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**PEDAGOGICAL PROBLEMS OF THE DEVELOPMENT OF GIFTED CHILDREN
AND THE WAYS OF RESOLVING THEM**

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Abstract

The article discloses the process of developing complex pedagogical strategies for working with gifted children and outlines the perspectives of improving pedagogical theory and practice in this direction. The problems of spiritual and moral guidelines in solving the problems of gifted children, the processes of their social adaptation and socialization, and the consideration of individual psychological characteristics of every gifted child are examined. The resolution of these problems is associated with abandoning the traditional understanding of collectivity and group learning activities, which is in many ways incompatible with the pedagogical process that includes gifted children. The need for an initial focus on the individual development of these students which should precede their immersion in group learning activities and different types of creative and intellectual work. In this case, certain collectivity and its nature have to be greatly determined by the capabilities of gifted children themselves. The article also explores the possibilities of gifted children's well-timed contact with the surrounding reality, which is necessary for their complete socialization and adaptation. Otherwise, as indicated in the article, there emerges the problem of gifted children developing hypertrophied egocentrism or underestimating themselves after facing real life and the need to correlate one's existence with certain interactions with society. This objective is targeted in the article in the context of the psychological characteristics of different personality types of gifted children that have both theoretical and practical significance.

Keywords

Giftedness – Development – Problems – Personality type – Differentiated approach

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DR. IRINA SEMENOVNA AVRAMKOVA

Introduction

Gifted children are the national treasure of any state the preservation of which is accompanied by a range of specific problems related to their upbringing and development.

The first problem presenting the basis of other pedagogical problems lies in the vagueness of spiritual and moral guidelines for the development of gifted children. This problem has a broader context of modern Russian pedagogics lacking consensus on the founding values and meanings significant for both society and the younger generation¹.

As a result, many gifted children are faced with a choice between the opposite moral positions most often found in Russian society. The first of them consists in focusing on individual success, fame, and self-realization that have to ensure a stable sense of one's superiority over less gifted children. In this case, this attitude presents a stimulus for developing one's capabilities and talents. The second moral position consists in striving to achieve high results by virtue of one's giftedness to benefit society and realize one's calling of serving other people. In this case, this position serves as the basis for the development of the corresponding giftedness. The inability to choose favor of the latter position presents the essence of the present pedagogical problem².

The second problem lies in the inability of many gifted children to create conditions ensuring that their talents are demanded by society as they grow up. Although the common saying that talented people should be helped while the mediocre ones will break through on their own does not lack reason, it does not eliminate the pedagogical objective of developing gifted children's skills of demonstrating their talents to a certain audience outside of the educational process while they are learning. Therefore, it is necessary to organize the corresponding experience for gifted children who are ready to present the results of their work to the public. The lack of such experience largely determines the above-mentioned problem³.

The third pedagogical problem involves the underdevelopment of pedagogical technologies for the development of gifted children that put their individual psychological characteristics into consideration⁴. Modern education, both general and vocational, is quite standardized and designed for an average level of students' abilities. This results in many gifted children not receiving the necessary pedagogical assistance in their development and are forced to adjust for the presented system of pedagogical requirements that deindividualize the children who for some reason do not fit the common norms of individual development. In other cases, this leads to various forms of gifted children's protest against this pedagogical system of students' development.

¹ A. V. Kamenets y E. N. Selezneva, *Osnovy dukhovno-nravstvennogo vospitaniia v sisteme dopolnitelnogo obrazovaniia* (Moscow: Russian State Social University Publishing house, 2015) y E. N. Selezneva, *Problemy dukhovno-nravstvennogo vospitaniia v strategiakh obrazovaniia XXI veka* (Moscow: Russian State Social University, 2009).

² K. Tekeke, *Belye vorony (problemy vospitaniia odarionnykh detei)* (Izhevsk, 1993) y V. E. Chudnovskii, *Odarennost: dar ili ispytanie* (Moscow: Znanie, 1990).

