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**INTERACTIVE FORMS OF WORK WITH PEDAGOGICALLY GIFTED STUDENTS OF THE FACULTY OF FOREIGN LANGUAGES**

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**Abstract.** *The article considers the substance of interactive forms of work with pedagogically gifted students of the Faculty of Foreign Languages. The analysis of scientific literature made it possible to establish that the use of interactive teaching in preparing future teachers to the profession activity considering its specificity is not enough investigated, which also causes a research interest in studying the phenomenon of pedagogically gifted students. In terms of research we found out that a gifted person is*

primarily characterized by high achievements in the sphere that corresponds to its inclinations, capabilities; the process of its development and the results of its activities are noted for a unique character.

Thus, it is reasonable to review pedagogical giftedness as a form of professional giftedness. Therefore, scientists distinguish pedagogical giftedness as one of the defining one. After analyzing the scientific literature, we found out that pedagogical giftedness is a combination of pedagogical capabilities of the individual, a high level of its intelligence, capacity of creativity and inclination for a pedagogical activity that ensure a successful implementation of professional educational activities. It should be noted that the specificity of the educational process in higher educational school is that it is aimed at development, self-development, self-sufficiency and self-assertion of future specialist-professional, aesthetically educated, highly spiritual person etc. Positive solution of these problems can be implemented by using interactive teaching while preparing students of the Foreign Languages Department.

However, based on the foregoing, we conclude that the use of interactive forms of work with pedagogically gifted students plays a decisive role at the Faculty of Foreign Languages. On the other hand, the formation of pedagogical giftedness takes into account the special features of educational space of university, considering the natural and social components, since the phenomenon of giftedness serves as a creative process in which these two components interact.

**Keywords:** *giftedness, pedagogical giftedness, interactive teaching, foreign languages department students.*

*The actuality* of research is related to the acceptance in Ukraine of a number of laws and programs (Concept of Teacher Education, the State program "Teacher", National Doctrine of Education Development, a complex program "Creative giftedness", "The program of work with gifted youth") aimed at supporting and developing the gifted youth. The solution of these assignments in higher education is associated with the development of gifted young people, the disclosing of individual potential, person's self-determination and self-realization, effective preparation for professional activity. However, the scientific-research interest in pedagogically gifted students is not enough investigated that also actualizes the problem of their training at the Faculty of Foreign Languages.

*The analysis of recent researches and publications* indicates that the theoretical question of giftedness, the problem of individual differences, giftedness development at different age stages were examined by native and foreign scholars: B. Ananiev, L. Vygotsky, P. Halperin, Y. Hilbuh, V. Davydov, B. Druzhynin, B. Elkonin, N. Kichuk, V. Krutetskiy, A. Kulchytska, Z. Kurlyand, N. Leites, A. Leontyev, A. Matyushkin, V. Myasishchev, S. Rubinstein, B. Teplov, R. Hmelyuk, B. Shadrykov etc. The research of special conditions of gifted youth education is represented

in the studies of the following scholars: M. Gnatko, A. Dunaeva, O. Zazymko, S. Zubyk, N. Kichuk, B. Kreminsky, V. Pozhar, O. Savenkova etc. Psychological and pedagogical aspects of training and professional work of the teacher investigated such scholars as: O. Abdullina, S. Archangelsky, J. Bech, I. Bogdanova, I. Zimniaya, I. Zyazyun, N. Kuzmina etc. The particular interest evoke explorations revealing the essence of interactive teaching: S. Bondar, G. Krivchykova, A. Pometun, L. Pyrozhenko, V. Sviridyuk etc.

Based on foregoing, *the aim of the article* is theoretical substantiation of essence of interactive forms of working with pedagogically gifted students of the Foreign Languages Department.

The analysis of scientific investigations attested that the phenomenon of pedagogical giftedness is given sufficient attention. Thus, many researchers have studied such aspects as: the problem of individual differences (B. Ananiev, L. Vygotsky, S. Rubinstein, B. Teplov etc.); the detaching of spheres and species of giftedness (S. Goncharenko, M. Gnatko etc.). The giftedness and its typology examined such scientists as V. Druzhynin, A. Matyushkin, R. Sternberg, L. Terman, E. Torrance and others; the development of individual giftedness at different age stages was studied by N. Leites, A. Kulchytskaya etc.; the problem of identification and development of gifted students revealed B. Krutetskyy, B. Teplov and others. The directions in working with gifted youth is reflected in studies of modern Ukrainian scientists (J. Hilbuh, A. Zazymko, V. Molyako, S. Sysoieva etc.). Thus, giftedness is primarily a complex combination of natural inclinations to certain types of activity: instincts, developed accordingly by educating influence, high levels of human capabilities, through which it achieves significant progress in certain spheres of activity. Giftedness is formed in the process of education, training or employment. The formation of person's giftedness is depending on the conditions of society material life, its cultural characteristics, types of social relations domineering in it.

