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The Problem of Children's Talent Development and Dynamics of Modern Trends

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Abstract: This article presents the problem of the development of children's talent and the dynamics of modern trends. The theoretical analysis carried out in the study made it possible to determine the evolution of ideas about the problem of the development of children's talent in historical and modern conditions and the dynamics of its development.

Keywords: Children's talent, development problem, theory and practice, dynamics, etc.

Introduction: Research conducted in the USA in the 20th century is characterized by work on identifying the high intellectual abilities and psychological characteristics of children. During this period, L. Termin, M. Oden and others, based on research data, convincingly prove the need for special educational programs for the development of gifted children, which leads to large-scale research on giftedness.

In the ancient Greek state, the idea of the harmonious development of the individual through the means of art (music education) was implemented. A continuous comprehensive education system ("useful sciences: grammar, music, drawing, gymnastics). It was founded by Aristotle (384-322 BC). Aristotle noted the connection between artistic and intellectual activity.

The research of American scientists allowed to define the concept of "talent" in more detail and emphasize the need for its types (intellectual, creative, artistic, aesthetic, social), raised the issue of special programs for its development. Initially, it was proposed to divide talent into logical and creative types. In the 70s, a creative environment emerged for studying the problem. Including the tasks and content of the educational process, creativity, the creativity of the teacher in developing problems of educational and methodological support, and the involvement of

creative abilities in pedagogical models.

Thus, the following features of the second period are described as follows:

1. Talent is understood as a multifactorial formation with a complex structure.
2. The study of talent is complex.
3. The development of children's talent, pedagogical support is considered as an integral multifactorial process.
4. Targeted work is being carried out on the development and introduction of technologies and the preservation of the giftedness of the individual, aimed at the methodological direction.

The third period is experimental-theoretical (from the 80s-90s of the 20th century to the present). In the 80s-90s of the 20th century, a new stage began in the study of giftedness in the world. An analysis of the literature on the problem allowed us to identify four main areas of modern trends and approaches to the study of children's giftedness.

The first trend is the creation of various associations studying the problem of gifted development. Today, this task is carried out by the World Council for the Education of Gifted Children, which includes several organizations from North and Latin America, Asia and Europe.

The second trend is mainly the development and implementation of new approaches. It is involved in the development and implementation of new approaches to the implementation of conceptual giftedness. The development of new conceptual approaches to the implementation of giftedness was influenced by such concepts and theories as the "theory of multiple intelligences", "the structure of intelligence", "theory of programmed learning". Assimilation theory, neurolinguistic programming theories (J. Grinder, R. Bendler, F. Perls, V. Satir, M. Yerikson, R. Dilte) have created a number of models that are successfully used in business, psychology, pedagogy, that is, new behavior, talent, etc., based on the selection of examples of geniuses.

Among the variety of Russian conceptual approaches, one can mention N.S. Leite's concept of creative talent, D.B. Bogayavlenskaya's model of the creative field, the dynamic theory of talent, Y.D. Babayeva's concept of spiritual support, I.N. Semenov's ecopsychological approach, I.V. Tanova's educational school of mass training and development of gifted children.

The works of Kazakh scientists are devoted to the consideration of theoretical and methodological approaches to determining the essence and nature of talent, the psychological, pedagogical and

methodological foundations of the upbringing and development of gifted children. In the works of I.D. Ivanova, A.K. Satova, B.O. Baytukova, S. Smindigalieva, great attention is paid to the role of the teacher in the process of teaching and educating students.

Combining different positions in these concepts, we come to the conclusion that giftedness is considered as a process of comprehensive development of the personality and consciousness of gifted children, the realization of their creative potential. The main feature of giftedness is the creative nature of the psyche and its development. Based on this trend, the ecology of the educational environment, the realization of the creative potential of the individual, is of great importance. The third trend is the modeling of the processes of developing children's talents. Among modern models of the development of giftedness, the most famous is the talent model developed by one of the famous American specialists in the field of educating gifted children, J. Renzulli. This model is very popular and is actively used in the development of practical problems. J. Renzulli, revealing in detail the essence of talent as a natural phenomenon, quite clearly indicates the directions of pedagogical work on its development. According to the model of children's talents developed by L.A. Wenger and his colleagues, it is revealed through the concept of ability.

These models are unique in that a distinctive feature of modeling is the transfer of knowledge obtained in the process of building and analyzing a model to a modeled object, that is, the transfer of theoretical action with a model to a practical plan.

The fourth trend is the state approach to the realization of children's talents. The resolution "On schools for gifted children" laid the foundations of state policy in the field of working with gifted children. By the resolution of the Government of the Republic of Kazakhstan dated March 24, 1998, the "Darin" Republican Scientific and Practical Center was opened under the Ministry of Education and Science of the Republic of Kazakhstan. The "State Program for Supporting Young Talents" has been developed and is being implemented.

Currently, the problem of developing children's talents is also in the focus of attention of scientists. Teachers have studied in detail various aspects of this multifaceted problem. It is proposed to use modern pedagogical technologies and create an effective educational environment to identify, train and support gifted children.

Many scientists have developed programs for the development of general creative thinking, imagination,

figurative memory, and intuition, and have introduced a new system for the development of creativity, creative abilities, and intelligence of students. Timely professional diagnostics and creating conditions for stimulating a child to various types of activities from a very early age are a universal task.

CONCLUSION

Thus, the following features are described for the experimental theoretical period that we have considered:

1. For foreign scientists, the development of children's talents is mainly associated with the development of genotype, intellectual talent, ensuring the independence of individual learning speed.

2. Domestic researchers, with the plurality of all conceptual approaches and models for the development of children's talents, ensure the integrity of the individual, his spiritual development in a pedagogically favorable psychological climate, combined with the concept of personal development of talent as a process of realizing his creative potential.

3. The main features are determined by motivation, creative activity of the individual, the creation of conditions, that is, an unregulated information-rich development and creative environment.

4. The level of development of social consciousness requires the development of mechanisms for adapting a gifted child in modern society, the introduction of a system of child management.

Therefore, we consider a specialized school for gifted children to be a systematic and targeted process of psychological and pedagogical influence on the socio-pedagogical system in order to maximize the development of children's talents.

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