

THE EXPERIENCE OF MACEDONIAN FOREIGN LANGUAGE TEACHERS WITH GIFTED STUDENTS

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Abstract

Giftedness in the context of foreign language learning still has a status of an underexplored issue which needs special deliberation and thorough studying.

The paper at hand investigates the experience of Macedonian foreign language teachers with gifted students. The research is based on a tailor-made questionnaire, in which primary and secondary school teachers of foreign languages (English, German, and French) from a number of Macedonian schools, first, state their viewpoints regarding how they identify gifted students; what their perception of the overall attitude of gifted students is; what difficulties they encounter in teaching gifted students, etc. The questionnaire is also intended to elicit more specific information related to the process of teaching gifted students. More precisely, it looks into the methods, strategies and techniques that foreign language teachers employ in teaching gifted students.

Overall, this research shows that Macedonian education has a long way to go in order to master a proper stratagem for dealing with gifted students efficiently in the context of foreign language learning. However, it is also evident that foreign language teachers are aware of that the fact that proper cultivating and harnessing of gifted students' intellectual potential is an absolute imperative and should be placed high on the list of national priorities.

Key words: gifted students, foreign language teaching, Macedonian primary and secondary education

1. Introduction

The education of gifted and talented students requires special attention for an obvious reason – the immense potential of these individuals to transform not only their personal and professional experience but also human experience in general. Hence, serious and continuous investments in the education of gifted and talented students is an imperative for all societies worldwide. Unfortunately, many countries in the world, being caught in the grip of more pressing societal and even existential issues, seem not to be in a position to give the education of gifted and talented students the attention it really deserves.

The paper at hand deals with the issue of giftedness in the context of Macedonian education. The focus is put on linguistically talented students and the aim is to unveil the teachers' perspective on the matter. More precisely, the paper inspects the experience of Macedonian primary and secondary foreign language teachers with linguistically talented students. By filling in a tailor-made questionnaire, foreign language teachers disclose how they identify gifted students, and how they normally go about teaching talented students in their regular classes; what predicaments (if any) they face, and what teaching methods, strategies and techniques they employ.

2. Theoretical background

The interest in individuals with exceptional abilities has preoccupied many scholars both in the past and at the present time. As a result, many scholars have tried to define the concept of giftedness. Thus, for instance, Renzulli, in his article “*What makes giftedness? Re-examining a Definition*”, draws on three crucial factors: *task commitment (motivation)*, *above average ability*, and *creativity* in defining giftedness. According to Renzulli, people with *above*

average ability display high levels of abstract thinking, verbal and numerical reasoning, spatial relations, memory, and word fluency. *Task commitment*, on the other hand, involves motivation turned into action, perseverance, endurance, hard work, self-confidence, perceptiveness and a special fascination with a subject. The third factor, *creativity*, refers to originality of thinking, freshness of approaches to problems, constructive ingenuity and an ability to set aside established conventions and procedures. Hence, in Renzulli's view giftedness occurs "*only if above average intellectual ability and above average creativity are present in a person, along with a high level of task commitment*" (1978: 12 in Passet, 2015).

More recent studies on giftedness reveal the most typical characteristics of talented individuals. Namely, although gifted and talented people do not present a homogenous group, still, they seem to possess certain common characteristics such as: excellent memory; good reasoning; extensive vocabulary; early reader; fast learning; long attention span (when interested); facility with numbers; mature judgement for the age; prefer older companions; compassion; concerned with justice; sensitivity (feel hurt easily); perfectionism; intensity; creative imagination; strongly curious; skilled with jigsaw puzzles; question authorities; humour, etc. (Laznibatová, 1996, 1998, 2001, 2008; Dočkal, 2005; Silverman, 2012, in Reid, 2015).

An important aspect of giftedness, according to some scholars, is that "it can be developed in some people only if an appropriate interaction takes place between a person, his or her environment, and a particular area of human endeavour" (Renzulli, 1998 in Passet, 2015). In other words, talent does not develop on its own (Jurašková, 2003, in Reid, 2015: 115); it develops merely in a stimulating environment where gifted individuals, starting from their early childhood onwards, receive adequate support from their family, schools and society at large (Dočkal, 1995, 2005 in Reid, 2015: 115).

