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DIDACTIC INTERPRETATION OF PERSONAL QUALITY OF GIFTED

Summary.

The article presents generalizations on educational policies and practices regarding gifted learning. First of all, global problems of gifted learning are outlined. After that, attention is focused on the effectiveness of the educational process in the environment of gifted individuals. It is not possible to achieve efficiency without analyzing the basic principles of organizing the educational process in educational institutions for gifted individuals. As a result, an analysis is made of the students' perceived classroom activity regarding significance, challenge, choice and attractiveness. Before you begin to analyze the quality of training for individual subjects, the quality review toolkit is subjected to examination. Among a number of educational subjects, the quality of teaching mathematics and language art is assessed. On the basis of the above, the prospect of gifted learning is outlined, the final results of education and development of gifted high school students are grounded, and requirements for effective management of education are gifted at the level of the educational institution. The article states that a number of factors are reflected in the efficiency of gifted learning. First of all, this is the academic asynchrony of the gifted, their differences in focusing and distribution of attention. It turns out the source of individual differences in thinking by analogy. An analogy is observed in solving verbal and visual problems, which, along with other data, is in the plane of theoretical foundations of effective teaching and development of gifted, development of their talents. The factors of academic and creative achievements of gifted students are singled out. It is also noted that the loss of achievements during the transition of gifted students from junior to high school. One of the reasons for this phenomenon is the presence of subjectively false concepts during the study, say, natural sciences, associated with the specifics of intelligence and sexual differences. On that basis the educational practice is described which leads to the exclusiveness of gifted. The constituent elements of this practice are the task of learning to think and, in particular, think creatively and critically. This practice is specified by the commandments for the development of academic talent gifted. These commands are illustrated with examples of talent development to the study of natural sciences and technological creativity. It turns out that, even fine art finds itself a prominent place in this work, because it contributes to the development of students' attention. The article ends with the problem of intercultural transfer of positive practice of teaching gifted senior pupils and its individual elements.

Key words: educational policy; educational practice; problems of effective gifted learning; analysis of the quality of the educational process; factors of effective education and gifted development; intercultural transfer of education.

In the case study [1], South Carolina's gifted education policy development, changes, and implementation are explored from three perspectives: policymakers, linkers, and adopters. Document review and individual and focus group interviews with policymakers, those who develop statute, regulation, and policy; linkers, district persons who implement policy; and adopters, school-based persons, comprised data sources. Research questions include how did general education reform create change in gifted education between 1984 and 2004? What were the primary influences? Locally, how was meaning made? General education reform produced a nonlinear process of gifted policy implementation, resources to develop gifted programs, and attention to equity and access issues. Primary change influences were leadership and political relationships. Required teacher endorsement created local impact. Need exists for curriculum policy development.

The advent of a new millenium is an appropriate time to consider some “unthinkable thoughts”, those thoughts that make us so uncomfortable that most professionals prefer to ignore them. Yet, if progress is to be made, such challenges to our professional roles must be confronted. Four such ugly questions are considered for gifted education, together with suggested actions to cope with them [2]:

1. Is there really such an entity as a gifted child?
2. Is there such an entity as gifted education?
3. Is there such an entity as special personnel preparation for teachers of gifted students?
4. Is the application of special services for gifted students sufficient in scope and intensity to make a difference in the classroom?

Learning for mastery is a time and energy consuming process that involves different types of cognitive processes and, above all, goal directed behaviour. The cognitive system is designed for knowledge and skill acquisition, but, as several researchers have pointed out, learning is also facilitated or hampered by emotions, moods and feelings. The emotion system is conceptualized as a more primitive processing system that uses gross discriminators to identify quickly problematic and nonproblematic situations. In the last few decades, students’ goal directed behaviour, their emotions and moods, their appraisals and attitudes have been studied extensively, and it has become clear that most students have a strong desire to control their environment, but also to increase their resources and to conserve energy [3].

