

The Development of Children's Giftedness in Creative Self-Realization: Conceptual Thesis

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Abstract--- *The dynamics of modern society determines the need for creatively gifted people. Based on the request and the value needs of society, the goal of spiritual and creative development of a gifted person is formulated - this is the development of the person's ability to choose moral values independently, the creation of a creative field for creative self-development and self-realization, focused on the reflection of moral criteria, the creative process and product based on humanistic ideals. Conceptual provisions involve the identification of patterns and principles of the development of giftedness in the creative self-realization of preschool children. The analysis of the socio-educational space of the pedagogical strategy for the development of gifted children allowed the authors to determine the methodological basis: the sociocultural approach to the education of a preschool child; a phenomenological approach in considering the phenomenon of giftedness; a synergistic approach that ensures the self-realization of a gifted person in creative activity; axiological approach in considering the basics of self-realization of a gifted person; theory of personality-oriented approach in preschool education; creative-activity approach in the education of gifted preschool children. The indicated methodological approaches determined the basic laws and principles of the development of preschool children giftedness in a creative educational space. The article discloses the concept of the development of preschool children giftedness in creative self-realization through the substantiation of patterns in psychological and pedagogical principles.*

Keywords--- *Preschool Children, Principles, The Development of Giftedness, Self-realization, The Development of Giftedness.*

I. INTRODUCTION

The idea of our study is that after L.S. Vygotsky, A. Maslow, we believe that all children are naturally talented in order to preserve the makings of giftedness from birth. We consider preschool education as a fundamental basis for the full-fledged life of a preschooler and his further education. Moreover, the personality of a child of preschool age is defined as a developing sociocultural phenomenon that needs constant support and development of inclinations and inclinations that are significantly manifested at this age and leave an imprint on all life activities.

In accordance with external activities, a preschool child develops an internal action plan, that is, an idea arises of those creative actions, norms of behavior, values that have already been mastered.

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Thus, creative abilities are formed, which are the basis for the development of talent in a certain creative activity, starting from preschool age. Preschool children are especially sensitive to the world of artistic culture, and the mission of adults is to preserve this emotional distraction, introduce it into the adult world through understandable and secret signs and symbols of culture. A creative act at preschool age is a complex dialectical process in which conscious and intuitive imagination, thinking, inspiration and labor, originality and imitation are combined. The child's natural qualities develop only as a result of deliberate influence through the creation of a creative educational space of a preschool educational institution (hereinafter - PEI).

II. METHODOLOGY

Recently, in many countries, close attention has been paid to the problem of gifted children. Among the most interesting and mysterious natural phenomena, children's giftedness traditionally occupies one of the leading places. In scientific studies of psychologists (A. Anastazi, A. A. Bodalev, L. S. Vygotsky, M. Carne, V. A. Levy, A. M. Matyushkina, A. V. Molyako, S. L. Rubinstein, E .P. Torrens, B.M. Teplova et al.), Educators (N.A. Vetlugina, T.S. Komarova, B.M. Nemensky, E.A. Fleorina, etc.), geneticists (V.P. Efroimson) different opinions are expressed on the phenomenon of "children's giftedness." But, despite numerous studies, the phenomenon of the development of giftedness of preschool children is less studied and the most controversial in modern pedagogical science.

The purpose of the work is, based on an analysis of scientific approaches to the problem being studied by domestic and foreign researchers, to identify the pedagogical conditions necessary for the self-realization of the abilities of gifted preschool children in the educational space of a preschool educational institution; to construct an effective concept with this process, including the individual development of abilities and the disclosure of the cognitive capabilities of each of them.

III. RESULTS

We understand the spiritual and creative self-realization of a preschooler as a process of realization by children in a microsociety of relevant and potential abilities, as a result of which, through creative activity, a person changes and transforms himself with an orientation toward the moral values of society in a specific historical period, which in the future will provide the ability to establish contact with one's inner the criterion of "myself", which allows you to choose your only true life path. The core of the concept of research on the giftedness of preschool children as a factor in the spiritual self-realization of a child consists of a combination of the following laws and the corresponding principles:

1. The development of a child's giftedness is ensured by the timely disclosure of creative potentials (the principles of individualization and differentiation in sensitive periods of development, spasmodic development (Davydov), continuity of development, the principle of inconsistency in the development of personal potentials, the principle of "creative outbreaks" in the development of creative potential) (Ibatova&Ilin, 2017; Miftakhov et al., 2019).
2. Actualization of the development of the child's giftedness in spiritual and creative activity creates opportunities for the emergence of a spiritual and creative product as a factor of self-realization in society

(principles of nature conformity, spiritual and moral experiences and openness, projectivity in spiritual ideas and activities, integrity of the “I-image”).

