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Components of effective work with gifted youth and conditions of implementation

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Abstract

Relevance. The relevance of the study is determined by the urgent need of society to develop the intellectual and creative potential of young people to accelerate technological progress, find innovative solutions to global problems, overcome the consequences of the pandemic, the war in Ukraine and other challenges of our time.

Purpose. The aim of the study was to analyse the theoretical foundations and practical experience of working with gifted pupils and students.

Methodology. A wide range of methodological tools were used, including the comparative and historical method, the method of generalization, structural and functional analysis, comparativism, systematization, as well as a combination of reductionist and holistic approaches to comprehensively analyse the problem of improving the system of work with gifted youth.

Results. The analysis reveals the evolution of views on the nature of giftedness – from narrow ideas in the early 20th century to modern, more inclusive multidimensional concepts. It is substantiated that giftedness is a complex phenomenon that encompasses cognitive, creative, motivational, emotional and personal characteristics of an individual. The basic components of an effective system for identifying and developing talent are identified and characterized, including: identification of talented students, development of individual educational trajectories, models of enrichment learning and involvement in practical project activities. The practical experience of the United States of America, Canada, and the European Union in organizing work with gifted people is studied. It is shown that North America has extensive support for the gifted, while the European Union focuses on developing the leadership potential of talented youth.

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Conclusions. A number of recommendations have been formulated to improve the regulatory and organizational support in this area. In particular, it is proposed to develop special legislative acts, a national strategy, professional standards, as well as to create a network of specialized educational structures and introduce innovative technologies.

Keywords: educational process; state policy; cognitive abilities; international experience; capacity development.

Introduction

The relevance of the research topic is due to the importance of developing the intellectual potential of young people for social progress. Gifted youth is a strategic resource of the state, since this category of students can ensure the technological and socio-cultural development of society in the future. However, there is currently insufficient attention to work with gifted children and youth in educational institutions. This is manifested in the lack of a systematic approach, imperfect regulatory framework and limited funding for relevant programmes. In this regard, a study of the components of effective work with gifted youth and the conditions of implementation is necessary to develop practical recommendations for improving the educational process.

The article by O. Dubinina and T. Burlaienko [1] analyses in detail the problems of implementing a research and cognitive approach in working with gifted youth. In particular, the authors conducted a thorough analysis of the definitions of “cognitive activity” and “research approach” available in the literature. The expediency of combining several approaches, including research, research-cognitive and intuitive-logical, in a single model for teaching gifted youth (FIRE model) is substantiated. At the same time, it is noted that the practical aspects of the implementation of this promising model and the results of its potential application are currently insufficiently covered. At the same time, the issue of socialization of gifted youth is studied in detail in the work of K.A. Androsovich [2].

Considerable attention is paid to the problem of socialization of gifted students. A thorough analysis of existing approaches to the study of the process of personality socialization in various fields of science is carried out. On this basis, the author offers his own vision of the socialization of gifted students as a process of acquiring social experience, personality formation and integration into society. The conceptual foundations of the study of this problem in relation to this category of youth are substantiated. The author’s own multi-level system of social and psychological support for gifted students is proposed.

Continuing the topic of psychological and pedagogical support, Ya.S. Levkiva [3] focuses on the peculiarities of a psychologist’s work with gifted adolescents. The author proposes a systematic approach, taking into account various factors in the development of a gifted personality. For her part, Ye. Ye. Popova [4] pays attention to the socio-pedagogical aspects of the school’s work with gifted students, analysing the forms, methods, and technologies of such work. V.V. Melnikova [5] considers a somewhat wider range of issues, studying the implementation of the state youth policy of Ukraine in general. Instead, M.I. Oleksiuk [6] focuses on innovative approaches to the development of children’s creative talent in various development centres.

Thus, the analysis of available research allows stating that both the theoretical foundations of giftedness and certain practical aspects of work with gifted children and youth have been thoroughly studied. At the same time, further comprehensive study of the effectiveness of such work at different levels is needed. The purpose: to study the theoretical foundations and summarize the practical experience of effective work on the development of intellectual abilities of gifted youth to identify the key components of the relevant system in educational institutions:

1. To study Ukrainian and foreign experience in organizing work with gifted youth in educational institutions.
2. To identify the main components of an effective system for identifying and developing pupils’ and students’ talent.
3. To formulate recommendations for improving the regulatory framework and organizational forms of work with gifted youth in Ukraine.

