
CHAPTER «PSYCHOLOGICAL SCIENCES»

PSYCHOLOGICAL SUPPORT AND MAINTENANCE OF THE PROCESS OF SOCIALIZATION OF GIFTED PUPILS

Androsovich Kseniia¹

DOI: https://doi.org/10.30525/978-9934-571-78-7_44

Abstract. The paper presents the results of the study of psychological support and maintenance of socialization of gifted pupils, which was carried out during three years (2016–2018). Increasing attention to the problem of socialization of a personality is explained, in our opinion, by an increasingly broad understanding of its influence on the development and creative fulfilment of personality in a society under transformation. We believe that organized impact on the youth in the sphere of Internet use changes person's development in the desired direction (there is a positive change in the motivation of using the Internet, communicative skills, spiritual growth, etc.). Therefore, in terms of psychological and pedagogical support on the part of pedagogues, the process of socialization of personality with the use of IT technologies acquires new qualities and content. The main idea of the study is that the use of Internet technologies by participants in the educational process – the organization of individual and group communication, the implementation of learning activities, joint projects, psychological counselling, etc., will improve the socialization of student youth, and also direct it in the desired directions of personality development. The research object: socialization of gifted high school students in the information environment. The subject-matter of the study: psychological and pedagogical conditions for maintaining the process of socialization of a gifted pupil in the Internet environment. The research purpose: to substantiate model of psychological and pedagogical support and maintenance of the process of socialization of gifted students of the

¹ Ph.D., Candidate of Psychological Sciences,
Chief of Department of Intellectual Development of Gifted Child,
Institute of Gifted Child, National Academy of Educational Sciences of Ukraine, Ukraine

educational institution. The investigational study includes 19 educational institutions, 754 respondents were interviewed: 326 people – intellectually gifted students and 428 people – teachers of educational institutions. As a result of research, analysis of socialization of gifted personality in the Internet environment is carried out, general regularities are identified, trends in the socialization of gifted personality in a virtual environment are determined. A conceptual model of psychological and pedagogical support and maintenance of participants in the educational process is developed. The influence of factors on the behaviour of gifted students on the Internet is studied at the following levels: individual, family, inner circle (same-age peers, educational institutions) and social, which determine the socialization of students on the Internet and shape its specifics. The paper examines the aspect of safe socialization and develops a program to prevent the destructive aspects of gifted personality socialization on the Internet. Safe socialization on the Internet is identified as a purposeful systemic activity based on the unity of goals, objectives, and conditions that involves the participation of students, their parents, and professionals in assimilating students to a safe behavioural model in the Internet environment. A system of socio-pedagogical conditions is proposed that provides for the formation of gifted youth's safe behaviour in the information environment. Complex diagnostic tools to study the socialization process of gifted students in educational institutions in information networks are developed. A network environment "Tutor in the Social Network" is created to provide information and methodological support to participants in the educational process on the socialization of gifted students. Diagnostic cross-sections have been made online among academically gifted students. Innovative nature of this experimental research ensures the use of Internet platform for online testing, which provides an opportunity to explore a number of indicators of personal development of gifted students: to identify social and communicative features of development, study the value sphere of gifted students, the motivation of training, their overall level of socialization, regardless of time and place of students and it provides new ways and methods for working with gifted youth using Internet technologies. The control and experimental groups were formed and the model of psychological and pedagogical support of the process of socialization of gifted students in the Internet environment was experimentally tested. As a result of the study, study guides and methodical recommendations for providing psychological support and maintenance of gifted students in the

process of their socialization in the Internet environment have been prepared. The social significance of the study is determined by its practical orientation on the scientific and methodological support of the introduction of elements of information and communication technologies, interactive and project methods in the educational process for optimization of social interaction. The obtained results are used in psychological and pedagogical work with gifted youth.

1. Introduction

The realities of modern life determine the formation of a model of a socially active school, which not only provides educational services but also promotes community development, organizes the cooperation of parents, school, and the public in solving social problems not only of children and youth but also of members of the entire school community. Such a school organizes socio-pedagogical work on the principles of partnership, respect, integration of resources of society.

At present, considerable attention is paid to the problems of teaching gifted children, their education in a school or in conditions of additional education. At the same time, it becomes increasingly more urgent to include this category of children in the socio-cultural space, in the development of social processes in general, and therefore, the relevance of the study of the aspect of gifted children socialization becomes a priority in pedagogical research.

The novelty of the conducted scientific work consists in the interdisciplinary approach to studying the process of socialization of a gifted student: the psychological, pedagogical, and philosophical section of the study of the problem under investigation.

The practical significance of the research subject is provided by the development of: methodological recommendations for educators regarding the practical aspects of the use of interactive means for ensuring psychological and pedagogical support for the socialization of gifted students; curriculum of the special course on increasing social and communicative competence of teachers; methodical recommendations on the formation of safe behaviour in gifted students on the Internet.

The research purpose: to substantiate model of psychological and pedagogical support and maintenance of the process of socialization of gifted students of the educational institution.

We believe that organized impact on the youth in the use of Internet changes person's development in the desired direction (there is a positive change in the motivation of using the Internet, communicative skills, spiritual growth, etc.). Therefore, in terms of psychological and pedagogical support on the part of pedagogues, the process of socialization of personality with the use of IT technologies acquires new qualities and content.

The research is based on the hypothesis that the use of Internet technology by participants in the educational process – the organization of individual and group communication, the implementation of learning activities, joint projects, psychological counselling, etc., will improve the socialization of students, and also direct it in the desired directions of personality development.

To increase the level of socialization of gifted students, it is necessary to create such psychological and pedagogical conditions, mechanisms and means that contribute to the development of personality in cognitive activity and all its positive qualities, personal abilities, and professional qualities that are formed in the educational process.

The subject-matter of the study: psychological and pedagogical conditions for maintaining the process of socialization of gifted pupil in the Internet environment.

Methods of research: historical, theoretical, and comparative analysis of scientific and methodological foundations of gifted personality development in the informational environment; historical and pedagogical analysis of philosophical, pedagogical, sociological, psychological, and methodical literature and generalization of received information; methods of system analysis; modelling method; experiment method; methods of empirical character: diagnostic (questionnaires, interviews, conversations); sociometric (monitoring); prognostic (expert evaluations, generalization of independent characteristics, etc.); methods of mathematical-statistical analysis (correlation analysis, Fisher's ϕ criterion comparison, SPSS).

Study period: 2016-2018

The objects of the experiment are 19 educational institutions.

A number of respondents: gifted students – 326 people, teachers – 428 people.

