

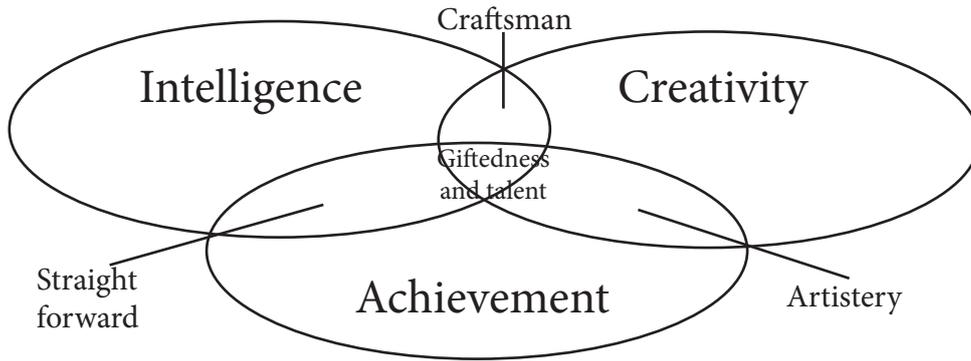


Reverse Tullip Education

THE EVALUATION of EXECUTED GIFTEDNESS TEST in TURKEY

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Graphical Abstract



Abstract

The definition and determinations of intelligence and giftedness have long times received much attention especially in several centuries both in Turkey and World. The developed test in other countries have adapted and utilized in our country Turkey also. However, due to much variations in cultures and norms along with countries, the validity and its measures of the tests can be regarded as low. In addition, these tests were used for many years without being updated. In this study, it can be concluded that the test in this subject area should be developed concerning the regional diversity, cultural heritage and historical aspects of the societies.

Keywords: giftedness, test development, validity, culture

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What is Giftedness and High Talent?

It can be accepted that individuals have born with different physical and intellectual natures temperament and skill even though they have almost same body organs and system. These innate characteristics are shaped by the influence of the environment with free will of the individuals. From this point of view, intelligence and talents are genetically existing, changing features. The potential of intelligence with the developing world has been a matter of curiosity and intelligence capacity has been measured by using various methods. As a result of these measurements, a certain level of intelligence, people with intelligence above the average of general intelligence, highly intelligent or gifted individuals are named. Since talent is not only a concept related to giftedness, these individuals are defined as gifted (Yavuz, 2016).

Who is the Gifted Child?

Definition of gifted child; It is used for children who have higher level of performance and success than their peers with the same experience and environmental conditions. They have good performance in artistic fields due to their intellectual personality traits which have high imagination and original thinking. They also need extra training and activities outside the school. Gifted children can be involved in any socio-economic level and culture. These children are distinguished from their peers in terms of their high abilities and are determined by experts in their fields (Baykoç Dönmez, 2009).

RENZULLI (1986), using his high imagination to exhibit original ideas of individuals who have demonstrated success as a result of his investigations on superior talent; or superior talent consists of the relationship between the three main features of human property. These; • Ability; general and special talent • Creativity • Motivation. Gifted children have the ability to develop a combination of these and use them in one of the most important areas of human performance (Baltacı, 2013).

VANTASSEL-BASKA (2004) describes the concept of superior talent: It is the expression of general intelligence in any particular area, to a considerable degree and above the norm. (Akar, 2013).

It is seen that gifted people have high performance in various fields by presenting original products in the field of science by making discoveries and inventions in various art branches such as painting and music. The some of the famous gifted people are given as, Ibn Sina in medicine, Harizmi in algebra, Ömer Hayyam in poets, Fergani astronomy, Biruni astronomy-physics, Mimar Sinan in architecture, Picasso in art, Mozart in music, Curie in radioactivity, Planck in physics and Tesla in electric fields. Their uttermost contributions and inventions were still affecting the humanity.

The gifted individuals are defined as individuals who receive 140 and above scores in their intelligence tests (Terman 1925 and Akar 2013). Those who are gifted are considered as gifted with this criterion and practices are made.

