

художественного воображения; ассоциативного восприятия и мышления на основе художественного и музыкального материалов, понимание понятие ритма в природе и искусстве. Использование компьютера на уроке создает возможности для развития зрительной памяти, фантазии, формирования у детей эстетически-гармоничного мировосприятия.

Ключевые слова: современная педагогическая практика, процесс музыкального воспитания, мультимедийная программа «Музыкальное искусство», мультимедиа, ученик, метод проектов, видеофрагменты.

Summary. The article deals with the problem of the use of computer technology at the lessons of music that provides the solution of problems of comprehensive development of natural creative abilities of students, namely : imagination and the artistic imagination; associative perception and thinking on the basis of artistic and musical materials, understanding the concept of rhythm in nature and art. Computer use in the classroom creates opportunities for the development of visual memory, imagination, the formation of children's aesthetic-a balanced Outlook.

Computer technologies enable the music teacher to carry out the artistic and creative development of the personality of student through the implementation of the system of music education, computer workshops, that provides for arbitrary choices of curricula and effective pedagogical management in the process of communicative interaction for the formation of musical and artistic knowledge of the students. Consistent and systematic use at the musical art lessons computer technology optimises the holistic musical development of the students, form their musical awareness and competence, stimulates important mental processes (perception, imagination, memory), encourage personal creative potential.

Keywords: modern teaching practice, the process of musical education, multimedia program “the art of Music”, multimedia, student, project method, video.

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NATIONAL ORGANIZATIONS AND INNOVATIVE PROJECTS IN THE CONTENT FORMATION OF GIFTED EDUCATION IN GREAT BRITAIN

Annotation. The article traces the formation of national organizations for gifted and talented students of Great Britain, analyzes their activities and innovative projects in the context of education for the gifted. Gifted Education has been experiencing changes due to the new views of intelligence, enrichment by means of Informational Technologies, the challenges of cultural differences and various models of intercultural communicative strategies for gifted students.

The challenging times 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. We outlined that a great focus of project activity is kept on educational efficiency and critical thinking. This article provides an analysis of the educational institutions for gifted students, which outlines their objectives; the ways of their implementation are presented etc. A number of regulations providing solving the strategic objectives in the education of gifted children are introduced. On the organizational and institutional level the activity of state and public organizations, associations and foundations is analyzed

Keywords: national organizations for gifted and talented, projects for gifted and talented, national associations, Gifted Education, enrichment, critical thinking skills.

Formulation of the problem. There are many educational institutions for gifted children in the world, each of which reflects the cultural and ideological context of each nation. However, effective training and education of gifted children are common features that unite them. Experience of the UK, reflecting the activities of educational institutions for gifted pupils is unique, versatile, one that solves the problems of identification, effective teaching of gifted children, teachers productive cooperation. The activities of modern national organizations and their role in formation of the education content for gifted and talented pupils have been studied by such British scientists as J. Warwick, A. Hight, T. Drakap, W. Robinson, B. Wallace, J. Renzulli, J. Freeman, D. Eyre, J. Gallagher etc. These researchers are directly involved in the work of organizations and projects for gifted and talented children. In our research, we **aim to** analyze the activities of national organizations for gifted and talented in the UK at present as well as to review projects and innovative learning tools they initiated. Also, one of our goals is to introduce a number of organizations and projects that work with specific category of gifted children.

Presenting the main material. Qualitative identification process and educational provision of gifted and talented pupils are the main principles of state education policy and gifted education in United Kingdom. At the end of the last century, the British government initiated foundation of educational programs and organizations for gifted children. In 1998 the government established Advisory Group on Education of gifted and talented pupils in Whitehall (The Government's Gifted and Talented Group) [4]. In September 1999, the program “Excellence in Cities” was launched, as well as such programs as Leadership Incentive Grant, Behaviour Improvement Programme, the Schools Facing Challenging Circumstances initiative [2]. “Excellence in Cities” had been active in the educational space of the UK by 2006. The “Excellence in Cities” was the basis for work with gifted and talented children. The objective was to increase achievement in education, support schools located in disadvantaged districts of cities, help gifted and talented pupils to develop their potential, especially immigrants from poor families. According to J. Warwick achievements of pupils who studied at secondary public schools

involved into this program were twice higher in comparison with schools that were not in the project [4, p.1389]. A. Hight said about above mentioned program that in the early 21st century it was “the most long-lasting and rich in resources program in education for gifted and talented pupils, who came from socially disadvantaged families, not only in Britain but also globally in the world” [2, p. 1].

