

The state of musically gifted students in Palestine: a case study

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Abstract

This study aimed to identify the condition of the musically gifted students in Palestine, and in order to achieve the objectives of the study, the qualitative approach was used in a case study style, where an intentional sample of talented students was selected in the Edward Said Center for Giftedness. Ingenious, as the interview was relied on to achieve the goal of the study, and after coding the interviews and working on their inductive and deductive analysis, the study questions were answered in full and a set of results came out, the most important of which was that the obstacles faced by the talented musician were the lack of time, and the balance between his academic life and his musical talent because the development of talent and focus in it It takes time for that time to be a very important element in the development of talent, and it turns out that there is an importance for the family in supporting its children and nurturing their talents and the need for continuous encouragement for them, and with regard to the role of the teacher, the role of the teacher is no less important than the role of the parents. His school supported their talents, and some of them found frustration and lack of support from his school, and with regard to the role of the Edward Said Institute, it is clear in supporting and supporting the pain We belong to him and teach them music and improve their talents. Based on the results of the study, the researchers came up with a number of recommendations, the most important of which was working to support institutes and centers that support talent in Palestine, the need to provide school laws and classes for talent to develop and refine it and direct it in the right direction.

Introduction

When the human society developed and became philosophers and thinkers, they began to stress the importance of discovering capable youth and preparing them to be future leaders, as did Plato, who felt the necessity of educating his nation's citizens to assume

leadership roles in society. These individuals focus on those who have a leadership talent to develop it in the political and military fields. As for the Arabs in the pre-Islamic era, young people and children were directed towards the tasks that are from the core of their lives, such as herding, trade, hunting, shooting, equestrian, poetry, and other social and living interests, all of which require talent (Khamisi, 2009).

Talent is defined as an unrequited gift, and it indicates general or specific abilities that make an individual distinct from others in a certain field, or in several areas. Talent also indicates a high level of ability to think and perform. Experts and researchers have differed in determining the minimum IQ coefficient for the gifted, some of them believe that it is (120) or more, while others believe that it is (130) or more, while some of them see that it is (140) or more. And talent is in its origin special abilities of formative origin, not related to intelligence. There are talents in individuals with disabilities in general, and even mentally handicapped people in some cases.” (Al-Rifai, 2013)

As for the main types of talent, Webster's dictionary referred to it as having a natural ability or aptitude. The dictionary also mentions that the term gifted refers to someone who has a natural ability or aptitude, and perhaps this refers to the use of the terms gifted and gifted as synonymous. The word gifted in Arabic dictionaries indicates that it is a characteristic that describes an individual who has a higher ability than normal, and so far he has not settled on a specific IQ that describes this individual, but it is often 120 degrees and above. This mental level is usually associated with innovation or It is used as a criterion for it, with some other characteristics of the individual (Soos, 2010).

In 1980, Gardner shared in his book his abilities and highlighted the types of talents. It well illustrates the main groups of talents, although after Gardner more than 30 types have been isolated. Linguistic talent is the ability to clearly and beautifully express your thoughts, clarity of mind and words. This talent is inherent in the most prominent journalists, speakers and writers. Digital talent is the ability to handle numbers and different types of micro-personalities. It is characteristic of mathematicians, programmers, and economists who view the world through precise expressions and are able to calculate quickly. It is clear that people who are talented in the digital realm, seem to live in a world of abstractions, and without developing social skills, it may appear alien to others. And the spatial type of talent is nothing more than the ability to navigate and transform a space creatively, which is common among designers and artists. Often they have their own view of reality, and they express it in artistic objects. However, there are those who are specifically talented in conveying a real world, who can recreate the figure as if in a picture. In addition, physical talent is inherent in people who have excellent command of their body and sensory organs. Below is the widest range of activities, from outstanding physical workers to skilled dancers. According to the method of visualization, people of this type are the opposite of people in the sports warehouse, so the training of the physically gifted should be practical, through physical fitness. A personal or emotional talent is responsible for the ability to recognize your own feelings and emotions, and to live a deep inner life. This type of talent is similar to thinking, observing one's psychological life (Chan, 2014).

The gifted and talented possess many qualities and characteristics, including the enjoyment of a physical ability better than the average child, great superiority in the fields of reading, use of language, science, literature and the arts, multiplicity and diversity of interests, erudition and good selection of books when reading, in addition to the desire for excellence, strength of character, art Leadership and extreme sensitivity towards others' acceptance of them. They are also characterized by high productivity and self-confidence.

