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## **Analysis of the experience of managing the development of giftedness in the education system**

### **Abstract**

*Object:* Based on the analysis of managerial experience in the development of giftedness in the education system of foreign countries, the article describes the models for the development of the education of gifted children adopted in the developed countries of the world. A working understanding of giftedness is defined at the present stage of the practice of implementing the education of the gifted in the conditions of Kazakhstani practice in the context of a specialized education system for gifted children. The possibility of using adapted organizational conditions for the development of specialized educational institutions for gifted children is substantiated.

*Methods:* Theoretical analysis of foreign research materials on the problem of the development of education for gifted children, analysis of the legislative framework of the Republic of Kazakhstan on the research problem.

*Findings:* The analysis of theoretical materials made it possible to identify the presence of problem areas – the lack of a unified understanding of giftedness in science, which led to the existence in practice of a large number of educational models for the development of gifted children in the developed countries of the world. The grounds for understanding giftedness in Kazakh science are revealed. We believe that the definition of giftedness should have a functional characteristic, which allows using an activity approach in working out a model for the development of the education of gifted children, as well as taking into account the direction of development of the activities of gifted people, focused on the tasks set for the development of state programs.

*Conclusions:* An analysis of models for the effective development of the education of gifted children, implemented in the developed countries of the world, is presented. We believe it is possible to develop an adaptive development model of the Kazakh model for the development of education for gifted children.

*Keywords:* giftedness, the relationship between ability and giftedness, a model for the development of education for gifted children.

### **Introduction**

The relevance of the analysis of effective models for the development of the education of gifted children is due to the recognition of the dependence of the effectiveness of the development of the state under the influence of the factor of using the creative potential of gifted children. For Kazakhstan, the priority of developing the sphere of education of gifted children is subject to the requirements formulated in the concept for the development of creative industries for 2021–2025, as well as the national project ““Quality Education” Educated Nation” (Decree of the Government, 2021; National project, 2021). The human resource for the effective implementation of these projects is, in our opinion, the gifted youth of Kazakhstan, which is defined in the documents as creative and educated. The gifted creative educated youth “will lay the foundation for the progressive and systematic development of the creative industries in Kazakhstan as a new and promising source of growth” (Decree of the Government, 2021), and will also ensure the development crea-

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tive industries, “new technologies, new industries, new material goods and important economic advantages for the country” (Decree of the Government, 2021).

However, in practice, the implementation of the ideas of managing the development of the education of gifted children is not effective enough. We believe that this is due to the insufficient scientific development of the theory of managing the education of gifted children, the lack of a common understanding of giftedness in the scientific space of foreign countries, which manifested itself in the formation of several models for the development of education for gifted children in the world. We believe that the definition of giftedness should have a functional characteristic, which allows using an activity approach in working out a model for the development of the education of gifted children, as well as taking into account the direction of development of the activities of gifted people, focused on the tasks set for the development of state programs.

### *Literature review*

Considering the aspect of defining the understanding of giftedness in the framework of this study:

The fact is that the views and approaches to the description of the criteria of giftedness changed under the influence of historical time, which left its imprints on the understanding of the factors of its development and the possibilities of its implementation. Thus, in the history of pedagogy, there is a path for developing an understanding of the key factors that determine giftedness, from the idea of its divine predestination and genetic conditioning to the possibility of developing and training talented children in order to use their abilities in public service.

The study of the problem of giftedness in the scientific literature was initiated at the beginning of the last century in the developments of American scientists. Based on the analysis of literary sources on the issue of defining the concept of giftedness, we note the lack of unity in science on the issue of understanding giftedness, which makes it difficult to ensure its development. In particular, we have studied the works of domestic authors (Karkulova & Lepeshev, 2018; Karkulova et al., 2022) and foreign authors (Gardner, 2011; Gifted and Talented Education, 2013; Wallace, Sisk et al., 2019). Since it was in the United States that the problem of the scientific study of giftedness was first formulated, we refer to the classical definitions of giftedness formulated in the works of J. Renzulli, G. Gardner, T. Torrens and others. However, today, as scientists R. Sternberg and S. B. Kaufman note, the concept of giftedness is not clearly described in Western scientific literature, and is actually absent. It is also difficult to determine the giftedness of a child according to certain criteria, since there is no single recognized or “correct” criterion for assessing giftedness, “there is only a matter of opinion” (Sternberg, 2011). Thus, in modern science there is still no unity of views on the issue of the concept of giftedness (Stanley, 1997). In Russian science, which has taken the path of developing the concept of giftedness in connection with determining the ability of gifted children (in the conceptual works of (Teplov, 1982); (Bogoyavlenskaya et al., 2021) and others, also identified the problem of “lack of significant results in terms of conceptualization of the problem caused a partial loss of interest in its development” (Mazilov & Slepko, 2021). The same problems are noted by modern foreign researchers (Kaufman et al., 2016; Lisette et al., 2022) and others.

