

Critique and Bibliography

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Review on the book Bogoyavlenskaya D.B, Bogoyavlenskaya M.E. “Psychology of talent: notion, types, problems” (Issue 1. M.: MIOO, 2005.176 p.)

Studying psychology of talent is one of the prioritative trend in modern psychological science. Development of the society depends on people, who own high level of abilities and creative thinking. Today, the problem of progress talented children founds in modern notions about natural development of talent and elaborate psychological methods to help talented children. Many of indecisive problems in determing the phenomena of talent, its diagnosis, psychological participation of development talented children, psychological correction ect. Talent is mystery for most children, teachers and parents.

The most important problems for public at large are scientific foundtions of talent, it's real examples, diagnostic methods, progress and social realization. There are some ways to diagnose such children, elaborate programmes to help them in the realization their abilities. There is a problem diagnose and develop talented children.

The most popular questions of discussion for psychologists, pedagogs, scientists in the modern psychological thinking of talent's phenomena is questions of talent's notion, it's types and problems of talented children.

The issue of such problems have written by Bogoyavlenskaya D.B. and Bogoyavlenskaya M.E. in their book “Psychology of talent: notion, types, problems” published in 2005.

There many issues of this authors for last years of their science activity. First is “Inttelectual activity is a creative problem” have written by Bogoyavlenskaya D.B. (Rostov-on-Don, Publishing House of Rostov State University, 1983); second is educational textbook for university's students “Psychology of creative abilities” have written

by Bogoyavlenskaya D.B. (M.: Publishing House “Academy”, 2002) and other books; third are science articles from journal “Talented child” (2003 – 2005); fourth are separate articles from the second international conference named “Practical conception of talent for practical education” (Moscow, 29-31 of March 2004). For netherist in this book are materials of “Practical conception of talent” (1998, 2003), which is a reference book for Russian pedagogs and practical pstchologists about ten years. The materials of this issue are same as classical music in modern view.

The book consists of three chapters. The first and second chapters tells about some psychological points of phenomena of talent and pays rearder’s attention on it’s nature, theoretical author’s points of notion of talent, it’s diagnostic methods. The third chapter includes analysis of problems of talented children, description and illustration, necessity of practical psychological work with them. Especially for this issue, the book is very intactive for it’s contects and composition.

The scientific basis of notion of talent gives an account of the first chapter. The analysis of talent’s development is the whole reason in the composition, which scientists include to this notion.

Founding in definition of talent, it’s signs, which include in “Practical conception of talent” authors underline systematic method in understanding talent.

There are many important aspects of notion of talent such as: undevelopment of talented children’s arbitrary, necessity in self-actualization and it’s satisfaction with “progressive discomfort’s” method (V.S. Urkevitch); phenomena of “fear before creativity” (U.D. Babaeva).

Classification of talent looks like text in “Practical conception of talent” and readers have written it yet. “Creative talent” is absent as type of talent because authors consider that “talent” and “creative talent” are synonyms.

The second chapter tells about comparison of theoretic foundations and diagnostic methods of talent in foreign and Russian psychology.

There is author’s understanding of contects, which confirms creativeness. Author underlines no validity of creative tests, which contents of creativity is not coincide to meaning of creativity in Russian psychology.

After description of two types of motives belong to cognition – extrinsic and intrinsic, there is a two-phases model of activity. The first is a superficial phase. It is an activity, which decides concrete tasks. The second is a deep phase. It is an activity, which reveals latent regularities. “Style and method owns new activity in the experiment, time and dynamics follow to second phase, giving detail analysis the whole process, it’s operational and motivic structure” (p. 73). Method called “creative field”, named by Bogoyavlenskaya D.B., which uses for thirty-five years and what reveals subject ability to develop activity in the phase of regularities (second phase) and it is follow to learning process side of cognition in the second chapter.

Unfortunately, method “creative field” is not available for using psychologists. They look forward special systematic textbook, which reveals creation of new product. Of course, method is very difficult to use. If you will own it, you should study specially. Follow it, validity of the method “creative field” have proved. The wide circle of psychologists should use this method in practical activity.

Analysis of talented children’s problems in their behavior, communication and education is in the third chapter. This chapter is one of the issues in modern Russian psychology, where analyses problems of talented children in the scientific point of view. Authors underline special problems of talented people, such as: difficulties in the social and psychological adaptation, emotional unsteady, perfectionism and low self-assessment, ect.

For optimal way of practical child’s need, authors consider that psychologists should determined: Are there special problems of talented child or not? If it is special problem of talented child, so it’s direct characteristics of talent. If it is no special problems of talented child, so it’s extrinsic mechanisms and it is no attitude to talent.

Authors take part in a science discussion and discuss ideas of Kudrayvzhev V.T, Babaeva U.D, Urkevitch V.S. about special and common abilities of talented children. Authors said: “Problems of talented children is not always resulted in their high abilities, but problem of growing his personality” (p. 94).

Creators of the book pay reader’s attention on the fact that disharmonic way of development don’t characterize all talented children. Talented children, who develop in harmonic way, must have problems in the education, behavior, communication; “but this

problems are not firm disabilities and aren't influence in development of abilities and interests" (p. 158).

Reasons of founding problems in behavior, communication and education talented children may be extrinsic, such as: disabilities of ontogenetic development, functional immature in development of high psychological functions, unadequatable going to aged stages, unforming of cognitive motivation; or intrinsic, such as: unadequatable educational environment, disabilities of child-parent relationships, parents' exploitation of child's achievements, ect.

Results of empirical issue, which tells about reasons of disabilities in behavior and education talented children are very mostly interested for scientists in the third chapter of this book. There are three experimental groups of talented children: children under school, junior schoolchildren and senior schoolchildren. Authors use neuropsychological (system of Luriya A.R. in the modification by Semernichzkaya E.G.) and general psychological methods ("creative field"). Follow it, authors reveal structure of talent and "factors of blocking it's grow process".

This topic is accessible for analysis of wide reader's audience thanks to examples of talented children. Description of children life's stories tells about interests of fate, love and care about theirs, despite this question: safe they our talent or not?

Beside diagnostic stage, which characterizes common problems, revealing talented children, there is a correct stage. "Many parents refuse from correct need because they afraid of disappearing high abilities of their children"(p. 129). as a result: "If it is a real talent, the correction is used for this. Correction of difficulties create conditions of stability and development of talent" (p. 162). Especially for this book, this issue have written by competent scientist and professional specialist.

Application "Revealing talented children" is good need for teacher in his observation from child's activity at lessons. This application is in the supplement to this book. Peculiarity of the "Psychology of talent: notion, types, problems" is discussion with foreign (J. Gilford, P. Torrens, Aisenk and others) and Russian (Urkevitch V.S, Babaeva V.D, Druzhinin V.N, Dorfman Ya.L, Kudryavchzev V.T.) best scientists of talent and creativity. Bogoyavlenskaya D.B and Bogoyavlenskaya M.E. create own

scientific point of view about theoretic and practical questions of creativity and talent. Readers may compain own possession for this questions. The truth born in the argument!

The book have written easy scientific language and have systematic structure.

Edition (3000 copies) of course, is small for many scientists, working with talented children. There is creating good social conditions for development of child's talent. There are many special and professional schools, and also separate educational centers for universities, city's and state's centers for talent children. As a result, there are many and many specialists, who work in this institutions.

It is one of the theoretic and emperic book about problems of talent for many scientists, teachers and students.

“Psychology of talent: notion, types, problems” have written by Bogoyavlenskaya D.B. and Bogoyavlenskaya M.E. is for practical psychologists. K. Levin said: “No nothing practical than good theory”.