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Trends in Meeting the Needs of Talented Students in the Light of the Global Experiences

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Abstract

Investment in talents is the gateway to progress and growth that is the focus of the leaders and educators in all countries of the world. The gifted and talented in any country are a national wealth that must be invested and exploited appropriately. The development of societies depends on the achievements of their talented, skillful and creative members. When they are not properly cared for, society is deprived of their achievements and the gifted are deprived of their rights to self-fulfillment. Despite this interest in talented and outstanding, they are still considered to be less favored segment in providing educational services and appropriate care programs. This study is based on the survey methodology and descriptive approach to identify the most important needs of talented students. It identifies the most important trends in their care and meeting their needs in the light of international experiences. The study found a number of results, including that the gifted students are characterized by their emotional, physical, academic and social needs, and that meeting these needs requires a number of procedures and adaptations in many aspects of the educational system including institutional structure, curricula, activities and teacher preparation. The study also recommended the expansion of the preparation of special programs aimed at discovering talented people, developing their abilities and investing their creations.

Keywords: Trends, Talent, Global Experiences, Needs.

Introduction

All countries consider their future through a group of society, namely the gifted class, especially in light of the challenges and competition between them. Therefore, these countries were required to pay attention to this category and meet their needs in various fields, because they are important in advancing development and progress by presenting their creations and abstracting their ideas.

The talented people in each society are a national wealth and a driving force towards civilization, progress and prosperity. Therefore, developed countries tend to take care of talented

students and provide the necessary care to invest their energies and abilities by providing them with the right service and care.

The beginning of the interest in caring for talented students by identifying them and providing them with the necessary educational needs. The gifted students have been guided by a number of reasons including their contribution to the progress and development of civilization in all fields, and the lack of special programs for this class of students. It is not enough to meet the requirements and needs appropriate to them, as well as the weakness of the curriculum in the development of abilities and potential of talented students, and the lack of such curricula it is necessary to review its objectives and content so that it can meet the needs of talented students, problem solving, and the development of creative thinking (Sulaiman, 2006).

Most of the researches and studies have agreed on these characteristics and traits, which must be observed and met, and if not met, negative symptoms will appear on the student himself and on the students' needs and their characteristics, whether they are physical, mental, cognitive or social. (Alsrour, 2000).

Salameh (2000), argues that the future depends on human intelligence and creativity rather than on natural materials. Therefore, meeting the needs of gifted people must be based on nurturing those abilities and developing the capacity for creation and innovation of our children. Education, curriculum, teaching methods and evaluation are counted to put gifted students in the environment that contributes to the provision of new modes and mechanisms, which is suitable for the conditions of life and abilities.

Study Problem

The primary objective of gifted education is to invest their abilities to serve the society. This is an indispensable cultural and educational requirement. It is considered an educational necessity, especially in countries where educational institutions lack programs and strategies to take care of those gifted people.

In the 1980s, the concept of gifted education expanded to include more than the IQs that were accredited in the process of detection. The American Bureau of Education (1972) recognized the gifted as a high performer compared to the age group to which he belongs in one or more of the following capacity groups: general mental capacity, technical ability, creative ability, leadership ability, and academic ability. (Alsrour, 2000).

Curriculum and methodologies are one of the factors that contribute to the development of talent among students. If the curriculum is designed primarily for this category, it will contribute to their preparation well. If the curriculum is not designed to suit the abilities and preparations of these students, it will contribute to their boredom and dullness. Zuhairi (2003) pointed out that there is a lack of current programs and curricula.

The Bakhit study (2007), also indicates that public education curricula do not match the abilities of gifted students, do not meet their psychosocial needs, and that a large proportion of dropouts from general education students are gifted due to the boredom they feel from repeating what they could , or because the curriculum does not contain the challenge. Despite the academic excellence shown by a large number of gifted students in public education schools, 50% of their time at school is of little use.

The Jarwan study, Mahrama (2009), recommended an evaluation and review of the enrichment programs offered to distinguished outstanding students and the development of these programs in light of their needs.

Therefore, the present study aims to answer the following questions:

- 1 - What are the most important needs of gifted students to be available in educational programs?
2. What are the most important trends in caring for the needs of talented students in the light of international experiences?

Importance of Study

- 1 – To identify the most important needs of gifted students through the survey of studies and researches related to them.
- 2 - Present the most important actions and global trends in the care of gifted and meet their needs.
- 3 – Provide a summary of global trends towards the care of talented people and meet their needs.

Study Approach

The present study is based on the survey descriptive approach in reference to sources, presentation, and analysis to identify the characteristics of talented students, identify their needs and identify the most important international experiences in meeting these needs.

Study Subjects

Definition of talent and talented

AL Sharei (2002) defines the talented as: a student who has extraordinary readiness, ability, or outstanding performance from the rest of his or her peers in one or more of the areas that the community appreciates, especially in the areas of excellence, innovative thinking, academic achievement, special skills and abilities, and they are in need of special care which the school cannot provide it to them in the regular curriculum.

