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## **ФОРМЫ РАБОТЫ С ОДАРЕННЫМИ ДЕТЬМИ**

### **В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ**

#### **AUTONOMY AS THE LEADING FORM OF WORK WITH GIFTED CHILDREN IN TEACHING ENGLISH LANGUAGE**

**Аннотация.** Рассматривается понятие одаренности, раскрываются нестандартные формы работы с одаренными детьми.

**Abstract.** This article deals with the concept of giftedness, also some forms of work with gifted children at lessons and extra-curricular activities are pointed out. It is spoken in detail about advantages of each form of work.

**Ключевые слова:** одаренность, виды уроков, формы уроков, средство.

**Keywords:** giftedness, independent work, autonomy education.

Paradigm change of social development and entering Russia into the information technology space this century formulated a new field of educational activities. The greatest attention in the country is paid to the social demand of society for creative, active personality. Gifted and talented children are the potential of any country to enable it to develop effectively and constructively solve actual economic and social challenges [6, p. 43].

Pupils' talent development is part of a new national education strategy and the right choice of forms with gifted children play a huge role in supporting these children.

Bogoyavlenskaya in her works gives definition of giftedness as systematic and developing quality of the psyche over the life, which determines the possibility of a person to achieve high and outstanding results in one or more activities compared to other people [2, p.45].

According to Platonov, giftedness is genetically determined component of abilities, developing in special activity or degraded in its absence [4, p. 72].

So, gifted children are children who are recognized by educational system as pupils with superior level of intellectual development compared to other children of the same age.

A gifted child is a unique child, and the requirements of the standard educational system sometimes are not suitable for such pupils so teachers need to carefully consider the choice of forms at English lessons. The choice of forms may either positively or negatively impacts the educational process for the gifted child.

Forms in teaching means an external side of the educational process and reflects the character of relationships between the participants of pedagogical process [5, p. 87].

In order to have some educational results, non-standard forms of work should be used for gifted children. For example, one of the forms of work can be so called *lesson-project*. The finished project can be presented in various forms: it can be an article, a recommendation,

an album, a collage, or presentation. The important point here is the idea of presentation of pupil's project to the class, followed by a discussion.

Not less effective form of work is *lesson-excursion*. Gifted children like to learn the culture of their country and the culture of the country of the target language, so that is why it is very important for them to have a dialogue of cultures. This fact motivates gifted children to continue studying a foreign language, as they see concrete results of their work in practical application.

Gifted children are characterized by their independence, so it is appropriate to mention such form of work as *lesson-seminar*. Gifted children like to look for information from various foreign sources. They enjoy reading newspapers, magazines, reference books, and they also like visiting foreign websites. The work can be presented in the form of reports, presentations and drawings.

Gifted children always want to see that they are better than others; they want to prove the results of their work and demonstrate their knowledge. *Lesson-quiz* can help in this. Many gifted children have a problem in communication with pupils of the same age. They can be calm and shy, and lesson-quiz can teach gifted children to help each other, to work in team and in pairs, it educates tolerance and respect for each other. So, this form pursues educational goals and helps gifted pupils to develop themselves as a personality.

The forms listed above are more suitable for the traditional form of organization of educational process. Usually it is not enough to have 40 minutes to organize a good English lesson. In this regard, the teacher works with the children after classes, using various forms of extracurricular activities.

Extracurricular activities help gifted children to fully reveal their abilities, give more time and opportunity to show their talents and inclinations, improve themselves and also set new goals and achieve them.

There are many forms of extracurricular activities, which can be used in the course of teaching English.

Mokrousova and Kuzovleva point out five kinds of forms by content:

- 1) *competitive* forms of work: a contest, a game, an Olympiad, a quiz and others.
- 2) *cultural-mass* forms of work: matinees, evenings.
- 3) *political-mass* forms of work: a solidarity action, a forum, a meeting, a festival, a press conference.
- 4) *media*: a newspaper stand, a newsletter, an exhibition stand and so on
- 5) *circle* as the synthetic form [3, pp. 68–71].

So, we can notice that out-of-class activities include a big variety of forms suitable especially for gifted children.

*Quizzes and Olympiads* – one of the most important forms of work with gifted children. These forms are called “start in science, to life”, and preparations for this very start we need to begin from the elementary school.

