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Review article

Psychological and pedagogical support of gifted and talented children with disabilities in general education organizations

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Abstract. The article is devoted to topical issues of psychological and pedagogical support of primary school students with disabilities, showing outstanding abilities and talents, in general education organizations of the classical type (not specialized). Theoretical and methodological approaches to the organization of educational activities and a creative environment that contributes to the disclosure of potential are considered; features of pedagogical interaction aimed at creating conditions for the full development of intellectual, creative, and personal qualities of students with disabilities are described. Recommendations are given for the formation of individual educational routes, including psychological support, correctional and developmental work, and support for the socialization of a child in a peer group. Particular attention is paid to the interdisciplinary interaction of teachers, psychologists, and parents, which makes it possible to effectively solve the problems of adaptation and integration of students with special needs in general education organizations. The main blocks of measures for psychological and pedagogical support of talented and gifted children with disabilities are reflected in diagnostic, educational, correctional, psychological support, and additional extracurricular activities. For review and analysis, completed questionnaires of parents of two students were used (with autism spectrum disorder and with disorders of the musculoskeletal system). The work is of interest to researchers, university professors, practical teachers, psychologists, and social educators involved in inclusive education and talent support among primary school students with health and developmental disabilities.

Keywords: talented and gifted student with special educational needs, inclusive education, psychological and pedagogical support, educational potential of children with disabilities.

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Introduction

The problem of identifying, developing and supporting talent in children with disabilities is one of the most significant and complex in modern pedagogical practice. Federal state educational standards (hereinafter referred to as FSES) emphasize the need for an individual approach to each child, especially to those whose capabilities are limited by physical or mental factors. Such children require special attention, qualified psychological and pedagogical support and special methods of work aimed at unleashing their potential and developing their abilities.

The relevance of the study is due to the growing role of the state and society in creating equal opportunities for all categories of the population, including people with disabilities. High demands are placed on the quality of education focused on developing the potential of each student. A modern school should become a space where every student has a chance to realize their potential, regardless of the presence of restrictions. This requires the development of new approaches and technologies that ensure the integration of gifted children with disabilities into the overall educational process, their successful adaptation and social inclusion. Of particular importance is the task of forming an effective system of psychological and pedagogical support for students with disabilities with high cognitive abilities and creative inclinations. Despite the achievements in the field of inclusive education, the problem of developing scientifically based recommendations to create optimal conditions for the disclosure and improvement of the abilities and realization of the creative potential of gifted children with disabilities in the conditions of general education organizations remains relevant and requires further study (Boldinova and Kaverova, 2020; Vasina and Chupina, 2020; Gilemkhanova and Khalikova, 2018; Foley-Nicpon et al., 2011; Kornilova et al., 2024).

The purpose of this article is to study the features of psychological and pedagogical support for gifted and talented children – primary school students with disabilities in the conditions of classical educational organizations — schools, lyceums, gymnasiums that implement general education programs (not specialized, adapted programs). The study examines modern concepts and methods used in working with such children, and offers practical recommendations for creating favorable conditions for their harmonious development and successful socialization. The need for individualization of pedagogical approaches aimed at taking into account the specifics of perception, cognitive characteristics and emotional and personal characteristics of students is justified. Forms of interaction between specialists of various profiles (teachers, defectologists, psychologists, parents) are studied, which contribute to increasing the effectiveness of support and social adaptation of children with disabilities who show a high level of giftedness.

The scientific novelty of the study consists of a comprehensive approach to studying the problems of psychological and pedagogical support of talented children with disabilities, determining ways to optimize the educational space, and forming a unified approach to solving the problems of differentiated diagnostics, designing an individual development route, and correcting shortcomings that impede the full development of the potential of a gifted child. The practical significance of the results is determined by the possibility of their implementation in the activities of institutions of general and additional education aimed at ensuring equal opportunities for all categories of students.