Al-Farhoud (2005). defines it as: Each student who has been chosen according to special scientific standards and standards based on his exceptional readiness, ability or performance from the rest of his peers in the same age group in one or more areas of mental excellence and thinking Innovation, collection and special skills, and he needs special care that is not available to him collectively with his peers.

Characteristics of Talented Students

Several studies and educational researches have indicated that gifted individuals have several emotional, mental, and social characteristics. These characteristics help the teacher to know them and thus provide them with appropriate care. The gifted people share many distinct characteristics but their clarity is greater, and the sum of these characteristics cannot be found in one talented student no matter how great his talent is, and the indicators of the possibility of high talent increase the availability of the individual. The most prominent findings of scientific studies regarding the characteristics of gifted mental, emotional and social characteristics can be summarized as follows:

The Terman study (1925) indicated that gifted children have better abilities than others in early reading, linguistic wealth, mathematics, applied sciences, and literary sciences.

Van Tassel-Baska (1998) noted three common characteristics that characterize gifted people: early maturity, high concentration, complexity or multiple interests.

Walberg (1988) noted that gifted children are multi-skilled, highly focused, persistent, highly communicative, highly intelligent, highly valued, overly sensitive, optimistic, attractive and popular. He also pointed out that the scientifically gifted have common characteristics, the most important of which are: tendencies to reading more than others, early tendencies to mechanical and scientific tools, focus on fine details, and have a long self-work in a specific thing, performing their tasks very quickly, And a constant desire to express their ideas in a creative way. On the other hand, they found more interest in finding ideas than finding friends, less participation in public activities, and difficulties in making intimate friendships.

Frasier & Passow (1994) found that gifted individuals with different cultural and scientific backgrounds express their high mental readiness by showing the following indicators: strong desire for learning, in-depth tendencies in a specific field, high ability to use symbols, words, numbers, communication, and high ability on sensitivity and problem solving, good memory in the field of information, speed in understanding new ideas, and the ability to generate new ideas.

The rapid development of conservation, learning, understanding, memory strength, high concentration and perseverance, attention and long-term thinking, curiosity and scientific curiosity, and the ability to focus on the family, and their ideas are new, organized and easy to formulate, high IQ, innovation, creativity and level of achievement, and possess a wide and fertile linguistic output (Wahba, 2007).

Studies also show that most gifted and talented students enjoy emotional stability and autonomy, and many of them play leading roles at the social level in their various stages of study (Al-Kaabi, 2007).

Baska (2009) notes that many gifted individuals are distinguished from other ordinary people in characteristics such as hyper-sensitivity, a sense of justice, idealism, and the pursuit of perfection.

Al-Shibli (2011), quoting Clark, listed the characteristics and characteristics of gifted children as follows:

Knowledge area: It includes several characteristics including: diverse interests, speed of assimilation, vision of the relations between ideas and subjects, the ability to generate ideas, the ability to handle information, the ability to memorize and retrieve information, the evolution of self concept, the power of concentration and perseverance in activity.

Emotional area: includes: unusual sensitivity to others, emotional and motivational strength, sense of humor, leadership, ability to control and internal control, early development of idealism and a sense of justice.

Sensory and physical area: including: dissatisfaction with physical skills compared to high mental skills, neglect of physical health and avoid physical activity.

Intuitive domain: including: willingness to test emotional phenomena, predictability and attention to the future, creative touches in all areas of work.

From the above it can be said that gifted people have mental, emotional and social characteristics that distinguish them from their peers, and that they need more guidance and follow-up and find ways and alternatives to suit their educational abilities so that they can reach balanced and productive growth.

Needs of talented students

The needs of the gifted in their studies are classified into five basic categories: extension needs, psychosocial needs, social and personal needs, cognitive needs, and finally physical needs.

First: The Guidance Needs

Studies have indicated that giftedness is associated with more or less guidance needs than those who have been classified as uneducated or gifted (Preffer & Steven, 2008). Gifted and especially gifted children need specialized guidance services to deal with the mental problems associated with their talent and to realize their own talents. The guiding areas of giftedness can be limited to a limited number of cognitive, emotional and professional aspects, which are categorized as follows:

A) Self-Concept

The concept of self is a cognitive system that performs the interpretive role of individual events and behaviors and responds to them. The concept includes both self-perception and self-assessment. Guidance on this aspect is important for those gifted because their self-esteem is negative or fluctuating. Their self-concept may carry negative attitudes from their teachers and ordinary peers, especially on the side of social relations and their relationships with peers in particular (Kerr, 2009).

B) Underachievement

When there is a discrepancy between the performance in the school exams and any of the test indicators of the student's actual ability - such as IQ tests, readiness, creativity or codified achievement - the so-called low achievement.

The low attainment of gifted individuals leads to undesirable behavior: poor school habits, lack of mastery of skills, lack of focus, and lack of discipline in school and home.

C) Professional selection

Most gifted students can succeed in many fields of study and professionalism depending on their diversity of abilities and interests. However, the variety of study options available to them may lead

to frustration when faced with the choice position at the end of their final stages, so the talented student must choose one professional goal to succeed.

