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RETHINKING TEACHER EDUCATION FOR GIFTED STUDENTS: GERMAN EXPERIENCE AND UKRAINIAN PERSPECTIVES

M. M. Kabanets

ORCID 0000-0002-7961-8350

O. V. Zolotarova

ORCID 0000-0002-0452-1722

This theoretical and comparative review examines contemporary approaches to teacher preparation for giftedness and talent development. It traces the conceptual evolution from psychometric selection models to dynamic, inclusive, and systemic concepts of talent development (J. Renzulli, R. Sternberg, A. Ziegler & H. Stoeger, K. Heller & C. Perleth). Particular attention is paid to Germany's experience, specifically the federal-state initiative "Leistung macht Schule" (LemaS) and the Karg-Stiftung projects, including the William Stern Programme, which together illustrate a shift from a pedagogy of selection to a pedagogy of potential development within mainstream schools. These findings are contextualised within Ukrainian wartime realities, highlighting the risk of hidden underachievement caused by stress, trauma, and displacement. The study argues for the complementary nature of international and Ukrainian educational practices, identifying the Junior Academy of Sciences of Ukraine, the national contest and olympiad movement, and crisis-driven adaptive digital practices as valuable contributions to the global discourse on talent development. Strategic directions for rethinking teacher education in Ukraine are outlined, focusing on diagnostic competence, support for self-regulated learning, and the identification of untapped potential under adverse conditions.

Keywords: giftedness, talent development, teacher education, Leistung macht Schule (LemaS), Munich Model of Giftedness, Actiotope Model, underachievement, inclusive education, Ukraine, Germany

Problem Statement Over recent decades, the academic understanding of human potential has shifted from the traditional, selective view of giftedness as a characteristic measured by IQ scores to dynamic and inclusive concepts of ability development. Modern schools view giftedness not as a privilege reserved for a small number of gifted students educated in specialised institutions, but as a potential that can manifest itself in any child and requires appropriate institutional support, an adaptive and inclusive educational environment, and professional pedagogical guidance. This transformation places qualitatively new demands on teachers' professional competences, who must be capable not only of recognising students' abilities but also of creating favourable conditions for their development.

In Ukraine, the issue of supporting gifted children has taken on a particular dimension due to Russia's full-scale invasion. Against a backdrop of mass displacement of children (UNICEF, 2026), the destruction of educational infrastructure and chronic stress within society, a false stereotype is emerging that supporting giftedness is 'not a priority' at this time, as survival is the main concern. However, scientific research suggests the opposite: neglecting the needs of highly gifted children during a crisis can lead to underachievement, a loss of motivation and emotional exhaustion, which poses risks to the preservation and development of society's intellectual and creative potential (Reis & McCoach, 2000). At the same time, contemporary models of giftedness allow us to view adverse life circumstances not as a loss of potential, but as factors that may hinder its realisation.

Literature Review. The historical transition from the single-factor psychometric tests of L. Terman and L. Hollingworth to multi-factor models began, in particular, with J. Renzulli's three-component model, which was a response to the limitations of a purely intellectual criterion of giftedness. It defines giftedness as the interaction of three clusters: an above-average ability, creativity, and task commitment (Renzulli, 1990).

In recent years, R. Sternberg's work has been further developed (Sternberg et al., 2021). In his concept of 'transformational giftedness', he emphasises that true talent is manifested not only in high test scores, but also in the application of abilities towards positive social change and the common good (Sternberg et al., 2021). The 'duplex model of giftedness' distinguishes between 'input' predispositions, shaped by genotype and environment, and their 'output' utilisation, describing giftedness as a dynamic process rather than a fixed trait (Sternberg, 2024). Contemporary systemic approaches to creative giftedness also emphasise the interaction between the individual, the environmental context and challenges. Overall, R. Sternberg's work rethinks the phenomenon of giftedness, shifting the focus from measuring a set of test scores to the dynamics of systemic and socially responsible realisation of potential.

In the German-speaking academic tradition, two fundamental models are central: the Actotopic Model by A. Ziegler and H. Stoeger, and the Munich Model of Giftedness by K. Heller and C. Perleth.

Unlike traditional individualistic concepts, the Actotope Model by A. Ziegler and H. Stoeger views giftedness as a dynamic ecosystem of actions (Ziegler & Stoeger, 2017). It assumes that outstanding achievements are the result not of static innate potential, but of constant adaptive interaction between the individual, their individual actions and the educational resources of their environment. In this concept, educational capital (the supportive environment) and learning capital (the child's own resources) play a key role. The teacher's task is not simply to measure IQ, but to expand the pupil's 'subjective space of action'.