Methods

The study was conducted using an integrated approach combining methods of analysis of bibliographic sources and existing practices. To form the fundamental basis of the study, normative legal acts, educational and scientific works and publications of various periods, authors and testing countries presented in the world's leading scientific citation databases (RSCI, Scopus, Web of Science, Scimago Journal Ranking, etc.) were studied. The selection of materials was carried out according to the inclusion criteria: the study was to study theoretical and methodological approaches to accompanying students with disabilities, consider models of psychological and pedagogical support for talented and gifted children with disabilities, and contain the development of specific methods and support programs for people with different diagnoses.

The research methodology includes a number of key stages and approaches:

1. Analysis of regulatory documents: study of national and international regulatory legal acts regulating the work of educational organizations with children with developmental disabilities, in particular with talented children with disabilities. Important attributes of rulemaking in this direction are reflected in documents such as the «Universal Declaration of Human Rights» (adopted by the UN General Assembly on 10.12.1948), «International Covenant on Economic, Social and Cultural Rights» (adopted 16.12.1966), «Convention on the Rights of the Child» (approved by the UN General Assembly on 20.11.1989), «Convention for the Protection of Human Rights and Fundamental Freedoms» (concluded in Rome, 04.11.1950), «Constitution of the Russian Federation» (adopted 12.12.1993), Federal Law «On Education in the Russian Federation» dated 29.12.2012 No. 273-FZ, Decree of the Government of the Russian Federation dated 29.03.2019 No. 363 «On approval of the state program of the Russian Federation «Accessible Environment». The legislative basis of the study is a number of normative acts (Salamanca Declaration, 1994; UN Convention, 2006; Order No. 1598, 2014), which reflect the necessary guidelines, requirements and vector of activities of the organization of education for the training of persons with disabilities. Both national and international acts agree that one of the goals of state policy is to create conditions for students with disabilities, considering the peculiarities of their psychophysical development and the recommendations of psychological, medical, and pedagogical commissions, to equal access to quality education. A prerequisite for the implementation of this goal is the creation of a universal barrier-free accessible environment in a general education organization.

2. Theoretical and methodological generalization: synthesis of existing theoretical concepts of pedagogy and psychology regarding methods and technologies for teaching people with special educational needs (differentiated, integrated, compensating, supporting approaches, educational environment, etc.), in particular, mechanisms for accompanying gifted and talented children with disabilities (psychological, pedagogical and correctional methods, individual educational routes, etc.).

3. Critical analysis of national and foreign literature: identification of current trends and best practices in the field of education and psychological support of children with special needs. The most interesting are the works of the Soviet and Russian psychologist Nathan Leites and the American teacher-psychologist Joseph Renzulli, whose results can be more integrated into the

concept of inclusive education (that is, into a learning system in which all children, regardless of health or development, study together, and not separately from each other).

Thus, the methodology used made it possible to comprehensively consider the problem and offer scientifically based recommendations for the practical implementation of the study process.

Results and discussion

The problem of giftedness and creativity of children of preschool and primary school age is presented in fundamental studies of domestic and foreign pedagogy and psychology (L.S. Vygotsky, S.L. Rubinstein, B.M. Teplov, V.N. Myasishchev, J. Renzulli, O.K. Tikhomirov, A.V. Brushlinsky, L.A. Wenger, Y.A. Ponomarev, D.B. Bogoyavlenskaya, etc.), and the general and special abilities of younger students were studied by N.S. Leites, V.A. Krutetsky, L.I. Umansky, Z.I. Kalmykova and others.

The problem of childhood giftedness was most fully and deeply developed by the Soviet and Russian psychologist, psychophysicologist N.S. Leites studied the individual typological and age characteristics of mentally gifted children based on a systematization of life facts and a monographic description of the originality of a gifted and talented person (Leites, 2000). Nathan Leites made a significant contribution to the study of child giftedness and child development psychology. His concept emphasizes the importance of internal motivation and the active role of the child himself in the development of his own abilities. The main provisions of the concept that N. Leites developed include the following aspects:

1. Activity of the child. Leites believed that the child's own activity plays a leading role in the development of abilities. This means that the child himself initiates the processes of cognition and creativity, showing initiative and interest in the world around him.

