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Сведения об авторах

Сиврикова Надежда Валерьевна – кандидат психологических наук, доцент кафедры Социальной работы, педагогики и психологии Южно-Уральского государственного гуманитарно-педагогического университета, 454880 г. Челябинск, ул. Ленина 69, тел. 89058344567, e-mail: bobronv@cspu.ru.

Иванов Федор Александрович – обучающийся факультета Инклюзивного и коррекционного образования Южно-Уральского государственного гуманитарно-педагогического университета, 454880 г. Челябинск, ул. Ленина 69, e-mail: fedka.das@mail.ru.

Сиврикова Надежда Валерьевна – психология ғылымдарының кандидаты, әлеуметтік жұмыс, педагогика және психология кафедрасының доценті, Оңтүстік-Орал мемлекеттік гуманитарлық-педагогикалық университеті, 454880 Челябинск қ., Ленин к-сі 69, тел. 89058344567, e-mail: bobronv@cspu.ru.

Иванов Федор Александрович – инклюзивті және коррекциялық білім беру факультетінің білім алушысы, Оңтүстік-Орал мемлекеттік гуманитарлық-педагогикалық университеті, 454880 Челябинск қ., Ленин к-сі 69, e-mail: fedka.das@mail.ru.

Sivrikova Nadezhda Valerievna – Candidate of Psychological Sciences, Associate Professor, Department of Social Work, Pedagogy and Psychology, South Ural State Humanitarian and Pedagogical University, 454880 Chelyabinsk, st. Lenin 69, tel. 89058344567, e-mail: bobronv@cspu.ru.

Ivanov Fedor Aleksandrovich – student of the Faculty of Inclusive and Correctional Education of the South Ural State Humanitarian and Pedagogical University, 454880 Chelyabinsk, st. Lenin 69, e-mail: fedka.das@mail.ru.

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CREATIVE RESEARCH ENVIRONMENT AS A CONDITION FOR ARRANGING THE READINESS OF THE FUTURE TEACHERS IN THE DEVELOPMENT OF THE INTELLECTUALLY GIFTED STUDENTS

Smaglyi T.I. – cand. ped. sciences, asoc.. Professor, Department of Pedagogy and Psychology, A.Baitursynov KRU.

Shalgimbekova K.S. – cand. ped. Sciences, Chief Specialist of the Department of Science and Postgraduate Education of A.Baitursynov KRU.

The article is devoted to the research of the impact of the creative research environment on training the future teachers to work with the intellectually gifted students. The essence of two independent fields of research is revealed: teacher psychology for the gifted schoolchildren and teacher training to work with the gifted students. The structure of the readiness of the future teacher in the development of the intellectually gifted students is presented, consisting of the unity of four components: motivating, cognitive, technological and personal. A description of the basic principles of arranging psychological and pedagogical support in the creation of the readiness of the future teachers in the development of the intellectually gifted students is given. It was concluded that the creation of the readiness in the development of the intellectually gifted students is possible only in the educational environment, with such parameters as a low degree of regulation of behavior, information enrichment and representation of the creative behavior patterns, where training and upbringing are connected with the research activities.

Key words: educational environment, readiness, creativity, intellectual talent, research activity.

КРЕАТИВНО-ИССЛЕДОВАТЕЛЬСКАЯ СРЕДА КАК УСЛОВИЕ ФОРМИРОВАНИЯ ГОТОВНОСТИ БУДУЩИХ УЧИТЕЛЕЙ К РАЗВИТИЮ ИНТЕЛЛЕКТУАЛЬНО ОДАРЕННЫХ ОБУЧАЮЩИХСЯ

Смаглий Т.И. – канд. пед. наук, ассоц. профессор кафедры педагогики и психологии КРУ им. А.Байтурсынова.

Шалгимбекова К.С. – канд. пед. наук, гл. специалист департамента науки и послевузовского образования КРУ им. А.Байтурсынова.

