



The Status of Using of Strategies for Discovering Gifted Children from Early Childhood Educators' Perspectives

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Abstract

This study aims to identify the degree of using the discovery of talented children's strategies by early childhood teachers and to reveal barriers to using the discovery of talented children's strategies by early childhood teachers. To achieve these objectives, the researcher used a descriptive approach. The researcher used the questionnaire tool to gather the data required for achieving the study objectives. The study community consisted of early childhood female teachers in Riyadh city. The study adopted the random simple sample style for selecting the study sample. The study sample consisted of 294 female kindergarten teachers in north of Riyadh schools. The study concluded with the following results:

Results showed that the study sample individuals see that early childhood teachers, in Riyadh, use the discovery of talented children's strategies, with a low degree, with a mean of 2.12 out of 5.0. The dynamic evaluation-based strategy came first, in terms of using degree, with a mean of (2.25), followed by Individual and Collective Intelligence Tests based strategy" with a mean of (2.24), the strategy based on multiple intelligences model for Gardner with a mean of (2.09), and the "strategy based on curriculum way in talented evaluation" with a mean of (2.02). The criteria multiple approach-based strategy came last with a mean of (2.01). These results indicate that female teachers use all discovery of talented children's strategies with a low degree.

Results revealed that study sample individuals responded with "agree" with a high degree of barriers to using the discovery of talented children's strategies by early childhood teachers with a mean of (4.05). The most prominent barriers, to using the discovery of talented children's strategies by early childhood teachers, were represented in that (teachers have insufficient awareness of the discovery of talented children's strategies, and the limited educational means in kindergarten).

In light of these results, the study recommended the necessity of providing educational means and display devices, required in kindergarten, that help teachers to use the discovery of talented children strategies. It also recommended paying interest for raising awareness, among early childhood teachers, of the importance and feasibility of using active learning strategies.

Introduction

The early childhood stage is a fertile field for building the foundations of personality and thinking skills. The child at this stage can acquire many experiences and skills easily and conveniently. He is susceptible to influence and guidance. Modern education seeks to develop the mind and teach children to think in a critical, creative, and more effective way, and to invest their mental energies and the

available circumstances. And tools and means in order to exercise the mind and understand their physical, mental and sensory capabilities to reach a high level of creative thinking.

One of the most prominent goals of modern education is paying attention to giftedness and gifted people, identifying their abilities and inclinations, and the appropriate fields for their scientific and

professional future, and providing appropriate care for those energies in a way that brings them to the level of achieving self-development (Al-Mahmoudi, 2017, 126).

The literature indicates that the percentage of gifted people ranges between 3% and 5% in any society, and it is necessary for educational systems to preserve this wealth, which is what some societies believe in and apply. (The Moroccans, 2021, 138).

The results of the study (Al-Attar 2021) showed that there are no public centers for early intervention in the Kingdom of Saudi Arabia to detect gifted children, and there are no mechanisms and programs for early detection of gifted children, and that gifted children in the Kingdom of Saudi Arabia need accurate and continuous assessment of aspects of personality and identification of their mental needs and talents. As well as the scarcity of legislation related to gifted children in early childhood.

The study (Al-Ghamdi, 2018) also recommended the importance of developing methods of detection, guidance, and care for gifted children, which reflects positively on self-confidence, a sense of accomplishment, and improving attitudes toward learning for these gifted children. Applying acceleration patterns that include multiple options from kindergarten age to the university level, paying attention to the characteristics and characteristics of the gifted and psychological adaptation to achieve serious innovations, and finding multiple ways to motivate the gifted student in addition to unifying efforts to build unified curricula for caring for the gifted to be applied in all cities of the Kingdom of Saudi Arabia.

The results of the study (Sears, 2016) also showed that male and female teachers did not have sufficient knowledge in the field of identifying gifted children and did not have an awareness of the characteristics and needs of this group before working with them and teaching them.

This was confirmed by the study (Alfurayh, 2016), whose results showed the importance of qualifying teachers and training them to discover and understand the characteristics and needs of gifted people.

The results of the study (Al-Fadhil, 2016) recommended the need to enrich teachers' experiences towards full knowledge of defining giftedness, their characteristics, and ways to detect and care for them, and provide opportunities for parents to participate with their children in program activities. Providing opportunities for teachers of giftedness to attend conferences and specialized scientific seminars. Teachers are familiar with everything new in The field of discovering and caring for gifted people.

From the above, it is clear the importance of teachers' awareness of appropriate strategies for discovering talent in children, their awareness of the characteristics of gifted children and their needs, and the importance of discovering talent at this important age stage.

Hence the idea of the current study came to identify the reality of early childhood teachers' use of strategies for discovering gifted children.

Defining the study problem and its questions:

The problem of the study is determined in the following main question:

What is the reality of using strategies for detecting gifted children from the point of view of early childhood teachers?

