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**TÍTULO:** Influencia de los determinantes sociales en el desarrollo de las necesidades cognitivas de los adolescentes con talento como entorno educativo. Algunos aspectos del problema.

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**RESUMEN:** El artículo presenta el estudio de determinantes sociales que influyen en el desarrollo de las necesidades cognitivas de los adolescentes con talento como sujetos del entorno educativo, con el objetivo de identificar algunos aspectos del apoyo psicológico y pedagógico de su desarrollo, donde un maestro de escuela debe comprender sus características y necesidades sociales. El estudio mostró que maestros y adultos enseñan sobre la base del principio del determinismo como sujetos del entorno educativo. A este respecto, las capacidades potenciales de los adolescentes y sus logros en diversos campos de actividad no son lo suficientemente apreciados. El estudio fue sobre indicadores significativos en la identificación de problemas sociales que afectan de manera adversa el desarrollo de las necesidades cognitivas de los adolescentes.

**PALABRAS CLAVES:** adolescentes con talento, desarrollo cognitivo, apoyo psicológico y pedagógico, tema del entorno educativo, modelo de apoyo.

**TITLE:** Influence of social determinants in the development of the cognitive needs of talented adolescents as an educational environment. Some aspects of the problem.

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**ABSTRACT:** The article presents the study of social determinants that influence the development of the cognitive needs of talented adolescents as subjects of the educational environment, in order to identify some aspects of the psychological and pedagogical support of their development, where a school teacher should understand their characteristics and social needs. The study showed that teachers and adults teach on the basis of the determinism principle as subjects of the educational environment. In this regard, the potential capabilities of adolescents and their achievements in various fields of activity are not sufficiently appreciated. The study was about significant indicators in the identification of social problems that adversely affect the development of the cognitive needs of adolescents.

**KEY WORDS:** talented adolescents, cognitive development, psychological and pedagogical support, subject of the educational environment, model of support.

**INTRODUCTION.**

Children are considered talented when they are successful in one or more areas of activity. We will not discuss the peculiarities of age specific talent; success in this area, of course, belongs to the works of E.A. Valueva, A.A. Grigorieva, D.V. Ushakova [1]. We will focus on the potential opportunities for schoolchildren who remain outside the teacher's attention in the educational environment.

In order to carry out the psychological and pedagogical support to the needs of the talented children of any age, a school teacher must be able to distinguish them and understand the features. Unfortunately, school teachers confuse learning ability with talents. If a child masters academic disciplines at a high level of success, participates in competitions in various disciplines, this does not at all indicate his talent.

This problem is extremely important in connection with the development of scientific and technological progress. The society has a shortage of future personnel who can solve complex scientific problems. Is the modern school ready to diagnose and teach such children? The main problem is that the higher school does not train specialists for training talented children.

**DEVELOPMENT.**

Both in the foreign and domestic literature, a universally accepted definition of giftedness does not exist today. Thus, at a meeting of representatives of Eurotalent (European Committee for the Education of Talented Children and Youth at the Council of Europe), the President of the Parliamentary Assembly of the Council of Europe, Louis Jung, raised the question of what the main tasks are when working with talented children. From his point of view, three options are possible:

- 1) To contribute to the development of achieving happiness for each person with special abilities.
- 2) It is necessary to bring individual achievements to the maximum level, be it in the field of science, art, and sports.

3) Promote social progress by developing talents, putting the resources of talents at service to society. This point of view was considered in the work of V.A. Rozanov [2]. Based on this text, talented ones are considered as individuals who will contribute to the development of social progress, which will allow them to be happy, because they can realize themselves.

Some researchers, such as I. L. Shelekhov, define giftedness as the possession of great abilities [3]. Modern scientific research is unfolding around the concepts of intelligence, creativity, learning, and what can be seen in the works of A.V. Yurevich and D.V. Ushakov [4, 5].

In the capacity of conceptual approaches, D.B. Bogoyavlenskaya considers giftedness as the achievement of success by subjects of the educational environment in several areas of activity [6]. In this regard, children with a high level of performance in several areas of educational activity and victories in subject Olympiads are defined by us as the intellectual giftedness of the subjects of the educational environment.

Education of children in more complex curricula is based on the ideas of O.O. Andronnikova on the leading role of learning in development [7]. Actually, from the point of view of domestic psychology, a large size of the zone of proximal development is the giftedness itself. It should be noted that understanding the general patterns of development is not enough to develop the capabilities of a talented child.

The purpose of this work is to study the social determinants that influence the development of cognitive needs of talented adolescents as subjects of the educational environment, aimed at identifying some aspects of the psychological and pedagogical support of their development.

