



## SOCIO–PEDAGOGICAL SUPPORT FOR THE DEVELOPMENT OF CREATIVE THINKING COMPETENCE OF GIFTED STUDENTS

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<b>Received:</b> 7 <sup>th</sup> September 2023 <b>Accepted:</b> 7 <sup>th</sup> October 2023 <b>Published:</b> 11 <sup>th</sup> November 2023	The article is devoted to one of the current problems of creating conditions for socio-pedagogical support for the development of creative thinking competence of gifted students. The essence of the concepts of "talent", "creativity", "talented children", "creatively thinking children", "social and pedagogical support" is revealed. Also, the article considers the goals, basic conditions, tasks, stages of implementation, content of supporting the development of students' creative thinking competence. In order to implement the conditions set for effective socio–pedagogical support for the development of students' creative thinking competence, the main forms and methods of organizing "specialized" activities for their creative development were selected.

**Keywords:** talent, ability, gifted children, teenagers, creativity, creative ability, creative potential, socio-pedagogical support, pedagogical conditions.

**ANALYSIS OF LATEST RESEARCH.** The talent of schoolchildren is a complex phenomenon, and working with it remains one of the most problematic areas of teachers' activities. The truth is that in the field of modern education, talented students are the most important link in the process of education, training, adaptation and socialization in a rapidly changing world.

American psychologist J. Renzulli proves that "Talent is behavior that characterizes abilities and manifests itself in various fields of activity" [1, 65-c].

As F. Monks and I. Ipenburg note, the basis of talent is the hereditary condition for the development of abilities [2].

Gifted students are students who have the ability to perform certain activities at an early age. They are significantly ahead of their peers in learning and achieving success in a specific area of study. An important sign of a student's giftedness is the predetermined development of intelligence depending on the student's age. A gifted student is distinguished by high mental activity, creativity, non-standard thinking, non-standard views on problems, interest in a certain type of activity, a penchant for mental activity, and a desire for creativity.

According to K. Rogers, the structure of intellectual talent includes the following: a set of mental characteristics (intellectual abilities, intellectual control, intellectual criteria) and individual psychological experience [3, p. 64–65].

According to O. Matyushkin, creative talent is determined by the following criteria:

the leading role of cognitive motivation;

creative research activity, manifested in the search for new things, formulation and solution of problems;

ability to achieve original solutions;

forecasting ability;

the ability to create ideal standards that provide high ethical, moral and intellectual assessment [4, p. 64–65].

D. Zieeva defines creative talent as follows: "This is an ability that manifests itself in a non-standard view of the world, non-standard thinking. Such students are rich in imagination, ingenuity, intuition, accumulate special knowledge, are incomprehensible to their peers and often incomprehensible to the teacher" [5, p. 15].

Creative competence is the most basic and active form of manifestation in a person of the qualities of independent thinking. Despite the fact that all tariffs differ sharply from each other, some general points can be noted:

first, quality product innovation resulting from creative competence; second, that these aspects were not present in the original basis of creative competence;

thirdly, any activity of creative competence is determined by the fact that it requires intellectual research.

A creatively gifted student wants to participate in activities that provide the opportunity for self-affirmation, shows great knowledge in class, interferes with the teacher, and is therefore perceived as a disciplinary person. He does not remember facts, uses references, the intensity of his mental work is aimed at interpreting information, generating new ideas and



options. Such a student strives to find reasons and explain them, is interested in ideological problems, conducts research, puts forward many original ideas, but quickly moves on to others [5, p. 55].

Studying the problem of creative talent, V. Molyako identified some components of the system of creative potential:

- interests, their systematicity, direction and frequency; curiosity, a tendency to find and solve problem situations;

- the ability to combine, find analogues, reconstruct;

- tendency, increased sensitivity, as well as tendencies manifested in the dynamism of mental processes;

- speed of assimilation of new information; constant comparison, tendency to add;

- manifestation of general intelligence - understanding, speed of assessment and decision making;

- purposefulness, perseverance, consistency in work;

- intuitionism – the ability to identify unconscious predictions and decisions;

- the ability to develop one's own strategy [6, p.75].

A number of scientific works and analysis of real practice prove that social workers and teachers of general education institutions are not sufficiently prepared to work with creatively gifted students: they do not take into account their individual characteristics and do not contribute to the creative development of the student.

Teachers often do not sufficiently understand the developmental characteristics of a creatively gifted student, his unconventional thinking and behavior, stubbornness, and reluctance to follow models. Work with talented students must be organized taking into account the real conditions of a particular educational institution.

When working with students with creative abilities, a number of socio-psychological problems may arise: conflicts with parents, problems communicating with peers and teachers, loss of social support. Therefore, the question arises about the need to support the creative talents of students, helping them in their individual and personal development in a general education institution.

