

Keywords: educational system, globalization waves, educational paradigm, civilizational approach, religious philosophy.

ЗАРОЖДЕНИЕ ОБРАЗОВАТЕЛЬНЫХ СИСТЕМ ПОД ВЛИЯНИЕМ АГРАРНОЙ И ИНДУСТРИАЛЬНОЙ ВОЛН

В.И. Зинкевич

В статье предпринята попытка исследования проблемы зарождения образовательных систем на основе цивилизационного подхода. Выявлены сложности и противоречия процесса зарождения образовательных систем в Украине на разных этапах ее цивилизационного развития.

Ключевые слова: образовательные системы, глобализационные волны, образовательная парадигма, цивилизационный подход, религиозная философия.

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PERIODIZATION OF FORMING ISRAELI SYSTEM OF WORK WITH GIFTED CHILDREN AND YOUTH

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The article is in the field of the history of pedagogy and observes the history of formation Israeli national model of work with the gifted by means of making periodization. It considers the most important historical and social aspects that influenced the process of forming the Israeli system of work with gifted children and youth. The main ways of pedagogical and social support are identified and briefly described.

Key words: education, Israel, gifted children, periodization, pedagogical support.

Formulation the problem in general and its relationship with important scientific and practical tasks. Ukrainian national educational system doesn't stay apart from the world tendencies of development and positive changes. One of the most important directions is creating a unified state concept as for social and pedagogical support of gifted children and youth in Ukraine. Modern Israeli system of education and working with gifted children are unique and famous with its results. The Israeli experience of nurturing gifted children is very interesting because Ukrainian educational system is now being reformed at all levels.

The necessity of study, analysis and borrowing of positive practice of pedagogical support of gifted schoolchildren proves in his works Ukrainian scientist V. Alfimov. He underlines that 'comparative research must take into account economic, political and social factors of development of education, and also the fact that each country has its view on democratic principles of its alteration' [1]. Because of lack of natural resources the economics of Israel largely depends on human resources. That is why the country tries to support talents and giftedness by all means and methods.

Analysis of recent research and publications in which a solution of the problem has been started and on which the author relies. Questions of pedagogical support of the gifted in different countries of the world are observed in their works Ukrainian scientists: Valentyn Alfimov, Olena Bocharova, Inessa Babenko, Ludmyla Kokorina, Petro Tadeev, Darya Perepadya and others.

The question of development of the system of work with the gifted in Israel is associated with the names of such Israeli scientists as Blanka Burg, Den Bitan, Hanna David, Erika Landau, Baruch Nevo, Moshe Zeidner, David Nevo, Rachel Zorman, Miriam Peyser, Shlomit Rachmel, Hava Vidergor, Shoshana Rosemarin, Judy Kohan-Mass, Pnina Zeltser and others.

Detailing the unsolved parts of a general problem the article is devoted to. Theoretical analysis of scientific researches as for pedagogical support of gifted children and youth in Israel has never been the subject of separate work of Ukrainian scientists. Analysis of the state of work with the gifted children in Israel showed that there are some questions that have to be studied by Ukrainian pedagogical science. They are: ways of giving pedagogical and social support to gifted schoolchildren on the state level in Israel; achievements of Israeli educational system as for pedagogical and social support of gifted schoolchildren; the influence of historical and social conditions for development of Israeli national system of work with the gifted.

So the importance of solving these problems, their social relevance, theoretical and practical significance of these questions determined the choice of the topic of the research.

The aim of the article is to set the gist of pedagogical support of gifted children and youth in the historical and social context of forming the national educational system of Israel by means of making the periodization.

The main material of the research with the full basing of scientific results. Our research gives grounds to assert that the process of formation of modern state Israeli system of work with the gifted can be divided in three main periods: I period – 1940s - 1960s, II period – 1970s - 1980s and III period – 1990s and the beginning of the 21st century. Further we describe and analyze each period.

I period – 1940s - 1960s

In May 1948 Israel proclaimed its independence and a new history of the country began. The beginning of this period is predefined by passing the Compulsory Education Law in 1949. According to it, compulsory education applies to all children between the ages of 3 to 15 and is provided by the state free of charge. Maintenance of official education institutions is the joint responsibility of state and local education authority.