Статья посвящена исследованию влияния креативно-исследовательской среды на подготовку будущих учителей к работе с интеллектуально одаренными учащимися. Раскрывается сущность двух самостоятельных направлений исследований: психология учителя для одаренных школьников и подготовка учителя к работе с одаренными учащимися. Представлена структура готовности будущего учителя к развитию интеллектуально одаренных обучающихся, состоящая из единства четырех компонентов: мотивационного, когнитивного, технологического и личного. Дана характеристика основных принципов организации психолого-педагогической поддержки формирования готовности будущих учителей к развитию интеллектуально одаренных обучающихся. Сделаны выводы о том, что формирование готовности к развитию интеллектуально одаренных учащихся возможно только в образовательной среде, с такими параметрами, как низкая степень регламентации поведения, информационная обогащенность и представленность образцов креативного поведения, где обучение и воспитание органично соединены с исследовательской деятельностью.

Ключевые слова: образовательная среда, готовность, креативность, интеллектуальная одаренность, исследовательская деятельность.

ШЫҒАРМАШЫЛЫҚ ЗЕРТТЕУ ОРТАСЫ БОЛАШАҚ МҰҒАЛІМДЕРДІҢ ЗИЯЛЫҚ ДАРЫНДЫ ОҚУШЫЛАРДЫ ДАМУЫНА ДАЙЫНДЫҒЫН ҚАЛЫПТАСТЫРУДЫҢ ШАРТЫ РЕТІНДЕ

Смаглий Т.И. – пед. ғ. канд. пед., педагогика және психология кафедрасының қауымдастырылған профессоры, А.Байтурсынов атындағы ҚӨУ.

Шалгимбекова К.С. – пед. ғ. канд., ғылым және жоғары оқу орнынан кейінгі білім департаментінің бас маманы, А.Байтурсынов атындағы ҚӨУ.

Мақала болашақ мұғалімдерді интеллектуалды дарынды оқушылармен жұмыс істеуге дайындауға шығармашылық-зерттеу ортасының әсерін зерттеуге арналған. Зерттеудің екі дербес бағытының мәні ашылады: дарынды оқушыларға арналған мұғалімнің психологиясы және мұғалімді дарынды оқушылармен жұмыс істеуге дайындау. Болашақ мұғалімнің интеллектуалды дарынды оқушыларды дамытуға дайындығы төрт компоненттен тұрады: мотивациялық, танымдық, технологиялық және жеке. Болашақ мұғалімдердің интеллектуалды дарынды оқушыларды дамытуға дайындығын қалыптастыруды психологиялық-педагогикалық қолдауды ұйымдастырудың негізгі принциптеріне сипаттама берілді. Интеллектуалды дарынды оқушыларды дамытуға дайындықты қалыптастыру мінез-құлықты реттеудің төмен дәрежесі, ақпараттық байыту және шығармашылық мінез-құлық үлгілерін ұсыну сияқты параметрлері білім беру ортасында ғана мүмкін болады деген қорытынды жасалды, бұл оқыту мен тәрбиелеу, ғылыми-зерттеу жұмыстарымен тығыз байланысты.

Түйінді сөздер: білім беру ортасы, дайындығы, шығармашылық, интеллектуалды талант, зерттеу қызметі.

Introduction

In modern Kazakhstani conditions it was clearly identified the need of the society for the intellectually developed people, talented, with the ability to think extraordinarily, put forward progressive ideas, and actively influence the increase in the competitiveness of the state. In this regard to create the most favorable conditions to identify gifted children and assist their development and the realization of their intellectual and creative potential is one of the strategic goals of our country education system. The successfulness of its achievement depends on a number of factors where the level of the teachers' training has an important place. Therefore the problem of involving a commitment for the development of intellectually gifted students is of particular relevance.

Main part. It should be noted that significant theoretical and experimental material on this problem was accumulated in education and psychology, the analysis of theirs displayed that there are two independent fields of research: psychology for gifted schoolchildren and the teacher's background to the activity with gifted students.

The first direction unifies the psychological research on the professional and personal qualities of teachers, which can provide the increased susceptibility, sensitivity to behavior and the needs of gifted students (N.V. Dudyreva, M.M. Kashapov, E.L. Melnikova, A.I. Semenova, etc.). The results of these works served as the basis for determining the personal component of the readiness we are studying, as within the framework of this field, the scientists introduced the new concepts that reflect the professionally important qualities of a teacher working with the gifted students, and created the diagnostic tools. In particular, we are talking about the concept of "abolutiveness," understood as "a complex pedagogical ability to have an appropriate perception, comprehending and understanding of a gifted student, the ability to identify a creative student and to provide the required psychological and pedagogical support" [1, p. 165].

