

international legislation and the current reform state in our country on the basis of the comparative analysis.

The paper uses theoretical analysis and generalization, systematization of scientific sources, as well as a comparative analysis of the professional training process of penitentiaries.

Particularly interesting for Ukraine is the experience of the system implementation of professional training in the USA, since the penitentiary system of this country is the oldest in the aspect of historical formation, multidisciplinary and multifunctional, which is reflected in the specifics of officers' training in different states of the country. According to many researchers, formation and development of the penitentiary system in the world, namely, in the United States a significant contribution to the idea and development of the theory and management of this system was made.

The author gives the structural components description of the penitentiary system of the United States, since it is the structural-organizational characteristics that influence the process and content of the personnel training of the penitentiary system. Also, the comparisons of training programs of officers and personnel of the US and Ukrainian penitentiary system were made with some similar elements and significant differences in the system of training and formation of professional competencies of penitentiary officers in both countries.

The results of the study are presented in the comparative tables, and the conclusions drawn from the experience of training officers in the United States will be used in further scientific research to build a universal model for the future penitentiary officers training in Ukraine.

Key words: *penitentiary system, professional training, competence, professional competence, training program, education levels, forms of training, professional development, advanced training.*

UDC 376-056.45(73+71+410)(043.3)

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DOI 10.24139/2312-5993/2019.04/151-163

METHODOLOGICAL MODEL OF COMPARATIVE RESEARCH IN GIFTED EDUCATION IN THE USA, CANADA AND THE UK

The aim of the article is to develop and theoretically substantiate a methodological model of comparative research in gifted education in the USA, Canada and the UK. The integrity of consideration of the phenomenon under study has been ensured by application of such methodological approaches as systems-synergetic, personality-oriented, cultural and comparative. Methodological model consists of target, theoretical-methodological, contextual, organizational-methodological, professional-pedagogical, resultative-prognostic units, in which knowledge gained through realization of the tasks of each previous unit, is the basis for the study in the following one.

Key words: *gifted education, comparative research, methodological model, USA, Canada, UK.*

Introduction. Comparative education as an independent and highly developed branch of scientific knowledge has a significant impact on formation of a global educational space, promotion of the dialogue of cultures and development of the educational policy of the national and supranational levels. Extremely intensively comparative education develops in the post-Soviet countries, where gaining independence opened wide opportunities to study foreign experience through broad access to relevant information resources and international programs of academic and scientific cooperation.

It is indisputable that in recent years comparative education in Ukraine has undergone significant methodological transformations. Such changes, according to L. Vakhovskiy's remark, can be called the transition from the "borrowing methodology", which means studying educational ideas and experience of one country, followed by development of recommendations for their use, to the "integration methodology", which focuses not on the individual countries, but on the study of general tendencies in order to help one or another country find its place in the global educational space (*Comparative Education Research*).

Analysis of relevant research. Despite significant achievements (concepts, author's models, approaches) of domestic comparativists (N. Avsheniuk, M. Chepil, T. Koshmanova, N. Lavrychenko, O. Lokshyna, O. Matviienko, N. Mukan, H. Nikolai, O. Ohienko, O. Pershukova, L. Pukhovska, A. Sbruieva, O. Sukhomlynska, O. Ustymenko-Kosorych, O. Zabolotna, et al.), the issue of the methodology of comparative education remains relevant. The global changes in the educational field require constant revision of the methodological principles of scientific research, which confirms the position of leading foreign theorists of comparative education (Arnové, 1980; Bereday, 1964; Bray & Thomas, 1995; Eckstein, 1983; Epstein, 1983; Kandel, 1933; Cowen, 2000; Kubow & Fossum, 2007; Noah & Eckstein, 1998; Picciano, 2004; Phillips & Schweisfurth, 2006; Holmes, 1982 and others) on the need to develop a separate methodological model for each study according to its specificity.

The aim of our study is to develop and theoretically substantiate a methodological model of comparative research in gifted education in the USA, Canada and the UK.

In order to achieve the goal the following **research methods** have been used: analysis, synthesis, comparison, generalization, concretization, classification, systematization – to study the sources on GT education and divide them according to their direction; method of modeling – allowed to develop a methodological model of comparative-pedagogical study of gifted education in the USA, Canada and the UK.

