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Examining the Philosophical Foundations of the Model of Teaching Gifted Students in Finland and Presenting the Model

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Abstract

The present study was conducted with the aim of examining the philosophical foundations of the model for identifying and educating gifted students in Finland and providing a model for elementary students. The method of the present study was correlational in terms of data collection and descriptive research in terms of method and applied research in terms of purpose. The population and the sample of the present study were Finland, which were selected using purposive sampling. In the construction of the tools, the theoretical content of the pattern of identifying and educating gifted students in Finland was first analyzed using the content analysis method. Then, using the results of a qualitative study based on the data foundation approach (exploratory) and the Delphi method, resulting from interviews with 7 education professionals who had experience in Finland and were familiar with its education system in elementary school. Existing components were developed. The questionnaire consisted of 54 initial questions and 57 final questions on a five-point scale. The reliability of this tool was calculated using Cronbach's alpha of 0.89. The results of factor analysis showed that the pattern of education of gifted students in Finland was obtained with 8 factors, which were the lack of formal exams and training, intelligence, teacher independence and stability, human and positive communication, complete teacher autonomy in choosing curriculum, Up-to-date educational technology, kind and optimistic teachers and students. Since the philosophical basis of Finland is to educate gifted students of existentialism and the school of constructionism. Therefore, it is suggested that a humane approach based on student needs and problem-oriented approach to education and give real value to students and teachers.

Keywords: Students, Gifted, Philosophy of Education

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Introduction

There are also different views on the philosophical and scientific beliefs of individuals on the model of identifying and educating gifted individuals. In this regard, Duke (2012) IQ Beliefs theory holds that people can have fixed or incremental IQ beliefs. Those with increasing IQ beliefs believe that intelligence, personality, and abilities can be developed. Those with fixed intelligence beliefs believe that these basic qualities are static and unchangeable. However, why are mindsets important? The importance of studying students' mindsets about intelligence is explained by mindset that influences academic achievement, future orientation, and academic choices. Research has shown that students' mindsets about intelligence play an important role in their learning success and in meeting academic challenges. According to Duke, students who view intelligence as a fixed intelligence focus more on executive goals (seem smart) while students with an increasingly intelligent perspective place more emphasis on learning goals. Are). The former makes students vulnerable to negative feedback and avoids challenging learning opportunities, while the latter helps students recall their mistakes. A steady mindset prevents people from reaching their full potential by creating fears of failure, avoiding challenges, and vulnerability to clichés such as "I'm not a math man" or "Math is not for girls" (Mackie, Cinder, Thomas). And Potalaz, 2015).

One of the most important variables in the field of education, which has been the subject of many studies, is the concept of intelligence and sharpness (Erickson and Money, 2016). Because many theorists in the field of education believe that the best way to progress and prosperity of any society is to identify and educate the intelligent people of that society. Below these people have high cognitive capacities and the ability to make positive and efficient changes in the education system. They have a community and can enrich and accelerate the process of community development (Greenstein and Zhu, 2018). Therefore, one of the great and profound challenges and problems in educational systems is to find a model for identifying and educating gifted students, and in this regard, the most fundamental issue in relation to the model of identifying and educating gifted students is finding a psychological philosophical basis for this goal. Harzing and Alkansas, 2016). In other words, what is the philosophy of education in the educational system of society? What is the view of the educational society towards human beings? Is there a valuable being in the human educational system and is the originality with human beings or is material progress considered? What is the philosophical system underlying the education and identification of students? The next point is to look at the issue of identifying and educating gifted students from a scientific perspective.

Hence, given that Finnish teachers do not consider intelligence to be absolute and fixed from a philosophical point of view, and believe that increasing IQ beliefs help students engage in challenges and keep them hopeful, and on the other hand, teachers do not strengthen the minds of the masses and society. They have changed and aligned themselves with this, while in Iran, the real mindsets of students and families are not given importance and science goes its own way and society goes its own way (Seadatee shamir & Sanei, 2017). Therefore, the Iranian model cannot be useful for all students; Because only a few students feel successful and others feel unsuccessful. However, according to Duke's theory of intelligence beliefs (2019), the first group within this model either does not enjoy their success and considers it natural, or they do not have the motivation to try if they do not achieve the desired success. However, the purpose of this study is to compare the scientific and philosophical foundations of the pattern of identification and education of gifted students in Finland and Iran and to provide a proposed model for education in Iran.

