

# Empirical Analysis of the Social Giftedness of Children

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**Keywords:** Giftedness, Social Giftedness, Gifted Child, Features of Giftedness, Psychodiagnostics, Methods.

**Abstract:** There is consistent interest in the unique attributes, characteristics, undeveloped aspects, and capacities of people. These characteristics and qualities serve as significant factors in determining and developing an individual's life activities and personal traits. As an inherent aspect of an individual, giftedness plays a pivotal role in personality development. Accurate assessment of ability levels and direct diagnostic analysis are crucial in identifying the type of giftedness present. Specifically, the study of social giftedness is considered extremely pertinent in today's modern world. The demand for a psychodiagnostic examination of this issue further heightens its relevance.

## 1 INTRODUCTION

The role of psychodiagnostics in the development of psychology is invaluable [2], (Shalaeva T. I. 2000), (Tarasova S. Yu. 2002), (Rostov 2003). One of the primary tasks in the scientific study of all issues within psychology is the implementation of psychodiagnostic work. The tasks and objectives of psychodiagnostic research vary according to the distinct areas of study and shifting research environments. When the object of research is children, the research often focuses on the following functions:

1. Acquiring the necessary information for diagnosis. In this instance, a study is conducted to investigate the manifestation of certain mental states and personality traits of the child.
2. Gathering information necessary to analyse changes in psychological development.
3. Utilising psychodiagnostic studies aimed at determining the degree of intellectual disability or cognitive delay due to illness; this can assist a medical-pedagogical board (commission) when deciding whether a child should attend a special or supplementary school.
4. Undertaking psychological research for scientific purposes to scrutinise emerging, insufficiently examined, or novel mental states in children.

Psychometric analysis of giftedness facilitates a more detailed understanding of talent. To do this, it is first necessary to develop methodologies for examining social ability and the characteristics of social capacity. Experts indicate that a complex, multi-step process must be undertaken to diagnose the phenomenon of giftedness. Specifically, E.I. Sheblanov, who conducted significant research in the study of giftedness, identifies seven diagnostic stages (Shcheblanova E.I. 2004):

1. Candidate identification: pinpointing appropriate groups of gifted children.
2. Observing the display of giftedness in children's behaviour and diverse activities, recognising them through responses to questionnaires, rating scales, and so forth.
3. Studying the conditions and history of the children's interests and extraordinary abilities within the family; obtaining early childhood information through surveys and interviews.
4. Surveying pupils' achievements and successes in mastering skills beyond their peers.
5. Conducting surveys on abilities, motivations, interests, and self-assessment.
6. Evaluating school success, performance, and work (exams, etc.).

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7. Psychological testing: exploring intellectual, creative, and personal development through psychodiagnostic tests.

During the research, it was found that the investigation of social giftedness is a multi-stage process that requires serious attention.

## 2 METHODS

The dearth of psychological methods for studying social giftedness necessitated a different approach to research. Thus, we endeavoured to examine social giftedness from various perspectives. We decided to create a questionnaire to determine children's social giftedness, utilising theoretical data and scientific-practical experiments. This questionnaire aims to diagnose the social giftedness of preschool-age children and is titled "Questionnaire of Characteristics of Socially Gifted Children". Taking into account the age characteristics of children in this group, as well as the characteristics of social giftedness, and often considering the relatively reliable results of external evaluation, the questionnaire was presented in two variants: one adapted for foster parents and the other for educators, again considering the relatively reliable results of external evaluations.

The "Questionnaire for the Study of Socially Gifted Children" (D.Muhamedova, M.Ibragimov) for parents contains 50 characteristics and behaviours of socially gifted children. The criteria for assessing children are "not observed at all", "sometimes observed", "always observed". The educator's version of the questionnaire also consists of 51 traits and behaviours, which are likewise evaluated using the

criteria "not observed at all", "sometimes observed", "always observed".

The study also employed the following methods to investigate the characteristics of socially gifted children:

The questionnaire "Indicators of Teacher and Parental Attitudes to Social Behaviour of Adolescents" is one of the methods used in diagnosing socially gifted children. In the survey, 27 behavioural criteria are assessed by the science teachers of the educational institution and rated as not observed (0), sometimes so (1), exactly so (2). This questionnaire is grounded in the expert assessments of tutors and other science teachers (facilitators).

The next psychodiagnostic method is the "Scale of Social Behaviour". The assessment scales of this method aim to identify cognitive characteristics, creativity, motivation, and leadership tendencies in pupils.