In 1949 the Ministry of Education of Israel was founded. Earlier it was the Department of Education of the World Zionist Organization that was in charge of educational questions in Israel. First years of independence are characterized by the lack of finance and a number of organizational problems. Israel was in great need of qualified teachers. The main principle of the educational system of those days was giving equal opportunities in getting education to all citizens.

The principle of equality was the main one in Israel of those years because there was the government of socialistic type. It was obvious that there were children with high and very high abilities, but it was too early to talk about special education for them.

There were a lot of difficulties on the way of implementing the Compulsory Education Law because the state had to satisfy the needs of people of multilingual, multicultural and multireligious country. As a result, the State Education Law came in 1953. This law determines guiding principles of Israeli state education. The State Education Law of 1953 and its amendments of 1969, 1973, 1979, 1999 and 2007 set the aims of the state education. Among them are:

- To develop the child's personality, his creative abilities and various talents to the full disclosure of its potential as a human being in order to ensure a high quality of life, life full of meaning.

- To develop the ability to reason, to think critically, to develop interest in learning, independent thinking, creativity, to develop curiosity, interest in the new.

- To provide equal opportunity for every girl and every boy, to give them the opportunity to develop in their own way and create an atmosphere of encouraging of individuality.

A term 'giftedness' wasn't mentioned yet. Though the education of gifted children was not directly mentioned among the aims of the state education, these aims laid the basis for further development of the system of work with the gifted.

In 1951 Oranim Academic College of Education was opened. Today it is the biggest teachers training college in the north of Israel. On its Faculty of Graduate Studies there is School for Graduate Studies. You can get Master Teach degree there with Teaching Gifted Children qualification. It's for those who has already had teacher's diploma but wants to work with the gifted. This college also has Bi-Regional School for Gifted Children with elective courses on an academic level.

In 1953 the Gordon College of Education in Haifa was established. Today it is one of the oldest teacher training institutions in Israel. Gordon College also offers some extra education for teachers including educational training to work with gifted pupils.

In 1968 School Inspection Law came. This law states that opening and operating a school, including schools for gifted children, requires a license.

During the first years after the World War II the topic of giftedness had been observed neither by scientists nor by teachers. The reason was fascist ideology which discredited ideas of individual uniqueness and for some decades slowed down the development of system of work with the gifted in the whole world. But over time scientists had to admit that children have different abilities and potential. Discussions as for giftedness began in Israeli scientific circles around 1958. They gained power at the beginning of 1960s. As a result in 1961 the first program for gifted disadvantaged teenagers appeared. According to this program, as an experiment, they started to open the boarding schools for gifted disadvantaged students. At the end of 1960s first enrichment programs started in Israel.

Thus, in the early years of independence there was the process of basic formation of the national system of education in Israel. A lot of state comprehensive schools, colleges and some universities were opened in the country. Also first education institutions for gifted children were opened, and the system of work with the gifted started to form in Israel.

II period – 1970s – 1980s

In 1971 the Minister of Education declared in the Knesset that all children have the right to develop their abilities. That year the Ministry of Education was ordered to establish a special department for developing national politics of work with the gifted and talented. Thus, in 1971 the Department for Gifted Children began its work in the Ministry of Education. The first head of the department was Dan Bitan. The department was doing a lot for expanding and coordination of enrichment programs. As a result the education enrichment centers were attended by more than 5,000 children of the age from six to seventeen by 1981.

In 1973 there were six special school classes for the gifted pupils opened as a pilot project. Since then the direction of special training gifted schoolchildren received a new impetus. Education programs for gifted children offered courses in scientific disciplines, art and humanities. Courses were mostly taught by university professors. Learning was funded from three main sources – grants of the Ministry of Education, sponsoring and fee that parents of the pupils paid.

Identifying gifted schoolchildren. Every year the nationwide testing for giftedness is held in Israel. Since 1972 the Szold Institute has been responsible for developing tests for giftedness and the testing process. The annual testing is initiated and supervised by the Ministry of Education. Contest of these tests are top secret in Israel.

The schoolchildren of the second and third classes of any school may take part in the testing. The test consists of two parts. According to results all children identified as being gifted are offered to take part in a certain educational program. Introduction of a unified system of identifying gifted was an important step in the history of Israeli pedagogy of giftedness.