Objectives of the study:

- to investigate the behaviour of gifted youth on the Internet;
- to identify factors influencing the socialization of gifted students in the Internet environment;

- to develop and test the model of support and maintenance of participants in the educational process;
- to develop a program on the formation of safe behaviour in gifted students on the Internet;
- to study the readiness of teachers to apply Internet technologies in the educational process.

In accordance with the objectives set, the logic of the experimental study is to realize the following stages:

At the first analytical-conceptual stage (January-December 2016): theoretical analysis of existing sources on the research issues was carried out, the research methodology was formed.

At the second modelling stage (January-December 2017), a conceptual model and integrated diagnostic tools for studying various aspects of the socialization of gifted students were developed; the behaviour of gifted youth on the Internet was explored; the factors influencing the socialization of gifted students in the Internet environment were revealed.

At the third experimental stage (January-December 2018), implementation of the model of psychological and pedagogical support and maintenance of gifted students in educational institutions was made; the state of readiness of teachers for the application of Internet technologies in the educational process was researched; developed a program on the formation of safe behaviour in gifted students on the Internet; manuals were developed and implemented in educational institutions.

Theoretical foundations and research methodology. Modern theorists and practitioners define psychological support as a “third” aspect of education, along with education and upbringing. Given the subjectivity of a person, psychological support positively contributes to the development of personality. The essence of psychological support is to assist in the development of psychological individuality, the construction of personal entities, the development of self-determination, as well as in the implementation of personal growth during periods of life crises, internal searches and choices.

In modern conditions of social development, socialization occurs in conditions of education, that is, the purposeful formation of personality, and spontaneous influence on personality [4].

The mentioned problem is directly related to the new conditions and requirements of the changing world, which actualized the idea of constant

self-development, self-perfection, and self-realization of the individual, which has pronounced abilities in a certain field of knowledge. Development of psychological and pedagogical mechanisms of socialization of gifted children provides for a transition from the development of gifted personality to the formation of intellectual potential of society.

The definition of (according to L. Kulykova) of self-development as a process of independent, holistic, purposeful, value-oriented activity of the person concerning continuous self-change as in the enrichment of individual experience and spiritual and moral forces in accordance with inner self, so the actual social expectations, is important for the creation of pedagogical and psychological support of the process of socialization [16, p. 3-10].

The problem of psychological support and maintenance was the subject of study of foreign (W. Layton [25], J. Koščo, P. Kupka, E. Nonan, M. Rutik, M. Skilbeck, E. Khartman, Yu. Ukke, and others) and domestic (I. Bulakh, L. Vlasenko [7], N. Volianiuk [8], E. Zeer [13], T. Demydova [11], A. Zhuravel [12], H. Lozhkin [17], N. Poviakel [19], V. Panok [18], E. Rohov, Yu. Sukhovershyna [23], V. Shadrykov [24], and others) scholars.

So, Yu. Sukhovershyna notes that the concept of “support” is quite common in modern psychology and pedagogics. Analysis of leading approaches to the understanding of psychological support allows defining it as a unity of all participants in the educational process as regards to the creation of conditions for the positive development of students during the whole process subject to maintaining the maximum of the student’s freedom and responsibility. Such support is aimed at creating conditions (pedagogical psychological, social) for successful education and development of each individual in situations of interaction [23, p. 41].

In order to ensure the adequate socialization of gifted students on the Internet, psychological and pedagogical support and maintenance must be carried out in a timely manner. The purpose of psychological support is to create, within the Internet environment of educational interactions, the most favourable conditions for personal development and education of gifted students.

The methodological basis of our study for building a system of psychological support and maintenance are:

– an activity approach, which is implemented by involving students in various types of educational and out-of-school activities using Internet technologies. Activity approach provides a productive interaction of gifted

personality, pedagogues, parents, the closest social environment. Such interaction is characterized as subject-subject relations and involves the activity of the person;

- a value-oriented approach that focuses gifted students, pedagogues, parents on the use of universal human social and personal values, the exchange of values in free communication in order to develop acceptable skills of interaction, harmonious adaptation, and socialization in society, the formation of self-confidence as a full-fledged subject of the educational environment;

- differentiated and personality-oriented approaches implemented on the basis of the results of the psychological diagnosis of the personal development of a gifted student through the introduction of special ICT in the educational process. The personality-oriented approach allows gifted students to realize themselves as a personality, in the formation of self-awareness, the development of ways of self-determination, self-realization, and self-affirmation, cultivating and maintaining their own position through the awareness of the situation of collective or individual choice [9, p. 47–48].

2. Model of support and maintenance of participants in the educational process

The analysis allowed distinguishing certain levels of psychological support and maintenance for participants in the educational process in terms of the Internet environment: students, teachers, parents, educational institution (Figure 1).

Let us reveal the organizational and methodical aspects of the implemented complex system to provide psychological support and maintenance for all participants in the educational process and their socialization.

1. Psychological support of students in the process of the personal formation consists of:

- choice of effective teaching technologies: the choice of the most optimal learning strategies, ways of planning educational work, work and rest regimes, training ways to make a workable state during learning activities, etc.;

- the establishment of productive relationships with subjects of the educational process (students, teachers, parents), namely, assistance in the development of communicative skills, ability to speak to the question, maintain positive relations with other people, help in understanding non-productive ways of behaviour, recognition of provocations on the side of others, as well as in resolving conflicts, etc.;

