

## **Introducing the Talented and Academic Excellence within the Latest International and Arab Definitions Concepts in Debate: Talent and Academic Excellence.**

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### **Abstract:**

The study aimed to define procedural concepts related to giftedness and excellence, and included several Arab and foreign researches and studies, and some English and Arabic dictionaries and dictionaries Modern definitions, the study concluded that the two concepts are overlapped and interrelated. as there are synonymous concepts of the talented child and the gifted child in terms of translation (English, Arabic). Which is the most common in modern definitions.

through the multiple definitions of specialists in education and psychology and previous studies, the researcher distinguished three main directions when dealing with the two concepts, the first trend defines talent as an individual innate readiness, and excellence is the level of academic achievement related to mental abilities. As for the second trend talent is defined as an innate and genetic predisposition, while the third direction sees that they are synonymous concepts.

**Keywords:** Talent, Excellence, Genetic Predisposition, Academic Achievement, Mental Abilities.

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## **1. Introduction:**

Talent and excellence are two fundamental variables in the process of learning, training, creativity, and innovation to the stage of excellence, so I gave them a lot of effort and attention in many studies, they are secrets of individual and social success and technological progress and the development of different nations.

Due to Their importance and urgent necessity, many psychologists, educators, specialists, and field experts have not yet agreed on a unified definition of talent and excellence, which led to the emergence of different definitions addressing their concept. To the multiplicity of components of talent. While the term superiority is synonymous with the meaning of the word talent, this overlap is due to several factors, the most important of which is the lack of clarity of difference in the conventional meaning in English dictionaries, where the word Talent is synonymous with the word Giftedness, in addition to the lack of clear theories, especially in the field of psychology of talent and excellence.

We find talented and outstanding definitions fall into several categories, namely, psychometric definitions such as those associated with IQ measurement, Characteristic definitions that focus on the behavioral characteristic so high-performance individuals, definitions of social needs, including the definition of excellence in the light of the values and needs of society, educational definitions that focus on the presence of a percentage of learners who need special educational services commensurate with their abilities, and finally multi-dimensional definitions that confirm the possession of the talented and superior ability to perform highly In the mental, innovative, technical and leadership fields. All talented people are superior, not the other way around, and intelligence is a necessary condition for talent and continued excellence.

The progress and development of societies was an inevitable result of the development of the concept of talent and expanded to include the creative mental abilities of authenticity, fluency, flexibility, and... "Gilford" and "Torance" have taken an interest in this concept, but for the specific capabilities that distinguish individuals from each other, such as art, literary, musical, and leadership Fields, ... This concept was taken care of by "Sichero" and "Janneh" (Swiatek & Shoplik, 1999).

## **2. Defining Talent:**

Famous definitions of the talent include:

### **2.1. American National Society for Educational Studies (1957):**

The American National Association for Educational Studies stated that the gifted child is the one who shows continuous excellence in his performance in

any field of value, or has excelled in one or more special abilities, and "Gross" (2002) indicates that giftedness is an ability or an innate willingness of the individual in an area or More.

while "Gallagher" (1985) sees that excellence is being distinguished from ordinary people in an aspect such as mental or sensory ability, physical characteristics, social behavior or the ability to communicate (Mahmoud Abu Naji, 2004, p105).

**2.2. Marland (1972):**

He points out that the concept of talent, general mental abilities, leadership abilities, high academic performance, performing arts, imagination, creative and productive thinking, and abilities (Sense-Kinetics) (Marland, 1972).

**2.3. Definition of Gilgar (1985):**

Talent was defined as the potential for high performance in the areas of general mental capacity, special academic readiness, leadership ability, ability (breath-mobility), performance, creative thinking, and visual arts (Gallagher, 1985).

**2.4. Definition of Batsh Mohammed Walid and Rosan Farouk (1991):**

Talent is a high leadership shown by the individual compared to the age group of one or more of the following dimensions:

- a- general mental capacity.
- b- High creativity.
- c- The ability to achieve high academic achievement.
- d- The ability to perform outstanding technical, mathematical, and linguistic skills.
- e- Ability to persevere, commitment, high motivation, flexibility, autonomy in thinking... (Al-Batsh Mohammed, Rusan Farouk, 1991).

