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EDUCATION OF THE INTELLECTUAL ELITE OF THE NATION ON THE BASIS OF ACADEMIC INTEGRITY: FOREIGN AND UKRAINIAN EXPERIENCE

Problem formulation. Formulation of the problem. Global competition for intellectual resources is growing, and so is the need for innovation and new information.

Education and science are increasing their role in the development of society. For the Ukrainian education system, it is necessary to modernize both the economy and society, and Ukraine must become more competitive on the world market. The analysis of foreign sources provides grounds for asserting that the development of science, education and society as a whole depends on academic integrity, and the success of Ukraine's development depends on the formation of an intellectual elite based on academic integrity.

The attention of scientists and practitioners to the problem of education, upbringing and development of gifted children is growing every year. This is due to the large number of scientific approaches to the phenomenon of giftedness, its multifaceted nature, complexity and variety of species. Recently, many countries have developed national programs and concepts for the development and training of gifted children. Increasing interest in world experience, careful analysis and generalization of the achievements of foreign colleagues allows our practitioners to follow their own path and choose the trajectory of development for each gifted child. Despite the debatability of many aspects of the problem of child giftedness, scientific research and pedagogical practice have proven not only the fact of the existence of individual differences in the cognitive sphere, but also the presence of significant features in the creative potential of children. Therefore, there is an urgent need for a detailed analysis of foreign and domestic experience regarding the education of the intellectual elite of each nation on the basis of academic integrity.

The purpose of the article is to determine the peculiarities of education of the intellectual elite of the nation based on the analysis of foreign and Ukrainian experience on the basis of academic integrity.

Materials and methods: analysis of scientific literature (study of books, articles, monographs, scientific journals and other sources related to the education of the intellectual elite, academic integrity, foreign and Ukrainian experience); system analysis (study of the topic as a whole, taking into account the interrelationships between its various aspects); comparative-analytical method (comparison and analysis of foreign and Ukrainian experience of educating the intellectual elite on the basis of academic integrity).

Results of the research. Based on the analysis of scientific sources, the development of concepts was studied: «Genius» is the oldest of the basic concepts, which was used in antiquity; «Talent» appeared in ancient culture later; the new term «giftedness» gradually displaced the old term «genius» from the scientific lexicon. In the course of the research, the difference between the concepts was established: «Genius» is the highest level of creativity, epoch-making creativity; «Talent» is a high level of development of abilities in a certain activity; Giftedness is a broader term that encompasses different levels of ability development.

The authors proposed, based on Ukrainian and foreign experience, the theory and model of giftedness:

1. J. Renzulli's model, which consists of three elements: a higher level of intelligence, increased motivation and creativity.

2. Models of learning gifted children: model of acceleration, model of deepening, model of enrichment and model of problematization.

Five types of gifted children according to H. Betts and M. Neihart are characterized: successful, autonomous, hidden, lost and doubly gifted.

It is proven that the task of analyzing the essence of the concept of "giftedness" is complex and requires consideration of many factors, and the theoretical aspects of the formation of giftedness in students, as the future elite of the Ukrainian nation, largely depends on the construction of educational programs and on the principles of academic integrity. An overview of many aspects of this topic is provided, which may be useful for educators, psychologists, and other professionals who work with children with special abilities on the basis of academic integrity.

Conclusions. Therefore, a thorough and comprehensive study of the essence of the concept of "giftedness", "intellectual giftedness" is possible only under the conditions of its analysis in the context of the terms "genius", "talent", "giftedness", "ability", as well as by analyzing the structure of existing models of giftedness and finding out the factors that influence the formation of this phenomenon.

Based on the analysis of Ukrainian and foreign scientists, we note that the theoretical aspects of the formation of giftedness in students, as the future elite of the Ukrainian nation, largely depends on the construction of educational programs and on the principles of academic integrity. Most educational programs do not meet the needs of gifted children, do not contribute to the disclosure of their uniqueness.

The research of Ukrainian and foreign scientists is summarized, a classification of types and types of giftedness is proposed (successful giftedness, autonomous giftedness, hidden giftedness, lost giftedness, and double giftedness). This classification aims to reveal giftedness by developing the individual needs of gifted children who should learn from professional teachers. Attention is drawn to the approach of teachers and parents to intellectually gifted children, who instill confidence in the child and support him in choosing his own individual development trajectory. Generalized experience provides a basis for asserting that each child is unique and gifted and needs to create an individual learning trajectory based on the principles of academic integrity: foreign and Ukrainian experience.

