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**THE STATE OF RESEARCH OF THE PROBLEM, THE
DEVELOPMENT OF INTELLECT, GIFTEDNESS, CHILDREN OF
PRESCHOOL AGE, THE WORK OF DOMESTIC AND FOREIGN
SCIENTISTS**

The article deals with the state of research of the problem of studying the development of intelligence and giftedness in preschool children in the works of domestic and foreign scientists. It was found out that the problem of education and training of a gifted child of preschool age was the subject of research in the work of teachers and psychologists of different historical periods, but despite a considerable theoretical and practical heritage, some aspects of this multifaceted question require a more thorough understanding, first of all, given the urgency of the development of a gifted child of preschool age at the present time.

The assimilation of the pedagogical heritage of famous domestic and foreign scientists is an important prerequisite for the formation of students' and teachers' pedagogical skills, the awareness of the need to creatively use historical and pedagogical ideas in modern education for working with gifted children.

The development of scientific research makes it possible to more successfully solve the problem of the development of gifted and talented children not through spontaneous selection but on the basis of modern knowledge about the nature of giftedness, the development of psychological means of stimulation and assistance to gifted and talented children.

Purpose and tasks. To find out the state of research of the problem of studying the development of intelligence and giftedness in children of preschool age in the works of domestic and foreign scientists.

In the article methods of research are used: theoretical (analysis of philosophical, pedagogical, psychological literature), for substantiation of initial research positions; the interpretive-analytical method on the basis of which

Ukrainian and foreign sources were studied using synthesis, analysis, systematization and generalization.

The problem of raising and teaching a gifted child of preschool age has been the subject of detection in the works of teachers and psychologists of different historical periods. Despite its considerable theoretical and practical heritage, certain aspects of this multifaceted issue need more reflection, first of all, given the relevance of the development of a gifted preschool child to the present.

Thanks to intellectual abilities, a person knows the world, adapts to it and transforms it; the greater the intellectual capacity of a person, the more effectively she does it, which is about the idea of intelligence of the ancient Greeks and Romans. People who had extraordinary intellectual abilities had high hopes, giving such individuals a special role in society.

In Ukraine in the 60-80s of the XX century. a small number of scientists worked on the solution of the analyzed problem, only at the end of the twentieth century. Theoretical studios were launched and the education and upbringing of gifted children started in practice. It should be noted that the degree of elaboration of the phenomenon of gifted children of preschool age, development of the system of their identification in the USA significantly outstrips technologies of diagnostics of abilities, selection of the gifted and assistance to them in Ukraine.

There is no doubt that the experience of foreign countries, the achievements of modern American pedagogy and psychology and the states of the European Union must be studied, generalized and looked for ways to introduce better and acceptable elements of it in Ukraine.

The issue of giftedness requires detailed scientific development, especially in the field of intellectual creativity, creative gifting of preschool children. Mastering the pedagogical heritage of famous domestic and foreign scientists is an important prerequisite for the formation of students 'and teachers'

pedagogical skills, awareness of the need to creatively use historical and pedagogical ideas in modern education to work with gifted children.