

CRITERIA FOR IDENTIFYING TALENTED STUDENTS

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ABSTRACT

The reason to choose this topic is how to find the criteria for gifted children in educational institution. In this thesis are important some processes, which are: the concept of gifted children with special abilities, differences between these children, their function and abilities, methods and tools for their identification and their acceleration, also the schools, principles, children and recreational activities. Further more, legal regulations for education, including pedagogy approaches, strategies, principles, methods, techniques and material base of the child, including information's and criteria to find the children with gifted abilities. Below all the mentioned things will be discussed in details.

Keywords:

Talented student, teacher, criteria, school, dedicated teacher

INTRODUCTION

Identifying gifted students in school since the first grade is a very delicate issue because many times it takes years to break the intellectual abilities of the learner into learning.

If these children were not determined, it could be possible for them to get lost in huge crowds. This means a big loss for the countries and for the development of humanity. (Altintas, 2015)

The education of gifted students is considered as a part of special education since gifted children are characteristically different from their peers (Leana, 2016) The psychological criteria measure the level of intelligence and specific abilities. The psycho pedagogical criteria refer to students' performance. Abilities can be identified by means of psychological and psycho pedagogical criteria. (ŞAHİN, 2015)

Around the turn of the 21st century, a wave of new philosophical perspectives began to influence views of learning and talent. Many educators had grown weary of conceptualizations that described constructs, including giftedness, as being either largely cognitive or environmental. (Plucker, 2014) Pupils should have the opportunity to reflect and achieve the objectives. In this context, the pedagogical and educational work of the teacher in the school is reached and reflection factor. (Murati, 2018) Therefore,

the teacher finds himself in front of a complex situation to evaluate which student is a talent or talent for something in a subject. For this purpose there should be a standard indicator that facilitates the distinction of such pupils from other students.

Despite a relative absence of strong international policy studies related to gifted and talented education, we were still able to observe consistencies and inconsistencies among perceptions, policies, and practices related to gifted education. (Heuser, 2017)

So the teacher's estimates are not important, such as:

1. The student shows excellent intelligence and desire to successfully complete the tasks that are given. The student has deep and extensive knowledge.
2. The student wants to plunge into the personal world and communicate his / her talent better.
3. The student chooses the right strategy to achieve success.
4. The student expressed special tastes to music, art, and literature.
5. The student shows a tendency towards some of the sciences of nature.
6. The student solves math tasks successfully.

Such examples are often heard, but this approach negatively affects students' progress, is not objective and not productive. In fact, such approaches are not criteria for identifying talented and intelligent students. (Murati, 2019)

The discovery of gifted students in school is a planned enterprise with a specific objective. What techniques does the teacher use for this purpose?

In discovering talented students, the teacher focuses more on these techniques:

- systematic observation;
- stories of life;
- focused interviewing;
- objective survey;
- standardized tests. (Murati, 2004)

PROCEDURES AND INSTRUMENTS FOR IDENTIFICATION

For the identification of talented students, I think that in principle there are two types of procedures:

- Basic identification procedures are personal and family history (obtained through techniques such as surveys, assessment rates, interviews, etc.)
- Additional identification procedures, but of primary importance are tests for measuring skills, intelligence and the like.

During the test, these moments should be considered:

- in no way intervene or assist in resolving;
- Privacy declaration of results is maintained;
- results to be communicated to parents;
- test results to be provided as evidence for additional analysis and explanation;
- testing is done on time, place and suitable conditions.

Expressed student talent is identified in a continuous process and objective instruments are used for this purpose. Intelligence tests are the best way to discover and identify the scales of gift or talent, the intelligence of the individual, the student, the child. "Once gifted, always gifted" is related to the fiction that giftedness is something real and the same as high IQ. (Pfeiffer, 2012, p.4)

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Another feature which is important to further understand giftedness is intelligence. Literature presents distinct concepts of giftedness depending on the underlying concept of intelligence. (Fleig Dal Forno, Bahia, Veiga, 2015)

Being a particular and sensitive problem of gifted students varies greatly from other tests. The concept, approach, tests that are used retain their dimensions and features.

First, they should be used in the same measure, form and content with all students.

Secondly, the instruments are set by purpose, but they always take into account the student's life history.

Thirdly, the identification of students should also take into account the circumstances of the time and the place where it is carried out. (Murati,Ceka,2016)

Al-Hroub (2013, 2014) also proposes a multidimensional model for identifying gifted students. In his study, he proposes a model for particularly identifying gifted 3.3 Identification Tools and Procedures 48 students who have learning disabilities. Similar to Renzulli, Al-Hroub suggests using psychometric test results, in combination with dynamic and informal assessments, historical data, and task analysis, while also gathering information from parents, teachers, and students. (El Khoury, 2018)

Naturally, identification is the relatively difficult phase of the teacher.