³ N. Iu. Siniagina y N. V. Zaitseva, *Opyt raboty s odarennyimi detmi v sovremennoi Rossii. Sbornik materialov Vserossiiskoi nauchno-prakticheskoi konferentsii* (Moscow: Armanov-tsentr, 2010) y L. P. Duganova, *Opyt raboty s odarennyimi detmi v sovremennoi Rossii: materialy Vserossiiskoi nauchno-prakticheskoi konferentsii. Moskva, 6–8 fevralia 2003 goda* (Moscow: Akademiia, 2003).

⁴ N. S. Leites, *Vozrastnaia odarennost i individualnye razlichii: izbrannye trudy* (Moscow: Moscow Psychological and Sociological University Publishing House, 2003)

Methods

Each of the above-mentioned problems calls for a corresponding methodical approach. The problem of the spiritual and moral upbringing of gifted children may be resolved through early identification of their inclinations and abilities, which largely determine the individuality of a child. This refers to the need for timely detection of children's creative potential, which often does not manifest itself due to the lack of necessary psychological and pedagogical conditions. This potential may be revealed via various complex diagnostics and special observations focused on the study of a child's personality in all its socially significant manifestations rather than in a certain specific activity.

The methods used for identifying gifted children include D. Khaan and M. Kaaf's map of giftedness, E.P. Torrance's creativity test, P. Rzhichan's test of intellectual potential, D.V. Ushakov and M.A. Kholodnaia's tests by the types of giftedness, etc. Working with gifted and smart children, searching for them, identifying them, and fostering their development have to become the most important aspects of schools' work.

Research of the complex psychological and pedagogical procedures implemented for the study of children's personality development demonstrates that with the exception of obvious congenital pathologies each child has a certain potential for inclinations and development of abilities and, therefore, a certain degree of innate giftedness. However, the manifestation of giftedness largely depends on the development of all personal characteristics of a child, which together may promote or inhibit the development of their talents. For instance, persistent egoism or laziness may factually destroy the possibilities for the development of abilities such children also have. Complex diagnostics allow discovering the configuration of personal qualities necessary for the formation of a person's moral core serving as a basis for their further spiritual and moral upbringing⁵.

Various psychological and pedagogical studies demonstrate that the study of innate perception features has a special place in the system of developed diagnostics procedures for the identification of children's giftedness. The preservation of these features ensures thorough spiritual and moral development of a person manifesting in the ability to think and feel independently which is especially characteristic of gifted children. In this case, a gifted child adopts a truly moral position showing interest in the activity they have chosen rather than the material benefits as a result of this activity, prestige, fame, etc. This point was accentuated by K.S. Stanislavsky who urged his students to "love the art in themselves and not themselves in art".

Studies demonstrate that the problem of gifted children not being adapted for proper self-realization in society may also be solved via special methods. These methods mainly involve creating organizational conditions for gifted children's self-presentation, the demonstration of their talents in an appropriate social environment. Many children with outstanding abilities in a certain activity are unable to prove themselves due to insufficient social adaptation. Tackling this problem requires special technologies and methods aimed at creating communities and groups interested in the personality and giftedness of a child.

This orientation in the development of corresponding methods is not solely limited to creating the popularity of gifted children in the specially created social environments. It is necessary to broaden the self-realization opportunities of any "normal" child to uncover their

⁵ A. M. Matiushkin, "Kontsepsiia tvorcheskoi odarennosti", *Voprosy psikhologii* num 6 (1989): 29–33.

abilities and talents. This becomes possible with the presence of a pedagogical orientation consisting in the confidence that there are no untalented children. In this case, the probability of timely identification of potentially gifted children whose abilities need to be fostered rises sharply⁶.

The orientation discussed above calls for a broader interpretation of giftedness itself, which can manifest in different forms not necessarily tied to achieving a socially significant result in a certain activity. For instance, it can involve children gifted with a sensitivity to a certain art form, gifted with independent thinking, behavior, leadership qualities, etc. Such an interpretation allows avoiding ambiguity in identifying the level or degree of the giftedness of a child, not to mention the fact that giftedness may manifest itself later, develop, appear suddenly, etc.⁷.

