


THE MINISTRY OF EDUCATION AND SCIENCE OF THE RUSSIAN FEDERATION
Federal state budgetary educational institution of higher education
KRASNOYARSK STATE PEDAGOGICAL UNIVERSITY
named after V.P. Astafiev

Chair of Psychology

APPROVED:

At the meeting of the Chair of psychology
Protocol №9 from «05» September 2018.

The head of the Chair  E.Y. Dubovik

ENDORSED:

At the meeting of the Scientific and Methodical Council
of the field of Institute of psychological and pedagogical
education

Protocol № 6 from «19» September 2018.

The head of the Council  M.A. Kuhar

FUND OF ASSESSMENT MEANS

for intermediate and final assessment of students

Practice of scientific materials translation

(name of discipline)

37.04.01 Psychology

(code and name of field of study)

Business psychology

(name of profile / name of master program)

Master

(qualification (degree) of a graduate)

Compiler: O.V. Barkanova, associate professor

1. Purpose of the fund of assessment means (FAM)

1.1. The purpose of creating the FAM for the discipline "Practice of scientific materials translation" is to establish the compliance of educational achievements with the planned results of training and the requirements of the main professional educational program, the working program of the discipline.

1.2. FAM for the discipline solves the following **tasks**:

- control and management of the process of students' acquisition of the necessary knowledge, skills, and level of competence stated by the Federal State Educational Standard of Higher Education for the relevant academic area;

- monitoring (using a set of assessment means) and management (using feedback elements) of achievement of the educational program objectives defined as a set of professional competencies of graduates;

- ensuring that teaching results are consistent with the tasks of future professional activity via improving traditional and introducing innovative teaching methods in the University educational process.

1.3. FAM is developed on the basis of **normative documents**:

- the Federal State Educational Standard of Higher Education in the field of study 37.04.01 Psychology (qualification - Master);

- Educational program of Higher Education in the field of study 37.04.01 Psychology (qualification - Master);

- Regulations on the formation of a fund of assessment means for current monitoring of academic performance, intermediate and final assessment of students on educational programs of higher education - bachelor programs, specialist programs, master's programs, programs for training scientific and pedagogical staff at postgraduate course at the Federal state budget educational institution of higher education "Krasnoyarsk State Pedagogical University named after V.P. Astafiev " and its branches.

2. List of competencies with the indication of the stages of their formation in the process of studying the discipline

2.1. List of competences formed in the process of studying the discipline:

GPC-1 - readiness for communication in oral and written forms of the state language of the Russian Federation and a foreign language to solve the tasks of professional activity;

GPC-2 - readiness to manage a team in the sphere of their professional activities, being tolerant to social, ethnic, religious and cultural differences;

GPC-3 - ability of independent search, critical analysis, systematization and generalization of scientific information, setting research goals and choosing the best methods and technologies to achieve them.

2.2. Stages of competencies formation and assessment

Competency	Stage of competency formation	Disciplines, practices taking part in competency formation	Type of control	Assessment means	
				No	Form

GPC-1 - readiness for communication in oral and written forms of the state language of the Russian Federation and a foreign language to solve the tasks of professional activity	referential	Practice of preparing scientific materials, Scientific research seminar	current monitoring of academic performance	2	checking glossary
	cognitive	Module: - Psychological and methodical provision of business processes (labour processes) in an organization	current monitoring of academic performance	3, 4	checking abstracts
	practical	Academic practice for acquisition of primary scientific research skills and abilities	current monitoring of academic performance	5, 6	checking fragment and synopsis
	reflexive and assessing	Practice of scientific materials translation	intermediate control	1	Credit
GPC-2 - readiness to manage a team in the sphere of their professional activities, being tolerant to social, ethnic, religious and cultural differences	referential	Practice of preparing scientific materials, Scientific research seminar	current monitoring of academic performance	2	checking glossary
	cognitive	Module: - Psychological assistance to personnel in an organization	current monitoring of academic performance	3, 4	checking abstracts
	practical	Academic practice for acquisition of primary scientific research skills and abilities	current monitoring of academic performance	5, 6	checking fragment and synopsis
	reflexive and assessing	Practice of scientific materials translation	intermediate control	1	Credit
GPC-3 - ability of independent search, critical analysis, systematization and generalization of scientific information, setting research goals and choosing the best methods and technologies to achieve them	referential	Practice of preparing scientific materials	current monitoring of academic performance	2	checking glossary
	cognitive	Modules: - Methodical basis of psychological maintenance of a modern organization - Psychological maintenance of personnel management	current monitoring of academic performance	3, 4	checking abstracts
	practical	Academic practice for acquisition of primary scientific research skills and abilities	current monitoring of academic performance	5, 6	checking fragment and synopsis
	reflexive and assessing	Practice of scientific materials translation	intermediate control	1	Credit

3. Fund of assessment means for intermediate control

3.1. The funds of assessment means include: questions for credit.

3.2. Assessment means

3.2.1. An assessment means - questions / tasks for credit in the form of written tasks for the translation of scientific materials

