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RESEARCH AND PRACTICE BASIS OF GENIUS IN SOCIOLOGY

Abstract

The article is devoted to the connection of such concepts as creative process, genius and science, which may partially overlap each other. Both brilliant artists and brilliant scientists love art and science, they have the ability to think creatively and look at things differently. Genius is a term that we apply to those we recognize for their outstanding achievements, which are beyond human capabilities and from the point of view of science cannot be explained. Genius is a huge mind tuned in one direction.

Not all creativity will require genius, and not every genius will require creativity. Both innovation and giftedness appear together or separately in areas that cannot be called scientific from the point of view of the imagination. The author of the article how a creative genius in science differs from a genius in other fields and gives an example of scientific research of genius, its connection with the future of a person, a carrier of talent.

Keywords: genius, talent, gift innovation, divergent thinking, capabilities. creative thinking

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ӘЛЕУМЕТТАНУДАҒЫ ДАНЫШПАНДЫҚТЫҢ ҒЫЛЫМИ-ПРАКТИКАЛЫҚ НЕГІЗДЕРІ

Аңдатпа

Мақала шығармашылық үдеріс, данышпандық және ғылым сияқты ұғымдарды біріктіруге арналған. Тамаша суретшілер мен данышпан ғалымдар өнер мен ғылымды жақсы көреді. Олар шығармашылық ойлау және әр түрлі нәрселерге әр қырынан қарау қабілетіне ие. Данышпан - бұл адам мүмкіндіктерінен жоғары қабілеті бар және ғылым тұрғысынан анықталмаған, аса көрнекті жетістіктері үшін мойындайтын адамдарға қатысты қолданылатын термин. Данышпан - бұл бір бағытты ұстанған үлкен ақыл. Әр шығармашылық түрі даналықты талап етпейді және әрбір даналық шығармашылыққа тәуелді емес. Жаңашылдық пен дарындылық қиял тұрғысынан ғылыми деп атауға келмейтін салаларда бірге немесе жеке-жеке пайда болады. Автор мақалада ғылымдағы шығармашылық данышпандар басқа салалардағы данышпандардан ерекшеленіп, даналықтың ғылыми зерттеулерін, оның адамның, ерекше дарынға ие адаммен байланысын мысалға келтіреді.

Түйін сөздер: кеменгерлік, данышпандық, дарын, жаңалық еңгізу, шығармашылық ойлау, қабілеттер.

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НАУЧНО-ПРАКТИЧЕСКИЕ ОСНОВЫ ГЕНИАЛЬНОСТИ В СОЦИОЛОГИИ

Аннотация

Статья посвящена научно-практическим основам гениальности, соединению таких понятий как творческий процесс, гений и наука, которые частично могут перекрывать друг друга. Гений – это термин который мы применяем к тем, кого мы признаем за их выдающиеся достижения, которые выше человеческих возможностей и с точки зрения науки не поддается объяснению. И гениальные художники, и гениальные ученые любят искусство и науку, они обладают способностью мыслить творчески и смотреть на вещи по разному. Гений это огромный разум настроенный в одном направленный. Гениальность, в качестве социального явления, требует глубокого исследования не только в антропологическом плане, но и в социокультурном контексте. В современном обществе становится особенно важной проблема взаимодействия и влияния как общества на гениальность, так и гениальности на общество. Этот взаимный процесс формирования и приспособления не только определяет развитие индивидуальных талантов, но и влияет на развитие общества в целом.

Ключевые слова: гениальность, талант, одаренность, инновации, творческое мышление, способности.

MAIN PART

Within the framework of this study, the scientific and practical foundations of genius in sociology were examined using a systematic scientific approach. The authors analyzed previous research in the fields of genius, sociology, and sociocultural processes to identify the relationships between these concepts.

The research methodology included an analysis of literary sources, expert interviews, and statistical data analysis. This approach allowed us to more deeply understand the essence of genius and its impact on society. The use of analytical and comparative methods structured the information and made it possible to compare different approaches to genius in various cultural contexts.

The article adopts a scientific presentation style characterized by objectivity, rigor in logical argumentation, and the use of specialized terminology. The authors avoided subjective assessments and preferred to rely on facts and scientific data, thereby lending authority and credibility to the study.