Research results. The integrity of consideration of the phenomenon under study is ensured by application of the methodological approaches, in particular systems-synergetic, personality-oriented, cultural and comparative.

A systems-synergetic approach provides a structural-logical analysis of GT education development in the USA, Canada and the UK and enables its consideration as a sociocultural phenomenon, as a multifunctional, nonlinear, complex, adaptive, dynamic system of interconnected elements capable of self-organization and self-development. Its strategic goal is to create conditions for the disclosure of GT students' potential in accordance with their interests and needs; raising a new generation of citizens capable of innovation and adopting non-standard solutions in conditions of rapid change.

Conceptual-methodological novelty of the ideas of the systems-synergetic approach (Antonova, 2015; Boulding, 1956; Ashby, 1958; Kochubei, 2005; Kremen, 2012; Laszlo, 1996; Meadows, 2008; Bertalanffy, 1956; Prigogine, 1999; Haken, 1983; Holland, 1999; Chekland, 1997; Sterman, 1994, et al.) is related to recognition of the ability of different systems to self-development not only through attraction of energy, matter and information from the outside, but also primarily through the use of internal opportunities. According to H. Haken, the properties of self-organization show objects of the most diverse nature. In turn, the processes of self-organization are conditioned by restructuring of existing and formation of new relationships between elements of the system. The decisive feature of self-organization processes is their purposeful but at the same time natural, spontaneous character: the processes that take place in interaction with the environment are at some extent autonomous, relatively independent of environmental influences (Haken, 1983).

Taking into account the fact that in order to characterize a synergetically organized system it is important to consider not only its internal structural-qualitative connections and values, but also the whole complex of its relations with the environment, in interaction with which the system identifies and implements its immanent qualities, we considered GT education in the USA, Canada and the UK in its relationship with a number of external factors – political, socio-economic, cultural, etc. At the same time, we took into account the fact that any holistic system is in a state of constant development and self-improvement, and each element of the system, which includes at least two subjects of interaction, can be considered both as an independent integrity, and as a self-sufficient component of another level of systemic connections and mediations of both lower and higher order.

Knowledge of the laws of self-organization, obtained on the basis of representations of the systems-synergetic approach, allowed to model a comparative-pedagogical study of gifted education in the USA, Canada and the UK in the unity of all its elements and, on the basis of the outlined positive conceptual ideas of foreign experience, to predict possible ways of developing GT education in Ukraine (Fig. 1).

A personality-oriented approach to the study of GT education in the USA, Canada, and the UK allows focusing on the personality of a gifted student, his identity and self-worth. The urgency of application of a personality-oriented approach in our study is determined by the necessity of forming in gifted children and youth such individual qualities, which give them the opportunity not only to lose their identity in a rapidly changing society, but also to win in a competitive struggle in the labor market.

Modern researchers (Bekh, 2003; Barraket, 2005; Brackenbury, 2012; Weimer, 2002; Hill, 1994; E. Johnson, 2013; Johnson, 2004; Jones, 2007; Kain, 2003; Cornelius-White, 2007; McCombs & Whisler, 1997; Mascolo, 2009; Pillay, 2002; Robinson, 2011, et al.) state transition of the educational systems of developed countries to personality oriented paradigm aimed at satisfying the educational needs of all schoolchildren. In particular, B. McCombs & J. Whisler singled out the following peculiarities of the personality-oriented approach in education: focusing on the student's personality (his/her heredity, experience, developmental perspectives, social status, talents, interests, abilities and needs) and learning process (finding the most effective methods of training aimed at increasing motivation and improving the quality of education for each student) (McCombs & Whisler, 1997, p. 11).

Considering the theoretical foundations of GT education in the USA, Canada, and the UK through the prism of a personality-oriented approach enables deeper study of the concepts of giftedness that reveal the nature of the outstanding abilities and trends in development of a gifted personality in the modern world from the philosophical, psychological, pedagogical and neuro-biological positions. Revealing of organizational-methodological foundations from the standpoint of a personality-oriented approach allows us to determine the most suitable for disclosure of the potential of a gifted personality forms and methods of pedagogical support in the studied countries, while the study of a professional-pedagogical dimension on the basis of this approach enables to find out the effectiveness of teachers' training for providing educational services to gifted children and youth effectively, taking into account their individual abilities and needs.