Several sub-questions branch out from the main question:

1. To what degree do early childhood teachers use strategies for discovering gifted children, from their point of view?
1. What are the obstacles to early childhood teachers' use of strategies to detect gifted children?

Objectives of the study:

1. Identify the degree to which early childhood teachers use strategies to detect gifted children.
2. Detecting the obstacles to early childhood teachers' use of strategies for discovering gifted children.

The importance of studying:

The importance of the study lies in two aspects:

First: Scientific importance:

1. The importance of the study is highlighted in discussing a topic of great importance, which is drawing the attention of early childhood teachers to the importance of strategies for discovering gifted children.
2. To benefit researchers and scholars about the subject of the study, due to the scarcity of studies, to the researcher's knowledge, that dealt with the reality of early childhood teachers' use of gifted detection strategies.

Practical importance:

1. It helps planners and developers of early childhood teacher preparation programs include strategies for discovering gifted children in early childhood.
2. Contributing to defining the requirements for early childhood teachers' use of strategies for detecting gifted children in light of identifying the difficulties they face in using these strategies.

Terminology of study:

Gifted Children:

The researcher defines procedurally gifted children as children who possess a high level of abilities that may be cognitive, achievement ability, or performance abilities compared to their ordinary peers.

Strategies for Discovering Gifted Children:

It is defined procedurally in this research as: multiple planned methods and techniques based on providing stimuli in the environment, through which indicators of talent in the child are detected.

Early Childhood teachers:

The early childhood teacher is defined as: an educational personality who is chosen with great care through a set of appropriate physical, mental, and emotional standards and characteristics, and is prepared and scientifically qualified for a period of four years in kindergarten colleges or in the childhood departments in colleges of education to provide knowledge and teach children (Ibrahim, 2016, 55).

The researcher defines the early childhood teacher procedurally as: the teacher who is prepared in colleges of education to qualify her scientifically and educationally to work in the kindergarten stage, where she is able to carry out her educational roles from beyond.

Study procedures

Due to the nature of the research, it was dealt with in three axes.

The first axis: A theoretical framework about gifted children and the role of the kindergarten teacher in discovering gifted children.

The second axis: includes the research method of the study and its results.

The third axis: research recommendations.

Below is a presentation of these topics:

First: The theoretical framework about gifted children and the role of the kindergarten teacher in discovering gifted children

Talent is an important factor in contemporary progress. Therefore, educators have paid attention to programs for caring for gifted children and students and ways to detect them because they are an important human element for investment. Therefore, it must be developed in a scientifically studied manner and in a sound educational climate, in order to contribute to the renaissance of its society. The process of detecting gifted people is a national and essential task in developing... The Arab citizen (Qatami et al., 2016, 177).

Gifted children are defined as those who have been introduced to professionally qualified people, and are capable, thanks to their distinctive abilities, of high performance. These are children who require distinct educational programs and services, more than what regular school programs provide, in order to achieve their contributions to themselves and to society. Children capable of high performance include those children with demonstrated achievement and/or latent abilities in any of the following areas: general mental ability, specific academic aptitude, creative or productive thinking, leadership ability, visual and performing arts, and psychomotor ability (Alawneh et al., 2012, 2).

Characteristics of gifted people:

The study (Issa, 2018; Al-Quraiti, 2014; Shuaib, 2013; Botella et al, 2015) agreed on a set of characteristics that describe gifted people, which are as follows:

First: Cognitive characteristics of gifted people:

Gifted people are characterized by a set of cognitive characteristics, which are as follows:

- **The ability to deal with symbolic systems and abstract ideas:** The gifted and talented child shows an extraordinary ability to learn and process linguistic and mathematical systems at an early stage of life. They are characterized by their skills in dealing with language and numbers, solving puzzles, using complex structures by separating their components, understanding answers that involve the use of similar shapes or non-linguistic systems, and trying to understand problems consistent with logic.
- **Curiosity:** The gifted and talented child reveals at an early age his desire to learn about and understand the world around him, through his strong observation and asking questions that seem inconsistent with his age or grade level. The gifted and talented child always asks about everything he senses and wants to know how and why things happened by asking many provocative questions.
- The love of curiosity is linked to the strength of observation and alertness to what is going on in the surroundings, and the gifted and talented child usually sees in a scene or story what no one else sees and obtains more information from him than what others get.
- **They prefer independent work:** The gifted and talented are characterized by a strong tendency to work alone and to discover things in their own way with minimal guidance from teachers or parents. This tendency toward independence at work does not mean anti-social behavior on the part of the gifted and talented, but rather reflects a desire and pleasure in building personal plans to solve problems. Associated with the desire for independence at work is the presence of internal motivations rather than external motivations that are based on methods of reward and punishment, as is the case with the average student.
- **In addition to their strong concentration:** The gifted and talented have a superior ability to focus on the problem or task they are tackling, and this ability to focus is accompanied by a long attention span. If his interest in a problem or topic is aroused, he persistently seeks to complete it, and sometimes it is difficult to extract him from the work before it is completed and switched to another work. The strength of concentration and the duration of attention play an important role in achieving achievements at the level of the profession or specialization in the future if the talented and talented person is given opportunities to apply and practice in his field of interest. The ability to concentrate is affected by the size and strength of surrounding distractions and the individual's degree of tolerance or resistance to them. It appears that children who are gifted in their academic achievement are more able to adapt to emergent elements of the educational situation effectively, using a form of control that they develop over time.
- **Memory power:** Gifted and talented children are described by the breadth and depth of their knowledge and their ability

