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## Being Gifted in Art and Music Space in Turkey

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### Abstract

The gifted individual is an individual whose high performance in terms of intelligence, creativity, art, leadership capacity or academic fields is determined by experts. In the literature, when the individuals constituting the society are examined in terms of intelligence, 95% is considered to be normal, 3% is low and 2% is superior. The development and progress of countries is only possible with the efficient use of skilled human resources. Three sets of characteristics for gifted children is defined in the study: general and special ability level, creativity and motivation. A workshop was organized by the Turkish Ministry of National Education on 21-22 January 2019 to form an action plan for "Education for Gifted". 76 field experts and trainers participated in the workshop. This paper will discuss opinions relating to the field of arts, found in the report released at the end of the workshop and the current situation in Turkey will be summarized. The data of the descriptive study will be collected based on document review and observation.

Keywords: Art, Art education, Fine arts, gifted children, leadership

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## 1. Introduction

The Science and Arts Centers (SACs) are special educational institutions which have been opened to ensure that gifted students (in painting, music and general mental ability) in pre-school, primary and secondary education are aware of their individual abilities and use them at the highest level by developing their capacities without interrupting their formal education. In these centers, students participate in training programs organized in the areas of integration, support, awareness of individual skills, development of personal skills and project development/ management. The Science and Arts Centers offer a differentiated education program beyond the education given in normal schools so that gifted students can understand their potential and contribute to themselves and the society. As of 2019, 43 thousand students are already enrolled in 139 SACs in Turkey. According to the data of the Ministry of National Education, this year, following the group screening process, the number of students who were individually evaluated according to their talent areas increased more than 3 times. For the 2019 academic year

A total of 134 701 students were evaluated individually and 78 707 of general mental ability, 40 539 of painting ability, 15 455 of musical ability were found talented. This number was 23 405 in general mental ability, 9 709 in painting ability, 5 058 in musical ability and 38 172 in total during the 2017-2018 education period (Anadolu Ajansı, 2019). A gifted individual is an individual determined by experts who perform at a high level in intelligence, creativity, art, leadership capacity or academic fields compared to his/her peers. In literature, it is accepted that of all individuals forming the society 95% has normal, 3% lower and 2% is superior intelligence level. The development and progress of countries is possible through the efficient use of highly skilled human resources (Milli Eğitim Bakanlığı, 2010).

For gifted children, Renzulli defined three sets of characteristics: general and special ability level, creativity and motivation (Davasligil, 2009). General Ability; high level abstract thinking, verbal and numerical reasoning, spatial relations, memory and word fluency, adapting and shaping new situations encountered in the external environment, fast, healthy and selective remembering of information. Special ability; the ability to apply various combinations of general skills to specific areas of knowledge or performance fields such as art, leadership, management. Creativity; being fluent, flexible and original, being open to experience, innovation and change in himself and others' thoughts and products, being sensitive to detail, aesthetic qualities of thoughts and substances. Outstanding Motivation; a high level of interest, enthusiasm, admiration, commitment to a particular problem, field of work, or any form of expression. The capacity to be steadfast, determined, patient, determined, able to work hard and dedicate yourself to a specific job. An individual's belief, confidence, and motivation to accomplish an important task. Ability to see important problems in specific areas and to keep up with developments (Radid, and others, 2018). Chernyavskikh, and others, 2018). To target high standards and to be open to external criticism. Approach to the work of oneself and others with aesthetic pleasure, quality and perfection.

A workshop was organized by the Ministry of National Education on 21-22 January 2019 in order to establish an Action Plan for the Targets for Gifted Individual Education. 76 field experts and educators participated in the workshop. This paper will discuss opinions relating to the field of art situated in a report released at the end of the workshop and will summarize the current situation in Turkey. The data of the descriptive study in the screening model will be collected based on document analysis and observation.

In the two-day "Gifted Individual Training Workshop", brainstorming method was applied. The participants identified 144 actions that they envisaged in order to achieve the strategic objectives and targets included in the document. In the next stage; The moderators of the groups have reviewed the works and similar ideas and suggestions have been combined and turned into final form. It is possible to summarize the suggestions of the actions produced in the workshop under the main headings

“General Issues and Characterization” and “Education” and listed in the “Conclusion and Evaluation” section of the report as following points:

Action Suggestions on General Issues;

1. Proposal under two headings in the autonomous structure of the Presidency;

a) Establishment of MoNE's Special Talented Education, Science and Evaluation Board.

b) the establishment of Turkey Talented Education and Research Center-Institute

c) Establishment Turkey Talent Development Authority

d) Establishment of General Directorate of Development and Planning for Special Talents or Department of Special Status

Simplified Action Recommendations on “Characterization”

Establishment of a counseling and characterization unit for gifted students in “Guidance Research Centers” ,using alternative characterization methods and tools that are sensitive to individual and regional differences. Extending the scope of characterization for the identification of potential gifted students,use of scientifically based methods and tools in characterization, diversification of characterization tools and methods,establishment of the Institute for Measurement, Evaluation and Characterization, editing the definition of a gifted individual, implementing programs, campaigns and tv spots to raise public awareness of children's special abilities,use process-based methods to identify gifted students (Alp, 2017).

