



## The investigation of psychological-pedagogical conditions for the solution of socio-cultural socialization tasks of gifted adolescents

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### Abstract

**Introduction.** *The article deals with the problem of successful socialization of gifted adolescents. The purpose of the article is to define and clarify a set of psychological-pedagogical conditions, leading to successful solving socio-cultural socialization tasks by gifted adolescents.*

**Materials and Methods.** *The study follows the existential approach and its ideas as a methodological basis of the research. In order to obtain empirical data the authors applied M. Rokich's "Value orientations" inventory and "The study of a child's initiative in their curricular and extra-curricular activities" questionnaire by V. S. Yurkevich. The sample consisted of participants from educational center "Sirius", Sochi, (n=42) and the participants of state educational institution "The Academy of Talents", Saint-Petersburg, (n=42).*

**Results.** *The article presents a theoretical review and results of analyzing peculiarities and difficulties in solving socio-cultural tasks of socialization by gifted adolescents. The data obtained enabled the authors to identify psychological-pedagogical conditions for successful solution of this set of tasks.*

*The research reveals the difference in the way the gifted children's parents and educators perceive adolescents' terminal values and the way the adolescents see them, which justifies the necessity and importance of interventions, aimed at increasing educators and parents' psychological-pedagogical competence in the field of giftedness, peculiarities of gifted children's development and recommendations how to cooperate with gifted adolescents. The research results demonstrated specific features in gifted adolescent's self-acceptance and self-attitude: critical perception of personal results; responsible attitude to learning (even to the least favourite subjects); preference to problematic, extraordinary tasks; avoidance of the "organizer" role by most adolescents; keenness on reading and creativity.*

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**Conclusions.** Relying on the data obtained and teaching experience, the authors formulated psychological-pedagogical conditions which provide increased effectiveness in solving socio-cultural tasks by gifted adolescents.

**Keywords**

*Gifted child; Gifted teenagers; Socialization problems; Social-cultural tasks; Values; School activity; Extra-curricular activity.*

**Introduction**

In the modern educational system of the Russian Federation there is a tendency to support talented and gifted children, which is conditioned by a need of society in creative people with an extraordinary way of thinking who can bring something new into industrial and social life, set tasks and solve them.

Despite the extensive experience in working with gifted children, the effective work of several organizations at the federal and regional levels, today there are difficulties not only in identifying and supporting gifted children, but also in their successful socialization and social development [8].

Studying the issue of gifted children's social development, we have managed to identify the source of the problem, which is often the lack of solutions or unduly solution of socialization tasks by gifted children (natural-cultural, social-cultural and social-psychological) [15].

Problems in social development often cause victimization, harmfully affecting a gifted child's life and influencing the choice of a growing gifted person's life scenario, taking them away from the "Winner" life scenario (according to E. Bern) and leading a gifted child to the "Invincible" or even "Defeated" life scenario<sup>1</sup>.

Although modern educational organizations conduct active work with gifted children, the

work is mainly aimed at developing specific abilities and talents and preparing gifted children to participate in competitions and Olympiads of different levels in various fields. According to the research results we obtained, creating conditions for successful and duly solution of socialization tasks is not an essential activity in many educational organizations of different types [4]. As a result, we see a child who is externally successful, but has difficulties in self-presentation, self-realization, self-determination, interacting and communicating with peers and adults [6].

This problem is especially relevant in adolescence, when changing a type of activity worsens these problems and brings them to the fore<sup>2</sup> [10].

We consider organization and implement of social-pedagogical work essential. This work should be aimed at creating conditions for personal self-development, encouraging faith in one's own success and striving for self-realization [12; 19].

In our opinion, work on overcoming difficulties while solving socialization problems should be based on a number of circumstances:

- to develop a gifted child's subjective position;
- to develop confidence in success;

<sup>1</sup> Berne E. *Games People Play*. Moscow: Eksmo, 2015. 288 p.

<sup>2</sup> Worrell F. C., Subotnik R. F., Olszewski-Kubilius P. Talent development: A path toward eminence. In: S. I.

