

THE TEACHERS' PEDAGOGICAL SKILL INCREASE, HAVING WORKED WITH THE GIFTED CHILDREN, ON THE BASIS OF THE INFORMATION TECHNOLOGIES

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The education, in today's world, is the strategic sector, the investments in which are the most profitable investments, since they are formed the future society's social capital. The XXI – st century society is characterized by the intellectual culture, which will be characterized by the various sciences' integration, by the universal informatization and the further computerization, and by the humanitarian control. Thus, the strategic goal for Kazakhstan, in this direction, is suggested by the Republic's President of N.A. Nazarbaev, the «Intelligent Nation – 2,020» project, having aimed to be formed the leaders' core in the society with the creative values, who are able to lead all the rest behind themselves. This project is focused on the further development of the Kazakhstan own guidelines, on the ethical standards, on the national idea of the education and the culture building.

So, the leading role, in this process, is given to the general secondary education system development. The priority, here, is to be achieved the high level development of the students' abilities, to be identified their giftedness and talents, and the cognitive processes development, having provided the decent competition in the labor market.

The special role in the identification and the further development process of the gifted children is practically given to the teacher. So, the State Program of the Kazakhstan Republic (KR) to be supported the «Daryn» young talents has already been developed for the work system implementation with the gifted children in Kazakhstan. The main Program's purpose is: the basic search strategies definition, the education and the training of the gifted children and the youth; the support and the development of the single and the continuous process of the intellectual potential formation of the Republic of Kazakhstan (RK); the socio – cultural formation promotion of the talented the gifted youth.

Unfortunately, as it has been shown the carried out analysis by us, more than 70% of the interviewed teachers have usually many difficulties with the gifted students' work organization. So, the information exchanging possibilities, on the internal developments of the full time conferences and the workshops are limited, both as temporary, well as the material costs, and they cannot adequately be met the teachers' occupational needs. Mostly, the school teachers have to be developed the special programs, the courses, the subject's methods of the teaching under the conditions in the absence of the necessary information and the data on the created, in this direction, the resources, and the developments.

The telecommunications can be the means for the above – listed challenges solving, with their help at the disposal of the educational community are acted, as the powerful means of the communication and the information receiving, as the teleconferences, the newsgroups, the mailing lists, the searching systems, the directories and the catalogues of the resources.

In this regard, the «Daryn» Eastern – Kazakhstan Scientific – Practical Center one of the significant its work's tasks has already identified the development of the continuing education and the advanced training system of the teachers in the course of the children's giftedness and the talent development. So, we have already implemented the following work's activities: the distance course «The Children's Gifts» content for the school children has been developed and approved; the theoretical and practical conferences' carrying out for them; «The Summer School for the teachers, having worked with the gifted children», the «Gifted Teacher – Gifted Student» competition, the round tables on the challenges of the psycho – pedagogical support of the gifted children education, the innovative – pedagogical ideas festival and etc. The information «Internet – System» has been created, which is designed to be the tool to be sought, the information receive and exchange, the interaction, the various aspects of the working discussion with the gifted children, and it, moreover, is designed for the teachers, the trainers, the administrators of the educational Institutions, the parents and the children. This database is practically allowed to be raised the teachers', the trainers' awareness, it is made it possible to receive the quick and the efficient search for the necessary information of interest, it is given the opportunity to be presented the community the teachers' achievements in the field of working with the gifted children.

Thus, the developed information system – this is:

- the information – methodological expertise bank of the Institutions, having worked with gifted children;

- the tool of the teacher's work, as the means for the communication with the colleagues, the experiences exchange, the done work analysis and the comparison with the existing developments in the given area.

So, the information system is allowed to be made the various types of the educational Institutions coordination, to be built the database of the program – methodological software.

The main elements of the system are the following: the structured directory and the catalogue of the organizations and the programs on the work with the gifted children, with the opportunities of the searchable information; the information site (e.g. it is contained the news, and the interesting facts on the working with the gifted children; it is offered the overview of the new literature on the challenge, the necessary information on the Olym-

piads, the competitions, and the contests, the corresponding list of the conferences and the seminars on the gifted children challenges and the others); the forum on the working with the gifted children, is designed for the specialists and the experts of the educational Institutions and the professional educators and the administrators. Thus, the information system, having designed for the different categories of the users – for the teachers and the administrators, is practically provided the following opportunities features:

- the directory and the catalogue of the educational programs;
- taking their part in the «Internet – forums» on the giftedness challenges;
- the jointed creative activity possibility;
- the quick and the efficient information exchange.