Despite the diversity of forms of extracurricular activities, we would like to mention such form as a *circle*. Gifted children may often have unusual interests, and the school program cannot provide for their realization. Therefore, if school has a circle as a form of extracurricular activity, it greatly increases the interest of gifted children to the English language. The circle can synthesize many forms of work, so that is why it can be considered one of the best forms of work with children in teaching foreign language.

It should be noted that it is necessary to focus gifted children on their *independent work*. These children don't like limits and borders or concrete task formulations. Independent work gives the pupils the freedom in the choice of ways of work with tasks.

We may notice that gifted children don't just like to do the job by themselves, but they prefer to manage their learning process and to take responsibility for it. Gifted children don't just set goals of learning, but also determine the volume of the job. Thus, we don't just talk about independent work but *autonomy in learning*.

The autonomy of pupils is characterized by their willingness to take the leadership of their own learning process in accordance with their needs and goals. It implies the ability and willingness of the pupils to act independently and in cooperation with others as a socially responsible person [1, p. 135].

I. D. Trofimova considers autonomy of the student as the ability of a person to make decisions, to analyze and judge the learning process, to reflect his linguistic, speech and learning experience, to understand himself as a responsible person of the learning process in various educational contexts [7, p. 16].

The analysis of the studied term allows us to identify the structural components of the autonomous learning of a foreign language: *psychological, methodological, social and cognitive*.

The *psychological component* involves the presence of a stable motivation and self-confidence.

The *methodological component* includes the identification of personal educational needs, setting learning tasks, management of educational process, self-esteem, academic analysis of the results and achievements.

The *social component* involves communication with native speakers and cooperation with other students.

The *cognitive component* includes awareness of *personal learning* styles and possession of learning strategies.

Thus, properly chosen forms of lessons and extracurricular activities are the perfect ground for gifted pupils. These forms motivate students to continue learning English and help to develop a gifted child in many ways. We should always remember such aspect in learning as independent work. It should be noted that autonomous learning cannot have a negative impact on the development of gifted children. Autonomous learning, on the contrary, increases the responsibility of the gifted children, because there is no control by the teacher, and the students decide all questions by themselves. It gives freedom to the actions of gifted children, which is very important for them.

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## **АНАЛИЗ ОПЫТА ИСПОЛЬЗОВАНИЯ СЕТЕВЫХ ЭЛЕКТРОННЫХ ОБУЧАЮЩИХ КУРСОВ**

### **ANALYSIS OF THE EXPERIENCE OF USING THE NETWORK ELECTRONIC STUDYING COURSES**

**Аннотация.** Показано, как создание сетевых электронных обучающих курсов привело к разработке смешанной технологии обучения.

**Abstract.** Shown, how the creation of the network electronic studying courses resulted in the development of the mixed studying technology.

**Ключевые слова:** сетевые электронные обучающие курсы, смешанная технология обучения.

**Keywords:** network electronic studying courses, mixed studying technology.

В настоящее время использование электронных образовательных ресурсов в практике профессионального образования не является редкостью. К их созданию привлечены как специалисты в области информационных и коммуникационных технологий (ИКТ), так и преподаватели не являющиеся профессионалами в этой области. Преподавателям и студентам становятся все более очевидными объективные преимущества дистанционного способа изучения дисциплин [1, 2, 6, 7]. Студент может самостоятельно определить скорость и время изучения материала. Преподаватель, как правило, вкладывает в электронный ресурс значительно больше учебной информации, чем он может дать в ходе аудиторной лекции, а студент получает полный и качественный материал по учебной дисциплине, не искаженный в процессе конспектирования лекции. Использование ИКТ позволяет обеспечить первичное закрепление материала с помощью разнообразных тестов усвоения знаний и творческих заданий. Преподаватель получает большое количество информации, позволяющей оценить знания и умения, приобретенные в результате изучения материала (время, затрачиваемое на ответы, число попыток, вопросы или задания, которые вызвали наибольшие трудности и т. д.). Подобная информация является инструментом преподавателя для гибкого управления обучением и прежде всего его мотивационной составляющей. Все это создает студентам условия для формирования самостоятельности как важнейшего профессионального качества личности [3, 4, 9, 10, 11, 16]. Ис-