Pfeiffer, E. Shaunessy-Dedrick, & M. Foley-Nicpon (Eds.). *APA Handbook of Giftedness and Talent*, 2018, pp. 247–258. American Psychological Association. DOI: <https://doi.org/10.1037/0000038-016>

- to develop communication and interaction skills;
- to form adequate self-esteem;
- to create conditions for a gifted child to self-realize, self-accept and develop self-attitude;
- to create conditions for self-determination, awareness of life goals and building life plans;
- to develop parents' psychological-pedagogical competence;
- to improve teachers' psychological-pedagogical literacy in the field of giftedness [16].

To organize work in social-pedagogical field effectively, it is significant to know peculiarities and difficulties of solving socialization tasks by gifted adolescents.

In this regard, we conducted a research on this problem in 2020–2021.

To study each block of socialization tasks, we have developed a set of indicators.

In this article, we present the results obtained when studying peculiarities and difficulties of solving social-cultural socialization tasks by gifted adolescents.

A significant number of scientific research has been devoted to the problems and peculiarities of adolescent development. The main features of this age period are described in the works of L. I. Bozhovich<sup>3</sup>, D. B. Elkonin<sup>4</sup>, N. S. Leites<sup>5</sup>, L. S. Vygotsky<sup>6</sup>, and others. The main ideas include:

1. A teenager's new interests. L. S. Vygotsky spoke about some of teenagers' interests, calling them dominants: egocentric dominant (self-interest); effort dominant (the

desire of a teenager to demonstrate strong will, resist, which can be sometimes seen in hooliganism, disobedience, dissident behaviour); scale dominant (the desire for further, setting strategic goals, not immediate ones); romance dominant (setting on romanticism, heroism, the new, the unknown). In addition, scientists depict an increased interest in science and learning among adolescents.

2. Thinking. Teenagers begin to think in notions [5; 22].

3. Imagination. At this age the imagination "moves into the fantasy realm", going into the intimate area [2; 7].

4. Reflection and self-awareness. This stage of age development is characterized by the desire to realize oneself, one's inner world, to understand the world of other people, which contributes to adolescent self-regulation.

5. A sense of adulthood. A teenager strives to adopt forms of adult behavior. Communication with peers as a reference group becomes the leading activity.

6. Relationships with the opposite sex. The relationships between boys and girls are becoming more open [9].

7. Motivation. At this age motives related to the worldview and plans for the future come to the fore.

9. Moral development. Moral beliefs are formed.

10. Self-determination. It is connected with searching the answers to the questions: "Who am I?", "What am I?", "What do I want to be?"

<sup>3</sup> Bozhovich E. D. *Psychological Peculiarities of Adolescents' Personality Formation*. Moscow: Znanie, 1979. 40 p.

<sup>4</sup> Elkonin B. D. *Psychology of Development*. Moscow: Akademia, 2008. 144 p.

<sup>5</sup> *Psychology of Children's and Teenagers' Giftedness*. Edited by N. S. Leites. Moscow, Akademia. Moscow, Academy, 1996, 416 p.

<sup>6</sup> Vygotsky L. S. *Imagination and Creativity in Childhood*. St. Petersburg: SOYUZ, 1997. 96 p.

The works of Russian and foreign scientists define individual characteristics of gifted adolescents<sup>7</sup> [1; 11].

– The process of teaching gifted teenagers becomes a search for answers to their own problems and questions.

– They find unique solutions to problems.

– Gifted adolescents lag behind in their physical development if to compare with their peers, although internally (intellectually) they grow up faster.

– Gifted teenagers see problems in areas where others don't notice anything unusual.

– Gifted teenagers show the ability to predict.

– They are characterized by a large vocabulary as a result and criterion for development of a child's mental abilities.

– They demonstrate the ability to evaluate as a result of critical thinking.

– Ingenuity as the ability to find non-standard, original, unexpected solutions features gifted adolescents.

– Gifted teenagers are able to reason and think logically, as well as to clearly formulate concepts, their own thoughts and judgments.

– They show persistence (purposefulness) as the ability to concentrate efforts on the subject of activity.

– Perfectionism as the pursuit of excellence in products and the results of their own work characterize gifted teenagers.

– Many gifted teenagers have a good sense of humor.