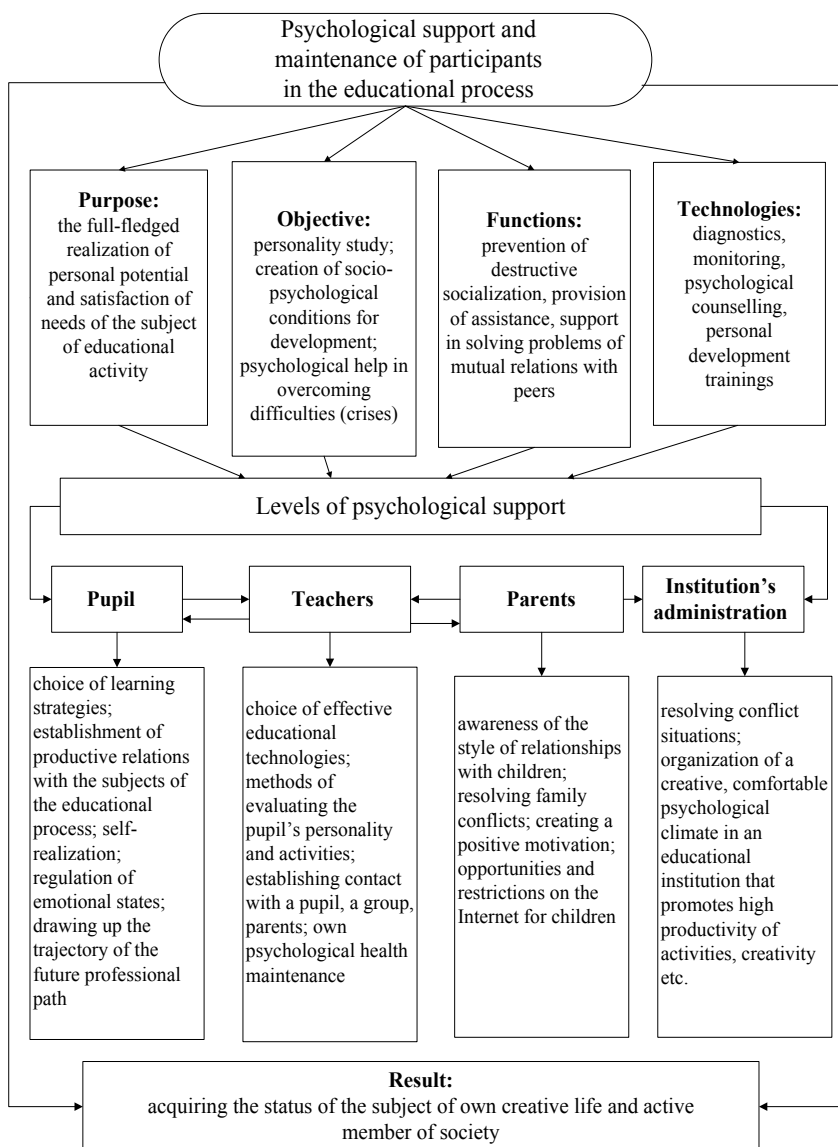


Figure 1. Model of psychological support and maintenance of participants in the educational process

– self-realization, which involves: determining the sphere where a particular student can manifest himself; identification and development of the necessary abilities for successful educational activities; learning how to self-represent and attract attention, the ability to get interested in yourself, your proposal; the ability to use the help of others; the ability to make a positive impression on others and cause a desire to cooperate; awareness of ways of own behaviour that cause rejection, denial, etc.;

– regulation of emotional states, which includes assistance in removing fatigue, overcoming anxiety, apathy, aggression, frustration, stress, and also the state of hopelessness, etc.;

– building a trajectory for the future professional path, namely, assistance in: planning a career plan, setting realistic goals and analysing ways to achieve them, planning for continuing education; development of qualities that facilitate rapid adaptation in the student's team; analysis of strategies for professional promotion, professional development, and improvement.

Therefore, the psychological support of the student's personal formation can be realized with the help of specific activities of the psychologist of the interactive centre, namely:

1) educational – teaching methods of effective communication and behaviour in the educational process;

2) health-saving – a complex of measures that contribute to the normalization of the nervous and mental health (removal of tension and tiredness; analysis of human capabilities in the context of the implementation of specific activities, etc.);

3) forming – formation in the subject of skills and abilities that are necessary for solving specific problems; assistance in the organization of personality thinking, encouraging experimentation, expanding the capabilities of the individual;

4) analytical – analysis of the integral educational process, the existing system of interaction, effectiveness, application of Internet technologies, etc.;

5) organizational – the creation of special types of activity and interaction aimed at achieving the goal of personal formation;

6) value-oriented – the organization of special situations concerning interpersonal interaction, which should contribute to the emergence of a new sense, values of its participants;

7) stimulating and mobilizing – various interactive psychological tools, methods that promote personality activation during education;

8) goal-setting – support for new personality abilities, assistance in disclosing the abilities of the individual, its resources and the ability to apply them in educational and out-of-school activities;

9) intermediary – the establishment of multidisciplinary links between the subjects of the educational process on the organization of development cooperation and the fulfilment of specific goals [9, p. 65–97].

Technologies of psychological support and maintenance are represented by a set of methods created for solving tasks related to the formation of the personality of a gifted student. These, above all, are:

- psychological trainings aimed at increasing the ability to adaptation, reflection; training of development of vital competencies, overcoming disharmony of personal development; trainings for self-confidence building, learning methods of self-regulation and ways to relieve stress and fatigue, recovery of forces; achievement motivation training; training for the development of psychological cognitive processes; training of communicative skills; practice of mnemonic techniques, exercises on the development of creative thinking; self-presentation skills training, etc.

- monitoring of personal development process that covers current psychological diagnostics and control of students' academic achievement;

- methods of psychological correction or individual counselling, which are used in the case of identifying personal destructive socialization;

- creating a favourable environment for: changing restrictive beliefs; training reactions and understanding the behaviour of others; the correction of individual functions with the help of specially selected exercises in the process of individual and corrective work, through which the skills of interaction with people of different ages are formed; the formation of constructive behaviour skills in conflict and so on.

2. First of all, the psychological support of parents consists in: helping to understand the style of relationships with children and comprehending ways of motivating them for certain actions; an analysis of the effectiveness of the promotion and punishment used; assistance in supporting the planning of future vocational training, finding alternatives, resolving family conflicts, etc. During psychological support and maintenance of parents, specialists can solve important tasks, among which should be called: improving the psychological competence of parents, teaching parents the skills of prevention and constructive resolution of conflicts, expanding the ability of parents to self-knowledge and protection of the psyche from “destructive” thoughts.

The methods of work of the psychological service with parents are regular teacher-parent meetings, lecture courses, workshops and trainings, individual and family counselling, etc.

3. Psychological support for teachers involves: helping to overcome a negative mood for work with a student or a class; selection of the most suitable and effective for a particular class technologies of education and training; psychologically competent assessment of the student's personality and activity; establishing productive contact with the gifted student, group, parents; assistance in creating an interaction environment in which students and their parents will be able to accept what the teacher suggests; help in maintaining psychological health and so on.

The determining factor for the personal growth of students is the personality of the pedagogue. Thus, the organization of special work with a teacher for the purpose of his/her self-development can significantly improve the student's position in the educational process, for example, the formation of the need for psychological and pedagogical knowledge.

Reducing the risk of professional deformation (stagnation). The activity of the psychologist includes the development of emotional and behavioural flexibility, self-regulation, self-understanding, and learning how to get feedback. The said work can be carried out both through psychological education, individual corrective work with the pedagogue, and through the inclusion of the pedagogue in various training and psychological games, such as "Prevention of emotional exhaustion."

