

9th International Balkan Education and Science Congress

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16-18 October 2014 / EDİRNE



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9. Uluslararası Balkan Eğitim ve Bilim Kongresi
9th International Balkans Education and Science Congress
16-18 Ekim 2014 – 16-18 October 2014

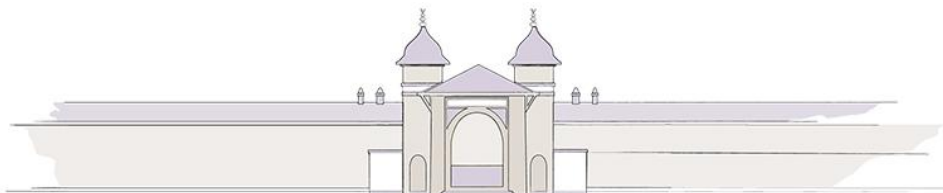
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THE TEACHER AND THE GIFTED CHILD

Jadranka Runcheva¹, Despina Sivevska²

Abstract

The education that the gifted child receives, should be distinguished from the education which his peers receive, i.e. these children should receive education that will meet their needs. It is extremely important for the gifted children to receive proper treatment even in the family, and then within the school, where should be worked by the special individual plans and programs with him. The most important thing is early detection and identification of these children, so that they can be, as early as possible, properly raised and educated. The teacher must be educated about the characteristics of the gifted children, as well as for the work with them. Besides well-prepared teacher, from a crucial meaning for the proper process of education of the gifted children is teacher's motivation to work with these children and his willingness for continuously improvement in this area. The paper gives emphasis on the teacher 'role in the education of the gifted children, as well as on the ways to work with these children in the school.

Key words: *gifted child, teacher, school.*

*The success of education depends on
adapting teaching on
individual differences among students.
Yuezheng, in 4th century B. C., Xue Ji*

1. INTRODUCTION

Every child through teaching has the right to progress as quickly and to that extend as it is necessary for him in order to use his own potentials. This actually should be one of the main objectives of education. For this purpose it is necessary to be developed different methods of teaching and learning that will satisfy the nees of the children with different abilities in order to improve the quality of education.

"If a child cannot learn through the way we teach them, than we should teach the way in which he can learn"

Environment in which the child lives is very important for his overall development, especially the intellectual, and the task of the adults' is to satisfy the specific interests and to encourage the development. "Fundamental principle on which has been organized and realized the upbringing-educational work with the gifted children is the satisfaction of their specific needs through accomplishment of their right of appropriate development and education.

Early detection and encouragement of the abilities of the gifted children are increasingly important and are replacing the previously belief that a person who possesses superior capabilities needs no additional encouragement and additional care. Giftedness is not only a gift to the child, but also a gift to his surrounding, but at the same time an obligation of the same environment. Giftedness and youth are high potentials for the future of every society (Cvetković-Lay, 2002).

The task of every teacher and parent is to be looking for opportunities for education that will respond to the unique needs and abilities of the gifted pupils, in order to enable them to achieve their best. An important task of every teacher is to be able to satisfy the various and broad requirements of the gifted and talented pupils.

Gifted pupils need continuous, specific and concrete help. They need material support, quality teaching, necessary knowledge, an example that they will follow to discover new ways how things can work, and, of course, an emotional support (Freeman, 2001, Karijašević, 2013). Timely identification, quality upbringing-educational work and positive attitude towards these pupils are crucial in the overall work with these children.

Gifted children need more knowledge, support and work, considering that their capabilities are over the set norms and over the school casual work. If we do not respond to the needs of gifted children, they can become children with behavior problems and then they will need help, but for other reasons (Karijašević, 2013).

2. CHARACTERISTICS OF THE GIFTED

There are various approaches and definitions of giftedness. In the scientific world around 140 different definitions of this term are being used (according Cvetković-Lay, 2002). In general, giftedness can be defined as juncture of the features and capabilities that help the child in one or more areas to achieve above average results.

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In the numerous studies that deal with this problematic was concluded that the gifted pupils possess the following characteristics: rich vocabulary, easily operate with abstract notions, accept discussions and debates, sense of imagination, easily reveal complex relationships and connections between phenomena, broad interests, strong motivation for success and knowledge, plastically solving the complex problems, work persistence, independence of the opinion (Ђорђевић, 1995, Аврамовић, Вујачић, 2009).

