

The Problem Of Raising Gifted Children (A Psychological And Educational Reading)

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Abstract:

Gifted children are considered a category of children with special needs, and this is not due to the presence of a physiological illness or mental developmental disorder, but the reason is due to the fact that this category of children possesses abilities and skills and enjoys intelligence that exceeds what ordinary children of the same age possess, and therefore, their care and upbringing is considered a process that must take into account special psychological and educational dimensions, whether in terms of defining the gifted child in itself, or in terms of identifying their psychological suffering, methods of detecting and measuring talent, and finally programs designated for their care, and this is what we will try to identify it by presenting the problem of raising gifted children.

Keywords: education, child, talent.

1. INTRODUCTION:

Since the beginning of the twentieth century until the present day, the interest of researchers and scholars, including psychologists and educators, has focused on methods of raising groups with special needs, and the goal of this process is to integrate them with their ordinary peers and enable them to benefit from upbringing and education.

Special education aims to design and develop educational, pedagogical and social programs modified and customized to suit the category of students with special needs who cannot learn in normal ways.¹

It is always difficult to statistically evaluate their number of young children with disabilities, as they are not present in structures designated for everyone. They may remain with their families with little interaction with the outside world, or they are supported temporarily in associations. Here, the special must be understood in two complementary meanings: the special is a separate field from the ordinary, and the special is as it needs special structures for this or that type of child²

People with special needs are a category of students who were diagnosed by a specialist in the field of psychology, development and medicine, and it was agreed that they suffer from problems that make it difficult for them to learn in traditional ways, and they differ from ordinary people in a noticeable difference³, But this does not mean that special education is limited to those who suffer from developmental or physical disabilities, as it also includes the gifted, the creative, and those with mental excellence.

Interest in gifted and talented children began when the scientist France Galton presented a definition of giftedness and used the term genius to denote talent and excellence. He pointed out that it is a hereditary characteristic that has nothing to do with the environment in its formation.

In 1905, Alfred Binet and Theophile Simon developed a test to measure intelligence. Terman later developed this measure and it became known as the Stanford-Binet test. Terman completed his study of the characteristics of And the physical, mental and emotional characteristics of the outstanding and gifted. The study sample included 1,528 children whose IQ ranged from 140 or above. Their average age at the time of the study was about 10 to 15 years. A special form sent to parents and teachers was used in his study as well. Conducting achievement tests. This study refuted many perceptions about talent.

In the sixties of the last century, there was increased interest in creativity and the development of alternatives to measure IQ and identify gifted children, due to researchers, realization that IQ alone is unable to determine all forms of talent and excellence

As a result of progress and development in psychological research and studies on giftedness, methods for detecting gifted people have evolved from relying on intelligence tests only to relying on other means, namely creativity tests, and increased interest in developing educational programs provided to the gifted and The mentally superior category to facilitate their care⁴

However, we need in-depth psychological and educational reading about giftedness, starting with defining giftedness, then identifying the psychological and educational suffering of the gifted child, detecting and measuring giftedness, and finally programs for caring for the gifted, and this is what we will try to address in this psychological and educational reading of talent.

2. Definition of talent:

Gifted people are known in psychology as Smart kids, geniuses, who have the ability to re-integrate knowledge and ideas in a new and original way, and they are geniuses whose intelligence score reaches 145 on an intelligence test. Then researcher Clark (1992) developed a theory of talent and creativity based on the latest findings of previous scientific studies on the formation and performance of the human brain and the process of learning and teaching, and she arrived at an educational model based on the concept of integration or totality in the functions of the brain and in Defining the terms intelligence, talent, and creativity. In light of this model, Clack provided a long list of the traits and characteristics of gifted and talented children, covering the four components of the model as follows:

Table N°. 01: Clack’s model for defining the gifted child.