2. Individual styles of mental activity. Leites' research has shown that each child has a unique style of thinking and perception of information. These individual characteristics influence the effectiveness of learning and development.

3. Age-related development. Leites noted that the development of mental functions is uneven. Some abilities develop faster, and some slow down or even get lost with age. This requires considering age and psychophysiological characteristics when organizing the educational process.

4. The ratio of individuals and age. Leites emphasized the need to study both individual characteristics and general patterns of age-related development in order to better understand the process of forming intelligence.

5. Method of comparing psychological characteristics. Leites developed a technique to compare the psychological characteristics of gifted children. This made it possible to identify common features and differences among talented children, including among children with disabilities.

6. Aftereffect phenomenon. Leites studied the phenomenon of aftereffect, which manifests itself in the preservation of the effect of previous activity on the subsequent.

7. Practical research. Under the guidance of Boris Mikhailovich Teplov, Leites conducted a long study of three boys with outstanding abilities. He found that these children are distinguished by an increased need for labor and intellectual activity. The success of children, as Leites proved, is the result of the need for creative activity, which manifests already in preschool years.

Thus, Nathan Leites proposed an integrated approach to the study of childhood giftedness, including taking into account individual characteristics, age dynamics and the role of labor in the development of talents.

In the studies of the famous American teacher-psychologist J. Renzulli, whose ideas and developments had a significant impact on the understanding of the nature and manifestation of children's giftedness, children with general intellectual development above the average level with a strong enthusiasm for the task and high creative potential are recognized as gifted, while the interaction of all components is important, and not their presence separately (Renzulli, 1996; Renzulli et al., 2006).

The basis of Renzulli's theoretical and methodological approach was a three-part model of giftedness, according to which giftedness is manifested at the intersection of three main components:

1. Above average ability. We are talking about high levels of cognitive abilities, including memory, attention, perception and thinking. However, Renzulli emphasizes that high abilities themselves are not enough for the manifestation of giftedness.

2. Increased motivation to solve problems. A gifted and talented child shows a high level of interest and enthusiasm for certain activities. This intrinsic motivation stimulates his active participation and achievement of high results.

3. Creative thinking (creativity). Creativity allows the child to find new solutions to problems, take a non-standard approach to completing tasks and create original products.

In addition to the theoretical model, Renzulli also developed practical approaches to developing talent in educational organizations. One of the most famous is the Schoolwide Enrichment Model. It involves the creation of conditions that stimulate the creative and productive behavior of students, regardless of the level of their initial abilities. The model is aimed at providing children with opportunities to realize their potential through various forms of educational activities, projects and creative tasks.

Renzulli's work has been widely recognized in the educational community. They contribute to rethinking approaches to identifying and supporting gifted children, offering a flexible and adaptive system that considers the individual characteristics of each student. Renzulli's model helps teachers and parents navigate a child's strengths by encouraging self-reliance, creativity and initiative.

Next, let's turn to the issue of analyzing and clarifying the understanding of the term «giftedness» at the present stage. The Russian Pedagogical Encyclopedia says that giftedness is a systemically developing quality of the psyche during life, which determines the possibility of a person achieving higher (unusual, outstanding) results in one or more types of activities compared to other people.

Abilities are individual characteristics of a person that help them successfully engage in certain activities. Talent is a combination of abilities that gives a person the opportunity to successfully, independently and originally perform any complex activity. Genius is the highest degree of talent development; it is associated with the creation of qualitatively new, unique creations and the discovery of previously unexplored ways of creativity.

Consider the essence of the definitions of giftedness given by classics and researchers of Russian science (Table 1).

