

## **PEDAGOGICAL SUPPORT OF GIFTED LEARNERS IN THE CONTEXT OF NETWORK INTERACTION “SCHOOL-UNIVERSITY” (REGIONAL ASPECT)**

I.E Yarmakeev  
Kazan Federal University, Russia

R.M Akhmadullina  
Kazan Federal University, Russia

N.R Valiahmetova  
Kazan Federal University, Russia

A.S. Sjunina  
Kazan Federal University, Russia

### **ABSTRACT**

The article is dedicated to the topical problem of modern education – to the search of new technologies and forms of organizing the pedagogical support of gifted learners. Authors consider as the subject of scientific research the educational potential and organizational opportunities of different forms and models of partner-networking interaction between schools and universities in the field of pedagogy of gifted. As a result of various scientific resources analysis the study concretizes the core meaning of network interaction, discloses the technologies, which underlie its implementation within the aspect of the studied problem. The study particularly reveals the content of main directions in the “school-university” cooperation on the work with gifted children in the Republic of Tatarstan. In the article special attention is paid to the forms of pedagogical maintenance of training and self-development of gifted pupils in Kazan Federal University. Pedagogical experience of university on the development and approbation of Network Polylingual Support of Educational Institutions of residential type for talented children of the Republic of Tatarstan is provided in the article. The study includes the results of the survey, conducted by the authors among the university professors, teachers of educational institutions to define the main directions in the content of educational Program of network polylingual support of humanitarily talented children; the forms and implementation technologies of this Program, and the content of study modules.

**Keywords:** *gifted learners, pedagogical support, network interaction*

### **INTRODUCTION**

In the Republic of Tatarstan numerous projects and programs of training, education and development of gifted pupils are regularly developed and implemented. One of the acting program today is the concept "Perspective" focused on creation of effective development system and realization of intellectual and creative potential of children and youth [1], a state program "Strategic talent management in the Republic of Tatarstan for 2015-2020" [2].

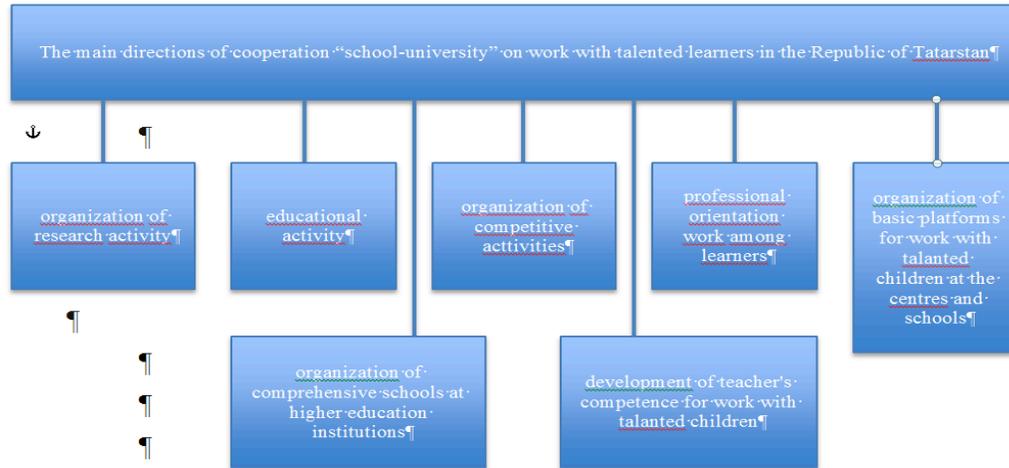
In the region the network of educational institutions of residential type for gifted children is also actively being developed, in some of them the training is organized on a polylingual basis: Tatar, Russian and English languages. The olympiads are held in the Republic each year in the native languages (Chuvash,

Udmurt, Mari and Mordovan) and literature. The autonomous non-profit organization "Open University of Talents" is created .

