



Nataliia Anishchenko,

Candidate of Pedagogical Sciences,
Associate Professor, Senior Research Fellow of the
Department of Giftedness Diagnostics,
Institute of the Gifted Child of the of the NAES of Ukraine,
Kyiv, Ukraine

 <https://orcid.org/0000-0003-4823-9750>

UDC 159.923.38

DOI: [https://doi.org/10.32405/2309-3935-2024-1\(92\)-21-31](https://doi.org/10.32405/2309-3935-2024-1(92)-21-31)

METHODOLOGICAL BASES OF PSYCHOLOGICAL DIAGNOSIS OF FACTORS OF A GIFTED PERSONALITY'S DEVELOPMENT

Summary.

The article analyzes classical and modern concepts of giftedness, highlights the understanding of the content and structure of giftedness. The lack of a single concept of giftedness and diagnosis of the factors of its development in psychological theory and practice is indicated. It is noted that the vast majority of issues related to the problem of psychodiagnostics of giftedness and the factors of its development are not resolved due to the lack of general theories of intelligence, creativity, and personality traits, as well as due to insufficient development of the theory and methods of psychometrics.

The problem of the methodological foundations of psychological diagnosis of the factors of the development of a gifted personality has not been systematically developed in science. The problem of personality giftedness and diagnosis of the factors of its development at the present stage is relevant and significant. This is explained by the fact that in the new conditions of integration into the European educational space and prospects for the development of Ukrainian society, the urgent trends of scientific, technical and socio-economic progress put forward new requirements for the training of the younger generation, which will become the key to the successful existence of the human community in the future.

The theoretical analysis of the problem confirms that psychodiagnostics of giftedness is developing in the direction of expanding the spectrum of studied constructs (psychophysiological processes, personal and cognitive qualities). No less important is the study of the relationship between the type of personality and its giftedness, the study of differences in the personal provision of various types of giftedness.

Keywords: *personality; giftedness; diagnosis; development factors; psychometrics.*

The problem of personality giftedness and diagnosis of the factors of its development at the present stage is relevant and significant. This is explained by the fact that in the new conditions of integration into the European educational space and prospects for the development of Ukrainian society, the urgent trends of scientific, technical and socio-economic progress put forward new requirements for the training of the younger generation, which will become the key to the successful existence of the human community in the future.

But between the awareness of the problem and the practical implementation in the educational process of specialized programs for the development of giftedness, there are significant difficulties, primarily related to the insufficient definition of theoretical issues, the consequence of which are numerous practical complications. Yes, attempts to detect, and even more so, forecast giftedness based on the use of individual methods and techniques of psychological diagnosis often do not give the desired result. The large amount of empirical material accumulated

in this area is contradictory, it requires in-depth theoretical and empirical analysis, generalization and systematization, development of a reliable system of psychodiagnostic examination of a gifted personality, including diagnosis of the factors of its development.

The problem of the methodological foundations of psychological diagnosis of the factors of the development of a gifted personality has not been systematically developed in science. To date, there are works on the general problems of psychodiagnostics (leading domestic researchers – L. Burlachuk, S. Morozov, foreign ones – A. Anastazi, P. Klein), psychodiagnostics of abilities and personal factors of giftedness (Ukrainian researchers – O. Bobyr, L. Burlachuk, O. Binogradov, Yu. Hylbukh, O. Zazymko, D. Korolyov, R. Ponomaryova, B. Rybalka, foreign – G. Eysenck, J. Raven, T. Torrens, L. Yampolsky and others). However, despite the number of concepts, scientific schools, and author's programs regarding the identification of giftedness in the field of psychodiagnostics,

there are still no general methodological guidelines, theoretical ideas, and priority research tasks. That is why the vast majority of questions on the problem of psychodiagnostics of giftedness, including the diagnosis of the factors of its development, have not been resolved due to the lack of general theories of intelligence, creativity, personality traits, and due to insufficient development of the theory and methods of psychometrics.

Under such conditions, the implementation of state policy in the field of creating favorable conditions for finding gifted children and youth, ensuring the optimal development of their creative, intellectual and spiritual potential requires special psychological research.

The dynamics of research on this problem in foreign and domestic psychology, starting from the pre-revolutionary period, corresponded to changes in the social needs of society and the development of psychological science. These studies covered the entire system of problems studied even today: theoretical problems of the psychology of giftedness, problems of diagnosis, development of principles, methods of development and training of gifted individuals. The study of this phenomenon of the human psyche should be aimed at society learning to treat gifted children and youth with care, helping them increase their creative potential, and realize themselves at the personal and social levels. Such attempts can certainly be found in many studies.

The analysis of the current state of the problem of giftedness and the factors of its development in psychology proves that in the understanding and interpretation of this phenomenon between researchers (H. Kostiuk, V. Krutetskyi, O. Kulchytska, O. Lazurskyi) there are certain theoretical disagreements. Giftedness was understood as: a natural prerequisite for abilities; a set of internal conditions for achieving outstanding results in activities; general abilities; high level of development of abilities; integration of abilities with the purpose of activity; creative capabilities of a person; potential talent, etc. Such a diversity of views is due to the complexity and multifaceted nature of the phenomenon being studied, as well as the use of such definitions as “abilities”, “talent”, “genius”, “creativity” to reveal the phenomenon of giftedness.

The psychology of giftedness as an independent branch of psychological science was first identified by the German psychologist V. Stern “Giftedness”, he noted, “is the general ability of an individual to consciously direct his thinking to new requirements, the ability to mentally adapt to new tasks and living conditions” [8, p. 21]. According to the sign of adaptation, the scientist distinguishes between the concepts of “giftedness”, “talent” and “genius”. A characteristic feature of talent, in his opinion, is “limitation of mental abilities to one field of content”, and the essence of genius is “self-willed

creativity”. He considered the intellectual tendency to perform acts of thinking as a form of manifestation of giftedness. The highest manifestation of giftedness, according to V. Stern, is prediction (that is, forecasting, anticipating the situation). In this case, a person adapts not to existing, but to possible or probable conditions of the surrounding world [8, p. 26]. Note that the use of the criterion of the individual’s ability to adapt in the context of the analysis of giftedness can be traced in further, in particular, modern scientific positions.