The article focuses on the scientific and practical aspects of genius, exploring adolescents' views on the criteria of genius. A survey of 150 students from schools for gifted children yielded key insights into genius, particularly its association with high intelligence and creativity. Data analysis enables us to discuss important aspects of the perception of genius in society and its influence on the formation of values and priorities in education and science.

Thus, the study of the scientific and practical foundations of genius in sociology represents a comprehensive analysis aimed at understanding the role of genius in modern society. The results obtained can aid in a better understanding for both the scientific community and educational and scientific institutions, helping to comprehend the nature and manifestations of genius in various spheres of life.

INTRODUCTION

The strategy of forming an intellectual nation is a requirement of sociohistorical times. And this is not only the education and high intelligence of the population, but also the formation and development of intellectual leaders who illuminate the path to the pinnacle of creative excellence. Therefore, the

importance of this issue is determined by several factors. Firstly, these are the principles underlying the interaction between society and genius, determined by broader cultural trends in civilization's development. Secondly, these are the characteristics of human nature and the manifestation of its individuality and uniqueness, reflecting the level of scientific and technological progress and spiritual development. Thirdly, this is the need to move the study of genius to the level of socio-psychological and philosophical understanding. The modern social situation, when humanity faces the problem of choosing priorities in the fields of science and art, raises questions about human creative abilities, especially genius ones. Questions of the origin and development of genius remain unresolved, including their correspondence to the needs of society [1].

In philosophical anthropology and philosophy of culture, the role of genius in the cultural-historical process remains relevant. Additionally, it is important to explore the place of genius in social reality, considering its interaction with, and influence on, society, as well as the reverse impact of society on genius.

Thus, the interaction between society and genius is unthinkable without considering moral aspects, making the moral side and responsibility of genius activity and society especially relevant in modern conditions. As scientific and technological progress advances, life becomes more comfortable, but at the same time, the threat of self-destruction increases due to the dangers associated with new discoveries and inventions. Genius and its role have been a mystery since ancient times, but with the development of sciences such as genetics, sociology, physiology, and psychology, genius begins to be seen as a result of empirical data, and not as a supernatural phenomenon.

In the modern understanding, genius is seen as a subject who creates something new based on personal experiences and discretion. A genius's life is filled with contradictions and difficulties, but it is an important basis for the manifestation of their creative potential. In our age of post-industrial society and information explosion, studying genius is particularly important in various fields of activity, such as science, art, politics, and others, introducing new knowledge and changes [2].

A genius is seen as a discoverer of new things, at the forefront of cognitive activity. Modern philosophy, despite criticism of anthropocentrism, continues to explore the foundations of human creativity and the creation of something new. In the idealistic and materialistic directions of understanding genius, various perspectives exist on its origin and nature.

METHODOLOGY

This article utilized a systematic scientific approach to analyze the scientific and practical foundations of genius in sociology. This approach enables us to regard genius as a complex phenomenon encompassing various aspects of sociocultural activity and interaction with society. Expert interviews were conducted with representatives of the sociological and psychological community. Expert opinions aided in a better understanding of how genius impacts society and in identifying key questions for research.

Furthermore, statistical data analysis was conducted to assess the prevalence of different views on genius in society. This phase of the research facilitated the identification of general trends and discrepancies in perspectives on genius among various population groups.

Ultimately, using the analytical method, the received information was structured and systematized. This facilitated the formulation of the main conclusions and recommendations for further study of genius in sociology.

In the field of psychological research on the nature and development of genius, various methods are used:

1. **Biographical Analysis:** This method involves a careful study of available printed materials about a person in order to understand the source and nature of their genius. The focus is on one of the great individuals studied in this research. Examples include the autobiographies of prominent individuals, such as 'The Life of Benvenuto Cellini, as told by himself' and 'Ex-Wunderkind: My Childhood and Youth' by Norbert Wiener.

2. Case Analysis: This method involves intensive testing, interviewing, and observation of individuals. Initially, it was used to study gifted children, and then began to be used to study outstanding adults.

3. Statistical research: This method aims to identify general trends among large groups of people rather than a detailed analysis of individual cases. Information about outstanding people is taken from encyclopedias, biographical reference books and similar sources.

4. Historiometry: This method involves the analysis of all historical material associated with a particular person or group of people. Information is assessed based on consistent standards to provide an assessment of individual personality traits.

5. Study of IQ test results: This method involves examining the test results of numerous groups of children with high levels of intellectual development using appropriate tests. Test takers are selected based on IQ test results.

