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DEVELOPMENT OF GIFTEDNESS IN KAZAKHSTAN: CURRENT STATE AND DIRECTIONS OF IMPROVEMENT

Annotation. *This article is devoted to researching the current state of the system for identifying, supporting, and developing gifted children in the education system of the Republic of Kazakhstan. The paper reveals the regulatory and legal framework governing activities in this area and analyzes the results of empirical research, including a survey of teachers and interviews with psychologists from various types of schools. The main areas of research are related to the study of problems in diagnosing giftedness, the level of training of teaching staff, the provision of resources to educational organizations, and the integration of psychological and pedagogical support. Particular attention is paid to identifying differences between urban, specialized, and rural schools, which allows for a comprehensive assessment of existing challenges and barriers. The scientific and practical significance of the work lies in the systematization of the regulatory framework and the identification of key factors influencing the development of giftedness. The results of the research demonstrate the need to improve educational policy, develop unified diagnostic methods, improve the qualifications of teachers, and modernize infrastructure. The value of the research lies in its contribution to the development of theoretical and applied approaches to supporting gifted children and in forming the basis for further scientific developments and practical solutions in the field of educational policy in Kazakhstan.*

Keywords: *regulatory framework, diagnostics, giftedness, gifted children, educational policy.*

Introduction

Developing giftedness in the education system of the Republic of Kazakhstan is one of the key tasks of state education policy. In the context of globalization and innovative development of society, supporting gifted children is seen as a strategic resource for building the country's intellectual capital. Despite the existence of a regulatory framework and specialized schools, there are still contradictions between theoretical approaches and diagnostic practices, as well as significant differences in the conditions for developing giftedness in urban and rural schools. The purpose of this article is to analyze the current state of the regulatory, organizational, and pedagogical framework governing the process of identifying and developing giftedness in the education system of the Republic of

Kazakhstan, to identify key problems that hinder effective work with gifted students, and to identify priority areas for improving educational policy and practice in this area. The objectives of the study include:

- analysis of the regulatory and legal framework and educational policy;
- identification of problems in the diagnosis and support of gifted children;
- determination of the level of training of teaching staff;
- analysis of resource and infrastructure conditions;
- formulation of proposals for improving the system of support for giftedness.

Object of research: the education system of the Republic of Kazakhstan in the context of working with gifted children.

Subject: processes of diagnosis, support, and development of giftedness in various types of schools.

Over the past 5-10 years, a number of studies have been conducted in Kazakhstan and abroad on the problems of diagnosis and support of gifted children. For example, researchers S. Mukhamadiyeva and D. Hernández-Torrano analyzed adaptive learning in Nazarbayev Intellectual Schools and identified teachers' perceptions and practices. A. Mambetalina et al. investigated the characteristics of giftedness among Kazakhstani schoolchildren, emphasizing the multifaceted nature of the phenomenon. The work of M. Bolsynova is devoted to teachers' understanding of differentiation in schools for gifted children. S. Kobushko studied the conceptualization of giftedness in children with disabilities in special schools. The works of L. Nurmanaliyeva and Z. Kagazbekova are devoted to the peculiarities of working with gifted and talented children in Kazakhstani schools. D. Hernandez-Torrano and A. Kuzhabekova were engaged in a bibliometric analysis of the development of research in the field of giftedness. N. Yakavets studied the role of education for gifted children in the reform of Kazakhstani society.

Despite the studies presented above, there are contradictions in theory and some gaps:

- lack of uniform diagnostic methods that take into account different forms of giftedness (intellectual, creative, social);
- insufficient training of teachers to work with gifted children;
- imbalance between the regulatory framework and its implementation in practice;
- limited resources and infrastructure, especially in rural schools;
- weak integration of psychological services and interdisciplinary interaction.