About a hundred years ago, the psychiatrist and psychologist I. Sikorskyi was at the origin of the problem of giftedness in psychological science. He carried out not only a general theoretical analysis of the problem of giftedness, but also gravitated to the analysis of specific cases of giftedness and genius. The scientist tried to show the multifaceted connection of psychobiological and sociocultural factors of personality development, he understood giftedness as the result of the “unification of numerous and complex elements of the personality” [6, p. 253–254]. I. Sikorskyi believed that creativity is one of the key signs of giftedness, as it is an immanent personal property. The researcher noted that an important factor in the development of creativity and giftedness is the emotional sphere, as well as the will, which needs special development.

Outstanding doctor, psychologist, professor of the Pedagogical Academy and Psychoneurological Institute O. Lazurskyi, who was born at the end of the 19th century in Pereyaslov (later Pereyasliv-Khmelnytskyi), considered some issues of the problem of giftedness, taking into account the ability of a person to adapt to the external environment. He singled out levels of mental development, called levels of giftedness, which he associated with the possibility of adaptation and interaction with the environment: lower (low giftedness, “poor and primitive psyche”, insufficient adaptation to the environment); medium (significantly greater ability to adapt, choice of occupation in accordance with inclinations and aptitudes, activity is mainly imitative); higher (high giftedness, genius, desire to change the environment. adapt it to one’s needs. People of this level are “creators of the new, whom all others follow”. Conditions of life, upbringing and education, according to O. Lazurskyi, do not significantly affect abilities, but only promote or hinder the development of natural gifts.

Intensive psychodiagnostic research in domestic psychology was accompanied by sharp theoretical discussions about the nature of individual differences, methods of their detection and measurement, the role of heredity and upbringing in the mental development of children. At the same time, the obtained results did not agree with the doctrine of general equality and a class approach to solving social problems. All these discussions were

unequivocally “slowed down” by the adoption of the infamous decree of 1936, which effectively banned the practical use of psychodiagnostic methods and all research in this field. The losses of psychological science associated with the defeat of psychotechnics and the fight against pedagogical “distortions” are huge, because they led to the elimination of those areas of research that connected psychology with practice, and, therefore, the termination of research on the measurement of intellectual abilities, and as a result, the study of giftedness as the highest level of their development.

In the following historical period (1935–1970), a mainly qualitative approach to the study of mental development developed, which, despite its productivity in solving numerous problems, could not cover all aspects of psychodiagnostics. The revival of psychodiagnostic research is associated with the name of B. Ananiev, under whose leadership in 1962–1965 a grandiose project of a complex study of a person was carried out in the direction of a single fundamental teaching – human management. Particular attention was paid to the disclosure of the main aspects of individual human development and intelligence through the synthesis of data from general, differential, pedagogical, age-related, social psychology, psychophysiology, as well as data obtained using psychodiagnostic methods (intelligence tests, personality questionnaires, etc.). During this period, there is a process of active use of tests in studies of different age groups, career guidance and professional selection, medical and psychological research (V. Miasishchiev, L. Burlachuk). In these studies, original data were obtained that enriched the idea of individual psychological features of personality in normal and pathological conditions.

In the course of fundamental psychological research, prerequisites were created for posing and solving the problem of identifying and developing giftedness on the basis of modern knowledge about its nature and methods of education and training that contribute to the development of gifted children and youth. This is convincingly evidenced by the theoretical and empirical works of Soviet psychologists, which form the initial basis for the development of the theory of giftedness, methods of its diagnosis and development, in particular: fundamental research on the psychology of thinking and creativity (S. Rubinshtein, V. Moliako), personality (L. Bozhovych, V. Miasishchiev), individual differences (B. Teplov, V. Nebylytsyn, N. Leites, V. Merlin), developmental learning (L. Zankov, D. Elkonin, B. Davydov, S. Maksymenko), problem-based learning thinking and learning (T. Kudryavtsev), age psychology (B. Ananiev, D. Elkonin, P. Halperin, D. Feldstein), abilities and mental development (S. Rubinshtein, B. Teplov, V. Krutetskyi, K. Platonov).

Without delving into the analysis of approaches to the problem of the theory and methods of psychodiagnostics of the abilities and general mental development of children, we note that the achievements of these approaches should be given special attention to the identification of high-quality substantive and procedural individual characteristics of the thinking activity of students, age-related aspects of their general mental development, connection with the peculiarities of the learning process, as well as attempts at a holistic analysis of cognitive, motivational, emotional and other components of the developing personality. Although the desire for a holistic understanding of giftedness is characteristic of the vast majority of modern concepts of giftedness (B. Teplov, N. Leites), however, different authors distinguish different components of this phenomenon and understand their interrelationships and measurements in different ways depending on age, gender, the influence of external and internal conditions, etc., and therefore offer different methods of identifying, nurturing and training a gifted personality. At the same time, none of the existing theories can satisfactorily solve the range of issues related to their implementation in pedagogical practice.

This is due to the fact that none of them is recognized as universally accepted, the only true and suitable for all cases and circumstances. The number of conceptual approaches reflects the complexity of the nature of giftedness, the impossibility of developing single standards and strategies for its diagnosis and development in relation to different types and levels of giftedness, age stages, internal and external conditions. The vast majority of foreign concepts of giftedness (F. Gagnier, A. Tannenbaum, J. Renzulli and others) represent a generalization of empirical data and are mainly functional in nature, offering more or less effective systems for the diagnosis and development of giftedness, tested in scientific research and practical work on education and training of gifted children.

Therefore, the vast majority of modern psychological concepts treat giftedness as a multifaceted and multilevel phenomenon. Research and teaching practice have proven the variety of manifestations and development of giftedness in various spheres of activity (educational, scientific, practical, social, artistic, technical, etc.), in various types of intellectual abilities (verbal, visual, logical, mathematical, etc.), creative possibilities and achievements in personally significant types of learning and activity. The research results demonstrated the important role of not only cognitive, but also personal factors, as well as the social environment in realizing the potential of a gifted individual. Despite the differences in the number and quality of the components of giftedness in the theories of different authors and in the understanding of the

role of each of them in the development of giftedness, common in these theories is the recognition of close interaction, mutual influence of these factors at each stage of age growth.

