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**Experimental study of psychological mechanisms of teacher training
in their professional activities related to the training of gifted children**

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Abstract. The scientific article explores the mechanisms of psychological training of teachers in professional activities related to the training of gifted children using the content-analysis method. The article is aimed at identifying the categories of analysis, the calculation of their indicators, as well as the amount of each type of speech in each of the five-day sessions. In the course of the content analysis, four groups of categories were identified. The first group of the category expresses psychological concepts, changes in the personality of the teacher as a subject of pedagogical activity and communication, the results of psychological training. In the second group of the category, the teacher assessed various aspects of the training process of the facilitator or personal training activity. The third group in the category covered teachers' opinions about the course at the end of the session. The fourth group includes non-differentiated expressions. The division of labor into each category and its indicators were considered. In the first stage of the course, both theoretical and practical part of the analysis of the subgroup categories of the four groups was carried out, the results were summarized and reflected in the tables and diagrams. The second phase of the course was conducted after the classes, and materials on the development of students' creative activity and the application of technology were obtained. The content analysis method was used in the experiment. Two main category groups have been identified in the application of content analysis. In the first group of categories psychological concepts are expressed. Some changes in the personality of the teacher as a subject of communication and pedagogical activity, as well as the results of training were characterized. In group II of the categories, the teacher's assessment of various aspects of personal learning activities and the "Process" group are presented. Quantitative and qualitative characteristics of the group categories indicated in the study (daily classes) are given in the research. At the end of the research, the author concludes that innovative processes in the modern education system require the teacher to improve his/her professional activity not only at the level of its methods and mechanisms, but also at the level of orientation and wealth values.

Keywords: content analysis method; orientation; mechanisms of psychological preparation; subjective criteria; creative activity.

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Экспериментальное исследование психологических механизмов подготовки учителей в их профессиональной деятельности, связанных с обучением одаренных детей

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Аннотация. В настоящее время особый интерес вызывает рассмотрение механизмов психологической подготовки педагогов к профессиональной деятельности, связанной с обучением талантливых детей с помощью контент-анализа. Цель статьи состоит в определении категорий анализа, расчеты их показателей, а также количества речи каждого типа во время пятидневных сессий. В результате в ходе контент-анализа были определены четыре группы категорий. Первая группа категории выражает психологические концепции, результаты психологического тренинга, изменения личности учителя как субъекта педагогической деятельности и общения. Во второй группе категории со стороны учителя была проведена оценка различных аспектов учебного процесса фасилитатора или личную учебную деятельность. Третья группа в этой категории была посвящена мнениям учителей о курсе в конце занятия. Четвертая группа категории включает неразличимые выражения. Рассмотрено разделение труда в каждой категории и ее показатели. На первом этапе курса, как в теоретической, так и в практической части, был проведен анализ категорий подгрупп из четырех групп, полученные результаты были подведены и отражены в таблицах и в схемах. Второй этап курса был проведен после занятий и были получены материалы по развитию творческой активности студентов и по применению технологий. В эксперименте использовался метод контент-анализа. Две основные категории были определены в приложении контент-анализа. В первой группе категорий выражены психологические концепции, охарактеризованы результаты обучения и изменения личности учителя как субъекта коммуникативно-педагогической деятельности. Во второй группе категорий со стороны учителя были представлены оценки различных аспектов личной учебной деятельности и группы «Процесс». В исследовании приведены количественные и качественные характеристики групповых категорий, указанных в исследовании (ежедневные занятия). В конце исследования автор приходит к выводу, что инновационные процессы в современной системе образования требуют от учителя совершенствования своей профессиональной деятельности не только на уровне его методов и механизмов, но и на уровне ценностных ориентаций и богатств.

Ключевые слова: метод контент-анализа; ориентация; механизмы психологической подготовки; субъективные критерии; творческая деятельность.

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Introduction. The problem of talent in modern times is directly related to the rapidly changing new conditions and requirements in the world. According to the research scientist A.I. Savenkov, "In the system of reconstruction, the content of education is not in words, but it is necessary to solve problems at work, to individualize training (Savenkov, 2000: 107). A.K. Markova considers pedagogical activity as one of the components that form the basis of a teacher's professional competence, defines it as a teacher's professional activity, in which tasks are performed in training and education with the help of various means of influence (Markova, 2004: 252). A.A. Alizadeh takes individualization as one of the main conditions in the work of a teacher with gifted students and notes two forms of individual work with them: a) the student's work with the teacher, b) the student's work with sources of knowledge (Alizadeh, 2005).

Research on teachers' psychological training mechanisms in their professional activity related to training of gifted children were carried out with the help of content-analysis method. At this stage of the study, the categories of analysis were identified, their indicators were calculated, as well as the amount of each type of speech in each of the five-day sessions. In the first phase of the training course, each participant (106 people) was asked daily "What has changed for me in today's session?" The report on the topic was heard and notes were made.

Main Part. In the course of content analysis, four groups of categories were identified. The first group of the category expresses psychological concepts, changes in the personality of the teacher as a subject of pedagogical activity and communication, and the results of psychological training. That is why this group is called "Result". In the second group of the category, the teacher evaluates various aspects of

the training process of the facilitator or personal training activity. This group is called Process. The third group of categories covers teachers' opinions about the course at the end of the session. That is why this group was called "Course". The fourth group of the category includes undifferentiated expressions. That is why the group was called the "Indifferent" group.

In the first stage of the learning experiment, a quantitative and qualitative analysis of the results was conducted for each of the content analysis categories ("Result", "Process", "Course", "Indistinguishable").

Eleven categories are included in the "Result" group. The first seven categories reflect emerging forms, while the others reflect changes in the structure of the teacher's personality.

Let's look at the division of labor in each category and its indicators:

1. Knowledge – an indicator of achieving new content, regardless of the expression of the subject's attitude:

- Increasing the amount of knowledge: ("I got a lot of information", "I realized my new creative potential", "I got the necessary knowledge about gifted children");

- Lack of attitude to the content, the desire to think again: ("I still do not understand what I was able to get, what I did not have", "I have no idea how to gain new knowledge", "I will re-analyze the material for myself in the future").