From the aspect of creativity, gifted pupils ask unusual questions, suggest unexpected ideas, desire to explore new areas, have vivid imagination, wide interests and different types of hobbies. They show success in the planning and organizing, socially are well adjusted and often become leaders of formal and informal groups. The development of their emotional and character features depends from their teachers and classmates i.e. from their understanding and acceptance (Арнаудова, Ачковска-Лешковска, 2000).

How can we recognize the gifted pupils? Gifted pupils show high ability for easily and quickly learning. They are clever, excellent in understanding and solving problems. Capabilities can be different: intellectual, practical, social, artistic, sporty, and this means that giftedness is always bind to a specific area of social activities or any particular profession - math, language and literature, art, social sciences.

When it comes to children it should be noted that some children are very capable but are not motivated. Among other children giftedness can be manifested at an early age, and among others later, in adulthood. For some children social and family conditions are important and for others they are not important. There are children who show giftedness for one subject or group of subjects, while for the others he doesn't show giftedness (Ђорђевић, 1995, Аврамовић, Вујачић, 2009).

Gifted have the same developmental needs as well as the entire world's population, only they are special in terms of the attitude towards the environment and basic human values. They, just like the entire human population, tend to satisfy the basic life and developmental needs (Maslow), and especially the highest of those needs - self-realization. These individuals are more sensitive than the others when it comes to the obstacles which follow the satisfaction of those developmental and life needs, and to the deviation from the basic life values. They show greater tolerance for diversity that follow life in different social and economic environments. (Matijević, 2012)

For the teacher, the most frequent indicator for identification of the gifted pupils is the over average success in the process of acquisition of compulsory school content, i.e. high grades from a subject. However, these indicators must not be trusted, because they may be a result of some other circumstances, not just giftedness.

3. TEACHER AND GIFTED PUPILS

Beside family, preschool teachers, and especially teachers have an important, if not crucial role, in the recognition of the giftedness among pupils. They observe them daily in the process of acquisition of knowledge, abilities and skills, development of independence, confidence in themselves and in their abilities to solve various problems.

Preschool teacher / teacher is a person who consciously or unconsciously creates atmosphere in the group of children / pupils, which could be more or less favorable for the development of giftedness. Such an environment means providing flexible space and didactic material, providing a positive emotional climate, and development of motivation, creativity and imagination through the integration of play and learning.

Teachers should have more patience in the work with these pupils. The current educational system does not give many opportunities for teachers to satisfy these requirements. Large classes, with many pupils, classes directed to the average pupil, situations where gifted and talented pupils were feeling neglected, of course, assuming that they will handle by themselves. However, the fact is that smart kids cannot be taught by themselves, and if they are neglected, they will quickly become bored, they will start to hamper the lesson, they will create troubles, and regress.

The teacher has an important role in the overall work with gifted pupils at school. His role is important in all stages: recognition, identification and upbringing-educational work. There are many opportunities to be organized appropriately (adequate) upbringing-educational work for gifted pupils, but the teacher can also create a working atmosphere where individualization and differentiation will be respected.

A teacher who works with these pupils should be a character person, should have adequate general and vocational education, to be pedagogical-psychological and methodical capable, to have right attitude towards work, to loves his own profession, to respect child's personality, to be creative and positive example for the children. Teacher's work is not just within the teaching, but he is responsible for the overall development of a young, critical and creative personality (Ајановић i Stevanović, 1998, Karijašević, 2013).

An important task of every teacher is that, through the proper communication with his pupils, to achieve an atmosphere of joy from learning, experimenting and accomplishment in the realization of their ideas and concepts. Guiding a productive discussion with gifted pupils is a demanding task for any teacher. Their abilities to express unusual or advanced interests require a teacher who is intelligent, creative and motivated. The teacher, in the process of teaching, should open more space for creative expression of the pupils in order to show the giftedness that these children have (Tomić, 2011).

In the work with gifted pupils, the teacher should pay special attention to the needs of these pupils. He should accept these pupils, he should encourage them: in their (pupils) confrontation with challenges, to explore, argue and discuss for various issues, and he should expand their interests.

At the same time the teacher should give these pupils support in the development of self-awareness and self-respect, develop the need for acknowledgement, support in achieving maximum results, respect for others, maximum intellectual engagement of the student, development of responsibility to the community.

Avramovic and Vujacic consider that in order to be able the teacher to successfully accomplish its role in the work with gifted pupils, beside basic, he should possess some other features that are necessary to work in the classroom. They are not radically different from the general preferences for one teacher, such as persistence, curiosity, venture, criticism, creativity. Teachers who work with these pupils should possess additional professional qualities: 1) to know his subject especially well, 2) to show high qualifications, 3) have published papers, and 4) successfully conducted discussions (Аврамовић & Вујачић, 2009).

