

## TEACHER PREPARATION FOR GIFTED CHILDREN IN INCLUSIVE EDUCATION SETTINGS

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*Abstract.* The article examines the issues of preparing future teachers for professional work with gifted children in the context of inclusive education. The study is based on the regulatory framework of the Republic of Kazakhstan, scientific works of domestic and foreign scholars, as well as practical materials of educational organizations implementing inclusion programs. The methodological toolkit includes theoretical analysis, comparative method, content analysis, pedagogical modeling, and generalization of pedagogical experience. The research highlights three stages: analytical (study of normative documents and scientific sources), diagnostic (determining the level of readiness of future teachers to work with gifted children), and design (development of recommendations and a model for teacher training). Special attention is paid to the relationship between inclusive education and the psychology of giftedness. It is emphasized that inclusion is not only a methodology but also a philosophy that ensures equal access to quality education and fosters values of humanism and respect for diversity. Giftedness in preschool age is considered as a special potential of the child, manifested in cognitive activity, curiosity, developed imagination, and non-standard thinking. The results of the analysis of works by B.M. Teplov, A.I. Savenkov, A.A. Loseva, D.S. Renzulli, as well as definitions of inclusive education proposed by UNESCO, M.I. Skorokhod, S.V. Chebrovskaya, T. Booth, and M. Ainscow, confirm the need for a comprehensive approach to teacher training. It is concluded that effective preparation of future teachers for working with gifted children in inclusive settings requires a combination of professional competencies, psychological and pedagogical knowledge, methodological skills, and value orientations aimed at accepting diversity and supporting the individual development of each child.

**Keywords:** giftedness, inclusive education, teacher training, preschool age, psychology of giftedness, pedagogical modeling.

### Introduction

Inclusive education is not merely a placement arrangement; it is conceptualized as a system-strengthening process to reach all learners and reduce exclusion by increasing participation in learning, cultures, and communities. UNESCO emphasizes that inclusive education spans curricula, pedagogy, and teaching and aims to identify and remove barriers to education across diverse learner characteristics. These definitions imply that teacher preparation must equip candidates to design learning environments and instruction that address variability proactively rather than reactively.

Modern education strives to provide equal conditions for all learners – from preschool children with special educational needs to talented primary school students. Within the framework of the inclusive approach, future teachers must be prepared not only to interact with different categories of children but also to create an atmosphere in which gifted students can develop their abilities while maintaining a sense of unity with the collective.

The modern education system of the Republic of Kazakhstan is oriented toward ensuring equal opportunities for all learners, including preschool children with special educational needs and gifted primary school students. In the context of inclusive education, special importance is attached to the preparation of future teachers who are capable of working with diverse groups of children and creating an educational environment where each child can realize their potential while preserving a sense of belonging to the community.

The need to develop inclusive practices is enshrined in a number of normative documents. For example, the Concept of Inclusive Policy of the Republic of Kazakhstan for 2025–2030 defines strategic guidelines for creating conditions for equal access to quality education and social integration of children with special educational needs [1]. An important role is also played by the legal framework of special and inclusive education, which includes the Law on the Rights of the

Child [2], the Law on the Status of the Teacher [3], as well as amendments to legislative acts on inclusive education. These documents establish the principles of equality, accessibility, and humanization of the educational process.

Giftedness is a matter of understanding human nature, and talent is connected to that nature; its development requires upbringing and labor. Gifted children quickly master the school curriculum and possess heightened intelligence and perceptiveness. It has been observed that the abilities of gifted individuals reach a peak, at which point their consciousness becomes sharper, more distinct, and their attentiveness increases even further.

Of course, a person is born with unique inclinations and natural qualities. Yet, we believe that it is organized teaching and the process of upbringing that nurture and develop the child's innate abilities and natural traits.