– Gifted teenagers' internal motivation dominates over external.

– Studies indicate high egocentrism of gifted adolescents.

The mentioned peculiarities of development enable gifted adolescents to be more successful than their peers; however, these features often lead to difficulties in the social sphere. The problem makes the study of the peculiarities and difficulties of solving socialization problems by gifted adolescents relevant.

In understanding the phenomenon of socialization and the blocks of socialization tasks, we follow A. V. Mudric's concept, who states that unsuccessful or unduly solution of some socialization tasks can lead to victimization of a gifted child<sup>8</sup>.

Indeed, a number of Russian and foreign studies indicate possible difficulties a gifted child may face in communication and mutual understanding with adults and peers, which in some cases lead to maladaptation and isolation [6; 8].

The studies draw our attention to gifted children's traumas while developing [3; 20], to cyberbullying among gifted students [17], ADHD that gifted children may suffer from and difficulties in adaptation among peers [13; 17], to stigmatization of gifted children in the family and its impact on child's development [18], to the relationship between the cognitive sphere and interpersonal communication [13], to the way gifted adolescents perceive friendly relationships<sup>9</sup>.

The obtained results of studying the peculiarities of interaction between gifted adolescents and the micro society necessitate special social-pedagogical work to create conditions for successful social development and

<sup>7</sup> *Psychology of giftedness and creativity: monograph*. Edited by L. I. Larionova, A. I. Savenkov. M., St. Petersburg, Nestor-History, 2017, 288 p. URL: <https://www.elibrary.ru/item.asp?id=29885092>

<sup>8</sup> Mudric A. V. *Social Pedagogics*. Moscow, Publishing center «Akademia», 2000. 200 p.

<sup>9</sup> Özbey F., Ellibeş Cerrah H., Arpaz Ünsal Özel Yetenekli Çocukların Kendi Arkadaşlık İlişkilerine Yönelik Görüşleri. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Özel Eğitim Dergisi*, 2021, vol. 22 (1), pp. 113–145. DOI:

<https://doi.org/10.21565/ozelegitimdergisi.621484>

timely solution of the socialization tasks by gifted teenagers. However, research in this area is currently insufficient. Most works in this field are presented by Russian authors [14; 21].

This fact confirms the need to study the peculiarities and difficulties of solving the socialization tasks and to identify the psychological-pedagogical conditions for their successful solution.

The purpose of the article is to define and ground the set of psychological-pedagogical conditions, leading to successful completing of social-cultural socialization tasks by gifted children.

The presented research enabled us to identify specific features and difficulties in solving social-cultural tasks by gifted adolescents and to detect psychological-pedagogical conditions for solving social-cultural tasks by gifted adolescents.

### Methods

Our research is conducted on the age-based approach and existential approach in pedagogy.

The age-based approach depicts specific features and capabilities of each age group in our study. This is especially relevant if we talk about adolescence.

Applying the existential approach, we organize work with gifted teenagers, which is focused on searching oneself, a meaning and life purpose, ways to achieve some goals.

The teenagers from educational center “Sirius”, Sochi (n=42) and the participants of state educational institution “The Academy of Talents”, Saint-Petersburg (n=42) were sampled. The total number of the testees is 84 adolescents. The research took place in 2021.

The empirical data were obtained via questioning, observing and testing gifted teenagers.

The following set of diagnostic tools was applied:

- “Value orientations” method by M. Rokich;
- “The study of a child’s initiative in their curricular and extra-curricular activity” by V. S. Yurkevich.

The obtained results enabled us to formulate the psychological-pedagogical conditions for solving social-cultural socialization tasks by gifted adolescents.