Assessment criteria for assessment means 1 - tasks for credit

Competencies to be formed	High level of competency formation	Advanced level of competency formation	Basic level of competency formation
	(87 - 100 points) excellent	(73 - 86 points) good	(60 - 72 points)* satisfactory
GPC-1 - readiness for communication in oral and written forms of the state language of the Russian Federation and a foreign language to solve the tasks of professional activity	A student is ready for autonomous communication in oral and written forms of the state language of the Russian Federation and a foreign language to solve the tasks of professional activity	A student is able to communicate in oral and written forms of the state language of the Russian Federation and a foreign language to solve the tasks of professional activity with help of professor	A student is not quite able to communicate in oral and written forms of the state language of the Russian Federation and a foreign language to solve the tasks of professional activity
GPC-2 - readiness to manage a team in the sphere of their professional activities, being tolerant to social, ethnic, religious and cultural differences	A student is ready for autonomous managing a team in the sphere of their professional activities, being tolerant to social, ethnic, religious and cultural differences	A student is able to manage a team in the sphere of their professional activities, being tolerant to social, ethnic, religious and cultural differences with help of professor	A student is not quite able to manage a team in the sphere of their professional activities, being tolerant to social, ethnic, religious and cultural differences
GPC-3 - ability of independent search, critical analysis, systematization and generalization of scientific information, setting research goals and choosing the best methods and technologies to achieve them	A student is ready for autonomous search, critical analysis, systematization and generalization of scientific information, setting research goals and choosing the best methods and technologies to achieve them	A student is capable of search, critical analysis, systematization and generalization of scientific information, setting research goals and choosing the best methods and technologies to achieve them with help of professor	A student is not quite capable of search, critical analysis, systematization and generalization of scientific information, setting research goals and choosing the best methods and technologies to achieve them

*Less than 60 points – competency is not formed

4. Fund of assessment means for current monitoring of academic performance

4.1. Funds of assessment means include:

- checking the glossary for translating the text of scientific abstracts,
- checking the translation of the abstract of the scientific article from a foreign language into Russian,
- checking the translation of the abstract of the scientific article from Russian into a foreign language,
- checking the translation of a fragment of a scientific publication from an international journal into Russian (1-2 pages),
- checking the translation of the abstract (synopsis) of the master's thesis into a foreign language.

4.2.1. Assessment criteria for the assessment means 2 - compiling a glossary for translating the text of scientific abstracts

Assessment criteria	Points (contribution to rating)

Availability of necessary key terms and grammatical constructions	5
Availability of an adequate translation of terms and grammatical constructions	5
Sufficient volume of glossary	5
Maximum score	15

4.2.2. Assessment criteria for the assessment means 3 - translation of the abstract of the scientific article from a foreign language into Russian

Assessment criteria	Points (contribution to rating)
Using the active glossary	3
Correctness of the content of the translation (absence of lexical and terminological mistakes)	3
The correctness of grammar and style of translation (the absence of grammatical and style mistakes)	4
Maximum score	10

4.2.3. Assessment criteria for the assessment means 4 – translation of the abstract of the scientific article from Russian into a foreign language

Assessment criteria	Points (contribution to rating)
Using the active glossary	3
Correctness of the content of the translation (absence of lexical and terminological mistakes)	3
The correctness of grammar and style of translation (the absence of grammatical and style mistakes)	4
Maximum score	10

4.2.4. Assessment criteria for the assessment means 5 – translation of a fragment of a scientific publication from an international journal into Russian

Assessment criteria	Points (contribution to rating)
Using the active glossary	2
Correctness of the content of the translation (absence of lexical and terminological mistakes)	3
The correctness of grammar and style of translation (the absence of grammatical and style mistakes)	3
Sufficient volume of fragment for translation	2
Maximum score	10

4.2.5. Assessment criteria for the assessment means 6 – translation of the abstract (synopsis) of the master's thesis into a foreign language

Assessment criteria	Points (contribution to rating)
Using the active glossary	5

Correctness of the content of the translation (absence of lexical and terminological mistakes)	5
The correctness of grammar and style of translation (the absence of grammatical and style mistakes)	5
Maximum score	15

5. Educational, methodological and information support of assessment means funds (literature, methodical guidelines, recommendations, software and other materials used for the development of the FAM).

Зеер Э.Ф. Модернизация профессионального образования: компетентностный подход: учебное пособие / Э. Ф. Зеер, А. М. Павлова, Э. Э. Сыманюк. - М.: МПСИ, 2005. - 216 с.

Шашкина М.Б. Формирование исследовательской деятельности студентов педагогического вуза в условиях реализации компетентностного подхода: монография/ М.Б. Шашкина, А.В. Багачук. - Красноярск: КГПУ им. В.П. Астафьева, 2006. - 240 с.

6. Assessment means for intermediate assessment

6.1. Typical tasks for credit on the discipline "Practice of scientific materials translation":

Tasks for credit (correspondence form)

1. Translate the abstracts of scientific articles from a foreign language into Russian. The use of dictionaries and online translators is allowed.

2. Translate a scientific article fragment from a foreign language into Russian (select any fragment of the article of 1-2 pages). The use of dictionaries and online translators is allowed.

3. Translate the abstract of the article (any, by your choice) from Russian into a foreign language (it is allowed to translate one's own articles for conferences).

4. Translate the synopsis of the master's thesis (one's own or someone else's) from Russian into a foreign language.

6.2. Sample tasks for intermediate rating control (testing)

Translate words and phrases into a foreign language:

- 1) Ключевые слова
- 2) Аннотация статьи
- 3) В статье рассматриваются вопросы...
- 4) В статье представлен анализ проблемы...
- 5) Автор рассматривает подходы к исследованию проблемы...
- 6) Состояние проблемы
- 7) Введение
- 8) Выводы / заключение
- 9) Методология (методы, методики) исследования
- 10) Апробация
- 11) Рекомендации
- 12) Источники / ссылки

- 13) Особое внимание в статье уделяется...
- 14) Представлен сравнительный анализ...
- 15) С помощью методов математической статистики выявлена взаимосвязь...

7. Assessment means for current monitoring of progress

7.1. Making a glossary.

Make a glossary to translate the text of scientific abstracts (based on the analysis of abstracts in a foreign language in leading scientific journals). Write out key phrases and section titles with translation into a foreign language. A list of speech clichés should include at least 30 terms and phrases.

7.2. Translation of the abstract of a scientific article from a foreign language into Russian.

Translate the abstract of the scientific article from the international journal (any, according to your choice) from a foreign language into Russian. Use the active glossary, dictionaries and online translators. Translation is carried out in written (printed) form.