Stimulating children to demonstrate certain giftedness to some degree opens the opportunity for adequate social adaptation and socialization of clearly gifted children in the environment of similar children demonstrating inclinations to a particular talent. This opportunity allows gifted children to form self-realization skills and the feeling of self-worth accompanied by respect for other children and adults who have their own creative potential in a particular activity⁸.

An important direction of methodical search in the sphere of developing children's giftedness is taking their individual psychological characteristics into account in the corresponding pedagogical activity. Identifying innate qualities of a child becomes increasingly important in this search since not considering them to an appropriate degree may block or inhibit the development of innate inclinations into expressed abilities. Moreover, it is important to identify not only these inclinations but also the whole spectrum of innate qualities of a child that typically have a significant effect on the possibility of manifestation of an inclination or potential for giftedness in a certain activity. Such innate qualities include sex, appearance, innate attractions, congenital features of perception of the environment, temperament, congenital features of thinking (for example, logical or figurative thinking), introversion or extraversion, etc.

At present, personality psychology has identified definite genotypes that manifest quite vividly by the age of three as demonstrated by specialized observations. These genotypes present stable combinations of an individual's innate qualities that can be viewed as a basis for further work with gifted children. Pedagogical practice accentuates the significance of the interconnection of systems of perception and behavioral reactions, which play a decisive role in the development of a child's innate qualities. Regarding gifted children, the identification of an innate relationship between individual increased susceptibility to external stimuli significant for the activity, the activity in which a child's giftedness manifests, and the executive productive activity. Moreover, adequate development of giftedness is possible in the cases of advanced development of perception, cognitive activity, aesthetic and other sensitivity (depending on the innate interests of a child) in relation to a given productive activity.

⁶ C. G. Jung, *Konflikty detskoi dushi* (Moscow: Kanon, 1994) y C. G. Jung, *Problemy dushi nashego vremeni* (Moscow: Publishing group "Progress-Univers", 1996).

⁷ I. A. Ilin, *Odinokii khudozhnik* (Moscow: Iskusstvo, 1993).

⁸ G. Leutz, *Psikhodrama. Teoriia i praktika. Klassicheskaia psikhodrama Ia.L. Moreno* (Moscow: Publishing group "Progress-Univers", 1994) y N. B. Shumakov, "Razvitie odarennosti detei v mladshem shkolnom vozraste", *Novye issledovaniia v psikhologii i pedagogike* num 1 (1991): 244–253.

This methodical requirement can be illustrated on the example of musically gifted children. If for some reason adults decide to exploit a child's capabilities in the form of their early professionalization as performers from an early age while the development of their musicality (musical sensitivity) lags behind, the gifted child in question often ends up being a "techie" rather than a true artist or even experiences nervous breakdowns or rejects musical art as such.

Results

The conducted studies on the pedagogical opportunities for the development and preservation of childhood giftedness in different areas allow us to indicate a range of significant results important for the corresponding theory and practice of working with this age group. In this section, we shall present these results in the context of the identified problems of gifted children's development.

The problem of the vagueness of spiritual and moral guidelines for the development of gifted children. This problem may be successfully resolved if a child is timely "immersed" into the world of spiritual experiences associated with the manifestation of humanism, serving people, love, and friendship presented in the cultural experience of humankind⁹. However, this humanistic and humanitarian basis is not presented sufficiently in the modern education of children. The "mind" ends up being more loaded than the "heart" which gives rise to a sort of soulless prodigies who can pose a particular danger to society as talented but asocial individuals.

Here it is necessary to follow the well-known rule – "to whom much was given, of them will much be required". Moreover, in addition to the development of the necessary spiritual and moral qualities in gifted children, a thorough humanitarian training can serve as an additional resource in the development of childhood giftedness regardless of the sphere in which the abilities are applied. In this regard, one cannot but recall the well-known statement of A. Einstein that the works of F.M. Dostoevsky were much more useful to him in the discovery of the theory of relativity than many physical articles.