Table 1. A look at the concept of «giftedness» by domestic scientists and researchers of the XX–XXI centuries

No.	Research scientists	The essence of the definition of «giftedness»
1.	L.S. Vygotsky	Giftedness as a genetically determined component of abilities, developing in the corresponding activity or degrading in its absence
2.	B.M. Teplov	Linked the development of giftedness with the inclusion of a child in any creative activity
3.	A.M. Matyushkin	Believes that the psychological structure of giftedness coincides with the main structural elements that characterize creativity, and the training and development of gifted children is an ideal model of human creative development
4.	A.V. Petrovsky	Reveals giftedness as a combination of inclinations, natural data, characteristics of the degree of expression and the originality of the natural prerequisites of abilities
5.	A.V. Khutorskoi	Defines giftedness as a qualitatively peculiar combination of abilities, on which the possibility of achieving greater or less success in performing a particular activity depends
6.	V.V. Yurchuk	Characterizes giftedness as a property of specific correlations of the subject's abilities, which ensure the success of certain actions, and the summation of abilities representing the original model allows the individual to compensate for the negativity of certain qualities due to the priority evolution of others
7.	V.S. Yurkevich	Understands giftedness only as an intellectual characteristic that does not correspond to a genuine idea of the high development of human capabilities
8.	V.N. Myasishchev	Suggests that giftedness is a synthesis of mutually reinforcing personality traits; her active and positive attitude to activity, the so-called tendency to a certain type of activity, and persistent labor effort
9.	A.A. Bodalev, V.V. Shadrikov	Giftedness as a potential of a person, determining their readiness to carry out productive activities

Recently, the concept of «double giftedness» has been introduced in psychological and pedagogical practice, which describes a combination of signs of giftedness with developmental disabilities and health restrictions, and children with this combination have been called «children with double exclusivity» (Foley-Nicpon et al., 2011). The effectiveness of the organization of the educational process of students with double exclusivity should imply the presence of competent teachers, as well as specialists in social and psychological and pedagogical support.

Psychological and pedagogical support is a purposeful, professionally organized process of individual and group work with a child, ensuring the comprehensive development of the personality, meeting the needs for training, creativity and socialization.

The basic stages of psychological and pedagogical support (Kolosova and Zhukova, 2018; Krylov, 2018; Seregina and Naletova, 2024) are given in the following diagram.

The criteria for assessing effectiveness are established on the basis of an analysis of the following indicators: the level of satisfaction of the child with the learning and upbringing process, indicators of academic performance, the degree of involvement of parents in the educational process, and the results of psychological diagnostics.

The general program of psychological and pedagogical support for a gifted and talented child with disabilities in a general education organization includes the following blocks:

Block I. Diagnostic. Initial psycho-pedagogical examination of the student. Regular monitoring of intellectual and creative development. Assessment of psychophysical characteristics of the student.

Block II. Educational. Individual and group educational programs taking into account the specifics of the child's development (special programs and modules have been developed). Introduction of additional subjects and circle classes. Conducting open lessons and talent demonstrations.

Block III. Educational and correctional. Work on the development of emotional-volitional spheres and self-organization. Communication and socialization skills development classes. Development of strong-willed self-control and goal-setting.

Block IV. Psychological support. Group and individual counseling by a psychologist. Family counseling and education of parents and/or legal representatives. Corrective measures to eliminate anxiety and fears.

Block V. Additional extracurricular activities. Excursion activities and participation in competitions. Themed camps and conferences. Workshops and creative growth studios.

Resource support of the program is provided at the expense of the school budget, voluntary donations and grants. The following resources are required to successfully implement the program: material and technical support (equipment of classrooms, sports and gymnastics facilities, computer class, training mini-laboratories, etc.); personnel support (high-level specialists who have undergone special professional training, professional retraining, advanced training); information and communication and educational and methodological support (textbooks, teaching aids, developments, instructions, recommendations).

The effectiveness of the program is assessed according to such criteria as the number of positively noted cases of adaptation of the child, success in mastering educational programs, an increase in self-confidence and self-esteem, and the effect of feedback from parents and teachers.

