THE ROLE OF FAMILY AND SCHOOL IN EDUCATION OF GIFTED CHILDREN

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Abstract

The article presents a study of the role of the pedagogical environment and the family in overcoming the problems and difficulties that gifted children face in learning and development. The article is devoted to the study of factors influencing the successful development of the intellect and creative individuality of a gifted child. The purpose of this study is to determine the functions of teachers and parents in the development of a gifted child, to identify the conditions for their close cooperation in the formation of favorable opportunities for the development of children's giftedness.

For theoretical analysis, a methodological approach was used for a thorough analysis of scientific sources and literature in the field of developing the intellectual and creative abilities of gifted students.

The study identified the important features of effective pedagogical process in the gifted students' education throughout the world. The professional and personal qualities of teachers necessary for working with gifted children are considered. The activities that are important to carry out with parents for a favorable and effective interaction with children are identified. The qualities that parents must possess in order to contribute to the development of their child's creative abilities are noted. The pedagogical conditions that ensure the effectiveness of preparing parents for interaction with a gifted child are analyzed.

The results of the study allow us to conclude that there is a need for close cooperation of all participants in the pedagogical process (teachers, psychologists and parents) in order to develop the intellectual abilities of gifted children and provide qualified assistance in overcoming difficulties in learning, development and adaptation in society.

Keywords: education, gifted children, family, school, cooperation, communication, partnership.

1 INTRODUCTION

The problem of giftedness constantly attracts the attention of educators and psychologists in the modern world. The education and development of gifted children, their adaptation to the challenges of modern society is one of the most urgent problems of modern pedagogy. According to many domestic and foreign researches, we also consider that for all children, the goal of education and upbringing is to provide conditions for the disclosure and development of their abilities. With regard to gifted children, this goal is particularly significant [Combs, 2009].
The Higher Pedagogical School of Russia today is a developed system of professional education. There is no doubt that the problem of teachers’ training for working with gifted children and their parents is one of the urgent problems of higher pedagogical institutions in our country. This is due to the fact that in modern conditions the demand has increased for socially active, creative persons who are able to respond quickly to changes and produce original ideas [Fakhrutdinova, Fakhrutdinova, & Severyanov 2013]. Undoubtedly, gifted children are a huge intellectual and creative potential of any country. To help them become individuals is the task of educational institutions and teachers working with them. Such support can be provided only by highly qualified teachers who work creatively and clearly represent what gifted children are. Teachers are not able to recognize the abilities of their gifted students because of the lack of special knowledge in the field of children's giftedness. They do not know how to stimulate their development and provide qualified assistance to parents of gifted children. Moreover, the lack of professional qualifications of teachers (in most cases) restrains the development of a gifted child and causes intra- and interpersonal conflicts.

It should be noted that there have appeared specialized classes and schools in Russia since the 60s of the twentieth century (for example, boarding schools for gifted children in Moscow, Novosibirsk, St. Petersburg, Yekaterinburg, Kazan). Children are selected on the basis of their higher level abilities and they study in lyceums, colleges, gymnasiums, author's schools, schools with in-depth study of specific subjects, etc.

In this regard, it is important to note that public institutions and teachers tend to constantly increase interest in the problems of gifted students’ education in the country, regions and specific educational institutions. This is reflected in the adoption of the state acts, as well as in the implementation of various author programs for the gifted students' training and development. A great number of new competitions and subject Olympiads for gifted students are hold, which are the traditional way to identify academically gifted students [Ratner, 2009]. Teachers motivate gifted schoolchildren to participate in Olympiads. Olympiads help children not only confirm their primacy in knowledge, gain a sense of self-reliance, feel interest, assess their knowledge, but also help to define the sphere of professional activity and deepen interest in it [Sagitova, 2014].

It is very important to find out children’s abilities in the family and at school to create favorable conditions for their development. All participants of the educational process have to unite the efforts (psychologists, teachers and parents). Their main task is the formation and development of talented students' ability to self-actualization, the effective implementation of increased opportunities in the future, and mature professional activity.

To investigate this problem, the author uses methods of historical and logical analysis of updated scientific sources.