From a philosophical point of view, fixed intelligence beliefs go back to the view of pragmatism, which believes that the whole world is changing and that there is nothing fixed and a stable reality. Change is the ultimate reality of this school. This is the principle that pragmatists see as linking their philosophy to Greek philosophers (Jones, 2016). A worldview based on pragmatism believes that 1. The world is the future, whatever it is 2. The world is a changing current; 3. The world is insecure and in an unknown state; 4. The world is imperfect and indeterminate; 5. The world is many; 6. The world has a purpose; 7. The world has no reality beyond experience; 8. Man is constantly connected with the world and is dialectical; 9. Man is not Isa in our active world. The world does not guarantee progress (Josim, 2018). In fact, from a pragmatic point of view, an opinion about the world is valid if it considers the world in relation to man and man's duty to it. So as a person's experience changes and is applied in a new way to the affairs of life, new aspects

of the universe will appear to the person that were previously unknown to him. Human knowledge is based on experience, and experience varies according to the requirements of life and personal circumstances.
Existentialism is one of the philosophical foundations of intelligence that is very important in Finland, as Lache (2019) stated, it is a philosophy that pays attention to the true existence of man and its art is to study this phenomenon in depth and pay attention to human nature. . If in other philosophies there is more attention to the affairs of the world than man, in an abstract way, this philosophy wants to discuss man in a concrete way. Existentialist philosophers emphasize human freedom more than reason and self-awareness. This philosophy is a reaction against unifications, collectivism and determinism. According to the philosophers of this school, the owners of these ideas have ignored human dignity, independence and value. Existentialism is strongly opposed to idealism, especially its Hegelian type. The unity of mind and object and the unity of reason and history that form the basic foundations of Hegel's philosophy are rejected by all philosophers of existentialism. Basically, this school is against the originality of reason and considers idealism as a kind of deviation.
Existentialist education begins in the middle school years and continues until the high school years and the four-year university course. Its purpose is to awaken and intensify one's self-awareness. It considers elements of experience that are mental, personal, and emotional, and encourages man to face situations that lead him to the realization that human choices require a personal question about good and evil and right and wrong. It is incorrect. There is evidence in the writings of Sartre and Heidegger of the emphasis on the study of humanities and their value. Literature, visual arts, music, mythology, and history are sources that deal with truth more than the absolute sciences. According to Ralph Harper, in elementary school, everyone should be taught courses such as reading, writing, mathematics, history, and the like, and existential education begins in middle school. Buber believes that all issues are equally important. It is an important lesson through which one achieves self-realization and awareness of the world (Lubinski, 2016). Through the study of subjects such as history, literature, philosophy, or art, the student becomes acquainted with the insights of great writers and thinkers about the nature of man in the world about freedom, pain, conflict, victory, and death. Given the above, it is necessary to critically examine the effective philosophical foundations for the model of education of gifted students in Finland. The question of the present study is what are the philosophical foundations of the model of education of gifted students in Finland and the appropriate model for Iranian students? What is the Finnish model?

Methodology

The method of the present study in terms of data collection was a descriptive correlational method in terms of purpose in the field of basic research and in terms of method in the form of mixed research whose qualitative method was based on the data foundation approach. The statistical population of the present study was Finland, which is the most advanced educational system based on the ranking of reputable international organizations and institutions. For the present study, the results of the third international study of mathematics and science and its repetition by the International Association for Evaluation of Progress Academic (IEA) was performed. The sample of the study was Finland, which was selected using purposive sampling method. In the present study, a researcher-made intelligence test using the results of a qualitative study related to the criticisms of the content analysis of the four intelligence tests resulting from the views of experts (Delphi method) and analysis of the necessity or non-necessity of existing components were developed. The instrument was selected from 7 education professionals who had experience in Finland and teaching in Iran. Based on a structured interview with 12 questions, the necessary information was prepared using the theoretical saturation method and using the content coding method. It was prepared and came in the form of a questionnaire. The initial questionnaire had 54. At the end of the questionnaires, there was a section of considerations and a part of the experts' opinion that was mentioned in the items was included in that section and the final modified questionnaire was 57 questions, which are very necessary on a five-point scale., Less necessary, unnecessary and necessary but non-executive were compiled. The scoring of the present questionnaire is such that if 70% of the participants