The results of scientific research and the implementation of education and development programs, implemented on the basis of modern multidimensional models of giftedness, convincingly testify that the identification and development of gifted individuals requires the creation of environmental conditions that meet their cognitive needs and provide a challenge to their cognitive capabilities. A special role in ensuring this compliance is played by a complex and versatile psychological diagnosis aimed at determining the specific capabilities of the gifted, their needs for individualized learning, as well as identifying factors for the development of giftedness, learning difficulties that arise in this category of students, and organizing assistance in overcoming them.

The above allows considering the psychodiagnosis of giftedness in unity with the promotion of personality development at various stages of ontogenesis, since the specificity of the requirements for the identification of gifted children and youth is determined primarily by the complexity of the phenomenon of giftedness itself and the peculiarities of their age growth. At the same time, the complexity of the psychological diagnosis of giftedness is due, on the one hand, to the uniquely peculiar organization of the psyche of a gifted individual, and on the other hand, the identification process is complicated by the current lack of adequate, valid and reliable methodical means of measuring this phenomenon. That is why the specificity of giftedness, as a fundamental characteristic of a complete personality, requires a comprehensive approach to the procedure of psychodiagnostic examination using methods of both quantitative and qualitative analysis; the subject of analysis should be not only cognitive, personal, motivational and regulatory-volitional spheres, but also behavior and the social situation of development. At the same time, it is necessary to take into account that the modern social situation of the development of giftedness should provide for the analysis of the psychoforming influence of the factors of the macrosocial environment (general processes occurring in the socio-economic life of society, the educational space, the influence of scientific and technical progress, etc.) and the microsial environment (the system of relationships in seven with parents, teachers, peers, etc.).

By its essence, the social situation of development is a kind of formation that affects the formation of the psyche of an individual and those relations established by him with the social environment. Therefore, the social situation of the development of a gifted personality can rightly be considered as its gradual entry into the life of adults, the realization of

oneself in various fields (play, study, creative activity), the emergence of good relations with peers, the identification of significant adults (parents, educators, teachers, etc.) and the establishment of them contacts on the basis of equality, self-respect in relation to one's "I" and respect for others. And at different stages of the ontogenetic development of a gifted personality, the position of an adult should change in order to give the individual greater independence in solving vitally important problems that arise, since, without receiving a constructive solution, they can block the development of the basic components of giftedness, in particular, personal characteristics that form its motivational core. Coincidentally, the vast majority of foreign and domestic specialists consider psychodiagnostics to be the central problem of the psychology of giftedness, since the concept of this phenomenon is most clearly embodied in diagnostic tools.

Throughout the last century and up to the present day, scientists have carried out fundamental research on the problems of general and special abilities (H. Kostiuk, V. Krutetskyi, N. Leites, V. Miasishchiev, K. Platonov, O. Kulchytska, Yu. Gilbukh and others), psychology of creativity (S. Rubinshtein, V. Moliako, V. Romenets and others), psychology and psychophysiology of individual differences (H. Kostiuk, V. Merlin and others).

There are studies devoted to the study of giftedness at different age stages (V. Moliako, O. Kulchytska, V. Rybalka and others). At the same time, two main approaches to this problem can be distinguished – those associated with the names of B. Teplov and L. Vyhotskyi.

The basis of the development of the theory of abilities and giftedness in psychology was the concept of B. Teplov. He noted that “when establishing the basic concepts of the doctrine of giftedness, it is most convenient to proceed from the concept of «ability»” [1]. The scientist singled out three signs of abilities, which formed the basis of the definition most often used by specialists: abilities are individual and psychological features that, firstly, distinguish one person from others, secondly, relate to the successful performance of a certain activity or many activities, third, not limited to existing skills, abilities or knowledge, but which can explain the ease and speed of acquisition of these knowledge and skills. “We cannot understand abilities ... as innate properties of an individual... Only anatomic-physiological features can be innate, that is, the prerequisites that underlie the development of abilities, while the abilities themselves are always the result of development”, said B. Teplov And giftedness was interpreted by him “as a qualitatively peculiar combination of abilities, which depends on the possibility of achieving greater or lesser success in the performance of this or that activity” [1; 14].

B. Teplov's theory of ability development received further development, in particular in research on differential psychology, in the works of V. Merlin and others.

The second approach, related to the consideration of abilities first of all as generic qualities of a person, is based on the theory of L. Vyhotskyi and also has its continuation in modern research. The scientist singles out at least three characteristics of abilities: first, it is an understanding of abilities as ways of interacting with reality existing in culture; secondly, the development of abilities is considered as subject to the laws of holistic development of consciousness and is analyzed in the context of this whole; thirdly, the development of abilities is characterized by the child's mastering of certain cultural achievements.

These provisions contain two of the most traditional and debatable problems of the psychology of abilities. First of all, the provision on the integrity of the organization of various abilities raises questions about universal mechanisms of such integrative education, mechanisms of development and functioning of children's abilities. The statement about the role of cultural assimilation in the development of abilities inevitably raises the question of the relationship between biological and social in the development of abilities, innateness and acquisition of universal psychological structures. In fact, it is a question of what develops as abilities in a child and how it happens.