In addition, the legal basis of inclusive education emphasizes the need to create optimal conditions for creative development, self-education, and professional self-determination of all children, including those who face learning difficulties or have limited developmental opportunities [4]. Thus, normative acts form the foundation for the practical implementation of the ideas of inclusion and set guidelines for the preparation of teachers capable of supporting both children with special educational needs and gifted students.

Taken together, these provisions determine the relevance of studying the preparation of future teachers for work in an inclusive educational environment, where the tasks of social integration and the development of each child's individual potential are harmoniously combined.

In the conditions of the inclusive approach, the modern education system sets before future teachers the task not only of ensuring equal opportunities for all learners but also of creating conditions for the development of gifted children's potential. Preparing specialists to work with this category of students requires a comprehensive approach that includes value-based, cognitive, operational, and personal aspects.

First, an important direction is the formation of value-motivational readiness. Future teachers must develop attitudes of respect for each child's individuality, acceptance of diversity, and a commitment to supporting talents. This provides the humanistic foundation of pedagogical activity and contributes to the creation of an atmosphere of trust and cooperation.

Second, a necessary condition is the acquisition of cognitive competencies, which include knowledge of the psychology of giftedness, methods of diagnosing and supporting gifted children. A teacher must possess modern scientific knowledge about personality development and abilities in order to competently organize the educational process.

Third, the development of operational and practical skills is essential. In practice, a teacher must be able to apply differentiated teaching methods, use project-based technologies, and design individual educational pathways that take into account the characteristics and needs of each child.

Finally, teacher preparation is impossible without personal development, which includes the formation of empathy, tolerance, and readiness to cooperate with parents and colleagues. These qualities ensure successful interaction in the educational environment and contribute to creating conditions for the harmonious development of gifted children.

Thus, the preparation of future teachers for professional activity with gifted children in the context of inclusive education represents a multifaceted process aimed at forming value orientations, developing professional competencies, and cultivating personal qualities necessary for effective work in the modern school.

### **Materials and methods**

Materials and Methods of Research To study the issues of preparing future teachers to work with gifted children in the context of inclusive education, a variety of sources and methodological approaches were used.

In relation to the research topic, foreign scholars have extensively examined the issue of preparing teachers to work with gifted and special needs children in the context of inclusive

education. Their studies highlight the importance of early identification, support strategies, and pedagogical preparation.

Content: The study highlights the necessity of identifying gifted children from the preschool stage and emphasizes the importance of creating conditions for their development within an inclusive environment.

Content: The study analyzes research conducted between 2011 and 2021, systematizing pedagogical and didactic approaches to teaching gifted children. It emphasizes the importance of teachers' professional preparation and personal qualities.

Francesca Baccassino & Stefania Pinnelli (University of Salento, Italy). Work: Giftedness and gifted education: A systematic literature review (2022) [5].

Fanny Mossberg, Johanna Lundqvist, Louise Sund (Mälardalen University, Sweden). Work: An international scoping review focused on gifted and talented children: Early identification and inclusive education (2024) [6].

Kirsi Tirri (University of Helsinki, Finland) & Valerie Margrain (Karlstad University, Sweden). Work: Identifying and Supporting Giftedness and Talent in Schools (2023, Education Sciences Journal). Content: The study synthesizes international research on identifying and supporting giftedness and talent, analyzing both value-based and practical aspects in teacher preparation [7].

Italian studies emphasize the professional and personal preparation of teachers.

Swedish studies focus on the early identification of gifted children and their development within an inclusive environment. Finnish and Swedish works systematize strategies for supporting giftedness in schools.

Highlighting these studies provides an opportunity to substantiate Kazakhstan's inclusive education policy and teacher preparation practices at the international level.

Normative and legal documents of the Republic of Kazakhstan: the Concept of Inclusive Policy for 2025-2030, the Law on the Rights of the Child, the Law on the Status of the Teacher, as well as amendments and additions to legislative acts regulating the sphere of inclusive education. Scientific works and publications in pedagogy, psychology of giftedness, and issues of inclusion. Practical materials of educational organizations implementing inclusive learning programs. The main categories of materials used in the research are presented in Table 1.

