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AN OVERVIEW OF THE CONCEPT OF GIFTEDNESS IN THE CONTEXT OF DEVELOPMENTAL APPROACH

***Annotation.** What is giftedness? Who are the gifted? What are the identifiable characteristics of the gifted? The gifted students have recently become the one of focus subject of the educational literature. The characteristics of gifted students with significant potential are effective in many areas of intelligence. There are various definitions and theories about giftedness in the literature. Developmental approaches focus on precocious abilities or specific skills as the key components in the recognition of gifted children in the early years. Gifted individuals are the ones who have the capacity and the level to play important roles in the development and progress of the society. Therefore, the education of these individuals has the utmost significance for the development of the country. In this study, gifted individuals were evaluated in terms of their developmental characteristics. In this context, a literature review was conducted in accordance with the purpose of the study.*

***Key words:** Gifted, creativity characteristics of gifted students, development.*

***Research Type:** Review.*

***Анотація.** Що таке обдарованість? Хто такі обдаровані? Які характеристики обдарованих можна ідентифікувати? Обдаровані учні останнім часом стали одним із основних предметів навчальної літератури. Характеристики обдарованих учнів зі значним потенціалом ефективні в багатьох сферах інтелекту. У літературі існують різні визначення та теорії*

обдарованості. Розвиваючі підходи зосереджуються на ранніх здібностях або конкретних навичках як ключових компонентах у розпізнаванні обдарованих дітей у перші роки. Обдаровані люди – це ті, хто має здатність і рівень відігравати важливу роль у розвитку та прогресі суспільства. Тому освіта цих людей має величезне значення для розвитку країни. У цьому дослідженні обдарованих осіб оцінювали з точки зору їх особливостей розвитку. У цьому контексті було проведено огляд літератури відповідно до мети дослідження.

***Ключові слова:** обдарованість, особливості креативності обдарованих учнів, розвиток.*

***Тип дослідження:** Огляд.*

Introduction. Although gifted individuals make up 2-3 % of the population, they are of great importance in the development of societies. Gifted students are very crucial for the future of the country. They will also lead and affect to the country in many ways. Students with gifts and talents perform at higher levels compared to others of the same age, experience, and environment in one or more domains [13]. The definition and determinations of giftedness have long times received much attention especially in several centuries both in Turkey and World. There are differences in countries' perspectives on giftedness and their education systems (Akarsu, 2004) [1]. Gifted people in society constitute the core of the strategically important human factor. The different behaviors of gifted individuals in many ways differentiate them from the point of view of society. Individuals whose abilities appear in one or more areas are well above the norms of their peers are called gifted individuals. «These potential areas can be intellectual, creative, artistic, leadership, as well as in specific academic fields such as language arts, math, or science. The percentage criteria for gifted students differ from country to county. While it varies 1% to 10%, in Turkey, the top two out of 100 people are accepted as gifted» [13].

Aim of the Study. In this study is discussed the concept of giftedness in the context of the developmental approach. Physical, mental, social and personality characteristics of gifted individuals are discussed.

Method. In this study was conducted a literature review.

Literature review

What is giftedness?

In the literature, there are a wide variety of definition and theory related to the giftedness (İnnalı, 2017: 75 [10]; Mercimek, 2018: 16) [12]. Gardner, 1983; cited in, Yeşilova, 1997: 57) [26]. In the 19th century, Galton defined giftedness for the first time. According to Galton (1911), an individual with giftedness must have the ability, effort and strength to fulfill a task that requires effort (cited in Paksu, 2021: 8) [14]. Different cultures have proposed several methods of defining giftedness. Developmental approaches focus on precocious abilities or specific skills as the key components in the recognition of gifted children in the early years (Reis & Renzulli, 2009) [15].

According to Renzulli & Reis (1985) [15] giftedness “*designates the possession and use of untrained and spontaneously expressed natural abilities (called outstanding aptitudes or gifts), in at least one ability domain, to a degree that places an individual at least among the top 10 per cent of age peers*”; according to Gagne (2004) giftedness is defined “*as being in the top 10% of their peers in at least one area*” [8]; according to Thompson & Oehlert (2010) giftedness refers to individuals “*who are statistically significantly above average*” [22]; according to Feldhusen (1986) “*general capabilities are a combination of personal thinking and motivation*” (cited in Kunt, 2012: 8) [11]; according to Sak (2015) “*a gifted student has behaviors that are higher than those expected for his/her age level exhibiting high-level behavior, intelligence, creativity, leadership capacity or special experts who have shown a high level of performance compared to their peers are students with an IQ score of 130 and above*” [17]. Therefore, regardless of the definition, gifted individuals are special, and they have special needs.

