

Gifted education in Ukraine: history and modernity

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Abstract. The article highlights the peculiarities of gifted education development in Ukraine during the second half of the XX – the beginning of the XXI century. Traditionally, pedagogical support for gifted children and youth was differentiated according to the types of giftedness. Secondary schools provided pedagogical support for intellectually and academically gifted in regular classes and extracurricular activities. The most common form of pedagogical support was optional special courses of different types and duration, Olympiads and competitions. In modern Ukraine special educational services for gifted students are carried out in specialized schools, gymnasiums, lyceums, collegiums, as well as at different types of education institutions and associations. Important role in gifted children support at present stage plays Minor Academy of Sciences of Ukraine.

Keywords: *giftedness, gifted child, gifted education, history of gifted education, Ukraine*

Introduction. Gifted education development nowadays is one of the priorities of Ukrainian national educational policy, which is declared in Laws of Ukraine "On Basic Foundations of State Support of Gifted Children and Youth in Ukraine" "On Education", "On Higher Education", "On Pre-School Education", "On General Secondary Education", "On Out-of-School Education" and other legal acts. Educational theorists and politicians prove the necessity of introducing innovative forms and methods of pedagogical support of gifted children and youth on the basis of foreign experience. Recognizing the need for such innovations we want to emphasize that our country has its own unique traditions of gifted education which should be studied by the new generation of researchers and combined creatively with positive conceptual ideas of foreign experience.

Analysis of relevant research. Different aspects of gifted education in Ukraine and abroad have become the issue of special interest of such native researchers as V. Alfimov, O. Antonova, I. Babenko, O. Bevz, O. Bocharova, A. Chichiuk, L. Chukhno, M. Drobotenko, M. Halchenko, Yu. Hotsuliak, M. Kabanets, I. Kholod, Ya. Kulchytska, M. Milenina, A. Sahalakova, A. Sbruieva, M. Sbruiev, V. Stryzhalkovska, P. Tadeiev, N. Telychko, V. Volyk and others.

The aim of the article is to highlight the peculiarities of gifted education development in Ukraine during the second half of the XX – the beginning of the XXI century.

Materials and methods. In the article the following methods are used: general research methods – analysis, synthesis, comparison, classification and generalization, which are necessary for studying the works of native scientists, official and normative documents; terminological analysis which helped reveal the essence of investigated pedagogical phenomena by detection and clarification of values, fundamental concepts; historical and chronological, which enabled to explore in a historical perspective the theoretical and practical approaches to the provision of pedagogical support of gifted children and youth in Ukraine.

Results and their discussion. Traditionally, pedagogical support for gifted children and youth was differentiated according to the types of giftedness. Secondary schools provided pedagogical support for intellectually and academically gifted in regular classes and extracurricular activities. At the same time musically, artistically or bodily-kinesthetically gifted children and youth of school age

had to attend out-of-school education institutions in order to reveal their potential and develop their talents.

In the second half of the XX century in Ukraine as one of the republics of Soviet Union gained popularity optional courses in school subjects which helped intellectually and academically gifted students to develop their potential. Optional courses were first introduced in the educational process of secondary schools in 1967/1968 academic year in accordance with the regulations of the Central Committee of the CPSU and Council of Ministers of USSR, Central Committee of the CP of Ukrainian SSR and the Council of Ministers of Ukrainian SSR about the measures for further improvement of the secondary school work with the aim of deepening general knowledge and developing all-round interests and abilities of the students of 7–10 grades.

It should be noted that in accordance with the instruction letter of The Ministry of education of Ukrainian SSR "On the organization of optional courses of students of the 7–10 grades of secondary schools in Ukrainian SSR in 1967/68 academic year", optional courses could be conducted on programmes of two types: 1) additional learning materials for systematic courses, which were studied in parallel with training in basic curriculum; 2) special courses, which expanded and supplemented by systematic courses of basic disciplines, subjects of aesthetic direction, labor and polytechnic workshops [1].