6. Longitudinal Study: This method involves long-term observation of the development of genius in individuals over time.

Each of these methods has its own characteristics and can be applied to a deeper understanding of the nature and development of genius.

Genius research uses a variety of methods, each with its own advantages and disadvantages. None of them can be considered the best or the worst in all respects.

Statistical and historiometric methods, as well as methods for studying the results of IQ testing, are applicable to the study of numerous groups, as they allow us to identify general trends. They are also relatively neutral and can be used to draw representative samples.

The biographical and case study methods allow us to gain a more complete understanding of a person and trace the influence of various factors on his development. However, studying modern geniuses can face difficulties, such as variability in their popularity and possible misjudgments.

The study of gifted children has the advantage of allowing us to view genius from a developmental perspective and to use an approach to analyze this problem. However, it must be taken into account that not all gifted children will necessarily become geniuses in the future.

The study of genius is a complex issue, and approaches to it may vary depending on cultural and philosophical contexts. Different philosophical schools strive to solve this problem taking into account their characteristics and traditions.

Throughout history, various concepts have emerged to explain the phenomenon of genius and genius. Some see the source within the person himself, suggesting that it is an innate ability that is developed through life. Others tend to attribute genius to external factors such as education, environment and epochal conditions. The idealist ideas often associate genius with spiritual or divine entities, while materialistic tendencies associate it with the surrounding world and circumstances.

The optimal approach is probably a combination of innate and acquired factors, where genius is shaped by both internal and external factors. In antiquity, genius was often associated with spirits or daimons that inspired and influenced a person from outside. In the Middle Ages, the concept of genius was rarely used due to the dominance of theological ideas, but similar concepts were present, for example, in the image of angels as sources of supernatural power.

During the Renaissance, the concept of "genius" begins to be used in the sense of the highest creative ability of an individual, and it is believed that genius is an innate gift. In this era, the idea of genius is associated with true artists, but the requirements of Renaissance aesthetics also presupposed extensive knowledge of both science and art.

During the Enlightenment, a materialistic understanding of genius was formed. Philosophers of this time, such as Gassendi, Hobbes, Locke, Voltaire, and Helvetius, believed that genius is an outstanding gift, but for them, genius is more a result of environmental influences than an innate ability. This tendency towards a rational explanation of genius develops until the 19th century when genius came to be understood not as a mystical phenomenon, but as a result of the influence of heredity, upbringing, and environment.

In the 19th century, opposing views on heredity and genius emerged, as presented in the works of F. Gall and F. Galton. They asserted that abilities, including genius, are inherited. However, perspectives on eugenics and its implementation methods still provoke debates. While genetic methods can be utilized to "breed" talented individuals, their complete flourishing necessitates an appropriate environment, which cannot be artificially created.

In the 18th century, the notion of artistic genius served as the cornerstone for a broader understanding of genius, with scientific genius solidifying its place only in the 19th century. The idealistic movement predominantly examined artistic genius, likely because within art, genius offers a vivid example for analysis.

In German aesthetics, starting with the work of A. Baumgarten, the concept of genius appears as an innate ability for art. Scholars such as I.G. Sulzer and G. Herder also note the natural innate ability for genius. However, as Sulzer notes, genius alone is not enough to create beauty; appropriate technique, intelligence, and judgment are also required. G.E. Lessing believed that genius is expressed in intention based on reason, and genius has the right to establish the true laws of art, corresponding to the order of nature.

In the 18th century, there were two main directions in approaches to genius: idealistic and materialistic. In the idealistic direction, genius is considered as an intermediary through which the Absolute, Being, Nature speaks. Kant develops an aesthetic view of genius, believing that genius has the ability to bring the rules of nature into art. Romantics such as F. Schlegel and Novalis believe that genius is like God and creates its own reality, filling it with symbols. Hegel, on the other hand, considers genius a universal ability, applicable not only to artists, but also to other great personalities in various fields of activity. He connects artistic creativity with awareness of the highest interests of the spirit, noting that all creations exist in the spirit and for the spirit.

In the idealistic tradition of philosophy, thinkers such as A. Schopenhauer, F. Nietzsche, A. Bergson, and M. Heidegger regard genius as a mediator through which Being is manifested. M. Heidegger assigns significant importance not only to the artist but also to their work, seeing it as the source of truth [3].

