

RESEARCH ARTICLE

Gifted Subject for Society*

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Abstract

The issue of gifted/talented subjects continues to be a topic of increasing importance in the world and in Türkiye in recent years. In this context, this study aims to address the issue of gifted/talented subjects in a sociological context and to draw attention to the importance of this vital issue in sociological research by addressing both the international and Turkish context of the issue. It is also to underline the need for gifted/talented subjects for society - the need felt in social development and progress. Therefore, document analysis, which is one of the qualitative research methods, was preferred in the study and five articles suitable for the subject were selected. In the thematic analysis process, the theoretical framework of the study was shaped by the sociological perspectives of Max Weber, P. Bourdieu, A. Giddens, and M. Castells. The selection of the theoretical works of these four sociologists is attributed to their prominence as key figures in structuralist and interpretive sociology, along with the commonalities found within their theories. Furthermore, these sociologists were included in the theoretical framework due to their direct or indirect contributions to the subject matter. As a result, it was observed that there are problems in defining and identifying the concept of giftedness/talented; issues of equality, social class and social benefit continue to be discussed.

Keywords: Gifted/talented, Sociology, Society, Equality, Education

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Introduction

The topic of giftedness, which has been extensively discussed across various disciplines (psychology, developmental psychology, neuroscience, genetics, educational sciences, philosophy, and particularly sociology) for a considerable period, is increasingly becoming a significant research area in both Türkiye and globally. While discussions surrounding gifted intelligence persist, it is an undeniable fact that artificial intelligence, a tangible manifestation of today's advanced technology, is progressively replacing human labor in nearly every aspect of our lives. Studies examining the societal impacts of artificial intelligence indicate that it has, or could have, more diverse consequences when combined with new forms of capitalism and elements of social oppression (Gezgin, 2023). A profound investigation into the societal effects of human intelligence, which produces artificial intelligence and is often regarded as 'superior intelligence/talent,' and the establishment of a sociological cause-and-effect relationship, are crucial for comprehending and interpreting contemporary society and for resolving societal issues.

Although there has been a significant increase in both academic and policy studies on gifted/talented individuals in Türkiye in recent years, it has been observed that more sociological research is needed due to the cultural dimension of the subject. The variability in the definition of intelligence across different societies and cultures brings forth the necessity for a more in-depth sociological understanding and investigation of the subject. This study sociologically addresses and discusses the topic of giftedness/talentedness.

In Türkiye, there has been a notable increase in studies on giftedness/intelligence, particularly in recent years. This surge is primarily driven by the opening of departments related to gifted intelligence at universities, the growing number of academics conducting research in this field, and the widespread organization of congresses and conferences on the topic. An examination of studies concerning giftedness/talentedness in Türkiye reveals the existence of diverse research, with a particular emphasis on identification and diagnostic studies. However, it has been determined that sociological studies, which are essential due to the cultural and societal dimensions of the subject, remain insufficient.

The theoretical framework of the study is shaped around the structure and subject views of Max Weber, Anthony Giddens, Pierre Bourdieu and Manuel Castells. The behavior patterns of gifted individuals were tried to be identified through coding within the framework of Weber's ideal type concept. Bourdieu's concept of 'habitus' used to overcome the structure/subject dichotomy; Giddens' structuration theory and the concept of 'modern times' regarding the effects of structure and subject on the behaviors of these subjects were used. In addition, Castells' theory was used to emphasize the identity and time perceptions of gifted individuals.

The four sociologists addressed in this study were chosen due to their robust theoretical contributions and their significance in sociologically explaining and understanding the concept of giftedness/intelligence. Weber and Bourdieu approach the concept of giftedness/intelligence from a class-based perspective (Gartman, 1991, p.423). In this regard, giftedness/intelligence presents itself as a sociological phenomenon in its own right. Furthermore, Giddens' structuration theory and Castells' information society theory are required to delve deeper into the societal manifestations of this phenomenon. Consequently, while attempting to elucidate the structure/agency relationship, an effort has also been made to comprehend the identity profile associated with the concept of giftedness/intelligence.

Giftedness / Talentedness

The concepts of giftedness and talentedness are sometimes used interchangeably and sometimes with different meanings. Beyond the different definitions of giftedness and talentedness, there is no common definition of giftedness and talentedness. It is possible to define individuals who show superior achievement and performance compared to their peers in mental areas such as thinking and perception or in areas of talent such as art/music as 'gifted/talented'. The main reason for the lack of a clear definition of intelligence and talent is the quality and evaluation of measurement and assessment tools (Sak, 2010, p.9).

Upon examining the definitions related to the concept of giftedness/intelligence, individuals are considered gifted/intelligent when they exhibit "a combination of above-average ability, creative thinking, and task commitment (Mertol, 2014, p.14)," or when they are "individuals who demonstrate a certain value through the measurability of the intelligence concept, which is used to define and indicate an individual's general mental potential and skills (Abdullayeva, 2018, p.13).