Information of spiritual and moral nature mostly presented in humanitarian knowledge is mastered especially well by gifted children who are typically inclined towards independent thinking and immersion in self-reflection and their own inner world. It is the disclosure and actualization of inner experiences and mental activity that constitutes the main content of the best achievements of humanitarian knowledge presented primarily in the works of literature and art and spiritual, philosophical, and psychological literature.

The personality of a teacher, a master who can establish an informal friendly relationship with a child has special importance in working with gifted children. This sort of common existential space is where the system of values and spiritual and moral meanings of a gifted child form. As an example, we provide a fragment of a famous novel of H. Hesse "The Glass Bead Game" that is characteristic in this regard:

Master: "... I want you to play from memory, and not an exercise but something easy that you know by heart. Perhaps a song you like..."

⁹ A. A. Guseinov, R.G. Apresian, *Etika* (Moscow: Gardariki, 2002) y A. Schweitzer, *Kultura i etika* (Moscow: Progress, 1973).

“With one finger, he struck the first notes of a melody, and looked questioningly at the boy. Joseph nodded and at once played the melody with pleasure. It was one of the old songs which were often sung in school.

“Once more,” the Master said.

Knecht repeated the melody, and the old man now played a second voice to go with it. Now the old song rang through the small practice room in two parts.

“Once more”.

...

Knecht ... began again. The Master chimed in gaily with his three voices, and the four parts drew their thin, lucid lines...

“Making music together is the best way for two people to become friends. There is none easier. That is a fine thing. I hope you and I shall remain friends. Perhaps you too will learn how to make fugues, Joseph”. ...

Many years later Knecht told his pupil that when he stepped out of the building, he found the town and the world far more transformed and enchanted than if there had been flags, garlands, and streamers, or displays of fireworks. He had experienced his vocation, which may surely be spoken of as a sacrament. The ideal world, which hitherto his young soul had known only by hearsay and in wild dreams, had suddenly taken on visible lineaments for him. Its gates had opened invitingly. This world, he now saw, did not exist only in some vague, remote past or future; it was here and was active; it glowed, sent messengers, apostles, ambassadors, men like this old Magister (who by the way was not nearly so old as he then seemed to Joseph)¹⁰.

As observation and experimental studies demonstrate, the next examined problem of *many gifted children not being adapted for society* may be solved through the creation of a special mode of interaction of such children with the outside world. This regime involves uniting gifted children into their own communities that stimulate participation in a certain activity requiring appropriate abilities. At the same time, there have to be social communities and collectives in which gifted children can feel like ordinary students who are not required to demonstrate their talents.

This strategy of socialization appears more promising compared to the existing trend of artificial isolation of communities of gifted children from the rest of the world in the form of closed elite educational institutions and organizations. H. Hesse’s novel mentioned above describes an imagined implemented project of such an educational institution which cultivated a rather snobbish and detached students’ attitude to the real world which was replaced by a virtual reality of play forming students who were gifted but not adapted to the real world and afraid of long-term contacts with reality outside of their creative and intellectual activities.

Meanwhile, this virtual play remains quite deficient. It is no coincidence that H. Hesse himself called the main activity of these students “the glass bead game”, the glass beads lacking any real content. It is characteristic that Hesse’s works are rightly considered the

¹⁰ H. Hesse, *Igra v biser* (Saint Petersburg: Severo-Zapad, 1994), 47-49.

sign of the coming postmodernism, which for the most part turned out to be creatively sterile and is mainly focused on the combinatorics of creative and scientific discoveries made before.

Therefore, specially organized educational spaces combining the opportunity of gifted children existing in their own elite groups with existing in the true-life reality contribute to students' creativity and cognitive and research activity being focused on solving socially significant tasks rather than turning into "art for the sake of art". No matter how enthusiastically the "ivory towers" for gifted children are created, these children eventually face the cruel reality, which can cause negative psychological consequences in the form of disappointment, feelings of loneliness, an inferiority complex, etc.

Scientific studies indicate that the active participation of gifted children in labor and various leisure activities is organized in pedagogical practice to avoid these negative consequences¹¹.