2. Positive subjective attitude to the content – an indicator of personal perception of the content of the lesson: – Positive assessment of the content of knowledge on the criteria of importance: ("Because theoretical information is important to me, I listened to them consistently", "I gained valuable practical knowledge"); – Positive assessment of the content of knowledge on the criteria of interest: ("I tried to

learn something new and interesting for me", "I learned a lot of interesting things in the course"); – Confession of the answers to the questions: ("I found the answers to my questions in the deepest corner of my heart", "I got the answers to the questions that bothered me the most since my student years");

3. Negative subjective attitude to the content – an indicator of personal rejection of the content of the lessons: – Significance criteria: ("I think that there is no need to dwell on the information known to everyone for a long time", "I think that the first part of the lesson should be more specific. We are already familiar with the given materials, not terminology"); – Confession of disagreement with the content in the previous point of view formula: ("I agree with some cases, I do not agree with others at all", "Sometimes difficult questions show themselves, but they are easy to accept", "I will always confirm that every child is gifted", "I do not see a clear boundary between childhood and adolescence");

4. Subjective attitude to the protection of technologies and the development of creative activity of students, as well as the indicator of specific technologies on the criteria of positive evaluation of technologies:

– Significance: ("You were able to correctly identify the direction and give a clear explanation of the material that is important to us", "A clear, complete and clear picture was obtained. Misunderstandings were eliminated. Today I clarified the following formula for myself: "Criticism is not looking for shortcomings, it is a search for more interesting and promising development"; "I am a family, emotional and child-loving person. I think this topic is closer to my character. I think it will be easier for me in practice");

– Emotionality: ("I was very impressed by the materials related to the teacher's reaction", "I liked the method of work" Problem Dialogue", "I am grateful to you and I will use these materials in my work experience");

5. Persuasion – indicators of the need for independent results:

– Do not work with gifted children and support them or develop their creative activi-

ties: ("I come to the conclusion that gifted children must be helped. It is important to identify and develop their creative abilities"; "I was convinced that only I should work with gifted children");

– To apply specific technologies in terms of effectiveness: ("Listen patiently to all questions and give them specialized answers if possible"; "The course helped me to be confident in their work with gifted children. It also taught me to use special methods and techniques. Of course. "I preferred the 'problem dialogue' method," "I have come to the conclusion that it is more important to study the problem, even if it is difficult. This is where both I and my students feel satisfied");

– Work on yourself: ("In today's training I realized that I still have a lot to worry about. It's not enough to know. You have to feel in that situation, or it is impossible to work without it"; I realized that in the first days you have to try, make mistakes. You should be happy for a small success, you should not be discouraged by failure. Therefore, you should be more self-educated.

6. Learning motives and indicators of motivation for learning activities: – Motivation to participate in the lessons, to learn the problems of talent and creativity: ("I will participate in the lesson with great pleasure"; "I want to know more in order to help gifted children and parents"; "I feel a great need to learn this problem. I want to , to expand the acquired knowledge and use them on the spot in pedagogical activity"); – Increased interest in the problems of talent and creativity: ("I have never been specifically involved in the problems of talent and creativity, but I knew about the existence of such children"; "After today's training I became very interested in this topic and it excited me"; "My attitude to the lessons changed, they aroused great enthusiasm and interest in me"); – Questions about working with gifted children: ("Listening to the course, I had a lot of questions and I would like to get answers to them"; "Many questions arose in the class: "How to work with gifted children in the classroom?").

7. Occupational motives – an indicator of the desire to act in the professional field: – to work: ("After this course, I have a great desire to go to children and parents with great enthusiasm, energy, to be a good mother and teacher"; "I have such an idea, but why and how to start work after the holidays?"); – working with gifted children: ("This course increased my desire to be active in relation to gifted children"; "From now on I will try to help more gifted children"); – to apply specific technologies: ("I would like to preserve creativity in children"; "I try to answer all children's questions correctly"; "My dream is never to give children a negative assessment", "I will teach parents to be creative in their children's activities let them react correctly", "I have a desire to use problem-based learning in my work"); – to apply theoretical knowledge in practice: ("I will try to follow these recommendations in your lessons and in extracurricular activities"; "If I can help a gifted child, it means that what you said is not in vain"; apply in practice "); – Improving personal activity and communication: ("My desire to develop methodological skills and habits has shown itself"; "My desire to work better has increased").

8. Views – an indicator of changes in talent and creativity in the following areas: – Differentiation and systematization, different interpretation of the concepts of "prodigy", "ability", "talent" and "creativity": I am beginning to form notions about creativity "); – Achieving a scientific basis: ("My intuitive position is that all children are different, which is scientifically proven"; "Now I can scientifically substantiate my views"); – Review: ("As a result of persuasions, I have changed the assessment of creative activities of gifted children"; "I do not agree with the idea that" all children are born gifted ").

9. Indicators of reconsideration of talent and creativity problems on the criteria of im-

portance: – Subjective attitude to the problems of the course: ("In today's lesson I learned about the problems for myself, although they were not so important for me before"; the concepts of "talent", "prodigy" and "ability" are associated. I felt the need to obtain additional information, both theoretically and practically").

10. Subjective attitude within the person – an indicator of re-evaluation of personal professional activity and communication:

– Re-evaluation: ("Attitude to my work has changed, I have reconsidered myself and my teaching career on the one hand. Now I am convinced that it will not be difficult for me to work with gifted children");

– Increased understanding and confidence: ("Increased confidence in my classmates at school and my son in the family, distrust and pessimism were eliminated", "Materials that help to develop my creative abilities once again confirmed the correctness of my behavior");

– Perception of shortcomings, self-criticism: ("I already know how to approach children's questions"; "Now I think that I have not always been able to keep my bad mood and anxiety away from a lot of questions. I did not know how to discourage children with this." "It is already clear that the main reason for my dissatisfaction with the lessons is the lack of scientific creativity and pedagogical activity").

