

4. THE WAYS OF ARTISTICALLY GIFTED CHILDREN'S IDENTIFICATION IN PRIMARY EDUCATION

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Abstract: *The article is dedicated to the problem of giftedness' identification in the educational process. The principal motivation for this thesis is the lack of pedagogical technologies which ensure the effective identification of gifted children and the unsounding of education practice in the development of musical talent where the first step must be treated its effective and objective identification. Has been proved the pedagogical prospect for practice implication, which combines a sequence of giftedness' abilities.*

Key words: *musically gifted children, gifted children's needs, musical potential, efficient teache*

1. Introduction

If we refer to the formation of the personality through art, we note that the practice of this direction of education far does not meet the technological requirements specific to processes of perception-understanding-creation of works of art. In this educational field the approach for optimizing theory-practice report acquires instructional, formative and additional artistic development valences, due to the principles of creation/recreation-perception of artistic products, which stipulates that the artwork exists itself only in interpreting-viewing-listening it – process comprising the author's creative mental action, conventionally regarded as a theoretical one, with the action of perception and also being considered as a practical one.

The process of artistic perception in instructive and formative actions is identified with the educative action itself. In this process the considerable weight rests on the participative state kid to the design, development and evaluation/self-evaluation (through prescription of individual behavioural maps, anticipating practical actions, varying operations, performing the tasks by choosing the optimal variants for solving) and the dynamics of professional competence of teachers to achieve gradually the theoretical design process and practical actuating, by identifying educational content and valuable actions, diagnosing the individual resources, planning, forming hypotheses, sequential and final evaluation.

2. Discussions

In our statements we proceed from the reality that the artistic activity differs much from other human activities through its ontological specifics, which requires taking into account the opportunities and challenges that arise in individual potential manifestation of the child, act that expresses by transposing the theoretical prescriptions into practical actions indisputable by the presence of emotional-

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affective reactions, by developing *projects* and logistical *maps* of action, is not waiting for certain stimuli coming from outside, but by enhancing the artistic intentions and decisions of child – subjects of education.

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Each human being is born with a genetic program constituted from a series of qualities/predispositions which in the course of his/her evolution, according to the conditions of development/formation, can attest either a considerable dynamic growth or a latent state, of stagnation and of slow development. The contemporary school, the social institutions (society, family, cultural associations) contribute to a certain degree to the creation of favourable conditions for the multidimensional manifestation of capacities and abilities of children and teenagers in many diverse fields of activity, both during course hours and extracurricular hours.

If we are to speak about the way of manifestation of pupils' individual aptitudes in a certain domain of activity, we determine that the degree/level of abilities is different from a pupil to another, from a genre of activity to another, fact which leads to the conclusion that each person is not only born with a specific intensity of capacities, but also with individual tendencies/ dispositions to realize himself/herself with a certain strength and dynamism in a chosen domain. The differences of pupils' special capacities need on the teachers' part the differentiated application of methods of work and instructive/educational objectives for pupils

which register medium and superior capacities. This, if we refer to the existent differences in aptitudes in classes with educational conditions, offers equal chances to the pupils' whole specimen. But there are pupils who show superior capacities for their chronologic age and classmates of the same age. This category of pupils, being a minority, forms the contingent who has special abilities in a certain domain of activity and who being in favourable conditions shows considerable performance. A school teacher cannot often cope with the process of development of super gifted children. In this case it is necessary to enrol the respective pupil/pupils in a system of education specialized in this domain. Such cases are, especially, connected to the distribution of gifted/super gifted pupils to institutions from the artistic domain (music, plastic arts, choreography, drama etc.).

It is worth mentioning that pedagogy of all times was interested both in the determination of criteria according to which would be possible to identify super gifted children and in the elaboration of strategies and methods of work with this category of pupils. We can find some answers to the first aspect of the problem in the psychological literature of yesterday and of recent date. It is appropriate to make clear that both the visions on the definition of endowment / super endowment in diverse domains of activity and the criteria of identification of this category of children differs from an author to another and from a period of research to another, being conditioned by present-day values and needs of the society. Without having the intention to go through a detailed analysis of the multitude of definitions of endowment registered till this moment, we will point out the generalizing meaning of the phenomenon.

Establishing the ways of diagnosing artistically gifted / gifted children requires the researcher (doctoral student, master student, school teacher), first of all, to determine the purpose of such a complex action. In connection with this, we highlight two primary objectives, namely:

- a) to determine the conditions for the manifestation of the student's abilities in various situations, in particular, to determine how the educated person develops directly in the learning process;
- b) to identify that sample of students who specifically need the development of individual capacities by engaging them in extracurricular activities oriented especially towards the realization of the individual potential marked with a special endowment.

3. Results

We have in mind that category of students, who in comparison with their classmates (school) attest to a much higher level of development of artistic abilities, especially with reference to musical-artistic abilities. This sample of students forms that elite of holders of considerable artistic abilities, but who, for the time being, remain unrealized or accomplished to a small extent. Namely, despite the pedagogical fact described above, there is a need to develop technologies and techniques for complex diagnosis of the relevant phenomenon. In this regard, we note that the main purpose of the diagnostic process is reduced to the content and forms of information as qualified as possible of students and teachers in terms of

their perspectives and areas of endowment, the program for developing their individual abilities.

However, these actions are impossible to carry out without having the bank of concrete and truthful data regarding the personality of the student subjected to the diagnostic exercise. Next we will try to highlight several categories of students, viewed from the point of view of their manifestation and performance in the study process. Students who are totally dedicated to the study process. This category of students consumes all the energy to master the contents of the school curriculum. They are disciplined, responsible, organized, show a high spirit of initiative and curiosity, at the same time, they do not stand out through special abilities in a certain activity (artistic, technical, etc.).

