



GIFTED CHILDREN AND EDUCATION

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Abstract. The subject of gifted children is actual and of interest. This is due to the multiple implications alleged by the specifics, needs, development and interaction presumed by these children with significantly above-average abilities. The specificity of gifted children is marked by diversity. There are a significant number of areas where special abilities can be found. In addition, giftedness can also be associated with other personal conditions, even by various deficits. Thus, the necessities of gifted children are often significantly customized leading to a wide variety. The care and development of gifted children is a challenge for both parents and the education system. For parents, the characteristics of child development, marked by particularities, discrepancies, atypical needs can lead to difficulties ranging across a wide range, from providing the needed resources to social isolation. Therefore being the parent of a gifted child implies responsibility and openness for the parent in identifying and supporting the development of the child, concurrently with a permanent opening to new information on this area. For the education system the challenges are also multiple. Firstly, gifted children require adequate didactic and auxiliary staff. Simultaneously with the preparation of educators, it is necessary to update and continuously adapt the didactic material according to the type and stages of the manifestation of the giftedness. Last but not least, giftedness may also require changes to the rules, programs or even legislation so that they can be valued as much as possible.

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