Cognitive field	*Remember and memorize a large amount of information.*Absorption capacity.*Curiosity.*High linguistic ability, flexibility, and thinking ability.*The ability to form concepts and avoid hasty ideas.*Great power to concentrate.
Emotional field	*Sensitivity to the feelings of others.*Early development of idealism and sense of justice.*The ability to control oneself.*The ability to make moral judgment.*Self-awareness and feeling different from others.*Understanding funny situations and dealing with them.*Having motivation and desire to lead.
Sensory and physical field	*Sensitive sensory system.* A tendency to neglect physical health and focus on mental.*Activity
Intuitive field	*Early interest in metaphysical phenomena.* Preparing to test psychological phenomena.*The ability to predict the future.*Creative touches in all fields. ⁵

From an educational standpoint, the first definition educational came to show that gifted children are that group that enjoys distinguished performance and achievement compared to the age group to which they belong in one or more of the following mental abilities: general mental abilities, distinguished academic performance, creative artistic and leadership abilities.

The Federal Government in America (1993) also defines gifted people as those who are characterized by superior achievement compared to others of the same age, experience, and environment. They demonstrate high performance mentally, creatively, and artistically, and they have a high ability to lead and excel. Distinguished in academic aspects, so they need services and activities that regular schools do not provide⁶, Then Stenberg 1997 determined, through his theory of intelligence, that there are three types of talent:

***Analytical talent:** The ability to understand the parts of a problem and how they are interconnected.

***Synthetic talent:** This talent includes insight, intuition, creativity, and skill in adapting to new situations.

***Practical talent:** This talent includes applying analytical and synthetic abilities to solve problems in daily life⁷

The modern definition of the gifted student takes into account the diversity and multiplicity of forms of talent, taking into account the integration between all, and this is due to the fact that there is no single standard for measuring talent, and gifted children vary among societies and one society⁸

Also, the concept of talent and excellence are not necessarily synonymous. Excellence occurs when the talent is in the mind. Excellence is linked to a high level of intelligence and thus a high level of academic and educational attainment, so the person is called superior, and the talent may be in another field, so he is called gifted.

Based on what was mentioned above, it can be said that every outstanding person is talented, and not every talented person is superior, because excellence comes as a result of talent, and sometimes talent and excellence come together in one person, and the difference between talent and excellence can be explained as follows:

Table N°. 02: The difference between talent and excellence

Talent	Mental superiority
Shows in any field, including excellence	It is related to the scientific field and academic achievement.
It means the individual's ability to perform highly.	t means the individual's performance is at a high level.
Potential energy and ready activity.	A realization of that energy or a product of that activity.
It is due to genetic reasons, as the individual is born gifted.	Most of the reasons are environmental where the house plays, The school plays an important role in its development.
It is measured by standardized tests to confirm its presence.	Seen on the ground.

In all cases, talent and excellence can be considered two sides of the same coin, and both heredity and environment have an influence on them. Therefore, it was important to identify these children and include them in the necessary care and guidance⁹

The term excellence and talent were used to mean mental superiority, which led to a link between intelligence and achievement. Then the term talent was used to mean creativity, so the focus was on the abilities of originality, flexibility, and fluency¹⁰

3. The psychological and educational suffering For the gifted :

Despite the mental abilities and characteristics of gifted children, they suffer from some problems that appear more frequently in school , The teacher's method of dealing with the gifted child, starting with identification and diagnosis, is considered an essential step behind the growth of the child's talent or its decline and disappearance.

The gifted student may face the teacher's coercive or authoritarian style that does not suit his abilities. He cannot express himself and his abilities properly, and he cannot think critically, constructively, or even innovatively.

In contrast to the authoritarian style, the negligent teacher is unable to control his student's behavior in the classroom. He does not have sufficient scientific vision to diagnose outstanding students, nor is he qualified to take into account their psychological needs. Thus, the classroom climate for them is not conducive to greater giving and does not match the abilities of the outstanding students.

There are those whose style is characterized by fluctuation and instability between coercive style and negligent style, and this style increases confusion, anxiety, and fear. Which causes hesitation and confusion.

The methods used in teaching are affected by the cognitive, social and professional characteristics of the teacher. The more the teacher is not armed with the material and sufficient psychological knowledge, the more he makes mistakes in dealing with gifted people (scientific curiosity, critical thinking, sensitivity to problems...etc.)