Help in the organization of development, comfortable interaction in the class. In this direction, the activity of a psychologist implies: an analysis of the psychological climate in the class; study of the sociometric structure of a group; assistance to the teacher in organizing interaction and communication in a study group in order to establish mutual understanding, as well as in planning individual work with students; conducting consultations on solving complex situations in a group; recommendations to the teacher on activating students; assistance in planning the hours of communication and the organization of active methods of socio-psychological training.

The development of professional teacher's progress involves certain types of psychological work, including: psychological support of the pedagogue, providing him with timely psychological help in the form of counselling, training sessions of psychological correction of state of health and behaviour, exercises on the development of self-regulation, emotional, behavioural, and

intellectual flexibility; development of professional self-awareness, creativity, etc. Of great importance in working with educators are business games as a way of updating knowledge and teaching reflection [9, p. 113–125].

4. The psychological support and maintenance of the administration of an educational institution include tasks for: assistance in forecasting the consequences of decisions and planning of activities; prediction and resolution of conflict situations; organization of a creative, comfortable psychological climate in an educational institution that promotes high performance, creativity, etc.

The leading forms of work of a psychologist for the purpose of psychological support and maintenance of the administration of an educational institution are: organization of regular meetings of representatives of the administration with the pedagogical staff, parents, and students in order to receive feedback on the consequences of the decisions made; organizational and business games; communication training, training for development of tolerance, positive thinking, supporting communication, etc.

3. The behaviour of gifted students on the Internet

Having analysed the structure of the users' activity in the Internet network, its main elements were identified: motives that motivate the student to work on the Internet; goals – images of results, the achievement of which the activity on the Internet is aimed at; means due to which activities on the Internet are carried out.

O. Arestova, L. Babanin, and O. Voiskunskyi note that “application of computer networks leads to structural and functional changes in human mental activity. These changes relate to the cognitive, communicative, and personal sphere, transform the operational part of the activity, processes of goal-setting, demand-motivational regulation of activity” [10, p. 55–56].

The Internet creates conditions for the development of new forms of social interaction and social activity of gifted high school students due to various elements of globalization, wide access and provision of a large number of opportunities to network users.

Scholars note that behaviour of gifted students on the Internet mostly depends on a number of external and internal factors and on the conditions of the student's upbringing [2; 3; 5; 6; 15].

It is determined that the socialization of gifted students can be influenced by five groups of factors: intrapersonal (knowledge, attitudes, perceptions, personal

characteristics and features); interpersonal (interpersonal communication in small groups: family, friends, peers who provide social support and stipulate social roles); institutional (rules, instructions, policy of formal structures that can prevent or favour the recommended forms of behaviour); population (formal and informal social relations and norms (standards) that operate in the environment of certain individuals, groups, organizations); political factors (local, regional, state laws and policies) [15, p. 128].

Analysis of scientific provisions (O. Anopriienko, T. Zhuravel, Zh. Parkhomenko [2]) allowed asserting that the formation of the behaviour of gifted students, including on the Internet, occurs under the influence of various factors at the following levels: individual, family, inner circle (same-age peers, educational institutions), and social, which determine the socialization of students on the Internet and shape its specifics (Figure 2).

Let us reveal the influence of actors at each of the proposed levels.

At the individual level of the formation, the behaviour of gifted students on the Internet is influenced by biological and psychological factors. *Biological factors include:* unsatisfactory health status, chronic diseases (students with reduced health, disabilities can use the Internet for leisure and communication with peers; students who through illnesses have poor educational achievements, poor relationships with classmates and friends, resulting in conflicts, increased nervous tension and, as a result, the use of the Internet in order to escape from reality, to “solve” existing problems in real and virtual worlds), which can contribute to the risky behaviour of high school students on the Internet.

The psychological factors include: a low level of demands, underdevelopment of a motivational sphere (students with a low level of demands and lack of motivation to activity in real life can use the Internet as a means to develop a motivational sphere and their own demands. However, developing in the virtual space, such students may forget about the need to implement development in real life), low self-esteem (students with low self-esteem can increase it in the virtual space: during communication, creating social pages, blogging, creating different virtual images), the inability to control oneself and their actions (students who are difficult to control themselves and their actions in real life are most susceptible to uncontrolled and risky activities on the Internet), the lack of skills to break out of conflict situations (the lack of skills for constructive conflict resolution and the exit from psychologically difficult situations can lead to active student activity

on the Internet in order to “solve” or “avoid” problems in real and virtual life), lack of communication skills (students who are difficult to establish contacts in real life can communicate on the Internet with any interlocutor without experiencing fears and complexes); the desire to risk (active use by students of the Internet network allows to take risks not only in real life but also in the virtual space).

