

*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 laws of Ukraine 'Education Act', 'Secondary Education Act', 'Out-of-school

Education Act', 'Higher Education Act', 'Copyright and Related rights', decrees of the President of Ukraine 'On provision of scholarships of the President of Ukraine for the winners of National Ukrainian Olympiads in basic subjects and National Ukrainian Contests of students' research works for the members of Junior Academy of Sciences of Ukraine'; 'On additional measures of state support of gifted youth' (passed on 24/04/2000, #612/2000); 'On urgent measures to ensure the functioning and development of education in Ukraine' (passed on 04/07/2005, #1013/2005); 'On measures to develop identifying and support of gifted and talented children and youth' (passed on 30/09/2010, #927/2010); resolutions of the Cabinet of Ministers of Ukraine 'On approval of the state standards of secondary education' (passed on 14/01/2004, #24); Framework of majoring in high school and Concept of distance education in Ukraine.

In Donetsk region comprehensive regional target programmes 'Gifted children' were developed and implemented: in 1998 by the decree of the Head of Donetsk Regional State Administration (passed on 01/07/1998); in 2001 and 2007 – as a part of complex programmes 'Development of education in Donetsk region for 2001-2005' (passed on 30/01/2001), 'Education of Donetsk region for 2007-2010' (issued on 23/03/2007).

The regional complex programme 'Gifted Children' (approved by Donetsk Regional Council on 30/01/2001 #3/18-408) operated in 2001-2005. The programme outlined the system of search, selection, creative development and pedagogical support of gifted children and young people at all levels. Within the programme a database of gifted children of Donetsk region was created; a network of secondary schools according to the educational needs of gifted students was created; psychological, educational and tutorial professionals of the highest level were engaged in working with gifted pupils; more than 500 kinds of recommendations for parents, teachers, school leaders were developed and implemented; a series of contests, tournaments, festivals, competitions and exhibitions aimed at developing and supporting talents was held; a new regional institution for gifted children – multidisciplinary lyceum 'Erudite' with full-time training for the most talented students of the region and a regional part-time school for talented pupils were opened; educational scholarships for gifted schoolchildren were introduced.

Implementation of the programme made it possible to create an integrated system of support of talented young people, which included the complex of psychological, educational, scientific and methodical directions of ability development of the students involved. The programme involved some sub-programmes, such as: 'Intellectual potential of Donetsk region',

'Spiritual revival of Donetsk region', 'Healthy generation of Donbass region', integration of different types of educational activities to support gifted students, such as: search, selection, ability development, support of every gifted student; unity and cooperation of educational institutions of the regional, municipal and school levels in working with gifted children; creation of a regional register of gifted students.

According to the programme 'Education of Donetsk region for 2007-2011' and the regional target programme of work with gifted youth for 2008-2011, adopted by the decision of the Department of Education and Science of Donetsk State Administration on 17/04/2008, search, support and development of talented youth (database of gifted students, scholarships, personal development programmes, scientific conferences of high school students together with university students, competition for primary school pupils 'Young scholar', online tournaments for secondary school students, etc.) were prolonged.

After analyzing the impact of the previous programme, the concept of regional strategy for support and development of children's talents up to 2020 was developed, which took into account new demands of the society on the formation of a competitive personality capable of self-development, self-programming of their lives.

The purpose of the regional target programme of support and development of giftedness 'Hope of Donetsk region' for 2010-2020 is providing favourable conditions for the further development of an integrated regional system of identification, development, targeted support of gifted children in different areas of intellectual, creative and sports activities aimed at education of a citizen with humanistic worldview, competent in their own life.

Having become a logical continuation of the previous programmes, the new programme among its main tasks has: further development of regional search systems, development and psychological and pedagogical support of gifted youth, their vocational guidance in accordance with regional specificity, social, economic and scientific potential of the region; development of scientific and methodological principles, guidelines and programmes for training and development of the creative potential of the gifted; engaging talented youth in scientific research, experimental, creative activities, including clubs and branches of Junior Academy of Science; providing economic and social security of self-realization of every gifted person; improving the system of teacher training and encouraging them to innovative work with the gifted; providing advice to parents and teaching staff who work with the gifted.

Among the objectives of the programme there are some new ones compared to previous versions, such as providing targeted assistance to the gifted in different areas of intellectual, creative and social activities according to their abilities, including those based on innovative technologies of identifying and supporting talented children who live in rural areas, towns, far from the major cultural, educational and scientific centres; providing conditions for continuous education of gifted students in all categories; creation of control system for search and implementation of educational innovation in work with gifted children; finding ways to coordinate activities of executive authorities, local governments, educational institutions, public organizations on development and support of talent; deepening of interregional and international cooperation in search and testing new psychological and pedagogical technologies of identifying, training and supporting the gifted.