### **Methods.**

Within the framework of the Tempus IV-VI program “Training teachers and educational managers to work with heterogeneous groups and organizations” with the participation of the countries participating in the Consortium, a set of questionnaires was developed to identify the needs of

talented schoolchildren and students. The survey was based on the classification of needs by Clayton Alderfer's, who highlighted such needs as:

- Growth needs: the need for self-realization (self-actualization); obtaining a quality education; creative implementation; supporting links with national culture; self-esteem; life values.
- Communication needs: the need for social status (respect); the need in taking into account religious beliefs; social status of parents; in approval and recognition; social networking needs (group involvement); in social communication; in overcoming the language barrier.
- Existence needs: physical and psychological security needs; needs in maintaining health; physiological needs; needs in the organization of rest; needs in appropriate living conditions at school (food, medical care, etc.); in the pedagogical support of the student; need in the material and technical support of the educational process; need in special conditions of study.

Studies in heterogeneous groups were conducted at the base of the lyceum and gymnasium. Schoolchildren from the cities of Ryazan and Kazan (Russian Federation) having a high level of academic success, participants in city and regional competitions, which can be characterized as intellectually gifted have been examined. The sample consisted of 58 schoolchildren aged of 13-14 (boys - 24, girls - 34).

### **Results and Discussion.**

The study drew attention to some indicators that are significant in identifying social problems which adversely affect the development of the cognitive needs of intellectually gifted adolescents.

The following questions were selected from the methodology for analysis:

- Do you have a need for quality education?
- Do you like to go to school?
- How often can you ask a teacher for help?

- Do you think that you can even ask the teacher with very difficult questions?
- Who do you most likely ask for advice or help?
- Do your teachers, parents, relatives, friends, classmates think that you have outstanding abilities?
- Outstanding abilities of what kind do you have, in your opinion?
- What is the attitude to your original ideas?
- Does it often happen that you cannot control your feelings and emotions when communicating with your peers?
- What is the attitude of your original ideas?

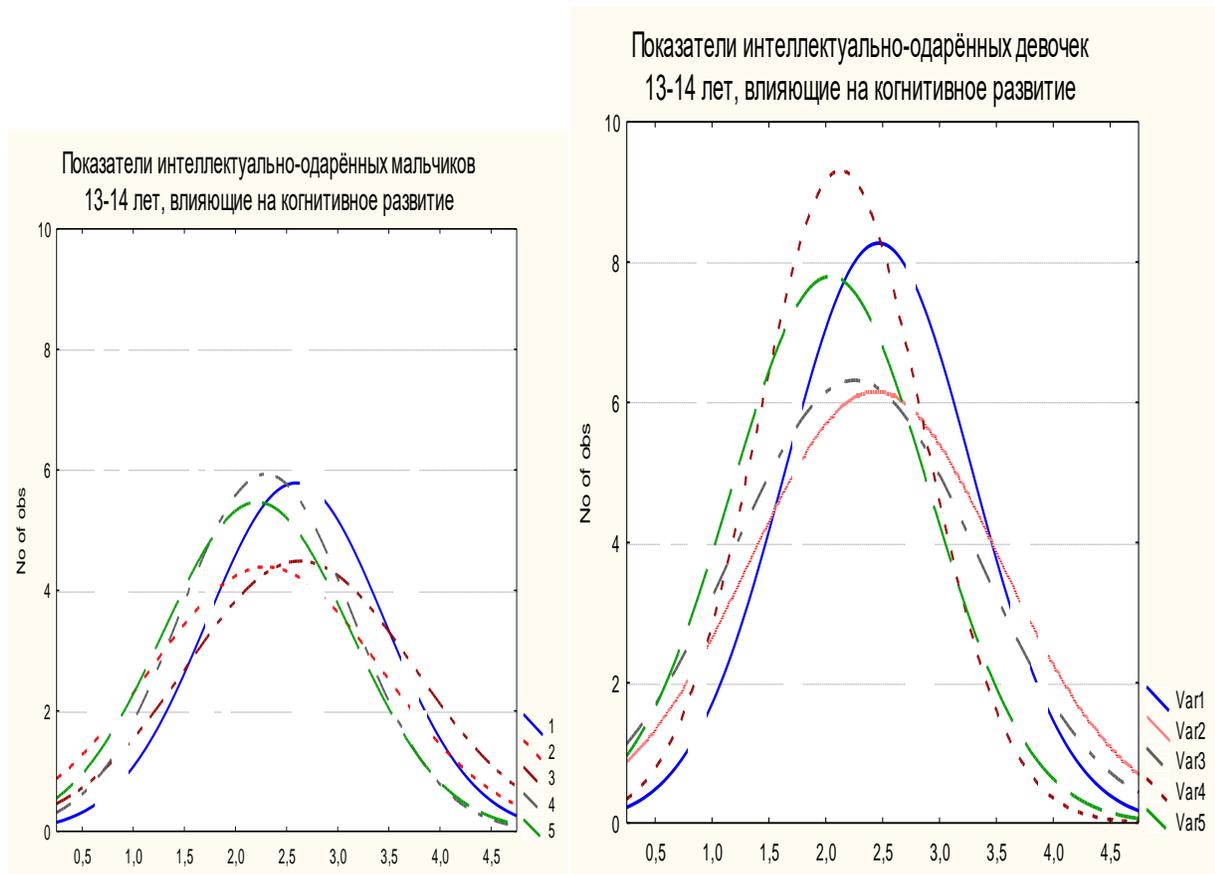
The need for quality education, as a criterion of the need for self-realization, was shown by 100% of the students surveyed. "Like to go to school" was indicated by 54.1% of boys and 32.4% of girls, respectively, "do not like" – by 33.3% of boys and 23.5% of girls.

