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SOCIAL PEDAGOGICAL WORK BY ARTISTICALLY GIFTED CHILDREN

This work will focus on the development of social work with gifted children in the field of artistic art on the basis of the characteristics of social pedagogical work of the social pedagogical expert with gifted children with art education. The article outlines a number of important tasks and methodologies aimed at providing social support for gifted children's progressive, innovative options for social work that develop talent in the field of art. Great attention is drawn to the talented children who are gifted with art. In the course of the research, the authors took into account the diagnostic indicators of the capabilities of talented children in the field of art. The effectiveness of the developed methodology is confirmed by the results of pedagogical practice.

The developed methodology was conducted during the pedagogical practice from 1 February 2018 to April 1, 2018 at the Almaty A.V. Seleznev Choreographic School. In the experimental group the indicators of methodological work have improved significantly. More specifically, the productivity was 9.5%, the flexibility was 25.8%, the originality was 42%, the compositing was 24%.

Key words: social pedagogical work, talented children in the field of art, social and methodological approaches, progressive and innovative ways of social work.

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Көркемөнер саласы бойынша білім алатын дарынды балалармен әлеуметтік-педагогикалық жұмыс

Бұл жұмыста көркемөнер саласы бойынша білім алатын дарынды балалармен әлеуметтік педагог маманының әлеуметтік-педагогикалық жұмыс жасау сипаттамасы негізінде көркемөнер саласындағы дарынды балалармен әлеуметтік жұмысты жетілдіру мәселелері қарастырылады. Мақалада көркемөнер саласындағы дарынды балаларды дамытатын әлеуметтік жұмыстың про-грессивті, инновациялық нұсқалары, дарынды балалардың жас ерекшеліктеріне байланысты әлеуметтік тұрғыдан қамтамасыз етуге бағытталған бірқатар маңызды міндеттер мен әдістемелік тәсілдер баяндалған. Көркемөнер саласы бойынша білім алатын дарынды балалардың аса зор қабілеттеріне назар аударылған. Авторлар көркемөнер саласындағы дарынды балалардың қарым-қабілеттерінің диагностикалық көрсеткіштерін талдайды. Өзірленген әдістеменің тиімділігі практикалық тәжірибелердің нәтижелерімен расталады. Эксперименттік жұмыс 2018 жылы Алматыдағы А.Селезнев атындағы хореографиялық училищенің базасында өткізілген. Экспериментке 47 студент қатысқан. Эксперименттік топтағы әдістемелік жұмыстың көрсеткіштері біршама жақсарған. Атап айтқанда, өнімділік – 9,5%, икемділігі – 25,8%, түпнұсқалығы – 42%-ке артқан.

Түйін сөздер: әлеуметтік-педагогикалық жұмыс, көркемөнер саласындағы дарынды балалар, әлеуметтік әдістемелік тәсілдер, әлеуметтік жұмыстың прогрессивті және инновациялық нұсқалары.

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Социально-педагогическая работа с художественно одаренными детьми

В статье рассмотрены вопросы совершенствования профессиональной деятельности социального педагога по диагностике художественно одаренных детей. В статье рассмотрены вопросы разработки методики социальной поддержки одаренных детей в области искусства. Было проведено диагностическое исследование способностей талантливых детей. Эффективность разработанной методики подтверждается результатами практической работы. Экспериментальная работа проводилась в 2018 году на базе Алматинского хореографического училища им. А.Селезнева. В эксперименте участвовало 47 студентов. В экспериментальной группе показатели методической работы значительно улучшились. В частности, производительность увеличилась на 9,5%, гибкость – на 25,8%, оригинальность – на 42%.

Ключевые слова: социально-педагогическая работа, талантливые дети, искусство, социальные и методологические подходы, прогрессивные и инновационные способы социальной работы.