A cultural approach in our study focuses on understanding of educational traditions in conditions of other cultures, values and mentality. Interpretation of culture, according to Canadian scientist V. Masemann (Masemann, 2013), as a phenomenon, which is associated with all the aspects of life (people's ideas, their relationships with each other, with families, with social institutions, with the language they communicate, with their own physical environment and technologies used in society), covering mental, social, linguistic and physical forms, allows us to find out the origins and genesis of gifted students in the USA, Canada, and the UK in the twentieth century.

Implementation of comparative-pedagogical research on the basis of the cultural approach (Banks, 2006; Bennett, 2004; Wagner, 1981; Held, 2002; Allan, 2003; Ziaziun, 2006; Kember & Gow, 1989; Crossley, 2008; Masemann, 2013; Nikolai, 2013; Rizvi, 2005; Williams, 1985; Hofstede, 2001, et al.) provides for the definition of a cultural context that determines functioning of a particular education system.

It should be noted that foreign scholars ambiguously interpret the essence of the cultural context in comparative studies. In particular, M. Hammersley attempts to find out: whether context is manifested or constructed; if the context is constructed – is it done by the participants or analysts themselves?" (Hammersley, 2006). The supporters of the ethnographic approach argue that the cultural context "is created by the people being studied, and therefore the analyst must explore and reflect the context created in the process of social interaction, and any attempt by researchers to impose their analytical constructions with the cultural meanings created by a group of people, which are being studied, will be an act of symbolic violence" (Hammersley, 2006, p. 6). From the point of view of anthropology, for the study of other cultures, the researcher uses his own culture (Wagner, 1981), while phenomenology involves understanding the world through perception and experience of other people (Hofstede, 2001).

In our opinion, identifying the broad context of comparative-pedagogical research, it is important to find optimal correlation of the national and global cultural contexts of the phenomenon under study. Consequently, a cultural approach involves taking into account in the study the influence of globalization processes, as a result of which geographic restrictions disappear in determining the nature of economic, political, social and cultural interactions. Of particular interest are three processes that, according to M. Mason, are associated with globalization: 1) national cultural identities express themselves, but are weaker; 2) local and specific identities are amplified as a

result of resistance of globalization process; 3) new hybrid identities are becoming increasingly visible against the backdrop of the national cultural identities (Mason, 2015). Awareness of the influence of globalization processes on the development of GT education has allowed exploring the processes of international cooperation and the role of international organizations in the education of gifted children and youth.

A comparative approach involves finding out the elements of common and special in the phenomenon of GT education in each of the studied countries, the study of causal relationships – explaining dynamics of changes in development of the national system of GT education, substantiation of organizational-methodological foundations of GT education in the USA, Canada and the UK, highlighting peculiarities of training future GT teachers in higher education institutions in the countries under study and continuing professional development of GT teachers.

Implementation of a comparative approach (Arnove, 1980; Altbach, 1991; Bereday, 1964; Boichenko, 2018; Bray & Thomas, 1995; Bray, 2002; Broadfoot, 2000; Hebert, 2012; Eckstein, 1983; Epstein, 1992; Zabolotna, 2015; Kandel, 1933; Cowen, 2000; Kubow & Fossum, 2007; Lavrychenko, 2015; Lokshyna, 2015; Noah & Eckstein, 1998; Picciano, 2004; Sbruieva, 2015; Phillips & Schweisfurth, 2006; Holmes, 1982; Chou, 2014, et al.) in the study of GT education provides for the definition of a comparative strategy covering basic approaches (quantitative/qualitative), the number of countries, methods, levels and criteria.

