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## **Interactive Communication in Education**

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## **Communication for the Purpose of Encouraging Gifted Students**

### *Summary*

*This work starts with the theoretical definition of the conception of "talent"; then follows the explanation of the possibilities to identify and encourage talented pupils and students. Giftedness is regarded in terms of communication and interactive communication among the subjects of educational process. The attention is paid to the teacher's expert analysis in estimating talented students as an important factor of communication between students and teachers and the role that the students as proactive subjects have in the development and estimation of personal capabilities. The possibilities of encouraging talented students during their study are suggested in the form of talks on the choice of the study course in relation to the talent development.*

*The results of the research into interactive communication with students as proactive subjects in the talent development are enclosed as well as several suggestions on how to promote one's personality as a very important segment in the educational institution. Long term programmes and their good strategy are to be made in educational work with talented student and training of university teachers for working with this population of students, promoting good communication skills at all levels of communication.*

*Key words: students, talent, self-development of talents, teachers, estimators of talents.*

## 1 INTRODUCTION

Galbraith's evaluation points that the Croatian organisation of the educational system for talented students lags thirty years behind (Galbraith, J. 1992). By assigning ZOIS scholarships to talented students, Slovenia has gone a step forward. The difficulties in identifying talented people have their historical evidence in Charles Darwin who was characterised as 'good for nothing' at school, Thomas Mann as a 'failed student', Mahatma Gandhi as a reserved, uncommunicative person, Martin Luther as a student who hardly passed through his studies, Albert Einstein as a person who had very bad marks in mathematics and physics, Akira Kurosawa as a 'ready to weep and backward kid' /1/

The Croatian research demonstrates that student's talent is manifested only at various school contests in particular subjects and that talents are developed only after the faculty has been chosen. Some questions are now to be made: how to improve the success in studying and how to implement communication at universities for the further development of talent in students, how to build an efficient national programme and a supporting system for talented people and other forms of cooperation with them? What is to be done to identify our 'hackers', inventors, artists before they come back with their Houston, Nurnberg or Vienna rewards?

**In the last ten years 130.000 young experts have left Croatia, which is intolerable.** Educational systems, even today, do very little in early detecting and stimulating talented pupils and students. The USA 'black statistics' data (we do not have them about Croatia) show that a great percentage of exceptionally intelligent people end on the side-tracks and on the margins of society: 60% of very clever people use drugs, 19% of prisoners have a very high IQ (135 and more), a large number of talented men attempt suicide, 78% of talented children have some difficulties in learning.

## 2. DEFINITIONS OF TALENT

What is talent? This question was answered by many authors from different fields of scientific interest, but just a few definitions of talent will be mentioned in the further text.

'Talent is a complex of characteristics that enable students a permanent achievement of above-average results in one or more human activities, and is caused by a high level of development of particular abilities, individual motivation and other encouragement.' Therefore, talent incorporates 3 basic groups of characteristics:

above-average general or specific abilities, motivation and a high level of creativity.

According to the abilities, the fields of talent are as follows:

1. General intellectual capacity
2. Creative abilities
3. Capacity for particular educational and scientific interests
4. Social and managerial capacity
5. Artistic abilities
6. Psycho-motor capacity /2/

Renzulli believes that talent is an interactive product of above-average abilities, creativity and motivation. Wagner and associates believe that talent is a product of genius, creativity, motivation and environmental influence./3/

Gagne considers talent as 'an outstanding above-average competence in one or more sites of abilities, he regards creativity as a domain of genius, and talent as the realisation of genius in the activity of a person.