Introduction

When creating the main progressive processes of social work for the development of gifted children in art, it is necessary to take into account the personal interests of talented children in art, depending on their individual talents. One of the most important indicators characterizing the talent of gifted children in the field of art is the formation of skills that characterize gifted abilities. In the course of managed improvement, the methods that give main importance to the results of giftedness at each stage of priority social and pedagogical work, we need to get innovative aspects of social and educational work.

In Kazakhstan, due to the increased skills of self-esteem of talented children studying in the field of art, the formation of the individual style of social work of social teachers with the social skills of a social teacher is crucial. In determining the individual style of social work with gifted children in the field of art should be guided by the following recommendations:

- psychological features;
- the differences of age;
- the level of talent and abilities (high, middle, low);
- the types of the abilities level (creativity, intellect, leadership);
- physiological and psycho-emotional qualities;
- personal abilities of talented child;
- to pay attention to social conditions;
- relations with parents, teacher, friends;
- the conditions of functional systems;
- the level of physical development (speed, ability, flexibility, force and endurance);
- the level of readiness of talented abilities habits.

It is necessary to define the main elements of the approach, ie its important phases, to select the technique for improving the abilities of the gifted art. Considering the peculiarities of social work with gifted children in the field of art, the main phases of the methodological work in the context of social pedagogical work with gifted children are:

- the comfortable conditions for methodology;
- the direction for gifted children to avoid social-psychological interferences;
- methodology and guidelines-recommendations for the implementation of the approach;
- the features of making conclusion of the methodology.

In the socio-pedagogical process of developing effective methodological approaches to the formation of gifted children, in the development of methods of social work with gifted children in the field of art, as well as in the socio-pedagogical process of gifted children, it is necessary to pay attention to the peculiarities of their psycho-emotional state, which negatively affects the abilities of gifted children. The most important factors are the following:

The first part of the issue is connected with psychological features of gifted children. Telling the truth, they are isolated to relations, they are introverts. Reflexes of their development are the same as in adults, and even more. Therefore, they look at the world as an adult and do not understand parody jokes, so they often find themselves in an isolation zone.

The second part of the issue is connected with high motivation of gifted children. They are so interested in what they are interested in, they are not too busy to communicate with their peers, and they do not want to spend time with tedious and familiar

things. They talk with their peers and even adults very quickly. To understand interpersonal thinking and level, find the basis of the problem, so the best way is to use a different approach to solving these problems.

*The third part of the problem is that there is no program for understanding talented children in general education. Child Development Zone: limited to a school curriculum, and the child does not make much effort to learn at school. **The issues of gifted children:***

- the aggressive reactions: indirect aggression, oral aggression, physical aggression;
- not enjoying the school;
- isolation from peers;
- constructivism;
- to think about philosophical issues (after death, religions);
- the difference between physical, intellectual and social development;
- not being satisfied;
- high sensitivity;
- the necessity of adults' attention and so on

When working with gifted children in the field of art in the family education:

1. Considering the gift of childhood as a serious phenomenon in the psycho-physiological, intellectual and social environment of a child, it is advisable to pay attention to the individual and age characteristics of gifted children;

3. It should take into account the nature of the family relationship and the development of emotional qualities;

4. As a prerequisite for the full realization of the potential of talented children, it is necessary to create conditions so that the child learns to form an "I-concept";

5. Helping to create the right family microclimate should be the most important goal of a social teacher. (Manuals for teachers [1]; Torrance E.P., 1986 [2]; Leites N.S., 2003 [3]; Kulemzina, A.V., 2003 [4]).

The **goal** of our research is to provide a theoretical justification for studying social and pedagogical work with children in the field of art and apply their research and practice methods in practice.

