

IMPORTANCE OF TEACHING GIFTED STUDENTS IN INCLUSION CLASSROOM

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ABSTRACT

The article examines the essence of inclusive education, the theoretical basis and importance of teaching gifted students in specially prepared classes with step-by-step methods as well as the role of the teacher in developing children's talents.

Keywords: inclusive, gifted children, role model, technology, talent, intellect, mental development, self-awareness, demonstration of abilities, intellectual creative potential, curriculum model, professional development, talent development, teacher training, gifted students, project-based activity, creativity, project, talent, self-realization of gifted children, individual educational direction.

I. INTRODUCTION

Educating gifted children with special needs has always been one of the most urgent problems, as in the current form of education, attention to the quality of their education is declining. The best solution to this problem is inclusive education where all children can be treated equally.

Inclusive education is a model of education that aims to meet the needs of all children, young people and adults, especially in cases where there may be a risk of social exclusion, as well as to ensure access to quality education with equal opportunities, fair and equitable for all. The United Nations Educational, Scientific and Cultural Organisation – UNESCO – defines inclusive education as “the process of identifying and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion in education”.

II. MATERIALS AND METHODS

Different categories of specialists are involved in the work on identifying gifted children: psychologist, teachers, social teacher, specialists in a certain subject and parents. One of the effective forms of such cooperation is the psychological-pedagogical council of the educational institution. After determining the intellectual abilities of children, work with them is carried out by the following groups of teachers:

- the head of the class, who coordinates the individual work of all persons interested in the fate of a student with high intellectual development, ensures the necessary communication and communication with parents.
- mentor (leader) who helps in research work on the selected topic;
- science teachers who arouse interest in science and create an atmosphere of emotional involvement.

¹ Identified gifted students who have subtle learning disabilities. These children are identified as gifted because of high achievement or intelligence test scores. They may demonstrate high verbal abilities, while other areas, such as spelling or handwriting, may be poor. They might be sloppy, neglectful, and disorganized. Often, divergence between the student's expected and actual performance may widen as the child grows older. Unidentified students whose gifts and disabilities are concealed by average achievement. These students are straining to stay at grade level in their schoolwork. Their high intellectual ability is

¹ IDENTIFYING AND SERVING GIFTED STUDENTS WITH LEARNING DISABILITIES: CHALLENGES AND THE INFLUENCE OF THE SCHOOL CONTEXT. Julia A. Pemberton Miami University Oxford, Ohio 2004

working to balance weaknesses caused by a disability that has not been identified. These students do not show exceptional behaviors of any type, so they are difficult to recognize and identify.

²The main condition for working with children with a high level of intellectual development in educational activities is a high level of professional competence of teachers, which implies the following:

- individual approach to the child;
- development of children's creative abilities;
- the ability to effectively build a pedagogical process in a constantly changing educational practice;
- use of effective educational technologies in the lesson (for example, project technology, research workshop technology, discussion technology, problem-based learning technology, critical thinking technology (insert, cluster, sinkway, E. de Bonet method, group discussion, brainstorming, case - technologies, information technologies, portfolio technologies, tutor support technologies, etc.).

In inclusive education building a classroom community where all students feel a sense of belonging is an area most educators spend weeks of school, especially the first few weeks of school is important. There are some important strategies which are important in building best classroom culture for gifted students who need special needs:

1. Use common design principles to create accessible classes UDL is a set of principles rooted in the desire to provide equal educational opportunity to every student, based on the idea that each person has a unique and individual learning style. According to LDL, there are three main brain networks responsible for how a person learns: the cognitive network, the strategic network, and the affective network. The three main principles of UDL—presentation (what to learn), action and expression (how to learn), and engagement (why to learn)—developed from these three brain networks.
2. Use different learning formats. The first principle of universal design theory is the "what" of learning. He talks about using "multiple presentation tools." While some learners are visual learners, others may learn better when spoken or taught through text or through kinesthetic learning. Some students do best with a combination of the above. While these differentiated instruction methods may meet the needs of students with disabilities, they provide a variety of learning for the entire class and give each student the opportunity to learn at their best.
3. Develop a behavior management plan. Disruptive behavior in the classroom can affect not only the teacher, but also other students in the classroom. Developing a behavior management plan can help you prepare for the inevitable moment when a student or students engage in disruptive behavior—understanding that some behaviors have far fewer consequences than others (talking out of turn or being rude or aggression).
4. Segregation of responsibilities. To the extent possible, students with disabilities have primary responsibility not only for identifying their disabilities, but also for making necessary adjustments to the learning environment, such as reading and note-taking. Cooperation between academic staff is very important for the organization of the test and the use of the department's resources.
5. Testing and evaluation. Depending on the student's disability, oral exams, the use of readers and/or scribes, extended exam times, and changes to test formats may be required. Extensions may be warranted for extracurricular assignments. The goal of such feedback should always be to accommodate students' learning differences, not to relax learning requirements. Students with disabilities must be held to the same standards for assessment and evaluation as all other students.

III. CONCLUSION

² Система работы с обучающимися с повышенным уровнем интеллектуального развития в условиях современного образовательного учреждения // сост. И.А. Боброва, О.В. Чурсинова – Ставрополь: СКИРО ПК и ПРО, 2012. – 177 с.

All students bring a unique set of strengths and experiences to the classroom, and students with disabilities are no exception. The key to teaching the same curriculum to a diverse group of students who learn in different ways is flexibility in presenting information and presenting the same content in different formats. Inclusive education provides all students with access to flexible learning opportunities and effective ways to achieve educational goals in places where they feel a sense of belonging. In an inclusive education environment, all children, regardless of ability or disability, study together in the same age-appropriate classroom. It is based on the understanding that all children and families deserve equal value and access to the same opportunities.

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