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From Past to Present Gifted and Talented: The Evolution of Terminologies

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Abstract. The phenomenon of giftedness has been expressed in many different terms with the characteristics of dominant culture since it began to be wondered and studied. While the term giftedness is defined very strictly by adhering to numerical measurements, over time it is defined with a more flexible perspective as types of intelligence tests increased. The concept of giftedness has been a curious subject in various disciplines such as sociology and psychology. The term giftedness consists of three stages. These are; the theological stage, the metaphysical stage, and the experimental stage. Studies in this area date back to Ancient Sparta, Ancient Greece, Renaissance Europe, China, and Japan. Galton and Simon are among the first scientists who studied about giftedness. The phenomenon of giftedness does not have a certain term agreed upon in both literature and law. But terms such as gifted, talented, giftedness, gifted and talented, high ability are used as synonyms interchangeably. In Turkey, the term "special talent" which includes gifted and talented has been used in law since 2013.

Keywords. Genius, gifted, giftedness, gifted and talented, intelligence talented.

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When we look at the terms related to the phenomenon of giftedness from a historical perspective, we see that the terms are in a change (Sak, 2016). Giftedness has been more strictly defined in past eras. Undoubtedly, the basis of this is that intelligence tests measure only certain parts of intelligence. Today, depending on the use of different assessment methods and scales in the evaluation of giftedness, the term giftedness is addressed with more flexible definitions (Matthews & Foster, 2008). For this reason, over time, the perspective of giftedness has changed and a one-sided view has been replaced by an understanding based on flexible, versatile, and personal beliefs (Sak, 2021). In other words, in the first definitions of the term giftedness, there is a one-dimensional approach based on numerical data (e.g., Galton, 1891), towards the end of the 20th century in addition to the intelligence score (IQ), we see that the approaches such as leadership and creativity (e.g., Marland Report, 1972; Renzulli, 1978). Sak (2016) interprets these definitions as definitions based on a conservative and liberal approach.

Gifted and talented terms are not only related to psychological field but also sociological concepts (Sak, 2016). What we understand from these terms varies according to many factors such as definitions, ability measures, priorities, and values used in different times, different cultures and different conditions (Kurnaz, 2019). It can be said that there is no universal consensus on the gifted and talented terms (Sak, 2016). Therefore, the terms giftedness and intelligence differ from individual to individual, from society to society, from time to time, and from geography to geography. For example, McCann (2007) mentioned that the terms giftedness and intelligence are individual belief-based structures that lead to many contradictions and misunderstandings in the education of gifted children. As with many terms, the terms giftedness also differ from culture to culture. Considering that the terms are fed by cultures, these differences in the term giftedness make it difficult to reach a common definition. Sak (2021) explains the term giftedness as a theoretical puzzle and emphasizes that this term is actually a cultural construct.

In this article, current terms related to gifted and talented individuals with a long history are analyzed in a historical perspective, how social events and policies affect the definition of these individuals, the diversity of terms in the literature from past to present is analyzed, and the current terms used in the literature are explained. In this context, how different perspectives developed for the term giftedness are reflected in different theories has been examined in chronological order. For this purpose, in the first place, the evolution of the terms gifted and talented in the world and Turkey from past to present in a historical perspective has been included. Later, the terms gifted and talented have been examined in the legal legislation in the world and Turkey.

Definitions of the Term Giftedness from Past to Present

Studies for giftedness date back to Ancient Sparta, Ancient Greece, Renaissance Europe and even Samurai children educated in China and Japan (Colangelo & Davis, 2003). The term giftedness has attracted the attention of many disciplines and researchers from past to present (e.g., sociology, psychology, education). As a term, giftedness has been named and defined in various ways by many civilizations and cultures in different periods. Lack of a clear definition of the term giftedness causes differences in the definitions of gifted and talented (Güçin, & Oruç, 2015; İnci, 2014). Because of this the phenomenon of giftedness has been explained with many different terms in the field. Sosua (2003) attributes the reason for this difference and the absence of a common term and definition of giftedness to the explanation of this term with different factors in the theories of researchers and also to the effect of cultural differences in the definitions. In this context we can say, definitions explaining the terms gifted and talented generally reflect cultural factors (Şahin, 2013). The social, cultural, economic and political structures of the period lived in causes the term giftedness to evolve (Sternberg, 2003b).