have chosen the option unnecessary, less necessary or necessary but non-executive for an item, that item will be removed. But items that are scored on a very necessary or essential scale remain in the analysis.
Data collection method in the present study, content analysis method, Delphi method and information collected in the previous questions have been used. Thus, among all the countries in the world, Finland is one of the most developed countries in the world in terms of educational indicators. IQ was selected as Finland and the studies were conducted on them. Then the components of the intelligence measurement and training model in Finland were identified using content analysis technique and questionnaires were prepared based on them and then using The above questionnaire was provided to the experts by the Delphi method.

Findings

Examining the results of the first question, it was found that the philosophical foundations of the teaching model of gifted students in Finland were 40 characteristics, each of which is directly or indirectly to cultivate students' intelligence. The extracted primary codes in the field of philosophical features of the gifted students' education model were classified into 18 subcategories to classify common themes in a concept or category. But the final codes, which were classified into main categories or main themes, were divided into 8 themes.

Table 1. Concepts, subcategories and extractive categories in relation to the scientific and philosophical foundations of the teaching model of gifted students in Finland

concepts	Category	Themes
The shortest school hours	Fixed teachers	
The shortest school days among all countries of the world (18 to 20 hours).		
The Finnish system does not require formal examinations and training at the pre-school and primary level		
Students have enough freedom and are not under the pressure of exams		
Delaying formal training		
Children stay with a teacher and a class from the first year to the sixth year of elementary school		
School is almost like going home for the kids	Need positive and constructive interaction	
Teachers must have a humane and positive relationship		
	The importance of autonomy and play	
Teachers are completely autonomous in their teaching methods		
There is no staff in the school.		
Student independence	Complete trust	
They trust children		
Ensure that children are fresh		
Play is a very important part of the learning process.		
Emphasis on creative games, physical activity, and outdoor school buildings, gathering places, and comfortable corners. Social Connections		
Use up-to-date technology, materials and training tools	Sports and Art	Meritocracy
More emphasis is placed on music, sports and art		
Pay special attention to play and happiness and physical activity in kindergarten and school	Emphasis on creativity	
Hours of fun are long		
Encourage creativity and innovation		
Choosing the smartest and best for a teacher		

Table 2. Factor loads, correlation coefficients and Cronbach's alpha

α	r	factors						item	α	r	factors				item
		10	9	8	7	6	5				4	3	2	1	
	0/86						0/84	**9**		0/84				0/83	**19**
	0/81						0/84	**8**		0/82				0/82	**23**
0/92	0/78						0/80	**7**		0/78				0/79	**32**
	0/80						0/80	**11**	/82	0/81				0/79	**22**
	0/76						0/77	**10**		0/79				0/78	**31**
	0/69						0/73	**12**		0/79				0/78	**30**
	0/75					0/79		**43**		0/81				0/78	**26**
	0/69					0/77		**6**		0/78				0/78	**20**
	0/71					0/73		**4**		0/76		0/77			**24**
0/87	0/60					0/73		**5**		0/76		0/76			**28**
	0/63					0/72		**44**		0/81		0/75			**27**
	0/66					0/67		**42**	/74	0/74		0/74			**29**
	0/54					0/64		**2**		0/72		0/73			**21**
	0/80				0/79			**13**		0/69		0/73			**25**
0/89	0/80				0/77			**14**		0/67		0/68			**33**
	0/70				0/74			**18**		0/88	0/89				**55**
	0/68				0/72			**16**		0/84	0/86				**51**
	0/66				0/70			**15**		0/81	0/82				**50**
	0/66			0/73				**41**	/84	0/81	0/82				**47**
	0/72			0/73				**39**		0/78	0/81				**45**
0/83	0/65			0/71				**37**		0/77	0/80				**54**
	0/56			0/65				**40**		0/73			0/79		**52**
	0/59			0/57				**38**		0/72			0/76		**49**
0/91	0/83		0/80					**36**	/71	0/68			0/72		**48**
	0/82		0/77					**35**		0/63			0/71		**53**
0/81	0/68	0/86						**34**		0/60			0/64		**46**
	0/68	0/75						**57**					= Cronbach's Alpha α		

The table above shows that all ten factors have a suitable factor load (r) and a total correlation (α) with the total test score. The first component (1) includes 8 items, all of which have a suitable factor load and a good correlation (0.82) with the total score of this component. The eigenvalue of this component was 16.01 and explained 18.91% of the variance. This component was named "Lack of formal exams and training".