It is revealed that the satisfaction of cognitive needs of intellectually gifted schoolchildren is directly connected with the activity of a teacher. Unfortunately, only 25% of boys and 8.8% of girls in our sample can satisfy this need for communication with the teacher. 75% of the boy and 91.2% of girls turn to other sources in solving intellectual problems: Internet sources, books, parents, tutors, elder comrades.

A high level of needs is revealed in the communication needs block. In particular, 54.2% of boys and 41.2% of girls are in need of approval and recognition of their intellectual abilities. To realize their creative potential, intellectually gifted girls need their social status to be recognized ( $t = 0.45$ ;  $P < 0.05$ ). Boys need teacher's assistance ( $t = 0.48$ ;  $P < 0.05$ ), parents' assistance ( $t = 0.43$ ;  $P < 0.05$ ) and peer approval ( $t = 0.42$ ;  $P < 0.05$ ) of those creative ideas that they consider important and necessary to society. Only 9% of the respondents have the opportunity to solve creative interesting tasks in the classroom, 36.8% work individually at school individually.

Significant indicators for the development of cognitive needs in boys and girls are relationships with the teachers, adults, and peers. Analysis of the oscillations of the cognitive needs in public relations characterizes the individual reactions of intellectually gifted students to social situations in which synchronization is not observed, which indicates a violation of psychological adaptation processes (See Fig. 1 ).

**Fig. 1. Indicators of intellectually gifted 13-14 year old boys (left diagram) and girls (right diagram) influencing their cognitive development.**



Note: 1 - teacher approval; 2 - peer approval; 3 - fair assessment of achievements by the teacher and adults; 4 - approval of others for hobbies and interests; 5 - surrounding approval concerning their activities.

Of interest are the needs for versatile social communication. We found that 39.5% of the respondents - schoolchildren are satisfied with the need for social communication. The most common communication partners are parents and virtual friends on the Internet.

The study showed that teachers and adults do not satisfactorily appreciate the achievements in other areas of activity and the potential capabilities of intellectually gifted adolescents, which inhibit their cognitive and creative development, focusing on well-known algorithms for solving educational problems. The main social determinants that negatively affect the satisfaction of the cognitive needs of such students are the lack of social approval and social assistance in the implementation of creative ideas. Consequently, there is a need to create a model of teaching such schoolchildren in educational organizations that would suggest the positioning of universities as an initiating and coordinating center in solving the problem of the diverse development of the talented younger generation.

In summary, the results of the study revealed the following social reasons that adversely affect the cognitive development needs of intellectually gifted teenage schoolchildren (13-14 years old):

- 1) The need of teacher's approval of their knowledge and interests.
- 2) The need of peer approval of the level of intellectual development.
- 3) The need of a teacher's fair assessment of knowledge and achievements in other areas of activity.
- 4) The need for approval by surrounding adults of performance.

## **CONCLUSIONS.**

The identified social causes adversely affect the cognitive development of not only intellectually gifted adolescents, but of those who have other types of it.

Creating a model of support of the educational process based on the humanistic approach has already been considered by us earlier. The main idea which is reflected in the works of Bashkireva T.V., Catherine Grubbs, V.L. Guevard consists in the need to include areas of coordinated joint activities of universities and other educational organizations [8, 9, 10]. We have identified such main areas as: program-organizational, diagnostic and prognostic, educational and developmental, analytical and research:

- Program-organizational direction: psychodiagnostics of cognitive development of schoolchildren; the creation of an educational-methodical complex for the preparation of teachers and class teachers for conducting psychological-pedagogical diagnostics of giftedness, and creative interaction with talented students.
- Diagnostic and prognostic direction: working out individual trajectories for the cognitive development of talented students, and selection of technologies for the development of social interaction in school groups.
- Educational and developmental direction: development of professional competence of teachers and class teachers in psychological and pedagogical support for talented schoolchildren; organization of interactive psychological and pedagogical interaction between teachers and gifted schoolchildren; advising parents of gifted schoolchildren and teachers on the basis of centers and laboratories of universities providing psychological and pedagogical support for the educational process.
- Analytical and research direction: the creation of a knowledge bank for information support and monitoring the development of intellectual giftedness of schoolchildren, aimed at choosing a future profession, and subsequently - professional self-development.

Thus, the developed model for correction of social causes will allow creating conditions for the harmonious development of talented adolescents of various kinds in the context of continuous multi-level education.

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