Kazakhstani scholars are also actively researching the issue of preparing teachers to work with gifted and special needs children in the context of inclusive education. The main centers involved are the Y. Altynsarin National Academy of Education, Al-Farabi Kazakh National University, and the National Scientific and Practical Center for the Development of Special and Inclusive Education.

In Kazakhstan, there are two key initiatives to develop inclusive education: The Y. Altynsarin National Academy of Education provides guidelines for integrating inclusive approaches into teacher training programs [8], while Al-Farabi Kazakh National University is working on a national strategy to support students with special educational needs in shaping their professional paths [9].

National Scientific and Practical Center for the Development of Special and Inclusive Education (Astana). Activities: Laboratories dedicated to children with special educational needs (hearing, vision, speech, musculoskeletal system, delayed mental development, autism spectrum). Head: Zaure Bolatovna Zhangel'dinova (Acting Director). Significance: Organizes teacher professional development courses and provides scientific support for inclusive education practices [10].

Kazakhstani scholars take international experience into account in developing inclusive education policy and adapt it to national specificities. Main directions include: teacher preparation, early identification of gifted and special needs children, and the implementation of support strategies.

These studies make it possible to substantiate Kazakhstan's inclusive education system at the international level.

Table 1 – Materials Used in the Study

Type of Materials	Content	Purpose
Normative documents	Concept of Inclusive Policy (Kazakhstan, 2025–2030); Law on the Rights of the Child; Law on the Status of the Teacher; legislative amendments on inclusive education	To analyze the legal framework of inclusive education
International research	Studies from Italy, Sweden, Finland (2011–2024) on early identification, support strategies, and teacher preparation	To compare international approaches and integrate best practices
National research	Works of Y. Altynsarin National Academy of Education, Al-Farabi Kazakh National University, National Scientific and Practical Center for Inclusive Education	To adapt international experience to Kazakhstan’s context
Practical materials	Experiences of schools and universities implementing inclusive programs	To generalize pedagogical practice and model teacher preparation

Table 2 – Research Methods

Method	Application	Outcome
Theoretical analysis	Review of pedagogical and psychological literature	Identification of core principles in teaching gifted children
Comparative method	Comparison of international and national practices	Highlighting similarities and differences in teacher preparation
Content analysis	Systematization of publications (2011–2021)	Classification of strategies for early identification and support
Pedagogical modeling	Integration of value-based, cognitive, activity-based, and personal aspects	Development of a comprehensive teacher preparation model
Generalization of practice	Analysis of inclusive programs in Kazakhstani schools and universities	Practical recommendations for teacher training

Table 3 – Statistical Analysis and Software

Years	Number of Gifted Children (Zhetysu Region)	Number of Teachers Trained in Inclusive Courses	Software Used
2011–2015	120	350	Excel
2016–2020	180	520	Excel, SPSS (partial)
2021–2024	220	680	Excel, SPSS

The materials and methods employed provide a comprehensive basis for analyzing teacher preparation for gifted children in inclusive education settings. Normative documents, international and national research, and practical experiences were systematically reviewed. The methodological framework combined theoretical analysis, comparative study, content analysis, pedagogical modeling, and generalization of practice (Table 2). Statistical data from Zhetysu Region (2011–2024) were processed using Excel and SPSS, though advanced statistical computations remain limited (Table 3). This integrated approach substantiates Kazakhstan’s inclusive education system within the international context and highlights directions for strengthening teacher preparation.

## Results and discussion

Theoretical analysis – systematization of scientific literature, normative documents, and conceptual approaches to teacher training.

Comparative method – identification of common features and differences in teacher preparation in Kazakhstan and international practice.

Content analysis – study of curricula, programs, and methodological materials to determine components related to working with gifted children.

Pedagogical modeling – development of a model for training future teachers, including value-motivational, cognitive, activity-based, and personal aspects.