**2.5. Definition of Clark (1992):**

Talent is defined as a coherent biological concept, meaning high intelligence, advanced, and accelerated brain activities including physical sense, emotions, knowledge, and intuition, and appears in the form of high abilities in the fields of academic readiness, leadership, arts, and creativity (Klark, 1992).

**2.6. Abdul Majid Mansour and Mohammed Al-Tuwaijri (2000):**

Abdul Majid Mansour and Mohammed Al-Tuwaijri state that talent is a special and inherited ability such as sports or public arts (Abdul Majid Mansour and Mohamed Tuwaijri, 2000, p30).

**2.7. Heyward Olanski's definition of Suleiman & Hamad (2001):**

Talented children are a distinguished quality with superior ability to perform highly in various areas such as mental field, innovation, academic achievement, and social leadership (Heyward Olanski Incoming, Suleiman and Hamad, 2001).

**2.8. Adel Abdullah (2005):**

Adel Abdullah adds that it is a form of excellence, and it appears in outstanding abilities in one or more areas of human behavior, which make individuals achieve a high level of performance (Adel Abdullah, 2005, p29).

**2.9. Suleiman Abdel Wahed (2010):**

There are criteria for identifying and diagnosing gifted people according to the components and dimensions that have been addressed according to the standards, which are different according to that and are represented in: mental ability, academic achievement, creative ability, and personality traits.

Gifted are those who excel in one or more special abilities. Some have objected to the use of this term in the field of mental superiority and creativity on the grounds that the original use of this concept meant those who reach a high level in their performance in a non-academic field, such as the field of arts. Sports, various craft fields, and mechanical skills... Talents are special abilities of a formative origin that are not related to the intelligence of the individual, but some of them may be found among the mentally retarded (Suleiman Abdul Wahed, 2010, pp30-32).

**- The First inference:**

We conclude from the above that the definition of talent and the definition of its concept was mainly based on traditional standardized tests and educational achievement tests, the individual was considered talented if his performance was higher compared to the peer community measured by IQ tests or school achievement, and this is consistent with the concept of the general factor of: Spearman (1923), although he added to this special factors and considered it less important.

Recent definitions of a talented child, which depend on his social performance in line with social values, have also emerged, and the focus has become on other forms of outstanding performance such as academic achievement, special talent, and personality traits. This trend has been adopted by scientists such as "Torrance", "Tewland", "Heyward", "Marland", "Renzuli", and "Kaufman" (Rusan,1996).

We can also conclude that there are five factors to identify and succeed talented people: general mental capacity, special mental capacity, environmental factors, will and desire, and coincidence, which are intended to exploit opportunities, as "Tannenbaum" asserts, in addition to the motivation that "Renzuli" considers to be a component of talent.

**3. Defining Excellence:**

Among the well-known definitions of superior are the following:

**3.1. Hansker (1995):**

Hunsaker mentions that, for example, one teacher sees the superiority of one of his students, while another sees that he is stupid or normal, and this shows the differences in the definition of excellence according to time and culture, and even individuals from the same environment (Hunsaker, 1995).

**3.2. Abd al-Rahman Suleiman and Safa Ghazi (2001):**

The concept of mental superiority overlapped with the term academic excellence (scholastic excellence), and "Shaplin" defined it as the individual's achievement in a study subject or excellence in a skill or set of skills that help him to achieve high academic achievement. One of the approved evaluation and evaluation methods that are in force in the educational field (Abdul-Rahman Suleiman and Safa Ghazi, 2001, pp11-12).

**3.3. Maha Zahlouk (2001):**

She adds that academic excellence is the marked rise in achievement or achievement above the majority or average of peers (Maha Zahlouk, 2001, p15).

**3.4. Fathi Zayat (2002):**

"Steinberg" and "Wagner" define superiority as a kind of mental management skill for the self that involves two characteristics: construction and hypothesis, and is based on adapting to environmental conditions and new attitudes (Fathi Zayat, 2002, p43).

**3.5. AbdulMutallab Al-Quraiti (2005):**

He stated that excellence is a concept that reflects the meaning of activating and operating the individual's extraordinary innate preparations and energies, which means that the individual reaches a level of performance efficiency above average, for his peers of his age and social environment in one or more areas of human activity (AbdulMutallab Al-Qariti, 2005, p155-156).