The Ukrainian-Soviet psychologist and philosopher, S. Rubinshtein from Odesa, understood abilities as "...a complex synthetic formation that includes a number of data without which a person would not be capable of any specific activity, and properties that are only in the process are produced in a certain way organized activity" [1]. The scientist put forward an important proposition about the spiral development of abilities: the realization of an opportunity, which constitutes an ability of one level, opens up new opportunities for further development, for the development of abilities of a higher level. A person's giftedness, in his opinion, is determined by the range of possibilities opened up by the realization of existing possibilities. A person's abilities are an internal condition of his development, which, like other internal conditions, are formed under the influence of external ones – in the process of human interaction with the outside world. Pointing out talent and genius as a particularly high level of giftedness, S. Rubinshtein differentiates them: "Talent and genius differ primarily in their objective significance and, at the same time, in the originality of what they are able to produce. Talent is characterized by the ability to achieve high levels, which, however, remain in principle within the framework of what has already been achieved; genius involves the ability to create something fundamentally new, to

pave really new paths, and not just to reach high points on already trodden roads" [1]. To characterize the universalism often characteristic of geniuses, the scientist mentions the names of Aristotle, Leonardo da Vinci, Descartes, Leibniz, Lomonosov and others.

Other studies refer to abilities as any properties of the psyche that determine success in a specific activity.

According to V. Rybalka, "... abilities can be defined as properties of functional systems that realize individual mental functions, have an individual degree of expression, which is manifested in the success and qualitative originality of the development and implementation of individual mental functions" [10]. The scientist defines the concept of general giftedness as suitability for a wide range of activities or a combination of abilities, each of which depends on the success of one or another activity.

V. Miasishchiev, V. Krutetskyi consider abilities as an "ensemble of properties" that is necessary for the successful implementation of a certain activity, including the peculiarities of thinking and the emotional-volitional sphere.

Note that the terms "capable", "gifted", "talented" are often used as synonyms. In this regard, Yu. Hilbukh notes: "When used together, the terms «gifted» and «talented» represent a genus and a species. A talented person is also gifted, but not every gifted person can be called talented. Some gifted children will still have to reach the level of talent, and unfortunately, not all succeed" [3, p. 12]. Highly gifted people are called geniuses for outstanding, epoch-making achievements in science, art, and less often in practical activities (military affairs, public administration, etc.). According to J. Freeman, geniuses are those people who implement completely new ideas. "Genius is much more than just being smart or even highly gifted; this is a really great person. They come into our world and leave it somewhat differently, thanks to the contribution they made to the life of society. Beethoven, Picasso, Newton, Marie Curie – they were all geniuses. Even as small children, they showed an extremely strong interest in the fields of knowledge, which later became the main content of their lives" [10].

Almost all domestic scientists who researched the phenomenon of giftedness adhered to the proposition that abilities are formed in activities. B. Teplov noted that "the ability cannot arise outside of the relevant specific activity. ... Absolute hearing as an ability does not exist in a child before it is first faced with the task of recognizing the pitch of a sound. Before that, there was only a deposit as an anatomical and physiological fact" [1]. The scientist stressed that the point is not that abilities are revealed in activity, but that they are created in this activity.

B. Ananiev connected the development of abilities with the general development of the personality,

excluding the possibility of their self-sufficient and isolated development. In the formation of abilities, the researcher believes, the natural features of the personality and anatomic-physiological prerequisites or prerequisites, which become abilities and are realized only through activity, play a role. However, as scientists note, this activity should be associated with positive emotions, in other words, bring joy and satisfaction. There is this joy – the predispositions develop, there is no joy – there will be no abilities. The researcher believes that anything can happen from long, joyless, forced classes – high grades, praise, even knowledge, but the main thing – abilities.

Consequently, the understanding of the term “gifted” has undergone significant changes over the past century. If earlier this concept applied only to adults whose achievements were considered outstanding, then later it began to be applied to children who were distinguished by their intellectual development and special academic success. Children who were among the few percent with high scores on intelligence tests were considered gifted. However, life constantly made corrections to the predictions made on the basis of tests: high indicators of mental development do not guarantee either a very successful career or outstanding creative achievements. At the same time, children with more modest IQ indicators belong to people who influence progress, change the life of society. Such curiosities made us turn again and again to the meaning of the term “gifted”. Therefore, the newest concepts of giftedness were formed, the most significant of which we will analyze.

According to the concept of “age-related giftedness” by N. Leites, it is necessary to distinguish between the course of age-related mental development (with its typical variants and transitional features) and that which is more original, properly individual, which is preserved and formed in the process of such development. “A child’s giftedness is a fairly stable feature of individual manifestations of extraordinary intelligence, which increases with age” [10]. It is precisely with regard to the age-related prerequisites of mental growth that one should begin the analysis of the understanding of the characteristics of children whose mental merits can be considered manifestations of giftedness. The unusual abilities of a child at one or another age stage do not yet mean the preservation of this level and the originality of his abilities in the following and more mature years, therefore the scientist calls on the words “gifted child”, “gifted children” to be used with caution, giving an account of the fact that these are largely conditional statements.

The approach to giftedness as a manifestation of a person’s creative potential is substantiated by S. Hutsol. According to his concept (creative giftedness), creative giftedness is an integrative structure that manifests itself at all levels of individual development and includes the following

main components: the dominant role of cognitive motivation, exploratory creative activity, the ability to make original decisions, the ability to forecast and predict, the ability to create ideal standards that provide high aesthetic, moral, intellectual evaluations. According to V. Rybalka, the process of successful development and realization of potential opportunities of a gifted child depends not only on educational programs, but to a large extent on society’s social need for talents and on the individual’s understanding of the social value of his giftedness. Paying considerable attention to the applied direction of research work, the scientist created a scientific and practical program for identifying, teaching and educating gifted and talented children, which contains a generalization of modern knowledge about the nature of the development of giftedness and the development of psychological means of stimulating and helping gifted children.

V. Moliako, one of the most authoritative Ukrainian researchers of the phenomenon of giftedness, believes that “giftedness is a kind of measure of genetically and experimentally predicted human capabilities to adapt to life” [8, p. 213]. Within the framework of the new concept of technical giftedness, the scientist notes that giftedness is one of the most important higher mental subsystems of the ordered subsystem “man – the world” and is inextricably linked with the mental functions of a person, with his consciousness, subconsciousness, general attitudes and dispositions, personal structures, emotional sphere, etc. As the main functions of giftedness, V. Moliako names maximum adaptation to the world, the environment, solving problems in all cases when new, unforeseen ones are created that require a creative approach. “Since this kind of situations occur in the life of almost every person and often enough (it would not be an exaggeration to talk about their daily life, sometimes they just creep up on a person in a row), it would be logical to assume that every person should, in principle, receive a certain potential of opportunities that contribute her survival. This applies to both hereditary factors and acquired experience. Therefore, it would be wrong to talk about giftedness as a unique, rare phenomenon” [8, p. 213–214]. The scientist repeatedly emphasizes the need to understand giftedness (in particular, children’s) by society, which will allow it to be preserved and developed.