There are many features to identify gifted students. As we have already pointed out, different theories or elements for the identification of gifted students, even in numbers, 20, 30 and 40, are applied in the theory and practice of the school. Numerous numbers are not always efficient and solid diagnostics. This breadth complicates the process. I think that the primary elements or attributes that should be respected in the identification of talented students should be the following:

- high-level creative ... (art, music, sports, technique, math, etc .;
- logically evaluates, selects details, concludes;
- break of causative links, creative analysis;
- Demonstrates multiple intellectual potential;
- shows original creative skills, judges, argues;
- rapid, accurate and reasonable response;
- the speed of understanding things and phenomena;
- high degree of independence at work;
- wide dictionary, eloquent expression;
- achieves a great success in continuity. (Murati, Ceka, 2016)

The characteristics of gifted children should be well known well for them to develop, to be useful to the society and to discover their capacity. (Altintas and Ilgun, 2016)

Talent and giftedness positively affect an individual's emotional and social development. (Al-Zoubi, 2015)

Characteristics and talents presented were:

- This person has good technical skills
- This person is imaginative
- This person is mathematically talented
- This person is persisting
- This person is well liked by others
- This person is talented in languages
- This person is hardworking
- This person is talented in computer sciences

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- This person is talented in artistic areas
- This person is talented in science
- This person makes friends easily
- This person is cooperative
- This person is creative (Malotaux-Christophersen, Mathijssen, Hoogeveen, 2018,)

According to NJCPGS (2005), state and local policies to identify gifted students should be based on the following principles:

- Standardized achievement, intelligence, and creativity tests, when used properly and selected with care, are valuable parts of the identification and screening process for gifted programs and services.
- The first step to identification is a screening process that considers all children. Subsequent identification processes are administered to students who have been noted as potentially gifted as part of the general screening process.
- Despite their potential usefulness, tests have limitations. This is especially important when assessing underserved gifted students (e.g., young children, linguistically or culturally diverse students, economically disadvantaged students, students with special needs).
- No single measure should be used to make identification and placement decisions.
- Multiple measures and valid indicators from multiple sources must be used (e.g., information from family and caregiver, teachers and/or student observations, portfolios, products, interviews).
- Personnel who administer, use or, advise others in the use of these tests should be qualified to do so (p. 8). (Lucky U. Abu, 2017)

In our opinion, these are, in the most concrete lines, some of the essential qualities - the essential elements in which the teacher's observation may focus on identifying talented students in the classroom in the subject he teaches. However, in our study of the ranking of qualities, we gained overview of interest.

MATERIALS AND METHODS

In this research the data was collected by interviewing the teachers of elementary school and the student of faculty of pedagogy. Methods for Intervention in working with gifted pupils are those methods that are known in didactic , which are used in this paper are the method of commenting, the method of research activities and method of analysis.

The methodological objective is how to find out the criteria for gifted students, their characteristics and how to work with them.

Research was concluded in 8 primary schools in Tetovo, North Macedonia. A total of 151 teachers were observed in the survey, and 42 student of Faculty of Pedagogy.

RESULTS

Despite the implementation of techniques, the teacher should reflect objectivity, professional ethics, and professional responsibility.

In the assertion of "The discovery of gifted students is an obligation of the teacher", we took the following thoughts:

Table. 1 The discovery of gifted students is a duty of the teacher: student 42, teacher 151

Time	Student		Teacher	
	Nr.	%	Nr.	%
I disagree completely	-	-	9	5.9
I disagree	-	-	13	8.6
Participate agree	6	13.2	21	13.9
I agree	16	39.0	38	25.2
Fully agree	20	47.6	70	46.4
	42	100	151	100

These data clearly show that the vast majority of teachers have knowledge of talented students, they agree and acknowledge the fact that they are a deserving factor for the discovery of talents since the primary school 70.0 percent, while their number is small disagree. The students share the same opinion. (Murati and Ceka,2016)

So with the systematic and meticulous approach, the desired change of talented student status in the classroom will be made possible to advance itself. It would be a mistake for talented students to be treated as wholly separate, separated from other students, because their practical utility value would be lost to the benefit. (Murati,2013)

In a study of ours, in the question "When is the best time to discover talented students?", We got the following answers:

Tab. 1 The right time to discover the talented

	Time	Student		Teacher	
		Nr.	%	Nr.	%
1	preschool	9	20.14	18	10.10
2	Class I - II	20	47.62	62	40.11
3	Class III-V	7	16.66	45	30.00
4	Class VI onwards	6	13.13	36	20.38
	in total	42	100	151	100

The data from the table prove the fact that teachers and students express positive preferences for the time of discovery of talented students, 47.02 percent of students and 40.11 percent of teachers think that discovery should start from the first grade, and 16 , 66 percent of students and 30.0 percent of teachers think that discovery should start from the third grade.