As to the support gifted individuals receive within the educational system, it has been established that it can take many different forms. Most commonly, gifted pupils attend regular schools but they are offered acceleration of the learning process; enrichment of curriculum content; early entrance to primary school; skipping classes; absolving chosen subjects with higher grades; choice of more difficult optional subjects, etc. (Hribkova, 2009, in Reid, 2015: 118). However, in some countries such as Slovakia, for instance, conditions have been created for gifted children to study in segregated schools where they acquire the same key competences as their peers in regular schools, the only difference being that their curriculum is considerably enriched and widened with additional contents, books and projects (Reid, 2015).

Irrespective of the form of education gifted and talented students receive, they are believed to have "a unique learning profile that differs significantly from the one of average learners" by its "rigor and complexity" (Heacox, 2009: 136-145, in Çelik-Şahin and Schmidt, 2014). This implies that the process of teaching gifted students can be extremely challenging and demanding for the teachers themselves. Teaching gifted children requires careful time management, attention, patience as well as priority setting (Bevan-Brown & Taylor, 2008 in Reid, 2015). Scholarly findings suggest that the obedience of certain principles guarantees efficient teaching of gifted students. One of these principles is *the principle of developing creativity, divergent thinking and high level thinking skills*, which is achieved mainly by "asking open-ended questions, challenging questions, various games, activities and everyday events that children go through" (Reid, 2015). *Facilitating gifted students' learning skills* is another such principle. It includes teaching students to take notes effectively; to use the library; to listen attentively, to organize their time; to construct effective questions; to debate well; to observe carefully; to evaluate their own and other people's work critically, etc. (Dalton & Smith, 1986 in Reid, 2015). *Attending personal qualities, attitudes, values and feelings of gifted students* is yet another salient principle that teachers should take into consideration. This means that they should put special accent on developing students' decision-making skills,

spiritual sensitivity as well as their ability to manage their own thoughts, feelings and behaviour (Bevan-Brown & Taylor, 2008 in Reid, 2015).

Linguistically talented students are a special category of gifted students. The teaching principles laid out above definitely apply to them as well. The studies on linguistically gifted students mostly focus on the most useful teaching methods and techniques for this category of students. Thus, the Grammar-Translation Method, the Direct Method, and the Audio-Lingual Method have been discarded as less advantageous for teaching linguistically gifted students, as doing translation of texts, focusing on grammar rules, doing drills and repetitions mechanically are evidently not of much use to linguistically talented students (Passet, 2015). On the other hand, the Communicative Method which emphasizes communication and focuses on students' communicative rather than linguistic competence seems to meet gifted students' needs more adequately (Cook, 2009: 248 in Passet, 2015). The Task-based Learning (TBL) Method which is founded on the beliefs that "... learning and teaching should be organized around a set of classroom tasks" has also been quite favorably assessed in this context (Cook 2009: 257 in Passet). With this method, the teacher has an enormous responsibility for designing effective language learning tasks, whereas, the students themselves are responsible for taking active part in each task. Research has shown, in fact, that this method could be most effective if used in conjunction with other methods. Passet (2015: 25) perhaps rightfully remarks that the decision on what teaching method is the most suitable for a specific gifted student should be largely based on the style and preferences of the student himself/herself.

As to the *teaching techniques* that teachers should employ in teaching linguistically talented students, Reid (2015: 119) proposes the following:

- a) *Discovery techniques* – teachers do not explain to students everything, but allow them to work out by themselves the rules and solutions to a problem. For solving the problematic tasks, pupils need to apply previous knowledge, predict and elicit new rules, apply intuition and take risks.
- b) *Multi-stimulation techniques* – these techniques integrate cognitive, affective, intuitive and physical components. The tasks are prepared to stimulate students' intellectual potential and satisfy their needs for variety. They include: ambiguous assignments, exceptions, assignments which require more rules or steps, puzzles, riddles, tongue twisters and brainteasers.
- c) *Self-learning techniques* – these are convenient and effective ways of learning and they should maximize students' potential. Worksheets (including problem solving tasks, creative tasks) can be suitable for self-learning as students work at their own speed and apply their own processes and solutions. Projects encourage pupils to work on their own from the beginning to the end. They search, analyse, evaluate, synthesize information and then present the outcome of their work in class.
- d) *Dialogue, discussion and argumentation techniques* - allow pupils to express their opinions, accept opinions of others, solve problems, practice functions as agreeing, disagreeing, negotiating, summarizing, putting forward an argument.

3. Research methodology

As stated previously the aim of this study is to examine Macedonian foreign language teachers' perceptions and experiences related to the process of teaching linguistically gifted students. The study is both qualitative and quantitative in nature.