An explanation for the situation in Western science can be found, and since scientific and social values and the scientific worldview are subject to change, we will explain the fact that the idea of giftedness is also subject to change.

Nevertheless, we, developing strategic ways of developing the education of gifted children in the Republic of Kazakhstan, believe that the development of giftedness can be considered on the example of the development of special abilities. For these reasons, we study the education of gifted children in practice, on the basis of the Scientific Practical Center “Daryn”, coordinating and performing managerial functions in the system of specialized schools that work with gifted children. At the moment, there is an understanding of how the giftedness of a child should be studied in practice, based on the identification of characteristic features inherent in most gifted children. According to researchers, understanding the real conditions and researching the practice of education, identifying problems and scientifically developing their solutions, which allows optimizing the educational environment, understanding and meeting the needs of gifted children (Almukhambetova, 2018).

In our study, in defining giftedness, we support the opinion of Kazakh scientists. Here is the justified development of gifted students in the work of Professor Lora Narikbayeva, who heads the research group of scientists involved in substantiating the concept:

“Gifted and talented people are those people who, by virtue of their outstanding abilities, demonstrate superiority in certain activities. This means that talent is manifested:

- a) in the advanced development of knowledge in the field of activities to achieve academic success (specific objective activity);
- b) in the intellectual field;
- c) in the field of creative thinking and productive activity;
- d) in advancing socio-psychological development” (Narikbayeva et al., 2018).

Consider the current state of development of management in managing the development of education for gifted children. According to modern analysts involved in the study of directions for the effective management of the development of the education of gifted and talented children, the management of an educational institution is directly included in the system of formal conditions, including also:

- a) educational policy of the state;
- b) state policy in the field of education for the gifted;
- c) financing;
- d) scholarships.

In the form of a diagram, this system is shown in the figure below (Fig.) (Wallace, Sisk et al., 2019, p. 54).