Generalization of pedagogical experience (Table 2) – analysis of the practice of primary school teachers and preschool educators in inclusive settings.

Stages of research:

Analytical – study of normative documents and scientific sources.

Diagnostic – determination of the level of readiness of future teachers to work with gifted children through analysis of curricula and practices.

Design – development of recommendations and a model for preparing teachers for professional activity in inclusive education.

Thus, the “Materials and Methods” section shows that the study relies on the legal framework, scientific sources, and practice, and uses a comprehensive methodological toolkit for analyzing and designing teacher preparation.

Inclusive Education Inclusive education is considered not only as a methodology but also as a philosophy aimed at creating conditions in which every child feels part of the collective. Regardless of developmental level, physical characteristics, or individual needs, the child must have the opportunity to learn, play, and grow in an atmosphere of acceptance and support.

Key principles of inclusion:

Equal access to educational resources;

Recognition of each child’s uniqueness;

Formation of tolerance and respect within the children’s collective;

Support of teachers and parents as promoters of inclusion.

An inclusive environment contributes not only to the development of children with special educational needs but also to the formation of values of humanism and mutual understanding among all participants in the educational process.

Giftedness in Preschool Age Giftedness represents a special potential of the child, manifested already in early years. It is expressed through:

Striving for knowledge and active questioning;

High curiosity and desire to explore the surrounding world;

Developed imagination, ability to invent unusual plots and games;

Non-standard thinking and ability to find original solutions.

Giftedness may manifest in various areas: intellectual, artistic, musical, or athletic. The task of adults is to notice these manifestations in time and create conditions for their development.

Psychology of Giftedness The psychology of giftedness emphasizes that without support, a child’s talent may fade in the conditions of mass education. Therefore, early diagnosis is important, as it allows:

Identifying the child’s strengths;

Determining individual educational pathways;

Offering developmental programs and clubs;

Providing emotional support so that the child feels accepted.

Support for gifted children must be comprehensive and include cooperation among teachers, psychologists, and parents. Only such an approach allows the preservation and development of the child’s natural potential.

Interrelation of Inclusion and Giftedness At first glance, working with gifted children and inclusive education may seem like different directions. However, they are closely connected: an inclusive environment fosters respect for differences and helps gifted children feel part of the collective without being singled out as “special”.

Thus, inclusion becomes the foundation for the harmonious development of all children – both those who need additional support and those who possess outstanding abilities.

#### Results and Discussion

In the 19th-20th centuries, a functional approach to the problem of giftedness emerged in psychology. Psychologists such as A. Bain, W. Wundt, J. Mill, H. Spencer, and T. Ziehen argued that in order to diagnose intellectual giftedness, it was necessary to measure and study five basic functions: thinking, attention, will, perception, and memory.

Only at the beginning of the 20th century did scholars begin to emphasize that true giftedness should be sought in scientific activity and scientific thinking. By systematizing various, often contradictory and conflicting views, researchers moved toward considering giftedness in two categories: general and special.

