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«ОБДАРОВАНІСТЬ: МЕТОДИ ДІАГНОСТИКИ ТА СПЕЦИФІКА МОНІТОРИНГУ»

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О-13 Обдарованість: методи діагностики та специфіка моніторингу : матеріали Всеукраїнського науково-практичного онлайн-семінару (Київ, 30, 31 травня 2022 р.). – Київ : Інститут обдарованої дитини НАПН України, 2022. – 572 с.

У збірник увійшли статті та тези учасників Всеукраїнського науково-практичного онлайн-семінару «Обдарованість: методи діагностики та специфіка моніторингу», у яких розглянуто низку актуальних напрямів:

-  Робота з обдарованими дітьми та молоддю в умовах воєнного стану
-  Основні тенденції та сучасні підходи до ідентифікації обдарованих учнів
-  Педагогічна діагностика обдарованості
-  Освітні та інформаційно-цифрові технології в діагностиці та супроводі розвитку обдарованої особистості
-  Моніторинг розвитку обдарованості в освітньому процесі

Видання рекомендовано для науковців, керівників і представників освітніх закладів, інститутів післядипломної освіти, педагогічних працівників усіх ланок системи освіти, психологів, соціологів та інших фахівців.

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THE NEED TO MODERNIZE EDUCATION, TAKING INTO ACCOUNT ITS QUALITY AND ACCESSIBILITY FOR GIFTED STUDENTS WITH SPECIAL NEEDS

Abstract: this article will consider the features and special training of organizational and technical, organizational, pedagogical and staffing, necessary for the realization of the rights of gifted children with disabilities during education.

Key words: inclusive education, features of the organization, gifted children with disabilities.

Анотація: у цій статті буде розглянуто особливості та спеціальну підготовку організаційно-технічного, організаційно-педагогічного та кадрового матеріального забезпечення, необхідного для реалізації прав обдарованих дітей з обмеженими можливостями здоров'я під час навчання.

Ключові слова: інклюзивна освіта, особливості організації, обдаровані діти з обмеженими можливостями.

One of the priority goals of social politics throughout the world is a modernization of the education in the direction of increasing accessibility and quality for all the categories of citizens. After the impact of many unfavorable factors we have sudden increasing the number of children who suffer from various forms of mental and somatic developmental disorders over the past decades.

About 5-7% of children are sick with genetic disorders which leads to the formation of the features in their mental and intellectual development. The most

common form of such disorders (up to 10% of these children) is Down's syndrome. Also it is noticed the significant increase in the number of children with severe autism spectrum disorders. In schools the education should give everyone a possibility to achieve full development in accordance with their individual needs.

In order to achieve this, students/pupils need to be provided with suitable assistance and appropriate recommendations because this is how they will be able to realize their full potential. Each pupil is an unique person, distinguished by cognitive and emotional development, social maturity, abilities, motivation, aspiration and needs.

In addition, there are other factors underlying the differences between students. They are the innate differences in intelligence, differences in social and economic terms, variations in past experiences and maybe differences in the level of correspondence between the student and the curriculum. Paying attention to these factors it provides the individual differences which don't limit the gap between children and support their abilities and performance. It should strive to understand why the students can or can't study well and find appropriate ways to help them to study better [1;2].

In the World Salamanca Declaration (1994) it was firstly described the term "persons with special educational needs" and included the term of inclusive education, which involves the inclusion of persons with developmental disabilities, learning difficulties in the usual educational environment through a wider application of individual approaches to learning. It is also noted that the accessibility of education in ordinary schools should be ensured by means of pedagogical methods which pay the first attention to the children with the aim to satisfy the educational needs.

The integration of children with problems into general educational institutions is a natural stage in a system of special inclusive education in any country of the world, a process in which all highly developed countries are involved, including Ukraine.