**ANALYSIS AND RESULTS.** In the scientific literature, talent is defined as a qualitatively specific combination of a person's abilities that allows him to achieve

significant success in a certain field of activity. Most domestic scientists believe that talent is based on abilities - a set of individual psychological characteristics of a person necessary for the successful performance of certain types of activities.

According to J. Renzulli's understanding of human potential, talent is the sum of three characteristics: intellectual abilities (above average); creativity; perseverance. His model also takes into account knowledge and a favorable environment [1, 86–b].

Gifted students are students who are distinguished by bright or outstanding achievements in a certain type of activity.

Creativity is a productive human activity, as a result of which new material and spiritual values are created.

According to R. Sternberg, the manifestation of creativity is determined by the following factors:

- intelligence as ability;
- knowledge;
- way of thinking;
- individual characteristics;
- motivation;
- external environment [8].

Based on an analysis of the scientific works of scientists [4, 5, 6], we define creative ability as a potential individual characteristic of a person's creative abilities, which allows one to achieve significant success in a certain activity (above the traditional one). average level).

We consider creative abilities as individual and psychological abilities of a person, which are a condition for the successful implementation of creative activity and associated with the creation of a new, unique product.

According to the concept of creative talent by O. Matyushkin, creative talent is a holistic structure that includes the following main components: cognitive motivation, research and creative activity, the ability to make unique decisions, the ability to predict and foresee, the ideal ability to create, standards that ensure high aesthetic, moral, intellectual assessment [4, 29–b].

J. Guilford identified the following main parameters of creative abilities:

- originality – the ability to respond to stimuli in a non-standard way;
- flexibility of thinking - speed of transition from one task to another;
- ability to create and implement various ideas;
- ability to identify and formulate problems,



the ability to improve the object of perception by adding certain details;

the ability to solve problems through analytical and synthetic operations [8, 443–b].

Based on the works of such scientists [7, 8], we identified the characteristics of students' creative talent:

performance;

flexibility;

originality;

speed of thinking;

analyticity;

developed imagination and fantasy;

observation;

the ability to react unconventionally to stimuli;

distant associations,

produce unusual reactions;

the ability to identify and formulate problems, solve them through analytical and synthetic operations;

variability, the ability to create a large number of ideas;

the ability to improve the object of perception by adding certain details;

ease (speed), development (detailed images),

independence;

activity;

independence;

perseverance;

sensitivity;

willingness to take risks, etc.

At the same time, there are also negative features of creative personality development: egoism, demonstrativeness, self-esteem, the "I'm not like that" complex, weakness, which can affect the interaction of such students with others[6]. Therefore, help and support for such students is necessary. Identifying creative talents is a long process that requires an integrated approach using various methods of analyzing the qualities and behavior of students:

observation, biographical method, test, questioning, evaluation of products of creative activity; expert assessment of quality and behavior; inclusion in special classes, etc.

One of the great thinkers Abu Nasr Farabi described that "creativity is such a great quality in the process of cognition that to acquire it a person must use all his other qualities" [5, 73-c].

Our study to determine the state of students' creative abilities and pedagogical conditions for the development of creative abilities in general educational institutions of the Denovsky district showed an average (73.64% of people) and low (24.55%) level. It has been established that the level of creativity of students (high

level - only 1.81%) and teachers are not sufficiently aware of the indicators of creative abilities, the conditions for identifying and developing the creative abilities of students, methods and technologies for developing the creative qualities of students.

Research has proven the need to create conditions conducive to the activation and development of the creative potential of students in educational institutions. We consider social and pedagogical support for the development of creatively talented students to be an effective technology.

According to O. Shpak, support is a special form of long-term socio-pedagogical support, including the search for a person's hidden resources, based on one's own capabilities [9, 5 -c ].

Based on the work of scientists, we have established that support in the social aspect [7, 9] is considered in the context of providing legal, psychological, socio-pedagogical, legal, socio-pedagogical, and comprehensive support.

involvement, where necessary, of socio-economic, socio-medical, information services, and other specialists from various institutions and organizations;

social adaptation as a specific area of activity of a teacher, focused on interaction with the student in the process of providing him with individual assistance;

as the creation of social and psychological conditions for the development, training and education of students in situations of interaction and self-determination[7].

Social and pedagogical support of Kh. Kuragin is defined as a set of preventive, educational, diagnostic and correctional measures aimed at developing and implementing conditions for the successful socialization of students and prospects for their personal growth [10].

Thus, the main directions of social and pedagogical support for gifted students, including creatively gifted ones, are: diagnostics (individual and group), prevention, counseling, correctional and developmental work (individual and group), educational activities (formation of psychological culture, development management psychological and pedagogical competence, teachers of educational institutions, parents, other specialists), examination (educational programs, projects, educational environment, professional activities, etc.).