### Results

The analysis of the problem was conducted via the following stages:

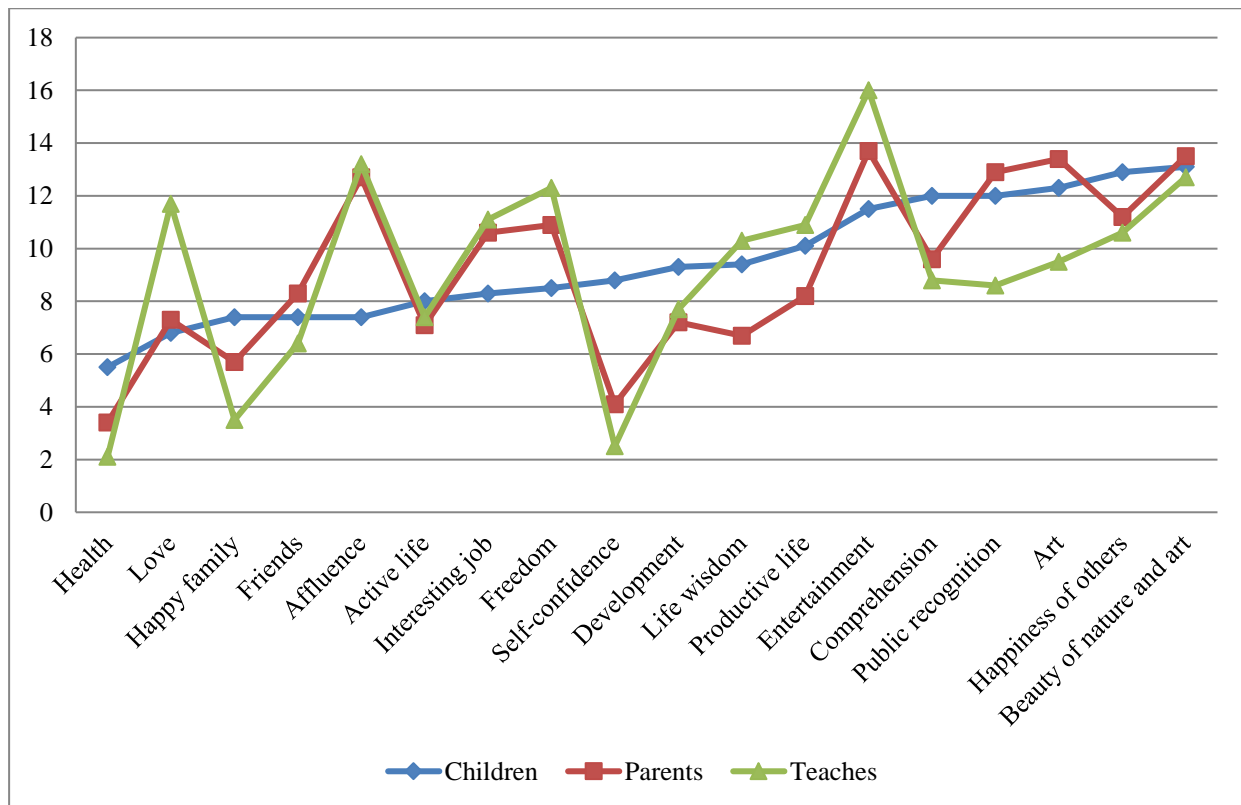
1. To study peculiarities and difficulties of solving social-cultural socialization tasks by gifted teenagers.
2. To create psychological-pedagogical conditions for solving social-cultural tasks of socialization.

While studying peculiarities of solving the social-cultural socialization tasks by the gifted teenagers, we applied the following set of diagnostic tools:

- “Value orientations” method by M. Rokich;
- “The study of a child’s initiative in their curricular and extra-curricular activity” by V. S. Yurkevich.

To analyze the value orientations of gifted children, the way their parents and teachers perceive children’s value orientations, we conducted a study in Kostroma state comprehensive secondary school No. 4.

We have arranged the data obtained via the method of “Value orientations” by M. Rokich in such a way that the most significant values of the gifted adolescents are closer in the X-axis. The more distant the value is from the X-axis, the less significant it is for the respondents (Fig. 1).



*Fig. 1. parents' and teachers' perception of children's terminal values*

The research results depict a certain difference in the priority terminal values of gifted children and the perception of them by adults (parents and teachers). It is vital and should be taken into account when defining the content of work with gifted schoolchildren.

Analyzing practical situations that gifted children may have while interacting with peers, we can conclude that gifted children are sometimes rejected by average children with abilities, and this causes a negative self-perception, low self-esteem, a sense of inferiority. It should be said that an attitude towards giftedness is ambiguous: from enthusiastic to dismissive, distrustful. Precocity is frightening and alarming. However, in most cases this is easily explained by a lack of knowledge about the

specific features and problems extraordinary children have.