In the dynamic theory of giftedness – DTG (the name for which was proposed by L. Vyhotskyi and which he considered to be a matter of the future), scientists prioritize the analysis of the process of the development of giftedness itself, and not the search for parameters for assessing and measuring abilities. As a result, there is a paradigm shift in the field of giftedness identification. A transition is being made from the diagnosis of the selection of children with high abilities to the diagnosis of the peculiarities and

psychological mechanisms of the development of giftedness. A very important aspect of the DTG is the provision on the dual role of the psychological barrier in the development of giftedness. The existence of this duality was pointed out in their studies by V. Stern, A. Adler and L. Vyhotskyi. On the one hand, any obstacles, defects, without a doubt, act as limitations that inhibit the process of mental development. On the other hand, while creating certain difficulties, they are at the same time a kind of incentives for generating compensation processes. “Teachers and parents who seek to eliminate any obstacles and difficulties that arise in front of the child, try to turn any educational material into the most understandable and easy to learn, underestimate the stimulating value of obstacles for the mental development of children” [10].

The methods of development of giftedness created on the basis of DTG made it possible to significantly increase the growth of indicators of intelligence and creativity of those children who were previously identified as “non-gifted”, and practically bring them closer to the indicators of gifted children. Giftedness in the ecopsychological approach is considered as a special form of manifestation of the creative nature of the human psyche (in the form of its mental processes, mental states and consciousness). Therefore, it acts as a systemic quality of the psyche, which arises in interaction with the educational environment (family, school, etc.) and takes the form of the individuality of the development of mental processes, states and consciousness of the child. Accordingly, the main task is to create an educational environment of a developing (creative) type, that is, an environment that promotes the elimination of psychological barriers to the student’s development, promotes the disclosure of the creative potential of all spheres of his psyche.

The authors of the psychological and didactic system “Gifted children: identification, training, development” (S. Hutsol, N. Leites V. Rybalka and others) derive the creative activity of a person as a manifestation of creative nature as a basic characteristic of giftedness psyche and its development. From this point of view, giftedness appears as:

- 1) a systemic property of the psyche that arises as a result of cognitive and (or) other activity interaction between the individual and the educational environment;
- 2) a property of the developing psyche, for the manifestation and formation of which the necessary conditions are not only the presence of natural endowments, but also the appropriate (variable and developing) educational environment, in particular, the appropriate types of activities (ecopsychological aspect of giftedness);
- 3) an individual characteristic of the student’s cognitive, emotional, and personal development,

which is expressed in an individual-specific combination of the properties of the cognitive, emotional, and personal spheres of consciousness of this individual, which ensures the possibility of achieving the highest results in the development of abilities in socially significant activities [10].

According to the concept of other modern scientists (V. Kuzmenko and others), child giftedness is a holistic, complex, multifaceted and developing psychological system that is the result of an individual development path and at the same time constitutes the potential (internal prerequisites) for the future development. A child’s giftedness at each age stage can be adequately understood only from the standpoint of systematicity and development. It can be considered as a “closed system” from the point of view of the internal structure and as an “open system” that is rebuilt under the influence of the dynamic interaction of numerous internal and external determinants. Integral characteristics of a gifted student’s personality determine the manifestations and development of his giftedness, being at the same time the object of this development. In the “Working concept of giftedness” (prepared by the author’s team of 15 people), giftedness is interpreted as a systemic quality that characterizes the child’s psyche as a whole; at the same time, it is the personality, its orientation, the system of values that cause the development of abilities and determine how its potential will be realized. This approach prioritizes the task of upbringing, not just teaching a gifted child. This determines the humanistic orientation of the “Working concept of giftedness”, in which special attention is paid to a careful attitude towards a gifted child, which involves understanding not only the advantages, but also the difficulties that his giftedness entails. Noting that the main drawback of currently used diagnostic methods (first of all, tests) is the orientation towards the result (while the procedural side of this activity, which, in fact, determines the possibility of being gifted, remains “out of sight”), the authors of the outlined psychological and didactic system as one of the methods that allows you to work specifically with the procedural side of the child’s abilities and consciousness in general is called educational and game methods and psychological training.

The essence of the conceptual idea of the study “Interrelationship of cognitive and personal factors in the development of giftedness” (laboratory of the psychology of giftedness of the H. S. Kostyuk Institute of Psychology of the National Academy of Educational Sciences of Ukraine) is an idea of the interrelationship of cognitive and personal factors, the nature of which (stimulating or inhibiting) determines peculiarities of functioning and development of a gifted personality. It is considered justified to interpret the phenomenon of giftedness as an integral characteristic of the individual, the basis of which is

“the system of psychological and psychophysiological properties of the individual, which ensures special achievements, exceptionally successful activity in a certain field”. This understanding of giftedness made it possible to hypothetically determine the following criteria: performance (extraordinary, exceptional achievements); satisfaction from the activity process (efficiency, ease and speed of mastering the activity, its psychophysiological “price”); crystallization of interests in a certain type of activity; performance assessment by experts [9].

