

Examination of the Democratic Attitudes: Gifted-Talented Students

Serhat ARSLAN ¹, Bahar SAVAŞ ²

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ABSTRACT

In this study, opinions of gifted talented students on democratic attitudes were examined. There are 16 students diagnosed with special talent. Qualitative research method and semi-structured interview form were used in the study. Descriptive analysis method was used in the study. During the research process, democratic attitudes of gifted talented students in individual, family, social, environmental and institutional relations were examined. As a result of the research, democratic attitudes; equality, justice, knowing and respecting the rights of others, awareness of their rights and freedoms, taking responsibility and knowing their responsibilities, respect for the right to life, common decision-making and environmental sensitivity have emerged as a result of high. The results of the research were discussed within the scope of the data collected and the results obtained as a result of the analysis.

Keywords:³

Democratic attitude, gifted talented, democracy,

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INTRODUCTION

Democracy is a concept that dates back to centuries ago. Lipson(1984) states that the concept of democracy emerged from the ancient Greeks as a political system of popular sovereignty and it became evident in the city-states of Athens. Origin of the concept consists of the words "demos" meaning the mass of people and "kratein" meaning "to dominate". In this respect, democracy is defined as direct or indirect domination or use of power of the people (demos), popular sovereignty or sovereignty of the majority in the most general sense(Conze, 1972; Meier; Maier; Koselleck). However, Sartori(1981) suggests that democracy is not something that can be made understandable by knowing Greek and translating this word. For democracy, Giovanni Sartori suggests that it is an order that provides the people with the opportunity of power, that enables the governors to be more sensitive towards the people they govern and that enables more than one person to compete with one another in an election environment; on the other hand, Joseph A. Schumpeter (2015) who has a similar opinion with Sartori suggests that it is a regulation that enables the governors to gain the power to govern the people in a political campaign that is carried out in order to take votes of the people they want to govern and make political decisions. Doğan (2007) ,defines democracy as a form of government that enables a person to exercise his rights and freedoms endowed to him by birth.

Dewey(1937) states that form of government is not its only source of existence, it is a phenomenon that maintains its existence in the life, and he also emphasizes that democracy is the key element in personality development for individuals that can be considered as the ground of human relations, and he indicates that democracy is both individual and social lifestyle. According to Kaymakcan(2007), existence of democracy is based on human existence, and its fundamental ground is the rights that people are endowed at birth; therefore, equality of people is a requirement for democracy. While individual discrimination cannot be made in areas where democracy dominates, no privilege can be granted to an individual or a group. Its reference point is tolerance, and creating environments where differences are treated with respect is the requirement for democracy.

Although education is the process of making behavioral change purposely in the manner the society consider appropriate through the experiences that individuals gain by living according to Ertürk(2017), education also enables personality development of an individual. Emir and Kaya(2004) revealed in their study that understanding of democracy by individuals seems possible only through education. On the other hand, Oğuzkan(1981) argues in his studies that democracy is well beyond an abstract concept, and education of democracy can be achieved by teaching the value of an individual just for being an individual and he should be valued for his personality along with his physical integrity and maintaining the systematicity of

¹ Sakarya University, serhatarslan@sakarya.edu.tr, orcid.org/0000-0003-4422-8421

² Ministry of Education, bahar.savas@ogr.sakarya.edu.tr, orcid.org/0000-0003-3463-1778

the studies to be conducted within the frame of mutual respect that is the requirement for living together in teacher – student relationships and of course all stages of teaching.

By reason of the fact that fundamental ground of democracy is human, Gülmez(1994) suggests in his study that democracy is a concept that includes the rights and freedoms of people and democracy education must be paid attention to in order to secure the respect towards human rights. Therefore, it's pretty normal to consider human rights education as included in the democracy education. Çılga(2001) asserted in his studies that societies that contain a democratic and laical atmosphere where human is the basis, mutual love, respect and tolerance is dominant, and sharing, conscious citizens that are aware of their responsibilities are influential are indispensable for democratic social structure, and Karakütük(2001) stated that democracy can be put into practice by individuals that are of high level of education, attached to fundamental principles of democracy, and that made democracy their lifestyle. Individuals acquire awareness of democracy in practice beginning from young ages. Democracy education is needed for developing a common sense of democracy for people. Because, raising awareness for function and importance of democracy and turning this into behavior for individuals necessitates an education process. This process constitutes a whole. In this direction Büyükkaragöz and Kesici (1996) suggest that this process is carried out directly in schools, and indirect factors are the state and family. Behavioral existence of democracy education that is carried out within the frame of democratic behavioral environment in school with its hypothetical foundations and the democratic living space at home and that children develop can only be understood by the values and attitudes they develop. When the concept of attitude is handled considering this inference, İnceoğlu(2010) defined the concept of attitude as the first directional reaction that is cognitive, affective or behavioral which a person develops based on the experiences and acquisitions that he gains as a result of the incidents, cases or matters he or someone around him goes through. The concept to be defined following the definition of attitude and democracy education is democratic attitude. Demirsöz (2010) stated in her studies that democratic attitude is a manner of attitude that an individual shows towards a case or situation by adopting such principles of democracy as justice, responsibility, equality, tolerance, collaboration, respect towards rights, open-mindedness and exhibiting these principles in his behaviors.

