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METHODS WHICH ARE USED AT ENGLISH LESSONS IN TEACHING TALENTED AND GIFTED CHILDREN

Аннотация: по мнению авторов, одним из главных областей образования является развитие одаренных детей. Одаренный ребенок – это обычный ребенок, который не всегда соответствует требованиям образовательного стандарта. Необходимо учитывать некоторые вопросы при решении данной проблемы: во-первых, кто такой «гений»; во-вторых, основные характеристики критериев зрелости и методы их выявления; в-третьих, как одаренность проявляется и формируется на уроках английского языка. Исследователи описывают методы работы с одаренными детьми на уроках английского языка в школе, обращая особое внимание на условия для успешного развития детей. Представлена ответственность учителей при обучении одаренных детей на уроках английского языка. Работа содержит стратегии плавного и непринужденного обучения иностранному языку для повышения уровня восприятия и дальнейшего использования материала.

Ключевые слова: одаренность, английский язык, иностранный язык, развитие, работа с одаренными детьми.

Abstract: according to the authors one of the main areas of general education is the development of talented children. 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: first, what is a «genius»; second, what are the main characteristics of maturity criteria and methods for their detection; third, how is giftedness manifested and formed in English classes.

The article presents the methods of work with gifted children in a foreign language class at school, with special attention to the conditions for successful development of students. It includes the responsibilities that teachers of the gifted and talented have in teaching the English language. Strategies for teaching the language in a natural and flowing way to increase intake and usage are also presented.

Keywords: *giftedness, English, foreign language, development, work with gifted children.*

The important problem of our society – to preserve and develop giftedness of each child. Teachers in their practice have to be very careful to every child, his characteristics and abilities. Statistics says that 10% of children are gifted by nature, and 80% have certain abilities that can reveal in certain situations in special methods of work of the teacher. Giftedness is evolving during the life quality of the psyche, which determines the possibility of achieving higher, outstanding results in one or more activities compared with other people. To achieve their academic potential, gifted students may be offered opportunities to master more rigorous content at an accelerated pace of instruction than their peers. 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. Small «geeks» with pleasure read dictionaries and encyclopedias, inventing words, due, in their view, to express their own concepts and imagined events, prefer games that require the revitalization of mental abilities. A higher degree of ability of the individual to a specific activity. Talented children cope with cognitive uncertainty. While difficulties do not cause them to deviate. They gladly perceived difficult and long-term task and cannot stand when they impose a ready answer. The extensive number of definitions for giftedness and talent can be quite confusing. We have provided some of the better known definitions in the section below in order to give you an overview of the area. To discover gifted children and develop their abilities in accord-

ance with the state program in Kazakhstan, in 1998 was created the Republican scientific – practical center «Daryn» which are engaged to manage the work with gifted children. Reforming the system of education of gifted children not only in special schools requires the implementation in secondary schools. Therefore, the problem of the development of gifted and talented children remains a serious social problem. Some of these general characteristics appear in all children, but are more prevalent in children who are gifted and talented. For instance, many children demonstrate sensitivity and/or perfectionism, but in children who are gifted and talented, these tendencies are more predominant and appear at a more extreme level. Teachers need to be aware of characteristics of students who may be gifted and talented in order to be better prepared to identify the root of some of the behaviors seen in the classroom. When asked to nominate students for advanced or gifted programming, many teachers seem to identify the «teacher pleasers». These are the children who get good grades, whose hands go up to answer questions, which always have their homework complete, or who are eager to contribute and work diligently on any task presented to them. These are generally high achieving students but they may not be the most able. Last years, the national pedagogical and psychological science has dramatically increased interest in the issues of gifts. On the one hand, this is due to the logic of development of education, which had accumulated sufficiency to examine this complex phenomenon, on the other hand, the potential emergence of social order on the development of the problem caused by socio-economic transformations in society [1, p. 13].

In XIX century scientists of Kazakhstan began to raise issues in education system researching the individuality, abilities and the development of talent. Democratic-pedagogical direction of great teacher Ibray Altynsarin's (1841–1889) is most evident in his pedagogical views. The whole way of life he had devoted to open schools, to involve Kazakh children to learn, learn the world of science, write textbooks, taught young professional teachers. Poetry and words of work of the Great Kazakh thinker and poet Abai Kunanbayev are full of pedagogical views. A. Kunanbayev criticizing the human nature, gives to it a special concept. The «seventh word»: From the birth of a child's life it consists of two different motives. First is the need to eat, drink and sleep,

without which a child's body cannot become a shelter of soul, will not grow and flourish. Second, a desire to know everything. Child is committed to everything that my eyes see and ears hear: reaching for the shiny object, tries to touch and taste, seeking rapprochement with lute or lyre, and hears the unusual sounds. Grown up, he wished to have absolutely all: you will hear a dog barking or the sounds of the evening village, laughter or weeping people. The child becomes restless. «What is this?» «Why so?», «Why do it?» From issues of a child: adults are lost peace. Linda Silverman added a new dimension to definitions of giftedness when she included the uneven development of gifted children, which she called asynchronous development. Definitions of giftedness that include asynchronous development consider not only IQ and talent, but also emotional traits of gifted children, such as heightened sensitivity. In 1991 a group of gifted and talented professionals and parents known as the Columbus Group defined giftedness as «asynchrony». Their definition explains why a gifted child might be years ahead of peers with certain cognitive skills while more typical or even immature in other areas of development [2, p. 26].

Methods and forms of work with gifted children, first of all, should be organically combined with the methods and forms of work with all children and at the same time to differentiate by certain singularity. Therefore, there are preferred the following methods these categories of children: exploratory; partially search; problematic; projective. Based on the methods of works with gifted children we cannot touch upon the main forms of works: work in pairs, in small groups; multilevel tasks; creative tasks; advice according to the problem; discussion; games. The most important is to disclosure of this ability in the following activities: subject Olympiads; intellectual marathons; various competitions and quizzes; word games and funs; projects on various topics; role-playing games; individual creative tasks.

These methods and forms give the opportunity to the gifted children to choose the suitable forms and types of creative activities. The identification of the gifted children have already carried out in primary school based on observations, the study of psychological characteristics, speech, memory, logical thinking and communication with par-

ents. The teacher pays attention to the peculiarities of child development in the cognitive sphere. Typically, gifted children are manifesting in: high productivity of thinking; easiness of association; ability to predict; high concentration of attention [3, p. 236].

References:

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