The analysis of a gifted child's relationships with peers and adults plays an important role in understanding personality traits of a gifted child and nature of its formation. These relationships, on the one hand, are a consequence of the child's uniqueness; on the other hand, they make up the "history" of life and thereby form a gifted child's personality and an image of their future.

"The study of a child's initiative in their curricular and extra-curricular activity" questionnaire by V. S. Yurkevich was applied to analyze school and after-school interests and hobbies of talented teenagers (Table 1.).

Table 1.

The diagnostic results obtained via “The study of a child’s initiative in their curricular and extra-curricular activity” questionnaire by Yurkevich V.S., which was conducted among the gifted teenagers from educational centre “Sirius” (n=42)

Questions	Often	Sometimes	Never
I am happy to do complicated tasks at the lessons I don’t like.	38	4	0
To do my homework I use additional materials (including the Internet resources).	22	16	4
To complete a complicated task I try to do it without help, even though I spend too much time on it.	17	21	4
While doing a difficult exercise, I am concentrated and can work without being disturbed.	24	15	3
I am interested in research projects.	38	4	0
During the recent year my results at intellectual contests (games, contests, tournaments, Olympiads):	28	8	6
I eagerly read scientific and fictional literature on the topics I am interested in.	38	4	0
I participate in various school activities eagerly.	14	22	6
I enjoy doing complicated intellectual work, which I was not asked to do: e.g., to do new sums, read scientific (fictional) literature, write texts...	34	7	1
I am happy to visit any events (e.g., exhibitions, museums, performances, concerts, etc.)	21	19	2
I go to after-school clubs (studios, extra-curricular activities)	14	15	13
I read fiction (extra-curricular).	31	8	3
If something interests me, I use encyclopedias, handbooks.	23	14	5
I have good achievements at intellectual contests (Olympiads, competitions, tournaments) for the last 2 years	37	4	1
This year my school results (academic performance)	28	11	3
I enjoy being a ringleader of interesting activities in school and my class.	14	21	7
I am happy to do some creative activity: e.g., make a cartoon/ film, paint a picture, compose poems, etc.	21	9	12
I enjoy being a researcher at the subject I like: e.g., to do physical and chemical experiments, analyze texts, historical sources, etc.	38	4	0
If I am interested in the subject, I will choose a complicated task (even though I do not know if I can cope with it) rather than an easy one.	37	4	1
I can ask a teacher questions I don’t know the answers to.	29	11	2
I try to learn new computer programs myself.	26	11	5

“The study of a child’s initiative in their curricular and extra-curricular activity”

questionnaire by V. S. Yurkevich enabled us to obtain the following results (Table 2).

Table 2.

The diagnostic results obtained via “The study of a child’s initiative in their curricular and extra-curricular activity” questionnaire by Yurkevich V.S., which was conducted among the gifted teenagers from state educational institution “The Academy of Talents” (n=42)

Questions	Often	Sometimes	Never
I am happy to do complicated tasks at the lessons I don’t like.	30	12	0
To do my homework I use additional materials (including the Internet resources).	20	20	2
To complete a complicated task I try to do it without help, even though I spend too much time on it.	16	20	6
While doing a difficult exercise, I am concentrated and can work without being disturbed..	22	18	2
I am interested in research projects.	24	14	4
During the recent year my results at intellectual contests (games, contests, tournaments, Olympiads):	17	21	4
I eagerly read scientific and fictional literature on the topics I am interested in.	14	22	6
I participate in various school activities eagerly.	17	16	7
I enjoy doing complicated intellectual work, which I was not asked to do: e.g., to do new sums, read scientific (fictional) literature, write texts...	13	20	9
I am happy to visit any events (e.g., exhibitions, museums, performances, concerts, etc.)	25	11	6
I go to after-school clubs (studios, extra-curricular activities)	33	8	0
I read fiction (extra-curricular).	22	15	5
If something interests me, I use encyclopedias, handbooks.	22	17	3
I have good achievements at intellectual contests (Olympiads, competitions, tournaments) for the last 2 years	13	22	7
This year my school results (academic performance)	24	14	6
I enjoy being a ringleader of interesting activities in school and my class.	12	23	7
I am happy to do some creative activity: e.g., make a cartoon/ film, paint a picture, compose poems, etc.	26	8	8
I enjoy being a researcher at the subject I like: e.g., to do physical and chemical experiments, analyze texts, historical sources, etc.	22	15	5
If I am interested in the subject, I will choose a complicated task (even though I do not know if I can cope with it) rather than an easy one.	16	19	7
I can ask a teacher questions I don’t know the answers to.	21	19	2
I try to learn new computer programs myself.	20	15	7