Today identifying gifted schoolchildren considers not just intelligence but also creativity and motivation. In 2012-2013 a pilot testing which includes all criteria was held. According to the system of categories related to different levels of excellence developed by the Department for Gifted Students, all gifted children are divided into: highly gifted students (about 0.5 %) for whom special programs are developed, gifted students (1-3 %) who spend one day a week in pull-out centers, and outstanding students (about 8 %) who are educated mainly with the help of local school programs [3].

Israel and the World Council for Gifted and Talented Children (WCGTC). Israel played an active role in the process of establishing of the World Council for Gifted and Talented Children in 1975. The first President of the organization was an Israeli - Dan Bitan. In 1979 he initiated holding the Third Conference of the World Council for Gifted and Talented Children

in Jerusalem. It was that conference when “Gifted International”, the main printed body of the organization, was established. Today it is called “Gifted and Talented International”. These events were very important for recognition of children’s giftedness worldwide. All these years Israel has had its representatives in the council.

So the 1970s were the years of basic formation of the system of work with gifted schoolchildren in Israel. The main achievements were: establishing the Department for Gifted Children in the Ministry of Education, first enrichment programs for the gifted, first classes for the gifted in secondary schools, first schools for gifted and establishing the World Council for the Gifted and Talented Children with the active participation of Israel as its member.

In 1987 the first pull-out center was opened in Jerusalem. It was The Ofek (Horizon) School for Gifted Children. Today it is one of the most experienced schools providing innovative classes to 350 schoolchildren each year.

Next years were the years of seeking new forms and methods of work with gifted children. Since the mid-1980s the Department for Gifted Children was headed by Blanka Burg. She declared the following aims of the department: to develop and use a unified scale of identification of gifted schoolchildren all over the country; to develop a certain structure of system of work with gifted schoolchildren; to ensure the process of work with gifted students with necessary training programs; to develop teachers’ sensitivity to the needs of gifted pupils who study in their classes [2].

As a result the program of the gifted training students from 3^d to 12th grade was developed by the end of 1980s. It united some elements of the enrichment program, the extension program and the acceleration program. Publications of the end of 1980s showed that the new program for the gifted was quite successful. According to the program more than fifteen education institutions all over the country offered the additional lessons twice a week. Also by the end of 1980s there were 13 special classes for the highly gifted. In those classes children who got 143 at IQ testing were taught. The program for the gifted schoolchildren was quite flexible, so teachers could consider the students’ interests.

In 1980s the Department for Gifted children began purposeful search for gifted children among ethnic minorities, emigrants and disadvantaged learners. But the ways of gifted learning of the Arab children were offered just in 1993.

So in 1980s there were active search of forms and methods of work with the gifted. Some special programs appeared for gifted schoolchildren,

pull-out classes opened for gifted children in comprehensive schools all over the country.

III period – 1990s – the beginning of the 2000s

In 1990 a private organization Israeli Centre “For Excellence through Education” opened a school “Israel Arts and Science Academy”. This school is for children gifted in arts and sciences both. The institution specializes on sciences, technologies, information technologies, music and other arts. Selection to this school is not by the IQ test but by general knowledge. Every single pupil here learns art, music and science [6].

In 1994 the Department for Gifted Children of the Ministry of Education announced the list of its duties. Among them were: testing for giftedness of the children all over the country; implementing unique educational programs of additional learning; teachers’ training; instructions for teachers and specialists who work with gifted students; inspecting schools, supervising and coordination of special programs; support of gifted children of emigrants; publications, and others.

In 1997 the Long School Day and Enrichment Studies Law came. The purpose of this law is to add studying hours in educational institutions. The law provided that the number of weekly studying hours shall not be less than 41.

In 1990s the Department for Gifted Children developed special program of on-line education – Science Education Program via Distance Learning [8]. Collaboration of the Department for Gifted Children and Tel-Aviv University created the Internet site focusing on scientific research in different fields of knowledge. In 2002 the Department created the first Virtual school that was the first state courses of distance learning. All interested schoolchildren were invited. The system of distance education of schoolchildren in Israel has been improving all the time. It’s a great way for universities to look for gifted and talented youth.