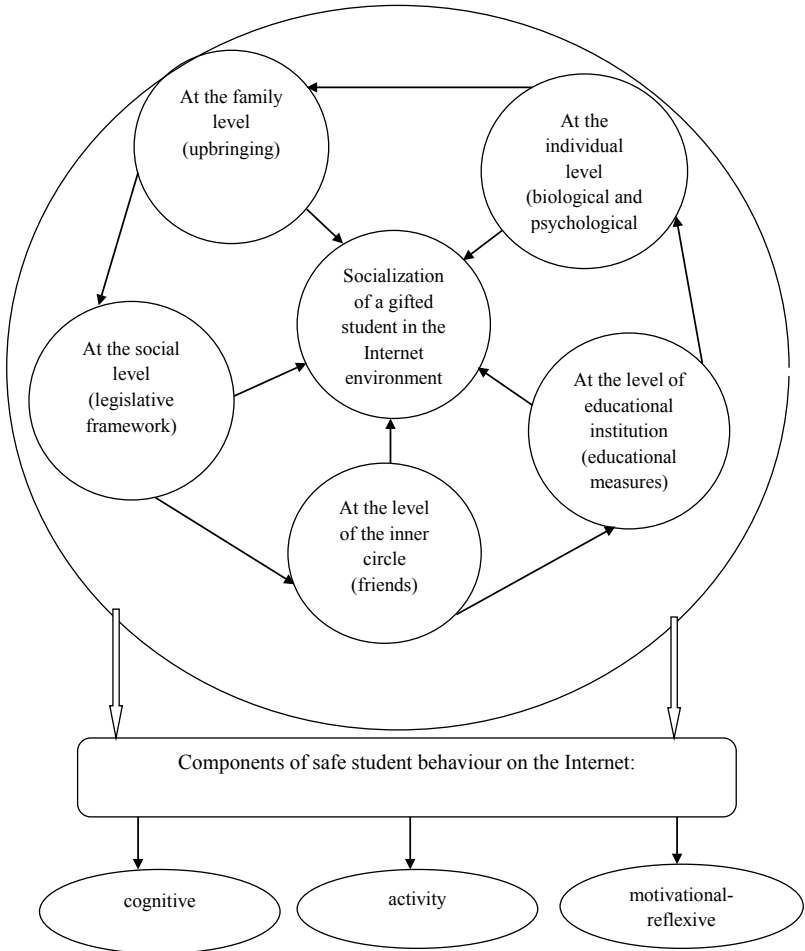


Figure 2. Socialization of a gifted student in the Internet environment

At the family level, the following factors influence the formation of socialization and behaviour of high school students on the Internet: excessive activity of parents in the Internet network and a positive attitude to the activities of gifted high school students on the Internet (students who see a negative example of parents' activity on the Internet can follow their behaviour in the virtual space), social isolation of students (social isolation of high school students may be manifested through the brutal attitude of parents to the child, the punishment of the child, the refusal to obey social norms, which leads to the inability of the child to satisfy own needs for grouping with peers and communication with them, lack of certain hobbies in real life and the inability to show them to friends, however, the use of the Internet network enables the high school student to realize his needs for communication, grouping, and hobbies in the virtual world), family conflicts (persistent conflicts in the family can encourage a high school student to find a conflict circle and discuss the problems with others. However, a gifted high school student cannot always tell about the problems to friends or skilled professionals in the real world, which leads to the search for new friends-advisers on the Internet), inconsistency in a child's upbringing (in families where parents do not set strict rules of conduct and children do not feel adult control, or where the discipline is too strict and inconsistent, students are at high risk of excessive use of the Internet to meet their own needs and interests, avoiding unnecessary contacts with their parents), frequent change of residence of the family (may have a negative impact on the child, as this requires constant building of relationships with new friends, neighbours, classmates; senior students, who are difficult to establish contacts in an unfamiliar environment, can use the Internet to communicate and spend their leisure time).

At the level of the inner circle – "peers" – the following factors affect the formation of behaviour of gifted high school students on the Internet: an example of the negative behaviour of friends and same-age peers on the Internet (students who follow the behaviour of their peers in real life can do this in a virtual space: hesitantly place information about themselves and others on personal social network pages, personal photos and photos of their friends, spend their free time in chats and forums, make calls for participating in asocial events, etc.), competitions with friends in the virtual space (often friends can compete in virtual space through games (number of wins, points, and bonuses in the game) and popularity of personal pages in

social networks (amount of contact information, places where studying and spending leisure time, posted personal photos and videos, etc.), bullying (students who are threatened with harassment by their peers, physical or psychological terror aimed at causing fear in them and subjugating them are avoiding contact with them in real life, which leads to the development of active activities on the Internet).

At the level of the inner circle – “educational institution” – the following factors influencing the formation of behaviour of gifted students on the Internet can be distinguished: bad relationships with classmates and teachers (lead to the inability of students to meet the needs of communication, organization of leisure in real life, which leads to the active use by senior pupils of the Internet to create a virtual self, friends search, leisure, advice from the virtual interlocutors, etc.), the emergence of stressful situations in the school (such situations adversely affect the student, his relations with friends, teachers, and parents. In order to “solve” or “avoid” problems and find answers to questions, students use the Internet), absence of complex forms of work in the school environment aimed at creating safe behaviour in the Internet (lack of forms of work on the formation of safe online behaviour, lack of knowledge of pupils about the risks of the Internet network and rules of conduct in the virtual space can lead to the emergence of online dependencies, getting into risky situations on the Internet).

At the social level, the following factors influencing the formation of behaviour of gifted high school students on the Internet can be distinguished: the positive attitude of others to online activities (often adults positively take the activities of pupils on the Internet, since they are at home, not on the street, do not implement negative behavioural patterns, can use the Internet network for study and leisure at their convenience), the imperfection of the legislative framework and the principles of the Internet network (the lack of regulation of the process of information inflow in the Internet network allows any user to place any information on the websites, provoke for asocial actions in real life and in the virtual space).

The analysis of scientific literature [6; 15; 20] in the structure of the behaviour of gifted students on the Internet allows distinguishing *cognitive, activity, and motivational-reflexive* components that contribute to safe socialization:

– cognitive component (student awareness of the Internet as an information space, activities in the virtual space, risks on the Internet);

– activity component (skills and abilities of safe online activities; skills to differentiate various influences of the Internet; ability to make adequate decisions in accordance with the situation arising in the virtual space; ability to conduct constructive dialogue with virtual interlocutors and to withstand the pressure from their side; control and direct their activity on the Internet, define and realize the purpose of online activity);

– motivational-reflexive component (the desire to secure themselves on the Internet, the desire to improve themselves through the Internet, the desire to control emotions during the online activity, the desire to adequately show dissatisfaction on the Internet, the desire to analyse their own online behaviour).

A program and methodological recommendations were developed for the formation of safe online behaviour in gifted students [21]. The structure of the program includes theoretical questions and training lessons, socio-pedagogical conditions of implementation, and the final result (Table 1).

Table 1

**Structure of the program on the formation
of safe online behaviour in gifted students**

Socio-pedagogical conditions	Forms of work	Indicators that have been developed
Implementation of a comprehensive program on the formation of safe online behaviour	1. Training lessons on the formation of safe online behaviour 2. Information message “What is an Internet Network?” 3. Teamwork “Features of activities on the Internet”, “Risks on the Internet”, “Rules of safe online behaviour of students” 4. Interactive game “Photo”, “Secret” 5. Analysis of situations “Birthday”, “Online special offer”, “Summer vacation”, “Education on the Internet”, “Social networks”, “Online purchase”	1. Ability to resist pressure from virtual interlocutors 2. Realization of own responsibility for formation and observance of rules of safe online behaviour 3. Regulation of emotions during activity on the Internet 4. Ability to identify risky situations on the Internet 5. Awareness of the types of activities on the Internet 6. Awareness of online risks
Ensuring active participation of gifted students	1. Advertising and information campaign “We Are for a Safe Internet!” 2. Exhibition of posters “Internet Network is ...”	1. Realization of own responsibility for formation and observance of rules of safe online behaviour

(End of table 1)

