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DOI: <https://doi.org/10.11603/m.2414-5998.2026.2.16451>**Nadiia Skrobach**ORCID <https://orcid.org/0000-0003-1133-8114>**Vitalii Kaminskyi**ORCID <https://orcid.org/0000-0002-1400-1018>**Iryna Ivasyshyn**ORCID <https://orcid.org/0000-0003-3645-9502>*Ivano-Frankivsk National Medical University***FORMS AND METHODS OF TEACHING GIFTED STUDENT YOUTH****Надія Скробач, Віталій Камінський, Ірина Івасишин***Івано-Франківський національний медичний університет***ФОРМИ ТА МЕТОДИ НАВЧАННЯ ОБДАРОВАНОЇ
СТУДЕНТСЬКОЇ МОЛОДІ**

Abstract. Introduction. The problem of teaching gifted students youth is quite relevant and practically significant at present. The study aimed to highlight the forms and methods of teaching in higher education institutions and determine the feasibility of their use for teaching gifted students youth. Results. Using all forms and methods of teaching gifted students youth is not groundless. Its foundation is laid in the psychological characteristics of a talented individual; it is based on the principles of teaching gifted students and contributes to the development of a specific educational concept. "Creative people are people who can think in a new way, independently set tasks and goals, offer non-standard solutions, resist the routine approach, and focus more on the future than on the past." There are methodological models: free, personal, developing, activating, and forming. The process of teaching gifted students youth should be based on the following forms and methods of teaching: lectures, in particular problem lectures, various types of seminars, practical and laboratory work, brainstorming, synectics, empathy, etc. In practice, there are two main approaches to organising the teaching of gifted students youth: acceleration and enrichment. Acceleration allows a gifted individual to learn at their own pace. In the second approach, their enrichment results from an expanded or in-depth study of specific topics. Scientists distinguish the so-called creative teaching methods, which include the brainstorming method, the heuristic question method, the multi-year matrix method, the inversion method, the empathy method, the synectics method, the case study, etc. The essence of brainstorming is the collective generation of ideas, followed by the formation of counter-ideas. Among all innovative technologies, the most promising are: "case study", reflection, and training technologies. Conclusions. Therefore, the forms and methods of working with gifted students youth should be diverse and selected individually for each educational situation; the forms should be used in unity with the methods of creativity.

Key words: teaching forms and methods; gifted students youth; higher education institution; innovative technologies.

Анотація. Проблема навчання обдарованої студентської молоді є досить актуальною та практично значущою на даний час. Метою роботи було висвітлення форм та методів навчання у ВНЗ та визначення доцільності використання їх для навчання обдарованої студентської молоді. Використання усіх форм і методів навчання обдарованої студентської молоді не є безпідставним. В його основу закладені психологічні особливості обдарованої особистості, воно базується на принципах навчання обдарованих студентів та сприяє розвитку конкретної навчальної концепції. Виходячи з того, що "творчі люди – це люди, які здатні мислити по-новому, самостійно ставити перед собою завдання, цілі, пропонувати нестандартні рішення, опиратися рутинному підходу, орієнтуватися більше на майбутнє, аніж на минуле". Існують методичні моделі: вільна модель, особистісна модель, розвиваюча модель, активізуюча модель, формуюча модель. Процес навчання обдарованої студентської молоді потрібно будувати на основі наступних форм і методів навчання: лекції, зокрема проблемні лекції, різні види семінарів, практичні і лабораторні роботи, "мозковий штурм", синектика, емпатія та ін. На практиці відомі два основні підходи до організації навчання обдарованої студентської молоді – це прискорення та збагачення. Прискорення надає можливість обдарованій особистості навчатися у власному темпі. У другому підході відбувається її збагачення за рахунок розширеного чи поглибленого вивчення тих чи інших тем. Науковці виділяють так звані креативні методи навчання, до яких належать метод "мозкового штурму", метод евристичних запитань, метод багаторічних матриць, метод інверсії, метод емпатії, метод синектики, кейс-стаді та ін. Суть "мозкового штурму" полягає у колективному генеруванні ідей з наступним формуванням контридей. Серед усіх інноваційних технологій найбільш перспективними вважаються: "кейс-стаді", рефлексія, тренінгові технології. Отже, форми і методи роботи з обдарованою студентською молоддю повинні бути різноманітні і обиратися індивідуально до кожної навчальної ситуації, форми повинні використовуватися в єдності з методами креативності.