In the historical overview, this term has attracted the attention of various branches of science. While Plato and Aristotle examined giftedness in philosophy, Binet and Simon tried to explain giftedness with psychometric measurements. These branches of science had contributed to the term of superior intelligence from different angles. In particular, developments in the science of psychology had made significant contributions to the development of the field. Depending on these developments, the terminal qualifications made to the phenomenon of giftedness were classified differently. For example, Ziegler and Heller (2000) evaluated the terms attributed to giftedness within the framework of the classification proposed by August Comte (1798-1857), who is seen as the founder of positivism. This approach is important in that it enables us to evaluate the stages of the terms and definitions attributed to giftedness within the historical overview. This approach consists of three phases. These are (1) the theological stage, (2) the metaphysical stage, and (3) the experimental stage.

In the first stage, the term giftedness was seen as a divine and divine grace in the theological stage. At this stage, gifted people were regarded as divine gifts with supernatural characteristics. Such terms belonging to the theological stage had been seen in different examples in different cultures (Phillipson & McCann, 2007). For example, Plato, which had an important place in Greek Culture and Confucius in Chinese Culture, used the term "heavenly children" while defining gifted individuals (Robinson & Clinkenbeard, 2008). Nonetheless, in the Bible, which was a holy book, there were expressions: "Then we received different peresents in erms of the grace given to us" (Stoeger, 2009).

In the metaphysical stage, giftedness was considered as individual characteristics rather than supernatural characteristics. At this stage, giftedness was accepted as individual abilities. It was known that the term talent was used by the philosopher Paracelsus in 1537 to describe an intellectual power. The term giftedness in the metaphysical stage, as well as in the theological stage, was described as a supernatural latent power, which showed that there was a common belief in certain myths about gifted individuals. In other words, the descriptions of giftedness had not yet been based on scientific data. For example, there was a common belief that gifted individuals die earlier at this stage (Stanley & Benbow, 1986). Hollingworth (1929) stated that the phenomenon of genius was accompanied by a kind of superstition and awe, and therefore gifted and talented individuals were a separate species from other individuals. Again at this stage, it had been widely accepted to be described as a "crazy genius" (Urban and Sekowski, 1993). From this point of view, it could be said that beliefs dominated this phase: "The smarter you were, the more genius and even crazy you were" Today, it is still possible to see the effects of this phase. In fact, there are still beliefs that individuals who show signs of giftedness are problematic (Stoeger, 2009; Ziegler & Heller, 2000).

The third stage, the experimental or scientific stage, included a controlled scientific process. Especially with the birth of the science of psychometrics at the beginning of the 20th century, studies on intelligence and giftedness had evolved in a different direction and gained significant moment (Stoeger, 2009). In addition, the paradigm transformations that were effective in that period and their effects on methodologies carried the changes into the field of giftedness to the scientific stage. At this stage, research was based on scientific reasoning principles and controlled experimental studies. At this stage, extraordinary achievements were attributed to gifted and talented (Ziegler & Heller, 2000).

In the third phase, gifted and talented were seen as structures that could be evaluated within the framework of scientific measurements, unlike the other stages. The studies of Galton and later Simon on intelligence and intelligence tests were the first experimental studies of this phase, and these studies were seen as the birth of the third phase. In addition, at this stage, intelligence had started to be seen by different researchers as a part of certain genetic tendencies (Galton) and a significant result of the interaction and learning processes between various psychological components showed up (Stoeger, 2009; Ziegler & Heller, 2000). These developments had led to revolutionary developments in the field of the claim that intelligence could be measured and could differ from individual to individual. Therefore, identifying gifted students at this stage increased confidence in scientific methods and research (Al-Hroub & El-Khoury, 2018; Sternberg & Davidson, 2005).

Important Studies and Theories Contributing to the Field of Giftedness

When the history of scientific research on the term 'giftedness' was examined, Galton's work titled Hereditary Genius, Binet-Simon Intelligence Scale (1905) was developed by Binet and Simon, and Terman's longitudinal studies on gifted children, in addition to the adaptation of the Binet-Simon Intelligence Scale and Hollingworth's studies drawing attention to the emotional and social problems of gifted children constituted the cornerstones of the field (Colangelo & Davis, 2003).

