

## 5. ПОШУКИ ОБДАРОВАНОСТІ



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### THE PROBLEM OF IDENTIFYING RESOURCES FOR THE DEVELOPMENT OF A GIFTED INDIVIDUAL IN SCIENTIFIC RESEARCH: DOMESTIC AND INTERNATIONAL PERSPECTIVES

#### Summary.

*The article notes the relevance of the problem of identifying resources for the development of a gifted individual in domestic and foreign scientific discourse. The approaches of Ukrainian and foreign researchers to the classification and use of educational, socio-cultural, psychological and digital resources are analyzed.*

*A comparative analysis of strategies for supporting gifted individuals in different educational systems is carried out. The need for an interdisciplinary and contextual approach to the formation of an effective environment for the development of a gifted individual is substantiated. Modern foreign concepts of giftedness development are considered, in particular the models of J. Renzulli, F. Gagnier and R. Sternberg. The emphasis is on the dynamic interaction of internal and external factors that influence the process of realizing the potential of a gifted individual.*

*The common provisions of the models are summarized and their practical significance for the education system of Ukraine is determined.*

**Keywords:** *gifted personality; development resources; identification; education; psychological support; models of gifted development; institutional strategies; international experience.*

In the modern world, the development of gifted individuals is considered one of the priorities of educational policy, which directly affects the competitiveness of the state. The issue of identifying and effectively using resources for the development of gifted students is relevant both in Ukraine and abroad.

In the domestic discourse, this issue is developed from the standpoint of socio-cultural determination, while in foreign approaches, an individually-centered and systematic analysis of influential factors prevails.

The problem of identifying resources for the development of gifted individuals is one of the key

ones in modern pedagogical and psychological science. In the context of globalization and increasing requirements for the intellectual and creative potential of the nation, timely identification and targeted support of gifted students is gaining particular relevance. The development of their unique abilities is strategically important for the formation of an innovative society capable of effectively solving complex problems and achieving high standards in various fields of activity.

For the Ukrainian education system, the issue of identifying resources for developing giftedness in students is particularly important due to a number of socio-economic and educational factors. Being in the process of reform and integration into the European educational space, Ukraine needs a qualitatively new approach to identifying and supporting talented youth. Despite the existence of certain developments in this area, the system of identifying and developing giftedness often remains fragmented and insufficiently adapted to modern challenges. On the one hand, Ukrainian students demonstrate significant potential and success in international olympiads and competitions, which indicates the presence of a high level of giftedness. On the other hand, existing identification methods often focus mainly on academic performance and level of intelligence, neglecting other important aspects of giftedness, such as creativity, leadership qualities, artistic, musical, sports or other abilities. In addition, insufficient understanding and consideration of individual resources for the development of giftedness, both internal (motivation, self-regulation, perseverance) and external (family support, quality of pedagogical support, availability of educational opportunities), can lead to incomplete disclosure of the potential of gifted students.

In the context of decentralization of education and increasing autonomy of educational institutions, the development of scientifically based approaches to identifying resources for the development of giftedness, which can be effectively implemented at different levels of the educational system, is of particular importance. Studying the experience of domestic and foreign researchers in this field is necessary for the development of methodological principles and practical recommendations for identifying and supporting gifted students adapted to Ukrainian realities, which will contribute to their personal growth and the development of the intellectual potential of the nation as a whole.

Thus, the relevance of studying the problem of identifying resources for the development of individual giftedness for Ukrainian students is due to the need to optimize the system of identifying and supporting talented youth in the context of modern educational reforms and global challenges, as well as the desire for a fuller realization of their potential for the benefit of the development of Ukrainian society.

Identification of resources for the development of a gifted individual involves identifying and systematizing factors that contribute to the maximum disclosure of a child's potential. Scientists distinguish

the following main groups of resources: institutional (specialized institutions, programs, competitions); psychological and pedagogical (methods for the development of thinking, emotional intelligence); socio-cultural (traditions, language, cultural heritage); digital (EdTech, online courses, self-study platforms).