In order to make the study as comprehensive as possible, the research instrument selected for this study is a tailor-made questionnaire which consists of 20 both multiple choice and open-ended questions, organized in two sections (see Appendix):

Section 1. The questions in this section are intended to elicit responses as to how teachers identify gifted students; whether they attend any professional trainings for dealing with gifted students; what difficulties they encounter in teaching gifted students, etc.

Section 2. The questions in this section deal with the methods, strategies and techniques that foreign language teachers employ in teaching gifted students.

The entire research, and hence the questionnaire itself, is based on two hypotheses:

Hypothesis 1. Macedonian primary and secondary foreign language teachers are not well-equipped with adequate knowledge and know-how to deal with gifted students efficiently;

Hypothesis 2. Macedonian primary and secondary foreign language teachers' experience with gifted students is not very favorable, and they are not motivated enough to invest in creating additional activities for their gifted students.

The questionnaire was compiled by means of the online survey software, SURVIO.COM, and was distributed electronically to primary and secondary teachers working in a number of primary and schools in different towns in our country.

However, within the two-week period that was allocated for conducting the questionnaire, only 55 foreign languages teachers of English, German, or French, volunteered and sent back their filled-in questionnaires.

4. Results

In Section 1 of the questionnaire, the first question referred to the identification of linguistically gifted students. The analysis of the teachers' answers showed that all 55 primary and secondary school teachers interviewed for the purposes of this study state that they have no problems identifying linguistically talented or gifted students in their classes.

The teachers were then asked to explain how they go about identifying the linguistically talented students. Their responses reveal that, in essence, the teachers are guided by three major criteria in identifying talented students: (a) the student's positive attitude towards the subject matter; (b) the student's personal characteristics; and (c) the student's excellent results and learning outcomes. More precisely, in 27% of the teachers' responses the first criterion can be easily recognized, since these teachers talk about *the student's pronounced interest in learning the language* as a key indicator for giftedness. They also state that linguistically talented students: "*very often ask for additional material, apart from the material already provided for them*"; "*they constantly ask questions*"; "*they are very active in class*", and "*they display creativity by sharing their own ideas for activities*".

The second criterion which surfaces in some of the respondents' answers refers to the *personal characteristics* of linguistically talented students. Thus, according to the teachers, the most frequent traits detected in linguistically talented students are *curiosity* (in 28% of the responses); *being different from the rest of the students* (in 18 % of the responses); *showing dominance, versatility, openness, and smartness* (in 9% of the responses).

The third criterion according to which teachers classify a student to the category of gifted students is based on *the student's excellent results and learning outcomes*. Hence, the research showed that in more than half of the teachers' answers (57%) "*the excellent test results*" are taken as an indicator for giftedness; some teachers (15%) mentioned students' "*exceptionally well-done projects*"; whereas, others are guided by students' "*brilliantly written essays*" (14%) in determining whether a student belongs to this category.

Asked to state the number of linguistically talented students they have in their classes, the teachers seem to acknowledge that the number of these students is not very large. More precisely, 56% of the interviewed teachers claim that the number of linguistically gifted students is low; 35% claim that there are some such cases in their classes, and only 9% are of the opinion that there are many linguistically talented students nowadays (Chart 1).

