



*Aseorías y Tutorías para la Investigación Científica en la Educación Puig-Salabarría S.C.  
José María Pino Suárez 400-2 esq a Lerdo de Tejada, Toluca, Estado de México. 7223898473*

RFC: ATI120618V12

**Revista Dilemas Contemporáneos: Educación, Política y Valores.**

<http://www.dilemascontemporaneoseduccionpoliticayvalores.com/>

**Año: VII**

**Número: Edición Especial**

**Artículo no.:32**

**Período: Octubre, 2019.**

**TÍTULO:** Desarrollo de alumnos adolescentes y superdotados mediante competencias creativas en el Instituto Elabuga de la Universidad Federal de Kazan.

**AUTORES:**

1. Ph.D. N. Shabalina.
2. Ph.D. O. Fayzullina.
3. Ph.D. G. Bozhkova.

**RESUMEN:** El interés en el talento adolescente en el mundo moderno es muy alto, debido a que los cambios fundamentales en la educación y la transición de la escuela tradicional a los Estándares Federales de Educación del Estado, requieren la educación de una personalidad competitiva, creativa y talentosa. El Instituto Yelabuga de la Universidad Federal de Kazán para el desarrollo del talento de los adolescentes y estudiantes lleva a cabo acciones y concursos como "Parnassus universitario" y "Respira creatividad". Este último no solo contribuye a mejorar la cultura de la lectura, sino también al desarrollo del talento de los adolescentes, que al escribir sus propios trabajos, comprenden los fundamentos de la teoría de la literatura y mejoran su desempeño en las lecciones de literatura.

**PALABRAS CLAVES:** mundo moderno, educación, el talento de los adolescentes.

**TITLE:** Development of adolescent schoolchildren and students' giftedness by means of creative competitions at Elabuga Institute of Kazan Federal University.

**AUTHORS:**

1. Ph.D. N. Shabalina.
2. Ph.D. O. Fayzullina.
3. Ph.D. G. Bozhkova.

**ABSTRACT:** Interest in adolescent giftedness in the modern world is very high, which is due to fundamental changes in the field of education and the transition of the traditional school to Federal State Education Standards (FSES), which require upbringing a competitive, creative, gifted personality. Yelabuga Institute of Kazan Federal University for the development of giftedness of adolescents and students conducts such actions and contests as "University Parnassus", and "Breathe Creativity". The contest "Breathe Creativity", not only contributes to the improvement of the reading culture, but also to the development of the talent of adolescents who, through writing their own works, comprehend the foundations of the theory of literature and improve their performance in literature lessons.

**KEY WORDS:** Modern world; Education; The talent of adolescents

**INTRODUCTION.**

Objective of the research is to determine the impact of literary contests on the development of reader interest among students and pupils, to reveal the influence of such contests on the development of creative ability among students.

An effective method of activating the culture of reading among students and pupils can be creative literary contests ("University Parnassus", "Breathe Creativity"). At the same time, the introduction of competitions of such kind in the after-hour activities of students (corresponding to both the spiritual and moral and the general intellectual direction) contributes to the development of

giftedness and reader interest, broadens knowledge gained, reveals the individual characteristics of each student, forms the independent and creative thinking of children.

A creative literary contest "Breath Creativity", held in Yelabuga Institute of KFU at the Department of Russian and Foreign Literature since 2013, pays off the participants, feeling their inclusion to the literary process of the present, gets acquainted with the new works with interest, tries to improve their work, strives to properly direct their creative potential, achieves success at the International and All-Russian literary contests and projects, finding thereby, a productive experience of working during the development of teenage giftedness (Kronborg & Plunkett, 2013).

## **DEVELOPMENT.**

### **Methods.**

To achieve this goal and solve problems in this paper, the following research methods were defined as applicable for the analysis of the organization of the creative literary contests "Breathe Creativity": theoretical method - for the study of scientific literature on the research topic; descriptive method - for the processing of the actual material; analytical method - for a direct analysis of the literary contest "Breathe Creativity"; in the course of experimental work the surveys, observation, interviews, testing, and questioning of students were carried out.

### **Results.**

The study of giftedness still remains relevant at the present time. A whole galaxy of researchers, relying on the centuries-old experience of scientists and philosophers, deduces new definitions of giftedness, genius, systematize knowledge, define attributes and types of giftedness (Kerr, 2009).

