

Potentials of cooperation between school and family for education of gifted children

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Abstract. In this article there is a focus on the development of qualitatively new partnership between society, family and school that enables the entire conscious self-development of a gifted person at the present time. The theoretical basis of the problem of talent, cooperation of family and school are considered. The authors presented a redefined concept of a gifted person, as an integrative system of abilities; who differs from the surrounding due to the personal qualities and high level of theoretical and practical knowledge in several fields of knowledge, has the ability to reach the final result quickly and in a special way. The role of family in education of gifted children is shown especially. It should be noted that the inclusion of family in the activities of school educational system should be based on a humanistic style of communication and interaction; on respectful attitude of family and school to a child and to each other; on systematic improvement of psycho-pedagogical level (of teachers and parents); on the ability to respond constructively to the resolution of conflicts.

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Introduction

It is well known fact that the development of educational system is one of the priorities of our state policy.

The actuality of development and implementation of a model of school and family collaboration is defined by the growing interest to support given to gifted children in terms of socialization of children and adolescents with special educational needs. It is known, that the family actively influences on the formation of a child's personality. Characteristics of relationships in the process of communication between family members create a specific moral-psychological atmosphere, which plays an important role in solution of educational problems in each family.

The task of creation of conditions for the identification and development of gifted children in the Republic of Kazakhstan is realized through the State program of search, support and development of gifted children and youth, that has the following main objectives: 1) the definition of the strategy of search, education and training of gifted children and youth; 2) maintenance and development of a unitary and continuous formation of the intellectual potential of the Republic of Kazakhstan; 3) assistance to social and cultural formation of talented youth [1, p. 5].

We must note that in the light of solution of these problems the management and coordination of the system of work with gifted children and youth in the Republic of Kazakhstan is given to a specially established Republican Scientific-Practical Centre (RSPC) "Daryn" ("Endowment" - created in 1998). Thanks to this center some theoretical and experimental material has accumulated [2]. However, such systematic work is done mainly at the level of special school educational institutions, while in ordinary secondary schools it is done insufficiently.

At the same time the level of preparation and goals of gifted students depend on how we will be able to select and provide an innovative way of development of our country, as today the market economy creates demand for energetic, highly intelligent and creative young people.

Aim of research

Developing of opportunities of collaboration between school and family, providing the optimal development of talented children.

Methods of research

In the process of work different methods of scientific-pedagogical investigation were applied: mental experiment for the definition of hypothesis and working-out of the experimental model, theoretical analysis of philosophical, psycho-pedagogical and

methodical literature according to the theme of research, observations, and conversations.

Body

The problem of talent remains one of the most complex and controversial in science.

Works of many foreign scientists are devoted to the identification of the causes of children endowments existence. In particular, works of S. Marland [3] J. Renzulli [4] H. Gardner [5] J. Guilford [6] R. Sternberg [7] and others. At the same time the final opinion on the issue under study has not been yet formulated.

Psychologist and educator J. Renzulli suggested his definition of giftedness, supposing that this phenomenon is a combination of several characteristics: intellectual perseverance and creative approach to any activity, as well as above-average abilities. [4]

His colleagues - R. Sternberg and A. Shvedel believe that giftedness of people is associated with their early childhood experience. These researchers propose their conception of giftedness as gradually emerging quality, thus expanding the boundaries of the concept of "gifted child". [7]

Another researcher-American – S. Marland [3] highlights the main categories of children's giftedness which includes: general intellectual giftedness; specific endowment, presuming a child's preference to be engaged in some particular activity, creativity, leadership ability, the ability to work in the arts sphere, and psychomotor abilities.

Some work of Russian scientists are devoted to the study of the problem of intelligence and talent: V.N. Druzhinina proposes the concept of "cognitive resource"; model of "intellectual diapason" and situational approach to the diagnosis of general cognitive abilities by N.S. Leytes who studied the characteristics of individual differences of intellectually gifted children; M.A. Holodnaya offers a new approach to the study of intellectual giftedness as the system of intellectual education of students in the frames of "enriching model" of teaching; A.P. Tryapitsina outlines the conditions contributing to the development of children's creative aspect of person's intellectual giftedness [8].