At the same time, they state that these teachers, despite professional should possess certain personal characteristics. Such teachers should be characterized by open, flexible mind, to have a high level of confidence to invest in their personal and professional development, to be enthusiastic oriented (possess high motivation, commitment to the profession), a talent for establishing social relationships with children (patience, sensitivity, sense of humor, communication). Simply, the teacher who works with gifted children must possess high intelligence, creativity, broad interests, professional competencies.

4. GIFTED PUPILS IN THE REGULAR CLASSES

There are different methodically forms that are applied in the work with gifted pupils. However, current practice of educational work with gifted pupils can be boils down to three commonly applied forms of work, such as:

- Grouping, separation: special classes, special schools (music, art, ballet), collecting (grouping) according to abilities, items, summer schools etc. .;
- Acceleration: Early entry in or skipping classes; and
- Enhancement: the diversity of curricula, programs for self-improvement, elective programs, additional work, parallel education, seminars, exhibitions (further engagement of pupils in the classroom and outside of it) (Karijašević, 2013).

In classes, the work with enriched program has shown to be the best from the other forms, according to the achievements of pupils and their self-image (Cvetković-Lay, 2002).

Gifted pupils in regular classes in our educational system learn the same material (lessons), on the same way as other pupils, which it somehow leads to lag in development. Despite this, it is needed to be created programs that would allow acceleration, grouping according to their needs, learning outside the regular curriculum, work with mentors, applying all the resources and content from the closer and wider environment.

Besides this, for these children should be set tasks that require more complex and deeper knowledge, and issues that require abstract way of thinking. It can be provided through instruction that includes analysis, synthesis, abstraction in the learning curriculum, not just memorization of facts (Нешковић, www).

In our educational practices, for the gifted pupils usually has been organized additional classes and they are included in the certain sections and mostly through the organization of events, exhibitions, competitions, participation in projects, referral to additional literature. This way of working with gifted children allows more popularization of the school and teachers, and less impact on the development of talents.

In order to be in function of the development of the giftedness, the additional teaching should be based on individual needs and preferences of the students and the content of the regular curriculum that will enable pupils quickly and thoroughly to enter the world of science. This will be achieved if the teacher carefully weigh and choose those contents that will encourage pupil's activity. Through additional education can get information on what the pupil wants and in what he is the best (that he goes by hand). Sections in the school should allow pupils to extend their knowledge to advance its research spirit and develop creativity.

For pupils who are gifted, above all, need to be determined specific educational goals and objectives that should be achieved in the work with them. Based on these goals it is necessary to choose appropriate content and appropriate methods, means and forms of work that will enable the most successful achievement of goals. Gifted pupils exceed the program under which it is in regular school and therefore need to offer a program that will be layered, more extensive and different quality, but also should not allow pupils to skip the content of the regular curriculum. (Милић, 2010).

5. CONCLUSION

Gifted pupils are a challenge for teachers and the entire educational system. It is not easy to teach gifted pupils, because they need more knowledge, attention and support, and teachers should be prepared in a variety of situations, questions, answers of the gifted children, situations when a child knows about a topic more than the teacher.

Teachers are important in the overall process of working with gifted pupils, starting from the identification phase, because they spend many hours every day with this children (particularly teachers who work in elementary school) and should know all pupils well. That way they could recognize pupils who have some of the features that are typical of gifted children. Teachers must participate in the identification of gifted pupils in the realization of educational activities tailored to gifted pupil (Karijašević, 2013).

Unfortunately in our schools many gifted children are still facing difficulties in the education system. In schools there is no system for their identification, as well as strategies for their needs. They are often neglected by teachers who do not know how to deal with them, and talent often fades. Psychologists warn that their (pupils) dissatisfaction is often manifested by aggressive performance, disinterest in teaching or hyperactivity.

The same is confirmed by the Bureau for Development of Education where is suggested to make legislative changes and recommend to define the procedure on national level for working with gifted and talented children, and determine test of intelligence. Therefore they say that it must be defined a procedure for formal identification and to be given competently to schools. It should be enabled early primary enrollment, attendance of classes at higher grades, acceleration from 2 to more than 3 times during elementary school. It should be propose and individualized programs for these pupils, and mentoring teaching. Also should be planned teacher training courses and provide technical and financial assistance.

