

Specificity of teacher's activity in intellectually gifted students' education

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Abstract

The problem relevance under study is caused by need of developing intellectually gifted students. The purpose of the article is to show the specificity of teacher's activity in intellectually gifted students' education. Person-oriented and constructivist approaches are the leading in research of this problem. The main results of the research are that the teacher's activity has a great influence on developing students' intellectual endowments. The article emphasizes on various combinations of teacher's challenges and students' skills. Options of various forms of work for effective motivation and development of intellectually gifted students are considered. Materials of the article can be useful for the experts working in higher educational institutions, where intellectually gifted students are trained, and all who are connected with the field of education.

Keywords

Critical thinking, Development, Intellectually gifted students, Metaknowledge, Motivation, Self-control, Taxonomy, Teacher's activity, Zone of proximal development