In 2009 *The President’s Program “Future Scientists and Inventors”* was presented in Israel. The program was inspired and supported by the President of Israel Shimon Peres. It has been developed and managed by Rashi Foundation. It is not just a new program for the gifted but a new concept of working with highly gifted youth. The President’s Program is developed for at least a decade of supervision the gifted: it starts when a gifted child is at 9th form of school, continues during his university studying and up to a working career. The main purpose of the program is to build a national net of a new generation of highly qualified specialists, leaders of Israeli society. The program has a lot of advantages and some innovative

approaches in nurturing gifted children and youth. It is a new pedagogical and social model that will definitely bring results.

In 2012 the Israel Academy of Sciences and Humanities established a Young Academy. The members of the academy are young scholars in the humanities, social and natural sciences. The main goals of the Young Academy are: advancement of the status of young scholars in Israel; collaboration between young researchers in different fields; encouragement of joint research and collaboration among young scholars throughout the world. Establishing the Young Academy was a step of joining a global trend of support of gifted children and youth.

During the last decades there have a lot of special schools and centers for gifted children and youth been opened in Israel. For example, The Hebrew University Secondary School for academically gifted children, Shevah Mofet High School in Tel-Aviv for gifted children of Russian immigrants, The Jerusalem Academy of Music and Dance on the campus of the Hebrew University for those who are gifted in the field of arts, the Saryl and Stephen Gross Maof School for Excellence for the needs of gifted and high-achieving students in Beer Sheva, Camera Obscura School of Art, Haifa Ballet School and others. These institutions train children gifted academically, creatively and physically. So, Israel gives pedagogical and social support for children having different types of giftedness.

In 2010 there came the decree of the Ministry of Education as for special teachers training for those who work with gifted children. These teachers have to complete 240 hours courses during two years. The courses include theoretical preparation and practical training. Since 2014-2015 the requirement came into effect. The training will definitely improve the quality of work with the gifted.

Conclusions and recommendations for further research in this area. Today Israel is one of the leading countries of the world in identifying and educating gifted children and youth. The results of our research show that modern Israeli system of gifted nurturing is a complex system which includes:

- annual state testing of schoolchildren for giftedness;
- special programs for gifted (acceleration, distance learning, enrichment);
- special programs for highly gifted;
- special classes in secondary schools;
- special schools for gifted children and youth;
- enrichment educational centers (pull-out centers);
- extra-curricular enrichment courses (additional afternoon lessons);

- university enrichment programs (special courses offered by universities);
- dual-university enrolment (students of grades 10-12 can start part-time higher education while still at school);
- special teachers' training programs;
- work of the Department for Gifted Children of Israeli Ministry of Education;
- work of different charity organizations and funds;
- special events (Olympiads, competitions, contests, conferences);
- cooperation with foreign colleagues through different international organizations and programs (World Council for Gifted and Talented, the European Union Seventh Framework Program).

There are still some aspects that have to be studied and analyzed by Ukrainian scientists as for pedagogical support of the gifted in Israel. Among them are: forms and methods of educating of gifted schoolchildren, the problems of identifying of the gifted, most effective ways of pedagogical support of gifted children and youth, continuity between secondary and higher school, and others.

The research shows that the Israeli system of nurturing gifted children and youth is one of the best in the world. That is why some Israeli scientific pedagogical experience can be borrowed to improve the effectiveness of the model of pedagogical support of the gifted in Ukraine and in other countries.

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ПЕРІОДИЗАЦІЯ ФОРМУВАННЯ ІЗРАЇЛЬСЬКОЇ СИСТЕМИ РОБОТИ З ОБДАРОВАНИМИ ДІТЬМИ ТА МОЛОДЦЮ

О.В. Золотарьова

Статтю присвячено питанню формування сучасної системи роботи з обдарованими в Ізраїлі. Робота досліджує історію формування ізраїльської національної моделі роботи з обдарованими шляхом складання періодизації. Прийнято до уваги найбільш значущі історичні та соціальні аспекти, що вплинули на процес становлення ізраїльської системи роботи з обдарованими дітьми та молоддю. Встановлено головні компоненти педагогічної та соціальної підтримки обдарованих в Ізраїлі.

