

Giftedness And Morality

A Short Review

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Abstract – A central feature of the gifted experience is their moral sensitivity, which is essential to the welfare of the entire society. Gifted and talented children are those identified by professionally qualified persons who, by virtue of outstanding abilities, are capable of high performance. These are children who require differential educational programs and/or services beyond those provided by the regular school program in order to realize their contribution to self and the society.

The aim of this paper is to emphasize the main characteristics of giftedness and morality as two concepts.

Working with talented and gifted students is quite complex and only in certain cases and in rare situations can it be done according to the approved curricula for this type of students.

In most countries with a low standard of living and poor conditions in education, it is almost impossible to discover these students and to organize special lessons with them.

Based on the existing literature that deals with gifted and talented children as well as their relationship with teachers and working conditions, we can conclude that all over the world, special efforts are made to discover and develop these children at any level of education. that are revealed.

There is no reliable scientific data in the literature that the same is done in underdeveloped and developing countries

Key words – Giftedness, Morality, Children.

INTRODUCTION

Morality, Ethics, and Gifted Minds brings together the leading thinkers from diverse scholarly fields to share and integrate their perspectives on morality and high ability (giftedness, talent, creativity). These two broad areas of inquiry should have much more overlap and interconnection than currently exists. One of the many justifications for such connection making is the pressing need for the application of intelligent, creative minds to the many ethical dilemmas facing the world today. Another is the troubling propensity for some of the most creative, gifted people to generate or catalyze those ethical dilemmas.

A central feature of the gifted experience is their moral sensitivity, which is essential to the welfare of the entire society. These inner qualities of the gifted are overlooked in most of the formulations of giftedness and talent. Giftedness defined as asynchronous development, a phenomenological approach, focuses on the inner world of gifted children, and stresses their vulnerability in society, (1).

The relationship between giftedness and moral development is complex. One does not have to be gifted to be moral, and the gifted are capable of incredibly destructive, immoral behavior. However, many have observed that gifted children express moral concerns at a younger age and in a more intensified manner than their age peers, and some theorists suggest that moral sensitivity increases with intelligence, (2).

Gifted students have the potential to become tomorrow's world leaders with a strong grasp of the ethics and morality of issues related to global politics, economics, health, religions, and the environment. The heightened sensitivity of the gifted to justice, fairness, honesty, and a sense of responsibility to act on such ideals, accelerates the development of knowledge, attitudes and skills needed for global citizenship in the twenty-first century. If gifted students are provided with an appropriately challenging and respectful global curriculum, we can help them prepare to do good works with global impact, (3).

Some investigators delved into the interesting phenomenon of moral particularism in which an individual or group confines altruistic actions within the borders of a particular, favored, ethnic, religious, or regional identity group while feeling little or no compunction about denigrating or even seriously harming outsiders. In contrast, universalist morality denotes the tendency of some individuals to transcend self and ethnicity, launching themselves into altruistic action in service of those far outside their identity group because their senses of selfhood force them to view themselves as inextricably intertwined with the whole of humanity, (4).

Many of the leading thinkers in gifted education analyze the ways in which 21st-century globalization suppresses, distorts, and facilitates talent development. The comprehensive, international, interdisciplinary analysis shows how 21st-century globalization provides a complex, evolving context for the discovery of aspirations and the development of talent

Many of the leading scholars of gifted education analyze the ways in which 21st-century globalization suppresses, distorts, and facilitates the development of the gifted and talented (5).

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The Marland Definition produced in 1972 by the then US Commissioner of Education for use in state and local education agencies. It states that:

“Gifted and talented children are those identified by professionally qualified persons who, by virtue of outstanding abilities, are capable of high performance. These are children who require differential educational programs and/or services beyond those provided by the regular school program in order to realize their contribution to self and the society”

Gagne defines giftedness as *“the possession of natural abilities or aptitudes at levels significantly beyond what might be expected for one’s age, in any domain of human ability”*. The asynchronous development of a gifted student identifies the “marked difference between chronological age, intellectual development and affective development of the gifted person”. Giftedness is an aptitude resting dormant ready to ignite.

However, there is a fine line between gifted students exhibiting giftedness or masking it. The forced-choice dilemma refers to gifted students making the decision to conform to the curriculum and be accepted by peers or excel in their area of giftedness and develop their intellectual capability. It is a complex and challenging time for gifted students who are fighting to find their identity and we as teachers must nurture and provide a safe learning environment for students’ gifts to flourish.

In contrast, Gagne defines *“talent as achievement or performance at a level significantly beyond what might be expected at a given age”*, which means “in simple terms, gifts are natural abilities whereas talents are systematically developed skills”. Gifts and Talents work together to advance the asynchronous development of the gifted student and idealize the concept that high ability and potential meet high achievement and performance.

For talent to emerge, causal contributions from many sources are required, among them high natural abilities (called gifts), motivation, perseverance, supporting parents and teachers, as well as long-term investment in learning, training, and practicing.

