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## **Development of a regional Complex target program for gifted children as the ability to effectively manage the intellectual and creative resources**

The article substantiates the relevance of the research problem of identification, development and support of talented youth in the Republic of Kazakhstan. The analysis of the state of work with gifted children in the East-Kazakhstan region was carried out. The problems that contribute to the need for a Complex-target program development of gifted children in the region were identified, ways to solve them were offered. The directions of the complex-target program implementation were worked out, indicators and expected results were described. The basic components of the evaluation of specialized schools for gifted children were revealed. A cooperation experience of specialized schools with regional public schools via the activities of basic and attached schools was offered.

*Key words:* giftedness, specialized schools, intelligence, complex target program, innovation, strategies, competency, subject, collaboration, system, reformation.

Currently, one of the strategic tasks in the field of education is to create a system to identify and support gifted and talented young people, positioned as the most active and dynamic part of the society, the basic human capital and a significant resource for the successful development of the society.

Positive shifts in this direction have become increasingly prominent in connection with ongoing innovation processes, structural reforms, including in the social sphere. The appearance of new subjects of diverse nature (innovative schools, centers and services, non-governmental organizations), working with young talents has been intensified. The possibilities of sharing experiences on the development of gifted children gained in the urban scale, districts, regions and the country as a whole, through different means of communication have been expanded. Many educational institutions are seeking to unite the disparate elements of the work with gifted children in an integrated system, being aware of the fact that such training today is a model of tomorrow's mass education [1; 203].

In Kazakhstan, the idea of forming the intellectual nation is among the most fundamental systemic initiatives of the Head of the State, aimed at turning Kazakhstan into a country with competitive human capital. The Republic has developed a program to support young talents, «Daryn», which aim is defining the basic search strategies, education and training of gifted children and youth; maintenance and development of a single, continuous process of formation of the country's intellectual potential; promotion of socio-cultural formation of talented youth.

To coordinate the work, the Republican Scientific and Practical Center «Daryn» was created. It has a network of regional centers in a number of areas, one of which is in the East-Kazakhstan region. Monitoring of the results of its activities revealed a positive trend in the number of indicators, which are the main target indicators in the field of work with gifted children. At the regional level, we have identified the following:

- The average score on the UNT;
- The number of owners of «Altyn Belgi» General Certificate of Secondary Education, diploma with honors;
- The number of participants and winners of Olympiads, contests and competitions at various levels, including relevant national and international intellectual Olympiads and competitions;
- The proportion of graduates from the region who entered the universities of Kazakhstan by the state educational order;
- The number of teachers who have been winners of national and international competitions of pedagogical skills, as well as participants in seminars, conferences at various levels, etc.

Positive dynamics can be seen in the region for all of these indicators over the past 5 years.

At the same time, along with the accumulated positive experience of work with gifted children, there are a number of problems in the region:

- Absence of a system competent diagnosis of giftedness in children, especially in rural areas;

- Insufficient development of methodical bases of the content and technology of training and development of gifted children;
- Low effectiveness of regional student participation, including rural schools, in competitions in science and math cycle and other competitions at various levels;
- Insufficient level of professional competence of teachers to work with gifted children;
- Difficulties in the selection of criteria for identifying gifted children, as well as criteria for evaluating the effectiveness of special schools, and others.

In addition, the links at the level of «educational institution — educational institution» providing continuous social-pedagogical support of a gifted child in the society are not enough built; episodic interaction of regional specialized schools with educational institutions in the region is observed; inter-departmental and intra-branch integration in work with gifted children is unsystematically organized.

Thus, based on the state of work with gifted children and identified problems, there is a need for a comprehensive, targeted program of the development of gifted children in the East Kazakhstan region.

When creating a complex-targeted program, we met the following requirements, which are true to all development programs: relevance; predictability; innovativeness; aiming at the highest possible results in the rational use of available resources; feasibility of the program; consistency; integrity; strategic character; resource security; controllability; accountability; flexibility; openness; attractiveness; integrating and consolidating orientation (in relation to social partners); descriptiveness; the logic of structure [2].

Accordingly, in introduction to the complex-target program there were determined the urgency and the necessity of developing such a document for the region's educational system (as part of the replacement of knowledge-centered training model for a competence-centered one, developing the abilities of students to research and creative change of the reality), reference to regulations is made.

Section 1 deals with the analysis of the current state and the problems of organizing work with gifted children of the East-Kazakhstan region, the description of the proposed ways of their solutions and financial security. Table shows some of these problems.