The children that exhibit positive differences significantly compared to their peers in terms of development of intelligence/ talents are defined as special gifted children(MEB,2018). Examination of body of literature reveals that although many studies are carried out on democracy and democracy education, there aren't sufficient studies on determination of democratic attitudes and there aren't any studies on democratic attitudes of special gifted students. Therefore, this study is of capital importance on revealing democratic attitudes of gifted talented students and will make great contributions to other studies to be carried out later.

METHOD

In this study, holistic manner of approach is adopted and qualitative research method is used. It is not sufficient to understand and explain an individual with cognitive, affective and social aspects through a positivist point of view of a single discipline of science. Thoughts and behaviors of a human develop and change constantly. Understanding a human that is integrated to such sophisticated relations is only possible through holistic approach(Karataş,2015). Holistic approaches can be achieved as long as a case or a situation is approached on different points of view. Purpose of this study is supported by examining relationships of children in five different fields through holistic manner approach.

Qualitative research method is used in the study. Qualitative research method can be defined as "a research in which qualitative data collection techniques such as observation, interview and document analysis, a qualitative process is followed to clarify perceptions and incidents in natural environment and realistic and holistic manner"(Yıldırım;Şimşek,2008).

In the study, study group is formed by using convenient sampling method. Yıldırım and Şimşek (2008) have the opinion that "choosing a convenient case that is easy to access provides quickness and practicality for a research". Study sample consists of 16 third-graders that go to primary school and science and art center.

Data collection tools

In the study, semi-structured interview technique that is one of the qualitative research techniques is used. The researcher developed a form that contains interview questions to take opinions of special talented/ gifted students on their democratic attitudes along with a demographic information form. In development process of interview form and preparation of the interview questions to be used in the study, literature review was made, 5 (five) open-ended questions to state the relevant sub problems in the best way was prepared and written in the interview form.. Yıldırım and Şimşek(2008) assert the opinion in their studies that open ended research questions “provide the researcher with the opportunity to handle the case to be examined through a flexible and open-ended approach”. The interview form was put into final form in accordance with the expert opinions. The interview form contains five (5) open-ended questions.

Data Collection and Analysis

Interviews were made with 11 male and 5 female students at the age of 9. The students who are 3rd graders in primary school within the scope of basic education go to the science and art center for their special talent/intelligence diagnosis. Interviews were also made with student parents at the predetermined dates and hours and they were completed later than the estimated time due to the parents’ works; students answered all the questions asked to them and expressed their opinions. Sound and written records of the interviews were kept. The data obtained from the interviews were analysed by using descriptive analysis method. Descriptive analysis comprises the stages of setting a thematic framework for the analysis, processing the data according to the thematic framework, describing the findings and finally interpreting the findings(Yıldırım;Şimşek,2008) First of all, a thematic framework was set in the research process; in this context, data were coded separately for each interviewee. Then, the collected data were compared and common themes were set, and common codes were determined. The written texts of the interviews were reviewed over and over; the data suitable for the purpose of the study were coded; the themes to describe the coded data in general terms were set. The findings were organized in tabular form. The students interviewed were coded beginning from S1 to S16, and included in the table in coded form.

FINDINGS

In this section of the study, opinions of 16 students diagnosed with special talent/intelligence that comprise the study sample on their democratic attitudes in individual, family, social, environmental and corporate relationships are handled and analysed separately, and the analysis results are tabulated and described with explanatory statements.

Opinions of the gifted talented students on personal acquisitions from democracy education are presented in Table 1.