Some terms are connected with 'talent', and are sometimes used as synonyms, although they point out a clear difference within the notion of talent. Those terms are: wunderkind, idiot-savant, genius, talent, talented child. Every term is explained briefly:

- **Wunderkind;**  
the term represents a special case of talented child. Due to the adequate combination of hereditary factors and suitable environmental conditions, talented child achieves the results that are often compared with the results of a mature creator.
- **Idiot-savant;**  
the term describes a form of unsteady and unbalanced intensive development of some specific ability. A great development of some narrow ability is visible, while other abilities of these children are mostly retarded.
- **Genius;**  
the term usually has 2 meanings within the notion of talent. One meaning relates to people who achieve intelligence quotient higher than 160 by writing an intelligence test (they are extraordinary talented). The other one regards a person that, during a longer period, makes a great corpus of works that have long and significant influence on human thought and situation (for example, writers, historians, etc.).
- **Talent;**  
It was believed that talent was at a lower level and gift at an upper level, but today these terms are mainly used as

synonyms. The term itself has an indefinite use within the concept of gift.

- **Talented child** shows a possibility of developing into a creative person. The signs are numerous (learning with ease, good memory, sense of humour, noting the cause of phenomena), they usually appear at a very early age, and they mostly point to a presence of high intellectual abilities or specific abilities... It usually takes approximately 10 to 15 years of hard training or educational process from the moment when the first signs of some talent are observed until they are productively manifested.

'Signs of talent are the forms of child's behaviour that show good functioning and can be established objectively. Signals of talent are the forms of child's behaviour interpreted by parents as objective signs, which may or may not be true.' /4/

### **Is talent an inborn ability?**

'There are little convincing evidences of the existence of inborn abilities. Lots of people who believe that they do exist explain their beliefs about people who greatly differ by the level of knowledge they acquire and by the illusory ease of getting it. The usual explanation for such a belief is that certain differences, which are difficult to explain, exist among children.' /5/

Developing a talent is a very complex process. Family, school and the individual himself/herself play an important role in this development, especially the interpersonal communication relations among pupil/student, teacher, parent.

## **3. IDENTIFICATION OF TALENTED PUPILS AND STUDENTS**

The procedure of identification of the talented includes measuring intelligence, creativity, character and achievement. The most efficient identification of the talented is attained by combining ability and achievement tests (97% of the talented are identified). The tests of communication skills are rarely in use although these results would be extremely useful. Besides the above-mentioned tests, the estimates of personal characteristics made by family, teachers/professors and people close to the talented ones are considered, too.

- Teachers begin to **notice the signs of talent** already in the first year of schooling. Sometimes teachers do not interpret the signs of talent as signals for the beginning of systematic

development of the assumed ability. Nevertheless, their observations will influence their relationship to the student: their expectations will be greater, and this will favourably influence the development of a talent. In the school age and student age, the signs of talent are spotted by teachers and professors through various forms of questioning and testing, knowledge competitions, etc.

- **Recognising the signs of talent** means translating the signs of possibly high abilities into signals for action. Parents, teachers and professors have high expectations from their students and they also choose and create situations which would favourably affect the development of the noticed ability. Being 'occupied' with a pupil/student, systematic and planned enrichment of children's experiences, and organising more and more complex educational situations according to pupil/student's increasing abilities is the most common respond to recognizing the signs of talent.
- **Identification** is a professional determination referring to whether there are known and noted signs of a more developed ability, whether pupil/student will get something out of a systematic and intense programme of development, or whether this programme would be inappropriate to this identification, uncoordinated with his motivation, unforced and maybe harmful because of that. A further destiny of talent development is decided by identification. Inadequate measuring instruments, inappropriate identification or time of identification, inability to recognise some categories of giftedness are some of the factors which contribute to the fact that some pupil/students, who should be noticed, stay unnoticed.

**Making or labelling** is usually a side effect of identification because of identification-predetermined characteristic ('talented' or 'untalented') which classifies the individual into one category of stereotyped characteristics. General stereotyped category becomes the foundation for milieu attitudes towards individual, which has certain implications for his/her development as well as the development of those who are also touched by this stereotype.

