TALENT :REVIEW OF THEORIES AND MODELS

Dr. Samar A. Abdeen*

Dr. MohdZuriGhani**

Abstract

Increasing interest in the field of special education can recently be felt all over the Arab world in general, and the category of talent in particular. If the volume of literature in the popular and practitioner press is any guide, practitioners in the field of human resources are now primarily in the business of talent. But what is talent theory and what is the new theory in this filed? In this paper we address this question by reviewing A wide variety of theories and models of reading acquisitions.Major topics and controversies talent theories their evolution and tracks over the past 64 years from the Guilford's theory of structure of intellect(1950), to Abdeen's concurrent thinking (2014). The review concludes with an introduction to the notion of theoretical framework based on concurrent thinking theory for understanding past research and for guiding future research; this is important because in this context variables seem to operate differently. This is new talent theory,its adds to the patterns of thinking a new pattern known as the concurrent thinking which means thinking of multiple things at the same time, i.e., doing more than one mental process simultaneously and thus processing more than one task at a time. This all is done with high proficiency

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* **University Science Malaysia, Penang, Malaysia**

** **Taibah University, AlmadinahAlmunawarah,Saudi Arabi**

Introduction

There are many theories that discuss talent aspects, Its as Guilford's theory of structure of intellect, Taylor's model of multiple talents, Renault's Three-Ring Model of Giftedness, Monks' triadic interdependence model for talent, Feldhusen's talent identification and development in education model, Gardner's multiple intelligences, Gardner's multiple intelligences,Tannenbaum's who, what, and how of giftedness, Sternberg's successful intelligence, Abdeen's concurrent thinking.

The following section will present and summarize the current talent theories.

Guilford's theory of structure of intellect

Guilford's theory (1981) is one of the most important theories in the development of intelligence theory (Guilford, 1981). The structure of intellect for Guilford has become one of the most famous models of mental activity. This model has aimed to limit the main abilities in that era. Guilford (1950), believed that the abilities (intelligences) comprise three dimensions: operations, contents, and products. He also determined five types of operations: perception, memory, divergent thinking, convergent thinking, and evaluation. Moreover, he determined five types of contents: visual, audio, symbolism, semantics (i.e., meaning of the words), and behaviorism. He identified six types of products: units, layers, relations, systems, transforming, and traces. All of these operations, contents, and products interact to present a great number of abilities (Guilford, 1981). He mentioned that information is the only thing that an individual can perceive and connect with through his senses and various resources. He also restricted the individual's ability of dealing with this information by analysis, connection, and treatment (Gerwan, 2008b). This theory changed the well-known concept of talent in that era to be wider and multiple, which was the beginning of widening the talent's limited perspective (Gerwan, 2008a), to restrict it in a group of abilities or sides.

The literature review of the research and its theoretical framework maintain that many theories have been established on the basis of Guilford's structure of intellect. These theories include Gardens' multiple intelligence theory and Sternberg's successful intelligence theory. Both Sternberg and Grigorenko (2000, 2001), still criticized that the method of the mathematical

matrix used by Guilford in calculating and extracting great amount of abilities cannot be distinguished, particularly the simple ones. Moreover, the creativity tests he used do not measure the creative abilities determined by theory.

Taylor's model of multiple talents

Taylor (1967–1988), suggested six abilities, which are very important to be noticed and considered inside the classroom and not only concentrated on the learning progress. He assured that every child has a special type of power at least to be higher than his peers' medial although it is not necessary that he becomes distinctive in that ability (Davis &Reem, 1998, 2001; Al-Qurayti, 2005; Al-Samadoni, 2009).

These six abilities are represented by academic abilities (e.g., the learning progress) and the abilities that develop knowledge (e.g., the ability to search various references on a specific topic; the creative thinking ability defined as the ability to generate original ideas, such as the ability to find ideas on how to spend the summer vacation; the ability of verbal communication, such as expression by painting; future prediction abilities; decision-making ability defined as the ability to see the alternatives and justify the chosen decisions; planning ability, such as preparing domestic budgets or preparing and planning for a trip) (Davis &Reem, 1998, 2001; Al-Qurayti, 2005; Al-Samadoni, 2009). Taylor (1975), also added the three following abilities: executive abilities (e.g., the ability to fulfill a plan), human relationship ability (e.g., the ability to have friendships or stay in a job), and ability to seize chances (e.g., the ability to determine the chance and work hard to obtain it) (Davis &Reem, 1998, 2001; Al-Qurayti, 2005; Al-Samadoni, 2009). By following the model in Figure (2), one may find that Taylor (1975), suggested that the abilities exist in individuals but with variance. For example, Aisha has academic and creative skills (i.e., productive thinking), is connective, predictable, and decisive, and has skills in planning, execution, human relations, and seizing chances. However, she is highly distinctive in academic and planning abilities, moderate in connection and decision-making abilities, execution, social relations, and chance seizing, and has a low level in creative thinking and prediction. This situation is what Taylor (1975), tries to explain through his model, in which he assures that a type of talent exists in every child.

