



From the Editor: How realistic is the discourse of talent developing school?

Abstract

A school model that develops talent is never realistic. I explained why this is not possible. Important tips have been given for families and educators who care about talent development after the pandemic. The pandemic has solved the codes of the EPGBU model and made it emerge as the most suitable gifted education model. The spread of this program model, which has goals and objectives in parallel with JEGYS, is important in terms of meeting the need for young scientists in the world. H.W. Wilson Education Source Fulltext is one of the education field indexes for promotions in Turkey, and JEGYS indexed in this index. JEGYS is in its 10th year, thanks to those who contributed to its publication for many more years.

Keywords:

EPGBU model, giftedness components, talent developing school, underdeveloped and developed countries

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Dear Authors, Readers, Reviewers, Editors

What the pandemic has taught us is the socialization aspect that is the most important aspect of the school. Families for school; They began to think that "it would work even if it didn't have other features". They said that now our children are also right, that school is not a concept that is given a "blessed" meaning as it used to be. We started looking for answers to these questions; So what is school? How should it be?

It has now been understood that the talent development aspect of the school is weak. Why is that? because schools generally cater to students of average or below-average intelligence. It focuses on what needs to be taught as a minimum. This causes it to be an institution that cannot respond to gifted students who want to improve their skills.

Is there a school that develops talent? Of course not. It is not possible. An institution that develops talent cannot be a school. Because this institution should not have stereotypical rules and routines. At most, talent-developing institutions can only be supportive programs, courses, and mentoring services.

EPGBU developed by Tortop (2013)¹, which is one of the important models in the training of gifted young scientists, is a university-supported e-mentoring program. It is a program that develops academic ability. Talent training in other talent areas can also be designed in accordance with this training model. Talent develops only with mentors in that field of talent. This is the biggest advantage in talent development in developed countries. However, as I explained in the preface to the previous issue, this advantage will be lost in 10 years. Because space is no longer a registered-conditional element for talent. The most important element in the order whose change is expected is Time. Time will come to be an element that the gifted can easily manipulate. This means that in the education of the future, time and space will be indifferent and the most important lesson will be history. but this history lesson will be an indispensable part of talent education, as it is the history of talent fields, and a historical journey in which the future is designed, not the past.

JEGYS is 10 years old. I am honored to share this happiness with you. It has started to be an important actor in the world's talent education.

In this issue, we have good news for academics in Turkey. JEGYS is included in "H.W. Wilson Education Source Fulltext" according to UAK associate professorship criteria. Therefore, you can use your published articles as a trainee index for associate professorship applications.

We would like to thank all authors, editors, referees and readers who contributed to the spring issue of 2022.

Best regards

Dr. Hasan Said Tortop
Editor-in-Chief of the JEGYS

¹ Tortop, H. S. (2013). A new model program for academically gifted students in Turkey: overview of the education program for the gifted students' bridge with university (EPGBU). *Journal for the Education of Gifted Young Scientists*, 2(1), 21-31.