To the solution of the problems of gifted children also contributed some Kazakhstani scientists: theoretical-methodological basics of work with gifted children at the state-managing level in the Republic of Kazakhstan (U.B. Zheksenbayeva [9]); of primary school age (N.N. Telepnyova) [10], others.); scientific-practical basics of future teacher training for the work with gifted children (L.M. Narikbayeva) [11].

One of the characteristics of giftedness is creativity. The problem of this phenomenon researching has historical roots. XVIII - XIX centuries

are characterized by the development of problems of creativity in matters of philosophical and pedagogical literature. I. Kant [12] believed that art as a result of creativity is everlasting, and it reflects the laws of beauty. Genius – is a talent that gives art a rule and his works should serve as a model for emulation.

Thus, this period is characterized by the information of philosophical and psychological nature about individual personality traits. In pedagogical science the question about the need of study of creativity and creativeness also raised, some concepts on this issue were developed. By this time, scientists possessed comparative biographical method and on its basis pointed out individual streaks, characteristics and peculiarities of activities of famous people.

Further, we would like to study out the main category of our research – the concept of "giftedness".

In pedagogical dictionary we find the following meanings of the term "giftedness": 1) qualitatively unique combination of abilities, ensuring the successful implementation of activities; 2) general abilities and general elements or abilities that contribute to the breadth of human capabilities, and the level and originality of his work; 3) intellectual potential or intelligence, holistic individual characteristic of cognitive capabilities and abilities to education; 4) the set of instincts, natural abilities, characteristics of the level of expressiveness and distinctness of natural preconditions of abilities; 5) talent; the presence of inner conditions for outstanding achievements in the work [13]. It is possible to continue to list various variants of interpretations of the term "giftedness" depending on the meaning that different scientists use. This indicates that still there is no single holistic understanding of the essence of this phenomenon that is possible towards any complex phenomenon.

L.V. Popova and Y.D. Babaeva reasonably note: "At the present moment there are more than 100 definitions of giftedness, and among them there is no a single one that is approved at least by some of psychologists and educators" [14]. Moreover, in the scientific world, there continuing discussions and debates about the validity of certain views on this psychic phenomenon. The reason for this is conditioned by a variety of existing scientific approaches, highlighting particular aspects of giftedness that leads to the ambiguity of the concept, and contradictory definitions worked out by scientists.

M.A. Holodnaya identifies five characteristics of gifted students differing them from normal ones: asking more generic questions; having optimistic attitude to their future; declaring more complex semantic overtones; going to more distant semantic fields in the formulation of problems; remarkable in their strength of intellectual control [8]. During the

analysis of the concepts proposed by the author it was defined that the development of intellectual giftedness is greatly influenced by the experience of the subject, i.e. mental structures allowing to manage their own intellectual activities by means of psychic formations, which in the terms of cognitive contact with the world provide the possibility for the perception of information about the current events and its transformation, for the process of information processing management, and for the selectivity of intellectual reflection.

R. Sternberg [7] developed a "pentagonal implicit theory of giftedness". According to his opinion, a person possesses creative abilities, only if his intellectual activity meets five criteria. Criterion of excellence – subject has the highest possible success rates in performing of certain psychological test in comparison with other testees. Criterion of rarity – subject shows a high level of performance in that kind of activity, which is a rare, atypical for the corresponding testees. Productivity criterion – subject with high rates of execution of a test proves that he can actually do something in a certain subject area. Criterion of demonstrativeness – subject with high rates of performing of a certain test continually repeats this result in other dimensions and in any other alternative situations. Criterion of worth – subject, who has high rates in performing correspondent test, is assessed only taking into account the essence of the psychological quality in a particular socio-cultural context. Pentagonal theory by Sternberg allows us to come to the conclusion that "... giftedness can be viewed in a broader sense, preventing us from its reduction only to the high evaluation basing on conventional intelligence tests". [7]

Thus, an important practical contribution of J. Renzulli was that while revealing the essence of giftedness as a natural phenomenon, he replaces the term "giftedness" with the term "potential" (from the Latin. *Potentia* - force, reserves, resources, capabilities of an individual in a particular area [4]), that explains the popularity of his model, expanding the possibility of its application for the development of education and training of not only talented, but of all children and youth. Currently, this conception is successfully used often in a supplemented or modified form in many countries for diagnostics and education of gifted children and for working out of applied programmes.

