

TALENTED STUDENTS: REALITY AND EXPECTATIONS

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Abstract

There is a truth that must be taken into account, namely, that the talent is a complex phenomenon, not limited to the cognitive side, which is the power of memory and high achievement in the process of learning and thinking, and the like, but it extends to the personality traits and emotional motivation. This broad direction of the concept of 'talent' can be seen in the leading areas (leadership), This paper shows a glance at the gifted and talented students, characteristics of gifted students and problems of the talented, finally, propositions were presented in order to develop the present situation in the future.

Keywords: Talented Student, Characteristics of gifted students

Introduction

Although substantial research has been concerned with identifying the characteristics of gifted students, other research has focused on pedagogical practices in the education of gifted children (Garni, & Abdullah, 2012; Abunayyan, 1994; Reis & Renzulli, 2009; Renzulli, Smith, & Reis, 1982; Silverman & Baska, 1993; VanTassel-Baska et al., 2009). Nonetheless, the majority of gifted students throughout the world spend most of their time in regular school classrooms (Hyatt, 2000; Maajeeny 1990). In the US, the National Association for Gifted Children (2011) published its annual report for 2010-2011 "State of the Nation in Gifted Education". Their data shows that gifted students spend the majority of their time in the regular education classroom being taught by teachers who are not trained to meet their needs.

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Gifted and talented students

The term 'gifted and talented student' in Webster dictionary refers 'whoever has the potential or the natural aptitude' while the term 'gifted' also refers to 'whoever has the potential (or ability) or the natural aptitude'. Probably, this refers to the use of the two terms interchangeably as synonyms (Webster, 1979).

As far as the Arabic dictionaries are concerned, they show that the word 'gifted and talented student' means 'a characteristic that describes the individual that has an unusual high potential (or ability)'. Until now, scholars have not specified the average IQ that describes this individual, though it is often 120 degrees or above. The mental level is usually related to the innovation or is used as a criterion for it, in addition to some of the other characteristics of the individual (Al-Ashwal, 1987).

Generally speaking, the Arabic and English dictionaries agree on that 'talent' is the ability or the natural aptitude inherent in the individual. As far as the educational and the idiomatic aspects are concerned, there is a difficulty in identifying and defining the terms related to the concept of 'talent' where they seem much more detailed and unclear to use due to the multiplicity of components of the talent.

One of the most common definitions of 'talent' is the definition of 'Bureau of Education' which was adopted by the federal legislation of the gifted and talented student individuals in the United States in 1971, which was known later as the definition of Maryland which says that the gifted or gifted and talented student children are the ones who are identified by the professionals and specialists. Such children have clear capabilities and they have the ability for high achievement and they need special education programs and services more than those provided for normal students in normal programs at the school in order to achieve their contributions to parents and society at large. In addition to having high scores in their academic achievement, they stand out in one or more of the following capabilities: General mental ability, specific academic readiness or aptitude, productive or creative thinking, the ability of leadership, art or optical achievement, mechanical ability (Al-Surour, 2000).

The gifted and talented student individual is the one who has shown an outstanding performance when compared with the age group to which he belongs, in one or more of the following dimensions: (a) High mental ability (IQ increases with one or two standard deviations) (b) High creative ability, (c) The ability to achieve a high academic level, (c) The ability to do distinct skills (distinct talents such as technical, mathematical, physical or linguistic) (d) The ability for perseverance and commitment, high motivation, flexibility and independence in thinking as personal and mental attributes distinguishing the gifted and talented student from others (Rousan, 1998).

Characteristics of gifted students

Researchers have described many characteristics purported to be evidence of giftedness. For instance, gifted students may have advanced comprehension, great curiosity, a thirst for knowledge, heightened sensitivity toward others, the capacity for understanding an extraordinary quantity of information, persistence, an early insight into social issues, musical gifts, dancing abilities and enhanced academic abilities (Garni, & Abdullah, 2012; Catron & Wingenbach, 1986; Clark, 2002; Davis & Rimm, 2004; Gagné, 2004c; Gardner, 2004; Tannenbaum, 1997). By understanding such specific characteristics of gifted students, teachers and administrators can provide the appropriate definitions and identification procedures for their schools (Manning, 2006; Sumreungwong, 2003), as well as impact on their attitudes toward the gifted child.

Gifted students are different in their cognitive abilities, motivation, personalities, self-sufficiency/independence, conscientiousness, emotional control, perseverance and learning styles (Clark, 2002; Gagné, 2004c; Grigorenko & Sternberg, 1997; Renzulli, 2002b; Winebrenner, 2000). Hence, future teachers need adequate knowledge about the gifted students' diverse characteristics, so they can nurture their individualities. Furthermore, understanding their characteristics will help in terms of providing gifted students with an appropriate education that will meet the specific needs of these students (Garni, & Abdullah, 2012; Davis & Rimm, 2004).

The range of characteristics exhibited by gifted children is extensive. According to Winebrenner (2000), gifted students are different from other students, in their learning, in five ways. First, they learn new concepts quickly. Second, they remember previous experiences which can make

reviewing what they have been studied boring for them. Third, they perceive concepts and ideas at more complex and abstract levels than their classmates. Fourth, they become frustrated by being made to shift from interesting topics, as they see it, to other learning tasks, before they have learned the whole topic. Finally, they have heightened powers of concentration.