The integration processes taking place in the world and European educational space predetermine the need to take into account the dialectics of general civilization and national-cultural goals and values, actualize relationships between educational systems through enrichment and replenishment of their own experiences with the ideas of countries with greater experience in this field. At the same time, we agree with the opinion of researchers led by D. Raffe that educational policy-makers should be cautious in trying to model their education systems on international examples, since “each society has clear and unambiguous boundaries of education systems that coincide with economic, social and political institutions that provide their social context” (Raffe et al., 1999, p. 19). That is why we insist on the *creative* use of the progressive conceptual ideas of the US, Canadian, and UK educational experience that can positively influence development of domestic secondary education in general and GT education in particular.

The logic of our study is based on the comparison of GT education models in the USA, Canada and the UK based on their common features. This

approach, in spite of some national peculiarities, makes it possible to identify general features, existing in GT education of the studied countries.

Application of a complex of methodological approaches (systems-synergetic, personality-oriented, cultural, comparative) is explained by the interdisciplinary nature of the study of the theoretical and methodological foundations of GT education in the USA, Canada, and the UK and focusing on the philosophical, historical-pedagogical, pedagogical, psychological, sociological, genetic, physiological aspects of the problem, as well as the condition for obtaining objective data and formulating correct conclusions.

Our study is based on a qualitative approach that allows finding out the essence of GT education in the USA, Canada and the UK as a pedagogical phenomenon at different levels of education system functioning and from different positions. By developing a methodological model of qualitative comparative-pedagogical research, we were guided by A. Picciano's statement that, unlike quantitative, qualitative studies are based on "meaning, concept, context, description and environment" (Picciano, 2004, p. 32) and aimed at revealing the essence of the phenomena under study. Within the framework of a qualitative approach, scientists act as tools for data collection. Unlike quantitative methodology aimed at finding common laws, a qualitative approach sometimes denies that such laws exist. As J. Greene notes, a qualitative approach is not limited to a set of variables that form an interest in quantitative research, but is more integral and naturalistic, and considers social objects in a holistic way, at different levels and from different points of view (Greene, 2007).

A. Bryman, in turn, notes that qualitative research is characterized by openness and flexibility. Opening, formulation and verification of the basic theoretical positions are carried out simultaneously with the process of data collection and analysis. Presenting results, researchers, who prefer a qualitative approach, offer varied, deep, detailed descriptions, rather than simply explain statistical relationships between well-defined and measured concepts. At the same time, adherents of qualitative research go beyond pure description and analyze, interpret and explain complex situations and phenomena (Bryman, 1988).

In order to realize the tasks of comparative-pedagogical research, an author's methodological model is used, according to which an analysis of the theoretical and methodological foundations of GT education in the USA, Canada and the UK is carried out. The proposed model is based on theoretical (philosophy, pedagogy, psychology, sociology, physiology) generalizations and takes into account the political and socio-economic conditions on the background of which develops GT education in the studied countries (Fig. 1.1).