to acquire and store a huge amount of information on various topics. This is related to the fact that the gifted and talented person is naturally inquisitive, asks many questions, and has many interests, and this opens windows to many different fields of knowledge.

- **Love of reading:** Where gifted and talented children are described as book nerds who are fond of reading. Their readings are diverse and insightful, and they prefer reading adult-level books, and they may show interest in biographies, biographies of great people, encyclopedias, and cartographies. Readiness for reading also appears at an early age. A gifted and talented child may show his desire to read at the age of three, and he may rely on himself with a little help in learning to read by reading visual advertisements, road signs, picture books, etc.
- **Diversity of interests and hobbies:** Gifted and talented children are characterized by the diversity and abundance of their interests and hobbies, and perhaps motivation, curiosity, and ability to comprehend are what lead to the development of advanced levels of interests. However, the nature and level of complexity of the topics that gifted and talented children deal with seem undefined. One of the most prominent of these interests is collecting and arranging things such as stamps, old coins, postcards, rocks, photos, and other belongings of the past. They also have interests in many issues that usually concern adults, such as religion, sex, politics, and others.
- **Early linguistic development:** Where gifted and talented children show advanced levels of AD

Strategies for discovering gifted children:

First: Individual intelligence tests:

It is one of the oldest methods developed by the scientist (Terman), which relied on genetic studies of geniuses and their mental traits. What must be noted in this regard is that these tests have good psychometric properties, in addition to good predictive ability as well, especially since they provide the researcher or examiner with a set of the data (information) is of great importance and is obtained through observation during the application of the test. In addition, these tests provide a valuable and great service to teachers, parents, and educational counselors, and help them diagnose children whose school results do not reflect their true potential, including: The Binet Scale for Children, Adolescents, and Adults, the Wechsler Intelligence Scale for Children, the Wechsler-Bellevue Intelligence Scale for Adolescents and Adults, the Kaufman Assessment Battery for Children, and the McCarthy Scales for Assessing Abilities for Children (Ben Guena et al., 2020, 15).

However, applying for these tests requires time, effort, and money. It is very expensive at all levels. It also depends on highly qualified and experienced psychologists. These tests consist of several sub-tests that include the verbal, numerical, and abstract aspects, and the strength of intelligence. It is assumed that these tests measure... General mental ability, which is expressed by the general factor, in terms of the overall intelligence coefficient, in addition to verbal and performance intelligence coefficients in some tests such as the Wechsler and Stanford Brown tests (Al-Qamsh and

Al-Maaytah, 2010, 272).

Second: Method of evaluating gifted students based on the curriculum:

School curricula are one of the important factors that contribute greatly to discovering and developing talents among children. If the curricula are designed primarily for such a group, they will contribute to preparing them well. However, if the curricula are not designed to suit the abilities and aptitudes of these students, it will contribute to their feeling bored and fed up with them (Shuaib, 2010, 26).

Gifted education services include curricular and educational opportunities directed towards the specific needs of gifted students, as there is nothing better than the field of curriculum that contains core concepts and provides an understanding of the important role of the curriculum in shaping the process of developing giftedness and its support by practitioners. The appropriate school curriculum for gifted students must be Qualitatively different from the curriculum for non-gifted students (Jarwan and Al-Maharmeh, 2009, 419).

Third: Dynamic evaluation method:

The dynamic assessment method focuses on the development occurring in the child's achievement and performance by adopting the pre-test and post-test model and teaching the children between them and observing the evaluation of their mental and behavioral performance. This method is considered the best and most successful way to reveal undiscovered aspects in children. The use of dynamic assessment is considered a cornerstone. Essentially, the evaluation aspects are not complete without it (Al-Hroub, 2012, 52).

