
A Study on Gifted Students' Perceptions about Concepts "Sport" through Drawing-Writing Methodology¹

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Abstract

The purpose of this study is to determine emotions and opinions of gifted students attending to Science and Art Center (Where gifted students taken support education in Turkey.) towards sports. In this study, study group was composed of 61 students who attended to Science and Art Centers in Ankara cities during the spring semester of 2018-2019 academic years. It was used qualitative research approach in this study. The drawing-writing technique was used as data collection instruments. The data obtained from participants were coded from 1 to 61. The data collected were subject to content analysis. Categories were given according to frequencies values. While collecting research data, students were asked to fill personal information forms and to draw their about sports. Content analysis method was utilized for data analysis. These steps were coding and sorting, creating a sample metaphor list, setting categories, providing validity and reliability, and converting metaphors into quantitative data. Obtained data were transposed to tables with descriptive statistics as frequency values and percentile values. As a result, it was seen that students mostly made drawings belonging of as a amusement , and developmental domains.

Keywords

gifted students, sports, perception, drawing-writing technique, metaphor

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INTRODUCTION

Sports are all body movements applied according to a set of rules in the form of individual or collective competitions. In addition, the increase in urbanization and industrialization in sports, contemporary societies brought about the reshaping of the concept of free time. The concept of sports will continue to gain new meanings (Fişek, 1985). Sport supports the spiritual development of people. Improves self-confidence. In addition, sport is the most effective form of activity that enables people to prepare for life psychologically. Sport contributes to the balance of people psycho-social, social and individual. Sport, which is shaped by the society in which it is made, is a process. Considering the fact that sport is a socially constructed field, the connection with social life is strengthened and the transfer of values is ensured. According to Ergun (2003), sports contribute to the socialization of children by arousing feelings of discipline, trust, competition and friendship besides the support it provides to physical and mental structure. The concept of sports is a social activity which is important for the health and physical development of individuals and enables individuals to participate in the social environment. By the way the development of psychological factors (e.g. concentration, lack of anxiety, self-confidence, coping skills, and social skills) within an integrative approach can enhance personal efficiency in developing sports giftedness such as football (Oroz, Mezo, 2015). People know their environment through sports, communicate and increase their self-confidence. Psychologically, he / she acquires many positive behaviors such as being controlled, balanced and targeted for success.

Through sport, which is part of the training, one also adopts many elements of training. One of these is values education. Through this concept, he learns about losing, understanding, respect, competition, tolerance and the reflection of this to society by acting as a group. Individuals engaged in sports become better socialized with people and communicate with more people (Yılmaz & Pala, 2019). Sport takes the individual out of his limited world and associates it with other groups and places. This helps people relax psychologically and develop positive emotions. Therefore, they do not have the problem of harmony in society and they develop themselves in terms of sociality. Students can develop different features by using many brain parts at the same time while doing sports. The emotional and social life of the gifted child is higher than the peers of both internal and external events. The gifted child develops an attitude towards their differences as they communicate with their environment and factors such as their social environment direct their social and emotional experiences (Schmitz & Galbraith, 1991).

Since there is no accepted common definition of intelligence and intelligence consists of many components, various theories have been proposed about what intelligence is (Karakaş and Doğutepe-Dinçer, 2011; Leana-Taşçılar, 2016). Just as there is no common consensus on the definition of intelligence, there are different

ideas about the definition of giftedness in the field and a definition that everyone agrees cannot be reached (Leana-Taşçılar & Cihan, 2012). One of the most accepted definitions of Renzulli today is that the superiority of the Three-Ring Theory is based on higher motivation, talent and creativity (Renzulli, 2011).

While giftedness is generally expressed with numerical skills and interpretation, analysis, and fast comprehension; highly talented is characterized by superior performance in areas such as painting, music and physical education (Özsoy, Özyürek and Eripek, 1998). The Republic of Turkey Ministry of National Education (2015) presents students with special talents; intelligence, creativity, art, leadership characteristics, or special academic field, according to their peers are defined as students who perform at a high level.

