

## **An insight into the overlapped implications of the term "talent"**

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### **Abstract**

The overlapping in the meaning of the term "talent" may arise from may involve certain criteria and principles that deems necessary to be justified. In all behaviors and goals or expressed forms, being used, the meaning of "talent" should be adequately clarified. Public may, generally, think that the desire of the human nature does deserve to be a sufficient justification for such an overlap; however, the character of each of the overlapping concepts would not be ignored. This cannot generate a conviction because the overlap of complexity is linked to existence of "structural problems"- not in the human intellectual cognitive system only, but also touches the social function. Both meanings of the concepts and the consequent problems are limited to link with the factors of their emergence: (1). Recent interest in "talent" and the development of programs that can lead to its success, exploitation and enrichment; (2). Philosophical differences between educators and researchers in the field of giftedness and other concepts that overlap or converge with giftedness; (3). Perhaps the sensitivity of separation between concepts, so as the difference between the gifted, distinguished, superior, geniuses, and others is not strict to the meaning, but rather the contrast between each implication; (4). The differences in visions in the educational literature in defining concepts may cause a clear problem; (5). Some refer to the diversity of criteria used in defining these concepts do lead to these problems; (6). Others are not sure whether they represent formative factors, genetic traits or due to environmental reasons; (7). Variation in the translation of concepts from one language to another. We here within address these differences in both meanings and uses of the term "talent".

**Key words:** Genius; Gifted children; Innovation; Mental activity; Superior.

### **Introduction**

The world, nowadays, is witnessing drastic changes that are almost ravaging the concepts, culture, social and heritage values of the nations. With increasing complex problems, and the developments that are often difficult to understand and control, people worldwide inevitably sustained -to varying degrees- powerless impacts, by the changes that inevitably have slipped off their grip due to waves of globalization and informatics. People remained with no choice to challenge nor any initiatives, unless submission to their consequent destiny. In such midst storm the role of high scholars and qualified minds immerges to address these problems, to impose effective solutions or, at least, to minimize the consequent damages.

The talented and clever students represent an important national wealth that burden any society the duty of their investment, contribute to their development, well-being, and ensure their security, stability and future without any negligence. Studies have confirmed that these students do need care and attention no less than their need for support in learning difficulties. Failure to help them achieve their potential utmost may cause a tragedy for both children and the society similar to those children with special needs (Jarwan, 2012). They have the right to possess equal educational opportunities in line with their abilities and preparations. Authorities, nowadays do care about talent as a wealth gifted by Almighty God to some individuals worldwide regardless of their gender, identity, language, and geography. There is no doubt that humanity is indebted to the preceded generations by geniuses, thinkers, artists, scientists, inventors and discoverers who attest to their greatness and lofty inventions, discoveries and technological development that lit the way of mankind, and contributed to its happiness. This research generates from a deep belief in the gifted children to make a good use of their minds in response to the need of educators in our schools and educational institutions, and the need of parents (Askar, Bazzaz, & Al-Mafraji, 2022).

The term gifted used in the sixties of the 20<sup>th</sup> century meant those who excel in one or more special abilities (except in academic fields) i.e. the field of arts, sports, mechanical skills, social leadership. Thus the term talent is used to denote a high level of performance reached by an individual in a field not related to intelligence, but is subject to genetic factors that led some to reject the use of this term in the field of mental superiority (Ashawal, 1997). It is noted, that many concepts have already been used to denote the meanings of the term "talent" all are synonyms to talent itself. According to interpretation of some scientists and researchers that the concepts can replace others without ever changing the meaning. Bearing in mind that these concepts were utilized in different modes according to the type of researches and different field of researches though each made a specific definition consistent with the nature of the research and the searchers' point of view. We, therefore, encounter many concepts in dealing with the term "talent", though the relevant literatures refer to the important existence of many other concepts that overlap with the concept of talent i.e. genius, excellence, brilliance, intelligence, excellence, superiority, creativity, innovation, and others. Such problem may imply a clear failure to reach a precise procedural specification of the phenomenon that leads to its perception in different forms. Perhaps the reason for the multiplicity and overlapping of terms is due to the diversity of criteria that were used to define, these terms.