Of course, the teachers themselves must have social support and adequate education to work with gifted pupils because gifted children are the wealth of any society. If we want to be in trend with global trends in the treatment of gifted children, its necessary a larger commitment of all subjects in the educational process, first by making the appropriate methodology for their identification, and then education for teachers and the professional services in schools because the informative process is a necessary condition for implementation

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CREATIVITY IN TEACHING- AN INNOVATIVE APPROACH IN EDUCATION

PhD Lulzime Lutfiu Kadriu¹

Abstract

Nowadays, we cannot think nor imagine teaching without the usage of innovations i.e. nor can we build schools which would be a revolutionary factor for changes in society. As an innovative approach in education, creativity should also be used in terms of when needed. For this cause, the opinion that certain circumstances should be maintained in schools for the usage of creativity is a mandatory issue. The tendency for the integration of creativity in education is at growth, from which changes will influence the whole education system and teaching process. One of those projects which has a systematic progress is creativity in education and teaching in the Republic of Macedonia, which has successfully implemented all changes at all levels of education. The pupil, child, young and grown man should always work, learn and live in a creative and experimental society.

The future requires activeness, openness, and a turn towards life and questions and problems of everyday work, not only for today, but for tomorrow also. In the 21st century, creativity is regarded as a necessity for society but also as a personal need for modern man. For the development of creativity in teaching there are many sources, though the most important source for this complex process are the teachers which have to find and design creative materials in all subjects and involve the students in the process as well. The educational-learning process in schools should therefore be turned towards the work of the students and teachers together. The issue of research in this article aims to focus on creativity in teaching as an innovative approach for the development of teachers creative skills. This article aims to not only focus on the importance of innovations, nor the importance of creativity, but to focus on these categories and what they have in common. This means that the total amount of creative activities used in teaching as innovations, will normally lead to overall successful education (teaching). The research will display both theoretical and empirical results.

The methodology of research uses descriptive-analytical methods, interview, while as instrument teachers questionnaires are used with closed-ended questions. In the research, we aimed at identifying the following:

- the skills and capacities of creativity that teachers possessed for creative teaching;
- to evaluate the most effective manner for the realization of creative teaching

As a conclusion, we found that creativity in teaching is what leads to modern, contemporary teaching and with this, the overall success in education is achieved.

Key words: *creativity, teaching, innovations, education, teacher etc.*

INTRODUCTION

The focus of the new requirements in the teaching process now puts emphasis on the development of creative abilities and skills of young people for the purpose of promoting economic and business development, in general. The need for young generations to have the opportunity to experiment and discover is inevitable. Though, perhaps it is necessary to point out that desire, but also necessity to develop imagination and creativity should result in greater importance of culture and communication, as well as in valuing not only the knowledge of those that are part of the adults experience, but of young people to whom they will come in different ways. In the modern world individuals who are inventors are the privileged ones, and creative lifestyle becomes normal and the only path for everyone. Starting from such needs, our research "Creativity in the classroom as an innovative approach to education" basically aims to study both how and how much do primary schools provide creativity in the classroom as a segment of modern innovation in education.

In this context we emphasize that innovation in teaching is not new and not only our requirement. Rather, teaching is a dynamic process that from the beginning of education till today is experiencing constant change, of which most can be labeled as innovation, more specifically as something that is new and different from previous work in teaching and education. If you are seeking full progress of society, then it is quite reasonable to apply newer approaches to teaching which will be aimed at the development of the young person and the development of society as a whole.

1. Creative teaching and innovations in the educational

“ There are no bad thoughts, except one: to reject thinking” Ann Rend

In modern times nowadays, transformation in education cannot be imagined without the addition of various innovations, whether they are systematical or of practical character. The entire world especially the

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developed countries, nowadays provide huge funds, people and effort to research new and unsolved issues. (Miljević, S. 1993,pg.9,19)

Innovation in the context of change are integral to the functioning of the educational system. They are expressions of its openness, flexibility and progressive properties as giving rise to its current momentum. However, their introduction into education must be based on previous studies and observations of actual conditions and opportunities. (Damovska A, Lena. 1998 , pg. 181).

