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СИСТЕМНО-ДІЯЛЬНІСНА КОНЦЕПЦІЯ ПІДГОТОВКИ НОВОГО ВЧИТЕЛЯ: КОМПЕТЕНТІСНИЙ ТА ОРГАНІЗАЦІЙНИЙ АСПЕКТИ

У статті наведено авторську концептуальну модель підготовки сучасного вчителя у вигляді схематичного матеріалу з конструктивними поясненнями. Головна ідея зводиться до трьох ключових компетенцій у системі навчально-професійної підготовки вчителя. Йдеться про його спроможність бути: по-перше, розробником навчальної діяльності, можливості запроваджувати авторські та інноваційні технології до навчального процесу; по-друге, організатором спільної діяльності учасників навчального процесу; по-третє, фахівцем, який володіє теоретичним та творчим педагогічним мисленням. При цьому показано механізми досягнення досягнутих цілей за рахунок інтеграції дисциплін різних знань, які мають свою специфічну направленість. Окрім цього, у роботі презентовано авторське бачення організаційних умов щодо оптимізації системи модернізації підготовки вчителів у коледжах та університетах.

Ключові слова: вчитель, професійна підготовка, системно-діяльнісна концепція, інноваційні технології, магістр, бакалавр, педагогічний університет.

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PEDAGOGICAL FACTORS OF GIFTED CHILDREN'S ADAPTATION TO THE EDUCATIONAL ENVIRONMENT OF PRIMARY SCHOOL

The paper deals with the issue of gifted children's adaptation to the educational environment of primary school. There have been distinguished 22 gifted children out of 430 according to the following signs of giftedness: cognitive activity and educational motivation, intelligence, creativity. The following types of giftedness have been identified: intellectual, academic (mathematical), artistic (musical, graphic, poetic) and psychomotor (dancing, sports). It has been found that a democratic style of communication contributes to the gifted children's adaptation, a combination of democratic and authoritative styles leads to the lack of adaptation of children, and the authoritarian style of pedagogical communication causes maladaptation in gifted children. There is a necessity of psycho-pedagogical support of gifted children because the efficient development of adaptation processes in junior school age plays an important role for the formation of creative personality able to interact with the society.

Keywords: *gifted children, school adaptation, non-adaptation, educational environment, primary school.*

Introduction

Changes associated with the transition to new economic relations in all spheres of the society require new approaches to solving problems of education of younger generation. Giftedness and development of creative abilities act as a condition for the transformation, renewal and harmonious development of our state. That is why, in today's pedagogi-

cal theory and practice, the issue of supporting gifted children and young people, creating an environment favorable for upbringing a person with a high level of creativity is gaining a special significance. However, often a gifted child causes teacher's negative attitude due to the need for specific and complex activity under conditions of lack of relevant knowledge concerning its organization [4].

From the moment of entering school, social environment and a kind of leading activity of a gifted child are changing, which causes a transformation of social conditions of his/her development, which is going to be carried out according to the following scheme: a gifted child – learning – social environment. Thus, the development of a gifted junior school student is directly related to his/her adaptation to the conditions of elementary school – the inclusion in new social relationships, the assimilation of moral norms, rules and socially significant values, the formation of personality traits, self-esteem, self-confidence, learning motivation [5].

Adaptation of gifted children is a process of manifestation and development of giftedness and the formation of their individuality in the educational environment of elementary school. Therefore, a sphere of relationships (with teachers and peers, parenting style prevailing in the family) should be considered as a pedagogical factor of gifted junior students' adaptation to the conditions of elementary school [6].

In pedagogical theory and practice, a considerable number of researches on the issue of giftedness has been conducted. In particular, Yu. Hilbukh [3], A. Furman [7], T. Yanshina [8] study the issues of identification and development of giftedness of students. The urgency of investigating adaptation of gifted children to school conditions is confirmed by the data of scientific researches by A. Antonova [1], D. Bohoiavlenska [2], Yu. Panenkova [6], who believe many gifted children cannot fulfill themselves due to the unfavorable educational environment (problems in relationships, negative learning motivation, lack of desire for success). However, despite a great number of different theories and concepts of the development of personal abilities, the issue of gifted children's adaptation to primary school environment remains understudied due to the lack of researches of gifted children's personal characteristics and factors that determine the specifics of their adaptation.

The paper aims to provide theoretical substantiation and practical identification of pedagogical factors of gifted children's adaptation to the educational environment of elementary school.

To achieve the research goal, the following tasks were set:

- 1) to investigate the state of the issue under study in pedagogical theory and practice on the basis of scientific literature review;
- 2) to clarify the essence of the phenomenon of adaptation;
- 3) to study pedagogical factors of gifted children's adaptation to the conditions of primary school;
- 4) to provide methodological recommendations for the implementation of psychological and pedagogical support of gifted students in the educational environment of elementary school.

