

teacher Vasyl Sukhomlynskyi on the problem of studying the child's personality in their system and in the context of the evolution of the teacher's pedagogical views. It is found out that the transformation of the teacher's views on the problem of studying the child took place during the four periods of his creative work: study of the student as a subject of educational activity, statement of the level of students' progress and related intellectual and volitional qualities (the first period); scientific basis for studying the child in accordance with the teacher's proposed scheme of study (general information about the student, his state of health, disease, general physical development, family members, occupation of parents, family and living conditions of the student, material conditions, cultural level of the family, individual-typological features of the student, temperament, character, self-esteem, emotion, will (the second period); study of the intellectual, moral, aesthetic sphere of the student's personality at different age stages of his development, moral education of the child (the third period); the study of moral and spiritual qualities of the student, his culture, deep penetration into the essence of mental processes, thoughtful analysis and finding out the causes of complex and sometimes contradictory manifestations of the student's personality (the fourth period). It is proved that thoughts, ideas, and developments of V. Sukhomlynskyi did not lose relevance in our time.

Key words: Vasyl Sukhomlynskyi, personality, child, personality study, psychological and pedagogical characteristics.

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TEACHER'S ROLE IN THE PROCESS OF IDENTIFICATION AND CLASSROOM APPROACH OF GIFTED AND TALENTED EDUCATION IN GREAT BRITAIN

Annotation. The article traces the formation of the role of coordinator for the identification of gifted and talented pupils and teachers in the identification process of gifted and talented in Great Britain. The problem of the classroom approach of teaching gifted and talented and its implementation by the teacher is examined in the research. The analysis of the activities of educational institutions that provide teachers' training at the regional and district levels has been carried out, the tasks on which they work have been determined, the ways of their implementation through the program and research activities have been presented. The challenging times for gifted children, their parents and teachers offer a number of options in education sphere. We outlined that a great focus of identification activity is kept on educational efficiency and critical thinking of teachers and coordinators of gifted and talented. This article observes mandatory role of a teacher in formation of school register of gifted and talented schoolchildren, that informs about a socio-economic level of a

family in which a child is brought up, his gender and ethnicity; giving schools the right to determine the number of gifted and talented schoolchildren considering increase of education standards for such pupils.

Keywords: identification of gifted and talented, education coordinator of the identification of gifted and talented, training of gifted and talented teachers, gifted education, differentiation.

Formulation of the problem. Modern researches on gifted and talented education support the idea of a multi-component criterion for the identification process. In the UK, educational programs for gifted and talented pupils use a variety of methods to identify such children from the school cohort. The basic document for teachers working with gifted and talented children is the Standards of the UK Department of Education and Training, which provides the necessary information about possible methods and the identification process. Effective training and education of gifted children depends on the capacity of a teacher to identify and use appropriate teaching methods and approaches. Experience of the UK, reflecting the activities of educational institutions for teachers of gifted pupils is unique, versatile, one that solves the problems of identification, effective teaching of gifted children, teachers productive cooperation. The problems of identification and the role of a teacher in formation of the education content for gifted and talented pupils have been studied by such British scientists as Attfield R., Balchin T., Hight A., Kaplan S., Drakap T., Robinson W., Wallace B., Renzulli J., Freeman J., Eyre D., Gallagher J., Harmon D. etc. These researchers are directly involved in the work of organizations and projects for teachers of gifted and talented children. In our research, we **aim to** analyze the role of a teacher for gifted and talented education process in the UK. Also, one of our goals is to introduce identification peculiarities of a specific category of gifted children.

Presenting the main material. The British model of gifted and talented identification contains several stages: firstly, the school assigns gifted and talented education coordinators, tasking them with a number of strategies to engage gifted pupils in school curricula that are designed to meet their needs. Coordinators work with teachers, parents, peers of potential talented and gifted pupils to evaluate objectively the intellectual, creative abilities of pupils as well as their personal qualities. The main role in this process is given to subject teachers, since gifted and talented children are unevenly represented within the school.

The basic provision of the educational initiative for gifted and talented pupils is the development of educational programs that would rationally combine classroom learning with extracurricular activities of the pupils. Gifted and talented education coordinators provide the implementation of this provision. They gain necessary skills studying under the state program developed and implemented by Oxford Brooks University [19]. Thus, since 1999, more than 1,500 coordinators from about 450 secondary schools were

trained in accordance with the «The National Program for the development of coordinators on education for gifted and talented pupils» [19]. Teachers-coordinators control the coherence of the work of identifying gifted and talented, the process of making curricula and programs, and monitoring the professional development of teachers. The work of coordinators is governed by the principles of national education strategies [12].

A. Haight, having analyzed the reports of gifted and talented school coordinators on the identification process at schools, concludes that schools take into account, firstly, the academic abilities of pupils, which requires the improvement of the identification process for talented children [10].

Researchers of the problem of identifying gifted and talented argue that a teacher who does not have the special training in defining gifted children can overestimate the capabilities of pupils, taking into account not their mental abilities, but their misbehavior.