The second direction considers the problems of training teachers to deal with the gifted students (M.A. Arsenova, R.R. Bikbulatov, U.B. Zheksenbaeva, T.G. Moroz, L.M. Narikbaeva, I.I. Ushatikova, etc.). The results obtained during these researches made it possible to clarify the concept of "the readiness of the future teacher to encourage intellectually gifted students," to specify the content of its cognitive and technological components. The readiness of the future teacher to promote the intellectually gifted students is considered as an integrative professionally significant quality of the teacher's personality ensuring the identification and realization of the abilities of the intellectually gifted students, which are manifested in the advanced forms of research activity and creative achievements, and providing them some psychological and pedagogical assistance and support.

The structure of the research is represented by the unity of four components: motivational, cognitive, technological and personal (Figure 1).

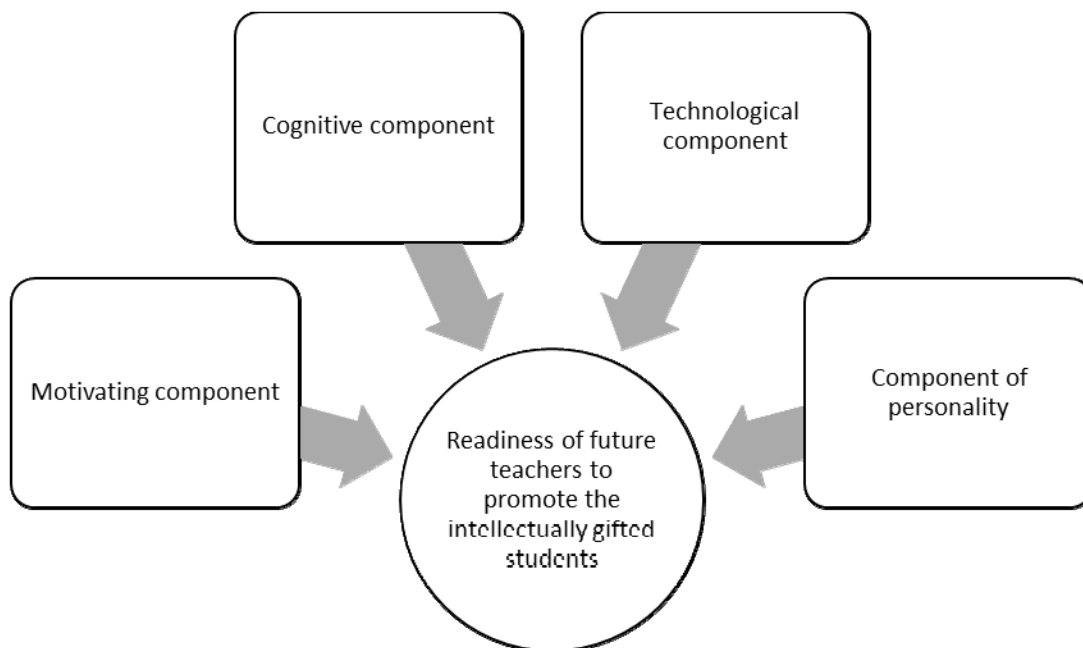


Figure 1- Structure of readiness of future teachers to promote the intellectually gifted students

Describing the motivating component, we proceeded from the fact that the system-forming characteristic of the teacher affecting the success of the activity is the focus on the gifted schoolchildren. Therefore, the motivating component is represented by a combination of strong motives determining not only

the interest of future teachers in the development of the intellectually gifted students, but also reflect the general orientation of the personality, its retrieval and creative research position.

The cognitive component consists of the knowledge about the essence of intellectual giftedness and methods of its diagnosis, psychological features of the gifted students, arrangement of their development, modern methods and technologies of training.