Research Methods

The following research methods were used in the study.

First of all, the review of scientific literature on the issue studied has been carried out. The following empirical methods were used when working with gifted junior

schoolchildren: Questionnaire of Cognitive Activity and School Motivation by N. Lushkanova, Quick-Wittedness Test by V. Shadrikova, nonverbal modification of the test by A. Mednik aimed at determining the attributes of giftedness; projective techniques “Non-existent Animal” and “Drawing a Man”, questionnaire for parents by D. Lewis “Do You Help Your Child Become Gifted?” (for identifying factors of adaptation). The study was carried out on the basis of comprehensive educational institutions of the city of Mukachevo in the Transcarpathian region of Ukraine. The sample included students aged from 6 to 9 (n=430), their parents (n=430), elementary school teachers (n=22).

Research Results

The beginning of studying changes the way (character, direction) of a child's life. However, high potential capabilities of a gifted child personality cannot always be developed because of the inappropriateness of the learning conditions and maladaptation in the environment [6].

In psycho-pedagogical discourse [7; 9; 10] there are different views on the nature of adaptation. The theoretical analysis of the issue of gifted students' adaptation suggests that the essence of this phenomenon can be disclosed by applying to the concepts of adaptation (a process and a result of active adaptation to the environment), non-adaptation (the lag in adaptation due to late adaptation), maladaptation (violations of active adaptation process to the environment, which can lead to personal deformation and cause deviant behavior).

The criteria of gifted children's adaptation to the conditions of primary school are as follows: emotional well-being of a gifted child; integration of a gifted child with an elementary school educational environment; personal fulfillment. Emotional well-being of a gifted child determines his/her emotional comfort or discomfort, general mood, satisfaction or dissatisfaction with staying at school, emotional stability (anxiety). Integration of a gifted child with society reveals his/her relationships in the family, school, socio-cultural environment and indicates positive or negative perception of his/her family members, teachers, peers, friends and acquaintances. The fulfillment of inner potential by a gifted child highlights the formation of self-esteem, self-confidence, value consciousness, and achievement in the activity as a result of the development of giftedness [6].

Diagnosing the signs of giftedness and pedagogical factors of adaptation is an important condition for the prevention of maladaptation of gifted students and indicates the right direction in searching for the means of pedagogical support of gifted children [8].

Therefore, we have developed an algorithm for empirical research of children of junior school age aimed at identifying giftedness and pedagogical factors of their adaptation in the educational environment of elementary school.

At the first stage of the study, children's giftedness was assessed. We received information about gifted students on the basis of the analysis of questionnaires (spe-

cially designed questionnaires for teachers and parents), interviews and observations of students through the organization of trial activities for children and the use of

psychometric techniques. The results of the study are presented in Table 1.

Table 1.

Qualitative Results According to the Types of Giftedness

Types of giftedness	Number of gifted children	Number of gifted children (in %)
Intellectual giftedness	5	22.7
Academic giftedness	4	18.2
Artistic giftedness	8	36.4
Psychomotor giftedness	5	22.7

Based on the empirical data obtained from a survey of parents and teachers and the testing of children, according to indicators of giftedness – cognitive activity and educational motivation (questionnaire by N. Luskanova), quick-wittedness (V. Shadriskova's test), creativity (non-verbal modification of A. Mednyk's test) – 22 gifted children were identified (the total number of people surveyed was 430 people). Among them: intellectual giftedness – 5 children, academic giftedness – 4 children, artistic giftedness – 8 children, psychomotor giftedness – 5 children.

Characteristic features of intellectually gifted children (5 persons, 22.7% of the total number of gifted students) are as follows: curiosity, high cognitive activity, need for mental workload, interest in computer and reading, mastery of perfect thinking and speech processes, high academic performance, creativity, etc.

Academic giftedness of children is presented by mathematical giftedness (4 persons, which is 18.2% of the total number of gifted children), which manifests itself in talent for mathematics. Such children are distinguished by the speed and correctness of solving complex mathematical tasks, have good memory, are attentive, use extraordinary methods of solving problems, working with the computer. However, they do not show increased cognitive activity, do not read much. They have a high degree of success in mathematics. Academically gifted children are not very sociable, some of them are lonely.

Artistic giftedness of children (8 persons, 36.4% of the total number of gifted children) is represented by musical giftedness (13.6%), graphic giftedness (13.6%) and poetic giftedness (9.1%). Such children are particularly interested in visual information. They are very creative, showing originality and ingenuity in their respective activities.

Psychomotor giftedness of children (5 persons, 22.7% of the total number of gifted children) is represented by dance talent (13.6%) and sports giftedness (9.1%). Such children love movement (running, jumping, dancing), they have physical strength, well-developed basic motor skills, show creativity when performing dance or sports activities.