We hereby attempt to identify the overlapping meanings and implications of the concept "Talent" from several aspects due to the significance of this phenomenon represents on national, international and global wealth. Plus the benefit that the concept carries for humanity when applied in righteous climates of care and attention, and equal opportunities, but not identical opportunities that seeks to form everyone into one template. This does contradict the Islamic path of God in His creation, which is what the Glorified instructs: "Say he, the only Almighty God is capable to drop his torture from top and bottom or disperse you parts or taste you the revenge of others; look at, how I state my instructions to those who may realize [Al-Ana'am, V-65]. Plus the Almighty God instructs: "Do they distribute the mercy of God by themselves while I granted them their opportunities in the lives and have lifted each above others degrees so that they recognize each other, meanwhile the mercy of God is better what they gather [Al-Zukhruf, V.32]. The Almighty God has created people unequal in many characteristics, but in justice, equal opportunities, and taking care of all those who have a quality that suit them to achieve the maximum possible degree of development which their characteristics and abilities provide them with.

There is no doubt that humanity is indebted to previous generations by geniuses, thinkers, artists and others, to whom it bears witness to their greatness and loftiness. They have been characterized by talent or other concepts that overlapped with each other in the meaning, approaching, or via overlapped concepts that mix in terms of defining real meanings and expression leading to an accurate identification of each concept (Mahmoud, 1997). Accordingly, the significance of this research could be determined from the following points: (1). Draw attention to the extreme importance of the concept of "talent" and others that intertwine with each in representing a natural wealth that can be developed and exploited in the development and progress of peoples' lives; (2). Reveal the problematic overlapping of other concepts versus the concept of the "talent", which weakens the attempts of challenging its meanings and the extent of their distance from talent; (3). The conceptual agenda emerges from the point of view of writers and researchers according to their theoretical and philosophical visions. (4). To draw attention to the necessity of studying this type of concepts due to their importance, to determine their meanings and ways of revealing them. (5). This research attempts to fill one of the shortcomings regarding the overlapping concepts.

## **The Objective**

The current research aims to "recognize the problem of overlapping concepts of the term "talent" via two questions:

How has the concept of talent evolved throughout history? And  
What is the problem of overlapping other concepts with the concept of talent?

## **Research Methods**

We hereby intend to determine, all the concepts that are mentioned in previous studies and references that have researched into talent and its overlapping with other terms (excellence, innovation - or creativity, intelligence, genius, excellence, achievement).

## **Definition of Terms**

- 1 The term 'talent' is defined (a). Scientifically, as "It is a human potency that is expressed and developed in specific activities that require this talent"(Jarwan, 2012); and (b). Ironically, it is the convergence of the concept of talent, with the meanings of concepts i.e. intelligence, genius, excellence, creativity, genius and other things that cause a problem in defining the phenomenon in an accurate scientific definition.
- 2 The 'concept' is defined as: (a). It is a group of things and events perceivable by the senses or things addable to each other, on the basis of distinctive common characteristics (Kellough & Kellough, 2008). It can be referred to by a special name or a symbol (Abu-Zina, 1999) (b). It is a comprehensive mental image that was deduced or summarized from the Dictionary of Feelings (Webster's Dictionary, 1971); or (c). Procedurally, it is defined by researchers as "a logical relationship" contains every aspect that has a homogeneous relationship to an attribute (feature) or gender; meanwhile is a logical theoretical structure like the structure of (the atom). This research is one of the documentary library research that uses the descriptive-analytical method through sources i.e. books, references and field studies to elicit the most important problems that involves the overlap of the concept of "talent" with other concepts that duplicate the problem.