For the youth and the parents:

- the information about the ongoing events in the Eastern Kazakhstan and the various programs implementation progress;
- the experts' advices and the specialists' consultations.

Thus, the information «Internet – System» is presented the promising tool for the single repository of the information organization on the working with the gifted children.

Let us consider, in detail, the main sections' content of the «Children Gifts» course (see, the Table).

The main aim of the course is to be developed at the teachers' conceptions understanding formation of the psychological and pedagogical essence of the giftedness phenomenon, the psychological

characteristic features of the gifted individual and the peculiarities of the gifted person, the detection and the identification methods of the gifted children, the giftedness formation mechanisms.

So, the distance course main objectives are the following: the teachers' familiarization with the theoretical and the methodological foundations and the endowments structure, the psychological and pedagogical approaches to the giftedness study; the familiarization with the study methods of the gifted person, the techniques, the approaches and the technologies of the talent development.

At the selection and the organization of the teaching material's content for the course, we were guided by the following principles: the humanization of the education, the scientific character, the systemacy, the content integration, the modularity, and the didactic units' enlargement.

As a result of the training in this discipline, the teacher should the following: to know the basic categories, the object, the subject of the studied discipline, the basic concepts, having related to the giftedness challenge, the basic theories, having explained the giftedness formation mechanisms, the factors, having influenced upon its further development. To be able to orientate oneself in the theoretical and methodological, and the practical aspects of the giftedness, to have the methods of the diagnostics, the gifted person's identification, the techniques of the psychological and pedagogical support of its further development. To possess the conceptual apparatus of the given discipline, the holistic view on the regulations and the laws of the social – pedagogical processes.

The Educational–Thematic Plan of the «Children's Talents» Special Course

Number	The Course Content	Lectures	Practical Training
1	The essential characteristic of the «Children's Gifts» concept	4	2
2	The types of the children's talents	4	2
3	The features of the cognitive areas development of the gifted children	4	2
4	The crises of the children's talents	4	2
5	The personality development features of the gifted children	4	2
6	The challenges of the gifted children education	4	2
7	The children's talents diagnostics	4	2
8	The content and work's forms with the gifted children		2
9	The organization of the schoolchildren's research work	4	2
10	The design techniques use in working with the gifted children	4	2
	The teachers' interaction with the gifted children	4	2
	The work organization with the gifted schoolchildren's parents	4	2
	Total: 72 hours	48	24

So, it has been revealed the main essence of the concepts, such as: «the genius», «the talent», «the abilities», «the gifts», «the gifted children», in the first section, «The Essential Characteristic of the «Children's Gifts»» concept. The giftedness characteristics have been singled out, having covered

the two aspects of the gifted child's behavior: the instrumental one, having characterized his activity's methods, and also the motivation one, having regarded the child's relationship to that or another particular side of his reality, as well as his activity. So, the main focus of the material given at its presen-

tation is practically given to the giftedness modern concepts: «The Intellect Structure» by J. Guilford; «The Physical Intelligence» by Gallon, G. Doman, V.V. Klimenko, A. Thomas, the model of giftedness by J. Renzulli, the Munich model of giftedness by K. Heller. The special emphasis has been placed on «The Working Concept of Giftedness», having been developed by the Russian researches D.B. Bogoyavlenskaya and V.D. Shadrikov, the theoretical and the practical activities' content on the talents' identification and the development has been made in the A.E. Savenkov's researches.

Then, the criteria for the giftedness types' identifying have been disclosed in the second section, «The Types of the Children's Talents»: the type of the activities, and having ensured its spheres of the mind; the degree of the formation; the forms of the manifestations; the manifestations width in the various types of the activities; especially, the age – related development special features and their peculiarities. The opened and the hidden talents. The actual and the potential talents. The general and the special, the early and the late endowment. The uneven mental development.