The Ministry of National Education of the Republic of Türkiye (MEB), in its Science and Art Centers Directive (MEB, 2024, p.2), defines a gifted individual as a subject who "learns faster than his/her peers; is ahead in creativity, art and leadership capacities; has special academic talent; can understand abstract ideas; likes to act independently in his/her fields of interest and performs at a high level".

The cultural dimension inherent in the conceptual definitions related to this topic has necessitated a sociological approach to the subject. The absence of a universally agreed-upon definition, coupled with the complexities introduced by cultural variations in these definitions, has highlighted the need for a much more detailed sociological theoretical framework.

The German sociologist M. Weber, who is considered one of the founders of the interpretivist school, argued that social phenomena cannot be investigated with the methods of natural sciences, and stated that sociology must have the necessary scientific

methods in order to be accepted as a science. The first step of this method was described by Weber as 'understanding' and then 'explaining' (Weber, 2012). Weber's concept of ideal type does not mean 'ideal' or desirable; it is a 'pure' concept based on individual cases and serves as a kind of 'ruler' to compare social events. Weber (2012) categorized social behaviors under four headings (goal-oriented, value-oriented, emotional and traditional) and used the concepts of class, status and party in his analysis of social stratification.

Structure and subject have been the two main issues that have been discussed since the emergence of sociology. The structuralist school's emphasis on 'structure' has been opposed to the interpretivist school's concept of 'subject' and a wide variety of theories and ideas have been put forward in this regard. The British sociologist A. Giddens put forward the 'structuration theory', which theorizes that structure and subject together influence action like 'two sides of the same coin'. In Giddens' structuration theory, while the actions of the individual can be expressed as intentional, purposeful actions, just as Weber suggests, both the individual and the structure have joint influence on these actions. According to the theory, which has basic concepts such as information stocks and temporality, the structure restricts the individual's behavior and opens up space. In other words, the structure both restricts and liberates the individual's behavior (Giddens, 2003; Giddens, 2008).

The French sociologist P. Bourdieu, who defines himself as a 'constructivist structuralist' or 'structuralist constructivist', used the concept of 'habitus' to overcome the structure/subject dualism (Arpaci, 2020, p.248). Habitus refers to the external practices internalized by agents, the totality of material and mental activities, in short, patterns of behavior acquired through repetition (Bourdieu, 2013, pp. 165-166). The field refers to the visible/invisible spatial space based on a specific material or symbolic interest, and relations of domination are established within the field. According to Bourdieu, who states that classes are in relations of domination within the field, the concept of class is dynamic and contains relations of domination in a certain field. Each class has its own habitus characteristics. In the study, Bourdieu's theoretical concepts have a guiding importance in coding and interpretation of the findings.

Spanish sociologist Castells (2006) is a philosopher who can be considered between structuralism and interpretivism, especially with his theories on the digital age and technology society, although he is within the structuralist movement. His theory on the 'information society', digital identity and fluid time has an important place in explaining the basic dynamics of the information society.

Method

The study follows a qualitative methodology that involves the thematic analysis of five (5) articles published on giftedness and talentedness. "One of the main purposes of qualitative research is exploratory (Creswell, 2017a, p.29)". Qualitative research involves "reporting different perspectives, identifying the many factors of a situation, and sketching the overall big picture (Creswell, 2017b, p.47)". In qualitative research, it is difficult to generalize like quantitative research, and qualitative research does not primarily aim to do so. In this study, a document analysis of five (5) articles, three from Türkiye (TR), one from the United States (USA), and one from the United Kingdom (UK), was conducted to understand how gifted individuals are addressed in the sociological literature. In this analysis method, written, oral, etc. materials containing the opinions of institutions, organizations and individuals about the research topic are collected and examined according to certain stages. Documents were selected after the stages of planning, collection of appropriate documents, reliability of documents and analysis (Sak et al., 2020). The selection of articles was based on criteria including the year of publication, country, and region. The choice to include only five articles in this study is due to the opportunity they provide for comparative analysis across diverse countries and societies. The selected articles are:

- 1-Giftedness: A sociological critique from a rural perspective (Corbett and Corbett, 2018)
- 2-Giftedness and community building (Köktürk et al., 2021)
- 3-Gifted, talented and high ability; selection for education in a one-dimensional world (Tomlinson, 2008)
- 4-A critical evaluation of gifted education in Türkiye (Sak et al., 2015).
- 5-Social representations of giftedness in Türkiye (Kaya et al., 2015)

The thematic analysis of these articles was conducted using the MAXQDA program. The codebook method was preferred for thematic analysis. Thematic analysis, which has its roots in the science of psychology, refers to a long process involving coding and in-depth analysis of data and obtaining common themes. Thematic analysis involves three different strategies in which the processes differ from each other. Braun and Clarke (2021) categorized thematic analysis into reflexive, codebook and code reliability.

The codes were determined before the data analysis, and common themes (gifted subject/ ideal type and contradictions, structure in the light of neoliberal intelligence, superior times or superior of the time, superior for the state, education, meritocracy and neoliberal policies: implicit reality, trade in giftedness) were obtained together with new codes obtained from the data during the process. Thematic analysis aims for the researcher to obtain rich and abstracted themes and interpret them (Toker, 2022, p. 327).