They also do not notice any decline after adolescence. They possess superior mental and physical characteristics that continue into adulthood. And fewer instances of conflict and general weakness, and they are more honest when they have opportunities for cheating and dishonest success, and their choices when making any decision are more sound and correct, and their records on emotional stability tests are very high, and they do not tend to brag or exaggerate what they have of information, and they collect many things They gain more information from games than ordinary ones (Ayasra and Ismail, 2013).

As for gifted children in the field of music, we see that they show a continuous interest in music and seek to listen to it and be creative in it, and they perceive the differences between sounds in terms of their components. An intense desire for this, and he is sensitive to musical rhythms and responds to them in a motor response, and he distinguishes between what is beautiful, acceptable and sensitive to what is not musical (Amer, 2009).

As for the problems facing this group of students and children, they are represented in the talented people not realizing the meaning of talent and not introducing them to it, in addition to the talented peoples that they are different, and the lack of acceptance of others towards these talented people. They are sometimes ridiculed, and sometimes by many questions, criticisms and requests (Al-Juhaini, 2008).

Study problem and questions

Attention to talented and creative people is an evidence of the nation's awareness and the title of its advancement and development, and by it the extent of its awareness, advancement and progress is measured. The Al-Hafi study (2019) indicated that the State of Palestine lacks the presence of schools specialized for the gifted, which helped the centers of attention for the gifted to spread, and that there are no limits for talents, whether they are performing Um mentality, and since the two researchers are specialists in the educational field, one of them is specialized in the field of talent and creativity, and she had frequent visits to the private Edward Said Center in developing the performing talents of students and through mixing them with the talented, she noticed that there is a state of instability among the musically gifted in that center. This study came from In order to study the current situation of the musically gifted students at the Edward Said Center, where the problem of the study crystallized in the main question:

What is the condition of the musically gifted students in Palestine: a case study? From the main question, the following sub-questions are derived:

1. What are the obstacles that face the talented musician in developing his talent?
2. What is the role of the family in providing the required support to develop the talented musical skill?
3. What is the role of the teacher in supporting the talented musical talent?
4. Does the school provide the required care for musical talent?
5. What is the institute's role in encouraging musical talent?

Study Importance

The importance of the study lies in the following

1. Adding a knowledge reference for researchers and specialists and employing it in programs for sponsoring musical talent.
2. Introducing the importance of the musical talent of teachers to the students who possess it and its importance to them.

3. Identifying some of the problems that gifted students face in order to try to avoid them.
4. It is also hoped that this study will contribute to keeping pace with developments related to the development of musical talents among students
5. The importance of this study stems from the novelty of the topic for this type of studies, as there is a great trend towards paying attention to performing talents, especially musical talents.
6. The importance of the study stems from the practical and applied as it provides amendments and recommendations to the decision makers in the Edwar Saeed Foundation towards solving the problems related to the obstacles facing the musically gifted students.
7. This study is considered important for the administrators of the Edwar Saeed Center by reviewing the results and recommendations of the study.
8. This study is considered to be an enrichment for the Arabic library in that it is the first study in the field that dealt with the performing talents in the Palestinian society - according to the researcher's knowledge.
9. This study helps in finding new research in this context, and it can be applied to other centers.

Study Objectives

This study aims to identify the following:

1. Identifying the obstacles that face the talented musician in developing his talent.
2. Knowing the role of the family in providing the required support to develop the musical skill of the talented.
3. Knowing the role of the teacher in supporting the talented musical talent.
4. Familiarize yourself with the work of the school, which provides the required care for musical talent.
5. Identifying the role of the institute in encouraging musical talent.

Study Limitation

1. **Human limits:** Students affiliated with the Edward Said Institute for Music Education.
2. **Time limits:** the second semester of the academic year 2022/2023, specifically in the period between (15/9/2022) to 15/10/2022
3. **Spatial limits:** the city of Nablus, "Edwart Said Center".

Conceptual framework

Talented people

They are defined as those children who are identified by professionally qualified persons as having outstanding abilities which enable them to achieve a high level of performance in one or more areas of general mental ability, special academic readiness, innovative or creative thinking, and ability to Leadership, visual and performing arts, and kinesthetic ability (Salama, 2009).

Musically talented

Musically gifted individuals are those who learn musical patterns faster, they are characterized by a musical memory that is more able to distinguish between tones and rhythms, they feel harmony when listening to music more than others, and they are more

sensitive to musical tones and rhythms, and they are More capable than others in learning motor and rhythmic skills (Sulaiman, 2013).