The first important study, had an impact on todays gifted education was Francis Galton's work named Hereditary Genius. Galton selected 400 famous and successful people, including scientists, poets, politicians, artists, and musicians. As a result of the research, he claimed that individuals acquired their intelligence and abilities through hereditary inheritance and those men were more intelligent than women (Hereditary Genius, 1891). Galton was the first scientist to do scientific research on intelligence and intelligence tests. He tried to measure intelligence using tests measuring visual and auditory acuity, tactile sensitivity, and reaction time (Colangelo & Davis, 2003). Galton also provided the use of the word "imminent", which was an important place in the literature. He claimed that intelligence showed a normal distribution. Thus, he stated that people with average intelligence constitute a large group of 80%, there were individuals with intellectual disabilities on the lower side, and "gifted" individuals on the upper side (Bramwell, 1948).

Binet and Simon (1916) aimed to measure the intellectual capacity to decide whether a child was with or without intellectual disability. Their purpose was not to investigate the cause of this disability in children with intellectual disability. They only sought to determine whether a child currently had an intellectual disability and limited their research to do this. They stated that there were three methods for determining low intelligence. The first one was a medical method that evaluated the anatomical, psychological and pathological signs of low intelligence. The orher was the pedagogical method that evaluated intelligence to the information obtained. The third was the psychological method that made direct observations and measured the degrees of intelligence. In addition, Binet introduced the concept of age of mind to the literature (Colangelo & Davis, 2003).

Lewis Terman contributed to the field with two important studies. First, he improved the Binet-Simon Intelligence Test and introduced it to the field as the Stanford-Binet Intelligence Scale and made the use of this test widespread. Second, he conducted a longitudinal study with 1528 gifted students (856 males, 672 females) and published their work in a four-volume work Genetic Studies of Genius (1925). He was respected as the father of gifted education since he started the first scientific

researches in the field. Students were on average 12 years old and have an IQ over 140. The study group had above-average characteristics in all these areas (Colangelo & Davis, 2003) and they exhibited a successful and harmonious personality structure in areas such as school success, professional success, and marital life (Sak, 2016). Terman explained "giftedness" neither in terms of environmental factors nor the combination of environmental and genetic factors; According to him, giftedness was completely inherited (Gates, 2010).

Leta Stetter Hollingworth contributed significantly to the field with the publication of two of his books. The first was Gifted Children: Their Nature and Nurture, (1926) and the other one was Children above 180 IQ Stanford-Binet: Origin and Development, (1942). The first book mentioned was the first textbook written in the gifted education field. Hollingworth also took attention to the emotional problems of gifted students in this book. Hollingworth noticed with his clinical observations that parallel to the increase in the IQ score of the gifted student, the adjustment of the child with his peers became increasingly difficult (Colangelo & Davis, 2003; Robinson & Clinkenbeard, 2008). Galton was seen as the grandfather of the field of gifted education, Binet as a birth midwife, Terman as his father, and Leta Hollingworth as a nursing mother (Stanley, cited in 1976. Colangelo & Davis, 2003).

Each new research on the term giftedness has contributed to the change and development of information about this term. The first scientific research starts with Galton's rather rigid perspective on intelligence, and it becomes increasingly flexible. Even today, it is not possible to talk about the existence of a commonly accepted term and definition that can describe this phenomenon (Stoeger, 2009). In history, a lot of scientists and educators have tried to explain giftedness with different theories they propose (Clark, 2013). The term giftedness has been referred to with different terms according to the researcher, the focus of the research, and the scientific and sociological trends of the period. Each description made for this term adds different dimensions to the giftedness and expands the frame attributed to intelligence.

Prominent Theories

According to Renzulli (1978), giftedness is high performance in three areas. These areas are above average general or special ability, creativity, and motivation. Having very high performance in any of the fields is not enough to be gifted. An individual to be considered gifted, he/she must be proficient in these three areas. At the same time, each of these three areas is equally effective on giftedness. While areas such as mathematics, philosophy, visual arts, physics, social sciences, music,

and law are mentioned as general skill areas; Special talent areas are astronomy, jewelry design, game design, urban planning, poetry writing, advertising, cooking, sculpting, and agriculture. Another component of giftedness is a trait referred to as motivation or task responsibility. The inclusion of a non-mental feature in the definition of giftedness is a matter of debate. However, as seen in aphorisms and life stories, the motivation is one the key features of gifted individuals. The third component of giftedness is creativity. The words "gifted", "genius", "famous creator" and "highly creative" are used interchangeably in the literature.