Table 4 – Review of Scholars’ Works

Author	Title of Work	Period Considered
<b>John Stuart Mill</b>	<i>A System of Logic, Ratiocinative and Inductive.</i> <a href="https://www.gutenberg.org/files/26495/26495-pdf.pdf?utm_source=copilot.com">https://www.gutenberg.org/files/26495/26495-pdf.pdf?utm_source=copilot.com</a> [11]	1843
<b>Alexander Bain</b>	<i>The Senses and the Intellect.</i> Bain, Alexander; Davidson, William Leslie (1904). London, New York and Bombay: Longmans, Green, and Co. <a href="https://en.wikipedia.org/wiki/The_Senses_and_the_Intellect">https://en.wikipedia.org/wiki/The_Senses_and_the_Intellect</a> [12]	1855
<b>Herbert Spencer</b>	<i>The Principles of Psychology.</i> <a href="https://www.cambridge.org/core/books/system-of-logic-ratiocinative-and-inductive/290C43FBA4DC7022540D58E7EC49B1C2?utm_source=copilot.com">https://www.cambridge.org/core/books/system-of-logic-ratiocinative-and-inductive/290C43FBA4DC7022540D58E7EC49B1C2?utm_source=copilot.com</a> [13]	1855
<b>Alexander Bain</b>	<i>Mental and Moral Science: A Compendium of Psychology and Ethics</i> <a href="https://books.google.kz/books/about/Mental_andMoral_Science.html?id=ZW1LL3WxDa4C&amp;redir_esc=y">https://books.google.kz/books/about/Mental_andMoral_Science.html?id=ZW1LL3WxDa4C&amp;redir_esc=y</a> [14]	1868
<b>Theodor Ziehen</b>	<i>Leitfaden der physiologischen Psychologie in 14 Vorlesungen.</i> <a href="https://www.amazon.de/Leitfaden-Physiologischen-Psychologie-Vorlesungen-Classic/dp/0282299629">https://www.amazon.de/Leitfaden-Physiologischen-Psychologie-Vorlesungen-Classic/dp/0282299629</a> [15]	1891

In the course of this study, the works of domestic and foreign scholars were analyzed (Table 4).

Giftedness in Preschool Age: B. Teplov (Russia) considered giftedness as “a qualitatively distinctive combination of abilities that determines the possibility of achieving success in various types of activity” [16]. A. Savenkov (Russia) developed the methods Giftedness Map and Intellectual Portrait, in which giftedness is interpreted as a complex of manifestations of cognitive activity, creative thinking, and intellectual abilities of the child. A. Loseva (Russia) proposed the method of expert evaluations for identifying gifted children, emphasizing observation of curiosity, developed imagination, and non-standard thinking. D.S. Renzulli (USA) defined giftedness through the combination of three components: high ability, creativity, and task commitment. His model is widely used in the practice of diagnosing child giftedness [17].

Inclusive Education: UNESCO provides a universal definition of inclusive education as a holistic phenomenon that ensures equal access of all children to quality learning. It is based on the principles of humanism, the development of intellect and creative abilities, as well as the harmony of emotional and social aspects of personality [18]. M. Skorokhod and S. Chebrovskaya (Russia)

interpret inclusive education as the process of teaching children with special educational needs in mainstream schools together with other students, which contributes to socialization and the creation of equal conditions [19]. T. Booth and M. Ainscow (United Kingdom) emphasize that inclusion is primarily the removal of barriers that hinder learning and full participation of the child in school life, rather than accentuating differences between children [20].

Table 5 – The modular curriculum aligns to the competency profile and embeds practicum tasks and assessments across modules.

<b>Module / component</b>	<b>Core learning outcomes (aligned domains)</b>	<b>Teaching &amp; assessment methods</b>	<b>Evaluation indicators &amp; tools</b>	<b>Responsible parties</b>
Inclusive education foundations in Kazakhstan and internationally	Inclusion as barrier-removal and participation; policy-ethics orientation (Domains 1, 8)	Policy-anchored seminars; case analysis; reflective memo	SACIE-R pre (program entry); baseline reflection quality	Program director; module lead; assessment coordinator
Giftedness in inclusive systems	Definitional literacy; equity risks; inclusive gifted provision (Domains 2, 4)	Comparative policy analysis (OECD); standards-guided case design	Portfolio artifact: inclusive gifted case plan; instructor rubric	Giftedness/inclusion faculty lead
Twice-exceptionality and learner variability	2e literacy; strength-based planning; collaboration (Domains 3, 7)	2e vignettes; simulated team meeting; family-communication rehearsal	Practicum readiness checklist; 2e plan rubric	Module lead; practicum coordinator; school mentor
UDL 3.0 design studio + differentiation clinic	UDL lesson design; proactive differentiation for mixed-ability classrooms (Domain 5)	Micro-teaching; iterative design studio; peer feedback	UDL+Diff lesson design rubric; micro-teaching observation checklist	Instructional design lead; practicum supervisor
Inclusive assessment and identification-support cycles	Multi-source assessment; minimizing bias; data-to-instruction loop (Domain 4, 8)	Assessment workshops; work-sample analysis; progress-monitoring plan	Assessment plan rubric; formative assessment quality indicators	Assessment literacy faculty
Collaboration, professional responsibility, and evaluation literacy	Teaming; documentation; sustained improvement (Domains 7, 8)	Co-planning protocol; portfolio defense	TEIP post (program completion); portfolio scoring; mentor ratings	Program QA lead; practicum office
Practicum spine (staged field experiences in inclusive mainstream ECE/primary)	Integrated competence demonstration across domains	Observation → assisted teaching → independent lesson cycle; mentor coaching	Practicum observation checklist; portfolio evidence; calibrated scoring	Practicum coordinator; partner-school liaison; mentor teachers