Fourth: Gardner's multiple intelligences model:

The theory of multiple intelligences has educational dimensions and special applications in the educational process, which are evident in the use of this theory as a comprehensive measurement tool. It also includes a wide range of methods and strategies that suit the school curricula and are consistent with the individual's abilities. Accordingly, the methods and methods of education must be varied in a way that is appropriate. With the diversity of students' intelligences, and if the students' intelligences and abilities are harmonized in a way that suits their individual differences, then the opportunities for obtaining learning will be more beneficial and positive, which opens the door to creativity and the formation of new verbal, logical, mathematical, musical, existential, and natural products (Al-Attar, 2021, 12).

The idea of caring for gifted students in light of the theory of multiple intelligences stems from classifying the student as gifted if he obtains grades indicating that he is higher (17%-20%) in the level of intelligence than other non-gifted students (Turki and Abu Hajar, 2013, 1198).

Fifth: Detection according to the multiple criteria approach:

The detection model according to the multiple criteria approach takes a distinguished position among the various detection models,

as it is suitable for the usual typical detection processes and is also suitable for detection in special cases referred to in the literature and scientific heritage in the field of talent and excellence. It also follows the multi-dimensional evaluation approach, or the multiple measurements approach. It is a contemporary and future-oriented method, and the process of detecting gifted children according to the approach of multiple criteria goes through three stages: the investigation stage, or nomination and filtering, and the second stage is called the tests and standards stage, while the last is the selection and selection stage (Jarwan, 2009, 420).

Competencies needed for gifted teachers:

Abdul Hamid and Shukri (2013, 604) mention that there is a set of competencies that characterize teachers of the gifted; These competencies are as follows:

1. Excellence in intelligence: The teacher must be intelligent, respect their intelligence and develop it, and respond to them skillfully.
2. Personality maturity: Gifted children prefer a teacher who is socially and emotionally mature, self-confident, capable of taking initiative and making decisions, and capable of achieving, as they view him with respect and may take him as a model in many of the characteristics and attributes that he typically presents.
3. Erudition: meaning abundant culture in various branches of knowledge, a high degree of specialization in the subjects he studies, and knowledge of the learning styles and thinking patterns that he should employ.
4. Experience in the field of specialization, experience in the field of talent, and life experience in general. We mean the amount of experience, knowledge, and skills acquired in dealing with gifted people.

5. The desire to teach gifted students: There are three aspects in this regard: the beginning of the desire for this work, then belief in it, and finally the conviction of its importance. Whoever possesses these aspects will respect and accept the opinions of gifted children, appreciate their exploratory activities, and encourage them to experiment and learn independently.

The second axis: includes the research method of the study and its results

This study aimed to identify the degree to which early childhood teachers use strategies to detect gifted children, and to uncover the obstacles to early childhood teachers' use of strategies to detect gifted children.

To achieve these goals; The study sought to answer the following questions:

1. To what degree do early childhood teachers use strategies for discovering gifted children, from their point of view?
2. What are the obstacles to early childhood teachers' use of strategies to detect gifted children?

The following are the results reached by the study in light of the study objectives and questions:

Analyzing and discussing the results related to the first question, which stated the following: To what degree do early childhood teachers use strategies for discovering gifted children from their point of view?

To identify the degree to which early childhood teachers use strategies for discovering gifted children from their point of view; The researcher calculated the arithmetic means and standard deviations of the responses of the study sample members to the strategies for detecting gifted children. She also calculated the frequencies, percentages, and arithmetic averages of the study sample's responses to the items related to each strategy, as follows (Table 1):

Table 1: The degree to which early childhood teachers use strategies for discovering gifted children from Early Childhood Educators' Perspectives.

Strategies for detecting gifted children		Arithmetic mean	Standard deviation	Ranking	Degree of use
1	Strategy based on individual and group intelligence tests	2.24	0.782	2	To a small degree
2	The strategy based on the method approach in evaluating the gifted	2.02	0.695	4	To a small degree
3	Strategy based on dynamic evaluation.	2.25	0.781	1	To a small degree
4	Strategy based on Gardner's multiple intelligence model.	2.09	0.81	3	To a small degree
5	Detection strategy according to the multiple criteria approach.	2.01	0.903	5	To a small degree
The total score for strategies for discovering gifted children		2.12	0.67	To a small degree	

By reviewing the results shown, it becomes clear that early childhood teachers in the city of Riyadh use strategies for detecting gifted children to a small degree from their point of view, with an arithmetic mean (2.12 out of 5) and a standard deviation (0.670). It was found that the order of the dimensions (strategies) in terms of the arithmetic mean is the degree of use from the point of view of the study members was as follows:

1. The "strategy based on dynamic evaluation" came in first place in terms of degree of use, with a mean (2.25) and standard deviation (0.781).
2. The "strategy based on individual and group intelligence tests" came in second place in terms of degree of use, with a mean (2.24) and standard deviation (0.782).