Analysis of the foreign and native experience in psychology and pedagogy shows that there are many approaches to the solution of the problem of giftedness and extraction of its characteristics on the basis of which the development of different models of the phenomenon is held. In this case, the characteristic – is the criterion on the basis of which the assessment, identification or classification of something is done.

Thus, summarizing the abovementioned, we introduce our own working definition of a gifted person – as an integrative system of abilities that owing to the personal qualities differs from the surrounding ones in the high level of theoretical and practical knowledge in several fields of knowledge, has the ability to reach the final result quickly and in a special way.

In our opinion, one of the ways to develop and educate a talented personality of students is the collaboration between school and family. In modern conditions of collaboration between family and school is becoming more actual and appreciated. For the development of full-fledged process of learning and formation of a child's personality an appropriate microclimate between teachers and students, between students, and between educational institution and family is needed.

It is well known that the family – is a part of panhuman collective, the most important institution of younger generation socialization. Whichever aspect of the development we distinguish it always turns out that the crucial role of its effectiveness at some points is played by family. Family – is a special kind of collective that plays the main, long-lasting and vital role in educating. Trust and fear, confidence and shyness, calm and anxiety, kindness and warmth in communication as opposed to alienation and coldness – all these qualities are acquired in family. They appear and are consolidated in a child long before he goes to school and have a lasting impact on his development. Family reflects all: school, media, social organizations, labor groups, friends, influence of literature and art and etc. This let pedagogists to work out quite a definite dependence of a success in the formation of personality. And its conditioned, first of all by a family. The better the family and the better it affects the educating, the higher the results of the physical, moral, labor, intellectual education of a person. The necessity and the importance of interaction between school and family are obvious. Successfulness of a child's achievements depends on people and the way they affect on his development. Most of the time child spends at school and at home, so the interaction between parents and teachers not contradicting each other, that should be positively and actively perceived by a child is very important. This is only possible if teachers and parents become allies and associates, and will be interested in resolving educational issues.

Taking into account that in some cases parents do not have necessary knowledge in the field of education and psychology, teachers should provide them with an adequate scientific and methodological assistance; enhance their culture of family education.

The task of school in modern conditions is to maintain and develop interest to a man in the family. Teachers should help parents, should teach them how to observe child's development, how to understand the logics of these changes. Only on this basis the effective interaction between family and school in the process of training and education is possible.

It should be noted that the inclusion of family in the educational system of school activities should be based on:

- Humanistic style of communication and interaction;
- Respectful attitude of family and school to a child and towards each other;
- Systematic improvement of psycho-pedagogical level (of teachers and parents);
- The ability to constructively solve the conflicts.

Currently, more than ever, the education system should take into account the possibilities and needs of a person. Nature of the educational system should be personal - oriented. Junior high school student is not indifferent to the activity in which he is engaged, aware of the importance of acquiring knowledge, is able to put simple hypotheses and find evidence for their defense, elementarily analyzes own activities, assesses own progress, identifies the causes of errors and analyzes failures. For this process learning should form a subject from a student, he/she should be taught how to learn, to realize personal responsibility for the learning outcomes. Teacher should organize independent cognitive activities of students, teach them self-dependently acquire knowledge and apply them in practice. During the teaching process teacher should base on individual characteristics of children, and for this it is necessary to study the personality of each student, his relationships with classmates, and with parents.

To solve these problems, in our opinion, it is appropriate to implement cooperation that is a system of methods and techniques of education and training on the principles of humanism and a creative approach to the personal development.

Pedagogy of cooperation – is the direction in pedagogy of second half of the twentieth century, presenting a system of methods and techniques of education and training on the principles of humanism and a creative approach to personal development.