The education programs of gifted students should be different from those of classical education. Because these students whose superior ability is determined as a result of certain tests and observations have to be supplemented with differentiated, enriched and developed educational programs which have taken place in the literature. In the support education program of gifted students, students are expected to be divided into groups to gain creative thinking, critical thinking, decision-making skills and effective use of resources. The educational programs include science, mathematics, Turkish, social sciences, foreign languages, information technologies, technology and design, visual arts, music and so on. they are associated with the departments. Theme / workshop based activities can be implemented in order to provide enrichment, differentiation and acceleration during the implementation of the support training program (MoNE BİLSEM Directive, 2015). When the Science and Art Center directive is examined, the absence of any training or orientation in the field of physical activity during the implementation of the special skills development program reveals the lack of sports training in this field. Considering their different characteristics and abilities, gifted individuals may not be able to develop their academic, social, artistic, sports and scientific characteristics at the desired level with traditional methods (Heward and Orlansky, 1980). According to Kardeşinoğlu (2019), which is quoted by Graham, Holt / Hale and Parker, it is closely related to the main objectives of education in terms of contributing to mental development through learning and comprehension of sporting activities. In this context, sports students should be included in education and training programs that will develop the abilities of gifted students by taking into consideration the school programs.

Gifted and talented children at an early age learn to play according to the rules earlier than their peers. Asynchronous cognitive and motor skills development is caused by the negativity they experience due to their characteristic features (Koshy and Robinson, 2006). It has been observed that gifted children arising from asynchronous cognitive and motor skills development have problems such as peer

relationships, excessive personal criticism, perfectionism, depression and having high potential (Saranlı & Metin, 2012).

Peer relationships among peer groups are very important. Different friendship ties such as environment friendship, school friendship, team friendship can be established. The liking and adoption of the child by his / her friends is an important factor of self-esteem. Thanks to these relationships, children try to find themselves in a group of friends with their intelligence, sporting and artistic abilities (Yörükoğlu, 1990). According to Porter (1999) from Delisle (1992), self-esteem of gifted and talented children develops early. As a result of this situation, the peer group is quicker to realize that they are different from children (Clark, 1997).

Gifted children have self-confidence in the areas they are capable of, but lack confidence in physical and social skills (Davis & Rimm, 1998). The simultaneous development of cognitive and motor skills may cause gifted children not to realize what they want to do with their motor skills. This may cause them to fail to realize their potential. They can criticize themselves overwhelmingly (Whitemore & Maker, 1985). Gifted and talented children who have the ability to play games at both longer and more complex levels than their peers do not participate in play activities as much as their normal peers (Morelock & Morrison, 1999).

Problem of Study

Making sports a habit of gaining children at an early age is effective in making sports a lifestyle (Yılmaz & Akin, 2018). Through sport, regular education from a young age contributes to the development of motor skills. Such negativities can be minimized by gifted students. It causes the potential of sport to reveal the potential of talented people along with their contribution to the development of motor skills. How gifted children perceive sports is an important research topic.

The aim of this study is to reveal the perceptions of the students who are entitled to attend the Science and Art Center in the 2018-2019 academic year through the metaphors and drawings.

METHOD

Research Model

In this study, phenomenology (qualitative) design was used to determine the perceptions of gifted students about the concept of sport by means of metaphors and drawings. Phenomenological analysis is one of the most common types of analysis in qualitative data analysis. Phenomenological analysis is an approach that develops predominantly within existential psychology and is a type of analysis in which a dynamic interaction occurs between the researcher and the participants, where people try to understand how they evaluate the events happening around them (Wade and Tavis, 1990). The most important assumption of

phenomenological analysis is that there is a close connection between language and human emotion. Phenomenological analysis tries to understand and interpret people's feelings and thoughts depending on what they say (Smith and Eatough, 2007).

Participants

In this study, accessible sampling method was determined. A total of 61 students participated in the study at the Science and Art Center in Ankara city center in the fall semester of the 2018-2019 academic year. The demographic information of the students participating in the research is given in Table 1. Forty-two students attending or leaving sport or 19 students who did not do any sport participated in the study.

Table 1.

Demographic Structures of Participants

Participants		f	%
Gender	Erkek	38	63,3
	Kız	23	37,7
Grade	2.	7	11,5
	3.	25	41,0
	4.	15	24,6
	5.	6	9,8
	6.	7	11,5
	7.	1	1
Regular sports	Evet	42	68,9
	Hayır	19	31,1
Sports License	Var	18	29,5
	Yok	43	70,5

Data Collection Tools

The data collection tool consists of two parts. In the first part, demographic characteristics such as gender, class, sports branch and licensed athletes of the participants that will contribute to the interpretation of the findings obtained in the research are given. In the second part, they were asked to complete the sentence "Sports is like Because," to determine the perceptions of gifted students about the concept of sport through metaphors. In the third section, they were asked to draw a picture reflecting their thoughts on the concept of sports. In order for a metaphor to be analyzed, the student must explain the metaphor he / she uses in a logical way. One hour (40 min) was given to the students to complete their paintings. The students were not restricted with the pencils and paints they used. Permits were taken from the school principals and

teachers regarding the hours and hours of the applications. While explaining what the students should do, attention was paid not to use any guiding expression to reflect their own thoughts.