3. "The strategy based on Gardner's Multiple Intelligences Model" came in third place in terms of degree of use, with a mean (2.09) and standard deviation (0.810).
4. "The strategy based on the method approach in assessing the gifted" came in fourth place in terms of degree of use, with a mean (2.02) and standard deviation (0.695).
5. "Detection strategy according to the multiple criteria approach" came in fifth and last place in terms of degree of use, with an arithmetic mean (2.01) and a standard deviation (0.903).

This result indicates that early childhood teachers in the city of Riyadh use all strategies for discovering gifted children to a small degree. The researcher may attribute this result to the low level of awareness among teachers of the importance of using strategies for discovering gifted children. The researcher also attributes this result to the weak interest of the Ministry of Education and kindergarten administration in developing Developing teachers' skills regarding using this strategy through holding various training courses, and the lack of interest in qualifying them at the university level. In addition, the lack of educational means in the kindergarten is an obstacle to the use of strategies for discovering gifted children by teachers, and the daily burdens of teachers also constitute an obstacle to the use of gifted strategies.

This result is consistent with the result of a study (Matilda et al, 2019), which indicated that public primary school teachers were not well informed about giftedness, and in addition, there was no specialized approach to teaching these children. Special education teachers in regular schools and teacher counselors do little to help gifted children. It also agreed with the result of the study of Houria and Al-Ahmadi (2016), which showed that the responses of the study sample members regarding some of the strategies applied by the administration and gifted care centers to care for gifted students in public education schools in the city of Tabuk agreed with it to a moderate degree, and it also agreed to some extent with the result of Al-Shammari's study. (2016), which showed that the results of the study sample's response to the dimensions of the strategies applied by the administration and gifted care centers to care for gifted students in public education schools in Tabuk city were that they agreed with it to a moderate degree.

While I disagreed with the result of the study (Muhammad, 2019), which concluded that there are often special practices for discovering gifted students in schools in the Kingdom of Saudi Arabia in the Eastern Province, and there is also care for them, and there are often a number of enrichment programs, and sometimes they offer their own curricula, and often There are a number of training programs for those who teach the gifted.

The Following is a Detailed Description of these Dimensions (Strategies):

First: The strategy based on individual and group intelligence tests:

By reviewing the results, it becomes clear that early childhood

teachers in schools north of Riyadh use the strategy based on individual and group intelligence tests to a small degree, as the arithmetic mean for the degree of their agreement to use this strategy reached (2.24), and a standard deviation of (0.782). The average falls into the second category of the five-point scale, which ranges from (1.81 to 2.60), which indicates use to a small degree.

It is also clear from the results shown in the table above that there is a difference in the degree of agreement of the study sample members on the statements related to the strategy based on individual and group intelligence tests. Their averages of agreement with the use of statements related to this dimension ranged between (2.00 to 2.70), and these averages fall into the second and third categories of the five-point scale, which indicate the use (to a small degree, to a moderate degree) of these items. The following statements discuss the degree to which teachers use the strategy based on individual and group intelligence tests, as follows:

At the beginning of the arrangement came the following statements:

Statement No. (1), which is "Use intelligence measures to detect gifted children, such as the Stanford-Binet Intelligence Scale and the Wechsler Intelligence Scale to detect gifted children," came in first place among the statements related to the strategy based on individual and group intelligence tests, with a mean of (2.70), and a standard deviation of (1.26) and a degree of use (medium). The researcher may attribute the medium degree of use to the fact that applying these tests requires time, effort and money and is very expensive at all levels. It also depends on psychologists with a high degree of competence and experience. It consists of These tests consist of several subtests that include the verbal, numerical, and abstract aspects, and the strength of intelligence. It is assumed that these tests measure general mental ability, which is expressed by the general factor, in terms of the overall intelligence coefficient.

While at the end of the ranking came the following statements:

Statement No. (2), which is, "Intelligence measures help me reveal children's latent abilities and academic aptitudes," ranked fourth and last among the statements related to the strategy based on individual and group intelligence tests, with a mean of (2.00) and a standard deviation of (0.874). The degree of use is (low), and the researcher may attribute this to not giving the child complete freedom to choose the activity he desires and that is compatible with his inclinations and hobbies.

The previous results differ with the result of the study of Hussein Jameel (2013), in which the study reached a set of results, the most prominent of which are: that the most used and practiced method by teachers to discover gifted people is personal observation. It also differed with the result of the study of Al-Attar (2018), which indicated that the most prominent methods of discovering gifted people are: Gifted children in individual and group intelligence tests, and also differed with the result of the study (Elif & Senem, 2013), which indicated that teachers made more realistic assessments of children's performance as shown in tests and grades.