3. The development of giftedness of preschool children is carried out taking into account the moral values of society, ensuring the spiritual and creative self-realization of the child in society (value-motivational (semantic) orientation of self-realization, half-personality, creativity (or the creative orientation of interaction), culture-building, humanism).
4. The giftedness of a preschool child directly depends on the organization of the educational creative space of the PEI (the principles of empathic and subject-subject interaction, environmental impact and interaction, the principle of combining and reorganizing the child’s natural potentials and qualities under the influence of living conditions).
5. The giftedness of a child of preschool age directly depends on the creative self-development of teachers at the pre-school educational institution, their competence in organizing a creative educational space (cultural and activity principle, the principle of cooperation between a teacher and children) (Emelyanova, 2010).

Consider the pedagogical principles of the development of giftedness of preschool children and their implementation in preschool education.

The principles of nature conformity, individualization and differentiation in the sensitive periods of personality development with the support of the giftedness of preschool children means treating the child as part of nature, which implies his education in unity and harmony with the nature of the child. Each age represents a qualitatively defined level of a person’s mental development. At the same time, childhood itself has a corresponding periodization, in which sensitive periods of development are distinguished. At each age stage, we find a central neoplasm.

The main task is to see, discern and support those individual abilities of a gifted child that will ensure, under certain circumstances of life, his spiritual and creative self-realization. Here, the principle of individualization and differentiation plays an important role. In modern pedagogy, the development of differentiation in education is also due to the desire of society to use the potential capabilities of each member, which is associated with the identification and maximum development of the natural inclinations and abilities of gifted children. Individualization of education takes into account the individual differences of children, the level of their abilities. The principle of individualization, manifested in the fact that the source of the emergence, development and enrichment of the many possibilities for the manifestation of giftedness in creative self-realization must be sought in the phenomena of individualization, which basically has:

- Typical, characteristic only for a given child method of solving life or creative tasks in combination with the uniqueness of solutions;
- An individual approach to distributing domestic and world culture;
- Integration and some unique education of the natural and social qualities of the individual;
- An individual model of giftedness.

The nature-like nature of preschool education is carried out in accordance with the laws of the development of the child's body, takes into account the peculiarities of physical development, the state of its health, creates the conditions for satisfying its dominant needs: in movement, game activity, cognition, communication with people and nature, in creativity, ensures adequate continuity of stages child development.

The principle of combining and reorganizing the child's natural potentials and qualities under the influence of living conditions, environmental influences and interactions suggests that the natural prerequisites for giftedness are affected by social conditions and the individual's vital functions. At the same time, natural characteristics determine the range of giftedness development. It can be both quite narrow and very broad (in terms of the content side, such as motives, directional behavior). Having recognized the importance for the child's mental development of its universal and individual characteristics, as well as the course of their development in ontogenesis, it must be emphasized that these features are only conditions, necessary prerequisites, and not the driving reasons for the formation of the human psyche. For the formation of specifically human mental qualities, such as logical thinking, creative imagination, volitional regulation of actions, certain social conditions of life and upbringing are required (Burmenskaya, 2017). The natural features of the individual indicate the known side-altars of the possible and impossible in its development (for example, in terms of the child's working capacity, his speed characteristics, selectivity in creativity, etc.) and a quantitative description of the probability of the realization of various opportunities under the influence of creative educational space. V. M Stepanov defines educational developmental space as a specially modeled place and conditions that provide various options for choosing the optimal development trajectory and personality growth in the sociocultural space (Kornetov, 2006). L.S. Vygotsky believed that the environment and personality cannot be considered separately, since this is one of the greatest obstacles to the theoretical and practical study of child development, namely, the incorrect solution of the environmental problem and its role in age dynamics. In his opinion, the role of the medium is that it in its own way refracts and directs any irritation acting from the outside towards the person and any reaction that comes from the person outside (Chumicheva, 1998). The scientist says that it is necessary to take into account changes in the environment itself and in human development in order to study the mechanisms of the environmental impact on the individual. Living conditions of the child play an important role in supporting giftedness, despite the fact that the gifted child is captured by priority activities, inspired by it, and the comfort of the environment, the space in which he realizes his abilities, is not always important to him. Life creation here appears as a creation of the image of the "I" in the physical, psycho-emotional, intellectual, spiritual, moral plan, as achieving harmony with oneself and other people.

The principle of spasmodic and continuous development of giftedness in the child's spiritual and creative self-realization is a principle that explains the mechanism of personality development. L.S. Vygotsky, analyzing the personality of the child, concludes that its development takes place in a spiral and spasmodically, thereby ensuring constant progress in the development of a certain personality, including giftedness. L.S. Vygotsky defines development as "a continuous process of self-movement, characterized primarily by the continuous occurrence and formation of a new one that did not appear at the previous steps. With regard to the development of giftedness of a preschool child, the "level of potential development" is the one that a child can achieve when certain conditions are created.