Gardner stated that in his Multiple Intelligence Theory developed in 1983. Intelligence tests and similar IQ tests address only one dimension of intelligence and that the human mind cannot be measured with a single dimension. This approach was very different from the others because it also took into account different aspects of intelligence and recognized that people had different intelligence powers and opposite intelligence styles. In his research, Gardner aimed to build intelligence blocks by taking into account different aspects of intelligence and different types of abilities, and first mentioned seven types of intelligence (Gardner, 1993). Likewise, in his book named Frame of Mind (1983), he stated that intelligence types were seven, but in his book named Intelligence Reframed (1999), he added naturalist intelligence and stated that there were eight types of intelligence (Gardner & Moran, 2006; Sak, 2016). Gardner's areas of intelligence were briefly as follows: Linguistic intelligence was the kind of talent. Mathematical-logical intelligence included scientific ability as well as mathematical and logical ability. Gardner suggested that linguistic intelligence and mathematical-logical intelligence were equivalent. Because intelligence tests were based on skills in these two areas of intelligence, and individuals with skills in these two areas achieved good scores in intelligence tests. Spatial intelligence was the ability to shape and maneuver the mental model of the spatial world. Musical intelligence was the field of intelligence possessed by musicians such as Mozart. Bodily-kinesthetic intelligence was the ability to create a style or solve problems using the whole or part of the body. Gardner stated that there were two types of personal intelligence areas outside of these intelligence areas. Interpersonal intelligence was the ability to understand others. Personal intrapersonal intelligence, the seventh domain of intelligence, was the ability of a person to form reality and correct model on his own and to use this model in life. Gardner added naturalistic intelligence as the eighth intelligence. Ninth, he saw the potential of existential intelligence as a type of intelligence; however, he was not convinced that existential intelligence as a type of intelligence fulfills all the criteria. He stated that information and sensory input were not the same, and he perceived information as the whole of the inputs perceived, interpreted and used by the person (Gardner & Moran, 2006). Gardner stated that these areas of

intelligence could be rearranged and handled in different ways; however, he emphasized that what was important of the multiple structures of intelligence.

Tannenbaum (2003) stated in the Sea Star Model that developed abilities were found only in adults, and in children, giftedness might exist as an extraordinary potential in their moral, physical, emotional, social, mental, and athletic lives. He claimed that whether this potential would emerge as advanced talents in the future is unpredictable. He stated that five interacting factors were effective in the emergence of giftedness. These factors are general ability, special ability, non-mental factors, environment and luck. These are intertwined factors that interact with each other, resembling a starfish. Each factor consists of two sub-factors, dynamic and static. A combination or none of the four factors cannot make up for the serious shortage of the fifth. According to the Theory of Successful Intelligence developed by Sternberg (2003a; 2005), intelligence manifested itself in the behaviors of adapting to the environment, changing the environment and choosing the environment. Sternberg defined intelligence as the skill to reach the aims in life of the person in the social and cultural conditions, thanks to the combination of analytical, creative and practical abilities; taking advantage of the individual's strengths and correcting or compensating for their weaknesses to adapt and choose environments. Sternberg told about three types of intelligence. These are analytical intelligence, practical intelligence and creative intelligence. Analytical intelligence is necessary to understand the problem, creative intelligence to solve the problem, and practical intelligence to apply the solution.

Gagne (2004), in his model (Differentiating Model of Giftedness and Talent), in which he distinguished between giftedness and talent, saw gifted individuals as at least the top 10% of the society and described giftedness as unprocessed raw material. According to Gagne, the existence of talent in a person showed that the giftedness is already present in that person; however, the opposite is not true. A gifted individual may not be talented. Individual, environmental and chance factors have a facilitating or complicating effect in the transformation of giftedness, which is unprocessed state, into talent. Learning is also effective in the development process. Gagne listed the reasons for the presence or absence of talent in a person in order of effectiveness: Chance, giftedness, individual characteristics, practicing/learning process, environmental characteristics: C.GIPE. In other words, the Differentiating Model of Giftedness and Talent was the development theory of the emergence of talent. Giftedness turned into talent through learning and training. Learning can be informal or formal. This improvement can be facilitated or prevented by three types of catalysts. These catalysts are chance (genotype, accidents), individual (motivation, will, self-management, personality), and environment (living environments, family, etc.). Gagne explained the ratio of the gifted group in the general population

with a five-metric-based system. According to this, the mildly gifted is in the society at a ratio of 1:10, the moderately gifted is at the ratio of 1: 100, the highly gifted is at the ratio of 1: 1000, the extraordinarily gifted is at the ratio of 1: 10,000, and the extremely gifted is at the ratio of 1: 100,000.