Appendices to the program: map of the individual educational route of psychological and pedagogical support for a child with disabilities, matrix of measures of the program of psychological and pedagogical support for a child with disabilities, and parent questionnaire. Each application is formed individually in accordance with the student's nosology and the features of their hobbies and inclinations.

Ethical principles of the program. Psychological and pedagogical support activities are based on respect for the merits of the child, maintaining the confidentiality of personal information and striving to preserve the physical and psychological well-being of all program participants.

According to the Ministry of Education of the Russian Federation (Report on the results, 2025), the number of students with disabilities is increasing annually, reaching about 9% of all students in general educational organizations in the country in 2025. At the same time, about

60% of them study together with healthy peers («in conditions of inclusion»). This indicator is growing from year to year, which requires all participants in educational relations to be attentive to this issue and offer innovative options and approaches to teaching and educating these categories of students.

The education and upbringing of gifted and talented children with disabilities is one of the priority tasks of regional executive bodies, in particular the Ministry of Education and Science of the Kabardino-Balkarian Republic. Particular attention is paid to ensuring equal opportunities for children with disabilities, especially those whose abilities require additional attention and individual support. To achieve the goals of raising and educating gifted children with disabilities, special educational programs and technologies are being created that allow them to adapt to the characteristics of a particular child.

According to statistical information from the Ministry of Education and Science of the Kabardino-Balkarian Republic and the municipal government institution «Department of Education of the Local Administration of the Nalchik Urban District» at present, 33 students are studying in general educational organizations of the classical type of Nalchik, among whom two are studying at the school that is the basis of this study.

The program of psychological and pedagogical support developed above was tested by us for interaction with two students of the 4th grade of the municipal state educational institution «Secondary School №21» in Nalchik, Kabardino-Balkarian Republic. To comply with the confidentiality and processing policy of personal data, we will name them in accordance with their nosologies:

Pupil №1_ASD – the first student with autism spectrum disorder, mild; he is fond of sports (exercise bike) and painting;

Pupil №2_MSD – second student with muscle-skeletal disorders, wheelchair user; he is fond of chess.

The minimum requirements for training and general education of these categories of students are given in the Order of the Ministry of Education and Science of Russia dated 19.12.2014 No. 1598 (Order No. 1598, 2014), which form the basis for their maximum inclusion in a single educational process, along with students with the norm in development.

At the same time, each student with developmental disabilities needs an accompanying program of psychological and pedagogical support, indicating the main aspects of their training, upbringing and socialization. This is a whole set of documentation that we developed as part of the study, used in practice with the above students and designed as an element of the practical part of our study. We give as a sample a survey of the parents of these students (Tables 2 and 3), which became the basis for the study of the substantive component of further activities and the implementation of the program as a whole.

Table 2. Questionnaire for parents (Pupil №1_ASD)