The technological component assumes that the future teachers have the following skills: knowledge of diagnostic methods for the intellectually gifted students, the ability to predict the dynamics and direction of changes, to plan the individual routes for the progress of the talented students, designing of a developing educational environment and others.

Such qualities as creativity, abolitiveness, self-confidence, the ability to reflect are formed by the personal component. As the readiness of the future teacher for the development of the intellectually gifted students reflects the result of his internal intellectual and personal formation, it is not a natural growth that arises by itself, therefore, its purposeful formation and development is necessary.

The analysis of the research is devoted to the study of the innovative experience of highly developed countries in training teachers to work with the gifted schoolchildren and students and it displayed that the formation and development of the readiness is possible only in an educational environment where training and education are organically connected with research activities.

Moreover the participation in the research activities is a condition for the development of the intellectual activity, both as a teacher and a student. However, this is not enough to form a high level of readiness for the future teachers to develop intellectually gifted students. Therefore, the research aspect of the educational environment we create was supplemented by a creative component. When designing it, we made the reference to K.G. Krechetnikov [2]. In his interpretation the creative educational environment is "a multidimensional individualized self-organizing integrity, designed to create conditions favorable to the development of the creative abilities of the students, as well as ensuring their self-realization and personal growth" [2, p. 16].

According to D. B. Bogoyavlenskaya [3] and A.M. Matyushkin [4], creativity can be defined as a kind of way beyond the limits of the available situation or available knowledge and in accordance with it the teacher's creativity is expressed in the original formulation of a problem filled with personal meaning especially significant for the encouragement of the intellectually gifted students.

That is why in the process of training of the future teachers for this aspect of work it is necessary to ensure the indirect formative influence by means of an educational environment they can be updated. Such an environment should have certain features: 1) a high degree of uncertainty; 2) potential multivariability, that is, wealth of opportunity. At the same time the uncertainty stimulates the research for your own, and not just the adoption of the ready-made guidelines. Multivariability provides the choice capability and awareness. It is very important for this environment to have the creative behavior patterns and its results.

Thus, the combination of such environmental parameters as a low degree of regulation of behavior, information enrichment and representation of the creative behavior patterns has a decisive influence on the formation of the readiness of the future teachers to encourage the intellectually gifted students [5, p. 133].

In order to keep on this policy of discussion we define the creative research educational environment as the relationship between the conditions where the future teacher at each educational level has the opportunity not only to develop the initial creative potential, but also in the process of successful arrangement of educational research activities to awaken the need for the creative activity, self-development to form an active research position.

The research activity acts as a system-forming factor integrating the creativity and innovation, in the course of it the development of the personality as a subject of the educational process takes place. Due to the effective interaction of all subjects, the only space of the creative research environment of the university is established, where the formation of the readiness of the future teachers for the development of intellectually gifted students is ensured.

The technological level of the creative research environment is presented by:

- the course "Management of the development of the intellectually gifted students," which has creative value (for example, setting a problem involving a plurality of solutions; the solution is unexpected, original and unparalleled; the solution involves the continuation of any concept or pedagogical approach, etc.) and is implemented by a problem research method;

- dialogic methods of training, which provide subject-subject relations between the participants in the educational process, the possibility of cooperation and creativity in knowledge;

- involving the future teachers in the research projects aimed at developing programs for the development of intellectually gifted students, providing them with psychological and pedagogical support.

The use of the discipline "Management of the development of intellectually gifted students" in the course of study is of effective training practices "Lesson study" and "Action Research" contributed to the formation of the studied readiness. Without detailed characteristics of these practices described in sufficient detail in foreign and domestic sources [6, 7, 8, p. 28-31, 9], we point out that their application ensured the

development of skills that make it possible to line up in the perfect way the individual development routes for the intellectually gifted students, predict results and determine emerging difficulties, and develop the remedial and developing programs.

The effective creation of the readiness of the future teachers to develop the intellectually gifted students in a creative and research environment cannot be ensured without a high-quality psychological and pedagogical support. Traditionally the psychological and pedagogical support is considered to be the activity of a teacher, aimed at providing the professional assistance in training and education, individual development and self-realization of the person [10, p. 11]. Moreover, it is associated with the increased attention on that part of the teachers to those aspects of the person and her activities that are potentially problematic. At the same time I would like to emphasize that the psychological and pedagogical support of the student in the educational process is focused on the maximum preservation of his freedom and responsibility in solving the problem arisen for choosing the most optimal option for overcoming difficulties, implies the activity and the dedication to the positive changes.