Gardner defined musical intelligence as the skill in performing, the ability to compose and evaluate musical patterns. (Ammar, 2014), and the ability to perform music is one of the greatest human capabilities, as it is part of the aesthetic and cultural education that cannot be neglected in building and achieving integrated growth in the various aspects of the personality (physical, mental, emotional, social). It may go beyond the narrow limits of music as a means of emotional education to the broad horizon of human development in building the child's personality and developing his abilities based on the stimuli he receives. (Thabet, 2002).

Music has a significant impact on the development of the student's personality in the future. Where it determines his behavior and future trends, it has a great impact on school life, if the educational process is exploited by singing and musical games to be in the service of other school subjects, as the melody embodies and crystallizes the meaning. Hence the importance of correct and proper musical education and its integration for all stages, which lies in the adoption of scientific foundations stemming from a clear strategy that meets the community's requirements for musical cadres, meets the needs of music education in nurseries, public and private schools, and nourishes the art scene in the community with specialized cadres. Conscious of art and its importance. (Sherman, 2007)

Previous studies

Shaalán Study (2010)

This study aimed to develop a proposed vision for the development of the public administration of gifted care in the Ministry of Education in the Kingdom of Saudi Arabia in the light of strategic management; Where the study followed the descriptive approach in addition to using the SWOT method, One of the entrances to strategic management, and the study used a questionnaire as its tool and distributed to (59) managers and heads of the departments of gifted detection and care. The results of the analytical and field study revealed the strengths and weaknesses in the internal environment of the public administration. The existence of clear and specific objectives for the general management of talents, and the existence of clear plans for the programs of the general management of talents, while the weaknesses were represented in the overlap in functional specializations, the absence of job descriptions for those in charge of talents departments, the lack of human cadres, the absence of policies and rules for organizing work, and the scarcity of approved budgets for departments and sections talents, and there are opportunities offered by the external environment represented by the King Abdulaziz and his Companions Foundation for Giftedness and Creativity.

Al-Khatib Study (2011)

This study aimed to build a proposed strategy to develop the reality of educational services provided to gifted students in Palestinian public schools. To achieve this, the study followed the descriptive survey method using two questionnaires; One of them is addressed to (30) school principals and (30) educational supervisors and teachers, and the second is to (30) parents, in addition to an interview guide for (30) gifted students and (30) officials in the Ministry of Education. The results of the study showed the low estimates of the members of the educational staff on the contents of the dimensions related to detecting the gifted, the design of programs and curricula and the application of appropriate teaching and assessment methods, while their estimates were moderate on the dimensions related to the management

of gifted care programs, and the officials in the ministry are unanimous in the absence of planned programs and services An organization for gifted students.

The Aphasia Study (2010)

This study aimed to reveal the degree of availability of problems of caring for students who are mathematically proficient in schools in the Sultanate of Oman, according to the variables of gender, educational governorate, and years of experience, academic qualification and occupation. In the schools of the Sultanate of Oman, the study concluded that there are problems of caring for students who are mathematically proficient with a high degree of appreciation, while the focus of the material problems of caring for students who are mathematically proficient in the first place and with a very high degree of appreciation, and the presence of statistically significant differences in estimating the degree of availability of problems of caring for students who are mathematically proficient in the schools of the Sultanate of Oman According to gender in both the focus of social problems and problems related to the glorified student.

Chee Wah Study (2012)

This study aimed to develop the gifted education program in Singapore, and the study followed the descriptive approach by reviewing the political considerations and operational issues of the programs. A clear definition of gifted students and an accurate determination of the methods and indicators for students' enrollment in the program, and that the curricula used in the program will be developed during the coming years, with a focus on training teachers on the requirements of these curricula.

The Van der Meulen Study (2014)

It aimed to evaluate the enrichment program for mentally gifted children in Britain. The study followed the descriptive approach in reviewing the program's philosophy, objectives, components, educational and recreational activities, teacher training plan and the stages of selecting educationally distinguished students. The study also used program evaluation questionnaires; It was distributed before and after the application of the program to gifted children, teachers and parents. The results of the study showed that the program is effective and promising for gifted and gifted children in general, especially for gifted students with low academic achievement. Parents' reports indicated that there is a marked decrease in social problems. The teachers' reports indicated a significant increase in the achievement level of gifted students, and a moderate positive impact on the problems of hyperactivity and distraction among gifted children with low achievement.