Theoretical Overview

The concept of giftedness has historically been interpreted in different ways, depending on the field of study, the focus of a particular study, and the trends of the times. Each new definition has introduced an additional dimension of giftedness to better represent the diversity of the gifted population.

At the beginning of the 20th century, L.M. Terman and M. Lima [7] defined giftedness as having an IQ above 140, which is approximately 1% of the population. At the same time, according to estimates based on Stanford-Binet tests, the proportion of gifted people reaches 2% [8]. This indicates certain discrepancies in quantitative indicators depending on the chosen diagnostic methods. These discrepancies complicate current estimates of the proportion of gifted children, depending on the measurement methods used. A.H. Passow et al. [9] interpreted intelligence as a tool for achieving success in any socially recognized field, but limited it to certain academic fields. In contrast, P.A. Witty and H.C. Lehman [10] were more inclusive, noting that outstanding ability in any field can be recognized by performance, i.e. if a child demonstrates outstanding performance in a particular area, differentiated educational programmes are needed to unlock his or her potential. Since the 1970s, American legislation has defined the criteria for giftedness in certain areas: general intellectual ability, specific academic aptitude, creative thinking, leadership skills, visual and performing arts, and psychomotor skills. These criteria have been refined over time, but they have influenced the policy of the United States of America (USA) on gifted education.

In the 1980s and 1990s, new concepts emerged. H. Gardner [11] proposed a theory of multiple intelligences consisting of 7 separate domains: linguistic, musical,

logical and mathematical, spiritual, kinaesthetic, intrapersonal and interpersonal. Each of these areas has relative autonomy and problem-solving skills. F. Gagné [12] interpreted giftedness as natural, untrained and spontaneously expressed abilities in at least one area that place a child in the top 10% of peers in terms of development. J.S. Renzulli [13] distinguished between school and creative and productive talent. The former is manifested in the success of learning school material, the latter in the development of original products and services. He also proposed a three-component model of giftedness: above-average abilities, high motivation, and creativity.

Numerous approaches emphasize different aspects of giftedness. What they have in common is that giftedness is a potential for high achievement that requires special educational strategies to develop. To better understand giftedness, researchers have studied the common characteristics of gifted students. In particular, supporters of the attachment theory argue that parental attitudes influence the personality development of a gifted child. Instead, Dobrowsky's theory of positive disintegration focuses on the increased sensitivity of gifted neurons and their reactions to overexcitement in 5 forms. Proponents of the nurture theory emphasize that giftedness is a product of an enriched educational environment, intensive teaching and high expectations. Parents, on the other hand, are often the first to recognize signs of giftedness in their young children [14].

Thus, none of the theories is exhaustive, but they all outline important factors and conditions for the development of a gifted person. The integration of different approaches allows covering the cognitive, motivational and socio-emotional aspects of giftedness in a holistic way.

Materials and Methods

The study used a combination of reductionist and holistic approaches to comprehensively study the problem of improving the system of work with gifted youth. In particular, the reductionist approach involved focusing on individual structural components of this system for the purpose of their detailed study. We are talking about such elements as regulatory and legal support, funding of programmes for the gifted, human resources, and methodological support. Each of these components was considered in isolation and in depth, which made it possible to thoroughly clarify its features, problems, and prospects. At the same time, the holistic approach was to consider the system of work with gifted children as a single, indivisible whole. The main focus was on the interrelationships between all its components and the integrative result that arises from their interaction. The combination of these approaches provided a thorough consideration of both the individual structural elements of the gifted youth support system and the principles of its functioning as a whole, which contributed to the development of scientifically sound recommendations.

The comparative-historical method was used to trace the evolution of giftedness concepts in the development of psychological and pedagogical thought in order to better understand modern theories and approaches in this area. The method of generalization made it possible to formulate the conclusions of the study based on the consideration of

individual facts, theoretical positions and empirical data. The structural-functional analysis was used to identify the basic components of an effective system of work with gifted children and to reveal their role and purpose in achieving the overall goal. The comparative method was used to compare Ukrainian and foreign experience in organizing work with gifted youth. In particular, the author compared educational systems, regulatory and legal support, organizational forms and methodological tools in the field of support for gifted children and youth. Based on the identified similarities and differences, the most effective approaches that can be implemented in domestic practice were identified. The use of the comparative method ensured an objective and impartial assessment of the possibilities of transferring progressive ideas and technologies from other countries.