A well-known specialist in the field of psychodiagnostics of the intellectual capabilities of an individual, S. Hutsol believes that “the current level of psychological science does not allow, on the basis of the individual result of this or that psychological test (psychometric test of intelligence, personality questionnaire, projective methodology, etc.) to proceed to a psychological diagnosis and, even more so, to a prediction of the behavior of a specific of a person” [11]. Taking into account the rich experience of using psychological methods by “psychologists-practitioners within the paradigm of personality development”, the author believes that it (paradigm) “changes the requirements for the goals of psychological testing and defines new forms of psychological work with children” [11]. Special attention, according to M. Cold, the following moments of the testing procedure deserve:

1) “repeatability of monitoring over a sufficiently long period of time using numerous psychological methods”;

2) “the use of individual psychometric tests of intelligence within the framework of the psychological-pedagogical monitoring procedure”;

3) “inclusion of psychological testing in the educational process and its implementation in connection with the educational activities of the child”;

4) “testing to assess the real intellectual capabilities of the child in the subject area that corresponds to the inclinations and interests of the student”;

5) “the use of not only standardized methods (psychometric intelligence tests, personal questionnaires), but also qualitative methods, including observation, conversations, questionnaires, analysis of activity products, self-description of game and training methods, as means of obtaining information about the student” [11].

Compliance with these requirements for the testing procedure, changing the vector of the use of psychometric tests of intelligence, ensures, in the opinion of the author, “creating conditions for the development of the intellectual resources of the individual, thereby contributing to the construction of an individual intellectual biography” [11].

Thus, the complex of research by scientists of the laboratory of the psychology of giftedness of the Institute of Psychology named after H. S. Kostiuk of

the National Academy of Educational Sciences of Ukraine regarding the development of methods and techniques for the determination of psychodiagnostics of giftedness, the theoretical and methodological work of specialists in the field of psychology of giftedness allow us to assert that the most important purpose of psychodiagnostics should be not only to clarify the psychological characteristics of gifted children and youth, but also to ensure the consistency of the learning process with individual trajectory of development of giftedness. At the same time, the determination of the effectiveness of education at each age stage must be accompanied by the provision of psychological and pedagogical assistance to the gifted in order to prevent and solve problems of their development and self-realization.

Given the systemic nature of giftedness as a mental phenomenon, it cannot be equated with individual mental processes or abilities: cognitive or cognitive (perception, thinking, memory, attention, imagination, etc.), emotional (the ability to be emotionally involved in the activity being performed), regulatory – strong-willed (ability to engage in a certain type of activity for a long time), etc. Giftedness is a complex mental formation in which a person’s cognitive, emotional, regulatory and other abilities interact in an individual and peculiar way. In this context, giftedness can be legitimately considered as a systemic quality that functionally integrates various mental processes, states and personality traits. It is the level and quality of formation of the ability to self-regulate them that ensures the successful mastery and performance by an individual of activities in socially accepted forms (educational – academic or intellectual giftedness; artistic – visual giftedness, musical giftedness; sports – psychomotor giftedness; inventive – technical giftedness; managerial – social or leadership talent, etc.).

The difficulty of identifying giftedness lies in the fact that the majority of methods and, in particular, psychometric ones, are focused on the effective side of the manifestation of mental processes, abilities, activities and giftedness of an individual. Therefore, their use allows to record only the effective (productive) level of manifestation of giftedness, which is manifested in high achievements in one or another type of activity. The procedural level of the manifestation of giftedness in the form of the ability to arbitrarily regulate the individual’s cognitive actions, emotional states and behavior as a whole remains undisclosed. This is due to the fact that, firstly, the tests “work” with certain types of mental processes or abilities, and not with their systematic interaction during the performance of real activities; secondly, the tests are aimed at evaluating the effective side of mental processes, which depends on many external and internal factors and are not related to the diagnostic ability (the attitude of the individual to the test, his well-being, humor, etc.), while the procedural and

systemic mechanisms of this ability by the procedure tests are not always found. Revealing the features of the systemic interaction of an individual's mental abilities (cognitive, emotional, regulatory-volitional, motivational, etc.) requires the application of such principles of giftedness diagnosis, which ensure the receipt of reliable and objective information regarding the level of formation in gifted individuals of the ability to freely regulate their abilities.

The most popular and unifying concept for the majority of modern Ukrainian and foreign specialists is the concept of human potential of the American psychologist J. Renzull. According to his "three-ring model", the components of giftedness are: intelligence above average; increased motivation; creative approach.

So, giftedness is not only intelligence, not only a propensity for creativity and not only a certain motivation. It is a complex that covers all three characteristics. V. Rybalka [10] believes that the psychological structure of giftedness coincides with the main structural components that characterize a person's creativity and creative development: a) the dominant role of cognitive motivation; b) research and creative activity; c) the possibility of achieving original solutions; d) the possibility of forecasting and forecasting; e) the ability to create ideal standards that provide high aesthetic, moral and intellectual evaluations.

K. Hellyer, K. Perlet, V. Sierwald [12], adhering to the multifactorial model of giftedness, understand giftedness as a cognitive, motivational, and social potential that allows achieving high results in one (or more) of the following areas: intelligence, creativity, social competence, artistic abilities, psychomotor abilities.

According to O. Kulchytska [4; 5], the structure of developed giftedness includes three main substructures: 1) high cognitive activity, which is based on a high level of sensory and intellectual processes; 2) creative interpretation of cognitive experience; 3) emotional enthusiasm for the activity (tendency to a specific activity).

V. Moliako generally highlights giftedness as a system that includes the following components: biophysiological, anatomical and physiological predispositions; sensory-perceptual blocks characterized by increased sensitivity; intellectual and thinking capabilities that allow to assess new situations and solve new problems; emotional and volitional structures that determine long-term dominant orientations and their artificial maintenance; high level of production of new images; fantasy; imagination and a number of others [8].

According to most researchers, the leading component in the structure of giftedness, its quality indicator is the ability to creativity – the presence of creative (creative) abilities, knowledge, abilities, skills, as well as motives, thanks to which a new,

original, unique product is created. Scientists believe that the condition for creativity is medium-high intelligence (IQ = 115–120), and for very high intelligence (IQ = 170–180), as well as for low intelligence, the relationship between creativity (creativity) and intelligence is often negative. A material indicator of giftedness and its specifics is a product, because depending on what a child or an adult does, it is possible to determine the direction and specifics of giftedness, and the originality, novelty, and non-standard nature of the product are evidence of the level of giftedness.

What are the factors that most influence the development of giftedness?