Giftedness is an individual potential originality of person's inclinations, by which it can achieve significant progress in specific spheres of activity [3, p. 234-235]. Natural inclinations required for the development of giftedness do not define it alone. Giftedness is developed in the process of individual's learning spiritual and other heritage of humanity, in the process of creative work. The high degree of special giftedness is called talent. Very close to the meaning of talent is the interpretation that is presented in a pedagogical dictionary: giftedness as a combination of

natural inclinations as one of the abilities formation conditions [1, p. 35-36].

According to O. Antonova's position, giftedness is considered as a potential individual uniqueness of internal (inclinations) and external (favorable social environment, educational style) preconditions for the development of individual's abilities to a level higher than the conventionally "medium" through which it can achieve significant progress in some sphere of activity. According to the author, the concept of giftedness draws a certain range of different values, namely: a system quality of mind which develops throughout life, determines the person's possibility to achieve extremely high performance in one or more activities compared with the others; hereditary preconditions of intellectual development level, which is inherent to every human being; capacity for outstanding achievement in any sphere of socially significant human activity, not just academic; degree of giftedness expression; one of the main subjective determinants of human activity, which ensures its high level; achievement and the ability to progress (i.e. necessity of considering as well those abilities that have emerged and those that may occur) [1].

Thus, a gifted person is primarily characterized by high achievements in the sphere that corresponds to its inclinations, abilities, and the process of its development, as well as the results of its activities have a unique character.

In the researching context it is expedient to consider the scientific revision of A. Balatsynova in which the author summarizes the approaches to the classification of giftedness on the following criteria: areas of giftedness (intellectual, academic, creative, leadership, artistic, motional); types of activities and spheres of the psyche that it provides (in practice – talent in crafts, sports and organizational giftedness, in theoretical (cognitive) activities – intellectual giftedness of different types depending on the activity subject matter (giftedness in the field of natural sciences and humanities, intellectual games etc. ); in artistic and aesthetic activities – dance, theatrical, literary and poetic, visual and musical giftedness, in communicative activities – leadership and attractive giftedness, in the spiritual-valuable activity – giftedness, which is manifested in the creation of new spiritual values and serving to people); degree of development (actual, potential); form of expression (obvious, hidden); breadth of expression in various activities (general, special); features of age (early, late); type of preferred activity (intellectual, academic, creative, artistic, psychomotor (sports), design, leadership (organizational) etc.); intensity

of expression (increased willingness for learning, gifted, highly gifted, exceptionally gifted or especially – talents and geeks); rate of mental development (endowed with a normal rate of age development or with significant outstripping); features of age (variable (temporary), stable) [2, p. 19-24].

Considering the above mentioned, it is reasonable to review pedagogical giftedness as a form of professional talent. Modern scholars (O. Antonova, L. Prokopiv, V. Kan-Kalyk etc.) distinguish the pedagogical giftedness as one of the defining. It contains a peculiar union of teaching abilities (academic, didactic, perceptual, constructive, organizational, research, communicative, expressive and empathic, creative etc.), motivation and conscious professional orientation of the individual that can achieve significant success in creative educational activities. In particular, O. Antonova considers pedagogical giftedness as a qualitatively unique combination of individual pedagogical abilities, intelligence, creativity of thought and activity and conscious orientation to the fulfillment of pedagogical workers functions [1]. L. Prokopiv understands pedagogical giftedness as a system quality of the individual that develops in the unity of teaching abilities (giftedness) and humanistic position that provides the spirituality of profession [6, p. 1].

V. Radul specifies the content of pedagogical giftedness basing on the fact that pedagogical abilities are the individual psychological prerequisites for successful teaching activities. The author points out that these include: 1) constructive abilities –the abilities to project the personality of students, building the educational work according to the students' age and individual characteristics; 2) organizational skills – ability to attract students to a variety of activities and make the collective to be an instrument of influence on individual personality, make a person to be active in development; 3) communication skills – ability to establish good relationships with the students, changing them according to their development and teacher requirements [7].