The Munich model of giftedness developed by K. Heller and C. Perleth is classified as a multifactorial, typological and dynamic concept (Heller et al., 2005). It describes the transformation of potential (innate aptitudes) into actual high achievement under the influence of personal and environmental moderators. The model is based on four interrelated groups of factors: 1) talent factors (predictors), which include cognitive abilities (intelligence, creativity), social competence, psychomotor skills, and musical, artistic and practical abilities; 2) areas of achievement (criteria), which encompass realised outcomes in mathematics, the natural sciences, the humanities, the arts, sport, social interactions and technology; 3) personality moderators (personality characteristics), which include achievement motivation, coping strategies, academic self-esteem, anxiety, self-regulation and curiosity; 4) environmental moderators (environmental conditions) – family environment, quality of teaching, school environment, peer influence and critical life events.

The key idea behind the model is that giftedness, as a predictor, is not equivalent to high achievement as a criterion. Predictors translate into actual achievement only when there is a favourable interaction between personal and environmental moderators. If this interaction is disharmonious, for example due to an unfavourable family context or low motivation, the phenomenon of underachievement arises (Reis & McCoach, 2000).

In the context of the Ukrainian education system operating in a wartime environment, it is particularly important to recognise that stress, high levels of test anxiety and critical life events can act as inhibiting moderators that hinder a child's ability to realise their potential and lead to the phenomenon of underachievement (Heller et al., 2005; Reis & McCoach, 2000).

Particular attention should be paid to an international standard – the document 'Global Principles for Professional Development in Gifted Education' by the World Council for Gifted and Talented Children, which sets out a framework of requirements for teacher training regardless of the national context

(World Council for Gifted and Talented Children, 2021). At the same time, a recent study, conducted using propensity score analysis, demonstrates that the effectiveness of teacher training for working with gifted pupils is not uniform, but varies significantly depending on the stage of the teacher's career cycle at which this training takes place. This finding is important for planning not one-off courses, but a continuous trajectory of professional development (Qin et al., 2026).

Research Gap. Despite extensive research on the psychology of giftedness and the principles of the New Ukrainian School, Ukrainian educational theory has not sufficiently addressed the issues of systematically comparing the latest international models for talent development, in particular the German 'Leistung macht Schule' initiative and the Karg-Stiftung projects (Weigand et al., 2022), with teacher training practices. A significant step in this direction is taken by recent analytical materials from the OECD, commissioned by the Ministry of Education and Science of Ukraine and discussed at an international seminar on teacher training and professional development in May 2025 (OECD, 2025). Launched in 2025-2026, the national digital educational ecosystem 'Mriia' integrates pre-school and school education with over seven thousand out-of-school activities and lays the infrastructural foundations for personalised learning, including for gifted pupils (Mriia, n.d.). However, these initiatives have not yet been the subject of separate academic analysis specifically within the context of the pedagogy of giftedness, which is what makes this article particularly relevant.

The purpose of the article is to carry out a comparative analysis of contemporary international approaches to teacher training in the field of giftedness development (using Germany as a case study) and to identify the prospects for adapting these approaches in Ukraine during wartime and the post-war period.

Presentation of the Main Research Findings. The German model is an example of the transition from 'selection-based pedagogy' to 'potential-development pedagogy'. The joint federal-state initiative 'Leistung macht Schule' (LemaS), which is translated as 'Excellence in Education' (or officially as 'Initiative to Promote High-Performing and Potentially High-Performing Pupils'), is Germany's central government programme for supporting giftedness. It reflects the country's current attempt to systematically reform approaches to developing children's potential (LemaS Forschungsverbund, 2026).

The programme was officially launched by a joint resolution of the federal government and the governments of the 16 federal states with the aim of providing equal educational opportunities for all talented pupils. The total budget for the initiative, which is scheduled to run for a period of 10 years (2018-2027), amounts to 125 million euros. The initiative is being implemented in two phases: the first phase (2018-2023) focused on research and development, whilst the second (2023-2027) involves transfer and scaling up.

During the first phase, a consortium of researchers from 22 sub-projects collaborated with 300 schools of various types across Germany. Through this collaboration, practical methodologies known as LemaS-P³roducts (tools of the 'Practice – Process – Product' type) were developed, tested and refined. These included adaptive teaching materials, new methods for assessing potential, models for teacher professional development, and school-based strategies for differentiated learning.