The subsequent method is A.A Loseva's "Expert Assessment of Social Skills" (Loseva A.A. 2004), which is evaluated on five criteria. IBM-SPSS Statistics 20 was employed to process the research results. The program was used to analyse value differences and correlation (K. Pearson) inherent in the interrelated and unrelated selections.

## 3 RESULTS AND DISCUSSION

In the initial phase of the experiment, a questionnaire, grounded on the expert assessment method, was utilised to select socially gifted children.

Table 1: Results of the study on characteristics of socially gifted children (expert assessment)

Scales	Expert	N	X	$\sigma$	Student t
Emotional intellect	Mentor	7	7,50	1,04	0,674
	Parents	7	7,16	0,75	
Sociability	Mentor	7	7,05	1,41	-0,808
	Parents	7	7,50	1,04	
Leadership	Mentor	7	6,83	1,16	-1,000
	Parents	7	7,50	1,04	
Social activity	Mentor	7	7,11	1,41	-1,732
	Parents	7	8,01	0,89	
Adaptation	Mentor	7	7,16	1,16	-1,168
	Parents	7	7,66	0,81	

The research focused on finding solutions to two issues. First of all, the issue of compatibility between the assessments of experts regarding the characteristics of socially gifted children. The second issue is the discussion of the formed questionnaire for practical application. No differences were detected when analysing the results of this method using the Student t-criterion. This is evident in the assessment of social gifted child characteristics by mentors and parent-experts:

- Emotional intelligence (7.50 and 7.16)
- Sociability (7.05 and 7.50)
- Leadership (6.83 and 7.50)
- Social activity (7.11 and 8.01)
- Adaptation (7.16 and 7.66)

No discrepancies were found between the indicators of the evaluation scales.

Table 2: The level of compliance of the scales of the survey "Study on the characteristics of socially gifted children" according to expert assessments

Scales	Emotional intellect	Sociability	Leadership	Social activity	Adaptation
Emotional intellect	0,927**	-0,564	0,720	0,376	-0,265
Sociability	-0,455	0,270	0,734*	-0,270	0,245
Leadership	-0,091	0,820	0,809**	-0,809	0,671*
Social activity	0,426	-0,316	-0,191	0,716*	0,956**
Adaptation	0,701*	-0,346	0,349	-0,173	0,489

\*p≤0,05; \*\*p≤0,01

The coefficients of coherence between the indicators of the questionnaire for mentors and parent-experts on the following scales were observed.

- Emotional intelligence – r = 0.927, r≤0.01;
- Leadership – r = 0.809, r≤0.01;
- Social activity – r = 0.716, r≤0.05;

The coefficients of coherence between the indicators of the survey for educators and parent-experts on the following scales were observed:

Based on expert assessments, the ratio of assessments of socially gifted children was determined.

Table 3: Results of the study on the characteristics of socially gifted children (mentor-expert assessment)

Scales	Emotional intellect	Sociability	Leadership	Social activity	Adaptation
Emotional intellect	1	0,805*	0,245	0,135	-0,408
Sociability		1	0,742*	0,800*	0,242
Leadership			1	0,784*	0,317
Social activity				1	0,821*
Adaptation					1

\*p≤0,05

The evaluation of the characteristics of socially gifted children on the questionnaire scales of educator-experts revealed the following relationships:

- Emotional intelligence contributes to the development of sociability ( $r = 0.805, r \leq 0.05$ ), leadership due to sociability ( $r = 0.742, r \leq 0.05$ ), and social activity ( $r = 0.800, r \leq 0.05$ ).
  - Leadership is also associated with social activity ( $r = 0.784, r \leq 0.05$ ).
- 26 students of 4th grade exhibited high scores.

- Social activity contributes to the formation of resilience ( $r = 0.821, r \leq 0.05$ ).

The questionnaire "Indicators of teachers' and parents' attitudes towards the social behaviour of adolescents" was formulated to study the child's social behaviour. According to the criteria of the questionnaire, 13 teachers and parents of 2nd grade, 21 students of 3rd grade, and

Table 4: Frequency of social behaviour in primary school students based on the attitude of the expert assessment (teachers and parents).

Class	Frequency
2- grade	13
3-grade	21
4-grade	23

When analysing the statistical indicators of these results on the characteristics of their social behaviour on the lower, middle, and upper

indicators of the survey criteria, there was an opportunity to rank socially gifted children according to the relationship between teachers and parents.

