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IMPACT OF MODERN EDUCATION ON THE DEVELOPMENT OF A GIFTED PERSONALITY

***Annotation.** The development of a gifted personality in the modern education system and the teacher's contribution to the formation of her giftedness are considered. The article examines the problem of the influence of education on the development of a gifted individual, the possibilities of ensuring the educational process and the content of education as a means of personality formation. The article presents an analysis of the main approaches to the problem of training teachers to work with gifted children and youth.*

***Key words:** giftedness, gifted personality, professional culture of a teacher.*

***Анотація.** Розглянуто розвиток обдарованої особистості в сучасній системі освіти та внесок вчителя у формування її обдарованості. У статті досліджено проблему впливу освіти на розвиток обдарованої особистості, можливості забезпечення навчального процесу та змісту освіти як засобу формування особистості. У статті проаналізовано основні підходи до проблеми підготовки педагогів до роботи з обдарованими дітьми та молоддю.*

***Ключові слова:** обдарованість, обдарована особистість, професійна культура вчителя.*

«Giftedness is a small sprout that has barely emerged from the ground and requires enormous attention. It is necessary to caress and cherish it, to look after it, to do everything necessary so that it grows and bears abundant fruit».

Vasyl Sukhomlynskyi «The birth of a citizen» [p. 123].

Introduction and statement of the problem. In the process of the development of civilization, a special role belongs to gifted individuals, who, thanks to their ability to create innovations, are the main driver of the progress of society in all spheres of its life, because in the modern world, the dynamism of the progress of any country directly depends on the ability of gifted people to realize their own potential for the benefit of their people. Considering society's ability to influence the development of children and young people's abilities through education, scientists sometimes expressed quite opposite opinions: from the belief that education can make everyone gifted without exception, to the complete denial of educational influence on individual abilities. The problem of a person, his essence, personal qualities, development prospects is one of the most relevant in our time. Such questions are of particular importance in the modern period. In this article, an attempt is made to consider education as an indicator of personal value and the role played by education in the development of a gifted personality.

The main purpose of the article is to analyze the provision of the educational process in the context of the development of a gifted personality, to consider the content of education as a means of developing a gifted personality and forming its basic culture. The goals of the article are specified in the following tasks:

- to determine what the term «giftedness» includes;
- to determine conceptual approaches to education in the field of pedagogical activity;
- to analyze the theoretical foundations of education and the role of the teacher in it, as special factors influencing the development of a gifted personality;
- to reveal the criteria of education and cultural identification of a gifted personality.

Analysis of the results of the education system indicates that the process of personality's development and its formation is complex in nature. Education, as we understand it today, is no longer only the possession of a large amount of knowledge and professional skills, but the development of various abilities and a high degree of their productivity. All this implies the modeling of such an education system, in which a significant role should be played not by the traditional transmission of knowledge, skills, values, norms of behavior, but the creation of conditions for the maximum possible development and self-realization of a specific personality in the conditions of society [1, p. 138].

Research results. For decades, mankind has been trying to find out the reason why some personalities leave a significant mark in their life, while others leave this world completely unnoticed. Some individuals impress us with their abilities in childhood, but do not achieve significant achievements being adults, while others do not attract attention to themselves in childhood, but in adulthood reach significant heights. To explain this, it is necessary to connect the life success of an individual with his intelligence and personal qualities. In the basis of each person's intelligence is his own style of cognitive and creative activity. If the above is supplemented with the ability to direct everything in the right direction, adding the necessary amount of energy, then we come to the interpretation of giftedness as the unity of the mental, spiritual and physical spheres of an individual. *So, let's take a closer look at what giftedness is and how the educational process affects its formation.*

Until now, a significant amount of scientific research on the study of giftedness was considered only from a psychological point of view. For psychology, it is important to study the peculiarities of giftedness' realization in different age periods of a person's life, its individual differences. And most sociologists understand the term «giftedness» as a systemic phenomenon, a certain set of interconnected elements: creative abilities, the creative process, the degree of individual development of a person, which provide creative activity of the individual, which can be stimulated and directed into a certain system.

Today there are many approaches to understanding and defining the concept of «giftedness». An analysis of the works of Ukrainian and Foreign scientists allowed the Ukrainian Researcher L. Lipova to formulate the concept of «giftedness» as a complex of possibilities and abilities that, under favorable conditions, allow one to achieve considerable success in a certain type of activity (or activities) in comparison with other people. *Giftedness*, from the researcher's point of view, is the integration of various abilities in order to achieve positive results in a specific activity.

The term «*giftedness*» means that a person has unusual abilities – skills to independent learning, abstract and non-standard thinking. Giftedness is a continuous formation; it exists in everyone but to varying degree. Today, it is considered that the measure of giftedness is the result of a person's work, thanks to which something new is created or opportunities are opened for easier achievement of those things that were done before with spending a lot of time and energy.