The structure of improvement of progressive work of social work with gifted children in the field of art, Zheksenbayeva U.B stated in her works:

- special psychometric test;
- different methods of investigating the child (educational and non-educational actions, in research conditions)
- to hold different trial lessons in the course of special project;

- expert assessment of behavior and character of the pupil from the point of view of the teacher;
- to hold various intellectual competitions, contests, competitions, etc;
- expert assessment of pupils' works;
- special psychodiagnostic training

If the guidelines for collecting best practices of gifted students and socio-pedagogical work in the field of art will be prepared and implemented, the effectiveness of socio-pedagogical work with gifted children in the field of art will be enhanced, since research work is based on social concepts and practice (Zheksenbaeva I. S. Aidanova B., 2010) [5].

Research methods and materials

We took into account the psychodynamic results of gifted children in art when creating a program to improve the skills of social and pedagogical work. They were based on the creation of a personal development program. Indicators of methods for talented children in each field of art were identified. They were based on the creation of a personal development program. Indicators of methods for talented children in each field of art were identified. These figures were divided by the diagnostic approach to the identification of individual individual and creative abilities of people on the basis of "Finish the drawing" presented in a short form of P. Torrenz's creative test.

Methodological levels that determine individual creative abilities are divided into four different types:

Productivity. This indicator is not a concept of creative thinking and helps to understand other indicators of the issue. According to the results, some students who are in grades 1-8, managed to do tasks in the range from 7 to 10, and high school students- from 8 to 10 tasks. The minimum quality of tasks (at least five) is usually found in the responses of teenagers (grades 5-8).

Flexibility. This indicator is evaluated by different views on ideas and strategies, the ability to learn the same thing from one aspect to another. This index is useful for calculating the flexibility index with 100% conversational speed and multiplication compared to the intensity index. If the subject has a low level of flexibility, this means hard thinking, low awareness, intellectual potential and low motivation.

Origin. This indicator describes the ability to express ideas that differ from generally accepted, generally accepted, simple or strictly approved ideas. People with high values are usually characterized by high intellectual activity and inconsistencies. A unique feature of choice is to

avoid clear, common and not interesting answers. Like flexibility, authenticity can be analyzed with free speech using an index calculated and the method described above.

Compositing. The high level of this indicator is characterized by a high level of students' academic progress and by constructive activity and inventive ability. The lower level is for low level of academic achievement, undisciplined and inexplicable students. The levels of compositing in the answers depend on the private or limited levels of thinking in definite situations.

The methods developed by us have been based on the key factors as a system of tasks of the social teacher to improve the skill of working with gifted children in the field of art:

- To take into account the difference in the age and psychological state;
- To make different types of tactical preparations in order to make comfortable conditions for methods;
- The main difficulties in determining general and personal creative abilities of students;
- The effectiveness and refinement of giftedness levels;
- The personal and general creative levels of giftedness.

While making the system of tasks, we determine next points:

Improving the effective use of methods for gifted children;

Improvement of various certain methods that may appear when studying the skills of gifted children in artistic approaches.

In order to do the set tasks, we suggest doing the next actions:

First task, we come to the conclusion by analyzing methodological approaches:

- Methods should be developed gradually and sequentially, increasing the requirements for effective use in the study of children's talent levels;
- The gradual creation of the pedagogical process in accordance with the requirements of the pedagogical principle, that is, an increase in efficiency should not lead to a disruption of the technique of a particular method.

It is offered to use next methodological ways in order to do the second task:

- Complicate the level of the specific methodology for determining the level of the giftedness (speed and accuracy while doing the task, features and differences in imagination and creative thinking, interaction and personal changes in the psychophysiological and psychosocial segments during special creative work);

- Actions performed on the basis of methods in extreme conditions (emotional stress and varying degrees of fatigue);

- Simplification of the task execution condition based on the methodology (involvement of special programs: individual elementary tasks, units of urgent information, details);

- Complication of the condition for performing the proposed tasks based on the methodology (performance of a specific task, change of conditions or elements of the integrated implementation of other actions and tasks).