The individual's talents structure has been given, in detail, in the third section «The Features of the Cognitive Areas Development of the Gifted Children», the intelligence characteristics, as the giftedness component has been also described there. The creativity, as the talents component, and the spirituality, as the backbone factor of the endowments have been considered, in detail. The essence of the self – the concept of the gifted child has been discovered. The specific character traits and their peculiarities of the gifted children have been shown. Moreover, the gifted children's intelligence (e.g. the model by Kholodnaya M.A.), the creativity and the talents, the spirituality and the giftedness communications have been disclosed. The particular attention has been paid to the cognitive areas characteristics of the gifted child, in particular, such as: the curiosity, the inquisitiveness, the cognitive needs; the super sensitivity to the challenges; the tendency to the challenges of the divergent type; the originality of the thought, the flexibility of the thought, the easiness of the ideas generation (e.g. «the productive thinking»), the easiness of the association, the ability for the forecasting, the high level concentration of the attention, the great memory, the ability for the estimation.

The information, having contained in the following section, «The Crises of the Children's Talents», the giftedness disappearance types have been given: the creative potential loss – the creativity crisis: the intellectual activity and the productivity decline – the intelligence crisis; the reduction or the complete loss of the interest in the process and the results of their work, the specific features and the peculiarities of all these types and the possible options of their prevention have been described there.

So, the following section, «The Personality Development Features of the Gifted Children», has

been acquainted the teachers with the specific characteristics of the psychosocial development of the gifted ones, which are expressed in the ability to the self – actualization, the perfectionism, the social autonomy, the self – centeredness, the striving to the leadership and the competitiveness. The specific features and the peculiarities of the gifted child's emotional development have been given: the increased vulnerability, the over sensibility, the ability to be captured something that has not been seen by the others, and etc.

In the following section, «The challenges of the Gifted Children Education», the teachers have been introduced to the development main directions of the education content of the gifted children (e.g. the acceleration strategy, the problematization strategy, the thinking training, the research learning, etc.), with the basic principles of the working with the gifted ones, such as: the humanization, the democratization, the poly-subjectiveness, the variability, the individualization, and the differentiation. So, in the section, «The Children's Talents Diagnostics» the diagnostics has been revealed, as the multi – leveled system, the various organizational and pedagogical diagnostic models have been characterized, and also the diagnostic psychometric level has been shown. So, the basic methods of the intellectual giftedness studying and the individual endowments psychological characteristics, the gifted children's identification and their education have been given. The comparative analysis of the existing programs to be identified the gifted children in the foreign countries has been given, it, moreover, has been shown, how the identification programs are being developed of the gifted children in Russia, as well as in Kazakhstan. So, the special attention in the content of this section has been given to the methods of studying characteristic of the gifted children, in particular: the methods of the intelligence studying (e.g. D. Veksler, R. Kettell, R. Amthauer); the methods of the creativity studying (e.g. E.P. Torrans, J. Gilford, R. Sternberg); the methods of the spirituality studying; the methods of the person socialization; the methods of the work products analysis, the methods of the individual emotional state diagnostics (e.g. the test of the color choices by M. Lyusher, the methods of the person psychological portrait studying, by means of the factor personality questionnaire by R. Kettell).

In the following section, «The Content and Work's Forms with the Gifted Children», the «horizontal and the vertical enrichment» models of the educational content have been described, the personality forecasting development challenges of the gifted child have been considered. The characteristic of the development modern social situation has been given; the culture influence on the gifted personality development has been shown. The gifted individual's mentality, under the youth subculture conditions. The socialization challenges of the gift-

ed child. The relationships with the peers, the parents, and the teachers.

In the following section, «The Organization of the Schoolchildren's Research Work», the essence of the scientific cognition and the research activity has been discovered. The components of the schoolchildren's research culture have been singled out (e.g. the thinking skills and the abilities, the skills and the abilities working with the book and with the other sources of the information, the skills and the abilities, having associated with the speech and the writing culture, the special and the specific research skills and the abilities. The main stages of the research activities have been characterized by us: the preparatory one, the stage of the theoretical and the empirical researches carrying out, the work on the manuscript, the implementation stage.