The problems which appear in the upbringing and education of talented children and students are 'psychological (specific abilities), others belong to developing psychology (how and under what factors of influence abilities are developed), some are pedagogical (how to educate the talent), and others are social (which social goals are to be applied in order to help talents develop).'/6/

#### **4. CONDITIONS FOR THE DEVELOPMENT OF TALENT AND COMMUNICATION**

The choice of a specific study is the assumption for successful studying as well as the development of student's talent. Success is shown through high grades at exams and the length of studying, and talent is incorporated into the high grades profile but also in other achievements such as: original seminar and degree essays, exhibitions, concerts, prizes given at different competitions.

All these define the quality of academic classes: lectures, practical work, preliminary exams and exams. The quality of lectures, especially those which are held with talented students is defined by teachers, assistants, as well as by their professional and pedagogical preparation for the work with talented students, and their professional motivation.

Their communication competence is of particular importance (both verbal and non verbal) as well as the ability of mutual creation and the swap of information and messages (interpersonal communication).

The interpersonal communication creates the social communication field which has a strong influence on pupil's/student's talent development. Since communication is a social process of presenting oneself as a person and demanding the offered self-definition to be accepted, communication is also a self-presentation, very important for the development of gifted persons.

The interpersonal communication is a process of exchange of meanings among persons using symbolical means. The ability to interpret meanings as a result of the process of thinking (which connects the sign with the marked and the marked one and thus provides meaning) in gifted pupils/students is usually highly developed.

Two-way communication is an important trait of interpersonal communication which in "total" communication (according to W.Glasser) operates through four communication channels: cognitive, emotional, physiological and activity channel. All the channels are not always equally free-flowing. In gifted persons, the emotional channel may completely block the flow of information through the cognitive channel, which can influence the openness of other channels. Therefore, the interpersonal relations between pupils/students and their teachers/professors should be paid a special attention and they should be constantly improved.

Relative and meaningful dimensions of communication are closely connected.

The role of two-way verbal communication between the gifted pupil/student – teacher/professor is multiple and specific. It enables the transmission of ideas, exchange of experiences, the notification of objective and subjective reality, the supplementation and confirmation of non-verbal communication, etc. The non-verbal communication enables the presentation of abilities, the expression of feelings, attitudes and values, the confirmation or disguising of messages of verbal communication. Therefore, it is extremely important when it comes to work with the gifted persons.

Since the educational process implies the interpersonal and intrapersonal communication, that is the directed development of the human being, we can conclude that the educational communication between talented pupils/students and teachers/professors is the process of creating and exchanging meanings between teachers/professors and pupils/students, whose aim is the development of the gifted pupil/student.

The goal of educational communication is that the pupil/student acquires and develops the complex repertoire of cognitive, emotional, physiological and behavioural processes.

Having a great deal of information about pupil/student makes it easier for teacher/professor to participate in the educational communication, providing some better and more fruitful work with the gifted pupil/student. The aim is to reach the high levels of communication, whose purpose is the development of talented pupils/students.

The communication between teacher/professor and his pupils/students should bear the marks of equality, which demands from the teacher/professor to understand, comprehend and recognise the gifted pupil/student, that is to establish with him/her a relationship based on equality. Gifted persons require their offered self-definition to be unavoidably accepted in the educational process as it is then possible for them to develop their self-identity, which is very important in the development of gifted persons.

The educational communication as the interpersonal communication is developed by using symbolic means. The aim of communication is the acquisition of symbolic systems and language that will be understandable to the talented pupil/student. An important aim of the educational communication is the acquisition, creative application and creative use of knowledge in solving problems.

The development of student's talent depends on 'sensibility', openness of the relationship between all the teachers and talented students in the educational process. Success in studying is defined



by material and technological conditions important for the development of student's talent. They set up and open scientific problems detecting new sources and creative work of students and, therefore, it is a very important task of today's higher education.

In worldwide societies and scientific circles there are more and more appeals for making better conditions for the development of talented students.