**3.6. Amina Abu Saleh (2005):**

She said that "Passow" has seen that mental superiority can be inferred through academic excellence, and that the mentally superior is all those who have excellent energy and functional ability to achieve academic, so that it reaches the level that puts him within the best (20.15) of the group to which he belongs, and has differentiated between three terms:

**a-** Superior excellence: He is the one who has already been able to reach a prestigious level in any area that the group values.

**b-** Mentally superior: He is the one whose performance has reached a higher level than the average, so that his intelligence rate (150-170) exceeds the score if applied to the "Stanford-Binet" scale.

**c-Genius:** He is the one who exceeded 170 degrees if applied to the "Stanford-Binet" scale, i.e. he has a superior mental capacity.

(Amina Abu Saleh, 2005, p28-29).

### **3.7. Suleiman Abdul Wahid (2009):**

It indicates that superiority does not require a single definition, and the difference of researchers on the concept is the result of the multiplicity of their theories, trends and scientific experiences (Suleiman Abdul Wahid, 2009, p41).

#### **- The Second inference:**

We conclude from the above that superiority requires not only one definition, but the difference of researchers about the concept resulting from the multiplicity of their theories, trends and scientific experiences, and for this the definition of superiority varies by time and culture, and even individuals from the same environment, and defines "Steinberg" and "Wagner" superiority as a kind of skill Mental self-management, which has two characteristics, is structural and hypothesis, and is based on adaptation to different environmental conditions and new attitudes.

This shows the overlap between the concept of mental superiority and the term academic excellence (academic excellence), through what "Maha Zahlouk" and "Shaplin" stated as the achievement of the individual in a subject or excellence in a skill or a set of skills that help him to achieve high academic achievement, Grades are estimated according to school tests, codified objectivity or other approved evaluation and evaluation methods, which are applied in the field of education.

"Passow" adds that the inference of mental superiority is through academic excellence, and that the mentally superior is all those who have excellent energy and functional ability to achieve academic achievement, so that it reaches the level that puts it within the best (20.15) of the group to which he belongs, and has a difference between three terms: superiority, mentally superior, The genius.

Others, such as "Terrman" and "Thorndike", have argued that both mental and academic excellence can be predicted through traditional intelligence tests to predict individual superiority in any field, as there are many factors to consider, including those related to the learner himself, including the school environment and surrounding conditions.

### **4. Talent and Excellence:**

Famous definitions of the talent and the superior include:

#### **4.1. Renzuli Definition (1978):**

I suggest that talent and superiority are the outcome of the interaction between three characteristics, namely the general mental capacity above average, a high level of commitment in the task, and a high level of creativity, and it is worth noting that it must all appear, before judging the child as talented or superior (Renzuli, 1978).

**4.2. Gagne (1985):**

It was suggested to use the term superior or talented without separating them, considering that the linkage leads to equality between talented and outstanding learners in several fields (Gagne, 1985.p112).

**4.3. Fathi Groan (1999):**

From a linguistic point of view, "Fathi Groan" believes that Arab and foreign dictionaries have agreed that superiority is an inherited or acquired ability, whether mental, sensory, physical, social behavior or communication ability, while talent/Giftedness means extraordinary ability or innate willingness in individuals (Fathi Groan, 1999, p43).

**4.4. Porter knows (1999):**

Talented young children are known to be those who have the ability to learn at a high rate and level of complexity, and are ahead of their peers of the same age, at any distance from cultural dimensions and in their superior behaviors talented Behaviors with an unusual quantitative or how-to tool (Porter, 1999, p33).

**4.5. Zainab Choucair (2002):**

She points out that creativity can be the result of talent, but the individual is talented and not creative, and creativity may be the result of a high degree of intelligence, not the other way around (Zainab Choucair, 2002, p 40).

**4.6. World Council for Talented and Outstanding Children World Council for Gifted & Talented Children:**

The World Council for Gifted and Outstanding Children is defined as children with a range of features and characteristics such as high mental capacity, as measured by measures of mental capacity (IQ tests), high-level academic achievement as measured by regulated testing, or inferred through school achievement tests, or a degree of creativity as measured by measured standards of codified creativity as well as behavioral features (Tayseer Sobhi, 2002, pp 249-250).

**4.7. U.S, Department of Education:**

The Department of Education of Washington State knows that it is the outstanding and well-known children who give evidence of high performance in mental, innovative, technical or leadership journals or in special academic

fields, who need services or activities that are not normally carried out in school, for the overall development of such abilities (AGATE, 2005, p1).

**3.8. National Association for The Care of Gifted and Outstanding Children of the United States of America (2005):**

The National Association for the Care of Gifted and Outstanding Children of the United States of America knows that it is the superior and talented child who demonstrates an extraordinary level of performance in one or more academic fields (academic achievement, general or private mental abilities, creative abilities, leadership skills, human relations, fine arts, performing arts, musical, sports and (self-mobility) (National Association for Gifted Children, 2005, p3).

**- The third inference:**

The different definitions of talent and excellence are classified into two groups, which we mention as follows:

**a-Group1:**

Refers to traditional classical definitions (secommetre), focuses on mental capacity and is the only criterion in the definition of a gifted child, and expresses them in intelligence ratios as indicated by "Terman", considering that the degree of intelligence (140) is the limit or standard that separates the average child from the gifted.

**b-Group2:**

Are the modern definitions of the talented, and these definitions have emerged as a result of criticisms directed at traditional definitions of intelligence that do not measure other creative abilities or special talents and mental features and adapt the social gift, and they are culturally biased, ethnically and classy, and are unable to detect creative thinking, so other measures have emerged that measure the abilities of creative thinking and the personality and mental characteristics of the individual.

In this classification framework, "Groan" (2004) reveals that tariffs can be classified into four groups based on innate vinegar or the prominent feature of each of them: **1-** Quantitative tariffs that depend on the quantitative basis of intelligence, or the natural moderate relative distribution of mental capacity.

**2-** Definitions of behavioral characteristics that describe talented and superior children that show patterns of behavior or traits that distinguish them from other linguistic growth above the general rate, perseverance in difficult mental tasks and the ability to generalize and see relationships and unusual curiosity and a great diversity of tendencies.

**3-** Definitions associated with the needs and values of society, which consider that it is the talented or superior child whose performance is



increasingly distinct and prominent in an area of value in the community environment to which he belongs (the need of society, not the need of the individual).

**4-** Educational definitions are intended for all definitions that refer to clear and distinct educational projects, which contribute to the development of preparations for the talented and outstanding child.

"Mohammed Al-Hourani" points out that psychological references do not have a single clear and specific definition of superiority or talent, so the researchers used many synonyms for these terms, including innovation or creativity, superiority, talent/Giftedness and above average above average.

In the context of the distinction between talent and creativity, "Abdessalam Abdul Ghaffar" (1997) believes that talent is a set of personal abilities and social and cultural conditions for education and achievement.

### **5- General Conclusion:**

We conclude from the first, second and third conclusion that the concepts of talent and excellence are overlapping and interrelated concepts, both for translation (English-Arabic), where there are terms synonymous with the concept of outstanding child Talented along with the term gifted child, which is the most common in modern definitions, as for deranged definitions For specialists in education, psychology or various previous studies, three main trends can be distinguished when dealing with the terms Talent excellence and gifteless creativity as follows:

#### **a- The First direction:**

Talent is the readiness of the special qualifies to discriminate in a certain field of different fields, whether academically or artistically or professionally, but excellence is related to the association of the mental level (educational intelligence) in general, and not necessarily characterized by talented people with high general educational intelligence (Abdul Aziz al-chaks, Zidan Al-Sartawi, 1999, p23).

#### **b- The Second direction:**

One of the pioneers of this trend is "Gagne", who considers talent an innate readiness (a capacity due to genetic factors) if the appropriate environmental conditions are created, it appeared in the form of superiority (performance - excellence) in one area (Zainab Shaqir, 1999, p33).

Therefore, "Gagne" made a difference them, where he pointed out that talent corresponds to ability above average, its main component is the genetic factor, which is latent energy or activity measured by codified tests, as for excellence, it'd above – average performance and the mean component is the environment, observable and presented three elements:

1- The talent and areas of public and private capacity under which they fall.