The top 5% of those who applied for the US University of Technology (ACT) test expressed their need to help define their professional and educational goals more than to help with personal matters. The results of their choice analysis indicated that they tended to study engineering, medicine and law to a certain extent, while the study of education and theoretical science was at their lowest priority. Although there is no scientific explanation for this orientation in choice, it is clear that they tend to traditional occupations that have a prominent place in society (Colanglo & Kerr, 2007).

The guidance planning in this aspect is very important, so that the talented student can understand the dimensions of aspects of his life, and this comes through the role of professional guidance and educational guidance so that the choices are based on sound and studied foundations.

D) Family and school

The majority of parents usually practice traditional patterns derived from their experiences with their ordinary children in dealing with their gifted children. Parents may have insufficient knowledge of the characteristics, problems, and needs of gifted children and therefore have difficulty adapting, difficulty making appropriate decisions when confronted with an inconsistent behavior, and may feel helpless or inadequate when their child is unusually mature or mentally advanced. Their inability may be due to their inability to provide the emotional support needed by their gifted child, or because they are unable to provide the necessary educational or mental stimulation. (Preffer & Steven, 2008). The guiding role is to help the school and the family work together to build a positive relationship that nurtures the gifted student and takes care of his or her psychological characteristics.

Second: Psychological and Emotional Needs

The most important mental and emotional needs of the gifted as stated by the interested in this area are the following: Express feelings and personal emotions, and identify the defense systems for him and others, and expand the awareness of the social and emotional and sensory environment surrounding it to reach to recognize the needs and needs of others as well, and learn how to clarify his feelings and identify the expectations of others to him, the enhancement of his ability to control the internal feelings and achieve a sense of satisfaction, self-insight and readiness, awareness and consciousness, independence in expression and self (Salah, 2006; Jalamda & Ali, 2011).

Third: Physical needs: These needs can be divided into:

- 1) Sensory and motor needs: There must be special attention to provide activities to meet the sensory and motor needs, and development in an integrated with the areas of growth and other developments of the talented.
- 2) Developmental needs: Gifted people need to support family and peers, as well as developmental and biological needs. These require special care, and differ from the areas of mobility, mentality, imagination and emotional dimensions.
- 3) The need to develop the overactive imagination: It is known that gifted people have the depth of thinking that is reflected in problem solving and creative thinking, so they need to understand this need and work on their development through the use of techniques and strategies in creative

thinking, such as the integration of estates, solving creative problems, metaphor and imagination in expression (Shavininina, 2009).

Fourth: Social Needs

The needs of gifted students come through a number of things including: guidance to the right way to contribute to the community, giving them opportunities to develop their skills to become meaningful to society, and the inclusion of educational programs skills and activities directly related to the community, and give them opportunities to follow multiple ways of thinking, social communication skills, leadership styles and skills, and a comprehensive understanding of society's problems, giving them the opportunity to employ their mental and emotional abilities to solve the daily problems they face in society (Salah, 2006).

Fifth: Academic-Cognitive Needs

Many people in this field mentioned many lists that included many of the cognitive needs of talented students. In this regard, (2011), there are several needs, the most important of which are the following:

- Provide talented students with information that challenges their ability to quickly store and retrieve information.
- Diversity in the activities provided to him, in order to develop his own perspective.
- To enrich the curriculum and the variety of activities and attitudes that need to apply methods, ideas, fundamentals and theories.
- Provide opportunities to propose hypotheses, and test them and use different strategies.
- Training to develop more questions and solutions than required.
- Acquire experimentation and scientific research skills.
- Develop self-learning skills and invest learning resources and knowledge.
- Offering challenging learning experiences and practical experiences to meet their needs.
- Learn to train to apply a wide range of knowledge and basics to solve many life problems.
- Appropriate evaluation of his creative efforts and continuous encouragement of his innovative abilities.

Global experiences in the field of gifted education:

First: The United States of America

The experience of the United States in the care of the gifted and mentally gifted leads the global experience in terms of the federal laws that support it, the long history of experiments and attempts, and the huge number of researches and studies that feed the field on the basis of care and methods used in the application, and the number of institutions, organizations and associations that sponsor this category of Students, increased attention at the level of higher education institutions, and diversity of care styles.

In the United States of America, primary, secondary and tertiary schools are followed by a system of gifted and gifted education, including assembly, enrichment and educational expedition of early admission to kindergartens and primary classrooms, a system of classroom skipping and

pressure, or classroom pressure, additional programs per semester, enabling gifted or mentally gifted students to pass school in less than normal years.

There have been many studies that examined the issue of caring for gifted people in American society, where they stressed the following points:

1. The need to develop special curricula that develop higher thinking processes (innovative thinking and critical thinking).
2. The need to develop appropriate teaching strategies to teach talented students and help them to find successful solutions to problems.
3. The need to develop educational services systems and adequate administrative procedures to provide outstanding services to talented people at all levels of education (Davis & Rimm, 2004).

Forms of fostering talented in the United States of America

The abundance of specialists, and researchers in the field, the expansion of the movement of authoring and publishing, and the use of empirical research methods, all these factors and others led to the provision of different models of application, so we find that the services of schools for talented start from the provision of activities and additional decisions to reach the use of advanced methods to accelerate enrichment and assembly.

