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<b>Скиба Н. В.</b> Організація освітнього середовища для підтримки та розвитку обдарованих учнів ліцею під час дистанційного навчання в умовах війни (на прикладі КЗ «Східненський ліцей Музиківської сільської ради Херсонського району Херсонської області») .....	795
<b>Слюта А. М.</b> Інформаційно-комунікаційні технології як інструмент педагогічної діагностики на уроках географії: досвід виробничої (педагогічної) практики здобувачів освіти .....	802
<b>Собко Н. В.</b> Використання Zoom-дошки на уроках математики як інтерактивного інструменту для педагогічної підтримки обдарованої особистості під час війни .....	809
<b>Соколовська І. А., Нечипоренко В. В., Гордієнко Н. М., Позднякова О. Л.</b> Principles of building an educational environment for gifted youth .....	813
<b>Староста В. І.</b> Творчий потенціал очима (майбутніх) педагогів: самооцінка ключових креативних диспозицій .....	819
<b>Тадєєва М. І., Тадєєв П. О.</b> Використання методу евристичних запитань для навчання обдарованих школярів і студентів генерувати ідеї та приймати нестандартні рішення .....	826
<b>Тананайко О. Г.</b> Створення віртуальних навчальних середовищ для поглибленого вивчення профільних дисциплін і розвитку спеціальних здібностей .....	832
<b>Тименко В. П.</b> Самодіагностика наукового дизайн-мислення учнів МАН України з використанням AI-асистентів .....	843
<b>Ткаченко Л. І.</b> Обдарованість і соціальний інтелект: взаємозалежність чи контрверза .....	850
<b>Ткачук Р. З.</b> Програма опанування дронотехніки для обдарованої учнівської молоді .....	854
<b>Томілова М. В.</b> Діяльність наукового товариства учнів ЗП(ПТ)О як чинник розвитку обдарованої молоді .....	862
<b>Топузова А. В.</b> Соціально-психологічні аспекти розвитку особистості .....	867
<b>Третяк Т. М.</b> Стимулювання творчого мислення обдарованих учнів .....	869
<b>Турчина (Довбищук) К. С.</b> Обдарованість: сучасні методи та тенденції психопедагогічної діагностики дітей із дислексією .....	878
<b>Фельберг В. Ю.</b> Супровід обдарованих учнів в умовах війни: підтримка та розвиток .....	882
<b>Хожай Н. В.</b> Розвиток обдарованості засобами формування екологічної культури у дошкільників .....	889
<b>Цикалюк Ю. О.</b> Організація навчального процесу в умовах воєнного стану .....	895
<b>Чайка О. В.</b> Організація освітнього середовища для підтримки та розвитку обдарованих здобувачів освіти в умовах воєнного стану .....	900

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## **PRINCIPLES OF BUILDING AN EDUCATIONAL ENVIRONMENT FOR GIFTED YOUTH**

*Анотація. Одним із пріоритетних завдань сучасної української освіти є підтримка, розвиток та соціалізація обдарованих дітей. Рівень та характер розвитку обдарованості завжди є результатом складної взаємодії спадковості (природних нахилів) та соціального середовища, опосередкованого діяльністю дитини. Важливою якістю сучасного освітнього середовища є взаємодія великої кількості локальних освітніх середовищ, спільне використання різноманітних методів, прийомів й інновацій. Основні ж парадигми розвитку обдарованості залишаються незмінними: всі діти обдаровані від природи; на розвиток обдарованості найбільше впливає педагогічний чинник. Тому, пошук і розвиток обдарованої молоді повинні стати одним із найважливіших аспектів діяльності закладу вищої освіти та супроводжуватися психолого-педагогічним контентом, який включає діагностику особливостей та здібностей обдарованої особистості.*

*Ключові слова: молодь, здібності, обдарована особистість, педагогічний чинник, підтримка, розвиток, освітнє середовище*

*Abstract. One of the priority tasks of modern Ukrainian education is the support, development and socialization of gifted children. The level and nature of the development of giftedness is always the result of a complex interaction of heredity (natural inclinations) and the social environment, mediated by the child's activities. An important quality of the modern educational environment is the interaction of a large number of local educational environments, the joint use of various methods, techniques and innovations, The main paradigms of the development of giftedness remain unchanged: all children are gifted by nature; the development of giftedness is most influenced by the pedagogical factor. Therefore, the search and development of*