In this regard, the main principles of arranging the psychological and pedagogical support for the creation of the readiness of the future teachers in the development of the intellectually gifted students are: subjectivity, targeting, problems, cooperation. The principle of subjectivity is based on the recognition of the individual experience of each student, their active involvement in the joint activities, providing the conditions to implement the freedom of choice. The principle of targeting takes into account the peculiarities of each student, his creative potential, readiness for the psychological and pedagogical support. The principle of problems involves focusing on the need of the students for psychological and pedagogical support, identifying the contradictions in the personal and professional development of each of them, determining the readiness to resolve them. The principle of cooperation is in the arrangement of psychological and pedagogical support on the basis of equal interaction between the teachers and the students, coordination of the goals and the joint planning.

The psychological and pedagogical support of the students in the process of arrangement of the development of the intellectually gifted students can be carried out in a group and in a individual form. One of the best group methods of support is psychological training in a form of intensive training aimed at practical mastery of the required skills.

As for the readiness the most productive trainings are aimed at overcoming the stereotypical perception, thinking and behavior of the future teachers, developing self-sufficiency, a holistic vision of the pedagogical situation and its psychological interpretation. The trainings use different types of activity, such as discussion, group discussion, modeling situations, exercises, etc., their implementation allows stimulating openness and the ability to accept another point of view, skills of professional and pedagogical communication, reflective abilities, ability to control their own emotional manifestations and adequate respond to the behavioral characteristics of others. The advantage of the training is also due to the fact that this technology can be used both in practical classes and in extracurricular activities.

Conclusions.

In the course of the theoretical study a structural and meaningful characteristic of the readiness of the future teachers to develop intellectually the gifted students as a professional quality, integrating motivating, cognitive, technological and personal components, ensuring the creation of the conditions in the development of the students' giftedness and updating the creative potential and creativity of the teacher was revealed.

The effectiveness of the process of the consecutive formation of students' readiness in this aspect of the pedagogical activity is achieved by the targeted implementation in a creative research educational environment, the features of which are of a high degree of uncertainty and multivariance as a wealth of opportunities.

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Information about the author

Smaglyy Tatiana Ivanovna – Candidate of Pedagogical Sciences, Associate Professor of the Department of Pedagogy and Psychology, NAO "A.Baitursynov KRU," 111100 Kostanay region, Tobyl, st. Kazakh, 15, e-mail: smaglyy56@mail.ru, mobile 87058017145.

Shalgimbekova Kenzhegul Sapyshevna – Candidate of Pedagogical Sciences, specialist of the Department of Science and Postgraduate Education of NAO "A. Baitursynov KRU," 111100 Kostanay region, Tobyl, st.Dorozhnaya, 57, e-mail: salykovaks@mail.ru, mobile 87076635801.

Смаглий Татьяна Ивановна – кандидат педагогических наук, ассоциированный профессор кафедры педагогики и психологии НАО «КРУ имени А.Байтұрсынова», 111100 Қостанайская область, г. Тобыл, ул. Казахская, 15, e-mail: smaglyy56@mail.ru, моб. 87058017145.

Шалғимбекова Кенжегүл Сапышевна – канд. пед. наук, гл. специалист департамента науки и послевузовского образования НАО «КРУ имени А.Байтұрсынова», 111100 Қостанайская область, г. Тобыл, ул. Дорожная, 57, e-mail: salykovaks@mail.ru, моб. 87076635801.

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Шалғимбекова Кенжегүл Сапышевна – педагогика ғылымдарының кандидаты, ғылым және жоғары оқу орнынан кейінгі білім департаментінің бас маманы, «А. Байтұрсынов атындағы ҚӨУ» КЕАҚ 111100 Қостанай облысы, Тобыл қ., Дорожная көшесі, 57, e-mail: salykovaks@mail.ru, моб. 87076635801.