The research [4] reports the results of an initial study in which the instrument Student Perceptions of Classroom Quality was developed and then administered to a sample of students to allow examination of validity and reliability evidence. Accordingly, exploratory factor analysis was used to examine the construct validity of the scores, and internal consistency alpha reliability estimates were calculated for the 4 factors that were derived from the data. Student Perceptions of Classroom Quality, assesses how high school students perceive their class activities concerning meaningfulness, challenge, choice, and appeal – constructs clearly tied in the literature to motivation and learning and with their roots of practice found in gifted education programming. Validity and reliability evidence from this pilot study were sufficiently strong, and, thus, this line of research will be continued using a larger national sample in a confirmatory study of the revised version of the instrument that resulted from the present research. Ultimately, this instrument has potential value for those engaged in research or school improvement efforts in both general education and gifted education by providing them a means to assess constructs central to learning and classroom climate from the students’ points of view.

The advent of the millennium has demonstrated people’s fascination with time, with the calendar, and with the marking of milestones. Although this milestone is really an arbitrary distinction (or, rather, not significant to all world calendars), highlighting the year 2000 has allowed us to consider our past, present, and future in all the domains of our lives. At the 1999 convention of the National Association for Gifted Children, several leading scholars in gifted education participated in a “millennium panel” that featured their perspectives on the past and the future of the field. Their ideas have influenced how the author [5] thinks about the future of gifted education, including probable directions closely linked to current reality, as well as grand plans and schemes for the ideal.

Curricular reform is an intense process. Broad-based reform – like that at the statewide level – takes on complexities that may not be easily predictable. Two states, Texas and Florida, with a large diversity of gifted populations, learn from each other as they experience creating curriculum standards for their gifted students. The article [6] addresses the issues and dilemmas faced when committees of gifted educators in both states began redefining and designing their gifted curriculums. It follows Texas through the process of developing a scope and sequence and a parallel approach with Florida’s design of the curriculum frameworks for K-12 gifted learners.

Currently, principals are involved with a variety of programs offered in schools, such as IDEA, English Language Learners, Title I remedial services, migrant education, and gifted and talented programs. Added to the list of responsibilities is the No Child Left Behind (NCLB) law that promulgates that no child will be left behind academically. However, there is “a growing recognition that gifted

students are being poorly served by most public schools”. Are principals really serving the gifted and talented students in our schools? The purpose of the study [7] was to investigate principal leadership on gifted education in schools that were known to have high-quality elementary gifted programs.

The study [8] was constructed to verify validity and reliability of Korean student responses to the instrument, Secondary Student Perceptions of Classroom Quality (SPOCQ) – Korean Version. The sample consisted of 713 high school students in Seoul and Ku-Mi regions. Data were collected in Korea and analyzed in the U.S. using confirmatory factor analysis. The initial five factor model with 34 items did not fit the data well; the data supported a second five-factor model with 32 items, in which two items from the original challenge subscale were deleted. The reliability and fit indices of the second model indicated that SPOCQ can be used with Korean secondary student populations.

Reform efforts (NCTM) suggest when the teacher is an orchestrator of student interaction, students may adopt a more active role in explaining and learning mathematics. The study [9] mapped the nature and role of rich mathematical discourse yielding insights into discursive practices leading to rich mathematical interactions. Middle school algebra, number, and data lessons ($n = 230$) were viewed, coded, and analyzed. The observed paths that emerged were organized into a map depicting actual paths for mathematics discourse. Results indicated that communication pathways between the teacher and students occur in many ways and certain student-initiated questions may trigger predictable teaching patterns.

J. Van Tassel-Baska [10] discusses important principles for assessing language arts instruction for gifted learners in classrooms. She stresses the importance of multiple measures and approaches being employed at formative and summative stages of the instructional process. Examples of rubrics, portfolios, and performance-based models are provided. The article concludes with ideas for constructing an assessment model that incorporates all of these features.

Social, physical, emotional, and cognitive developmental rates for gifted children do not correspond to each other and – except for physical development – do not necessarily correspond to age peer norms. Giftedness itself causes asynchrony; that is, it causes children to be out of sync with other components. Gifted children by definition have a mental age that does not correspond to their physical age, and their emotional maturity may not correspond to either of them. There is also a close, intertwined relationship between emotion and cognition, which sometimes leads to perfectionism in gifted children. Elementary classroom teachers see this in children who become frustrated and angry when they do not easily master a difficult skill. Asynchrony can also exist *within* one of these components, for example the child who is emotionally mature beyond his years in one area and very much with age peers in other areas of emotional development [11].

