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CONCEPT OF GIFTEDNESS AS A NON-CONVENTIONAL CONSTITUENT OF MODERN EDUCATION OF STUDENTS OF MINOR GROUPS

A gifted person may have experience or views that are beyond the prevailing social norm. First of all, that can be applied to minority groups. Their representatives may include individuals from cultural or religious groups, disabled people, etc. However, the literature does not support the assumption that gifted people can be found in such groups. Also, the experience that is different from the dominant culture is considered to be unacceptable. At the same time, there is little evidence in the scientific literature about the essence of giftedness of these groups.

Compared to dominant social norms, gifted students with exclusively special thinking and asynchronous development can be equally found in minority groups and be as talented as students from the dominant culture. Their asynchronous development, where developed cognitive abilities are combined with increased intensity, creates internal experience and awareness that are quantitatively different from the norm. That is the very sign of giftedness. This asynchrony can lead to difficulty in the classroom. Gifted students can express interest in topics that are beyond the teacher's experience. As a result, they will feel limited studying these topics as they are not the value of a dominant cultural group to which their teachers belong. In addition, the hyperactivity of gifted students can annoy the teacher who wants them to sit calmly and listen. Gifted students from minority groups are not able to meet the expected stereotype or gifted personality criteria. The consequence of such bias and injustice is likely to be the desire to conceal the talent; as such students have a higher moral sensitivity.

Although there is no literature that supports the definition of giftedness as a real culture, it is assumed that this concept should be studied by exploring the group of gifted individuals. Gifted students are carriers of recognized common features or characteristics. Although not all of these characteristics are likely to be available in any gifted student, there is a large variety of combinations of these characteristics that may be present in a gifted person.

It turns out that there are common features among gifted individuals in minority groups that can be compared to the symptoms which are observed in case of a cultural shock. Characteristics of anxiety, depression and insomnia are found in both categories. It is believed that other signs and symptoms in each category are also related. For example, perfectionism, which is a prominent example of anxiety in some gifted students, may be manifested as obsessive compulsive behavior. This can also be considered a reaction to a cultural shock. A person who seeks for

perfectionism is trying to imagine himself ideally and thus avoid bias in a controversial culture.

Talented students from minority groups tend to have unusual sensitivity to the expectations of others, and this sensitivity can cause a lot of suffering. Loneliness felt by gifted persons is a direct consequence of a deviation from the dominant cultural group. Such gifted students will demonstrate the tune-up behavior to disguise their intelligence and avoid conflicts with representatives of the dominant culture by rejecting their talent. Such a refusal, in the end, greatly impedes their success and achievements.

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TOPICAL ISSUES OF NATURAL AND TECHNICAL SCIENCES

I. BIOLOGICAL SCIENCES

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THE ISSUE OF MUTULISM

Introduction. The issues of air warming and water pollution, destroying of species-rich forests, species extinction, soils damaging and many others are crucial nowadays and must be solved by modern society. A lot of ecological problems are being considered and discussed by ecologists and biologists.