Data Analysis

In this research, content analysis technique was used for data analysis. Content analysis aims to bring together similar data within the framework of certain concepts and themes (Büyüköztürk, et al., 2012). Unlike quantitative research based on statistical data analysis, qualitative research tries to find out what kind of meanings people place on events, in other words, how they characterize events (Dey, 1993). Storey (2007) states that qualitative research aims to explore people's subjective viewpoints of events and is therefore more important than quantitative research.

The first drawings for the analysis of the data were numbered 1 to 61. Then, the drawings in the paper were examined one by one and coding was made by considering the explanations and drawings related to sports. During coding, the code list was created according to the meaning of the drawings. By looking at the relationship between these codes, the categories that best explain the feature were created. In order to ensure the validity and reliability of the qualitative research, it is recommended that the analyzes be reviewed by experts (Ekiz, 2009). For this purpose, the themes formed by the two experts and the researcher were compared and the reliability of the findings was calculated with the percentage of view agreement formula proposed by Miles and Huberman (1994).

$$\text{Reability} = \frac{\text{Number of agreed view Forms}}{\text{Number of Total Forms}} \times 100$$

Figure 1.

Compliance Percentage Formula (Miles and Huberman, 1994).

It was seen that the percentages of agreement of the drawings were collected under the same themes in 93%. According to Miles and Huberman (1994), the reliability coefficient of 70% and above shows that the research is reliable. Participant samples given in the study were transferred in the same way without any arrangement.

SPSS 20.0 package program and Microsoft Excel database programs were used to analyze the data. Frequency and percentage values were calculated for the themes found. Codes with similar meanings have been collected in 6 themes. These themes are presented in table 2. Some of the drawings are selected and shown as examples in the findings section. Personal information showing the participant of the drawings is coded under the samples. For example; The code “Participant P56-4-F indicates that the student completed the form 56, she was studying in 4th grade (4), his gender was female (F). The code “Participant P11-3-M indicates that the student completed the form 11, that he was studying in 3rd grade (3), that his gender was male (E).

RESULTS

In this section, the drawings made by gifted students for the concept of sports are examined under certain codes and themes according to their common characteristics and numerical information related to them is presented. A few examples of the drawings are also included.

Table 2.

The Codes and Themes of the metaphors of the Students about the Concept of Sports'

Codes	Themes
Relaxation, intelligence, entertainment, being healthy, eat to vegetables, health, movement, life, development, yawn, soul food, exercise, strong dynamic, body development, endurance, discipline,	benefits of sport
Fun games, space games	Types of sports
Life, life, water, art	Sports as life
Thrill, fly, be free, dream one, waterfall, fun	Sports as an emotion
Amusement, park, water, game, natural life	Sports as an entertainment
Games, friends, solidarity, team spirit, brotherhood	Sports as friendship

When Table 2 is examined, it is observed that the same codes exist under some themes. The metaphors in these codes have different meanings and are therefore included in different themes. For example; student P17-6-M 'water' 'metaphor' 'sport is like water, because sport is also necessary for life' the code has been given the theme of lam being an element of life. As the student P26-5-M uses the metaphor " water " sports is like water, because time goes by like water sports , the code is in the theme of being an element of entertainment " .

Table 3.

Conceptual Themes of Students' Drawings Related to the Concept of Sports'

Themes	f	%
	18	29,5
	13	21,3
	10	16,4
	9	14,8
	11	18,0
Total	61	100,0

When Table 3 is analyzed, it is seen that the students have the most “benefits of sports” (f = 18, 29.5%), friendship element ”(f = 13, 21.3%),“ emotion element ”(f = 11,% 18,0) and being an element of play ”(f = 10, 16.4%) and“ being an element of entertainment ”(f = 9, 14.8%). According to Table 3, 18 (29.5%) drawings were included in the theme of benefits ’.



