

Social skills difficulties that faced by gifted children

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Abstract:

The study has focused to try discovering few difficulties in the social skills which the gifted teenager is facing , and stand on study cases held weakness skills with peer groups , sympathy skills , cooperating skills , self-control skills , self-assertion , take responsibility skills...further the study confirmed the necessity of re-acquainting them the social skills ,because of it's effect on their socio-psychiatre adaptation , in the scholar environment until their profession in the future , by providing programs into their scholar methods, orienting the educators to enhance them developing and training them to take care of their environment and activating relationship , understanding others in class , their families too.

Introduction:

The life of the gifted is not devoid of psychological and social problems that hinder their growth and progress, the first of which is the lack of understanding of their family environment, where it does not find the appreciation, care and family communication required, secondly, the poor return on the school environment, and its confinement to what the ministry is responsible for, which is supposed to strive to enrich the environment Competitive among the pupils in general, and the concern for the continuation of the heat of the social and scientific interaction, especially among the gifted, so that their giving does not go out and their ambitions fade ... And as a result of this, the gifted child may have improper behaviors that appear in isolation and aversion to social relations towards his colleagues, and this leads to weakness And slipped in the Social skills, which

keeps the gifted child prey to psychological conflicts with himself and social conflicts with those around him that may develop into severe psychological and social diseases and problems, which limit his scientific gift, and his working energy in his field of specialization...

Study problem:

Although the general view of the gifted that they do not have clear academic problems, in reality they face problems and difficulties in their family contact or the school's neglect of their entity and their scientific, psychological, and social presence, most researchers indicated that many gifted people suffer from a decline in social skills. This is because of some of the characteristics and characteristics that a gifted child possesses, which may constitute a source of social problems faced by him. Psychological and social, just as his tendency towards perfection creates a feeling among his colleagues that he is transcendent to them and thus avoids him, given the fact that the scientific gap between them is motivated by isolation from them, and one of his characteristics that is characterized by the gifted is the rapid emotion of his colleagues and his surroundings in general and may be activated for things that seem normal to his colleagues. With this you begin to have a feeling of difference, and his colleagues begin to move away from him and avoid him, and little by little he moves away from them and indulges in his own world, and begins his journey of struggles with his school environment and shows behavioral problems such as withdrawal and isolation and not participating in various activities and avoids entering into relationships with them. Social...

In the advanced stages of the social life of the gifted, he shows the need for communication and social interaction with his peers or colleagues at school, but this trend requires him to acquire social skills aimed at improving his communication to alleviate the causes of isolation and unity imposed on himself or because of his rejection. Others, and here he can develop his ability to communicate with others.

The study of Carleon 1997 and Fogen 2000 confirms the importance of developing social skills that help the child to develop his abilities, establish successful relationships and social interactions, and integrate with the peer group in reassurance and familiarity, as well as avoid social skills that lead to conflicts between him and those around him and solve them. If it occurs and the dilemma is eliminated efficiently, then feeling self-efficacious and developing his self-confidence.

As (Duxon) 1997 added, the best way to develop social skills for the gifted is by training them to overcome difficulties in dealing with social situations, and therefore the study is based on the following question:

General question:

- What are the difficulties of social skills faced by gifted children that hinder their development in school?

General premise:

The difficulties of the social skills for the gifted are:

A- The skill of communicating with peers.

B- The skill of empathy

C- The skill of cooperation

W- Self-control skill

C- Self-assertion skill

H - the skill of taking responsibility

Study objectives:

1- Providing a vision for developing the social skills of gifted children with behavioral problems.

The importance of the study:

1- The importance of this study lies in highlighting a serious problem which is the weakness of the social skills of the gifted and providing some scientific solutions and methods that will help specialists and educators to understand more about this problem and how to deal with it from a scientific standpoint.

Study concepts:

1- The gifted child:

A child who exhibits outstanding performance in one or more of the following areas and characteristics:

- An advanced mental awareness force

- Clear creative ability

High educational achievement

- Having excellent skills in the fields of art, language and mathematics

Provides certain personality traits, such as perseverance, endurance, and high motivation.

2- Social skills:

Researchers affirm that it is a characteristic of personality, and an underlying psychological readiness to respond to social situations... Accordingly, social skills can be considered a stock of

verbal and non-verbal behaviors through which the individual can be affected and affect the environment in which he lives in different interaction situations, The types of skills faced by the talented can be identified:

A- The skill of communicating with peers:

It expresses the ability to interact with peers in social situations and its ability to form friendships with them and control its verbal and non-verbal behavior in a flexible manner, and its tendency to modify its behavior in the event of change so that it is compatible with what is emerging in the interaction situation...

B- Sympathy skill:

It means getting close to others, meeting their needs, and the initiative that expresses emotional support. My skills include a sense of the circumstances, attitudes, and problems of others...