Ключові слова: форми і методи навчання; обдарована студентська молодь; вищий навчальний заклад; інноваційні технології.

Introduction. After gaining independence, Ukraine opened a new page in its history. Having embarked on the path of qualitative renewal, it carried out several reforms, which also did not bypass education. Given the needs of environmental and social development, the issue of giftedness, and in particular gifted student youth, has become acute, because it is the higher education institution (HEI) that teaches and educates future highly qualified specialists who ensure the country's progress in various fields of activity. One of the first tasks of an educational institution is to identify, develop and support gifted students.

Based on the above, the problem of teaching gifted student youth is quite relevant and practically significant at present.

The aim of the article. The study aimed to highlight the forms and methods of teaching in HEI and determine the feasibility of their use for teaching gifted student youth.

Methods. All forms and methods of teaching gifted student youth are not groundless. Its foundation is laid in the psychological characteristics of a talented individual; it is based on the principles of teaching gifted students and promotes the development of a specific educational concept (Gorban et al., 2024).

Based on the fact that “creative people are people who can think in a new way, independently set tasks and goals, propose non-standard solutions, resist the routine approach, focus more on the future than on the past (Kostyshyn, 2020), and according to Safin O.D. (Safin et al., 2021), a person, as a subject of creativity, is characterised by:

- willingness to take risks;
- impulsiveness and independence of judgments;
- desire to be critical of the teacher and curricula;
- uneven success in academic disciplines;
- sense of humour and a tendency to jokes;
- originality and uniqueness;
- cognitive boredom;
- reluctance to accept on faith a critical view of such things that should become sacred;
- courage of imagination and thought.

There are methodological models:

- Free model – “freedom of individual choice”, there is no rigid system of pedagogical influences, and improvisation is approved;
- Personal model – “holistic personal growth”;
- Developmental model – aimed at building educational activities; to ensure theoretical thinking, reflection, and independence in solving educational tasks;
- Activating model – inclusion of problem situations in the educational process;
- Formative model – programmed and algorithmic thinking.

Results and Discussion. The process of teaching gifted students youth should be based on the following teaching forms and methods (Byelska et al., 2024):

- lectures, in particular problem lectures;
- various types of seminars;
- practical and laboratory work;
- “brainstorming”;
- synectics;
- empathy, etc.

In practice, there are two main approaches to organising the teaching of gifted students youth – acceleration and enrichment.

Acceleration allows a gifted individual to learn at their own pace. In the second approach, their enrichment occurs due to the expanded or in-depth study of specific topics.

Enrichment and acceleration include such components as differentiation, an individual approach, and creating programs for gifted students to study in HEI (Skrobach et al., 2024).

In HEI, differentiation is carried out by dividing students into groups. Gifted students are grouped into more or less homogeneous groups according to a particular characteristic. The following types of groupings can be identified:

- mechanical – into small groups to help students get to know each other and aim for cooperation;
- based on student friendship;
- by interests;
- by the level of achievement in learning a new discipline;
- mixed-age societies for studying various problems.

Differentiation is also done in the classroom by creating tasks of different complexity levels.

Gifted students may be offered additional electives and disciplines in the selective cycle.

Individualisation of learning is carried out based on creating programs for working with gifted students. The idea of individual learning directs all efforts to develop educational programs for each individual, in particular, according to their knowledge and pace of development.

In addition to the above forms of work with gifted students, the leading forms of work in HEI are lectures and seminars, which can also be used to work with talented students by intensifying them.

Scientists distinguish the so-called creative learning methods, which include: the “brainstorming” method, the heuristic question method, the multidimensional matrix method, the inversion method, the empathy method, the synectics method, case study and others (Kremen et al., 2020).