## Historical development of the concept of "talent"

Historically, the view of who "gifted" is differed according to the various vision or angle that the "talent" is viewed as well as the difference between the "beholders". People throughout the ages have been fascinated by their skilled children in the fields of governance, marine navigation, geographical discoveries, wars, sports, literature, arts, scientific discoveries, and other valuable works (Shukair, 2002). Around the year 2200 BC the Chinese, had developed an elaborate system of competitive tests to select outstanding people for government positions. In the Greek era, Plato (347-429 BC) emphasized in his Virtuous Republic and had a well-known theory implied: He distinguished between the golden man who has high intelligence than the silver man, steel and copper man. Plus, he had an opinion that whoever wants to belong to the first type must be directed to study subjects in: philosophy, science, and metaphysics as these subjects are beyond the capabilities of individuals from other classes who should be directed to become soldiers or "artisans" (Jarwan, 2012). The ancient Greeks meant by rhetoric and honored the orators, while the Romans praised the engineers and soldiers, while the Arabs, before Islam, celebrated the birth of the orator and the poet and their appreciation for chivalry and courage.

In Islamic philosophy, the philosopher Al-Farabi (510-590H) explained, in his virtuous city, that the wise philosophers are the most important rank and they are the category that must rule the virtuous city, whose most important characteristics are intelligence, acumen and love of science. As for the philosopher Ibn-Rushd (126-198H), he divided the world into three sections: (1). the elite or philosophers; (2). the scholars of theology; and (3). the common people. During the era of the Ottoman Empire in the 16<sup>th</sup> century, via a population survey to discover genius and talented people in philosophy, science, and military affairs with the aim of preparing and training them to take up business and leadership positions was conducted. Such a step of achievement had fruited in a very successful consequent turned up the nation then after. In the field of education and physical strength, the Ottoman Sultan Suleiman Al-Qanuni (1453-1566), one of the most important factors that helped the rapid rise of the empire was in search for bright and distinguished youth whose potential heralded a promising future in the field of special education, regardless of their believes or religions (Shukair, 2002; p. 101 ).

The interest of the West in the gifted individuals began in the 18<sup>th</sup> century by Jefferson in 1801 (Bernstein, 2004), whose command implied: "the gifted be given opportunities to study for free in universities". In the 19<sup>th</sup> century the world witnessed the publication book of Galton (1869) (Hegarty, 1950), the "Inherited genius". In 1920 Terman began his long study of intelligence, through which he discovered some new traits and characteristics for the gifted and talented individuals while "Intelligence tests" for slow learners was published by (Benit, 1950). The general interest in gifted and talented individuals has developed to the late decades of the 19<sup>th</sup> century. A chapters on gifted students first existed in the USA in (1871) in St. Louis, Missouri, and in Elizabeth, New Jersey in (1886). More focus and interest began in America with the gifted people simultaneously in 1957 after the Soviet invasion of space (Ibrahim, 1997). In the Arabic world, some countries began, in the fifties of 20<sup>th</sup> century, establishment of private schools for outstanding students. The 20<sup>th</sup> century is considered the starting point in a great breakthrough in the field of excellence and talent and took the concept of talent to expand. This was accompanied by the expansion in the areas of excellence and in the ways of discovering out the talented individuals with the methods and types of services that consider "Talent" limited to intelligence alone, but has become comprehensive for any distinguished performance in any field of life. The concept has transcended to latent abilities that have not yet emerged due to the lack of opportunities for general mental abilities and specific academic

readiness such as mathematics, science, literature, language and others (Al-Omar & Abu Allam, 1985). Currently, in quite a few countries of the world, the gifted children do receive a great deal of interest by the authorities revealed by a large number of research and studies conducted for the national media, and in establishment of many national, international seminars and conferences that concern their requirements. The gifted children do represent a rich wealth in the areas of the nation's development and progress. These gifted individuals also considered as a real "saved treasure" as, in the future, these children can benefit their countries with their talents, preparations and energies and contribute effectively to development processes, manage the wheel of progress and keep pace with the progress of civilization. In order for their achievement and production to be meaningful and valuable in their society, it would be necessary to contain them with a set of strategies e.g. spotting them via their teachers, the school, family and general community environment, organizational methods which care for them. Moreover, to provide them with best conditions and environment that help those gifted children develop what the Almighty God has bestowed upon them in terms of talents and capabilities to enable them serve their community and country the best (Hamida, 1987).

