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THE TEACHER AS A FACTOR IN THE ACCEPTANCE OF GIFTED CHILDREN OF PRIMARY SCHOOL AGE

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***Abstract:** Inclusive education is the basis of successful teaching, understanding and learning of the learning material in school. In order to put knowledge and skills into practice, they must be fully realized. In this regard, inclusive education makes it possible for the teacher to implement in a differentiated and personal way the competences that the students must acquire in the specific academic discipline. Of the categories, the groups of children that cover inclusive education, here, in the scientific publication, the one for gifted children and that of primary school age is considered more specifically. The place of the primary teacher, as a fundamental factor and figure for inclusive education, in general, and in particular attention to children/students with gifts, abilities and creativity in the educational system of the Republic of Bulgaria, is analyzed.*

***Keywords:** The Teacher, Inclusion Factor, Gifted Children, Primary School Age.*

INTRODUCTION

Gifted children are a unique phenomenon in the social world. They are the wealth of any nation. Their discovery, development and support for the care and responsibility of society, educational institutions and organizations, of the family. As teachers note, these children are distinguished not only by their best abilities for any type of activity, but they are first of all among their peers in terms of their psychological characteristics. The most important problem of the progress of society is the preservation and improvement of giftedness. For many parents and teachers, it is difficult to identify the main areas of work with such children, to choose training programs that are adequate for their development. The problem of giftedness is becoming more and more relevant at the moment, which is connected with society's need for an extraordinary creative personality. The constant dynamics of the modern environment require not only high activity of a person, but also his skills, ability for non-standard behavior. The number of children with high intellectual abilities in various categories is increasing, and at the same time the number of problems faced by the extraordinary child in today's society, requiring an individual approach and careful treatment of his fragile personality.

In today's adolescent education, more and more attention is paid to the individualization and inclusion of different groups of students, including gifted children. Such students are distinguished by high intellectual potential and creative abilities, which can be developed and supported by teachers in primary school age. This type of kids represent a specific group of students who are distinguished by high intelligence, creative potential and highly developed skills in various fields. They have quick learning abilities and additional interests and talents that set them apart from their peers. However, these prodigies are often a challenge for teachers, as they have specific needs and require a different approach in the educational process. In this context,

the role of the teacher is of particular importance for the successful inclusion of gifted children in the educational process and their development as individuals.

EXPOSITION

The purpose of this scientific report is to present the role of the teacher as a factor in the inclusion of gifted children in primary schoolage. The main aspects of the educator's role for the inclusion of gifted children in the learning process are examined, with attention paid to the following aspects: supporting the individual needs of gifted children, stimulating their creative and critical thinking process, building an appropriate educational environment and supporting social adaptation and interaction of gifted children with their peers.

Let's look at the first aspect: supporting the individual needs of gifted children.

The teacher has an important role in discovering and recognizing gifted students in primary school age. This may include a range of activities such as observation, assessment of academic achievement, administration of tests and diagnosis of individual abilities. When gifted children are identified, they must be supported in fulfilling their individual needs in the learning process. Researching the role of the educator in the inclusion of such children is of ultimate importance as it can have long-term positive effects on their success in school and beyond. (Rahim, Abdul Hussein Al-Mosawi, Fatima, 2018; Tileva, A., Bodzhukova, A., 2019; Nikolova, Yo., 2021). A well-prepared and competent teaching staff can create suitable conditions for the development of their full potential and help them to fit successfully into the learning process. Educators have a decisive role in forming a new social, scientific, inclusive and innovative culture among young people.

The next point we consider is stimulating the creative and critical thinking process of gifted children.

The role of the teacher in the inclusion of gifted children is crucial. It should encourage open-mindedness, creativity and independent inquiry in gifted students, supporting them to express their opinions and ideas and develop critical thinking. (Ministry of Education and Science, 2017; Dineva V., 2017; Neminska R., 2021; Al-Obaydi, L. H., Jawad, Z. A. & Rahman, F. 2022; Alexandrache, C. 2021). Each gifted child is unique and requires an individual approach from the educator, who in turn must understand that gifted children may have different interests, talents, motivations and needs and adapt their work to them. The educator must be flexible and adapt to their individual needs, offer differentiated learning approaches and support them in achieving excellence.

The teaching staff should encourage the creative thinking of high-achieving students by encouraging them to express their opinions, ideas and decisions. (Budakova, S., 2018; Al-Obaydi, L. H., Doncheva, J., & Nashruddin, N., 2021; This can be achieved by holding discussions, debates, projects and other activities that encourage students to think outside beyond the ordinary and to express creative ideas.