<i>Forms of communication used by the pupil</i>	
Does the child show aggression when something does not suit him? How does this aggression manifest itself?	In situations of frustration, overload or a sharp change of plan, the child can show aggression. Aggression is impulsive and not aimed at causing harm – rather, it is a way to express strong internal tension.
Can a child tell how he feels?	It mainly shows its condition through behavior (detachment, crying, stereotypical movements) or through visual activity (draws «formidable» or «quiet» pictures).
Is it possible to say about your child that he is too attached to you?	There is an attachment to one of the parents (mom). However, in a familiar and predictable environment (for example, at school with a trusted teacher), it can be calmer.
Does your child have easy contact with strangers, adults or other children?	Depends on the mood of the child. If there are common interests, it can engage in interaction, but it does not show initiative.
Does the child respond to all your requests? Do you think a child always understands everything?	Not always. The response depends on the context: if the request is clear, visually reinforced and corresponds to the current emotional state, it is fulfilled. In a state of sensory or emotional overload – ignores. Sometimes, a pause and repetition is required using visual support.
How does a child behave in public places?	In a calm, predictable environment – copes. In places with noise, crowds, bright lights, it quickly overloads: it can cover its ears, run away, freeze or show protest behavior. Advance preparation (visual schedule, social history) greatly improves adaptation.
What would you like your child to learn?	Manage anxiety and sensory overload (self-regulation). Engage in simple social interactions of interest (e.g. invite a friend to play).
Do you constantly study your diagnosis? What are you doing for this?	Yes, we are actively studying the features of autism spectrum disorder. We use proven sources: popular science books, materials from specialists (A. Lebedev, O. Novotortseva), online courses to support children with ASD, consultations with defectologists, psychologists and behavioral therapists. We participate in parent support groups.
<i>Motivational factor</i>	
What does your child like to do when he is left to his own devices?	Drawing (especially – creating detailed, repeating patterns, abstract compositions or serial images); looks at pictures, illustrations from encyclopedias.
Does he have any special addictions, activities that are repeated from day to day?	Painting and graphics: prefers markers, watercolor, and black ink; loves architecture, geometric patterns. Design: works with magnetic designers, LEGO Technic. Physical activity: exercise bike, jumping on a trampoline, walking along a clear trajectory. Working with maps and atlases: studying countries, flags, routes — often connects this with drawing.

Features of pupil behavior	
Did your child attend kindergarten? How did the adaptation go?	The child attended kindergarten. The adaptation took place gradually – the first weeks were not easy: anxiety, difficulties with parting, avoidance of contact with peers were observed. Over time, with the support of educators and considering an individual approach, the child began to get used to the regime.
Does your child have obsessive movements and what?	Most pronounced in situations of stress, fatigue or when changing activities: repeated rocking (back and forth); shaking with brushes or fingers; periodic nose squelch; avoiding eye contact with increased sensory load.

Table 3. Questionnaire for parents (Pupil №2_MSD)

Forms of communication used by the pupil	
Does the child show aggression when something does not suit him?	In situations of frustration, overload or a sharp change of plan, the child can show aggression. Aggression is impulsive and not aimed at causing harm – rather, it is a way to express strong internal tension.
Do you have difficulties interacting with teachers and specialists?	In general, interaction with teachers is constructive, but sometimes difficulties arise – mainly due to the lack of experience of some teachers in working with children with MSD. Sometimes it is necessary to additionally explain the features of movement and organization of the educational process for the wheelchair user.
Which of the school's specialists do you most often interact with?	Most often: the class teacher, the assistant for movement at school and the psychologist-teacher.
What kind of non-material support do you and your child receive?	The school provides significant psychological, pedagogical and organizational support: help with adapting the schedule to the limitations of the musculoskeletal system, an individual approach to completing tasks, and a favorable social environment. The child feels accepted in the team. Also, teachers support his interest in chess and encourage participation in school and city tournaments.
What knowledge does a parent need when raising a child with MSD?	It is important for a parent to understand not only the medical aspects of the diagnosis, but also the principles of inclusive education, the psychological and pedagogical foundations of the development of children with disabilities, and the skills of effective communication with teachers and specialists.
How do you assess your personal level of knowledge about teaching and raising children?	I assess my level as good – I constantly study, read specialized literature, participate in webinars and parent meetings. But I understand there is always room to grow, especially in terms of neuropsychology and specific teaching methods for children with MSD.