The research [12] deals with individual differences in the ability to focus and divide attention. Eighty-five subjects performed visual search and auditory detection tasks in three conditions: single channel, focused attention, and divided attention. Reaction time (RT) was fastest in the single channel condition, intermediate in the focused attention condition, and longest in the divided attention condition, and these effects were much stronger in the auditory than the visual task. Correlations among RTs in the three conditions were very high within modality ($>0,88$), and lower between modalities (0,5 to 0,6). The correlational data was well fit by a model that included separate factors for the visual and auditory tasks. Measures from the three attentional conditions within each modality loaded equally on these factors. The data provided no evidence for distinct abilities to divide or focus attention.

Two studies [13] were conducted to identify individual differences in the effect of instruction on strategies used to solve figural/numerical analogies. In Study 1, students aged 9, 11, 13, and 19 years were given incomplete instructions and then were assessed for (a) consistent use of an appropriate rule for solving analogies and (b) the type and number of stimulus attributes that are incorporated in those analogical rules. Use of an analogical rule increased with age and corresponded to higher scores on a psychometric test of reasoning within each age group. In Study 2, analysis of verbal protocols was used to identify the strategies of some 9- and 11-year-olds who showed a peculiar pattern of responding in Study 1. These children attended to relevant attributes but used systematic *nonanalogical* rules to solve

problems. When provided with more specific instructions, most of these children adopted an analogical rule but failed to incorporate relevant attributes. Results indicate that selection or construction of task-relevant solution strategies from incomplete instructions may partially account for differential performance on tests of analogical reasoning.

Children encounter problem solving in their formal schooling mainly in the verbal modality, whereas they are exposed to cartoons in their leisure time in a context perceived as nonlearning and nonthreatening. Yet, cartoons can be conceived of as problems in the visual-humorous modality, analogous to verbal problems. The article [14] examines how gifted and average children solve analogous problems in these two modalities (verbal and visual-humorous), including their ability to consciously transfer solutions from one modality to the other. Specifically, four variables are considered: 1) the correctness of solutions of analogous problems in both modalities; 2) the students' perceived difficulty of these problems; 3) their awareness of the correctness of their solutions; 4) their awareness of the contribution of a learned source problem in one modality to the solution of an analogous target problem in the other. Gifted children, as expected, did better on the verbal problems, but improved their skills in both modalities once exposed to the solution of analogous problems in the visual-humorous modality. Average children tended to solve cartoons better than verbal problems, but working with cartoons increased their verbal problem-solving skills. Results suggest that cartoon solving in the classroom can enhance the problem-solving capabilities of both populations.

Learning about the experience of living in a state-funded, public residential high school for academically talented children was the purpose of an ethnographic inquiry [15]. L.J. Coleman discussed theoretical issues related to talent development. Studying and homework dominated the students' lives throughout the year. Eager academically gifted high school students were "shocked" to meet the homework demands of a rigorous academic program. The general story of doing homework is told, as well as four characteristic patterns of adjustment presented as cases of studying in action.

E.H. Wu [16] examines the Chinese literature on giftedness and talented performance (TP) and compares its dominant theoretical features with some influential models to be found in the North American literature. One significant feature to emerge from the Chinese literature is a deemphasis on giftedness as an innate ability and an emphasis on the concept of talented performance. Such a finding is congruent with a Confucian cultural outlook that encourages effort, rather than the identification of giftedness. In order to test this finding against the perceptions of Chinese educators, a preliminary study was carried out involving 14 secondary school teachers. The results confirmed the findings from the literature survey, suggesting that these teachers' perceptions conformed to a model of TP with a developmental conception as its central organizing feature. It is hoped that the implications of this study will contribute to the practice of gifted and talented education in China and will also provide basic theoretical grounds for further research.

J.S. Smith [17] shows that prior academic achievement is a strong predictor of future academic performance. For some students, the transition from one educational environment to another is associated with academic challenges and achievement loss. This study examined the extent to which achievement loss during the transition from middle school to high school later impacted college outcomes. Using data from the National Educational Longitudinal Study 1988/2000 (NELS: 88/2000), the results from a logistic regression analysis suggest that high-achieving middle school students who experienced achievement loss were more likely to leave their first college than high-achieving students who did not experience achievement loss.