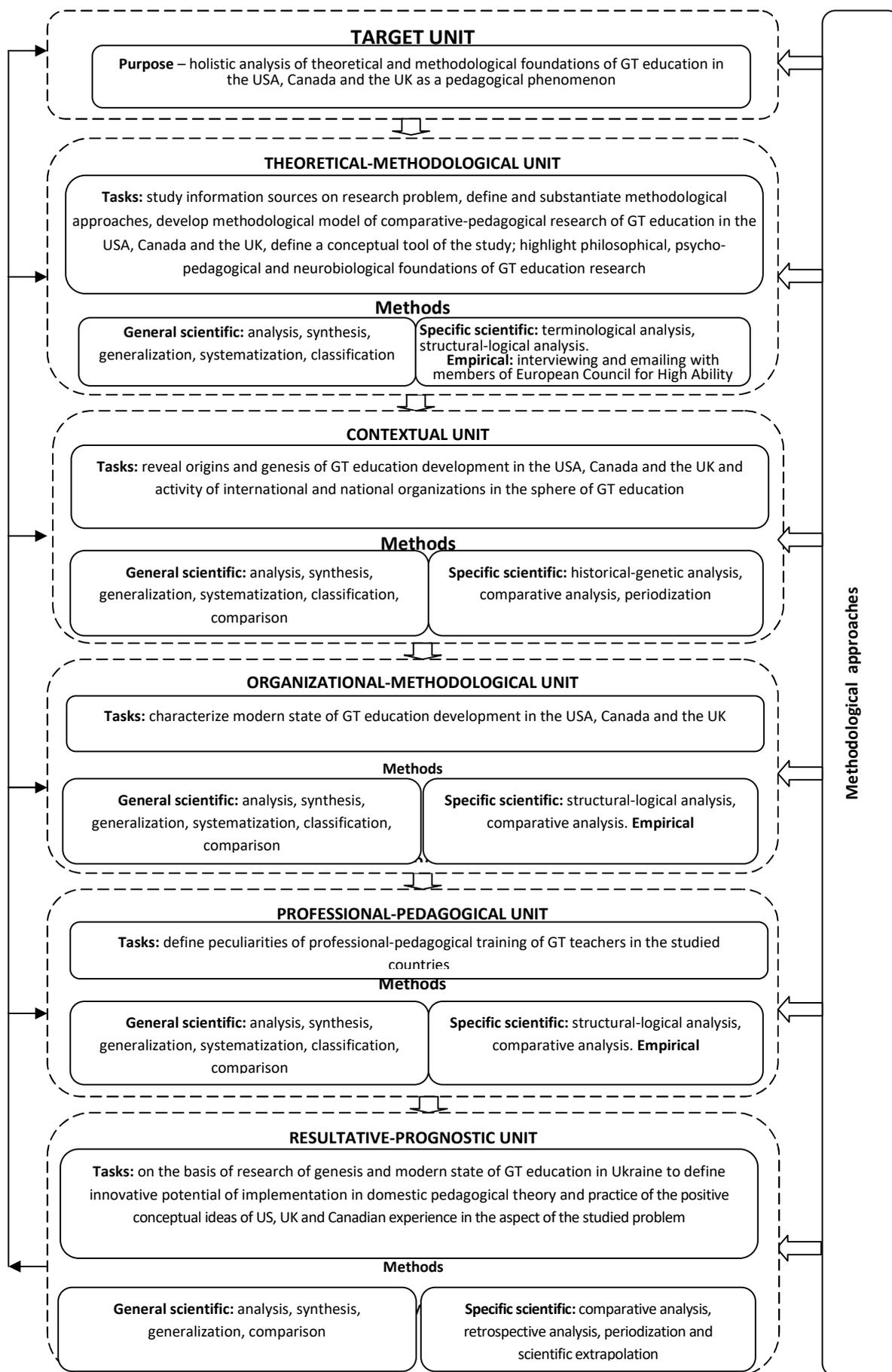


Fig. 1. Methodological model of comparative research in GT education in the USA, Canada and the UK

In the methodological model of our research we distinguish six units (target, theoretical-methodological, contextual, organizational-methodological, professional-pedagogical, resultative-prognostic), in which knowledge gained through realization of the tasks of each previous unit, is the basis for the study in the following one.

In their totality, isolated units form the structure of the conceptual and theoretical components of research and their practical implementation.

Within the *target unit*, the purpose of the study is defined – a holistic analysis of the theoretical and methodological foundations of GT education in the USA, Canada and the UK as a pedagogical phenomenon. The stated objective is consistently realized in the tasks defined in the following units.

The tasks of the *theoretical-methodological unit* envisaged the study of the information sources on the problem under investigation, definition and substantiation of methodological approaches, development of a methodological model of comparative-pedagogical study of GT education in the USA, Canada and the UK, definition of a conceptual tool of the study; definition of philosophical, psychological-pedagogical and neurobiological foundations of GT education research.

In order to accomplish these tasks, the following general scientific methods were used: analysis, synthesis, generalization, systematization and classification with the aim of studying sources on the research problem, division of an array of information in the direction of scientific research.

We have used such specific scientific methods as terminological analysis, which made it possible to find out the essence of the fundamental concepts of the research, to fix the series of their English equivalents and interpretations; structural-logical analysis, which made it possible to outline dimensions in consideration of the problem of GT education.

With the help of empirical methods (document analysis, interviewing and e-mailing), the specifics of the educational process in the USA, Canada, and the UK in general secondary education were identified based on modern concepts of giftedness, which are mostly practical in nature.