For these students, all school subjects are of equal interest and importance. At each class the students belonging to the described category invest in the learning activity maximum individual resources, so that in the end they choose with an adequate development (sufficient, good, etc.). We find that this category of students in grades IX-X significantly outperforms their peers in terms of development. They show a positive attitude towards learning and their civic positions in public activities are getting stronger every year. These students usually finish school successfully and continue their studies at other educational institutions.

Students who, regardless of individual abilities, do not show viable results. For this category of students, especially in primary school, individual interests are not directly related to this or that discipline of study. They are quite active in extracurricular activities, although they neglect to do homework in school subjects. The school teacher must take a special attitude towards such students, pay attention to them in identifying the reasons that lead to the situation of indifference to the acquisition of school subjects. The didactic actions must be oriented towards the activation of the students in such a way that they enjoy the most remarkable successes in the teaching. Being qualified as the best among their classmates, this category of students, for a long time, remains in the shadow of the teacher's attention, they are not given the necessary pedagogical attention.

They are not criticized for not making full use of their individual potential to achieve performance in a particular field. In this way, these students miss the opportunity to form their ability to act with all their might, to make every effort to achieve their goals, which is important enough to assert themselves in any field of activity, including the musical-artistic domain. Students in this category frequently change their preferences for extracurricular occupations, seeking easy results without enormous and continuous volitional effort. That is why it is quite important to form an organizational culture in these students, which would allow them to be quite effective. The diagnosis of individual capabilities in this context must focus on achieving the following objectives:

- to determine to what extent the individual abilities of the students are currently developed;
- to identify the facilitating / efficient factors in the process of developing students' abilities.

Students whose success is insignificant over a long period of time. In these students the imagination is strongly developed, but they show a lower level of analytical thinking and abstraction. In the first years of study they master the disciplines based on representations of concrete examples. As the need for abstractions increases, students face considerable difficulties, which cause psychological blockage, and consequently a decrease in interest in knowledge. They consider that personal failure is determined by their poor diligence, by their individual incapacity. The school teachers, with small exceptions, do not subject to a special diagnosis the profile abilities of these students, who, unfortunately, go into latency, but who could rectify the rather worrying situation in terms of personality formation.

In the following we will refer to the indices / indicators with the help of which it is possible to classify gifted students. One of the significant indicators in this respect remains the age of schooling, namely:

- at a certain moment the student reaches in a certain field a relatively high degree of development of the individual capacities that allow him to manifest with a great success;
- the special results obtained by the student in a certain activity allow to conclude that these results would be even higher if the student would fully realize his individual abilities necessary for this activity / school discipline. As time progresses, both time factors and those related to general personality abilities (willpower, intelligence, attention, etc.) may contribute to the advancement of the level of personal success;
- the student demonstrates remarkable results in a certain field of activity, while in other activities he shows an average level of performance. Due to the student's outstanding success in an activity, teachers of other subjects forgive his insignificant successes.

It is known that gifted students have certain individual characteristics that all participants in the educational process must know, but especially the school teacher. Among these features we highlight:

- gifted and / or gifted children, as a rule, are very active and always concerned with solving certain problems. They tend to work harder than others, paying close attention to things and phenomena that do not necessarily have a direct connection to the class. At first glance, it seems that these students do not pay close attention to all school subjects, choosing as a priority only some of them. They need special attention and support from the teacher for the continuous development of individual skills;
- children gifted and / or gifted with insistence achieve their intended goals and thus, of course, bring "harm" to the teacher, because these students seek to penetrate the essence of things and remain fully satisfied with the actions taken;
- gifted and / or gifted children urgently need adequate and truthful appreciation at a certain level (lower, middle or higher) in order to know their real condition, reserves and perspectives;
- due to their special abilities, they are more efficient than the elderly in independent activities, in independent study, which is manifested, especially in connection with

the investigation of additional bibliographic sources, in artistic creation activities, etc. ;

- children of this category are able to penetrate the essence of things, they are critical and self-critical;
- to any phenomenon, the subject of her knowledge comes with a lot of questions to which she insists on obtaining explicit and reasoned answers;
- they are interested in those class hours, which are modeled by the application of problematized methods, while classmates are satisfied with the acquisition of materials readily communicated by the teacher, using only reproductive methods of study;
- these students are available to acquire the knowledge independently;
 - unlike his colleagues, students endowed and / or gifted with a special competence analyze, overlap, generalize, deduce, discriminate the studied facts;
- most gifted and / or gifted students pursue major goals that are unattainable for their peers.

Along with the individual peculiarities characteristic of gifted / gifted students, we can also highlight the following indicators:

- special interest for activities that require the maximum involvement of intellectual abilities;
- skills over age;
- the tendency to independently find the answer to any question that arises during the knowledge;
- the desire to discover, to create, to invent;
- manifestation of interest in information and knowledge in various fields;
- manifestation of an exceptional memory;
- the presence of an exceptional imagination;
- preference for innovation actions;
- developed ability to express one's own judgments / thoughts;
- manifestation of tolerance for the activity performed (learning, creation, play, etc.);
- the tendency to actively participate in extracurricular actions;
- multiple interest in the study of various bibliographic sources (encyclopedias, dictionaries, etc.);
- interest in research;
- the manifestation of a feeling quite developed for the truth;
- high tendency for experimentation / innovation and the risk of undertaking various actions in the field of knowledge;
- the presence of a sense of humor, of humor;
- manifesting a high responsibility for the actions taken;
- the manifestation of a high productivity, the tendency to anticipate the subjects designated by the school curricula.

4. Conclusions

Summarizing the above, we will note that gifted / gifted students need not only the objective and early diagnosis of individual abilities, but also the development and competent application of pedagogical strategies specifically aimed at the

continuous development of individual abilities.

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