Research on subjective misconceptions in physics has not systematically investigated interindividual differences or the impact of formal physics instruction. In the empirical study [18], two sets of more abstract and of more familiar kinematics tasks were given to a sample ($N = 201$) consisting of two cohorts of German secondary school students (one having received 18 months of physics instruction and the other none), balanced according to level of intelligence (high versus average) and sex. The answers obtained in diagram form were analysed for correct versus incorrect

solutions and for subjective misconceptions in physics. Quantitative and qualitative differences in the answers were found between male and female students as well as between students of high versus average intelligence, particularly for the abstract tasks.

The relative contribution of domain-specific and non-domain-specific activities to the development of soccer expertise was examined [19], using a retrospective cross-sectional design. Elite and sub-elite players aged between 9 and 18 years of age completed a participation history questionnaire under supervision. Weekly and accumulated hours spent in soccer team practice most consistently discriminated between skill levels across age cohorts. Elite players spent more time in decision-making activities during team practice, possessed higher levels of motivation and had greater parental support. Maturation indices, time spent in playful activities, sporting diversity and time at which specialization occurred did not differentiate between groups. Engaging in activities deliberately designed to improve performance rather than mere experience within the domain or experience of related activities is likely to lead to elite status.

All students must learn to think! According to *Tough Choices or Tough Times*, a report developed by the National Center on Education and the Economy (NCEE), the commission reports that America's position in the world's education league is declining. A larger number of our international counterparts are getting a better education and are positioning themselves as leaders in the global economy [20].

There is a need for activities that foster critical thinking on a regular basis within secondary literature-based courses. F.A. Dixon [21] presented the rationale for teaching thinking skills and discussed activities that focus on synthesis and evaluation. The call for curricula that both model and encourage the thinking skills that students possess is a challenge for all educators who teach verbally gifted students. The call to action is for teachers to become critical thinkers in their determination of content, process, and product choices for high-ability verbal students.

F. Gagné [22] describes a set of 10 positively stated commandments designed to guide professionals responsible for the academic talent development of K-12 students. The first four target identification procedures, the "who" of talent development; they ensue directly from the conceptual framework of Differentiated Model of Giftedness and Talent. The next five pertain to intervention modalities, the "how" of talent development. The last one stands alone as a reminder of the need for realistic expectations and alternative life goals.

The narrative [23] presents the educational route followed by an Intel Science and Engineering Fair (Intel ISEF) winner who was not always recognized for his scientific abilities. Factors contributing to the success of this gifted student are presented, as well as his creative insights for solving the problem that gave rise to the winning project. Further, the major issues that emerged from this student's story can inform both professional development and instructional practice. These issues include: the need to recognize science talent or creative productive behaviors in students with special needs; students' need for an experiential science curriculum that incorporates multidisciplinary perspectives from which to study and apply the discipline of science, not merely the subject matter; the power of collaboration between students with similar interests; and the value of developing instructional strategies that accommodate a variety of learning difficulties and learning styles.

The authors [24] studied the students' self-awareness, along with the self-assessment of their cognitive processes, when they solve tasks involving technological creativity. 30 students from 4 to 6 classes participated in the study. The Treasure Hunt on a Deserted Island from 9 situation-based problems and 14 question interviews was developed and both qualitative and quantitative methods were used to analyze the data. The results suggest that: the test of creativity is an effective creative tool for measuring the technological creativity of students, to enhance their motivation and to supply data that make it possible to better understand cognitive processes included in technological creativity; the presence of internal motivation to solve problems and the position of positive perception of challenges are critical for technological creativity of students; students have a limited goal of cognitive ability and at the top of their process of solving problems are not elaborated in detail; creative students are more prone to use hints at solving problems and their ideas relating to solving problems mainly come

from careful learning; most students have positive emotional qualities and such emotions contribute to technological creativity; the older the students, the less optimistic their interpretive style is.

Novelty provokes attention [25], drawing is a method of introducing novelty. In the first experiment, it was found that in the new artistic designs, the participants who drew the stimuli they observed felt more meaningful than those who simply watched. In the second study, it was discovered that in simple design guidelines encouraging this task were not sufficient to overcome the feeling of incompetence. However, the means of developing attentiveness have been effective in order for the participants to overcome the feeling of incompetence. The results taken together show the connection between attentive creativity and a sense of competence.