11. Indicators of interpersonal subjective attitude: – re-evaluation of children's behavior ("I feel the need to re-understand my students"; "I now treat my students differently at school and my son at home", "My positive attitude towards children shows a positive effect on their behavior").

Table 1 shows the quality characteristics of the "Result" group categories in the five-day training course:

Table 1

Quality characteristics of the "Result" group categories

Categories of the "Result" group					
Categories and indicators	Quantity by days				
	I	II	III	IV	V
1. Knowledge:	18	22	4	8	6
- increase the volume of knowledge	13	19	3	6	6
- lack of attitude to the content	5	3	1	2	-
2. Positive subjective attitude to the content:	10	11	14	15	6
- the content of knowledge on the criteria of importance	5	5	5	9	3
- positive assessment of the content of knowledge on the criteria of interest positive evaluation	4	2	5	5	2
- Confession of the answers to the questions	4	4	4	1	1
3. Negative subjective attitude to the content:	7	4	2	3	-
- significance criteria	4	2	-	3	-
- agree with the content of the previous point of view formula confession of non-existence	3	2	2	-	-
4. Subjective attitude to the protection of technologies and the development of creative activity of students:	1	1	25	26	31
- Significance	1	1	16	19	26
- emotionality	-	-	9	7	5
5. Persuasion if necessary:	4	3	14	8	19
- work with talented people	3	1	3	1	12
- to apply technologies	1	2	5	4	5
- to work on yourself	-	-	6	3	2
6. Motives for training and motivation for learning activities:	33	22	4	1	-
- Motivation, talent and creativity to participate in trainings and to study health problems	14	3	-	-	-
- interest in talent and creativity problems	12	7	3	1	-
- Questions about working with talented children	7	12	1	-	-
7. Professional motives:	4	4	17	29	35
- work	-	-	1	5	8
- work with talented children	-	1	-	1	6
- to apply specific technologies	-	1	3	11	5
- to apply theoretical knowledge in practice	2	2	8	6	13
- Improving personal activity and communication	2	-	5	6	3
8. Views:	19	43	-	1	1
- differentiation and systematization	14	9	-	-	1
- justification	2	25	-	-	-
- review	3	9	-	1	-
9. Attitude to the problems of the course:	23	8	-	-	-
10. Subjective interpersonal relationships:	2	4	26	17	11
- Re-evaluation	-	2	10	2	5
- Increased understanding and confidence	-	2	8	8	5
- Perception of shortcomings, self-criticism	2	-	8	7	1
11. Interpersonal subjective relations:	2	5	1	1	3

In Table 1, let's consider the indicators of the quality characteristics of the categories of the "Result" group: Indicator in the "Knowledge" category: I day – 18 points ("increase of knowledge" – 13 points, "lack of attitude to content" – 5 points); II day – 22 points ("increase of knowledge" – 19 points, "lack of attitude to content" – 3 points); Day III – 4 points ("increasing the amount of knowledge" – 3 points, "lack of attitude to the content" – 1 point); Day IV – 8 points ("increasing the amount of knowledge" – 6 points, "lack of attitude to the content" – 2 points); Day 5 – 6 points ("increase in the volume of knowledge" – 6 points, no points in the "lack of attitude to the content").

Indicator in the category "Positive subjective attitude to the content": I day – 10 points ("positive assessment of the content of knowledge on the criteria of importance" – 5 points, "positive assessment of the content of knowledge on the criteria of interest" – 4 points, "recognition of answers to questions" – 4 points); Day 2 – 11 points ("Positive assessment of the content of knowledge on the criteria of importance" – 5 points, "Positive assessment of the content of knowledge on the criteria of interest" – 2 points, "Confession of answers to questions" – 4 points); Day 3 – 14 points ("On the criteria of importance" Positive assessment of the content of knowledge" – 5 points, "Positive assessment of the content of knowledge on the criteria of interest" – 5 points, "Confession of answers to questions" – 4 points); IV day – 15 points ("Positive assessment of the content of knowledge on the criteria of importance" – 9 points, "Criteria of interest knowledge on n positive assessment of the content" – 5 points, "recognition of the answers to the questions" – 1 point); V day – 6 points ("positive assessment of the content of knowledge on the criteria of importance" – 3 points, "positive assessment of the content of knowledge on the criteria of interest" – 2 points, "Confession of answers" – 1 point).

Indicator in the category "Negative subjective attitude to the content": – Day 1-7 points ("Significance criteria" – 4 points, "Confession of disagreement with the content in the

previous point of view formula" – 3 points), Day II – 4 points ("Significance criteria" – 2 points, "Confession of disagreement with the content of the previous point of view formula" – 2 points), III day – 2 points (no points were recorded in the "significance criteria", "Confession of disagreement with the content of the previous point of view formula" – 2 points), IV day – 3 points ("Significance criteria" – 3 points, "Confession of disagreement with the content in the previous point of view formula" (no points were recorded), no score was recorded on the 5th day).

Indicator in the category "Subjective attitude to the protection of technologies and development of creative activity of students": I day – 1 point ("significance" – 1 point, "emotional" no point was recorded); Day II – 1 point ("significance" – 1 point, "emotionality" no score was recorded); Day III – 25 points ("significance" – 16 points, "emotionality" – 9 points), Day IV – 26 points ("significance" – 19 points, "emotionality" – 7 points), Day 5 – 31 points ("significance" – 16 points, "emotionality" – 9 points) were recorded.

Indicator in the category "Convincing if necessary": Day 1 – 4 points ("working with gifted people" – 3 points, "applying technologies" – 1 point, "working on yourself" – no points); Day 2 – 3 points ("working with gifted" – 1 point, "applying technology" – 2 points, "working on yourself" – no points were recorded); III day – 14 points ("Working with gifted people" – 3 points, "applying technologies" – 5 points, "working on yourself" – 6 points); Day IV – 8 points ("working with gifted" – 1 point, "applying technology" – 4 points, "working on yourself" – 3 points); Day 5 – 19 points ("working with talents" – 12 points, "applying technologies" – 5 points, "working on yourself" – 2 points).