Key words: education, intellectual elite, Ukrainian nation, academic integrity, giftedness, development, child, foreign and domestic experience.

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Problem formulation. Formulation of the problem. Global competition for intellectual resources is growing, and so is the need for innovation and new information. Education and science are increasing their role in the development of society. For the Ukrainian education system, it is necessary to modernize both the economy and society, and Ukraine must become more competitive on the world market. The analysis of foreign sources provides grounds for asserting that the development of science, education and

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The purpose of the article is to determine the peculiarities of education of the intellectual elite of the nation based on the analysis of foreign and Ukrainian experience on the basis of academic integrity.

Analysis of current research. The study of the problem of child giftedness has a long history in our country. But the interest of domestic researchers in this problem was not stable. It was practically completely ignored at the end of the 30s of the 20th century. was replaced by a slowly growing interest during the second half of the 20th century. In Ukrainian science, the following studies are devoted to the problem of the development of gifted children: socio-pedagogical support of gifted children in the US school (I. Babenko [1]); theoretical-methodological foundations of implementation of competence-oriented education of gifted students within the scientific and pedagogical project "Intellect of Ukraine" (I. Havrish et al. [2]); pedagogical conditions for the socialization of dedicated students in the educational environment of ZZSO (N. Zavorodneya [4]); theoretical and methodological foundations of teaching gifted students in primary school (O. Kovalenko [6; 7]), etc.

The regulatory and legal acts of Ukraine and foreign countries state the importance and development of the education of gifted children: the Law of Ukraine on the Basic Principles of State Support of Gifted Children and Youth of Ukraine [5]; Law on education of gifted and gifted children and youth [10]; Convention on the Rights of the Child [11]; State and federal policy: gifted and talented youth [22], etc.

In the foreign studies of scientists, the issues of organizing the training of the national gifted elite in the following areas were revealed: peculiarities of the development of gifted children (G. Betts, M. Neihart

[9]); emotional and behavioral problems among intellectually gifted youth (A. Garland, E. Ziegler [11]); didactic guidelines for gifted and talented children were developed (J. Hodges, J. Tay, Y. Maeda, M. Gentry [12]); formation of the social status of gifted children in the Netherlands (L. Hogeveen, J. Hell, L. Verhoeven [13]); organization of the work of gifted children in full classes (K. Kearney [14]); prerequisites for identifying highly gifted children (H. Kelemen [15]); development of education for gifted children in 21 European countries (F. Monks, R. Pflüger [16]); study of education policy regarding gifted children within the paradigm of human rights (I. Ninkov [18]); prerequisites for the development of the education of gifted children in Turkey (E. Omeroglu, R. Sariyakaya, G. Daglioglu, E. Kilis Karmak, O. Bazit [19]); forms and methods of working with gifted children in Poland [20]; psychology and education of gifted children (J. Renzulli [21]). However, the issue of educating the intellectual elite of the nation on the basis of academic integrity (foreign and Ukrainian experience) is insufficiently covered in scientific literature.

The purpose of the article is to determine the peculiarities of education of the intellectual elite of the nation based on the analysis of foreign and Ukrainian experience on the basis of academic integrity.

Materials and methods: analysis of scientific literature (study of books, articles, monographs, scientific journals and other sources related to the education of the intellectual elite, academic integrity, foreign and Ukrainian experience); system analysis (study of the topic as a whole, taking into account the interrelationships between its various aspects); comparative-analytical method (comparison and analysis of foreign and Ukrainian experience of educating the intellectual elite on the basis of academic integrity).

Outline of the material and main results. It is advisable to analyze the essence of the concept of "giftedness" in the context of the essence of the concepts of "genius" and "talent". If we turn to the historical origins and use of the terms "genius", "talent", "giftedness", a number of interesting facts are revealed. The term "genius" was the first to be used in scientific circulation. It has been widely used by philosophers since antiquity. A genius is a person endowed with the spirit of God (from the Latin "genius" - spirit). At the same time, spirits ("daemons") were interpreted in ancient mythology as something in between gods and mortals, they had the power "to be interpreters and transmitters of human affairs to the gods, and divine affairs to people."