## Conclusion

The findings of this study confirm that preparing future teachers to work effectively with gifted and twice-exceptional learners in inclusive educational environments requires an integrative and systematically structured approach. Theoretical analysis demonstrates that inclusive education and gifted education should not be viewed as parallel or competing paradigms, but rather as complementary dimensions of equitable educational practice. Inclusion provides the philosophical and ethical foundation, while gifted education ensures the recognition and development of high potential within diverse classrooms.

The proposed conceptual model contributes to the field in several significant ways. First, it clarifies the competency structure required for teachers working at the intersection of inclusion and giftedness (Table 5), specifying value-motivational, cognitive, operational, and reflective dimensions. Second, it translates theoretical assumptions into curricular architecture, thereby bridging the gap between conceptual discourse and institutional implementation. Third, by integrating validated measurement tools and structured evaluation criteria, the model establishes conditions for empirical accountability and reproducibility.

From a practical perspective, the model provides higher education institutions with a structured roadmap for curriculum redesign and practicum integration. It outlines responsible actors, implementation phases, assessment benchmarks, and feedback mechanisms. Such operational clarity strengthens the feasibility of institutional adoption and ensures alignment with national inclusive education policy.

The proposed framework, although grounded in document analysis and international scholarship, requires empirical validation through longitudinal implementation studies. Future research should test the model in diverse teacher education programs, analyze its impact on teacher attitudes and competencies, and examine outcomes related to classroom practices and student development. Mixed-method research designs incorporating experimental or quasi-experimental approaches would enhance the evidence base.

Further investigation is also needed into the preparation of teachers for supporting twice-exceptional learners, whose dual profiles of giftedness and special educational needs require particularly nuanced pedagogical strategies. Additionally, policy-level integration should be examined to ensure coherence between teacher education standards, inclusive education regulations, and national gifted education strategies.

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## ИНКЛЮЗИВТИ БІЛІМ БЕРУ ЖАҒДАЙЫНДА ПЕДАГОГТЕРДІ ДАРЫНДЫ БАЛАЛАРМЕН ЖҰМЫСҚА ДАЙЫНДАУ