From the functional integration point of view, it is necessary for all educational systems to disregard this feeling of belonging to one social-class and enable students to get prepared for the career which can allow the development of their abilities, especially of talented students. According to the fundamental thoughts of contemporary American author, (C.Calhoun, D. Light and S. Keer 1994), 'reassurance' of comparable opportunities is demanded for all students, so that each talented student can reach his/her peak.

## **5. STUDENTS AS PROACTIVE SUBJECTS IN THE DEVELOPMENT OF THEIR GIFTEDNESS**

'There is nothing more unequal than the equal attitude towards different persons' /7/. One of the basic pedagogical questions raised in the modern society is: should different methods and work be found and adopted in order to achieve students' maximum. The response by all means should be positive but the question is whether it is really happening in practice or we still leave students to manage it through by themselves and to satisfactory average grades which are not relevant indicators of success and capabilities of an individual.

At all universities (today in most cases that happens only at the 'elite' universities) there should be the rule: the same chances, the right to learning, asking questions, exploring, available literature, technology, the right to have a mentor or tutor and alike. Unfortunately, it still rarely happens and in fear of being 'labelled' (detectable at exams through grades) the majority of talented adjust to mediocrity, do not want to stand out, their motivation decreases and it is not unusual that most of the unnoticed ones finish or leave college.

The contemporary education should satisfy the needs of today's modern society.

Modernisation chain, which integrates a couple of elements of the modernised process itself, looks like this:

### Modernization chain

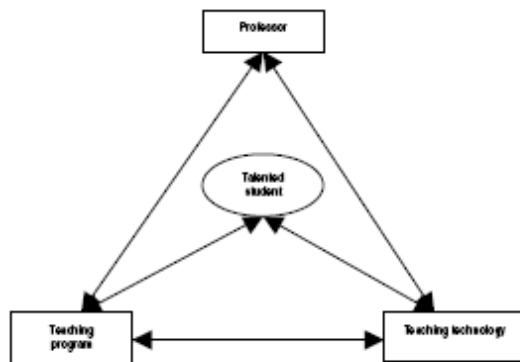


(Paustović, N. 1999.)

The gifted pupil/ student is the most important subject in class, whose engagement during studying must be in accordance with his/her interests as well as his/her development. Through independent learning and making progress while studying, participation in planning and realisation of the educational process as well as through evaluating educational system, autocracy is diminished in the educational system and new views are opening in everybody's process of learning and teaching, especially that of talented students.

The gifted persons should be granted high standards of studying: books, teaching technique, lectures of top quality, professors of high quality, etc. So that the mental condition of the gifted pupil/student could come to the surface as well as his/her motivation, experience, communication and other skills.

How should gifted pupil/student look like as a subject of the educational process in the didactical square?



In terms of communication, the student should be in the centre of the didactic triangle with the possibility of interactive communication with all the participants in the communication process.

The ways of presenting student's position as a subject in the educational system:

- enabling students to get prepared (engaged) for the class,
- expressing student's subjectivity in the process of educational system,
- expressing student's subjectivity in the forms of verbal and non verbal communication in the educational system,
- expressing student's activity in the phase of evaluating the educational system. /8/

## 6. SELF-PERCEPTION OF PERSONAL POTENTIAL

Student population covers the physical and mental potentials as well as the creative ability of talented students. When students enrol the college they want, they get prepared for creative activities. While studying, he or she is being prepared for a specific profession, he or she analyses the possibilities of entering certain college, satisfies his/her professional interests through choosing appropriate study courses, achieves affirmation and is gradually becoming a mature and competent person.

While studying, the student gets the image about:



During the first year of schooling, we can notice the first signs of talent.