General Features of Gifted Children:

Gifted children may have different physical and mental characteristic differentiating from normal peers. This can be in one or multiple areas. Sometimes double specialization can be observed. The gifted children may resemble same drawbacks in other areas. However, generally the following affirmative characteristics can be guide for us.

- They walk and speak earlier than their peers (Akarsu, 2001).
- Most of them learn to read and write before they start school (Ataman, 2012).
- Gifted children are overly interested in books that are above their ages (Dönmez, 2009).
- Gifted children are very curious and constantly ask questions.
- Gifted children examine the cause and outcome of an event more than their peers (Metin, 1999).
- The physical and mental energies of gifted children are high (Akarsu, 2001).
- Gifted children are never forced to understand and internalize a subject they encounter for the first time, and immediately understand and internalize the subject (Incekara, 2013).
- Gifted children have very long periods of attention, can quickly concentrate and focus immediately, not easily distracted.
- Gifted children have a wide range of vocabulary based on their peers, they can use them in appropriate sentences (Şengil Akar, 2011).
- The gifted children of the gifted children are very wide and love to produce new ideas (Ataman, 2012).
- The leadership characteristics of these children are dominant, activities such as planning, managing and organizing a group are the ones who love activities (Dönmez, 2009).
- Gifted children do not get along very well with children younger than themselves, often making older friends.
- Gifted children need less sleep than other children.
- Gifted children make self-criticism and are very perfectionist (Akar, 2013).

Negative Characteristics of Gifted Children

- They don't like monotonous assignments and get bored quickly. Routine homework quickly gets bored of them (Bümen, 2004).
- They like to do everything in their own way. They want to do things the way they know.
- They can draw a lot of attention among their peers in the classroom (Baykoç Dönmez, 2009).
- Discuss the issue for hours until they solve a different point.
- Sometimes they can devote more time to unnecessary work (Akar, 2013).
- Sometimes they may be more than innovative (Bümen, 2004).
- They may be affected very quickly by failure.
- They can be very perfectionist and authoritarian (Ataman, 2012).
- They do not pay much attention to the ideas of others.

Gifted Children in Turkey

Educational Evaluation / Diagnostics and Placement Process

The identification of gifted children is preliminary executed and accomplished firstly by their teachers in their schools. Teachers present their findings as a report to the Turkish Ministry of Education. Then, these students are tested collectively by specialized teachers in computerized medium. In these scans, the talented students in music and painting have the ability to pass examinations; The other students are subjected to general talent exams. This test covers a time period of 25-45 minutes (MEB, 2006).

Diagnosis of Gifted Children

The identification of gifted children is seen as the first stage of the determination of the mental capacities and the level of success of these individuals. Certain principles should be observed in the process of recognition. These principles should include the concepts of usefulness, scientificness, comprehensiveness, equality, early diagnosis, continuity, joint decision, proper use of screening tools and common decision making (MEB, 2006).

Diagnosis Process

The diagnostic process consists of interrelated phases. These stages are described below.

a. Application Stage

In the first stage of the diagnostic process, it is announced that the gifted students will be taken for special training. The main purpose of the announcement is to reach the target audience in this field and to reach more people. The announcement should contain sufficient information on the content of the program, the target population and the admission requirements (MEB, 2006).

b. Scan-Forwarding Stage

In the screening stage, it is tried to determine the students who are more than a certain level by using the intelligence tests and the general ability tests. It is carried out by people and teachers who are specialized in the field of guidance. The data collected is evaluated and evaluated by the experts.

c. Measurement Stage

Intelligence levels of the students who are gifted candidates are determined by using measurement tools. At this stage, Group intelligence test, Individual intelligence test, Special ability tests can be used. This stage plays an important role in identifying the gifted students (MEB, 2006).