Figure 1.
P13-3-F Coded Student'
Drawing

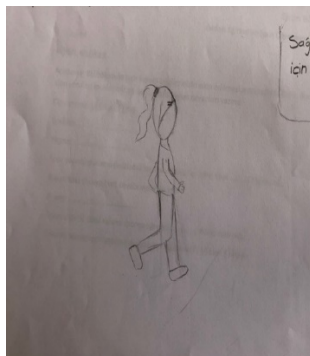


Figure 2.
P18-5-F Coded Student'
Drawing



Figure 3.
P27-5-M Coded Student'
Drawing

In the drawing of student 13 (Figure 1), he drew figures including the names and movements of the techniques he learned with the taekwondo branch, which was a sports course. Student 18 (Figure 2) explained that we should do sports in order to be healthy. Student 27 (Figure 3) stated the impact of sports on health with the sports figures placed in the international health mark.

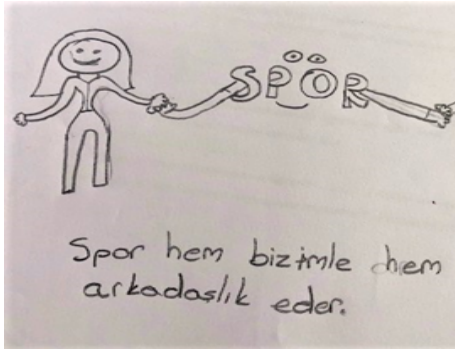


Figure 4.
P54-4-M Coded Student' Drawing

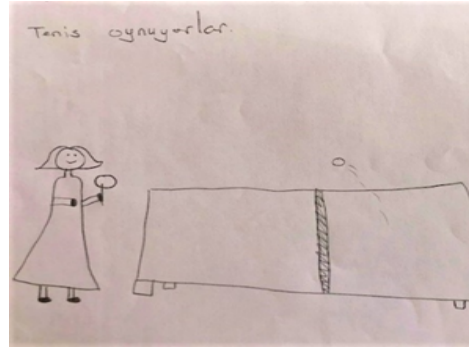


Figure 5.
P01-3-F Coded Student' Drawing

According to Table 3, the theme of being a member of friendship 'was the second theme with 13 (21.3%) drawings. When the drawings related to this theme were examined, the student 54 (Figure 4) stated how fun the sport is in his drawing by drawing hand-by-hand figures that are friends with himself and with life. Student 01 (Figure 5), on the other hand, reflected the themes of friendship and entertainment with the figure of two friends playing mutual tennis. The themes of friendship and entertainment are often seen in the drawings as children's figures who have fun in common with their friends.

The third theme that students draw most is Being an element of emotion. This theme ($f = 11$ 18,0) was included in the drawing. Hypersensitive gifted and talented children were first mentioned by Annemarie Roper (1982). These children feel responsibility and deep empathy towards the wishes, needs and suffering of others (Oğurlu, & Yaman, 2010). When the drawings were examined, it was seen that the students were relieved while doing sports, they were happy and made pictures showing their sports branches and their sensitivity to the needs of their friends.

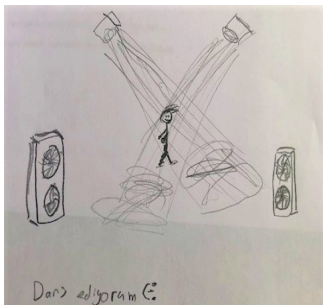


Figure 6.
P26-5-M Coded Student' Drawing



Figure 7.
P45-4-F Coded Student' Drawing

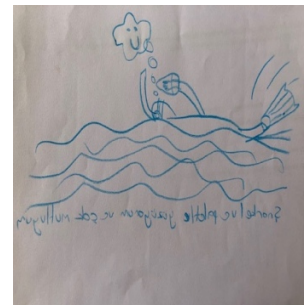


Figure 8.
P51-4-M Coded Student' Drawing

The student 26 (Figure 6) stated that he drew himself with the dancing child figure. Student 45 (Figure 7) stated that his favorite sport is volleyball. Student 51 (Figure 8) depicts his happiness when swimming with swimming equipment.

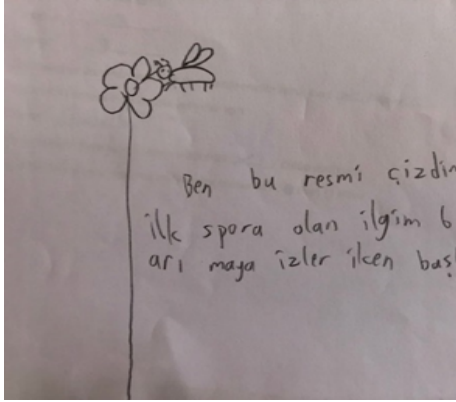


Figure 9.
P04-4-M Coded Student' Drawing

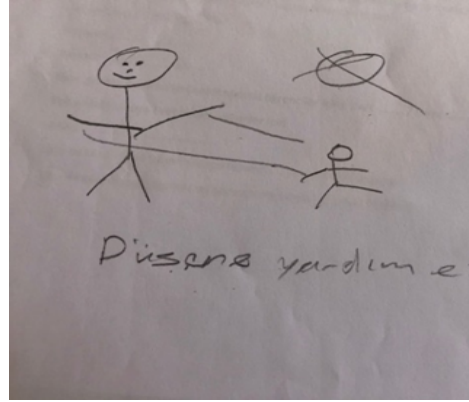


Figure 10.
P07-3-M Coded Student' Drawing

Student 4 (Figure 9) drew a picture of a bee placed on top of the flower. He stated that his first interest in sports started with the cartoon *Arı Maya*, which he watched at the age of 6. Student 7 (Figure 10) drew human figures that helped his friend in his drawing.

The students perceive the concept of sport as a field of competition where emotions of winning and losing, struggle and competition are experienced, and their perceptions as a tool for competition, self-development and success. Drawing 57B9K1 (Figure 11) supports this finding. In addition, the student 41B3E1 (Figure 12) was identified with an athlete who was successful in sports and in his drawing he was drawn as a successful athlete who shot at the goal.

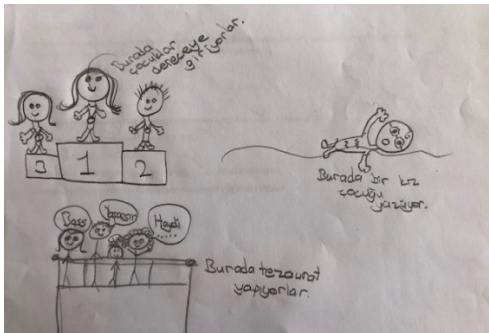


Figure 11.
P57-9-F Coded Student' Drawing



Figure 12.
P41-3-M Coded Student' Drawing

According to the study conducted according to Table 1, 68.9% ($f = 42$) of the gifted students went to sports courses and 31.1% ($f = 19$) did not. It was seen that

gifted students started the sport somehow through sports courses but only a few of them continued and 29.5% (f18) were competitive athletes.

DISCUSSION AND CONCLUSION

The drawings used by researchers and educators to serve very different purposes were used in this study to identify the feelings and thoughts of gifted students about the concept of sports. In addition, various suggestions were developed for further researches by taking into consideration the findings of the research.

When the drawings of the students who participated in the study were examined for the concept of sports, it was seen that the students made the drawings of the theme of earning and friendship mostly. When the drawings in this theme were examined, it was seen that the students drew the sports branch that they enjoyed most. In the explanations of the drawings, it was seen that they had a lot of fun while doing sports, they liked and stated the benefits of doing sports. Sport for children is important for psychological and social development as well as physical development. Children in the process of socialization with peer groups to gain good relationships, such as gaining experience such as obeying rules and decisions (Newcomb & Bagwell, 1996, Rubin, et al., 1998).

In his drawings, while describing sports as a means of having fun and pleasant time; competition, winning, losing, and competition elements were reflected to the students' drawings. Yılmaz and Çelik (2018) in the study of sports elements in the cartoon titled study; It was determined that the emphasis on winning and losing was frequently used in sports branches in cartoons. In the study where the views of gifted students about physical education and physical education teacher concept were examined, Yılmaz & Güven (2015) concluded that elements such as "winning, losing, struggling, competition" were included. In our current study; In the drawings of gifted students, it is seen that sport defines physical, social and emotional development as an area of positive interaction with peers. This information can mean that students have a positive view of sports. The results obtained by Şişko and Demirhan (2002) show that the students' attitudes towards physical education and sports course are in line with the results of the study.

When the drawings were examined, it was seen that the talented students depicted human figures playing alone instead of struggling with their friends despite their team sports. This is in line with the finding by Witty and Lehmann (1927) that gifted children prefer to be on their own during play more often than their peers and at the same time avoid harsh physical games.

