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Instigation and development of gifted in school

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Abstract

In present time is very important to discover gifted individuals, particularly pupils, in order to help and support them in every way. Gifted pupils often faced problems in his schooling, such as a lack of understanding, insufficient teaching contents, impossibility to fully express its exceptionality.

The family, preschool institution, all kind of school, parent, educators, teachers, pedagogy, psychologists, logoped, experts of different profiles and vocation, are the first to recognize innate abilities, skills and talent as well as overall individual powers. They have a special importance in this field. Theirs role is permanent, immeasurable, and irreplaceable on all levels. Thus we can show the gifted that we care about them and the pupil could use properly its own talent for the welfare of the whole society.

Keywords :Gifted; type of gifted; identification of gifted; gifted education.

1. Introduction

In the last few decades worldwide, particularly in developed countries, a great attention is paid on studying the phenomenon of gift and creativity in their various aspects. This interest is not accidental because experience has shown that for overall progress in all spheres of life most worthy were great and creative minds, and that investing in the development of the gifted is the best investment.

A survival and future development progress will have those nations and countries that have gifted and talented people. The present situation, which is attached for the survival and further development of the individual, makes all parties serious, and especially the intellectual elite

Delors, (1998) study found the following: Strengthening the democratization in the society leads to the introduction of a democratic way of working in the schools. That means greater commitment to the individual, greater expression of his features, developmental characteristics and greater affirmation of their right to diversity in the educational process. All this contributes to the achievement of greater opportunity for development of children according to their abilities which differ from the average, where special place belongs to the gifted children. Tendency for development of the education of gifted children is important because of their value to the society in which they live. If we improve the education of gifted, their education will become easier and faster, and thus cheaper. Later in life they will create more and with greater assets, thus the progress of the society where they live depends on their creation.

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The children, for who is said that are gifted, talented, genius always intrigue people and they arouse awe and envy. There is even an opinion present that gifted children are obsessed because they understand a lot of things since their early age. Some people for the gifted say that they are crank, eccentrics, they chastised and rejected as fools. Parents of such children are often categorized as too ambitious fanatics.

Also, schools often refuse to make adjustments to the curricula and programs for gifted children that require adjustment of the program according to their abilities. When parents react to it, usually they are considered as irrational because they should be happy having a child with great abilities, for whom that is enough.

1.1. Defining the gift

In line with a better understanding of the phenomenon of gifted, its nature and conditions under which it occurs, definition has been changed.

What is gift? This question still does not have a single answer. Diversity and different responses are linked with many conditions such as time of appearance of the gift, the characteristics of the behaviour or prediction of a future behaviour, types of behaviours, a remarkable contribution to humanity, and the nature of the results and etc. One of the definitions for gifted children, says that "gifted children are those of the professionals were identified as children who have more than average skills, specific academic skills, creative or productive thinking, the ability of management, arts, and psychomotor skills."

According Čudina-Obradović, (1990) "Gift is also understood as a general intellectual ability, as a general creative abilities, as productive and creative ability, as a set of specific skills, such as the ability to use thought processes as area-specific intelligence and creativity" .

Today one of the most accepted definitions for gift is determined by achievements. According to Koren (1987), the gift is seen as productive, creative ability. "Gift is a kind of combination of features (skills, motivation and creativity) that enable the individual to achieve above average result in some domain of human action, and that product can be recognized as new and original contribution in that area. This definition turns attention to the fact that it is not enough to possess high abilities who would speak of someone gift, but it is possible to have motivation for learning as well as free and fantasy approach in applying the acquired knowledge, in other words, it is also important to be creative. According to Koren (1989): "The gift is a combination of skills, which results with a permanent ability of the individual to achieve extremely high results in one or more fields of human action. The combination of skills includes: general and specific skills, creativity and complex variety of personality characteristics and motivation".

During the development of knowledge about the nature of the gift, since first Terman's research of the characteristics of superior intelligent individuals in the early 20-ies of the 20th century, the understanding of it has been changed.