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*Аннотация. Мақалада инклюзивті білім беру жағдайында дарынды балалармен кәсіби жұмысқа болашақ педагогтарды даярлау мәселелері қарастырылады. Зерттеу Қазақстан Республикасының нормативтік-құқықтық базасына, отандық және шетелдік ғалымдардың еңбектеріне, сондай-ақ инклюзия бағдарламаларын жүзеге асыратын білім беру ұйымдарының практикалық материалдарына негізделген. Әдіснамалық құралдар құрамына теориялық талдау, салыстырмалы әдіс, контент-талдау, педагогикалық модельдеу және педагогикалық тәжірибені қорыту кіреді. Зерттеу үш кезеңді қамтиды: аналитикалық (нормативтік құжаттар мен ғылыми дереккөздерді зерттеу), диагностикалық (болашақ педагогтардың дарынды балалармен жұмысқа дайындығын анықтау) және жобалау (ұсыныстар мен педагогтарды даярлау моделін әзірлеу). Инклюзивті білім беру мен дарындылық психологиясының өзара байланысына ерекше назар аударылады. Инклюзия тек әдістеме ғана емес, сонымен қатар сапалы білімге тең қолжетімділікті қамтамасыз ететін және гуманизм мен әртүрлілікті құрметтеу құндылықтарын қалыптастыратын философия ретінде қарастырылады. Мектепке дейінгі жастағы дарындылық баланың танымдық белсенділігінде, қызығушылығында, дамыған қиялында және стандартты емес ойлауында көрінетін ерекше әлеует ретінде сипатталады. Б.М. Теплов, А.И. Савенков, А.А. Лосева, Д.С. Рензулли еңбектерін, сондай-ақ ЮНЕСКО, М.И. Скорород, С.В. Чебровская, Т. Бут және М. Эйнскоу ұсынған инклюзивті білім беру анықтамаларын талдау нәтижелері педагогтарды даярлауда кеіненді тәсілдің қажеттілігін растайды. Қорытынды: инклюзия жағдайында дарынды балалармен жұмыс істеуге болашақ мұғалімдерді тиімді даярлау кәсіби құзыреттердің, психологиялық-педагогикалық білімдердің, әдістемелік дағдылардың және әртүрлілікті қабылдауға, әр баланың жеке дамуын қолдауға бағытталған құндылықтық ұстанымдардың үйлесімін талап етеді.*

*Кілт сөздер:* дарындылық, инклюзивті білім беру, педагогтарды даярлау, мектепке дейінгі жас, дарындылық психологиясы, педагогикалық модельдеу.

**ПОДГОТОВКА ПЕДАГОГОВ К РАБОТЕ С ОДАРЁННЫМИ ДЕТЬМИ В УСЛОВИЯХ  
ИНКЛЮЗИВНОГО ОБРАЗОВАНИЯ**

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*Аннотация. В статье рассматриваются вопросы подготовки будущих педагогов к профессиональной деятельности с одарёнными детьми в условиях инклюзивного образования. Исследование опирается на нормативно-правовую базу Республики Казахстан, научные труды отечественных и зарубежных учёных, а также практические материалы образовательных организаций, реализующих программы инклюзии.*

*Методологический инструментарий включает теоретический анализ, сравнительно-сопоставительный метод, контент-анализ, педагогическое моделирование и обобщение педагогического опыта. В ходе исследования выделены три этапа: аналитический (изучение нормативных документов и научных источников), диагностический (определение уровня готовности будущих педагогов к работе с одарёнными детьми) и проектировочный (разработка рекомендаций и модели подготовки педагогов).*

*Особое внимание уделяется взаимосвязи инклюзивного образования и психологии одарённости. Подчёркивается, что инклюзия является не только методикой, но и философией, обеспечивающей равный доступ к качественному обучению и формирующей ценности гуманизма и уважения к различиям. Одарённость в дошкольном возрасте рассматривается как особый потенциал ребёнка, проявляющийся в познавательной активности, любознательности, развитом воображении и нестандартном мышлении.*

*Результаты анализа трудов Б.М. Теплова, А.И. Савенкова, А.А. Лосевой, Д.С. Рензулли, а также определений инклюзивного образования, предложенных ЮНЕСКО, М.И. Скороходом, С.В. Чебровской, Т.Бутом и М. Эйнскоу, подтверждают необходимость комплексного подхода к подготовке педагогов.*

*Сделан вывод, что эффективная подготовка будущих учителей к работе с одарёнными детьми в условиях инклюзии требует сочетания профессиональных компетенций, психолого-педагогических знаний, методических умений и ценностных установок, направленных на принятие разнообразия и поддержку индивидуального развития каждого ребёнка.*

**Ключевые слова:** одарённость, инклюзивное образование, подготовка педагогов, дошкольный возраст, психология одарённости, педагогическое моделирование.

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