Special courses were introduced in such subjects as: Ukrainian language (7–8 grades); Russian language (7–8 grades); Russian literature (7–8 grades; 8–10 grades); Mathematics (7 and 10 grade); History (9–10 grades); Geography (8th grade); Biology (8th grade); Physics and Chemistry (8–10 grades); Drawing (7–8 grades). These special courses were designed to deepen students' knowledge of basic disciplines and form skills to apply the acquired knowledge on practice. Ministry of education of Ukrainian SSR published programs of special courses in such subjects: History and Social studies, Ukrainian literature, Russian literature, Foreign languages, Mathematics, Physics, Drawing, Chemistry, Biology, Geography, Art, Physical culture and sports, Employment training. It was recommended to study special optional courses after learning of the relevant sections of the core curriculum program. Along with one-year special courses it was allowed to implement courses in separate topics and problems of scientific or applied nature, which could be of different duration [1].

In addition to special optional courses, traditional forms of pedagogical support of gifted school children in the second half of the XX century in Ukraine were Olympiads and competitions. At that time Olympiads were considered one of the most effective forms of public control over the results of the educational activities of the school, which revealed not only knowledge, but also cognitive interests of the students, stimulated teachers' work in the development of these interests [6].

Since the early 90-ies of the XX century, after Ukraine had gained its independence, special educational services for gifted students have been carried out in specialized schools, gymnasiums, lyceums, collegiums, as well as at different types of education institutions and associations.

Agreeing with O. Bocharova's statement we should emphasize that creation of gymnasiums and lyceums at higher education institutions had become the innovation of that period. According to the author, the first such institution was the Lyceum at Donetsk national university which was the first Ukrainian-language Lyceum in Eastern Ukraine [2]. In this context we'd like to note that in 1999–2007 at Sumy state pedagogical university named after A. S. Makarenko also functioned multidisciplinary Lyceum for gifted students.

In addition to these types of education institutions for preparing the most gifted children to study at higher education institutions were also established general educational specialized sanatorium boarding institutions in all regions of Ukraine. In the context of our study, taking into account the centralized nature of education management, which does not imply significant differences in the functioning of state education institutions, we consider it expedient to dwell on the activities of CESRC "Sumy regional gymnasium-boarding school for talented and gifted children", created in 2005. The main task of CESRC "Sumy regional gymnasium-boarding school for talented and gifted children" is search, selection, support and assistance in developing abilities of each child, especially from rural areas. On 01.09.2015 12 profile 8–11 grades enrolled 256 students from 18 cities and districts of the region in the following areas: physical-mathematical, chemical-biological, historical, and Ukrainian philology [5]. Intellectually and academically gifted students have the opportunity to study in depth the disciplines which are the subject of their interest. In addition, gymnasium provides educational work taking into consideration permanent stay of children in the institution and which is based on pedagogical support. The students of gymnasium have creative achievements in various art areas; annually win regional and national literary, vocal and choreographic competitions. The institution provides the opportunity for its students to become the members of such societies, as: "Young historian of the region", literary studio, "Fundamentals of journalism". The school has its own media – experimental edition "KEBETA", one of the best student publications in Ukraine that is a multiple winner of regional, national and international competitions of school media. A wide range of group work allows the learners to choose the direction of development, which is more in line with creative abilities, inclinations and capabilities of gifted students [5].

At present stage regulatory support of gifted and talented students is carried out in the frames of Presidential

programs. Thus, the most active work with gifted school children and youth has been started with the adoption of the presidential decree "On additional measures for state support of gifted youth" and "About the program of work with talented youth for 2001–2005". It was aimed at creation of favorable conditions for the creative potential development, the search of support and stimulation of the intellectually and creatively gifted children and youth, self-creative personality in modern society [7]. The program of work with talented youth, carried out during 2001–2005, can be divided into three parts: 1) scientific and methodological support, 2) identification and training of talented youth; 3) social protection of this category.

In 2006 the Ministry of education and science of Ukraine developed the Concept of the "State target program of work with gifted youth for 2006–2010", aimed at ensuring the formation of the intellectual potential of the nation through creation of optimal conditions for identifying gifted youth and providing support in the development of their creative potential, self-actualization and constant self-perfection [9]. The purpose of this Program was education of citizen in the spirit of patriotism and democratic values, creation of conditions for the provision of systemic support for the gifted youth, its creative, intellectual, spiritual, and physical development. In management of the process of identifying and developing abilities, talents and effective functioning of the system of work with gifted children and youth the key place belonged to the regional level, which focused resources and opportunities to further improving of government activities in this direction.