Examples of abstracts (materials are taken from journals: Вестник КГПУ им. В.П. Астафьева, №2, 2013; №3, 2016; Современные наукоемкие технологии, №10, 2017).

A)

Parent-child relationship, general speech underdevelopment, interactive methods, facilitation technology.
The article deals with the peculiarities of speech, mental and personality development of preschoolers with general speech underdevelopment, reveals the peculiarities of parent-child relationship in families with children with general speech underdevelopment. Furthermore, the article substantiates the need for paying more attention to communication and interaction of parents and preschoolers with general speech underdevelopment by means of interactive methods (University of pedagogical competences, thematic and parent conferences, case studies), facilitation technology («World Cafe», «Search for the Future»).

B)

Educational process, church school, school of literacy, Eastern Siberia, religious and moral education, curriculum, academic year, discipline, prayer.
The article provides the analysis of the educational process in church schools and schools of literacy in Eastern Siberia during the mentioned period. It reveals the peculiarities of positive and negative changes in the educational process. Besides, it defines the logic of this process's development as a whole and religious and moral education in particular. The article gives comparative characteristics on some parameters of the educational process in ministerial elementary schools and schools of Church offices.

C)

Gender, gender identity, androgyny, masculine, feminine gender, self-esteem, ideas about family roles.

The article deals with the issues connected with the problem of gender identity of a personality and the features of self-esteem and ideas about family roles of young and adult people with an androgyny gender. The empirical study conducted in a number of organizations in the city of Krasnoyarsk was aimed at revealing the types of gender identity among employed people aged 18–40 and also at studying the features of their self-esteem and ideas about family roles. The results of the study presented in the article confirmed the hypothesis about the prevalent androgyny gender among modern people and the availability of an adequate self-esteem among androgynes. Comparing to other gender types, androgynes have more differentiated ideas about family roles and the assignment of family functions.

D)

Sports ground at the place of residence, sports class, physical activity, dynamics of physical development, motivation, requirement, active lifestyle.

This article presents the results of a pedagogical experiment on the use of training techniques by advisers of a specialized institution while working with children and teenagers at sports grounds at the place of their residence on a regular basis. The authors compared the results of the experimental work with the results of physical exercises performed by children and teenagers attending sports classes in secondary schools.

E)

IDENTIFICATION AND DEVELOPMENT OF POTENTIALLY GIFTED STUDENTS IN RURAL SCHOOLS: PROBLEMS AND APPROACHES TO THEIR SOLUTION

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The most number of the potentially gifted children of Russian rural schools remains unrevealed because either the necessary diagnostic research is not conducted or the used methods are not capable of revealing the potential (hidden) giftedness. The aim of performed research is to study the theoretical foundations and the development of a system for identification and support of students with potential intellectual endowments, who live in rural areas. The paper presents the feasibility of application of systematic, personality-oriented and information-and active-based approaches as a methodological basis of the developed system, as well as methodological objectives have identified. As for developing the potentially gifted students the idea is to involve them in the work of the network research community bringing together academic researchers, students of pedagogical university, teachers and students of rural schools. The results of the pilot study, the purpose of which is to evaluate the effectiveness of diagnostic tools to identify potential intellectual giftedness are discussed.

Keywords: potential giftedness, students of rural schools, methods for diagnosing potential intellectual endowments, network research community of adults and children

F)

Abstract

The article deals with the issues connected with the peculiarities of socio-psychological adaptation of migrant and Russian school children of different age groups to the polycultural educational environment of schools in Russia. The study was conducted in a number of schools in Krasnoyarsk and Sosnovoborsk in Krasnoyarsk region(Siberia), Russia, and comprised 200 school children. The research revealed that the level of socio-psychological adaptation of Russian children was higher only among junior school children in comparison to migrant children, whereas both Russian and migrant adolescent and senior school children feel adapted enough. The research results proved that psychological work on development and improvement of adaptation problems among migrant school children should be aimed at development of communicative and behavioural competence, emotional and personality well-being and self-actualization.

Keywords: socio-psychological adaptation to polycultural educational environment, junior, adolescent and senior migrant school children, communicative and organizational skills, conflict and coping behavioural strategies, anxiety, emotional well-being, self-acceptance, self-actualization

7.3. Translation of the abstract of the scientific article from Russian into a foreign language.

Translate the abstract of scientific articles from a scientific journal indexed by Higher Attestation Committee, Russian scientific citation index base (any, according to your choice) from Russian into a foreign language. Use the active glossary, dictionaries and online translators. Translation is carried out in written (printed) form.

7.4. Translation of a fragment of a scientific publication from an international journal into Russian (1-2 pages).

Translate a fragment of the text of a scientific article from an international journal (any, according to your choice) from a foreign language into Russian. Use the active glossary, dictionaries and online translators. Translation is carried out in written (printed) form.

Examples of abstracts (materials are taken from journals: International Journal of Business, Humanities and Technology. – Vol. 4 (№4), July 2014; 4th International Multidisciplinary Scientific Conference on Social Sciences and Arts SGEM2017. Science and Society: conference proceeding, Albena, Bulgaria, 24-30 August, 2017. - Vol. IV).

A)

Introduction

It is common knowledge that migration has become a worldwide phenomenon. This trend is mirrored in Krasnoyarsk region in Siberia. Last year over 150 thousand migrants visited our region and currently thousands of them live in it with their children.

Statement of the Research Problem

This article addresses the comparison of socio-psychological adaptation of migrant and Russian school children to polycultural educational environment of modern schools.

The article aims to address three questions about the socio-psychological adaptation experience of Russian and migrant school children:

How do Russian school children deal with the polycultural educational environment of modern schools?

How do migrant school children adapt to this polycultural educational environment?

What is the relationship between these two groups of school children?