The main aspects of identifying resources for the development of a gifted individual are, firstly, identifying internal resources, namely cognitive abilities, which implies a high level of intelligence, speed of thinking, the ability to analyze, synthesize, abstract, critical thinking. Secondly, creativity, as the ability to generate new, original ideas, think outside the box, find unexpected solutions. Thirdly, educational motivation – an internal desire for knowledge, curiosity, interest in learning and research. Perseverance and diligence are of great importance as the ability to work long and intensively on complex tasks, and purposefulness. Self-regulation (the ability to control one's emotions, behavior, academic activities, plan and organize one's work) and self-awareness (understanding one's strengths and weaknesses, interests and values) are also extremely important characteristics for identifying resources for the development of giftedness in schoolchildren.

External resources include:

- Family (parental support, encouragement of learning and creativity, creation of a favorable home atmosphere, provision of opportunities for development (clubs, sections, additional classes) ;
- Educational environment (quality of education in educational institutions), availability of specialized programs for gifted students, qualified teachers, access to necessary educational materials and equipment;
- Extracurricular opportunities: clubs, sections, studios, hobby clubs, sports schools, art schools, scientific societies;
- Social environment: friends, peers who also show interest in learning and development, availability of positive role models;
- Mentoring and coaching: cooperation with experienced specialists who can provide advice, support and guidance;
- Access to information resources: libraries, Internet, scientific publications, conferences, seminars;
- Financial resources: the ability to pay for additional classes, purchase necessary materials and equipment;
- Cultural environment: access to cultural events, museums, theaters, exhibitions.

The purpose of identifying resources for the development of giftedness is:

- Creating individualized development programs for gifted individuals, taking into account their unique needs and potential;
- Maximizing the use of available resources to support and stimulate the development of giftedness;
- Identifying potential barriers and limitations in the development of giftedness and overcoming them;
- Providing a favorable environment that promotes the disclosure of talents and the achievement of high results.

Thus, identifying resources for the development of giftedness is an important first step in creating an effective system for supporting and developing gifted individuals at all stages of their lives. This is a complex process that requires attention to both the internal characteristics of a person and the external conditions of his environment.

Analysis of scientific sources shows that both domestic and foreign researchers pay considerable attention to the problem of identifying resources for the development of giftedness. However, there are certain differences in emphasis and approaches.

Domestic research (O. Antonova, I. Bekh, M. Halchenko, M. Melnyk, N. Nychkalo, V. Rybalka, etc.) often focuses on: psychological aspects of giftedness: studying the cognitive, emotional and personal characteristics of gifted children and adults; pedagogical conditions for the development of giftedness: studying effective methods of teaching, upbringing and psychological support of gifted students in various educational environments; social factors: analyzing the influence of family, school and society on the identification and development of giftedness. Identification of giftedness at the early stages: developing diagnostic tools for identifying aptitudes and abilities in preschool and school age [1–2; 4].

The works of Ukrainian scientists lay the theoretical foundations for understanding the nature of giftedness and emphasize the role of the educational environment and cooperation between family and school (O. Antonova, I. Bekh, M. Halchenko, O. Demchenko, M. Melnyk, V. Molyako, O. Kulchytska, O. Muzyka, N. Polikhun, V. Tymenko, etc.) [1–3]. It should be noted that in the last century, the relationship between school and family in the formation of a child's personality was studied by the famous teacher-scientist V. Sukhomlynsky.

In his multi-volume collection, he described the work of a teacher not simply as a labor activity, but as a calling of the soul, a creative and diverse activity. The innovative teacher believed that the noblest work of each family is the creation of a person. Continuing the human race, father and mother repeat themselves in children, and moral responsibility for a person, for his future, depends on how conscious this repetition is.

Among the prominent figures of educational scientists who worked on the problem of the relationship between school and family in the formation of a child's personality, one cannot fail to highlight the follower of V. Sukhomlynsky, I. Tkachenko, who argued that the formation of a free personality of a child is possible only where the child is recognized as the highest value, and the main means of upbringing are goodness, love and affection. He believed that the success of personality formation depends primarily on the family. Family upbringing gives the child the whole range of feelings and ideas about life. Its strength and significance are incomparable with any other, even with very qualified upbringing in kindergarten or school. The child's

perception and assessment of himself, the formation of a positive or negative image of "I", acceptance or rejection of his personality depend on how parents perceive and understand the child, his needs, interests, psychological states and experiences, and interact with him accordingly. Parental attitudes towards children influence their awareness of the motives of their behavior and activities, the formation of values and ideals, the development of an assessment and self-esteem by which children evaluate themselves and the people around them. All this affects the social adaptation of children.