Table -1.Opinions of the gifted talented students on personal acquisitions from democracy education

Theme (Categories)	Codes	n	%
Personal acquisitions from Democracy Education	Equality (S2,S3,S4,S5,S6,S7,S11,S12,S15,S16)	10	63
	Justice (S2,S3,S6,S7,S10,S11,S13,S15,S16,)	9	56
	Knowing/Respecting the Rights and Freedoms of Others (S3,S6,S7,S8,S10,S11,S12)	7	44
	Balloting/Making Joint Decision (S1,S2,S3,S6,S12,S13,S16)	7	44
	To Make His/Her Own Choices (S1,S6,S10,S11,S12,S13,S15)	7	44
	KnowingHis/Her Own Rights and Freedoms (S7,S8,S9,S10,S13,S16)	6	38
	Knowing/Fulfilling the Responsibilities (S5,S8,S10,S12,S15)	5	31
	Knowing/Respecting the Rights of Plants to Live (S1,S6,S10,S11,S15)	5	31
	Knowing/Respecting the Rights of Animals to Live (S1,S6,S10,S12,S14)	5	31
	Respecting the Right to Freedom (S5,S10,S14,S16)	4	25
	Sharing (S4,S13,S15,S16)	4	25
	Respecting the Opinions of Others (S1,S11,S12)	3	19
	Teaching Democracy (S3)	1	6

On examination of Table 1, it can be seen that equality concept has the largest share among opinions of the gifted talented students on personal acquisitions from democracy education with the rate of 63%. Justice comes to the forefront with the rate of 56% among the opinions. Knowing/respecting the rights and freedoms of others, balloting / making joint decision and making his/her own choices are reflected in the opinions at the rate of 44%. While knowing his/her own rights and freedoms takes place in student opinions at the rate of 38%, knowing/fulfilling the responsibilities, knowing/respecting the rights of animals to live, and knowing/respecting the rights of plants to live take place at the rate of 31%. In the opinions, respecting the right to freedom and sharing take place at the rate of 25%, respecting the opinions of others at the rate of 19%, and teaching democracy at the rate of 6%.

Opinions of the gifted talented students on acquisitions from democracy education in their social relationships are presented in Table 2.

Table -2. Opinions of the gifted talented students on acquisitions from democracy education in their social relationships (friends, relatives)

Theme (Categories)	Codes	n	%
Acquisitions from Democracy Education in Terms of Social Relationships	Nondiscrimination (S2,S3,S4,S5,S6,S7,S8,S9,S10,S11,S12,S13,S14,S16)	14	88
	Balloting (S1,S4,S5,S6,S7,S8,S9,S10,S11,S12,S13,S14,S16)	13	81
	Being Conscious of/Respecting the Rights and Freedoms of Others (S2,S3,S5,S7,S8,S9,S12,S13,S15)	9	56
	Taking/Respecting the Opinions of Others (S2,S3,S4,S5,S6,S11,S13,S14,S16)	9	56
	Being Fair (S7,S8,S12,S13,S14)	5	31
	KnowingHis/Her Own Rights and Freedoms (S5,S6,S13,S15)	4	25
	Respecting the Decision of the Majority (S1,S8,S16)	3	19
To Be Sharing(S3,S14)	2	13	

On examination of Table 2, the largest shares in opinions of the gifted talented students on acquisitions from democracy education in their social relationships belong to nondiscrimination at the rate of 88% and balloting at the rate of 81%. Knowing/respecting the rights and freedoms of others and taking/respecting the opinions of others take place at the rate of 56%. While being fair is reflected in the opinions at the rate of 31%, knowing his/her own rights and freedoms take place at the rate of 25%, respecting the decision of the majority at the rate of 19%, and to be sharing at the rate of 13%.

Opinions of the gifted talented students on acquisitions from democracy education on family relationships are presented in Table 3.