In order to create a creative and analytical reflexive thinking system for children educated in the field of art, they need to develop the following skills during the pedagogical process:

- to improve the actual unit of talent to create favorable dynamic situations, to follow the tactical behavior of a particular method used in the task;
- implementation of various options of tactical positions;
- doing the exercises on the basis of different types and levels of personal, individual gifted qualities of students (level: high, middle, low, in terms of dominant talent: creative, intellectual, artistic, etc.);
- preparation of methods and their own flexibility, contributing to the formation of talented qualities of students based on the methodological tasks of special tasks;
- creation of individual abilities of creative, artistic, and other talented children who are studying in the field of art.

In our opinion, the next method of teaching gifted children in the field of art should be emphasized:

1. individual learning or training in small groups based on an educational program that develops creativity;
2. master classes, creative laboratory, open lessons;
3. creative competitions and festivals;
4. pedagogical conferences, methodological seminars. (Toktarbayeva R., 2010) [6].

Literature review

In the Law of the Republic of Kazakhstan "On Education", this term is used as an elite person – knowledge gained through specialized educational programs implemented by specialized educational institutions for gifted people. (Kazakhstanskaya Pravda, 2007) [7].

Nowadays N.A. Nazarbayev pay great attention to children's talent development. "The implementation of strategic programs of the state

will be in your hands,” Nursultan Nazarbayev said in Astana on October 30 during a meeting with gifted children. In the opinion of the Head of State, Kazakhstan is in the process of transition to a new stage of its development, when the main political and economic reforms are over, we transit from to the raw materials processing. In this connection, the “Most Important Program of the Industrialization of the Country” was adopted, N.Nazarbayev noted. “You should take part in the implementation of this program, which by 2015 will determine the economy by 3.5 times,” said the president in his personal opinion about talented children. Today’s youth will focus on the priorities outlined in the Development Strategy of Kazakhstan until 2030.

Significant experience in giftedness has been improved. Talented children are the intellectual potential of the country. For many years the republican scientific and technical center “Daryn” has been operating in the republic. Thanks to this state organization, talented children have the opportunity to demonstrate their knowledge at international competitions and to represent our country.

Everyone knows that talented and gifted children are the intellectual and creative potential of the country as a whole. To this aim, a number of activities are being carried out in Kazakhstan to provide organizational, psychological, pedagogical and socio-economic support at various levels and with various opportunities.

Since gaining independence of the Republic of Kazakhstan, support for talented and creative youth has been a priority, and its practical implementation was carried out under the protection of the Republican Scientific and Practical Center “Daryn”, established by decree of the President of the Republic of Kazakhstan N.A. Nazarbayev “On State Support and Development”. School development began in 1996.

More than 10 years have passed since the signing of the strategic document on the support and development of schools for talented children. Thanks to the «Daryn» Republican Scientific and Practical Center, more than 800 Kazakhstan students have become winners in general education at international competitions and scientific competitions.

The main goal of the Republican Scientific and Practical Center “Daryn” is the purposeful formation of the intellectual elite in the Republic of Kazakhstan.

Thousands of children and youth with unique talent in this organization have the opportunity to open their intellectual and creative potential and

have free education at the best universities in the near and far abroad (Passow A.H., 2001) [8].

However, reforming the education system obliges talented children not only in special schools, but also in general education schools. Therefore, the problem of development of a gifted child is a socially significant problem.

The process of integration and the progressive development of theoretical and related practical work, which is the source of social and pedagogical work with talented children studying in the field of art, is especially important in modern education.

That’s why today, the most important features of the education system: its multi-stage continuing education (pre-school, elementary, secondary, higher, magistracy and doctoral studies), allowing continuous refreshment and improvement of human knowledge and traditions, has a huge impact on the individual’s personality. Therefore, the emphasis on the full harmonious development of all areas of education from kindergarten to university will undoubtedly lead to the release of the domestic education sector to a qualitatively new level. And, in turn, the future of the people gives a new impetus to the comprehensive education of young people.

The content of the updated education also obliges educational institutions and students to give a new impulse, a new spirit, psychological and social support not only in the educational process, but also in the development and identification of gifted children.