In the Republic of Kazakhstan, the regulatory framework for the development of giftedness in the education system has been formed in stages since the mid-1990s and continues to be improved in accordance with the current socio-economic and educational priorities of the country. The fundamental document that laid the legal foundations for institutional support for gifted children was the Decree of the President of the Republic of

Kazakhstan “On State support and development of schools for gifted children”, as well as Government Decree №1125 of September 16, 1996, which approved the Regulations on specialized schools for gifted children. These regulations have defined the status, goals, and organizational and legal conditions for the functioning of educational organizations focused on working with intellectually gifted students. Further development of state policy in this area is reflected in the Concept of Education Development of the Republic of Kazakhstan for 2023–2029, which focuses on the need to strengthen natural mathematics education, introduce specialized subject load and take into account the results of students’ participation in international Olympiads. The concept also identifies urgent problems in ensuring equal access to talent support programs: limited participation of students from rural areas, insufficient integration of creative industries, modern technologies and entrepreneurial competencies into the educational process [1].

An important element of regulatory regulation was the introduction of uniform Rules and programs for assessing special educational needs (SES), approved by Order of the Minister of Education of the Republic of Kazakhstan №104 (dated May 6, 2025) [2]. These regulations are aimed at creating a unified system for diagnosing the educational needs of all categories of students, including both children with disabilities and gifted students. This makes it possible to apply differentiated educational approaches, develop individual learning trajectories and provide psychological and pedagogical support at all levels of education.

The modern regulatory framework of the Republic of Kazakhstan on the development of giftedness forms a comprehensive system that includes both institutional mechanisms and methodological tools to identify, support and develop the potential of gifted children in an inclusive and competitive educational environment. However, the current regulatory legal acts do not sufficiently cover all aspects of activities aimed at identifying, developing and supporting gifted children. This fact necessitates the development of new regulatory documents providing for an integrated approach to the organization of the educational process for gifted students, taking into account the multifactorial nature of the concept of “giftedness”, including psychological and pedagogical support, individualization of learning, as well as social and other features. To collect empirical data on the issue under study, a survey of teaching staff and interviews with psychologists from educational organizations were conducted.

Materials and methods

The study was conducted in several consecutive stages to ensure the consistency of the results obtained. The first stage involved analyzing the regulatory framework of the Republic of Kazakhstan governing the development of giftedness, as well as reviewing relevant scientific publications by Kazakhstani and foreign authors, which made it possible to determine the level of research on the issue and identify existing contradictions. Next,

empirical data was collected, including questionnaires for teachers and interviews with psychologists from various types of educational institutions – urban, specialized, and rural schools. In total, 150 school teachers participated in the pedagogical study, which made it possible to reflect the real picture of the sample and allowed taking into account institutional and territorial differences.

A combination of quantitative and qualitative methods was used to ensure reliable research results. As a result of using the quantitative approach, statistical patterns and the problem of assessing the diagnosis and development of giftedness were identified. One of the methods of qualitative analysis is an interview. It contributed to the understanding of various opinions, in addition to the professional experience of specialists, which predetermined the specifics and conditions of the organization of work with gifted schoolchildren. The multidimensional nature of this study and the validity of the interpretation of the data were provided by a combination of these approaches.

Particular attention was paid to the use of innovative elements of methodology. In particular, methodological triangulation was used to compare quantitative and qualitative results, and digital platforms were used to conduct the survey, which expanded the coverage of respondents and minimized time costs. In addition, diagnostic cards were used to record the opinions of teachers and psychologists, which provided a structured comparison and facilitated the systematization of data.

Thus, the chosen methodology made it possible not only to identify the main problems and factors affecting the development of giftedness in the Kazakhstani education system, but also to provide a comprehensive analysis of normative and empirical data, which creates a basis for formulating practical recommendations and further research.

Results and discussion

The analyzed regulatory documents show the gradual formation of a legal framework aimed at supporting gifted children in the Republic of Kazakhstan. The results of an empirical study, including a survey of teachers and interviews with psychologists from educational organizations, confirm the relevance and necessity of introducing new integrated approaches to identifying and developing giftedness among schoolchildren.