Indicator in the category "Learning motives and motivation of learning activities": Day 1 – 33 points ("Motivation to participate in lessons, learning the problems of talent and creativity" – 14 points, "Interest in talent and creativity" – 12 points, "Questions about working with gifted children" – 7 points); Day II – 22 points ("Motivation to participate in classes,

learning the problems of talent and creativity" – 3 points, "Interest in talent and creativity" – 7 points, "Questions about working with gifted children" – 12 points); III day – 4 points ("Motivation to participate in classes, study of talent and creativity problems" did not score, "interest in talent and creativity problems" – 3 points, "Questions about working with gifted children" – 1 point); Day IV – 1 point ("interest in talent and creativity" – 1 point, "desire to participate in lessons, learning the problems of talent and creativity" and "Questions about working with gifted children" – no points were recorded).

Indicator in the category "Professional motives": Day 1 – 4 points ("work", "work with gifted children", "application of specific technologies" – no score, "application of theoretical knowledge in practice" – 2 points, "personal activity and communication improvement" – 2 points); Day 2 – 4 points ("working with gifted children" – 1 point, "applying specific technologies" – 1 point, "applying theoretical knowledge to practice" – 2 points, "improving personal activity and communication" and "working" – no points were recorded); Day 3 – 17 points ("work" – 1 point, "application of specific technologies" – 3 points, "application of theoretical knowledge in practice" – 8 points, "improvement of personal activity and communication" – 5 points, "work with gifted children" one point was not recorded); IV day – 29 points (work – 5 points, "work with gifted children" – 1 point, "application of specific technologies" – 11 points, "application of theoretical knowledge in practice" – 6 points, "improvement of personal activity and communication" – 6 points); Day 5 – 35 points ("work" – 8 points, "work with gifted children" – 6 points, "application of specific technologies" – 5 points, "application of theoretical knowledge in practice" – 13 points, "improvement of personal activity and communication" – 3 points) was obtained.

Indicator in the category "Views": I day – 19 points ("differentiation and systematization" – 14 points, "justification" – 2 points, "review" – 3 points); II day 43 points ("differentiation and systematization" – 9 points, "justification" – 25 points, "review" – 9 points); No points were

recorded on day III; On day IV, no indicator was recorded in the "knowledge" category, only on day IV – 1 point was recorded in the "review".

Indicator in the category "Attitude to the problems of the course": I day – 23 points, II day – 8 points, III-IV-V days no points were registered.

Indicator in the category "Subjective interpersonal relationships": Day 1 – 2 points (no points were recorded in "new assessment" and "increased awareness and confidence", only 2 points in "awareness of shortcomings, self-criticism"). Day 2 – 4 points ("re-evaluation" – 2 points and "increased awareness and confidence" – 2 points, "awareness of shortcomings, self-criticism" – no points). Day III – 26 points ("re-evaluation" – 10 points and "increased awareness and confidence" – 8 points, "awareness of shortcomings, self-criticism" – 8 points). Day 4 – 17 points ("revaluation" – 2 points and "increase in awareness and confidence" – 8 points, "awareness of shortcomings, self-criticism" – 7 points), day 5 – "points" ("revaluation" – 5 points and "increase in awareness and confidence" – 5 points, "Perception of shortcomings, self-criticism" – 1 point).

In the category "Interpersonal subjective relations" the indicator was registered: I day – 2 points, II day – 5 points, III day – 1 point, IV day – 1 point, V day – 3 points.

There are five categories in the Process group. This group presents teachers' assessments of various aspects of the training process. Let's look at these categories and their indicators

I – Evaluation of training activities.

1. Positive score on the criteria: – interest: ("It was interesting for me", "Classes were interesting, attractive"); – easy to master: ("Unlike before, today's training was easy for me"; "Today's training was too easy for me"); – comprehension: ("Everything was clear and understandable to me", "Knowledge was interpreted in an understandable and open way"); – environment: ("It was a favorable and healthy environment"); – emotional: ("I felt great satisfaction from the lessons, I am in a very good

mood", "I liked this day very much", "I am grateful to the lecturer for the lessons");

2. Negative score on the criteria: – interest: ("Today's lesson is very interesting"); – easy to master ("It's the hardest training day"); – understanding ("I do not understand everything"); – environment ("It is very difficult to work in a bad environment, at a low level of mental development"); – emotional ("The situation is very difficult, you do not even want to continue working").

II – Positive assessment of the lecturer on the criteria:

- Professionalism ("The training was held at a high scientific and emotional level");

- Emotional: ("You have made a great impression on me not only as an attractive person, but also as an intellectual"; "I bow before the great work done and the personal qualities of the lecturer").

III- Positive assessment of the lecturer's professional activity with the audience on the criteria: – guarantee of interests: ("The teacher spoke interesting, lively and attractive", "He was the only lecturer who gave a clear and understandable explanation of talent. Although I read books on this topic, I did not understand everything and did not accept everything"; I think that classes are held there"); – emotional: ("I liked the fact that the head of the class introduced himself patiently and discreetly. Such teachers are very much needed in the school"; "It is always important for teachers to learn and teach"); – The combination of the two: ("It's nice to listen to a lecturer with a choleric temperament, because it both inspires and attracts people"; "I really liked the course of the lecture, because the comments were consistent").

IV – Development of creative activity and evaluation of technologies applied by the lecturer (type of communication, problem-dialogic type of training).

1. Positive score on the criteria:

– Ensuring interest: (easy mastering / understanding / environment ("I was very inter-

ested in such problem-based learning, I would also like to deal with the problem of gifted children"; "Problem-based dialogue" helps to master new information"; "Informal communication "Tasks and problems clarify the theoretical part of the lessons with examples, motivate to understand the rules emotionally");

– Emotional: ("I was impressed by the lecturer's explanation of the materials"; "I liked the way the materials were interpreted");

– Both together: ("A fairly light explanation of difficult materials, the skill of the lecturer, his/her ability to communicate closely with the audience, at the end of the lesson increased our interest in working with gifted children"; "I liked the behavior in the classroom"; I was especially impressed by the lecturer's willingness to communicate with the audience. "

2. Negative attitude: ("Where are you taking us? You didn't tell us, how do you ask creative questions?");

V – Positive score on the criteria:

– Ensuring simple mastering: / comprehension ("Logical and schematic construction of lessons helps us to master the materials well"; "Materials using tables and diagrams make the lesson easier and clearer");

– Emotional: ("I was impressed by the consistent and logical approach to the materials", "I liked the consistent and accurate interpretation of my materials");

– Both in knowledge: ("I understood a lot from numerous repetitions and the results of your training"; "It is useful to use specific schemes at work, I will try to use this method");

Negative value: ("Detailed explanation is very tiring"; "Re-interpretation of this or that material or table is a little irritating").