*gifted youth should become one of the most important aspects of the activities of a higher education institution and be accompanied by psychological and pedagogical content, which includes diagnostics of the characteristics and abilities of a gifted individual*

*Key words: youth, abilities, gifted individual, pedagogical factor, support, development, educational environment*

The development and education of gifted children is a major task that is successfully solved in advanced educational institutions. Most teachers prefer non-standard and creative thinking as a criterion for giftedness in students. The main goal of education and upbringing is to provide conditions for the development of abilities and talents with the aim of their subsequent implementation in professional activities. But this goal is especially important for gifted children. Supporting and developing the child's individuality, not losing or slowing down the growth of his abilities is a particularly important task in teaching gifted children [1].

Gifted children usually have an excellent memory, which is based on early speech and abstract thinking. They are distinguished by the ability to classify information and experience, the ability to widely apply accumulated knowledge. Such children often read dictionaries and encyclopedias, invent words that, in their opinion, should express their own concepts and imaginary events, and prefer games that require the activation of mental abilities [2]. A large vocabulary, accompanied by complex syntactic constructions, the ability to ask questions most often attract the attention of others to a gifted child.

A gifted child is also distinguished by an increased concentration of attention on something, persistence in achieving a result in an area that is interesting to him. To this we must add the degree of immersion in the task [3].

In the area of psychosocial development, gifted and talented children are characterized by the following traits:

- A highly developed sense of justice, which manifests itself very early. Gifted children have very broad personal value systems;
- They are acutely aware of social injustice. They set high standards for themselves and others and vividly respond to truth, justice, harmony and nature;
- They cannot clearly distinguish between reality and fantasy;
- They have a well-developed sense of humor, since they value incongruities, wordplay, "tricks", and often see humor where their peers do not find it. Humor can be a salvation for the psyche of a gifted child, which needs protection;
- Gifted children constantly try to solve problems that are not yet "age appropriate" for them

From the point of view of their development, such attempts are useful. Gifted children, as a rule, are characterized by exaggerated fears, since they are able to

imagine many dangerous consequences. Such children are susceptible to non-verbal manifestations of feelings by others and are very susceptible to silent tension that has arisen around them. In addition to the very idea of the psychological characteristics of giftedness, it is important to determine the qualitative aspects of the problem of the learning ability of a gifted child.

Learning ability as an integral individuality of a gifted child's personality predetermines a different pace of his movement in learning, that is, in-depth differentiation, especially in the degree of cognitive independence [4]. From this it follows that the student's abilities are determined by his learning pace.

The following categories of gifted children are conventionally distinguished by their learning ability:

- students with a high general level of mental development, all other things being equal (most often identified in primary school age)
- students with signs of mental giftedness in a certain field of science (determined in middle school age)
- students with vivid cognitive activity and originality of mental development (most often identified in senior school age).

Learning ability is a complex formation that depends on many personal qualities and abilities of students, and first of all on intellectual abilities (the ability to analyze, compare, generalize, synthesize, highlight the essential, see educational problems and solve them), as well as on the level of cognitive interest and motivation, dedication, flexibility of thinking, self-organization, self-determination, and persistence in achieving the goal [5].

Most researchers recognize that the level, qualitative originality and nature of the development of giftedness are always the result of a complex interaction of heredity (natural inclinations) and the social environment, mediated by the child's activities (play, study, work). In this case, the child's own activity, as well as the psychological mechanisms of self-development of the individual, which underlie the formation and realization of individuality, are of particular importance.

Today, secondary general education institutions are closely connected with universities. This interaction is carried out with the aim of forming a single educational space, the basis of which is continuous education [6].

The interaction of the university with secondary general education institutions is carried out in the form of participation in conducting selection examinations for specialized classes or groups, which are formed from students of educational institutions of the city and districts of the region, coordinating curricula for specialized subjects, providing methodological support for classes in specialized subjects, involving students in research work, holding thematic seminars for teachers conducting classes in specialized classes or groups, conducting career guidance work, organizing

meetings of students of specialized classes or groups with deans of faculties, heads of research areas, heads of departments and leading teachers.

The psychological service also helps to discern invisible natural inclinations, one of the areas of work of which is identifying the level of intelligence of students at different age stages. Moreover, children are identified not only with general giftedness, but also with special giftedness. In parallel with the identification of giftedness, the motivational and needs sphere of students is determined [7].

