

Abstracts

THE NEW HORIZONS IN THE GIFTED PSYCHOLOGY EDUCATION
THE CREATIVITY: COGNITIONAL AND ENVIRONMENTAL ORIGINS
«STRATEGIC REVIEW»

Nasseroddin Kazemi Haghighi

It reviews the new findings in the gifted educational psychology. The results are proposed in six dimensions:

1) *The worldwide consideration to the exceptional talents has been largely expanded in the last few years.*
2) *The attention, perception, and thought lay the foundation of cognitive basis of the creativity.* 3) *The creation against creativity is an acquired characteristic.* 4) *The convergent thinking, abstraction, and deduction jointly can lead to creative thinking.* 5) *The environment influences the achiever more than the creative.* 6) *Advantages of the segregation, enrichment, and acceleration depend on gender, age, and type of the giftedness.*

This article discusses disadvantages of the formal education for creativity, necessity of the modification for the education, taking advantage of the creative peer environment. It proposes suggestions and recommendation for the organization and administration, family, teachers, consultants, and society. (Persian) pp. 114-120.

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GIFTED GIRLS' SOCIAL EXPECTATIONS

«Developmental Review»

Nasseroddin Kazemi Haghighi & Shiva Moghaddam

The article explores the adolescent gifted girls, social expectations (S.E) in the various grades. 11 adolescent gifted girls (aged 12-14 yrs & 7-12 grades) responded to an open – question about their expectations from the society. The results confirmed an eleven factorial inventory: social acceptance, modifying expectations, understanding and perception, social esteem, improving the society, cultural elevation, faithfulness, social protection, regardness, independence, security. The results of this analysis indicates significant differences between educational periods and grades. The gifted girls (aged 12-14) preferred social acceptance, social esteem, and improving the society more than others, and the girls (aged 10-14) regarded modifying expectations, understanding and faithfulness more than girls (aged 12-14). Social acceptance was the most changeable factor and in dependence showed the least change among

various grades. This research doesn't shown significant differences between mathematical and experimental sciences courses. pp. ۱۶۳-۱۷۴