Involving gifted children in labor activities most importantly consists in their inclusion in socially useful activities allowing to not only expand their social experience but also acquire the skills of interacting with the environment in a socially significant direction. The practice of gifted children mentoring less capable students in the educational process, which was identified in our studies, also appears promising. This practice allows increasing the self-esteem of gifted students as the subjects accepted by society and overcome egoism and narcissism sometimes encountered among students with a high level of giftedness.

The discovered involvement of such children in adult research and creative teams based on partnership also presents a promising method for their socialization. In this regard, the experience of already successful elders mentoring gifted children while recognizing them as equal participants in the joint creative or research process has justified itself.

The study of the possibilities of leisure in ensuring the process of adequate social adaptation of gifted children has also demonstrated its high efficiency in the form of organizing summer camps, clubs, and associations that provide an environment for communication and interaction of such children.

The third examined pedagogical problem concerns *the underdevelopment of pedagogical technologies for the development of gifted children* that consider their individual characteristics. A complex diagnostic method for such characteristics designed based on the works of C.G. Jung and his followers who developed and supplemented his ideas in the sphere of practical diagnostics was approbated. Let us examine the results of these studies¹².

Intuitive Logical Extravert. Children of this type are oriented towards learning new uncommon information, the interchange of vivid impressions. Therefore, it is difficult for them to study in classes that are monotonous and routine. However, they are able to quickly systematize the received information and independently find solutions to creative or

¹¹ Iu. A. Streltsov y E. Iu. Streltsova, *Pedagogika dosuga* (Moscow: Moscow State University of Culture, 2008).

¹² A. V. Kamenets, *Sotsionicheskaia proforientologija* (Moscow: Ritm, 2020) y A. V. Kamenets; O. V. Volkova; N. Iu. Kriukova y O. I. Prokhorova, *Psikhologo-pedagogicheskie osnovy organizatsii detskogo tvorchestva* (Moscow: "Radost", 2014).

research problems. They are individualistic in nature. Despite this, they willingly engage in collective creative or research activities as a creative leader or to individually demonstrate their achievements. Since they reside in a constant state of inner search, they need well-timed rest, relaxation, comfort, and peace.

Sensory Ethical Introvert. Children of this type are fond of psychological comfort and coziness. They get tired quickly and cannot endure long hard work. Therefore, they require well-timed breaks in the learning activity. These children are loving and impressionable but do not like deep, dramatic experiences. They prefer festive vivid impressions. Their career and fame do not concern them a lot, but they like to live with pleasure and receive as many pleasant sensations as possible. A comfortable atmosphere of classes and an aesthetically organized environment of the educational process are important for them.

Logical Intuitive Introvert. Children of this type typically possess great analytical skills and are able to systematize various information well. They enjoy thinking and studying common patterns and search for these patterns everywhere they can. These children are inclined to theorizing in which abstract information is valued over particulars. Many individuals of this type are theorists and researchers. Moreover, they need to demonstrate the results of their intellectual work to small audiences. They may experience difficulties in public speaking and demonstrating their achievements in front of a bigger audience. These individuals require special emotional support and demonstrations of understanding, care, and sympathy.

Ethical Sensory Extravert. Individuals of this type are most comfortable in a loving atmosphere. A favorable psychological atmosphere in the family is most important for them. If such an atmosphere is lacking, everything they work on falls apart and they lose motivation for all activities including learning. These children try to transfer their desire for love and friendship to others mostly in the form of play, raise other's moods through jokes, non-offensive pranks, etc.; they often smile. However, they dislike situations that require improvisation and unpredictability. These individuals need a strict plan and precise requirements for their research and creative activity. They comprehend a complete system of such requirements well and try to realize them in the process of learning.

Ethical Intuitive Extravert. Children of this type are highly sensitive and vulnerable and require constant reassurance and recognition of their success from others. Otherwise, they wilt and lose motivation for further activity. They like to demonstrate their emotions, feelings, and experiences in public and do it quite artistically. Accordingly, they are involuntarily inclined to frequent self-demonstration and need enthusiastic spectators and listeners. These individuals are quite egocentric and do not always consider others' reactions in their public activity. Such students understand the consistency of pedagogical requirements well.