Some teachers resort to non-educational methods, such as harsh criticism, and the situation may get worse when the teacher uses punishment as a response to the behavior of the gifted child, which is usually characterized by self-confidence and challenge, and this often leads to school dropout¹¹

4. Detecting and measuring talent :

Identifying gifted people is the first step towards taking care of them. From this, many studies and attempts have emerged, starting with methods of detection and diagnosis, then educational programs adapted to the specificity of this category of learners.

The process of early diagnosis of giftedness depends on rapid and honest measurement, which helps to hone and develop the child's talents, meet his needs and prepare programs appropriate to their abilities at an early stage. Gifted children are identified before or after school age, by evaluating cognitive aspects and skills. In order for the measurement process to be effective, parents and teachers must cooperate in the detection process, and the gifted child can be identified through the assessments of several parties related to the gifted child: Teachers' comments, Parent notes, Peer comment, Self-estimates¹²

These multiple opinions can serve as indicators for identifying a gifted child, and this is considered the basic stage that paves the way for a psychological-educational diagnosis, which is usually carried out by a specialized team.

Detecting talent is a complex issue, but the most commonly used methods include IQ. Usually, some form of combining several methods is used in detecting talent, and on Educators must take into account when designing detection methods that take into account individual differences in terms of different social classes, cultural and ethnic groups, and the effects resulting from cultural differences, in addition to different definitions of giftedness. When dealing with differences in multiculturalism, it is important to know cultural variation. Hunsaker & Callahar (1955) proposed eight general principles to ensure an objective diagnosis of giftedness:

*Evaluation methods must go beyond the narrow concept of talent.

*Use appropriate and useful strategies to detect different manifestations of giftedness.

*Measurement tools must be characterized by honesty and reliability.

* Appropriate tools are used to detect gifted child in poor communities.

*Considering every gifted child as unique and a special case.

*Using several criteria and standards to detect talent.

*It is necessary to conduct a case study.

*Detecting gifted children must be based on the individual needs of the gifted child¹³

When detecting a gifted child, educators and psychologists rely on tests and measurements such as: Measures of mental ability, Academic achievement standards, Creativity standards, Measures of personal and mental traits, Special abilities tests (aptitude tests), Manual aptitude tests, Mechanical ability tests, Written ability tests, Artistic talent tests¹⁴

In the past, gifted children usually came from high-income social and economic classes, but the current trend is looking more for neglected groups of gifted and talented children, so it is necessary to detect and identify talents from among the following groups:

***Gifted underachievers:** Monks & Katzko (2005) define underachievement as “a gap between ability and actual achievement.” Failure can be caused by many variables.

Some females’ achievement is much lower, due to discouraging social and cultural obstacles. Likewise, members of ethnic minorities often have low achievement due to bias in the methods or nature of programs appropriate to their abilities. People with disabilities are also deprived of opportunities for early detection and cognitive achievement.

The low achievement of gifted and talented children can also result from emotional conflicts, an abusive family and school environment, and schoolwork not being appropriate to their capabilities. Among the problems that result from and accompany low achievement is the development of negative images of oneself and school, and thus their talent is wasted.

***Students from remote areas and low social and economic classes:** Children who grow up in poor environments may not have the opportunity to express and develop their talent, as they do not have opportunities to play, reading materials, nor do they have the opportunity to discover and travel, meaning a lack of stimuli and Catalysts

***Ethnic and cultural minority groups:** Children from some ethnic groups, for example in the United States of America, are not represented in gifted programs in proportion to their representation in general society, Therefore, the efforts of psychologists and educators must be directed to achieving the following:

*Innovate and adopt detection and diagnosis methods that take into account cultural differences.

*Providing guidance services to raise the level of professional and educational aspirations.