The program “London Challenge” was introduced in early 2002 in response to the need for significant changes in the educational context of London. The original purpose of “London Challenge” consisted in making London a leading world capital for education and work, and ensure that all schools in London were modern and could be called schools of the 21st century [6]. This objective included identification of the best pupils and changing the attitude to studying of the worst. This program was initiated to work in secondary schools and covered the age group from 11 to 18 years [6]. The program operated in five major areas of London where schools used to be considered with low achievements. These schools later were called “schools that lead to success” (keys to success’ school) [6]. The budget of the program “London Challenge” was 20 million pounds annually, 3 million of which were used to support the increase of educational standards of the “schools that lead to success” [4, p. 1390].

Along with the program “London Challenge”, which was initiated by the UK Government and had been supported at the local level, in 2004 the program “London Gifted and Talented” was launched. Funding of this organization, in the size of 10 million pounds [4, p. 1391], was intended to improve the provision of gifted and talented schoolchildren in the capital of the United Kingdom. The government hoped that this program would make changes to achieve social equity, improving quality standards of education. The program “London Gifted and Talented” as a structural division of “London Challenge” was intended to convey the motto of improving standards of education for gifted and talented pupils and their teachers in all 33 districts of the capital [6].

The organization “London Gifted and Talented” has developed a program TASK [13], which is considered an innovative approach to gifted and talented education. E-TASK is electronic means for the development of interactive thinking skills. TASK was created by B. Wallace and means Thinking Actively in Social Context. Methodology of TASK program consists of eight steps, which help pupils to go through certain stages of thinking and problem solving in structural and consistent way. This contributes to meta-cognition, persuading pupils that they should think over and evaluate the decisions they take. Teachers can monitor pupils' progress, which is recorded. E-TASK allows users to create their own content, post, upload and store information from any Internet website [13].

In 2006, the organization “London Gifted and Talented” was co-founder of the project REAL (Realising Equality and Achievement for Learners), together with the Department of Education and Training, London Challenge, local departments of education and the Black country children's services improvement Partnership [12]. This is the first national project aimed to

improve the quality of education for gifted and talented from black and ethnic minorities, and those pupils for whom English is not a native language of communication. The project is based on the approach of the development of positive models of identification of all gifted and talented children and meeting their educational needs. The project site contains materials that help to analyze a number of gifted and talented pupils in schools, develop curriculum that would satisfy the diverse needs of all children, including minorities [12]. Project REAL is a structural project, which involves several primary and secondary schools in London and the Midlands of England, which cooperate, assess current provision of schools for specific needs of black minority members who learn English as the second language. The project is aimed at solving the problems of under-represented groups of national minorities in training programs for talented and gifted schoolchildren. The project developers presented multimedia sets that can be used to meet the needs of all schools in London in particular and at the national level as well.

In 2010–2011 the organization “London Gifted and Talented” claimed the establishment of the new project “Learning language through scientific thinking” [14]. This project considers scientific literature as a tool for education of gifted and talented. The project aims at developing methods that will help a teacher to support and encourage the development of talented pupils from bilingual environment, combining language learning and the development of scientific thinking. The project held several workshop meetings during 2010–2011.

The organization “London Gifted and Talented” should be considered as successful in motivating pupils, providing them access to the full range of educational facilities, ensuring racial equality, thought as an important condition for the effective provision of talented and gifted.