The studies of the development process of the gifted, and conduct their work in 80 years of 20th century (Bloom, Feldman, Gardner, and Tannenbaum) led to the notion that a gifted person is someone who, despite the advanced general intellectual ability, possesses particularly high skills in one specific for which the individual shows a particular motivation and commitment. Such an individual meets an understanding, support and active participation of his/her family and wider social community. According to Čudina-Obradović (1991) that area-specific understanding of gift is given along with some other characteristics that are important for the gifted:

1. The gift is not a result of one characteristic, but a combination of skills and capabilities;
2. The gift can be manifested in the form of productive and creative activity, or may be a potential, latent, which will be developed in support of the environment;
3. The gift occurs in different areas of skills as an explicit ability or a combination of capabilities expressed in any area of human knowledge and activity. According to the areas of human activity, in which different combinations of capabilities are pointed, we distinguish four sum of the reserve-specific gift: cognitive area, the area of artistic expression, psychomotor and psychosocial area.

1.2. Types of gift

According to Hozic (2008), for the understanding of gifted children the awareness of the existence of individual differences is very significant.

As there are different understandings and definitions of gift, we can note that there are different types of gift:

A gifted child shows in his behaviour that there are conditions for developing into a creative person. The signs are numerous, often occurring very early, and generally indicate the presence of high intellectual ability (easy learning impairment, a sense of humour, perceive the connection of causes and events) or specific skills (art, music, psychomotor or social (as Čudina-Obradović, 1990).

Wonder child is a special case of a gifted child, who achieves many creative-productive results, since his/her early ages, which can be compared with the results of a mature artist. It is believed that this phenomenon occurs as a result of a favourable combination of hereditary factors and environmental conditions, which recognizes the emergence of unequal development of child's various skills. Noted with premature and accelerated psychological development in one area, while other aspects of development are proceeding at a normal pace.

Idiot savant is a child in whom a narrow ability is highly developed, while others often are immature. This is an example of the existence of unequally and unbalanced development of specific skills, with a narrow ability, such as impairment of numbers, dates, etc. without looking at mathematics is highly developed.

A talented child is a clue that within the term gift has undetermined use. One meaning of the term "talent" refers to what is now called as the manifest gift unlike gift potential, which is marked only with the notion gift. In another meaning talent refers to some lower level, and gift on a higher degree of intellectual gift. The latest understanding of the notion of talent is related with multilateral definition of gift: while high intellectual ability is the basis for general gift, and even the ability to provide high achievement in specific areas (arts, sports, social) – are the basis for specific talent or gift. So the term gifted mean those who have highly developed skills, and term talent those who achieved high achievement in activities that deal. The term talent expresses intellectual gift in a specific area, unlike the potential gift which has expanded area of understanding. Talent refers to something lower level of intellectual gift.

Genius is a term that denotes those with the highest degree of gift, and is used with two meanings. The first, psychometric includes people who have IQ higher than 160, and the other refers to people who owing a longer period of life create a number of important works that have a longer impact on human thought and creativity. Today, instead of genius the term "highly gifted" is used.

In the literature it is not found a systematic classification of the types of gift. According to Djuric (1996), who is referring to the attempts that some authors made, there is this division:

- general-intellectual
- creative
- academic
- social
- psychomotor
- sports
- political
- art
- music
- the oratory
- mathematic

Of course this list does not include all types, and on the other hand, there is an overlap between some of the above, because it is not made by single criteria.

1. 3. Characteristics of gifted

There are many characteristics that gifted children differ from average or under average children. As the most important characteristics of gifted children, students often point out the following properties and attributes of gifted children:

- Gifted children learn faster and better in a different way;
- Minimum need help or support from adults;
- Most of their time they study alone;
- Discovery of new knowledge is exciting and motivating to them, it encourages them to continue;
- Because of unstimulated programs they are often bored at school;

- Often they know from early ages what they began when they grow up;
- They are creative;
- Refuse instructions from seniors, because they can find themselves a strategy for learning;
- They rectified relentlessly someone else's mistakes, even when it comes to teachers;
- They are often stubborn and prone to cooperation;
- They are ambitious, highly clever and have willingness for working;
- Think logically, rationally, conclude, challenge and offer;
- They are disciplined, diligent, obedient and pedantic;
- They quickly understand the essence of things and always separated essential from unessential;
- They are more introverts from their average peers and communicate with seniors, because of that gifted children are unpopular among their peers or with their teachers, and in social isolation on which are being exposed, they developed a special sensitivity and increased emotional instability.

Variance within themselves and frustration about unsatisfied natural and social needs, educational needs, gifted children, compose very risky population with late asocial behaviours.