Logical Sensory Introvert. Students of this type are rational and tend to think the details of achieving a certain result through. They search for logic, consistency, and completeness, are punctual, and have an increased sense of responsibility. These individuals strive to develop new solutions based on the acquired information. They are emotionally and can, therefore, make an impression of soulless rationalists, but in reality, are capable of deep experiences and feelings. They avoid showing sentimentality and sensibility. However, they greatly appreciate the manifestations of special care, attention, and sympathy towards themselves and are ready to respond to them mainly through real actions avoiding verbal expressions of feelings.

Intuitive Ethical Introvert. Children of this type are dreamers and have a pronounced ability for fantasizing and creative imagination while the world they imagine often replaces the existing reality. They seek to choose a close friend, an individual attachment to a specific person as a source of inspiration for their creative activity. These students are very sensitive to the artistic word, inclined towards a lyrical attitude. They are not practical. The influence of an authoritative teacher reasonably demonstrating the power style of leadership is perceived by them well. They are fond of lessons that are somewhat theatrical and saturated with emotions. In their creative activity, these students mostly rely on intuition and their own emotions rather than rationality.

Sensory Logical Extravert. Children of this type often demonstrate leadership qualities and like when others pay attention to and consider them. However, they do agree with the need for an expedient hierarchy in social interactions. In their activity, they search for rational solutions that they tend to independently systematize and present to others. These individuals do not always consider the social consequences of their actions for the people around them and often like to seek the desired results disregarding certain moral principles. Achieving the required result is the thing most important to them. However, these students willingly engage in programs and initiatives that require non-standard imagination and a creative approach.

Logical Intuitive Extravert. These students are pragmatic and evaluate the results of their learning or any other activity from the point of its usefulness and real significance. Meanwhile, they strive to search for non-standard solutions to achieve the results that may be well appreciated by society. These individuals demonstrate individualism and independence and, therefore, do not always consider the interests of other people. At the same time, they search for a moral and spiritual justification of their individualism and pragmatism. However, any assistance in acquiring an ethical basis for their activities approved by society is perceived by them with due attention. Their certain inclination towards adventurism is balanced by the ability to correlate their actions with the real effectiveness of their activity.

Ethical Sensory Introvert. These students are highly susceptible to moral norms and social requirements posed by the team of teachers, their own parents, and everyone tasked with influencing their moral worldview. They strive to demonstrate their love of truth and principles to others. These individuals are characterized by an increased sense of commitment and high requirements for themselves. They fear letting someone down which may lead to immoderate fears of public speaking and performing activities out of fear of not coping with the assigned task. On the outside, they appear emotionally reserved.

Sensory Ethical Extravert. These children demonstrate the desire to lead wherever possible. They do not like to obey but strive to influence and even manipulate others. Students of this type are extremely mobile, not assiduous, and often act before they think. They rely on their activity more than logic and manage their actions already in the process of performing the tasks. These students are ambitious which can serve as an additional means of influencing them. They also willingly engage in programs and activities that require creativity and non-standard solutions. These children like to combine educational and creative tasks with movement. They feel comfortable demonstrating themselves and their achievements to a large audience.

Intuitive Logical Introvert. Children of this type possess well-developed imagination and are capable of creativity. However, these characteristics manifest in combination with

the desire to realize their ideas in real results. Their visual and imaginative thinking is also developed well. They know how to prognose and plan their actions. These individuals are not fond of demonstrating their attachments and sympathy towards others in a visible form and are, therefore, quite emotionally reserved. However, they willingly engage in the required activities obeying a leader authoritative for them, a creative leader, or a teacher showing the traits of authoritarianism.

Logical Sensory Extravert. These students are inclined towards rationalizing and pragmatizing their actions and correlate this orientation with benefiting others. Therefore, they can readily assist teachers in the educational process. They have the potential of an organizer. The situations requiring emotional self-disclosure and improvisation are the ones they tend to avoid; however, they like to perfect the results of their activity. These individuals strive to align their activity with humanistic moral values and actively demonstrate the desire to be useful to others without emphasizing their achievements too much.