In the second phase, the focus is on the widespread implementation of the tools developed into the day-to-day practice of German schools. The educational institutions that took part in the first phase now act as multiplier schools (mentors), sharing their experience and supporting new schools in implementing the strategies. The ultimate aim of the transfer is to reach over 1,000 schools across the country.

The conceptual framework of the LemaS project is based on a dynamic and multidimensional understanding of giftedness. A child's potential is viewed not as a fixed quantity, but as an opportunity for development that can be realised in the cognitive, creative, socio-emotional or ethical spheres. The main emphasis is on creating conditions under which every child, regardless of social background, gender or language barriers, is given the chance to realise their individual potential.

As part of the German LemaS initiative, a research consortium (Weigand et al., 2022) has developed a specialised tool for self-reflection and structuring called SELF (Schulentwicklungsdimensionen für eine begabungs- und leistungsfördernde Schulgestaltung – 'Dimensions of school development for talent- and achievement-fostering school design'). Its purpose is to provide every school with a practical framework for the systematic transformation of its culture towards the comprehensive support of children's diverse talents. This model brings together six interrelated dimensions, covering both the school-wide infrastructure and day-to-day teaching practices directly in the classroom, involving not only teachers and pupils but also parents and external partners in this process.

The first three dimensions lay the strategic and organisational foundations of the educational institution. The first dimension focuses on academic principles and structural frameworks, which involves providing the school with the necessary resources, establishing specialised steering groups and developing quality assurance systems. The second dimension is dedicated to establishing a shared pedagogical consensus, goals and values, whereby the entire school community develops a common understanding of each child's potential, respects individual diversity and provides pupils with ample opportunities to actively express their views and participate in the life of the school. The third dimension encompasses

communication, internal cooperation amongst teachers and the development of external networks, including partnerships with other ‘multiplier’ schools, the parent community, universities and research centres, to organise transitional stages in learning.

The next set of three dimensions directly shapes the child’s learning process and day-to-day pedagogical interaction in the classroom. The fourth dimension envisages diagnostic support as a fundamental pedagogical principle, guiding teachers to identify pupils’ strengths, interests and untapped potential. The fifth dimension involves differentiated teaching formats, flexible tasks and the use of digital resources to personalise learning. Finally, the sixth dimension focuses on ongoing support and guidance in everyday school life, which involves individual coaching, helping pupils to map out their own learning pathways, and providing psychological support to foster their motivation and self-efficacy. Together, these dimensions form a holistic system in which each component complements the others in creating the conditions for pupils to realise their potential.

It is worth noting that some of the elements described also exist, in one form or another, within Ukraine’s general secondary education system. At the same time, the systematic organisation of these components within LemaS is of particular interest to Ukrainian teacher training. Firstly, unlike the creation of closed, elite schools for gifted children, LemaS focuses on developing talents directly within the general education system. This ensures inclusivity and prevents the early stigmatisation or segregation of children. Secondly, models and materials (P³roducts) are not imposed ‘from above’ as rigid directives, but are developed through a long-term collaborative design process involving academics and practising teachers, which enhances their viability and adaptability to the needs of a particular school. Thirdly, the ‘mentor school – new school’ model and the creation of regional hubs ensure a horizontal exchange of knowledge, which makes the implementation of innovations more sustainable and long-lasting.

At the same time, researchers acknowledge that one of the greatest challenges facing the German system is that all 16 federal states enjoy considerable cultural and educational autonomy. As a result, support for giftedness remains inconsistent, networking between the states is limited, and specific measures and access to specialised programmes may depend on regional education policies (Tillmann, 2020). Historically, the German educational discourse has viewed inclusion primarily through the prism of supporting children with developmental disabilities or low academic achievement. Consequently, efforts to identify and nurture high potential have long remained a less prominent component of inclusive education.

Despite the principle of individualised education (Individuelle Förderung) being enshrined in the school legislation of Germany’s federal states, an analysis

of the regulatory framework for teacher training reveals the absence of a systematic, compulsory component on the pedagogy and psychology of giftedness. The development of the relevant competences among teachers is largely shifted to the level of continuing professional development (3. Phase der Lehrerbildung), where additional certification programmes and initiatives by non-governmental foundations play an important role.