So, in the following section, «The Design Techniques Use in Working with the Gifted Children», the technique for the design activities has been disclosed, the main types have been described, and the brief description of the design methods has been given, and their possibilities to work with the gifted schoolchildren have been shown.

In the following section, «The Teachers' Interaction with the Gifted Children», the general approaches to the occupational and the vocational competence of the teacher have been disclosed, and the specific features and the peculiarities of the teacher's work process with the gifted schoolchildren have been shown, the staff's collective impact on the gifted child's development has been revealed, the interaction challenges of the gifted child with the personnel have been found out. The specific features and the peculiarities of the gifted children to the social adaptation have been shown.

In the following section, «The Work Organization with the Gifted Schoolchildren's Parents» the challenges in the modern family functioning have been identified; the family influence on the gifted child's development has been shown. The specific features and the peculiarities of the gifted children's family education have been disclosed. Thus, the four basic directions, in which the work must be conducted with the gifted children's parents, have been discovered: the psychological support to the gifted child's family; the information environment creation for the parents; the jointed practical work organization of the gifted child and his parents; the support and the encouragement of the parents at the school level.

Thus, each above – mentioned section is consisted of the several types of the tasks, as the reproductive character, well as the creative one. Upon the final completion of the course, the teachers usually perform the final testing.

According to the before – developed regulation, and the existing situation, the participants of the distance course can be able to become all the interested education workers:

- the Managers of the education Institutions;
- the Methodists of the city (e.g. the district) departments of education;
- the teachers of the secondary schools;
- the pre – school Institutions teachers, the professional and the technical, the higher, and the further additional education.

Thus, the main requirements for the participants are quite simple – the computer skills at the user level, the ability to work in the «Microsoft Word», and the «Internet» programs, the computer availability with the «Internet» connection. In accordance with the receipt of the applications, the participants' list of the distance seminar is being formed. At the end, the login and the password, having required for the entry into the distance learning system, which will be sent to the e – mail participants' addresses, having indicated in the applications, are practically determined for the distance learning each participant by the Organizing Committee.

The participants' education of the distance learning course is practically conducted through the educational website of the «Daryn» Eastern – Kazakhstan regional Scientific and Practical Center – <http://shygysdaryny.kz>.

For the training, it is necessary to have and to pass the compulsory registration procedure. For all to do this, it should be found «The Distance Learning» on the <http://shygysdaryny.kz> website in the right corner of the window, and to fill out the assigned participant's login and the password.

The system will be opened the participant's his personal page on the remote website portal, with the proper registration procedure passing. It is necessary to have to be logged into the «My Courses» section for the courses' selection. The participant should also specify the assigned username (e.g. the login) and his password, with each re – entry into the system.

So, the education (e.g. website portal opening, the lectures downloading, study them, the practical control tasks implementation) is practically carried out at any time of the day, which is the most convenient for the participants, within the specified deadlines:

- in the first week, for the participants, the first block of the 5 subjects (e.g. 36 hours), having consisted of the lectures and the practical tasks, has been opened in the database;
- in the second week – the second block of the 5 subjects (e.g. 36 hours), also having consisted of the lectures and the practical tasks.

The practical exercises are offered to the participants in the form of the open – ended questions, that is the question, in which the choice to respond is not defined, it is remained completely free, and is required the detailed answer. Total, for each topic, there are three open – ended questions.

So, the practical tasks implementation is practically carried out in the framework of the same terms (e.g. by the participant's decision – separately for

each subject every day or once in aggregate for all the topics of the separate block). The responses for the offered practical tasks are recruited by the participants in the «Microsoft Word» program on the computer, and they are sent to the e – mail address, having provided on the website portal. For all this to do, it is the imperative condition to be specified the participant's name, the city (e.g. the region). After that, the answers are studied by the course's author, and they are evaluated by the appropriate number of the points. At the end, the resulting scores for the completed assignments are recorded on the participant's personal page.

The testing results are summarized automatically by the system immediately after the tests passing (e.g. after pressing «Finish the Testing» click by the participant), by means of the dialed number of points display on the participant's personal page. Then, the test results can be improved by means of the repeated member's tests passage, however, and, at the same time, the system is practically taken into account the number of attempts.