In the student drawings, the other themes having the highest frequency were found to be about the concept of friendship and emotion. They stated that they had a lot of fun while doing sports with their friends in the theme of friendship which is the first theme that the students draw the most, they established friendship bonds

and they were relaxed. In the theme of the Third Emotion element, they stated that sport is a part of their daily lives and that sport makes them feel happy and free. Yılmaz and Güven (2015), in the study examining the perceptions of gifted students about physical education lesson and physical education teacher concepts, it was seen that gifted children mentioned sport as an activity tool to remove cognitive fatigue (Yılmaz & Güven, 2015). The results of the research are in parallel with the study.

It can be said that the way of exhibiting sports branches in visual communication tools such as television, computer and cinema is a factor in spreading thought and interest against these sports branches. In the drawings, it was seen that children met the concept of sports while watching cartoons and attracted their attention. In the study of Yılmaz and Çelik (2018); It has been found that various sporting elements are frequently used in cartoons, which have a significant impact on the development of children. Considering the impact of social media on the development of children; Yılmaz (2019a), which is one of the social media channels that instagram in the study of children and play with the label; it was found that sports and sports elements were included in the labels on the shares.

In the theme of Benefits of Sport; As it includes physical development, exercise and relaxation, the health of the sport has been determined by the students as protective and improving physical capacity.

In the game theme, gifted students combined the concept of sports with games. They were very happy to play games while doing sports and that they were happy to spend time with their friends. Yılmaz (2019a) emphasized the affective characteristics of the play in his study. In the study, it was found that play was a source of entertainment for children, children were happy to play and they felt good. In a similar study, Yılmaz and Güven (2015) asked 46 students to draw physical education and physical education teachers in their study with 46 gifted students who participated in the Science and Art Center. As a result of the study, it was found that gifted students have positive perception about physical education lesson and physical education teacher concepts and perceived physical education course as a game and entertainment area. In this study, the perception of the sports activities of the physical education course, which is the application area of sports in schools, as a field of play and entertainment, is in parallel with the study. In the study where Yılmaz (2019b) examined the views of science high school students through sports, the participants depicted them as an activity in which they could express themselves through sports, move away from the intensity of the lessons, spend fun time, and identify their skills and abilities for any sports branch. Yılmaz and Güven (2015), in their study with 46 gifted students, presented the positive effect of the sport on the personality of the students as a concrete example in the student drawing, depicting the concepts of sportsmanship and friendship which are the essence of sport in a

competition area where football match is played. This study is in parallel with this finding.

Although there are very few studies in the literature using metaphors and drawing methods for the perception of physical education teachers; there were no studies investigating sports perceptions. Considering all the accepted benefits of sports all over the world, when the directives of Science and Art Centers given in our country for the gifted students are examined, there is no educational field related to sports (MNo Directive, 2008).

The development of the concepts of “values” depending on the concept of sports in gifted students is important for the long term spread of the subject. Since the benefits of sport include elements such as physical development, exercise, and relaxation, it can be said that students perceive sport as a health protective and physical capacity improvement element. When the drawings were examined, it was seen that even the students who did not do any sport had fun when they were doing sports and they drew the branches that they liked by watching them and wrote the names of the athletes they liked. From this point of view, even in individuals who do not do sports, it can be said that they are successful athletes in their branches.

RECOMMENDATIONS

For Applicants

As a result of the findings obtained from the research, the following suggestions can be presented;

- Despite doing research on gifted students in team sports, playing alone rather than with his friends who struggle as well as human figures human figures are seen to have painted.
- They can't do enough for abandoning a course students sports, sports activities or to meet the expectations of the students and a vibrant and organized in a way that will keep interests separate.
- While there are activities in science and art centers that support talents such as painting, music, art, sport activities that support physical, social and psychological development of children are not included. Children's love and willingness to participate in sports may require questioning the necessity of sport in Science and Arts centers to support their skills in this field.

For Further Research

- In this study, only perceptions of gifted students about sports concepts were examined. It is possible to examine whether there is differentiation by applying on different levels and individuals with different intelligence levels.
- The research findings of perceptions of the sport in the positive direction as in the determination by performing a more extensive research of this

topic, provided by benefit from the positive effects of sport in the name of ensuring that.

- The developmental characteristics of physical education teachers and coaches of gifted students and what type of applications support the development of gifted students by better assimilation.

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