Table

**Selected problems in working with gifted children of the East-Kazakhstan Region and their solutions**

Problem	Situation Analysis	Ways to solve	Financial security
1	2	3	4
The absence of competent child giftedness diagnostics system, especially in rural areas	1) the work on translation and adaptation of diagnostic methods into the state language is not completed; 2) the work on identification and monitoring of the development of gifted children in the regions is not sufficient; 3) the work to transfer diagnostic methods to electronic format is not systematic	Developing psychological support and support of gifted children in the cities (districts) of the region; translation and adaptation of diagnostic methods into the state language. Creating a bank of diagnostic techniques in electronic format.	The funds are from the local budget
Insufficient development of the content and technology methodical bases for training and development of gifted children	Developed training programs in core subjects often do not reflect the ways of deepening these profiles. The proportion of teachers, developing guidelines for working	Upgrading of curriculum's variable component for specialized schools according to the profile. Bringing the developed training programs in line with the requirements. Encouraging teachers to participate in competitions of pedagogical	Funds are not required

1	2	3	4
	with gifted children is low. The rate of participation of teachers from special schools in developing curricula, and other competitions is not enough.	skills, develop author's programs, etc.	
Low effectiveness of regional student participation, including rural schools, in subject Olympiads of science and math cycle, and competitions at various levels	<p>In the 2015–16 academic year, 170 students participated in in the subject Olympiad of science and math cycle. Of these, 37 — from the cities of Ust-Kamenogorsk and Semey, 133 — from rural schools.</p> <p>Number of winners totaled 61, of which 23 (62 %) — from the cities of Ust-Kamenogorsk and Semey, 38 (28 %) — from rural schools.</p>	Construction of boarding schools at the regional special schools. Creating a network of basic and attached schools in the region. Increasing the number of various Olympiads and competitions in order to involve a larger number of students, especially from rural areas. Systematic monitoring of the results of student participation in the Olympiads and competitions at various levels. The earliest involvement of children in research. Establishment of cooperation with universities. Introduction of new forms of work, including remote ones. Involvement of talented graduates. Training of students for competitions and contests on the newest areas (robotics, inventive creativity, etc.). Increasing the number of student scientific societies in the areas, etc.	The funds are from the local budget
Teachers' low level of professional competences to work with gifted children	The results of students' participation in the contests and competitions at various levels revealed a significant lack of teachers' competence, especially in rural areas, in solving the tasks of Olympiad level; lack of ability to organize research activity of schoolchildren	Opening «Daryn» centers in cities (districts) of the region or establishing staff units to work with gifted children. Signing Memorandums on Cooperation between specialized schools for gifted children and rural schools. Fixing basic and attached schools. Introduction of new forms of work, including on-line and distance learning seminars. Increasing students' participation in the activities of scientific schools, specialized schools, conducted by «Daryn» center. Revitalizing Association of teachers of specialized schools for gifted children, summarizing their work experience. Further training of teachers working with gifted children, through their participation in courses, seminars and conferences at various levels. Using special learning strategies, as well as individual mentoring (mentoring, coaching). Implementation the experience of Nazarbayev Intellectual Schools.	Funds are from local and regional budget
Weak material and technical base for the development and support of gifted children in the region.	To train schoolchildren for Olympiads, competitions, the necessary conditions are required: the building of a boarding school, classrooms	Creating complexes — centers for gifted children (if possible, with a boarding school) in the regional and district centers. Creating «Intellektum» classrooms in each basic school.	Funds are from local and regional budget

1	2	3	4
	equipped with modern teaching equipment; dining room; acts and conference rooms; gym; room for psychological relief.		
Difficulties in selecting the criteria to identify gifted children, in criteria for evaluating the work effectiveness of specialized schools for gifted children.	The system of criteria for evaluating specialized schools, the quality of their educational services is not developed.	Organizing activities based on proposed criteria to identify gifted children and the criteria (qualitative) for evaluating specialized schools (appendices to Comprehensive plan).	Funds are not required

In Section 2, the areas of implementation of the comprehensive-target program are developed; indicators and expected results are described. In addition, a variety of materials, which are designed to provide substantial theoretical and methodological support to teachers and education managers are presented, in particular: the basic concepts used in the program; algorithm and criteria for identifying gifted children; quality indicators of performance evaluation of specialized schools and other. Let us stop at the last indicator in more detail.

Based on our analysis, we highlighted five main components of the performance evaluation of specialized schools for gifted children: target-oriented; evaluating; scientific-methodical and personnel; organizing; resultative. Each of them is described in detail in the complex-target program for the development of gifted children of the East-Kazakhstan region. Here is an example.

In the target-oriented component the objects for analysis are:

1) development program of a specialized school. Rating criteria: integrity of the school development program, its compliance with the requirements to the content of the strategic direction documentation; expansion and integration of a unified educational space for socially significant realization of individual educational strategies for gifted children on the basis of various forms of academic mobility, project, educational, research and other creative activities, using information-communication technology and socio-psycho-pedagogical support of schoolchildren;

2) the model of the school graduate. Rating criteria: the model of the graduate's level of development, taking into account the profile of the school;

3) the school perspective development plan. Criteria: how it relates to the development program, in terms of perspective directions and anticipated results of the school development (in stages). How mechanisms for getting the claimed results are presented;

4) training programs. Criteria: the degree of curricula compliance with the profile of a specialized school, their focus on deepening the schoolchildren's' knowledge and development of skills;

5) The program and reports of school experimental work. Criteria: the proportion of school teachers implementing a school-wide theme of experimental work; completeness of the program's content; the quality of the problem and justification of its relevance; the quality of defining the purpose of the experiment; the quality of the plan for implementing the experiment; the existence and validity of evaluation of financial and logistical resources, necessary for implementing the experiment; defining the control mechanism for implementing the experiment and its compliance with its purpose; organization and monitoring; the presence of criteria and indicators for assessing the effectiveness of the experimental activities, and others.