In 2005, T. Balchin studied the role of a teacher in the process of identifying gifted and talented in the forty British schools. According to the scholar's findings, most school coordinators of education for gifted and talented children claim that teachers can be the best in assessment of their pupils [2], but coordinators acknowledge that schools often appoint teachers to work with gifted children who were not specially trained. Contradictory criteria in gifted and talented education also prevent teachers from finding gifted and talented children.

Even the most sophisticated educational programs for gifted and talented educators will not be able to provide a clear, identifiable process, despite the fact that the UK Department of Education and Training strives to implement unified policy on identification of gifted and talented at the state level (one of the components of such the program is the proper preparation of the teaching staff). That is why the UK has implemented teacher support programs at the state, regional and district levels (such as London), and there are state educational structures (National Academy for Gifted and Talented Youth) [15], Open University (Open University) [18]) and online resources.

D. Harmon suggests that one of the main issues related to the teaching of certain categories of gifted pupils is the problem of their identification [11]. She believes that the quantitative difference between white pupils and representatives from ethnic groups identified as gifted depends on who made decisions about their identification and how these pupils were identified. In most cases, the teacher plays a major role in identifying gifted pupils. For example, in the United States, most counties begin the process of identification with applications from the teachers [11]; in the UK the teacher uses the methods of observation, assessment and testing, identifies gifted and talented learners, and provides information to the school education coordinator of the gifted and talented [12].

The process of identification of gifted provides equal opportunities for all applicants, regardless of their social, ethnic, gender, cultural affiliation. With

regard to the latter, it is extremely important for a teacher who carries out the identification process and a pupil and his parents who are participants in this process have been communicating within a single national-cultural context, which makes it impossible to mistake or defect in the definition of gifted and talented (because sometimes parents have to fill out the application form in the language that is foreign for them). According to R. Attfield, a teacher who speaks the native language of children who are being tested for identification them as gifted and talented, has a greater opportunity not to miss a child of this category [1]. In addition, the identification process involves taking an IQ test [3]. Consequently, the factors mentioned above have a significant effect on the outcome of the process of identification of gifted representatives of ethno-cultural minorities [11].

All teachers should be aware that giftedness is a dynamic interaction between potential, opportunities, support and personal motivation that has manifested itself since birth. It is significant that teachers are taught how to understand the nature of giftedness in order to avoid mistakes in the identification process. This initiative was assumed by an organization-partner of the National Program - National Strategies, which is responsible for educating teachers, as well as for implementing the standards of teaching and learning quality in the country [5]. «National Strategies» are developing teaching resources for teachers. Thus, during 2007-2010, National Strategies developed and issued about three dozen booklets and reference books on the education of gifted and talented special-grade pupils, as well as children who require special care, exclusively capable children, representatives of the black population, immigrants from low-income families and mobile families of Romanes [3; 4; 7; 8; 9].

Thus, identifying factors play an important role in formation of the educational content of gifted and talented education in the UK as an important condition for the education modernization, the main focus of which is the role of coordinators for the education of gifted and talented children and their training in order to provide quality of the identification process.

The model of education for gifted and talented pupils in the UK provides the teacher with a leading place in the educational process, implementing a classroom approach to the educational needs of gifted and talented as the main and most effective. This approach is realized through the direct interaction between the pupil and the teacher in the classroom, which requires a high level of professionalism and exceptional responsibility from the teacher.

In this approach, the benefits for the teacher are obvious. After all, the teacher organizes work, using his experience and passing it to his pupils in the classroom. The teacher considers gifted and talented children as the most capable and diligent pupils among others, rather than a specific well-defined group of extremely unique educational needs for which it is necessary to develop and implement new approaches. D. Eyre describes this phenomenon as an «exotic child» syndrome [6, p. 1053]. A classroom approach to the

educational needs of gifted and talented motivates teachers to grow up and improve, which ultimately affects the level of academic achievement of their pupils. Teachers' work on improving the classroom educational needs of gifted and talented is a practical research activity.

Teachers view the classroom approach as most convenient, since it is based on a teacher's experience and satisfying the educational needs of pupils. The classroom-based approach implies that each gifted and talented child requires individualized optimal support. The best provision for the educational needs of gifted pupils is realized through the expansion of the content of the material being taught, which teachers do not offer for all gifted and talented children, since schools and teachers differ in their capabilities, which contributes to the effective development of gifted individuals.

From a financial point of view, a classroom-based approach is not costly, it uses available resources. Therefore, it is not difficult to implement it at the state level at any school for any pupil. The classroom approach is characterized by stability, which is advantages in comparison with gifted programs; it does not require a system of selection if there is a need to reduce the number of pupils in the group.