Table 3. Opinions of the gifted talented students on acquisitions from democracy education on family relationships

Theme (Categories)	Codes	n	%
Acquisitions from Democracy Education on Family Relationship	Responsibility/Division of Labor(S2,S3,S4,S5,S6,S7,S8,S9,S12,S13,S15,S16)	12	75
	Making His/Her Own Decisions(S1,S3,S5,S6,S7,S9,S10,S11,S12,S14,S16)	11	69
	Taking/Respecting the Opinion of Everyone (S1,S3,S4,S5,S9,S14,S15,S16)	8	50
	Nondiscrimination (S1,S2,S3,S6,S7,S11,S13,S14)	8	50
	Making Joint Decision (S1,S2,S8,S10,S12,S13)	6	38
	Respecting the Rights and Freedoms of Others(S2,S6,S7,S8,S11,S16)	6	38
	Sharing (S4,S12,S15)	3	19

On examination of Table 3, the largest share in opinions of the gifted talented students on acquisitions from democracy education on family relationships belong to responsibility/ division of labor at the rate of

75%. Making his/her own decisions is reflected in the opinions at the rate of 69%. Taking/respecting the opinions of everyone and nondiscrimination take place in the opinions at the rate of 50%. Making joint decision and respecting the rights and freedoms of others takes place at the rate of 38% and sharing is reflected at the opinions at the rate of 19%.

Opinions of the gifted talented students on acquisitions from democracy education on corporate (school-bookstore-hospital-library) relationships are presented in Table 4.

Table-4. Opinions of the gifted talented students on acquisitions from democracy education on corporate (school-bookstore-hospital-library) relationships

Theme (Categories)	Codes	n	%
Acquisitions from Democracy Education on Corporate (school-bookstore-hospital-library) Relationships	Being Conscious of/Respecting the Rights and Freedoms of Others (S1,S2,S3,S4,S5,S6,S7,S8,S9,S10,S11S12,S13,S14,S15,S16)	16	100
	Equality (S1,S4,S6,S7,S11,S12,S13,S15,S16)	9	56
	Helping Those in Need(S2,S4,S5,S7,S12,S13,S15)	7	44
	Being Fair (S3,S7,S10,S12,S14,S15)	6	38
	Following the Rules (S5,S6,S8,S11,S16)	5	31
	Respecting the Elderly(S1,S10,S13)	3	19
	KnowingHis/Her Own Rights and Freedoms (S5,S8,S15)	3	19
	The Request for Correcting the Mistakes (S2,S12)	2	13

On examination of Table 4, the point that all of the gifted talented students are of the same mind among the opinions on acquisitions from democracy education on corporate (school- bookstore-hospital-library) relationships is knowing/respecting the rights and freedoms of others at the rate of 100%. Equality takes place at the rate of 56%, helping those in need at the rate of 44%. Being fair takes place at the rate of 38%, and following the rules at the rate of 31%; respecting the elderly and knowing his/her own rights and freedoms are reflected in the opinions at the rate of 19%. The request for correcting the mistakes is stated at the rate of 13%.

Opinions of the gifted talented students on acquisitions from democracy education on nature relationships are presented in Table 5.

Table -5. Opinions of the gifted talented students on acquisitions from democracy education on nature relationships

Theme (Categories)	Codes	n	%
Acquisitions from Democracy Education on Nature Relationships	Knowing/Respecting the Right of Plants to Live (S1,S2,S4,S5,S6,S7,S8,S9,S10,S11,S13,S15,S16)	13	81
	To be Sensitive to the Environment (S3,S4,S5,S6,S7,S8,S9,S10,S12,S13,S14)	11	69
	Knowing/Respecting the Rights of Animals to Live(S1,S2,S3,S7,S8,S9,S10,S11,S13,S14)	10	63
	Freedom(S1,S2,S5,S6,S9,S10,S12,S13,S15,S16)	10	63
	Loving/Having Pity for Animals (S4,S5,S6,S9,S10,S14,S15)	7	44
	Supplying the Needs of Animals (S2,S4,S8,S11,S16)	5	31
	Equality(S3,S5,S8,S14,S15)	5	31
	Being Fair(S6,S16)	2	13
	Respecting the Animals (S3,S14)	2	13
	Penalty Should be Imposed(S1,S11)	2	13
	To Keep Seas Clean (S7,S15)	2	13

On examination of Table 5, knowing/respecting the rights of plants to live comes to the forefront at the rate of 81% in opinions of the gifted talented students on acquisitions from democracy education on nature relationships. To be sensitive to the environment is reflected in the opinions at the rate of 69%, knowing/respecting the rights of animals to live and freedom at the rate of 63%. Loving/having pity for animals takes place at the rate of 44%, supplying the needs of animals and equality are at the rate of 31%. Being fair, respecting the animals, penalty should be imposed and to keep seas clean are reflected in the opinions at the rate of 13%.

RESULT and DISCUSSION

The study results obtained in consequence of the interviews that are made in order to determine democratic attitudes of the gifted talented students are presented below.