We associate the psychological mechanism for the development of the child's giftedness in creative educational space with the zone of proximal development, the adult's feasible help in organizing creative life activities. As already noted above, the child's ability to creatively develop is most intensively formed in preschool childhood. A child is born, already possessing certain potentials, with "readiness to perceive the world" and "ability to acquire human abilities." A child-preschooler in the process of perceiving the world at the same time organizes his mental functions, actively examines his environment, he himself searches for the impressions he needs as a "nutritious material" for development.

In implementing this principle, it is important to take into account the status of the child as a subject of spiritual and creative activity, it is precisely subjectivity that contributes to the appearance of qualitative changes in both the mental and spiritual formation of the individual. We will examine the subject-subject relations of Childhood with the Adult Community as part of the study of "collective subjectivity" in the works of A.V. Brushlinsky and his followers. Thus, we understand the collective subject in the relationship of "Childhood" and "Adult Community" as a joint (spiritual and creative) life activity of a child-adult group of people performing joint creative activity at the highest level of their activity through a certain way of self-organization, self-regulation, coordination of external and internal conditions for the implementation of activities in time, as well as the abilities, capabilities and limitations of the individual in relation to objective and subjective goals, claims and task activity.

The principle of humanism provides each child with the right to be recognized in society as a person, as a person of the highest value, respect for his person, dignity, protection of his rights to freedom and development. This principle guarantees the development of the giftedness of a preschooler in the spirit of peace and mercy, respect for the dignity and rights of other people, respect for nature, all life, the ability to resolve conflicts without using open and harsh forms of coercion. The child's giftedness is considered as a national and personal value, ensuring the self-realization of a growing personality in society, as the starting capital of a society that will ensure its well-being. The principle of humanism ensures the education of citizenship, including training in basic life skills, which form in a small citizen freedom and responsibility for their behavior in society.

The personal principle is implemented in a creative educational space and is expressed in the following provisions: preschool education is the initial stage of education, ensuring the formation of the giftedness of the child's personality, the acquisition of himself, his image of "I", a unique individuality, spirituality, and creativity; Preschool education should create conditions so that each child can fully realize himself, his individual abilities, his own motives, interests, social attitudes, and in the process of education and development he can improve himself as a person based on constantly developing inclinations and creative abilities; preschool education as a system should guarantee the comfort of every child, create conditions for motivating success, constantly moving forward the creative potential of the child in self-realization; Preschool education as a system should ensure the personal significance of education for each child, create a personal meaning for him in his actions and lifestyle, which will allow him to lay down the mechanism of self-realization, self-development, self-defense and self-upbringing, necessary for the formation of an original personality, dialogical and safe interaction with people, nature, culture, civilization;

Preschool education as a system should form its human-forming function in the personality of the child, the essence of which is to preserve and nurture the human ecology, his physical and spiritual health, the meaning of life, personal freedom, morality.

To do this, preschool education must put in the person the mechanisms of understanding, mutual understanding, communication, cooperation in the creative transformation of the world (Trubaichuk et al, 2013).

A culturally oriented principle that implements in the preschool educational process generalized, holistic ideas about the world, about a person's place in it. "The subject of cognition of a child is all reality surrounding him, his something whole. But the child's horizons are limited in expanding this horizons and the development of the child consists", which ensures the preservation, transmission, reproduction and development of culture through educational means.

The implementation of this principle directs education towards the education of a person in culture. A necessary condition for this principle is the integration of preschool education in culture and, conversely, culture - in education. For this, pre-school education should lay in it a mechanism of cultural identification - the establishment of spiritual mutual assistance between the child and his people, the feeling of belonging to the national culture, the adoption of its values, the construction of self-realization, the creation of creative products taking into account national values.

The principle of activity-oriented involves the development and upbringing of the personality of a preschooler as a subject of his own life, opening the reflex world of his own "I" and knowing how to manage it. From this perspective, preschool education should include in the creative processes the elements of self-control and self-esteem that the child needs to build and develop a creative personality, to build the self-concept of creative self-realization.

Creative-activity principle, which provides an objective-practical orientation in the preschool educational system: among preschool children, methods and techniques of creative and cognitive activity should be formed. Preschoolers should be taught to set goals on their own and organize their creative and constructive activities to obtain a creative educational product. Training in creative activity implies that each child, in order to find himself as a creative person, must learn to build his own world, master creative ways of solving creative problems, and therefore life problems.