C- Cooperation skill:

It means helping others and standing beside them in adversity, and includes the skill of helping and the skill of participating in charitable causes.

D- Self-control skill:

It is a force that controls a child's emotions during collision situations with others and the ability to respond in a timely manner to those trying to provoke him, and includes the skill of solving the problem and the skill of controlling emotions.

C- Self-assertion skill:

It means the child's ability to chat and dialogue with others and express his views, whether they are compatible with or contradicting others, and expresses his positive feelings (praise) or negative (anger) from them and defend his own rights, initiative and continuity.

In view of the most important studies in the field of the gifted and related to the development of social skills for them, including:

1- Galloway and Inheritance study, 1997:

It aimed to compare the awareness of parents and teachers of the social skills of gifted children and the importance of focusing these talents on skills without the other, and the results of the study demonstrated that the awareness of parents and teachers of the social skills of children was one and the difference between them was in the importance of social skills that teachers or parents see, where it is believed that Cooperation comes first, while parents see that self-assertion skills are the first, so the level of agreement between parents is high and teachers' awareness of the value of social skills ...

2- Kimmel Study 2002:

This study aimed to develop the social skills of some gifted children, and it was concluded that all these children suffer from functional difficulties in dealing with social situations, and a lack of experience in social support, as well as isolation and loneliness, and also showed that the skills of responsibility, sympathy, Self-control, self-assertion, peer-to-peer control, motivation behavior... Achieved except for the skill of empathy...

3- Frenzt Study 1991:

This study dealt with identifying the relationship of social competence and social skills with the level of academic achievement of secondary pupils, and a measure of social skills, teachers' rulings and self-rulings were used. The results of this study concluded that there is a positive correlation between social skills and higher level of academic achievement.

The curriculum used in the study:

1 - We used in this study the descriptive method, which depends on studying the reality or phenomenon as it exists in reality, and is interested as an accurate description and expresses it qualitatively or quantitatively, and the nature of descriptive research is easier in terms of understanding and understanding if we get some information On the various steps involved in a research study, as well as the various methods used in all data, their expression, and the general categories under which studies may be classified.

2- We also used the case study in the social service as a method and a tool for research, as it is an approach that researches in depth the individuality of a social unit, whether this unit is an individual or a family or a tribe or a village or a system or a social institution or a community, and it is an approach to coordinate and analyze Information collected about the individual and the environment in which he lives.

In our research, we took a sample of three scientifically gifted children in the sense of their educational achievement, good or excellent, who possess three or more talents: (drawing, music, literary and scientific innovations...), And they are from different educational levels: primary, intermediate and secondary. ...And we studied their case of difficulties in social skills, which affect their scientific development and social success...

One of the advantages of studying the case of these gifted children in our study is that they gave a clear picture close to their personalities that enabled us to look deeply into the cases studied, and to identify their physical emotions, evaluate them, interpret them and harness them in order to solve the difficulties in the social skills that these talented people suffer and hinder their development. Scientific and social.... Also, the case study of these gifted children was part of the treatment provided by the case study in the social service, which is an indicative method needed by these gifted children.

Cases studied:**First case:**

Ahmed Ould, who is 13 years old, is studying in the third year of intermediate education for his academic level

Excellent, the social level of the family is well off, Ahmed receives adequate attention and family support

Especially from a parent who does not refuse a request, and seeks in various ways to help him and stand beside him, and

Providing all the requirements for success for him, Ahmad's problem, says when meeting with his colleagues in the department, he finds it difficult to interact with them where he feels the intellectual divide between him and them... In the sense that he does not find in his colleagues the same level of thinking, they do not exchange him the same interests, and therefore he says that little by little he dispenses On their connection and sitting with them, and this is impossible because of the harmony between them. He also feels that they do not show solidarity with him, while solidarity among them (among colleagues) is great... He also expressed the futility of solidarity with them since they did not exchange him the same feeling... He justified this by not trusting in their attempts to get close to him, as He considers it as part of an interest they want from him only.... When asked where this information is confirmed, he replied that his parents are pointing to him not to trust his colleagues because they only want their immediate interests from him.... But he comes back and confesses that many times he finds Some of them help without charge, for what he needs a certain educational tool, and he feels guilty and conscientious about it.... He wishes to find g Mella is a friend who exchanges ideas with him, agrees with him.... And with the passage of time, Ahmed became lonely and inactive, and did not interact with the ideas in his school environment because of the parents exaggeration in warning him of his peers and colleagues in the department. And because of his condescension and his lack of acceptance by his colleagues, Ahmad Asabi became more with his colleagues, as he often clashes with his colleagues until his brothers at home, and worse than that is his lack of control over his emotions, which leads to being beaten and verbally abused, as he is very angry if the matter is attached to an attempt Others share his own purposes, or his games.... And he sees that this method is useless because his colleagues and brothers are getting more intransigent as much as they find him determined to take his right by force, he admits that he does not know the correct way that leads him to recover his right without noise, And excitement, and it does not matter to him if they were wrong in their thinking and choices, and there is no use in presenting his ideas with what Insatiable, they do not have weight, he says that he prefers to listen and listen to his colleagues and brothers, even if they are wrong, and that his opinions and beliefs are not useful to them and it is his property to enter others in it, but he contradicts himself when he confirms that the reason is the shame that prevents him from expressing His opinions and his ideas are often publicly presented ... Ahmed does not give

