

TEACHERS' CONCEPTIONS AND PRACTICES RELATED TO GIFTED EDUCATION IN KAZAKHSTAN

D. Hernandez-Torrano*, X. Tursunbayeva

Nazarbayev University Graduate School of Education, Astana, Kazakhstan; *daniel.torrano@nu.edu.kz

Introduction. Conceptions of giftedness are culturally grounded and differences on the ways that cultural groups define and describe giftedness are evident (Cahallan, 2009; Sternberg, 2007; see Phillipson & McCann, 2007). Cultural conceptions of giftedness largely determine the procedures for the identification and education of gifted students on that cultural group. The conceptions and beliefs that teachers hold about giftedness have a significant impact on the education of gifted students. Then, a closer examination of how teachers understand giftedness and how their beliefs, attitudes and expectations shape their classroom practices related to talent development is needed in Kazakhstan.

Significance. This study will contribute to improve education in Kazakhstan by providing relevant information about how teachers define giftedness, understand and respond to the educational needs of gifted students, and feel about their preparation and readiness to educate them. Also, this study will help to understand teachers' perceptions about the role of gifted education in the development of human capital and increasing competitiveness of education in Kazakhstan.

Purpose and Research questions. The purpose of the study is to examine classroom teachers' current conceptions, practices, and expectations related to gifted education in Kazakhstan. The research questions that lead this study are: (1) What beliefs and attitudes do teachers hold about the manifestation of gifted potential in Kazakhstan? (2) What classroom practices related to talent development do teachers know and use in their daily practice to address the needs of gifted students in Kazakhstan? (3) How do teachers perceive the role of gifted education for developing human capital and increasing competitiveness of education in Kazakhstan?

Development. This research is aligned with the mission of Nazarbayev University of *giving Kazakhstan and the world the scientists, academics, managers and entrepreneurs they need to prosper and develop*. Overall, this project constitutes the first stage of an initiative aimed to *improve education, awareness and support of gifted students in Kazakhstan*. It also serves as the seed for the construction of a *network of teachers, administrators, policy makers, and researchers for discussion, research, and exchange of knowledge and best practices related gifted education* in Kazakhstan, Central Asia, and other relevant countries around the world.

Acknowledgments. The research is supported by "Nazarbayev University Research and Innovation System" PI. The funding for the study is provided by The Corporate Fund "Social Development Fund".

References.

1. Phillipson, N. S., & McCann, M. T. (2007). *Conceptions of giftedness: Sociocultural perspectives*. Mahwah, NJ: Lawrence Erlbaum.
2. Sharma, Y. (2012). Developing social giftedness in disadvantaged girls of an Indian School. *Gifted Education International*, 28, 201-214 doi:10.1177/0261429411435015
3. Sternberg, R. (2007). Cultural concepts of giftedness. *Roepers Review*, 29, 160-165.