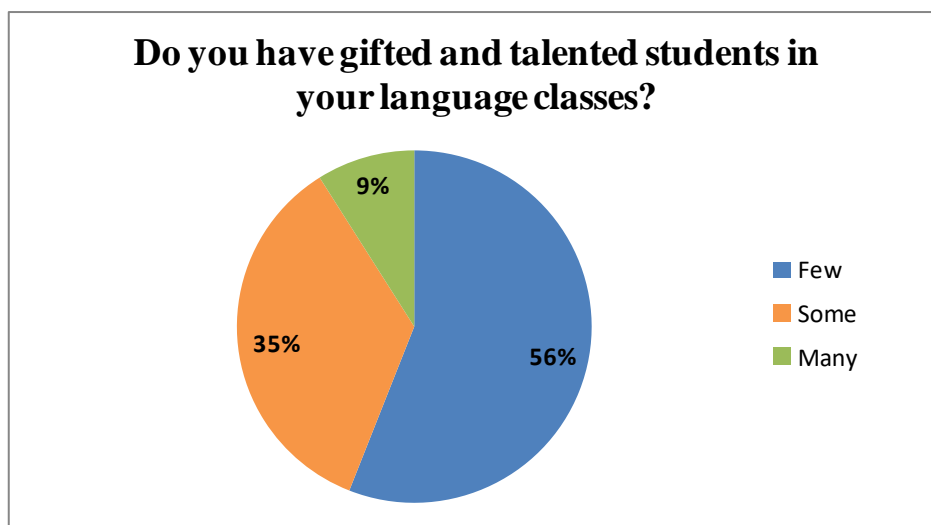


Chart 1

The next two questions in Section 1 of the questionnaire were intended to disclose whether the teachers are equipped with adequate knowledge and know-how when it comes to identifying and working with linguistically talented students. In that respect, the majority of them (82%) admit that in the course of their formal education, giftedness was not part of their curriculum, at least not in any systematic and elaborate manner. Also, as many as 78% of the teachers state that they have never had an opportunity for professional advancement in this area. In other words, they have never participated in any training sessions, workshops or seminars on giftedness organized by the Ministry of Education or by any other relevant institution. Even the small number of respondents (18%) who claim that they have had an opportunity to attend such professional development events express their discontent over the content and the directions they were provided with. Additionally, some of the teachers specify that the teaching plans and programs prepared by the Bureau of Education and the Ministry of Education offer neither identification criteria nor instructions on how to work with talented students. One of them even points out that there is a section in the Law on Primary/Secondary Education, where the Ministry of Education predicts modes of advancement for gifted students, such as skipping grades or completing two school years in one, but this respondent also states that that is not enough and that further specifications are needed.

Interestingly, 90% of the interviewed teachers confirm that for a more comprehensive work with their linguistically gifted students, they organise extracurricular classes, during which they actually do additional, previously prepared activities, which vary depending on their students' interests and needs (Chart 2).

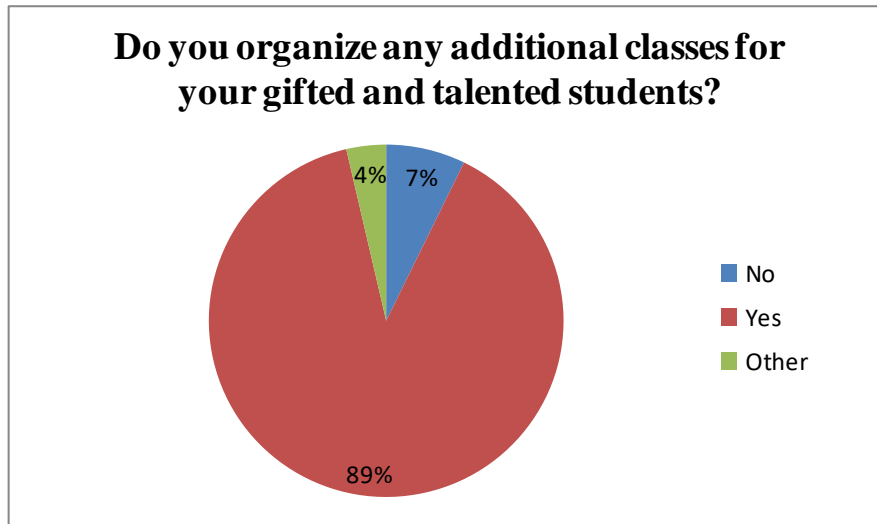


Chart 2

Despite all these obviously huge challenges teachers face, still their answers in the questionnaire reveal that they do not wish to be exempt from the process of identifying and working with linguistically talented students. On the contrary, most of them (nearly 54%) consider that the teacher is the one who should be most responsible for identifying talented students. The analysis also shows that 13% of the teachers consider that they should identify talented students in close cooperation with the pedagogical service. In 11% of the answers, the teachers suggest that the parents should be included in the institutional processes of identifying, working and monitoring the development of talented students; whereas, 7 % of the teachers state that the Ministry of Education should also take part in this process. However, it is important to note that the teachers, in this context, draw attention to the need of an adequate professional training that they should receive on a regular basis so that they could be properly prepared for all the challenges related to working with linguistically talented students.