According to a Pentagonal Implicit Theory (Sternberg, Jarvin, & Grigorenko, 2011), the perception of giftedness differs from culture to culture. While a good hunter in one culture is gifted, a good musician in another culture is gifted; in another culture a successful student is gifted. For these reasons, Sternberg and Zhang (1995) developed an implicit theory consisting of five criteria to understand giftedness. These criteria are excellence, rarity, productivity, evidence, and value. The excellence criterion is that the individual is at a higher level in some areas than their peers. Being at a high level in a field compared to their peers is a necessary condition for superior intelligence, but it is not enough. The rarity criterion requires that the quality of the individual, which is at a higher level than his/her peers, should be rare among his peers. The productivity criterion requires the individual to be productive in the field in which he/she excels, in other words, perfection must ensure productivity. Evidence criterion refers to the individual's ability to demonstrate his or her giftedness. The criterion of value expresses the social value of a person's talent and asserts that society should value the talent that a person has to be accepted as gifted.

Sak (2021) made one of the most important contributions to the literature with The Fuzzy Conception of Giftedness. Sak (2021) proposes a new model, emphasizing the vagueness of the concept of giftedness. He states that the theories and concepts of giftedness are based on cultural structure rather than intelligence, and they try to solve five existing problems due to the vagueness they contain. These are threshold, composition, conditionality, typology, and interaction problem. The threshold problem involves a threshold IQ or taking an upper percentage of the normal distribution, such as 3-5%; composition problem, what are the subcomponents of giftedness; the conditionality problem, the necessary conditions for giftedness to exist; typology problem, limitation of intelligence and abilities based on some criteria; the problem of interaction involves the interaction between the person and the environment. Sak puts forward by pointing to this vagueness in his theory of giftedness, defined giftedness as "a series of developing trends that efficiently interact with stimulating conditions". The use of giftedness emerges with six features. First, a person does not contain giftedness like a property; giftedness can be understood from the behavior of the individual. Second, the tendencies appear to be gifted by interacting with stimulating conditions. Third, giftedness intelligence (general ability, fluent reasoning, imagination, perception, attention...) and non-intelligence (motivation, self-perception, determination, interest, will ...) are a set of vagueness personal

tendencies. Fourth, intelligence and non- intelligence traits are equally necessary for the formation of giftedness. Fifth, although there are sizes and degrees of tendencies in the emergence of giftedness, they cannot be predicted with certainty. The sixth is that the giftedness tendency can be stimulated by an infinite number of quantitative and qualitative stimuli. In the theory, to reveal a child giftedness, it is suggested that not the richest stimulating environment, but the environment where stimuli specific to the child are present. Fifth, although there are sizes and degrees of tendencies in the emergence of giftedness, they cannot be predicted with certainty. The sixth is that the giftedness tendency can be stimulated by an infinite number of quantitative and qualitative stimuli. In the theory, in order to reveal a child giftedness, it is suggested that not the richest stimulating environment, but the environment where stimuli specific to the child are present. No skill can reach the perfection level in the model; it is stated that for the emergence of giftedness, interactions between personal tendencies and environmental variables, personal tendencies, and environmental tendencies are required. The Fuzzy Conception of Giftedness does not require a definition of giftedness because it is positioned in the interaction between personal inclinations and environmental conditions.