The above themes are reorganized and interpreted in the findings section below within the framework of the theoretical views of Weber, Bourdieu, Giddens and Castells.

Findings

The representation and explanations of the themes obtained from the five articles selected above by thematic analysis method are detailed below.

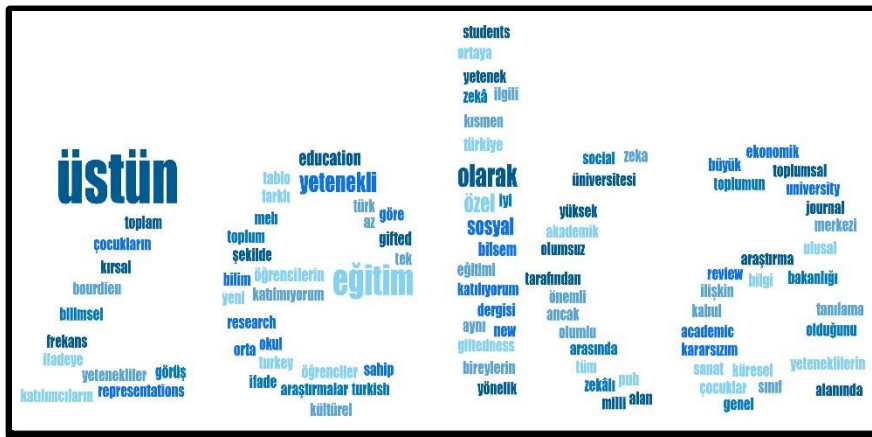
1.1. Gifted Subject / Ideal Type and Contradictions

As a result of the thematic analysis of the articles, the subject concept shows that giftedness and talents are social elements and that these concepts are related to individuals' performance, creativity, curiosity and researcher aspects. Against the definition of 'giftedness' (Kaya et al., 2015, p. 8), which is defined as the development and strengthening of innate potentials through education (Corbett & Corbett, 2018 p. 8), there are opinions that if it is acquired later or strengthened through education, it should be called 'school sensitivity' rather than 'giftedness'. In addition to the fact that the definitions of giftedness and talentedness are very diverse and cultural, that's why the definitions in Türkiye, taken from foreign sources, lead to misunderstandings or contrary to the reality of Türkiye (Sak et al., 2015). In the same study (Sak et al., 2015), the view that there is a contradiction between the definition and identification of giftedness in Türkiye coincides with the view of another study (Tomlinson, 2008, p.66) that there are similar problems in the UK.

When looking at the definitions of gifted subjects, it is seen that positive and negative concepts are included together, but in general, the following concepts come to the fore An individual who is unusual / abnormal / strange / mysterious, creative / productive / intelligent / talented / genius, researcher/ successful, independent and goal-oriented / able to direct the future / has developed leadership skills, quick-witted, quick- thinking / curious / logical, different from his/her peers and able to think in multiple ways, in need of education.

Sak et al. (2015, p.117) state that giftedness in Türkiye, as a social perception and cultural aspect, also corresponds to Nasreddin Hodja and Keloğlan typefaces. While Nasreddin Hodja defines practical intelligence, humor and satire, Keloğlan symbolizes cunning intelligence. Corbett and Corbett (2018) state that giftedness and intelligence are social because different definitions of these concepts in each society and place are based on social needs. For example, in rural areas, those who can offer different and practical solutions to farming, animal husbandry or problems in these fields are considered gifted and intelligent, while those who are successful in education or economics are considered gifted for those living in the city.

When the definitions of giftedness and talentedness are considered within the framework of Weber's 'ideal type' phenomenon, there is a subject type that can offer different solutions to social problems, develop them by being aware and conscious of their



words 'superior', 'gifted', 'talented'

Table 1. Distribution of the Words Gifted, Gifted Intelligence, Sociology, Society, Gifted with Matrix Browser

	Giftedness	Superior intelligence	Sociology	Society	Special gifted
Social representations of giftedness in Türkiye (Article 1)	10	1	1	36	0
A critical evaluation of gifted education in Türkiye (Article 2)	133	75	0	13	4
Giftedness A sociological critique from a rural perspective (article 3)	42	5	9	14	0
Giftedness and community building (Article 4)	39	6	7	150	101
Gifted, talented and highly capable: choice for education one-dimensional world (Article 5)	6	12	0	21	0

As can be seen in Table 1, in these five articles, contrary to the widespread use of the literature, the concept of 'giftedness' is predominantly used, while the concept of 'society' is preferred more than the concept of sociology. Similarly, the frequency of use of the term 'giftedness' is also noteworthy.

Table 2. Word Frequency Distribution

Word	Frequency	Percentage
Superior	548	1.78
Education	385	1.25
Gifted/talent	349	1.37
Special	247	0.80
Intelligence/intelligent/intelligent	246	0,79
Society/societal	177	0.52
Culture/cultural	70	0.26
Sociology/sociological	14	0.05

Table 2 shows the frequency and percentage distributions of the number of words in all documents (article titles are included). According to the table, the concept of 'superior' is repeated 548 times; the concept of education is repeated 385 times; and the concept of gifted/talent is repeated 349 times.