In Section 1 of the questionnaire, the respondents were also asked to state whether gifted students should attend classes in special classes and schools, or together with the other students. Interestingly, a bit more than half of the respondents (51%) proposed the latter option, but the number of interviewed teachers holding the opposite view is not negligible too (36%) (Chart 3). In support of their position that talented should attend classes together with the other students, the teachers offer the following arguments: *“they should attend classes together in order to help the others and serve as their motivation”*, *“it is not good to separate them because the moments of communication, cooperation and mutual help are very important”*; *“they should not be separated to avoid those students to create an exaggeratedly positive image of themselves”*, etc. Some of the respondents even consider that separating the talented students from the rest presents *“an act of discrimination”*.

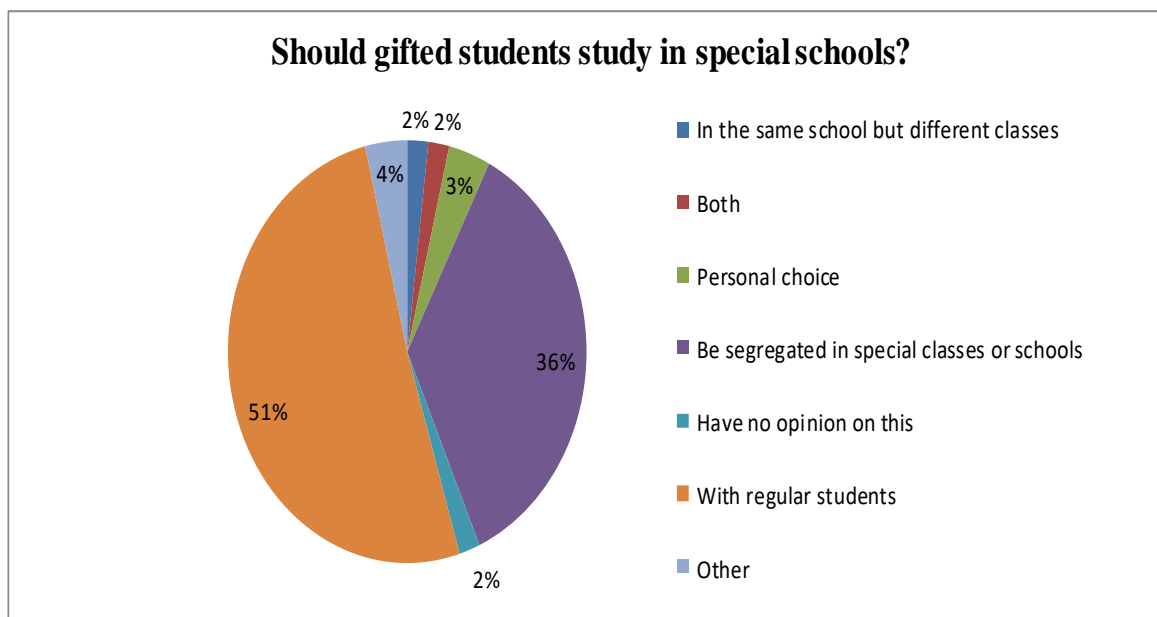


Chart 3

Those who believe that it is desirable to work with the talented students in separate classes and schools provide the following arguments: *“when they are all together, the “weaker” students slow down the development process of the “stronger” students”*; *“in an environment where they are surrounded by students equal to them, the talented students would have an opportunity to follow a specialized, adapted program which suits their capabilities and pace of learning”*, etc. Several respondents, however, choose a more balanced option between the two conflicting views, defending the argument that all students should attend classes together, but more attention should be paid to stimulating gifted students by giving them additional activities such as projects, extra exercises, or even additional activities to prepare them for competitions.

The results obtained from the questionnaire also point to the fact that the linguistically talented students achieve excellent results in the other school subjects, particularly, the other foreign languages, the Macedonian language, and mathematics. Moreover, all of the informants seem to agree that the talent of the students for learning a foreign language is not related to any additional courses they might take in private schools, outside the regular school system. They base this claim on the fact that the number of high-achievers who take additional private classes is approximately the same as the number of the high-achievers who do not.

The last question of Section 1 of the questionnaire urged the teachers to elaborate on the difficulties they encounter in teaching gifted and talented students. In that context, the following observations kept recurring in most of the teachers’ answers (67%): *“not enough time during a regular class to dedicate a great deal of attention to gifted students”*; *“lack of financial compensation for the additional efforts of teachers who strive to meet their students’ needs”*; *“a serious lack of resources that they could use in enhancing the knowledge and skills of linguistically talented students”*; *“gifted students get easily bored and lose interests if they're not given challenges and interesting tasks which puts teacher under a lot of strain”*, etc. Interestingly, some of the teachers (33%) state that there are *“no difficulties that they cannot overcome”* and that they are *“particularly happy to work with gifted students”*.

