

EDUCATION FOR GIFTED STUDENTS

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Giftedness has been recognized as an intellectual ability that is above average. It is given to those who demonstrate high advancement potential in areas such as cognitive abilities, innovativeness, artistic capacity, or leadership performance, as well as in specific fields of study. However, there are no national standards for identifying gifted students, making it difficult for some educational institutions to identify gifted children and determine which courses best meet their educational needs.

Gifted students learn faster than regular students, finish their assignments faster, and prefer more academically demanding tasks. They may also act out in class if they are bored or under-stimulated. Gifted children come from all races, genders, ethnicities, and socioeconomic backgrounds. Six to ten percent of the student population is scholastically gifted or talented, according to the National Association for Gifted Children.

Every individual has the right to have a quality education, and his or her individual needs should be identified and met to the greatest extent possible. Teachers who work solely with gifted students, as well as those who work in a regular classroom setting, should acknowledge their students' abilities and make sure they are appropriately challenged by the learning tools provided. Teachers in a traditional classroom setting should provide potentially gifted students with relevant support and advanced facilities for them to learn best.

Teachers should be knowledgeable about the attributes, commonly used performance indicators, and behavioral traits associated with gifted and talented students

to ensure that gifted students are recognized. Gifted students have different developmental milestones, learning preferences, cognitive and affective characteristics, as well as social, psychological, and educational needs. Students from various backgrounds, as well as those with recognized disabilities, are included. It is important to acknowledge the definitions, philosophies, and processes in identifying gifted students, as well as the issues that can arise from using these teaching guides.

Good curriculum and school management are essential for effective teaching instruction for gifted students. With an unsupported curriculum and instruction, it is difficult, if not impossible, to develop the talents of a gifted student. Gifted students, like all students, require rich learning experiences. In other words, they require learning experiences that are structured around key theoretical frameworks of discipline rather than facts. They require relevant content for their lives, tasks that require them to process interesting concepts at a high level, and products that require them to confront constructive problems and propose credible solutions. They require classroom environments that respect them, provide systems and choices, and allow them to accomplish more than they previously thought possible.

The pace of teaching gifted students is determined by the student's individual needs. Highly capable students frequently learn faster than their peers their age. As a result, they frequently require a faster instructional pace than many of their peers. Teachers sometimes refer to this as "acceleration," which makes the pace appear risky. Nevertheless, for many gifted students, the convenient pace-like walking "quickly" suits someone with very long legs. It's only "fast" if you have shorter legs. On the other hand, advanced learners frequently require a slower pace of teaching than many other students to attain the depth of understanding required to satisfy their needs for knowledge.

Strategic teaching for gifted students takes place at a higher "degree of difficulty" than it does for many other students their age. In the Olympics, the most proficient divers perform dives with a higher "degree of difficulty" than those executed

by less accomplished divers. A higher level of difficulty necessitates the application of more skills at a higher level of excellence. A high "degree of difficulty" in gifted learners' talent areas indicates that their content, processes, and products need to be more challenging, conceptual, open-ended, and multidimensional than many of their peers.

Furthermore, teaching gifted students necessitates an understanding of "supported risk." Highly capable students frequently make very good grades with minimal effort for a long time in school. They succeed in the absence of "normal" failures. When a teacher assigns a difficult task, the student feels overwhelmed. Not only has he or she most likely not learned to study, take chances, and aspire, but the student's reputation is also jeopardized. A good teacher of gifted students recognizes this dynamic and thus encourages and insists on risk-taking – but in a way that promotes success.

Suggested Instructional Strategies to Address the Needs of Gifted Students

Use Bloom's Taxonomy of Cognitive Development in Designing lessons. Teachers should design and build learning exercises where gifted students must create and evaluate learning outcomes. Activities could include, for example, performing an experiment, developing a game or musical composition, or writing an editorial on relevant news.

Provide Independent Tasks. Allow gifted students to work on special tasks when they finish their class activities early. Assign topics of their interest and have them investigate them thoroughly.

Give the students stimulating questions. When creating your lesson plan, include open-ended questions that require the use of higher-order thinking skills to come up with quality responses.

Engage in Mentoring. Gifted students, like all students, require guidance. Look for a qualified person who can assist your student in delving deeper into a topic of interest. This mentor can act as a student's consultant, mentor, and role model.

Structure cluster team. According to research, gifted students of the same grade level gain from being teamed up together. Teachers can incorporate resources by combining gifted students from different classes into one team to learn about a relevant topic in greater depth. This strategy works with teachers who have been specially trained to handle gifted students.

References:

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