SECTION 4
SPECIAL AND BRANCH SOCIOLOGIES

ARTISTIC GIFTS DIAGNOSIS OF EARLY EDUCATION STUDENTS IN POLAND, SLOVENIA, SLOVAKIA AND UKRAINE

Teresa Giza,
Andrzej Frycz Modrzewski Krakow University
Poland

The aim of the article is to present the conclusions of an international comparative study on recognition of artistic gifts of students in early school age. The research was carried out under the project Science-Art-Education. Development and popularization of an innovative model of diagnosis, care and work with an artistically gifted pupil. The project has been financed from the funds of the Małopolskie Regional Operational Programme and it realises action 8.2. Building the position of Małopolska in European co-operation networks. The project was implemented in Andrzej Frycz Modrzewski Krakow University (AFM KU) in Poland in 2010–2013 by an interdisciplinary team of researchers, educational practitioners and students.

The starting point for Science-Arts-Education was to draw attention to the lack of support in the educational process of artistic gifts, including deficits in recognizing of talents, as well as developing innovations. Analysis of the experience of the partner countries allowed to recommend the following diagnostic tools, used by teachers in Slovenia and Ukraine, to Polish early education teachers:

– Scales of Pupils Talent OLNAD07 used in the school diagnosis by teachers in Slovenia in relation to students from grade 4 of primary school.

– Talent Map was developed by Aleksander I. Savenkov based on the concept by R. DeHaan and J. Kough.

– Non-verbal test of creative thinking Unconventional Use developed by Elena N. Scheblanova and Irina S. Avierina was designed to test students from 10–11 years to 17–18 years.

To conclude by, author determines changes in the area of work with gifted students, which have brought Poland closer to Slovenian model: good law regulations, early identification, inclusivity, teachers' collaboration with specialists and individual programs supporting the talented.