Developmental Characteristics of Gifted Individuals

It can be said that individuals with special abilities have many characteristics different from their peers. These characteristics have been addressed in different ways by many researchers (Paksu, 2021: 9) [14]; although chronologically at the same age, gifted children may differ from non-gifted peers in terms of cognitive, emotional, or any psychological and developmental characteristics (Wood, 2006) [25]; American psychologist Lewis Terman 1916 was the first scientist to use the term "gifted" (Epik, 2023: 9) [7]. According to Gardner (1980) [9] who is one of the multi-approachists, the human brain has eight areas of intelligence. includes. When the literature is examined, gifted individuals exhibit different and superior behaviors compared to normal children from the moment they are born. These differences are:

Physical Characteristics

- ✓ Body measurements are higher than normal children. Learning in speech, walking and other motor activities takes place quickly.
- ✓ They have larger shoulders and hips.
- ✓ Physical illnesses are less common in these children. Their constitution are more resistant to diseases.
- ✓ Generally, their life expectancy is above normal. Compared to normal children, gifted children walk earlier and develop small muscle skills rapidly.
- ✓ They are usually larger and stronger than their peers. They have high physical energy and sleep less than other children (Tuttle & Becker, 1980 [22]; Schneider, 2000) [19]; Savaş, 2019: 15-17 [18].

Mental Characteristics

- ✓ They form complex and longer sentences than their peers.
- ✓ They can establish logical relationships between concepts.
- ✓ Their attention span is wide and long.
- ✓ They can easily transfer their thoughts and information.
- ✓ They start abstract thinking at an earlier age than their peers. They speak fluently due to their wide vocabulary.

- ✓ They enjoy solving complex problems.
- ✓ They can come up with very interesting ideas.
- ✓ Compared to normal children, gifted children form sentences at an earlier age.

- ✓ It is seen that gifted children are more advanced in terms of cognitive skills than their normal peers.

- ✓ Gifted children show markedly rapid mental development. Their perspectives, ways of thinking, reactions, interests and learning styles are different from their peers (Ataman, 2004 [2]; Davaslıgil, 2004 [5]; Song & Porath, 2005) [21]; Savaş, 2019: 15-17 [18]

Social Characteristics

- ✓ They are usually able to get along and get along with others in society, exhibit mature behavior for their age

- ✓ They may interact with people older than them they want to make friends. They are therefore mentally inferior to them. they are not interested in making friends with children who are older or interested in them.

- ✓ They prefer to be friends with people.

- ✓ Peers in their social life gifted children, who exhibit mature behavior in comparison, are often because they cannot see the same maturity and similar behaviors from their peers. They want to be friends with children who are mentally close to their level.

- ✓ Gifted and talented children understand social problems and find solutions. They look for. They analyze the needs, wishes, feelings and thoughts of individuals in the society. care.

- ✓ Gifted children can be involved in any socio-economic level and culture (Savaş, 2019: 15-17 [18]; Davis, 2004) [6].

Personality Traits

- ✓ Gifted students have a stable life. With their peers are more mature, tolerant and humble in their relationships.

- ✓ They see their personal faults, they can learn from it.
- ✓ They are generally fond of their independence.
- ✓ This characteristic it is also seen in learning activities. Independent work compared to group work They may prefer it. They do not need an external factor to start their work they are controlled.

- ✓ Gifted children want to be perfect. Perfectionism is the most important personality trait of gifted children. is one of their characteristics (Silverman, 1993) [20].

- ✓ Gifted individuals are hardworking. They make their own mistakes. recognize and tend to correct these mistakes.

- ✓ Individuals around them respect your ideas and feelings. They have original and interesting ideas.

- ✓ They are perfectionists and their leadership qualities are quite intense.

- ✓ They have good performance in artistic fields due to their intellectual personality traits which have high imagination and original thinking (Cutts & Moseley, 2001 [4] ; Savaş, 2019: 15-17 [18] ; Renzulli, Reis & Smith, 1981) [16] ; <https://dev.nagc.org/resources> [27].

Conclusion and Suggestions. A review of the literature reveals that there are many studies on giftedness. However, there is no definite and common definition of giftedness. With each passing day, the concept of giftedness definitions are evolving and increasing (Savaş, 2019) [18]. Modern approaches have expanded in the direction of giftedness as a developmental construct. As a result of his research on giftedness Renzulli (1985) revealed three main characteristics of gifted individuals who use high imagination to display their original ideas: These are; ability (general and special talent), creativity and motivation [15].

According to the National Association for Gifted Children (NAGC) the most common characteristics for gifted students are having excellent memory, being highly sensitive, having large vocabulary knowledge, desiring to organize people, having

deep, intense feelings and reactions (<https://nagc.org/page/what-is-giftedness>) [13]. Having some significantly above abilities, being gifted, brings some characteristics together such as learning rapidly, reading intensively, knowing advanced vocabulary, being curious, wishing to work independently, having high academic achievement (Ohio Association for Gifted Children, 2018; cited in, Yazıcı, 2019) [24].

In order for gifted children to become biopsychosocially healthy adults, it is important to determine the levels of intelligence at an early age, to maintain appropriate education for superior intelligence, to guide their emotional needs, and to inform parents and teachers. Learning the perspectives of individuals with high potential will contribute to determining the steps to be taken for education policies, economic investments, and improvement of living conditions for these individuals. Getting insight about the views of these individuals will contribute to the creation of a political perspective to benefit more from the potential of gifted individuals that will contribute to the society and will remove the uncertainty about the future of the gifted individual. All students should have well qualified teachers, the relatively greater demands made upon teacher by vigorous and imaginative young mind require that special attention be given to the selection training of teacher for gifted and talented students (Yeşilova, 1997: 56) [26]. It is important that adults look hard to discover potential and support gifted children as they reach for their personal best. There is a need to improve gifted students' educational process and reveal their potential skills. Consequently, gifted children's development will continue to be a topic for debate.

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