Support of gifted children and talented youth within various projects and programs by the above-named organizations is even more often carried out in partner forms of interaction.

Universities and the centers for support of gifted children actively cooperate with schools, and are organizers of a complex of actions for work with talented children. At the same time in the process of identification of talents the principle of work with a big community of children, but not with the chosen percent of especially gifted, is underlain. Such approach allows providing equal opportunities for disclosure of abilities of the greatest possible number of pupils of the schools and colleges involved in system of pre-university interaction and continuous university education [4,c.90].

For the purpose of support of talented children and youth, and also development of a personnel resource in priority spheres of economy in Tatarstan various forms and models of interaction of higher education institutions and schools in such academic directions as mathematical, physical, humanitarian, chemical and biological, art and esthetic, technological are developed and approved.



**Fig. 1.** The main directions of cooperation “school-university” on work with talented children in the Republic of Tatarstan.

At the Kazan Federal University (KFU) there was a practice of work with talented children and talented youth differing in good results. The system created at university on identification of the most gifted and prepared pupils is focused on stimulation of their interest in profound studying of various objects; development of interest in scientific and creative activity.

Pedagogical maintenance of training and self-development of gifted pupils is carried out in KFU through various forms of work, the part of which is presented in Table 1.

**Table 1.** Forms of pedagogical maintenance of training and self-development of gifted pupils in KFU

Forms of work on pedagogical maintenance of training and self-development of gifted learners in KFU	Key purposes of the organization of forms of work on pedagogical maintenance
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Volga region scientific conference of N. I. Lobachevsky	development of interest in scientific activity
Interregional scientific Universiade of pupils	development of interest in scientific and creative activity
Republican Olympiad of young inventors "Kulibiny of the 21st century"	mastering skills of invention and efficiency work
Development and implementation of an electronic resource on KFU www.abiturient.kpfu.ru website in the Social and educational network "I Will Be a Student!"	training of pupils of 9, 10, 11 grades to the Olympiad on Russian, mathematics, social science, physics, English, chemistry, geography, biology, literature, informatics, history
Small university	development of informative activity and creative potential of children in profiles: physical and mathematical; chemical and biological; philological; social sciences; and also school of the young psychologist, language school.
Small Institute of philology and cross-cultural communication	involvement of the school students interested in arts education and their orientation to philological and art criticism specialties
Versatile university summer school camp "Kvant" for seniors	additional knowledge of physics, mathematics, biology, psychology and linguistics during vacation
Summer intellectual camp "Hyyal" ("Dream") of development of endowments of pupils of 5-8 classes of high comprehensive schools, gymnasiums with profound studying of Tatar	assistance to formation and development of national consciousness, ethnocultural tolerance and versatile development of pupils in the course of intellectual and creative and socially important activity
Republican camp for exceptional children (13-17 years) "Summer physical and mathematical school"	training of pupils for participation in the Olympiads and competitions in physics, mathematics, informatics
Winter school of the Kazan federal university on promoting of physics	promoting of physics among pupils, distribution of new techniques of teaching physics

Recently between schools and higher education institutions (including KFU) became popular the partner and network forms of interaction.

Nowadays network interactions in education actively develop in various forms: network educational programs, network projects, network experimental, analytical, monitoring research programs; network structures (organizations) in education, etc.

## **MATERIALS, METHODOLOGY AND METHODS**

The Institute of philology and cross-cultural communication of KFU on the "Network Polylingual Support of Educational Institutions of the Republic of Tatarstan" project on the basis of the linguistic center has developed an educational program of network polylingual support of the general education organizations of residential type for talented children of the Republic of Tatarstan .

The program has been intended for the general education organizations of a humanitarian profile .