Incompetence or lack of information among school teams about the characteristics and needs of gifted students can lead to inappropriate approaches and strategies in working with them. Therefore, it is necessary to examine the role of the educator and develop guidelines and recommendations for the successful inclusion of gifted children in primary schoolage. In the elementary schoolage, which covers the period from first to fourth grade, including gifted and talented children in the learning process and keeping them interested is especially important because it is a time when they begin to build their skills, habits, motivations and relationships with others.

Let's move onto the next aspect: building an appropriate educational environment.

The teaching staff has the role of creating an appropriate learning environment that meets the specific needs of gifted children.

It is necessary to create an environment that is stimulating and supportive for students with high intellectual abilities. This includes creating a variety of learning materials and resources that

are relevant to their individual interests and needs, and creating opportunities to develop their talents and skills.

Building an appropriate learning environment includes providing additional learning materials and resources that match their high cognitive abilities. The teacher can provide additional challenges and more complex task that stimulatet heir intellectual growth. Additionally, the educator can encourage independent exploration and learning by enabling these children to work at their own pace and develop their interests and talents. This may involve adapting curricula and methods to be challenging and interesting for children with advanced intellectual abilities. The educator should provide a variety of learning materials that are suitable for the intellectual potential of gifted children and use a variety of teaching methods, such as differentiating learning tasks, group work, and problem-based learning.

Let's introduce the next point of view: supporting the social adaptation of gifted children.

The educator should offer support to children with greater abilities for their social adaptation in the school environment. This can include helping children develop social skills such as communication, cooperation, conflict resolution and more.

The educator should provide support for the social adaptation of such students by creating opportunities for them to connect with other children, workin a team and develop socials kills. The teacher can organize featured projects, activities and discussions that promote social integration.

Let's stop on the last poin to fviev: interaction of gifted children with their peers.

The teaching staff at school must be a navigator and support for those students who need additional stimulation and challenges at school, can and must create a favorable educational environment in which gifted children feel accepted, included and motivated to develop their skills and talents. At the same time, there are challenges and obstacles that can hinder the successful realization of gifted children in primary schoolage.

One of the challenges is the perception of such children by their classmates.

Gifted students often have unique social and emotional needs, which can include experienceing stress, isolation and lack of understanding from their peers.

In order for gifted children not to feel neglected and to be accepted as normal children, the teacher can organize featured projects, activities and discussions that encourage cooperation among peers.

The educator plays an important role in cooperation with parents of gifted children. The teacher's mission is to guide communication, to be a conduit for the ideas, goals and tasks he has set for the parents, guardians, in the name of the children entrusted to him. Each activity, In order to have a positive effect, to be implemented, to achieve its goals, must have a plan, strategy, consistency and systematic implementation. Achieving the general goal of child development largely depends on the correct ranking of tasks depending on the general and methodical conditions of training and upbringing, as well as on the individual characteristics of adolescents. Without the effective interaction, without the collaboration of the institutions, in the person of the pedagogue, with the family, the results would not be fruitful and sustainable, they would not be what they are expected to be, and that too in the short term.

One of the roles of the educator is to be an intermediary between the family and the school. To attract parents as their faithfulallies for the inclusion of children in the school institution. He must use the potential and supporting role of those families who accept education as a value and education it in their children. At the same time, it is good to skillfully interact with family members who do not perceive education as a path to personal prosperity and to convincet hemt hrough appropriate examples of its importance. The teacher's hould maintain open communication with mothers and fathers and inform them of their children's progress and of the methods and strategies being used to support their individual needs. He can work together with the family to build a stimulating learning environment at home by providing additional resources and challenges to support the development of their children'stalents.

The educator must have opportunities for continuing professional development in order to prepare and comply with modern requirements and methods of working with gifted children. This may include participation in specialized courses and trainings, scientific-methodological seminars and conferences, as well as independent research and application of innovative methods and approaches in the educational process.