For example, most secondary schools offer a wide range of elective courses, which are accepted as modules for students to meet the requirements of the course. These courses often focus on teaching foreign languages and physical education; most of these courses include:

- Visual and performance arts such as painting and sculpture, photography, theater, orchestras, bands, dance, and films.
- Vocational education such as carpentry, metalworking, mechanics and car repair.
- Computer Science / Business Education as text processing, programming, graphic design, computer club, and web page design.
- Journalism and publishing, such as participation in the school newspaper, annuals, and television production.
- Teaching common foreign languages such as French, German, Italian, Spanish, and non-common Chinese, Japanese, Russian, Greek, Latin and American Sign Language.
- Family planning and consumer / health sciences such as home economics, nutrition, and child care.

Secondary schools in the United States do not all follow the same compulsory curriculum as there are teachers who are distinguished by the power of their class and junior high school degrees, which are characterized by the strength of education and the high quality of advanced skills and experience. Some of these schools apply a system of tests to determine the level, abilities, and tendencies to sort and accept certain types of high-achieving students. This procedure is practiced in certain schools in most US states, while other schools offer enriching experiences in different arts and these materials are usually calculated during admission to institutions of higher education and are also counted as alternatives to preparatory year materials, thus enabling the student to graduate early from the university. There are also distinct community colleges in some states, and there are regulations that allow secondary students to register some materials in those colleges which are considered accredited units after joining the university and thus enable them to graduate early.

US schools offer alternatives and other options to accelerate the process of study in them:

- . 1. Early enrollment in preschool or primary school.
- . 2 - Skip some of the classrooms (exceptional transition)
- . 3. Pressure or concentration of courses or classes.
- . 4. Accelerate the content of the courses.
5. Early admission at the intermediate or secondary level.
- . 6. Outstripping by tests.
- . 7 - Study of undergraduate courses during secondary school.
- . 8. Study courses by distance or by correspondence.
- . 9 - Early admission to college or university (Clark, 2006; Davis & Rimm, 2004).

These options have several benefits that can be summarized as follows:

- 1 - Increase the fun in learning and life of the learner, and reduce the causes of boredom from school.
- 2 - Promote and develop a sense of personal value and ecstasy of achievement.
3. Reducing the sense of giftedness of the gifted and representing the elite of society. Their success in the areas of challenge imposed on them by the acceleration makes them discover their true abilities and know their natural limits, and their presence in suitable groups for their abilities leads to a deeper understanding of their faculties.
- 4 - Getting better learning than normal learning.
- 5 - Improve the chances of admission to prestigious universities and rare disciplines.
6. Provide opportunities for early student creativity, as well as to highlight their professional achievements.
7. Reducing the material cost of education by shortening school years.
8. Early community benefit from gifted contributions.
- 9 - The positive impact of the actual return of these students accelerated on the national income.
- 10 - Provide leaders and competencies distinct to the community at the lowest cost and as fast as possible. (Alsrour, 2003).

The alternatives to enrichment include:

- Scientific, literary and artistic clubs.
- Student exchange programs.
- Local environment service projects, community training workshops and seminars
- Apprenticeships and vocational training programs in the field
- Leadership education programs and debates
- Representation and theater activities
- Learning resource halls and workshops to facilitate and practice hobbies
- Scientific and cultural competitions
- Art and scientific exhibitions
- Study of foreign languages
- Study courses for the development of thinking and creativity
- Computer-based education programs
- Summery camps
- Free studies and research projects
- Trips and field visits
- Weekend programs
- University-supported programs
- Creative problem solving program
- Competitions and Olympics

Collection methods include the following options:

- Attracting schools
- Private schools for gifted
- Private schools
- School within a school
- Special grades
- Permanent heterogeneous groups

- Temporary groups • Drawing programs
- Learning Resource Room Programs • Temporary Classrooms
- Special leaning groups in associations and clubs (www.nagc.org, Hoagiesgifted.org).

Second: The United Kingdom

The education of the gifted and talented is an essential part of the general education system, so it should not be left to chance or the various passions of the planners and implementers in schools. With this philosophy and its vision, Britain offers the English model for the care of gifted and talented students who achieve integration and integration into two levels of care:

First: Education programs and activities of the gifted and talented as an integral part of the general education system in Britain.

Second: the place of the talented student is with his colleagues and peers; so his services and activities are within the limits of the classroom and within the school; in addition to external enrichment programs to enhance his knowledge and skills and improve his chances of growth. To achieve this vision, the National Academy for the Gifted & Talented Youth (NAGTY) was established in 2002.

The key role of the National Academy of Young Learners is to accelerate the development and improvement of gifted education in the UK through the development of government, national or national support and to provide appropriate incentives to provide highly qualified leaders to support professionals and professionals working in the care of this group. The Academy further emphasizes that the education of gifted and talented individuals is an integral part of the public education system in Britain because the special services for this class are available in daily educational activities and are enhanced by the additional advanced opportunities offered both inside and outside the school.