Modern researchers also argue that there is no social or psychological aspect of children's behavior that would not depend on family conditions today or in the past. The family has a special influence on the formation of a child's socio-psychological adaptation. From the first days of a child's life, it takes care of his health and upbringing, gives initial knowledge about the world around him, develops skills, helps to establish contacts with many people.

The family has a whole palette of its own stimulants of the child's psychosocial development, the most important of which are the intensity and richness of communication with adults, intimate and stable emotional contacts with permanent persons (father, mother, other family members), parental love and care. These are natural stimulants that best meet the needs of a child's development, his emotional world and culture, a rich spectrum of higher human feelings. It is through the family that children enter society. No educational institution can give what a normal family atmosphere, children's communication with family members gives. They become like adults, copy them, and are guided by their behavior as a prototype for their own actions. It is not for nothing that people say: "A good tree produces a good shoot, and a good child grows from good parents".

So, the development of a gifted child cannot occur without the active and direct participation of the family and parents. We are not talking about episodic assistance to the school from the family, but about a complex of joint purposeful actions of the school and the family on a gifted individual, about the fact that raising children is an important duty of the family, a fulfillment of their duty to society.

*Foreign context.* The modern foreign educational paradigm is increasingly addressing the problem of giftedness as a complex phenomenon that encompasses not only the cognitive sphere, but also the socio-emotional, motivational and environmental dimensions. Foreign approaches to understanding giftedness largely depart from the unidimensional interpretation of high IQ in favor of multifactorial, dynamic models. The concepts of J. Renzulli, F. Gagné and R. Sternberg deserve special attention, offering an interdisciplinary vision of the development of gifted students. Foreign studies are distinguished by the variety of theoretical models of giftedness: from classical concepts of intelligence (for example, the Therman model) to more modern multilevel models (for example, the

Renzulli model, the Monks model). The emphasis on the role of the environment, as considerable attention is paid to the influence of educational programs, extracurricular activities, mentoring and other external resources on the development of giftedness. Interdisciplinary approach: research is conducted at the intersection of psychology, pedagogy, sociology, neuroscience and other fields of knowledge. Development of innovative identification methods, as various tests, questionnaires, observations, portfolio analysis and other methods are used to identify different types of giftedness.

Among the influential foreign researchers, we can mention J. Renzulli, K. Urban, F. Monks, S. Ghani, D. Feldman and others. Their works are an important contribution to understanding the phenomenon of giftedness and developing effective strategies for its development.

For example, Joseph Renzulli formulated one of the most influential models of giftedness – the so-called three-level model (Three-Ring Conception of Giftedness) [6], in which giftedness appears as the result of the interaction of three key features: high intellectual level, creativity and internal motivation to achieve. This model emphasizes that the presence of only one or two characteristics does not guarantee the manifestation of giftedness: their synergy is necessary. An important component of the model is the recognition of the role of the environment, which can either contribute to the development of these traits or, conversely, block them. Therefore, in pedagogical practice, a learning environment should be created that encourages initiative, allows for creative thinking and supports independent research activities.

François Gagné proposes to distinguish between giftedness as innate abilities and talent as the realized result of the development of abilities in a certain field. In his Differentiated Model of Giftedness and Talent (DMGT), the main attention is paid to the process of transition from natural abilities to achievements. According to F. Gagné, this transition is mediated by: internal factors: motivation, personality traits, temperament, will; external factors: family support, quality of the educational environment, availability of resources, social expectations [5]. This model is universal, as it allows to take into account different starting conditions of a child's development and explains why not all gifted children achieve high results in adulthood. Robert Sternberg believes that giftedness is not limited to academic intelligence. In his Theory of Successful Intelligence, three main components are distinguished: analytical intelligence – the ability to analyze, evaluate, compare; creative intelligence – the ability to generate new ideas, openness to innovation; practical intelligence – the ability to adapt to conditions, change or choose a new environment [7]. Sternberg insists on the need to develop all three types of intelligence in school conditions, while emphasizing the importance of cultural relevance in

assessing giftedness. Successful giftedness, according to Sternberg, is not just “smartness”, but the ability to act effectively in life situations.

