

# PSYCHOLOGICAL AND PEDAGOGICAL ASPECTS OF TRAINING TEACHERS TO WORK WITH GIFTED STUDENTS: IMPROVING EDUCATIONAL STRATEGIES FOR PEOPLE WITH EXCEPTIONAL THINKING

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## **ABSTRACT**

*This article examines the psychological and pedagogical aspects of effectively preparing teachers to work with gifted students. The characteristics and needs of gifted students are discussed, emphasizing the importance of understanding their unique psychological profile to provide appropriate educational opportunities. In addition, the article examines the role of teachers in nurturing and developing the potential of gifted students, emphasizing the need for specialized training and ongoing professional development. Explores a variety of theoretical frameworks and instructional strategies that support the education of gifted students, with a focus on promoting cognitive and social-emotional development. The article concludes by emphasizing the critical role of the teacher-student relationship and the importance of creating a supportive and inclusive learning environment for gifted students.*

**Keywords:** *gifted students, teacher preparation, psychological aspects, pedagogical aspects, educational strategies, exceptional mindset.*

## **Introduction**

This article aims to deepen our understanding of the psychological and pedagogical aspects of effectively preparing teachers to work with gifted students. By examining the characteristics and needs of gifted students, exploring various theoretical frameworks and teaching strategies, and emphasizing the critical role of teachers in nurturing and developing potential, we strive to improve the preparation and ongoing professional development of teachers in this area. Creating a supportive and inclusive learning environment for gifted students is of utmost importance, and this article provides ideas and recommendations to help facilitate this process.

## **Literature analysis and methodology**

Preparing teachers to work with gifted students requires an understanding of various psychological and pedagogical aspects. It is critical to recognize the unique

needs and characteristics of gifted students and provide them with appropriate support and guidance to help them reach their full potential.

Psychologically gifted students often demonstrate advanced cognitive abilities, heightened sensitivity, and strong emotions. Teachers must be equipped with knowledge about the social and emotional aspects of giftedness, such as perfectionism, underachievement, and asynchronous development. They should be aware of the potential problems that gifted students may face, including boredom, frustration, and feelings of isolation.

From a pedagogical perspective, teachers must be skilled in differentiated instruction to meet the diverse learning needs of gifted students. They must have a deep understanding of the curriculum and be able to modify and expand it to create appropriate challenges and enrichment opportunities. In addition, teachers must be aware of strategies for thickening, accelerating, and enriching the curriculum to ensure that gifted students are properly exposed to and engaged in the learning process.

In addition, teachers must be trained to use various assessment methods to accurately identify gifted students. This includes using both qualitative and quantitative measures to recognize giftedness in various areas such as academic, creative, and leadership abilities. Teachers must also be able to analyze and interpret assessment results to develop appropriate curricula based on the strengths and needs of gifted students.

## Results

Pedagogical skill is the highest example of a teacher's creativity, which is formed over the years. The acquisition of high skills is a very complex process and is considered one of the most pressing problems of pedagogy. In addition to the high qualities inherent in the profession of every teacher, his desire to master the pedagogical skills of his field is of great importance. Only employees with teaching skills can be competent and talented in their profession [3]. To carry out successful activities, teachers, along with pedagogical skills, need a broad worldview. Teachers with this ability to achieve excellent results without much effort, and creativity are always their partners. For a pedagogical activity to be effective, the teacher must have a deep command of his subject, have an understanding of related subjects, be able to convey educational material to students, arouse students' interest in active independent thinking, take into account their knowledge and spiritual world, one should imagine their levels of knowledge and ignorance [4].

Qualified, experienced teachers can put themselves in the student's shoes and organize lessons accordingly. Therefore, he clearly and consistently plans the quality of the presentation and the mechanism of the lesson. It is well known that teachers of

this type carry out their activities according to the requirements of the time. It is difficult to imagine a modern education system without the terms “competence” and “interactive method”. The role of teaching and educational competence in forming the educational system is of particular importance. Educational competence is the student’s ability to apply knowledge acquired during the educational process. It is understood as a body of knowledge in self-awareness, including logical, methodological, comparative, perceptive, applied, and self-evaluative activities. Interactive methods are directly used in the field of education to develop students’ competence.

Building positive relationships with gifted students is also important. Teachers must understand the need for intellectual stimulation and provide a supportive and supportive learning environment. They should encourage collaboration and provide opportunities for gifted students to work with intelligent peers. Moreover, teachers should encourage a growth mindset in gifted students by emphasizing the importance of effort, resilience, and accepting challenges.

### **Discussion**

Teacher training for working with gifted students should include opportunities for professional development and ongoing support. This may include workshops, conferences, mentoring programs, and collaboration with other educators experienced in gifted education. By equipping teachers with the necessary psychological and educational knowledge and skills, we can ensure that gifted students receive the education they need to thrive and contribute to society.

Addressing the social-emotional development of gifted students is as important as their academic growth. Teachers should provide opportunities for gifted students to interact with intellectual peers through enrichment activities, competitions, and conferences. Creating a sense of belonging, understanding, and empathy in the classroom can make a significant difference in the emotional well-being of these students. Teachers should also work closely with parents and other educators to understand and address any potential social and emotional challenges that gifted students may face.

### **Summary**

In general, preparing teachers to work with gifted students requires an understanding of the psychological and pedagogical aspects of their development. By addressing the intellectual, emotional, and social needs of gifted students, teachers can create a positive and engaging learning environment that promotes their growth and development.

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