The second factor (2) includes 8 items, all of which have a suitable factor load and a good correlation (0.71) with the total test score. The eigenvalue of this component was 16.01 and explained 18.91% of the variance. This component was named "teacher intelligence, independence and stability". The third factor (3) includes 7 items, all items have a suitable factor load and a good correlation (0.71) with the total test score. The eigenvalue of this component was 18.02 and explained 17.36% of the variance. This component was named "human and positive relationship". The fourth factor (4) includes 6 items that all items have a suitable factor load and have a good correlation (0.84) with the total test score. The eigenvalue of this component was 17.32 and explained 19.66% of the variance. This component was called "teacher's complete autonomy in choosing the course content". The fifth factor (5) includes 6 items, all of which have a suitable factor load and a good correlation (0.92) with the total test score. The eigenvalue of this component was 21.20 and explained 20.43% of the variance. This component was named "Independence, Vitality, and Student Confidence."

The sixth factor (6) includes 7 items that all items have a suitable factor load and have a good correlation (0.87) with the total test score. The eigenvalue of this component was 20.44 and explained 22.40% of the variance. This component was named "up-to-date educational technology". The seventh factor (7) includes

5 items, all of which have a suitable factor load and a good correlation (0.89) with the total test score. The eigenvalue of this component was 16.34 and explained 12.70% of the variance. This component was named "Music, Sports and Art". The eighth factor (8) consists of 5 items, all of which have a suitable factor load and a good correlation (0.83) with the total test score. The eigenvalue of this component was 17.24 and explained 13.90% of the variance. This component was named "teamwork and sincerity". The ninth factor (9) includes 2 items that all items have a suitable factor load and have a good correlation (0.91) with the total test score. The eigenvalue of this component was 14.24 and explained 6.90% of the variance. This component was named "kind, trustworthy, kind and optimistic teachers and students". The tenth factor (10) includes 2 items, all of which have a suitable factor load and a good correlation (0.81) with the score. They have the whole test. The eigenvalue of this component was 4.84 and explained 5.92% of the variance. This component was called "aggression-free daydreaming."

Confirmatory factor analysis was used to determine the fit of the 10-factor model with the data. Approximation error variance (RMSEA), standard root of residual variance (SRMR), comparative fitness index (CFI), goodness-fit index (GFI) and adjusted goodness-fit index (AGFI) were used to measure the model fit. Numerous sections have been proposed by experts for fitness indicators. For example, a value equal to or less than 0.05 for the root of variance an error of approximately equal to or greater than 0.96 for the comparative suitability index, equal to or less than 0.07 for the standard root of the residual variance indicates sufficient model suitability (Jurscog and Sorbum, 2003). On the other hand, it has been suggested that if the indicators of comparative suitability, goodness of fit and adjusted goodness of fit are greater than 0.9 and the root mean variance of approximation error and the root of residual variance of less than 0.05 have a very desirable fit of less than 0.1 Indicates a good fit (Berkler, 1990). The appropriateness indicators of the confirmation model are presented in Table 3

Table 3. Fit indicators of the model of identification and education of gifted students (160n =)

model	$^{*}\chi^2$/df	CFI	RMSEA	RMSEA	SRMR	GFI	AGFI
10 factors	1/68	0/96	0/047	0/0062	0/061	0/846	0/810

The results of the above table indicate that the fit indices indicate the acceptable fit of the model. First, the correlation coefficients between the extracted components are examined and finally, the second-order confirmatory factor analysis is used to fit the final model. The correlation matrix of the philosophical foundations of the gifted students' education model is presented in Table 3.

