

Children's Giftedness as a Subject of Study of Modern Psychology

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In a modern, information society, the intellectual and creative potential of citizens is of particular value to any state. The "creative class" (R. Florida) becomes dominant; production is becoming more and more intelligent. The main type of property is intellectual property, the main engine of progress is new scientific ideas and technologies. Therefore, a real social order is increasingly demanding that all those responsible for education make special efforts in the development of children's giftedness. The solution to this problem involves finding answers to four crucial questions: what is children's giftedness? how to diagnose it? Is it possible to predict personality development and outstanding achievements? how to develop the potential of the child's personality in education?

Accordingly, the main problems of the psychology of the development of children's giftedness in the modern educational environment should be considered as a system that includes four main, relatively autonomous components:

- The concept of giftedness;
- Methodology and techniques for diagnosing giftedness;
- Forecasting the development of a gifted personality;
- The psychological basis for the development of content, forms of organization and development methods in the modern educational environment.

The first, fundamental is the development of the concept of giftedness. Before deciding on how to diagnose giftedness, how to correctly build a forecast for the evolution of the intellectual and creative potential of an individual, on what basis to build the process of its development in educational and other types of activity, it is necessary to determine what giftedness is - to develop a concept of giftedness. Based on the concept, a general scheme of psychodiagnostic work and methodological tools for the diagnosis of children's giftedness can be developed. The results obtained at the diagnostic stage become the basis for predicting the development of an individual's giftedness. Ultimately, all this serves as the basis for developing the process of developing children's giftedness in education.

A wide variety of publications devoted to conceptual models of giftedness can create the feeling of a lack of a unified understanding of giftedness as a mental phenomenon among novice researchers. At the same time, professional reasoning leads to a sufficiently clear, and if not uniform, then very similar version of the understanding of giftedness as a mental phenomenon by different authors.

The most common solution to date, reflecting a consolidated point of view, should be considered the concept of gifted American psychologist J. Renzulli. Describing children's giftedness, he rightly asserts that the child's behavior reflects the interaction between the three main groups of human qualities: "These groups are general and/or special abilities above the average, a high level of involvement in the

task and a high level of creativity" ([1]: p. 214). The concept of giftedness proposed by J. Renzulli is well illustrated by a graphic metaphor, where the three distinguished characteristics are depicted as intersecting circles.

The statement of its genotypic conditionality, which is traditional for the problems of children's giftedness, and, as a consequence of constancy in various age periods of personality development, is now recognized as erroneous. Giftedness has a certain plasticity and, to a large extent, is a dynamic characteristic of a personality [2]. This also implies another important circumstance that the structure of giftedness and its general manifestations are derived from the processes of its formation and the specific features of the formation and development of personality in childhood [3,4]. Moreover, regardless of what is recognized as true in scientific psychology, educational practice usually does not rely on concepts accepted by scientific psychology, but more often on implicit theories of giftedness. J. Bruner and R. Tagiuri first defined implicit personality theories as a combination of subjective, everyday knowledge of human psychology.

Based on the concept of giftedness, a methodology and methods for its diagnosis are being developed. If we consider as the main components: intelligence, creativity and motivation (high level of involvement in the task), then naturally they need to be diagnosed. Any practical psychologist working in education is quite capable of accomplishing this task.

Work with gifted children involves differentiation of learning. At the same time, mass educational practice focuses not on the selection of gifted, but on the refinement of the targeted educational efforts. Such an approach involves not so much the search for gifted children as orienting teachers to work with children's giftedness, as the potential personality of each child. This is especially important because the problem of giftedness in education is linked to the problems of academic and life success.

One of the most difficult problems discussed in connection with children's giftedness is undoubtedly the problem of predicting the development of a gifted personality. Teachers and psychologists in educational institutions usually predict a great future for one of their students, and quite others, as a rule, achieve real success. One of the main difficulties in solving the problem of forecasting is that it cannot be solved within the framework of one psychology; here much depends on the evolution of culture, on social changes, on the development of scientific and technical thought.

The American psychologist R. Sternberg, in his three-component theory of the intellect of life success, identifies the components: analytical, creative, practical. Describing life success, he gives it the following definition: "... this is a person's ability to achieve success in life, the level of set personal standards, due to a specific socio-cultural context". Describing the psychological component of this process, R. Sternberg notes that we are talking about a set of qualities: "The ability to succeed depends on a person's ability to accumulate their strengths and to correct or compensate for their weaknesses through a balance of analytical, creative and practical abilities, so that they can adapt to the environment, shape or change it" ([5]: p. 93). However, it remains largely unclear what exactly can be qualified as success.

Special books on the psychology of child giftedness often write that society usually does not like gifted people and does not value giftedness. This is largely true, but if we look at this problem without emotions, it is easy to notice that this has its own justice. Giftedness is only potential, and society values outstanding achievements, not the ability to achieve them. For society, it is important not what a person could do, but what he really did.

Researchers of the psychology of giftedness and educational practitioners need to remember that the desire to build a forecast, oddly enough, not harmlessly, to predict the future, in itself, means to influence it, and there is no exaggeration in this statement.

Among the most important problems of the psychology of children's giftedness is also the task of its development in the modern educational environment. At present, the strategies for developing the content of education based on its qualitative restructuring (enrichment) are gaining the most popularity in the theory of instruction. Special studies in the field of developmental psychology and the practice of

teaching have repeatedly confirmed the idea that when developing the content of the training of gifted changes in quantitative parameters of educational activity alone is clearly not enough. Attempts to reduce the training time due to a higher rate of completing traditional programs, or to increase the saturation of programs with information, compared with traditional ones, turned out to be insufficiently effective ways.

The problem of training gifted children and the development of children's giftedness in mass education is often regarded as a global pedagogical task. In accordance with the philosophy of this approach, genius, talent do not belong to an individual person, or to the country where he was born, they are the property of the planet. Therefore, all gifted children (people) should find support in the field of education, wherever they are born and live, no matter what ethnic, racial or social group they belong to.

Actively working in this direction are international organizations uniting researchers, practitioners and educational leaders from different countries: "The World Association for Gifting and Talent"; "Eurotalent" and others. They see their task not only in the exchange of information between scientists from different countries, but also in the development and implementation of the so-called "global educational models". At the same time, it is not an exaggeration to note that the idea of integrating the education system of gifted children at the global level, which is being promoted by a number of specialists, does not yet find support either in the governments of most countries or in the public mind. Moreover, countries with a low standard of living have an extremely negative attitude to this idea, since they are afraid of a very real threat - a brain drain. At present, it is possible to say with a high degree of certainty that the implementation of new information technologies, and with them distance learning, will bring the solution to the problem of combining the education of gifted people all over the world to a qualitatively different level [6-8].

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