

## PSYCHOLOGICAL SUPPORT FOR GIFTED STUDENTS IN CHINA

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Through the ages we call those who are gifted or in some ways show special talents genius. In the long history of history, such genius is everywhere. As a "stunning glimpse" of human wisdom, many intelligent or talented "prodigy" appeared in ancient China. In front, there were Socrates, Plato, Confucius, Mencius, Li Bai, and then Newton, Einstein, Madame Curie, etc. In China, the collective form of genius education started relatively late, and this year only more than 30 years. Until 1978, the University of China. In the past 30 years, the development of gifted education was very tortuous, university juvenile classes had been reduced from the 13th schools of the 1990s to only two students at the beginning of the century, the lack of researchers engaged in gifted education and relevant websites and periodicals. In a country like China with 240 million teenagers, college students who have access to a gifted education are less than 1,000 of all potential gifted students. More importantly, China is still blank in the system construction of genius higher education, and there is no formal genius higher education law, which is also the main reason for the current difficulties of genius education.

**Material and methods.** Scientific literature analysis; generalization of social and pedagogical experience of working with gifted students; questioning; quantitative and qualitative analysis of empirical results.

**Results and its discussion.** With China winning the decisive battle against poverty in 2020, since completing the building of a moderately prosperous society in all respects, China's infrastructure construction, economic construction, livelihood issues and education problems have developed rapidly. In particular, the fundamental problem of national development of – education is paying more and more attention. Since the founding of the People's Republic of China, compulsory education reform has made leaps and leaps, improve the higher education enrollment rate is the top concern, but in addition to improving the higher education enrollment rate, there is a problem is also closely related to the development of science and education, that is the education of talented college students. The education of gifted college students is a very important but long-neglected problem. Genius education has become one of the characteristics of running schools in the American education system. In China, because of the coverage of compulsory education and the pursuit of fair education and the sharing of quality resources, Chinese genius education has become a problem that needs everyone to think and explore. In today's era of education fairness, most talented college students enter the first-class institutions of higher learning, accept top knowledge teaching has failed to accept the physical and mental education, this is very great loss for the country, society and individuals, especially this year frequently exposed high scores low college students, human distortion college students and other negative events. Let the mental health education problem of talented college students become a problem that we always need to pay attention to. Therefore, this paper proposes to formulate policies and provide corresponding guarantee for the mental health education of talented college students, and tries to explore the formulation of elite education and training policies suitable for China's national conditions.

In 2011, the Basic Requirements for Mental Health Education Curriculum Teaching for Students issued by the Ministry of Education clearly stipulated the connotation and objectives of college mental health education curriculum, that is, the mental health education curriculum of college students is a public curriculum integrating knowledge teaching, psychological experience and behavior training. The course aims to make students clarify the standards and significance of mental health, enhance their awareness of mental health care and psychological crisis prevention, master and apply mental health knowledge, and develop self-cognitive ability, interpersonal communication ability, self-regulation ability, Effectively improve the psychological quality, to promote the all-round development of students. Some scholars believe that "college students' mental health education" is a course integrating knowledge, scientific, effectiveness, targeted, demonstration, guiding and operability. Chen Longtu believes that college students are aimed at promoting the development of their mental health quality, improving their mental health level, and improving their ability to adapt to various difficulties and setbacks in the process of life, growth and development. Basic curriculum, which takes the curriculum form as the standard, emphasizes the teaching activity, reflects its experience, takes the curriculum content as the standard, is the comprehensive course and reflects its comprehensiveness.

College mental health education courses play an important role in cultivating students' psychological quality and promoting their self-realization.

Using literature analysis, questionnaire survey and interviews, research summarized the current situation and problems of mental health education courses in colleges and universities were summarized, and some studies further analyzed the causes of their problems. In terms of the current situation of college mental health education courses, the researchers saw the achievements and shortcomings of college mental health education courses. Xu Xiaojie believes that at present, mental health education for college students shows a good development trend, and its research and practice have been greatly improved in quantity and quality, theoretical research is increasingly rich, and practical activities are carried out vigorously, and it began to pursue a professional and comprehensive development direction. Wang Dong using questionnaire method, found that the course has gradually included into the teaching system of universities, but the lack of systematic curriculum system, all samples of mental health education courses belong to elective, popularization degree is not high, and pure theory teaching, total hours, school mental health education courses lag, found that the important reason for teachers unable to quickly handle and guide students' psychological confusion and problems is the lack of professional knowledge and skills, teachers to help and guide students to solve problems. Xue Chunyan proposed that the government plays a leading role in the opening of mental health education courses in universities. The teachers take the main part-time teachers and full-time teachers, and the course teaching content is gradually standardized and professional, with the traditional classroom teaching as the main teaching method. In terms of the problems and reasons of college mental health education courses, scholars have conducted rich research based on different perspectives. Ye Rongju used the interview method and literature analysis method to conclude that the problems of college students are mainly some school leaders and students' insufficient attention, unclear teaching objectives, limitations of teaching methods, lack of professional teachers, lack of scientific course evaluation, and neglect of course teaching content. Mainly because mental health education has not established a clear and correct working concept, a clear responsibility curriculum management system and working mechanism, and an independent and perfect mental health education curriculum system, so the curriculum has no normative education documents, no leadership and management of the corresponding organization, which leads to more difficulties and resistance in the course in the actual construction process.

**Conclusion.** The main conclusion of this research is the construction of countermeasures and suggestions for their mental health education courses. This article holds that, the countermeasures and suggestions for the implementation of mental health education courses for talented college students should be constructed from the five aspects of "becoming talents", "teachers", "curriculum", "management" and "policies and laws". First, we should build a complete channel to become talents. On the one hand, the scientific establishment of the identification and selection mechanism of talented college students, specifically, the internationally mature test scale can be used combined with students and parents recommended diversified identification and selection mechanism, on the other hand, open up the channels of talented college students.

1. Chen Long Tu. Reform of Mental Health Education for College Students [J]. – Education and Career. – 2014 – (09). – P. 127–128.

## **ИНФОРМАЦИОННОЕ ОБЕСПЕЧЕНИЕ САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТОВ В УСЛОВИЯХ БИБЛИОТЕЧНОЙ ОБРАЗОВАТЕЛЬНОЙ СРЕДЫ**

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Согласно современным требованиям будущий специалист высшей квалификации должен быть самостоятельной, самоорганизующейся личностью и обладать не только знаниями в области своей профессиональной деятельности, но и организаторскими способностями как неотъемлемым результатом профессиональной подготовки. В настоящее время самостоятельная работа студентов вышла на новый этап развития, что обусловлено рядом факторов. Во-первых,