In order to outline the problem field of the study, we have searched and analyzed scientific sources on the problem of GT education in the United States, Canada and the UK in international and national electronic libraries and databases (Encyclopaedia Britannica (<https://www.britannica.com/>), ERIC (<https://eric.ed.gov/>), Google Scholar (<https://scholar.google.com/>), Research Gate (<https://www.researchgate.net/>), Scribd (<https://scribd.com/>) та SCOPUS (<https://www.elsevier.com/solutions/scopus>)), Electronic catalog of Vernadsky

National Library of Ukraine (http://irbis-nbuv.gov.ua/cgi-bin/irbis64r_81/cgiirbis_64.exe), Electronic Library of the Gifted Child Institute (http://biblos.iod.gov.ua/catalog.php?cat_id=13) and so on.

In addition to the automatic search in the above mentioned databases, we have searched for the articles on the research problem in such specialized scientific journals as Gifted child today, Gifted and Talented International, Journal of creative behavior, Journal for the Education of the Gifted, Educating Able Children, High ability studies, Talent development and excellence, Gifted Child Quarterly, High Ability Studies. The choice of scientific journals for a more detailed analysis was due to the largest number of automatic search results. The selection of scientific sources for the given work was carried out on the basis of analysis of titles, key words and annotations, which envisaged the search for an optimal combination of key concepts of research (giftedness, talent, gifted education, gifted and talented education).

The tasks of the *contextual unit* were to reveal the origins and genesis of GT education in the USA, Canada, and the UK and to highlight the activities of international and national organizations in the field of GT education. For this purpose, we have applied such general scientific methods as analysis, synthesis, generalization, comparison, systematization, classification, which made it possible to establish from a set of features and characteristics common and distinctive features of GT education in the USA, Canada, and the UK.

Within the contextual unit we have used such specific scientific methods: historical-genetic analysis – to identify the origins of GT education in the USA, Canada, and the UK; periodization method that allowed to consider GT education phenomenon in the USA, Canada, and the UK in the temporal continuum of the historical process and to distinguish five chronologically sequential stages that differ in essential features; comparative analysis covering a set of research tools aimed at identifying common and distinctive features in comparable pedagogical objects.

Within the *organizational-methodological unit* it was envisaged to characterize the current state of GT education in the USA, Canada, and the UK.

For this purpose, a complex of general scientific (analysis, synthesis, generalization, comparison, systematization, classification), specific scientific (structural-logical analysis, comparative analysis) and empirical (analysis of documents, interviews and electronic correspondence) methods was used that allowed to consider GT education in the USA, Canada, and the UK as a coherent phenomenon, to study its structural components in these countries, the nature of internal ties and mechanisms for its functioning.

The tasks of the *professional-pedagogical unit* were to determine the peculiarities of professional-pedagogical training of GT teachers in the studied countries.

With the help of such general scientific methods as analysis, synthesis, generalization, comparison, systematization and classification, the components of professional competence of the GT teacher in the USA, Canada and the UK, who provides high-quality educational services to students, are distinguished and characterized.

Specific scientific methods (structural-logical analysis, comparative analysis) allowed distinguishing between the structure and content of organization of professional training and continuous professional development of GT teachers in the studied countries.

The use of such empirical methods as interviewing and e-mailing enabled us to understand better the national cultural context of GT teachers' training in the USA, Canada and the UK.

Solving the tasks within the *resultative-prognostic unit* provided for identification of the innovative potential of applying in the national pedagogical theory and practice of the progressive experience of the USA, Canada and the UK in the aspect of the problem under investigation, on the basis of a phased implementation of a series of steps covering: 1) generalization and systematization of the research results; 2) adjusting and deepening preliminary conclusions; 3) definition of positive conceptual ideas of foreign experience that can be implemented in national theory and practice of GT education; 4) developing a model for GT education development in Ukraine based on creative use of the innovative potential of positive American, Canadian and British experience; 5) prediction of new directions for further study of the problem.

The use of general scientific methods (analysis, synthesis, generalization, comparison) made it possible to test the assumptions formulated in the research process and to correct the conclusions.