Much attention in the discussion of this similar issue has been provided by Alexandrov et.al. (2012) who surveyed all students in entire classes with the same questionnaire, allowing for comparison between children of different ethnic origins and with different migration histories. The survey was limited to students from grades 8 to 10 (age 14-16) in St. Petersburg (Western part of Russia). The questionnaire included items about educational and professional plans, school grades, socio-demographic characteristics, multiple items on learning motivation, sense of belonging in school, and anti-school attitudes. They included detailed questions about the family's migration history (internal and transnational), language spoken at home, native languages of the child and his/her parents, ethnic self-identification. These researchers came to conclusion that the migrant status is always conceptualized through the fact of birth in a foreign country. In case of Russia this simple criteria does not work because people born before 1991 in 'newly independent states' (Azerbaijan, Armenia Georgia, Uzbekistan, Tadjikistan and all other, Russia included) were in fact born in one and the same country, namely the Soviet Union. Prior to 1991 the USSR had substantial internal migration, with a long history going back into the days of the Russian empire, which was populated with different ethnic groups – for instance, in St.Petersburg, an Armenian diaspora lived almost since the city's foundation, and different religions were prominently present in the city: large mosque was built in 1910-13, and a Buddhist temple, in 1909-15. What is obvious, though, is that in education the discourse about migrants has been dominated by such categories as language and culture. From the point of view of school, linguistic and cultural differences are much more important than the formal attribute such as citizenship or the country of parent's birth. Russian speaking migrants from Belarus and Ukraine, although not citizens of Russia, are not thought of as migrants by the teachers, whereas arrivals from Chechnya or Dagestan which are parts of Russian Federation are considered migrants.

According to Portes (1998), ethnicity may have a different effect in different types of schools: for students of privileged schools ethnicity may be of far lesser importance than social background, whereas in bad, troubled schools it may matter more because migrant children in a bad school keep close to their ethnic group.

International and cross-cultural research examine changes in intercultural and intercultural factors, such as identity, values and language, over generations as well as broader adaptation and well-being, including mental health and academic performance (Ward et. al.2001).

In recent decades in Russia there has been a significant flow of migrants from the former Soviet Union countries in search of employment or better life conditions. The government policy towards them is quite tolerant and encouraging, the authorities run special supporting programs for adult and infant migrants. One of the major issues in this respect is the socialization and psychological adaptation of migrant children to the educational environment of Russian schools. According to the statistics, in some schools the number of migrant children can comprise up to 40-50% of the total number of scholars. Thus not only migrant children have to get adapted to the new environment, but also teachers and the Russian learners (not to mention their parents) have to get adapted to the polycultural educational environment of the modern Russian school.

Conceptual Framework

The problem of migrant children's adaptation to school has become the focus of attention of scholars recently (Barazgova E.S., et al. 2010) In the past two years (2012-2013) we have done some research work concerning the peculiarities of psychological adaptation of junior, teenage and senior migrant school children to the polycultural educational environment of schools in Krasnoyarsk, Siberia. In total 200 school children took part in the research (95 Russian children and 105 migrant children – representatives of the Armenian, Uzbek, Kirghiz, Georgian, Tajik, Azerbaijan nationalities).

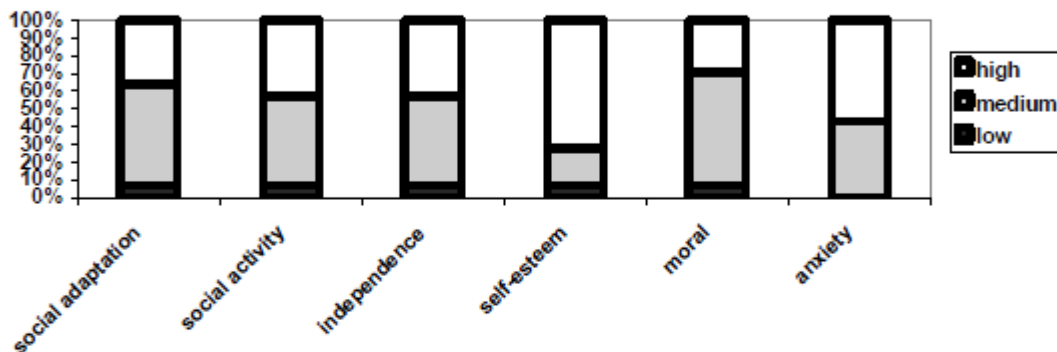
In our research we regard socialization as socio-psychological adaptation which is revealed on two basic levels: behavioural (social) and intrapersonal (purely psychological). Correspondingly two main issues have been studied with help of psychological tests and questionnaires:

- communicative competence and social skills;
- psychological adaptation and self-acceptance (self-esteem).

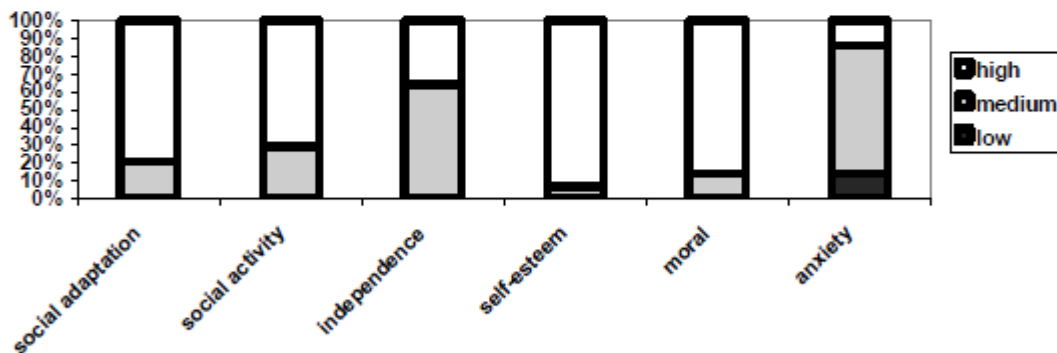
We compared migrant and Russian children of three age groups (junior, teenage and senior) and carried out a deeper research into the structure of socio-psychological adaptation using methods of mathematical processing of empirical data in psychology (correlation by Spearman and cluster analysis, statistic program Stat graphics Plus v.5.0).