importance to the issue of exchanging ideas with his colleagues, and chatting parties with them... Although he indicated that he sometimes wants to, but some of the behaviors that his colleagues meet - such as Mocking, mimicking his movements, laughing and winking - makes him alienated from their conversations, and avoids going into them with evening For and topics, although he hopes that one day they will not deal with these behaviors mentioned above.

The difficulties of social skills that Ahmed faces are centered around: the skill of communicating with peers, where isolation is preferable to meeting with colleagues who spend long hours with them, but since a person is socially, of course, his isolation is unnatural, impedes his social development, and exacerbates his psychological problems As we know that the social person usually does not suffer from mental illnesses, and that social isolation is a dangerous indicator... distracts the child from enjoying the giving and social welfare required to ensure a balance of mental and mental health, and the gifted or superior child, his scientific and mental capabilities are affected by the level of the situation Psychological, and the poor psychological and social situation leads him to receive many difficulties in his future life, and we stress the need to help him to develop his social relations and alleviate the difficulties he faces in his school environment and in his family, moreover, the indicators confirm that the gifted child may face problems or Social difficulties.

The second case:

Nada point is enrolled in the first secondary school, her academic achievement indicates that her results are always high, she is always at the front of the department, she lives a luxurious life with her parents and her brother only, her family supports her financially and morally and she is stable with peace of mind but she is calm but something that applies to herself other than her colleagues... Through my approach to her, and after her teacher pointed out to me that she is superior and talented in several fields... I loved her presentation in the study, but she was initially reluctant, on the pretext of not getting her parents 'approval, but I left her in her comfort and did not insist long on Hold the interview with her... Tomorrow, I got a call from her teacher who taught me to accept a father Here is my interview with Nada... And I began to understand the extent of the concern of her family and their increased fear of contact with their daughter by strangers... And I realized, of course, that the patriarchal authority is high in the family of the child Nada, the truth of this fear of strangers is usually reinforced by the families of the gifted and talented, which is It is not strange, especially if the child belongs to a prestigious family, as is the case with this girl... Nada distinguished in many arts such as painting, music and sports.... He added to her excellence with distinction, making her

She gets used to a culture that fills the void so that she does not feel lonely as she says, and she is determined to spend her time in her distinguished arts and not to follow what is happening around her within the walls of the secondary, and does not leave extra time unless she is busy with drawing and artistic formation, and she prefers him to spend time in nonsense Inspiration with girls of her age and division... This trend deepened the gap between her and her colleagues, and she was quick

to isolate her programmer... She says she finds great comfort when she gives up with herself in the space, and confirms that she knows that this does not like her colleagues. She says that this alienates her, especially the looks of the question in the eyes of her colleagues... So she tries now The last one is approaching some of the distinguished female colleagues in the study... Because she thinks that they are better than the others, and that is why she allowed them to approach her and sat with her sometimes... But she says that she finds it difficult to understand their mentality, and believes that they are not suitable for her one hundred percent, However, it is obliged to keep them because there are no others.....

Nada, unfortunately, grew up over the behavior of the Almighty over others, which is instilled in her from the family, and this is one of the reasons for her lack of success in establishing social relations with her peers...

Nada controls her emotions with her fellow girls only and does not bear this for her male colleagues, as she sees and feels that they deliberately provoke her several times, as she enters with them in controversies and quarrels, ending in the other to the point of beating and insult...

Nada believes that her understanding with her male colleagues is very difficult and bitter.

The third case:

I met the third case in a primary school, whose name is Mohamed and is registered in the third primary, a multi-talented child: theater acting, drawing cartoon characters, the music... In addition to his academic excellence, he has an understanding of his family and deals with it positively... In the sense of a quiet family life Filled with friendliness and understanding... However, he feels that he is an outcast among classmates, as he is from an average family, and most of his colleagues are well off, as he says, because he is suffering from that...