Most of the gifted teenagers are happy to do complex tasks at the lessons they are interested in (80 %).

While doing a difficult task, the respondents do not always try to find a solution on their own.



The answer “sometimes” was given by 49 % of the teenagers.

According to the results, the gifted teenagers are well concentrated and can work without being distracted while doing a complicated task (55 %).

63 % of the gifted teenagers are more likely to choose a difficult task (even if they are not sure if they can cope with it) rather than an easy one at the subject they enjoy most.

Among the surveyed gifted teenagers, 81 % of the respondents from the “Sirius” Research Center and 31 % from the state educational institution “Academy of Talents” enjoy to do difficult intellectual work that was not asked: for example, to do new sums, to read scientific (fictional) literature, to write texts.

52 % of the respondents often use some additional materials (including the Internet resources) to complete homework.

The respondents are interested in working on research projects. 74 % of the testees chose the response.

Over the past year 67 % of the gifted teenagers from educational center “Sirius” and 40 % from state educational institution “Academy of Talents” have high results in intellectual competitions (games, contests, tournaments, Olympiads).

88 % of the gifted teenagers from “Sirius” and 31 % of the gifted teenagers from “Academy of Talents” have high achievements in intellectual competitions (Olympiads, contests, tournaments) over the past 2 years.

During the last year 67 % of the gifted teenagers from “Sirius” and 57 % of the children from “Academy of Talents” have good academic performance.

90 % of the gifted teenagers from the “Sirius” Research Center and 33 % of the surveyed teenagers from “Academy of Talents” read scientific and fictional literature on interesting topics (for example, traveling, history of different peoples, etc.) with enthusiasm.

The gifted teenagers are not always eager to participate in school activities. The answer “sometimes” was given by 45 % of the total sample.

54 % of the gifted adolescents from the total sample are happy to attend any cultural events (for example, exhibitions, museums, performances, concerts, etc.).

Among the respondents, 33 % of the teenagers from “Sirius” and 78 % of the teenagers from “Academy of Talents” are engaged in clubs (sections, studios, electives).

63 % of the gifted teenagers read fiction (extra-curricular).

53 % of the gifted children use handbooks and encyclopedias (including electronic ones) on issues that interest them.