Research Methodology

First of all, the results show that only among junior age group migrant school children are adapted worse than the Russian school children. Judging by the most significant indicators of socio-psychological adaptation in this particular age group (social adaptation, social activity, independence, self-esteem, moral and anxiety) migrant school children are more independent than the Russian scholars, but the latter are more active, better adapted and socialized, have a higher self-esteem and moral, feel less anxious. We can suppose that the problem with the adaptation of migrant junior children is aggravated by the general adaptation to school: the change in regime, the appearance of new responsibilities and social requirements connected with school life cannot but tell on infant learners. The only advantage of being more independent among migrant children probably descends from cultural up-bringing (since early age children are often left on their own and are engaged in family business of market sale or crafts). Pictures 1, 2 show the indicators levels (low, medium, high, in %) of socio-psychological adaptation among the migrant and Russian school children.



Picture 1: Indicators of Socio-Psychological Adaptation in Levels (Low, Medium, High, in %), Migrant Junior School Children



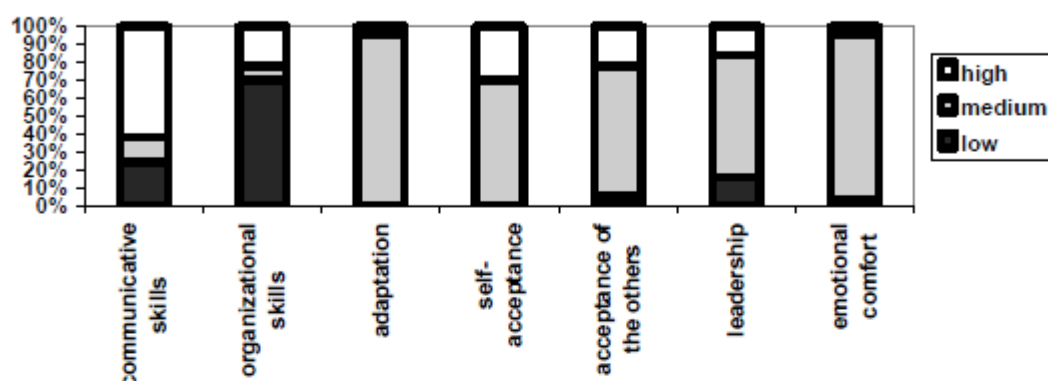
Picture 2: Indicators of Socio-Psychological Adaptation in Levels (Low, Medium, High, in %), Russian Junior School Children

The situation with the socio-psychological adaptation among the age groups of adolescent and senior school children is quite similar. The majority of both adolescent and senior migrant school children feel well adapted, moreover, there is no significant difference between migrant and Russian scholars.

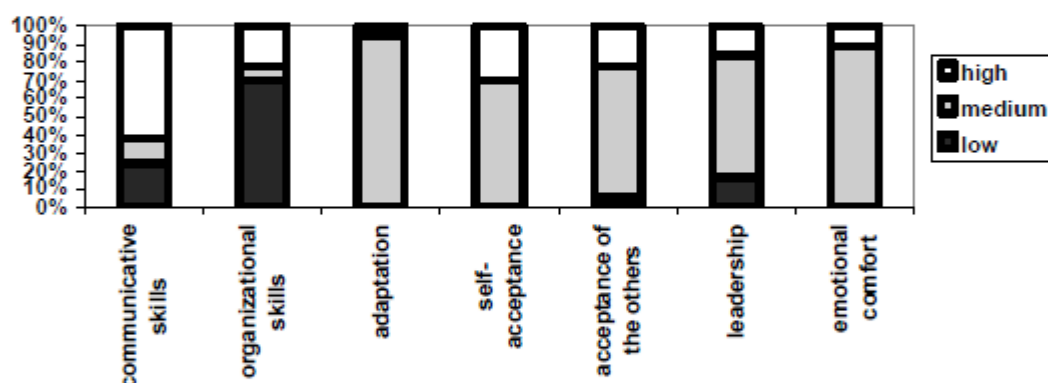
It is interesting to note that international research on migrant adaptation has revealed that children from immigrant backgrounds generally show satisfactory levels of psychological and social adjustment, and, when compared with national peers, exhibit better health, less involvement in negative behaviors and do as well as or better than non-immigrant peers with respect to academic achievement and psychological well-being (Fulgini, 1998).

The evidence available suggests that the socio-psychological adaptation in these age groups was studied via the indicators of communicative and organizational skills, conflict and coping behavioural strategies and personality adaptation. Some indicators of socio-psychological adaptation of senior scholars are shown in Pictures 3, 4.

The overwhelming majority of children (both Russian and migrant) have sufficient communicative skills and leadership qualities, feel quite adapted, accept themselves and the others well enough. The problem appears to be only with the level of organizational skills – only a quarter of migrant and a third of Russian senior school children assessed themselves as having a satisfying (medium and high) level of organizational abilities. The situation with the adolescents is alike (medium and high levels of all indexes prevail), so we will not dwell on it separately.