Table 4.Correlation matrix of components of the scientific and philosophical foundations model of the Finnish gifted student's education model

Variables	1	2	3	4	5	6	7	8	9	10
Lack of formal exams and training	1									
Teacher intelligence, independence and stability	0/30	1								
Human and positive communication	** 0/31	** 0/44	1							
Complete autonomy of the teacher in choosing the course content	** 0/38	** 0/41	0/45	1						
Independence and vitality and trust in the student	** 0/33	** 0/37	0/47	** 0/38	1					
Up-to-date educational technology	** 0/26	** 0/43	0/45	** 0/49	** 0/45	1				
Music, sports and art	* 0/16	* 0/19	0/28	** 0/23	0/10	** 0/29	1			
Teamwork and sincere	** 0/27	** 0/29	0/27	** 0/35	** 0/34	*0/20	** 0/29	1		
Kind, courteous, friendly and optimistic teachers and students	* 0/16	* 0/19	0/28	** 0/23	0/10	** 0/29	** 0/59	* 0/16	1	
Imagination free from aggressive behaviors	** 0/27	** 0/29	0/27	** 0/35	** 0/34	* 0/20	** 0/29	** 0/27	** 0/33	1
Average	**3/58**	**3/80**	**3/74**	**3/82**	**4/03**	**3/70**	**3/38**	**3/72**	**3/90**	**3/44**
The Standard Deviation	**0/80**	**0/81**	**0/80**	**0/72**	**0/88**		**0/75**	**0/78**	**0/78**	**0/77**
					≤0/05P*		≤0/01P**			

The results listed in the table above show that the components have moderate, positive and significant correlations with each other.

Table 5. Indicators of fitting the scientific and philosophical foundations of the education model of gifted students (n = 160)

model	*χ^2/df	CFI	RMSEA	RMSEA CI 90%	SRMR	GFI	AGFI
10 factors	0/85	0/99	0/01	0/01-0/06	0/03	0/98	0/96

The results of the table indicate that the indicators of the suitability of the model of scientific and philosophical foundations of the educational model of gifted students are at a very desirable level. To evaluate the construct validity of the scale of scientific and philosophical foundations of the model of education of gifted students, the second-order confirmatory factor analysis method was used (in this analysis, both first-order and second-order factor analysis were performed simultaneously). In this analysis, which was performed using Amos modeling software version 19, in addition to the first and second order factor loads, their factor weights were also extracted. The factor weight of an item is the standard factor load of that item with respect to the rest of the items on the scale and shows the relative weight of each item relative to the other items. The observed variables, and the eight factors extracted from the exploratory factor analysis, were considered as latent or hidden variables. Also, a latent variable called sending teachers abroad was considered as a second-order latent variable, of which eight second-order factors were plotted on eight latent factors. Then, the analysis was performed using the statistical software of Amos 19 and using the maximum likelihood method. Figure 1 shows this conceptual model analyzed. After analysis, model fit indices were examined. Table 5 shows the fit indices of this second-order model.

Table 6 - Fit indicators related to the analysis of the confirmatory factor of the scale of education of gifted students

	K^2	P	Df	K^2/df	GFI	AGFI	NFI	TLI	CFI	RMSEA	SRMR
Acceptable domain	sig		Less than 3		Higher than 0/8					Less than 0/1	
Second-order ten-factor model	24/7	/001	275	1/88	0/85	0/92	/90	0/82	0/83	0/070	0/066

As the results in the table show, all the fit indices for the second-order model are in the acceptable to desirable range. With a general evaluation of these indicators, it can be said that the fit of this model is acceptable. Also, their factor loadings and significance along with factor weights and order of priority of items in each of the first ten factors are presented in Table 6.