The second section of the questionnaire tackled the issue of working with linguistically gifted students in a much more concrete manner by encouraging teachers to share their experiences related to the actual methods, techniques and strategies they employ in teaching linguistically gifted students.

Thus, the analysis of their answers reveals that 87% of the respondents prepare additional exercises for their gifted students and that the process of planning and preparing takes the teachers a lot of time. They attribute this to the fact that they have to diversify the exercises on a regular basis in order to keep their students' interest and motivation. They further explain that in order to achieve that they have to use different exercise and reference books constantly; devise complex writing tasks, and incite interesting discussions and debates that match their students' current interests. The other respondents (13%) who state that they don't prepare additional exercises, do not provide any explanation at all (Chart 4).

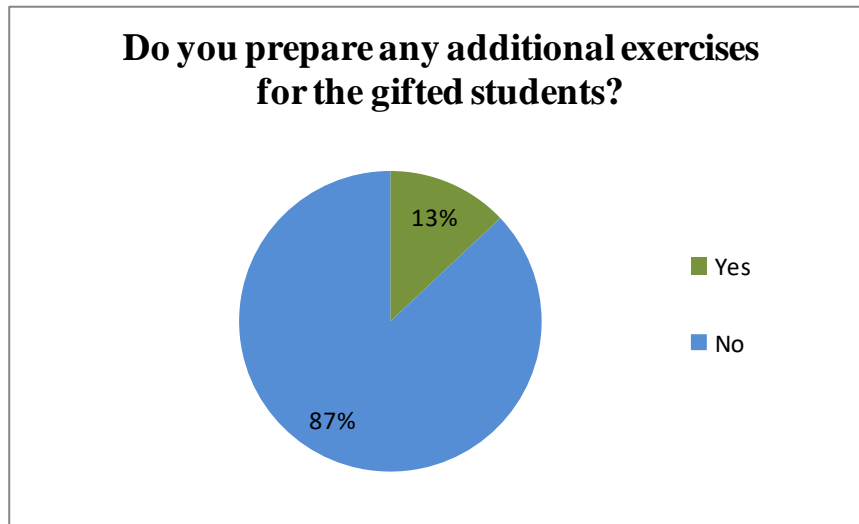


Chart 4

Asked to state what language skill their gifted students are particularly good at, the respondents are unanimous that their talented students are good at all language skills – listening, reading, writing and speaking. This, in turn, indicates that teachers should be given credit for paying equal attention to developing all of language skills in their students.

The analysis of the teachers' answers in the questionnaire also showed that the majority of teachers (75%) assign special projects to gifted students, because they believe that in that way they could further incite both their students' vivid imagination and their already highly pronounced curiosity. Some of these teachers claim that they prefer assigning projects to their students as they have noticed that working on projects "visibly strengthens students' critical thinking ability"; "involves them into research and self-study", and "makes them more self-confident and self-aware".

Similar findings were obtained regarding the question whether teachers encourage linguistically talented students to do research and work out the rules on their own, after they have introduced a specific topic. Namely, 79% of the teachers claim that they do that in order "to promote students' skills of analysis and synthesis". Also, some (12%) have noticed that in that way they are making "the tasks more challenging and that is very important for linguistically talented students". The rest of the teachers (9%) point out this type of activities "bring enormous joy and feelings of satisfaction for students when they reach the right conclusions" and "when they arrive at the correct answers".

One of the questions in Section 2 tackled whether the teachers use discussions and debates to stimulate linguistically talented students to think about sensitive and controversial topics and to voice their own opinions, supporting them with valid arguments. Most of the informants (80%) in their answers state that they are in favour of such activities and share the following observations: "discussions and debates are very important because they enable students to express an opinion, and that is a skill required for life, for a successful career and

healthy relations with people, family and friends”, “discussions and debates help them to become more conscious and aware of who they really are and what they want to achieve”, etc.

Finally, the teachers were urged to share their experiences regarding what teaching methods are most suitable for teaching linguistically gifted students. The results show that more than half of the teachers (75%) opt for the Audio-Lingual and the Communicative Method. These methods, according to them, are very useful as students “acquire proper pronunciation”, and “learn to think and express their opinions in English very efficiently”, “broaden their vocabulary fund in an effective way”. Also, they point out that both methods complement each other in the course of the teaching practice, as they place the emphasis on interaction and authentic language use as well as the communicative competence of the learners (Chart 5).