The survey was conducted in several schools of Pavlodar region. 150 teachers participated in the study, including: 50 representatives of an urban secondary school, 50 representatives of a specialized school for gifted children and 50 representatives of a rural school. This choice of respondents ensured the representativeness of the data, taking into account territorial and institutional differences in the educational environment. The purpose of the survey was to identify the opinions of teachers regarding the identification of key issues related to the diagnosis and development of giftedness in the education system of the Republic of Kazakhstan.

An analysis of the questionnaire data received from teachers of various types of schools in the Pavlodar region revealed a number of key problems that hinder the effective diagnosis and development of giftedness in the education system of the Republic of Kazakhstan (Table 1).

Table 1 – The main problems related to the diagnosis and development of giftedness by type of school (results of a survey of teachers, n = 150)

Problem	City school (n=50), %	Specialized school (n=50), %	Rural school (n=50), %	Note
Lack of clear methods for diagnosing giftedness	32	28	47	It is most pronounced in rural schools
Insufficient teacher training	30	22	46	The problem is more acute in rural and urban schools.
Limited conditions (resources, programs, infrastructure)	12	5	39	Significant inequality of conditions
Poor interaction with the psychological service	28	20	38	Diagnosis is carried out sporadically
The predominance of academic criteria in determining giftedness	33	27	31	Creative and social talent remain out of focus

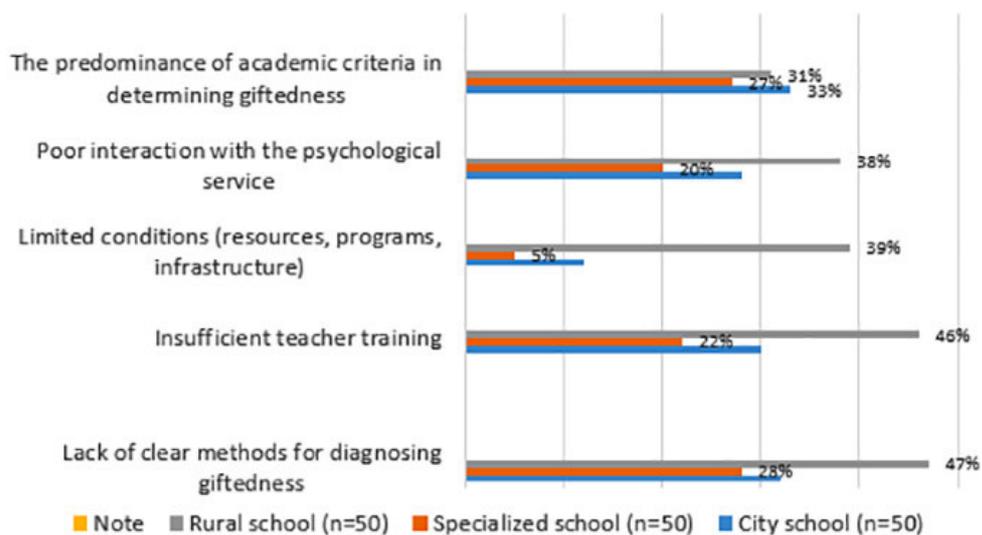


Figure 1 – The main problems related to the diagnosis and development of giftedness by type of school (results of a survey of teachers, n = 150)

The study collected and analyzed quantitative data obtained as a result of a survey of 150 teachers from three types of educational organizations – urban, specialized and rural schools. Statistical analysis revealed significant differences in the perception and assessment of key issues related to the diagnosis and development of giftedness. Based on the data obtained from teachers of the Pavlodar region, the main challenges and difficulties characteristic of the education system of the Republic of Kazakhstan in the context of identifying and supporting gifted students were identified.

The problem of the lack of clear methods for diagnosing giftedness was most acute, especially in rural schools, where 47 out of 50 teachers surveyed indicated it. In urban schools, this indicator was 32 respondents, in specialized schools – 28, which indicates a lack of systematic approaches to identifying various forms of giftedness (not only academic, but also creative, artistic, social, etc.), even in educational organizations with a specialized focus.

The teachers pointed out the lack of professional training for working with gifted students as the second significant problem. Its relevance is particularly high in rural (46) and urban schools (30), while in specialized educational organizations concern about this topic is expressed to a lesser extent (22 out of 50), which is probably due to the higher level of methodological training of teachers in these schools. However, the overall indicator (98 out of 150) indicates the need for systematic professional development in the identification and support of giftedness.

In addition, rural schools have limited opportunities for the development of gifted students: 39 respondents indicated a lack of resources, programs and infrastructure. For comparison, this problem was noted by 12 teachers in urban schools and only 5 in specialized schools. This fact demonstrates a significant disparity in conditions affecting the availability of quality support for giftedness, depending on the place of residence and type of educational organization.

An important problem noted by the majority of the survey participants is the weak interaction between teachers and school psychologists. High rates are observed in both rural (38) and urban schools (28), which may indicate both a shortage of specialists and insufficient integration of psychological services into the process of diagnosis and support of gifted children. The situation is somewhat better in specialized schools (20 instructions), but it also requires attention.

Finally, the idea of giftedness as a predominantly academic phenomenon remains stable: the majority of teachers (about 60% on average in all groups) continue to evaluate giftedness mainly based on academic performance, while alternative forms – creative, social, artistic – remain outside the priority area.

The survey revealed that the most acute problems in the field of work with gifted children are recorded in rural schools, which is associated with infrastructure constraints

and staff shortages. At the same time, certain difficulties remain in both urban and specialized schools, primarily in terms of methodological support and the lack of an interdisciplinary approach to diagnosis. The data obtained confirm the need for a systematic review of existing approaches to support gifted children, taking into account the variety of forms of giftedness and the specifics of the educational environment (<https://zenodo.org/records/16750628>).

The results of interviews with psychologists from urban, specialized and rural schools revealed a number of key problems related to the diagnosis and development of giftedness. The study revealed the lack of proper systematization of diagnostic tools and a multidimensional (integrated) approach to determining different types of giftedness, which negatively affects the effectiveness of school support. In rural schools, psychological and pedagogical support often faces difficulties due to a lack of qualified personnel and limited logistical resources, which reduces its effectiveness. Additionally, there is a shortage of teachers and psychologists working together, which reduces the effectiveness of the diagnosis and development of gifted schoolchildren. The factors identified in the course of the study indicate the need to develop methodological recommendations and improve the professional training of specialists in various educational institutions to work with gifted students.

The analysis of data obtained during interviews with psychologists and questionnaires with teachers of various types of schools (urban, specialized, and rural) allowed us to identify the main factors that significantly affect the development of giftedness:

1. Methodological and diagnostic factors. The lack of well-developed and multidimensional (complex) diagnostic tools is a significant barrier to the effective identification and assessment of gifted students, having a direct impact on the development of their abilities. The concentration of assessment procedures on academic criteria limits the identification of various forms of giftedness, such as artistic, social, and creative. In addition, there is insufficient systematization of the processes of diagnosis and subsequent support of gifted children, which reduces the effectiveness of the implementation of their development programs [3].

2. Qualification and training of teaching staff. The factors related to the qualification and training of teaching staff include the insufficient level of professional training of teachers to work with gifted children, which affects the quality of the educational process. The lack of regular professional development and methodological support exacerbates this problem, limiting teachers' ability to apply modern approaches and effective methods. In addition, there is a limited understanding of the multidimensional nature of giftedness among teachers, which hinders an integrated and differentiated approach to the development of talented students [4].