Taking into consideration international experience, the author analyzes the effective forms and methods for preserving the intellectual and spiritual potential of gifted children.

The aim of the article is to reveal the role of all participants of the educational process (psychologists, teachers and parents) in the formation and development of gifted children's ability.

2 METHODOLOGY

The objects of our investigation are: 1) to define the teacher functions in cooperation between the family and school; 2) to determine the current requirements for work with gifted students; 3) to study the international experience of working with gifted students to enhance the effectiveness of gifted students’ education.

For confirmation of the hypothesis we need to turn to a variety of methods:

- The method of historical and logical analysis of regulatory documents of foreign governments and research papers of leading scientists connected with educational issues of gifted students’ education;
- Theoretical analysis and synthesis of social, political and psycho-pedagogical literature;
- Analysis, comparison, synthesis and generalization of innovative foreign and domestic pedagogical experience;
- Comparison of data of foreign and domestic research on this issue.

The fundamental works of foreign and Russian researchers in the field of pedagogy and psychology (A. Combs, C. Strip, F. Ratner, R. Sagitova, A. Fakhrutdibova etc.) were the theoretical basis of our study.

The usage of the methodology and methods of existing research contributes to the development of scientific thought in gifted students’ education. It provides the opportunity to comprehensively address the problem.
3 RESULTS

Today, the education system has a special responsibility for supporting gifted students not only to maximize the talents of the gifted children, but also to use their intelligence and abilities, without compromising the development of the psyche and mental health. The formation of personality is a complex process. The development of certain fundamental human skills is achieved by transferring the basic cultural heritage on a child from early learning and communication with family members. Children are introduced to the rules of social life and behavior of their society through socialization and individualization as a process by which they develop internal motivation system in accordance with the personal characteristics of their personality [ Čatić, 2005]. A family and the school play the most important role in the social environment as a secondary educational factor. The role of parents is equally important for education in the upbringing of the child. So, families are primary, they are “educators of human nature because direct interaction takes place through them and children acquire their foundational learning experience” [Golubović, 1981].

A teacher has the fundamental role of education at school. In this regard, it is important to note that the teachers’ training for work with gifted students should include as well as an aspect of working with gifted children’ parents. The teachers should convince parents of the need for careful attention to their extraordinary children. Today, the most urgent issue is the close cooperation of parents and teachers in the education of gifted students around the world. The development of any child, including a gifted one, cannot and should not be determined only by the work of the school. The role of the family is very important in this sense. Therefore, the full understanding and practical realization of the basic goals of education largely depends on expertly organized and pedagogically clear focused cooperation between families and schools. The initiative and the focus of activities in this cooperation belong to teachers, professional associates (pedagogues and psychologists) and school principals. However, nowadays, there is no program of cooperation with the families of gifted children in schools that focus on working with gifted students. Meanwhile, many foreign authors point out that teachers working with gifted students have to contact with their parents, involve parents in the learning process of their children, and assist them in understanding the needs and aspirations of their children [Clark, 2008, VanTassel-Baska, Feng, 2007]. It is important to mention the fact that parents of gifted children need special training in the skills of interaction with their children and the tasks of teachers include the ability to skillfully inform parents about the success of their children’s learning. According to foreign authors McAlpine and Reid, the best results in teaching gifted students can be achieved through close cooperation between parents, teachers and psychologists [McAlpine, Reid, 1996].

Cooperation makes it possible to always know what and how the students work, and how far the results of their work reach. According to Čatić, developed forms of cooperation with educational institutions (parent-teacher meetings, lectures, schools for parents, discussions, visiting family, individual and group consultations) are in a great number of our schools, only partially in function and reduced mainly to the simplest communication of parents and educators, unfortunately [Čatić, 2005].