N.I. Paniutina, V.N. Raginskaia, E.B. Kisliakova, Z.G. Dubrovina, N.A. Koliada, N.V. Kriushina, E.V. Bobichenko co-authored the definition of "giftedness" - "this is a systemic, lifelong-developing quality of the psyche, which determines the possibility of achieving by a person higher

results in one or more types of activities” (Paniutina et al., 2008). Proceeding from the definition, we can conclude that the scientists are apt to the views by S.L. Rubinshtein.

N.I. Paniutina, V.N. Raginskaia and others in their work talk about the attributes of giftedness, among which are the individual's specific strategies of activity, the formation of a qualitatively new, individual style of activity, a special type of organization of knowledge, high exactingness to the results of one's own labor. Scientists also distinguish the following types of giftedness: intellectual, artistic-aesthetic, spiritual-value, and giftedness in practical activities.

The centuries-old study of the phenomenon of giftedness and genius has not solve the problem of ambiguity of the wording of the term explaining these phenomena, therefore in our study we will try to formulate independently the definition of the concept of "giftedness".

We conducted a survey of the key link students and pupils (aged 13-15 years). Total 500 people were interviewed. The department in this case did not matter. The respondents were asked the same questions:

<b>Giftedness is...</b>	<b>Number of answers</b>
The presence of any abilities in a person: mental, musical, spiritual. A set of individual qualities, personality traits	360 (72%)
Having some particular talent / the same as talent.	65 (13%)
A mindset / a set of intellectually developed features / extraordinary thinking	35 (7%)
Self-improvement.	15 (3%)
Genious makings.	15 (3%)
The highest degree of spiritual development.	10 (2%)
<b>What personal characteristics can be distinguished in a gifted person?</b>	
A keen sense of loneliness.	403 (80.6%)
A painful search for the meaning of life.	500 (100%)
The desire to find the truth in everything.	370 (74%)
Ability to unconventional thinking.	500 (100%)
Inadaptability to life.	320 (64%)
Well-developed sense of justice.	402 (80.4%)
Emotionally stable, well-built, with good health.	223 (44.6%)
Sensitive to “ordinary” people.	345 (69%)

Thus, in everyday life, giftedness is most often understood as the presence of any general abilities (musical, mental, spiritual) in a human. This understanding in fact does not vary from the views of psychological scientists, with the only difference being that psychology distinguishes general and special talent, as well as notes a particularly high level of giftedness - genius (Rubinstein, 2009). Meanwhile, psychologists, as well as some respondents put the concepts of "genius", "giftedness" on a par with talent.

Proceeding from the numerous monographs studied and a social survey, we can conclude that genius and talent are two concepts of one phenomenon - giftedness, which is characterized by the presence in a person of a certain level of any abilities that distinguish him/her from others and allow achieving the desired results in the attracting fields of activity.

One cannot doubt the existence of qualities inherent in a gifted person: an acute sense of loneliness; painful search for the meaning of life, the desire to find the truth in everything; the ability to unconventional thinking; inadaptability to life (Bozadzhiev & Kukushin, 2014); a well-developed sense of justice; a gifted person can have both better emotional stability, better body build, strong health, and obvious sensitivity with regard to "ordinary" people (Bozadzhiev & Kukushin, 2014).

Recently, pedagogy and psychology has inexcusably raised their interest in the phenomenon of adolescent giftedness. Amid rapidly developing technologies, the emergence of many modern professions requiring qualitatively new competences, it becomes necessary to educate a person able to quickly adapt to the changing conditions of the social environment, and develop gifted children who are ready to change not only themselves but also society, create something qualitatively new (Prokofieva et al., 2015).

The well-known Soviet psychologist L.S. Vygotski proved already in the thirties of the XX century that the foundations of a comprehensive perception and development of artistic and aesthetic giftedness should begin in the nursery school, then reading will become an integral part of a child's

life and contribute to the development of a gifted personality. However, in the nineties, the content of the literary education of preschool children lost its uniform systemic character, the long-term development of teachers and psychologists D.B. Elkonin, B.M. Teplov, A.M. Leushin and others were not taken into account, having lost its continuity in the teaching of literary reading from nursery to primary and secondary school; there occurred a non-filled educational gap in education that gave rise to many problems, among which is the problem of the reading crisis.