The qualitative characteristics of the categories of the Process group were reflected in the five-day training course held in Table 2.

Table 2

**The qualitative characteristics of the categories of the Process group
 (inpoints)**

Categories of the Process group					
Categories and indicators	Quantity by days				
	I	II	III	IV	V
I – Evaluation of training activities	25	26	8	33	19
1. Positive score on the criteria:	17	24	15	14	19
- curiosity	2	10	5	6	7
- easy to master	1	2	-	-	4
- don't understand	3	3	2	1	2
- environment	1	1	1	-	2
- emotionality	10	8	7	7	4
2. Negative score on the criteria:	8	2	3	19	-
- curiosity	-	-	-	1	-
- easy to master	6	2	2	11	-
- Don't understand	1	-	-	3	-
- environment	-	-	-	1	-
- emotionality	1	-	1	3	-
II – Positive assessment of the leading personality on the criteria	3	2	-	1	6
- professionalism	2	1	-	-	4
-emotional	1	1	-	1	2
III- Positive assessment of the presenter's pedagogical activity with the audience on the criteria	3	5	1	2	1
-security of interests	3	2	-	-	-
-emotional	-	-	1	-	-
-Both together	-	3	-	2	1
IV – Development of creative activity and evaluation of the technologies applied by the presenter	16	7	2	1	2
1. Positive score on the criteria:	16	7	2	1	2
-security of interests	5	2	-	-	1
-emotional	7	3	-	1	-
-Both together	3	2	1	-	1
2. Negative score on the criteria:	1	-	1	-	-
V-Evaluation of Lecturer's other technologies	2	4	7	6	1
1. Positive score on the criteria:	2	4	7	6	1
-security of interests	1	1	3	-	-
-emotional	-	3	3	3	-
-Two together	-	-	1	1	-
2. Negative score on the criteria:	1	-	-	2	1

There are four categories in the "Course" group. These categories express teachers' views on the training course as a whole. Let's look at these categories, their indicators and examples:

I Positive evaluation of the course on I-Criteria: – interest: ("I came to this course reluctantly, because you were not interested, but it turned out that I did not miss a single lesson"; "The course was interesting for me"); – Signifi-

cance ("Day by day I became more and more convinced that this course is important and significant for me", "The course was interesting as a whole, I learned a lot in the application of materials"); – emotionality: ("It's true, I felt tired during the training, but I'm sorry that the training ended quickly"; "I'm very glad I took such a course when I just started my pedagogical activity", I did not "); – others: ("The course was individual and creative", "I liked the logical sequence of the course");

II – Belief in the necessity of the course, the organization of teacher training by example: ("I believe that all teachers will want to participate in this course"; "I think it is possible to organize such courses in both higher and secondary schools"; it is important that untrained teachers should not be let close to the learning activities of gifted children").

III – Expression of gratitude for the course: – justification: ("We are grateful for the organization of the course"; "We are very pleased with the course"); – according to the content of the course: ("Thank you very much for providing us with theoretical and practical materials in the course", "Thank you for the

information"); – on the development of application of technologies, including creative activity: ("We are grateful for the excellent interpretation of materials"; "I have witnessed how effective and useful the methods and techniques you have demonstrated to us in my experience"; "I thank the lecturer for his sincerity and patience"; Thank you for creating a beautiful and healthy environment for us "; "We are grateful for your heart and attention to everyone "); – others: ("We thank you for our interesting and productive time in the course"; "You tried to arouse our interest in learning with gifted children, you encouraged us to approach it responsibly and enthusiastically"; "We are confident that our future The upbringing and education of children depends on us, especially on our pedagogical skills").

IV – Wishing you creative success: ("We wish you creativity and success in your work"; "We wish you new achievements in your difficult work").

Table 3 describes the quantitative characteristics of the "Group" group categories at the end of the training:

Table 3

Quantitative characteristics of the categories of the "Course" group at the end of the training (in person and in %)

Characteristics of the "course" group		
Categories and indicators	Quantity (person)	Quantity (percentage)
I – Positive evaluation of the course on the criteria	44	23,3
- curiosity	4	2,1
- Significance	21	11,0
- emotionality	14	7,3
- Others	5	2,6
II – Belief in the necessity of the course:	12	6,3
III – Expression of confidence in the lecturer of the course	41	21,5
- without justification:	20	10,5
- according to the content	9	4,7
- application of technologies	7	3,7
- others	5	2,6
IV- Wishing creative success	9	4,7

In Table 3, at the end of the training session, let's look at the indicators of the quantita-

tive characteristics of the categories of the "Course" group: 11.0%), emotionality – 14

people (7.3%), other indicators – 5 people (2.6%) – 23.3%. In the category "Confidence in the necessity of the course" in 12 people 6.3 %; 41 participants in the category "expression of confidence in the course lecturer" (indicators: without justification – 20 people (10.5%), by content – 9 people (4.7%), application of technologies – 7 people (3.7%), others – 5 cases (2.6%) were found to be 21.5%. In the category "Wishing for creative success" 9 participants had cases of 4.7%.

The "indistinguishable" group includes:

– Ambiguity of one or another figurative category: ("Many of our feelings have devel-

oped qualitatively"; "Everything has taken its place", "Many things have come to an end") or overly short expressions: ("I am surprised", "Unfortunately");

– The impossibility of presenting individual expressions and opinions as a separate category in the course ("I changed my mind", "You convinced me that I need to do serious scientific work"; "I got to know myself better, I understood why creative that's how everything in my life was taken").