What would you like your child to learn?	I would like him not only to master the school curriculum, but also to develop the skills of independence, critical thinking and self-confidence. It is very important that he continues to develop his abilities in chess – this is not only a hobby, but also a way to train strategic thinking and the will to win.
Do you constantly study your diagnosis? What are you doing for this?	Yes, I constantly follow new recommendations for rehabilitation, methods of adaptation and development of children with MSD. We participate in online conferences for parents, communicate with doctors and other families in a similar situation.
Motivational factor	
What does your child like to do when he is left to his own devices?	When left alone, he almost always sits down at chess – either playing online with partners, or sorting out grandmaster games, or solving chess problems. He also loves to listen to audiobooks – especially about adventures, inventors and historical figures.
Does he have any special addictions, activities repeated from day to day?	Yes, this is definitely chess. Every day after school, he always devotes time to them – at least an hour, and on weekends he can play or analyze games for several hours. He also loves to read extracurricular literature.
Features of pupil behavior	
Did your child attend kindergarten?	No, he did not officially attend kindergarten. By the first grade, he could already count up to 100, knew the entire multiplication table and knew all the letters of the alphabet. He joined his cousins and uncles early, who often played chess, and from whom he subsequently began to win almost all games.
How does physical discomfort (spasticity, fatigue, pain) affect his behavior during the day?	By the end of the school day, he ceases to concentrate, begins to «fade into himself», answers monosyllabically or is completely silent. At such times, any additional requirement (even a simple request to collect a briefcase) can cause tears or an outbreak of discontent.

Based on the data obtained, a map of the individual educational route of psychological and pedagogical support of a student with disabilities is formed, showing increased abilities and educational potential in a certain area (such as drawing, painting, graphics, physical activity on an exercise bike in the case of a student with ASD and chess in the case of a student with MSD).

Conclusion

This study was aimed at theoretical substantiation and practical testing of the model of psychological and pedagogical support of gifted and talented children with disabilities in the conditions of the classical general educational organization of the Kabardino-Balkarian Republic. Analysis of the scientific literature, regulatory framework and experimental work carried out on the basis of Secondary School №21 of Nalchik, made it possible to draw a number of theoretically and practically significant conclusions.

Today, with a wide range of research data and theoretical developments in the field of working with gifted children, the issues of the directed preservation and development of their educational potential, as well as full integration into society, are solved extremely fragmentary. In this context, inclusive education resources can become the missing link between theory and practice, which will allow not only to diagnose giftedness, but also to identify its special educational needs. Only under the condition of such an approach, it becomes possible to purposefully individualize psychological and pedagogical support, taking into account both the existing difficulties (deficits), and the unique opportunities and internal needs of the child's personality.

The use of inclusion principles and technologies in school practice contributes to the formation of a new psychological and pedagogical culture in which a gifted child – regardless of the presence or absence of disabilities – is perceived as a subject worthy of respect, patient support and flexible interaction. This requires teachers not only to own adapted methods, but also to rethink their own position: the transition from a model of «correcting defects» to a model of «unlocking potential». In such an environment, the competent use of educational technologies, forms and methods of education becomes not an end in itself, but a means of mastering the missing socio-cultural experience through the inclusion of the child in significant types of activity – creative, research, project, theatrical.

A broader and deeper understanding of inclusion – not as a simple joint presence, but as a pedagogical strategy focused on the development of each child in his uniqueness – allows for theoretical and methodological developments aimed at the social and personal development of gifted children in a comprehensive school. This approach takes into account not only cognitive features, but also the emotional-volitional sphere, motivational structure, areas of interest and sensory preferences, which is especially important when working with neuro-diverse students.

The experience of Secondary School №21 in Nalchik, presented in this study, clearly demonstrates that creative activity built on the principles of inclusion, universal learning design and reliance on strengths becomes a powerful resource not only for revealing giftedness, but also for social integration, emotional well-being and the formation of a positive «self-concept» in children with disabilities. The involvement of two students with ASD and MSD in the developed program of psychological and pedagogical support showed that when creating a safe, predictable and stimulating environment, their talents and hobbies not only manifest themselves, but also become the driving force of their self-development, self-esteem and motivation to develop the entire class team.

Thus, the development of the provisions of the pedagogy of children's giftedness in an inclusive environment – a synthesis of the achievements of special pedagogy, the psychology of giftedness and inclusive education – may become a popular and promising area of further research. This will contribute not only to the scientific enrichment of the theory, but also to the practical strengthening of the support system for talented children in the regions, including the Kabardino-Balkarian Republic.