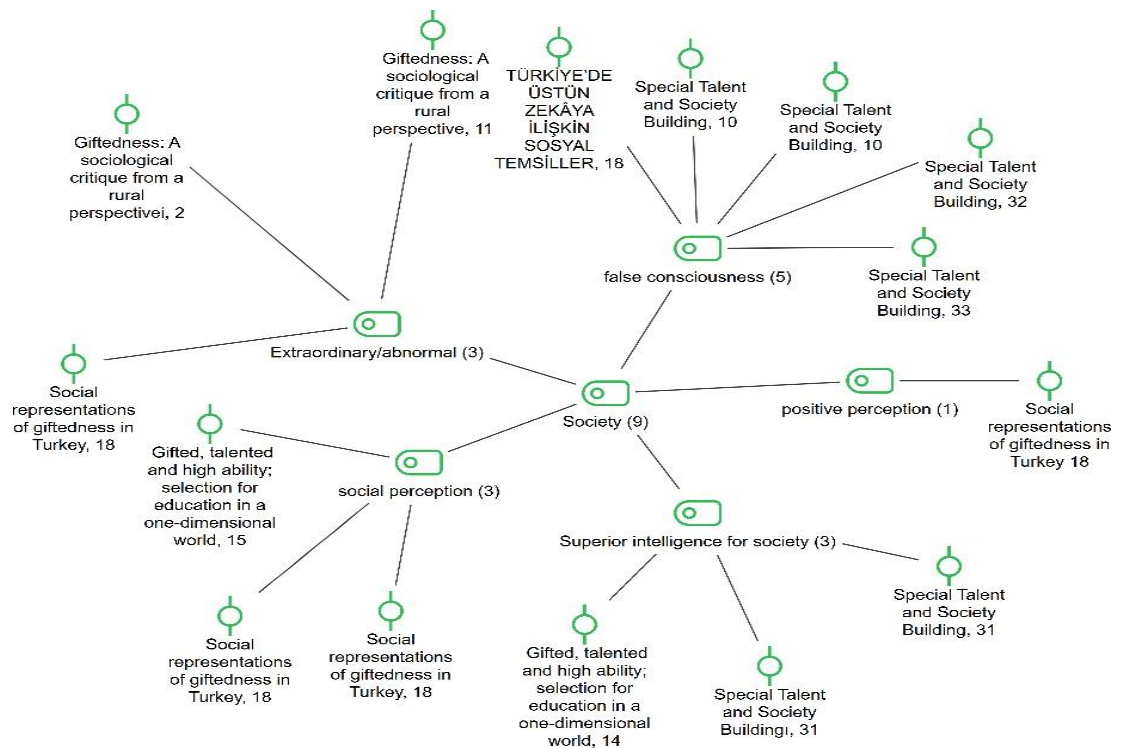
**Figure 2.** Maxmaps Code Subcode

Figure 2 shows the documents and sub-codes to which the codes are related. According to the figure, the concepts of society (nine times), false consciousness (five times), extraordinary/abnormal, social perception, giftedness for society (three times) and positive perception for society were repeated once. These data indicate that giftedness/intelligence

is important for individual benefit and social benefit. In other words, it can be argued that the special status of gifted/talented individuals should be used to maximize social benefits.

Code Distribution Model Subject

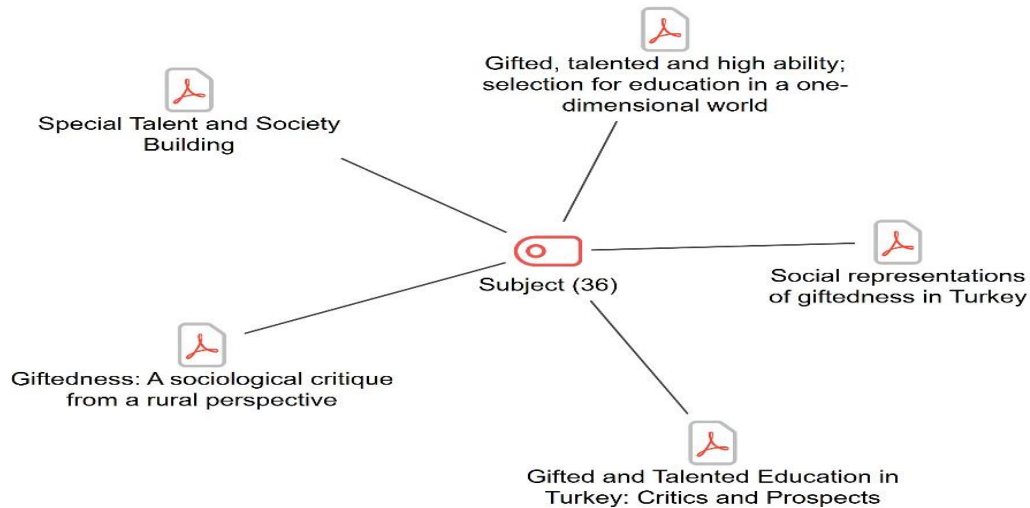


Figure 3. Subject with Code Distribution Model Figure 3 shows that, a total of thirty-six (36) codes were coded from all documents with the code 'Subject'. The documents they are related to are shown in Figure 3.

1.2. Structure in the Light of Neoliberal Intelligence

The relationship between social class and giftedness has long been subject to criticism. Research shows that those labeled as gifted are mostly children of privileged classes.

This is also explained by the processes of social reproduction in the French education system. Students who are considered gifted are said to use the linguistic, literary, behavioral and economic skills they have acquired from their families. Therefore, the definition of giftedness reinforces the existing social order and the distribution of cultural values. In addition, there are prejudices about the education of gifted individuals that they will constitute a privileged class in society. However, research findings show that the education level of the parents of gifted students is not determinative in the identification of students (Köktürk et al., 2021, pp. 844- 845). In addition, the low rate of gifted students being seen as privileged in society reveals that expectations on this issue should be addressed in more depth. As a result, it is emphasized that while selective policies in the fields of education and employment benefit the upper socio-economic groups, some concessions are made to select the talented poor.

Corbett and Corbett (2018, p. 2), citing Bourdieu, argue that privileged classes introduce the concept of giftedness in order to achieve a class position that can be defined as 'intelligence racism'. Similarly, Tomlinson (2008), citing Weber, argues that the concept of giftedness is a way for privileged classes to legitimize their privileges through the concept of 'intelligence'. The other three articles do not provide detailed information on social classes and giftedness, but emphasize the need for more in-depth sociological research on the subject.

Bourdieu (2013, pp.165-166) defines habitus as a set of mental and material practices that are internalized and repeatedly experienced by environmental factors. In this respect, the concepts of giftedness and talentedness are a combination of social perception, culture, education and environmental factors, and the experiences of individuals. Tomlinson (2008) and Corbett & Corbett (2018) state in their studies that students diagnosed with giftedness belong to the middle and upper class, mostly white-collar class. Bourdieu's idea that class is also linked to 'space' is emphasized by Corbett & Corbett (2008) within the framework of the concept of giftedness and space, and Tomlinson (2008) emphasizes space in relation to the socio-economic environment that gifted students come from, referring to studies conducted in the UK. In Türkiye, Köktürk et al. (2021, pp.844-845) conducted a study titled 'giftedness and social construction' with a total of one hundred (100) participants in Antalya Science and Art Center and asked the participants the question "Bilsem (Science and Art Center) students are privileged in society" and it was observed that most of the participants answered 'disagree'. Although this situation seems to indicate that gifted people are not a privileged class in Türkiye, the low number of participants and the small number of studies conducted on this subject bring about the need for much more research on giftedness and social classes in Türkiye.

Considering the similarity between Giddens' structuration theory, the state of the structure that both restricts and enables the subject, and Bourdieu's concept of habitus, the results obtained from the thematic analysis of the study for the social perception and cultural dimension of the definition of giftedness are as follows:

The past experiences and needs of societies affect the schemata in people's minds and shape their perceptions of talent and intelligence. Therefore, giftedness may be perceived differently in different societies. Although the concepts of giftedness and talentedness in Türkiye have been influenced by the definitions of Western societies, some types of abilities (practical ability, logical thinking, leadership) are valued more than others in Turkish culture. This is reflected in Turkish epics, stories and anecdotes (Sak et al., 2015).

-In Turkish society, leadership ability is seen as an important indicator of superior intelligence. From past to present, people who lead the society and the state have been highly respected and valued.

-People living in rural areas are described as being able to 'get around the rules' with cunning and common sense, dealing with the pragmatic and concrete problems they face in their daily lives. Such abilities are assessed differently from a metropolitan-centered perspective.

-The value judgments of society and the meanings attributed to giftedness are important in terms of gifted education and social positioning, and more sociological research is needed in this regard.

Code-Subcode-Sections Model Structure

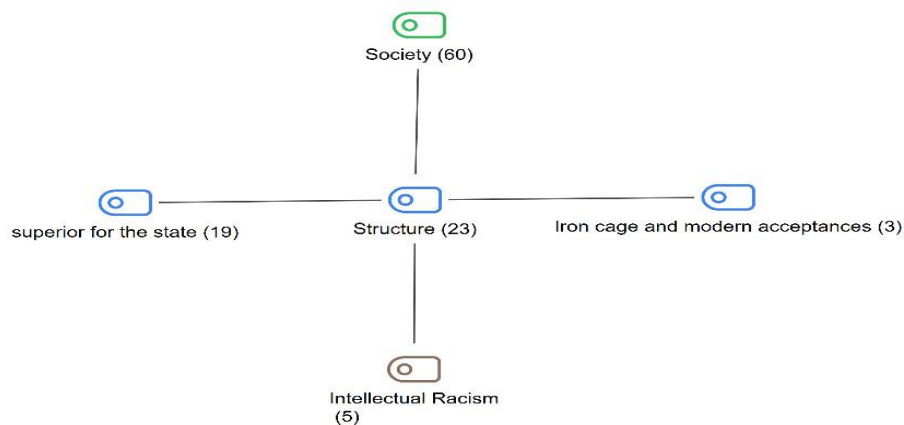


Figure 4. Structure with Code Distribution Model

A total of twenty-three (23) codes were coded for the structure code, nineteen (19) codes for the superior sub-code for the state, five (5) codes for the mental racism sub-code, and three (3) codes for the iron cage and modern assumptions sub-code.

1.2.1. Superior times or Times of the Superiors

It is observed that the issue of giftedness began to be discussed at similar dates around the world. During World War II and the Cold War period between the USA and Soviet Russia, the issue of giftedness was brought to the agenda intensively, and the establishment of science high schools for successful students in Türkiye coincided with the same date. The situation of individuals with disabilities, which was discussed intensively until the 21st century, has been replaced by the issue of gifted and talented individuals since the 21st century. Both Sak et al. (2015, p. 111) and Tomlinson (2008, p. 59) emphasize that the issue of giftedness has been on the agenda at every important turning point on a global scale.

Giddens states that in the information society of modern times, the individual's tendency towards issues such as thinking, decision-making, trust and specialization has increased because uncertainty has become widespread in the information society (Giddens,

2008, p.159). The 21st century information society seems to have the idea of overcoming important global problems with the potential of gifted individuals.

Great Times with Code Deployment Model

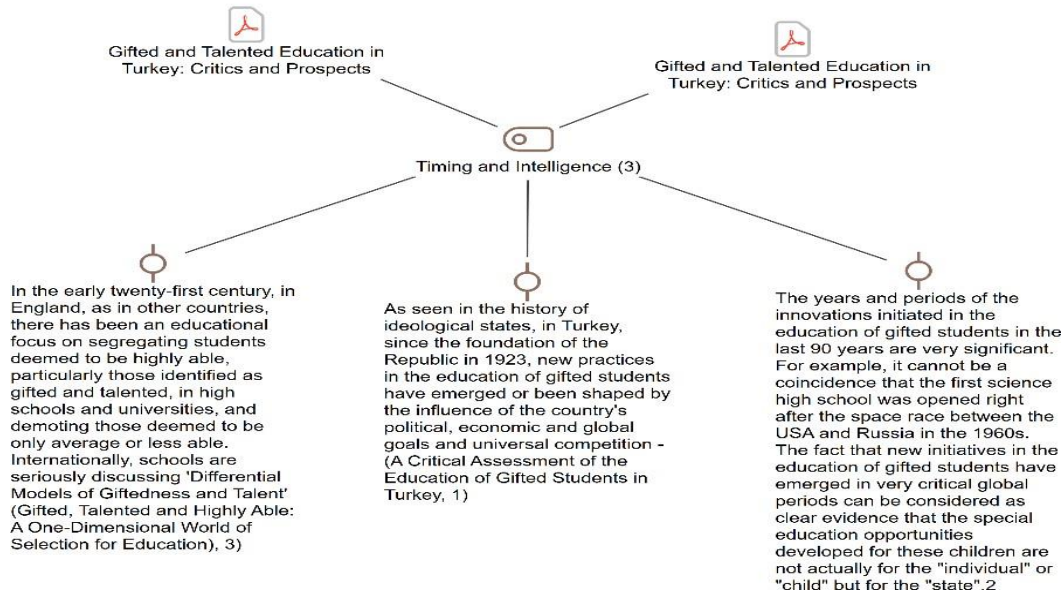


Figure 5. Superior Times with Code Distribution Model

Three (3) codes were coded for the Timing and Giftedness sub-code, and the related documents are shown in Figure 5.

1.2.3.Superior for the State

The effective use of human capital, which is one of the most important capital resources of countries, has been the main issue of today's societies and nation states. States constitute an important structure in shaping social events within the framework of their political views and decisions. As a result of the thematic analysis, the effects of the state on giftedness were determined as follows:

The education of gifted students in Türkiye has been shaped by the political goals of the state and global competition. Especially since the 1960s, the Soviet Union's space endeavors, developments in the West and Türkiye's aspirations to become a 'great country' have led to important steps in the education of gifted students. In the 2000s, within the scope of Türkiye's 2023 vision, the education of gifted individuals gained more importance and state institutions and the private sector started to invest in this field. However, due to frequent changes in political ideologies, practices in gifted education have not been consistently followed. Gifted education is critical for Türkiye's economic development and community building goals. However, public awareness is not yet at a sufficient level. In other countries (e.g. the UK), the education of gifted students gains importance in line with

economic needs. However, selectivity and inequality in the education system can make it difficult to achieve these goals.