Table 5: Levels of social behaviour of younger schoolchildren based on the settings of expert assessment (teachers and parents)

Classes	Level	Teacher	Parents	Student t
2- grade	High	4	5	0,829
	Medium	9	8	
3-grade	High	9	10	0,638
	Medium	12	11	
4-grade	High	11	12	-3,556***
	Medium	15	14	

\*\*\*  $p \leq 0,001$

Expression of this condition, according to the characteristics of the evaluation criteria, led to the following relationship.

Table 6; Levels of expert assessment of social behavioural characteristics in primary school students (teachers and parents)

Class	Teachers		Parents		Student t
	X	$\sigma$	X	$\sigma$	
2- grade (n=13)	36,92	8,64	38,92	5,78	0,829
3-grade (n=21)	38,80	13,42	40,00	9,30	0,638
4-grade (n=26)	33,3462	9,62	41,25	12,35	-3,556***

\*\*\*  $p \leq 0,001$

There were no statistical differences in the peer review of the parents. The next stage of our study, aimed at identifying the diagnostic features of socially gifted children, again relied on the method of expert evaluation of the subjects under study. To do this, we used A. A. Loseva's methodology, "Expert

Assessment of Social Skills." Experts evaluated children recognized as socially gifted children and examined them according to the above psychodiagnostic methods, using 5 criteria. Below, we present the data on the empirical indicators obtained for these criteria.

Table 7: Criteria of expert evaluation

No	Criteria of expert evaluation	1	2	3	4
1.	Quick adaptation to new conditions				
2.	Keeps his promise on time, responsible				
3.	Highly communicative				
4.	Prone to leadership, manages activities				
5.	His peers turn to him for advice				

The following indicators were obtained in the expert assessment of the characteristics of socially gifted children. The indicators were studied using the

mean and correlation analysis method. We will interpret the results according to the following tables.

Table 8. The results of an expert assessment on the characteristics of socially gifted children

Criteria of expert evaluation	Class	N	X	$\sigma$	Student t
Quick adaptation to new conditions	2 -grade	10	2,81	0,98	-3,210***
	3 -grade	10	3,56	1,84	
	4 -grade	12	3,72	1,67	
Keeps his promise on time, responsible	2 -grade	10	2,45	1,86	-3,413***
	3 -grade	10	3,18	1,77	
	4 -grade	12	3,63	1,50	
Highly communicative	2 -grade	10	3,72	1,67	-0,112
	3 -grade	10	3,81	1,83	
	4 -grade	12	3,36	1,28	
Prone to leadership, manages activities	2 -grade	10	3,81	1,40	-0,382
	3 -grade	10	3,09	1,44	
	4 -grade	12	3,72	1,42	
His peers turn to him for advice	2 -grade	10	2,90	1,4	-2,043*
	3 -grade	10	3,72	1,27	
	4 -grade	12	3,45	1,63	

\* $p \leq 0,05$ ; \*\* $p \leq 0,01$ ; \*\*\* $p \leq 0,001$

According to the correlation analysis, socially gifted children gain a sense of responsibility due to their adaptability to the new environment ( $r = 0.790$ ;  $r \leq 0.01$ ) and aspirations for leadership ( $r = 0.501$ ;  $r \leq 0.05$ ).

Furthermore, they fulfil their promises on time, and their sense of responsibility is linked to the development of high aspirations for leadership ( $r =$

$0.594$ ;  $r \leq 0.05$ ) and the willingness to advise their peers ( $r = 0.630$ ;  $r \leq 0.05$ ).

#### 4 CONCLUSION

An analysis of the research results showed that, for teachers, the assessment of a child's resilience to stress is considered a primary aspect of social ability

and a genuine diagnosis of giftedness. Empirical indicators and analytical materials led to the following conclusions from the study:

1. Issues of psychodiagnostics of socially gifted children necessitate a constant need for new methods. The issue of social aptitude in early childhood requires numerous measurement criteria and tools in psychology. This determines the specificity of psychodiagnostics of socially gifted individuals.
2. For the first stage of socially gifted children, the most appropriate approach is to observe their activities or rely on expert assessments as a means of assessment and research methods.
3. It was observed that expert assessment of age stages is a priority in the diagnosis of socially gifted children used in the study. In the context of expert assessment, the equivalence between psychodiagnostic measurement tools and criteria allows for an objective and appropriate assessment of the characteristics being studied.

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