## **The problem of overlapping concepts**

There is no doubt that the process of detecting and identifying gifted and talented students represent the natural entry to any project or program aimed at taking care of them and unleashing their energies. Such a step is considered to be a very important and risky as it may involve some negative impacts too i.e. some children may be classified as "gifted" while others are classified as non-talented. The success of any program for teaching gifted students depends largely on the accuracy of the process of detection and safety procedures. The techniques to choose the talented children by specialists is via adopting modern educational literature in the field of detecting gifted children. They use several criteria or standards to identify and select these children in order to enroll them in special educational programs, despite the conventional or traditional style laid by Torman in 1925 (Suczek, 1970). Upon tracing the history and development of the term "talent" other synonymous concepts had accompanied its existence which overlapped with the term talent in both meaning and definition. Occasionally, these synonymous varied even in expression as if it meant the talent itself. However, other terms, had either gradually disappeared, while other concepts continued for long periods of time via using different modes pending on various researches until each research had made a specific definition for it that consistent with the nature of the research and the researchers' point of view (Suliman, 1993). To identify such an overlap due to occasional clashes in the convergence or match of meanings, details of the "talent" and the overlapped concepts, we hereby will introduce other specific meanings e.g. excellence, creativity, intelligence, innovation, genius or ingenuity, excellence as follows:

## **Talent**

The term, gifted, was used in the sixties of the 20th century, denoted talented people, e.g. those who excel in one or more special abilities particularly, in a non-academic fields i.e. arts, sports, mechanical skills and social leadership. Thus the term "talent" is used to indicate a "high level of performance reached by an individual in a field that is not related to intelligence". Such a definition might refer to involvement of genetic factors that might have led some to refuse use this term in the field of mental superiority. Other trends, thoughts and opinions have emerged confirming that talents are not limited to certain aspects, but rather indicate extension to different areas of the life i.e. environmental conditions that direct the individual to invest what he possess of intelligence in these areas. Talents must be in a social

context as the human being is able to show a large number of skills; meanwhile the society and culture determine which of these skills is presented by the high talent and changes the community's appreciation and encouragement (Kaplan, 1986).

Many educational studies in the field of psychology and special education dealt with both talent and gifted with the aim of defining a clear meaning of it, yet, neither a real nor a final agreement between scholars and specialists there exist. However, many concepts and definitions that have grown and developed with life, e.g. the development of research and scientific studies in the field of mental formation, mental measurement, the development of social, economic and cultural life are considered (Al-Jidibi, 2005; p. 27). To clarify such an overlap, it would therefore deem necessary to consider what scholars and specialists in this field have argued and decided, noting the discrepancy in opinions and viewpoints, which for the necessities of research and publication will be restricted to a few:

In 1959, the term "gifted" was defined: "superiority in one or more special abilities" (Flieger & Bish, 1959). In other words the talented person can be defined a person who possesses talent to become a producer of human ideas that would support human life morally, mentally, emotionally and socially. Talent is made up of three parts that are intertwined in human behavior. While others identified two types of "talents" as:

***General talent (Giftedness):***

Is a high level of readiness and the (general) ability for renewed thinking and superior performance in any field of human activity, whether it is educational, practical, social, leadership, aesthetic, or other fields?