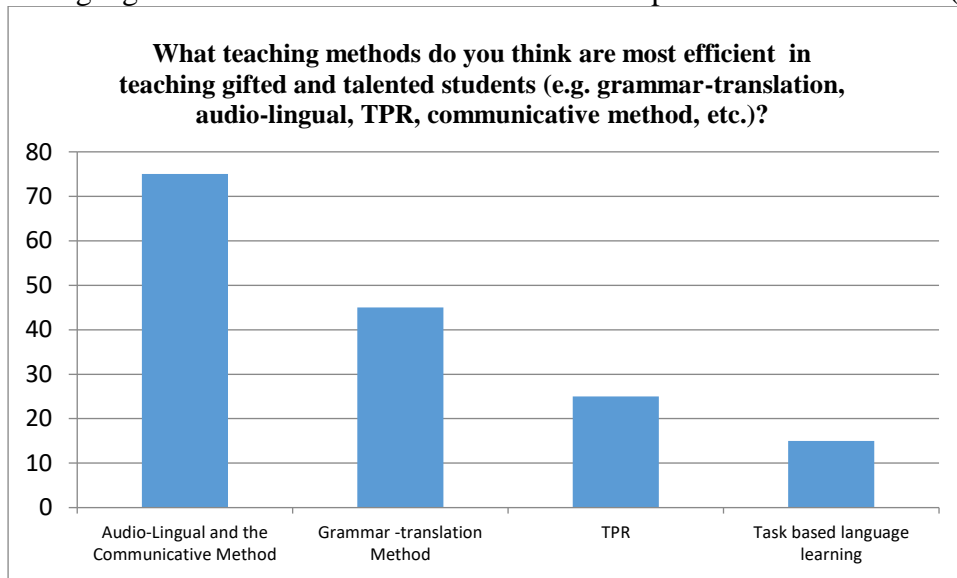


Chart 5

5. Conclusion

The findings of this research clearly indicate that Macedonian primary and secondary foreign language teachers do have experience with linguistically talented and gifted students, even though the number of such students is rather limited.

A major finding that this research brings to the forefront is that, during their formal education and throughout their professional career, the teachers are not properly prepared for identifying and working with gifted students. As to the identification process they do not have at their disposal any formal standardized tests prepared by relevant experts and institutions. Also, in working with these students they do not receive any directions or guidance within the plans and programs prepared by the Ministry of Education and the Bureau of Education. In other words, the teachers are, more or less, left to their own devices not only when it comes to identifying but also when it comes to developing their students’ giftedness. These findings confirm our first hypothesis that primary and secondary teachers lack preparation and assistance to successfully deal with this issue in an informed and systematic manner.

The findings, however, refute our second hypothesis according to which primary and secondary foreign language teacher do not have a very favourable experience with linguistically talented students, and, consequently, are not very motivated to work with this category of students. This hypothesis was based on the assumption that adequate preparation for working with linguistically talented students is a painstakingly long and time-consuming process, and as a result, it is difficult to fit it into the already busy and demanding schedule of teachers in general. Nevertheless, our research shows the opposite. The teachers show no signs of protest or discontent in their answers over working with linguistically talented students

despite all the setbacks they come across such as lack of resources, guidance and assistance by other relevant institutions. On the contrary, they overtly express their wish to be involved in all phases of their gifted students' development starting from the identification phase. They do not seem to object that they have to teach these students along with the rest of the students; nor do they object that they have to organize extracurricular classes and to prepare a lot of diversified activities for this category of students.

However, the teachers are in agreement that in their work with linguistically talented students, they must be assisted by a team of experts comprising representatives of the school pedagogical service, the parents themselves as well as representatives of the Ministry of Education. This assistance is urgently needed particularly in view of the fact that they are dealing with talented students whose psychological profile is so diverse ranging from withdrawn, humble and quiet students to extroverted, open-minded, sociable and sometimes even arrogant linguistically talented students.

The obvious recommendations that stems from this research is that all relevant institutions in our country should take this issue much more seriously and that they should start working on organizing suitable trainings for teachers; developing specific criteria for identifying linguistically gifted students as well as developing a curriculum that will adequately meet the needs of this category of students. The returns of this investment will surely be manifold and will be felt in the near future in all spheres of society.