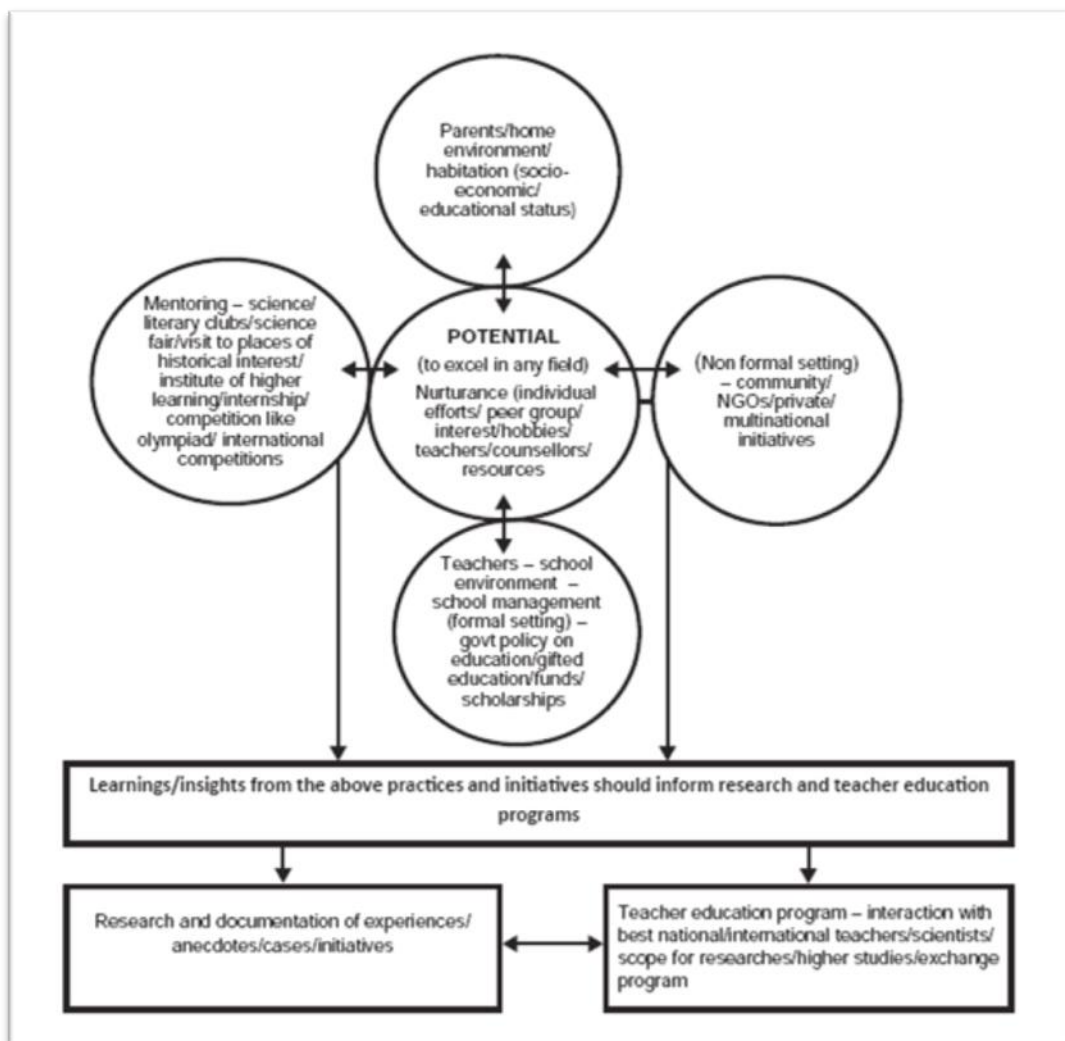


Figure. Conditions for effective management of the development of education for gifted and talented children in the works of foreign authors

Note – compiled by the authors based on (Wallace, Sisk et al., 2019, p. 54)

These conditions make it possible to take into account the relationship between state policy and financing of educational programs for the development of giftedness, as well as the availability of individual scholarships, in the form of financial support for achievements in the development of education of a gifted stu-

dent. In Kazakhstan, in 2022, for the first time, gifted schoolchildren-winners of international competitions and Olympiads were supported by financial prizes and educational grants (Karpov et al., 2018).

### **Methods**

To carry out the study, general scientific methods were used (theoretical analysis of foreign research materials on the problem of the development of education for gifted children, analysis of the legislative framework of the Republic of Kazakhstan on the research problem).

### **Results**

An analysis of the models of foreign and Kazakhstani experience in managing the development of giftedness in the education system was carried out based on the conclusions about the understanding of giftedness, which can be judged by virtue of a person's outstanding abilities in specific areas or generally distinguishes him/her from others. In the Russian tradition, the definition formulated by B. M. Teplov in the definition of giftedness is as follows:

“a qualitatively peculiar combination of abilities, on which the possibility of achieving more or success in the performance of a particular activity depends”.

The definition is based on the concept of abilities that determine the quality of a certain activity. From this it becomes clear that in Russian, as well as Kazakhstani, and other countries, the abilities of gifted children will be determined in accordance with the specifics of the development of the social worldview.

In Western literature, there is a definition not of gifted people, but of gifted behavior. For example, Joseph Renzulli pointed out that gifted behavior reflects the interaction between the three foundations of human traits – above-average ability, high level of task commitment, and high level of creativity (Renzulli, 1978).

In the United States, the concept of talented and gifted children is enshrined at the legislative level. In her book *Identifying Gifted Children: A Practical Guide*, Susan K. Johnsen emphasizes that all gifted children have the potential for high performance in the areas included in the definition of gifted and talented students above and used by the US government at the federal level (Johnsen, 2011).

The characteristics associated with giftedness are greatly influenced by culture. In Western and some other cultures, intelligence is the most important characteristic, while, for instance, in Japan, more attention is paid to the diligence and motivation of the child. If Japanese children successfully complete the task given to them or do not complete it, then it is believed that their success or failure is based on the corresponding efforts or lack thereof. At the same time, when American children succeed or fail, they attribute it to their ability or lack of ability.

In China, according to local beliefs, aspects of giftedness are innate, but all people can also develop giftedness through study, perseverance, and hard work.