The methodological basis of our work constituted the studies on the impact of bilingualism on cognitive development of the individual (Baker C. [10]), the idea of an integrated object-language learning (Marsh D.[11]), researches in the field of bilingual teaching of high school students to the information and communication technologies with the help of Russian and English language schools in Tatarstan (Batrova, NI, Salyekhova, LL. [12]), researches in the field of teaching languages online (Felix U. [13]), works on the formation of national consciousness of students in the study of a foreign language (Yarmakeev I.E., Pimenova T.S. [14]) and the formation of tolerant personality of the student in a multiethnic educational environment (Fahrutdinova R.A. [15]), researches in the field of the

implementation of project and research activities in working with gifted children (Abdrafikova A.R., Akhmadullina R. M. & Singatullova A. A. [16].

The key idea in the development of the Programme was the concept of a network of educational institutions for gifted children based on special conditions and characteristics of Tatarstan (Zamaletdinov R.R., Yarmakeev I.E.).

The concept is based on a complex of key ideas and, in particular, on that " ... fundamental elements of system of work with talented children are: the exclusive education; national education; development of social consciousness and activity for service to society and the nation/people; creation of conditions for harmonious polylinguality and information and communicative developments; the personal orientation of educational process directed to disclosure and development of personal potential of talented children" [17, p.300].

As methodology of development of the Program the principles of psychology and pedagogical support of gifted pupils have been also included:

1. principle of the maximum variety of the given opportunities for development of the personality;
2. principle of individualization and differentiation of training;
3. principle of freedom of choice the additional educational services, help, mentoring [18].

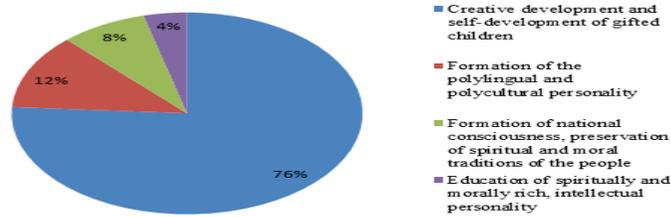
In September, 2015 we have conducted preliminary survey about the main directions in the maintenance of an educational program of polylingual network support of humanitarily gifted children. 86 respondents, 26 of them - teachers of Institute of philology and cross-cultural communication of KFU and 60 - the teacher of educational institutions, participants of the project participated in poll. The main questions were the contents of the Program. Questions followed from a key problem:

- How do you consider to what achievement of a main objective the Program of polylingual network support of humanitarily gifted children has to be directed ?
- What educational areas (disciplines), in your opinion, have to be included in contents of the Program of network polylingual support of humanitarily talented children?

## RESULTS

The survey resulted the information of the following character

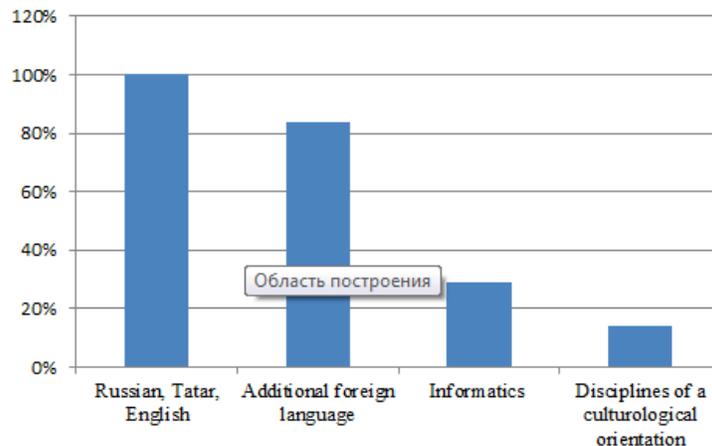
- 76 %of respondents called creative development and self-development gifted;
- 12 %have noted that this formation of the polylingual and polycultural personality;
- 8 %have noted formation of national consciousness, preservation of spiritual and moral traditions of the people;
- 4 %believed that this education of spiritually and morally rich, intellectual personality (Fig. 2).