In the UK government and non-government institutions, associations, trusts, network organization, online programs exist that offer their services to meet the needs of able, gifted and talented children and youth, providing resources to support coordinators for education of gifted and talented, principals, professional development of teachers. We think that the analysis of the main organizations and programs helps understand the current trends in the content of education for gifted and talented pupils in the UK. In our study, we briefly review the above-mentioned institutions.

One of the first organizations in the field of education of gifted children is the National Association for Able Children in Education (NACE), which specializes in teachers's support of talented and gifted pupils [7]. The association was founded in 1983 and currently is active. The work of the association is to:

- develop strategies for effective practice and professional development of association members;
- provide professional advice and guidance on issues in education for able, gifted and talented children;
- develop project in collaboration with partners, local education authorities and school groups;

- provide professional expertise, training, counseling, organizing conferences and educational events, promoting the publication of scientific and methodological works.

The National Association for Able Children in Education is a non-governmental organization that operates due to charity contributions. NACE represents a great structural network of educators who work hard to help talented children in realization of their potential within the school community. The official website of the association contains the list of events and scientific conferences planned for the current half-year, on-line support professional development of teachers, the list of 300 primary and secondary schools in England and Wales, which won the award for quality school provision for gifted and talented pupils (The NACE Challenge Award), as well as criteria for evaluating school provision for the category of gifted and talented children [7]. The site has a separate page for Welsh schools and information about international activities of NACE [7].

For educational policy of Great Britain in the field of gifted and talented characteristic feature is the active position of higher education institutions, researchers and teachers to support training programs, educational projects and organizations for gifted and talented children and youth, their teachers and parents. An example of this is an online resource created with the support of Westminster Pedagogical Institute at the University Oxford Brooks and the Department of Education and Training of the UK – “Gifted and Talented Professional Development”. The website contains a list of workshops for teachers, sample lesson plans in Mathematics, History, Music, Natural Sciences, as well as bibliography and web links [9]. Researchers and teaching staff of the University Oxford Brooks work at problems in education for gifted and talented students. Researching and teaching materials on this subject are submitted in the website [9].

The University of Cambridge has also experience in developing and implementing projects for gifted students. Mathematical and Pedagogical Faculties of the University established a joint project NRICH to support gifted students and teachers in Mathematics [11]. The team is directly involved in the development of the state curriculum. The project aims at promotion of the enrichment of educational programs as well as development of analytical thinking skills and solving complex problems in the context of rich and interesting mathematical software. One of the objectives of the project is to organize and conduct training courses for teachers and workshops in Mathematics. Participation in the project is free and training programs for teachers, games, articles, interactive resources, researching materials are available on the site [11]. The project is not profitable and operates due to grants and charitable funds of individuals, trusts, foundations, which are interested in the development of mathematics education for gifted children.

Conclusions and prospects of further researches. Thus, analyzing the history of the formation and activities of organizations for gifted and talented pupils in the UK, we understand that this structural element of education content

for gifted and talented is at the stage of development and progress. Also, in our opinion, in the UK there are a number of organizations and projects that are extremely important to satisfy the needs of different categories of gifted and talented pupils, teachers and parents. We consider the UK a country with historically formed attitude to education of gifted children not only as an elite field, which is up to date, takes into account the impact of globalization and presents in the educational context unique innovative tools for development and training such as TASK, programs and projects for certain categories of gifted and talented pupils, for example, the project REAL etc. All above mentioned organizations and programs are in close cooperation. Furthermore, it should be noted the active participation of higher education institutions in the implementation of projects and training programs for gifted and talented children.

Despite the fact that the new coalition government that came to power in 2010, has no clear policy about the education of gifted and talented, we concluded that certain projects and resource organizations continue to work at their own expense or by donations [3].