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The question is: How many talented students are different?

Talented students and others are not excluded, they work side by side. However, talented students are different. Gifted and talented children are different in many aspects (cognitive, affective, social) in comparison with normal developing children. (Bildiren, 2018) The fundamental differences that exist between them are important to determine the place of talented students in the learning process.

Full talent identification by performing regular tasks is incorrect. Here we face the question: what is the difference between knowledge and intelligence? Without giving much details, I'm answering the words of the second-best intelligence man Rick Rosner, 54, from California. Regarding this, he says, "Knowledge is the facts and the readiness analysis you have read without thinking over. Intelligence is the ability to apply what you know to take advantage of. Today, most of the knowledge is in our technological equipment, so knowledge can also include the ability to receive information. Being able to use a wide range of wisdom to come up with new problem solving, this is intelligence. (Rosner,2014)

I think that even this can be an explanation for talent.

The talented student reflexes a variety of different forms, they are distinguished by their skillfulness, interest, interest in finding, serious reaction to unexpected situations, reaction speed, learning and fasting logic, task formulation, and so on.

The overall picture of the elements - qualities is gained through the survey - a two-party survey: students of the pedagogical branch and teachers and pedagogues.

Tab. 1 Ranking of qualifications (students N-42 R1 and teachers N-151 R2)

	Attributes	R1	R2
1	Show original creative skills, judges, argues	1	4
2	High creativity in the field of art, music, sports, technique	2	3
3	Quick, accurate and reasonable response	3	7
4	Demonstrate Multiple Intellectual Potentials	4	1
5	Detects causative links, creative analysis	5	8
6	Logically evaluates, selects details, concludes	6	5
7	It shows a high degree of independence at work	8	6
8	There is extensive vocabulary, eloquence in the voiced	9	10
9	Get great success in continuity	10	9

As can be seen from the table, the data shows that there are differences in understanding the qualities of talented students. The rank of ten qualities shows that there is a small consensus among students and teachers, mostly they have approximate opinions in the first two and the last two qualities. However, the data clearly speak for understanding the qualities as essential elements.(Murati,Ceka,2016)

I think these differences are the result of knowledge and experience.

At this rank, I estimate that three factors influence the definition of a place of qualities: the experience, attitude and perception of a talented student.

Respondents look at the talented student as an undefined problem. Different perceptions of talent show that his role in school is not clear enough, and that his pedagogical and program review needs to be. (Murati, Ceka, 2017)

Recognition, disclosure and identification of talented students should not be made provisionally,

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on the basis of the teacher's or parents' opinion, even though these are important. Identification should be done using metering instruments. In this context we will mention:

- Standardized Instruments;
- Intelligence Tests;
- Tests for skill, gift and talent;
- Student Achievement Tests;
- Tests for self-evaluation;
- Assessment scale and
- Survey, interviews and systematic observations. (Murati,Ceka, 2016)

DISCUSSIONS

The purpose of this study was to explore the criteria for finding gifted students , themes characteristics. Is needed and interest, motive and social obligation and pedagogic of teacher to work in identification of gifted students then to work in special way with them.

Working with gifted students it is a specific problem which is different from other students, it would not be right t work with them by the general pedagogical work , but, we have to accepting the talented pupil as a special problem and it is not right that he can be viewed as world in itself, separated by others students. So, gifted students are looking for special work with them, work with creative character.

In the practice, gifted students we can knows better than what explains and works in theory.

This section introduces and contextualizes the concept of giftedness, according to formal definitions, the educational context and the collected data.

CONCLUSIONS

- It is in need, interest, motivation and social and pedagogical obligation of the teacher to work in identifying and discovering talented students and working with them in particular.
- The discovery and identification of talented students should be developed with competence and in cooperation with the school's pedagogical service. This process needs to be done with care, so that the solution is right.
- Every criteria and qualitative instruments are needed for fair identification of gifted students.
- Teachers must adapt their work to talented students applying specific content and methodology, principles and appropriate methods, tools and work styles, which is different from working with other students.
- It is a principle and reasonable to sensitize and deepen the issue of gifted students in in the teaching process and in society in general.
- Studies about gifted students should be favored. Studies should include psychological aspects, pedagogical, didactical and social aspects, in a order to strength to work in gifted students and they continued support.

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ACKNOWLEDGEMENTS

This paper is part of the book which is realized and published in Macedonia, the title of the book is Method of working with gift students.

Conflict of interests

The authors declare no conflict of interest.

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