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Appendix

Questionnaire

Section I

1. Do you have gifted and talented students in your language classes?
a) none b) a few, c) quite some d) a lot of
2. Are these students gifted in other school subjects as well?
a) Yes b) No
3. How do you identify gifted students in your classes?
4. Have you received any formal training for identifying gifted and talented students?
5. Has the Ministry of Education (or any other institution) offered any training sessions for identifying gifted and talented students?
a) Yes b) No

6. Who, do you think, should be responsible for identifying gifted students?
7. Should gifted students study with a) *regular students* or b) *be 'segregated' in special classes or schools*? Explain why!
8. Do your gifted students take private language classes?
a) Yes b) No c) I do not know
9. Do you organize any additional classes for your gifted and talented students?
a) Yes b) No
10. What difficulties (if any) do you encounter in teaching gifted and talented students?

Section II

11. Do you prepare additional exercises for these students? a)Yes b) No
12. If the answer is no, explain why!
13. If you do, does it take you a lot of time to plan and prepare them? a)Yes b) No
14. If you prepare additional exercises for them, how often do you diversify them?
a) Never b) Rarely c) Occasionally d) All the time
15. If you diversify the tasks, how do you go about it?
16. What language competences (listening, reading, writing, and speaking) are these students particularly good at?
17. Do you assign *special projects* to gifted students where they work individually to come a specific finding, i.e. solution to a particular problem? a) Yes b) No Explain why!
18. Do you ask them to *do research and work out the rules* after you have just introduced the topic? a) Yes b) No Explain why!
19. Do you encourage them to take part in *discussion and debates* and to voice their opinions regarding sensitive and controversial topics?
20. What *teaching methods* do you think are most efficient in teaching gifted and talented students (e.g. grammar-translation method, audio-lingual, TPR, communicative method, etc.)? Explain why!

THE FAMILY AS A FACTOR IN ENCOURAGEMENT AND DEVELOPING GIFTEDNESS, TALENT AND CREATIVITY

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Abstract

The family is the basic core of personality development and the primary factor for physical and mental stimulation in the process of socialization. Through the process of socialization is built on the criteria of behavior and it consciously shapes one's personality traits - persons identity is built and the human becomes a mature and responsible being to live in community with other people where he / she has a his/her own place and role. In the family, especially the parents are those factors that develop a sense of closeness, attention, care, and cooperation that will later transfer to knowledge, skills, attitudes, and values in the person. By applying quality and appropriate educational and positive encouragement for learning, parents can significantly stimulate their child's development of abilities and desirable behavior. The gift is a consequence of a special quality upbringing and education that is not rigid, but adjusted and individual. Giftedness is a synthesis of hereditary dispositions, learning, activity, emotional experience of the world and oneself and divergent thinking. Gifting can be seen in the early stages of human development, whether one develops or not depends on the encouragement of parents, school and environmental (socio-cultural) environment. Encouraging by the environment is crucial to developing talent, which generally takes three phases. In the first phase of early childhood, when general bias, general and specific abilities are developed. In the second phase, thanks to the innate motivation, the creative abilities begin to develop. In the third stage the gifted individual produces work of high value and originality. Gifting is in close correlation with the creativity it needs: rich knowledge, developed skills, a broad culture, free divergent thinking, deeply emotional experience of the world and one self, curiosity, imagination, discipline and dedication to work. In the family, children's creativity is developed and encouraged through play and learning through play, open communication and encouraging the child to open and express themselves freely. Formal (school) education can strongly encourage but also inhibit creativity. The modern school should, within its institutional framework, create a program for early detection and work with gifted and talented students and establish a mechanism and procedures to stimulate the advancement of gifted and talented students. The bond among the family, the educational institution and the community should be effective, dynamic and in continuity for the sustainability of these high mental abilities, which in the gifted, talented and creative, constantly and progressively evolve, create, new original ideas of high value in the field of science, culture and art that enhance the quality of human life and development.

Key words: family, encouraged, giftedness, creativity

Introduction

The human as a social being, accomplishes all activities in smaller or larger social groups whose basic characteristics are: common goals of group members, joint action and interaction. The structured groups are divided into: primary and secondary. Primary groups include: family, peer group, friends, class, working group, etc. Primary groups are characterized by the following interpersonal relationships: high emotional attachment, intense interpersonal relationships, and a strong sense of group attachment. The essence of primary groups is its influence on personality formation. Primary groups are agents of socialization of the person. The process of socialization builds on the criteria of behavior and consciously shapes one's own personality traits - one builds