***Special Talent***

Is a high level of readiness, ability or special ability to perform an achievement outstandingly in one or more areas of human activity as a formative origin (not related to intelligence). Such type of talent may also be found among the disabled i.e. the mentally retarded as distinguishes a particular person from others by excelling in skill performance e.g. the special physical mechanics associated with the field of young musical talent, and linguistic students (Howe, Davidson & Sloboda, 1998). Gifted is a child who increases his mental aptitude and performance in comparison with the criteria of his age or another child who shows excellent performance, determines the difference between the individuals themselves, so they differ among themselves" (Rasmussen & Ydesen, 2019).

Mental formation, in relevant individuals enable them to excel, in a certain aspects, if given the right opportunity (Schachter, 2016). Others, while believe that the talented have a very high level of ability that enables them to contribute an abundant and effective shares to the civilization and prosperity of their society as well as to the civilization, prosperity and happiness of the future generations (Hegarty, 1950; Barakat, 2020). The gifted are those students whose mental energies enable them to reach high levels of both productive and evaluative thinking so that to reach, in the future, a high ability to solve problems, invent and evaluate culture if appropriate conditions and a fertile environment become available. Hence, a few scholars think that some of these concepts are more accurate than others while others refer to the same meaning (Simonton, 1993). Others directly had linked talent with intelligence and rejected the exaggeration that implies the role of heredity and its impact on the formation of talents meanwhile, the term talented included academic fields after it was limited to the arts. The superior became the talented and this term became more acceptable and widespread among specialists in this field (Ashawal, 1997).

## **Achievement Excellence**

It is defined as a high achievement and performance e.g. a high school achievement indicates intelligence (Simonton, 1993). Therefore, "superior academic achiever" is defined as an individual whose academic achievement rises, by a noticeable level above the majority of his peers as if the superior personality is very firmly rooted in his phenomena, creativity and leadership. Intelligence, in particular, has its predictive benefit and choice e.g. one for a specific behavioral field, as well as the level of achievement in this specialty, behavior is determined by mental abilities. According to Dunlap's description the mentally gifted people are classified into three levels: (1). Excellent class: whose IQ ranges from 120-140; (2). Outstanding category: whose IQ coefficients range from 135-170 and the category of highly talented "geniuses" those IQ coefficients reach 170 or more (Al-Hasadi, 2006).

The term "Excellence" is defined as the ability to excel in achievement while others define excellence regarding the high level of academic achievement better than the expected level (Ibrahim, 1997). The term genius is one of the oldest terms used in this field between the thirties and fifties of the twentieth century, and then reappeared again in the seventies of this century (Simonton, 1993). Looking at the 1972 US federal definition of excellence that counts high achievers: those who have been identified by highly qualified individuals as capable of superior performance by virtue of their abilities. These children need distinct programs, curricula, educational activities, and services that exceed those usually provided in regular school programs in order to clearly realize the importance of their contribution to their community and themselves (self-esteem as for children) (El-Zayyat, 1980; p. 31). The art of one of the following fields: (1). General intellectual ability; (2). A quality in academic qualification ;(3). Creative thinking; (4). Practical or visual arts; (5). Academic psychological arts and (6). Leadership capabilities .What distinguishes this definition is that it does not depend merely on the degree of intelligence, but also takes into account all talents, creative work, leadership, and psychomotor abilities. It might be a scientific mistake to use merely the term "mental superiority", talent or innovation since the fields of human activity are multiple as well as the fields of environment. When we use the term "superiority" that might refer to a pillar of the excellence, talent, innovation then we should refer to the field of Excel i.e. art, literature and music which the individual is interested in (Al-Sharkawi, 1997; p. 45). Others, believes that the gifted or superior child is characterized by an excellent or supernatural level of intelligence in one or more areas of private life, that the gifted determines which increases his mental preparedness (Vernon, 1977; Rénzulli, 1976; p. 36). The performance identified by Torrance is a child who shows excellent performance in any area of human behavior. Others may define the talent as "an excellent performance in any area of human behavior" (Kafafi, 1997; p. 646). Some definitions of talent as synonyms to intelligence, special abilities, innovation, or excellence, all include, in their content, the excellence in the true sense of the word.