Second: The strategy based on the method approach in evaluating the gifted:

To determine the degree to which early childhood teachers in the city of Riyadh used the strategy based on the curriculum approach in assessing the gifted, frequencies, percentages, arithmetic means, standard deviations, and ranks were calculated for the responses of the study members to the items of this dimension, and

The statistical indicators shown reveal that early childhood teachers in schools north of the city of Riyadh use the strategy based on the curriculum method in assessing the gifted to a small degree, as the arithmetic mean for the degree of their agreement to use this strategy reached (2.02), and a standard deviation of (0.695). The average falls into the second category of the five-point scale, which ranges from (1.81 to 2.60), which indicates use to a small degree.

It is also clear from the results shown in the table above that there is homogeneity in the degree of agreement of the study sample members on the statements related to the strategy based on the method approach in evaluating the gifted. Their averages of agreement with the use of phrases related to this dimension ranged between (1.81 to 2.34), and these averages fall into the second category of the five-point scale, which indicates use (to a small degree) of these items. The following statements discuss the degree to which teachers use the strategy based on the curriculum method in evaluating the gifted, as follows:

At the beginning of the arrangement came the following statements:

Statement No. (8), which is "The curriculum helps gifted children to firmly grasp thorny issues and issues" came in first place among the statements related to the strategy based on the curriculum method in evaluating the gifted, with an arithmetic mean of (2.34), a standard deviation of (0.946) and a score of The use of (few), and the researcher may attribute this to the lack of suitability of the curricula in kindergartens for gifted children, as it is considered one of the important factors that contribute significantly to the discovery and development of talents in children. If the curricula were primarily designed for such a category, it would contribute to preparing them well. However, if the curricula are not designed to suit the abilities and aptitudes of these students, it will contribute to their feeling of boredom and boredom with them.

While at the end of the ranking came the following phrases:

- Statement No. (6), which is "I design specific educational situations through which children can demonstrate their creative abilities (art, drawings, educational stories)" ranked (seventh and last) among the statements related to the strategy based on the curriculum method in assessing the gifted, with a mean arithmetic. (1.81), a standard deviation of (0.825) and a degree of use (large). The researcher may attribute this result to teachers' weak employment of artistic activities that help discover gifted children.

This result differs from the result of Alex and Alex's study (Jennifer, 2014 & Alex), which indicated that active learning works to increase students' sense of independence and motivation towards

independent learning. Learning outside the school walls has a positive impact on the internal motivation of gifted students, while it differed with the result of the study (Yazici et al, 2017), which showed that preschool teachers associate giftedness with cognitive characteristics in general, so they usually focus on cognitive skills when the basic characteristics of gifted children are in question. Teachers also believe that these children are gifted in problem-solving skills and general cognitive skills.

Third: The strategy based on dynamic evaluation:

To determine the degree to which early childhood teachers in the city of Riyadh used the strategy based on dynamic assessment, frequencies, percentages, arithmetic means, standard deviations, and ranks were calculated for the responses of the study members to the items of this dimension.

It is clear from the results shown that early childhood teachers in schools north of Riyadh use the strategy based on dynamic evaluation to a small degree, as the arithmetic mean for the degree of their agreement to use this strategy was (2.25), and a standard deviation (0.781), and this average falls into the category The second of the five-point scale, which ranges from (1.81 to 2.60), is the category that indicates use to a small degree.

It is also clear from the results shown in the table above that there is homogeneity in the degree of agreement of the study sample members on the statements related to the strategy based on dynamic evaluation. Their averages of agreement with the use of statements related to this dimension ranged between (2.14 to 2.43), and these averages fall into the second category of the five-point scale, which indicates use (to a small degree) of these items. The following statements discuss the degree to which parameters are used for a strategy based on dynamic evaluation, as follows:

2.0.1. At the beginning of the arrangement came the following statements:

Statement No. (16), which is "Use Rwenzoli scales to estimate the behavioral traits of gifted children in the child's creative fields," ranked (first) among the statements related to the strategy based on dynamic evaluation, with an arithmetic mean (2.43), a standard deviation (0.964) and a degree of use (A few), and the researcher may attribute this to the fact that the Renzulli scale focuses specifically on assessing talent related to school matters, and may ignore many other interesting matters.

While at the end of the ranking came the following statements:

Statement No. (14), which is "I prefer to adopt dynamic assessment because it gives the opportunity to transfer the acquired skills to new ones" ranked (seventh and last) among the statements related to the strategy based on dynamic assessment, with an arithmetic mean (2.14) and a standard deviation (0.805). With a (low) degree of use. The researcher attributes this result to the lack of incentives and rewards provided to teachers, which encourage them to adopt dynamic assessment to evaluate the characteristics of gifted children.

Fourth: The strategy based on Gardner's multiple intelligences model:

By reviewing the results, it becomes clear that early childhood teachers in schools north of Riyadh use the strategy based on Gardner's multiple intelligence model to a small degree, as the arithmetic mean for the degree of their agreement to use this strategy reached (2.09), and a standard deviation of (0.810). The average falls into the second category of the five-point scale, which ranges from (1.81 to 2.60), which indicates use to a small degree.