It is these features that underlie the programs of educational institutions aimed at educating and educating gifted children, developing their intellectual and creative skills and further integration into society.

When developing educational programs, educational institutions in Europe and the USA, first of all, take into account the presence of basic qualities that gifted children possess, namely:

- a) Great desire to know the world;
- b) Good command of the native language, rich vocabulary;
- c) Ingenuity, creative thinking;
- d) Leadership qualities, which are demonstrated, among other things, through initiative and persuasion;
- e) Ability to quickly learn, build and develop concepts;
- f) Strong sense of justice and morality.

It is important to note that gifted children can develop asynchronously: their intellectual development is usually faster than their physical development, just as their emotional and cognitive functions develop differently (one of the most striking examples confirming this is Albert Einstein). It is also important for educational organizations to take this into account when developing training programs.

In the West, special attention is paid to the education of gifted children. Since progress in the field of psychology and education does not stand still, it is also important to mention the appearance of a large amount of not only classical literature on this topic, but also special journals for teachers and parents. An example is *Teaching exceptional children*, a journal co-authored by the Council for Exceptional Children. The journal is published six times a year and provides readers with the latest information on modern educational technologies, and also aims to promote the professional growth of specialists and provide useful information, resources and tools to improve the education of gifted children. Also noteworthy is the *Journal for*

the Education of the Gifted, which is the official publication of The Association for the Gifted. This journal publishes the latest research on topics related to the characteristics of gifted children, information on schools for such children, as well as information on successful programs for them (Jennifer & Jennifer, 2022).

Center for Talented Youth;

GERI: Gifted Education Resource Institute, Purdue University;

Johns Hopkins University;

Center for Talent Development, Northwestern University.

In addition to the above journals, Gifted Education International, Advance Academics, High Ability Studies, Gifted Child Quarterly, Gifted and Talented International and Roeper Review can also be noted – all of them are of exceptional importance for educators and leaders of educational institutions for gifted children, requiring scientific justification of adaptation models for the purpose of their possible implementation in the conditions of Kazakhstan.

Consider how the process of teaching talented children is organized. In Western countries, there is a number of approaches to learning aimed at developing the abilities, skills and thinking of the child both in certain areas and in general. The main approaches include the following:

home schooling;

colloquium;

nomination;

independent work;

enrichment;

grouping of clusters;

summer schools / courses, etc.

Separately, we would like to dwell on summer schools, or programs that, in particular, are especially popular in the United States of America. To enroll in such a summer program, as a rule, it is enough to pay an entrance fee. Such programs usually focus on one subject or class during the entire summer period of study. Among the main summer programs offered to students in the States, the following can be distinguished:

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Johns Hopkins University;

Center for Talent Development, Northwestern University.

It is important for gifted students to create special learning conditions not only during the period of study in short-term courses and programs, but also while studying at schools and universities. While giftedness is seen as an academic advantage, psychologically it can create many other problems for a gifted person. An intellectually advanced person may or may not be advanced in other areas. However, there is a common misconception that gifted children should excel in all areas of education, and such misconceptions can have various negative emotional consequences for the child. Parents and teachers often place unrealistically high expectations of academic success on gifted students (Gates, 2010). This pressure can cause gifted children to experience high levels of anxiety, become perfectionists, and develop a fear of failure.

In addition, a child with significant academic talent often finds it difficult to get along with classmates. Social pressure can lead children to downplay their intelligence in an attempt to communicate with other students.

That is why such children, having not received the necessary support, grow up and face a number of difficulties in communication with colleagues, as well as in the performance of work duties. Franz Humer, former CEO and Chairman of the Board of Directors of the Swiss pharmaceutical company Roche, spoke about this, for instance, in an interview with Harvard Business Review (Goffee & Jones, 2007). Humer noted that “smart people want a high degree of organizational protection and recognition of the importance of their ideas. They also demand the freedom to explore and fail. They expect their leaders to be intellectually on their own plane, but they don't want leadership talent and skills to overshadow their own. This does not mean that all smart people are the same or that they follow the same path. However, they have a number of defining characteristics”.

In addition, Humer pointed out that gifted people, due to their mindset, perceive the managerial mechanism of the organization as a factor that distracts them from their main activities. In this regard, such people must be protected from all sorts of organizational issues — rules, internal policies. When leaders get it right, they can develop productive relationships of the right quality with talented people.