Action Suggestions on “Education”

Establishing an official cooperation protocol between Science and Art Centers and Universities, opening full-time special education schools for gifted students on university campuses, the addition of the course “Education of special talented students” to the Faculty of Education teaching programs, making legal arrangements for the early completion of formal education by specially gifted students, establish a web-based monitoring and evaluation system for gifted students, strengthening the coordination of support education services for special gifted students with regular classroom training, increasing the number of interest and talent-oriented elective courses in secondary and high school,special talented students that are configured for full-time education, special education schools (such as ARGEM) dissemination in Turkey (Tatli, 2017).

Establishing special education (special talent) classes that apply differentiated, talent-oriented programs to suit the needs of special talented students,evaluating or crediting the courses and prizes that special talented students take from accredited programs (such as SACs, TUBITAK competitions, patents, national or international exhibitions / shows) within the general education system,establishment of an incentive system for the transfer of special talented students to high school and universities.Transformation of Science and Art Centers into project-based entrepreneurship and innovation centers for special talented students, assigning coordinator teachers responsible for the education of special talented students in schools,dissemination of certificate and graduate programs for teachers of special gifted students,improving teachers' competence in preparing, implementing and evaluating IEP for special gifted students,establishing professional and field competence standards of teachers in the education of gifted students, preparation of a Teacher's Handbook for teachers of gifted students. Developing systems to encourage teachers and academics to work in environments that provide training for gifted students such as BILSEM, support training rooms and ARGEM.

Establishment of an independent accreditation body in the field of the education of specially gifted students,setting standards for different applications in the field of the education of special gifted students,encouraging patent applications of gifted students and institutions providing education for gifted students, developing differentiated instruction programs that meet the mental, academic,

social, emotional and special talent development needs of special gifted students from kindergarten to high school level, development of project-based curricula that support creativity, innovation and entrepreneurship, development of fine arts and sports programs for preschool, elementary and secondary schools in various branches for gifted students in the field of fine arts and sports, mentoring programs for special talented students, dissemination of the use of internationally accredited programs for special gifted students, dissemination of out-of-school learning environments in the education of specially gifted students, an electronic platform in which good practices can be shared in the education of gifted students (Attar, 2019).

The Values, Criteria and Principles in the Workshop Report are intended to guide the implementation of the proposed Actions. The Values, Criteria and Principles created for the Roadmap are the expressions of universally adopted pedagogical values, criteria and principles that must be followed in the design and delivery of services to be organized by institutions / organizations related to the development of intelligence and talents. The following statements created within the framework of this understanding are the guidelines that shape the approaches and service processes of the relevant institutions / organizations:

#### A. VALUES IN DEVELOPING TALENTS

1. Respect for individual differences
2. Respect for interests
3. Freedom of scientific and individual production
4. Culture of support and encouragement
5. The right to grow and develop

#### B. CRITERIA FOR DEVELOPING CAPABILITIES

1. Originality / Creative idea
2. Quality (Material, functioning, technical skills, depth of knowledge)
3. Degree of difficulty
4. Degree of complexity
5. Benefit / Value Addition
6. Aesthetics / Cost-effectiveness
8. Ethics / Sharing

#### C. PRINCIPLES IN DEVELOPING TALENTS

1. Justice
2. Early intervention
3. Compliance with formal and lifelong learning (non-formal education)
4. Project-based, learning by doing, discovering
5. Interdisciplinary / Transdisciplinary Multiple models and different applications
6. Sustainability in itself
7. Wealth and diversity
8. Differentiation
9. Flexibility and dynamics
10. Enrichment
11. Originality
12. Realism, practicality, applicability
13. The environment assessing diversity
14. Sensitivity to social and emotional needs
15. Social participation / family participation / Integrity
16. Naturalness and inspiration

17. Mentorship and role-modeling
18. Starting from need / tolerance to different needs
19. Irregular tolerance
20. Encouragement and encouragement for all forms and qualifications
21. Social and psychological well-being

Science and art centers, which offer an education program that enriches and differentiates the education given in schools in order to enable the gifted students to understand their potential and contribute to themselves and the society are serving in 81 provinces of Turkey. Special skills training is provided in three different areas:

### **General Mental**

It is an area that encompasses students who respond correctly and quickly to questions, ask questions to learn a new topic, make unusual connections between unrelated ideas, and insist on completing the given tasks in a perfectionist manner (Deldoost, and others, 2019).

#### **Visual arts**

It is an area that expresses the students who are active, fluent and have a wide imagination, plan the pictures by using appropriate proportions between depth and pieces, perceive the objects and environments in detail and make different designs from various materials and have the potential to produce original designs (Salderay, 2015).

