This article involves the problems of adaptational difficulties of gifted children, which prevent the realization of their educational potential.

Key words: genius, gifted children, adaptational problems, risk situations of development of adaptational problems, remedial and developing education.

Humanistic paradigm of pedagogical study development in Russia opened the opportunity of development of some progressive scientific directions. The problem of children’s genius is one of the most evident among them.

One of the central methodological subjects of the problem is the question, concerning the content meaning of such key notions as genius and gifted children.

Very often gifted are called those children, who do everything earlier, better and quicker than others and sometimes not in such a way as most of their peers, those who demonstrate a high level of abilities in different fields of knowledge. These may be intellectual and learning abilities, creative thinking, artistic abilities, ability to leadership and psychomotor capabilities [3].

Genius means a system quality of psyche, developing during all the life, and defining possibility of achievement by a person higher and more extraordinary results in different sorts of activity in comparison with other people.

Thereby genius is considered to be a dynamic characteristic (Y.D. Babaeva, F. Monks, A.I.Savenkov, A. Tannenbaum and others).

According to one of the suppositions, a small country, reached a high level of development and realization of 10% of its potential geniuses and gifted persons, will leave behind any other country during half a century, even if it’s more populous, but maintaining the existing barriers country, which obstruct full growth and realization of potentially eminent persons.
However, of 1000 people 999 potential geniuses are suppressed at the stage of realization [4].

Gifted children meet their first problems at school. Such persons as G. Byron, O.de Balzac, V.G.Belinsky, R.Berns, G.Helmholtz, A.Herzen, P.Corneille, P.Curie, S.Morse, I.Newton, E.Poe, L.Paster, W.Scott, T.Edison were among slow learners [1]. Researchers note: 20-25% of students do not demonstrate their talents at school.

Methodological approaches, concerning prevention and correction of adaptational problems of children (including gifted children) in Russian pedagogical study, are defined and worked up by the scientific school under the direction of professor G.F.Kumarina. Representatives of this school suppose, that adaptational problems of gifted children provoke the risk situations, which take place in educational space.

These situations appear as a result of insufficient competence of pedagogues and parents on the question of well-timed signification of genius and conceptualization of educational process, choice of technologies in education and strategy of their personal enhancement.

States of development of risks situations are variety. Depending on which level of individual organization these situations are more expressed, we can divide them into four main groups for convenience: 1) risk states of academical underachievement; 2) states of social risk; 3) risk states for health reasons; 4) states of complex risk.

Risk states of academical underachievement can appear as a result of a conflict between didactic requirements, which teachers demand to children, to the level of maturity of their psychophysical, general activity and intellectual perceptive functions, which provide learning process.

States of social risk appear when a child is disaffected with his status in educational environment. Firstly, the forms of reaction to such kinds of situations have a character of defence (loss of academic motivation, search and self-affirmation in another activity, which replaces learning), then all that causes a protest (active or passive).
Risk states for health reasons arise as a result of physiological response of organism to the negative emotions, which prevail in school life of a child. Sometimes children can’t protect themselves from the overload on the behavioral level. They work in a way of “high-density traffic”. All these reasons provoke a kind of abnormality in one or several weak body systems.

States of complex risk are characterized by the risk of adaptational problems in two or three the above listed directions.

Substantiation of pedagogical criterions, which aid development of personal and educational potential of a child, is one of the best spots in methodology of this school [2].

In conclusion we note: the problem solution of genius has a political, culturological and socioeconomic features, which determine the aspects of a state and society development in a lot of ways.

References:


