COUNSELING ON GIFTED AND TALENTED

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Abstract

Students with specific needs like gifted are not seen as primary candidates for the course of counseling in our primary schools, since greater emphasis is put on counseling for troubled students. This means that gifted students who have behavioral difficulties are not advised. Most of the educational work with gifted students should focus on their differentiated characteristics and needs. The affective differences as well as the cognitive focus focus on creating special advisory interventions in three specific areas: Psycho-social, educational and career / life planning. Gifted children as a group possess more positive social characteristics than their unassuming peers. However, on an individual plan, gifted students suffer in different ways without proper advisory intervention. The nature of gifted people is such that it requires a set of more special counseling extending far beyond those intended for the average student. In the psycho-social domain, teachers are in a great position to provide counseling to students by means of counseling techniques that are an integral part of other teaching and learning activities in the classroom. Because the pedagogical - psychological service, regular classroom teachers, and parents are often not available or not trained in relevant counseling problems for this population, an alternative to providing a gifted counseling system is the teacher who has acquired a special education for the gifted.

Keywords: counseling, gifted, elementary school, teachers,

It is common practice in primary schools to advise students who have difficulty in behaving or acquiring knowledge, and students with specific needs like gifted are not seen as primary candidates for the course of counseling. This means that gifted students are not advised if they have behavioral difficulties.

Most of the educational work with gifted students should focus on their differentiated characteristics and needs. The affective differences as well as the cognitive focus focus on creating special advisory interventions in three specific areas: Psycho-social, educational and career / life planning.

Gifted children as a group possess more positive social characteristics than their unassuming peers. However, on an individual plan, gifted students suffer in different ways without proper advisory intervention. The nature of such suffering in them can be manifested in:

1. Social isolation, self-imposed or caused by cynicism of peers and some teachers;
2. Social affiliation, by creating a reversal or homogenization of the characteristics of talent;
3. Social acceptance, with a request to deny the existence of giftedness and to find ways to reduce its impact.

Any of these conditions may result in a harmful situation for the gifted student, respecting him and his talent. The nature of gifted people is such that it requires a set of more special counseling extending far beyond those intended for the average student. In the psycho-social domain, teachers are in a great position to provide counseling to students by means of counseling techniques that are an integral part of other teaching and learning activities in the classroom. They can be used effectively both by regular classroom teachers and by teachers who specialize in gifted education.

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<th>Characteristics</th>
<th>Providing advice</th>
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<tr>
<td>Ability to manipulate abstract symbols</td>
<td>An educational program designed to meet cognitive needs</td>
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<td>O Learning speed</td>
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<td>Ability to do a lot of things (multipotential)</td>
<td>Life / career planning with the assumption of atypical models</td>
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<td>O Various and varied interests</td>
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<td>O Internal self-control (Independence)</td>
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<td>Hyper-sensitivity</td>
<td>Psychosocial counseling focused on the prevention of various affective conditions</td>
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<td>O Feeling for the truth</td>
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<td>O Perfectionism</td>
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The following table presents the synthesized five key socio-emotional needs of gifted people that are phenomenologically different from most average students. Strategies targeted at gifted include parents and teachers to consider and appropriately set up for their successful implementation.

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<th>Socio-emotional needs</th>
<th>The strategies they need</th>
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| To understand the roads that make them different and the roads that make them similar with other children | • Use biblioterapy techniques  
• To form groups for discussion seminars  
• To have individual conversation meetings |
| To evaluate and preserve their own individual characteristics and individual differences with others | • Promote a biographical study  
• Honoring different talents through rewards, special seminars and symposia  
• Encourage participation in competitions and dealing with competition |
For understanding and developing social skills that follow and successfully deal with relationships in relationships

- Creative problem solving in couples and small groups
- Creative role play in scenario
- Participation in planned simulations

To develop appreciation for their high level of sensitivity that they manifest through humor, artistic endeavors and intense emotional expression

- Encourage positive and expressive sensitive areas such as: tutoring, volunteer work, art, music and drama
- Promote journalistic writing that captures feelings about key experiences

- To get a realistic assessment of their abilities and talents and how to nurture them
- "Achieving Great "and" Achieving Perfectly "

To learn compromises in art and science

- Providing a regular evaluation procedure
- Providing opportunities for grouping with other different capacities and interests
- Creating a baby environment for trying out weaknesses
- Taking risk behavior

- Providing "Cooperative Games"
- Determining the target
- Encourage the development of life philosophy

**Who should advise the gifted?**

There are many problems associated with gifted teachers in the school environment. It would be realistic to expect school counselors (expert services) to provide counseling to the gifted. But it would be highly desirable for regular teachers to be able to provide complete counseling for the special thinking and socio-emotional needs of gifted children in their classrooms. Through appropriate trainings, teachers should be able to master the methods and techniques for counseling. It is also necessary to establish an educational service for parents aimed at the socio-emotional needs of their children.

A gifted child may be frustrated by the fact that he has less achievement than the perfectly expected, another gifted child, disappointed by his lack of enthusiasm for equality for a project he shared, and the feeling of rejection of another gifted child when he was not chosen for "Best "student. These problems can often be quickly diagnosed by gifted teachers and given them a solution in the same environment.

Because the pedagogical - psychological service, regular classroom teachers, and parents are often not available or not trained in relevant counseling problems for this population, an alternative to providing a gifted counseling system is the teacher who has acquired a special education for the gifted.
What are the aspects of the school environment when counseling should apply?

One aspect of the advisory work is to influence the resolution of socio-emotional problems that are caused by the personality of the gifted student, his peers or the inadequate behavior of some teachers. For, sadly in elementary schools, there is a phenomenon when all students require above average achievements, although each student has no gift or interest in that subject. Thus, a student who is gifted for fine work, or playing the piano, is asked to continually write poetry, to receive five on the tests in mathematics, physics, chemistry, and if that does not happen to that student, the teacher behaves arrogantly, with degradation and often with threats. Conversely, a talented pupil of a logical and mathematical area with poor achievements in the artistic field is given low grades, even negative ones. In this way, the students create negative impressions and form a defect in the character and the ego or deepen the existing ones, so there is a danger, instead of expressing the talent and specific talent of the student to remain gifted - unrealized.

They need to be advised in the direction of creating positive values, such as: Gaining self-confidence, kindness, honesty, sincerity, respect for diversity, humanity and gratitude! What methods and techniques would be advisable for achieving these goals? Bibliotherapy, Art Therapy, Biography, and Writing a Personal Diary.

The second aspect is counseling when choosing a future profession or career development. Realizing that many important individuals in different fields have not made career decisions until the end of their student experience can be important information for students struggling to make a previous decision on choosing a future occupation. The following activities can be used by teachers to help such students deal with problems:

1. Read the biographies of several important people in the fields they are interested in and track the development of their careers.
2. Interview with someone in areas of interest.
3. "Tracking" a professional in the field of interest. Analyze the most important skills that he has and link the educational biography he has acquired. Find the correlation.

Everyone in his own environment needs to be welcomed with joy and love of all, so it would be good to think that the goal of counseling gifted students in primary schools is to free them from worries, to express the most valuable of them - the specific talent And when properly directed to benefit both themselves and the social environment. If the effect we have on others is the greatest currency that exists, then with all our heart and strength we can dedicate ourselves and succeed in encouraging the student to begin to dream of a good, happy and joyful life in the area for which he is gifted.

REFERENCES

In R.J. Stenberg & J.E. Davidson (Eds.), *Conceptions of giftedness* (pp. 323-357). New York: Cambridge University Press.