In the 18th century there is a process of demystifying genius as a divine force that comes from outside and controls a person. Since that time, "genius" has come to be understood as an internal, inherent creative ability of the soul.

In the 19th century the ultimate idea of genius as a higher creative ability is formed. It should be noted that these concepts gained such a rapid development in connection with the spread of individualism in the new European culture due to the Renaissance theory of the "deification" of man.

Simultaneously with the term "genius", the concept of "talent" (from the Greek *talanton*) appears in the philosophy of ancient culture. The essence of the concept of "talent" (from the Greek *talanton*) was called a large measure of gold [3]. Accordingly, "talent" began to denote a high degree of development of abilities for a certain type of activity, while "genius" began to mean the highest level of abilities. The attempt to find the origins of genius not in God's certainty, but in completely earthly phenomena - innate properties - is connected with a new stage of genius research, which introduces a new terminology into scientific circulation. Thus, the term "giftedness" is gradually replacing the concept of "genius" from the scientific lexicon. Genius, which is understood as the highest level of manifestation of talent, the creativity of which is epoch-making and goes far beyond human imagination, turns out to be practically inaccessible for scientific study.

In modern scientific literature, publications related to the study of genius are quite rare, there are literally a few of them (O. Kovalenko [6], N. Zavorodnia [4], etc.).

According to the generally accepted opinion, a gifted personality, talent, genius is the ascending ladder of a person's intellectual and creative development, a measure of evaluating his achievements. Ordinary consciousness is satisfied with their quantitative comparison.

Under conditions of simultaneous use, the terms "talented", "gifted" appear as a genus and species. Any gifted child is also talented, but not every talented child can be gifted. Some gifted children still need to reach the level of talent, and not all, unfortunately, are talented."

Characterizing a talented person, G. Betts, M. Neihart [9] note that such a person can only be one who has a very high degree of abilities for any activity (musical, artistic, literary, technical, sports), and these abilities have already managed

to be implemented in specific socially important products to a certain extent.

It should be noted that in foreign theory and practice, marking a talented child means his ability to learn faster and easier than his peers, as well as to be more creative and get excellent grades. On the other hand, the child's potential affects their interaction with the environment, including adults and children, and this will affect their school experience [16, p. 48-50].

On the conviction of H. Kelemen [15, p. 45], recognizing a child as «gifted» actually affects his further development. If a child can learn new information with greater ease than others, others will naturally notice this. And depending on how these children will be perceived by their parents, teachers, peers, the child's own life strategy depends.

Turning to reference literature, we define the essence of the concept of «ability»: 1) natural flair; 2) the opportunity to do something [3]. It is quite obvious that gifted children belong to the first interpretation of abilities, but the ideological atmosphere led to the fact that those who dealt with abilities in the second sense, that is, the formation of abilities, began to consider themselves representatives of a single scientific, naturally advanced psychology of abilities.

There is no single approach to defining the concept of «giftedness» in world opinion. Today there are more than a hundred definitions of this concept. Thus, according to the definitions of Turkish scientists [19, p. 20-23] the essence of the concept of «giftedness» is understood as a characteristic of the functional system of activity, its integrative property. In this regard, giftedness can be considered as a specific neoplasm that is formed in the process of a person mastering specific types of activities, as a systematic combination of motives, professionally important qualities of a person, abilities that depend on his success.

Different types of giftedness are distinguished in the psychological and pedagogical literature. The point of view of L. Hogeveen, J. Hell, L. Verhoeven [13] is interesting for our research: artistic-aesthetic, spiritual-value, intellectual, academic, etc.

Taking into account the peculiarities of the development of children of primary school age, scientists consider it expedient to focus attention on the development of general giftedness in primary school. General giftedness is understood as mental potential or intelligence, a holistic

individual characteristic of a person's cognitive abilities [7, p. 48].

Those children who, according to the assessment of experienced specialists, demonstrate high achievements due to outstanding abilities are called gifted. Their prospects are determined by the level of their achievements and potential opportunities in one or more areas: intellectual, academic achievements, creative and productive thinking, communication and leadership, artistic and psychomotor activity [12].

There are several models of giftedness. But we like J. Renzulli's model more. «Three-ring» model of giftedness by J. Renzulli, created on the basis of the study of gifted children and adults. It includes three components: intelligence above average, increased motivation and creativity [21].