The Law "On Basic Foundations of State Support of Gifted Children and Youth in Ukraine" is aimed at creating favorable conditions for active development of children's talents, their intellectual and physical abilities. It is emphasized that this law guarantees gifted children and youth possibilities for intellectual, cultural, spiritual, social and economic development in the country. According to the Law the gifted child is a "child under the age of 16, who is the winner of the city, regional, national or international Olympiads, contests or competitions, and has an official written confirmation of such victory. Also a child can be considered gifted if he is awarded a gold medal for excellent achievements during his/her study in general secondary school; a child who took part in at least three all-Ukrainian or international Olympiads, contests or competitions, and has an official confirmation of such participation [3].

After the signing of the presidential Decree "On urgent measures concerning the functioning and development of education in Ukraine" which included the development and approval of a programme of work with gifted youth for 2006–2010, aimed at creation of favorable conditions for identification, support and encouragement of intellectually and creatively gifted children and young people, self-realization of creative personality in modern society, had increased state attention to education of gifted youth in out-of-school education institutions [8].

Increased attention on the side of educational politicians to out-of-school education indicates the legislative and regulatory acts adopted in our country over the last decade. The main one, which defines the state policy in the field of out-of-school education, is the Law of Ukraine

"On out-of-school education" [4]. The adoption of this law significantly changed the role and place of out-of-school education in the structure of general education in Ukraine, caused changes in the system of extracurricular activities and out-of-school upbringing, and transformed them into a new quality – out-of-school education.

A crucial role in the further development of out-of-school education in Ukraine played the adoption of a number of state documents and the Decree of the President of Ukraine, in which attention was drawn to the problems of the education of gifted and talented children and youth, particularly in such institutions of non-formal education, as public creative association Minor Academy of Sciences of Ukraine. Today, Minor Academy of Sciences of Ukraine includes 27 regional offices (according to the number of regional centers). They include 40 types of scientific sections as the parts of six academic departments: physic-mathematical, technical-technological, computer technology and programming, historical-geographical, artistic-philological, chemical-biological. More than 300 schools of different types of regional and city subordination have become coordinating and methodological centers of MAS activities.

At regional offices of MAS are established and function scientific societies – voluntary associations of students who are interested in in-depth study of some disciplines and scientific-research work. Such societies can arise and function in remote areas, e.g. rural, mountain. Scientific student societies (SSS) are, in fact, the primary cells of regional MASs, in which function groups, sections, laboratories, experimental sites, clubs on the scien-

tific interests and the like. SSS can also be created on the basis of several education institutions of different types and at different departments of universities, libraries, laboratories and the like.

The work of MAS is a holistic, mutually coordinated and progressive pedagogical process, covering such areas of work with students as: diagnostic, informational, cultural-educational, upbringing, and socializing. The most spread in the Academy of forms of the educational process organization are: group and individual lessons with students, lectures, interactive lessons with the use of IT technologies, conferences, seminars, colloquiums, laboratory works, workshops, winter sessions, summer schools, research expeditions, trips, competitions, quizzes, presentations, competitions-protections of research works.

The conclusions. Thus, the results of the analysis of the native research works and state regulatory documents showed that gifted education in Ukraine at the studied period received special attention from the government. Independent Ukraine inherited forms and methods of pedagogical support of gifted children and youth that were used in the Soviet Union, changed only their ideological background. Though most of these forms and methods are still relevant and effective, there is an urgent need to implement modern technologies in Ukrainian gifted education. Taking into account this fact the prospects for further research can be identifying positive conceptual ideas of gifted education experience of the developed English-speaking countries and the ways of their implementation in Ukraine.

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Образование одарённых в Украине: история и современность

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Аннотация. В статье освещены особенности развития образования одарённых в Украине во второй половине XX – начале XXI века. Традиционно, педагогическая поддержка одарённых детей и молодежи была дифференцирована в соответствии с видами одарённости. Средние школы обеспечивали педагогическую поддержку интеллектуально и академически одарённых учеников в обычных классах и внеурочной деятельности. Наиболее распространенными формами педагогической поддержки стали факультативные спецкурсы различных видов и продолжительности, олимпиады и конкурсы. В современной Украине специальные образовательные услуги для одаренных школах предоставляются в специализированных школах, гимназиях, лицеях, коллегиях, а также в различных типах учебных заведений и организаций. Важную роль на современном этапе играет поддержка одаренных детей в рамках Малой Академии наук Украины.

Ключевые слова: одарённость, одарённый ребенок, образование одарённых, история образования одарённых, Украина.