So, to the issue of analyzing the internal organization of educational institutions for talented children and the administration of the educational process using the example of different countries.

**Brazil.** In Brazil, the Center for Talent and Potential Development has been operating since 1993 (CEDET, 2021). This Center is managed by the Lavras school system, transferred to the Association of Parents and Friends for Supporting Talent.

The main goal of this Center is to create the necessary environment to support gifted students.

The head of the Center is its president. In addition to the position of the head of the Center, the position of coordinator has also been established among the management staff.

The head and coordinator of the Center deal with the issues of its administration, establishment of partnerships with other centers, development and establishment of educational programs. The management of the educational process was transferred to professional teaching staff, as well as volunteers.

The volunteer teacher is a key figure in the Centre's methodology, as he/she is tasked with stimulating and developing the child's learning. About 50 volunteers work simultaneously with a team of professional teachers on a voluntary basis.

Volunteers usually enter into a private contract with the Center for one semester, lasting 1 hour 30 minutes per week (ASPAT, 2022).

**Singapore.** In Singapore, unlike most countries, the Gifted Education Program, established by the Singapore Ministry of Education, operates at the state level. This program was founded back in 1984 and aims to ensure the recognition and development of the potential of each student. As of 2020, nine elementary schools have implemented this program.

One of the elementary schools that has this program is Tao Nan School (2023). It offers a three-year program for all gifted students enrolled in the school starting in 2021.

If we turn to the internal administrative structure of the school, we can distinguish four main divisions:

School Management Committee – Management Committee;

School Steering Committee – The Steering Committee of the school, which consists of four directors (chief director and three deputies), an administrative department, including the positions of three operational managers, heads of departments at different levels / in different subjects (thirty positions), as well as the positions of head and assistant of the year;

School Counsellors and SEN Officers – Department of School Counselors (four employees);

Executive and Administrative Staff – Administrative staff (nineteen people).

Among the professional teaching staff on the school website, the leading teachers (Teacher-Leaders), as well as teachers and general teaching staff (Teaching Staff) are separately noted.

Thus, we can trace the presence in Singapore schools, as well as in Asian (especially Chinese) schools in general, of a clear structure of management personnel, an extensive system of administrative positions involved in the organization of the educational process, as well as a large number of highly specialized teachers. The presence of such a clear management structure affects, among other things, the quality of education offered to students, since each of the administrative units deals exclusively with its area of responsibility.

**Canada.** One of the most famous educational institutions in Canada for gifted children is the Westmount Charter School, founded in Calgary, Alberta in 1996 (Westmount Charter School, 2023). As stated on the school website, its main goal is to create a more favorable environment for gifted students to develop and motivate them to learn.

The main governing body in this educational institution is the School Council. It, in addition to the teaching staff and school management, also includes parents and guardians of students attending this school. At the same time, according to the School Charter, “the number of parents on the School Board must always exceed the number of employees, students and / or members of the school community” (Westmount Charter School Council, 2018). Decisions at meetings of the School Council are made by consensus and are recorded in the minutes of the meetings. If the decision cannot be taken by consensus, then it is taken by simple voting by a majority vote of the members of the Council present at the meeting.

It is also worth mentioning separately the governing bodies of the School. The executive body consists of the following positions:

Chairman;

Vice-chairman;

Secretary;

Treasurer;

Fundraising Director;  
Communications Director;  
Director of Parent Relations;  
Social events director.

However, the most interesting fact is that all executive positions are held by the parents of the students. According to the Bylaws, “every parent is eligible to be elected to a leadership position on the School Board for a term of up to two years” (Article 8b of the Bylaws).

The Charter of the School details the duties of each leader, the procedure for holding annual general meetings, extraordinary meetings, the procedure for forming the agenda of school meetings, the procedure for resolving disputes, as well as other important provisions regarding the organization of the educational process.

Norway. In Norway, there are no centers or schools for gifted children as such. However, the Barratt Due Institute of Music, founded in Oslo in 1927, is worth mentioning (The Barratt Due Institute of Music, 2023). This is a private music educational institution that receives subsidies from the state. In addition to teenage schoolchildren, the school also teaches children of primary school age and preschoolers. The founder of the School — Stefan Barratt-Due — is also its artistic director.