In the modern world, when there is a rapid change in techniques and technologies, the intellectualization of work, humanization and dynamism inherent in society will lead to the growth of the role of a gifted individual with a high level of general and spiritual culture, a creator of new values in society. In this connection, the approach to continuous education is changing, which involves significant innovations in the education of modern youth.

Early identification, training and upbringing of gifted and talented children is one of the main tasks of improving the education system.

There is a well-established agreement that gifted individuals have some unique cognitive characteristics [2, p. 1].

When it comes to wunderkind children, their motivation to learn needs to be developed and supported in order to increase their self-esteem. Children with strong self-esteem are keen to achieve more because of their openness to information and new ideas.

Openness to experience is connected with traits such as curiosity, originality, and creativity [2, p. 2].

That's why today many different educational strategies for gifted children are being developed. Online learning using interactive technologies and other digital tools is being developed. Many different learning applications and programs for computers, tablets and other devices are also being developed.

The use of computers and telecommunications, the introduction of a flexible schedule for the study of disciplines, modular construction and other didactic and organizational measures allow to receive a new form of face to-face education, different from the traditional one [3, p. 54].

There are also special classes and schools for gifted children where the cognitive load is higher compared to regular schools. These schools quite often focus on a particular area of learning, such as the humanities, mathematics or science.

Gifted education professionals interested in developing creativity need to implement differentiated programming and design collaborative environments to move individuals from competence to expertise [4, p. 134].

To understand learning concepts and their impact on gifted children, let's review some research. For example, researchers at the University of North Texas (USA) studied the impact of the learning environment on students attending a special school for gifted children. Particular aspects of the approaches that were considered included the development of children's freedom of creative thinking. Thanks to some additions to the school curriculum, children had the opportunity to participate in various projects. This gave them the chance not only to gain the necessary knowledge, but also to learn how to apply it.

At the end, the analysts concluded that these techniques in combination had a positive effect on pupil's motivation [4].

The motivation of children with superior intelligence is also positively affected by their creative thinking. If the right talent is developed, such children are not only capable of succeeding in their careers but also of creating their own projects. With out-of-the-box thinking, such children can even make discoveries in various fields of science.

There is an opinion that gifted children do not need the help of adults, do not feel the need for special attention and guidance. Thus, in practice, teachers may believe that a gifted student can achieve what he needs due to his own exceptional abilities and without their attention and help. But in reality, such children are most sensitive to the assessment of their activities, behavior and thinking. A gifted child is prone to a critical attitude not only to himself, but also to others. In connection with this, an important factor in the relationship between the teacher and the student is the personal example of the teacher. It is he who becomes a means of developing children's giftedness. The teacher is the main figure of the pedagogical process. His personal example is a powerful factor of educational influence. The more positive qualities a teacher has, the better it is for him and for the children he teaches. These positive qualities build a teacher's authority in the eyes of students. The basis of a teacher's authority is his intellectuality, awareness, sincerity and sense of humor. And, of course, a teacher must love and know his subject. The teacher who is passionate about his subject, transfers this passion to the students. Such a teacher inspires - then the children have a desire to grow up to the bar set by such a teacher!

Hannah David believes that the ideal teacher of gifted students must possess certain personal characteristics.

The teacher of the gifted should love teaching, be an interesting person, very knowledgeable, especially in the subject matter he or she teaches, loves to help, be considerate, must be self-confidence, as well as polite and respects others [5, p. 71].

Also necessary personal qualities must include: a positive attitude towards high achievements, creativity, productivity and leadership; tendency to encourage innovative, inventive students who create challenges for the teacher; the ability to accept and ensure students' acceptance of the lack of answers to some of their questions; expressed desire to learn, develop, enrich oneself academically and personally.

Researchers from Australia and Vietnam who looked at student's motivation, found that poor motivation was attributed to the lack of instructor feedback.

Researchers concluded that instructor feedbacks and a personalized approach to each student significantly improve students' motivation and learning [6].

But on the other hand, there are a number of factors that reduce a teacher's suitability for working with gifted students: lack of specific knowledge and skills for gifted education, insufficient mastery of methods of differentiation of learning; lack of a clear understanding of the academic needs and capabilities of gifted students, inability to effectively modify the curriculum.

Many gifted students, regardless of the availability of gifted programming in the local school district, spend the majority of their instructional time in general education classrooms, where they receive few differentiated learning experiences. Also, sometimes teacher's capacity to differentiate curriculum and instruction effectively for gifted students in the general education classroom can be limited by an incomplete, or faulty, understanding of gifted pedagogy or teacher's pedagogical capacity related to gifted education can be influenced by a lack of pedagogical knowledge and skills specific to gifted education [7 p. 1 - 2].