Table 7. Parameters estimated in the first-order model of the Philosophical Foundations Scale of the gifted student's education model

priority	Factor weight	Factor load	Item number	factor 1	priority	Factor weight	Factor load	Item number	factor 1
54	0/132	0/82*	30	**Independence and vitality and trust in the student**	15	0/030	0/68	1	**Lack of formal exams and training**
53	0/158	0/85*	31		14	0/032	0/71	2	
52	0/247	0/89*	32		13	0/039	0/75	3	
51	0/112	0/80*	33		11	0/046	0/77	4	
30	0/174	0/86*	34		12	0/046	0/77	5	
29	0/084	0/74*	35		8	0/049	0/79	6	
28	0/123	0/73*	36		9	0/048	0/79	7	
27	0/136	0/75*	37	**Up-to-date educational technology**	7	0/049	0/80	8	
26	0/088	0/64*	38		10	0/069	0/84	9	Teacher intelligence, independence and stability
22	0/162	0/77*	39		3	0/061	0/82	10	
31	0/071	0/58*	40		57	0/065	0/82	11	
43	0/219	0/82*	41		56	0/071	0/84	12	
22	0/115	0/70*	42		55	0/054	0/79	13	
21	0/266	0/87*	43	**Music, sports and art**	38	0/085	0/85	14	
46	0/307	0/89*	44		39	0/091	0/87	15	
33	0/087	0/70*	45		16	0/033	0/66	16	
34	0/111	0/71*	46	**Teamwork and sincere**	40	0/030	0/63	17	**Human and positive communication**
23	0/123	0/75*	47		17	0/046	0/71	18	
24	0/179	0/77*	48		41	0/050	0/75	19	
37	0/107	0/64*	49		18	0/057	0/78	20	
47	0/298	0/85*	50		19	0/069	0/81	21	
5	0/095	0/59*	51		42	0/067	0/80	22	
35	0/143	0/72*	52		44	0/090	0/84	23	
36	0/416	0/91*	53		20	0/083	0/83	24	Complete autonomy of the teacher in choosing the course content
48	0/434	0/92*	54		21	0/107	0/88	25	
49	0/710	0/93*	55		45	0/181	0/92	26	
2	0/185	0/77*	56		4	0/123	0/75	27	

50	0/179	0/77*	57	1	0/179	0/77	28	
					0/107	0/64	29	

The results of the table show that the lack of formal exams and training, intelligence, teacher independence and stability, human and positive communication, complete teacher autonomy in choosing the content, up-to-date educational technology, kind and optimistic teachers and students, intelligence, Independence and stability of the teacher, lack of formal exams and training, teamwork and intimacy, independence and freshness and confidence in the student, imagination free of aggressive behaviors, human and positive communication and music, sports and art, respectively, the highest factor and weight They have a factor on the second-order factor of the identification and education model of gifted Finnish students. Figure 1, which is the final model of the research, shows these results schematically.