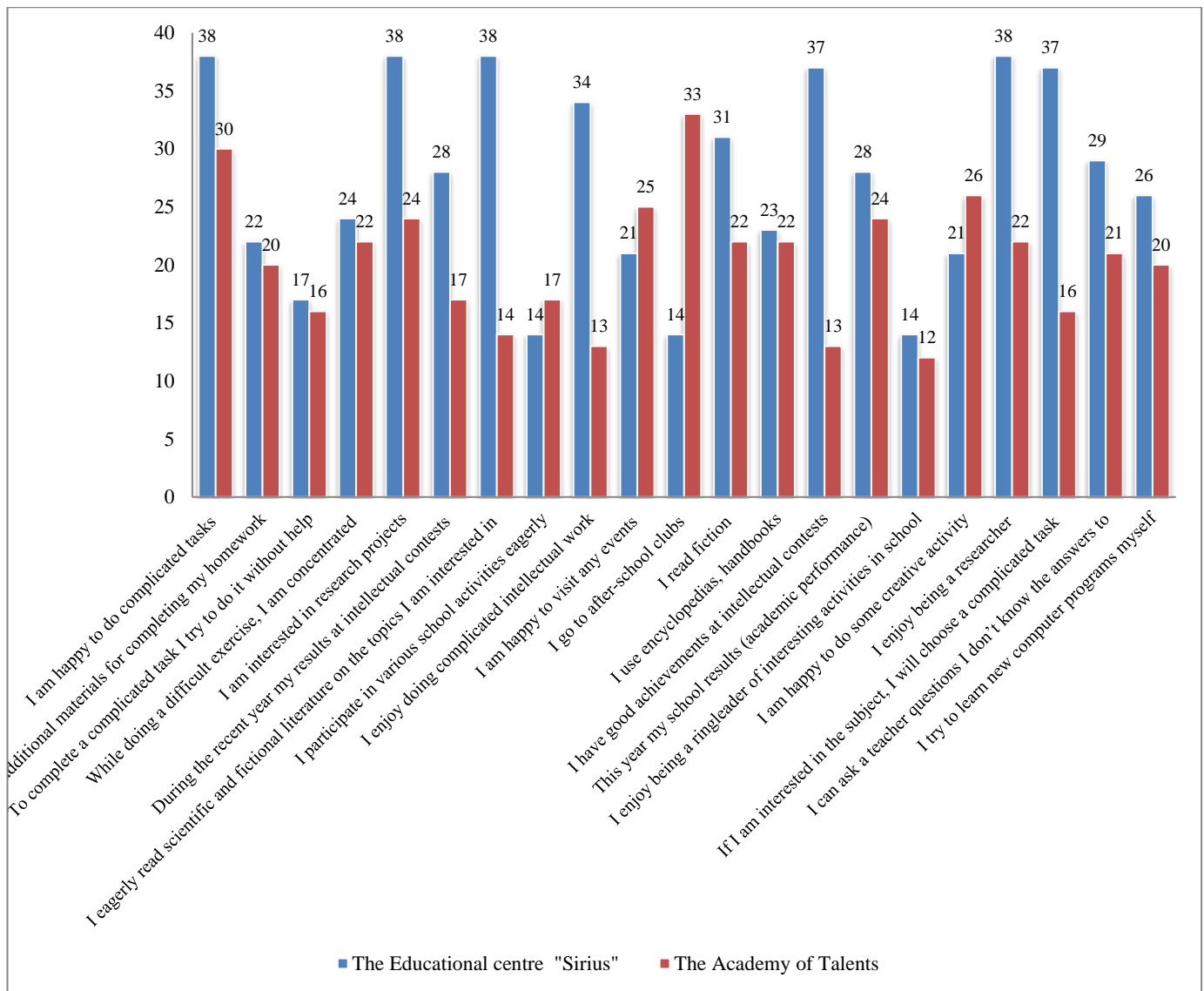
The gifted teenagers are not always eager to be a “ringleader” at school and in their class. 31 % of the respondents chose the option.

56 % of the gifted teenagers are happy to do any creative work: e.g., they make a cartoon or a film, paint a picture, compose poems, etc.

The gifted teenagers like to be a researcher in the subject they consider to be important (71 % of the testees).

59 % of the gifted adolescents ask a teacher questions that they cannot answer themselves.

54 % of the gifted teenagers try to master computer skills on their own.



**Fig. 2.** The study results of the gifted teenagers' potency in school and extra-curricular activities (n=84)

### Conclusions

The research revealed some peculiarities in solving social-cultural socialization tasks by gifted adolescents:

- We detected the difference in priority terminal values of the gifted children and adults' (parents' and teachers') perception of this.

- The gifted teenagers enjoy complicated intellectual work, they are happy to do complex, unclear tasks, and participate in research projects. They like to be researchers.

- Most of the gifted teenagers demonstrate high academic performance and win intellectual competitions. However, the teenagers of “Sirius” research center show much higher results. We assume that is connected with the kind of teenagers’ giftedness. The teenagers from “Academy of Talents” have mainly creative giftedness.

- The gifted teenagers enjoy reading (the adolescents from “Sirius” Research Center showed higher results), if the teenagers have

questions, they ask teachers or find information in encyclopedias.

– The gifted teenagers are not always eager to participate in school events and do not want to be initiative.

– Many gifted teenagers like creative activities and enjoy attending cultural events.

