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PEDAGOGICAL APPROACHES TO WORKING WITH GIFTED CHILDREN IN THE CONTEXT OF MODERN EDUCATIONAL TRENDS

The article explores contemporary pedagogical approaches to working with gifted children in the context of current educational trends, including digitalization, competency-based and learner-centered approaches, inclusion, and differentiation. Special attention is given to models such as Joseph Renzulli's Three-Ring Conception of Giftedness, Howard Gardner's Multiple Intelligences theory, Carol Ann Tomlinson's differentiated instruction, Montessori pedagogy, project-based and problem-based learning. The theoretical framework is based on a synthesis of domestic and international research and best practices in gifted education and teacher preparation.

An empirical study conducted among secondary school teachers in Pavlodar city and region revealed a moderate level of readiness across cognitive, emotional-motivational, and practical components for working with gifted students. The findings emphasize the need for systematic methodological support, the integration of innovative technologies (including VR/AR), and ongoing professional development of educators in this field.

The study concludes by emphasising the need to develop an integrative model for teacher training that ensures the individualisation of gifted children's education while simultaneously addressing the challenges posed by contemporary changes in the education system.

Keywords: gifted children, giftedness, teaching strategies, educational process, modern approaches in education.

Introduction

In the context of dynamic socio-cultural and technological transformations, the education system faces the need to find effective mechanisms for identifying, supporting and developing gifted children. Traditional teaching methods do not always meet the needs of such children. Therefore, teachers need to apply innovative approaches that take into account the individual characteristics and potential of each child.

Specialized education for gifted children is usually accomplished by «removing» the child from the regular mixed-ability classroom or by having the child attend “enrichment” programs during school vacations. The practice of transferring gifted students from mainstream classes to specialised educational institutions often leads to a decline in the responsibility of general education school teachers for organising their education. As a result, the focus shifts away from improving teachers' professional competencies in meeting the educational needs and developing the potential of such children in the everyday school environment. Teachers, therefore, require support to deepen their knowledge of pedagogical approaches and improve their practical skills. Without such support, there is a risk of misunderstanding differentiated instruction for gifted children. As a result, these children may spend much of their time in educational environments that do not fully meet their needs and potential. Challenges in addressing the needs of gifted children are partly due to the tendency in the school system to focus on «achieving a minimum level of competence», which limits the progress of high-potential children by creating a «ceiling» for their development.

Another problem arises from teacher's perception of gifted children as independent learners or helpers, which also limits growth opportunities. This points to the existing problem of teachers' lack of knowledge about differentiating instruction and using effective pedagogical strategies in teaching gifted children in the classroom. M. Nicholas, A. Skourdombis, and O. Bradbury point to the need for comprehensive teachers' knowledge in such areas as differentiating the learning of their gifted students, selecting approaches that are most effective for children depending on the diversity of the class and environment, and implementing mechanisms for supporting gifted children that promote their inclusion in the educational process [1]. Thus, it

is necessary to purposefully train a teacher with the necessary competencies in the field of teaching and development of giftedness at school.

Materials and Methods

The study used both theoretical and empirical methods aimed at analyzing pedagogical approaches to working with gifted children in the transformation of the educational environment under the influence of modern trends.

Theoretical methods included analysis of scientific and pedagogical literature on the problems of giftedness, differentiation of education, and inclusive and personalized education; review of pedagogical approaches to work with gifted children (including J. Renzulli's three-ring model, G. Gardner's theory of multiple intelligence, the model of differentiated instruction developed by K. Tomlinson, as well as project-based and problem-based educational technologies, etc.; and systematisation and generalisation of effective pedagogical practices in the field of teaching and supporting gifted children.

In order to diagnose the degree of readiness of teachers for professional work with gifted students, a questionnaire was designed to assess three key components of readiness: intellectual, motivational-effective, and task-related. Teachers of schools in Pavlodar city and Pavlodar region (Irtysk and Shcherbaktinsky district) took part in the survey. The total number of participants in the study was 50. The collected data underwent both qualitative and quantitative analysis.

Results and discussions

Foreign literature describes a variety of approaches and theoretical models reflecting the evolution of educational concepts and methods aimed at supporting and developing gifted children. Previous research has mainly focused on identifying signs of giftedness, developing methods for its diagnosis, creating theories and programmes for working with gifted students, and moving from highly specialised assessment models to more comprehensive systems.

In a number of studies focusing on psychological support for gifted children, contemporary approaches and technologies in the educational process within inclusive education, and teacher preparedness for inclusive practice, particular attention is given to the works of E. Landau [2], C. Abbott [3], as well as E. Charles, J. Metsala, and J. Specht [4].

Issues in the Education of Gifted Children and the Development of Professional Giftedness in Future Specialists are also studied in the works of domestic scientists U. B. Zheksenbaeva and L. M. Narikbaeva [5–6].