Talented students express:

- creative potentials,
- special (original) artistic expression (in communication, music, literature, arts, technology, etc.)
- express new forms of work

The student accepts group goals as his/her own and judges himself/herself according to the goals defined by his/her group to the level at which he/she becomes a successful person. (according to D.Krech , S.R.Kracildu, L.Balaki: The Individual in the Society)

American scientist Meckinnon (1962, p 21) published the results he collected by testing the intelligence of reputable creators

(scientists and artists). The results showed that creators mostly had high arithmetic means on tests on handling the notions, but certain groups of non-creators also scored high results at the same test. A group of students with college diplomas scored better results than scientific researchers, particularly out of the group of forty most creative architects in the U.S.A., and the electronic engineer's score ranged below undergraduate student's score. Students or just recently graduated students of the Visual Arts Academy achieved the same results as experts held in high esteem.

These results confirm the reality of the presumptions about high scientific, communication, technical and artistic potentials of talented students.

The socio-psychological aspects of the characteristics of talented students are presented in the four groups:

1. individual understanding of their own capabilities and limits
2. awareness of the possible level of realisation
3. success and failure of an individual
4. status of an individual in his/her group

It is important to mention that in all the groups stated above the emphasis is on student's SELF, which is significant in the development of students' population.

## **7. TEACHERS AS COMMUNICATORS AND EVALUATORS OF STUDENTS' TALENTS**

Everyone working with gifted ones should be aware that this gift is presented and manifested through high scores in most subjects. In academic terms, these are extremely good mathematicians, computer scientists, language and literature experts, natural scientists (physics, chemistry, biology...)

The gift is also manifested through their excellent memory, highly developed capability of reasoning, skillfulness in different subjects, enthusiasm and persistence on dealing with subjects (especially the ones they are most interested in), fast acquisition of knowledge and skills in the activities they are occupied with, along with a high motivation and efforts. Out of these two groups, top experts have been "recruited" for particular fields (engineers, doctors, chemists, physicists, microbiologists, pharmacists, bio technicians, architects, computer experts...), but also for professions in education where there are a lot of talented experts, highly exceeding the successfulness of average ones with their communication skills.

The research has shown that what talented students do not like most about their teachers is the fact that teachers always stick to their teaching plans very strictly. They find lessons very boring as they already know most of the facts that teachers teach. Talented students do not like to be left without any work. They are very satisfied when they are encouraged to do small projects, to be taught well and possess knowledge. Talented students search for the authority of knowledge. Imposing mere authority is very useless to them, they should be the ones we cooperate with because of their differences and creativity. The Croatian curriculum has been designed for average students, but the ones that make exception have great problems.

Anyway, we can rarely talk about general talent or an academically talented person. It is interesting that a lot of people fail in school because curriculum is not adjusted to their abilities. In most cases teachers are proved as very inadequate evaluators. It is possible that they have opposite opinions about the concept of talent and a limited pattern of behaviour they are able to observe (strictly structured conditions). Inadequate and insufficient communication with student, which deprives him/her of expressing his/her wishes, interests, difficulties etc., is considered to be a special problem and obstructs the identification of gifted person in time.

When we consider the communication role of teacher in developing giftedness, we should distinguish a few meanings of the word 'teacher':

1. Teacher as the creator of communication atmosphere favouring the development of giftedness
2. Teacher - communicating with a student as a parent
3. Teacher – using communication for educating gifted persons
4. Teacher - mentor
5. Teacher – tutor

In primary and some secondary schools 'strategies for stimulating talented children include various combinations of acceleration and enrichment of the curriculum, no matter whether it is a question of individual or group work. In higher education there are only a few cases of student's acceleration which could be explained by a large number of students, insufficient conditions for the work with gifted students, a small number of teachers qualified for identifying talented students and for making appropriate curriculum. It is also a financial problem because the institutions of higher education do not receive financial means for that purpose.

### **7.1. Possibilities for encouraging talented students during their study**

On the basis of Article 28 (2) and Article 29(3) of the Primary School Act (Official Gazette, Number 59/1990), it is possible to suggest the possibilities of encouraging gifted pupils/students.

