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Correct Education for the Gifted Children

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Education is the most important asset in society. It is the main way to help society to advance. Other than establishing a content education program for children, there are some cases that require more attention and effort, such as assisting gifted children in improving themselves. Gifted children are the ones that are born with a higher intellectual ability compared to average. Therefore, it requires special attendance to help them reach their full potential. The name of the special program that is designed for gifted children is "Gifted and talented education (GATE) or talented and gifted (TAG) programs." The GATE or TAG is a program that includes various learning strategies, applications, and procedures, which are specially designed for intellectually gifted children, taking scientific facts and theories into account (Davis & Rimm, 1989). An important distinction while designing an education program is between capacity and pace. Intellectually talented children are the ones that can understand the subjects more easily, get good grades on examinations, and have a higher ability to be successful on advanced topics in the future. However, a talented or gifted child does not necessarily, learn at a high pace. Therefore, it is important to get enrichment of education and correct acceleration into account while teaching gifted students. Enrichment means teaching more advanced additional material that is related to the standard curriculum. Enrichment should ensure keeping the gifted students at the same rate as other students while providing extra information and preventing insipidity. There is not a single generally accepted definition of what a gifted/talented exactly is. The general tendency, nowadays, is to determine the students who are significantly more skilled than average on a particular topic such as music, language, mathematics in a specific area, e.g., a city or a country, and form an exclusive class for them in order to enhance their education. Raking through different geographical regions, the percentage of students that are called to be gifted or talented changes from 5% to 10% of the total number of students with an arbitrary distribution. Students could be gifted in one or more areas.



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The program of education for gifted children

There are various programs that are applied around the world for the education of gifted children. In the first part of this paper that explains our designed program, a brief analysis of the most efficient ones of currently applied programs will take place. The countries that apply the most efficient programs for gifted children are listed as Denmark, Finland, Canada, and Japan.

In Denmark, gifted children are taken into a program named "Mentiqa". This is the name given to the schools where incredibly talented children are educated on a special program. The founder Pernille Buch-Rømer started these schools thinking educating same-level students in a group would be more beneficial for both the children and society. The main ideology that Mentiqa schools embrace is called "differentiated teaching", which is paying special attention to every student in accordance with their talents.

Another Nordic country Finland, also known for being the number one country by far in education, adopts the principle of freedom. The idea was shortly defined as "In Finland's education system, there are no laws that grant special education for gifted students; however, due to Finland's value of education, individualism, and freedom of choice, students are educated according to their talents, an approach that is the main goal of gifted education" (Tirri & Kuusisto, 2013, as cited in Kirkiç, 2019). Therefore, the program that Finland applies could be summarized as follows; in Finland, gifted children are given total freedom to select their interests. After their selection, they are supported by professionals. As Finland being the most successful country in terms of education, its approach is worth paying attention to.

In Japan, the system of education of the gifted (sainou) children is domain specific. This means that for the Japanese, the most important part of the education of gifted students is discovering the talent of the student. After discovering the gifted students and their talents, the program focuses on educating children at a higher pace than other students (Sumida, 2013). Program in Japan is particularly based on scientific research. Japanese education system favors integrating science and technology in education at every level. However, a traversable thought of Japanese people on gifted children is that they believe that hard work is more important than being gifted, and even giftedness can be taught.

Our designed system is kind of a mix of the most efficient parts of the programs around the world. However, it could be said that it is based on Finland's program. The sole of the program is discovering the true talent of the child and helping him or her to develop at the most suitable pace for him or her. On the other hand, the discovery of talented children and their talents are important as well. Similar to the Japanese system but relatively less challenging, students are first given free space and time to experience various scientific and artistic options. After discovering their interests, the gifted students are put into related tests and exams according to their talent and interest. The important part of these tests and exams is preventing the feeling of failure. Therefore, the children are not graded nor ranged based on any grades. Besides, these exams and tests are not a pass or fail experience as well. After discovering the gifted students and their true talents, the duty is to support and help them through education professionals, science, and technology in their educational lives and future careers.

I, personally, believe that education for gifted children is of crucial importance. The reason I think so is not that I believe that we, as the society, should get benefit from

these extraordinary minds. They are human beings just as other students or the rest of society. They, of course, possess the possibility of providing great benefits for our society. However, the most important thing is providing a comfort zone for people. Therefore, after identifying gifted children, treating them as robots, and placing them in a curriculum that is more intense and harder than the standard one is both not humane and efficient. The correct approach to this topic, in my opinion, is giving the freedom and opportunity to the gifted children to achieve their best in the field that they are interested in and talented. Fast education and extreme examinations are not fair since these children are not robots. This is the reason I designed an education program for talented children as a mixture of currently applied programs. Finding out the interest and talent of a child and supporting them in accordance with the latest technological and scientific developments in an environment that provides a comfort zone and feeling of freedom is the summary of the program that I designed.

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