Renzulli (1978:1988), presented a model of giftedness called the Three-Ring Model of Giftedness. This model suggests that the behavior characterized by talent is a result of the three following characteristics of the individual: above average abilities, high level of creativity, and high level of motivation and task commitment. Renzulli believed that the talented behavior can only occur when these three characteristics interacted. A talented individual is one who has the ability to develop these three characteristics in any field considered by the society he lives in (Al-Jigheman and Abd-Almajeed, 2008). Figure (3) presents the Three-Ring Model of Giftedness.

Renzulli's Three-Ring Model of Giftedness

Renzulli (1978), uses the term "above average abilities" as the first group in his model to refer to general and special abilities. General ability refers to the individual's ability to process data, integrate experience, and think in an abstract manner. These abilities can be measured by using typical intelligence tests. By contrast, special abilities refer to the ability to acquire knowledge and the ability to participate in one or more activities connected to a special field and limited range. Some of these abilities are those in mathematics or sciences, which can be determined by using intelligence tests. However, many of these special abilities cannot be identified by using these tests. The second group is a revised shape of motivation and is called "task commitment." This group represents the energy that the individual evokes when he wants to do any mission or solve any problem. Renzulli (1978), also considered terms such as perseverance, endurance, hard work, self-confidence, and believing in the individual's ability to do and accomplish important works as task commitment. The third group in Renzulli's model is creativity (Al-Jigheman and Abd-Almajeed, 2008; Renzulli, 2002). His model maintains that no mental qualities, such as task commitment, are necessary qualities for grade but does not permit knowing or helping the children with low grades. The child can possess many creative abilities but may not have the motivation or task commitment (Gerwan, 2008b).

Monks' triadic interdependence model for talent

Monks (1992), developed Renzulli's model into a triadic interdependence model, which retains personal qualities or factors. Monks (1992), also suggested three more factors that have an effect on developing and growing talent. These factors include environmental and social factors (e.g., peers or colleagues who can positively or negatively affect talent development). Special and

creative peers will affect their classmates positively and vice versa. The school environment factor also has a strong effect on growing and developing talent. Moreover, a child who studies in an encouraging school environment with human and material capabilities is affected by this environment. This type of environment positively influences the student's talent development by knowing it first then fostering it. However, a discouraging school environment with no capabilities will participate in decreasing the child's talents and neglecting them. The family factor also positively affects the child's talent because he spends a long time with his\her family and watches his\her models. Accordingly, the family will encourage and raise the child's interests (Monks, 1992: Heller et al., 2000). Monks (1992), exchanged the preceding average ability mentioned by Renzulli (1987), with a special distinct ability (i.e., the ability in a specific field, such as mathematics, science, painting, singing, or modern techniques, such as the computers or any other special abilities). Monks (1992), also exchanged task commitment with motivation because it includes task commitment, fondness of risk and adventure, perspective toward the future, positive expectation, and planning skills (Monks, 1992: Heller et al., 2000).

Feldhusen's talent identification and development in education model

Feldhusen (1994), suggested four disciplines for giftedness: discipline of academic distinction, developing giftedness in schools in its four disciplines, and the factors of these disciplines. He believed that all children are born with potential abilities obtained hereditarily because these abilities appear early. Nevertheless, children differ in the levels and patterns of these abilities (Feldhusen, 1994). These abilities could be affected by the environment, society, child's motivation and creativity level, his/her thinking ability (i.e., meta-cognition), or using thinking in problem solving (Al-Qurayti, 2005).

Gardner's multiple intelligences

Gardner established his theory of multiple intelligences throughout the last 20 years, particularly in 1983. His theory was one of the creativity theories with an influence on the perspective toward intelligence and creativity. This theory was estimated from the results of deep medical and theoretical studies of the human mind. Gardner (2003), believed that intelligence was not restricted to one side but included multiple groups of abilities, hence the name "multiple intelligence theory" (Gardner, 2003; Al-Jigheman, 2010).