F. Monks supplemented the above-mentioned model with a triangle (family, school, peers), removing the inner and outer rectangles present in it, which symbolize, respectively, «knowledge based on one's own experience» and a favorable environment [16].

Under intelligence, J. Renzulli understands the ability for consistent, purposeful logical thinking (here they mean such mental operations as analysis, synthesis, classification, categorization, etc.). The author believes that this model is convenient to use in practice when analyzing a child's giftedness.

In the education of gifted elementary school students, the following educational models have become most widespread: acceleration, deepening, enrichment, and problematization.

Let's describe them.

Acceleration model. This model makes it possible to take into account the needs and capabilities of a certain category of children, who are distinguished by an accelerated pace of development. But it should be used with extreme caution and only if it is impossible to implement other models due to the peculiarities of the individual development of a gifted child and the lack of necessary conditions for learning.

If accelerated learning (early school entry and/or skipping grades) is systematically applied, the inevitable result will be early school leaving, which can nullify all the advantages of promoting gifted students according to their increased cognitive abilities.

Deepening model. This model is effective for children who have a persistent cognitive interest in a certain field of knowledge or field of activity. In the process of its implementation, in-depth study of certain educational disciplines by gifted students is

envisaged. However, advanced training programs should be used with caution. It should be noted that programs built on the constant complexity and increase in the volume of educational material can cause overload and, as a result, physical and mental exhaustion of students.

Enrichment model. This model is focused on a qualitatively different content of education, going beyond the study of traditional topics, establishing connections with other topics, problems, and disciplines. Lessons are planned so that children have enough time for free, unregulated pursuit of their favorite activity, in accordance with the type of their giftedness. The enriched program also involves teaching children various methods of educational and cognitive activities, promotes the formation of such qualities as initiative, self-control, criticality, ensures individualization thanks to the use of a system of differentiated tasks. Such training can be carried out within the framework of innovative educational technologies, as well as thanks to the participation of students in research projects, special trainings, etc.

Foreign scientists such as H. Betts and M. Neihart [9] distinguish the following types of gifted children:

1. **Successful giftedness:** this type of gifted children listens carefully to their teachers and parents, has excellent grades, is responsible and seeks recognition. On the other hand, they are quite often bored at school, and they understand very quickly how they work. They make a lot of effort to achieve their goal. They meet the requirements, follow the instructions and are successful, although over time they lose interest in achieving their goals. That is, they are completely dependent on the recommendations of others, because they lack certain abilities necessary to build their independence and individuality. At the same time, they have a fairly high self-esteem because they continue to achieve success. They are often adored in various social groups. Often unaware of their shortcomings, they can be competent in adulthood. These gifted children cannot fully develop their own potential. They are adapted to exist in society, but not so much to changes in life, as they are characterized by their perfectionism, high productivity, acceptance by teachers and peers, avoiding risk, conformity and dependence.

2. **Autonomous giftedness:** This group includes children who solve problems in their chosen field by combining convergent and divergent thinking with

minimal guidance. Autonomous gifted children begin to learn gradually. Unlike successful gifted children, these children do not work for the system, but use it for self-improvement. With a positive self-image, they accept themselves and others because their needs are fully met and their activities and achievements receive the attention they deserve from their peers, teachers, and adults. They make their own rules and don't wait for others to inspire them to action. They are characterized by their well-developed social skills, intrinsic motivation, independence, integrity of character, creativity and interest.

3. Hidden talent: In this case, we are mainly discussing girls who hide their skills and abilities. These children are very motivated at the beginning of educational activities, when their education begins, they quickly change "drive" to a feeling of "anxiety". Their school performance may drop, and they look for alternative ways to meet their educational needs. In adult life, gifted children of this group face difficulties.

4. Lost Gifted: Lost gifted children represent the most difficult group at the moment because their behavior is often driven by anger, and this anger is the result of years of neglecting their own needs. They feel left out, which can lead to depression or a shift to resentment and defensive behavior. Their interests are quite often no longer connected with school, leaving their potential without support, school loses its meaning for them. In adult life, they need a person whom they can trust.

5. Dual giftedness: In this case, we are talking about children whose giftedness exists in combination with another trait that makes them unique, or perhaps a defect or disorder. Quite often not identified due to the lack of characteristic behavior, gifted children can have destructive behavior. They are embarrassed by their own inability to succeed in school, which can potentially lead to the fact that they exceed their own expectations, do not accept criticism [9].