1. Activities according to programmes of different difficulty and complexity (e.g. programmes for developing communication skills and abilities, creativity, giving advice, etc.)
2. More optional subjects concerning communication science
3. Extracurricular activities
4. Group and individual work with students
5. Working with mentor, tutor
6. Taking exams before the scheduled time
7. Graduating before the scheduled deadline
8. Contacts with professionals
9. Access to sources required for specific knowledge
10. Establishment of communication groups

## **8. CHOICE OF STUDY AND ITS IMPACT ON THE DEVELOPMENT OF TALENT**

The majority of students choose university depending on their possibilities, wishes and abilities. While making a decision on what university to enter, students fill up different inquiries of selective type. Most of the entrance exams are taken by writing. Oral exams are very rare so that communication skills stay unexamined. Due to a limited capacity of higher educational institutions and increasing educational needs of society, many countries prescribe 'numerous conditions' and selection is made on the basis of primary school achievements and entrance examinations.

In our country, the choice of study is limited because of a great number of secondary schoolers, so there are more students than the real capacity of higher educational institutions is. Therefore, the criteria of the study choice is on the decline and there are also negative effects which influence gifted students. Talented students do not manage to express their abilities because of the large number of students at the university level. Afterwards, the only criteria to enrol the next academic year refers to marks. Special abilities or talents of some students usually remain unnoticed, especially those of communication character: giftedness in literary and stage communication plan. The problem continues after they finish studies, as well; due to the bad communication between the employer and the institution of higher education the gifted persons "disappear" among

the average ones, who thanks to their persistence, find employment sooner than the gifted ones.

## **9. GIFTEDNESS IN A SOCIAL CONTEXT**

The contemporary theoreticians of gifted and talented education (e.g. Davis and Rimm 1989, Clarc 1988, Feldhusen 1989, Gardner 1983) agree upon the fact that gifted and talented students represent such a valuable national resource and also think that the mission of every socially progressive system should be to educate future leaders in different professions. They also mention a lot of pragmatic reasons and dilemmas for educational systems which still are not going that way.

- Political and social systems that are based on democratic principles have a mission to ensure adequate educational possibilities for everyone and, especially, to ensure the right for talented students to their development and education. Even the Croatian educational and pedagogical system has the same mission.
- Research indicates that people of high abilities who are disabled and limited in the development of their emphasised capabilities show various forms of unacceptable behaviour (boredom, frustration, aggressiveness), which can be the root of the future antisocial behaviour.
- Elitism is often unjustifiably connected with talented people. In the process, the kindly disposed attitude of the society is manifested in stimulating and rewarding some superior physical (sports) abilities and achievements (the elitist approach does not concern us here). It would be logical to have the same relation towards other artistically and intellectually talented individuals (<http://www.hdpio.hr/daroviti>)

## **10. RESEARCH INTO THE STUDENTS' SELF-EVALUATION OF TALENT SEEN AS PROACTIVE SUBJECTS IN THE DEVELOPMENT OF TALENT**

Note: This research is just a part of some more extensive research into communication in higher education. Some aims and goals will be realised with the help of further research into the project.

### **RESEARCH ISSUES**

To investigate how students perceive the issue of talent, what interactive communication in higher education considering gifted

student-teacher is like, whether higher education teacher motivates gifted students, whether the communication between teacher and pupil/student is one-way or two-way orientated.

### **AIM OF THE RESEARCH**

To have an insight into the following questions, obtaining their answers: are students proactive subjects in the self-development of talent.

### **ASSIGNMENTS OF THE RESEARCH**

1. To determine what forms of interactive communication students use in higher education
2. To investigate to which degree students evaluate the presence of interactive communication in the primary school, secondary school and higher education institutions

### **HYPHOTESIS OF THE RESEARCH**

In the research, we start from the hypothesis that students in higher education are not encouraged enough and that the interactive communication as a form of communication between students and teacher is under-represented.