- 1- Opinions of the students on personal acquisitions from democracy education are equality at the rate of 63%, justice at the rate of 56%, knowing/respecting the rights and freedoms of others, balloting / making joint decision, and making his/her own choices at the rate of 44%, and knowing his/her own freedoms at the rate of 38%.
- 2- Opinions of the students on acquisitions from democracy education on their social relationships are nondiscrimination at the rate of 88%, balloting at the rate of 81%, knowing/respecting the rights and freedoms of others and taking/respecting the opinions of others at the rate of 56%.
- 3- Opinions of the students on acquisitions from democracy education on their family relationships are responsibility / division of labor at the rate of 75%, making his/her own decisions at the rate of 69%, taking/respecting the opinions of everyone and nondiscrimination at the rate of 50%.
- 4- Opinions of the students on acquisitions from democracy education on their corporate relationships are knowing/respecting the rights and freedoms of others at the rate of 100%, equality at the rate of 56%, helping those in need at the rate of 44%, and being fair at the rate of 38%.
- 5- Opinions of the students on acquisitions from democracy education on their nature relationships are knowing/respecting the rights of plants to live at the rate of 81%, to be sensitive to the environment at the rate of 69%, and knowing/respecting the rights of animals to live and freedom at the rate of 63%.

According to the study results, sensitivity of the gifted talented students on equality and justice comes to the forefront in their attitudes towards themselves in terms of democratic attitudes, and they stated that they reflect knowing and respecting the rights and freedoms of others in their attitudes. It is revealed in attitudes of the children towards themselves that they are enthusiastic about making their own decisions, and they have expectations on respect for both themselves and their decisions. In the body of literature, By reason of the fact that the value of equality is a value that is preferred by 6th graders in the study carried out by Yiğittir and Öcal(2010), therefore it is consistent with the findings of this study. Also, it is evident that the study that Sadık and Sarı (2012) carried out to examine the perception of democracy of primary school students through metaphors and conclude that the students perceive democracy as synonymous with the concepts of equality, freedom and justice is consistent with this study. Taneri(2014) concluded in her study carried out with university students that the concepts such as freedom of thought, equality, tolerance, justice, and laicism come to the forefront as the fundamental principles underlying the democracy education for university students. Likewise, Şişman(2006) established in his study that the concepts such as justice, equality, freedom, participation and preference are fundamental rights included in democracy. The findings of these studies match up with these studies. According to Özçelik(1989), the concepts such as justice and equality fall into the affective target area, therefore they are related to the behavioral tendency of children in environments where they are provided with full freedom of action . As contained in the study of Akdoğan (2006), understanding these concepts and developing a behavior are quite difficult according to Almond Verba. However, it is evident in the study that particularly these concepts come to the forefront in attitudes of special gifted children. Howard- Hamilton (1994) states that special talented/gifted children have stronger

sense of moral reasoning compared to their normal peers, moreover some of them have those skills at the level of university students. On that sense, these facts support the result of this study.

The students stated they achieved a required level of awareness on nondiscrimination (being fair), making joint decision and knowing/respecting the rights and freedoms of others in terms of their attitudes in social relationships. In addition, the children expressed that they take great care in taking and respecting the opinion of others. It is revealed that the gifted talented students are attentive in the opinions and the rights and freedoms of others. At this point, this study is partly consistent with the study of Taneri. Taneri(2014) concluded in her study carried out with university students that the university students accept the decisions that are presented to them by majority of votes although they are not aware of the connection of democracy education with freedom-based education. According to the study carried out by İlğan, Karayığit and Çetin(2013) on this matter, students have high level of sense of equality and differences, they have high level of respect for the rights of others, they have reasonable level of sense of tolerance and diversity, they adopt the dimension of freedom of others and individual differences at a high level. Although the said study was carried out at secondary school level, it supports this study. As Clark(2015)stated, one of the factors that characterizes the special gifted children is the early emergence of social conscience and development of standard of judgment. As included by Oğurlu and Yaman(2010) in their study, Moltzen stated that special talented/gifted children exhibit leadership skills such as willingness to take responsibility, being part of a group by establishing an open communication and leading the group, and self-confidence, and this fact supports this study.