The principle of creative development of a preschooler's personality is one of the principles of education that provides the same or similar achievements of a person by a combination of different abilities, different motivations and interests.

The development of creative forces, abilities and talents, the formation of the creative potential of preschool children is the most important goal of preschool education, one of the main tasks of which is to develop and use such methods, forms and means of creative activity that contribute to the development of the creative nature of the mental and artistic activities of preschool children. The development of creative abilities predetermine his further creative self-realization (Ibatova, 2018).

The principle of “creative flashes” (from lat.: flashing lightning), describing the emergence of new, new systemic properties during evolution (Konrad Lorenz). This principle suggests that the creative educational space of a preschool institution can influence unexpected creative successes and discoveries of a gifted child, who in self-realization can often produce unexpected decisions for adults and, showing creativity, amaze with his “abilities not according to his age”. We agree with L.V. Trubaichuk, who emphasizes that the main feature of a creative person is creative activity, manifested in courage, in posing problems and non-standard solutions to life and cognitive tasks, in perseverance in bringing things to the end and creative self-development and self-realization based on moral criteria. At the same time, the person merges with his spiritual state (Trubaichuk et al, 2013). The value principle involves communication and cooperation with each child as the highest value in life. The implementation of this principle ensures the revival of the spiritual and physical health of preschoolers, the creation of comfortable conditions, situations of creative success with each interaction with the child.

The value principle assumes orientation in the educational process on universal values: cognitive, spiritual, moral, aesthetic, economic, communicative and others.

The principle of moral experience and openness allows you to simulate the qualities of a creative person based on spirituality. Spirituality as the ability to translate the universe of external being into the internal universe of the personality on a creative basis. The mutual conjugation of the development of light and dark in the soul, according to V.V. Zenkovsky is mysterious precisely because temptations and temptations accompany all stages of spiritual development, that as our spiritual development they become more subtle and inconspicuous, that the possibility of falling does not leave people even at the peak of virtue. A person can rise through pure reason, and his greatness lies in the art of being the creator of himself, in the self-construction of "I am the concept." In this regard, we consider moral experiences and openness of reflection to the world as a force that creates and improves life in the world, which underlies social and moral work.

The principle of projectivity in spiritual and creative intentions and activities is considered as the basis for self-development and self-realization of a person, appeal to the highest value instances of personality construction. We tend to consider creativity as an element of spirituality, and creative activity as an element of spiritual life and self-realization in it. For our study, it is essential to understand that spirituality involves creativity, but not always creativity is based on spirituality. The spiritual is always associated with going beyond selfish interests, suggests that the goals and meaningful life guidelines of a person are rooted in the system of supra-individual values. In connection with the above, we put forward the principle of projectivity in spiritual and creative intentions and activities as an ongoing search for our “I”, the highest experiences, forms of correct behavior, wisdom (knowledge, understanding of life phenomena), forms of creative self-realization.

The principle of environmental impact and interaction determines the need for the child to be involved in the life of pre-school education and society, causing them a joyful sense of success, forward movement, development; the main is the interaction of the teacher and the child in moving towards specific goals that coincide with the demands of society for a citizen of the fatherland (Bochkareva et al., 2018).

The principle of empathic and subject-subject interaction in the educational space orients the relationship of "Childhood" and "Adult Community" towards the joint (spiritual and creative) life activities of a child-adult group, performing joint creative activities at the highest level of their activity through a certain way of self-organization, self-regulation, coordination external and internal conditions for the implementation of activities in time, as well as the abilities, capabilities and limitations of the individual in relation to the objective and the subjective goals, aspirations and problems of activity. Relationships become subject-subject relationships in the activity, integrity (systematicity), autonomy, and responsibility of each of the participants in joint life activities with the goal of creating both a collective and an individual creative product in creative play.

IV. CONCLUSION

Thus, the idea of a pedagogical strategy for the development of children's giftedness as a factor in spiritual and creative self-realization of preschoolers is as follows - the consideration of preschool education as a fundamental basis for the full-fledged life of a preschooler and its further creative self-realization. Moreover, the personality of a child of preschool age is considered as a developing sociocultural phenomenon that needs constant support and development of potentials and inclinations that are significantly manifested at this age and leave an imprint on all further life activities.

Creative potential, natural qualities of a preschool child develop only as a result of targeted support for giftedness through the creation of a creative educational space for preschool educational institutions and personal interaction aimed at developing the spiritual and creative qualities of a person. To older preschool age, the psychophysiological, mental and personal developmental achievements, the relative autonomy and independence of the child in behavior, the solution of elementary domestic problems, the organization of accessible activities (play, art, cognitive), the nature of the interaction with peers and adults indicates the formation of creative activity, which can contribute to the development of giftedness in spiritual and creative self-realization.

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