3. Resource and infrastructure factors

Resource and infrastructure factors. Resource and infrastructural factors affecting the development of giftedness include the lack of educational programs, specialized materials and technical means, especially pronounced in rural schools. Limited opportunities for extracurricular and additional activities also reduce the effectiveness of developing the potential of gifted students. In addition, there is a significant gap in learning conditions between urban, specialized and rural schools, which reflects the uneven distribution of resources and creates additional barriers to the implementation of programs to support gifted children [5].

4. Psychological and pedagogical support and interaction. Factors related to psychological and pedagogical support and interprofessional interaction include poor coordination between teachers and psychological service specialists, which makes it difficult to work comprehensively with gifted students. Insufficient integration of psychologists into the educational process leads to fragmentation in diagnosis and support, reducing the effectiveness of identifying and developing gifted children. There is also a lack of systematic monitoring of the psychological and pedagogical state and development dynamics of students with signs of giftedness, which prevents timely adjustment of educational routes and individual support programs [6].

5. Socio-cultural factors. Socio-cultural factors influencing the development of giftedness include insufficient motivation and limited support from the family, as well as insufficient involvement of the educational community in the processes of supporting gifted students. A significant limitation is also the limited access of students, especially in rural areas, to extracurricular educational activities, competitions, Olympiads and other forms of enhanced intellectual and creative development, which reduces the opportunities for realizing the potential of gifted children in diverse socio-cultural contexts [7].

Along with regulatory, personnel, and resource factors, the social conditions in which a student's potential is formed and realized have a significant impact on the development of giftedness. The social environment acts not only as the background of the educational process, but also as an active determinant of motivation, self-esteem, educational aspirations and resistance to intellectual stress.

The conducted research confirmed the presence of a pronounced territorial differentiation of conditions for the development of giftedness. The limited access of rural school students to Olympiads, competitions, additional programs, and extracurricular forms of intellectual development reduces opportunities to unlock their potential. Thus, the socio-territorial factor becomes one of the key barriers to the implementation of the principle of equal educational opportunities.

The family context also plays an important role. The level of the family's educational capital, support for educational motivation, and parental participation in educational

initiatives significantly affect the success of accompanying gifted children. Insufficient awareness of parents about the possibilities of developing abilities and the lack of systematic counseling support limits the potential for family-school interaction.

In addition, the social isolation characteristic of some gifted students, as well as the lack of integration of psychological services into the educational process, can reduce their emotional well-being and hinder their harmonious development. This confirms the need for an interdisciplinary approach combining pedagogical, psychological and social support mechanisms.

The social aspects of working with gifted children require systematic consideration in the formation of educational policy. Ensuring equal access to resources, expanding the socio-cultural environment and strengthening the interaction of family, school and professional community are important conditions for the formation of an integrated ecosystem of talent development in the Republic of Kazakhstan.

These factors were included in the analysis of the problem area based on a summary of expert opinions, a review of the literature, and a comparison with the results of related studies, which was necessary due to the need for a comprehensive consideration of the conditions that shape the educational environment of gifted children, including social and cultural determinants external to the school.

Based on the generalization of the results of empirical research and theoretical analysis, a factor model of the development of giftedness in the education system of the Republic of Kazakhstan was developed, reflecting the interrelation of key groups of factors and their impact on the development of a gifted student (Figure 2).