It is concluded in the study that the students have positive attitudes in terms of division of labor and taking responsibility, making their own decision, and taking and respecting the opinion of others in their family relationships. Besides, it is revealed that the students attach importance to nondiscrimination in their attitudes to family. The study result is supported by the study carried out by Yeşil(2001) which concludes that existence of democracy in family environment will cause the affected child to develop positive attitudes of responsibility and collaboration along with the sense of mission and responsibility. Also, this study also supports the study result of Uygun(1996) that foundations of democracy culture are laid in family environment, and then it is acquired in school, work environments and other social organizations. The study result also supports the study of Soydaş and Güven(2009) that democracy awareness should be raised in the family environment at young ages, and in the forthcoming years, it should be developed through the democracy education provided in school.

In the study, the students stated that they attach great importance to knowing/respecting the rights and freedoms of others regarding their attitudes in their corporate relationships and they prioritize equality in their corporate relationships. Also, the children stated that they have the attitudes of helping those in need and being fair in their corporate relationships. İlğan, Karayığit and Çetin(2013) revealed in their study that secondary school students have high level of respect towards the rights of others. In the same study, it is revealed that the students attach great importance to the freedom of others. The same study also reveals that the secondary school students they have a high opinion of individual differences. The point that this study differ from this conclusion is that our study sample is special gifted 3rd grader student group in primary school. However, as Clark(1997) stated, one of the two significant characteristics that gifted talented students develop at early ages is idealism, and the other is a strong sense of justice. Preference of the equality value by 6th graders to a large extent in the study carried out by Yiğittir and Öcal(2010) also matches up with the results of this study. While the study carried out by Sadık and Sarı (2012) on primary school students supports this study at the point they find that the students are aware of the concepts of equality, justice and freedom, their finding on the fact that the students are deficient in taking responsibility conflicts with this study. Because this study reveals they the students have the attitudes regarding taking responsibility and fulfilling their responsibility. In addition, Morelock& Morrison(1999) state in their study that gifted talented students are in favor for other students because of their thoughts and decisions, and they find an alternative solution for social disagreements instead of resorting to violence, and it supports out study from this aspect.

The study results reveal that the students have positive attitudes in terms of the rights of all living creatures (plants and animals) to live and freedom of creatures in their nature relationships. It is concluded that the students developed attitudes in terms of being sensitive to the environment. The study results

partially resemble the results of the study carried out by Allen(2005) in that the positive attitude of the participants living in the west side of the country and those living in a metropolitan city towards the rights of animals result from longing for nature. Because the children live in the west side of the country, but they don't live in a metropolitan city. Besides, the study carried out by Koç, Altunçul and Filoğlu(2014) reveal that the participants that raise farm/pet animals exhibit more positive attitude compared to the group that don't raise farm/pet animals in the evaluation of attitudes towards the rights of animals, and this result partially matches up with this study. Because, although the special gifted children would like to adopt an animal, they don't raise an animal; however, they have positive attitudes towards animals. The study results regarding positive attitudes of the children to the environment supports the statement of Gezer, Çokadar, Köse and Bilen(2006) in their study carried out on high school students that environmental education begins in family environment; moreover, it becomes a lifelong learning through various media organs, internet, panel, conference, symposiums and through observations and evaluations in activities such as zoo tours, museum tours, and trekking. The result of the study carried out by Yiğittir and Öcal (2010) that the students prefer environmental cleaning and environmental consciousness to a large extent in terms of values matches up with the result of this study.

Recommendations

It is found out in the literature reviews that is made in the research process that there aren't sufficient studies on democracy education at primary school level and the democratic acquisitions which is one of the outputs of that education, and there isn't any study on gifted talented students in this matter. At this point, the studies to be carried out in this field may contribute to the body of literature.

It is observed in the study process that the gifted talented students know the concepts (equality, justice, etc.) that constitute democracy although they are at concrete operational stage and the concepts are abstract by reason of the fact that they have better grasp of cognitive processes than their peers, and they state that they have the attitudes in this direction. From this point of view, it is thought that including the upper age groups in studies on democracy would be beneficial.

Outcomes of the democracy education intended for the gifted talented students should not involve theoretical information on the knowledge or comprehension steps of cognitive area outcomes. They must include high level outcomes for the students to learn by doing, reflect their point of view and develop a new point of view. Student representation practices that will enable the students to attend administrative meetings in the science and art centers as well as the schools will help them learn democracy by living beginning at young ages. Besides, highlighting the concept of democracy within the scope of social club practices or social responsibility projects will encourage development of the concept of democracy in students.

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