During social work with gifted children who are gifted with artistic skills, the following key issues should be considered:

Firstly, in science and practice there is a lack of general methods for understanding the child’s talent and its root causes, as well as implementing educational projects, the ability to focus on the audience, an understanding of the diagnostic mechanisms and the ability to support talented children. “What is talent? For which children should they be organized? How to identify a talented child and what to offer? “- these questions still remain unresolved.

Secondly, different types of giftedness, the absence of age restrictions for the phenomenon create difficulties in determining the specifics of long-term and short-term educational programs. Here are the key questions about understanding the result of the service: “What do we want as a result? How do children use their abilities and skills? Are there any achievements in a particular service? Compensation of difficulties in the development of a gifted child. “

Thirdly, the individual methodological nature of work with gifted children and the poor view of existing literature in the printed literature lead to the lack of professional readiness of teachers to work with talented children. (On approval of state educational standards of appropriate levels, 2019) [9].

Results and discussion

The pedagogical experiment was conducted in the Almaty Choreographic School named after A.V. Seleznev from February 1, 2018 to April 1, 2018

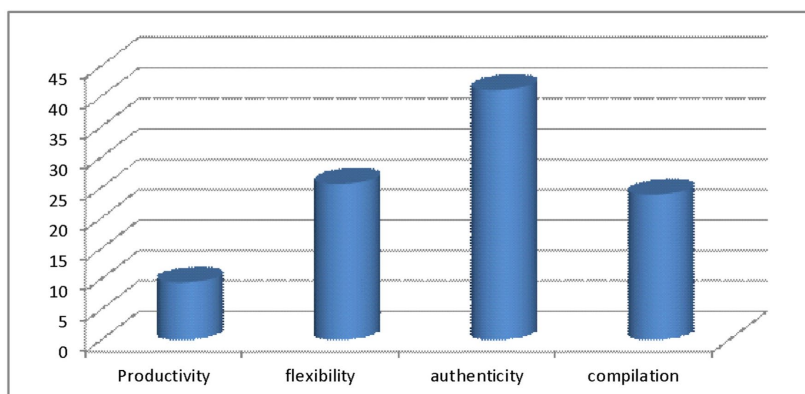
based on the method of raising the talent of children studying in the field of social pedagogy.

There were 47 students: 6 students of "A" class (group 206) – 23, 6 "B" (207 group) – 24 students. They were divided into two: 6 "A" were 23 students as a control group, while the total number of 6 "B" classes was 24 students and they were experimental group.

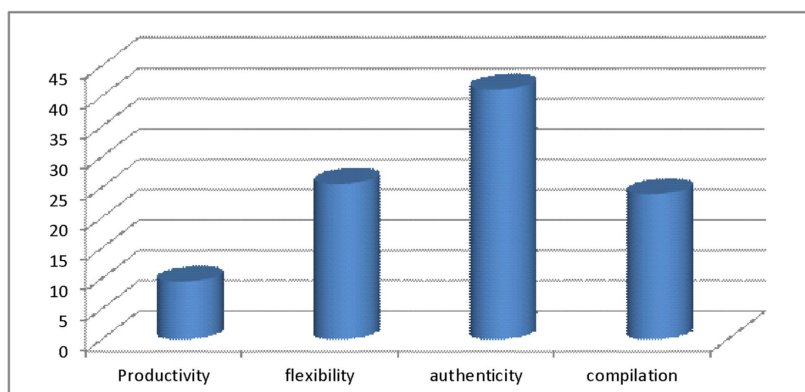
Methodological and managerial indicators for individual individual talent in the pedagogical practice since February 1, 2018 are shown in Table 1.

