial issues.
2. Priority of dialogue over monologue. The most important component of communication technology is problem-solving, communication, and collaboration. On their basis, multi-stage activities of students are organized, project creation in groups, etc., critical thinking is formed in the process of communication, students are not afraid to express their

opinion, defend their position. Communication technology includes research and design methods, forms of group and individual activity, and most importantly, thinking.

3. The superiority of moral qualities over a child's abilities. The idea that genius and evil do not coincide is connected with the upbringing and development of gifted children. The logic here is simple: an immoral person either doesn't develop their talent or sooner or later destroys it. At the same time, the axiom of moral and scientific courage is also true. The basic moral truths learned in childhood remain guidance and salvation in human life, which is confirmed by many examples from the lives of great people.

4. Gender approach in working with gifted children. Pedagogical practice and everyday reality testify to significant differences in the types and levels of abilities of men and women. At the same time, theoretically, for a long time, no one has surpassed anyone in ability - neither men nor women. We simply deal with various abilities and the peculiarities of their development. It is known that men's mind has advantages in logic, and women's mind is superior to men's intuition. In life, they complement each other. The gender approach to working with gifted children should be based on specific life examples. Biographical approach to the development of abilities. When working with gifted children, it is necessary to rely on the biographies of great people, especially when explaining the reasons for their gifts. At the same time, the development of genius can be a model not only for imitation, but also for the personal development of a gifted child. Consequently, the quality of working with gifted children can be significantly improved, taking into account the specific factors that contribute to the development of the abilities of a

particular brilliant person of the past or present. Thus, the listed personal and professional characteristics of a teacher are one of the most important conditions for effective work with gifted children.

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