The method of systematization was used to structure the existing theoretical approaches, concepts and individual data on effective work with gifted youth. On its basis, a multi-level model of such work was built, which includes interrelated components at the level of state policy, individual educational institutions, specialized programmes and direct interaction with a particular gifted pupil/student. This made it possible to structure the existing theoretical and practical developments within a single logical framework and to consider work with gifted youth as a complex systemic phenomenon. In contrast to the fragmentary analysis of individual aspects, this method provided a holistic view of the organization of an effective educational process to unlock the potential of gifted children and youth.

One of the key materials of the study was an analysis of the current legislation of Ukraine regulating the sphere of education and work with youth. In particular, the Law of Ukraine No. 2145-VIII "On education" [15] was subject to a thorough study and evaluation in terms of the provisions on state guarantees for the development of abilities and talents of the individual, the right of students to an individual educational trajectory. The Decree No. z1318-11 "On approval of the regulations on all-Ukrainian student olympiads, tournaments, competitions in academic subjects, research paper defence competitions, specialized discipline olympiads and professional skills competitions" [16] was also analysed and taken into account as a form of talent disclosure and support for gifted students. In addition, Resolution No. 579 "On approving the State targeted social programme "Youth of Ukraine" for 2021-2025 and amending some acts of the Cabinet of Ministers of Ukraine" [17] was a significant material in the context of the strategic priorities of the state youth policy. Thus, a number of key legal documents were directly used as research material.

Results

Experience of the USA, Canada and European countries and Ukrainian practice of organizing work with gifted youth

North America has an extensive system of work with gifted children and youth. In the United States, this work is regulated at the federal level by the Gifted and Talented Education Act of 1978. It defines the categories of gifted children and guarantees them the right to special educational services. Specialized schools, classes, and

programmes for the gifted are widespread. In particular, the enrichment model by J.S. Renzulli [13] is actively used to develop educational strategies. It involves three interrelated types of activities: motivating general developmental classes, cognitive and creative skills training, and individual research projects.

In Canada, each province and territory develops its own legislation and strategies for working with the gifted in accordance with regional needs and opportunities. These documents usually define the basic principles and mechanisms for identifying and supporting talented children, as well as guaranteeing them additional educational opportunities. In addition, in some provinces, special coordination or advisory bodies are created to develop recommendations and combine the efforts of various institutions and organizations in the field of gifted education. Public initiatives are also active at the local level, offering educational resources, parental support, and additional opportunities for the development of abilities. This multi-level system allows for the comprehensive development of the potential of gifted young people, taking into account local specifics. There are also regional giftedness centres that offer in-person and online resources for teachers and parents.

The development of leadership skills in gifted pupils and students is an important component of training future high-level professionals. European countries pay considerable attention to this. In particular, leadership incubators are widespread in the UK, helping gifted teenagers to implement their own projects and interact with peers and mentors. At the same time, France holds national competitions for the best business plan among students. And in Germany, schools and universities are establishing student and student government bodies [18]. Thus, North America has a comprehensive state approach to developing the intellectual potential of young people, and European experience shows the effectiveness of targeted leadership training programmes for talented young people as the future intellectual elite of society.

The system of work with gifted children in Ukraine is in its infancy. Despite certain shifts in the legislative framework and practical steps in recent years, this area requires a comprehensive and systematic approach to effectively unlock the potential of Ukrainian youth. The adoption of the Law of Ukraine No. 2145-VIII "On Education" [15] and a number of by-laws created the basis for building a system of support for talented and gifted children and youth. In particular, it defines the directions of state policy in this area, including the creation of conditions for the search, development, and support of gifted and talented children, and the satisfaction of their special educational needs. This policy is implemented in practice by specialized institutions and structures operating under educational and scientific institutions. These include the Junior Academy of Sciences, centres for gifted youth at higher education institutions, clubs, and electives. They are aimed at identifying gifted children and developing their abilities in various fields (science, art, sports). The Olympic and competitive movement serves as a tool for selecting talented children. Special mention should be made of the training of teaching staff to work with talented young people. It is carried out through teacher training courses in the postgraduate education system. This makes

it possible to disseminate the most modern methods and technologies for teaching the gifted.