Table 4 describes the quantitative characteristics of the "indistinguishable" group:

Table 4

Quantitative characteristics of "indistinguishable" group categories (inpoints)

Indicators	Quantity bydays				
	day I	day II	day III	day IV	day V
– Figurativeandshortthoughts	2	2	5	4	2
– Unifiedassessment	5	7	7	7	9

In Table 4, let's consider the indicators of quantitative characteristics of the categories of the group "Indistinguishable": "figurative and concise opinions" of the participants – I day – 2 points, II day – 2 points, III day – 5 points, IV day – 4 points, V day – It was evaluated with 2 points. The "single assessments" of the training participants were evaluated on the 1st day – 5 points, on the 2nd day – 7 points, on the 3rd day – 7 points, on the 4th day – 7 points, on the 5th day – 9 points.

In the first stage of the learning experiment, a quantitative and qualitative analysis of the results was conducted for each of the content analysis categories ("Result", "Process", "Course", "Indistinguishable"). Taking into account the data, Table 5 describes the subgroup categories of the "Result" group in the theoretical part of the training course:

Taking into account the data, Table 5 describes the subgroup categories of the "Result" group in the theoretical part of the training course:

Table 5

In the theoretical part of the course, the subgroup categories of the "Result" group (in points and %)

Subgroup categories	Categories	Theoretical part
Lack of positive evaluation of scientific ideas	1; 3	20.0 %
Positive evaluation of scientific ideas	2; 8	30.7 %
Evaluation	6; 9; 11	36.6 %
Direction	4; 5; 7; 10	12.7 %
Total	1-11	100 %

Thus, in the theoretical part of the training course, scientific ideas about the creative

activities of students become the personal value of the teacher. The analysis of general and specific categories continues in the practical part.

Specific category #2 of the general categories is the "Orientation" subgroup. The

specific categories of the theoretical part are categories 1, 3, 6, 8, 9, 11. Others represent the "No Direction" subgroup. Table 2 describes the subgroup categories of the "Result" group in the practical part of the training course.

Table 6

Subgroup categories of the "Result" group in the practical part of the training course

Subgroup categories	Categories	Theoretical part
Lack of direction	1; 3; 6; 8; 9; 11	19.5 %
Direction	2; 4; 5; 7; 10	80.5 %
Total	1-11	100 %

In Table 6, in the practical part of the training course, let us consider the indicators of the subgroup categories of the "Result" group: In the 2nd, 4th, 5th, 7th and 10th categories of

the "Orientation" subgroup, 80.5% of cases were registered.

Table 7 describes the categories of the Process group in the theoretical and practical part of the training course:

Table 7

Categories of the "Process" group in the theoretical and practical part of the training course

№	Categories	Quantity in parts			
		Theoretical		Practical	
		Total	Frequency	Total	Frequency
1.	Evaluation of training activities	51	25.5	70	23.3
	Positive	41	20.5	48	16
	Negative	10	5	22	7.3
2.	Positive assessment of the presenter's personality	5	2.5	7	2.3
3.	Positive assessments of the presenter's with the audience	8	4	4	1.3
4.	Development of creativity and evaluation of the application of leading technologies	23	11.5	5	1.6
5.	Evaluation of other technologies of the presenter	6	30	14	4.6
	Positive	5	2.5	11	3.6
	Negative	1	0.5	3	1

In Table 7, in the theoretical and practical part of the training course, let's consider the indicators of the categories of the "Process" group: in the theoretical part – in the category "assessment of training activities" the indicator is 51 points (positive – 41 points (20.5%), negative – 10 points (5%)) 25.5%; in the practical part, in the "assessment of training activities"

the indicator was 70 points (positive – 48 points (16%), negative – 22 points (7.3%) 23.3%. "Positive assessment of the lecturer's personality", "In the category" - 5 points (2.5%); in the practical part 7 points (2.3%). In the category "Positive evaluation of the lecturer's activity with the audience" the indicator was 8 points (4%), and in the practical part 7 points

(2.3%). In the category “Development of creativity and evaluation of the application of leading technologies” the indicator was 23 points (11.5%); in the practical part 5 points (1.6%) were recorded. “Evaluate other technologies of the lecturer. In the category "loop" indicator 6 points (positive – 5 points (2.5%), negative -1 point (0.5%) 30 points; In the practical part, 14 points (positive – 11 points (3.6%), negative -3 points (1%) were found to be 4.6%.

Presenter performs the three types of the assessment:

– Category I – assessment of learning activities on a set of subjective criteria for the effectiveness of training (interest, ease of learning, comprehension, environment, emotional criteria);

– Categories III – IV – V – assessment of the activity and development of the presenter on the subjective criteria of training effectiveness;

– Category II – assessment of the leading personality on the criteria of professionalism and emotionality.

Table 8

Subgroup categories the "Process" group in the theoretical and practical part of the training course, (in points)

Subgroupcategories	Categories	Frequency in parts		Quantity of frequency
		Theoretical	Practical	Ratio of the frequency
Evaluation of training activities	I	25.5	23.3	1.09
Evaluate the communication and performance of the presenter	III-IV-V	18.5	7.5	2.47
Assessing the leading personality	II	2.5	2.3	1.09

As can be seen from the table, in the assessment of learning activities, which is one of the subgroup categories, the indicator in the theoretical part of the I category was equal to 25.5 points, and in the practical part 23.3 points.

In the assessment of communication and activity of the presenter, which is one of the subgroup categories, the indicator was recorded in the theoretical part of III-IV-V categories to be 18.5 points, and in the practical part to be 7.5 points.

In the assessment of the leading activity, which is one of the subgroup categories, the indicator was found in the theoretical part of the II category to be 2.5 points, and in the practical part to be 2.3 points. The data in Table 24 shows that for the subgroup, the frequency val-

ue in the “Assessment of Training Activities” and “Assessment of the Presenter” is 1.09, which indicates the type of grades in both parts of the course.