Socio-pedagogical conditions	Forms of work	Indicators that have been developed
in the formation of safe online behaviour	3. The dispute “Virtual Friends: Myth or Reality” 4. Reports at student leader union’s conferences 5. Watching videos and discussing it	2. Awareness of the types of activities on the Internet 3. Knowledge of the rules of safe behaviour on the Internet
Preparing parents to form gifted students’ safe behaviour on the Internet through educational and preventive work	1. Conversations on the topic “How to protect the child on the Internet” 2. Information messages on the topic: “Features of the Internet”, “Risks on the Internet” 3. Use of electronic resources: the site “Safe Internet”, electronic questionnaires, intellectual exercises “Rules of safe online behaviour”, “Risks on the Internet”, “Features of activities on the Internet” 4. Distribution of booklets for parents “Create a secure Internet network”	1. Ability to identify risky situations on the Internet 2. Selecting a model of safe online behaviour of gifted students 3. Ability to define the purpose and regulate the time of activity on the Internet 4. Knowledge of the rules of safe online behaviour 5. Realization of own responsibility for formation and observance of rules of safe online behaviour
Organization of work of specialists of a multidisciplinary team	1. Round tables, seminars: “Formation in adolescents of safe behaviour on the Internet”, “Socialization of the teacher as a condition for successful socialization of gifted students”, “Psychological and pedagogical support of gifted high school students in the Internet environment”, “Internet technologies and socialization of gifted student youth”, “Socialization of gifted high school students in the Internet environment: theoretical foundations and practical experience”, “Methodical provision of the process of socialization of gifted high school students in the Internet environment”, “Modern methods of psychologist and pedagogical support of the process of gifted youth socialization” 2. Training lessons	1. Awareness of own responsibility for the formation and observance of the rules of safe online behaviour 2. Awareness of the types of activities on the Internet 3. Knowledge of the rules of safe behaviour on the Internet.

4. Work with teachers of an educational institution

Within the socialization process, social learning and education are being carried out, which is interpreted as creating conditions and activities aimed at younger generations' mastering universal and special knowledge and social experience in order to form socially positive values in them [1].

The aspect of the readiness of teachers to use Internet technologies in the educational process is extremely important. Thus, the study showed some difficulties with the readiness of teachers to work with gifted children, as well as to use modern ICT tools and the Internet as a whole. As a result of processing personal data (anonymous questionnaires, including through Google Forms (428 respondents), one-third of the respondents (29.9%, 128 teachers) were found who are not ready for such creative activity. A group of teachers was identified who seek innovation activities but lack certain skills and abilities. This is mostly young professionals who work in schools for a maximum of 3 years, their share is 30.6% (131 respondents), as well as a small group of teachers – 17.3% (74 respondents) who have no desire to develop. This group includes mostly teachers with great pedagogical experience and age-related features (54 years old on average). It is pleasant that 22.2% of respondents (95 respondents) constantly work with gifted students at a high professional and creative level (different age categories and work experience).

It should be noted that the overwhelming majority (82%) of teachers believe that collaboration with Internet technologies would improve learning outcomes, and only a relatively small share (18%) of teachers denies this. Instead, only 6% of teachers use Internet technology in education and 4% say they use it sometimes. The vast majority (90%) do not use Internet technology in educational activities (Table 2).

Table 2

**Distribution of teachers' answers about Internet use
in educational activities (%)**

Do you think that collaboration with Internet technologies would improve learning outcomes?			Do you use Internet technologies in educational activities?		
Yes	No	Other	Yes	No	Sometimes
82	18	–	6	90	4

So, we have to draw the following conclusion: teachers in the overwhelming majority (94%) use Internet technologies to meet their own professional needs, and only 6% (with some deviation 10%) use Internet technologies to meet the needs of students in learning and socialization, that is, in the vast majority of cases, practically don't use.

In this connection, teachers of experimental educational institutions were trained to work with gifted students and to support their socialization. A special course "Gifted Students and Their Peculiarities of Education and Upbringing" was developed, taking into account the system of organizational and pedagogical, content and methodological work. A series of classes was held that helped to solve theoretical and practical problems of gifted students' socialization. The classes were held in the form of roundtables, practical classes using elements of business and role games, discussions, workshops of various kinds, individual and group consultations and interviews, scientific conferences and symposiums, colloquia. For teachers, psychologists, students, methodological aids were prepared and provided [14; 22].

In order to provide scientific and consultative assistance to the participants in the educational process, a network centre *has been created* in Facebook, "Tutor in the Social Network", which during 2016-2018 worked in the following directions: scientific-organizational, psychological and pedagogical support of gifted high school students. The first direction contains technical (programmers, system administrator, moderator); scientific-analytical (scientific project managers, research staff) and organizational support (coordinators from educational institutions). The second direction includes tools for psychological and pedagogical diagnostics, scientific and methodological databases (methodological recommendations, programs for development and educational events, preventive), consultation sessions, interaction with agents of socialization (students, parents, teachers, administration of educational institutions, coordinators, non-school and public organizations). Within the framework of the network centre, the analysis, selection, and dissemination among the participants of the group of useful educational development portals, web resources, and other Internet platforms, which can be used for psychological support and maintenance of participants in the educational process, were carried out.

5. Conclusions

In the scientific research, the theoretical generalization and the new solution of the relevant problem of gifted students' socialization are presented, which is manifested in the substantiation of pedagogical and psychological conditions that determine the content, forms, ways of organizing this process in the virtual environment. In accordance with the objectives set in the process of theoretical and experimental research at each stage, the following results and conclusions are obtained:

At the first analytical-conceptual stage (2016):

The theoretical sources on the problem are analysed, the main directions of the study of socialization process (biogenetic and sociogenetic) and leading scientific approaches to the study of socialization are singled out. The leading psychological concepts concerning the problem of socialization of the personality (psychoanalytic, behavioural, psychodynamic, humanistic, cognitive, activity, the systemic concept of socialization) are considered.

The socialization of gifted students is defined as a process, by which an individual learns the social experience of his social (and virtual) environment in a way that, through the formation of his own self, manifests the uniqueness of the individual as a personality. That is, it is the process of mastering the samples of behaviour, social norms and values (including in the Internet environment) by the gifted individual that are necessary for his successful functioning and creative self-realization in society.

The basic regularities of the course of the process of socialization of the individual in the Internet environment are revealed. In particular, it is established that gifted high school students tend to self-development as a process of self-actualization; have a certain disharmony of personal development that consists in the manifestation of a high level of intelligence, inflated or deflated self-esteem, a low level of communicative activity and emotionality, while contacts with peers are a priority for gifted high school students and they need their personality to be accepted in a social environment. Gifted students realize their needs for communication, self-realization in the Internet environment. It is determined that as an alternative environment influencing the socialization of the personality of a gifted high school student, the Internet has great educational potential and fulfils certain social functions: informational, communicative, conative (behavioural), entertaining (recreational).