As a result of the analysis of scientific works of scientists, we have established that social and pedagogical support for the development of a student's creative talent is his successful socialization and self-



awareness, a creative subject of life and professional self-determination, his personal self-determination. We see development prospects in a set of measures aimed at conscious planning and creating conditions for the development of their abilities and talents.

The main features of social and pedagogical support are:

- term;

- complexity of services;

- involving other specialists if necessary,

- using the team's potential;

- a person's consent to support and his active position in relation to changes for the better [11, 185–b].

It has been determined that support for the development of a person's creative abilities has the following characteristics: purposefulness, complexity, continuity, duration, motivation, predictability of the result.

We emphasize that socio-pedagogical support is support for the individual in solving problems of personal development, education, socialization, self-awareness and self-determination in complex technologies[8]. At the same time, a social teacher must have the ability not only to diagnose, advise, design and develop methods, but also to analyze various situations, plan activities, and collaborate with all participants in the educational process. successful self-awareness of the student, development of his abilities and talents.

The structural elements of social and pedagogical support for creatively gifted students are:

- purpose and mission;

- directions and content of activities;

- methods of interaction between social workers, educators, psychologists, parents and other specialists;

- phased implementation;

- criteria for the effectiveness of the result [5, 185–b].

The main goal of supporting the development of creatively gifted students in an educational institution is their creative development and self-development, satisfaction of their interests, expansion of creative potential, social experience, activity in various activities, successful communication in society and should consist of creating favorable conditions for the formation of a subjective position that allows creative self-realization, successful learning and application of knowledge, skills and abilities.

Taking into account the characteristics of students and socio-pedagogical support, the social teacher develops tasks and the content of support,

monitors their implementation, and, if necessary, adjusts, monitors and evaluates[9].

We define the task of social and pedagogical support for creatively gifted students:

- identifying students with creative abilities;

- study their social status, the influence of society on their behavior;

- studying the living conditions, education, development of students, assessing their needs;

- determining the interests, inclinations, and abilities of students;

- protection of the rights and interests of students;

- creating conditions for the realization of individual creative abilities, activating the creative resources of the student's personality, supporting their further development;

- participation in group work; development of important life skills, critical thinking, social and positive value orientation;

- creation of a comfortable socio-psychological environment in the classroom, educational institution;

- assistance in establishing relationships with peers, teachers, parents;

- optimize the content and forms of socio-pedagogical education of teachers, the social environment of students, ensure the development of their psychological and pedagogical competence;

- conducting educational work with parents;

- implementation of cooperation between educational institutions, families and regional local communities, social services in resolving pressing issues of social and pedagogical support for the creative talent of students[10].

Classes with creatively gifted students should be based on the following principles:

- individualization and differentiation of education;

- freedom of choice, independence of students;

- various opportunities for personal development;

- the role of extracurricular activities is increasing [10, 25–b].

It is necessary to develop and implement a program to support socio-pedagogical support for creatively gifted students, which may include:

- the final result of theoretical reasoning and implementation;

- technological map, which contains a step-by-step description of support;

- determine the result.



The following model can be used as the basis for social and pedagogical support for such students:

- supporting the process of formation and development of the personality of students with creative abilities (identifying the interests and abilities of students and their development; conditions conducive to the development of creative qualities and abilities, the formation of student independence, the ability to adapt to social reality, etc.) . );

- support for the student's formation and development environment;

- social and legal protection of the student (regulation of the impact of the environment, the very process of development of the student's personality, prevention of problems for this category of students)[11].

So, social and pedagogical support for creatively gifted students is a complex process in which students, a social teacher of the institution, a psychologist, teachers, parents, other participants in the educational process, and extracurricular specialists of educational institutions will participate.

Based on the research of scientists [6, 10] and taking into account the characteristics and socio-psychological characteristics of supporting the creative abilities of students, we determine the stages of socio-pedagogical support for such students:

The first stage is preparation:

- improving the information and methodological support for working with gifted students (studying the main state regulations, literature on the problem; collecting data; developing an algorithm for searching for gifted students);

- analysis of the effectiveness of students' educational activities; developing a program to work with these students;

- diagnostics of student talent;

- creating a database of talented students;

- training teachers to implement the program).

The second stage is practical:

- providing organizational socio-pedagogical and psychological conditions for the implementation of the program and the development of talented students (including creative abilities).

The third stage is general:

- assessing the effectiveness of the developed model of working with gifted students, developing recommendations for the support and development of students with creative abilities.

Social and pedagogical support for gifted students can be planned according to the following scheme:

Pedagogical and psychological diagnostics, creation of a database of gifted students, creation of support programs, analysis and evaluation of the results of support for the implementation of programs.