### **RESEARCH SUBJECTS**

The population consists of the first and second year students of the Pre-school Teaching Department (full-time and part-time students), the Teacher Training College of Pula, 130 students altogether, in the academic years of 2001/2002 and 2002/2003)

### **METHODS, PROCEDURES AND INSTRUMENTS USED IN THE RESEARCH**

1. In the first part of the paper expert and scientific literature was used for the theoretical elaboration of the problem.
2. We collected the students' opinions, using the empiric-inductive method and adequate instruments.
3. We used the questionnaire as a research instrument.

### **DATA ANALYSIS**

Data analysis was made in three phases:

- In the first phase, the review of the questionnaires was done
- In the second phase, the obtained data was transferred into tables and groups
- In the third phase, the data was checked and the results interpreted

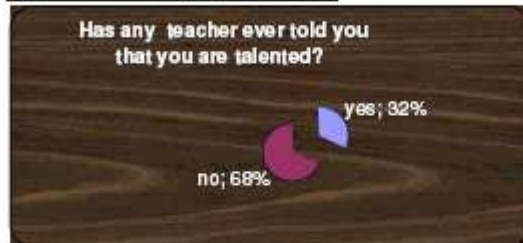


## RESULTS OF THE RESEARCH

The set of the questions from the questionnaire were answered by students in the following way:

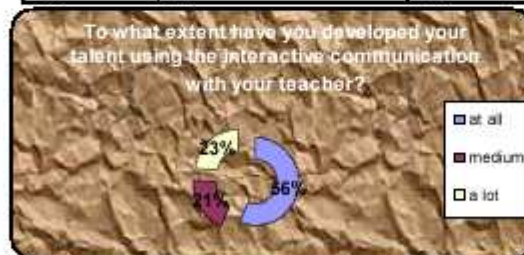
1. Has any teacher ever told you that you are talented?

yes	no
32	68

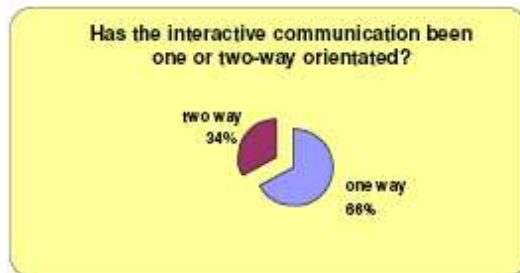


2. To what extent have you developed your talent using the interactive communication with your teacher?

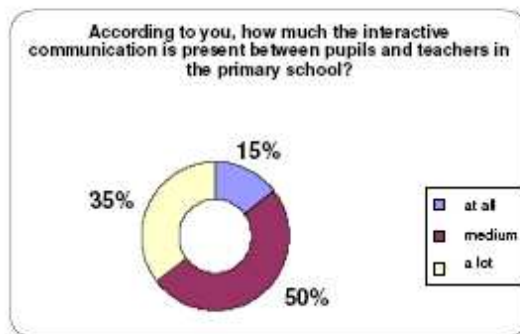
Not at all	Averagely	To a great extent
56	21	23



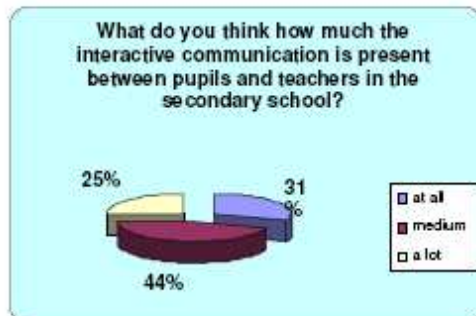
3. Has the interactive communication been one or two-way orientated?



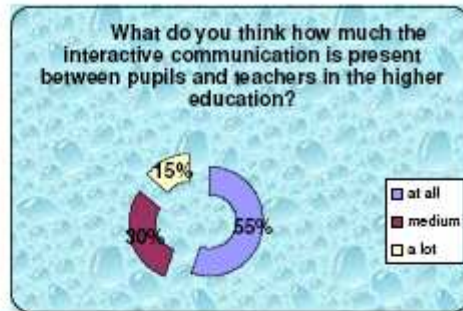
4. According to you, how much is the interactive communication present between pupils and teachers in the primary school?