Table 1 – The level of personal creativity abilities before the experimental methodology (n=47)

The level of personal creativity abilities	Control group (n=23)	Experimental group (n=24)
1. Productivity.	9,4%	9,5%
2. Flexibility	25,6	25,6%
3. Origin	41	41,1%
4. Compositing	23,8%	23,9%



1.1-picture. Control group



1.2-picture. Experimental group

Taking into account the high competence of the trainees participating in the experiment, we paid particular attention to the processes of talented children and social work in the field of art.

The lessons of the experimental group were conducted according to the methods we provided and the main components were composing, productivity, flexibility and other methods.

Social teacher organizes his / her social work, promoting the successful development of personal and socially important qualities of children. For this purpose, first of all, the work of a social worker should be considered in three different aspects: diagnostic, organizational and educational.

1. *The work of the social teacher in the diagnostic direction.* The following methods and methods of work are used to diagnose and motivate children and their needs and interests

– Questionnaire, worksheets, interesting test (with school psychologist and parent);

– personal interview, filling in “Interests Card” (each child or just a problem with the category of “difficult” children): how many classes and sections they attend, whether the lessons fit the individual psychophysiological possibilities of the child, what kind of help they need, etc.

– monitoring of children;

– interview with parents and conductors of sport clubs and other clubs;

2. *Organizational direction.* Arrange assistance in choosing lessons in additional education.

– carrying out events of various formats, revealing talents and abilities of children;

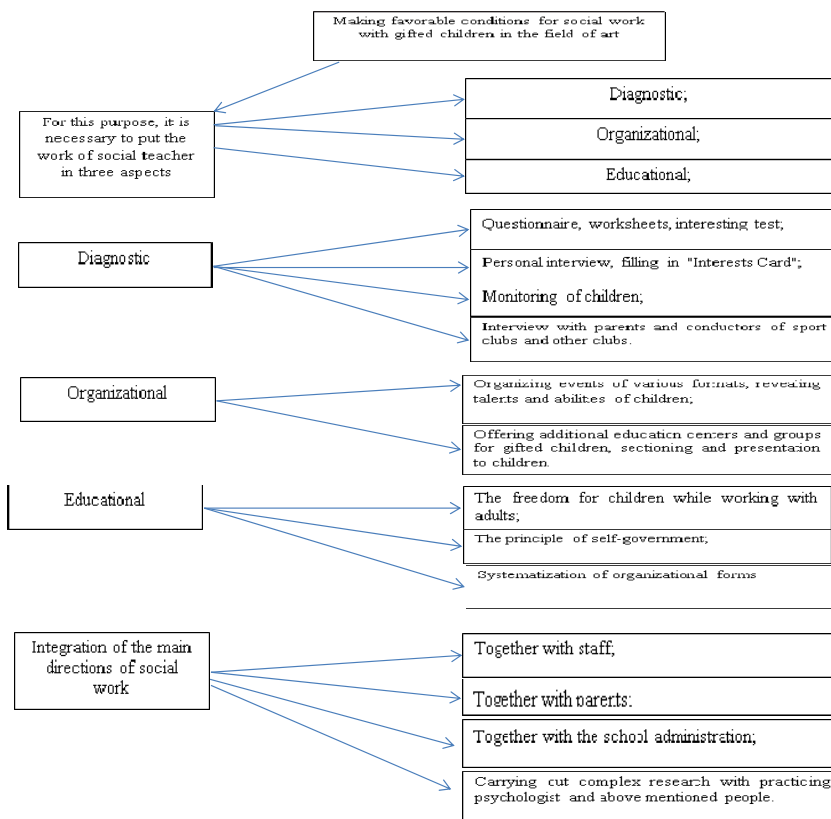
– integration of children’s additional knowledge, clubs, courses, sections, studios, not only school, but also district, region, city organizations.