The following specific scientific methods were used in the study: retrospective analysis allowed to establish a number of external and internal factors that had determined GT education development in Ukraine and its intrinsic characteristics; periodization method made it possible to distinguish five chronologically sequential stages of GT education development in Ukraine, which differ in essential features; comparative analysis and scientific extrapolation of American, Canadian and British experience into Ukrainian realities allowed us to identify the prospects for its use in the practice of GT education in Ukraine and to structure the formulated recommendations according to aspects (normative,

legal, procedural, organizational-pedagogical, methodological, professional-pedagogical) and levels (national, local, institutional), which makes it possible to systematically cover problematic issues.

Conclusions and prospects for further research. Thus, implementation of the developed conceptual model as a framework makes it possible to compare general, regional and specific educational phenomena, allows to describe and analyze the facts, to define and characterize trends and perspectives of the entire system.

Taking into account the fact that the countries under study have a common historical and socio-cultural heritage and at the same time make efforts to preserve the best national traditions, the purpose of our study is to identify and synthesize positive conceptual ideas of GT education experience that are common to the countries under study for their creative implementation in the conditions of the New Ukrainian School.

Further studies will be directed at revealing positive conceptual ideas of GT education of the EU countries.

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РЕЗЮМЕ

Бойченко Марина, Сбруева Алина. Методологическая модель сравнительного исследования образования одаренных в США, Канаде и Великобритании.

Целью статьи является разработка и теоретическое обоснование методологической модели сравнительного исследования образования одаренных в США, Канаде и Великобритании. Целостность рассмотрения изучаемого явления обеспечивалась применением таких методологических подходов, как системно-синергетический, личностно-ориентированный, культурный и сравнительный. Методологическая модель состоит из целевого, теоретико-методологического, контекстуального, организационно-методического, профессионально-педагогического, результативно-прогностического блоков, в которых знания, полученные в результате реализации задач каждой предыдущей единицы, являются основой для изучения в следующей.

Ключевые слова: образование одаренных, сравнительное исследование, методологическая модель, США, Канада, Великобритания.

АНОТАЦІЯ

Бойченко Марина, Сбруєва Аліна. Методологічна модель порівняльного дослідження освіти обдарованих у США, Канаді та Великій Британії.

Метою статті є розробка й теоретичне обґрунтування методологічної моделі порівняльного дослідження освіти обдарованих у США, Канаді та Великій Британії. Цілісність розгляду досліджуваного явища забезпечено застосуванням таких методологічних підходів, як системно-синергетичний, особистісно-орієнтований, культурний і порівняльний. Системно-синергетичний підхід забезпечує здійснення структурно-логічного аналізу розвитку ОТ освіти у США, Канаді та Великій Британії й уможливорює її розгляд як соціокультурного феномену, як багатофункціональної, нелінійної, складної, адаптивної, динамічної системи взаємопов'язаних та взаємодіючих елементів, здатної до самоорганізації й саморозвитку. Особистісно-орієнтований підхід у дослідженні ОТ освіти у США, Канаді та Великій Британії дозволяє сфокусуватися на особистості обдарованого школяра, його самобутності та самоцінності. Культурологічний підхід забезпечує спрямованість дослідження на розуміння освітніх традицій в умовах інших культур, цінностей і менталітету. Порівняльний підхід передбачає з'ясування елементів спільного й особливого у феномені освіти обдарованих школярів у кожній із досліджуваних країн, вивчення причинно-наслідкових зв'язків для пояснення динаміки змін у розвитку національної системи ОТ освіти, обґрунтування організаційно-методичних засад освіти обдарованих школярів у США, Канаді та Великій Британії, висвітлення особливостей підготовки майбутніх учителів до роботи з обдарованими школярами в закладах вищої освіти досліджуваних країн та безперервного професійного розвитку ОТ учителів.

Методологічна модель складається з цільового, теоретико-методологічного, контекстуального, організаційно-методичного, професійно-педагогічного, результативно-прогностичного блоків, у яких знання, отримані в результаті реалізації завдань кожного попереднього блоку, є основою для вивчення в наступному. У своїй сукупності виокремлені блоки утворюють структуру концептуально-теоретичних компонентів дослідження та їх практичного втілення.

Ключові слова: освіта обдарованих, порівняльне дослідження, методологічна модель, США, Канада, Велика Британія.