Ethical Intuitive Introvert. These individuals have a significant potential for humanity and compassion and often understand and defend others more than themselves. They need improving their self-esteem since they may demonstrate immoderate self-criticism. These students avoid demonstrating leadership and are not inclined to publicity; however, they are good at feeling and understanding the problems of other people. They are natural psychologists who can easily comfort others. These students readily engage in activities that can, in their opinion, actually be beneficial and necessary for society. They have well-developed social instincts and are ready to take collective action but lack healthy egoism and self-love.

Intuitive Ethical Extravert. These individuals demonstrate high sociability and the ability to see the problems of other people. They are extremely emotional and artistic but are not always able to cope with their emotions. Students of this type are impressive and strive for a variety of sensations and new information. Their intuition is highly developed, unlike their logic and rationality. They are always ready to help others in a specific form, show active kindness, and are collectivist. Their sensitivity to the beauty of the environment, the aesthetics of the interior, and beautiful objects is especially high. They are capable of creating a favorable psychological atmosphere.

Sensory Logical Introvert. These children possess an innate sensitivity to the aesthetics of the surrounding world mostly in the material form. They have design thinking and are independent and individualistic. They strive to combine aestheticism and overcoming difficulties in their activity. These individuals have the ability to control themselves and are cold-blooded. They do not like to appear sentimental although they are able to experience deep feelings, are humanistic, and like to mentor those in need of protection and assistance. These students only respect the teachers who deserve it in their eyes but keep their evaluations to themselves. They like to maintain an emotional, creative, and festive atmosphere.

Discussion

The examined psychological characteristics of gifted children of various types allow us to conclude that the spiritual and moral development of these students is primarily determined by the correlation between the given moral requirements with their innate psychological structure, which has to manifest in the social dimension in one way or another. Gifted children demonstrate special sensitivity to teachers' inability or unwillingness to

account for their individuality presented as hereditary characteristics that determine the nature of the giftedness of a particular child. Giftedness developed as an innate gift should serve as a basis of appropriate educational influence.

C.G. Jung's discovery of extraversion and introversion allows us to form the corresponding requirements for the process of children's adaptation in society¹³. Introverted students have to receive the sufficient experience of self-reflection, self-knowledge, and immersion into themselves to later implement the results of this activity in the surrounding environment. Extraverts should be initially focused mostly on receiving impressions and information from the outside world with its subsequent internal processing to achieve the required result. This is going to present the first requirement for the socialization and adaptation of gifted children depending on whether they are extraverted or introverted.

We should also note that working with gifted children involves working with the integral personality of a child since certain giftedness can be completely manifested and realized only in accordance with the psychological structure of the person. In turn, the above-mentioned extraversion and introversion of students have different orientations and content, which are generally not recognized in modern pedagogics leading to numerous problems in the development of gifted children. The psychological types of children that were examined in this article can be viewed as basic orientations for the realization of the differentiated approach to students. It is necessary to consider such parameters of personality as the features of perception of the world, behavioral orientation, emotional vulnerability against certain negative influences, and congenital drives and sympathies. This entire spectrum of personality characteristics modified depending on the personality type may be considered in creating the individual development trajectory of a given gifted child. This personality-oriented pedagogical strategy has to be targeted and precede the process of involving children in the group and collective activity to prevent destroying the manifestation of giftedness in the bud by the external deindividualizing standardized requirements.

Conclusion

The examined approaches to resolving the problems of gifted children via the pedagogical means allow us to conclude on the need to develop the axiological foundations of the process of development of these students. The more a given child is gifted, the more they require existential values and spiritual and moral orientations instead of thoughtless submission to certain pedagogical requirements. Due to their inner independence and individualization, gifted children are unable to simply execute the teacher's will. They are especially prone to striving for thoughtful creative partnerships with their mentors.

It is also necessary to thoroughly study each gifted child from the point of their psychological and personal individuality and create the system of corresponding pedagogical work considering the results of this research. This approach to the pedagogical technologies for working with gifted children have not yet received due attention and distribution.

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