To date, stimulation of the reader's interest leading to the education of a gifted person is the main task of teachers. The new educational concept of education has made the upbringing of a spiritually-moral personality as a priority task, which is possible only under the condition of "acquainting the child with reading" (Verevkina et al., 2016).

A steady motivation for the learning and cognitive activity can be formed by revealing the creative potential of children (Matthews & Foster, 2009), by means of conducting creative literary contests such as "Literary Debut". This is why public organizations are created, under which guidance the all-Russian and international events are held: "Give a Book to the Library", "Bibliobright", "Book for the Journey", establishment of street libraries, refilled thanks to the free exchange of books by the residents of the city, creation of the projects "Live Book", "Time to Read", "War and Peace. Read Together" etc.

An active part in the formation of this direction is taken by Yelabuga Institute of Kazan Federal University, where the International Festival of School Teachers is held annually, and sharing experience by the lecturers and teachers helps to implement effective pedagogical projects.

In the framework of the "School - University" integration, the overall project activity is implemented; contests are organized to promote the development of a reading culture among students and schoolchildren. One of such projects is the creative literary contest "Breathe Creativity", organized by the teaching staff of the Department of Russian Language and Literature

together with the teachers of the schools of Yelabuga in 2013. Participants of the contest are students and pupils of middle and senior level of study. The goals are the development of a reading culture, interest in literature, and creative potential of the younger generation, and the promotion of creative skills in young writers.

The project "Breathe Creativity" has an important social significance for each subject of the competition:

- 1) Participants get the opportunity to realize their creative potential and get the necessary advice from a competent jury.
- 2) Teachers share their experience with colleagues from other educational institutions, outline prospects for effective work with students;
- 3) educational institutions have the opportunity to present their professional activities (Ljubimova et al., 2015).

To hold successfully the literary contest "Breathe Creativity", a team was formed consisting of project groups, which included: the faculty of the Chair of Russian Language and Literature, students of the Department of Philology and History, top-rank teachers of schools in the city of Yelabuga, and the press service.

Teachers of the department act as the arrangers of the contest: they contact with both Yelabuga and district schools, arrange placement of participants, monitor the activities of students, put forward the pedagogical tasks of the project, and join the jury. In addition, they are the editorial board of the contest: they formulate the requirements for participants, determine the evaluation criteria and the schedule of speeches.

Teachers are engaged in the preparation of schoolchildren to participate in the competition, provide communication with schools in other cities of Tatarstan, thereby taking the project to the republican level. The students of Yelabuga Institute, who are the curators of this project, promote this contest among the youth. The main task is to ensure the information field of the contest in social networks,

by creating and developing public groups "VKontakte". Students are engaged in the collection of competitive works, they contact with the participants, inform them about the details of the contest, answer the arising questions, send diplomas and certificates. Constant involvement of the project curators in social networks allows attracting participants from other regions and republics of Russia. Thanks to the work of students, the regional literary contest "Breathe Creativity" became All-Russian two years ago.

The press service of Yelabuga Institute of KFU provides information support of the project by posting the contest-related information on the university's website.

The literary contest "Breathe Creativity", primarily, motivates students and pupils to creativity, which further stimulates the reader's activity, the development of giftedness. The contest is held in two stages: at the external stage students post their works in the group (<https://vk.com/public58812341>), and after the jury revise them, the internal stage is held, when the participants get a competent evaluation of their works and strive to improve the quality. Initially, this is done by comparing own works with the work of other participants.

Listening to author's works, the students themselves try to evaluate them, thus, the reader's experience is formed, helping to achieve certain heights in writing their own works. From the foregoing it follows that the contest established by the department becomes a kind of impulse for the development of a reading culture among young people.

The formation of the reading interests of schoolchildren is one of the most important pedagogical tasks, the relevance of which is due to the exceptional, steadily increasing role of speech in the life of the person, which serves as a universal medium of communication, a powerful channel for the intellectual and spiritual development of the personality.

An effective program contributing to the development of a sustainable motivation for reading can be the active interaction of the two most important social institutions - the school and the university, carrying out joint projects, on which basis the lecturers and teachers create through joint efforts the literary projects and contests aimed at developing reading interests; for example, "Breathe Creativity".