This music school provides a special program for young talents — Young Talents Barratt Due. This program is designed to prepare students for further music education at the highest levels, including reaching the international level. Pupils of this school receive individual training adapted to their needs in the field of instrumental, vocal and theoretical education. In addition, they participate in various ensemble events.

Each student is assigned a mentor, or teacher, who guides the student throughout the entire period of his education. In general, the management of the music school is carried out by its rector, whose position is currently held by Ole Eirik Ree, as well as by a number of professional teachers, each of whom is also separately listed on the school's website.

USA. In the United States, the conditions for receiving special education for gifted children are determined by each state or district separately. Thus, the state independently determines whether special education for talented children will be mandatory at the state level or not. If so, the state determines a list of eligibility requirements for students to receive such education, as well as the conditions for obtaining such education. If the state does not consider special education for gifted children mandatory at the state level, then the district may do so by enshrining the above requirements in local acts.

One private school that offers special education to gifted students is the Mirman School (2023). This is a school for exceptionally gifted children with an IQ of 138 or higher, founded in 1962 in California.

Instead of traditional classrooms, this school consists of a junior school (includes education for children from kindergarten to the fourth grade) and a high school (four grades). Each elementary school class has a teacher and teaching assistant who teach the children history, English, reading, math, thematic disciplines, and other subjects. In addition, there are teachers who teach separate classes in drama, computer literacy, science, music, Chinese and Spanish.

In high school, by contrast, there is no main teacher. Instead, each student attends eight different classes during the day — science, world language (Spanish, Chinese or Latin), history, English, mathematics, physical education, art, as well as any elective lesson.

In addition to the management of the school, consisting of the administration and the board of trustees, the school has a system of faculties, including leading and junior teaching staff, as well as teaching assistants. The teaching staff is quite wide, which provides each student of this school with an individual approach to learning and the amount of attention that is necessary for fruitful and successful learning in each subject.

In addition to two directors, twenty-eight other members of the senior management of the school (Health Coordinator, Director of School Enrollment, Lead Security Officer, Director of Communications, Chief Accountants, Director of Technology, Director of Equity and Inclusion, HR manager, etc.) are in position (Mirman, 2023).

The board of trustees of the school, that is, the governing body dealing with the redistribution of donations listed to the organization, consists of the executive committee and its members. The Executive Committee currently has five members, including headmaster, as well as staff from organizations such as WarnerMedia DTC, Fox Corporation, and Warner Bros. entertainment.

The members of the board of trustees currently include thirteen people, and what is remarkable — they are all parents of either active students of the school or its graduates.

It is also important to note the presence in the school of a fairly extensive network of volunteers who volunteer to participate in organizing the daily, extracurricular life of students, as well as the school educational process.

### *Discussions*

The present article examined the managerial experience in the development of giftedness in the education systems of foreign countries and described the models adopted for the education of gifted children in developed nations. The analysis aimed to establish a working understanding of giftedness within the Kazakhstani educational context and explore the feasibility of employing adapted organizational conditions for specialized educational institutions catering to gifted children (Narikbayeva, 2018; Karkulova & Lepeshev, 2018; Karkulova et al., 2022).

Through a theoretical analysis of foreign research materials and an examination of the legislative framework of the Republic of Kazakhstan, several findings emerged. One notable finding was the lack of a unified understanding of giftedness in scientific discourse, leading to the existence of numerous educational models for the development of gifted children in different developed countries worldwide (Renzulli, 1978; Teplov, 1982; Stanley, 1997; Goffee & Jones, 2007; Gates, 2010; Gardner, 2011; Johnsen, 2011; Sternberg, 2011; Gifted and Talented Education, 2013; Kaufman et al., 2016; Wallace, Sisk et al., 2019; Bogoyavlenskaya et al., 2021; Jennifer & Jennifer, 2022; Lisette et al., 2022). This lack of consensus poses a challenge in effectively addressing the needs of gifted children and implementing appropriate educational programs.

The implications of this study are significant for the education system in Kazakhstan. The findings underscore the importance of establishing a clear and comprehensive understanding of giftedness, which will serve as a foundation for designing effective educational programs. By incorporating an activity-based approach and aligning with the developmental objectives of state programs, the education system can better nurture the potential of gifted children.

However, it is essential to consider the specific socio-cultural and educational context of Kazakhstan when adapting and implementing these models. Factors such as infrastructure, teacher training, and available resources must be taken into account to ensure the successful implementation of an adaptive development model for gifted education.