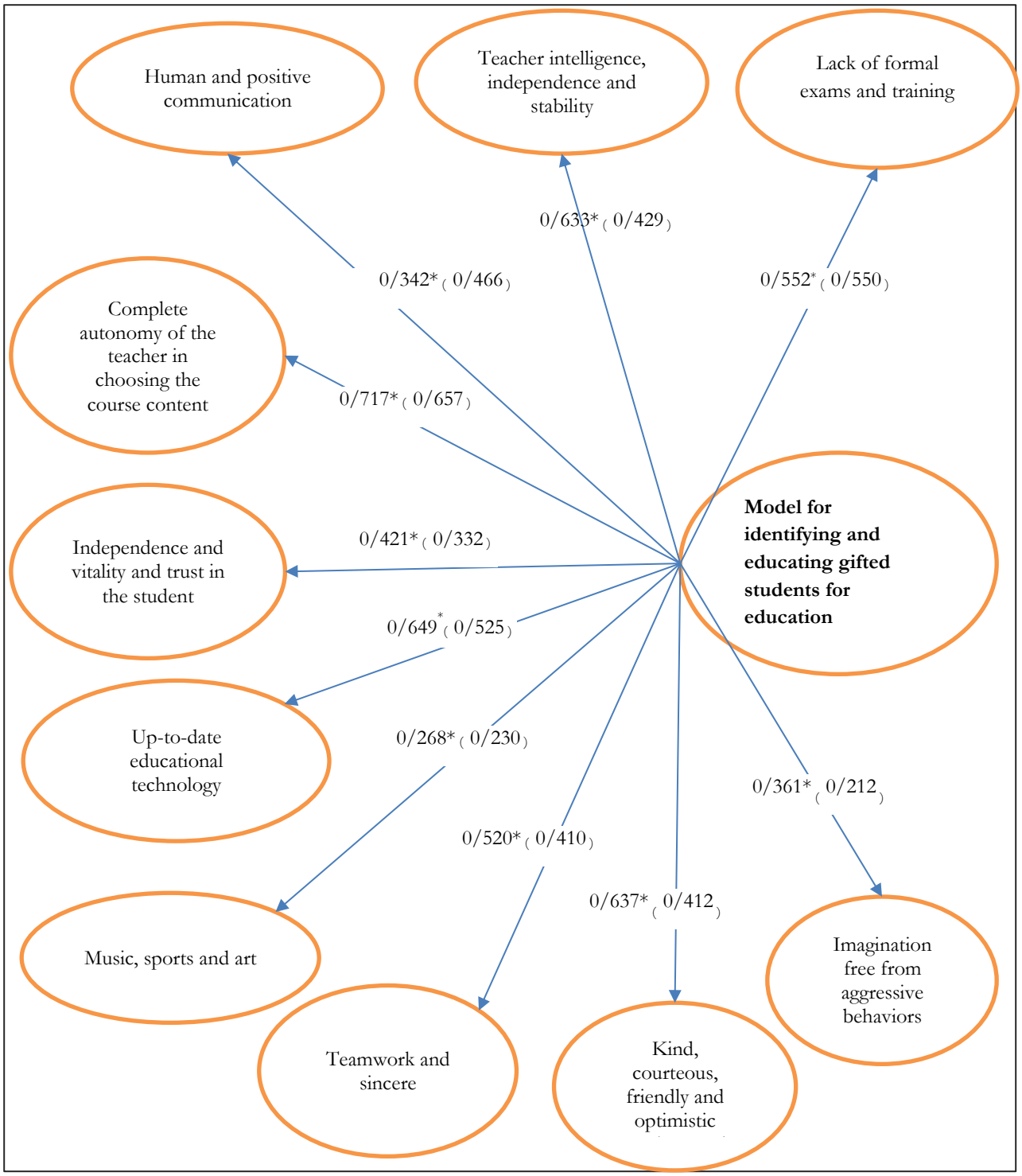

Figure 1 Final model for identifying and educating gifted students for education

Note: In the above model, the oval is the symbol of the latent variable and the square represents the observed variable. The numbers on the arrows are the factor load and the numbers in parentheses are the factor weights of the latent variables. Also, the numbers inside each square represent the relevant item in the questionnaire of sending teachers abroad.

Discussion

Lack of formal exams and training, ingenuity, independence and stability of the teacher, human and positive communication, complete autonomy of the teacher in choosing the content, up-to-date educational technology, kind and optimistic teachers and students, ingenuity, independence and stability of the teacher, lack of Formal exams and training, teamwork and intimacy, independence and vivacity and confidence in the student, imagination free of aggressive behaviors, human and positive communication and music, sports and art. Based on many theories in the field of intelligence (Lusche, 2019; Demetrio, Kazi, Spandis, Marquis,; 2019, Rinderman Becker and Cole, 2020, Zahmatkesh, Hosseini Nasab and Seadatee Shamir, 2016) and the results of the present study can be said to change in The education system is a national task because it deals seriously and strategically with the fate of each and every human being in society and as a whole. Therefore, people should not be just spectators in this matter and leave everything to a few managers to decide behind closed doors; Elimination of textbooks, lack of formal and teacher-centered education, removal of pre-determined content that does not match students' talents and learning styles.

In this study, by examining the philosophical contexts of well-known educational approaches, we showed that the pattern of identifying and educating gifted students in the country, in addition to weakness in theoretical foundations, also delays the use of patterns and models of identifying and educating gifted students. The world's educational systems are from a behaviorist approach, but it still casts a shadow over the guidance and training of high school talents. Governance presupposes a psychological and educational style that presupposes everything and expects students to achieve it. It considers the result to be compatible with pre-designed standards, and basically the purpose of teaching in this style and thinking, ie one-way transfer of knowledge from the teacher to students, to adapt to the environment. (Nazari, 1399)