There isn't norm in this theory. Instead, the training program capacity for gifted students defines the proportion of students who will be admitted to the program. To The Fuzzy Conception of Giftedness model, there should be a two-stage process of self-selection and adaptive retention in the selection of the program. Self-selection can be defined as selecting possibly the smartest students by allowing individual applications to gifted education programs of students with high motivation to learn, who are exposed to learning environments that match their individual characteristics, needs and goals. Since the self-selection phase will be inadequate in choosing the most suitable student although it chooses the smartest one, the task of selecting the most suitable student is carried out with the adaptive retention stage, which is the second stage. In The Fuzzy Conception of Giftedness Model, there is matching, not a diagnosis. Identification leads to labeling; however there is a selection for a program in the model, so no labeling occurs. The model does not deal with a capability threshold regarding the identification of students. While theoretically of minimal importance, it has a practical use and person-environment interactions are very important in talent development. According to the model, the most suitable students are those who exhibit intelligence and non-intelligence dispositions.

Terms in Legal Legislation in the World and in Turkey

The term giftedness has been included in the laws of countries as well as being the subject of theories and various branches of science. International and national laws that include the term giftedness are given below:

Marland Report (1972); According to the American Education Commission; Children who have the extraordinary potential skill in at least one areas of general intellectual skills, special academic skill, creative-productive thinking skill, leadership skill, artistic skill or psychomotor skill, or who show extraordinary success in at least one of these areas are defined as gifted and talented (Marland, 1972).

U.S. Congress (1978), the term gifted and talented is used, the definition includes both mentally gifted individuals and individuals with potential ability in any field (U.S. Congress, 1978). Jacob Javits Gifted and Talented Students Education Act (1981), the term gifted and talented student is defined as children and young people who display higher performance in areas such as mental, creativity, artistic or leadership ability or in certain academic area (Javits, 1981).

Columbus Group (1991), Giftedness; qualitatively different from the norm is asynchronous development where advanced intellectual skills and intense emotions come together to create inner experience and awareness. This asynchrony increases with higher intellectual ability. In other words, the definition of giftedness is defined as "asynchronous development in which high-level intellectual skills and intense emotions combine to have extraordinary experiences" (Columbus Group, 1991).

The U.S. Department of Education (1993), children and youth with extraordinary abilities, to The U. S. Department of Education are individuals who have a extraordinary high level of success or potential to show when compared to their environment in terms of their age and experience (The U.S. Department of Education, 1993). National Association for Gifted Children (NAGC); Gifted individuals are those who display an extraordinary level of talent or power in at least one area. These areas contain any structured activity field with its own symbol system (eg mathematics, music, language) and/or a range of sensor-motor skills (eg painting, dance, and sports). The current definition mentions that gifted and talented children perform at a higher level or have the ability to perform in at least one field compared to their peers with the same experience and environment. Gifted and talented students:

- They can come from all racial, ethnic and cultural communities as well as all economic strata.
- They need to be adequately exposed to appropriate learning opportunities to realize their ability level.
- They may have learning and processing disabilities that require special intervention and adaptation.
- They need support and guidance to develop socially and emotionally as well as in their skill areas.

The Individuals with Disabilities Education Act (IDEA); The U.S. Department of Education has not included gifted and talented education in the IDEA, which sets federal requirements for special education. American Psychological Association (APA), gifted and talented children are individuals who exhibit a significantly above-average level of intelligence, special talent, or both, while measured by appropriate standard assessment procedures. Talent, on the other hand, is the state of having natural talent or intelligence that is usually evident at a very early age. Giftedness in intelligence is when the score obtained on an individually administered IQ test is two standard deviations above the average or higher (130 for most IQ tests). Many schools and service organizations currently use a combination of attributes as the basis for assessing giftedness, including one or more of the following traits; high cognitive ability, academic achievement, demonstrable real-world achievement, creativity, task commitment, proven talent, leadership abilities, and physical, or athletic abilities. The combination of several traits or the prominence of one primary trait can be considered as a threshold for defining giftedness (APA, 2013).

The U.S. Department of Education definition of talented is defined as "a child who shows an extraordinary level of success or potential for success compared to his peers". The U.S. National Council for Gifted Children defines gifted children as "an individual with extraordinary performance or extraordinary potential in one or more fields".

