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PSYCHOLOGICAL-PEDAGOGICAL SUPPORT AND SUPPORT OF ATHLETICALLY GIFTED STUDENTS

The steady growth of sports achievements in many sports increases the material costs of society for the training of highly qualified athletes, the effectiveness of which depends on the mass involvement and selection of the most gifted children. In accordance with the principles of development of physical culture and sports, the most important tasks are currently being implemented, which involve measures to search for and identify gifted children and create the best conditions for their education. Therefore, studying the patterns of development of gifted children will help to reach a new level of understanding of the permissible capabilities of a person for self-realization, since sports activities are one of the most important for studying the state of a person in various manifestations.

Some authors of articles on children's giftedness diligently formed in the public consciousness the idea that gifted children usually lag behind their peers in physical development. However, more often it is the other way around. A gifted child often overtakes his peers in this too [1]. To date, several types of giftedness have been defined: mental, social, motor, practical. Motor giftedness can be defined as a combination of innate anthropometric, morphological, psychological, physiological and biochemical characteristics of a person aimed at the success of any type of motor activity.

In his work, the teacher is guided by the following signs of giftedness:

- rapid mastering of the activity and its implementation,
- use of new types of activity,
- manifestation of maximum independence,
- persistence in achieving the goal,
- breadth of interests,
- analysis of real achievements of children in competitions and contests.

The teacher must create an atmosphere that would give the maximum load on the leading ability of each child, in this case, on his sports activity or create an educational environment for the development of already manifested abilities. When choosing the content and methods of working with gifted children, we take into

account that each age stage of child development corresponds to different types of leading activity. Teachers try to identify gifted children in elementary grades and involve them in systematic physical education classes, visiting sports clubs and sections [2]. In the development and formation of giftedness, the participation and influence of parents is of great importance. It is necessary to involve parents in joint activities: speak at parent-teacher meetings, involve them in judging competitions. For adolescence (11-15 years old), the leading type of activity is social and communicative activity - joint subject activity: competitions of various levels, contests, this helps to form self-esteem, include gifted children in various competitions with the same gifted children or older ones, since competition and even the experience of defeat gives a positive result. In communication with peers, a gifted child quite often takes on the role of a leader - an organizer of group activities and games, so we involve such children in demonstrating exercises, instructor activities in working with weaker children, judging competitions, helping to conduct sports festivals, health days, fun starts.

For older children (16-17 years old), the leading type of activity is research activity, as an indispensable means of self-determination of the student. In this case, the "object of research" for the student is himself. He must choose and predict in himself those abilities that are necessary for his successful socialization in the future independent life. At this age, it is necessary to try to involve children in participation in competitions and contests, in participation in research activities, in subject Olympiads of various levels, in speeches with the promotion of a healthy lifestyle, in sports in front of younger students. For students of the medical group, special programs have been developed for the prevention of such diseases as flat feet, scoliosis, bronchial asthma, gastritis, diseases of the visual organs (taking into account the mandatory minimum content of education in the field of physical education and the minimum requirements for the quality of training of school students in physical education). Twice a year, physical education teachers conduct testing, the purpose of which is to determine the level of physical development of students. The test results are communicated to students and parents. An important factor influencing the development of gifted students and the identification of hidden giftedness is the system of extracurricular and extracurricular educational work at school. The system of identifying and developing a child's giftedness must be well structured, strictly individual, and its implementation must occur at a sufficiently favorable age period [3]. As the central areas of work with athletically gifted children within the framework of an integrated approach, three main ones can be identified.

The first direction can be designated as diagnostic, the purpose of which is to identify and record the main indicators of physical, psychophysiological, psychological, social and other significant characteristics of the child. The implementation of this stage is necessary at all stages of sports activity, starting

from the initial - sports selection and up to the final - the end of the athlete's sports career. The resulting effect of this stage will be a "portrait" of the athlete at any stage of sports activity. In addition, the diagnostic results are placed in a database, with the help of which it is possible to track the dynamics of changes in specific characteristics and parameters of the athlete. To implement this direction, it is necessary to train psychologists-diagnostics who have the appropriate competencies for organizing, conducting and analysing the results of the study.

The second direction is formative and corrective. After the personality characteristics that determine sports activity have been diagnosed and determined, their careful analysis is necessary, determining the weak and strong "points" of the future athlete. Based on the analysis, an individual trajectory of work with an athlete is built, which involves, among other things, a set of psychological, pedagogical, physical measures in order to form the necessary individual, personal characteristics and parameters and their development and correction in accordance with the conditions and requirements of a specific type of sports activity.

The third direction is preventive. Its content can be built on the basis of the results of the implementation of the first two. Preventive work involves not only timely warning and identification of possible difficulties in the preparation and performance of athletes based on existing experience, but also taking into account possible factors of influence, risk zones, the onset of "critical" moments. To date, a unified systemic comprehensive work to support gifted children in sports is not carried out. If attempts have been made to build such work, they are unsystematic and spontaneous. Only on the basis of symbiosis of all these aspects is effective and successful work possible at all stages of an athlete's sports career. What obstacles to the implementation of this approach do we currently encounter? A serious drawback of the existing system of orientation, selection and training of gifted children is the fact that many psychological and pedagogical developments on the search, assessment and training of gifted children do not reach coaches and other specialists who train the sports reserve.

In addition, a significant disadvantage is the fact that psychological mechanisms of abilities and giftedness are not considered in sports practice. This is obviously due to the fact that abilities and giftedness in a particular athlete are stated when he or she has already achieved an outstanding result. However, in the selection process at various stages of sports improvement, where the main factor is the compliance of the training aspects with the characteristics that are compiled for a given level of training, little attention is paid to this. In order to objectively assess the child's abilities and correctly guide him or her in choosing a sport, it is necessary to have certain psychological knowledge, master the methods of assessing athletic inclinations and abilities for the chosen sport. Moreover, it should be borne in mind that these abilities may not manifest themselves

immediately. Therefore, it is necessary to be able to assess not only the actual, but also the potential athletic abilities of children, the degree of their trainability [4].

In conclusion, the following recommendations can be given when working with gifted children. The process of working with gifted children should be comprehensively accompanied by psychological and pedagogical content, which includes: diagnostics of the characteristics and abilities of the child, mechanisms and methods of correction and formation of the necessary neoplasms, qualities and properties; models and methods of preventing possible difficulties and problems in the process of sports training. For this, the preparation of an athlete must be carried out with the mandatory participation of a qualified educational psychologist. One of the main problems is that today we have very few educational institutions that train educational psychologists in sports. Many sports organizations are in dire need of specialists in this profile who could solve problems of their personal and professional development, problems of coping with difficult life situations, difficulties of social interaction, communication, adaptation. In addition, it is necessary to take into account the specifics of individual and team sports, and therefore the training of a teacher-psychologist in the field of sports activities should take this circumstance into account [5].

Thus, the proposed comprehensive approach to working with athletically gifted children will allow systematizing effective psychological and pedagogical techniques for managing sports activities and the training process of a child. This approach will allow forming not only the trajectories of the present, taking into account the personal, psychological and psychophysiological characteristics of the future athlete, but will also allow creating models of the athlete of the future, models for predicting the reliability of the child's performance. As a result of applying the proposed approach, a dynamic specialized structure of mental processes, mental states and sports-important mental properties of the child's personality will gradually develop, which ensures the effectiveness of his activities. At the same time, of course, the child's own activity will be of particular importance, as well as the psychological mechanisms of self-development of the personality, which underlie the formation and implementation of individual talent.

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