The project 'Hope of Donetsk region is the pride of Ukraine' is a part of the programme 'Education of Donetsk region for 2012-2016'. The project aims to improve the system of work with gifted children by creating conditions to identify, support and develop gifted children, providing qualitative education, formation of the capacity for lifelong learning, promoting their professional self-determination according to abilities and interests; improving teachers' professional competence in the field of working with gifted children.

The project aims to improve the educational environment that creates and recreates conditions for training, development, education and socialization of gifted students. The project provides implementation of innovative changes in the design and implementation of new technologies in training and education, development of continuing education, which includes teacher training and retraining. The main objectives of the project are implementation of student competitions of national and international format at the regional level; improvement of traditional and implementation of new educational technologies in educational process; involvement of creative potential of national and international high school academicians in work with talented youth, deepening international cooperation in the field of new educational technologies of training and education of the gifted; regulation of measures to stimulate teachers working with intellectual and creative elite of Donetsk region; coordination of local authorities, educational institutions, non-governmental organizations on development and support of talented youth.

The Concept of regional strategy of support and development of children's giftedness in Donetsk region until 2020 stipulates five areas and types of giftedness by types of human activity:

- intellectual activity → intellectual giftedness, depending on the subject matter of the activity;
- practical transforming activity → rationalization, invention, giftedness in crafts;
- artistic and aesthetic activity → choreography, theatrical, literary and poetic, visual, musical giftedness;
- communicative and organizational activity → leadership, public speaking, organizational giftedness;
- psychomotoric activity → sports giftedness and giftedness in dancing.

According to the regional strategy of support and development of children's giftedness in Donetsk region until 2020, efforts of local authorities, education authorities, teaching staff teams and parents should aim at:

- creating conditions to encourage a child from the early age to a variety of activities;
- timely professional diagnostic testing of abilities;
- supporting gifted children not only with respect to their outstanding abilities, but also in all other aspects of their development, education;
- creating favourable conditions for employment and life sustenance of the gifted during their professional personal development;
- education of comprehensively advanced citizens of the society.

The concept aims to continue working on building and improving the identification system, support and development of the gifted, their development and professional self-determination according to their abilities. It sets five strategic areas of work with gifted students in Donetsk region until 2020 and is regarded as a set of scientific research, practical psychological, pedagogical and social support system that ensures the creation of normative and methodological materials for local authorities and educational institutions. The strategic directions include:

- improvement of the legal framework that enables effective social and pedagogical work with gifted children;
- providing organizational, psychological and pedagogical conditions for identifying, training and development of gifted children;

- improvement of scientific and methodological support of teachers;
- formation of readiness of teaching staff to work with gifted children;
- strengthening social and economic support for gifted children and teachers who work with them.

Compared with the previous documents, the new strategy is focused on the development of five areas of giftedness instead of three, as it was before; the number of children covered by the measures for the implementation of the Concept by wider understanding of the concept of giftedness has increased; the number of innovations in gifted education has increased.

Effective implementation of the developed strategy requires effective personnel policies, appropriate scientific guidance, necessary facilities, adequate funding for programmes that are being implemented, effective interaction of the entire educational community of the region, educational institutions of all types, education authorities, local and regional authorities.

Taking into account the experience of foreign and domestic scholars and practitioners who work with gifted children, we can claim that a prerequisite for effective state policies for social and educational support of the gifted is coordination among all participants in the following areas: identifying gifted children, programme development, teacher training, appropriate programme management, monitoring of the effectiveness of support system for gifted children.

To ensure effective identification of gifted children there should be a clear specification of all categories of the gifted, with some criteria for identifying each category (for example, general academic ability, specific academic ability, creative, leadership, artistic and sports giftedness, etc.). Testing tools have to be sensitive enough to identify the gifted in under-represented social groups, namely families with low income, national minorities, children with disabilities, children from rural areas, etc. The process of unbiased search, detection, selection, including consideration of appeals and further work with gifted children should be clearly defined and coordinated.

Regarding programmes for the gifted, consistency should be in the following areas: curricula for gifted children should be modified in such areas as: acceleration, complication, deepening, problem-based learning and creative approach. Evaluation of gifted children must meet their goals of specific curricula and may include standardized tests of a higher level compared to the requirements of general programmes, performance and individual progress evaluation, creating students' portfolios and so on.