Field experiments [26] investigated the effects of training Spanish-speaking South American managers in creative thinking and problem solving. The Spanish translations of two attitude measures associated with divergent thinking practice (an important aspect of creative thinking and problem solving) were tested and validated. The two attitudes were measured both before and after training. The results indicate that the concepts and methods of similar training provided in previous Japanese and North American research are applicable to Spanish-speaking South American managers. The first experimental group ($n = 149$) showed significant gains on both measures versus a placebo control group. The second and third experimental groups ($n = 54$ and $n = 14$) were given revised versions of the 14-item questionnaire, and the results showed significant improvement in the reliability of the Spanish translations.

The study [27] examined beliefs about best teaching practices between Singapore and American teachers of gifted students. A total of 31 Singapore and 12 U.S. secondary gifted class teachers were interviewed and / or surveyed. The study's results suggested that there were more similarities than differences between the two cultures about what an exemplary teacher signifies, what constitutes qualities of exemplary teachers, and what challenges exemplary teachers are facing in the two educational systems. Regardless of different cultural backgrounds, it is somewhat universal that an exemplary teacher embodies content expertise, flexible instructional repertoires, and passion for the discipline taught and for the students under his or her care. Culturally unique characteristics appeared to be bounded by the system in which they work.

K. Tischler [28] reports of a cross-cultural study investigating the advantages and disadvantages of specialized high schools in the USA and in Austria from the perspective of teachers, students, and parents representatives. Semi-structured interviews with teachers, students and parents, questionnaires, observations and document review were used. This article summarizes some characteristics, pros and cons, and recommendations related to specialized schools. The purpose is to understand how to best meet the educational needs of gifted students. Specifically, the following aspects will be looked at: philosophy, schools goals and programming, school climate, teacher characteristics, and admission procedure.

The cross-cultural study [29], utilizing a structured instructional behavior rating form, examined distinguishing and comparable teaching practices in secondary gifted classrooms in Singapore and the United States. Teachers from Singapore ($n = 67$) and teachers from the United States ($n = 33$) in 5 subject domains including math, science, English, social studies, and second language were observed. The study showed that Singapore teachers demonstrated a higher level of effectiveness than American teachers in both general teacher behaviors and differentiation strategies. The level of instructional effectiveness appeared to be positively related to the number of years of teaching experience and training in differentiation practices for the gifted.

Conclusions. Educational theorists and practitioners have long been aware that the traditional organization of the educational process is not suitable for use in the environment of gifted individuals. Gifted children not only have wider and deeper knowledge than ordinary peers. They differ significantly from them on a number of psychic traits. But most importantly, they think differently. Moreover, in general, they will know the world differently. And this peculiarity should be the basis of their education, upbringing and development.

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Волощук І.С., Мадзігон В.М. Дидактична інтерпретація особистісних якостей обдарованих.

Анотація.

У статті подано узагальнення щодо освітньої політики та практики стосовно навчання обдарованих. Насамперед окреслено глобальні проблеми навчання обдарованих. Після чого увагу сконцентровано на ефективності навчального процесу в середовищі обдарованих індивідів. Домогтися ефективності неможливо без аналізу базових засад організації навчального процесу в закладах освіти для обдарованих індивідів. Окреслено перспективу в навчанні обдарованих, обґрунтовуються кінцеві результати навчання та розвитку обдарованих учнів середньої школи, висуваються вимоги до ефективного керівництва навчанням обдарованих на рівні закладу освіти. У статті зазначено, що на ефективність навчання обдарованих впливає низка чинників. Насамперед це академічна асинхронність обдарованих, їхні відмінності у фокусуванні та розподілі уваги тощо. З огляду на зазначене, описується освітня практика, яка веде до винятковості обдарованих. Елементами такої практики є завдання вчити мислити, а також мислити творчо і критично. Зазначена практика конкретизується заповідями з розвитку академічного таланту обдарованих. Завершується стаття проблемою міжкультурного перенесення позитивної практики навчання обдарованих старшокласників та окремих її елементів.