Muhammad is understood with a colleague and he is not a friend as he says, he does not consider him more than a colleague who only exchanges, scientific lessons with him, and he is in a constant attempt to win the hearts of his colleagues and get closer to them, but they, as he says, do not give him their attention, although he is superior, and he is trying to present his drawings to some of them without In return... His problem is that he does not know the way to the hearts of his classmates, and he thinks that they only talk about games and eating, and he does not consider this to be one of his main interests.... Muhammad seeks and strives to establish friendship relations that will last even after school outside of school However, he needs help that supports his self-confidence, exceeds his social level and understands that the human being Not his wealth Bakderma is the moral and knowledge...

Report on the cases studied:

These children need a different school or social home school climate, in addition to the contents of the courses commensurate with their interests and abilities. In the cases studied in this research,

their suffering revolves around the weakness of some social skills, where most of the outstanding students encounter difficulties in acquiring skills such as The skill of communicating with peers, the skill of sympathy, the skill of cooperation, the skill of self-control, the skill of self-assertion, the skill of taking responsibility, as this may lead to more troubles in the lives of these outstanding people, including the failure to achieve the required social adjustment within the groups to which they belong, Hinder Their abilities to overcome the problems they may face now and in the future, and the absence or weakness of these skills limits the ability of the superior to achieve self-independence and self-reliance.

Studies have shown that excelling children with high social skills to manage their relationships in a manner

Good with their school and family environments, which prevents them from entering into conflicts, and if confrontations occur with their peers, they are more able to control their emotions and address the problems effectively, hence their feeling of confidence and lasting victory, thanks to their acquisition of the required social skills, and the superior loses due to his suffering from skill difficulties Social is an opportunity to benefit and learn from others. A good platform is not only loved by others, but he will know good things from them (as Wilson and Mizner say).

Accordingly, the need for those excelling to undergo a training program to face the difficulties of the social skills that they suffer from being an existing one, especially with their presence in the critical age stage which is adolescence. Stevens stressed two methods of learning social skills, direct learning and indirect learning, the first of which is a program:

- Eichelbarger and his colleagues in 1999, which presented a direct program for learning social skills academically and focused on improving the school climate, and pushing them towards consolidating their social relations and developing the advantage of listening, interacting and talking with their peers in the class... This study has proven successful in regressing Abnormal behaviors of highly skilled social skills.

Directing learning of social skills is like learning mathematics, other sciences, any part of the curriculum...

As for indirect learning, Stevens emphasized that it is based on three stages:

The first stage: defining the social behavior to be learned, by defining this behavior, its stages of development and the circumstances that provoke its occurrence.

The second stage: estimating behavioral goals by assessing skills, and assessing the level of student performance

Stage Three: Evaluating the effectiveness of social skills strategy.

Abdel Moneim and others pointed out that there are principles that must be observed during training in social skills, and they are as follows:

- 1- Exclude the word must, use the best alternative and I want it is not binding.
- 2 - No for advice, but specify the nature of the situation, the alternatives and options available, and encourage the individual to make his own decision to act in the manner that he believes is appropriate.
- 3- Submit a return to the trainee when he accomplishes any improvement, even if it is slight
- 4- Encourage the trainee to establish what he learned inside the training room, and to explain to the people around him the training he is exposed to in order to raise social skills...
- 5- Graduation is an effective way to raise the efficiency of the training process, according to which we begin by training the individual in the simplest skills, such as self-appreciation and then the most difficult, such as facing a difficult emotional situation.

Conclusion:

The development of social skills is an important educational requirement, as it has an impact on the growth of the learner's personality, for a person in general needs a group to adapt to and accept and become free to belong to, and through it he obtains the social experience required to continue his life path...

Previous studies have indicated that the development or development of social skills helps in overcoming the problems experienced by the individual and confirms that the child's success in acquiring and developing his social skills helps to increase his abilities to establish successful social relationships and interactions and integrate with peer groups and adults in reassurance Familiarity and increase his self-confidence and self-assertion, and increase his cooperation with his peers and parents, which leads to more progress in acquiring social experiences and achieving social growth in a proper way, which would solve any conflict or problem in which the child falls during his interactions to With other people, talented children are the real wealth in any society, but its actual treasures, because through them the state has what it needs from the pioneers of thought, science and art ... And who benefits in all areas of life and development, just as interest in this group is inevitable A civilization imposed by the scientific and technological challenge...

Suggestions:

- 1- Paying attention to developing the social skills of students to achieve proper adaptation to society and increase the unity of its members.
- 2- Organizing study days for teachers and professors on how to learn about the capabilities and attributes of the outstanding and how to care for them.

3- The necessity of examining the high-achieving students with low academic achievement to know the causes of this decline.

4- The necessity of having mentors to deal with these cases, as well as explaining the dimensions of this phenomenon to professors so that they have a role in controlling them.

5- Educating families about their underachieving children to have a complementary role to that of the school.

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