The Message of the Academy: NAGTY

The mission of the National Academy of the most talented and talented young people in Britain, is summarized in:

- Direct and devote all its energies, expertise and professionals to serve distinguished outstanding children and young people in Britain and ensure that they will receive special educational opportunities and support to develop their abilities.
- To provide the necessary knowledge, skills, and expertise and support methods for all teachers, professionals and all workers in the education sector so that they can meet the special needs of this group of students.
- Develop and improve its pioneering national role as a global leader in research, innovation and invention, and practical application in the field of nurturing and nurturing outstanding and talented.

General principles of support provided by the Academy:

1. Discovering outstanding and talented students in England and providing opportunities for appropriate growth and services or arrangements that cover activities both inside and outside the school, as well as support and guidance that achieve knowledge acquisition and promote motivation for achievement, excellence and ambition.

- 2 - Apply the special professional expertise available to members of the Academy on national issues and contribute effectively to the government strategy to care for the outstanding and talented.
- 3 - Deepen and develop the knowledge and professional skills of all workers in the care of this category, both in the planning of care and the scope of providing it.

Work structure

The Academy is divided into four distinct branches or units, each with different objectives and fields of work: the "Student Academy", which directs its services directly to students, and the "Professional Academy", aims to improve the situation in schools and colleges to serve the outstanding and talented students, "It aims to provide support to organizations and bodies working with or directly related to outstanding and talented students. The "Research Center", which aims to research gifted children and provide them with the most effective teaching methods.

Acceptance

Admission requires the student to submit a complete personal file with all the documents and information along with a request letter detailing the real reasons behind the student's desire to join the academy, as well as all the documents and certificates of the SAT, the various tests of the IQ and the various tests passed and recommendations by the teachers of the student.

Talents are evaluated through a number of activities, including:

- 1- Summer school programs for two or three weeks at different local universities. They cover a wide variety of topics, especially topics that cannot be properly studied in the general national curriculum. They also provide students with experiences and activities for advanced subjects as a way to speed up the academic content. .
2. Official school programs. These programs vary in length from half a day to a full week, and may be residential or day-to-day programs, offering extensive types of educational experiences.
- 3 - Distance learning materials, a method of communication and communication professionals and specialists in different areas to benefit from their expertise and receive advice and guidance appropriate to the questions of students and research issues and studies that they do.
- 4 - Accommodation programs for a week and is aimed at students of the sixth level and university students.
5. Internet forums that enable members to speak informally together, hold discussions and debates, or gain moral and social support among them. In all these types of programs, the "Student Academy" aims to help students develop their abilities to the maximum extent possible by providing more activities and services that maintain active participation and support the motivation to learn (<http://www.nagty.ac.uk>).

Third: Malaysia

Malaysia embarked on the development of a strong education system that helped it meet the needs of the skilled labor force and actively contributed to the process of economic transformation from a traditional agricultural sector to a modern industrial sector. Malaysia did not achieve sustained economic growth unless it invested in the human element, Nations.

Models of Malaysian Experiences for Gifted Education

Experience of the talented enrichment program named Malaysia PERMATA pintar.

It Is a unique program carried out by University Kebangsaan Malaysia (UKM) and students are selected on the basis of an intelligence test called UKM1 and UKM2. In this program, gifted students are provided with motivational activities and effective teaching materials for robotics and programming. The camp also provides practical experience that gave the selected students an opportunity to create and feel a sense of accomplishment. Experience has shown that students can upgrade their sense of creativity by developing different types of robot with versatility.

Smart Schools

Smart schools are an educational institution created on the basis of new teaching and management applications that help students catch up with the information age (Basheer, 2003). The most important elements of the Smart School are the teaching staff for learning, school management systems and policies, the introduction of advanced instructional skills and techniques. The political leaders in Malaysia believe that the Smart School will help the country enter the information age and provide the quality of education appropriate to the country and the future of our children. Here, the government signed a contract with Telecom Smart Schools Company - a joint venture between the government and the private sector to implement the idea of a smart school in nineteen model schools for three years beginning in 1999 and ending in 2002, to complete the work in the entrepreneur project in 2020.

The project looks at the student as a key partner in the learning process and not just as a recipient. The project aims to enable the student to understand the extent to which he or she is absorbed, and to implement knowledge acquisition through special programs designed for this purpose.

In the final phase of the project, 900 smart schools are expected to be in Malaysia as a second stage, followed by all schools in Malaysia. In addition, the Malaysian Ministry of Education has adopted a number of other projects, such as the Chinese Smart Schools Project, The project has been funded by the private sector, where teachers receive development courses for the use of the digital curriculum and the provision of two integrated computer labs. In addition, they provide classrooms with a computer and a television screen connected to each other to help the students. The students are divided into groups (within a classroom) who use the computer in the classroom with the TV screen (Malaysian Ministry of Education, 1423H).

The following should be used in this experiment:

1. Develop curricula to meet the requirements of the new millennium and be an integrated development of the word development and not a change in part or form.
2. The teacher is the cornerstone of the educational process, and therefore the programs of preparation and training should be reviewed in light of the requirements of development.
- 3 - Encouraging scientific research and supporting researchers and benefiting from the results of research and field studies in the development of the educational process.
- 4 - To strengthen the relationship between educational institutions and the media, and employ them and use their techniques to achieve the objectives of education.
5. Inviting the private sector to contribute to the financing of educational programs and various school activities.