Intelligence Tests Used in Turkey

The first intelligence scale was the Stanford-Binet Intelligence Scale which was adapted and applied in Turkey in 1915. Then, WISC-R intelligence test, which was published by Pearson in 1979, has been used in our country. Guidance Research Centers (RAM), Science and Art Centers (BILSEM) have widely used WISC-R. As of 2016, the first indigenous intelligence test ASIS has been implemented and its implementation is still in progress (Salman et al., 2017).

One of the controversial problems that may arise in intelligence tests is language translation. Unless these tests are imported in the native language, there are major shortcomings in the adaptations and non-valid results are obtained.

The quality of validity and reliability of measurement results is a very important criterion in the measurement of intelligence. Reliability is the sine qua non of validity. (Thorndike, 1997). Intelligence testing practices can have significant psychological, social and economic consequences. For example, taking the special education according to the result of a child's intelligence test has the effect of changing his life in an instant. The validity and reliability of the intelligence tests are viewed from this window.

Let us take a look at the intelligence tests and their contents.

• **Stanford-Binet Intelligence test**

In 1915, the Stanford-Binet Intelligence Scale was adapted to our country and the first intelligence test was started. In the original form of the Stanford-Binet Intelligence Test, it has been continuously updated and modified to date. SB5 is a two-part intelligence test that can be applied to a wide range of ages between 2 and 85 years of age and is composed of two parts (Baykoç Dönmez, 2009).

• **WISC-R test**

It has been widely used by RAM and BILSEM until 2016 after the Stanford-Binet Intelligence test in our country. It is a test consisting of verbal and performance sections applied to children between 16-16 years old. Sub-Tests of Verbal Intelligence Group: General Information, Similarities, Arithmetic, Vocabulary, Trial, and Number of Sequences as additional tests. Sub-tests belonging to Performance Intelligence Group are: Picture Completion, Image Editing, Cube Design, Track Merge, Password and additional test as Labyrinths (Salman, 2017).

• **Anadolu-Sak Intelligence Scale - Asis Intelligence Scale**

In terms of being the first cultural and national test to be applied in our country, it differs from other imported intelligence tests.

The test, which is applied to children between the ages of 4-12, evaluates intelligence and its components, attaches importance to individual assessment and scaling. The application time is between 25 and 45 minutes (Sak, 2016).

The Anatolian-Sak Intelligence Scale was developed based on current and scientific intelligence theories. 11 different profile analyzes (General Intelligence Index, Verbal Potential Index, Visual Potential Index, Memory Capacity Index, Verbal IQ, Visual IQ, Verbal Short Term Memory Index, Visual Spatial Memory Index) can be obtained with ASIS on the level of intelligence of a child. The working memory capacity, which is the basic tool of the child's intelligence and learning, can be measured in both visual and verbal areas (Sak, 2016).

RESULT

The majority of used outdated intelligence tests without adaptation Turkish culture have impeded accessing reliable results. The WISC-R test, updated 32 years ago, is not suitable for today's childhood. Despite these deficiencies, it has been used for many years in identifying the gifted students in our country. Failure to comply with the confidentiality principle of this test has made test questions accessible to all, and many children have been identified as gifted. In this case, it greatly reduces the validity and reliability of the test results.

Recognition of these shortcomings in the determination of gifted students in our country has taken a long period. The local intelligence test implemented in 2016 ASIS aims to eliminate the need for domestic intelligence test in our country. On the other hand, the content of ASIS differs significantly from other intelligence tests. For example, in other intelligence tests, memory width is more measured by verbal tests, but is measured by visual stimuli in ASIS. Symbols and language specific to Turkish culture are used. The applicability of ASIS is more easily performed than other wisc-r and binet intelligence tests (Sak, 2016).

Various tests have been used in our country in the process of discovery of gifted and gifted students. Importance and adaptation of the intelligence tests used cause problems in terms of the validity and reliability of the measurement results. ASIS intelligence test is used as the first domestic intelligence test.

As a result, the measurement of intelligence can be improved by practices, education, training and experience. As a result of this orientation, it is observed that the confidence in the old measurement tools has decreased (Salman et al. 2017).

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