The heuristic dialogue “brainstorming” is based on several psychological and pedagogical regularities. It has been noted that generating ideas col-

lectively is much more effective than individually. Under normal conditions, a person's creative activity is often inhibited by explicitly and implicitly existing barriers. Dialogue in the context of "brainstorming" acts as a means to overcome these obstacles.

Nowadays, several modifications of the "brainstorming" method have been created: direct collective "brainstorming" is a method of collective generation of ideas for solving creative problems. The method aims to collect as many ideas as possible, overcoming the usual train of thought in solving a creative problem.

It is based on four rules:

1. Criticism is excluded; you can express any opinion without fear of being considered harmful.
2. The most violent associations are approved: the wilder the idea seems, the better.
3. The number of proposed ideas should be as large as possible.
4. The expressed ideas are allowed to be combined in any way, as well as modified, that is, improved, those ideas that other members of the group put forward.

The group consists of 4-15 people. The duration of the brainstorming session is from 15 minutes to one hour. The ideas are selected by experts who evaluate them in two stages. First, the most original ones are selected from the total number. Then the most optimal one is selected from them, taking into account the specifics of the creative task and the purpose of its solution.

The essence of "brainstorming" is the collective generation of ideas with the subsequent formation of counter-ideas.

The method of heuristic questions is advisable to use to collect additional information in a problem situation or to organise existing information in the process of solving a creative task. Heuristic questions are an additional stimulus; they form new strategies and tactics for solving a creative task.

The method of multidimensional matrices is also known as the "morphological box" method. It is based on the principle of analysing new connections and relationships that arise in the process of matrix analysis of the studied problem. The advantages of this method are that it allows you to solve complex creative tasks and find many new, unexpected, and original ideas.

The inversion method is one of the heuristic methods of educational and creative activity, focused on finding solutions to a creative task in new, unexpected directions, most often opposite to traditional views and beliefs present in logic. The inversion method is based on the regularity and, accordingly, the principle of idealism, dialectical unity and optimal use of opposite (direct and reverse) procedures of creative thinking: analysis, synthesis, divergent

and convergent thinking, as well as the spread of the dialectical approach to the analysis of the studied object.

One of the important heuristic methods for solving creative problems is the method of empathy (personal analogy). The process of applying analogy is an intermediate goal between inductive and deductive thinking operations.

Most often, empathy is the personification of one person by another. In solving a creative problem, empathy is considered the personification of a person with an inanimate object, process, or system.

The method of synectics means "the union of disparate elements". The essence of the method is to make the unknown known and the familiar alien. Transforming the unknown into the known means studying the problem and getting used to it. After that, the reverse operation is performed – the familiar is made alien. This is achieved using four types of operations: personal assimilation, direct analogy, symbolic analogy and fantastic analogy.

Among all innovative technologies, the most promising are considered (Skrobach et al., 2020):

- "case study" – training using specific learning situations;
- reflection – a method of self-knowledge and self-assessment;
- training technologies – training in business communication, personal development, and communication skills.

The "case study" method is carried out in three stages:

1. Studying a text describing the situation, independently clarifying the essence of the problem, determining one's own position in assessing the situation, reviewing answers to questions, and finding specific ways to solve the problem.
2. Working in a small group (4-6 people). Exchanging opinions on a given problem, using the method of dialogic communication and consensus, and identifying a single solution to the problem. It is possible to combine this stage with the method of brainstorming, dialogue and polylogue, and discussion.
3. Group discussion. Each group expresses its point of view on a given problem; any statement is allowed.

Conclusions. Summarising the above, the following conclusions can be drawn:

1. Forms and methods of working with gifted students youth should be diverse and selected individually for each educational situation.
2. Forms should be used in organic unity with methods of creativity.
3. The problem of forms and methods of teaching gifted students youth requires more thorough research and development of a larger spectrum.

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Information on the use of artificial intelligence. The authors certify that, in the course of

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