Hermeneutic and existentialist philosophy, represented by G.-G. Gadamer and J.-P. Sartre, focus on understanding and interpreting the work through which genius expresses itself. Sartre argues that works lead a separate life and become alienated from their creator, while Gadamer emphasizes understanding as a pivotal element in the creative process.

Psychoanalysis, as elucidated by Freud, associates the wellspring of genius's creativity with the unconscious.

In Russian religious philosophy, thinkers such as N. Berdyaev, V. Solovyov, and S. Frank regard genius as the ability to unveil truth and establish a connection with the transcendent. Throughout the creative process, genius delves into its foundation - true being, thus introducing elements of truth into the world. S. Frank perceives genius as a fusion of individuality and objectivity, with genius serving as the point of their convergence, guided by the transcendent yet simultaneously liberated in its creativity. Upon concluding his analysis, S. Frank posits that God represents the metaphysical force that inspires genius [4].

K. Marx develops a materialist perspective in understanding genius, arguing that a genius must devote himself to the benefit of others and be a leader for the people. As Marxist philosophy further develops, it sees in genius the highest product of the development of matter, where genius is the concentration of all levels of complexity of matter in man. A genius, transforming nature, reveals its genius. In the context of Soviet psychology, developing in the Marxist tradition, abilities, including genius, are considered as the result of a combination of innate inclinations and development through activity [4-7].

RESULTS AND DISCUSSION

We asked teenagers about genius and more. The survey involved 150 students from schools for gifted children aged 14, 15, and 16 years. We decided it was fair that the answers of precisely these children would become an indicative factor for determining the categories of genius. The questionnaire consists of 8 questions, and it should be noted that the questionnaire was selected, compiled, and adapted for the age of the respondents.

1. In your opinion, genius is:

A) high intellectual abilities – 44%

B) realization of the innate high level of creative potential of the individual – 40%

C) innovation – 9%

D) a prerequisite for success – 1%

E) eccentricity of thinking – 5.5%,

F) genius is deception – 0.5%.

