

# ПЕДАГОГИЧЕСКИЕ НАУКИ

## COMPARATIVE ANALYSIS OF THE DEVELOPMENT LEVEL OF SUCCESS IN PROFESSIONAL WORK WITH GIFTED CHILDREN DIFFERENT COMPONENTS OF PSYCHOLOGICAL TRAINING OF TEACHERS

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**Summary.** The scientific paper presents sequences of comparisons between the CG and EG1 in the control (CG) and experimental (EG1) groups in order to investigate important occupational characteristics at different levels. The results of the study show the results of successful teachers' work with gifted children with varying degrees of success in working with gifted children before training at CG and EG1. As a result, the CG and EG1 revealed differences in the level of development of teachers' personal qualities with varying degrees of success in their work with gifted children prior to training.

**Keywords:** reflexivity, affiliate motivation, personal orientation, creative activity, abnormality

In our study, comparisons were made in the control (CG) and experimental (EG1) groups. Our goal is to explore different levels of professional quality between CG and EG1. The CG was represented by 20 teachers and EG1 by 44 teachers. In CG and EG1, teachers qualify for work experience and qualifications. The study showed that the CG had significantly higher average of teachers' success criteria than EG1 ( $M_x = 15.35$  and  $4.22$ ). Significant differences in teacher success rates are found in CG and EG1:  $U = 52.2$ ,  $r < 0.001$ .

The study revealed differences in the level of development of the teachers' personal qualities, with varying degrees of success in their work with gifted children before training in CG and EG1. In the CG, teachers found that reflexivity was higher than EG1 ( $M_x = 128$  and  $110$ ). The difference is that the ability to reflexivity is very important as a tool for teachers' self-esteem, and it manifests itself as a mechanism for self-development. This ability has been highly developed by CG-certified teachers. The empirical significance criterion was  $U = 203.5$ ,  $r < 0.001$ .

Table 1.

### Results of successful work of teachers with different performance indicators in working with gifted children before training in CG and EG1

Group teachers	Results of successful work of teachers with different performance indicators in working with gifted children before training in CG and EG1		
	$M_x$	SKO	Sv
Teachers who succeed	15,35	5,88	38,30
Teachers who cannot succeed	4,22	3,79	89,73

Table 2.

### The level of reflexivity (in points) of teachers with different performance indicators in working with gifted children before training

Group teachers	The level of reflexivity (in points) of teachers with different performance indicators in working with gifted children before training		
	$M_x$	SKO	Sv
Teachers who succeed	128,30	12,17	9,48
Teachers who cannot succeed	110,18	17,69	16,06

Figure 2 illustrates the level of affiliate motivation in teachers with different performance indicators before working with gifted children at CG and EG1.

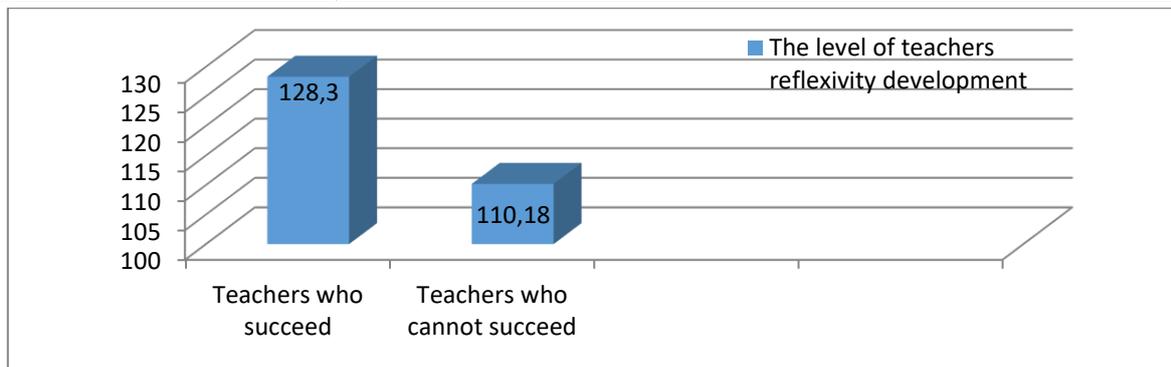


Figure 1. Development of reflexivity in teachers with different performance indicators (points) before working with gifted children in CG and EG1

Table 3.