Therefore, analyzing the scientific literature, we found out that pedagogical giftedness is a combination of pedagogical capabilities of the individual, a high level of its intelligence, capacity of creativity and inclination for a pedagogical activity that ensure a successful implementation of professional educational activities.

It should be noted that the specificity of the educational process in higher educational school is that it is aimed at development, self-development, self-sufficiency and self-assertion of future specialist-

professional, aesthetically educated, highly spiritual person. The efficient achievement of these objectives is provided by the construction of such educational space of the university, which includes the development and implementation of educational training technologies based on strategies of deepening, acceleration, enrichment, problematic educational content, as well as activation, individualization and differentiation of teaching and learning of pedagogically gifted students. Positive solution of these problems can be implemented by using interactive teaching while preparing students of the Faculty of Foreign Languages.

Interactive teaching is a dialogue teaching, in which the interaction between someone (teacher – student, student – student, student – group, and so on) or something (a computer) is carried out. Interactive teaching is aimed at creating feedback, subjective relations. As a form of training activities interactive teaching methods have a very specific purpose. That is creating a comfortable learning environment, such one by which learners feel their success, their intellectual capacity. In the process of dialogue teaching the students are imparted the skills to think critically, analyze the information obtained from different, often contradictory, sources, participate in discussions, make decisions. Interactive organization of educational process has a number of advantages over traditional, which consist in direct participation of each educational process participant that requires the teacher to make each student an active seeker of ways and means to resolve the problem; information and mutual spiritual enrichment. This educational process is organized in such a way that the participants are able to share their life experiences, obtained information and acquired knowledge; learner-centered approach for adapted education is used etc. [5].

Thus, preparing of pedagogically gifted students for professional activity requires their involvement in such interactive forms as: conversation, sharing of teaching new material, reflective training, substantiation of conclusions basing on discussion, group forms, working in microgroups. During the aforementioned forms, there is a development of: intellectual skills, i.e. skills of logical and critical thinking (the ability to form their own position on socially significant issues, the ability to assess the situation, make decisions on controversial issues and to defend the decision); communication skills, i.e. learners have to formulate and represent their position clearly and precisely, to interact in a group; obtaining evaluable orientations (respect for human rights and human dignity, peaceful methods of conflict resolutions, cooperation, tolerance,

justice, sincerity, honesty, responsibility, persistence, respect for others and their working efforts).

On the other hand, when using interactive forms of working with pedagogically gifted students of the Faculty of Foreign Languages the pedagogical skills, teaching creativity, pedagogical orientation and intellectual abilities are formed.

Summarizing the aforementioned, we conclude that, firstly, the usage of interactive forms of working with pedagogically gifted students plays a decisive role at the Faculty of Foreign Languages; secondly, the formation of students' pedagogical giftedness takes into account the special features of educational space of university, considering the natural and social components, since the phenomenon of giftedness serves as a creative process in which these two components interact.

Prospects for further research we see in reviewing the effectiveness of interactive forms in preparing future teachers at the Faculty of Foreign Languages.

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**Gorshchenko J. A.**

**EFFECT OF DIFFERENT ART FOR FORMING EVALUATIVE AND AESTHETIC FEEDBACK FUTURE PRIMARY SCHOOL TEACHERS**

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**Abstract.** *Theoretical bases of forming of evaluation-aesthetic judgments of future teachers of initial school, art as leading means for development of evaluation-aesthetic judgments of students of pedagogical educational establishments, basic types of art, are examined in the article, their essence and features open up.*

*On the basis of analysis of scientific literature certainly, that one of important professionally-pedagogical criteria of future teacher there is ability correctly estimate works of art and argumentally to explain the attitude toward them. A future teacher first of all must learn to perceive and estimate music, fine art, and literary works, realize their aesthetic value.*

*Including of art to the spiritual world of future teacher is begun with cognition of beauty of word. The most noticeable type of art is fiction. Forming of evaluation-aesthetic judgments of future teachers of initial school submits facilities of literature to the important educator task: to pedagogical guidance becoming, morally-aesthetic ideal and world view of students due to the use of various methods and facilities. Also, in the system of forming of aesthetic values of students an important role is played by a musical art.*

*Pedagogical correct organization of perception of musical art is the effective means of forming aesthetic values, evaluation-aesthetic. So, the search of terms that assist*