2- Environmental aids (school, family...) and personality (tendencies, motivation, trends...), it is not a component of talent or excellence, but rather factors that help or hinder the translation of two in a field, and the creative ability was considered an independent public capacity within the areas of talent and not a component of talent (Groan, 2004).

3- Excellence and its public and private fields and categorize talent into four dimensions: mental ability, creative ability, emotional and social ability, ability (self-mobility), while the areas of excellence are concerned within five elements: academic, technical, relationship with the other artistic, sports.

**c- The Third direction:**

"Richard" & "Renzuli" believes that talent and excellence are synonymous concepts (Richard & Renzuli, 1990, p4), (Abdessalam Abdul Ghaffar, 1997, p26). With the progress of research in the field of intelligence that began in the 1950s, its concept as a general macro-capacity is no longer acceptable to many researchers, and this after reaching the so-called divergent thinking that refers to the ability of the individual to produce various, flexible and creative products and responses, as opposed to the so-called convergence thinking that refers to traditional tests that require the individual one specific response, reflect certain facts correct (Gallagher, 1985 & Gardner, 1993).

Therefore, relying on the traditional method of measuring intelligence in determining the concepts of talent and excellence remains inadequate, if IQ tests do not include measuring authenticity, creativity and productive thinking. Many researchers have pointed out that the correlation between the overall degree of intelligence that measures general mental ability, and the productive thinking is not high and close to zero, which led them to call for the need to detect and recognize talent and excellence, with tests that measure those abilities that distinguish talented and superior individuals (Reis, 1989).

Therefore, the emphasis on the different and diverse mental abilities that characterize the individual in different fields, has made it possible to rely on intelligence tests that measure the general factor, achievement tests in the detection of talent or superiority, the need to rely on the holistic orientation in measuring different and diverse abilities, in addition to the method of studying the case to determine talent or superiority (Al-Qaruti & all, 1995, p.4066).

Through previous studies, including Arabic and foreign, the researcher has drawn the following conclusions:

1- Stay away from generalization and prejudices, because gifted and superior children and to be interested among themselves in characteristics and features, they are heterogeneous groups.

2- Identify the procedural concept of talent and excellence before starting various scientific researches.

3- Relying on the measurement of intelligence in the traditional way in determining the concepts of talent and excellence remains inadequate, if IQ tests do not include measuring authenticity, creativity and productive thinking.

4- The need to detect and recognize talent and excellence, with various tests that measure those abilities that distinguish talented and outstanding individuals.

5- The need to rely on the holistic trend in measuring different and diverse abilities, in addition to the method of studying the case to determine talent or superiority.

6- Talented and outstanding children must be identified and identified by qualified professionals, who are able to perform well and need different educational programs and additional services, in order to achieve their contributions to themselves and society in high school performance through tests (traditional intelligence, verbal and digital memory, space, inference), and Achievement capabilities and high performance in one or more school subjects (science, mathematics, language...), And creativity or productive thinking through authenticity in solving problems and flexibility in thinking, leadership (improving relationships and helping others), and visual and performance arts, and this is done by completing a number of arts, writing and music...

**6. Finally:**

Through different definitions, the definition that has been accepted in the circles of researchers, is the definition of the American Office of Education, which indicates that talented and outstanding children are identified and identified by qualified professionals, who are highly capable and capable of performing highly, and need different educational programs and additional services, in order to achieve their contributions to themselves and society in the following journals:

**a-**General mental capacity (high school performance through traditional intelligence tests, verbal and digital memory, vacuum, inference).

**b-**Achievement capabilities and high performance in one or more school subjects (science, mathematics, language, etc...).

**c-**Creativity or productive thinking through authenticity in problem solving and flexibility in thinking.

**d-**The leadership village is the ability to improve relationships and help others.

**e-**Visual and performing arts, including the completion of a number of arts, writing and music...

**f-** Self-mobility includes abilities that require skills in the mechanical aspect, fine arts and science (Hallahan & Kanffman,2003), and this ability was deleted after review and modification (Pleasure, 2003, p. 32).

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