Pedagogy of cooperation presupposes a good knowledge of students' individual characteristics, of their interests and relationships. When children work on their own and have some difficulties, the teacher succor them and helps in accordance with their individual peculiarities, i.e., the teacher acts as a facilitator, helping to overcome difficulties. The question of pedagogy of cooperation is closely linked

to the question of the role of teacher. The teacher's role is not to teach but to help to learn. The teacher should become a creator of learning environment that encourages a child to discover knowledge.

Key points: attitude towards learning as to a creative interaction between a teacher and a student; learning without enforcement; the idea of setting of difficult goals and suggestion of confidence to overcome it; introspection (individual and collective debriefing of students' activities), learners' creative self-management, personal approach to education, cooperation with parents. Pedagogy of cooperation generates such methods by means of which every student feels himself a personality. He personally feels teacher's attention. It must be remembered that it is necessary to teach in such a way that make students be prepared for the life, be able to defend their points of view, their orientations for the further activity. Targeting the needs of children in their individual development can be carried out only in the direct cooperation between teachers, parents and children themselves. Teacher should be an ally, assistant, and maybe even a friend. Pedagogy of cooperation suggests that children openly, trustfully regard adults – both at school and at home. For this we need not uniform requirements, as it is regarded, but friendly, comrade relationship with children in family.

Ability to collaborate – is the ability to lead, but not harassing and hurting the interests of others; the ability to make decisions, the ability to resolve conflicts when they arise. When organizing such work there should be an individual work of each person, which is then composed to the combined result.

Generally analyzing the specificity of cooperation on the example of its realization with children of primary school age, we offer as one of the options the introduction of the special course "*Fundamentals of gifted children educating in the conditions of cooperation between family and school*" for school teachers and parents.

The purpose of this special course was to introduce the theory and methodology of education of gifted young learners in the conditions of cooperation between school and family.

Summary

The success of the process of gifted children educating in the family can be provided only if the favorable conditions for the growth and all-round development of a child are prepared. Domineering role of the family is determined by its profound influence on the whole complex of physical and spiritual life of a person growing there.

The main conditions for the success in children educating in the family can be: the presence of a normal family environment, parental authority,

the proper regime of the day, the on-time child's initiation to the books and reading, to the work.

In our opinion, it is exactly the cooperation between families and schools that creates the model of

child's life in which he will live during his life. Thus, educating a child, creating a model for his life, we must remember that this model could become a basis for many future generations.

Table 1. Contents of the special course "Fundamentals of gifted children educating in the conditions of cooperation between family and school"

№	Themes	Total amount of hours lectures/seminars
1	The aim and the objectives of the special course « <i>Fundamentals of gifted children educating in the conditions of cooperation between family and school</i> »	1/1
2	Giftedness as a multi-aspect notion (talent, leader, intellectual, gifted, wunderkind and others)	1/0
3	The essence and the content of notions «giftedness», «gifted child».	1/1
4	Components, criterions, markers and levels of educating of gifted children.	0/1
5	Cooperation between family and school as a pedagogical problem.	1/0
6	Ways of cooperation between family and school.	1/1
7	System of work in the conditions of cooperation between family and school in the process of gifted children educating.	0/1
8	Global experience of cooperation between family and school in educating of gifted young learners.	1/1
9	Aims and objectives, programme «School of cooperation»	0/1
10	Interactive methods of educating of gifted students in the conditions of cooperation between family and school	1/1

Conclusion

Elaboration of theoretical foundations of this problem, existence of different views on the development of giftedness played a significant role in the solution of this issue. And yet, despite of the entire development of theoretical approaches to the problem of the development of giftedness, it still requires an intent attention from researchers, as it serves as a fundamental factor of education not only in the present conditions, when the value of a personality capable of being creative comes on the foreground, but also in any educational conditions.

Focusing on modern social demands – to form a personality, aware of own needs and individuality, able to implement them and acquired knowledge in the most valuable for the society qualities, we define the following conditions of educating a gifted person:

- Implementation of approaches and technologies aimed on educating of pupil's giftedness;
- Consideration of the fact that the pedagogy of cooperation generates such approaches, by means of which each student feels himself a personality,
- Consideration of the fact that one of the important criteria of the pedagogical process effectiveness appears cooperation between families and school that ensures the development of giftedness of personality.

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