- 6 - Care of the school environment in all its components.
- 7- Review the programs of school activity and methods of implementation in schools and take advantage of entrepreneur experiences in this field.
8. Develop learning and learning strategies such as teaching the learner how to learn, self-learning, purposeful learning, and learning by problem solving.
9. Care for gifted students and review the programs provided to them.

Fourth: Singapore

In order to achieve progress, the Ministry of Education of Singapore has established the Gifted Education Program (GEP), which aims to equip young, talented, high-school students with the necessary expertise and training to be the "vanguard of change and progress" and work to improve the state of society and the nation .

The government, represented by the Ministry of Education, understood the need for gifted students to be highly motivated and intellectually challenged to suit their high mental abilities and meet their special needs. If they are not offered such expertise, they will be frustrated and be the most backward in their society by routine work for schools. The presence of gifted individuals with peers who equate them intellectually makes them more motivational and emotionally stable.

The main task of the Gifted Education Program is to provide highly qualified leaders who are capable of developing themselves and contributing to the progress of society. The program is committed to developing and developing students' abilities to the maximum extent possible. The vision is to make Gifted Education a model of excellence in education for mentally gifted students at the primary and secondary levels. This vision is achieved through the provision of educational materials, learning resources and professional experiences that help the growth and development of mental abilities, human values and creativity among gifted youth to prepare them to take responsibility for growth and development in society and serve them and society.

Admission to the Program

Admission begins with the progress of all third-grade students aged nine to nine to pass two or two rounds of the test. The first stage is the survey phase and the second is the selection stage. The results of these two phases are expected to produce more than 1% of the students who will join the program. During the first phase (the survey) students are tested in English and mathematics. Based on the results, a group of students is excluded. The remaining students move to the selection stage. Other tests are applied in mathematics and English as well as IQ tests. The sample of them who passed will be enrolled in the program.

Duration and Nature of the Program

Students in the program spend three years from grade four through grade 6, after which they can choose to continue studying in the program only through integration programs or in general education programs because some parents and students themselves have complained a bit about the high pressures they encounter it in the program. Schools have been given the option of developing enrichment programs, diverse experiences and a separate evaluation system or with the

participation of a group of schools that implement the program. The provided expertise includes the following areas:

- At the primary level:

- Computer enrichment programs • Individual research studies.
- Innovation programs for the fifth grade.
- Future Problem Solving Program.
- Chinese Language Camp • Creative Writing Camp.
- Enriching concepts through changing mental processes • Human Sciences tests.
- Learning trips to criminal courts • Advanced enrichment classes in mathematics.
- Ethical Math Camp • National Weather Study Projects.
- "Mobile Video School"

- High school:

- Chinese language camp • Creative writing program in Chinese language.
- Individual research studies • Computer programming course.
- English speaking competitions • Historical drama competitions.
- International Physics Olympiad to train outstanding students • Creative Arts Program.
- Seminars in Literature • Active Math Day.
- Math Camp • Mathematics Seminars.
- Parliamentary debates • Scientific links.
- Applied Science Course in Information Technology • Specialized Multimedia Camps.
- Computer apprenticeship program • Leadership development program.

<http://www.moe.gov.sg/gifted/developments>.

Fifth: The Kingdom of Saudi Arabia

Official Institutions for Gifted Education in the Kingdom of Saudi Arabia provide services to both sexes:

1. King Abdul Aziz Al-Ghazaleh. Foundation for Gifted Education.
2. General Directorate of Gifted Education at the Ministry of Education.
3. General Directorate of Gifted Education at the Ministry of Education.

The following are some examples of projects:

First: King Abdulaziz Foundation and his men to care for the talented.

The Foundation's plan is focused on two parallel tracks:

The strategic plan includes a five-year implementation plan that reflects a long-term vision (10-20 years) and aims to:

1. Caring for gifted and creative individuals through centers of creativity, excellence, leadership, enrichment programs and others.
2. Building a system to generate, adopt and develop ideas in society.
3. Establishing incubators to invest and market patents and innovations developed by talented people.
4. Establishment of an information program to provide support for the welfare of talented people in all sectors of Saudi society and to finance the projects and programs of the national plan.

5. Spreading awareness of innovation, creativity and entrepreneurship, and spreading the plan's terms to all relevant parties, including talented individuals, innovators, inventors, teachers, parents, decision-makers, community members and government and private institutions to provide support at all levels.

6. Supporting research on issues of talent, innovation and creativity.

7. Development of expertise and human resources in talent, innovation and creativity.

Track 2: Entrepreneur Projects

In which a number of projects are implemented, which are characterized by added value and high impact and relatively low cost, and require a short time to implement, and the following is a presentation of some of these projects:

1. National Talent Portal: A portal to support talent, creativity and innovation.

2. Project of care and skills, this project consists of the following:

- The project of fostering talent and developing creative skills.
- Summer enrichment programs.
- Summer scientific enrichment programs.

3. System of development ideas:

This project enables talented and creative people to present ideas electronically and directly through the Internet or other means.