It should be noted that the views of modern scientists on the problem of factors of giftedness are quite contradictory. This is due to the diversity of activities and the small number of complex studies of the problem. Researchers study psychophysiological (O. Honcharuk) and volitional (R. Semenova-Ponomareva) qualities of a gifted personality, value (L. Chorna) and motivational spheres (H. Josvig), features of self-knowledge and self-actualization (I. Pufal-Struzik), formation of identity (M. Gros), perfectionism (L. Danylevych), etc. As M. Melnyk notes, modern researchers have transferred the emphasis in understanding the phenomenon of giftedness and interpreting it as a complex combination of personal and cognitive characteristics of an individual, studies that systematize personal factors of giftedness, study the relationship between personality type and giftedness, etc., are quite few. There is also no unity of opinion in the approaches of scientists regarding the components of personal factors in the structure of intellectual giftedness. At the same time, many modern researchers note the need to take into account personal factors in the structure of giftedness (K. Akkerman, O. Bobyr, L. Danylevych, O. Muzyka, P. Olshevskyi-Kubilius, I. Pufal-Struzik, S. Pfeifer, R. Semenova, A. Tannenbaum, D. Feldhuysen and others). So, for example, claims that the basis of the psychological structure of a person's giftedness is the structural organization of his consciousness (cognition, communication, activity), as well as the originality and specific combination of properties of the individual structure. The basic element of the cognitive-personal structure of giftedness is the ability to understand, which is potentially sufficient and currently highly developed, respectively.

A team of scientists under the leadership of R. Semenova investigated the problem of the relationship between cognitive and personal factors in the development of a gifted personality. As a result of the study, scientists came to the conclusion that the personal factors of giftedness form the following components: cognitive needs, basic properties (openness to new experiences, extroversion – introversion, negative emotionality, tendency

to agree, conscientiousness), perfectionism. In addition, researchers have proven the dominant role of personal factors of giftedness in the formation of the motivational core of a gifted personality, the structural components of which are: positive attitude to activity, acceptance of activity goals, positive self-evaluation, self-regulation, motivation to achieve success, dominance of focus on intellectually directed work. A team of scientists under the leadership of R. Semenova defined a list of essential traits that make up the portrait of a gifted personality: a strong "I" that accepts itself; openness to new experiences; intellectual maturity, rejection of established standards of behavior, principles, generally accepted views [13].

In particular, O. Bobyr proved that the gifted have a set of universal personal characteristics that distinguish them from the student body: tolerance to uncertainty, openness to new experiences, and the effectiveness of psychological coping strategies. The researcher recorded a difference in the manifestations of benevolence, conscientiousness, openness to new experiences in gifted and "non-gifted" students [2].

On the basis of V. Rybalka's concept of the three-dimensional, gradually concretized psychological structure of the personality, O. Antonova substantiates the understanding of giftedness as a system containing: the core of giftedness, the components of which are abilities above the average level, creativity and orientation of the individual, as well as factors, that affect the implementation of the core components of giftedness – hereditary data, environment, educational influences, experience of the performed activity, features of the emotional and volitional sphere, the value system and the factor of chance [1].

Researchers have also proven that correcting students' personal characteristics, involving them in developmental programs focused on cognitive and personal development, improves indicators of intelligence, creativity, and academic success.

So, giftedness is a complex mental formation in which cognitive, emotional, volitional, motivational, psychophysiological and other spheres of the human psyche are inextricably intertwined, and it is this complexity that causes the manifestations of giftedness to be characterized by great variability, ambiguity, and individuality. Despite the significant achievements of scientists, there is currently no single concept of giftedness, and this is the perspective of further research by scientists. The key point that unites the above theoretical positions is the approach to giftedness as a process of holistic development of the personality of gifted people, which allows realizing their creative potential.

The performed theoretical analysis of the problem confirms that psychodiagnostics of giftedness is developing in the direction of expanding the spectrum of studied constructs (psychophysiological

processes, personal and cognitive qualities). No less important is the study of the relationship between the type of personality and its giftedness, the study of differences in the personal provision of various types of giftedness. Regarding the further solution of a wide range of methodological and practical aspects of the problem related to the revival and development of the gifted potential of children and youth, we are connected with the creation of an educational environment as such a set of conditions for learning, development, individualization and socialization of a gifted personality, which contributes manifestation and development of her giftedness in accordance with natural aptitudes, interests, requirements of age socialization, on the one hand, and social demand, on the other.

Використані літературні джерела

1. Антонова О. Є. Обдарованість: досвід історичного і порівняльного аналізу: монографія / О. Є. Антонова. – Житомир: ЖДУ, 2005. – 456 с.
2. Бобир О. В. Особистісні характеристики юнацтва з різними формами обдарованості: автореф. дис. ... канд. психол. наук: спец. 19.00.07 / О. В. Бобир. – Дніпропетровськ, 2005. – 20 с.
3. Гильбух Ю. З. Умственно одаренный ребенок / Ю. З. Гильбух. – Київ: Укрвузполіграф, 1992. – 84 с.
4. Кульчицька О. І. Обдарованість як психологічна проблема / О. І. Кульчицька // Практична психологія та соціальна робота. – 2001. – № 8. – С. 14–15.
5. Кульчицька Е. И. Сирень одаренности в саду творчества / Е. И. Кульчицкая, В. А. Моляко. – Житомир: Вид-во ЖДУ ім. І. Франка, 2008. – 316 с.
6. Мазяр О. В. Концептуальні паралелі вирішення проблеми обдарованості у працях І. О. Сікорського та В. О. Моляко / О. В. Мазяр // Актуальні проблеми психології: збірник наук. праць Інституту психології ім. Г. С. Костюка НАПН України: у 12 т. / гол. ред. С. Д. Максименко. – Т. 12. – Вип. 15. Частина 1. – Київ: Фенікс, 2012. – С. 250–257.
7. Мельник М. Психологічна діагностика особистісних чинників розвитку інтелектуальної обдарованості старшокласників / М. Мельник // Освіта та розвиток обдарованої особистості. – 2017. – № 6 (62). – С. 17–20.
8. Моляко В. А. Творческая конструкторология (пролегомены) / В. А. Моляко. – Київ: Освіта України, 2007. – 388 с.
9. Пономарева-Семенова Р. О. Теоретико-методичні засади визначення взаємозв'язку когнітивних та особистісних чинників розвитку обдарованості / Р. О. Пономарева-Семенова // Актуальні проблеми психології: Проблеми психології творчості: збірник наукових праць / за ред. В. О. Моляко. – Т. 12. – Вип. 3. – Житомир: Вид-во ЖДУ ім. І. Франка, 2007. – С. 210–219.
10. Рибалка В. В. Психологія розвитку творчої обдарованої особистості / В. В. Рибалка. – Київ: ІЗМН, 1996. – 236 с.