Prospects for further research are seen in expanding the empirical base of the study by including children with other nosologies (cerebral palsy, mental retardation, hearing/vision impairment) and other educational organizations in order to obtain more detailed and verified data to build a correct and rich program of their psychological and pedagogical support.

In conclusion, it should be emphasized that the disclosure of talents in children with

disabilities is not only a psychological and pedagogical task, but also a moral imperative of modern society. Only if there is equal access to opportunities for self-realization, respect for neuro-diversity and support for the strengths of each child can we talk about a truly humane and inclusive educational system that can unleash the potential of all children – regardless of their developmental characteristics and educational needs.

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**«Х.М. Бербеков атындағы Кабардино-Балкар мемлекеттік университеті» жоғары білім беру федералды мемлекеттік бюджеттік білім беру мекемесі, Нальчик, Ресей Федерациясы*

Жалпы білім беру ұйымдарындағы мүгедектігі бар дарынды және талантты балаларды психологиялық-педагогикалық қолдау

Андатпа. Мақала жалпы үлгідегі (мамандандырылмаған) жалпы білім беру ұйымдарындағы мүгедектігі бар, айрықша қабілеттер мен дарындылық танытатын бастауыш сынып оқушыларын психологиялық-педагогикалық қолдаудың өзекті мәселелеріне арналған. Мүмкіндіктерді ашуға ықпал ететін білім беру қызметі мен шығармашылық ортаны ұйымдастырудың теориялық-әдіснамалық тәсілдері қарастырылады. Жеке білім беру маршруттарын қалыптастыруға, психологиялық қолдауды, түзету-дамытушылық жұмысты және баланың теңдестер тобында элеуметтенуін қолдауды қамтитын ұсыныстар берілген. Мұғалімдер, психологтар мен ата-аналардың пәнаралық өзара іс-қимылына ерекше назар аударылады. Дарынды мүгедек балаларды психологиялық-педагогикалық қолдаудың негізгі іс-шаралар блоктары — диагностикалық, оқытушылық, тәрбиелік-түзетушілік, психологиялық қолдау және қосымша сыныптан тыс іс-шаралар — көрсетілген. Аутизм спектрінің бұзылысы мен тірек-қимыл аппаратының бұзылысы бар екі оқушының ата-аналарының сауалнамалары талданды.

Түйін сөздер: арнайы білім алу қажеттілігі бар дарынды оқушы, инклюзивті білім беру, психологиялық-педагогикалық қолдау, мүгедек балалардың білім беру әлеуеті.

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Психолого-педагогическое сопровождение одарённых и талантливых детей с ограниченными возможностями здоровья в общеобразовательных организациях

Аннотация. Статья посвящена актуальным вопросам психолого-педагогического сопровождения обучающихся начальной школы с ограниченными возможностями здоровья, проявляющих выдающиеся способности и таланты, в общеобразовательных организациях классического типа (не специализированных). Рассматриваются теоретико-методологические подходы к организации образовательной деятельности и творческой среды, способствующей раскрытию потенциала; описываются особенности педагогического взаимодействия, направленного на создание условий для полноценного развития интеллектуальных, творческих и личностных качеств обучающихся с ОВЗ. Даются рекомендации по формированию индивидуальных образовательных маршрутов, включающих психологическое сопровождение, коррекционно-развивающую работу и поддержку социализации ребёнка в группе сверстников. Особое внимание уделяется междисциплинарному взаимодействию педагогов, психологов и родителей. Отражены основные блоки мероприятий психолого-педагогического сопровождения: диагностический, образовательный, воспитательно-коррекционный, психологической поддержки, дополнительной внеурочной деятельности. Для анализа использованы заполненные анкеты родителей двух обучающихся — с расстройством аутистического спектра и с нарушениями опорно-двигательного аппарата.

Ключевые слова: одарённый обучающийся с особыми образовательными потребностями, инклюзивное образование, психолого-педагогическое сопровождение, образовательный потенциал детей с ОВЗ.

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