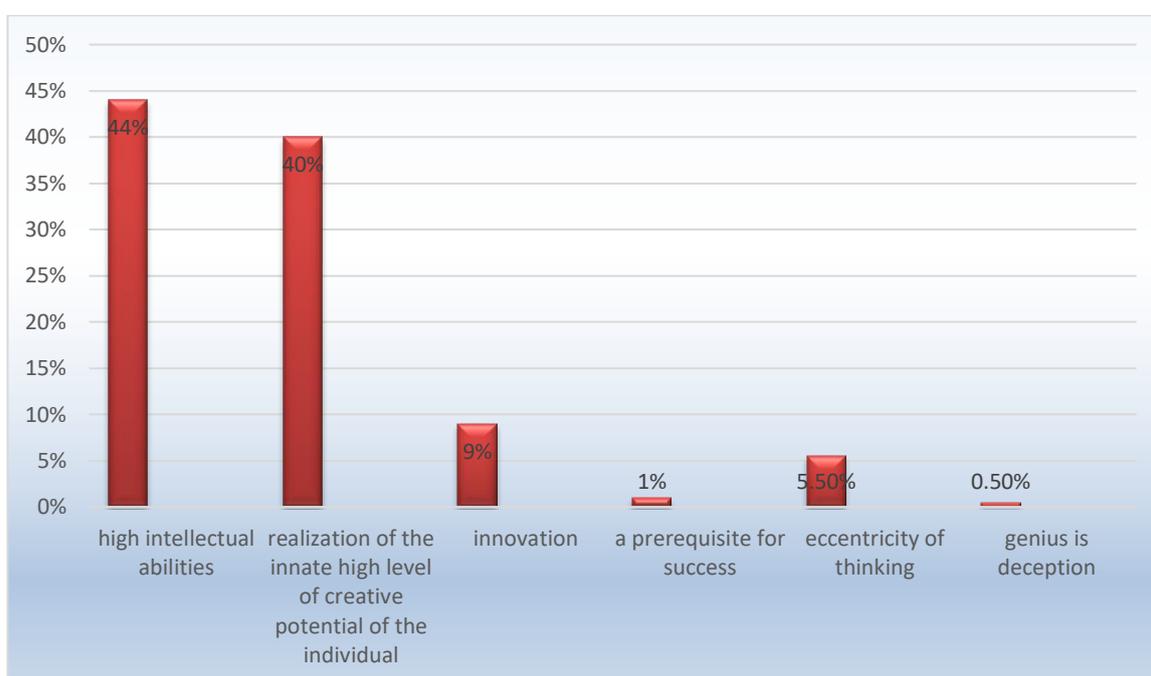


Diagram 1

Based on the results of the answers to the first question (Diagram 1), the following conclusions can be drawn: according to the respondents, high intellectual abilities and the realization of the innate high level of creative potential of the individual are the main criteria for a brilliant person (44% and 40%, respectively), which we believe is justified and unconditional. It is noteworthy that students have their own original perspective on this issue, namely that, in their opinion, originality of thinking is an important factor in determining genius (5.5%). Apparently, these factors are not considered primary criteria due to their subjective and uncertain nature. We believe that this position is typical for children raised in non-modern families, where constancy, stability, and sustainability of various constructs of interpersonal relationships are valued. We believe that the 0.5% of respondents who consider genius a deception may be influenced by the current media landscape, which often presents unscientific information about genius, extraordinary personalities, and geniuses aimed at sensationalism and quick success.

Therefore, people, including teenagers, get the impression that genius is a commercialized concept used for certain purposes. To better elucidate the issue, it is necessary to explain the categories of intelligence and genius, to show their relationship and interdependence. Intelligence is the capacity to effectively employ one's mental faculties in the material realm: reactivity, logic, consistency,

concentration, and the like. Genius is a social phenomenon, the highest degree of manifestation of a person's creative powers, which is associated with the creation of qualitatively new, unique creations, and the discovery of previously unexplored paths of creativity. A vast amount of knowledge, mental flexibility, and remarkable intelligence - all these are just characteristics of human intelligence that accompany genius. Genius itself has long been regarded as an outcome of human existence for the collective good.

In this regard, the question logically follows in the survey:

In your opinion, what is the difference between brilliant people?

- A) the highest level of intelligence – 41%
- B) efficiency – 26%
- C) insanity – 20%
- D) non-standard thinking – 6%,
- E) sense of humor – 3%,
- F) resourcefulness – 3%,
- J) talent in everything – 1%