This results in an unfavourable situation where gifted students have to learn from less intellectual teachers. So, the insufficient level of psychological and professional training of teachers to work with children who show non-standard behavior and thinking leads to an inadequate assessment of their personal qualities and all their activities.

A gifted, creative person is always an individuality. The formation of the teacher's individuality contributes to the education of the child's creative personality. A person who consciously chooses a teaching profession must already be formed as a person and individuality by the time such a choice is made. The more diversely developed personalities there are among teachers and educators, the more likely it is that they will teach and educate gifted children.

A comparative study of specifically trained and untrained teachers of the gifted showed that trained teachers were more aware of the cognitive needs of the gifted, employed pedagogical strategies that encourage high-level thinking, promoted independent learning, and were more creative. A more recent study found

that teachers trained demonstrated better teaching skills than the untrained group and those teachers with specialized training in gifted education created better learning environments and utilized more effective teaching strategies to facilitate learning for the gifted and talented students [8].

That is why there is a need for specially trained teachers. In the US, for example, 28 states require teacher certification for gifted education. US standards for professional development of teachers of the gifted (PDTG) are based on research and main theories in the field of gifted education. They define the essential knowledge and skills teachers need for becoming effective in classrooms, and can be used to guide program developers in preparing future teachers of the gifted. It is suggested that these standards should guide program developers when preparing teachers at all levels, ranging from endorsement, certification, and/or a master's degree program with emphasis in gifted education. Programs available in colleges and universities expand teachers' knowledge beyond basic requirements, and expose them to issues concerning the education of gifted students [8].

Everything mentioned above indicates that the support and development of gifted children is a very important and relevant topic for research and creation of new methods in education. This points out not just to the importance of supporting gifted children, but also to the changes in the education system for them. In this case, the learning system's primary task involves personalized approach to each student and developing the students' feedback. Another important aspect includes development of children's creative thinking and improving their motivation.

The modern school makes many demands on the teacher's personality. The list of these traits can be continued for a long time, and all of them are of great importance. But, the teacher's skill, first of all, is to learn to determine the most important priorities for oneself. Such actions will give him the opportunity to better "feel" his students and be on the same wave of mutual understanding with them. What, if not this, provides all the opportunities for the development of children's giftedness?

Today, more than ever, Ukraine is interested in the innovative development of society, and therefore the problems of identifying and supporting gifted youth, creating a social environment favorable for the education of a personality with a high level of formation of creative abilities are of particular importance, since it is gifted youth who in the future will shape the image of the country on the international stage, its innovative human capital, opening its achievements to the world community.

For a long time, there was no single scientific center in Ukraine that would accompany work with gifted children and youth. In August 2007, on the initiative of the President of the Academy of Pedagogical Sciences of Ukraine V.H. Kremen and the President of the Small Academy of Sciences S.O. Dovgoho, the Cabinet of Ministers of Ukraine adopted a decision on the establishment of the Institute of Gifted Children under the APN of Ukraine [9, p. 7]. The need to support and protect gifted children and youth is emphasized in the Laws of Ukraine «On Education», «On Higher Education» and other normative legal acts. A draft Law of Ukraine «On the basic principles of state support for gifted children and youth in Ukraine» was prepared and submitted to the Verkhovna Rada for consideration [10].

But, unfortunately, Ukraine still does not pay enough attention to the education of gifted youth, it is not dealt with systematically, constantly and purposefully. The sociological research of the All-Ukrainian youth community organization «Union of Gifted Youth» (UGY) shows that, despite the declared support of gifted children and youth, in fact, in the vast majority, they are left to fend for themselves and have support, as a rule, only from their parents. There is a real need in society to solve, or at least settle, this problem, one of the aspects of which is the scientific support of the educational process of gifted youth.

Conclusions. There is a generally accepted opinion that gifted youth is the future elite of any country in all spheres of social life: they are leaders, businessmen, scientists, artists, athletes [9, p. 7].

Everything related to the formation of this intellectual elite is quite significant for each country. Gifted and talented youth is the potential that determines the ways of development of science, spiritual culture, technology, economy. Therefore, it is

possible to consider the constant tendency of gifted youth to go abroad as a threat to the national security of Ukraine. The state needs gifted, socially active young people, but it must also create conditions for the development of their potential [9, p. 7].

That is why Ukraine's competitiveness today depends on working with gifted youth. Representatives of the public, private and public sectors should work together to create a comprehensive system of support for gifted youth in Ukraine [9, p. 7].

First of all, this system should include a clear legislative and scientific-methodological base, preparation of higher education institutions for this work, resource provision, social recognition and material encouragement of gifted youth and their mentors, as the social component. The development of the country and the nation largely depends on solving this task.

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