Having analyzed the peculiarities of solving social-cultural socialization problems by the gifted children, we managed to define that they prefer complicated intellectual tasks, most of the respondents demonstrate high academic performance and victories at intellectual contests, where they do not try to initiate any school events.

Represented peculiarities enable us to depict psychological-pedagogical conditions for solving social-cultural socialization tasks by gifted teenagers:

– To assist gifted adolescents successfully, it is vital to consider the revealed differences between gifted children's primary terminal values and the way these values are perceived by adults (parents and pedagogues) and to conduct some work aimed to increase parental psychological-pedagogical competency in the question of giftedness, peculiarities of gifted children's development, positive relationships with a teenage child, conditions for a gifted child's development.

– It is important to create conditions for forming a gifted teenager's adequate self-esteem, as the study results detect social rejection of gifted children by average teenagers, which makes talented adolescents perceive themselves negatively, have low self-esteem and feel inferiority.

– To conduct work to develop empathy and tolerance to less talented peers and to "another" point of view.

– To develop a skill to plan.

– To develop a skill to relax.

– To create conditions for developing willful traits in gifted children.

– To conduct psychological-pedagogical assistance of gifted children in difficult situations to reduce stress, low self-esteem, critical perception of results.

– Gifted children do not like to be in the spotlight, do not enjoy crowded events and they do not want to be organizer. It is considered crucial to give gifted adolescents an opportunity to act in different roles while organizing and conducting school events (in terms of complexity and subjectivity), which will contribute to development of their organizational, communicative, leadership skills.

– As gifted teenagers prefer intellectual activity, to solve complicated tasks, it is important to conduct problem-based education.

– Taking into account gifted teenagers' interests in a certain field of activity, it is necessary to provide them with an opportunity to present the results of their work and their achievements to peers, thus letting them experience self-presentation.

Implementation of the psychological-pedagogical conditions in work of educational organizations will stimulate successful and duly solution of social-cultural tasks of socialization by gifted teenagers.

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## Исследование психолого-педагогических условий решения социально-культурных задач социализации одаренными подростками

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**Проблема и цель.** В статье рассматривается проблема адекватной социализации одаренных детей. Цель статьи – выявить и обосновать совокупность психолого-педагогических условий, обеспечивающих успешное решение социально-культурных задач социализации одаренными подростками.

**Методология.** Теоретико-методологической основой исследования стали экзистенциальный подход и его идеи. Для получения фактических данных применялись методика «Ценностные ориентации» (М. Рокич) и анкета «Изучение активности ребенка по отношению к школьной и внешкольной деятельности» (В. С. Юркевич). Выборка исследования включала 42 подростка-участника образовательных смен ОЦ «Сириус» (г. Сочи) и 42 подростка-воспитанника ГБНОУ «Академия талантов» (г. Санкт-Петербург).

**Результаты.** В статье представлены теоретический обзор и результаты изучения особенностей и трудностей решения социально-культурных задач социализации одаренными подростками. На основании полученных данных выявлены психолого-педагогические условия эффективного решения данного блока задач социализации.

Исследование продемонстрировало различия в восприятии педагогами и родителями терминальных ценностей их детей и реальной иерархией данного списка ценностей у одаренных подростков, что свидетельствует о необходимости и значимости работы по повышению психолого-педагогической компетентности педагогов и родителей в области одаренности, особенностей развития одаренных подростков и рекомендаций по взаимодействию с одаренными подростками. Результаты исследования показали специфику самовосприятия и самооценки одаренных подростков: критичное отношение к собственным результатам; ответственное отношение большинства респондентов к учебе (даже по «нелюбимым» областям знания); предпочтение проблемных, неоднозначных задач; избегание многими одаренными подростками роли организатора мероприятий; увлеченность одаренных подростков чтением и творческими видами деятельности.

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**Заключение.** На основании полученных данных и педагогического опыта работы авторами сформулированы психолого-педагогические условия, которые обеспечат повышение эффективности решения блока социально-культурных задач социализации одаренными подростками.

**Ключевые слова:** одаренный ребенок; одаренные подростки; проблемы социализации; социокультурные задачи; ценности; школьная деятельность; внеклассная деятельность.

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