Knowing such characteristics can impact on future teacher's beliefs and attitudes toward meeting the individual needs of gifted students (Sumreungwong, 2003). Further, these characteristics need to be understood by future teachers so that they can to provide their gifted students with an appropriate education.

Problems of the talented:

If we want to trace the problems and obstacles facing the talented, obstructing their natural growth and causing either frustration or failure or affecting their talents and creativity, it can be attributed to the following sources that interact with the talented and form his character (Habib, 2000):

1) Personal problems related to the talented individual himself:

a) The talented child may suffer from psychological problems that lead him to poor psychological and social adjustment. As noted earlier, the talented is characterized by a high motivation towards learning and he has a desire to search and explore knowledge. He thinks of everything happening around him. If the child goes through painful experiences, especially in the early stages of life, or when the environment fails to satisfy his needs, he gets frustrated, worried under stress, and this turns his life into internal psychological conflicts that destroy him and kill the creativity he has. In this case, he is either to accept this fact which is not compatible with his self or to abandon those creative activities. This happens in all age levels of the child. In all cases, and as a result, the loss is big for the individual and for society when such individual contributions and serious achievements for the future are lost.

b) The talented students sometimes choose tracks of study or types of professions unfamiliar or interfere with the wishes of the family or the parents who feel that they are not commensurate with their social status. In such case, the parents stand in the face of their children and prevent

them from attending this type of study or profession and these cause the talented to retreat and then to get frustrated and failure.

2) Problems related to the domestic environment:

a) The talented children face some problems or obstacles that have come from the direct parents, brothers or sisters and perhaps the most important of which is the family's indifference to the child's mental or technical talents so that they neglect his activities and he becomes unwilling to exercise them in addition to not providing him with the material and moral potentials no matter how simple. Thus, the family may operate to bury the talent in its infancy. The talented children often withdraw and abandon their talents and the practice of their hobbies in cases of repeated failures, especially in the early stages, as well as in cases of a sense of fear and threat by their parents. This may be due to the fact that the talented have effusive emotions on one hand, and social sensitivity on the other hand (Habib , 2000).

b) The family may follow wrong methods in the processes of education and socialization, that they do not accept the child and his talents and consider him naughty and a trouble-maker. That's why the family utters verbal phrases that are not accepted or makes fun of his ambitions. In contrast, there are other patterns of socialization which are also wrong, when the family exaggerates in the launch of expressions of thanks and praise for her son and when giving him too much affection and pampering which lead him to vanity and a sense arrogance .

c) Among the mistakes the parents make is teaching their children misconceptions and stereotypes in thinking like saying that there is one solution to this problem and all other alternatives are wrong, and this of course kills the spirit of creativity among children who can discover solutions and other alternatives unfamiliar to the adults and parents. In this vain, Blazer and Siewert (1990) state that all the mental functions of the talented can be collapsed through the inappropriate homes for their lives (Habib, 2000).

3) Problems and difficulties related to the school environment:

The school environment contains multiple variables and various media that play an important role in the development of creativity and honing the talent in children if they have been properly

exploited for the benefit of the child. In contrast, they can be a source to cause problems for the talented interrupting their growth and limiting their talents and creativity and perhaps the most important of such problems are:

a) A lot of problems emerge in the classroom between the talented and the teachers because the talented often look for individuality that distinguishes them from their peers in the classroom. They might increase their questions about the issues and subjects they study or about ideas and solutions that they might have to address the problems or they might present solutions and proofs different and unfamiliar to their teachers or ask difficult and complex questions. Teachers and coaches might feel irritated and in turn they suppress them or ridicule their ideas and opinions and then they call them naughty or retarded and they provoke chaos in the classroom. The American Newspaper 'Pronidence' published in 1992 published a document stating that the parents of talented children in one of the cities have protested against the way their talented children are treated with. This protest was presented to the City Council by the secretary of the Association of Talented and Creative Children accusing the public schools of putting the innovative students in the same classroom with the mentally retarded and because of the behavioral problems that occur, they are treated as mentally retarded (Habib, 2000, p.85). Thus, the talented and creative are placed with a class of mentally retarded children.

b) In the most civilized countries, how is the state of the talented in the developing and underdeveloped countries, then?

c) Since the talented children tend not to memorize, but rather they favor other methods of learning such as exploratory education and the search for information and facts by themselves, i.e., using the method of self-learning. They also depend on patterns of thinking based on observation and inference, analysis and evaluation which means the higher levels of thinking. They often feel bored when teachers use traditional methods of teaching based on the methods of indoctrination and stereotypical thinking. Besides, the traditional school climate, the lack of potentials in the school and the lack of school activities such as the physical (sports), music and art activities and the programs of trips and visits, all this causes boredom among the talented children and hinders their normal and natural growth.

Conclusion

many of the modern discussions focus on the need for gifted and talented student individuals that can exploit their talents and abilities in a distinct moral and desirable manner and not to exploit their talents, for example, to maximize themselves and to make personal wealth but to solve social problems such as poverty or environmental pollution or unemployment. this article presents in-depth perception of reality Talented in the future soon . Second, the paper describes about the characteristics of gifted students and problems of the talented, . Finally, propositions are offered to develop the talent.

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