6) annual school work plan, reports of pedagogical councils and meetings. Criteria: the degree of discussion of the problems of gifted children at different levels: meetings with the director, pedagogical councils and meetings of the scientific and methodological council, creative teachers' groups;

7) lesson plans. Criteria: the degree of focus on the development of abilities, giftedness of schoolchildren, educational technologies used by teachers. The proportion of teachers using new technologies in educational process, aimed at the development of gifted children. The development of individual educational routes.

In general, the complex-target program for the development of gifted children of the East-Kazakhstan region reflects the tasks of updating the legal framework in the field of work with gifted children; developing broad social partnership; organizing academic mobility of gifted schoolchildren; integrating educational institutions of different types; creating educational complexes, including, those with academic science; developing mechanisms of interaction between various social institutions (family, school, university, institutions of extra education, psychological services, education centers, business — structures, etc.); training teachers to work with gifted children and introducing new experiences in the practice of educational institutions and the system of professional development of teachers and so on.

The expected results are:

- creating organizational and pedagogical conditions to identify, support and develop gifted children;
- working out mechanisms of interaction between various educational and social institutions for the development of gifted children, defining the functions of social partners. Implementing «cross-cutting» programs for working with gifted children;
- forming the system of socio-psycho-pedagogical support for schoolchildren;
- forming the system that reflects the variety of methods and work forms with gifted children, including innovation;
- creating tutoring institute to work with gifted children;
- defining the requirements to the competence of teachers working with gifted children; defining the criteria of efficiency of pedagogical work with gifted children;
- forming a monitoring system that reflects the state of work with gifted children in the region, etc.

Currently, in order to implement the complex-targeted program in the region, the work on the removal of cooperation between special schools and secondary schools in the districts to a qualitatively new level has begun. In accordance with it, basic and attached schools are determined, summarizing experience in science and math cycle, development of polylinguism, introduction the system of moral, patriotic education (opening of cadet classes on the basis of regional schools) and so on. In this framework, methodical assistance aimed at the development of the competence of teachers working with gifted children is provided; joint activities are carried out, etc.

In order to work most effectively, the Department of Education resolves the issues of gradual strengthening of material-technical base of basic schools, in particular, acquisition of modern SMART equipment, robotics, «Intellectum» classroom equipped with specialized equipment. The latter makes it possible to introduce such subjects as «Intellectum», PtMed (Brain training), etc. into the learning process due to the variable part of the curriculum, which are aimed at enhancing the development of students' thinking through introduction of new approaches, technologies, strategic games.

Based on competence and value approach, the work on revising educational content of the subjects taught through integration of scientific knowledge and its practice-oriented focus has begun.

Thus, the development of the complex-target program is aimed at improving the effectiveness of work with gifted children in the East Kazakhstan region, and, therefore, addressing the urgent tasks set by the President of the country.

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**Зияткерлік және шығармашылық ресурстарды тиімді басқару мүмкіндігі ретінде Дарынды балаларды дамыту бойынша аймақтық кешенді-мақсатты бағдарламаны әзірлеу**

Мақала Қазақстан Республикасында дарынды жастардың айқындау, дамыту және қолдауды зерттеу мәселесін негіздейді. Шығыс Қазақстан облысында дарынды балалармен жұмыстың жай-күйіне талдау жасалған. Облысымызда Дарынды балаларды дамытудың кешенді-мақсатты бағдарламасының қажеттілігін анықтайтын өзекті мәселелер анықталып, оларды шешу жолдары ұсынылды. Кешенді-мақсатты бағдарламаның бағыттары әзірленіп, көрсеткіштері мен болжамдалатын нәтижелеріне сипаттама берілді. Дарынды балалармен жұмыс атқаратын мамандандырылған мектептердің қызметін бағалаудың негізгі компоненттері айшықталған. Тірек және магниттік мектептердің қызметі арқылы мамандандырылған мектептердің аудандардың жалпы білім беретін мектептерімен ынтымақтастық тәжірибесі ұсынылған.

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**Разработка региональной Комплексно-целевой программы развития одаренных детей как возможность эффективного управления интеллектуально-творческими ресурсами**

В статье обоснована актуальность исследования проблемы выявления, развития и поддержки одаренной молодежи в Республике Казахстан. Осуществлен анализ состояния работы с одаренными детьми в Восточно-Казахстанской области. Выявлены проблемы, обуславливающие необходимость разработки Комплексно-целевой программы развития одаренных детей области, предложены пути их решения. Разработаны направления реализации Комплексно-целевой программы, описаны индикаторы и прогнозируемые результаты. Выделены основные компоненты оценки деятельности специализированных школ по работе с одаренными детьми. Предложен опыт сотрудничества специализированных школ с общеобразовательными школами районов через деятельность опорных и магнитных школ.

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