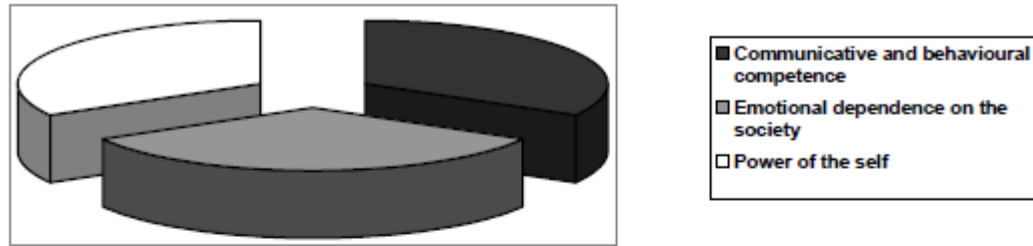
Picture 3 – Indicators of Socio-Psychological Adaptation in Levels (Low, Medium, High, in %), Migrant Senior School Children



Picture 4 – Indicators of Socio-Psychological Adaptation in Levels (Low, Medium, High, in %), Russian Senior School Children

It may be valuable to outline some of its general features. Our researchers have found out that in a new stressful situation migrants suffer from disadaptation. The most typical difficulties for them are the following. Differences from their style of life, their native language and their school curriculum etc.

Additionally, we found some peculiarities concerning the interconnection of the basic indexes of socio-psychological adaptation. With help of Spearman correlation and cluster analysis we ascertained the structure of socio-psychological adaptation. First of all, the indexes of communicative and organizational skills, conflict and coping behavioural strategies and leadership are closely connected and form a separate cluster. Another cluster appears from the connected indexes of acceptance of the others, dependence, emotional comfort, external locus of control and escapism. The third cluster is composed from the connected indexes of psychological adaptation itself, self-acceptance and internal locus of control. Thus we can make a model of socio-psychological adaptation including three basic components: “Communicative and behavioural competence”, “Emotional dependence on the society”, “Power of the self” (Picture 5).



Picture 5: Components of Socio-Psychological Adaptation

Conclusion and Recommendation

We can conclude that psychological accompaniment of disadapted migrant schoolchildren should be provided in the three mentioned directions and aimed at the development and correction of the communicative, emotional and personality problems. Moreover, the psychologist should take into consideration that the three basic components of socio-psychological adaptation are not closely connected with each other and making accent on one component doesn't automatically imply the improvement of the other. The results of our research showed that school children with a high and medium level of communicative skills and effective conflict and coping behavioural strategies do not necessarily have high indexes of psychological adaptation and self-acceptance. We can say that they are well socialized but not psychologically adapted. Consequently, if we need socialized school children we should work on the development of their social and behavioural competence, but if we endeavour for psychologically adapted school children we should work on their personality development (self-esteem, self-acceptance, self-respect, self-actualization, internal locus of control). The specialist should consider the situation with each child separately and decide whether to develop all components of socio-psychological adaptation equally or to concentrate on the most deficient one.

In short, future research should attempt to examine the effect of migrant concentration on specific racial/ethnic groups, given there are substantial differences across subgroups within each race and ethnicity.

In a word, according to some scholars, the latest wave of migration is likely to have a greater impact on society than any other social issue (Martinez and Lee 2000). For this reason, studies such as this are critical in redefining public perception.

References

B)

INTRODUCTION

The world has entered the historic period of total changes. They are characterized by three features: continuity and permanency, rapidity and tendency to accelerate, global character (they concern the whole planet, practically all spheres and aspects of human life and activity). Revolutionary changes in the sphere of information and technology are the colossal booster of changes. The complex approach "science-technology-innovation" is currently admitted to be main accelerator of progress and the modern specialist engaged in any sphere of activity must possess valuable knowledge and have the capability to apply it in practice. The pace of development of a modern society depends on a person's creative endeavor, abilities and opportunities. In these conditions there is a growing interest of world science and practice to various ways of working with gifted children and young people because they form the potential of any society development.

According to specialists' assessment, currently launched worldwide programs for the gifted comprise 2-10% of population. Along with that, the total number of graduates from schools for the gifted in Russia together with the winners of high rate academic competitions amount to a little more than 1000 people per year, that is about 0,1% of graduates countrywide. It is 10-20 times less than the existing necessity [1]. As a result, the most number of the potentially gifted children remains unrevealed because either the necessary diagnostic research is not conducted or the used methods are not capable of revealing the potential (hidden) giftedness. This is especially typical of rural schools of the Russian hinterland.

This article is devoted to methodological aspects of identification and development of potentially gifted students living in the countryside.

METHODOLOGICAL ASPECT OF IDENTIFICATION AND DEVELOPMENT OF POTENTIALLY GIFTED STUDENTS LIVING IN THE COUNTRYSIDE

At present the most uncontroversial fact to be admitted is giftedness being in its essence a systemic phenomenon. It means that giftedness has a certain structure, that is, organized relations among the system elements, and represents the integrity which cannot be regarded as a mere sum of its comprising elements. According to the developed by the Russian scientists "Operational conception of giftedness", giftedness is defined as a systemic developing during life personal quality, which determines the possibility of achieving greater results in one or several spheres of activity in comparison to other people [2]. As many scientists believe, the quality specificity of giftedness and the way of its development are always the result of complicated interaction of genetics (natural disposition) and social and cultural environment influenced by a person's activity (gaming, academic or labor). Along with that, special attention is paid to a person's own activity and psychological mechanisms of self-development lying in the basis of an individual giftedness formation and realization (D.B. Bogoyavlenskaya, I.I. Ilyasov, N.S. Leites, A.M. Matyushkin, A.A. Melik-Pashaev, A.I. Savenkov, D.V. Ushakov, M.A. Holodnaya, V.S. Yurkevich, etc.).

Apart from theoretical conceptions of general giftedness there exist recognized classifications of different kinds of giftedness (according to spheres, form and coverage, degree of formation, etc.). In the sphere of education great attention is paid to the aspects of academic and intellectual giftedness (V.N. Druzhinin, I.S. Kostrikina, E.V.

Polyakova, E.U. Savina, M.A. Holodnaya, E.A. Papkova, etc.) which tends to be researched in systemic correlation with such notions as creativity and motivation. At present stage there are many interpretations of intellectual giftedness in connection with natural disposition and communication: as a form of mental experience (M.A. Holodnaya) [3]; as integral manifestation of abilities (V.D. Shadrikov) [2]; as a triad model of intellect including three general aspects of intellect – processing information, automation of behavior and adaptation to environment (R. Sternberg); etc.