If it is necessary, the participant is practically given the opportunity to be communicated with the lectures' and the assignments' author. For this to do this, it should be «My Messages» clicked on the personal page of each participant, and after the window is opened, make any question text in it. After that, how the response is practically provided to the participant, it will be also appeared in the «My Messages» sector on the personal page.

Upon the training completion, in the framework of the developed distance learning course among the teachers, it had been conducted the survey, which was permitted to make the following conclusions: 98 % of the respondents are aware of the significance and the need to be developed and to be implemented such distance learning courses, as the obtained knowledge and the skills are quite useful in the real and in the future occupational activities, 46 % of the respondents indicated, that they would continue to work on the self – education and the self – improvement for the sought – for challenge.

So, in the Eastern Kazakhstan, «The gifted teacher – the gifted pupil» contest is conducted in the framework of this interaction direction with the teachers, having worked with the gifted children, purposely to be supported and encouraged the talented teachers, and also to be found out the efficient ways to update the education content, the implementation and the dissemination of the new pedagogical ideas, technologies in the field of the working with the gifted children. Thus, the contest is designed to be performed the following tasks:

- the innovation activity activization and the innovation activity intensification, the conditions creation for the intellectual and the creative potential development of the gifted pupils and the talented teachers, and their competence;

- the motivation formation and the motivation creation for the educational activities implementation, having contributed to the gifted pupils' and the talented teachers' development;

- the database expanding of the innovative pedagogical ideas and the technologies in the field of the working with the gifted children, the variative forms of the creative interaction, the gifted pupils and the talented teachers cooperation;

- the generalization and the dissemination of the advanced pedagogical and the teaching practices in the work organization with the gifted children;

- the pedagogical creativity and the skill stimulation, the further occupational development of the teachers.

So, this competition conduct is practically involved in a number of the stages passage: as the correspondence, well as the full – time. The correspondence tour is included the participants' presentation in the Competition Organizing Committee the necessary information, having contained the teacher work system on the gifted pupils' identification and the development. The full – time and the intramural tour is practically conducted in several stages: the first one has been involved the lesson carrying out in the workplace into their core occupational activities and their business.

The second stage has been involved in the teacher's writing the essay on any of the proposed themes (e.g. for the choice of): «In every person – is the Sun, so give him to shine...» (Socrates), and «My vision of the competent teacher», which is rented to the competition Organizing Committee (e.g. in the printed and the electronic form), and it has been assessed by the jury members (e.g. by the Chair's representatives of the Pedagogy and the Social Work of AKSU after S. Amanzholov). The full – time and the intramural course is practically included the «business card» demonstration and the solution, having proposed by the jury members of the psychological and pedagogical situation.

The results of the Competition's each round are brought and summarized immediately just after its graduation, and they are posted on the «Akima» website of the Eastern – Kazakhstan region, the Department of Education of the Eastern – Kazakhstan region, and on the «Daryn» EK RSPC website.

Thus, having analyzed the work done by us, we came to the following conclusions:

- in such work involved participation has been provided many schools' focus in the activities directions change by the working with the gifted children; every teacher has been helped to be overcome the difficulties in further expanding the used technologies' range and the giftedness diagnostics methods and the gifted children's teaching, in the pupils' aptitudes and the talents development, the conditions creation for their self – realization;

- the teachers' occupational competence level, having increased in the course of the performed work, on the basis of the information and communi-

cation technologies, is transferred to the daily living activities' and the teacher's functions carrying out at the working with the gifted children;

– the teachers, having taken their active part in our work, can adequately evaluate the results of their own teaching activities and their colleagues' experiences on the sought – for challenge, from the point of view of the latest achievements of the pedagogy and the psychology;

– it has been markedly increased the interest at the teachers in the various competitions, festivals, fairs, conferences participation, on the basis of the information and communication technologies use.

The summary

This article possibilities of information «Internet» system, as perspective tool for the organization of uniform storage of data to work with exceptional children in the East Kazakhstan re-

gion. Increases are opened for professional skills of teachers. The contents and the organization is described to remote course named «Children's Endowments».

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