### **Music**

It is the field that expresses students who have high performance in sound and rhythm, who can remember sounds or voices and complex music sentences, who have the desire to play instruments and sing, and have the potential to make studies that make a difference in music related fields.

This paper will focus on education of individuals gifted in visual arts:

### **Individual Assessment in Visual Arts Talent**

a) Individual examinations of students nominated in the field of visual arts talent will be conducted in accordance with the criteria determined by the Ministry.

b) The students who are entitled to individual evaluation in the visual arts talent field will be asked questions that they can reveal their creativity, they can do original works and students will be asked to draw. The application will consist of two sessions and each session will last for 40 minutes. The students will be asked to carry out studies that will allow different assessment criteria to be measured.

c) Individual assessments in the field of visual arts talent shall be centrally planned and conducted on the dates notified to the provinces by the Ministry in official letters.

d) Appointment information of the students who are eligible for individual evaluation in the visual arts talent field will be published in the e-school Management Information System "Examination Procedures" module on April 16, 2019. Output of photo entry documents will be approved by the school administration and given to the parents of the students in return for signature and the parents will be informed.

e) Students will be present at the center where the profiling will be made at the date and time appointed to them. Candidates without identification documents will not be accepted.

f) The results of the evaluations to be made in the field of visual arts talent shall be entered into the system via the MEBBİS module

### **Painting Ability Individual Evaluation Criteria**

In the process of individual evaluation in the field of painting talent;

Applications are carried out in 2 sessions and two stages per day. Since the questions vary according to the class level, they are placed in the students are placed in according to their class level.

For 1st grade students, "Representing the read story visually" with "Visual Design"

For 2nd grade students, "Representing the read phrases visually" with "Visual Design"

For 3rd grade, "Observation Based Talent (Drawing from Lifeless Model) and "Imaginary Design" evaluations are made.

The subjects of "Representing the read phrases visually" , "Representing the read phrases visually", "Visual Design" and "Drawing from Lifeless Model "are determined by drawing lots by the General Directorate and sent to Provincial Special Education and Guidance Branch Managers and BILSEM Managers by e-mail. Students are expected to form a composition from three unrelated subjects selected. Application papers measures 35x50 cm. It is prepared in a format in which the student's name, surname, ID number, school and candidate number are printed and the printed part can be pasted. Evaluation is made under composition, line, perspective, proportion-ratio and creativity. Each member gives separate notes to the anonymously presented pictures. High Candidate Score is formed by deleting the highest and lowest grades and giving the average of the remaining three grades. Before the application, the scoring is explained to the students.

Commission members are formed by science and art center visual arts teachers, if there are any fine arts high schools / high schools in the provinces, visual arts teachers in other institutions of the Ministry of National Education and academicians in related departments of the universities when necessary. Each commission shall be composed of 5 full and 2 substitute members.

The Internal Audit Report published by the Ministry of National Education shows that education in this area has important problems. Considering the issues mentioned in this report, some issues can be listed as follows:

- 90% of the science and art center buildings are not designed for the education of gifted individuals.
- According to 2009 budget realizations, 999 per thousand of the budget allocated to special education was transferred to lower intelligence groups, while only 1 per thousand was transferred to upper intelligence groups.

The 2-day process and all outputs of the MoNE Special Talented Education Workshop reached the following conclusions:

- Teachers working in science and art centers cannot be said to have the necessary equipment for the education of such children.
- There is no activity in Turkey to identify and educate gifted children / students of preschool age.
- The diagnostic tools are outdated.
- Although the number of gifted students is generally predicted to be 2% of the total number of students, only one-thousandth of these students have been identified in Turkey. Thousands of gifted students are therefore waiting to be discovered.
- No specific legislative arrangements have been made for the employment of gifted individuals.

## **2. Conclusions and Recommendations**

For the education of gifted in Turkey a fundamental breakthrough must be made. As long as the barriers to intelligence and talent education is not removed, neither a radical breakthrough can be made in formal education nor the culture of this field can spread. First of all, there is a need for an educational philosophy that will enable the development of intelligence and talent of all ages.

In order to activate all components related to the education of special talents; In particular, legal arrangements and institutional structures, specific diagnostic tools and equipment, Advanced Learning and Research Environments, differentiated-enriched curriculum, education models and measurement, monitoring, auditing and accreditation functions should be structured in a holistic framework.

This demand for intelligence and talent education should be understood as a demand for an education in which all children can perform themselves, not just limited to the qualified education of special gifted children. Because this demand; The aim of the education system is not only for the

needs of gifted and talented individuals since early childhood, but also for the purpose of arranging the education system according to a qualified ecosystem without any discrimination. (Turkey Talent Development Authority Bill for more extensive explanation can be examined: [www.cocukvakfi.org.tr](http://www.cocukvakfi.org.tr) / Special Talented Children Research Center section)

As a result, Turkey is aware of the importance for the country of gifted individuals, but in the selection, the placement is having problems in the regulation of media education and training programs.

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