**Level of affiliation motivation in teachers with different performance indicators (points) before working with gifted children at CG and EG1**

Motives	Teachers who succeed			Before training		
	Mx	SKO	Sv	Mx	SKO	Sv
“Trying to communicate”	129,15	21,38	16,56	133,48	26,95	20,19
“Fear of being isolated”	132,35	21,71	16,40	125,04	29,57	23,65

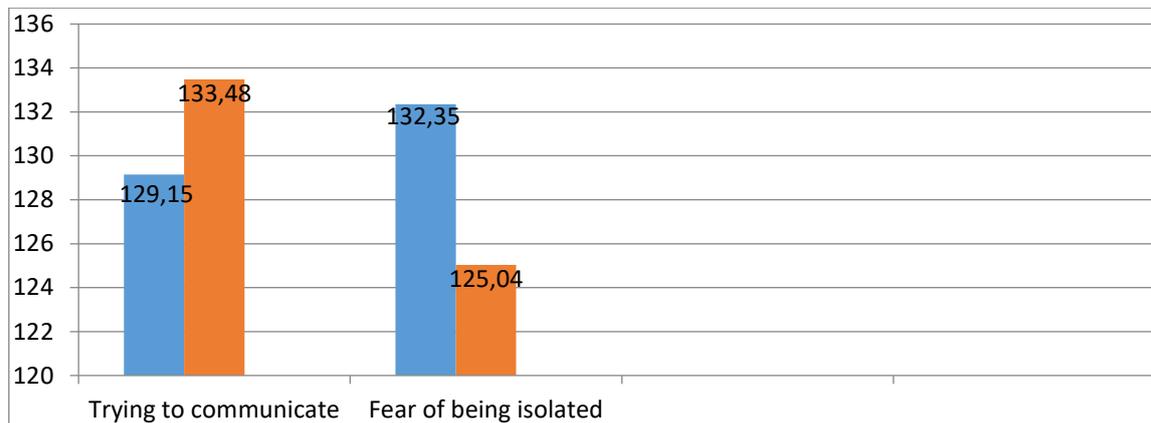


Figure 2. Affiliate motivation for teachers with different performance indicators before working with gifted children in CG and EG1 level of development (points)

As it can be seen from the table and figure, teachers' success points at CG and EG1 at the developmental level of motivation for communication (Mx = 129.15 and 133.48) and fear of isolation (Mx = 132.35 and 125.04), the differences between them clearly obvious.

The results show that teachers in EG1 are more focused on interaction than their teachers at CG. In the CG, the teachers found very little difference in the motivation of "fear of isolation." In practical activities, however, it is possible to provide psychological protection not to engage with talented children.

Consider the level of personal orientation: Expert level in EG1 is higher than teachers' level in CG (Mx = 11.38 and 10.25). In contrast, the EG1 teachers reported higher levels of teacher training (Mx = 12.70 and 11.62) than did the EG1 teachers.

Statistically significant differences were: internally: U = 3.37, r <0.005, and externally = U = 0.032, r <0.05. Table 17 shows the levels of personal orientation for teachers with different performance indicators when working with gifted children in CG and EG1 before training:

Table 4.

**Priority training (points) for teachers with different performance indicators for working with gifted children in CG and EG1 before training**

Type of direction	Teachers who succeed			Before training		
	Mx	SKO	Sv	Mx	SKO	Sv
External	10,25	1,77	17,30	11,38	2,04	17,92
Internal	12,70	1,78	14,02	11,62	2,04	17,55

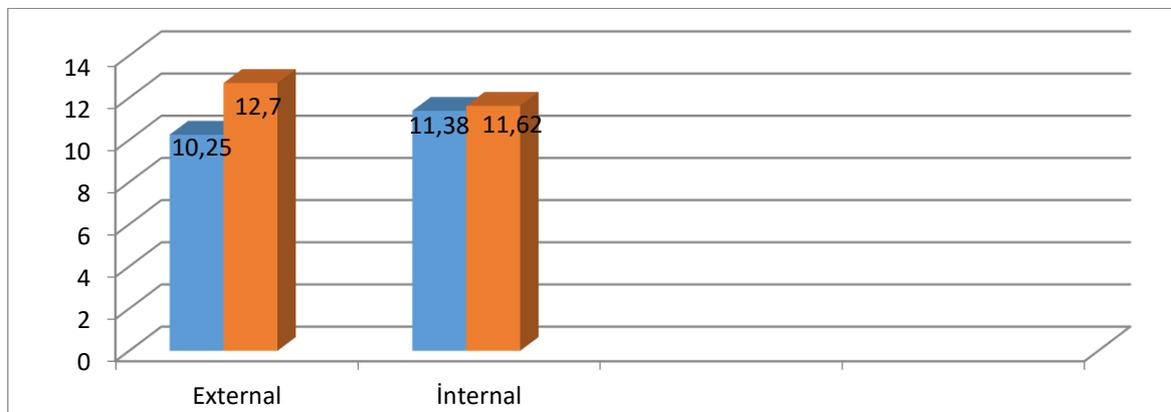


Figure 3. Levels of personal orientation (with points) for teachers with different performance indicators in working with gifted children in CG and EG1 before training