Ключові слова: освітня політика; освітня практика; проблеми ефективного навчання обдарованих; аналіз якості навчального процесу; фактори ефективного навчання і розвитку обдарованих; міжкультурне перенесення освітньої практики.

Волощук И.С., Мадзигон В.Н. Дидактическая интерпретация личностных качеств одаренных.

Аннотация.

В статье подаются обобщения относительно образовательной политики и практики по обучению одаренных. Прежде всего определяются глобальные проблемы обучения одаренных. После чего внимание концентрируется на эффективности учебного процесса в среде одаренных индивидов. Добиться эффективности невозможно без анализа базовых принципов организации учебного процесса в учебных заведениях для одаренных индивидов. На основе указанного определяется перспектива в обучении одаренных обосновываются конечные результаты обучения и развития одаренных учащихся средней школы, выдвигаются требования к эффективному руководству обучением одаренных на уровне учебного заведения. В статье отмечается, что на эффективности обучения одаренных сказывается ряд факторов. Прежде всего это академическая асинхронность одаренных, их различия в фокусировке и распределении внимания и тому подобное. На основе указанного описывается образовательная практика, ведущая к исключительности одаренных. Составными элементами такой практики является

задача учить мыслить и, в частности, мыслить творчески и критически. Указанная практика конкретизируется заповедями по развитию академического таланта одаренных. Завершается статья проблемой межкультурного переноса положительной практики обучения одаренных старшеклассников и отдельных ее элементов.

Ключевые слова: образовательная политика; образовательная практика; проблемы эффективного обучения одаренных; анализ качества учебного процесса; факторы эффективного обучения и развития одаренных; межкультурный перенос образовательной практики.

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ТЕОРЕТИЧНІ ОСНОВИ КРИТЕРІЇВ І ПОКАЗНИКІВ РОЗВИТКУ ІНТЕЛЕКТУАЛЬНОЇ ОБДАРОВАНOSTІ УЧНІВ НАУКОВИХ ЛІЦЕЇВ

Анотація.

У статті проаналізовано теоретичні засади розвитку інтелектуальної обдарованості, визначено сутність цього феномену як апарату розумної поведінки. Окреслено зв'язки між компонентами інтелектуальної обдарованості. Подано тлумачення понять «критерії», «показники», їх смислові значення, що розкрито в літературних джерелах.

Розглянуто актуальні проблеми, що пов'язані з навчанням обдарованих дітей у наукових ліцеях. Наведено мотивацію розвитку інтелектуальних здібностей ліцеїстів, що корелюються з їхніми цілями, інтересами та здібностями. Виокремлено вимоги до інтелектуальної обдарованості учнів наукових ліцеїв як здобувачів освіти та їх готовності до навчання в таких закладах освіти.

Ключові слова: інтелектуальна обдарованість; критерії; показник обдарованості; науковий ліцей; розвиток інтелектуальної обдарованості.

Забезпечення умов для розвитку інтелектуально обдарованих учнів наукових ліцеїв і реалізації їх потенційних можливостей є одним із пріоритетних завдань сучасних закладів освіти.

Актуальність проблеми розвитку інтелектуально обдарованої особистості посилюється внаслідок подальшого розширення мережі наукових ліцеїв, створення інноваційного освітнього простору, що буде сприяти поглибленню інтелектуальних якостей здобувачів освіти. У таких закладах посилюється увага до особливостей освітнього процесу, спрямованого на науково-пошукову діяльність, що потребує виявлення критеріїв і показників інтелектуальної обдарованості чи її складників в умовах ефективного та якісного навчання в науковому ліцеї.

На думку І. Волощука, аналіз новітніх досліджень дає підстави стверджувати, що обдарована поведінка є атрибутом не лише індивідів із високим показником IQ, а й тих, хто знаходиться нижче критичного значення рівня розвитку інтелектуальних здібностей, а також використовується для поділу індивідів на групи на основі визначених здібностей (з академічною обдарованістю, творчо-продуктивною) [1, с. 15].

З огляду на це, зосередимо увагу на аспектах, що характеризують учнів наукових ліцеїв з академічною обдарованістю як потенційних учасників освітнього процесу наукового ліцею.