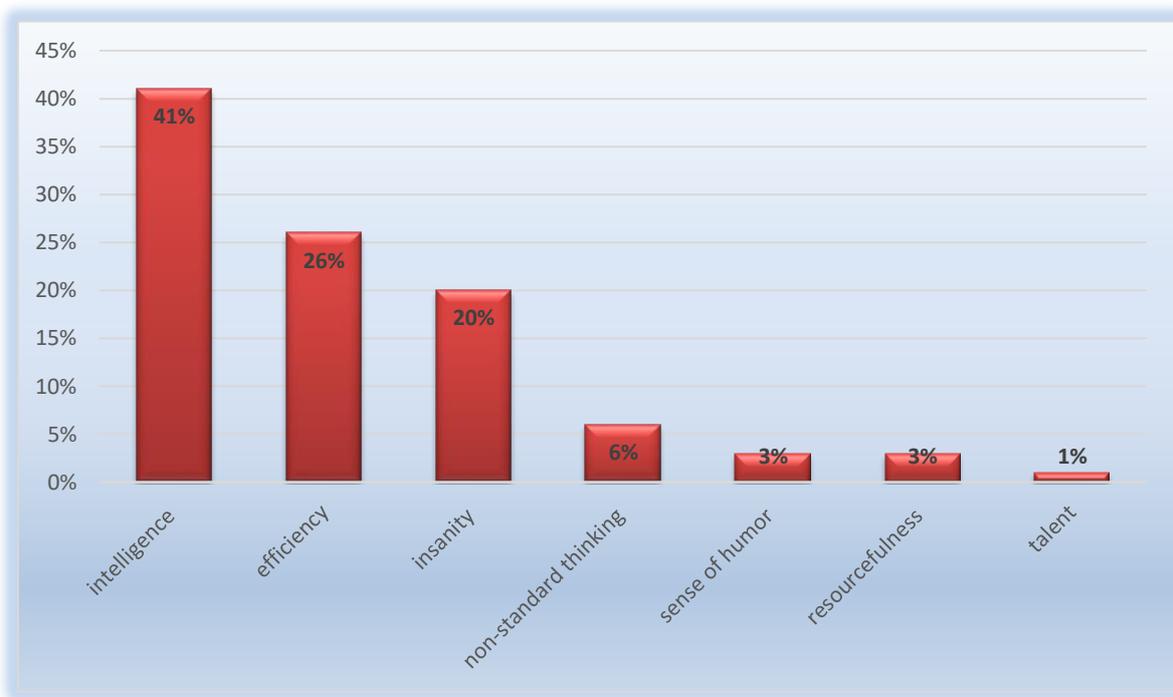


Diagram 2

Analyzing the answers, we see that the majority of respondents (Diagram 2) (41% of respondents) suggested that brilliant people have the highest level of intelligence. For the respondents, productivity and eccentricity, 26% and 20% respectively, distinguish genius people. This is likely due to respondents providing the most common answer found in literature and media. Thus, we observe the undeniable influence of the social environment, literature, television, and surroundings. Thirteen percent of respondents who offered their own answers believe that brilliant people are distinguished by unconventional thinking (6%), a sense of humor (3%), resourcefulness (3%), and talent in everything (1%). From the respondents' answers, it is clear that the teenagers who answered the questions, especially those who chose option D, themselves exhibit non-standard thinking and originality, which is also one of the signs of genius; apparently, these are people distinguished by a sense of humor, creative thinking, and non-standard imagination.

We all more or less imagine a portrait of an intelligent person, but sometimes these portraits differ so much from each other that you begin to wonder what intelligence is and what human abilities it implies. Intelligence is a whole set of cognitive abilities: sensation, perception, memory, representation, thinking, imagination. With the help of intelligence, we find a way out of all kinds of situations, analyze and accumulate our life experience.

What distinguishes, in your opinion, gifted individuals:

- A) talent – 73%
- B) an unconventional outlook on life – 21%
- C) creative thinking – 6%