As it can be seen from the teachers' work with gifted children in the 'external' type (Mx = 10.25 and 12.70) and in the development of the 'internal' type before the training (Mx = 11.38 and 11.62), the differences between the success rates clearly show themselves. The CG and EG1 recorded a high and moderate level of teacher importance. Differences between groups were high at  $U = 268.0, r < 0.001$ .

The results show that teachers who work with gifted children rely on internal resources and motivation in their professional activities. In the meantime, they are locked in their own excitement. There may be cases and situations in the education process that can be attributed to them.

EG1 teachers are focused on the accuracy of the results obtained for approval. They had little confidence in themselves. High and medium importance prevailed in CG and EG1. Differences between the groups (Mx = 37.85 and 33.08) were found in the level of creative activity.

The level of teachers' creative activity in the CG is at medium to high levels, which enables the ability of

teachers to work with gifted children to develop independent creative activity. The level of teachers' creative activity in EG1 is sometimes manifested at the middle and sometimes high level.

Table 5 shows the developmental level of creative activity of teachers with varying degrees of success in working with gifted children in CG and EG1 before training:

Further results (Mx = 34.85 and 69.12) were obtained when analyzing the level of abnormal development in teachers with different performance indicators in working with gifted children in CG and EG1 before training. The significance level of the differences between CG and EG1 was  $U = 12.5, r < 0.001$ . In our opinion, significant differences are explained by several factors: low levels of reflexivity, cognitive components of teachers' training in the experimental group, and adequate difficulties in self-assessment. The results of our research once again show that the level of abnormality changes after training.

Table 5.

**Level of development of creative activity of teachers with different indicators of success in working with gifted children in CG and EG1 before training (points)**

Group teachers	Level of development of creative activity of teachers with different indicators of success in working with gifted children in CG and EG1 before training		
	Mx	SKO	Sv
Teachers who succeed	37,85	3,70	9,78
Teachers who cannot succeed	33,08	6,39	9,32

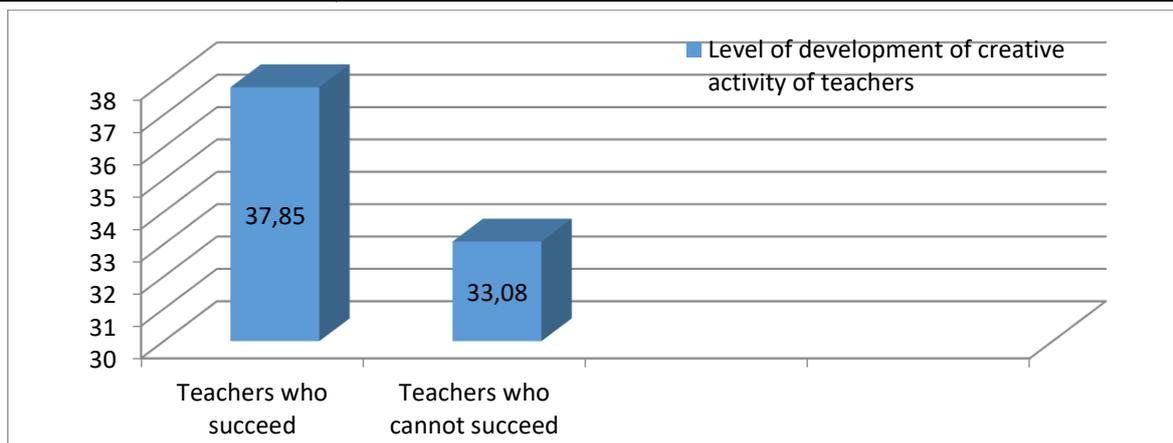


Figure 4. Level of development of creative activity of teachers with different performance indicators in working with gifted children in CG and EG1 before training

Our analysis showed that the levels of formation of all components of psychological training were significantly higher in CG teachers (Mx = 54.30 and 30.24, U = 3.0, p <0.001) than for EG1 teachers:

1 / The level of development of the cognitive component is quite high in CG teachers (Mx = 128.8 vs 6.28), U = 9.0, r <0.001.