Innovations are conditions for schools to not fall behind the social and technological changes that occur every day. Transformation and innovation of the system of education in the country is the result of the general changes in all spheres of daily life and work, reflecting the challenges of the time, the requirements, and the needs of the educational process. (Petrov, N. 2006.pgs. 115, 157-158)

Elementary school, which is set as the basis for further education, training and the introduction into life and work, feels the need for constant change and innovation initiatives. (Petrov, N. 1992. Pgs. 4,5)

The importance of innovation in education is multidimensional. Under the influence of innovation is changing not only the style of teaching but, to a large extent, the quality of knowledge that are closer to the needs and requirements. The presence of innovations in schools is a necessity and social condition. In particular, innovations in educational activity synchronized the pedagogical, social, organizational and economic system measurements (based on solid pedagogy and other sciences), aimed at raising the level and quality of educational work with rational use of personnel time and the creativity of the teacher and the student. (Miljević, S. 1993, pg.12.)

Creative teaching is the teaching that as a crucial factor for determining its affirmation takes the work of both students and teachers in the educational process. Creative teaching involves rich intellectual experience that has numerous cognitive activities: independent, free and thorough understanding of phenomena and objects, identifying their essential features, revealing hidden meanings, new ideas, facts and directions to solve, imagining and inventing new and unusual, comparing, predicting, concluding etc. Creative classes characterize relations of trust and cooperation of teachers and students, and the students are bold intellectual endeavors who are encouraged to research, using curiosity, initiative, creative observation, thinking and imagination, and to participate actively in all phases of teaching, planning and preparation, from implementation to evaluation. (Markinovi, S. 2003. pgs. 17-18).

The pedagogical goal of teaching refers not only to the development of intellectual and creative abilities (divergent, logical and critical thinking), knowledge and skills in certain domains, but also to the development of the whole person, including emotional, motivational and social spheres and moral values. (Schaeffer, J. 2005. p.23)

. Teaching opportunities for the teacher in using creative activities are numerous. One gets into the creative process if he knowingly accepts alternative solutions and refuses routine and common responses. The freedom and spontaneity are keys to creativity. The teachers role in the process is needed, but should be unobtrusive. The creative teacher must help the child remain in his own way. The duty of a teacher is to help students creatively identify themselves, to help them adapt to their friends, and while not sacrificing its creativity, to overcome their anxiety, hardship and failure (Stefanovi, M., Papotnik, A. Gumzej, G. 2002, pgs.87,89).

The teacher should follow the modern trends in the theory and practice of working with gifted students, which would increase their own efficiency, and with it, would therefore create an ideal situation to determine whether a student demonstrates creativity or talents. (Kevereski, L. Zbornik, pg.69).

Creative classes should encourage students and teachers to move from the usual routine towards new, original, unusual, authentic, fresh and creative ones, because being creative and constantly changeable is the greatest gift and power of speech, as intrinsic to ones nature. (Petkovska, B. 2008, pg. 102). Giving such a space of innovation in education and teaching specifically rely on the findings of Adams that creativity and change are two sides of the same coin: "Creativity is needed to respond successfully to changes, in turn, it itself results in the change " (Adams, C.L.)

Students creatively develop not only during the use of verbal information, but most of the time they spend on experimentation and testing. Pupils are encouraged to not stick to the usual norms (rules). Creative students actively change their environment. We emphasized that the teacher is the one who provides the most efficient conditions for achieving the desired results. He is the one who has followed the progress of the students, who directs, coordinates, collaborates, awakens children's imagination and allows expression of students through their creative activity. To

develop creativity among students, the teacher with creative work eliminates many errors of the cognitive process, such as uncertainty, sidedness, formalism, inconsistency, dogmatism.

We studied the problem of creativity by evaluating:

- the ability of teachers towards creative approaches to teaching;
- the level of effective ways for the realization of creative teaching.

1.1 . The ability of teachers for creativity

Creative teaching in schools cannot be successful if the teacher with any feature of his personality does not possess natural manifestations of creativity. Therefore, in our research we considered important to the study the rankings of teachers creative skills.

Table No.1. Rating teachers creativity skills

Ranking of teachers creative skills		points	X	rank
1.	Chance of creative processing of the material	280	2,24	2
2.	Affinity towards acceptance of new ideas	324	2,59	4
3.	Sense for experimenting	358	2,86	5
4.	Critical and independent in thoughts/ideas	510	4,08	8
5.	Openness towards new ideas	210	1,68	1
6.	Striving for original monitoring	445	3,56	6
7.	Shows new and original ideas	291	2,31	3
8.	Is open and excited towards creative achievements	494	3,95	7

The ranking consists of 8 full capabilities of creativity to a greater or lesser extent manifested in teachers. Because the ranking data is presented in a summary No.9, it creates individual opportunity to review all possessed abilities of teachers with appropriate statistical processing.