This approach in the education of extraordinary children is caused by the various causes. Making them all together we can describe them as a social order, that achieved the certain level of economic, cultural, legal development of society and the state. This stage is associated with a rethinking by society and the state of their attitude towards people with disabilities, recognizing not only the equality of their rights, but also awareness of society of their duty to provide such people equal opportunities in various areas of life, including education [3;4].

According to a UNESCO survey (1989), it was found that 3/4 of countries (43 out of 58 respondents) understand the need to develop integrated education for children with special needs. Learning the problems of integration was included in the priority direction of a research in more than half of all countries that participated in the survey.

Inclusive education (fr. *inclusif* - inclusive, lat. *include* - conclude, include) - the process of development of general education, which implies accessibility of education for everyone for adaptation to the various needs of all children, which provides access

to education for children with special needs. Inclusive education gets ahead to develop a methodology which leads to that fact that all children are individuals with different learning needs. Inclusive education is trying to develop an approach to teach and learn that will be more flexible to satisfy the various needs for studying.

If teaching and learning become more effective as a result of the changes that inclusive education introduces, then all children will benefit (not only children with special needs). Inclusive education is based on an ideology that excludes any discrimination against children, which ensures equal treatment of all people, but creates special conditions for children with special educational needs.

The conception includes eight principles of the organization of this education [5;6]:

1. the value of a person doesn't depend on his abilities and achievements;
2. everyone is able to feel and think;
3. everyone has the right to communicate and to be heard;
4. all people need each other;
5. genuine education can be carried out only in the context of real
6. relationship;
7. all people need the support and friendship of their peers;
8. for all students the achievement of progress may be more likely in what they can do than in what they cannot;
9. diversity enhances all aspects of human life.

The indications for inclusive education of children with disabilities are the possibilities and limitations of the child: the severity of the defect, individual intellectual and emotional-personal characteristics.

1. In the educational process inclusion with a full degree of involvement is recommended for full-time education:

- children with somatic diseases, if the level of their psychophysical and speech development corresponds to the age norm and allows them to study together with healthy peers in a general education program;

- trainees on adapted educational programs:

1. having a hearing loss (in the speech area) up to 60 dB without any concomitant developmental disabilities;

2. having a visual acuity of not less than 0.1 without concomitant developmental disabilities;

3. have severe speech disorders;

4. with disorders of the musculoskeletal system and potentially safe intellectual development opportunities;

5. with mental retardation and potentially preserved intellectual development opportunities;

6. with autism spectrum disorders;

7. having a slight intellectual deficiency in the degree of mild mental retardation without concomitant developmental disabilities [3;4].

According to the UN Children's Fund UNICEF (in the countries of Central and Eastern Europe and Central Asia) member's Christen Elsby words (December, 19), that was said that during the war in the area of Donbas there were injured 1.7 million children. Thanks to the results of the rapid assessment of the socio-psychological situation of children held in four cities of the Donetsk region (Mariupol, Donetsk,

Gorlovka and Enakievo) during May-June 2014, more than half of the children in Donbass were witnesses of military events, 76% of respondents were afraid of every second being there and feeling anger and sadness, and a quarter of children (aged 3–6 y.o.) have a critical level of stress [1, p132].

We can say that for the most part, however, the modern school continues to focus on the "average student", the average level of education, the average threshold of complexity of the study of educational material, which is confirmed by both students and teachers. But gifted special students expect more from school, which would correspond to the disclosure of their abilities and creative self-realization, which can be expressed through the recognition of their surroundings. Also, gifted students with special needs feel the need for psychological and pedagogical support in the field of emotion and behavior management.

Although the need for social ties, social communication in gifted "special" students is lower than in the relevant group "norm" of respondents. Students have difficulty in self-management and self-control. Gifted students with special needs have a narrower circle of communication. The majority of all such students choose parents as proxies, although the presence of signs of giftedness increases the inclusion of children in the educational and social environment.