11. Самопроектування особистості у дискурсивному просторі : монографія / Н. В.Чепелева, М. Л. Смульсон, О. В. Зазимко, С. Ю. Гуцол [та ін.] ; за ред. Н. В. Чепелевої. – Київ : Педагогічна думка, 2016. – 232 с. – URL: <http://lib.iitta.gov.ua/704560/>.

12. Хеллер К. А. Лонгитюдное исследование одаренности / К. А. Хеллер, К. Перлет, В. Сиервальд // Вопросы психологии. – 1991. – № 2. – С. 120–127.

References

1. Antonova, O. Ye. (2005). *Obdarovanist: dosvid istorychnoho i porivnialnoho analizu [Giftedness: experience of historical and comparative analysis]*. Zhytomyr, 456 p. [in Ukrainian].

2. Bobyr, O. V. (2005). Osobystisni kharakterystyky yunatstva z riznymy formamy obdarovanosti [Personal characteristics of youth with different forms of giftedness] *Candidate's abstract of the dissertation*. Dnipropetrovsk, 20 p. [in Ukrainian].

3. Hylbukh, Yu. Z. (1992). *Umstvenno odarennyi rebenok [Intellectually gifted child]*. Kyiv, 84 p. [in Russian].

4. Kulchytska, O. I. (2001). Obdarovanist yak psykholohichna problema [Giftedness as a psychological problem]. *Praktychna psykholohiia ta sotsialna robota – Practical psychology and social work*. 8. P. 14–15. [in Ukrainian].

5. Kulchytskaia, E. Y., & Moliako, V. A. (2008). *Syren odarennosti v sadu tvorchestva [Lilac of giftedness in the garden of creativity]*. Zhytomyr. 316 p. [in Ukrainian].

6. Maziar, O. V. (2012). Kontseptualni paraleli vyryshennia problemy obdarovanosti u pratsiakh I. O. Sikorskoho ta V. O. Moliako [Conceptual parallels in solving the problem of giftedness in the writings of I. O. Sikorskyi and V. O. Molyako]. *Aktualni problemy psykholohii: zbirnyk nauk. prats Instytutu psykholohii im. H. S. Kostiuka NAPN Ukrainy: u 12 t. – Actual problems of psychology: collection of sciences. works of the Institute of Psychology named after H. S. Kostyuk of NAES of Ukraine: in 12 vol. Vol. 12 (15). Part 1*. Kyiv, P. 250–257. [in Ukrainian].

7. Melnyk, M. (2017). Psykholohichna diahnozyka osobystisnykh chynnykiv rozvytku intelektualnoi obdarovanosti starshoklasnykiv [Psychological diagnosis of personal factors in the development of intellectual giftedness of high school students]. *Osvita ta rozvytok obdarovanoi osobystosti – Education and development of a gifted personality*. 6 (62). P. 17–20. [in Ukrainian].

8. Moliako, V. A. (2007). *Tvorcheskaia konstruktolohiia (prolehomeny) [Creative construction (prolegomena)]*. Kyiv, 388 p. [in Russian].

9. Ponomareva-Semenova, R. O. (2007). Teoretyko-metodychni zasady vyznachennia vzaimozv'iazku kohnityvnykh ta osobystisnykh chynnykiv rozvytku obdarovanosti [Theoretical and methodological principles for determining the relationship between cognitive and personal factors in the development of giftedness]. *Aktualni problemy psykholohii: Problemy psykholohii tvorchosti – Current problems of psychology: Problems of the psychology of creativity*. Vol. 12 (3). P. 210–219. [in Ukrainian].

10. Rybalka V. V. (1996). *Psykholohiia rozvytku tvorcho obdarovanoi osobystosti [Psychology of the development of a creatively gifted personality]*. Kyiv, 236 p. [in Ukrainian].

11. Chepelieva, N. V., Smulson, M. L., Zazymko, O. V., & Hutsol, S. Yu.; Chepeliev, N. V. (Ed.) (2016). *Samoproiektuvannia osobystosti u dyskursyvnomu prostori [Self-projection of the individual in the discursive space]*. Kyiv. 232 p. Retrieved from: <http://lib.iitta.gov.ua/704560/>. [in Ukrainian].

12. Хеллер К. А. Лонгитюдное исследование одаренности / К. А. Хеллер, К. Перлет, В. Сиервальд // Вопросы психологии. – 1991. – № 2. – С. 120–127.

Аніщенко Наталія Вікторівна, кандидатка педагогічних наук, доцентка, старша наукова співробітниця відділу діагностики обдарованості, Інститут обдарованої дитини НАПН України, м. Київ, Україна

МЕТОДОЛОГІЧНІ ОСНОВИ ПСИХОЛОГІЧНОЇ ДІАГНОСТИКИ ЧИННИКІВ РОЗВИТКУ ОБДАРОВАНОЇ ОСОБИСТОСТІ

Анотація.

У статті проаналізовано класичні та сучасні концепції обдарованості, виокремлено розуміння змісту та структури обдарованості. Вказано на відсутність єдиної концепції обдарованості та діагностики чинників її розвитку в психологічній теорії та практиці. Зазначено, що більшість питань з проблеми психодіагностики обдарованості та чинників її розвитку не розв'язана як через відсутність загальних теорій інтелекту, творчості, особистісних рис, так і внаслідок недостатньої розробленості теорії та методів психометрії.

Ключові слова: особистість; обдарованість; діагностика; чинники розвитку; психометрія.