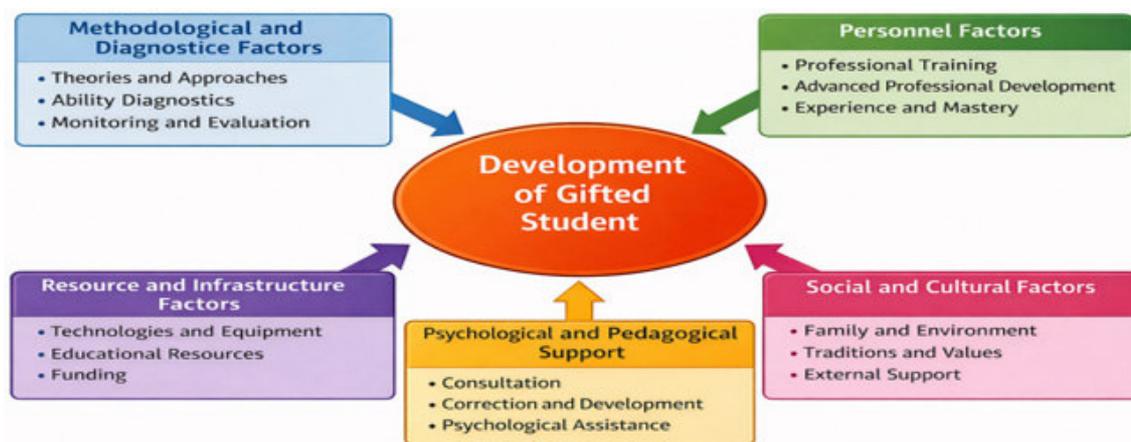


Figure 2 – Factor model of giftedness development in the education system of the Republic of Kazakhstan

The factor model of giftedness development in the education system of the Republic of Kazakhstan is a systemic structure centered on the “Development of a gifted student” as a key result of the educational process. The model includes five interrelated blocks of factors: methodological and diagnostic, personnel, resource and infrastructure, psychological and pedagogical support, and socio-cultural.

Each of the blocks reflects a set of conditions that ensure the identification, support and development of giftedness: from science-based diagnosis and professional training of teachers to the creation of a favorable educational environment and support from family and society. The interaction of all components emphasizes the systemic nature of the model and the need for an integrated approach to the development of gifted students, which requires the use of statistical methods to confirm the identified differences. In particular, the Pearson’s χ^2 criterion was used to verify the statistical significance of differences between the types of schools on the identified problems. Its use is justified because the data are presented in the form of categorical frequencies (the number of teachers who noted the presence of a particular problem). The criterion formula is as follows:

$$\chi^2 = \frac{(O_i - E_i)^2}{E_i}$$

where O_i is the observed value (frequency of responses) and E_i is the expected value assuming no differences between groups.

Our study compared three groups of schools (urban, specialized, and rural). For example, differences in the “resource constraints” indicator were statistically significant ($\chi^2 = 24.7$; $p < 0.01$), which confirms the hypothesis of territorial differentiation in the conditions for the development of giftedness. The differences in the “methodological support” indicator are also significant ($\chi^2 = 9.8$; $p < 0.05$). This means that the differences identified between schools are not random but reflect real systemic problems.

Table 2 – Results of checking the statistical significance of differences (criterion χ^2)

Indicator	χ^2	p-level	Interpretation
Limited resources	24,7	<0,01	Significant differences
Methodological security	9,8	<0,05	Significant differences
Interaction with psychologists	7,3	>0,05	Partially pronounced differences

The analysis of the results of checking the statistical significance of the differences (criterion χ^2) showed the heterogeneity of the severity of the factors in the studied groups.

The most significant differences were revealed in terms of limited resources ($\chi^2 = 24.7$; $p < 0.01$), which indicates a high degree of influence of resource provision on the variability of conditions for the development of giftedness.

Statistically significant differences were also recorded in terms of methodological support ($\chi^2 = 9.8$; $p < 0.05$), which indicates a different level of scientific and methodological training and organizational support in educational organizations.

At the same time, differences in the parameter of interaction with psychologists ($\chi^2 = 7.3$; $p > 0.05$) did not reach the level of statistical significance, which suggests a relative uniformity of practices of psychological and pedagogical interaction or an insufficient degree of differences between groups.

In general, the results confirm the key role of resource and methodological factors in shaping differences in the development conditions of gifted students, which necessitated additional analysis of the relationships between the identified factors using Pearson correlation analysis. It allows us to determine the degree of linear relationship between two variables. The correlation coefficient formula is:

$$r = \frac{\sum(x_i - \bar{x})(y_i - \bar{y})}{\sqrt{\sum(x_i - \bar{x})^2 \sum(y_i - \bar{y})^2}}$$

where x_i and y_i are the values of the variables, \bar{x} and \bar{y} are their mean values.