Table 6.

**Level of development of abnormality in teachers with different performance indicators before working with gifted children in CG and EG1**

Group teachers	Level of development of abnormality in teachers with different performance indicators before working with gifted children in CG and EG1		
	Mx	SKO	Sv
Teachers who succeed	34,85	3,20	9,18
Before training	69,12	15,47	22,38

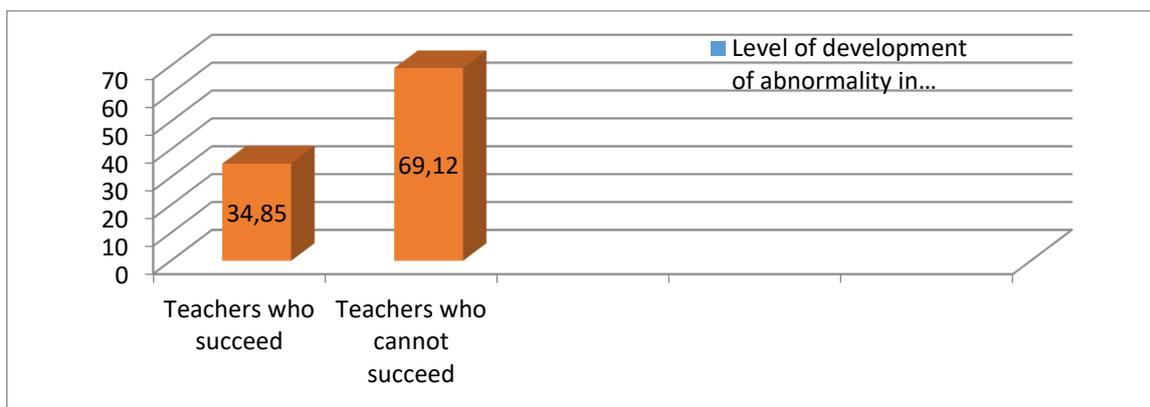


Figure 5. Level of development of abnormality in teachers with different performance indicators (with points) before working with gifted children in CG and EG1

2 / The teacher's ability to plan his / her own activities and the level of 'technological component' is twice as high in CG teachers (Mx = 13.5 and 6.16 and 13.95 and 6.12), U = 3.0, r <0.001, U = 4.0, r <0.001.

3 / Significant differences were noted in the "Activity orientation" and the "motivational-personal component development level" (Mx = 14.05 and 11.56), U = 163.0, p <0.001.

Table 7.

**Results of development of components of preparation and professional development of teachers in the group of teachers who succeeded with gifted children (points)**

№	Components of preparation	Teachers who succeed			Before training		
1.	Cognitive	12,8	1,96	15,33	6,28	2,46	39,14
2.	Motivational-personal	14,05	1,15	8,16	11,56	2,2	19,16
3.	Operation 1	13,5	1,24	9,15	6,16	2,59	42,05
4.	Operation 2	13,95	1,15	8,21	6,12	2,53	41,32
5.	General level	54,3	3,1	5,7	30,24	6,79	22,44

**Note:** 1 cognitive; 2-motivated-personal; 3.1- operation<sub>1</sub> - focusing on the development of gifted children; 3.2 operation<sub>2</sub> - organization of activities to promote the development of research approach in gifted children; 4- The overall level of training.