### *Conclusions*

So, based on the foregoing, we can conclude that in developed foreign countries the education of children, in particular, gifted ones, is given great attention. In addition to specialized schools for students of different ages, there are also special programs and courses of different lengths that are offered by schools at the public and private levels.

In addition to directly educational institutions and programs for gifted children, it is important to note the existence of non-profit organizations, foundations, associations for the protection of children's rights, which provide an inclusive environment for gifted children with disabilities, for children of national minorities, etc., who, for whatever reasons, there is no opportunity to attend educational institutions corresponding to their level of intellectual development.

Among such organizations can be noted the Council for the Protection of Special Children (Council for Exceptional Children), operating in Canada. This Council is the largest international organization activities of which are aimed at improving the situation of children and youth with disabilities, as well as gifted children. This organization advocates for the implementation of appropriate public policy, provides professional development and helps professionals to obtain the conditions and resources necessary for effective professional practice. In addition, the Council collaborates with The Association for the Gifted Special Interest Division and the National Association for Gifted Children to develop standards for the training of professionals in the education of gifted children. Ensuring that gifted students are recognized through systematic programming is critical to developing high-quality opportunities for advanced student learning in the classroom.

Like any organization, the Council for the Protection of Special Children has its own structure of governing bodies (Mirman, 2023). The main governing bodies are:

board of directors. It has sixteen members serving as president, deputy president, president-elect, and treasurer. All members of the Board of Directors are elected for a term of three years. The Board of Directors is responsible for the financial health of the organization, for advancing the strategic plan of the Board, for



ensuring sufficient resources, compliance with the law, effective organizational planning, and for overseeing the activities of the Executive Director;

internal committees. These committees are responsible for advising the Board of Directors in specific areas, as well as for implementing specific activities and programs. All committees report to the Board of Directors. Among the committees there are permanent and advisory committees;

working groups. They are established by the Board of Directors for the implementation of specific duties assigned to them, which must be completed within a specified period of time. Members of the working groups have knowledge, skills and experience in a specific area of strategic importance to the Council. The Chairman of the working group reports to the Board of Directors;

the representative assembly is an advisory body composed of two representatives from each state/provincial division, chapter and student membership. He contributes to the work of the Board of Directors in positions considered by the Board on matters related to the field and profession, strategic direction, policy initiatives and other similar matters. The formally representative assembly meets once a year at the Convention of the Council.

Thus, it is important to note that parents, educators and society as a whole should, to the extent possible, support all children in the process of achieving their personal success. It is important to support the growth and development of every gifted child, including their intellectual, social, emotional and physical areas of development. Educators play a special role in the lives of gifted children and their families. Their main task is to help children develop their intellectual and academic potential in cooperation with the child's parents. Teachers must have the skills to differentiate their teaching in order to help children develop continuously.

Education for gifted children may require special strategies such as acceleration, ability grouping, and specialized programming. Pre-training and vocational training will help ensure that teachers have the necessary level of knowledge and skills for the best possible education and upbringing of children.

That is why, in order to fully realize the potential of gifted children, it is so important to competently build not only the functioning of educational institutions and the educational process itself, but also to maintain the necessary qualifications of teachers at the right level, and also to help to improve their skills.

At the moment, researchers in the field of the theory of development of management of educational systems are developing guidelines for various areas of education, based on various scientific approaches and schemes of education management.

However, in practice, the implementation of ideas for managing the development of the education of gifted children is not effective enough. We believe that this is due to the insufficient scientific development of the theory of managing the education of gifted children, the lack of a common understanding of giftedness in the scientific space of foreign countries, which manifested itself in the formation of several models for the development of education for gifted children in the world.

The study provides a scientific rationale for making a decision on managing the development of education for gifted children in the Republic of Kazakhstan. Also, within the framework of the study, problem areas were identified that require scientific development: understanding and characterization of giftedness in science and developing a strategy for the development of the education system for gifted children, taking into account the accepted working position in understanding giftedness. In the Republic of Kazakhstan, work is underway to develop the education system for gifted children. However, the problem of insufficient scientific substantiation of the directions for the development of Kazakhstan's education of gifted children requires an early resolution. We believe that the analysis of effective models for the development of the education of gifted children in the developed countries of the world is relevant. We believe that the scientific development and justification of the possibility of implementing these models requires a separate study, the need to attract analytical materials, study the current practice of implementing the education of gifted children in Kazakhstan.