However, today there are certain gaps and systemic problems in this area. In particular, there is a lack of adequate funding and material and technical resources for working with gifted children and youth. There is a lack of a comprehensive vision of the strategic directions of giftedness development, and only fragmentary, isolated measures are being implemented. The problem of insufficient training of teaching staff in this area also requires attention. However, Ukrainian education and society have significant potential to support gifted youth. The spread of an inclusive approach to education will help create conditions for each child to develop their abilities. The use of remote technologies and information technologies will provide additional opportunities for gifted youth. Intensifying international cooperation with countries with extensive experience in working with talented children also has great potential.

The further development of this sector is threatened by the destabilization of the economic and political situation in the country, the risk of outflow of gifted youth abroad, and the demographic crisis. Conservative views in the public consciousness also do not contribute to the awareness of the need to support gifted children.

System of effective work with gifted people: Stages, methods and tools

Effective work with gifted children and youth according to the Schoolwide Enrichment Model involves a holistic system consisting of five interrelated stages [19]. The first step is to identify talented students within the school. This is achieved through a battery of intelligence and academic achievement tests. Nominations from teachers, parents, and possibly self-nominations of talented students are also involved. This is how a talent pool is formed – a database of gifted children who can potentially be involved in further stages of the programme. Further, for each student in the talent pool, in-depth information is collected about his or her individual characteristics. A kind of talent portfolio is created, containing information about the child's interests, preferences for learning styles and self-expression. This data helps to better understand the needs and capabilities of each gifted child. Based on the portfolio, the curriculum is modified for gifted students. This involves partially compressing the regular programme and filling the time with additional tasks and materials.

In this way, students avoid unnecessary repetition of what they have already learnt and instead get opportunities for in-depth study of interesting topics. The fourth stage is the direct involvement of gifted students in enrichment learning based on the Enrichment Triad. This developmental model involves three types of enrichment: review and exploration, process-oriented, and individual research. The variety of enrichments allows for the harmonious development of each child's interests and abilities. And the last, culminating stage is to support the gifted in developing their own creative projects (Type III). At this stage, students move from passive learning to active project and research activities of their own choosing. Authentic products created by children are aimed at a specific target audience and have a specific practical result.

Thus, an effective Schoolwide Enrichment model involves a systematic approach – from identifying talent to realizing its creative potential within a holistic educational process [19]. Effective talent development requires the use of a number of different methods combined with appropriate organizational forms. Firstly, it is worth mentioning developmental learning based on the Enrichment Triad (Table 1) – this model allows for the

gradual discovery and deepening of a child's interests and abilities. First, a wide range of topics and areas are introduced. Then, the formation of critical thinking skills, creativity, and self-organization. And finally, the implementation of their own research projects in the field of interest.

Table 1. The enrichment triad

Stage	Objectives	Methods	Expected results
Introduction	Broadening of horizons, formation of an understanding of various fields of knowledge	Excursions, lectures, workshops, research projects	Interest in new knowledge, understanding own interests, choosing a direction for further development
Skills development	Development of critical thinking, creativity, self-organization	Trainings, discussions, problem tasks, project work	Ability to analyse information, ability to generate new ideas, independent work skills
Implementation of projects	Application of acquired knowledge and skills in practical activities	Research projects, competitions, internships	Bringing ideas to life, development of leadership skills, experience in working on complex tasks

Source: compiled by the authors based on J.S. Renzulli [13].

One of the key methods is coaching and mentoring. When an experienced practitioner is assigned to each capable child or young person to support their further development, this yields extremely significant results. After all, a mentor sets challenging tasks, motivates, suggests areas of self-improvement, and thus contributes to the formation of autonomy and the ability to self-education in his or her mentees. It is also extremely important to involve gifted youth in practical activities, such as project work, participation in competitions and contests [20]. This is where their potential and talents are revealed most fully and vividly, and where they are polished through overcoming real challenges. This, in turn, gives them an outstanding experience and fosters leadership qualities. It is about practice in its most diverse manifestations, while specialized educational programmes and schools for gifted children are an effective organizational “container” for the application of such methods. They provide the necessary structured approach on the way to creative self-realization. At the same time, all kinds of electives, clubs, individual mentoring and online platforms are an integral part of the process. And a special place is occupied by out-of-school education in specialized centres and camps for gifted young people. Here, there is unlimited space and opportunities for talent discovery in an informal atmosphere, which often proves to be extremely important [13].