At the second modelling stage (2017):

The conceptual model of interactive psychological and pedagogical support of gifted high school students in the Internet network, which forms a motivated environment for gifted students, is developed. The conceptual model includes two main directions: scientific-organizational and psychological-pedagogical support of gifted high school students. The first direction contains technical (programmers, system administrator, moderator); scientific-analytical (scientific project managers, research staff) and organizational support (coordinators from educational institutions). The second direction includes tools for psychological and pedagogical diagnostics, scientific and methodological databases (methodological recommendations, programs for development and educational events, preventive), consultation sessions, interaction with agents of socialization (students, parents, teachers, administration of educational institutions, coordinators, non-school and public organizations).

It is identified that uncontrolled access to Internet resources can cause serious potential dangers for students. The risk group of gifted students over the negative influence of the Internet on the process of their socialization is singled out. Such influence is determined by their cognitive, emotionally-volitional, and personal characteristics, the sphere of needs, features of communication and activity.

The world and national experience of solving the problem of prevention of destructive socialization of gifted students, in particular, in the Internet environment, is analysed. The general regularities of such activity are revealed. The method of prevention of destructive socialization of gifted students is developed: prevention of negative consequences of gifted students' socialization in the Internet environment; elimination of risk factors that increase the probability of destructive socialization of gifted students in the Internet environment; socio-pedagogical and psychological recovery of gifted students who have been adversely affected by the Internet environment.

Complex tools of psychological and pedagogical diagnostics of gifted students are justified, which involves studying:

– value-motivational and cognitive components: methodology “Diagnostics of the structure of value orientations” (S. Bubnova), questionnaire “Internet in the life of a senior pupil” (L. Tkachenko), questionnaire “Features of the interaction of a gifted student with a mentor” (K. Androsovyh), test “Structure of the pupil’s educational motivation” (K. Zamfir);

– operational-activity component: methodology “Assessment of communicative and organizational inclinations” (V. Syniavskiy and B. Fedoryshyn); questionnaire for the study of general self-esteem; studying the social activity of a gifted student; methodology for determining the level of aspirations (“Shvartslander’s motor test”);

– personal (regulatory) component: test “Studying the degree of socialization of high school students” (I. Rozhkova), Methodology for diagnosing the social identity of a gifted student (M. Kuhn and T. McPartland’s test), Self-Actualization Test “SAT” (adaptation by Yu.E. Aloshyna, L.Ya. Hozman, M.V. Zahika, and M.V. Kroz). Description of characteristics for respondents of diagnostic tests (in online mode) is expanded.

At the third implementation stage (2018):

Functions of experimental psychological and pedagogical work on the socialization of gifted students are determined: cognitive, communicative, activity, corrective, self-management.

Diagnostic sections were made among academically gifted students (326 respondents). The group of students with high and sufficient levels of socialization indicators, which is 58.3% of the sample (190 students), as well as a group with problems of socialization in school groups, which is 41.7% of the sample (136 students) – an insufficient level of socialization, is found. Experimental and control groups have been formed for further research.

A model of the socialization of gifted students has been tested and implemented, which provided for the following psychological and pedagogical conditions: development of social activity of gifted students; creatively directed academic training of gifted students; stimulating personal development and self-development of gifted students; purposeful psychological and pedagogical support and maintenance of the process of socialization of gifted students using Internet technologies; creation of a favourable educational environment.

Experimental testing of the proposed model has been performed. The results of control sections, which allowed tracing the dynamics of the level of socialization of gifted students in the experimental and control groups, are generalized. The analysis of the obtained results according to the determined criteria is carried out. It is established that more significant statistical changes occurred in the experimental group compared to the control one, which testifies to the effectiveness of using the model and tools for the socialization of gifted students in the Internet environment.

During the research also:

- the scientific foundations and practical ways of solving the issues of development and support of gifted students, and promoting their socialization taking into account the influence of the Internet environment are determined;

- training of teachers for psychological and pedagogical support and maintenance of gifted students is carried out;

- diagnostic tools developed in online mode for providing psychological support to gifted students are implemented;

- taking into account the influence of the Internet on gifted students, practical recommendations for teachers who promote the socialization of gifted students in the virtual environment are developed;

- roundtables, workshops, conferences are held.

At a conference organized by the Department “Socialization of a Gifted Student in the Internet Environment: Methodological Support and Maintenance,” (31.10.2018, Kyiv, Ukraine), the following resolution was adopted:

“...having heard all the participants of the conference at the plenary session and in the sections, summarizing, it is possible to state that the achievements of the Department of Intellectual Development of Gifted Child deserve attention of both scientists and practitioners, and the theme of socialization of gifted children in the Internet environment is extremely urgent today. This is evidenced by the topics of the reports of leading scientists from various subordinate institutions of the NAES of Ukraine, concerning certain aspects of child socialization: studying the potential of the Internet for education and self-improvement of students (O.P. Pinchuk); the negative influence of the mass media on the mental state of children, which causes suicide (L.A. Naidonova); possibilities of integration of educational and developing Internet platforms into the traditional educational system (I.M. Smyrnova), as well as a foreign guest with a report “IT Support for Study at PhD Level in Sweden” (Per Ekman, PhD Researcher, Uppsala University, Sweden) and so on. The participants of the conference decided to recommend the scientific and practical achievements of the scientists of the Department of Intellectual Development of Gifted Child of the Institute of Gifted Child, National Academy of Educational Sciences of Ukraine, for further implementation in the practice of general secondary educational institutions”.

At the same time, it should be noted that the issues of social adaptation of pupils in the conditions of the informational and educational environment, their autonomy and moral qualities, the influence of these factors on professional self-determination and self-realization of pupils still remain unexplored. Social adaptation of a human involves the formation of an active personal position, awareness of their own social status, which contributes to the successful entry of a gifted person in adulthood. Therefore, we consider it necessary to direct further scientific research towards the study of various aspects of socio-psychological adaptation of gifted students in terms of information and educational environment of institutions of general secondary education.