At the end of the 20th century, many concepts were used that express the outstanding in various educational levels e.g. the creative, the talented, superior innovator, the concepts of progress, and the excellent genius. Hence, the term "talent" may refer to a high achievement or a high school achievement meanwhile "Good achievement" is an indicator of intelligence. The superior in achievement is defined as those whose self-achievement rises their academic achievement by a noticeable degree or above the majority of their peers. These concepts were used in different paths according to the research objective, while some think that these concepts are more accurate than others or may believe it refers to the same meaning (Simonton, 1993; p. 176).

## Definition of "Excellence" in light of different mental performances

In 1971, Torrance (Torrance, 1971) mentioned Douglas' suggestion that there are basic patterns of mental superiority and some of these patterns may mix or overlap with each other to form other patterns and these patterns are:

- The pattern of memorizing ability: It includes individuals who absorb the information presented to them, with ability to retrieve more efficiently and quicker than other individuals.
- The pattern of understanding ability: Those who easily understand the information presented to them with the ability to perceive the different relationships and reach appropriate generalizations, without rely on memorization.
- Problem Solving Style ability: Includes those who have the ability to use the information they have access to in different areas to solve problems in the areas they announce.
- The pattern of people with innovate ability: Those with the ability to use imagination and the incentive to innovate e.g. those who can provide additions in some fields i.e. art, music and various crafts.
- Skilled style: It includes those who have the ability to form and develop skills in multiple areas, such as using the typewriter, dancing, and others.
- The pattern of those with leadership ability: Those who are distinguished in their ability to deal with others and gain their respect and appreciation, and occupy leadership positions among them (Abdel-Ghaffar, 1997; p. 26).

Thus, we expect the concepts of mental superiority to vary pending on the nature of culture and the extent of its progress, so that these concepts reflect the values of the society itself (Abu-Hatab, 1983; p. 282). The gifted and/or talented are hypothetical formations that appear in the performance of individuals that should be viewed as a type of performance characterized by two (a). An excel in one of the fields such as art, or in any field of "literature or language" but irrelevant to the field of intelligence only; (b). Behavior is not an incidental position; however, if the behavior is repeated, then there is something sufficient behind it that forces to repeat this behavior characteristics (Shukair, 2002). Gifted children are those whose cognitive abilities place them in the higher sector of the moderation distribution, which includes the highest 2-5% of the members of society. These definitions all revolve around three basic concepts of giftedness: (1). Excellence in cognitive ability; (2). Innovation in thinking and production; and (3). High talents in different fields. According to Stankosky, (2005) the definitions of excellence and talent in general can be classified into four categories, the most famous of which depends on:

First category: The criterion of the emergence of excellence and talent in an individual within a specific profession and considers that excellence is an individual who presents an outstanding achievement in a specific field of human activity.

Second category: The points of the intelligence scale. Terman indicated that the minimum score on the Stanford-Binet scale shook 135 degrees. This criterion remains the most common despite its shortcomings, which include: (a). Not taking into account the "special artistic talent"; (b). Lack of consideration for artistic and creative talents; cultural, social and economic distinction, while those who did not achieve a score of 135 are not gifted. Researchers believe that this neglects those who are below that because of their general creativity and motivation.



Third category: The criterion of percentage of school or community students, or society, with a rate of (5%) based on intelligence quotient (IQ test scores) and average academic achievement, or some subjects [Table-1] (Benit, 1950). The only wrong with this category is that only 5% of their children are superior. It is not logical to assume the such random selection is natural, or their percentage is perhaps the closest, but, the true talent is distributed according to the Jersey Equinox (Normal Curve).

Fourth category: It does not take creative ability as a basic criterion for talent, although all programs for outstanding students have explicit or fetishistic goals that try to increase creative growth and refine people with creative spaces. Torrence states that there are some countries that do not classify creativity tests as an acceptable standard for tests, but rather reject them altogether and detailed (Al-Jidibi, 2005).