4. Innovation Center:

The creative talent needs a range of information, expertise, technical assistance and related services to arrive at a practical model that demonstrates its usefulness and uses and can be registered as a patent. This innovation center provides information and expertise.

5. National inventions:

The project is based on the concept of the national inventions site, which seeks to create a website that publishes and highlights national innovations.

6. Electronic Oasis:

The project is based on the principle of providing an electronic environment for the communication of talented people, as the factors of support, motivation and example are the cornerstones to create a unique creative environment, and in addition to it provides useful information for creators and provides them with the opportunity to exchange information and experiences.

(<http://www.mawhiba.org.sa>).

Second: General Administration of Gifted Education at the Ministry of Education

The Department works to reach out to all talented students and provide them with appropriate care in all public education schools, and develop educational systems, programs and enrichment activities according to the best international standards.

Objectives of the General Directorate of Gifted Education

1. To strengthen the religious and national affiliation of gifted students and to direct their abilities in this direction.
2. Achieve the education policy in the Kingdom of Saudi Arabia regarding the care of talented people.

3. Create an educational environment that allows talented people to highlight their abilities and develop their potentials and talents.
4. Creating educational care for the talents of students through the programs of caring for the gifted within and outside schools.
5. Prepare and train teachers and supervisors in ways to identify the talents and abilities of diverse students and ways to reinforce strengths in all students and in all fields.
6. Contributing to providing diverse and fair educational opportunities for all students to highlight their talents and development.

Third: Center for the Care of Talented:

It is an educational institution that provides educational care to talented students through programs offered directly at the center or in schools in cooperation with government agencies and NGOs. The Gifted Education Center is affiliated with the Department of Gifted Education in its Department of Education. The Gifted Education Center consists of two units:

1- The detection unit at the gifted center:

It is a unit that holds out talented students and prepares a database for them. The detection unit of gifted achieves the following tasks:

1. Prepare the detailed plan for the detection unit.
2. Apply a continuous annual program to select students according to the approved detection steps.
3. Participate in the training of specialists on the application and correction of standards.
4. Identify students' areas of interest according to a questionnaire prepared for this purpose.
5. Prepare a database of talented students who provide care within the center.
6. Contribute to the provision of care for gifted students.
7. Contribute to the education and awareness of the community about the detection and care of talented people.
8. Submit an annual report to the detection unit in the General Directorate of Giftedness in the Ministry.

2- The care unit and the enrichment programs in the talented center:

It is a unit that oversees the design and revision of enrichment programs and identifies the requirements of gifted students for their care within the Center. The care and enrichment programs unit undertakes the following tasks:

1. Prepare the detailed plan for the care unit and enrichment programs.
2. Design units and enrichment programs for the care of gifted.
3. Implementation of enrichment programs offered to talented people.
4. To contribute to educating the community about the care of talented people.
5. Holding an annual exhibition to highlight the achievements of talented people within the center.
6. Contributing to the selection of candidates for the Center's programs.
7. Raise the annual report of the care unit and enrichment programs in the General Directorate of Giftedness in the Ministry.

Trends and Educational Pathways for Gifted Education in Saudi Arabia:

The General Administration for Gifted Education provides specialized educational care through various educational scientific methods:

1. Collection method: a group of gifted students with convergent abilities, in a unified educational framework to deliver programs to them.
2. Enrichment method: This program is intended to provide students who are classified in the target group with more in-depth and diverse educational experience than what is offered in the general school curriculum.
3. Promotion / Acceleration: This is the opportunity for a student who has an extraordinary advantage to move to a higher grade.
4. Individualization method or apprenticeship: Select and organize some kind of link between an individual expert in what the student has an interest in this field, and building the link between the student and the competent expert to follow up the student with the process of continuing to learn and benefit from his experience and his writings and research and lectures and consults and his style of work and others, that is to be taught by the gifted talent of this expert.

Sixth: Jordan

The actual beginnings of the Gifted in the Hashemite Kingdom of Jordan in 1982 when it emerged the idea of establishing ALSalt Center for pioneering outstanding students. The most prominent tasks of the center are to allow outstanding students discover and provide advanced levels of enrichment experiences in science, mathematics, English, Arabic and bilingual (Alsrour, 2003). The aim of the idea of establishing the center to the initiative and diversifying the services provided to this important group of the people of the Kingdom depends on the diversity of the methods of assembly and the necessary administrative arrangements. The Ministry of Education has sought to invest this initiative in the preparation of a project for the care of the gifted and talented in the different stages of education, the objectives are as follows:

1. Invest in the abilities of the outstanding and talented to the maximum of their energies.
2. Preparing future leaders in different fields of scientific, technical and literary specialization.
3. Provide the skillful and talented people with the means and capabilities that enable them to discover and research.
4. Developing creative capacities in various fields, especially in science, mathematics and languages.
5. Understand the characteristics and talents of their abilities, and carry out their responsibilities towards the homeland.

Following the issuance of Ministerial Resolution No. 135/86, the project was implemented in the academic year 1986/1987 by identifying the competent authorities and assigning them to develop the system of caring for the distinguished. Based on the decision, a project management board was established under the chairmanship of the Minister of Education.