The study revealed a moderate positive correlation ($r = 0.42$) between the level of teacher training and the quality of interaction with the psychological service. This means that the higher the professional competence of teachers, the more effectively they interact with psychologists, which in turn improves the quality of diagnosis and support for gifted children. Thus, the use of the χ^2 criterion confirmed the statistical significance of the differences between school types, and the correlation analysis revealed the relationship between personnel and organizational factors. These results reinforce the reliability of the conclusions and confirm the need for a comprehensive approach to the development of giftedness in Kazakhstan.

Within the framework of this study, socio-cultural factors were not considered as a separate object of empirical analysis, their influence on the development of giftedness seems significant in the context of generalizing existing theoretical and applied approaches. These factors were included in the analysis of the problem area based on the generalization of expert opinions, literature analysis and comparison with the results of related research, which is due to the need for a comprehensive consideration of the conditions forming the educational environment of a gifted child, including social and cultural determinants external to the school [8].

The groups of factors identified in the course of the study reflect the complex nature of the problem and indicate the need for a systematic approach to the development of giftedness, taking into account pedagogical, methodological, resource, psychological and social aspects [9]. The conducted analysis and empirical data allow us to identify priority areas for improving the system of identification, support and development of giftedness in the Republic of Kazakhstan [10]:

1. Development and implementation of comprehensive diagnostic tools.

It is necessary to standardize and differentiate methods aimed at identifying various forms of giftedness (intellectual, creative, artistic, leadership, etc.), taking into account the age, cultural and social characteristics of students.

2. Professional development of teaching staff. Regular professional development of teachers in working with gifted children should be ensured, including knowledge of diagnostic methods, individualization of training and pedagogical support.

3. Creating conditions for resource support of schools. It is necessary to eliminate the disparities between urban, specialized and rural schools by providing equal access to modern educational resources, additional programs and infrastructure.

4. Integration of psychological services into the educational process. An important area is the development of systematic psychological and pedagogical support, including monitoring, counseling and support for both gifted students and their teachers and parents.

5. Development of interdepartmental and interdisciplinary cooperation. Strengthening coordination between educational, scientific, cultural organizations and the parent community to create a holistic environment conducive to unlocking the potential of gifted children.

6. Formation of the normative and methodological base. An urgent task is to develop modern regulatory documents that take into account the multidimensional nature of giftedness and the specifics of educational conditions in different regions of the country.

7. Expanding opportunities for participation in competitive, design and research activities.

Conclusion

The data obtained confirmed the existence of differences between urban, specialized, and rural schools, reflecting systemic imbalances in ensuring equal conditions for the development of gifted children. The results of the static analysis demonstrated the importance of relationships and differences, which strengthens the validity of the conclusions.

The novelty of the research is determined by a comprehensive approach to the study of factors influencing the development of gifted students, including pedagogical, regulatory, psychological and socio-cultural aspects. For the first time, a comparison of data on three types of schools in a regional context made it possible to identify the specifics of the problems and justify the need for specialized support strategies. The practical value of the research is reflected in proposals to improve the support system for gifted schoolchildren, which includes the development of comprehensive diagnostic techniques, professional development of teachers, coordination of psychological services and ensuring equal access to resources for schools. The scientific significance lies in

creating a basis for further research aimed at developing interdisciplinary models for supporting gifted students.

The prognosis for the development of the issues under consideration is linked to the need to modernize the regulatory and methodological framework, introduce innovative diagnostic technologies, and expand opportunities for schoolchildren to participate in competitive, project-based, and research activities. Prospects for further study of the problem lie in an in-depth analysis of the sociocultural factors that influence the development of giftedness, as well as in the development of practical models of interdepartmental interaction to create a holistic educational ecosystem.