A variety of forms and methods in their harmonious combination is the key to the optimal development of the potential of each capable child or young person. And this, in turn, is the basis for future innovations and progress of society. In order to create favourable conditions for the realization of the potential of gifted youth in Ukraine, it would be advisable to adopt a comprehensive legal act regulating the education of gifted and talented children and youth. In particular, such a document could clearly define

the definition of giftedness, categories of gifted persons, guarantee financial support for relevant programmes, and contain a number of incentives for unlocking the potential of gifted youth (preferential admission to higher education institutions, research grants, academic exchanges). In addition, it would be appropriate to develop a national strategy or concept for the comprehensive development of talent in the medium and long term. This would allow building a clear system of priorities, goals, objectives, and activities in this area, taking into account available resources and optimal mechanisms for achieving them. For the effective realization of the potential of gifted youth, it is extremely important to have adequate staffing. In particular, it is necessary to develop clear professional standards for specialists who work directly with gifted children and youth. These standards should specify in detail the qualification requirements for such specialists, the list of necessary professional competences, and the content and structure of their special training programmes.

In addition to improving the regulatory framework, it is equally important to introduce innovative methods and organizational forms of working with gifted people at the practical level. In particular, promising model is that of school-university educational and research complexes to integrate efforts to work with gifted people at different educational levels. It is worth actively introducing inclusive Science, Technology, Engineering, Arts and Mathematics (STEAM) centres at educational institutions for project activities of gifted children together with their peers. In addition, a network of business incubators should be developed at universities to support innovative start-ups of talented students. The introduction of digital technologies, such as distance learning courses and online platforms, opens up great opportunities for working with gifted children. They help to scale up access to quality

education for talented pupils and students regardless of their place of residence.

A harmonious combination of regulation and innovative practices will contribute to the full realization of the intellectual potential of young people, which will be crucial for the future of Ukrainian society.

Discussion

This study analyses various aspects of organizing effective work with gifted youth. In particular, the theoretical foundations of the study of giftedness were explored and approaches in different countries to building a system of support for talented children and youth were compared. The analysis showed that there are common features in many countries, including the tendency to introduce inclusive approaches, targeted leadership training programmes for talented youth, and STEAM education. At the same time, each country has certain specifics related to educational policy, as well as cultural and socio-economic features. As for Ukraine, a number of problems have been identified in the national system of working with gifted children, including the lack of a comprehensive strategic vision, insufficient funding and logistical support. At the same time, promising areas for improving the situation both at the policy level and by adopting the best foreign practices are outlined.

L.E. Lee et al. [21] conducted a systematic literature review from 2011 to 2019 to examine existing research on the educational environment of gifted students that promotes creative processes. The authors found a few empirical studies on this topic (only 5 out of 26 articles analysed), which indicates the need for further research in this area. In general, the findings of the researchers largely overlap with the main results of this study. In particular, both studies emphasize the importance of integrating creative processes into the educational process of gifted pupils and students. This involves providing time for independent research on interests, encouraging creative productivity through feedback, and creating a culture that supports creativity in the educational institution. At the same time, the article by the researchers focuses more on the physical and digital learning environment as a factor influencing creative processes in the classroom. Instead, the presented work has a closer look at the stages of the creative process and their integration into the educational process through the Enrichment Triad model. Another difference is that the researchers focused on research and recommendations for teachers, while this paper covers a wider range of issues – from theoretical foundations to practical experience of different countries in working with gifted children.

The study by K. Lockhart et al. [22] conducted a content analysis of selected US state plans for the education of gifted students. The authors analysed 11 plans in the following areas: identification of gifted students, curriculum, forms of education, professional development of teachers, and programme evaluation. The results of this study complement and deepen the conclusions about the practical experience of different countries in working with gifted students. In particular, the article pays considerable attention to the identification of gifted students, which was only briefly mentioned in my work. The article also analyses in detail the content of curricula and programmes

for gifted students, while my research focused more on teaching methods. At the same time, the authors of the aforementioned article focused exclusively on the situation in the United States, while this paper analyses practices in other countries as well. In addition, this study pays more attention to the theoretical basis for working with gifted children, in particular, to different models of giftedness. It can be concluded that these works complement each other, as they address different aspects of the complex topic of effective work with gifted youth. Their integration allows creating a more holistic view of this issue.