References:

1. Aktualni problemy sotsialno-pedahohichnoi roboty (modulnyi kurs dystantsiinoho navchannia) / A. Y. Kapska, O. V. Bezpalko, R. Kh. Vainola; Za zah. red. A. Y. Kapskoi. – K., 2002. – 164 s.
2. Anoprienko E. V. Podrostki grupp riska k infitsirovaniu VICH: Kniga dlia trenera : ucheb.-metod. posobie / E. V. Anoprienko, T. V. Zhuravel, Zh. V. Parkhomenko ; pod obshch. red. T. V. Zhuravel. – Kiev : Foliant, 2012. – 252 s.
3. Anokhina N. F. Informatsionno-psikhologicheskaiia bezopasnost rossiiskikh detei / N. F. Anokhina // Sotsialnaia pedagogika. – 2013. – № 3. – S. 81–89.
4. Bohdanova I. M. Sotsialna pedahohika. Elektronnyi resurs. Rezhym dostupu: <http://pidruchniki.com/12461220/pedagogika/>
5. Vakulenko O. V. Zasoby masovoi informatsii yak osoblyvyi chynnyk vplyvu na formuvannia sposobu zhyttia osobystosti / O. V. Vakulenko // Sotsialnyi pratsivnyk. – Veresen, 2005. – S. 14–18.
6. Vasyliieva R. Yu. Pidhotovka maibutnikh uchyteliv do formuvannia bezpechnoi povedinky pidlitkv u pozaurochnii diialnosti : dys. ... kand. ped. nauk : 13.00.04 / R. Yu. Vasyliieva. – Zhytomyr, 2010. – 272 s.
7. Vlasenko L. V. Sotsialno-psykholohichniy suprovid akademichnoi hrupy yak zasib rozvytku kultury spilkuvannia studentiv : avtoref. dys. ... kand. psykhol. nauk : 19.00.05 / L. V. Vlasenko ; In-t psykholohii im. H. S. Kostiuka APN Ukrainy. – Kyiv, 2005. – 20 s.
8. Volianiuk N. Yu. Psykholohichi zasady profesiinoho stanovlennia trenera-vykladacha : dys. ... d-ra psykhol. nauk : 19.00.01 / N. Yu. Volianiuk ; In-t psykholohii im. H. S. Kostiuka APN Ukrainy. – Kyiv, 2006. – 411 s.
9. Golovanova N. F. Sotsializatsiia i vospitanie rebenka. – SPb., 2004. – 272 s.
10. Gumanitarnye issledovaniia v Internete / [pod red. A. E. Voiskunskogo]. – M. : Mozhaisk-Terra, 2000. – 432 s.
11. Demidova T. P. Psikhologicheskoe soprovozhdenie professionalno-lichnostnogo stanovlennia obuchaiushchikh v srednikh professionalnykh uchebnykh zavedeniakh : dis. ... kand. psykhol. nauk : 19.00.07 / T. P. Demidova. – M., 2005. – 171 s.

12. Zhuravel A. P. Psykholohichniy suprovid operatyvno-sluzhbovoi diialnosti osobovoho skladu pidrozdiliv okhorony derzhavnogo kordonu Ukrainy : avtoref. dys. ... kand. psikh. nauk : spets. 19.00.09 / A. P. Zhuravel ; Nats. akad. Derzh. prykordonnoi sluzhby Ukrainy im. Bohdana Khmelnytskoho. – Khmelnytskyi, 2006. – 20 s.

13. Zeer E. F. Psikhologiya professii : ucheb. posobie dlia st. vuzov / E. F. Zeer. – 3-e izd., pererab., dop. – M. : Akademicheskii Proekt ; Fond «Mir», 2005. – 336 s.

14. Interaktyvna psikhologo-pedahohichna pidtrymka sotsializatsii obdarovanykh starshoklasnykiv: Metodychni posibnyk. – K.: In-t obdarovanoi dytyny, 2018. – 108 s. (avt. kolektyv: Androsovykh K. A., Halchenko M. S., Kovalova O. A., Naidonova L. M., Tkachenko L. I.).

15. Kopina O. Podkhody k izmeneniiu povedeniia naseleniia v meditsynskikh profilakticheskikh programmakh v SSHA / O. Kopina, A. MakAlister // Voprosy psikhologii. – 1995. – № 5. – S. 128–141.

16. Kulikova L. N. Lichnostnoe samorazvitie uchashchegosia i uchitelia – osnova gumanisticheskoi pedagogiki L. I. Kulikova // Pedagogika razvitiia. – 2001. – 229 s.

17. Lozhkin H. V. Profesiinyi rozvytok osobystosti maibutnoho sportyvnoho psykholoha / H. V. Lozhkin // Vyscha osvita Ukrainy. – 2006. – № 4. – S. 75–79.

18. Panok V. H. Etapy rozvytku psikhologichnoi sluzhby systemy osvity v Ukraini / V. H. Panok // Naukovyi chasopys NPU im. M. P. Drahomanova : zb. nauk. prats. – 2009. – № 26(50), Ch. 1. – S. 96–101. – (Seriia 12 «Psikhologichni nauky»).

19. Poviakel N. I. Psikhologichna sluzhba yak intehrovana struktura u prostori profesiinykh zavdan suchasnoi psikhologichnoi praktyky / N. I. Poviakel // Humanitarnyi visnyk DVNZ «Pereiaslav-Khmelnytskyi derzhavnyi pedahohichniy universytet im. H. Skovorody» : naukovo-teoretychnyi zb. – Pereiaslav-Khmelnytskyi, 2006. – S. 175–179.

20. Popkov A. V. Formirovanie bezopasnogo povedeniia podrostkov vo vneurochnoi deiatelnosti : dis. ... kand. ped. nauk : 13.00.01 / A. V. Popkov. – Izhevsk, 2007. – 270 s.

21. Profilaktyka destruktyvnoi sotsializatsii obdarovanykh starshoklasnykiv v Internet-seredovyschi: Metodychni rekomendatsii. – K. : In-t obdarovanoi dytyny, 2018. – 40 s.

22. Androsovykh K. A., Tkachenko L. I. Psikhologo-pedahohichniy suprovid sotsializatsii obdarovanykh starshoklasnykiv v Internet-seredovyschi: Metodychni posibnyk. – K.: In-t obdarovanoi dytyny, 2017. – 108 s.

23. Sukhovershina Yu. V. Psikhologicheskoe soprovozhdenie lichnostno-professionalnogo razvitiia studenta sluzhboi prakticheskoi psikhologii vuza : dis. ... kand. psikh. nauk : 19.00.07 / Yu. V. Sukhovershina. – Kursk, 2006. – 155 s.

24. Shadrikov V. D. Sistemnyi podkhod k izucheniiu deiatelnosti : khrestomatiia po inzhenernoi psikhologii / V. D. Shadrikov. – M. : Vysshiaia shkola, 1991. – S. 171–183.

25. Layton Wilbur L. Student Development and Consulting / L. L. Wilbur, C. A. Sandeen, R. D. Baker // Ann. Rev. Psychol. – 1971. – No. 22. – P. 533–564.