It is also evident from the results shown in the table above that there is homogeneity in the degree of agreement of the study sample members on the statements related to the strategy based on Gardner's multiple intelligence model. Their averages of agreement with the use of statements related to this dimension ranged between (1.90 to 2.26), and these averages fall into the second category of the five-point scale, which indicates use (to a small degree) of these items. The following statements discuss the degree to which parameters are used for a strategy based on Gardner's multiple intelligence model, as follows:

At the beginning of the arrangement came the following statements:

Statement No. (20), which is "Use concept maps to support children's creative learning," came in first place among the statements related to the strategy based on Gardner's multiple intelligence model, with an arithmetic mean of (2.26), a standard deviation of (0.931) and a degree of use (slightly). The researcher may attribute this to the fact that teachers prefer to rely on traditional methods in discovering gifted children, as a result of teachers' weak awareness of the importance of using concept maps in supporting children's creative education.

While at the end of the ranking came the following statements:

Statement No. (22), which is "Use visual field means such as colors, shapes, spaces, and sizes to provide gifted children with the opportunity to engage in activities," ranked fourth and last among the statements related to the strategy based on Gardner's multiple intelligences model, with a mean of (1.90), A standard deviation of (0.922) and a degree of use (low). The researcher attributes this result to the low level of teachers' experience in using visual field methods, in addition to the lack of means and materials that help teachers use the visual field in discovering gifted children.

Fifth: Detection strategy according to the multiple criteria approach:

The statistical indicators shown reveal that early childhood teachers in schools north of Riyadh use the detection strategy according to the multiple criteria approach to a small degree, as the arithmetic average for the degree of their agreement to use this strategy reached (2.01), and a standard deviation (0.913), and this average falls within The second category of the five-point scale, which ranges from (1.81 to 2.60), is the category that indicates use to a small degree.

It is also clear from the results shown in the table above that there is homogeneity in the degree of agreement of the study sample members on the statements related to the detection strategy according to the multiple criteria approach. Their averages of agreement with the use of phrases related to this dimension ranged between (1.83 to 2.12), and these averages fall into the second category of the five-point scale, which indicates use (to a small degree) of these items. The following statements discuss the degree to which parameters are used for the detection strategy according to the multiple-test approach, as follows:

At the beginning of the arrangement came the following statements:

Statement No. (26), which is "Use creative play by practicing various activities to uncover children's talents," came in first place among the statements related to the detection strategy according to the multiple criteria approach, with an arithmetic mean of (2.12), a standard deviation of (1.11) and a score of Use (few). The researcher attributes this result to not giving the child complete freedom to choose the activity he desires and that is compatible with his inclinations and hobbies. The daily burdens of teachers also constitute an obstacle to using creative play to discover gifted children.

While at the end of the ranking came the following phrases:

Statement No. (24), which is "Giving children the freedom to spontaneously express their feelings (through drawing, coloring, movement, or music)" came in fifth and last place among the statements related to the detection strategy according to the multiple criteria approach, with an arithmetic mean of (1.83), and a deviation Standard (0.786) and with a degree of use (low). The researcher attributes this result to the lack of enrichment programs, poor equipment, and lack of educational means in the kindergarten, in addition to the lack of teachers who have the ability to understand the characteristics of talent and appropriate teaching strategies to encourage the full development of talent.

Analyzing and discussing the results related to the second question, which stated the following: What are the obstacles to early childhood teachers' use of strategies for discovering gifted children?

To identify the obstacles to early childhood teachers' use of strategies for discovering gifted children. The researcher calculated frequencies, percentages, arithmetic means, standard deviations, and ranks for the teachers' responses to the items in this axis:

The statistical indicators shown reveal that the members of the study sample agreed to a large degree on the obstacles to early childhood teachers' use of strategies for discovering gifted children. The arithmetic average of their agreement on the obstacles axis was (4.05), and a standard deviation of (0.651), and this average falls into the category The fourth of the five-point scale, which ranges from (3.41 to 4.20), is the category that indicates agreement to a large degree. This result indicates that early childhood teachers in schools north of Riyadh believe that there are significant obstacles that limit their use of strategies for discovering gifted children.

It is also clear from the results shown in the table above that there is a convergence in the degree of agreement among the study sample members on the obstacles to early childhood teachers' use of strategies for discovering gifted children. Their averages of agreement with these obstacles ranged between (3.74 to 4.33), and these averages fall into the fourth and fifth categories of the five-point scale, which indicate agreement (to a large degree, to a very large degree) to these obstacles. The following statements discuss the obstacles to early childhood teachers' use of strategies for detecting gifted children, as follows:

At the beginning of the arrangement came the following statements:

Statement No. (1, "I believe that teachers' lack of sufficient awareness of strategies for giftedness constitutes a challenge in discovering gifted children" ranked (first) among the obstacles to early childhood teachers' use of strategies for detecting gifted children, with a mean of (4.33) and a standard deviation of (0.699) with a degree of agreement (very large). The researcher may attribute this to the weakness of the role of kindergarten administration in spreading sufficient awareness among teachers about giftedness strategies, in addition to the lack of training courses provided to teachers that hinder the use of gifted detection strategies.