**Fig. 2.** A main objective to which achievement the Program of network polylingual support of humanitarianly talented children has to be directed

On the second question answers were considered separately on disciplines and distributed as follows:

- the Russian, Tatar and English languages have marked out all 86 people (100%);
- the additional foreign language was noted by 72 respondents (84%);
- disciplines of a culturological orientation were called by 12 people (14%);
- 25 people (29%) called informatics. On a question why informatics, the majority have answered that modern technologies of training in languages are closely connected with information educational technologies, and also the informatics creates favorable conditions for training at a bilingual basis (Fig. 3).



**Fig. 3.** Educational areas (disciplines), which have to be included in contents of the Program of network polylingual support of humanitarianly talented children

Thus, by results of survey a main objective of creation of the Program was providing conditions for education, development and self-development of the polylingual and polycultural identity of gifted pupils within network interaction of the general education organizations and KFU by means of digestion of linguistic material and formation of information competence through national and cultural specifics of the Tatar, Russian, English and Turkish languages.

The program provided: individualization and differentiation of training; use of remote forms (lessons, lectures, seminars) of training; development and self-development of creative abilities and research skills of gifted children; training in languages through a prism of components of culture with application of the

latest technologies. It included the remote training advancing courses allowing to solve problems of training of pupils at the increased level in different fields of knowledge and elective courses of a culturological and research orientation.

The program has been constructed by the modular principle; modules are focused on pupils of 7-11 classes. Contents consisted of 4 modules:

Module 1. "Pedagogical support of studying of the Tatar, Russian and English languages". It included programs for disciplines: "English", "Russian and literature", "Tatar and literature". The purpose was increasing of a role of thenative languages –Tatar and Russian .

Module 2. "Profound studying of the Tatar, Russian languages and world culture and art". It included elective courses: "Culture and art of Tatarstan", "Culture and art of Russia", "World art culture". Training is oriented on formation of complete representation "language-culture-history."

Module 3. "Profound learning of foreign languages" is elective courses: "Informatics (in English)", "The second foreign language (Turkish)", "Happy Traveling (study of local lore)". The purpose is to educate spiritually the rich, intellectual personality knowing several foreign languages.

Module 4. "Design and research and educational activity of school students of the increased proficiency level". It included elective courses: "Design and research activity", "English at the international level", "Small academy of Sciences" (public lectures of the leading scientists). Realization of this module meant involvement of pupils to research activity by their participation in scientific competitions and projects, in work of research laboratories. It had to promote their self-development in the most various subject and scientific directions, and also their vocational guidance.

Module 5. "Profound studying of Tatar and literature". Elective courses: "Language of works of the Tatar writers", "Gallery of the Tatar writers (literary study of local lore)", "Studying of Tatar as nonnative". In the module the system approach was implemented to training in Tatar directed on: formation of the national and international focused personality; national consciousness; on strengthening of historical memory; on promoting of culture, spiritual traditions and historical experience of the people.

Module 6. "Creative associations". It included the program of the language circle "COLOUR ENGLISH" and the program of elective courses: "Yashhizhatsshy" ("The young creator"), "Halykbizeklere" ("Art)", "The young literary critic". The main objective consisted in education of national focused and creative person capable to be not only the native speaker and cultures, the successor of national traditions, but also successfully to develop and be realized creatively in new sociohistorical conditions.

Each of modules provided lessons - lectures, lessons of working of practical skills, and also performance of creative tasks. The fourth module provided performance pass researches and projects on humanitarian disciplines under the joint guide of teachers of higher education institution and schoolteachers.

The expected result of implementation of the Program is formation of the polylingual, polycultural personality capable to creative and intellectual development in welfare conditions of the region.

## CONCLUSIONS

The developed Program of network polylingual support of humanitarially talented children has created favorable conditions for the free choice by gifted children of a trajectory of the development in polycultural and polylingual space, has facilitated to teachers design of an individual educational route for each child, and also has provided the necessary help and support in its passing.

## ACKNOWLEDGEMENT

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University

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