3. *The work of the social teacher in educational direction.* Adaptation of students to organizing cultural leisure as a lifelong rehabilitation and health improvement area, development of their dreams and interests, choosing a profession. For positive feedback on special education institutions, a social teacher should follow the following principles:

– the freedom for children to choose forms and content of free time;

– the principle of self-government – children act as organizers of their free time;

– changing behaviors and forms of leisure activities (from noisy entertainment to pupils’ quiet attitude). Effectiveness of social pedagogical activity results depends on the integration of individual and group work forms. (O.Fliegler, L. and Bish C., 2000) [10].



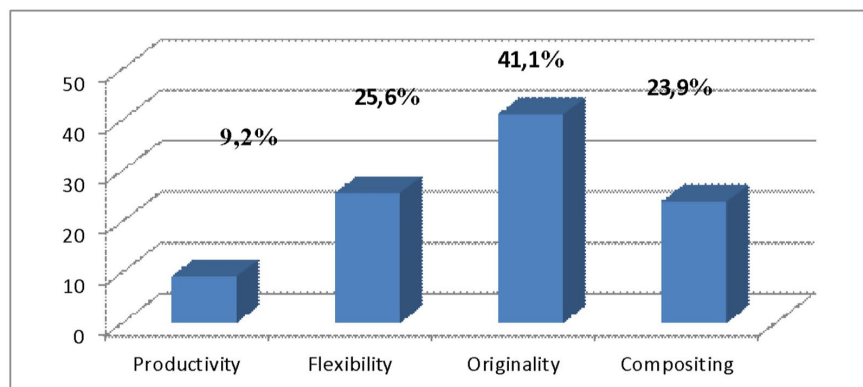
Picture-2

At the end of the social pedagogical practice, a complete version of the technique of “Complete the picture” was conducted to determine the creativity of P. Torrent. The experimental group

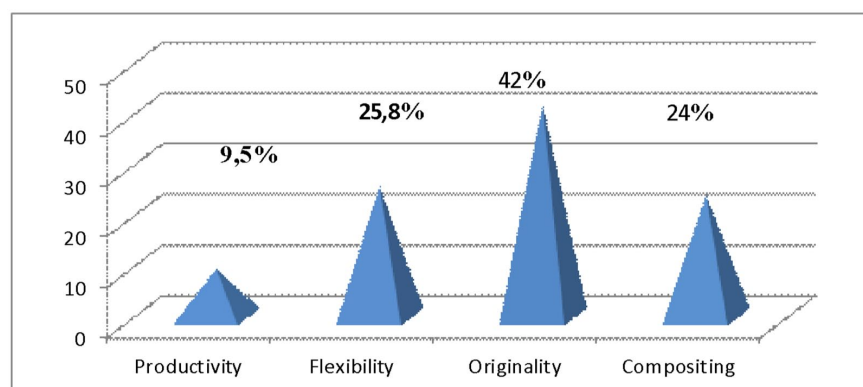
was much more active than the control group, dominated by the level of compositing and origin of the picture, as well as be the level of creativity.

Table – 2 – The level of personal creativity abilities after the experimental methodology (n=47)

The level of personal creativity abilities	Control group (n=23)	Experimental (n=24)
1. Productivity.	9,2%	9,5%
2. Flexibility	25,6	25,8%
3. Origin	41,1	42%
4. Compositing	23,9%	24%



2.1-picture – Control group.



2.2-picture – Experimental group.

Conclusion

Based on our research, the following **conclusions** are made:

– The structural complex of individual creative abilities of gifted children who are trained in the field of art has been identified.

– Tasks and special methods directed to the artistic sphere of gifted children are developed.

– The developed methodology was conducted during the pedagogical practice from 1 February 2018 to April 1, 2018 at the Almaty Choreographic School named after A.V. Seleznev. The focus was on improving the creative abilities of students who

acquire knowledge in the field of art (compositing, origin, flexibility). The effectiveness of the proposed method is confirmed by the test results at the end of the pedagogical experiment. In the experimental

group the indicators of methodological work have improved significantly. More specifically, the productivity was 9.5%, the flexibility was 25.8%, the originality was 42%, the compositing was 24%.

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