The ratio of "Leadership Performance and Communication Assessment" is 2.47. This shows that in the theoretical part of the training course, the assessment of the facilitator's performance and communication effectiveness is significantly more active than in the practical part.

The analysis of the quantitative indicators obtained in the sub-group “Assessment of activity and communication of the presenter” in the theoretical part of the training course shows that the participants were more active in the theoretical part of the course. In most cases, they appreciate the presenter's use of learning

technologies and the development of creative activity.

The analysis of the categories of the "Process" group leads us to the conclusion that the teacher's assessment of the effectiveness and communication in the theoretical part of the course is 2.47 times higher than in the practical part.

The categories of the "Course" group (positive assessment on the criteria of interest, persuasion of the necessity of the course) were positive. An expression of gratitude for the training course was shown at the end of the session. Indicators of the "indifferent" group are not included in future analyzes.

The second phase of the course was conducted after the classes and material on the development of students' creative activity and the application of technology were obtained. The content analysis method was used in the experiment. Two main category groups have been

identified in the application of content analysis. In the first group of categories psychological concepts are expressed, changes in the personality of the teacher as a subject of communication and pedagogical activity, results of training are characterized.

In group II of the categories, the teacher's assessment of various aspects of personal learning activities and the "Process" group are presented. Quantitative and qualitative characteristics (daily trainings) of the group categories indicated in the study are given. Comparing the percentage of each category in the second part of the course allowed us to divide the categories into the first part (6, 8, and 9), the second part (4, 5, 7, and 10) and the general part (1, 2, 3, and 11).

Table 9 presents the characteristics of the categories of the "Result" group in the theoretical and practical sessions of the training course as a percentage:

Table 9

Characteristics of the categories of the "Result" group in the theoretical and practical training of the training course (in persons and %)

№	Categories of the "Result" group	Theoretical part		Practical part	
		Person	In percentage	Person	In percentage
1.	Acquired knowledge	22	14.7	15	8.9
2.	Positive attitude to the content of the day	12	8.0	24	14.1
3.	Negative attitude to the content of the day	9	5.3	6	3.5
4.	Positive attitude to technology	3	2.0	31	18.2
5.	Manifestation of confidence in the profession	6	2.7	23	13.5
6.	Manifestation of learning motives	25	16.6	5	3.0
7.	Manifestation of professional motives	6	4.7	29	17.0
8.	Change in talent perception	32	22.7	3	1.8
9.	Changing attitudes to course problems	24	16	0	0
10.	Changing attitudes to activity	5	3.3	30	17.7
11.	Changing attitudes towards students	6	4.0	4	2.3

In the theoretical part of the training course, let's consider the characteristics of the categories of the "Result" group shown in the table: acquired knowledge – 14.7%; positive

attitude to the content of the day – 8.0%; negative attitude to the content of the day – 5.3%; positive attitude to technologies – 2.0%; manifestation of confidence in the profession –

2.7%, manifestation of training motives – 16.6%; manifestation of professional motives – 4.7%; change in talent perception – 22.7%; change of attitude to the problems of the course – 16%; Changes in attitudes to activities – 3.3%, changes in attitudes towards students – 4.0%.

In the practical part of the training course, let's consider the characteristics of the categories of the "Result" group: acquired knowledge – 8.9%; positive attitude to the content of the day – 14.1%; negative attitude to the content of the day – 3.5%; positive attitude to learning technologies – 18.2 0%; Manifestation of confidence in the profession – 13.5% Manifestation of learning motives – 3%; manifestation of professional motives – 17.0%; change in talent perception – 1.8%; change of attitude to the problems of the course – 0%; Changes in attitudes to activities – 17.7%, changes in attitudes towards students – 2.3%.

In the first part of the category, category 8 shows that the content has a personal mean-

ing for teachers, and students' scientific ideas about creative activity are positively assessed. It is clear from the categories of the second part that its content is of personal importance for teachers and it is aimed at the development of students' creative activity. Categories 4, 5, 10 once again confirm the manifestation of the wealth value in technology. Category 7 shows the practical application of motivations. Category 2 from the general category shows that the content of the training has a personal meaning for teachers (in the first part it is a positive assessment of the scientific imagination of students' creative activity, in the second part it is a manifestation of technological orientation), and categories 1 and 3 confirm the opposite. Category 11 goes beyond the study of the content and assesses the creative activity of students.

Table 8 shows the indicators of the categories grouped in the theoretical and practical parts of the training course:

Table 10

Indicators of categories grouped in the theoretical and practical parts of the training course (categories and %)

Parts	Subgroup	Categories	Withpercentage
First (theoretical)	Lack of positive grades	1; 3	20.0
	Positive evaluation of perceptions	2; 8	30.7
	Evaluation	6; 9; 11	36.6
	Direction	4; 5; 7; 10	12.7
Second (practical)	Lack of direction	1; 3; 6; 8; 9; 11	19.5
	Direction	2; 4; 5; 7; 10	80.5

Absence of positive grades from grouped categories in the theoretical part of the training course – in categories 1 and 3 is 20.0%; positive assessment of ideas – in categories 2 and 8 is 30.7%; assessment – in categories 6, 9, and 11 is 36.6%; Orientation – in categories 4, 5, 7, and 10 is 12.7%. In the practical part of the training course, it was found that one of the grouped categories – lack of direction is 19.5% in categories 1, 3, 6, 8, 9, and 11, orientation is 80.5% in categories 2, 4, 5, 7, and 10.

As can be seen from the table, in the first part of the training course, “No Direction” was identified in the subgroup. The results obtained

in the “Assessment” subgroup give us reason to believe that the assessment of students' scientific perceptions of creative activity provides a basis for the formation of a similar assessment.

In short, in the first part of the training course, scientific ideas about the creative activity of students became the personal value of the teacher.