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**А.А. Каркулова, А.Б. Сатанов, Н.М. Жұмагелді**

**Білім беру жүйесіндегі дарындылықты дамытуды басқару тәжірибесін талдау**

**Аңдатпа**

**Мақсаты:** Мақалада шет елдердің білім беру жүйесіндегі дарындылықты дамытудың басқарушылық тәжірибесін талдау негізінде әлемнің дамыған елдерінде қабылданған дарынды балаларға білім беруді дамыту модельдері сипатталған. Дарынды балаларға мамандандырылған білім беру жүйесі жағдайында қазақстандық практика жағдайында дарынды балаларға білім беруді іске асыру практикасының қазіргі кезеңіндегі дарындылық туралы жұмыс түсінігі айқындалды. Дарынды балаларға арналған мамандандырылған білім беру мекемелерін дамыту үшін бейімделген ұйымдастырушылық жағдайларды қолдану мүмкіндігі негізделген.

**Әдісі:** Дарынды балаларға білім беруді дамыту мәселесі бойынша шетелдік зерттеулер материалдарын теориялық талдау, зерттеу мәселесі бойынша Қазақстан Республикасының заңнамалық базасын талдау.

**Қорытынды:** Теориялық материалдарды талдау проблемалық салалардың болуын анықтауға мүмкіндік берді, яғни ғылымда дарындылықты түсінуде бірыңғай идеяның болмауы, бұл әлемнің дамыған елдерінде дарынды балаларды дамыту үшін көптеген білім беру модельдерінің тәжірибеде болуына әкелді. Қазақстандық ғылымдағы дарындылықты түсінудің негіздері анықталды. Дарындылықты анықтау функционалды сипатта болуы керек деп санаймыз, бұл дарынды балаларға білім беруді дамыту моделінің жұмысында белсенділік тәсілін қолдануға, сондай-ақ мемлекеттік бағдарламаларды дамытудың алға қойылған міндеттеріне бағытталған дарындылардың қызметін дамыту бағытын ескеруге мүмкіндік береді.

**Тұжырымдама:** Әлемнің дамыған елдерінде жүзеге асырылатын дарынды балаларға білім беруді тиімді дамыту модельдеріне талдау жасалды. Дарынды балаларға білім беруді дамытудың қазақстандық моделін дамытудың бейімделу моделін әзірлеуге болады деп санаймыз.

**Кілт сөздер:** дарындылық, қабілет пен дарындылықтың өзара байланысы, дарынды балаларға білім беруді дамыту моделі.

**А.А. Каркулова, А.Б. Сатанов, Н.М. Жумагельды, С.С. Шакеев**

**Анализ опыта управления развитием одаренности в системе образования**

**Аннотация**

**Цель:** В статье на основании анализа управленческого опыта развитием одаренности в системе образования зарубежных стран описаны модели развития образования одаренных детей, принятые в развитых странах мира. Определено рабочее понимание одаренности на современном этапе практики реализации образования одаренных в условиях казахстанской практики в специализированной системе образования одаренных детей. Обоснована возможность применения адаптированных организационных условий для развития специализированных образовательных учреждений для одаренных детей.

**Методы:** Теоретический анализ материалов зарубежных исследований по проблеме развития образования одаренных детей, анализ законодательной базы Республики Казахстан по проблеме исследования.

**Результаты:** Проведенный анализ теоретических материалов позволил выявить наличие проблемных областей — отсутствие в науке единого представления в понимании одаренности, что привело к существованию на практике большого количества образовательных моделей для развития одаренных детей в развитых странах мира. Выявлены основания понимания одаренности в казахстанской науке. Полагаем, что определение одаренности должно носить функциональную характеристику, это позволяет применять деятельностный подход в работе модели развития образования одаренных детей, а также учитывать направленность развития деятельности одаренных, ориентированной на поставленные задачи развития государственных программ.

**Выводы:** Представлен анализ моделей эффективного развития образования одаренных детей, реализуемых в развитых странах мира. Полагаем возможным разработку адаптационной модели развития казахстанской модели образования одаренных детей.

**Ключевые слова:** одаренность, взаимосвязь способности и одаренность, модель развития образования одаренных детей.

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