Based on the results obtained, a plan for scientific and methodological work with personnel is developed, support and correctional work with children and their parents is planned. Work with personnel includes holding pedagogical councils, meetings on the relevant topic. These traditional forms are used in any team.

They undoubtedly give a positive result, but do not guarantee the success of the professional development of the teacher. There is a need to test other methods of developing the professional skills of teachers and determining their productivity.

For example, micro-research on working with gifted children is included, the results of which are analyzed at meetings of the scientific and methodological council, ways to overcome the difficulties that have arisen are promptly developed, while problem micro-groups can be created where teachers are provided with assistance in the theoretical and practical development of pedagogical technologies that allow, through the individualization of the learning process, to create favorable conditions for the development of advanced, gifted children's abilities [8].

Serious attention should be paid to the development and adjustment of the curriculum and curricula. Experts are unanimous in the opinion that curricula for gifted children should be qualitatively different from programs designed for children with average abilities. At the same time, productivity is ensured by the quality of the programs, a high level of classes, the use of active and interactive forms of organizing the educational process.

At the same time, the activities of teachers should provide for:

- a) the implementation of a personality-oriented pedagogical approach for the harmonious development of a person as a subject of creative activity; b) creation of a system of developmental and developing education based on psychological and pedagogical research, ensuring early identification and disclosure of the creative potential of children with an advanced level of learning ability;
- b) study of factors of psychological and pedagogical assistance to the processes of personality formation, effective implementation of students' cognitive abilities
- c) introduction into the educational process of the idea of harmonization of all academic disciplines in the system of the basic curriculum, which is a condition for ensuring the dominant role of cognitive motivations, activation of all types and forms of creative self-realization of the individual.

d) management of the process of development of students' intellectual abilities

The pedagogical system must be built on four basic ideas:

- the awareness of the intrinsic value of each student as a unique, inimitable individual;
- the inexhaustibility of the development possibilities of each child, including his or her creative abilities;
- the priority of internal freedom over external freedom, as freedom necessary for creative self-development;
- an understanding of the nature of creative self-development, the main components of which are self-knowledge, self-determination, self-organization, self-management, creative self-improvement and self-realization of the individual.

Working with gifted and capable students, their search, identification and development should become one of the most important aspects of the educational institution's activities. Identification of gifted children should begin already in school on the basis of observation, study of psychological characteristics, speech, memory, logical thinking [9].

The following main forms of work with gifted students are most often used:

- electives and hobby groups;
- intellectual competitions and scientific and practical conferences;
- research activities and participation in Olympiads;
- work on individual plans and group classes with strong students

A teacher, accordingly, must strive to be:

- capable of experimental and scientific creative activity;
- professionally trained;
- intellectual, moral and erudite;
- a conductor of advanced pedagogical technologies;
- a psychologist, educator and a skillful organizer of the educational process.

For the successful development of the giftedness of each student in a higher education institution, appropriate conditions must be created and a number of influential factors must be taken into account, among which both internal and external can be identified, namely [10]:

- providing comprehensive assistance to students in identifying dominant abilities and developing inclinations;
- taking into account hereditary data – biophysiological, anatomical and physiological features of the organism (predispositions) – which are a prerequisite for the development of abilities;
- creating a developmental environment – a stimulating environment that corresponds to the development of relevant abilities;
- developing psychological and methodological support for a gifted individual, individual training and development programs;

- organizing a targeted educational impact on the development of abilities and talents under the condition of unity in the activities of teachers, students, the management of the educational institution, student self-government bodies, and extracurricular structures;
- involving students in various types of activities in order for them to gain some experience in their implementation, stimulating their activity, which will contribute to the effective development of their potential;
- development of the emotional-volitional sphere of students, which is manifested in persistence in completing tasks, in the desire for competition, confidence in one's strengths and abilities, respect for others, empathetic attitude towards people, tolerance for the peculiarities of other people, a tendency to introspection, a tolerant attitude towards criticism, a willingness to share things and ideas, independence in thinking and behavior, a sense of humor;
- formation of an appropriate system of values, which is reflected in the development of a realistic "I" concept, internal motivation, which is determined by the value contents of individual consciousness, autonomy, self-sufficiency, independence from situational factors, orientation to the future;
- avoidance of the factor of chance by consciously preparing the teacher for the appropriate work (creating situations in which the student could realize himself "in the right place at the right time", become for him "His Teacher");
- creation of a system of stimulating the creativity of student youth; special teacher training for working with gifted youth.

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