According to the results of the study, all gifted children are characterized by cognitive activity, educational motivation and creativity.

Based on the developed algorithm of diagnostic research, the study of pedagogical factors of adaptation of gifted children to the conditions of primary school (relations with teachers, relationships with peers and the style of family education) was carried out.

The results of a survey of parents and teachers (specially designed questionnaires for parents and teachers for identifying peculiarities of their relationships with gifted students) and the analysis of drawings made by gifted children and children without signs of giftedness (projective techniques "Non-existent animal" and "Drawing a Man") indicate that adapted gifted children and children without signs of giftedness have friends, are quite sociable. They are calm and balanced, rarely have bad mood or feel guilty. Such children are not shy, fearful, impatient, irritable, stubborn.

Consequently, adapted gifted children in relationships with parents, teachers and peers are sociable and confident, do not show anxiety, impulsivity, aggressiveness; but non-adapted and maladapted ones are closed, uncertain, anxious, impulsive, aggressive.

The results of the survey of teachers show that the style of pedagogical communication affects the adaptation of gifted children to the conditions of elementary school. Gifted children, with whom teachers (79%) communicate on the basis of friendly relations and engage them in joint creative activities, are sociable and confident, calm and balanced, do not show anxiety, impulsivity, aggressiveness, indicating their adaptation to school conditions. Gifted children with whom teachers (21%) use intimidation communication style are closed and uncertain, excite and tense, fearful, suspicious, stubborn, impatient, which shows their non-adaptation or maladaptation to school conditions.

Regarding the style of family upbringing (using D. Lewis's method), adapted children (78.1%) with a high level of giftedness were raised in the families with a democratic parenting style. The combination of democratic and authoritarian styles of upbringing contributes to the development of non-adapted children (10.3%) with an average level of giftedness; while the authoritarian style of upbringing leads to maladaptation of children (11.6%) and a low level of giftedness (Table 2).

Table 2.

Influence of Family on Gifted Children's Education

Parenting style	Total number of children (in %)	Adapted children (in %)	Maladapted children (in %)
Democratic	41.7	20.2	21.5
Authoritarian	58.3	40.1	18.2

Thus, concerning children without signs of giftedness, there were both adapted and maladapted ones regardless of which parenting style was used in their families (41.7% parents used democratic style and there were 20.2% adapted children and 21.5% maladapted ones; 58.3% parents used authoritarian style and there were 40.1% adapted children and 18.2% maladapted ones).

The results show great sensitivity of gifted children to parenting styles.

Conclusion

Thus, on the basis of empirical data obtained as a result of the survey of parents, teachers and children, based on the signs of giftedness (cognitive activity and educational motivation, intelligence, creativity) 22 gifted children have been distinguished out of 430 and the following types of giftedness have been identified: intellectual, academic (mathematical), artistic (musical, graphic, poetic) and psychomotor (dancing, sports). It has been found that gifted children have three levels of adaptation – adaptation, non-adaptation, and maladaptation. It has been found that a democratic style of communication contributes to the gifted children's adaptation, a combination of democratic and authoritative styles leads to the lack of adaptation of children, and the authoritarian style of pedagogical communication causes maladaptation of gifted children. The results of the study indicate the importance of psychological and pedagogical support of gifted students in the educational environment of primary school as an activity aimed at designing the development and adaptation of gifted children through a system of developmental and educational activities.

Teachers' psycho-pedagogical education (seminars, lectures, workshops, pedagogical conferences) should be

aimed at highlighting the following aspects of gifted child's adaptation to primary school conditions: analysis and forecasting of the adaptation of gifted students to school conditions; building constructive relationships with a gifted child; development of child's talents; means of effective communication with a gifted child; the influence of interpersonal relationships on the adaptation of gifted children.

Educational outreach activity with parents (lectures, interviews, consultations) should reveal psychological characteristics of gifted children and focus parents on supporting them in the adaptation period. Topics for discussion can be as follows: Gifted Child During the Period of Adaptation to School; Emotional Development of a Gifted Child and the Role of Parents in the Formation of a Positive Self-Image; Increased Anxiety and Neuroses in Gifted Children; How to Teach Gifted Children to Control Themselves; Why do Gifted Children Need Adult Support? and so on.

Summarizing the foregoing, it should be noted that the adaptation of gifted students to the conditions of primary school is a long and complex process with its peculiarities and trends of further development. Effective development of adaptation processes at the junior school age is of great importance for the formation of a self-sufficient creative personality capable of active interacting with the society.

The study does not cover all aspects of the issue. Further scientific research is planned to be focused on the development of a program of pedagogical support of gifted children in the context of modernization of education.