At present there are two ways of revelation and supporting intellectual giftedness: extensive and intensive. The former uses methods aimed at finding the students who achieved great results. The most well-known variant of this method is conducting academic subject competitions, various contests and outlining the students with high academic performance. In this case, as a rule, new educational routes are offered with teaching various disciplines at a higher level.

The extensive approach at the state level is effective when the objectives of the society and economy demand a relatively small percentage of gifted people. That was enough 50 years ago, that is as well enough today for such countries with huge human resources as China or India. However, in the United States and Western European countries with their high-tech economies the resources of high intelligence are almost exhausted, as a result the most developed countries are moving from an extensive system to an intensive one, which involves two conditions: identification of giftedness not according to the achievements but to the potential and work with motivational sphere and the sphere of requirements of gifted children and youth [1].

In Russia, like in other developed countries, giftedness is recognized as a strategic national resource and one of the educational priorities, which is fixed in a number of important documents (national project "Education", course "Talented young people"; the Concept of long-term socio-economic development of the Russian Federation for the period up to 2020, etc.), which reflect the idea of necessity of creation of system of search, support and accompaniment of various categories of gifted children and talented youth.

In science and pedagogical practice there are two opposing points of view regarding the quantitative proportion of gifted and ordinary children. According to one point of view, giftedness is an extremely rare phenomenon (there are only 2-3% of gifted children), according to another point of view which appeared in the humanistic pedagogy, almost all children are gifted, however, it is necessary to create the conditions for the manifestation of each child's talent. In this regard, the notion of "potential giftedness" appeared, which refers to the ability of the child to achieve significant success in a particular activity in the future, provided the appropriate conditions for its development are created.

Potential giftedness is not yet a fully formed personality trait, in contrast to, for example, latent or actual giftedness. Potential giftedness is present in the psyche in the form of certain disintegrated opportunities, determining extraordinary results of a child's activity and, therefore, requiring specific means of identifying, actualization and development.

Thus, the solution to the problem of identifying and developing the potential giftedness of students determines the application of a systematic approach. In particular, we plan to use the instrument a systematic approach – conceptual modeling [5].

In cases of potential (hidden) giftedness that is not manifested until a certain time in a successful activity, it is especially important to understand the child's personal characteristics, his general, special and creative abilities. As a result, the personality-oriented approach is of special importance while designing a system of identifying and developing students with potential giftedness.

In the context of the personality-oriented approach identification of children with potential giftedness is a long process based on the use of multi-level complex of psychodiagnostic methods. In our study we work with the main factors identified in the structure of giftedness by such leading scientists as J. Feldhusen, J. Renzulli, K. Heller, D.B. Bogoyavlenskaya, A.I. Savenkov, A.M. Matyushkin, A.A. Loseva, etc. These are, first of all, general abilities (intelligence), creativity and motivation (thirst for knowledge, hope for success, attachment to the task). Secondly, these are special abilities and achievements in specific areas, social competence, self-concept (self-respect, self-esteem). The secondary factors are identified not by all researchers, but are present only in some theories (J. Feldhusen, K. Heller) [6, 7].

The development of potential giftedness involves including children in different types of real activities, organization of their communication with gifted adults, enriching their individual living environment, involvement in innovative forms of learning, etc. [2]. The main problem here is the territorial remoteness of rural schools from the scientific and cultural centers. This problem is particularly acute for students living in Siberia and the Far East, considering their huge territory. We have experience solving this problem in relation to the development of research competence of rural schools students on the basis of information and activity approach – that is creating a network research community, bringing together academic researchers, students of pedagogical university, teachers and students of rural schools [5, 8]. In particular, the results of psychological studies showed that the participation of secondary school students in the network research community had had a positive influence on the development of their personality.

Thus, as a third methodological basis of designing a system of identifying and developing potentially gifted students we regard the information-activity approach.

METHODIC ASPECT OF IDENTIFICATION AND DEVELOPMENT OF POTENTIALLY GIFTED STUDENTS

In the context of the above mentioned methodological aspects in the research of the potential giftedness of students it is necessary to solve the following methodic tasks:

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- selection and approbation of diagnostic tools to identify students with potential giftedness;
- working out methods of potential giftedness development in the network research community;

- providing an experimental base of research on the basis of the rural schools of the Krasnoyarsk territory and approbation of selected tools.

According to this, we have determined to start with research of such factors of giftedness as general abilities, creativity and motivation [9, 10]. We hypothesized that to the potentially gifted children can be referred children who, according to the results of psychodiagnostic tests show the above-average intelligence level ($IQ > 110$), the above-average level of creativity and prevailing motivation to succeed and intrinsic learning motivation. For this purpose, we have determined to use the following diagnostic methods: Raven's Advanced Progressive Matrices, Test battery by F. Williams (Test of divergent thinking, Test of creative personality characteristics), Test of learning motivation focus (by T.D. Dubovitskaya), Questionnaire "Motivation of success and fear of failure" (by A.A. Rean) [9].

Further we plan a profound diagnostic research on the sample of children referred by the results of the primary diagnostic research to the group of the potentially gifted children. At this stage there will be used the method of documentation analysis (classroom register, school diaries for the assessment of students' academic achievements) as well as the method of expert assessment. As the tool of expert assessment from teachers and parents we intend to use: Questionnaires by V.S. Yurkevich for determining the intensity of educational cognitive requirement and by A.N. Sisanov to determine the level of the child's abilities manifestation, Method of expert assessment for identification of gifted children by A.A. Loseva, Scale of behavioral characteristics rating by J. Renzulli, Questionnaire for parents and teachers from a Test battery by F. Williams. The Method by A. Loseva is of a particular value as it allows to estimate the manifestation of the child's abilities in 10 different spheres [10].