Monks, Franz J. – co-author of “The Triadic Interdependence Model of Giftedness”, which expands Renzulli's model by adding social and emotional factors, as well as the influence of family, school and peers.

Urban, Klaus K. – author of “The Components Model of Giftedness”, which focuses on the cognitive and personality components of creative giftedness, such as productive thinking, knowledge/expertise, motivation, emotions, and environment.

Gagné, François – developed “The Differentiated Model of Giftedness and Talent” (DMGT). This model distinguishes between natural abilities (giftedness) and systematically developed skills (talent), emphasizing the role of catalysts (internal and external) in transforming giftedness into talent [5].

Feldman, David Henry – known for his “Mini-P Theory” and research in the field of exceptional talent development. His work often focuses on the developmental trajectories of gifted individuals in specific domains.

Csikszentmihalyi, Mihaly – the author of the concept of “flow”, a state of optimal experience that often accompanies the activities of gifted people when they are fully engaged in a complex and interesting task. His research sheds light on intrinsic motivation and engagement as important resources for the development of giftedness.

This list is not exhaustive, but it represents some of the key figures and their influence on the field of giftedness research and development. Their theories and models continue to influence modern research and pedagogical practice aimed at supporting gifted individuals.

Thus, consideration of these models gives grounds to assert that modern science of giftedness is moving in the direction of integrative, multifactorial analysis. The practical implementation of such approaches in the educational environment of Ukraine can contribute to the formation of a system of support for gifted youth, which takes into account not only cognitive potential, but also emotional, social and cultural features of personality development.

Despite methodological differences, all three models have common features: they consider giftedness as a dynamic process, not as a fixed property; recognize the interaction of internal and external factors as a necessary condition for the development of talent; attach great importance to motivation, environmental support and an individual approach; open up opportunities for a flexible pedagogical strategy focused on the development of each child's potential.

In general, it can be stated that the scientific literature of both domestic and foreign researchers provides a significant amount of knowledge about the problem of identifying resources for the development of giftedness. Both areas of research are important and

complementary, contributing to a deeper understanding of this complex and multifaceted phenomenon. Further research in this area can be aimed at integrating different theoretical approaches, developing more accurate and comprehensive methods for identifying giftedness, as well as implementing scientifically sound programs for the development of giftedness in educational practice.

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#### ПРОБЛЕМА ІДЕНТИФІКАЦІЇ РЕСУРСІВ РОЗВИТКУ ОБДАРОВАНОЇ ОСОБИСТОСТІ В НАУКОВИХ ДОСЛІДЖЕННЯХ: ВІТЧИЗНЯНИЙ І ЗАРУБІЖНИЙ ДИСКУРС

##### Анотація.

У статті зазначено актуальність проблеми ідентифікації ресурсів розвитку обдарованої особистості у вітчизняному та зарубіжному науковому дискурсі. Проаналізовано підходи українських і зарубіжних дослідників щодо класифікації та використання освітніх, соціокультурних, психологічних і цифрових ресурсів. Здійснено компаративний аналіз стратегій підтримки обдарованих особистостей у різних освітніх системах. Обґрунтовано необхідність міждисциплінарного та контекстуального підходу до формування ефективного середовища розвитку обдарованої особистості. Розглянуто сучасні іноземні концепції розвитку обдарованості, зокрема моделі Дж. Рензулі, Ф. Ганьє та Р. Стернберга. Акцентовано на динамічній взаємодії внутрішніх і зовнішніх чинників, які впливають на процес реалізації потенціалу обдарованої особистості. Узагальнено спільні положення моделей і визначено їхню практичну значущість для системи освіти України.

**Ключові слова:** обдарована особистість; ресурси розвитку; ідентифікація; освіта; психологічна підтримка; моделі розвитку обдарованості; інституційні стратегії; міжнародний досвід.

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