**Conclusion and recommendations for future research.** In conclusion, we would like to note that the development of effective ways of identifying gifted children, creating favourable conditions for them appear as a major strategic national objective in many developed countries. The provisions of the regional policy in Donetsk region in the field of giftedness show respective priority direction of the regional educational model of Donetsk region, whereby gifted children should be given the nourishing learning environment through which they can fully realize their potential according to their own interests and the interests of the society. There is still a need for more research, especially in the area of continuous social and educational support of gifted young people in regional terms, the characteristics of its continuity and ways of its implementing in educational institutions.

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#### РЕГІОНАЛЬНА ПОЛІТИКА В ГАЛУЗІ ОСВІТИ ОБДАРОВАНИХ ШКОЛЯРІВ У ДОНЕЦЬКОЇ ОБЛАСТІ

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*Стаття присвячена керівним принципам регіональної політики в галузі освіти обдарованих в Донецькій області і висвітлює стратегічні напрямки освітньої політики в області щодо соціально-педагогічної підтримки обдарованих учнів.*

**Ключові слова:** обдарованість, обдарований учень, обдаровані школярі, освіта обдарованих, регіональна політика.

## РЕГИОНАЛЬНАЯ ПОЛИТИКА В ОБЛАСТИ ОБРАЗОВАНИЯ ОДАРЕННЫХ ШКОЛЬНИКОВ В ДОНЕЦКОЙ ОБЛАСТИ

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*Статья посвящена руководящим принципам региональной политики в области образования одаренных в Донецкой области и освещает стратегические направления образовательной политики в области по социально-педагогической поддержке одаренных школьников.*

**Ключевые слова:** одаренность, одаренный ученик, одаренные школьники, образование одаренных, региональная политика.

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## ENGLISH-ONLY MOVEMENT: ITS CONSEQUENCES ON THE TEACHING OF LINGUISTIC MINORITIES STUDENTS IN USA

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*The article covers the language policy in the USA schools of the 20th century based on the English monolingualism ideology. The English-Only movement is characterized; it didn't gain public support in the USA in the last quarter of the previous century and influenced the teaching students belonging to linguistic minorities in schools of the United States.*

**Key words:** ethno-cultural education, linguistic minorities, bilingual programs, English monolingualism ideology, the language barrier, English-Only movement, language policy.

**Statement of the problem in general aspect.** For many Americans, the symbolism of the English language has become a form of civic religiosity in much the same vein as the flag. This symbolism is not new; it

can be found in the words of Theodore Roosevelt: “We must have but one flag. We must also have but one language. That must be the language of the Declaration of Independence, of Washington’s farewell address, of Lincoln’s Gettysburg speech and second inaugural. Similarly, US English, the largest and oldest organization supporting the English-only movement, proclaims in its mission statement: “The eloquence [of the English language] shines in our Declaration of Independence and Constitution. It is the living carrier of our democratic ideals.” The English-Only movement, which advocates that English be the official and only language used in the United States, dramatically influences the life of language minority children, their families, and educators working with them [1]. The education of students from disadvantaged groups has been frequently a topic of political, sociological, pedagogical debates. When a school reinforces an English-Only policy, it sends a message to all children that minority languages have less value than English as tools of learning. And because the school is a microcosm of society, this message also suggests that those languages are not an integral part of the American society. This message equally deprives mainstream children of the opportunity to experience the cultural diversity in this country, and robs every child of the chance to learn the full potential of human possibilities [3].

**The analysis of recent research and publications.** The English-only movement is not on the margins of American society; it is a mainstream operation. The first order in understanding the English-only movement is to understand the organization known as “US English.” US English claims it does not maintain a racist, anti-immigrant agenda. Many of its original supporters were people of color or immigrants, including Linda Chavez, U.S. Senator S.I. Hayakawa, Alistair Cooke, and Arnold Schwarzenegger. However, according to federal records, US English has had close ties to the anti-immigrant organization Federation for American Immigration Reform (FAIR) and has been financed by the Pioneer Fund, a racist organization that promotes the use of eugenics and also funded Richard J. Herrnstein and Charles Murray’s infamously racist work *The Bell Curve*. A number of anti-immigrant and population control organizations have been linked to US English. John Tanton, the founder and original chairman of US English is the architect of this network. Tanton states that “the question of bilingualism grows out of U.S. immigration policy.” To Tanton, the huge influx of non-English-speaking immigrants overwhelms the “assimilative capacity of the country” [2].

The famous American investigators of English-only movement in the USA J. Crawford, R.D. Gonzalez, R. King, T. Ricento wrote about it as