

Evaluation of giftedness by metrics Objectivity and subjective

تقييم الموهوبين بواسطة المقاييس الموضوعية وغير الموضوعية

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Abstract: It is no secret to any person that there are many qualities and characteristics that are similar, and that humans share, and that there is a sense of extreme precision in the balance and complementarity of all things and creatures in nature, despite that, there are differences between them in many descriptions; Such as shape, color, ways and means of thinking, the level of assimilation and understanding, ... Some of them are normal, gifted, and slow learners, ... There are not only differences between individuals, but differences exist even within the individual himself. Differences exist within the members of the same species, as humans prefer each other, for the sake of the continuation of life. Therefore, we find that people are distributed in varying proportions under the normal distribution curve, positively and negatively (ordinary = 68.26%, gifted (intelligent) or slow learners = 13.59%, gifted or retarded (disabled) simple mentally = 02.14%, geniuses (brilliant). Creative people) or severely mentally retarded = 0.13%, and these differences may be apparent or not.

It is also not hidden when practicing the educational-learning process that we find clear differences and discrepancies among the learners in most of the characteristics, as we must study the individual differences that exist between them, and know how to measure them, in order to know the level of the learners' ability, what they can do and what they cannot, and what they know and what they do not know. Because psychologists emphasized that individuals differ in their ability to learn, so it was necessary to pay attention to individuals according to their types in order to achieve the principle of equal opportunities for learning and acquiring knowledge, and solving various educational problems for learners at different stages of study.

The interest in Gifted and talented are objectives which any Society, because they are considered an Infrequent human wealth, and an element for the advancement of peoples and nations. Because of their merit in its development and progress, In the event that they are fully and adequately cared for, and invest their scientific, intellectual and creative energies.

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And before taking care of this distinguished category, specialists need tools and an accurate way to identify them. With the aim of preparing programs, and the educated Curriculum, human framing and the appropriate physical environment.

The Current Research Aimed to identify talented people and detection tools about them using Objective metrics. And the subjective measures represented in: academic achievement, recommending teachers and parents..., abilities tests, creativity tests, intelligence tests.

Keywords: talent, objective measures, subjective measures.

الملخص: لا يخفى على أي إنسان أن هناك الكثير من الصفات، والخصائص التي يتشابه، ويشترك بها البشر، وأن هناك شعورا بالدقة الشديدة في توازن وتكاملية كل الأشياء والمخلوقات في الطبيعة، بالرغم من ذلك، فهناك فروق بينهم في عديد الأوصاف؛ كالشكل، اللون، طرق وأساليب التفكير، مستوى الاستيعاب والفهم، ... فمنهم العاديون، والموهوبون، وبطيئو التعلم، ... ولا يقتصر وجود الفروق بين الأفراد فحسب، بل توجد الفروق حتى داخل الفرد نفسه. فالاختلافات موجودة ضمن أفراد النوع الواحد، فالبشر يتفاضل بعضهم على بعض، وذلك من أجل استمرار الحياة. لذلك نجد الأشخاص يتوزعون بنسب متباينة تحت منحى التوزيع الطبيعي بالسلب والإيجاب (العاديون = 68,26%، المتفوقون (الأذكيا) أو بطيئو التعلم = 13,59%، الموهوبون أو المتخلفون (المعاقون) عقليا بسيطا = 02,14%، العباقرة (الألمعيون، المبدعون) أو المتخلفون (المعاقون) عقليا شديدا = 0,13%. وهي اختلافات قد تكون ظاهرة، أم غير ظاهرة.

كما لا يخفى عند ممارسة العملية التعليمية التعلمية نجد اختلافات وتباينات واضحة بين المتعلمين في معظم الصفات، حيث يستوجب علينا دراسة الفروق الفردية الموجودة بينهم، ونعرف كيفية قياسها، لمعرفة مستوى إمكانية المتعلمين وما يستطيعون القيام به وما لا يستطيعون، وما يعرفون وما لا يعرفون. لأن علماء النفس أكدوا بأن الأفراد يختلفون في قدراتهم على التعلم، لذلك كان ولا بد من الاهتمام بالأفراد حسب أصنافهم لتحقيق مبدأ تكافؤ الفرص من التعلم واكتساب المعرفة، وحل المشكلات التربوية المختلفة لدى المتعلمين في مختلف مراحل الدراسة.

إن الاهتمام بالموهوبين والمتفوقين هو هدف من أهداف أي مجتمع، لأنهم يعتبرون ثروة بشرية نادرة، وعنصر ارتقاء الشعوب والأمم لما لهم من فضل في تطويرها وتقدمها في حال رعايتهم رعاية كاملة ووافية، واستثمار طاقاتهم العلمية والفكرية والإبداعية. وقيل العناية بهذه الفئة المتميزة يحتاج المختصون إلى أدوات ودقة طريقة التعرف عليهم. بهدف إعداد البرامج والمناهج الدراسية والتأطير البشري والبيئة الفيزيقية المناسبة.

هدفت الورقة البحثية الحالية التعرف على الموهوبين وأدوات الكشف عنهم باستخدام المقاييس الموضوعية والمقاييس غير الموضوعية والمتمثلة في: التحصيل الدراسي، تزكية المعلمين والأولياء ...، اختبارات القدرات، اختبار الإبداع، اختبارات الذكاء.

الكلمات المفتاحية: الموهبة، المقاييس الموضوعية، المقاييس غير الموضوعية.

- Introduction:

يقول الله تعالى: ﴿... قُلْ هَلْ يَسْتَوِي الَّذِينَ يَعْلَمُونَ وَالَّذِينَ لَا يَعْلَمُونَ إِنَّمَا يَتَذَكَّرُ أُولُو الْأَلْبَابِ﴾ [الزمر: 09].

The Almighty said, is one who is obedient to Allāh, prostrating himself or standing (in prayer) during the hours of the night, fearing the Hereafter and hoping for the Mercy of his Lord (like one who disbelieves)? Say: "Are those who know equal to those who know not?" It is only men of understanding who will remember (i.e., get a lesson from Allāh's Signs and Verses) [Az-Zumar: 9].

يقول الله تعالى: ﴿... قَالَ إِنَّ اللَّهَ اصْطَفَاهُ عَلَيْكُمْ وَزَادَهُ بَسْطَةً فِي الْعِلْمِ وَالْجِسْمِ وَاللَّهُ يُؤْتِي مُلْكَهُ مَنْ يَشَاءُ وَاللَّهُ وَاسِعٌ عَلِيمٌ﴾ [البقرة: 247].

The Almighty said: (He said, "Indeed, Allāh has chosen him over you and has increased him abundantly in knowledge and stature. And Allāh gives His sovereignty to whom He wills. And Allāh is all-Encompassing [in favor] and knowing) [AL BAQARAH: 247].

This is sufficient evidence that there are individual differences between members of the same society, and that the extreme variance within the same school is an order common, although there are times and places where performance is below the educationally acceptable level, we find a group of students of high ability who need services higher than those provided to the majority of students (Renzulli, 2005).

Whatever. Standards differed for any state, ... The human element is one of the most important elements of the State and its composition.

The true wealth of any society, those who are Gifted and talented are at the top of that wealth because of their importance in meeting the challenges of the times.

All societies therefore strive to care for them and invest their talent to achieve their best position to contribute to strong and coherent nation-building.

Nations race to demonstrate their presence on the map by employing all abilities, including education and education, and ensuring education for all (the

principle of equal opportunities of democratic systems), Especially for are Gifted and talented who need different care than other peers.

The process of improving the selection of talented persons and the detection and knowledge of privileged persons depends to a large extent on the success of their diagnosis, and therefore the methods for identifying and detecting gifted persons that are addressed in this research paper have been elaborated and developed.

. Definition of talent:

Federal Definition of Gifted and Young People is derived from the National Excellence Report (National Intelligence, 1993) prepared by the United States Department of Education: "Children and young people with performing talent demonstrate the potential to perform at high levels of achievement compared to others of their age, experience or environment. These show high performance capacity in the intellectual and creative fields. And/or artistic. They have extraordinary leadership. excel in specific academic areas; They therefore need services or activities not normally provided by schools. Outstanding talent exists in all cultural groups. across all economic strata and in all areas of human activity" (Peters; And Mateus; McBee's; Makush, p. 12).

It's distinct and subjective, but it's unique, and talent is different from hobby. Talent exists in an individual since he or she grew up, but it is shaped by training and knowledge. However, we must take into account the question of their proximity and their relevance to the child's potential and desires. Talent and hobby play a positive role in human life. They help him to achieve himself (Maeluf, 1956, p.306).

The problem of defining talent and excellence comes from the fact that researchers disagree on areas of excellence that they consider important in determining talent. While some focus on excellence in general mental capacity, others focus on special abilities, academic achievement or creativity, or certain characteristics and personality traits.

The term talent (Achakhes, 1990) is used to refer to a group of individuals who have special abilities to excel in certain fields of science (mathematics, science), literature (poetry, journalism), art (painting, music), or process (mechanics, carpentry), and do not necessarily have a significant level of intelligence or educational achievement for their peers.

A gifted or superior Russian (1996) is defined as an individual who shows outstanding performance compared to his or her age group in one or more of the following abilities:

- Mental capacity in which IQ is higher than the average of two standard deviations.
- High creativity in any area of life.
- High academic achievement, which exceeds the average by three standard deviations.
- The ability to perform distinct skills such as artistic, mathematical or linguistic skills.
- The ability to perseverance, commitment, high motivation, flexibility and originality in thinking as mental personality that distinguishes the gifted and the superior from the ordinary (AL Qamech, 2013, pp. 22 - 23).

3. Related concepts:

1.3. Excellence:

Education excellence: Renzulli's educational world defined distinction as having above-average abilities, being creative, working and delivering.

In 1972, the United States Bureau of Education defined distinguished individuals as highly qualified, highly performing individuals, and in another definition the privileged individual as a high performer compared to the age group to which he or she belongs in one or more capacities (Al Abidli, 2012).

2.3. Prophecy:

Implies - implicitly - the talent on which it is based. But the opposite is not true; Talent may remain undeveloped (low educational achievement) (Colangelo; & Davis, 2012, p. 99).

3.3. Excellence:

Super is good of everything and excellent on other people. Some scholars have used the terms "excellence, talent" synonymously in one sense from the likes of Witty (Witty, 1953-1975), Marland (Marland, 1972), and Kirk and his colleagues (Kirk, 1997). Some researchers focused on one concept without referring to the other, with Taylor (Taylor, 1967-1986) and Reece (Rice, 1970) using the term superiority, Renzulli (Renzulli, 1979) and Monks (Monks, 1992) using the term talent (Giftedness) (Al Qurayti, 2013, pp. 61 - 62).

PASO also defines excellence as the ability to be privileged, and it is generally the superior who has been able to reach a high level in any area that the group values, and the superior who has performed above the normal level in an area that the group values and includes anyone whose intelligence has exceeded. (135-170) on the Stanford-Binet Intelligence Test (Amer, 2014, p. 35).

4.3. Intelligence:

The definition of Saad Riad, "intelligence is the ability to respond quickly and properly to sudden emergency situations. It also includes the ability to adapt, flexibility, extrapolation, extrapolation, and relationship perception. It reflects their mental abilities and their preparations for rapid learning and use of their previous experience to measure it through quantum testing. It can understand personal dimensions, behavior and disorders" (Riad, 2005, p. 35).

The world considers Terman to be the first to link talent to public intelligence, where a gifted child is defined as anyone who scores in the Stanford-Binet Test of Intelligence so that these scores place him within (1%) of the group to which he belongs (Amer, 2014, p. 29).

Although most definitions speak of an individual's "capacity" there is some lack of agreement on the "capacity" to which these definitions refer. At a time when the definition of Binet (Binet, 1905) refers to "the ability to innovate, understand, govern and aim at behavior." Terman's definition (1920) refers to the ability to think

abstract. "The definition of Wechsler (Wechsler, 1958) refers to the individual's total capacity for purposeful action, logical thinking and effective interaction with the environment" (Nachwati, 2003, p. 101).

The ambiguity of the concept of intelligence and the difficulty of identifying it accurately can be attributed to the fact that intelligence is an adjective (Attribute) rather than an object (Entity) of Sattler (Sattler, 1982). That is, intelligence does not exist in itself, but rather is a type of label (trait, tag) or description, which we call a particular individual when he or she takes a particular place. In repeating similar behavioral patterns in different life situations, one half of that individual is intelligent, so that their intelligence can be inferred from their behavior and behavior. Since an individual's behaviors and responses are so numerous and diverse that they are difficult to control and account for, they are therefore difficult to define in the light of a single concept such as intelligence (hypothetical concept).

5.3. Genius:

Genius is defined as the performance of nothing more than quality, accuracy and grandeur.

A Alabkqari is defined as a person who displays a very loud prophecy and comes up with brilliant actions that bring him great fame in one or more areas that society values.

Alabkqari is also defined as the one whose intelligence rate exceeded 170 degrees on the Stanford-Binet-test, and also means excellence, excellence and proficiency in one or more areas. Spearman (1931) defines genius as an individual's ability to produce creatively (Amer, 2014, p. 43).

6.3. Creativity:

The concept of creativity emerged as a focus of educational and psychological research in the early 1950s. innovation, invention, authenticity, discovery, inspiration and so on. Many efforts have been made to accommodate the concept of creativity,

and there are more than 50 definitions of this concept, including: (Al gamech, 2013, pp. 269 - 207).

The word creation is a language in the lexicon of the Arabic tongue in a way that allows something to create it in the sense of creating it, starting it, and creating it in the sense of inventing it.

In the Arab Philosophical Encyclopedia, creativity is defined as the production of something new or the formulation of elements that are new in one area such as science, arts and literature.

The New British Encyclopedia defines creativity as the ability to find something new, as a solution to a problem, a new instrument, an artistic trail or a new style.

In the Dictionary of Psychology (Reber, 1985), creativity is defined as an expression used by specialists and others to refer to mental processes that lead to unique solutions, ideas, artistic forms, theories, or variations.

As follows: "The Ability of the Mind to Forge New Relationships to Change Reality" (Ismael, 2012, p. 25).

7.3. Creative thinking:

Moore (Moore, 1985) defines it as a purposeful mental activity that leads to new ideas and expresses solutions to a problem and a desire to seek a desired solution and reach previously unknown results.

Allison (Alison, 2009) defines creative thinking as the way in which an individual produces the greatest number of ideas about the problem to which he is exposed with some fluency, flexibility, and difference (Alatum, 2014, p. 252).

8.3. Innovation:

In the past 20 years, the field of innovation has received considerable attention from scientists and researchers in the field of education and psychology, as many research and studies have examined the nature and growth of innovation and the various factors that interfere with Quinn.

Although scientists and researchers have recognized that innovation is a type of mental activity for an individual, they have disagreed in how to process and identify it. Those who treat innovation as a multi-phase process start with a sense of problem and end with a solution (Abdul Ghaffar, 1977; Wallas, 1926; Maslow, 1968; Mackinon, 1970). Those who defined innovation as an innovative product of grandeur, rarity, uncommon and social value (Rogers, 1954; Fromm, 1959; Stein, 1968). A number of scientists have addressed innovation through mental and non-mental factors that interfere with its composition (Guilford, 1967; Torrance, 1970), (Goodness of God, 1975; Abdul Ghaffar, 1977, Nashwati, 1977) (Nashwati, 2003, pp. 134 - 135).

Innovation can be defined as: Ideas that are (new, useful, related to solving particular problems or assembling or repositioning cognitive patterns into unique forms). or a creative solution to a problem or a new idea.

Different new methods or methods that are outside or outside the tradition are used in the work or development of things and ideas. It is a mental process that reflects quantitative, radical or fundamental changes in thinking (Mohamed, 2016, pp. 04-05).

3. Measurement definition:

The measurement in its meaning is narrower than the calendar. It means gathering quantitative information and observations on the subject to be measured. Statistically, measurement is the quantification of objects and levels using graded measures. The accuracy of the results depends on the accuracy of the measure used in the measurement.

In addition to quantifying different phenomena, measurement involves the comparison of measurement results against others. For example, if we are measuring the mental readiness of a group of learners at the age of seven, we are choosing a certain intelligence measure; To help us quantify this readiness for each learner, then compare it to the general level of those at such a time age, that is, compare the level of

intelligence of this learner to a society of those at the age of seven (Mansour; &El Tuijre; &faqi, 2014, p. 507).

Measurement refers to how an impressionable note is used to obtain a character or trait of a person in relation to conduct, incident or something, and then to use it appropriately to translate that observation into measurable or classifiable form. Measurement is more comprehensive than testing; Because of its many tools that help us obtain greater amounts of information, just as measurement usually uses tests, it uses observational tools, and measurement refers to the method and output of access to information. In education and education, measurement indicates or symbolizes the amount of cognitive or emotional traits that a person or group of persons possesses and not their value or entitlements. In measurement, the phenomenon to be measured is converted from description to quantity (Al Sarraf, 2002, p.16).

4. Types of psychological measurement:

There are two types of measurement: (Mulhim, 2012, pp. 32 - 33).

1.4. Direct measurement: We measure the same trait or trait directly without having to measure the effects or consequences in order to recognize it as height and weight.

2.4. Indirect measurement: And here we can't measure the trait directly, but we measure it by its implications, like intelligence, attention, emotion... Et cetera.

5. The most famous metrics for identifying talented people:

It should be noted that talent expresses an innate willingness to give birth to an individual (Muhammad, 2005, p. 19). We can identify a number of famous tests and measures to identify the gifted as follows: (Clinton, 2002, pp. 32 - 35).

1.5. Behavioral trait lists:

Several specialists have drawn up lists of the most prominent behavioral characteristics that suggest the child's distinction in specific behavioral characteristics. The "Behavioral Trait Rating Scale for Distinct Drum" (SRBCSS) is written by Ronzoli, Hartman and others.

This measure consists of five dimensions of behavioral properties:

A. Learning characteristics: It has three paragraphs, and the student's degree at this dimension ranges from 3-12 degrees.

B. Properties in thinking elasticity: It contains four paragraphs, and the student's degree at this dimension ranges from 4 to 16 degrees.

C. Properties in creativity: It has 11 paragraphs, and the student's degree at this dimension ranges from (11-44) degrees.

D. Perseverance properties: It contains eight paragraphs, and the student's degree at this dimension ranges from 8 to 32 degrees.

E. Command properties: It contains six paragraphs, and the student's degree at this dimension ranges from 6 to 24 degrees.

2.5. Crop tests:

Crop tests measure the student's knowledge of the curriculum and the skills of the curriculum. In other words, these tests measure not so much the student's appetite for learning as their cognitive skills.

3.5. IQ tests:

Some are known as aptitude tests, which are designed to measure child learning behaviors and learning ability. Most of these tests take an average of 100, so that anyone who takes 90 degrees and less is considered to be lower than the middle.

4.5. Recommendations:

Some competent authorities sometimes adopt the credentials of teachers, parents, colleagues and all those who engage the student. They fill out a model through which they describe some of the important behaviors observed on the gifted as they live with him, and give a centenary of these behaviors through which the appropriate decision about the student is made.

5.5. Distinctive works:

A number of talented people impose themselves by their outstanding work on the practical scene. This covers a vast area from practical inventions to simple professional work. It should be noted that these actions must be assessed, inter alia,

on the basis of: Starting from the idea, the trouble the student has suffered, the simplicity of the materials used, the extent of the student's self-reliance, the skills the student learns, the time spent working, the financial cost, the beneficiaries of the work, and the like. The results of applied research have demonstrated the importance of using a battery of objective and discretionary measures to ensure the integrity of the test integrated into what are known as multiple tests. It is a scientific method through which a number of objective and discretionary measures are based. Multiple sources for identifying student capabilities in locations, and different times contribute to better student recognition.

Who classifies them as follows:

First: Standard standards are essential because they are objective and sometimes legalized, such as:

- A. Association IQ tests.
- B. Lexical IQ tests.
- C. Individual IQ tests.
- D. School achievement tests.
- E. Innovative Thinking Ability Tests.

With regard to point W (school achievement tests), it can be said that here is a more useful alternative to the attainment rate tests, namely, the Achievement Assessment, which provides a realistic and integrated behavioral picture of what pupils/students know and can do.

F. Learning Achievement Assessment:

The most appropriate evaluation of achievement in education takes place through behavioral stages that reflect the progress of pupils/students in achieving the required learning, from simple limited answers to performance, verbal or practical presentations and the cumulative duties of the established academic subject.

Achievement assessment is the measurement of the response of individual pupils/students to a question or attitude and refers to their academic knowledge or

behavior indicating their practical skills in performing specific types of learning required. Achievement estimation takes multiple forms of achievement behaviors such as: (Hamdan, 2017, p. 6).

- Conducting experiments.
- Running devices.
- Performing specific skills or behavior in practice or orally (as in languages).
- Writing a long article.
- Resolving sports issues or exercises.

Appreciation of achievement does not stop when learning knowledge and skills are performed in practice, but goes beyond writing, illustrating, experiences, projects, verbal presentations - practical, and actually solving the problems of learning and everyday life. There are many general means of assessing the achievement of current learning by which the achievement rating can be carried out with pupils/students, including the following sample: (Hamdan, 2017, pp. 7 - 9).

A. Learning and appreciation attitude activities: They are practical steps to carry out a practical experiment, examine laboratory samples or operate a particular device, which the teacher sees while the pupils/students actually accomplish.

B. Practical or written curriculum projects: While these projects take into account the well-known scientific research methodology, a succession of intellectual and logical achievement steps by individual pupils/students or in small groups ultimately leads to the required performance and is then presented in time for the teacher's appreciation or practical or verbal presentation to the entire class for a general peer discussion on the adequacy and credibility of the results. Long-running projects and experiments require several days to several weeks. In performing these learning events, students begin to identify learning problems, subjects or tasks, learn about the knowledge available to understand what is needed, propose appropriate solutions, and then present them to peers or/or teachers.

For educational scrutiny and appreciation of quality of achievement. Students generally work individually, but they join together whenever necessary to discuss and exchange views and facts to analyse and adopt the most viable options and possible formulas for presenting their ideas and products.

C. Portfolio Pupils/Students: The Portfolio is a cumulative completion file for the work, activities and projects of pupils/students in learning.

The fact that Portfolio contains samples of project performance or required performance appointments refers not only to the success or failure of the results, but also to the nature of the cognitive and behavioral development that pupils/students have experienced in advancing their development through learning.

Portfolio, as a cumulative file of students' work, writing, masterpieces, research, appointments and tests, provides all stakeholders with a realistic and integrated picture of their own intellectual, behavioral and academic development within a specified period of time, such as a month, a semester, a year or some years, such as in Portfolio, studying pupils or students for a school stage. (Elementary, primary, lower secondary, diploma or bachelor's degree in a profession or university discipline).

D. Video recordings: This technique can be used for educational assessment of student/student achievement in two formats: Directly record the achievement positions on small regular or compact tapes and then view them from the teachers and determine the adequacy of the task required by the pupils/students to move them to higher levels of learning or to direct them to further learning when this achievement is impaired.

The second contemporary version is remote video recordings of so-called teleconference or closed school video circuits. Here, pupils/students, individually or in the form of small groups or class rooms, perform the desired achievement while teachers are seen directly by voice and image, and their success is assessed on the basis of specific qualitative and quantitative standards or their needs for further

training and learning to improve their learning and thus enable them to perform the desired achievement.

E. Preparation of research reports in literature.

F. Study cases recorded on audio CD-ROMs, digital portable devices, or written reports in the form of scientific research are presented orally at a meeting of the Rapporteur's peer study group or sent via EMAIL.

G. Other selected methods of appreciation such as: Scientific qualifications performed by students in subject-matter positions, successful/doctored tests and graded rating measures of 1-5 or 1-7, performance of formal written tests, and a 15-10 minute live or remote online interview.

Second: Non-objective measures complementary to Type I methods for greater accuracy such as:

A. Behavioral ratings.

B. Parents' notes.

C. Teacher ratings.

D. Peer nominations.

E. Views and judgements of experts.

F. Self - reports.

J. Other methods.

6.Talented detection methods:

You take their pattern: (Clinton, 2002, pp. 36 - 39).

6.1.Suppression (liquidation):

A method that selects students on the basis of passing standards in an order established by the official. Students with a excellence rating were selected by the school's students. From those who are excellent, the selection process is made for teachers who are subject to the capacity scale, where the best (5) of them is nominated to sit the (a) test, the best (5) in the (a) test are nominated to the (b) test. So, we get what the people in this style call talented.

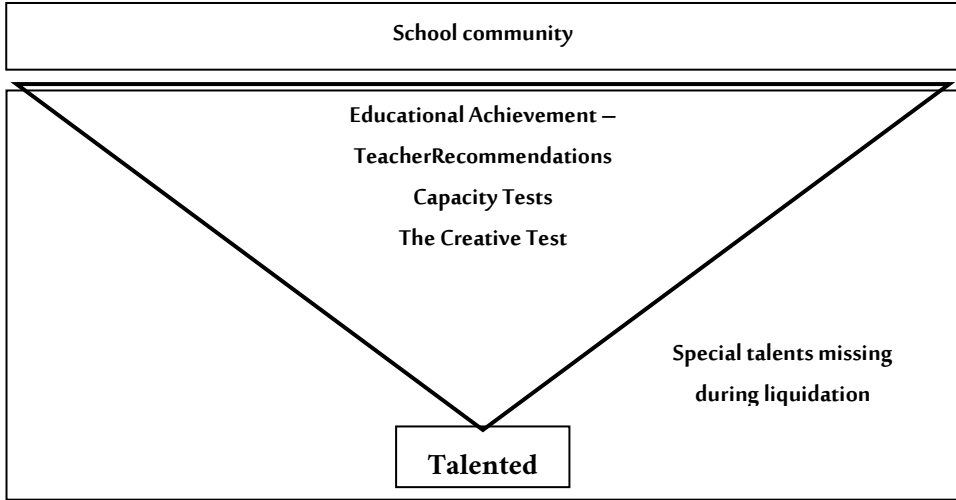
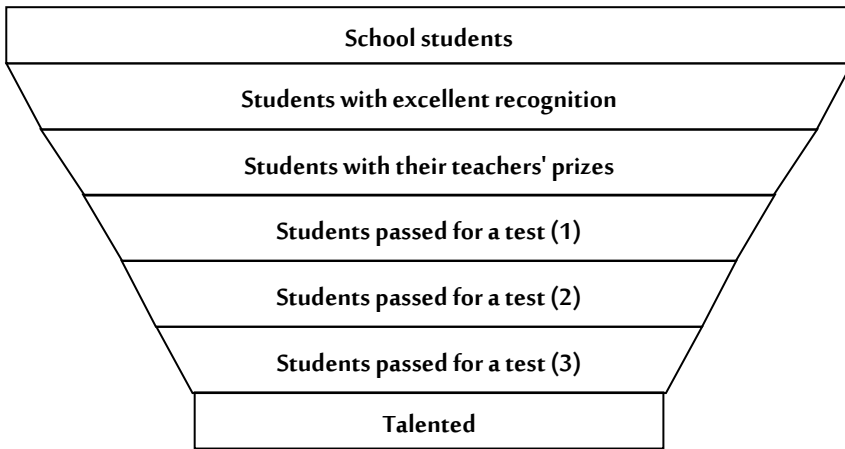


Figure 01 Illustration of the method of repression in discovering the gifted.

Source: (Clinton, 2002, P 36).

OR



Form 2: An illustration of the method of repression in identifying the gifted.

Source: (Clinton, 2001, P 08).

The above table is also used for the nomination of creative students in Arabic by means of an estimated scale in Arabic for an average above... And something. This confirms the accuracy of the selection and the integrity of the nomination by talent.

7. Mental metrics objectives:

Measures of intelligence and mental preparation are used for many purposes, in relation to school organization, scientific and statistical purposes, diagnosis of special cases, etc. The most important uses of mental measures are: (Mahmoud, 1985, p. 231-265).

- The division of pupils (taking account of individual differences within the classroom and taking care of them outside the classroom, forming special groups, giving special courses to the proficient).
- Diagnosis of school delays.
- Diagnosis of mental impairment.
- Uncovering talented people and geniuses.
- Educational and vocational guidance.

Study proposals:

Based on the theoretical heritage of this paper, a number of proposals can be made:

- Care for education for all and special care for gifted persons in all aspects, at all costs.
- To expand the discovery of talented people by building new tests or developing old ones owing, inter alia, to the terrible technological development and changing value systems in society.
- Preparation of periodic integrated programs to keep pace with human thought.
- Training of professionals, specialists and guardians in the proper handling of talented and outstanding persons.
- Agree on specific tests, criteria and indicators in defining talent and identifying talent and excellence.

Conclusion:

The most significant risk to developing education systems, teachers in schools and teachers in educational institutions is their general education of knowledge and remembrance. Pupils/students learn their courses of knowledge and remembrance and are then tested to recover this knowledge with traditional questions whose cognitive requirements do not rise with regard to knowledge and recollection and little assimilation.

Then, after a review of the scientific literature, global standards and tools in the field of identifying talented and creative people, the classical ones have come a long way throughout history, and the modern ones that correspond to this latest scientific development in time. In substance, they are objective and subjective. In the same vein, its relevance and relevance to the Arab environment in general and the Algerian environment in particular must be examined.

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