Code Distribution Model Superior for Government

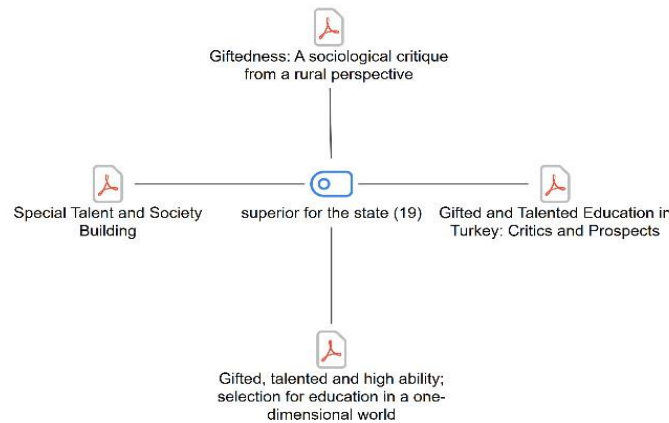


Figure 6. Code Distribution Model Superior for Government

A total of nineteen codes were coded for the superior sub-code for the state, and the related documents are shown in Figure 6.

1.2.4 Education, Meritocracy and Neoliberal Policies: Implicit Reality

Tomlinson (2008, p.71) argues that neoliberal policies, which have become widespread on a global scale, perpetuate the privileges of gifted individuals and their families through educational policies on the axis of equality and meritocracy (meritocracy) claims; and that these policies, which are made without taking into account factors such as social class, gender, ethnicity, disability, etc., cover up the reality. In particular, he argues that the meritocratic approach based on the idea that schools have equal opportunities is wrong. On the other hand, he emphasizes the importance of meritocracy if these conditions are corrected (Tomlinson, 2008, p.69).

Corbett and Corbett (2018), in their study based on Bourdieu's sociological concepts, reached similar conclusions with Tomlinson (2008) by suggesting that the changes regarding the transformation of cultural, economic and symbolic capital took place in the gifted population.

Enderun Schools, which were opened for gifted students in the Ottoman Empire, were later replaced by Western-style schools. During the founding years of the Republic, on the orders of Gazi M. Kemal Atatürk, successful and intelligent students were sent abroad with state scholarships. In Turkish society, the idea of creating an elitist/elite class through the state was not welcomed, it was predicted that labeling gifted students could create negative situations, and as a result, although The Ministry of National Education of the

Republic of Türkiye (MEB) made attempts in this regard, the MEB kept its distance from the issue until the early 2000s (Sak et al., 2015, pp.117-118).

Code Distribution Model Education Policies

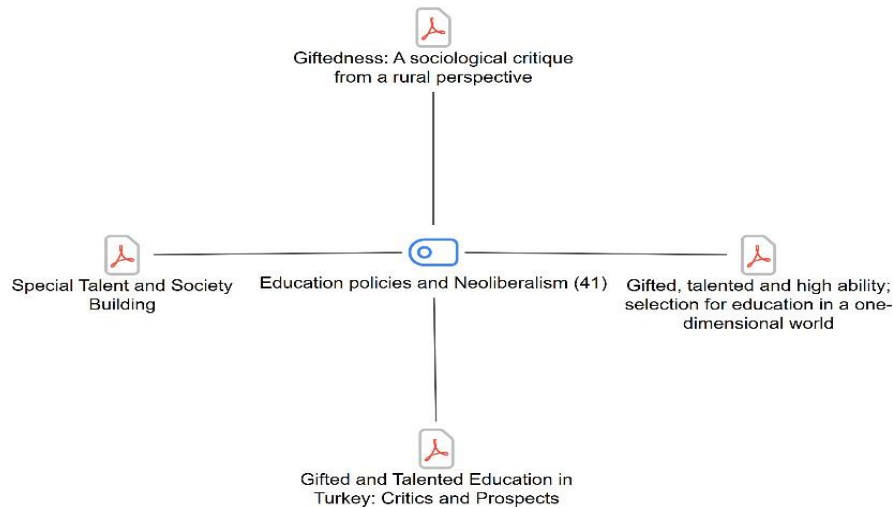


Figure 7. Education Policies with Code Distribution A total of forty-one (41) codes were coded for the subcode of Education Policies and Neoliberalism, and the related documents are shown in Figure 7.

1.2.5. Genius Trade

The increase in the number of policies for the gifted and the interest of the middle and upper class in this issue has created a new 'field'. Bourdieu's concept of field refers to the existence of human actors with certain authority, where rules based on certain interest relations are usually unwritten and capital relations exist (Bourdieu, 2013). The field can also have other sub-fields. In the field of giftedness as a subfield of the field of education, especially with Gardner's theory of multiple intelligences, a large number of printed and visual intelligence tests, books, intelligence materials constitute economic capital, while teachers/experts serving in this field have existed as human actors of the new field (Sak et al., 2015; Corbett & Corbett, 2018).