The works of N. Benny and R. Blonder [7] examine the preparation of teachers for working with gifted students, with an emphasis on identifying factors that contribute to or hinder the effective teaching of such children. D. Thomson and P. Olszewski-Kubilius explored the concept of talent, which includes both

general and specific abilities that depend on the field of activity and level of professional training of teachers, coaches and mentors [8]. T. M. Monaco and W. D. Hartog Georgiades, in their study, emphasized the training of teachers to solve the problems of gifted children [9]. A significant contribution to the development of the problem was made by the studies of Kazakhstani scientists E. O. Omar and E. E. Tleulov, devoted to the topical issues of teaching gifted children [10].

However, the issues of training specialists to manage the development of intellectually gifted children have not been fully developed to date. On the other hand, innovative teaching methods using digital technologies significantly improve the professional training of teachers. The issues of using VR/AR technologies, digital platforms, and interactive methods in the professional training of teachers focused on working with gifted children, as part of retraining and professional development, have not been studied sufficiently.

Concurrently, various approaches to teaching gifted children are presented in pedagogical practice, including J. Renzulli's three-ring model, M. Montessori pedagogy, Howard Gardner's concept of multiple intelligences, Carol Ann Tomlinson's differentiated learning, Joseph Healy's autonomous learning model, Sally M. Reis's enriched learning methodology, the person-centered approach, project- and problem-based learning, the Talent Search program, and others [11].

«Three-ring model of giftedness» by J. Renzulli (Fig. 1), developed on the basis of studies of gifted children and adults, considers giftedness as the integration of three key components: intellectual abilities, creative thinking, and motivation to perform tasks [12]. Intellectual giftedness is not a homogeneous category; given its structure, it should be recognised that differences between individuals manifest themselves not only in the level of individual abilities, but also in the ratio and relative significance of these components. In practice, this model is useful for analysing a child's individual giftedness. It is important to note that each of the components, as well as the manifestations of giftedness as a whole, are influenced by the age characteristics of the developing personality.



Figure 1 – «The Three-Ring Conception of Giftedness» by J. Renzulli

The Maria Montessori method, based on the principle of “help me do it myself”, is actively used in work with gifted young children. It emphasizes sensitive periods of development, self-regulation and learning at an individual pace [13].

Howard Gardner, the author of the concept of multiple intelligence, expanded the concept of giftedness by introducing the idea of multiple intelligences: linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, and others [14]. The approach helps to recognize different types of talents that go beyond the traditional school “intelligence”.

Carol Ann Tomlinson’s approach to differentiated instruction focuses on adapting content, processes, and learning outcomes based on children’s readiness, interests, and learning styles [15]. It is particularly effective in heterogeneous groups, including gifted.

Joseph Healy’s autonomous learning model emphasizes the development of metacognitive strategies, self-organization, and self-management of learning [16]. Children are actively involved in setting goals, planning, and evaluating their own learning process.

Sally Reece’s enriched learning methodology is based on providing children with challenging, open-ended tasks that encourage exploration, independent thinking, and creativity [17].

A person-centered approach to working with gifted children is to recognize and actively support each child’s individuality, unique abilities, interests, rate of development, and intrinsic motivation. It implies respect for individuality, creation of conditions for self-realization, the teacher’s role as a mentor, feedback and reflection, and flexible educational routes [18]. A personality-oriented approach allows them not only to identify but also to develop their talents harmoniously without pressure and overload. It contributes to the formation of sustainable learning motivation, emotional well-being, and responsibility for their own development.

Project-based learning is a form of organizing the learning process in which a student independently or in a group develops, implements, and defends a project aimed at solving a certain problem or researching a topic of interest. It gives freedom of choice of the project topic, requires a high level of knowledge integration, allows children to work at their own pace, and encourages initiative, self-management, and creativity.

Problem-based learning is a form of learning activity in which children are faced with a cognitive task, the solution to which requires active search, analysis of information, and hypothesis generation. This approach promotes in-depth study of the subject, develops critical and analytical thinking, provides a high level of intellectual challenge, and forms the ability to reflect and argue.

Talent Search (USA) is a program created at universities (Duke, Johns Hopkins, Stanford) to screen for giftedness at early stages of education using SAT/ACT tests and provide them with advanced learning programmes [19-20]. It is important to note that Kazakhstan lacks a unified model and standards defining the level of professional training required for teachers working with gifted children. While some schools apply different programs and methods, others lack a systematic approach to teaching gifted children.

The results of school teachers' questionnaires allowed determining the readiness level by three main components, such as cognitive, emotional-motivational, and practical.