There is a great interest should be given to the experience of US schools in working with gifted children’s parents. A number of US researchers consider it appropriate to conduct various types of professional training with parents in order to provide parents with the opportunity to identify and contribute to the development of the abilities and talents of their children, as well as assist them in the learning process [McAlpine, 2004]. It should also be noted that there are specialists in education for gifted children in the US schools, and this is very important because they are involved in the process of communication with parents. Such a specialist is the link between a teacher and parents. This specialist has a special education and a clear understanding of the educational, social and emotional needs of the gifted. He can offer daily assistance to teachers and parents in solving many complex problems associated with gifted students. For example, if disagreement arises between the teacher and the parents, the specialist for gifted students offers neutral advice and inventive solutions [Strip, 2000].

American authors J.Delishe, B.Lewis, and M.Lisovskis state that parents should be involved in the work of the school. In their opinion, the teacher while planning his work should include the following items:

- Meeting with parents several times a year. During meetings, teachers inform parents about their program, discuss the interests of gifted students’ parents, as well as social and emotional needs, school planning, etc.

- Parent newsletter. It needs to be released several times a year so that parents are informed about what is happening in school and about trends in the education of gifted students.

- Protection of gifted children. It is necessary to involve parents in the creation of a society for the protection of gifted students. They will supervise school personnel, who must keep abreast of parental interests and
support their participation in the gifted students’ training.

- Voluntary opportunities. Parents should be invited to volunteer in class life and provide them with suitable education [Delishe, Lewis, Lisovskis, 2002].

The studies have confirmed that the task of parents and teachers working with gifted students is to create the necessary conditions and environment in which the gifted could successfully develop and learn to overcome various difficulties. Regardless of the organizational form of cooperation between the school and the family, they must support each other, but also respect those educational functions that are specific to each of these educational institutions. Parents today realize the importance of assistance to be provided to their children, and educational institutions are obliged to help them in education. “The parents understand the importance of assistance to be provided to their children. However, despite this, some help is not provided because of workload or the lack of necessary knowledge (education)” [Stevanović, 2000]. The cooperation of the school with the families must be programmed each school year. The schools should organize the schools for parents, which have shown good results in many countries [Gali, Shakhnina, Zagladina, Belyaeva, Dulumukhametova, & Ibragimova, 2018]. The parents are no longer satisfied with mere formalistic reports on evaluations of their children. They want to learn how to help their children in education. They want to know more about educational methods that they can apply in the family. Because of the importance of cooperation between families and the school, the problem of research relates to the question: Do families and schools invest sufficient efforts to establish quality cooperation? Therefore, the aim of this study was to determine the teacher functions in cooperation between families and the school, whether the cooperation still traditional and partnerships between families and schools have established.

4 CONCLUSIONS

In the course of investigating of this problem, the author came to the following conclusions:

1. In modern pedagogical science and educational practice, the education of gifted students is often regarded as a global pedagogical task. Foreign countries have accumulated extensive experience in working with gifted students. The effective solution of the task of identifying, developing and educating gifted students is, of course, facilitated by special teacher training.

2. The problem of preparing future teachers to work with gifted students is multifaceted and is largely determined by the needs of society. The preparation for future professional activity is nothing more than the formation of readiness for it, which implies a scientifically-based approach to the training of the gifted students, as well as to the solution of all issues relating to this area. A teacher's willingness to work with gifted students assumes that the teacher meets the special requirements:

- High communicative culture;
- The desire for self-education and self-improvement;
- Professional competence;
- The ability to find an approach to non-standard children;
- Goodwill, sensitivity, pedagogical tact;
- Knowledge of age psychology.

3. Detailed study of foreign teachers experience with gifted students helps to improve the teaching process, education and development of gifted students in the domestic practice.

The research does not exhaust all the questions connected with the study of the theory and teaching practice and psychological problems of gifted children. It should be concentrated on developing gifted students and teacher training to work with them, which could be said as perspective for further study in this field.

All mentioned above ideas allows us to conclude that working with gifted students is multifaceted. It requires further research. This problem must be solved taking into account specific socio-psychological circumstances. In our opinion, giftedness is so individual and unique that the question of the optimal conditions for the development of each child should be considered separately. Accordingly, it is very important to identify gifted children in the family and at school and create favorable conditions for the development of their personalities. For this, it is necessary to unite the efforts of all participants in the educational process (psychologist, teacher and parents).
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REFERENCE LIST