*Building relationships with families of gifted children from ethnic minorities.¹⁵

***Children with disabilities:** Disability is a complex concept that cannot be understood through a specific model. Therefore, disability must be addressed as a result of the complex interaction between the human being and his environment. The concept is not limited to the medical model and what is related to the rights of the disabled. Rather, disability includes the social aspect because disability prevents Full participation in society¹⁶

Stereotypical expectations of people with disabilities often hide their abilities, for example a child who lacks the ability to speak or be physically active, but the truth is that talent may occur with many types of disabilities. Examples include Evelyn Glennie, who is skilled at playing musical instruments and is deaf. Such cases do not agree with our stereotypical ideas regarding disability, as their disability was not an obstacle to pursuing their brilliance and creativity in the field of their talent.

To overcome these difficulties in identifying talent in people with disabilities, educators and psychologists seek to:

*The evaluation tool package should include many activities, noting and proving strengths and weaknesses

*Capacity must be viewed as experimental opportunities, that is, under experimentation.

*Diagnostic tests must be adapted when applied.

*Comparison must be made with other students who have the same disability¹⁷

5. Gifted care programs :

In recent years, gifted care programs have witnessed great development, and these programs revolve around two basic points:

***Enrichment:** Additional approaches to mental excellence. Renzulli referred to three types of enrichment programs.

Table 03: Renzulli Enrichment Triad.

The first enrichment style	It is general exploratory experiences. It includes topics that are not included in the regular curriculum. The implementation process is carried out Through audio-visual techniques. The responsibility for implementing this style falls on: * The enrichment team consisting of faculty members * A special committee for this style
The second enrichment mode	This pattern includes a group of training activities designed primarily to develop mental and emotional processes. This pattern consists of four main goals: cognitive and emotional training, how-to-learn skills, advanced research skills, reference materials, and communication skills.
The third Enrichment Pattern	It includes the process of searching for real problems through an individual or group. This style provides students with research information, discovers the sources they need in their research, and addresses any problem that may occur to them during the research process. ¹⁸

***Acceleration:** Stanly & Benbow was among those interested in providing acceleration services for gifted and the mentally superior students. Acceleration programs aim to shorten the years of study in the academic field, so that the child can complete the educational stage in a period shorter than the period it takes for a normal child, about one or two

years. In general, the idea of shortening the years of study is still a subject of controversy between opponents and supporters.

Those who oppose this trend believe that removing a gifted child from his school group may have bad effects on his psychological health, because even though he can fit in with them cognitively, he finds himself physically and emotionally incompatible with them, and this also leads to him being deprived of access to education. Some basic experiences as a result of skipping the academic groups.

On the other hand, those who support this trend believe that gifted children do not have a negative impact on skipping educational grades, especially if they enjoy psychological stability and social maturity, as they can get along with those who are older than them. The acceleration system is also an educational means to provide gifted children with challenging experiences. It enhances their mental abilities and gives them the opportunity to fully express these abilities. It is a system that prevents them from getting bored due to the academic courses intended for ordinary children¹⁹

A modern program for caring for gifted children has been devised, drawn from the efforts of many psychologists and educators. This model works to achieve interaction between the various scientific educational aspects, especially with regard to the in-depth scientific content of academic courses, research and thinking skills, and the personal traits that distinguish them. It contains The program has important stages of educational experience ranging from the stage of exploration, the stage of mastery, to the point of excellence. The program is implemented at levels:

The first level (preparation): contains strategies for developing convergent and divergent thinking, such as:

Brainstorming: Alex Azerbon is considered the legitimate father of the brainstorming method in developing creative thinking. Brainstorming has been translated into several terms, including: brain bombardment, brain rain, flow of ideas, and idea generation²⁰

Brainstorming is a tool and technique that allows creativity by generating the largest possible number of ideas on a specific topic with complete freedom. Therefore, more ideas can be obtained when the person is not subject to provisions and restrictions. This technique can be used on a large scale to collect information about... A problem and finding solutions to the problem²¹, It is a mental means of obtaining a number of ideas within a certain period in order to solve a problem in a new creative way that has not existed before.