Educating the nation's intellectual elite on the basis of academic integrity is an important task for any country that aspires to development and prosperity. Academic integrity is a set of principles and norms that regulate the behavior of scientists, teachers and students in the field of education and science. It includes such values as honesty, integrity, justice, responsibility and respect for others [17].

In many foreign countries, considerable attention is paid to the issue of academic integrity. For example, in the USA there are special bodies that investigate cases of academic integrity violations. The UK has a Code of Conduct for

Academics and a Code of Practice for Higher Education Institutions. These documents define basic principles of academic integrity and rules of conduct for academics and teachers.

Although the issue of academic integrity is receiving increasing attention, certain challenges still exist. One such challenge is that not all participants in the educational process are aware of the importance of academic integrity. In addition, there are certain difficulties with investigating and proving cases of violation of academic integrity.

In order to educate the nation's intellectual elite on the basis of academic integrity, it is necessary to:

1. To increase the level of awareness of the importance of academic integrity among the participants of the educational process;

2. To develop and implement effective mechanisms for the prevention and investigation of cases of violation of academic integrity;

3. To encourage a culture of academic integrity in educational and scientific institutions [17].

Education of the intellectual elite on the basis of academic integrity is a long-term process that requires the joint efforts of the state, educational and scientific institutions, as well as the participants of the educational process themselves.

Conclusions. Therefore, a thorough and comprehensive study of the essence of the concept of «giftedness», «intellectual giftedness» is possible only under the conditions of its analysis in the context of the terms «genius», «talent», «giftedness», «ability», as well as by analyzing the structure of existing models of giftedness and finding out the factors that influence the formation of this phenomenon.

Based on the analysis of Ukrainian and foreign scientists, we note that the theoretical aspects of the formation of giftedness in students, as the future elite of the Ukrainian nation, largely depends on the construction of educational programs and on the principles of academic integrity. Most educational programs do not meet the needs of gifted children, do not contribute to the disclosure of their uniqueness.

The research of Ukrainian and foreign scientists is summarized, a classification of types and types of giftedness is proposed (successful giftedness, autonomous giftedness, hidden giftedness, lost giftedness, and double giftedness). This classification aims to reveal giftedness by developing the individual needs of gifted children who should learn from professional teachers. Attention is drawn to the approach of teachers and parents to intellectually gifted children, who

instill confidence in the child and support him in choosing his own individual development trajectory. Generalized experience provides a basis for asserting that each child is unique and gifted and needs to create an individual learning trajectory based on the principles of academic integrity: foreign and Ukrainian experience.

We see the prospects for further research in conducting a comparative analysis of Ukrainian and foreign scientists in determining the ways of training a teacher who works with gifted children on the basis of academic integrity: foreign and Ukrainian experience.

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**ВИХОВАННЯ ІНТЕЛЕКТУАЛЬНОЇ ЕЛІТИ НАЦІЇ НА ЗАСАДАХ АКАДЕМІЧНОЇ ДОБРОЧЕСНОСТІ:
ЗАРУБІЖНИЙ ТА УКРАЇНСЬКИЙ ДОСВІД**

Постановка проблеми. Світова конкуренція за інтелектуальні ресурси зростають, а також зростає потреба в новаторстві та новій інформації. Освіта та наука збільшують свою роль у розвитку суспільства. Для української системи освіти необхідно модернізувати як економіку, так і суспільство, а Україна повинна стати більш конкурентоспроможною на світовому ринку. Аналіз зарубіжних джерел надає підстави стверджувати, що розвиток науки, освіти та суспільства в цілому залежить від академічної доброчесності, а успіх розвитку України залежить від формування інтелектуальної еліти на основі академічної доброчесності.

Увага вчених і практиків до проблеми навчання, виховання і розвитку обдарованих дітей зростає з року в рік. Це обумовлено великою кількістю наукових підходів до явища обдарованості, його багатогранності, складності і різноманітністю видів. Останнім часом у багатьох країнах склалися національні програми і концепції розвитку і підготовки обдарованих дітей. Посилення інтересу до світового досвіду, ретельний аналіз і узагальнення досягнень зарубіжних колег дозволяє нашим практикам йти власним шляхом та обирати траєкторію розвитку для кожної обдарованої дитини. Незважаючи на дискусійність багатьох аспектів проблеми дитячої обдарованості, науковими дослідженнями та педагогічною практикою доведено не лише сам факт існування індивідуальних розбіжностей у пізнавальній сфері, а й наявність істотних особливостей у творчому потенціалі дітей. Тому постає нагальна потреба у детальному аналізі зарубіжного та вітчизняного досвіду щодо виховання інтелектуальної еліти кожної нації на засадах академічної доброчесності.