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Contribution of the authors:

A. Assainova – formed a general scientific concept of research work, analyzed the theoretical basis of the concept of giftedness from the point of view of international experience and conducted a review of foreign literature.

A. Utilova – after analyzing the results obtained, described their practical significance in education. The author paid special attention to the current state of giftedness and how to improve this area.

T. Shakenova – summarized empirical data and processed the results of the conducted research. In addition, she actively participated in the coordination of the structure and systematization of the substantive part of the article.

All the authors jointly participated in the discussion of the research results, the formation of the final conclusions and the preparation of the article for publication.

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Қазақстанда дарындылықты дамыту: қазіргі жағдайы және жетілдіру бағыттары

Аннотация. Мақала Қазақстан Республикасының білім беру жүйесіндегі дарынды балаларды анықтау, қолдау және дамыту жүйесінің қазіргі жай-күйін зерттеуге арналған. Жұмыста осы саладағы қызметті реттейтін нормативтік-құқықтық негіздер ашылады және эмпирикалық зерттеудің нәтижелері талданады, соның ішінде мұғалімдермен сұхбат және әртүрлі типтегі мектептердің психологтарымен сұхбат. Зерттеудің негізгі бағыттары дарындылықты диагностикалау, педагогикалық кадрларды даярлау деңгейі, білім беру ұйымдарын ресурстармен қамтамасыз ету және психологиялық-педагогикалық қолдауды интеграциялау мәселелерін зерттеумен байланысты. Бар проблемалар мен кедергілерді жан-жақты бағалауға мүмкіндік беретін қалалық, мамандандырылған және ауылдық мектептер арасындағы айырмашылықтарды анықтауға ерекше назар аударылады. Жұмыстың ғылыми және практикалық маңыздылығы нормативтік базаны жүйелеу және дарындылықтың дамуына әсер ететін негізгі факторларды анықтау болып табылады. Зерттеу нәтижелері білім беру саясатын жетілдіру, диагностиканың бірыңғай әдістерін әзірлеу, мұғалімдердің біліктілігін арттыру және инфрақұрылымды жаңғырту қажеттілігін көрсетеді. Зерттеудің құндылығы оның дарынды балаларды қолдаудың теориялық және қолданбалы тәсілдерін дамытуға және Қазақстандағы білім беру саясаты саласындағы одан әрі ғылыми әзірлемелер мен практикалық шешімдердің негізін қалыптастыруға қосқан үлесі болып табылады.

Кілтті сөздер: нормативтік-құқықтық база, диагностика, дарындылық, дарынды балалар, білім беру саясаты

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**Развитие одаренности в Казахстане:
современное состояние и направления совершенствования**

Аннотация. Аннотация. Статья посвящена исследованию современного состояния системы выявления, поддержки и развития одаренных детей в системе образования Республики Казахстан. В работе раскрываются нормативно-правовые основы, регулирующие деятельность в данной сфере, и анализируются результаты эмпирического исследования, включающего опрос учителей и интервью с психологами из различных типов школ. Основные направления исследования связаны с изучением проблем диагностики одаренности, уровня подготовки педагогических кадров, обеспечения ресурсами образовательных организаций и интеграции психолого-педагогической поддержки. Особое внимание уделяется выявлению различий между городскими, специализированными и сельскими школами, что позволяет комплексно оценить существующие проблемы и барьеры. Научная и практическая значимость работы заключается в систематизации нормативной базы и выявлении ключевых факторов, влияющих на развитие одаренности. Результаты исследования демонстрируют необходимость совершенствования образовательной политики, разработки единых методов диагностики, повышения квалификации учителей и модернизации инфраструктуры. Ценность исследования заключается в его вкладе в развитие теоретических и прикладных подходов к поддержке одаренных детей и в формировании основы для дальнейших научных разработок и практических решений в области образовательной политики в Казахстане.

Ключевые слова: нормативно-правовая база, диагностика, одаренность, одаренные дети, образовательная политика

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