In other words; The school accepts only one answer to each question. Score and passing the exam determines your success or failure. Classroom and school are the scene of competition. Competition to achieve predetermined goals regardless of what characteristics and differences learners have mentally, physically, mentally and personality-wise. What is important is to achieve the desired result, and in order to achieve the desired result, students must be formed, and in order to fully align themselves with these standards of behavior, another concept called conformity arises. Adapting students to approach educational and behavioral standards to the extent that they observe standard and expected behavior. Under the influence of this approach, parents' expectations of their children are abnormally raised by manipulating the concept of success in a particular dimension, and they set painful expectations beyond the natural ability of their potential children. Learners who need to learn other things about life. It is unfortunate to announce; Since 1960, this style of education has gradually disappeared from schools around the world, and three generations of educational approaches have emerged, but in a few countries, including Iran, its shadow still casts a heavy shadow over patterns of teaching and learning.

A mentality that means success in acceptance in competitions and competitions. The educational style that emerges from this approach to cultivating so-called gifted and talented people is inflexible and dry methods that show themselves for years at the beginning of school textbooks with the following words: "Dear students are expected at the end of this chapter To achieve these results ... »It is educational thinking that chooses students instead and asks them to meet certain expectations in a certain schedule under a disciplined schedule. An education system that wants everyone to be harmonious, equal, and uniform, and does not recognize learners. Most of the educational system has gone through this forest, competitive and rough approach for many years. (Writers Group, 1397)

In schools, we caricature the majority of students who are systematically withered, and a limited number with titles and labels such as Top Student. We want the education system to respect the diversity of talents and individual differences, not to classify children, to remind them of their worth before any evaluation. In fact, the value system and anthropology of the current approach underestimate the value of one's human existence and only look at the result. He considers achieving a rank more important than his quality and becoming. Despite the diversity of opinions about what brilliant talent is, experts agree that in order to develop the talents of these people, in addition to genetic talent, other factors and appropriate training are

needed (Rin and Bishop 2015). Talented students have become brilliant whose main goal is to flourish the talents of these students. (Kim, 2016) Despite the diversity of curricula, evidence shows that a large number of students, known for their intelligence and gifted talents, have academic difficulties and lack motivation to learn. (McCouch and Siegel, 2008 and Gross 2015) It can be said that many talented students in different countries are present in the curriculum, which is a bit challenging for them, and this causes fatigue and boredom in students. (Little, 2012; Rain and Bishop, 2015; Lou, Lee and Stones, 2015; Smith, 2009) Specialists have developed a new method called the Separation Method to support the learning of gifted students. Curriculum elements of the segregation approach include; Content, process, and products align with learners' needs, interests, and learning profiles. (Louis, 2008) and according to this program, each area of the curriculum should be consistent with students' readiness, interest, and learning style. (Louis, Hickox, 2002) But the interesting result is that the discriminatory approach has been highly effective in gifted students at different levels of education. (Wift, 2009; Reese and Renzoli, 2010; Reese et al., 2011; Fire Mother, Landis, & Rachel, 2013) It is better for gifted students to be in the same normal flow without physical separation of students. (Abolghasemi, 1397) Unfortunately, we understand and implement the distinction completely wrong and incomplete, and instead of strengthening learning methods, we try to build and define a new class of students called gifted in schools separate from normal schools like others We have done the same to their peers, and in the name of paying attention to the elites as the capital of the country, we have practically damaged the educational quality of ordinary schools, and of course, there is field evidence of declining motivation and discouragement of talented school students.

Based on the results of the present study, it is suggested that the experiences of gifted school teachers be used and asked to translate their knowledge and experiences into books and make them available to all schools for the use of students and their parents. 2. It is suggested that from the experiences of gifted school teachers, they write a lesson plan for their specialized course along with the required chapters for other students in regular schools and provide it to the textbook planning and writing organization for review and Compilation of textbooks should be reused. 3. It is suggested that in the plans of the Ministry of Education in terms of educational quality, experiences and quality of education in successful educational systems such as Finland be studied. Bilateral visits should be established between countries with advanced educational models that have an acceptable educational system, especially in the field of identifying and educating talented students, in order to improve the process by exchanging student experiences between the two groups and establishing an educational diplomacy. Educational and training T Iran help.

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