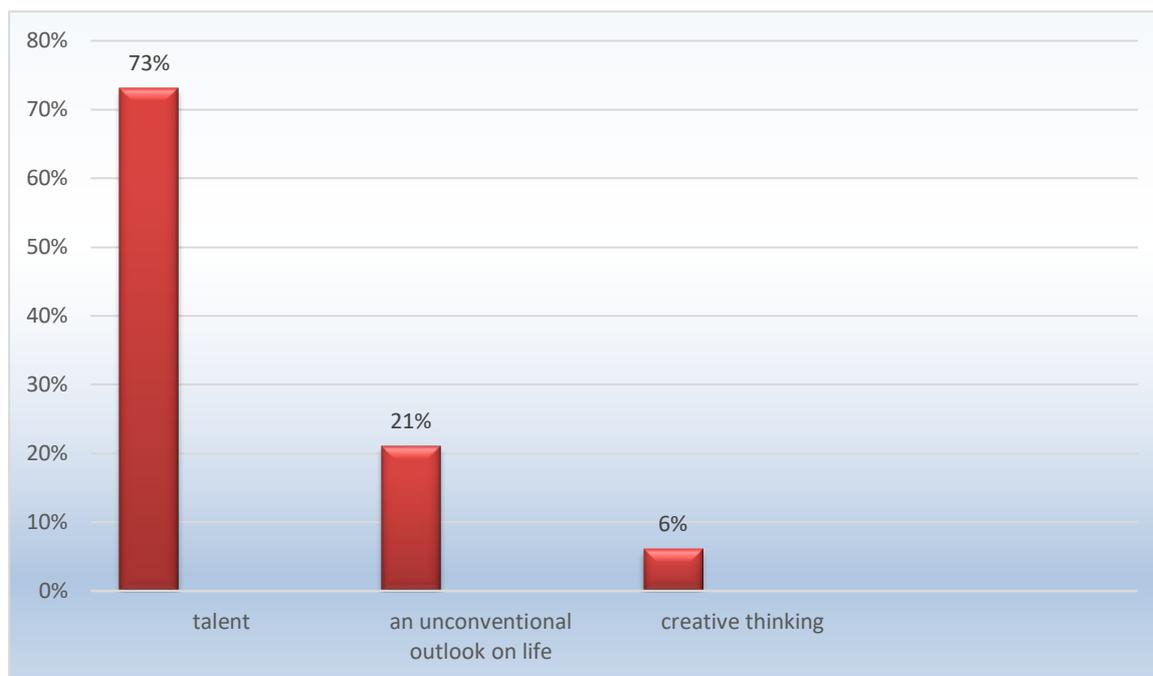


Diagram 3

According to experts, gifted individuals are those who demonstrate a high level of achievement in one or more areas of activity, including intellectual pursuits, academic accomplishments, creative thinking, artistic endeavors, and athletic success. Giftedness in communication, leadership, and management is also recognized separately. As depicted in the graph (Diagram 3), school students believe that talent is an inherent aspect of giftedness. The survey data clearly illustrates that the majority of teenagers adhere to traditional notions of gifted individuals (73%). In our view, particular attention should be given to respondents who suggested that gifted individuals possess an unconventional outlook on life (21%) and that they exhibit creative thinking (6%). This undoubtedly reflects the original thinking of these adolescents.

CONCLUSION

The manifestation and development of talent depend on a person's activity and living conditions. A democratic style of relationships within the family, freedom from rigid norms of behavior, and exposure to creative role models for inspiration all contribute to the nurturing of talent. Genius, as defined, represents the highest form of creative activity by an individual, exerting a significant impact on society [8]. Often, a genius pioneers a new era in their field, demonstrating exceptional productivity, mastering the cultural heritage of the past, and actively challenging outdated norms and traditions [9].

In the contemporary Psychological Dictionary-Reference Book by Belarusian specialists M.I. Dyachenko and L.A. Kandybovich [10], giftedness is characterized by the presence of favorable inclinations and abilities for specific types of activities in an individual. The development of these

abilities, along with the level of knowledge and skill mastery, as well as achievements in professional endeavors, serve as indicators of an individual's giftedness. Success is frequently attained through a broad intellectual curiosity, an interest in diverse fields of science and art, and an ongoing commitment to personal and cultural growth.

Exploring Howard Gardner's concept of multiple intelligences and its impact on the educational process, the traditional approach to understanding intelligence believed it to be predetermined and unchangeable. However, Gardner offered a new perspective. He defined intelligence as the ability to find solutions to life's problems, absorb new knowledge, and create products or services for society. According to his theory, every person possesses nine types of intelligence, each varying in degrees of development. These intelligences encompass logical-mathematical, verbal-linguistic, musical, spatial, bodily-kinesthetic, interpersonal, intrapersonal, naturalistic, and existential-psychological intelligence. It is crucial to recognize that teachers can assist students in their learning by considering and nurturing diverse types of intelligence [11].

Research on genius in sociology reveals that deviations from commonly accepted norms can have both destructive and constructive aspects. Deviations, including behavioral ones, can be positive, contributing to progress and system development, or negative, disrupting the system [12]. Consequently, it is essential to differentiate between them and discern which component predominates in specific situations.

Researchers observe that the process of social evolution often hinges on prevailing forms of deviations in society. Change management strategies rooted in positive deviance approaches can foster organizational development. This entails actively seeking and disseminating methods employed by positive deviants to enhance effectiveness and attain objectives.

The transition to positive deviation tactics necessitates a shift in organizational roles, where managers must acknowledge the significance of the team's experience and initiative. Embracing such an approach can foster innovation and enhance work processes, particularly in dynamic environments requiring adaptation.

Our study concludes that genius and giftedness are vital aspects of human nature, exerting a substantial influence on societal development. Understanding their nature and manifestation mechanisms holds great importance across various domains, including education, science, art, and politics.

This research was informed by an analysis of previous scholarly works in the fields of genius, sociology, and sociocultural processes. Analytical and comparative methods were employed to systematize and compare diverse approaches to comprehending genius and its societal impact.

An essential phase of the research involved analyzing adolescents' perceptions of genius, conducted among students in schools for gifted children. The survey facilitated the identification of primary criteria for genius and the characterization of brilliant individuals, while also fostering discussions on their influence in shaping societal values and priorities.

Scientific insights underscore that the expression and nurturing of talent are contingent upon individuals' activity levels and living conditions. Genius represents the pinnacle of creative endeavor, wielding significant influence over society. Giftedness is discerned by the presence of favorable predispositions and aptitudes for specific activities.

In conclusion, further investigations in this domain promise to deepen our understanding of the factors fostering talent and genius development. Moreover, they offer avenues for crafting strategies aimed at effectively supporting and nurturing these attributes within society.

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