The field of gifted education is dynamic and constantly evolving, which is why the educator must be informed of current trends, research, and proven practices in the field of working with gifted children of elementary schoolage.(Georgieva E., R. Demirkova, 2008; VoinohovskaV.,2021; Petrova, E., 2020; Georgieva, P., 2015; Ivanova, T., &Panteleev, P., 2017; Dacheva, G., 2010; Doncheva Yu., 2022; Krasteva Neli, Julia Doncheva, 2022). The educator may collaborate with other professionals such as psychologists, gifted education specialists, parents, and other teachers to achieve optimal results in the inclusion of gifted young students in the elementary schoolage. Cooperation may include featured preparation of teaching materials, sharing of experience and good practices, exchange of information and resources, as well as joint planning and implementation of activities for the development of gifted children. This can create a richer and more stimulating educational experience for special students and contribute to their successful inclusion in the school environment.

In our opinion, to deal with these challenges, school team scould implement some of the following solutions:

- ✓ Identification of gifted students: Educators can use various methods and tools to identify gifted students, such as giftedness tests, portfolios of creative projects, grades from previous school years, and others. They must be trained to recognize the various manifestations of giftedness, including perception, creative processes, motivation, and problem-solving skills.
- ✓ Individualized approach to the learning process: Teachers should provide varied and stimulating learning materials and activities that meet the needs and interests of gifted children. They can use differentiated learning materials, more complex tasks, research projects, creative tasks, and other methods to challenge gifted children and support them in their learning.
- ✓ Individual study plans: To prepare individual study plans to meet their specific needs and interests. These plans may include additional study materials, additional time to explore topics, expand material in depth, and other appropriate strategies.
- ✓ Support for the development of creative skills: Gifted children often exhibit a high level of creative skills that need to be supported and developed. Teachers can organize creative tasks, projects or activities to stimulate creative thinking and expression in gifted children.
- ✓ Collaboration with other professionals: Teachers can consult and collaborate with other professionals, such as psychologists, special education specialists, parents, and others, to get additional support and guidance in working with children with high intellectual abilities.
- ✓ Motivation and support for social adjustment: Children with prominent intellectual and creative abilities may face challenges in social adjustment at school, especially if they feel different or isolated because of their skills. Teachers should strive to motivate and support the social adaptation of such children by including them in group activities, encouraging cooperation and communication with other students and developing their social skills.
- ✓ Professional development: Teachers should also have opportunities for professional development and training to prepare them for working with gifted children. This may include participation in seminars, trainings, conferences and other educational events to provide them with new knowledge and skills to effectively teach such children. In addition, schools can engage in professional networks and exchange of experiences to share successful practices and be inspired by new ideas.

- ✓ Assessment and feed back: Assessment and feedback are important support tools. Educators should provide objective assessment of gifted children's academic progress and provide them with constructive feedback to encourage them to develop their skills and knowledge.
- ✓ Creating an appropriate learning environment: School teams can and should create an appropriate learning environment that meets the specific needs of gifted students. This may include the organization of differentiated lessons, availability of additional learning materials, access to modern technologies to support them in their learning process, and ot her appropriate conditions.
- ✓ Family involvement: Parents can also be an important factor in the successful inclusion of able children in primary schoolage. Family members should be worked closely with and involved in the educational process by keeping them in formed of their children's progress and achievements, advising them on appropriate activities, and supporting their efforts to develop children's talents and abilities.

CONCLUSION

In conclusion, teachers are a key factor in the inclusion of gifted children in primary schoolage. They must have the knowledge, skills, competences and motivation to unlock the potential of such students and support them in their academic and personal growth. (according to Beleva, I., & Georgieva, P., 2014; Chavdarova, A., Delibaltova, V. etal., 2022; Daneva M. Y., Nikolova M. K., 2022; Nikolova, Yo., 2018). Creating an appropriate learning environment, applying differentiated approaches, providing stimulating materials and development opportunities, as well as involving parents are importants strategies that can support the successful inclusion of gifted children in primary schoo lage.

The responsible and competent role of the teacher can have a long-term positive effec t on the development and success of gifted children who can grow upon the educational scene and contribute to the future of society. The teacher plays a keyrole in the integration of gifted children in primary school age. They must be aware of the characteristics of such children, understand their needs and develop appropriate strategies and methods to promote their educational progress and development. This includes flexible and differentiated approaches in the learning process, providing stimulating and enriching materials, promoting self-management and autonomous thinking, and creating an appropriate school environment that promotes the inclusion and integration of these children in the education system.

Creating an appropriate educational environment that fosters their development and success can provide them with the opportunity to develop their full potential and become productive citizens of the future society. It is also important for the teaching staff to encourage and support students with gifts and talents in various fields, to provide them with opportunities for self-expression and creativity, to perceive them a sequal partners in the learning process and to motivate them to develop their individual interests and talents.

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