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ПЕДАГОГІЧНІ ЧИННИКИ АДАПТАЦІЇ ОБДАРОВАНИХ ДІТЕЙ В ОСВІТНЬОМУ СЕРЕДОВИЩІ ПОЧАТКОВОЇ ШКОЛИ

Статтю присвячено проблемі адаптації обдарованих учнів у навчально-виховному середовищі початкової школи. Розкрито сутнісний зміст феномену адаптації; визначено критерії адаптації обдарованих учнів до умов початкової школи; описано результати емпіричного дослідження дітей молодшого шкільного віку на предмет виявлення обдарованості та педагогічних чинників їхньої адаптації в освітньому середовищі початкової школи; розроблено практичні рекомендації щодо створення сприятливого середовища для здібних і талановитих школярів в умовах початкової школи. Здійснений аналіз психолого-педагогічної літератури дозволив дійти висновку, що становлення обдарованої особистості в молодшому шкільному віці безпосередньо пов'язане з її адаптацією до умов початкової школи – включенням у нові соціальні стосунки, засвоєнням моральних норм, правил і суспільно значущих цінностей, формуванням особистісних рис, самооцінки, довіри до себе, навчальної мотивації. З'ясовано, що адаптація обдарованих дітей є процесом прояву і розвитку обдарованості та становлення дитячої індивідуальності в освітньому середовищі початкової школи. Тому педагогічними чинниками адаптації обдарованих

учнів до умов початкової школи слід вважати сферу взаємин (стосунки з учителями, стосунки з ровесниками, стиль сімейного виховання). Доведено, що діагностування ознак обдарованості та педагогічних чинників адаптації є важливою умовою запобігання дезадаптації обдарованих учнів і вказує вірний напрямок у пошуку засобів педагогічної допомоги обдарованій особистості. Відтак, було розроблено алгоритм емпіричного дослідження дітей молодшого шкільного віку на предмет виявлення обдарованості та педагогічних чинників їхньої адаптації в освітньому середовищі початкової школи. На основі емпіричних даних, отриманих у результаті опитування батьків, учителів та пробної діяльності дітей, за ознаками обдарованості (пізнавальна активність і навчальна мотивація, кмітливість, творчість) виокремлено обдарованих дітей та визначено види обдарованості: інтелектуальну, академічну (математичну), художню (музичну, образотворчу, поетичну) і психомоторну (танцювальну, спортивну). В обдарованих учнів виявлено три рівні адаптації – адаптованість, неадаптованість, дезадаптованість. У вчителів та батьків обдарованих дітей, які застосовували демократичний стиль спілкування, зростали адаптовані діти, поєднання демократичного і авторитарного стилів призвело до неадаптованості дітей, а авторитарний стиль педагогічного спілкування спричинив дезадаптованість обдарованих дітей. Результати дослідження вказують на важливість психолого-педагогічного супроводу обдарованих учнів у навчально-виховному середовищі початкової школи, позаяк ефективне розгортання адаптаційних процесів у молодшому шкільному віці має важливе значення для формування творчої особистості, здатної активно взаємодіяти з соціумом.

Ключові слова: обдаровані діти, шкільна адаптація, неадаптація, дезадаптація, освітнє середовище, початкова школа.

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ART-THERAPEUTIC TECHNOLOGIES: ARE FUTURE PRIMARY SCHOOL TEACHERS READY TO USE THEM IN PRACTICE?

The article is dedicated to the analysis of practical aspects of teaching future primary school teachers to use art-therapeutic technologies. It aims to demonstrate the results of an empirical research focused on the evaluation of future primary school teachers' skills of using art-therapeutic technologies. The structure of the future primary school teachers' skills of using of art-therapeutic technologies presented by motivational-valuable, contextual, processual and creative components and, accordingly, motivational, cognitive, operational and creative criteria has been developed. The procedural component of future primary school teachers' readiness to use the art-therapeutic technologies in educational process is supposed to be the major. Its content is based on the acquisition of complex of art-therapeutic skills that will optimize the educational process in primary school. Future primary school teachers can demonstrate the creative, adequate, reproductive, low and initial levels of the procedural component maturity. Self-evaluation, expert evaluation and analysis of the results of students' individual research tasks were used to evaluate the level of characterized component formation. Research results show that most students demonstrate elementary, low and reproductive levels of the diagnostic component. Two special courses have been developed aimed at the improvement of the students' relevant skills.

Keywords: *art-therapeutic technologies, art-therapeutic technologies using; future primary school teachers' readiness; procedural component of readiness; operational readiness criterion.*

Introduction

One of the most important areas of pedagogical science is the future primary school teachers' training. Effectively organized educational process in higher educational establishments has a great influence on the process of adaptation of future primary school teachers to their first job conditions.

Primary school teacher is a teacher who has to deal with the youngest personalities at school so he/she has to be very attentive, tolerant and patient. Also it is important to be very creative and use different techniques in work with primary school students to fulfill their potential. Art therapy is a technology that helps to use different types of art techniques in classes for showing feelings and emo-