There are three special interests in the Process group, which consists of five categories:

1. Assessment of the presenter's interaction with the audience (understanding of communication styles and aspects of the activity);

2. Application of leading technologies and development of creative activity;

3. Evaluation of other leading technologies.

In the whole assessment situation, both in terms of the effect of learning / ensuring interest, ease of learning, comprehension, environment / and in terms of emotional criteria (“I like”) / and in combination with two criteria (“I

like, because it provides”)). In the first (theoretical) part of the course, the process of effective evaluation of the presenter's communication and performance increases 2.47 times (18.5: 7.5). Regularly (18.5 out of 11.5) the teacher positively evaluates the development of children's creative activity and the application of technology.

Table 11

Indicators of categories of the “Process” group, which evaluate the communication and activity of the presenter (in points)

Categories of the “Process” group, which evaluate the communication and activity of the presenter	Frequency in parts	
	First (theoretical)	Second (practical)
Evaluation of joint activities (interaction) with the audience	4	1.3
-Positive	4	1.3
-Negative	-	-
Evaluation of creative technologies	11.5	1.6
-Positive	11	1.3
-Negative	0.5	0.3
Evaluation of other technologies	3.0	4.6
-Positive	2.5	3.6
-Negative	0.5	1
Total	18.5	7.5

As it can be seen from the table, in the category “Assessment of joint activity with the audience” of the “Process” group, which evaluates the communication and activity of the presenter in the theoretical part, the indicator was evaluated in positive case – 4, in negative case – 0 points. In the category "Assessment of creative technologies" the indicator was evaluated – in positive case – 11, in negative case – 0.5 points. In the "Evaluation of other technologies" category, it was evaluated with a positive score – 2.5, and a negative score – 0.5.

In the practical part, in the category "Assessment of joint activities (interaction) with the audience" of the "Process" group, which evaluates the communication and activity of the presenter, the indicator was evaluated in positive case – 1.3, in negative case – 0 points. “Assessment of creative technologies” category was evaluated 1.3 points in positive case, and 0.3 points in the negative case. In the “Evalu-

ation of other technologies” category, it was rated 3.6 points in the positive case and 1 point in the negative case.

As a result of subjective analysis, teachers were divided into two groups:

1. on the application of this or that technology (12 people);
2. lack of changes in learners' communication and learning activities (3 people).

In the course of the analysis of subjective requirements, the application of technologies was approved by 11 teachers, which is 73.3% of the total number of tested (15 people). The results of the second (practical) stage of the experiment show that 73.3% of participants in the work with gifted children preferred to apply technology in practice, communication and problem-dialogue learning activities.

Conclusions. The survey found that the majority of teachers surveyed believed that modern forms and methods of work could be

further improved. Some of those tested believed that some teachers could make a difference in working with gifted children. Most teachers do not believe that fundamental changes will play an important role in the education and training of gifted children in the near future.

Thus, only 2% of the 65 teachers surveyed indicated a tendency to work with gifted children at the first level. 98% of teachers have a tendency to work with gifted children, but they feel the need for the realization of their dreams, resources and active self-regulation in the intellectual process. Teachers want to learn the psychological characteristics of gifted students because they enjoy students' original sayings and opinions. However, they do not believe that anything can change in their approach to the education of gifted children, so they are less inclined to be active.

In her article "Peculiarities of the teacher's work with gifted students" SB Aliyeva pays attention to this problem: "The leading factor of any training is the teacher's personality. No matter how generous a good teacher is, a teacher who works with children of high intellectual level must set an example for the students and parents" (Aliyeva, 2012: 285).

Taranosova, G.N. and Abramova, T.A. note that "it refers to the different characteristics of the teacher's work with gifted children: pedagogical skills, professionalism and personal qualities, interests and tendencies of the teacher. Of course, children belonging to this category require special knowledge from the psychological and pedagogical environment" (Taranosova, 2017: 255).

The results of the questionnaire for teachers in EQ allowed us to make the following conclusions:

1. Most teachers in EG have difficulty completing questionnaires;
2. The level of knowledge of teachers in the process of development of gifted children is not enough, the development tasks are low;
3. Educators face difficulties in selecting teachers who are able to work with gifted children, as well as do not see the direction of

change in personal activities, although they believe that change is necessary;

4. Most educators attach great importance to working with gifted children and identify talent as a product.

The main results of our research are as follows:

1. The study developed an approach to building two psychological models of teacher training: working with gifted children in a non-differential learning environment and differential training of gifted people. It consists of two groups of problem solving and problem setting.

One group includes: 1) specific types of teacher activities and communication; 2 / personal structure as a specific factor of activity and communication; 3 / personal structure as specific conditions of activity and communication. The first of the theoretical problems substantiates the criteria and specificity of the effectiveness of training, as well as the need for training with gifted aircraft in a non-differential training environment; the second justifies the purpose of the training; third, the criteria for selecting teachers for the preparation of gifted people for differential training. Another group includes the problem of psychological mechanisms of preparation, which must be solved through educational experimentation.

2. The results of the training showed once again that the formation of the psychological training of teachers in connection with the training of gifted children leads to a successful level of work in the direction of its activities. In the work with gifted children, the structure of the teacher's model of psychological training includes: identification of specific training, ensuring the necessary effectiveness, characterization of the purpose of training and its psychological mechanisms.

3. The specificity of teacher training in non-differential learning conditions and in the work related to the training of gifted children is manifested in the use of learning technologies, including the development of children's creative activity. These include: communication technologies in the manifestation of children's creative activity, as well as problem-based dialogue-teaching technology.

4. The need for teacher training in working with gifted children in a non-differential learning environment is conditioned by a lack of real communication with them, which in turn leads to a decrease in activity.

5. The criterion for the effectiveness of training to work with talents is the application of technology by the teacher to maintain and develop students' creative activity.

6. The main purpose of a teacher's preparation for working with gifted children is to form a focus on maintaining and developing students' creative activity, and to create a technology in which these components are value-oriented and motivate them to apply.

7. The psychological mechanisms of teachers' focus on technology for the protection and development of students' creative activity are as follows:

– transformation of scientific ideas related to the creative activities of students into the personal value of the teacher in the context of problem-based learning;

– assessment of the effectiveness of technologies for the protection and development of students' creative activity in the context of the use of a teacher by a specialist providing education.

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