The paper by R.U. Mun et al. [23] presents a study of one of the US districts to improve the system of identification and support for gifted students. The authors analysed the changes made by the district in the following areas: policy and practice of identifying gifted students, forms of providing educational services to this category of students, professional development system, as well as leadership and organizational culture. The results of this study by the researchers complement the conclusions on the practical aspects of organizing work with gifted students, as the current study considers mainly general approaches. Instead, the article by the researchers analyses in detail the specific steps taken by one district in the United States to improve the existing system of support for gifted children. In addition, the authors paid special attention to such aspects as leadership and organizational culture, which were only indirectly mentioned in this paper. On the other hand, this study contains a comparative analysis of practices in different countries, which is absent in the above-mentioned article. Together, these studies create a more complete picture of effective work with gifted youth at different levels – from general theoretical foundations to specific practical solutions in individual districts or educational institutions.

The article by W.R. Chen and M.F. Chen [24] analyses enrichment programmes for gifted students in detail. The authors studied the practical experience of implementing such programmes in primary and secondary schools in Taiwan and conducted a thorough evaluation of them according to various parameters. The results of this study make a valuable contribution to understanding the practical aspects of organizing work with gifted students. Similarly to the work presented here, the researchers focus on the Enrichment Triad model as an effective pedagogical tool for the gradual development of gifted students' abilities. At the same time, unlike this study, they analyse enrichment programmes in much more detail, including their structure, content, and methods, and provide specific results of evaluating such programmes. Another significant difference is the geographical focus of the research – while the researchers focused exclusively on the experience of Taiwan, this paper provides a comparative analysis of practices in different countries. In addition, more attention is paid to the general theoretical foundations of organizing work with gifted children. These studies effectively complement each other through the integration of theoretical foundations and practical experience in organizing work with gifted youth, which provides a holistic view of the issue.

The study by A.M. Novak et al. [25] examines the key principles of developing professional development programmes on equality for teachers working with gifted

children. The authors provide recommendations on how to incorporate aspects of cultural diversity and inclusion into such programmes. The results of this work complement the presented study in terms of professional training for specialists working with gifted children. While the article emphasizes the importance of considering equality and diversity issues in such training, the present work provides a more general analysis of the key areas of professional training in this area. In addition, unlike the study by the researchers, who focused solely on professional development, the present work covers a much wider range of aspects of organizing effective work with gifted people in general.

The chapter by C.M. Callahan et al. [26] analyses in depth the issue of inclusion of academically gifted students in general education. The authors analyse in detail the advantages and disadvantages of different approaches to organizing the education of such students, including full inclusion in mixed classes, the creation of specialized groups or schools. The results of the work of the researchers effectively complement this study in terms of analysing the optimal models of providing educational services to gifted students. In contrast to their work, where the greatest attention is paid to comparing different forms of education and identifying their strengths and weaknesses, the present work provides a general overview of the organization of work with gifted children. At the same time, since the authors focused exclusively on the analysis of existing models of education, their work does not pay attention to many other important aspects, such as professional training of specialists, programme evaluation, unlike the presented broader study. Therefore, it can be concluded that these two studies effectively complement each other, allowing for a comprehensive review of both theoretical foundations and specific models of gifted education.

The book by A.P. Azano and C.M. Callahan [27] analyses in detail the peculiarities of organizing work with gifted children in rural schools. The authors consider both common problems typical for rural areas in general and specific challenges in the field of work with gifted children. In addition, they provide specific recommendations for the development of programmes for gifted students, taking into account regional specifics. The results of the study by the researchers complement this work in terms of taking into account regional peculiarities when developing programmes to support gifted youth. While the aforementioned book focuses on the specifics of rural areas, this study does not focus on regional aspects. At the same time, unlike the study by the researchers, this study covers a much wider range of issues related to the effective organization of work with gifted children in general, not limited to the specifics of individual territories. Together, these two works provide a more holistic view of the need to take into account both general patterns and regional specifics in working with gifted youth.

The book by S. Winebrenner and D. Brulles [28] discusses in detail the practice of clustering gifted students as an effective strategy for meeting their learning needs. The authors analyse the advantages and possible difficulties of this approach and provide specific recommendations for its application in practice. The work of the researchers complements this study with a detailed

analysis of a specific strategy for teaching gifted students. While the book focuses on the practice of cluster grouping and its effective implementation, this work provides only a general overview of potential forms of work with gifted students. At the same time, unlike the study by the researchers, this paper considers a much wider range of issues related to the complex organization of effective work with gifted people, not limiting itself to the analysis of only one single strategy.