Gardner's theory divided intelligence into seven types: linguistic intelligence, mathematical logical intelligence, spatial visual, musical, interpersonal, intrapersonal, and bodily-kinesthetic (Gardner, 1983:2003; Gerwan, 2008b). In 1996, Gardner added naturalistic and existentialistic intelligence (Gerwan, 2008; Muhammad, 2005), and then spiritual intelligence (Muhammad, 2005). Practical, ethical, academic, intuitive, collegial, associative, aesthetic, and narrative intelligence were subsequently added (Hussain, 2003). Gardner (2003), also suggested adding digital intelligence, which parallels with the technical and information development in the modern age. This theory is considered the closest to understanding teachers, particularly those of talented students because of its easiness and the simplicity of its contents (Al-Samadoni, 2009). This theory also presented a conversion in broadening the talented student's circle and became more comprehensive. It also criticized the methods of identifying the talented by using general intelligence measurements. This type of measurement is considered ignorant of other abilities, such as creative abilities, which do not appear in such measurements.

Gardner (2003), insisted on the necessity that educational institutes should adapt identifying these intelligences, in which each child differs from others according to their environments. He also stated that emphasis should be placed on the importance of these intelligences, which represent the talents of these children (Al-Qurayti, 2005).

Tannenbaum's who, what, and how of giftedness

Tannenbaum (2003), faced the problem of the creativity concept by having an integrated definition of talent and excellence that does not neglect the social, environmental, and psychological factors of the individual. These elements include the general and special ability, non-cognitive, situational, and luck factors. Tannenbaum (2003), also used question words (e.g., who, what, and how) to identify the talented (Gerwan, 2008). As a result, Tannenbaum (2003), identified five factors that contribute to giftedness: general intelligence, special and strong preparations, personal merits, motivated environment, and chance or luck (Al-Samadoni, 2009). Moreover, Tannenbaum (2003), classified the talented into eight types: those with creative ideas (e.g., poets, philosophers, writers, and scientists of experimental science), those who produce ideas professionally (e.g., experts who solve complicated problems and who can face big crises and predicaments), those with visible productions (e.g.,. inventors), those who have visible

professional productions (e.g., mechanic, sculpture, jewelry smith, dramatists specializing in drama and music, and highly professional dramatists such as art and drama stars and leaders), and those with professional human benevolence (e.g., doctors and distinctive and exceptional teachers) (Al-Qurayti, 2005).

Sternberg's successful intelligence

Sternberg defined giftedness as a process of highly subjective management for a group of mental abilities. His theory of successful intelligence conditioned the existence of three high-grade abilities to consider the behavior as talented. These three abilities are the analytic, creative, and practical abilities (Sternberg, 2010). Sternberg (2003), emphasized the stability among these three abilities because wisdom appears in a child who uses these abilities distinctively (Sternberg, 2003:2010; Tan et al., 2012).

Abdeen's concurrent thinking

The theory of concurrent thinking is a new theory that adds to the patterns of thinking a new pattern. Concurrent thinking is defined as the process of thinking about multiple topics at the same time (i.e., simultaneously doing more than one mental process), thereby processing more than one task at a time. This type of thinking is conducted with high proficiency. Concurrent thinking is a new addition to the styles of thinking that go along with the developments of time and fast changes. In terms of knowledge and technological progress, many individuals have higher skills and better capabilities that match the time of theory. Therefore, the best means of investing these capabilities and energies are located within the synchronized thinking style, which meets the needs of the talented and the creative (Abdeen, 2014).

Synchronized thinking theory is a high capability of application through its theoretical frame, which provides the trainer/teacher/educator with general and detailed orientations, in order to invest and function his/her energy and capabilities in a larger and bigger way. This could be trained on throughout the synchronizationstrategy, which is a logic method towards a creative and diverse outcome that has its own tools and techniques in implementing the multiple brain tasks at the same time with a high efficiency; this require training.

This theory is not contracted with the sequent vertical thinking not with the sinde thinking or other styles of thinking. It is a new addition to the styles of thiking that goes along with the developments of time and fast changes. Many individuals, in terms of knowledge and technological progress, they have higher skills and better capabilities that matches the time of the theory. Thus, the best means of investing these capabilities and energies are located within the synchronized thinking style which meets the needs of talented (2015).

Table 2. 1

Talent theories

No	Talent Theories
1	Guilford's theory of structure of intellect theory (1950)
2	Taylor's model of multiple talents theory (1967)
3	Renzulli's three-ring model of giftedness theory (1978)
4	Monks' triadic interdependence model for talent theory (1992)
5	Feldhusen's talent identification and development in education model theory (1994)
6	Gardner's multiple intelligences theory (2003)
7	Tannenbaum's who, what, and how of giftedness theory (2003)
8	Sternberg's successful intelligence theory (2010)
9	Abdeen's concurrent thinking theory (2014)

Conclusion

The first talent theories appeared in 1950. None the less, the talent theories reached its peak between the years 1992-2003. The last talent theories (concurrent thinking theory) appeared in 2014, The theory of concurrent thinking is a new theory that adds to the patterns of talented thinking a new pattern. Concurrent thinking is defined as the process of thinking about multiple topics at the same time , thereby processing more than one task at a time.

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