In this context, the work of the German private foundation Karg-Stiftung, established in 1989 by the publisher Hans-Georg Karg, is particularly noteworthy. The foundation is one of Germany's leading institutions specialising in the systematic development of infrastructure for gifted children. Operating at the intersection of research, school practice and education policy, the foundation plays a significant role in bridging the gap between scientific research and pedagogical practice. One of its key flagship projects in the field of higher education and scientific research is the William Stern Programme, launched in 2023. The programme's main aim is to bridge the gap between theoretical research into giftedness and everyday school practice. This is achieved through funding for applied research, scholarships and doctoral theses. The programme focuses on studying phenomena that are usually overlooked in general school practice.

First and foremost, this concerns research into self-regulated learning as a critically important factor in realising potential, as well as the issue of underachievement – a situation in which a student's actual academic performance is significantly below their intellectual potential. It is important to note that underachievement is viewed not as the child's personal fault or a lack of ability, but as a possible consequence of an unsuitable educational environment, underdeveloped self-regulation strategies, emotional exhaustion or inadequate diagnosis, particularly in cases of twice-exceptionality.

The analysis of the German experience allows us to move beyond a description of institutional practices to identifying those elements that could prove beneficial for the Ukrainian teacher education system. This does not involve a mechanical transfer of German solutions, but rather a critical reflection on them in the context of Ukrainian educational conditions, particularly the experience of schools operating in a wartime environment.

A shift in focus from selection to inclusive support for potential within mainstream schools. It would be advisable to adapt the logic of the SELF tool (Weigand et al., 2022) for self-reflection and school development to Ukrainian general secondary education institutions, which would enable the systematic creation of an environment conducive to talent without segregating children into specialised institutions.

Integration of modules on identifying hidden underachievement and self-regulated learning into the New Ukrainian School system and teacher professional

development. Drawing on the findings of the William-Stern Programme, it is advisable to strengthen teachers' training in recognising underachievement as a possible consequence of psychological trauma, anxiety or an unfavourable environment, rather than as evidence of a lack of ability.

Development of adaptive P³ tools for distance and blended learning. A promising avenue is the joint creation, by researchers and practising teachers, of digital diagnostic and differentiated teaching materials for working with displaced children and students studying in unstable conditions.

However, a comparative analysis should not be based solely on the idea of unilaterally transferring foreign experience to Ukraine. The Ukrainian system for supporting gifted young people also has its own practices that are of potential interest to the international educational community. It is for this reason that it seems promising to consider international and Ukrainian experience as complementary resources for the development of modern gifted education.

One of the most striking examples is the Junior Academy of Sciences of Ukraine (Junior Academy of Sciences of Ukraine, n.d.), an institutionalised network for extracurricular scientific and research education. Its activities provide structured opportunities for school students to engage in scientific work under the guidance of researchers and teachers. This experience is particularly interesting in the context of the current international shift from identifying high achievers to the targeted development of potential through research and creative activities.

Another key feature of the Ukrainian system is the national movement of competitions and academic contests, which ensures the widespread involvement of students in intellectual and scientific-practical activities. Despite the controversy surrounding certain selective practices, this system provides a large-scale framework for identifying talent and fostering motivation for intellectual development (Kabanets, 2019).

The adaptability of the Ukrainian education system in times of crisis is of particular interest. The war forced the education system to roll out distance and blended learning formats, digital educational resources and new mechanisms for supporting students in an extremely tight timeframe. For the international community, this experience may be significant not as a model that can be directly replicated in other countries, but as an example of how a human capital development system functions and transforms in conditions of prolonged instability.

Thus, Ukraine's experience may serve not only as a basis for adapting international practices but also as a subject of international academic interest. The experience of the Junior Academy of Sciences of Ukraine, school students' research activities, the national competition movement and the functioning of the

education system in wartime can enrich the international discourse on talent development with aspects that are under-represented in stable education systems.

Conclusions and Further Research. Our theoretical, analytical and comparative examination of contemporary approaches to the development of giftedness and talent provides grounds for concluding that teacher training is undergoing a process of conceptual transformation. This is underpinned by a shift from a selective understanding of giftedness as a relatively stable individual characteristic to a dynamic understanding of potential, the realisation of which depends on the interaction between the student's personal resources, the educational environment and pedagogical support.