Conclusions

The paper examines the evolution of scientific approaches to understanding the nature and essence of the phenomenon of giftedness. It is shown that modern concepts interpret giftedness as a complex and multidimensional phenomenon that covers a wide range of cognitive, creative, motivational, emotional and personal characteristics of a person. The practical experience of organizing systematic work on identifying and further supporting the development of gifted youth in educational institutions of the leading countries of the world is analysed. In particular, it is shown that in North American countries, namely the United States and Canada, there is an extensive and effective system of support for intellectually gifted children and youth, which is regulated and financed at the legislative level. In the European Union, special attention is paid to the development of leadership, management and entrepreneurial potential of talented youth as the future intellectual elite of society.

Given the generalization of theoretical achievements and analysis of practical experience, the paper identifies and characterizes the key components of an effective system for identifying, supporting, and further developing talent among students of different levels. These components include the targeted systematic identification of intellectually gifted pupils and students, the development and implementation of individual educational trajectories to unlock their potential, the introduction of an enrichment model of teaching gifted individuals, and the maximum involvement of gifted youth in practical project and research activities of their own choice and interest. Based on the results of the study, specific scientifically based recommendations for public authorities and heads of educational institutions to improve the regulatory framework, as well as organizational forms and methods of working with gifted youth in Ukraine are formulated. It is proposed to develop a comprehensive legislative act, targeted state, and regional programmes; to create a network of specialized educational structures, to introduce innovative pedagogical technologies more widely, and to intensify international partnership and exchange of experience in this important area.

Based on the results of the study, the main promising areas for further research in this area have been identified. Namely: an in-depth analysis of specific successful cases and practices of organizing work with gifted children in the world's leading educational institutions; development of specialized tools and conducting local empirical research for scientific evaluation of the proposed theoretical models and practical recommendations directly in the specific conditions of the national education system. Prospects for further research are seen in an in-depth study of foreign experience, in particular, an analysis of specific cases of

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Conflict of Interest

None.

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Складові ефективної роботи з обдарованою молоддю та умови реалізації

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Анотація

Актуальність. Актуальність дослідження визначається нагальною потребою суспільства у розвитку інтелектуального та творчого потенціалу молоді для прискорення технологічного прогресу, пошуку інноваційних рішень глобальних проблем, подолання наслідків пандемії, війни в Україні та інших викликів сучасності.

Мета. Метою дослідження було проаналізувати теоретичні засади та практичний досвід роботи з обдарованими учнями та студентами.

Методологія. Використано широкий спектр методологічного інструментарію, зокрема порівняльно-історичний метод, метод узагальнення, структурно-функціонального аналізу, компаративістики, систематизації, а також поєднання редукціоністського та холістичного підходів для всебічного аналізу проблеми вдосконалення системи роботи з обдарованою молоддю.

Результати. Проаналізовано еволюцію поглядів на природу обдарованості - від вузьких уявлень на початку 20 століття до сучасних, більш інклюзивних багатовимірних концепцій. Обґрунтовано, що обдарованість – це складний феномен, який охоплює когнітивні, творчі, мотиваційні, емоційні та особистісні характеристики індивіда. Визначено та охарактеризовано основні складові ефективної системи виявлення та розвитку обдарованості, серед яких: виявлення обдарованих учнів, розробка індивідуальних освітніх траєкторій, моделі збагачувального навчання та залучення до практичної проектної діяльності. Вивчено практичний досвід Сполучених Штатів Америки, Канади та Європейського Союзу в організації роботи з обдарованою молоддю. Показано, що в Північній Америці існує широка підтримка обдарованих, тоді як в Європейському Союзі основна увага приділяється розвитку лідерського потенціалу талановитої молоді.

Висновки. Сформульовано низку рекомендацій щодо вдосконалення нормативно-правового та організаційного забезпечення у цій сфері. Зокрема, пропонується розробити спеціальні законодавчі акти, національну стратегію, професійні стандарти, а також створити мережу спеціалізованих освітніх структур та запровадити інноваційні технології.

Ключові слова: освітній процес; державна політика; когнітивні здібності; міжнародний досвід; розвиток потенціалу.