

WORLDWIDE TENDENCIES IN GIFTED EDUCATION DEVELOPMENT

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Developing an ideal system of Gifted Education has been remaining the urgent question for the last decades of the current and past centuries. Despite great efforts put to improve the models of identification, school provision, teacher training in Great Britain and the USA, gifted children often are neglected, not referred, remain untested and left behind. Moreover, teachers still have no opportunities to be properly trained to make needs of gifted children. There are a lot of countries all over the world where the legislation on Gifted Education does not work or simply absent.

The aim of the research is to observe the current problems and recent trends in Gifted Education in this study since the world of Gifted Education has been experiencing changes due to the new views of intelligence, increasing significance and application of neurological findings, enrichment by means of Informational Technologies, the challenges of cultural differences and various models of intercultural communicative strategies for gifted students. Besides, we focus on the increasing importance of creativity, mentoring, and counseling. By the way, the problem of identification remains actual and important in terms of Covid 19 period.

We consider the review of recent trends in Gifted Education and needed trends as significant for the future and current adequate progress in the field of Gifted Education and Education in total. We base our study on ideas, considerations and conclusions of such distinguished American and British scholars as Renzulli J., Freeman J., Eyre D., Gallagher J., Sternberg, Van Tassel-Baska, Robinson W., Frasier M., Passow A., Shaughnessy M. and others who are, surely, experienced to give the worldwide perspective of Gifted Education and study the recent tendencies, analyze their advantages and disadvantages.

The advocates of Gifted Education will continue to go toward educating parents and the powers that could influence the development of Gifted

Education sphere. J. Gallagher also claims that in the new millennium mentoring, brain researches, technology were the main realms explored to develop Gifted Education [6].

The increasing knowledge of the brain and application of this knowledge is developed into the most important trend of education of gifted children nowadays. Investigation of two sites of the brain which have quite different ways of operation becomes a base of understanding of cognitive style of learning. The left hemisphere works in ordered way, solving problems analytically. The right hemisphere is responsible for simultaneous processing. The profound knowledge of the peculiarities of the cognitive structures of the gifted children provide an opportunity to know their cognitive style of learning and arrange the learning time with gifted students.

The further investigations on the brain will surely provide better understanding of cognitive learning style of gifted children, teachers' sensitivity to the various styles and need of gifted children.

Another trend in modern discussions is enrichment, the ways of its implementation and evaluation, its long- and short-term efficacy. Nowadays enrichment is being considered by scientists in the context of Informational Technology application and use. IT provides the vast data and in result the depth and breadth and scope of knowledge. J. Renzulli, a founder of enrichment model, developed a technology based application of Schoolwide Enrichment Model and High-End Learning Theory [5]. Last 30 years we observe the great increase of various educational materials use. The variety of them is so enormous specifically for gifted children that the question of their proper use and application within or along with the school curricula becomes topical. Cultural diversity of gifted students, the need of global status of Gifted Education demand high abilities to communicate thoughts, facts and ideas. Enrichment in writing and critical thinking will stimulate gifted personalities to read more, be responsible of doing home task and study the professors' lectures thoroughly. Integration of the need for creativity in the classroom activity and school curricula will certainly remain an important direction of Gifted Education development.

Mentoring and counseling are considered important trends in Gifted Education in terms of Covid 19. The need of counseling becomes obvious, since underachievement, perfectionism, fear of failure, constant stress are factors of great concern to gifted children, their parents, teachers, and counselors. Teaching staff, which works with gifted children need to be sensitive to their problems, predict them and prevent.

A number of scholars in their study concluded that the educational progress depends not only on cognitive development, but family economic stability, because historically the children of wealthy families receive the best education [1]. And, in fact, against the background of these children thinking ability of students from economically disadvantaged families may be undetected and neglected. Therefore, according to the researchers, it is not necessary to state categorically that perfect school provision can guarantee the success of gifted children who are in the minority (children from single-parent and low-income families, children of immigrants, mobile parents, black , etc.).

The concept of model of education for gifted and talented students in Great Britain is a combination of two elements – the identification and training provision – that complete each other. Also, the important element of the model is the political part of the educational process of teaching and education of gifted individuals. The concept of the model takes into account the benefits of each component, as well as looking for an alternative because each knows the limitations.

The most traditional approach in education for gifted and talented students is the selection of those who are considered to be the best, and implementation for them additional educational opportunities beyond the basic educational process. This approach facilitates the design and use of high-quality educational programs for gifted regardless of the general curriculum [3]. The advantages of this approach are related to the homogeneity of intelligence of selected students. Gifted and talented children feel at ease and relaxed in an environment that allows them to form self-esteem and prevents the risk of ridicule among classmates. Consequently, the traditional approach has social, personal and cognitive advantages in learning of gifted individuals. Programs for gifted and talented students usually provide the opportunity to develop many gifted students over a long period of time [2].

We outlined that a great focus must be kept on educational efficiency in general Education and in Gifted in particular. The increasing need is to focus on critical thinking and higher order thinking both in General Education curricula and Gifted Education curricula. The challenging times of Covid 19 for gifted children, their parents and teachers offer a number of options in education sphere. However, yet not all individuals who have connection to the Gifted Education are aware of these opportunities. Most scholars claim that we seem currently to be neglecting our brightest students. It is legislation in regard to Gifted Education that must be implemented to assure

parents that their gifted children get appropriate education. To sum up, legislation and genetics are future developments in Gifted Education.

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