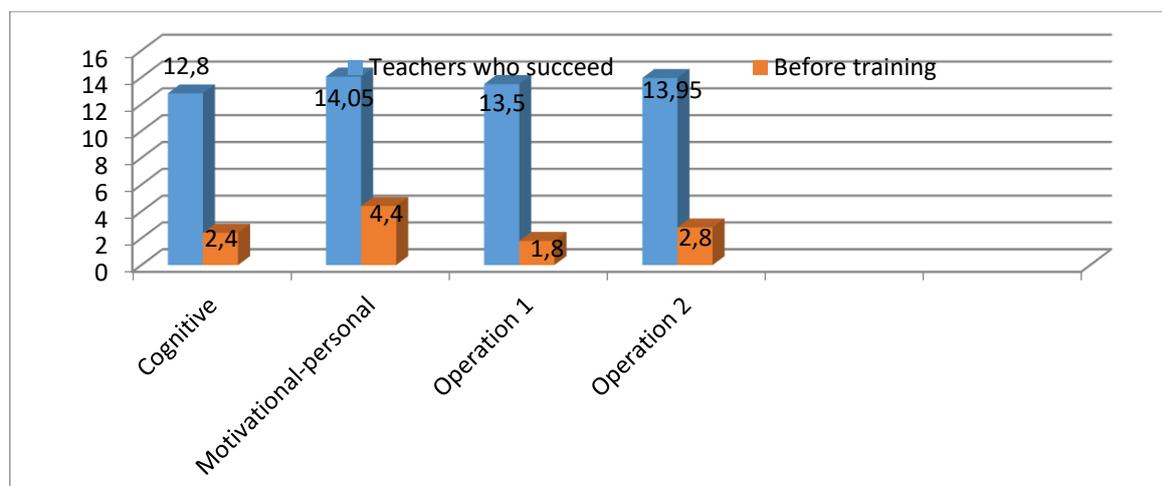


Figure 6. Training of teachers who succeeded with gifted children and the results of development of teachers' pre-training qualification levels (points)

All personality traits of CG teachers are complementary to each other, including the motivational-personal component of preparation. The quantity of 14-point is included in the structure of that component for teachers in the CG. The EG1 did not reveal a structural level of correlation (0 points) in the motivational-personal structure of teacher preparation components.

Structural analysis of the components of readiness in teachers' work with gifted children in CG revealed the following differences: All components of CG teachers' psychological training are closely intertwined. There is a weak positive link in the teacher's ability to plan his / her own activities, which is focused on the development of gifted children, including the planning of teachers' personal abilities.

In our opinion, they promote the effectiveness of teacher training with gifted children. In the EG1 teachers' structure of the components of psychological readiness and the work with gifted children, on the contrary, rigidity is at a high level, which again confirms the lack of flexibility in teachers. Personal qualities and professional skills are inextricably linked to the structure of teachers' psychological training in CG.

Qualifications and skills of EG1 teachers are available separately as an independent structural unit. This means that the quality and skills of the teachers in EG1 are reflected in the pedagogical activities

separately, affecting the effectiveness of teachers' work with gifted children. In short, in the course of comparative analysis we have come to the following conclusions:

1 / Division of personality traits: individual dimension of reflexivity, creative activity, internship, abnormality, and motivation of affiliation in motivational-personal components of teacher's training. This legitimacy was also found to have an impact on the effectiveness of teachers' work with gifted children in the learning process.

2 / It has been proven that the level of motivation-personal components of psychological training: reflexivity, creative activity, affiliate motivation, and communication need are significantly higher in CG teachers than in EG1 teachers. In EG1 teachers, personal orientation is somewhat extreme. The level of abnormality of teachers with low success rates is higher than those of teachers who succeeded in working with gifted children. In short, the motivation-personal component of teachers' psychological training in both CG and EG1 differs in terms of all quality indicators.

3 / Teachers' work with gifted children has varying degrees of success and is unique in terms of their level of integration. The difference here is that it is possible to achieve personal development through the development of advanced educational technologies by focusing on the development of specific professional skills. This means that teachers need to make changes

in the structure of psychological work with gifted children in an integrated manner so that they can lead to success in work with gifted children.

The purpose of the training course for gifted children to develop their psychology work is to increase their subjectivity by focusing their attention. The course was organized based on previous training and feedback from teachers.

A questionnaire survey was conducted with the teachers on "Assessment of Training Course Provision". Consider the results of our survey responses after a week-long training course:

1/86% of teachers who have passed the training have assessed its relevance and said it is now very important for schools. 44% of teachers felt that the training touches on the most important issues of their work so that they do not have to hurry to apply knowledge and skills during training;

2/71% of teachers said they would like to learn ways of working with gifted children. 29% of the participants highly appreciated the new course based on new pedagogical and psychological tasks, as well as the possibilities of using certain forms of training and technology in new courses;

3/75% of teachers stated that the methods we offer for gifted children are very effective. 25% of them believe that the methods of organizing work with gifted children are systematic, and only teachers with the highest success can do this work.

Thus, the results of an empirical study of teacher training in psychosocial work related to different levels of success and training for gifted children, as well as the high level of psychosocial training enabled us to identify the profile of teachers, as well as the practical orientation of the created training course.

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