Gift is something you were born with. Talent may also derive from something in the genes but is more likely to have been developed, even from early childhood. A skill may derive from a natural talent but is more usually acquired through some form of training.

Talents Are Inherited / Gifts Are Received -This is perhaps the biggest and most important difference. Natural talents are those abilities inherited from one's parents and nurtured in the context of one's family.

Morality is a person or society's idea of what is right or wrong, especially in regard to a person's behavior. Ethics are the guiding principles which help the individual or group to decide what is good or bad.

Generally, the terms *ethics* and *morality* are used interchangeably, although a few different communities (academic, legal, or religious, for example) will occasionally make a distinction. Both morality and ethics loosely have to do with distinguishing the difference between "good and bad" or "right and wrong." Many people think of morality as something that's personal and normative, whereas ethics is the standards of "good and bad" distinguished by a certain community or social setting. Ethics and morals relate to "right" and "wrong" conduct. While they are sometimes used interchangeably, they are different: ethics refer to rules provided by an external source, e.g., codes of conduct in workplaces or principles in religions. Morals refer to an individual's own principles regarding right and wrong.

Ethics is the term used in conjunction with business, medicine, or law. In these cases, ethics serves as a personal code of conduct for people working in those fields, and the ethics themselves are often highly debated and contentious. These connotations have helped guide the distinctions between morality and ethics, (13).

DISCUSSION

Working with talented and gifted students is quite complex and only in certain cases and in rare situations can it be done according to the approved curricula for this type of students.

In most countries with a low standard of living and poor conditions in education, it is almost impossible to discover these students and to organize special lessons with them.

One of these countries is my country, where the organization of their discovery and then the organization of special education for them is far from international standards.

The ability to recognize the characteristics of giftedness and talentedness in children is a critical skill in the identification effort especially as the literature is replete with varying notions of what it means to be gifted and talented. The present paper reviews several definitions of giftedness and concludes that any definition that should guide identification activities must emphasise the multidimensional nature of the concept. The characteristics of gifted children are enumerated and stated in a manner that parents and teachers who have the earliest responsibilities in the identification process may have observable behavioral indices to inform referral, (6).

Giftedness is still largely misunderstood; not only in relation to what giftedness entails in terms of cognitive, social-emotional, personality and other characteristics, but also in terms of how gifted individuals develop, and what they need to unfold their potential for extraordinary achievement. In addition to that, there is no such thing as 'the gifted individual'. Researchers and practitioners alike notice that within the gifted populations there are large intra- en inter-individual differences.

A little attention has been devoted to counseling gifted and talented children and adolescents. Most parent-teacher conferences are quite unremarkable but some will be remembered for a long time. One such memorable meeting took place between the father and the teacher of Albert Einstein. Although he

became a world-famous scientist as an adult, Einstein had serious school problems as a child. The boy's teachers described him to his father as a dismal failure and conveyed a bleak forecast for his academic and vocational future. Fortunately, despite repeated failures in conventional school settings, Einstein's father continued to believe that his son had special abilities and eventually found a school that recognized the child's profound giftedness and unique learning style. Even if the story is apocryphal, as many claim, the message is clear. Some highly gifted adults did not appear to be so as children

Gifted children receive guidance and counseling from guidance counselors, regular classroom teachers, or parents. The training and experience of school counselors makes them the most appropriate have many personal-social problems is usually based upon the limited personal experience of counselors and on introspective reports that frequently appear in the popular literature of gifted adults describing troubled childhood experiences, (7).

It is estimated that 85 percent of students in school are natural kinaesthetic learners. It has been suggested that these particular learners are not being catered to through traditional teaching practices. There is a growing body of evidence to support the connection between physical movement and increased student academic achievement, (8).

Research in gifted education and cognitive development traditionally have proceeded in parallel. With some notable exceptions, our understanding of gifted children's thinking is not informed by cognitive developmental theory and methods. Cognitive developmental studies relevant to understanding gifted children's cognition are reviewed in this paper with the goal of informing a research agenda that unites models of intellectual development and gifted education in meaningful ways. As we move from IQ as a primary determinant of giftedness to more complex views of what giftedness is and how it develops, research can capitalize on the explanatory frameworks of cognitive developmental theories, (9).

The findings revealed that gifted students defined a good teacher through three major categories: 1) qualities in teachers; 2) excellent teaching; and 3) the unique qualities of the individual student-teacher relationship. Teachers of gifted students should ideally have unique personal, intellectual, and didactic characteristics and a unique attitude that empowers their students to realize their potential, (10).

Special education is the specially designed instruction that meets the needs of students with disabilities as they attend school; it also includes related services and supplementary aids and services. Today's special education is the culmination of efforts by researchers, professionals, parents, and legislators that began prior to the nineteenth century, grew significantly in the United States during the early part of the twentieth century, were questioned and changed as a civil rights issue, and today are guided by federal law (Individuals with Disabilities Education Act) and interpreted by litigation, (11).

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CONCLUSION

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From the quality of the initial student in this field, it can be concluded that there is a continuing need for research and identification of these children and the provision of conditions and staff prepared to continue their further development.

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