Study Approach

For the purposes of this study, the researchers used the qualitative approach in the case study style, and this method is followed by the scientific researcher when the subject of the scientific research dealt with is related to the interpretation of an organization, entity, company or event. Where the case study includes a deep understanding through multiple types of data sources, where the current study can be an illustrative study of something in a company or a particular entity, or an exploratory or descriptive study, that is, describing an event or a place, and this method is suitable for this study.

Study population and sample

The study population is defined as all individuals or elements related to the problem of the study, and thus the community in this study is all affiliated with the Edward Said centers in the city of Nablus during the year 2022-2023, where the researchers selected from them an intentional sample of students who have a long experience in musical performance

The interview method was applied to them, where the researchers satisfied with the information when conducting (4) interviews. The study sample consisted of (4) musically gifted students. Table (1) shows the personal data of the study sample:

Table (1) Personal and performance data for the study sample

the interview	Name with icons	the age	Educational institution	musical instrument that the talented trains on
first interview	(J . H)	years 9	Beit Furik Elementary School	Piano
second interview	(Y.Y)	years 12	Rahibat School	Piano
Third interview	(D. 0)	years 17	Rahibat School	instrument flute
Fourth interview	(a S)	years 19	Computer Engineering	Oud

Study tool

The two researchers designed an interview consisting of (6) questions, and after verifying its validity and stability, “calibrated” it finally consisted of (5) questions. The interview contained two parts, the first section, which is personal data, and the second section, which is the interview questions that answer the study questions.

Instrument calibration

The study tool was calibrated through the application of interviews. The interview consisted of (6) questions. After conducting the interviews, a question was added and two questions were deleted, so the tool became composed of (5) questions in its initial form. The stability was also calculated using the Holstey equation, so the reliability coefficient was (0.91). It is a fixed percentage and satisfies the purposes of this study.

Study procedures

Interviews were conducted with the members of the Edward Said Institute in the city of Nablus, where the interview was prepared in its initial form, and then an intentional sample of talented people with experience and long experience in musical talent was selected. First extrapolation and then deduction and the following table shows the characteristics of the sample that the interviews were conducted with.

Results

The responses of the study sample members to the interviews were obtained, and the following table presents their answers as they were received during the interview. The countries of the analysis were literal, and the useful and required results for the researcher were drawn, and they were as follows:

The first question: What are the obstacles that face the talented musician in developing his talent?

The problems or obstacles facing the gifted children’s category obstruct the manifestations of their natural growth, and cause their frustration and failure at times, or the stumbling and delay of their talent and creativity at other times.

A gifted child may suffer from personal problems or obstacles related to the gifted itself, such as desires, tendencies, abilities, and self-preparations. The gifted student is also

characterized by certain personality traits such as independence, tendency to think, sensitive sensitivity, lack of submission, and curiosity. These traits need to be accepted, understood, and even supported. As they are considered basic psychological needs that must be met, and neglecting them results in the atrophy of his talent and the obliteration of its features. The gifted person is characterized by a high motivation towards learning and has a desire to research, explore and explore knowledge, as he thinks about everything that is going on around him. His life leads to internal psychological conflicts that destroy himself and kill his creativity. Either accepting this reality that does not correspond to himself and his aspirations, or abandoning those creative activities, and this occurs in all stages of the child's age, and in all cases, the loss is heavy for the creative individual and for the entire community, which loses him such contributions. Individual and serious future achievements. The severity of the impact of difficulties and problems in the lives of gifted children is more severe than that of their ordinary peers, and that despite the talented people's preparations, skills and mental abilities that they can use to meet their psychological, mental and social needs, and to deal with the pressures they are exposed to, they are in dire need of special counseling services. It helps them to overcome these obstacles, and helps them to adapt and enjoy a high level of sound mental health. Perhaps the emergence of many criticisms of the methods used in their discovery, through psychometric tests that measure intelligence, creativity or achievement, as they do not take into account some factors such as motivation, effort and creativity, as they are culturally, ethnically and class distinct. Alternative methods have emerged in which different test scores are not used to identify and identify talent but other modes of performance such as academic proficiency, creative production (in one or more areas). Therefore, there is a need to devise and legalize effective means to reveal talent and creativity. Those with non-traditional theories of intelligence also question the ability of scores obtained from traditional intelligence tests to discover the gifted, as they are limited to evaluating language, logical and mathematical abilities without focusing on other abilities such as spatial and interpersonal intelligence. A number of researches indicate that gifted students have great mental abilities, but they lack the ability to achieve educational attainment and demonstrate their talents and creativity in tests, and the reason for this is due to a lack of encouragement and motivation for gifted students, in addition to that they may need special help as it is often not available. The necessary test to determine their talent and creativity.