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Анотація. У статті «Національні організації та інноваційні проекти у формуванні змісту освіти для обдарованих і талановитих школярів Великої Британії» автор простежує становлення національних організацій для обдарованих і талановитих школярів Великої Британії, аналізує їхню діяльність та інноваційні проекти у контексті освіти для обдарованих. Галузь освіти для обдарованих дітей зазнає постійних змін, які пов'язані з новими поглядами на інтелект, застосування підходу збагачення за допомогою інформаційних технологій. Культурні відмінності та різні моделі міжкультурних комунікативних стратегій для обдарованих учнів теж впливають на розвиток галузі. У дослідженні розглянута проблема інформаційної обізнаності обдарованих дітей, їхніх батьків та вчителів щодо реалізації потенціалу обдарованості. У дослідженні здійснено аналіз діяльності освітніх інституцій для обдарованих школярів, окреслено завдання, над якими вони працюють, представлено способи їх реалізації через програмну та науково-дослідну діяльність. На організаційно-інституційному рівні проаналізовано діяльність державних та громадських організацій, об'єднань, фондів.

Ключові слова: національні організації для обдарованих і талановитих, проекти для обдарованих і талановитих, національні асоціації, освіта для обдарованих, збагачення, навички критичного мислення.

Аннотация. В статье «Национальные организации и инновационные проекты в формировании содержания образования для одаренных и талантливых школьников Великобритании» автор прослеживает становление национальных организаций для одаренных и талантливых школьников Великобритании, анализирует их деятельность и инновационные проекты в контексте образования для одаренных детей. Отрасль образования для одаренных детей подвергается постоянным изменениям, которые связаны с новыми взглядами на интелект, применение подхода обогащения с помощью информационных технологий. Культурные различия и разные модели межкультурных коммуникативных стратегий для одаренных учеников тоже влияют на развитие отрасли. В исследовании рассмотрена проблема информационной осведомленности одаренных детей, их родителей и учителей по реализации потенциала одаренности. В статье проведен анализ деятельности образовательных учреждений для одаренных школьников, определены задачи, над которыми они работают, представлены способы их реализации через программную и научно-исследовательскую деятельность. На организационно-институциональном уровне проанализирована деятельность государственных и общественных организаций, объединений, фондов.

Ключевые слова: национальные организации для одаренных и талантливых, проекты для одаренных и талантливых, национальные ассоциации, образование для одаренных, обогащения, навыки критического мышления.

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НАЦІОНАЛЬНА ІДЕЯ У НАУКОВІЙ СПАДЩИНІ КУЛЬТУРНО-ОСВІТНІХ ДІЯЧІВ 1917–1920-Х РР. ЯК ОСНОВА ПАТРІОТИЧНОГО ВИХОВАННЯ ДІТЕЙ ТА МОЛОДІ В УКРАЇНІ

Анотація. У статті простежено генезу українського культурно-просвітницького та педагогічного руху 1917–1920-х рр. на фоні політичних змін у країні. Доведено їх спрямованість на вирішення проблеми національно-культурного відродження українського народу, на створення національної виховної системи на засадах народності, демократизму і гуманізму, на формування високої духовності нації на основі проголошення цінності національних і гуманістичних ідеалів, на формування національно-свідомого громадянина України, здійснення виховання підрастаючого покоління на традиціях і досягненнях народної педагогічної думки.

Ключові слова: національна ідея, український культурно-освітній рух, національний педагогічний рух, формування національної системи освіти і виховання, нова національна ідеологема, національні та гуманістичні ідеали, національна свідомість.

Постановка проблеми. Сучасні соціально-історичні умови функціонування української державності актуалізують пріоритетність національної ідеї в усіх сферах життєдіяльності нашого суспільства, зокрема і в освітній галузі, одним із пріоритетних завдань якої нині є формування національної свідомості української молоді. Загроза суверенності України, військовий конфлікт на Сході зумовлюють необхідність усвідомлення кожним громадянином нашої держави відповідальності за повноцінність свого життя, за збереження цілісності українського народу, за право національної самоідентифікації у світовій спільноті. Тому суспільство ставить перед освітянами проблему формування національно-свідомого покоління українців, що вимагає удосконалення змісту та структури патріотичного виховання молоді. Сучасний перебіг історичних подій, трансформації соціально-культурного розвитку суспільства вимагають переосмислення змісту цінностей, посилення національної ідеї в контексті української перспективи. Успішність цих процесів великою мірою залежить від звернення до національних виховних традицій із