Along with this, we find it reasonable to conduct on this sample a further research into creativity (using the Test battery by E.P. Torrance), because the Test batteries by F. Williams and E.P. Torrens use significantly different interpretation of the basic for the creativity assessment indicators of originality and elaboration (different criteria are taken). A comparison of the results from the two test batteries appear to be interesting from scientific and practical point of view. Additionally we plan a diagnostic research into self-concept, socio-psychological adaptation and communicative competence of students.

As far as the developmental stage is concerned, it is well-known, that the methods of development of a person's intellectual and creative potential in an educational environment largely depend on the strategy underlying in the base of conception of the school education content. By far the most common strategies are the acceleration strategy and the intensification strategy. The first implies an increase in tempo (speed) of learning material, whereas the second means the increase in volume, or, to be more precise, the increase the intensity of training. However, specific research into the field of developmental psychology and the practice of teaching have repeatedly proved the idea that attempts to reduce the training period due to the higher tempo of completing standard programs or increase in the saturation of programs with information compared to standard ones proved to be ineffective solutions to the problem.

One of the most productive trends of quality restructuring of the content of education is the concept of educational content enrichment. It is being developed in the modern

pedagogy which is focused on the development of children's giftedness in the educational environment (J. Renzulli, S.M. Rees, USA; A.I. Savenkov, N.B. Shumakova, Russia; K. Heller, Germany). The most popularity gained the model of the American scientists J. Renzulli and S.M. Rees, called "three ways of the curriculum enrichment " [12, p. 216].

The first kind of enrichment, according to J. Renzulli, suggests introducing students to a variety of fields and subjects to study, which may be of interest to them. As a result, the range of interests expands, and the child gets the idea what he would like to study more deeply. Moreover, a child's choice of a certain sphere of activity is obligatory.

The second type of enrichment involves the orientation to the special development of a child's thinking. With this purpose, there are classes for training observation, ability to evaluate, to compare, to speculate, to analyze, to synthesize, to classify, to perform other mental operations. Acquired skills and abilities are necessary to solve a wide range of problems and are intended to serve as a basis for transition to more complex cognitive processes.

The third kind of enrichment, according to J. Renzulli, is conducting independent research and solving creative tasks (individually and in small groups). The child participates in the process of stating the problem, choosing methods for its solution. Involvement into creative and research work is essential not only for development and learning, but also upbringing of a gifted child.

We believe that the interaction of students with potential giftedness with academic researchers and university students in network research community, designed on the basis of the model by J. Renzulli, will facilitate the development of their potential giftedness.

Psychological work with children can be carried out in such areas as the development of creativity, the development of fluent intelligence, the development of the components of internal learning motivation. Additional areas of psychological work can be self-cognition and self-development of students, development of adaptability and communicative competence, effective coping behavior.

APPROBATION

By now, a pilot study on a relatively small sample of testees (400 adolescent students) has been conducted. The aim of the study was to assess the diagnostic value of the selected methods and to ascertain the specificity of the diagnostic work with the sample.

We tested students aged 13-16 from three different schools in Siberia, Russia: a secondary rural school in Krasnoyarsk region, a secondary school in the city of Krasnoyarsk and a specialized school of cosmonautics in the city of Zheleznogorsk. The first two schools offer general education, the third school is a boarding school which specializes in Sciences and admits scholars on the basis of competitive selection. Four methods have been used in the research: Raven's Advanced Progressive Matrices, Test battery by F. Williams (Test of divergent thinking, Test of creative personality characteristics), Test of learning motivation focus (by T.D. Dubovitskaya), Questionnaire "Motivation of success and fear of failure" (by A.A. Rean).

The results show there is a vast gap between general school students and specialized school students, especially as far as intellect and creativity are concerned. For instance,

among the general city school students one third has below the average and two thirds – the average levels of fluent intellect. Among the general rural school students the same two thirds have the average, only 19% below the average and 13% above the average levels of fluent intellect. None of the testees showed high level of fluent intellect. Meanwhile, among specialized school students only 17% have the average, half of the students – above the average and one third – high levels of fluent intellect.

Similar results are observed with creativity (Test of divergent thinking by F. Williams). The general city and rural school students show quite poor results: about three quarters have low and below the average levels of creativity and about one quarter – the average and above the average levels of creativity. None of the testees showed high level of creativity. Among specialized school students only 14% have low and below the average levels of creativity, one third has the average and half of the students – above the average and high levels of creativity.

It is worth mentioning that the results of self-assessment of the level of creativity with the help of a questionnaire (Test of creative personality characteristics by F. Williams) strongly clash with the results of the Test of divergent thinking by F. Williams. About three quarters of students assess their creativity above the average and high, about one quarter – below the average and the average. None of the testees assess their creativity to be of low level. All this can indicate rather a too high self-esteem and raise the question about a real diagnostic value of such data (and, correspondingly, the validity of the questionnaire).

The situation with motivation is not so bad, however: not more than 12% testees in all schools have distinct fear of failure, about 30-40% have distinct motivation of success, and about half of the students have ambivalent motivation. Only about 7-11% of students in all schools have extrinsic learning motivation, whereas the others tend to have intrinsic learning motivation.

Thus, the pilot study showed that specialized school students are far more intelligent and creative than general city and rural school students, though all of them are quite motivated to study and to succeed. That fact seemed quite obvious from the very beginning, but does it mean that the majority of gifted children are concentrated in the specialized school whereas general schools have almost none? We believe, this is not so evident and it's the issue to be studied.

7.5. Translation of the abstract (synopsis) of the master's thesis into a foreign language.

Translate the text of the abstract (synopsis) of the master's thesis (someone's or your own). Use the active glossary, dictionaries and online translators. Translation is carried out in written (printed) form.