The middle value is calculated from the given range of the respondents turned into points. Accordingly, the lowest value abounds highest ranking position. We consider important to emphasize that creativity skills that are in rank sequence are most accepted by teachers

Accordingly, among the most acceptable capabilities in teachers i.e. larger number of teachers most highly ranked following capabilities for creativity: an openness to new ideas with arithmetic mean (1.68%), the possibility of creative material processing arithmetic mean (2.24%) and willingness to present new original ideas in teaching with arithmetic mean (2.31%).

Slightly lower ranking have the following capabilities for creativity: a propensity to accept new ideas, a sense of experimentation and striving for original track. However, the listed skills for creativity basically were most accepted by teachers that can indicate to the conclusion that teachers appreciate these capabilities in most cases they attempt and will further attempt to cultivate greatly the improvement in the quality of creative teaching. Therefore, the teachers capabilities enable greater creativity in teaching.

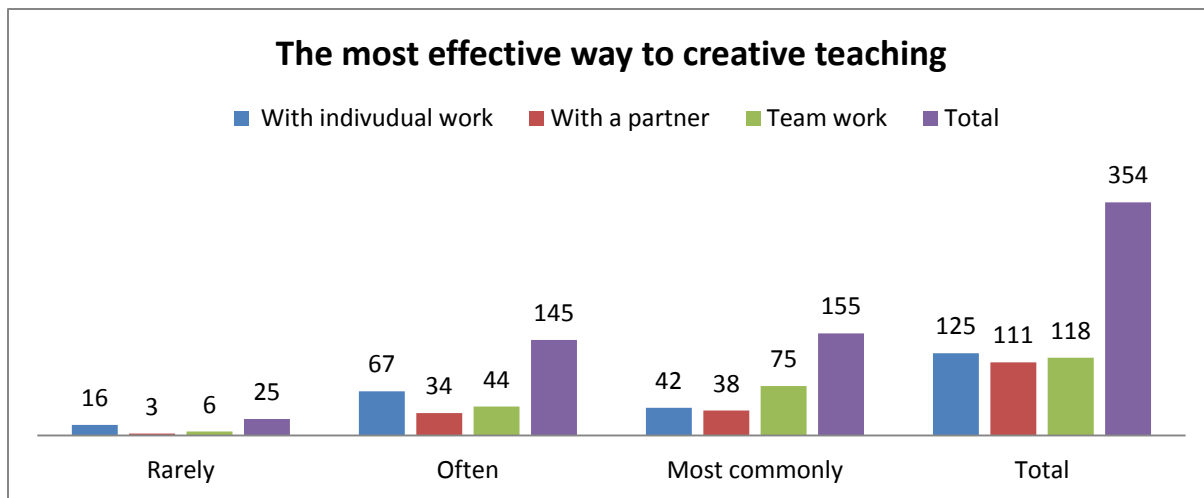
1.2. The most effective path towards creativity

The path towards the capabilities of the creative work of the teacher is characterized by specific approaches and achievements. We found it useful to study the level of the effective path for the realization of creative teaching based on the statements of the teachers in order to contribute in a sense, to illustrate effective ways of a number of teachers, with the attempt to apply this form of teaching in the educational process. . The research proposed three basic types of creative work and teaching: self, partner and team from their applicability in school.

Table no.2 Most effective way to creative teaching

The most effective way to creative teaching	Rarely	Often	Most commonly	Total
With individual work	16	67	42	125
With a partner	3	34	38	111
Team work	6	44	75	118
Total	25	145	155	354

Graph nr.1 The most effective way to creative teaching



The research showed that teachers prefer independent work in creative teaching but with very high percentage support partnership also, for it creates opportunities for supplementing and supporting each other. Teachers emphasize teamwork as the most frequently applied method present in all forms of education, for creativity of instruction in schools.

CONCLUSION

It is however necessary to emphasize that the creation of a range of abilities are characterized by a narrow difference in ranking which stressed the importance of visibility and ownership of all listed skills of creativity of the teacher.

We can therefore reasonably conclude that all three approaches in efforts to implement quality teaching work are subordinated in the relationship and the only way to see the perspective in the successful implementation of this form.

- The creative work of the teacher is the leader and implementer in the teaching process, which creates prospects for higher attainments of students in the educational process. One of the primary tasks of the teacher is to accept (realize) the notion that the development of creative abilities in students is the basis for creativity in teaching and innovative approaches in general. The presence of creativity in teaching as an innovative approach to education has opened prospects for reforms at school, they perceive their multimediality and versatility.

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