Also students of this group of respondents need to create conditions for the implementation of an individual training program. Students have an educational need for individual pedagogical support, expressed in training in individual programs and greater opportunities to interact with the teacher individually.

Summing up the results of the study, analysis of international and domestic documents, we offer the following recommendations for the implementation of the model of *inclusive education for gifted children* and ways to implement them using the following main priorities:

- get down to the questions of making special guidelines for the teachers, which would contain examples of an adaptation to the educational environ and general programme for the children with special educational needs.

- come up with the methodical recommendations that would ensure equality in the expression of children's educational achievements, as well as to identify difficulties and provide compulsory support to overcome them.

- make up the educational programme which will direct children and teachers to communicate with the help of different conception of education according to the features of the kid's development.

- to use adequate forms and methods of teaching (differentiated learning and an individual approach, specification of the content of instruction, the provision of practical help from the teacher, etc.). It will contribute to the development of children's memory, imagination, attention, perception, speech, communication skills, etc.

- provide the work of teacher's assistants in inclusive classes to ensure the implementation of personality-oriented programs.

- provide constant support for the children with special educational needs - starting with minimal assistance in the classroom to additional educational support programs within the school and expanding them, if necessary, to the provision of assistance by special teachers and involved specialists.

- use appropriate and affordable technical tools to improve the efficiency of learning the curriculum, as well as to facilitate communication, mobility of the learning process.

- activate the role of facility managers in adapting schools for children with special educational needs by reallocating learning resources, creating a variety of learning opportunities, mobilizing mutual assistance and developing close relationships with parents and the local community.

- put necessary additional responsibility on school runners to promote positive attitudes among the school community, as well as for organizing effective collaboration between class teachers and other professionals.

2. Parent's support as a key participants in the educational process. Parent's involvement is a key element for success in the implementation, testing and implementation of inclusive educational programme. It is necessary to reinforce their persistent desire to give children maximum opportunities for realizing their potential, protect their rights to receive education equivalent to all other children, in order to realize their parental role, despite all the difficulties, the special needs of children, their own problems - the whole range of motivations, realization which is extremely important for changes in educational politics.

So, pedagogically neglected and socially problematic children constitute a completely independent category and occupy the closest place to the children whose level of development corresponds to the conventional standard.

They need professional help! Firstly, that's because of the hard life and socially dangerous situation they are surrounded by. On the other hand, that's for the reason to minimize social, psychological, pedagogical problems and difficulties with the aim to add up the gradual correction and to harmonize development in common.

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СОЦІАЛЬНО-ПСИХОЛОГІЧНІ ОСОБЛИВОСТІ РОЗВИТКУ ОБДАРОВАНИХ ДІТЕЙ

Анотація. Розглянуто особливості дитячої обдарованості. Приділено увагу складовим обдарованості. Виділено характеристики обдарованих дітей, серед них високі розумові здібності, інтелектуальна допитливість та творчі здібності. Крім того описано риси, які притаманні обдарованим і талановитим дітям.

Ключові слова: обдарованість, особливості дитячої обдарованості, складові обдарованості, риси та характеристики обдарованих дітей.

Annotation. Features of children's giftedness are considered. Attention is paid to the components of giftedness. The characteristics of gifted children are highlighted, among them high mental abilities, intellectual curiosity and creative abilities. In addition, the traits that are inherent in gifted and talented children are described.

Key words: giftedness, features of children's giftedness, components of giftedness, features and characteristics of gifted children.

Сучасний етап розвитку суспільства ставить перед педагогікою нові завдання та вимоги, серед яких все більше значення надається всебічному розвитку дитини як особистості, на основі виявлення задатків, здібностей, обдарувань, талантів. Заклад загальної середньої освіти в процесі навчання має розкрити дитячу обдарованість, готувати активну особистість, здатну діяти в нестандартних ситуаціях, самостійно приймати рішення, творчо мислити, виробляти нові, нестандартні ідеї.