Мета статті – на основі аналізу зарубіжного та українського досвіду, визначити особливості виховання інтелектуальної еліти нації на засадах академічної доброчесності.

Матеріали і методи: аналіз наукової літератури (вивчення книг, статей, монографій, наукових журналів та інших джерел, що стосуються виховання інтелектуальної еліти, академічної доброчесності, зарубіжного та українського досвіду); системний аналіз (дослідження теми в цілому, з урахуванням взаємозв'язків між різними її аспектами); порівняльно-аналітичний метод (порівняння та аналіз зарубіжного та українського досвіду виховання інтелектуальної еліти на засадах академічної доброчесності).

Результати дослідження. На основі проведеного аналізу наукових джерел досліджено розвиток понять: «Геній» – це найдавніше з основних понять, яке було використано ще в античності; «Талант» з'явилося в античній культурі пізніше; новий термін «обдарованість» поступово витіснив старий термін «геніальність» з наукового лексикону. Встановлено в процесі дослідження відмінність між поняттями: «Геніальність» – це найвищий рівень творчості, епохальна творчість; «Талант» – це високий рівень розвитку здібностей у певній діяльності; «Обдарованість» – це більш широкий термін, який охоплює різні рівні розвитку здібностей.

Авторами запропоновано, на основі українського та зарубіжного досвіду, теорії та моделі обдарованості:

1. Модель Дж. Рензулі, яка складається з трьох елементів: вищого рівня інтелекту, посиленої мотивації та творчості.

2. Моделі навчання обдарованих дітей: модель прискорення, модель поглиблення, модель збагачення та модель проблематизації.

Схарактеризовано п'ять типів обдарованих дітей за Г. Беттсом та М. Нейхартом: успішні, автономні, приховані, загублені та подвійні обдаровані.

Доведено, що завдання аналізу суті поняття «обдарованість» є складним і потребує врахування багатьох факторів, а теоретичні аспекти формування обдарованості в учнів, як майбутньої еліти української нації, в значній мірі залежить від побудови освітніх програм та на засадах академічної доброчесності. Проведено огляд багатьох аспектів цієї теми, який може бути корисним для педагогів, психологів та інших фахівців, які працюють з дітьми з особливими здібностями на засадах академічної доброчесності.

Висновки. *Отже, ґрунтовне і всебічне дослідження сутності поняття «обдарованість», «інтелектуальна обдарованість» є можливим лише за умов його аналізу у контексті термінів «геній», «талант», «задатки», «здібність», а також шляхом аналізу структури існуючих моделей обдарованості та з'ясування факторів, які впливають на формування даного феномену.*

На основі проведеного аналізу українських та зарубіжних учених, зазначимо, що теоретичні аспекти формування обдарованості в учнів, як майбутньої еліти української нації, в значній мірі залежить від побудови освітніх програм та на засадах академічної доброчесності. Більшість освітніх програм не задовольняють потреб обдарованих дітей, не сприяють розкриттю їхньої унікальності.

Прорезюмовано дослідження українських та зарубіжних учених, запропоновано класифікацію видів та типів обдарованості (успішна обдарованість, автономна обдарованість, прихована обдарованість, загублена обдарованість та подвійна обдарованість). Дана класифікація має на меті розкриття обдарованості шляхом розвитку індивідуальних потреб обдарованих дітей, які мають вчитися у вчителів-професіоналів. Звернено увагу про підхід вчителів та батьків до інтелектуально обдарованих дітей, які вселяють впевненість у дитину та підтримують її у виборі власної індивідуальної траєкторії розвитку. Узагальнений досвід надає підставити стверджувати, що кожна дитина є унікальною та обдарованою й потребує створення індивідуальної траєкторії навчання на засадах академічної доброчесності: зарубіжний та український досвід.

Ключові слова: виховання, інтелектуальна еліта, українська нація, академічна доброчесність, обдарованість, розвиток, дитина, зарубіжний та вітчизняний досвід.

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