5. What do you think how much the interactive communication is present between pupils and teachers in the secondary school?



6. What do you think how much the interactive communication is present between pupils and teachers in the higher education?



### INTERPRETATION OF THE DATA:

68% of the interviewed students has reported that, during their education, they were never told they were talented while 32 % of them were told so. The percentage of the identified in relation to the population seems very high. It can be explained by the fact that the majority of professors cannot tell giftedness from talent and creativity. According to the self- evaluation, 56% of the students did not develop their talent through the interactive communication with their professors, 21% of them have stated sometimes, while only 23% of them have reported that they developed the interactive communication with their professors, which helped them in the further development of their potentials.

66% of the interviewees perceive the communication with their professors as one-way whereas 34% of them consider it to be two-way.

35% of the interviewees consider the interactive communication in the primary school as excellent, 50% of them consider it average and 15% think it was not satisfactory.

According to the interviewees, the interactive communication between the secondary school pupils and their teachers was excellent for 25% of them, 31% of them believes it was not satisfactory and 44% of them considers it as average.

The students have reported that the interactive communication between students and their professors in the higher education is not satisfactory, 30% of them see it as average and only 15% consider it to be excellent.

The first conclusion is that a big number of students in the tested sample were identified as a group of gifted (32%).

It is noticed that the students who were identified as gifted were neglected in different forms of interactive communication since even 73% of the interviewees have answered that their talent was not developed through the interactive communication with their teachers. Where the communication existed, it was a one-way process in many cases, in other words teacher talked to students, and not vice versa.

Most of the interviewees have reported that the best interactive communication between teacher and students is in the primary school and then in the secondary school, while it is seen as insufficient and less present in the higher education.

Bearing in mind the scientific perception that talent is developed and encouraged through the interactive communication with the people surrounding students, especially the 'important' ones, it should be studied why this form of communication was not present even more. It could be concluded that more efforts are required for the education and acquisition of additional knowledge and skills of higher level educators in order to develop their interactive communication and thus help the development of the potentials of their talented students.

**The answer to the question whether students are proactive subjects in the development of their talent is in greater detail considered in the fourth phase of the research which is not shown here.**

## **11. CONCLUSIONS AND SUGGESTIONS FOR THE WORK WITH GIFTED STUDENTS**

1. Respect, ability to recognise and promote student's personality are very important factors of success within any institution dealing with education. Mutual cooperation, communication, responsibility taking, encouraging teacher's incentive in the field of giftedness are recognisable qualities of a high quality institution where the affirmation of talented students is the main aim.

2. Work with the gifted students should include:

- Establishment of a higher education body which would be in charge of the supervision of gifted students.
- Universities and institutions of higher education should keep the records on gifted students.
- Supervising elements, contents and ways in which the records will be kept should be decided by the University members.

- Gifted students should be allowed to study more quickly and in a shorter period of time.
- Data on the completion of gifted students' programme and data on the graduation before the scheduled deadline should be entered in diploma.
- Graduated gifted students should be followed during and after their studies, put them on the right course and help them find employment and get advanced in their careers.

3. Efficient long-term programmes for gifted students should be a constituent element of the educational policy. They should contain the following:

1. Widely accepted definition of giftedness
2. Determined methods of identification
3. Strategy of putting the programme into practice
4. Defined methods of the project evaluation
5. Defined methods of supervision and record keeping
6. Organised training for the teachers to be working with talented children
7. Development of the material conditions for the work with gifted children (facilities, equipment etc.)
8. Integration of educational authorities and local authorities
9. Role of person who will be especially in charge of the supervision and evaluation of the project.
10. Improvement of the communication with the gifted at all levels of communication

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**WEB SOURCES:**

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<http://free-zg.hinet.hr/bistric/mila.htm>

<http://www.hdpio.hr/daroviti/>