Ключові слова: Ізраїль, обдаровані діти, освіта, педагогічна підтримка, періодизація.

ПЕРИОДИЗАЦИЯ ФОРМИРОВАНИЯ ИЗРАИЛЬСКОЙ СИСТЕМЫ РАБОТЫ С ОДАРЕННЫМИ ДЕТЬМИ И МОЛОДЁЖЬЮ

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Статья посвящена вопросу формирования современной системы работы с одарёнными в Израиле. Исследуется история формирования израильской национальной модели работы с одарёнными путём составления периодизации. Приняты во внимание наиболее значимые исторические и социальные аспекты, повлиявшие на процесс становления израильской системы работы с одарёнными детьми и молодёжью. Установлены основные компоненты педагогической и социальной поддержки одарённых в Израиле.

Ключевые слова: Израиль, образование, одарённые дети, педагогическая поддержка, периодизация.

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REGIONAL POLICY IN GIFTED EDUCATION IN DONETSK REGION

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The article is devoted to the guidelines of regional policy in gifted education in Donetsk region and highlights the strategic directions of education policy in the field of social and pedagogical support of gifted students, which include: creating conditions to encourage the child from an early age to a variety of activities, timely professional diagnostic testing of abilities, supporting gifted children in all aspects of development and education, creating favourable conditions for employment and life sustenance of the gifted during their professional personal development, teacher training.

Key words: *giftedness, gifted students, gifted children, gifted education, regional policy.*

Problem Statement. Over the past few decades all areas of education have been in a reformation process to better meet the needs of an exceedingly diverse student population. The field of gifted education has been included in this change. The generally held opinion during the previous century was that highly able students did not need special attention or extra facilities because they were considered to be motivated enough to work independently. Consequently, the task of developing educational and other provisions for the gifted in schools was completely neglected. However, gifted children and students have unique educational needs that should be

satisfied. Only within the past couple of decades has it become more widely recognized and accepted that all children need support that is adjusted to their level of ability, whether low or high, in order to develop their potential to the fullest. Understanding of very specific talent, implementing flexible education strategies in dealing with such students and creating complex enriching environment while studying certain subjects guarantees success and high achievement of every gifted student.

Review of literature. The phenomenon of giftedness has been under investigation since the early 1900s, but the preponderance of research completed on gifted students took place in the 1970s the 1980s with the peak in the 1990s. A vast amount of research has focused on defining giftedness, creating multiple criteria identification procedures to increase the diversity of gifted education programmes, featuring educational programmes for the gifted (B. Bloom, D. Bogoyavlenskaya, J. P. Guilford, B. Kedrov, H. Passow, Ja. Ponomariov, J. Renzulli, S. Rubinstein, R. Stenberg, J. Stanley, P. Torrens et al.). Over the past decades representatives of Ukrainian pedagogy and psychology made a significant contribution to research in the field of gifted education. Various aspects of giftedness were investigated by such scientists as V. Alfimov, O. Antonova, O. Bocharova, M. Gnatko, S. Goncharenko, I. Zverev, L. Koval, O. Kulchytska, V. Moliako, O. Musyka, S. Sysoieva, V. Palamarchuk, V. Jurkevich et al.

Singling out unsolved aspects of the problem. East-Ukrainian region has considerable experience of educational support of gifted students, which can help improve the efficiency of educational practices with that specific category of students in Ukraine. Analysis of scientific and educational literature confirms the lack of historical and educational research, which would systematize the theory and generalize the experience of educational activities with gifted students in East-Ukrainian region.

The **purpose** of the article is to analyze the content and effectiveness of regional programmes of support of talented youth in Donetsk region.

Main findings. Nowadays gifted children in many countries regarded as a national treasure and can reckon on specific social rights. These children are the subject of special educational and social programmes as the major hope for improving the lives and prosperity of the nation is associated with gifted youth. Since 1997, regional programmes of support of talented young people have been developed in some regions of Ukraine. They are aimed at the development of intellectual potential of the nation. In Donetsk region its own system of work with gifted children was designed through the implementation of a number of regional programmes and projects which were developed in accordance with the objectives and priorities set by the