The goal is to transform brainstorming into a teaching method. This technique depends on a set of rules : Avoid criticism and judgment of ideas, unleash the freedom to think and receive ideas regardless of their level. What is required is the largest possible number of ideas (quantity before quality), and finally building on the ideas of others²²

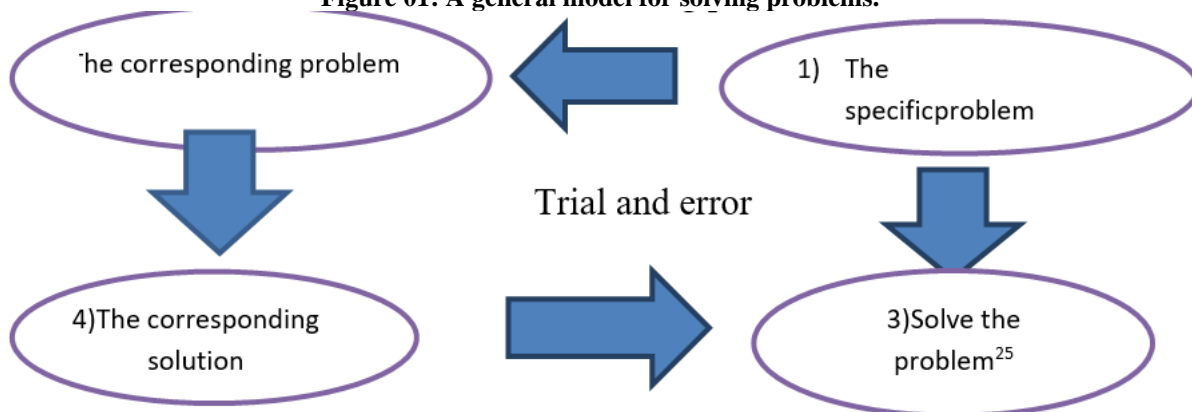
***The second level:** It contains a main program in developing thinking, both divergent and convergent, which is the Creative Problem Solving (CPS) program. It is an organized method through which productive thinking tools can be used to understand problems, generate many original ideas, and evaluate and implement solutions. It reflects divergent thinking skills (problem exploration, fluency, flexibility, and originality) and convergent thinking skills (identifying the problem, evaluating and developing solutions, developing a plan to implement the greatest solutions) while going through the stages of creative problem solving, which are arriving at the problem, collecting data, and defining the problem. Generating ideas, arriving at a solution and accepting it²³

According to the observations of Belauyer et al 2014, the creative exploratory dimension of the problem is part of the creative problem solving approach, and without being certain of the solution that will be implemented, the learner manipulates the components of the problem situation to understand it better with the aim of choosing the solution. After that, the various solutions are verified for the specific solution model. In it, it seems that this alternation between learners' knowledge and problem data is necessary, which makes the problem-solving process non-linear, and this alternation contributes to the emergence of creativity²⁴

Zusman believes that the TRIZ theory of the Russian scientist Ahshuller is more than a method for solving problems, and it is a science very similar to mathematics that can be employed in various aspects of humanity. Based on these models, methods for searching for creative solutions developed and consisted of three basic elements: Logical analysis of the relevant system and its problems, employing a specialized knowledge base that includes the most effective methods for solving problems along with examples illustrating how these methods work, and using appropriate means and tools to overcome various obstacles.

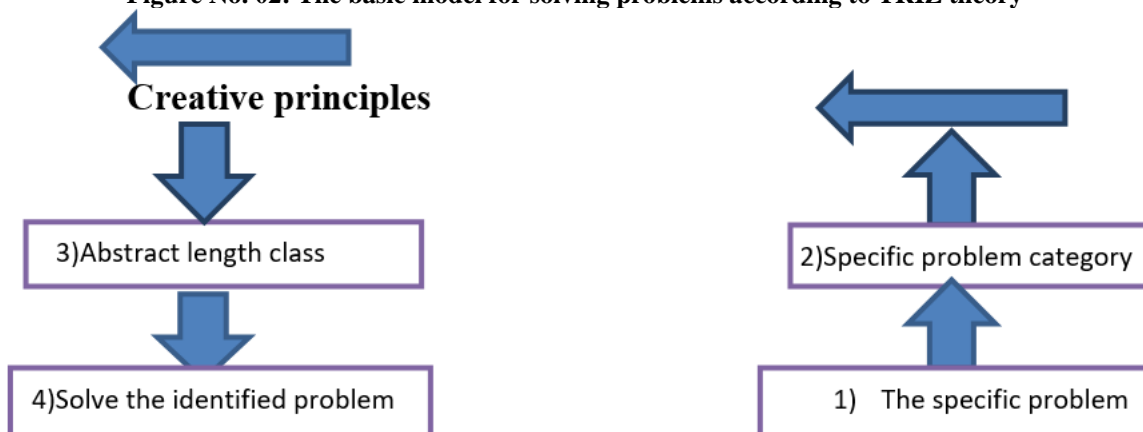
The TRIZ problem-solving methodology is based on the idea that people face two types of problems: The first type of problem has known solutions and follows a general model shown in the following figure:

Figure 01: A general model for solving problems.



While the second type includes problems that contain contradictory requirements, for which there are no known solutions, and different methods are used to solve them, such as: brainstorming and trial and error, and the number of attempts necessary to reach the solution varies based on the degree of complexity of the problem, especially if the solutions are If it falls outside the individual's limits of experience, the number of attempts will be greater. To develop the theory of solving problems in a creative way, Schweizer developed systems for solving problems and identified for each problem one or more principles for solving it. In solving problems in a creative way, he follows the following scheme:

Figure No. 02: The basic model for solving problems according to TRIZ theory



Creative principles

It is clear from the figure above that we start with the specific problem, which is the problem with the materials to solve it, then we abstract this problem (transforming it into a general problem) to place it within one of the categories of abstract problems, and using one of the creative strategies, appropriate solutions are searched for, and finally the appropriate strategy is used, so we move to The fourth part, which is moving from general abstract solutions to specific solutions to the problem to be solved²⁶

***The third level: (Power)** : contains a program called Solving Future Problems to develop thinking, both divergent and convergent (FBS). It is considered one of the most educational experiences that helps students think about the future and encourage them to imagine and extract various challenges in many fields and for specific periods. The program includes six steps:

Identifying challenges and problems, selecting and highlighting challenges, producing solutions and ideas, generating standards and applying standards, and finally developing the action plan²⁷

***The fourth level: (Initiation)** : contains a comprehensive program qualified to enable self-education, including various thinking skills, and is called individual or independent research.

The Independent Research Program is a training program for students on how to conduct scientific research in a relevant, organized and credible manner. It consists of seven steps: setting goals, setting goals, research, organizing, evaluating goals, production, and presentation²⁸

6. CONCLUSION

In light of this psychological and educational reading of giftedness, we conclude that:

*Special education is not limited to mentally and physically disabled children, but also includes the gifted and creative category.

*Gifted children possess special abilities that allow them to excel and create, and environment and genetics are important variables in the growth or disappearance of talent.

The psychological and social suffering of gifted children in school arises as a result of some educational methods that are characterized by one or more incorrect educational methods (authoritarian style, lax style, oscillatory style...etc.), which causes psychological disorders that lead to abandoning studies.

* To diagnose giftedness, standardized tests and standards must be used that take into account individual differences between gifted people, whether in terms of the type of giftedness, the characteristics of the gifted child, or in terms of the characteristics of the social and economic environment of the environment to which the child belongs.

*To care for and educate gifted people, programs and techniques have been developed, most notably: opinions, acceleration, brainstorming, and programs for solving problems in a creative way.

7. SUMMARY.

Caring and raising gifted children is another aspect of special education, since this group is characterized by mental characteristics and personal traits that make them in need of special care in terms of detection and diagnosis using appropriate tools until the development of appropriate and adapted educational programs. The fact that raising gifted children It needs more psychological and educational readings and field research, especially those related to the psychological and educational dimensions, and its results are crystallized on the ground so that their talents and abilities are not wasted, and society can benefit from their talents and inventions and even benefit from their artistic creations such as drawing, for that talent. An aspect of special education that cannot be ignored, especially since gifted children suffer from psychological and social problems.

The reviewer

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