The cognitive component assessed teachers' knowledge of the nature of giftedness, its types, the psychological characteristics of gifted children, and their awareness of contemporary approaches, working methods and regulatory frameworks. The emotional and motivational component revealed teachers' personal interest in working with gifted children, their values, and aspirations for professional development, his readiness to create a favorable environment, and his support for the student.

The practical component consisted of the teacher's use of teaching methods and tools to develop the potential of a gifted student, as well as interaction with parents and specialists. The results are presented in Figure 2.

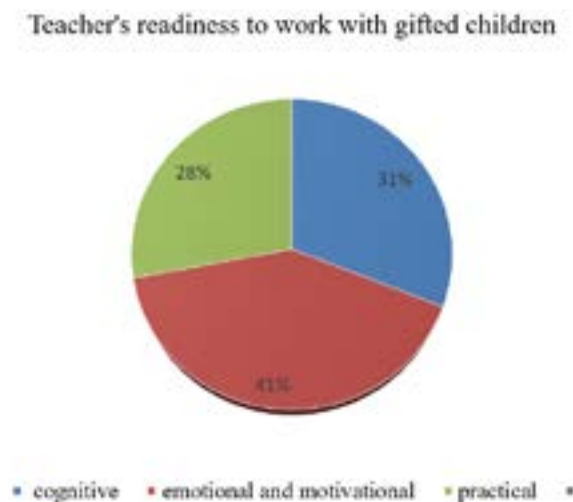


Figure 2 – Teacher survey results

The results of the questioning showed that in general teachers have a moderate degree of readiness to work with gifted children. The highest indicators are noted for the emotional-motivational component. Most teachers are interested in working with gifted children, strive for professional growth, and feel satisfaction from their successes.

For the cognitive component, different-level results were revealed; some teachers have the necessary knowledge about the nature of giftedness, its types, and approaches to work, but others have a deficit in the area of the legal framework and modern methods of support.

The practical component turned out to be the least expressed; not all teachers have experience in systematic work with gifted children, find it difficult to develop tasks of increased complexity, and do not always use differentiated approaches in practice.

In general, the results of the questionnaire indicate the need for additional methodological support, professional development, and the creation of conditions for the exchange of experience between teachers working with gifted children.

Authors also conducted an open-ended survey where teachers participated and were asked two questions: What difficulties do you experience when working with gifted children? What resources or knowledge do you need for more effective work with such children?

The following results were obtained for these questions. The following answers to the question «What difficulties do you experience when working with gifted children?» were given: «There are not always appropriate resources to develop the potential of gifted children», «Giftedness is not always visible at once, it can be hidden behind boredom, bad behavior or even underachievement. Therefore, knowledge of diagnostics and observation is required, it is necessary to interact with a psychologist and parents», «Teachers need more time to prepare for lessons».

To the second question, “What resources or knowledge do you need to work more effectively with these children?” we received the following results. Almost 80 % of teachers mentioned the need for psychological and pedagogical (signs of giftedness, identification of giftedness, diagnostic tools, burnout prevention skills), methodological (meta-skills, critical thinking, project and research activities) and digital support.

An open survey among teachers has shown that one of the most pressing and worrying topics remains the issue of identifying giftedness in children. Almost every teacher faces difficulties in recognizing the talents and potential abilities of students, especially at early stages. Many questions arise: what diagnostic methods are the most effective? How not to miss a child’s abilities in the learning process? What tools and approaches allow us not only to identify giftedness, but also to develop it purposefully?

It is no less important to build an individual educational trajectory that takes into account the child's personality, interests, level of motivation and emotional state. It is necessary to work closely with parents: how to find a common language with them, how to help them understand the needs and abilities of their child, and how to build together a supportive space for his/her growth and self-realization.

These questions require a comprehensive approach, professional training and constant exchange of experience in the pedagogical community. That is why the topic of working with gifted children continues to be at the center of the attention of modern education.

An analysis of contemporary pedagogical research and empirical data reveals several key factors that determine the effectiveness of working with gifted children. First, teacher preparation must encompass not only theoretical knowledge about the nature of giftedness but also the development of practical competencies, including the use of differentiated and personalized teaching methods. Second, significant attention should be given to the emotional and motivational aspects of interaction with gifted students, as this fosters the formation of sustainable learning motivation and the development of creative potential. Third, modern technologies such as VR/AR and digital educational platforms substantially expand opportunities for creating an adaptive and inclusive learning environment, allowing for the consideration of each child's individual characteristics. Successful pedagogical practices, therefore, integrate a comprehensive approach combining cognitive, emotional, and technological components.

The analysis of the survey data from teachers in Pavlodar and the surrounding region, along with findings from the literature, indicate an insufficient level of systematic support and methodological guidance for teachers working with gifted children, which limits the realisation of their potential. The lack of practical skills and experience in applying innovative teaching methods reduces the effectiveness of the educational process, which highlights the relevance of developing and implementing comprehensive professional development programmes for teachers that integrate innovative digital technologies.