At the first stage, complex psychodiagnostics is important - a system of modern technologies for diagnosing students (identifying cognitive mental processes, intellectual development and creative abilities and qualities; personal characteristics, monitoring the development of the student, monitoring educational activities and behavior, analysis, production), products of creative activity of students, recording of unique characteristics of a student based on the results of diagnosis of individual disorders, etc.), diagnosis of teachers and parents at different stages of a student's education[12].

Creation of a database of gifted students, including creatively gifted ones, in educational institutions; It is advisable to develop recommendations for the further development of creative abilities, support for the student's creative resources, and develop programs for the development of group and individual development activities for the creative development and self-development of students.

An important area of social and pedagogical support is ensuring the psychological and pedagogical competence of teachers, optimizing the content and forms of their education (monitoring the quality of education for the development of students' creative abilities, assessing giftedness in the teacher education system). work with students), determining the qualifications of teachers, recommendations for creating optimal conditions for the creative development of the individual, cooperation in mutual cooperation, methodological support and consultations on the problems of developing creative talent, creative abilities of the student, improving the lesson. as a means of development[13].

At each stage, monitoring, analysis and evaluation of the results of support are carried out.

These stages are interconnected and determine the multi-vector choice of forms, methods and tools of activity[17]. Organizational and organizational support for the content and essence of social and pedagogical support, regulatory documents, scientists' opinions on the problem of supporting the creative talent of students, students, parents, consistency in mutual cooperation, unity, "the capabilities of teaching staff." personnel and environment, taking into account the principles of interdependence and partnership[16]; We determine the interdependence of the content and technology of activity, taking into account modern





socio-economic conditions, interests, requests and needs of students.

A scientific analysis of the problem allows us to note that most researchers associate the content of social and pedagogical support with educational activities, education, development of students, successful building of interpersonal relationships, creative self-awareness and successful self-determination in activities, satisfaction of the needs and interests of students, partnerships related to learning in school, help the student adapt[14].

Based on such a broad interpretation of the content, creative development and self-development of the individual, satisfaction of his interests and needs, realization of the right to education, creative development, self-awareness, self-improvement. We believe that it is necessary to create favorable conditions for self-determination and development.

Based on the content of a number of studies on issues related to pedagogical conditions, we define them as those that are consciously created by specialists and should ensure the most effective course[15].

As a result of the analysis of scientific works on working with creatively gifted students and taking into account the results of our research, we identified the following main conditions for effective social and pedagogical support for such students:

- enrichment of content and form. ways and means of working with creatively gifted students;

- coordination of the activities of social workers with teachers in order to develop the creative abilities of students, their successful adaptation and socialization;

- correction of the creative abilities of a particular student in the process of conducting a separate case by a social teacher;

- interaction between a social teacher and students' parents.

To fulfill the first condition, we will highlight the following main forms and methods of enriching students' activities to develop their creative abilities:

- placing greater emphasis on independent work;
- creative problem solving;
- research activities;
- laboratory work;
- experiences;
- business conversations;
- round tables;
- seminars;
- competitions;
- development teams;

creative learning.

In order to form the ideological positions of a creative personality, conducive to successful study and creative activity, students are invited to participate in creative reports of clubs, studios, sections, faculties, amateur art groups, personal exhibitions of school and student creativity. works.organization recommended.

Correction by a teacher of the creative talent of a particular student in the process of performing special work consists of taking into account the individual characteristics of students while accompanying a student with creative abilities, and not only in correcting broken connections in creative abilities and qualities, but also in developing the individual, it is necessary to help further development. Therefore, it is necessary to design and implement an educational environment that helps students give individual advice, create conditions for successful socialization, discover and develop their abilities, creativity, and organize free time to develop creative potential[15].

Cooperation between a teacher and parents of creatively gifted students consists of educational work and counseling on the following issues:

- early identification and support of students' inclinations, interests, abilities, and talents;

- problems of education, upbringing, difficulties of students;

- encouraging the development of students' creative abilities through creative activities, games, quizzes, solving and composing crossword puzzles, and providing freedom of choice;

- creating conditions for the implementation of creative ideas, the development of curiosity, ingenuity, and intelligence;

- creating a development environment;

- provide a comfortable microclimate, reliable relationships;

- mobilization of family resources for the development of creative qualities and correction of weak links in the development of the student's personality;

- reducing negative behavior.

**CONCLUSION.** Social and pedagogical support for creatively gifted students ensures the creation of favorable conditions for the activation and development of the creative potential of students, their successful self-realization in society. The system of social and pedagogical support for creatively gifted students is not stable; it can change depending on the environment and living conditions in each specific case.



The research results do not complete the solution to all aspects of the problem being studied. Promising future research may be the formation of professional training for social educators to work with students with creative abilities.

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