- To reveal the distinguished and outstanding students from the primary stage through the inventory of outstanding students and conduct the individual and collective tests of intelligence for them.
- Continuing annual follow-up of high school and intermediate students by pursuing their achievement levels and developing enrichment activities in Arabic, mathematics and science.
- Introducing an enrichment program for high school students in the third and fourth grades starting in the academic year 1989/1990 and opening two centers for girls for two days a week.

With the development of the project, the opportunities for joining one of the gifted and talented programs that did not take a single form have varied. Jordan has provided pioneering models in the institutional care of talented people, notably:

Leading Entrepreneurship Centers

The organization dates back to the early 1980s when the first such center was established in 1984 in ALSalt City in cooperation with:

- Emarat ALSalt Foundation, which provided financial support and administrative supervision.
- The University of Jordan, which assumed technical and academic supervision.
- The Ministry of Education, which provided a school building for the purposes of the center and assisted in the selection of students.

The idea of establishing entrepreneur centers was aimed at:

1. Enhancing students' awareness of basic knowledge through enrichment programs in languages, science, mathematics and computer.
2. Try to highlight the talents of students and to create conditions for their development.
3. Forming personal capabilities of adapting to modern circumstances and creating conscious leaders in various social, economic, scientific, technical and political fields.
4. Transfer the accumulated experience in the pioneering centers and disseminate them to the general educational system in the regular schools through students and teachers.

In view of the success of the experiment, the Ministry of Education, during the 1997/1996 academic year, established three other centers in the governorates of central, northern and southern Jordan. At the beginning of the academic year 2001/2002, the number of leading centers reached seven centers distributed in different regions of the Kingdom.

The Jubilee School

The Jubilee School has two main objectives:

1. Provide a comprehensive educational program for school students who are selected on the basis of competence and ability according to the best optional methods.
2. To contribute to improving the quality of public education through the development and transfer of educational and training programs and materials for the benefit of students, teachers and mentors in public and private schools.

The Jubilee High School offers a program for gifted and talented students from grade 10 through high school. Its program is limited to students from the scientific branch, those students are carefully selected from among hundreds of candidates from all over the Kingdom. The school enjoys a high degree of independence in its educational, administrative and financial programs under the supervision of a committee of senior officials and specialists acting as a board of trustees or a board of directors. Her majesty, Noor Al Hussein is the administrative and financial responsible for the school. The school is affiliated with the Ministry of Education with a cooperation agreement that includes: teachers who meet the conditions are assigned to the Ministry's staff.

Students are asked to join the Jubilee School through their schools, guardians or students themselves. Each school is asked to form a committee consisting of the school principal, the

educational counselor and the ninth grade teachers. The committee nominates the students and prepares the required data and checks them in the light of the official school records.

The Center of Educational Excellence

The Center for Educational Excellence was established in early 1992 with the aim of preparing educational staff and selecting talented students. The Center continued to develop its technical programs and provide its quality services through the Department of Testing and Research and Development, which has grown with the growing need for local and Arab educational models to meet the needs of gifted and talented students and staff working on their discovery and care.

The mission of the Center of Educational Excellence is to: Develop educational and learning processes through training, research and consultation, with special emphasis on the development of programs for the development of talent, creativity, leadership and educational excellence.

The Center's objectives include:

- Preparation and development of curricula and study plans - in selected areas - suitable for gifted and talented students in basic and secondary education.
- Preparation and organizing of training programs and educational seminars for educational and administrative school staff under the supervision of national and international experts.
- Development of tests, diagnostic tools and counseling programs for the detection and guidance of talented and gifted children.
- Provide professional counseling for schools and centers for the care of gifted and talented, researchers, educators and parents.
- Establishing and developing specialized information bases in the fields of talent, excellence and creativity, and establishing a network of professional relations with leading educational institutions inside and outside Jordan.
- Developing enrichment programs for gifted education.

Summary of Trends and Recommendations in the Light of Past Experience

- 1 - Attention to talent is a national goal and strategic planning to achieve progress and excellence.
2. Gifted students are a special class with characteristics and needs that distinguish them from their peers.
- 3- Their gifted care is an educational process that is based on theories, scientific studies, field experiences, and international experiences.
- 4 - Care must be taken to prepare a variety of programs that meet the needs of talented students, reveal their abilities and develop their skills, and meet their creative tendencies.
5. The gifted should have the opportunity to accelerate the completion of educational programs and shorten the academic years.
6. The trend towards integration is the most common interest in gifted individuals with their uneducated peers in an interactive and cooperative natural environment, and there is a trend towards separation to provide care and special activities appropriate to them.
- 7 - Talented students need special enrichment programs commensurate with their abilities and creative potentials.

8. Gifted students should be appreciated by taking care of their innovations and working on their dissemination and utilization.

9 - It is important to build the content of different curricula so as not to overlook their components and elements the mental, emotional, academic, social and leading needs of the talented students.

10 - Establish specialized institutions and centers to provide all the material, educational and technological resources for the care of talented students, meet their needs and invest their energies and creative abilities.

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