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Conclusion

The conclusions of theoretical analysis and empirical research confirm the importance of the issue of professional training for teachers working with gifted

children. In this regard, such aspects as mastering appropriate methods, exchanging experiences, and professional development become important. It is relevant to develop a unique model of professional growth of teachers, including stages of training and retraining for work in inclusive and specialized education, which should be flexible, multifaceted, and supportive at all stages of a teacher's career, including scientific and pedagogical support and the use of the latest educational technologies, including digital resources.

It is crucial to formulate techniques leveraging contemporary technologies, digital platforms, and interactive methods for the professional training of teachers who are ready to work with gifted children. The methods will be designed to ensure the formation of research and specialized competencies to meet the needs of gifted children.

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ҚАЗІРГІ БІЛІМ БЕРУ ТРЕНДТЕРІ АЯСЫНДА ДАРЫНДЫ БАЛАЛАРМЕН ЖҰМЫС ІСТЕУДІҢ ПЕДАГОГИКАЛЫҚ ТӘСІЛДЕРІ

Мақалада қазіргі білім беру үрдістері аясында дарынды балалармен жұмыс істеудің заманауи педагогикалық тәсілдері жан-жақты және кешенді түрде қарастырылады. Арнайы назар цифрландыру, құзыреттілік пен тұлғаға бағытталған тәсілдерге, инклюзия мен дифференциацияға аударылады. Дж. Рензуллидің дарындылықтың үш шеңберлі моделі, Г. Гарднердің көптік интеллект теориясы, К. Энн Томлинсонның дифференциацияланған оқыту әдісі, сондай-ақ Монтессори педагогикасы, жобалық және проблемалық оқыту әдістері терең және толық талданады. Теориялық негіз отандық және шетелдік ғылыми зерттеулерге сүйенеді, олар дарындылық пен мұғалімдерді даярлау мәселелерін жан-жақты қамтиды. Павлодар қаласы мен облысының орта мектептеріндегі педагогтар арасында жүргізілген эмпирикалық зерттеу мұғалімдердің когнитивтік, эмоционалдық-мотивациялық және практикалық компоненттер бойынша дарынды балалармен жұмыс істеуге орташа деңгейде дайын екенін анықтады. Бұл зерттеу нәтижелері жүйелі әдістемелік қолдаудың, инновациялық технологияларды, оның ішінде VR/AR технологияларын енгізудің, сондай-ақ педагогтардың үздіксіз кәсіби дамуының маңыздылығын нақты көрсетті.

Зерттеу қорытындысында дарынды балаларға білім беруді дараландыруды қамтамасыз ететін және сонымен бірге білім беру жүйесіндегі заманауи өзгерістерге байланысты туындайтын мәселелерді шешуге мүмкіндік беретін мұғалімдерді даярлаудың интегративті моделін әзірлеу қажеттілігі атап өтілді.

Кілтті сөздер: дарынды балалар, дарындылық, оқыту стратегиялары, білім беру процесі, білім берудегі заманауи тәсілдер.

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ПЕДАГОГИЧЕСКИЕ ПОДХОДЫ К РАБОТЕ С ОДАРЕННЫМИ ДЕТЬМИ В КОНТЕКСТЕ СОВРЕМЕННЫХ ТРЕНДОВ ОБРАЗОВАНИЯ

В статье исследуются современные педагогические подходы к работе с одарёнными детьми в условиях трансформации образовательной среды под влиянием актуальных трендов: цифровизации, компетентностного и личностно-ориентированного подходов, инклюзии и дифференциации. Особое внимание уделяется анализу таких моделей, как трёхкольцевая модель одарённости Дж. Рензулли, теория множественного интеллекта Г. Гарднера, дифференцированное обучение К. Энн Томлинсон, а также методика Монтеessori, проектное и проблемное обучение. Теоретическая часть статьи базируется на обобщении зарубежного и отечественного педагогического опыта и научных исследований в области одарённости и профессиональной подготовки педагогов.

Эмпирическое исследование, проведённое среди педагогов средних школ Павлодара и области, выявило умеренный уровень готовности учителей к работе с одарёнными детьми по когнитивному, эмоционально-мотивационному и практическому компонентам. Результаты подчёркивают необходимость системного

методического сопровождения, внедрения инновационных технологий (в том числе VR/AR), а также создания условий для постоянного профессионального развития педагогов в данной сфере.

В заключение исследования подчеркивается необходимость разработки интегративной модели подготовки учителей, которая обеспечила бы индивидуализацию образования одаренных детей и одновременно позволила бы решать проблемы, возникающие в связи с современными изменениями в системе образования.

Ключевые слова: одаренные дети, одаренность, стратегии обучения, образовательный процесс, современные подходы в образовании.

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