Where the interviewees mentioned many obstacles they faced, so the first interview (YH) said, "The first obstacle is the society in which the idea or talent has not reached the point of taking care and developing it, and the second obstacle is the inability of families to bear the burden of studying their children at the institute despite the facilities," and The second interview (Y.S.) mentioned to us about the obstacles that you encountered "in a little fear of performing music in front of people." As for the third interview, (W.S.) elaborated on the obstacles by saying: "It is rare that there are "obstacles" in the true sense of the word, but if I found, perhaps I will say, this global health situation has put an end to the various activities of the musician - indeed to all segments of society - and has missed opportunities of great value to me. Personally, the postponement of the Palestine National Music Competition due to (Coronavirus) - and many other activities - was difficult. In the beginning, but in the end, health has priority, especially with regard to the most dangerous and deadly virus, which is the Zionist occupation, which has always been trying to reduce the cultural and civilized scene in Palestine by not giving permits to enter Jerusalem and the occupied territories, forcing us not to accept offers that come from Palestine".

The obstacles mentioned by the interviewees varied, each according to his circumstances and conditions. In the fourth interview, A.S. says: "First: The time, the difficulty that the student faces in balancing his academic life and his musical talent, because developing talent and focusing on it requires time. That time is a very important element in developing and developing talent. Second: the financial situation, sometimes the financial situation of the parents does not allow them to buy a machine that matches the level and talent of their son, as the machine is very important in the process of developing talent Third: the environment, if the student does not receive encouragement and attention from their family, relatives and friends, this reflects negatively on their level and the process of talent development".

The third question: What is the role of the teacher in supporting the musical talent of the talented?

Gifted teachers are teachers who are educationally, academically and culturally qualified to teach gifted students, who have certain characteristics and characteristics that qualify them to teach this category, which has abilities and skills that ordinary students do not possess. The gifted teacher has a key role in the success or failure of the state's efforts in raising and educating the gifted. The incompetent teacher makes the strongest programs and the best learning resource centers and resource rooms for the gifted unhelpful in raising and educating the gifted, due to his ignorance of the programs, curricula and methods of teaching the gifted, so he treats them like ordinary learners, so the gifted feel bored, upset and hate his lessons. They flee from the special curricula at the same speed with which they flee from the regular programs, but the efficient teacher is the one who respects talented students and creates suitable conditions for them to learn, develops his tools and information, encourages self-learning, accepts their new ideas, respects their strange solutions to the difficulties they face, and urges them to achieve and curiosity. . (Al-Juhani, 2008)

Where the interviewees explained the importance of the teacher's role in nurturing talents. The first interview, Al-Yassar (S.H.), said: "It is no less important than the role of the parents. The teacher is the one who makes the talent star or belittles the talent, and therefore the teacher must be open to all cultures and be He supports talents, and if not, he does not deserve the title of teacher." Also, the third interview (W.S.) He said: "The teacher must complete his educational and educational mission by conveying the names of talented students to the board of directors in order to give him the care he deserves," says (Ahmed. R) In the fourth interview, the teacher has an important academic role, as he is the one who guides the student, advises him, and gives him all the techniques and techniques that the student needs in playing any piece or song. When the student sees his teacher playing in front of him, he develops well because visual education is one of the most important reasons for development in any talent. both musically."

Fourth question: Does the school provide the required care for musical talent?

The role of the family is considered complementary to the role of the school in embracing and nurturing the gifted creator. A competent teacher who knows a lot about his field of specialization knows a lot about the learners, their needs, and their tendencies. This information helps him to form positive attitudes to be able to observe, discover and care for talented people in cooperation with their families (Al-Zahir, 2011). .)

The answers of those who were interviewed were among those who supported his school's role in supporting him, as (W.S.) said in the fourth interview, "As a student at Saint Joseph Sisters High School, my school encourages me by enrolling me in the annual graduation ceremony, and they even rely on me to train other students. Therefore, yes, the

school works to provide care as much as possible.” And between those who opposed or did not agree with the role that his school plays in supporting his talent, the first interview (YH) said, “I do not think that the school supports musical talents because the prevailing culture in schools is religious ideas.” She does not believe in music or talent, I do not include all, but the reality that I live in.” Also, in terms of study, schools have an important role, because through them the student participates in government competitions affiliated with the ministry, and this gives the student an incentive to do his best and develop his musical, intellectual and mental level as well.