1.4. Identification and encouragement of the gift in the school

At the time we live in is discovery of the gifted particularly important, especially children, in order to offer comprehensive assistance in every aspect. First the front of the awakening of latent abilities, opportunities, perceive, recognition, at determining the general and individual species of gift or talent for certain areas are family, schools of all levels and types, and environment of the individual. Parent's educationalists, pedagogical staff in the school-teachers, professors, teachers, psychologists, social workers and other professional associates have special importance in this area. Their role is permanent, indispensable, more than necessary and always new

The identification of certain individuals as gifted, or establishment of their gift is one of the most important prerequisites for any action in this area. However, there is a question - when to begin identifying the gifted, whether in pre-schools, or in the early ages of their lives? There is still no theoretical agreement on this aspect.

The most important initial step in the care of the development of a gifted perceives the signs of their abilities. Parents begin to recognize the signs of gift in the first year of their child's life. They can see if their child reacts live to certain features, such as: sound, colour, shape and so on. Parent's early recognition of signs of gift behaviour in children is important because it contributes to increasing opportunities for developing perceived potentials. But the valuation by the parents is not always with good prediction validity as a consequence of their lack of competence, the inability to compare their child with other children the same age, or the tendency to overestimating the achievements that are more a result of their pressure than the actual abilities of the child.

Identification of the gifted is a specialized confirmation if the previously noted signals are indeed signs of developed abilities. Through the identifications the further destiny of the development of gift is decided.

Inadequate measurement instruments, inadequate manner or time of identification, unrecognizing of certain categories of children are just some of the factors that contribute to some children who have great opportunities for development to remain unnoticed.

An important issue in the identification of gifted is selection of the criteria: What level of a particular characteristic is considered as gift, which level of success indicates a potential gift. Whether a person is gifted or not, if he/she is very or little gifted in the area in which is the investigation of his gift, the examiner will decide on the basis of criteria that will determined in advance.

However, at the same time the examiners should be aware that gifted cannot with certainty be determined at a given moment as a constant, unchanging size, especially when involved children and youth. There are in the course of life occurred significant changes. Some children, who are identified as gifted throughout life maintain that capacity, but there are some who will fail later in work and will not create works that are expected of them. On the other hand various kinds of gift, even sometimes the same kinds in different individuals, do not appear at the same age. Therefore it is recommended during the identification of lower age, greater number of children to be included, and with the ageing of the child, the criteria to be intensified.

Dominant carriers in the process of recognition of the gifted students are teachers in cooperation with parents and educationalists from preschool institutions, and other guiders of the activities of students in school and outside it. All

are involved in different stages of this process and apply the specific procedures and instruments, which enable it to be successfully realized.

The teacher has the unique opportunity to create conditions potentially gifted child to become a positive and useful members of society. He should be aware that some gifted children lack synchronization with their peers, family and time in which they live. Therefore, it is the teacher to understand the feelings of frustration and isolation among these children, which may occur because of their intellectual development, which faster than the emotional and physical. He should be aware of the possible discrepancy of intellectual and social needs, such as, for example, needs for security and social acceptance.

If good teachers are the best source for creating conditions for the gifted and talented children, it's necessary to pay greater attention on teacher's education. In the initial training programs an accent should be put on about understanding the needs of these children and teaching them how to educate. This can be achieved by upgrading them in the pedagogical-psychological education, education through seminars, permanent education using books, brochures, manuals and other information sources.

5. Conclusion

It is never too early to begin developing the abilities of children. Parents and family are especially important in the development of gifted child, because they are primary factors in the life of the child. Parents are those who may first notice that their child is different from other children. It should be used and parents should be offered social support through the organization of the pedagogical-andragogical facilities where they could seek advice and appropriate support, assistance, information, experience.

According to that these children learn easier and faster than the average, its necessary a wider span than usual. It is necessary to provide a real stimulus that will be diverse, which encourages learning, will provide adequate material for learning and play, the child will be allowed to study by a model, it will provide more experience, because quality early experience is a crucial for the later development of high ability.

Every child deserves special attention from their parents, and society, and so does the gifted child who is a child with special educational and other needs.

Every educational institution with children, who are labelled as gifted, like the parents, has a greater sense of responsibility. Persons who are directly engaged in the work with the gifted children may feel the need for change and adaptation of the work program and relationship to them. For these reasons, often occur educationalists and teachers to feel resistance towards increased requirements for working with gifted. These problems in the institutions will soon be overcome, if the phenomenon of gift is known, and if there are forms of work with the gifted.

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