In this context, the professional role of the teacher is expanding: from identifying high achievements that have already been demonstrated to recognising potential, creating the conditions for its development, and overcoming the factors that hinder its realisation. The German experience is particularly indicative in this regard. The LemaS initiative demonstrates the possibility of transitioning from a pedagogy of selection to a pedagogy of potential development by combining scientific research, school practice, teachers' professional development and institutional transformation of schools.

Three interrelated areas are of particular importance for Ukrainian teacher education: shifting the focus from selection to the development of potential within the general education setting; strengthening teachers' professional readiness to identify hidden potential and underachievement; and the development of adaptive digital and teaching tools for working with pupils in the context of distance, blended and crisis-based learning.

A promising model is one of mutual enrichment between education systems, in which international experience is used to critically re-examine and systematise Ukrainian practices, whilst Ukrainian experience, in turn, is regarded as a potential source of new approaches to talent development in times of crisis and instability. Particular attention should be paid to research into the manifestations of untapped potential and underachievement among Ukrainian children who have experienced war-related trauma, forced displacement or prolonged schooling in unstable conditions. Another important task is to identify the educational conditions under which crisis experiences do not result in a loss of educational opportunities. In the broader context, the training of teachers to work with gifted students should evolve into training them as specialists in human potential development. Such a teacher must possess not only knowledge of the nature of giftedness, but also competencies in multidimensional identification, differentiated and adaptive teaching, supporting self-regulated learning, working with twice-exceptional students, using digital technologies, and providing pedagogical support in times of crisis.

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ПЕРЕОСМИСЛЕННЯ ПІДГОТОВКИ ВЧИТЕЛІВ ДЛЯ ОБДАРОВАНИХ УЧНІВ: НІМЕЦЬКИЙ ДОСВІД ТА УКРАЇНСЬКІ ПЕРСПЕКТИВИ

М. М. Кабанець, О. В. Золотарьова

У цьому теоретично-порівняльному огляді розглядаються сучасні підходи до підготовки вчителів у сфері розвитку обдарованості. У ньому простежується еволюція концепцій від психометричних моделей відбору до динамічних, інклюзивних та системних концепцій розвитку обдарованості та потенціалу особистості (Дж. Рензулі, Р. Стернберг, А. Зіглер та Г. Штогер, К. Геллер та К. Перлет). Особлива увага приділяється досвіду Німеччини, зокрема ініціативі «*Leistung macht Schule*» (LemaS) та проектам фонду Karg-Stiftung, зокрема програмі Вільяма Стерна, які разом ілюструють перехід від педагогіки відбору до педагогіки розвитку потенціалу в загальноосвітніх школах. Ці висновки розглядаються в контексті українських реалій воєнного часу, підкреслюючи ризик прихованої недостатньої успішності, спричиненої стресом, травмою та переміщенням. У дослідженні обґрунтовується взаємодоповнюючий характер міжнародних та українських освітніх практик, при цьому Мала академія наук України, національний конкурсно-олімпіадний рух та адаптивні цифрові практики, зумовлені кризовими обставинами, визнаються цінним внеском у глобальну дискусію щодо розвитку талантів. Визначено стратегічні напрями переосмислення педагогічної освіти в Україні із фокусом на діагностичній компетентності вчителів, підтримці саморегульованого навчання та виявленні нереалізованого потенціалу в несприятливих умовах.

Ключові слова: обдарованість, розвиток потенціалу, підготовка вчителів, *Leistung macht Schule* (LemaS), Мюнхенська модель обдарованості, модель «Актіотоп», нереалізованість потенціалу, інклюзивна освіта, Україна, Німеччина

Кабанець Марина Миколаївна – д. пед. н., проф., завідувачка кафедри мовної підготовки, Донецький національний технічний університет (м. Дрогобич, Україна). E-mail: maryna.kabanets@donntu.edu.ua.

Золотарьова Оксана Вікторівна – к. пед. н., доц., доцент кафедри мовної підготовки, Донецький національний технічний університет (м. Дрогобич, Україна). E-mail: oksana.zolotarova@donntu.edu.ua.

Kabanets Maryna Mykolaivna – Doctor of Pedagogical Sciences, Professor, Head of the Department of Language Training, Donetsk National Technical University (Drohobych, Ukraine). E-mail: maryna.kabanets@donntu.edu.ua

Zolotarova Oksana Viktorivna – Candidate of Pedagogical Sciences, PhD, Associate Professor of Language Training Department, Donetsk National Technical University (Drohobych, Ukraine). E-mail: oksana.zolotarova@donntu.edu.ua

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