The fifth question: What is the role of the institute in encouraging musical talent?

The institute's music program is designed to give regular students lessons in music theory and practical lessons on musical instruments. It consists of three stages:

1. Preparatory stage: It is not mandatory.
2. The primary stage.
3. Intermediate stage.

After students have successfully completed all three stages, they are ready to apply to the undergraduate program at the Institute (not yet open) which prepares them to become professional musicians and able to apply to any university and music academy. The regular program consists of training on an Eastern and Western machine, and exams for eight levels, each of which takes twenty months at most to complete. It also consists of a theoretical part, training in listening, history and evaluation of oriental and classical music. Also included in the program is the division into playing groups that include choirs and oriental percussion groups. The program has been developed in a way that gives students the maximum potential for learning in Eastern and Western musical culture.

This program includes private lessons for amateurs and music lovers without the need to adhere to the regular curriculum or participate in exams. In some cases, amateur students can register in group courses after the approval of the course professor and branch director. Students in the amateur program do not receive certificates or any proof of the classes or courses they have completed.

The interviewees explained the importance of the institute in supporting their talents. The first interview (YH) said, “The institute, after personal experience with them, supports and searches for these talented people to be the bright face of the institute and music in our society.” Also, the second interview (Y.H) said, “They work as concerts. Inside the institute to practice playing and workshops to help develop their skills

We need support and support from the general administration of the institute and to activate us as students like the students of the institute in Ramallah and Bethlehem, I meant to activate as soon as we attend any presentation of the institute, we find that there is a clear distinction among the students of the institute in other branches despite my strong appreciation for everything the institute does in Nablus to raise the level and performance, the foundations of the institute To increase and enrich the musical awareness of this message and its repercussions on the student first and then on the parents, the teaching staff is efficient, but loves to break the barriers of shyness among students and advance them to the world with constant encouragement and encouragement.” (W.S.) said in the third interview, “The Edward Said National Institute of Music is working hard. To provide equitable opportunities for his musically talented students, by enrolling them in various and multiple activities throughout the year, whether inside or outside the country.” An active role in all events and

festivals in our country, and as the students acquire and benefit from the Institute, where they acquire all the experiences, mentalities and skills they need for their talent, and as the Institute meets all the needs of students from all angles. Wahi, especially from a technical point of view, but there are obstacles faced by some stakeholders in developing their talents due to the high fees for registration and enrollment to the institute, but in general the students benefit in all respects. The institute's location is suitable for all students because it is located in the center of the city and between all its centers. The place is very beautiful, comfortable and suitable for students of music and dealing. Between teachers and students are treated like brothers. The institute has an important and effective role, as it holds events, festivals and workshops for all students and all groups, whether for students of Western or Arabic music, and as these workshops and events help the student and encourage him to present his best in front of anyone and also helps break the barrier of fear.

General results

Affiliates faced many obstacles in the field of their talents, including time, and balancing between his academic life and his musical talent, because developing talent and focusing on it takes time. That time is a very important element in developing and developing talent. Also, the financial situation, sometimes the financial situation of the parents does not allow them to buy a machine that matches the level and talent of their son. The machine is very important in the process of developing talent, and the surrounding environment. If the student does not receive encouragement and attention from their family, relatives and friends, this reflects negatively on their level and the process of talent development.

1. The interviewees stressed the importance of the family's role in supporting its children, nurturing their talents, and the need to continuously encourage them.
2. As for the role of the teacher, which is no less important than the role of the parents, the teacher is the one who makes the talent star or belittles the talent. Therefore, the teacher must be open to all cultures and support talents.
3. As for the school in nurturing talents, some of them praised the role of his school in supporting their talents, and some of them found frustration and lack of support from his school.
4. The role of the Edward Said Institute was clear in supporting and supporting its members, teaching them music and upgrading their talents.

Recommendations

According to the results of the study, the researchers came up with a set of recommendations, which were as follows:

1. Supporting institutes and centers that support talent in Palestine.
2. Providing school laws and special classes for talent to develop and refine it and direct it in the right direction.
3. Training and allocating a talented teacher in each school to support the gifted.
4. Spreading perseverance in families and encouraging them to nurture the talents of their children.
5. Organizing competitions and workshops for the talented to highlight the undiscovered talents.

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