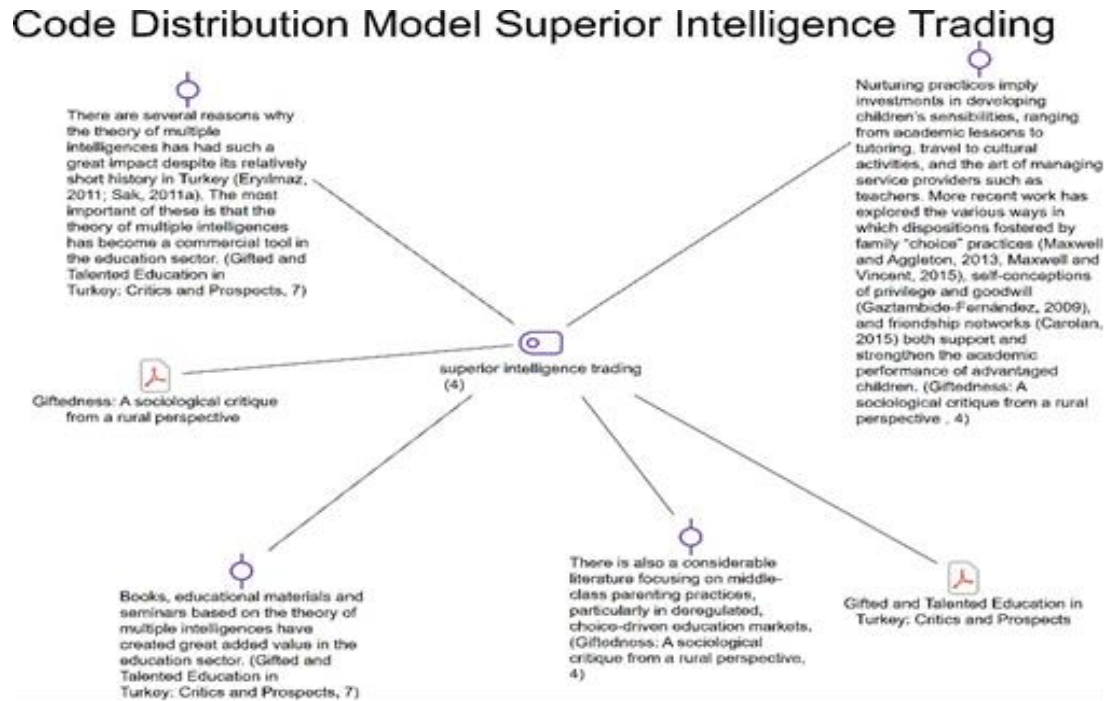


Figure 8. Code Distribution Model Genius Trade

A total of four (4) codes were coded for the sub-code of trade in giftedness, and the related documents and texts in the documents are shown in Figure 8.

Discussion and Conclusion

Today, when we redefine intelligence itself, the importance of using intelligence, the most important source of human capital, in the most efficient way has increased even more. Because in the transition from the age of reason to the age of artificial intelligence, where and how natural human intelligence will be positioned in the face of artificial intelligence, where capital-power relations and their social reflections are reproduced, the concepts and definitions related to intelligence become much more important.

The thematic analysis of the articles in the study revealed the following themes: neoliberal education policies, inequality, giftedness for society and the state, trade in giftedness, contradictions, structure and giftedness as a subject. It was determined that gifted/talented individuals as subjects are located at the intersection of resistance and project identities. While the structure has determinative effects on the gifted/talented subject, it is also the case that the subject affects the structure. Tomlinson (2008) and Corbett & Corbett (2018) argue that neoliberal education policies increase inequality despite claims of meritocracy.

When important problems or events occur on a global scale, the issue of gifted/talented individuals becomes an important issue for countries and societies. In this respect, the temporality of the issue has gained importance. The new field that has emerged with the existence of interest relations has also brought along the trade in giftedness.

The issue of measuring giftedness and talentedness through tests continues to be debated. The cultural dimension of the definitions of giftedness and talentedness reveals the need for further sociological research on the subject.

The privileges granted to the gifted have led to debates on equal opportunity in education. Bourdieu and Weber claimed that the concepts of giftedness and talentedness are class distinctions. Within the framework of social perceptions and personal characteristics of gifted individuals, as well as the opinions of experts in the field, it can be said that gifted individuals also need a different education. In this respect, it is stated that equal opportunity in education can be provided. From this perspective, we assert that a differentiated education tailored for the gifted/talented can foster equality of opportunity in education. From Weber to Bourdieu, social, economic, political and many other paradigm changes have occurred, and most importantly, the 'time' paradigm has necessitated a different sociological reading of the giftedness/talentedness issue.

Weber's concept of the ideal type is discussed in this study only as an idea, and it is claimed that it can be used to see the social reflections of gifted/talented individuals. There is a need for much deeper and more detailed studies on this subject.

It was predicted that a more accurate approach to the identification and identification processes of gifted/talented individuals would make significant contributions in terms of social benefit together with the right educational policies.

In Turkish society, which has a deep-rooted history of gifted/talented individuals such as Enderun Schools, the importance and sensitivity of the issue is increasing. It has been observed that the science and art centers opened for gifted/talented individuals in Türkiye need a more comprehensive sociological study, especially on social needs. Although there have been more comprehensive and extensive studies on gifted/talented individuals in Türkiye in recent years, it has been observed that there are cultural deficiencies in the identification of these individuals. Finally, another important result of the study is that there is a need for more sociological research on gifted/talented individuals in Türkiye.

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