Creative literary contests promote the development of literacy, reveal the creative potential of schoolchildren and students, which makes it possible to identify gifted youth. Having regard to the work by S.L. Rubinshtein "Fundamentals of General Psychology" and our questionnaire survey conducted, we derived the definition of giftedness.

At the same time, the creative literary contest "Breathe Creativity" solves a number of pedagogical tasks: at the preparation stage, a special microclimate is created between the teachers and the students, which contributes both to strengthening the authority of the teacher, and to a large extent forms the attitude of the children to the academic subject "Literature" in general and to the book in particular; encourages schoolchildren to form their own unique, special inner world; and teaches pupils to overcome psychological stress.

Proceeding from all of the above, we can conclude that holding the creative literary contest "Breathe Creativity" is an effective way to activate the reading culture and familiarize students and pupils with literature. This indicates the correctness of the chosen direction and allows the arrangers to outline the prospects for the development of this project activity and change the current "crisis situation" (Bozhkova et al., 2014).

## **CONCLUSIONS.**

Four-year experience in conducting the creative literary contest "Breathe Creativity" allows drawing important pedagogical conclusions:

Firstly, frequent participation in the competition becomes a "push" for young writers to further creative development: the winners of previous years send their works with alacrity to the well-known international literary contests and awards ("Paper Elephant", "Rainbow" and others), and the losing contestants show no sign of letting up, improve themselves and come again for the victory. Secondly, this contest is a full and long immersion of students and pupils in the atmosphere of poetry and prose, which induces to active reading activity.

### **Acknowledgements.**

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

### **BIBLIOGRAPHIC REFERENCES.**

1. Bozadzhiev, V. Iu., & Kukushin, V. S. (2014). Gifted Children. Theory and Practice of Teaching and Development. Ed. V.S. Kukushin. Rostov on Don, 175.
2. Bozhkova, G., Frolova, G., & Shabalina, N. (2014). The Educational Crisis as Reflected in Russian Literature in the 20th Century. *Life Science Journal*, 11(7), 192-197.
3. Kerr, B. (Ed.). (2009). *Encyclopedia of Giftedness, Creativity, and Talent* (Vol. 1). University of Kansas: SAGE Publications, Inc., 1112.
4. Kronborg, L., & Plunkett, M. (2013). Responding to professional learning: How effective teachers differentiate teaching and learning strategies to engage highly able adolescents. *Australasian Journal of Gifted Education*, 22(2), 52- 63.
5. Ljubimova, E. M., Galimullina, E. Z., & Ibatullin, R. R. (2015). The Development of University Students' Self-Sufficiency Based on Interactive Technologies by Their Immersion in the Professional Activity. *International Education Studies*, 8(4), 192-199.

6. Matthews, D. J., & Foster, J. F. (2009). Being Smart about Gifted Education: A Guidebook for Educators and Parents. Great Potential Press, Inc.
7. Paniutina, N. I. et al. (2008). The System of the Educational Institution Work with Gifted Children. 2<sup>nd</sup> edition, stereotyped. Volgograd: Publishing house "Uchitel", 204.
8. Prokofieva, E. N., Leyfa, I. I., Ibraeva, G. R., Akhmetov, L. G., Maksimov, I. N., Marfina, L. V., Demyanenko, M. A., & Kamasheva, Y. L. (2015). Pedagogical diagnostics of professional and cultural competences of university students. Review of European Studies, 7(5), 161-170.
9. Rubinstein, S. L. (2009). Fundamentals of General Psychology. - St.P.: Piter, 713.
10. Verevkina, I., Bozhkova, G., Shabalina, N., & Fayzullina, O. (2016). Adolescent Dialogue with Writers as a Means of Reading Culture Formation. The European Proceedings of Social & Behavioural Sciences, XII(July), 417-423.

#### **DATA OF THE AUTHORS.**

1. **N. Shabalina.** PhD in Philology, Kazan Federal University.
2. **O. Fayzullina.** PhD in Philology, Kazan Federal University.
3. **G. Bozhkova.** PhD in Philology, Kazan Federal University.

**RECIBIDO:** 10 de septiembre del 2019.

**APROBADO:** 26 de septiembre del 2019.