The professional development of the teacher is the key to success of the model of education of gifted and talented pupils. The effectiveness of the classroom approach is due to the professionalism of teachers who master the relevant knowledge, skills and abilities and are ready to increase their professional development through special programs, Internet resources etc. However, the model of education of gifted and talented children in the UK does not impose all responsibility on the teacher. Gifted pupils have the opportunity to develop out of a school, with the assistance of extra-school programs for gifted and talented children.

S. Kaplan claims that training instructions for teachers have a significant effect on the success, and teaching methods have a significant impact on the pupils' achievement [13]. The researcher is convinced that the teacher must differentiate the main curriculum for gifted children by filling it with the relevant elements, even if it changes some or all the elements of the basic curriculum [13, p. 117].

In the UK, there are a number of organizations and educational institutions that provide trainings for teachers, such as the Westminster Institute of Education at the Oxford Brooks University (Oxford) [19], the National Association for Ability Children (NACE, National Association for Able Children in Education [16], the NRICH project at Cambridge University [17], an online resource for Teacher Tools Teachers, created by London Gifted and Talented [14].

Conclusions and prospects of further researches. Thus, the experience of great Britain in assigning an important role to the teacher in the process of identification is instructive. It is worth noting that at the present stage, the educational support of the teacher through a package of on-line training is the

key to successful, objective identification of gifted and talented pupils who are potential competitive participants in the world educational process. The goal of the educational initiative for gifted and talented students is to improve teaching and learning outcomes in this category by developing an appropriate curriculum that combines school and extracurricular education. This goal is being implemented by educational coordinators of gifted and talented schoolchildren (among the representatives of the teaching staff of schools) who are concerned with the identification process and the satisfaction of the needs of each school.

In the UK, there are a number of organizations and educational institutions that provide trainings for teachers, such as the Westminster Institute of Education at Oxford Brookes University, the University of Oxford, the National Association for Teaching Skilled Children for Able Children in Education), the NRICH enriching mathematics project at Cambridge, created by London Gifted and Talented, etc. Therefore, the priority direction of the modern British model of education for gifted and talented is the search for ways to meet the educational needs of gifted pupils from low-income families, which became a component social policy of the country. In accordance with the National England Gifted and Talented Education Program, ethnicity should not be an obstacle to identifying children as gifted.

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Анотація. У статті автор прослідковує становлення ролі координатора з питань визначення обдарованих і талановитих учнів та вчителя у процесі ідентифікації обдарованих і талановитих школярів Великої Британії. Проблема підходу класного забезпечення у навчанні обдарованих учнів та його реалізація вчителем розглянута у дослідженні. Здійснено аналіз діяльності освітніх інституцій для забезпечення підготовки вчителів на державному, регіональному та районному рівнях, окреслено завдання, над якими вони працюють, представлено способи їх реалізації через програмну та науково-дослідну діяльність.

Ключові слова: ідентифікація обдарованих і талановитих школярів, координатор з питань визначення обдарованих і талановитих учнів, підготовка вчителя для обдарованих і талановитих, освіта для обдарованих, диференціація.

Аннотація. В статті автор прослідковує становлення ролі координатора по вопросам определения одаренных и талантливых учеников и учителя в процессе идентификации одаренных и талантливых школьников Великобритании. Проблема подхода классного обеспечения в обучении одаренных учащихся и их реализация учителем рассмотрена в исследовании. Осуществлен анализ деятельности образовательных учреждений для обеспечения подготовки учителей на региональном и районном уровнях, определены задачи, над которыми они работают, представлены способы их реализации через программную и научно-исследовательскую деятельность.

Ключевые слова: идентификация одаренных и талантливых школьников, координатор по вопросам определения одаренных и талантливых учеников, подготовка учителя одаренных и талантливых, образование для одаренных, дифференциация.

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ФІЗИЧНЕ ВИХОВАННЯ ДІТЕЙ ТА МОЛОДІ У ПЕДАГОГІЧНІЙ СПАДЩИНІ В.О. СУХОМЛИНСЬКОГО

Анотація. У статті охарактеризовано основні ідеї відомого українського вченого, педагога Василя Олександровича Сухомлинського про організацію та реалізацію фізичного виховання і загартування дітей та молоді; здійснено аналіз науково обґрунтованих та перевірених на практиці в умовах конкретного колективу Павлівської середньої школи методів і прийомів фізичної підготовки дітей; розкрито ефективні форми організації фізичного виховання, які використовував В. Сухомлинський, а також систематизовано поради вченого щодо збереження і примноження здоров'я дітей.

Ключові слова: фізичне виховання, фізичне загартування, методи, форми, засоби фізичного виховання, спортивні змагання, спортивні ігри, туристичні походи.

Постановка проблеми. «У здоровому тілі – здоровий дух» – стверджує відоме прислів'я, яке є актуальним у наш час. Адже зараз надто гостро постає проблема збереження здоров'я і фізичної підготовки дітей та молоді. Питання фізичного виховання також актуалізовано у відповідних нормативно-правових документах: Закон України «Про освіту» [1], Концепція «Нова українська школа» [2] тощо.