C, while at the end of the arrangement came the following phrases:

Statement No. (12), which is "I see that using intelligence tests requires time, effort, and money. It is very expensive at all levels, which poses a challenge to using them in detecting gifted people" ranked (eleventh) among the obstacles to early childhood teachers' use of strategies for discovering children. Gifted students, with a mean (3.76), standard deviation (0.973) and a degree of agreement (large). The researcher may attribute this to the weak experience of teachers in using intelligence tests in addition to the weak financial budget allocated to the use of these strategies or tests.

Statement No. (11), which is "I see that the lack of adequate incentives for children" ranked (twelfth and last) among the obstacles to early childhood teachers' use of strategies for discovering gifted children, with a mean of (3.74), a standard deviation of (1.11) and a score of Agree (large). The researcher may attribute this to the fact that incentives play a major role in motivating children to be creative, innovative and interact with each other. They also give motivation to the children to show their abilities to the teachers.

This result is consistent with the result of the study (Muhammad, 2019), which indicated that there are obstacles that limit the discovery of gifted people, which are weak equipment, the small number of classes allocated to enrichment programs, the lack of suitability of curricula for the gifted, and the lack of courses and programs for teachers. There are no special classes or schools for the gifted. It also agreed with the result of Mahmoud et al.'s (2020) study, which showed the weak level of the Arabic language teachers of the research group in the skills of detecting and caring for the linguistically gifted, identified by the research on the two main axes

(skills of detecting the gifted - caring for the linguistically gifted). It also agreed with the result of Rahbini's (2019) study, which found that the degree of awareness of indicators of giftedness is generally high.

The Third Axis: Research Recommendations

In light of the findings of the current study in both its theoretical and field aspects, the researcher recommends the following:

1. The results revealed that the use of "strategies for discovering gifted children from the point of view of female teachers in schools in the north of Riyadh" in dimensions came to a (low) degree. Therefore, the study recommends and emphasizes spreading awareness among teachers of the importance of using strategies for discovering gifted children, in the early childhood stage.
2. The results showed that the lack of educational means in kindergartens constitutes an obstacle to the use of strategies for discovering gifted children by teachers. Therefore, the study recommends the necessity of providing the necessary educational means and display devices in kindergartens that help teachers use strategies for discovering gifted children.
3. The results showed that teachers do not have sufficient awareness of strategies for giftedness, which poses a challenge in discovering gifted children. Therefore, the study recommends the need to pay attention to spreading awareness among early childhood teachers of the importance and feasibility of using active learning strategies.
4. The results showed that the lack of training courses provided to teachers hinders the use of gifted detection strategies, so the study recommends holding training courses for early childhood teachers to develop the skills of their use of active learning strategies.
5. The results showed that the daily burdens of teachers constitute an obstacle to the use of gifted strategies. Therefore, the study recommends reducing the burdens and responsibilities assigned to teachers to enable them to apply active learning strategies.
6. The results indicated that the lack of material and spatial capabilities (density of classes - lack of teaching aids and tools... etc.) constitutes one of the difficulties faced by the teacher, so the study recommends providing financial capabilities and specializations to early childhood schools, to provide the means and tools that help Teachers must use active learning strategies and provide an educational environment suitable for children and early childhood teachers.
7. The results revealed that the lack of incentives and rewards provided to teachers represents a challenge to their use of strategies for discovering gifted children. Therefore, the study recommends the necessity of giving material and moral incentives to teachers to encourage them to apply active learning strategies.

8. The results showed that the lack of tests that measure mental abilities and personality traits poses a challenge in identifying gifted children. Therefore, the study recommends providing a variety of tests to identify the gifted, especially those that measure mental abilities and personality traits in a way that is compatible with the local environment.
9. The results showed that the low level of teachers' experience in planning poses a challenge to discovering gifted children. Therefore, the study recommends the need to pay attention to the prior preparation of early childhood teachers towards using strategies for discovering gifted children, in addition to encouraging early childhood teachers to cooperate among themselves and exchange experiences to apply strategies for discovering gifted children.
10. The results showed that not giving the child complete freedom to choose the activity he desires and that is compatible with his inclinations and hobbies poses a challenge to discovering gifted children. Therefore, the study recommended that the child should be given complete freedom to choose the activity he desires and that is compatible with his inclinations and hobbies [1-99].

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Conflict of Interest

No conflict of interest.

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