Table 1.
Legal Legislation and Terms Related to Gifted and Talented Individuals in Turkey

Year	Legal Legislation	Terms
1948	Law on the Send of İdil Biret and Suna Kan to Music Education in Foreign Countries	Extraordinary ability
1991	1st Special Education Council Gifted Children and Their Education Commission Report	Giftedness/Talented
2006	Special Education Services Regulation	Talented
2007	Science and Art Center Instruction	Talented
2013-2017	Gifted and Talented Individuals Strategy and Implementation Plan	Special talent/Gifted and talented
2018	Special Education Services Regulation	Special talent/Gifted and talented
2019	Science and Art Center Instruction	Special talent/Gifted and talented

In Turkey, there is no provision on how gifted and talented individuals are named and defined in 1876, 1924, 1961 and 1982 constitutions. Special education has been handled as a whole and the term "individuals in need of special education" are used. Although there are laws that have critical importance for the Turkish Ministry of National Education System (MoNE) and special education, gifted and talented individuals are not included in the scope of these laws.

When Table 1 is examined, in 1948, the Law on the Send of İdil Biret and Suna Kan to Music Education in Foreign Countries is enacted. The law uses the term of extraordinary ability. This law can be seen as an important step towards the education of gifted and talented in The Grand National Assembly of Turkey.

In the first Special Education Council Gifted Children and Their Education Commission Report, which is organized by MoNE in 1991, the terms are gathered under the title of 'giftedness' and defined as follows: They are individuals who are defined by the professionals of the field to perform at a higher level than their peers in terms of general and/or special skills (MoNE, 1991). According to MoNE (2006) Special Education Services Regulation, a talented individual is defined as "an individual with a high level of performance compared to his peers in intelligence, creativity, art, sports, leadership capacity, or special academic fields".

In the Science and Art Center Instruction, gifted and talented individual has been defined as "a student who performs at a higher level than their peers in cognitive, creativity, art, leadership ability,

or special academic fields" (MoNE, 2007).The term of special talent is counted in the "Gifted and Talented Individuals Strategy and Implementation Plan" covering the years 2013-2017. It includes general intellectual ability, special academic ability, language, mathematics, science, social sciences, leadership, creativity, visual and auditory arts, and psycho-motor skills (MoNE, 2013).

Gifted and talented individual, according to the Special Education Services Regulation of MoNE (2018) is defined as an individual, who learns faster than his peers, has a capacity for creativity, art and leadership, has a special academic ability, can understand abstract ideas, likes to act independently in his interests, and has a high level of performance.

Gifted and talented individual according to the MoNE (2019) Science and Art Centers Directive, 'is defined as an individual who learns faster than their peers, is prominent in the capacity of creativity, art and leadership, has the special academic ability, can understand abstract ideas, likes to act independently in his areas of interest and shows a high level of performance. The terms of gifted, talented and giftedness in the laws and MoNE legislation are considered as similar terms and can be used interchangeably. In addition to these, it is stated that giftedness can be defined as talented. When the literary sources are examined, this term is named as "giftedness/talented" in the old legislation, while it is named with the term "special talent" which includes gifted and talented in the law.

Results

When the international and national literature is examined, it is seen that the term giftedness is tried to be conceptualized with different terms such as gifted, talented, giftedness, gifted, and talented and high ability. When the relevant researches are examined, it is not possible to mention that there is a common term to describe this phenomenon. When the scientific and political studies conducted in the relevant literature are examined, it is seen that these terms are often used by researchers and policymakers as synonyms interchangeably (Simonton, 2021). In parallel with this, according to international and national legal regulations, the terms giftedness defines frequently differ. In Turkey since 2013, the term "special talent" which includes gifted and talented has been used to characterize the term of giftedness in the relevant legal regulations.

It should be noted that due to the complex nature of intelligence, definitions and theories attributed to giftedness also differ from each other. The phenomenon of giftedness has been described in different ways throughout history according to the focus of the theory developed, the field of expertise of the theorist, and most importantly, the scientific and political tendency of the time. In

addition to all these, it can be said that the definitions and terms in political documents are often reflected in scientific research.

Considering that the terms and definitions attributed to giftedness guide the diagnostic process and the placement process and options, the importance of the terms and definitions used becomes more evident. Considering the multi-dimensional and complex structure of intelligence, even if it seems difficult to decide on a common term and definition, noticing and emphasizing the intersecting points among the definitions made in the literature will strengthen both the scientific and application dimensions of the field. For this reason, the current research must focus on the terms and definitions used for the phenomenon of giftedness from past to present in order to gain a general insight into the field. It is thought that the discourses used in both scientific studies and political documents guide the practices and future studies.

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Ethical Standards

Since this study is a review research so there is no needed ethics committee approval.

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