**Table 1** *The difference between talent and excellence according to the Canadian researcher (Gagne, 1991):*

<b>Talent</b>	<b>Superiority</b>
Ability above average	Performance above average
Main component is hereditary	Main component is environmental
Potential energy	Product of such potential energy
Measured by standardized	Tests seen on the ground
Not every talented person is superior	Depends upon owning.

By all means, the definitions of mental superiority included a reference to three trends (high performance, special abilities, appreciation and respect for others).

Innovation (creativity): Is the capability of the mind to form new relationships so as to bring about a change in the reality. This definition includes two elements: (1). Forming new relationships does require only existing relationships and (2). Changing reality requires a future vision in the light of which change can be made. Various schools of psychology have tried to explain creativity, psychologically, in the light of the premises and theories that describe creativity as a human act, however, the creativity is placed as a phenomenon in a transparent fence visible afar, though its internal and external factors would be identified and not its constituent elements. The ability to innovate or to be a creative does consist of a number of simple abilities that Mceker identified as behavioral characteristics that distinguish innovators from others (Mahmoud, 1997; p. 465).

- Authenticity: These are unusual, uncommon and far-fetched ideas in comparison with the ordinary with the possibility of expressing them verbally and kinesthetically.
- Verbal fluency means the ability to recall a largest number of words that meet certain conditions irrelevant to the meaning in a specific period of time.
- Flexibility: Means the ease with which an individual changes his mental attitude or creates alternative plans for his goal.
- Sensitivity to problems: is the ability to identify weaknesses or shortcomings in an exciting situation, which motivates the individual and pushes him to find appropriate solutions.
- Imagination: Is the ability to find new relationships between familiar elements or situations so that they are images or structures that did not exist before.
- The ability for abstraction: means the ability to abstract and organize the meanings, information, organization of people and things.

However, the levels of creativity are:

- (1) Individual creativity: psychological (logical) and represents the basis of the foundation and begins at the early stages of life.
- (2) Critical creativity level: Is a step ahead of what precedes it, is based on thinking that goes beyond as a free expression.
- (3) The creative and genius creativity: Is a qualitative transformation of everything that precedes it, and represents the highest levels of creativity into two types of innovation (Heming, 1976; p. 39).

## **The Latent Innovation**

The latent, whether developed or not, that exists within an individual, although he looks at the process of innovative thinking with a mental process of the first degree, and is considered the highest attainment of human mental activity, the production depends on a limited number of emotional variables (moods) that contribute to the formation of an independent person in his thinking is self-reliant. The reason for this is that innovative abilities, according to determine whether or not an individual's count is willing to show innovative behavior significantly, and whether who possesses these capabilities will actually produce innovative production first (Guilford, 1950). This issue's temperament and motivation variables depend on the ability of personal variables to develop innovative abilities (Erikson & Erikson, 1985). Other scientists proved that personality can be seen as the system or structure that controls or is responsible for the nature of brilliance, and that personal factors have a significant impact on translating the innovative ability into innovative performance which involves the strength or the rudder that directs our systems and our lives in general, or our innovative ability, lives in particular (Hopkins, 1979; p. 216). The difference in performance in solving innovative problems cannot be attributed to intelligence and cognitive preparations, and is always a reflection of personal variables in addition to social and motivational determinants (Hadfield & Maddux, 1988). The superior personality is deeply rooted in the phenomena of creativity, leadership, and intelligence, in particular that has a predictive benefit in a single choice of a specific behavioral area, meanwhile the amount of achievement in this behavioral area is determined by mental abilities (Simonton, 1993). Hence, all creative people are intelligent but not all intelligent are creative people, but the intelligence is a necessary condition for the production of good creative output and continuous dispersal (Shukair, 2002). Therefore, innovation is the ability to excel in achievement (El-Zayyat, 1980; p. 31).

The term "Excellence" is the concepts mentioned in the field of mental superiority and innovation were also transgressed (Velazquez, 2014). In Lisan Al-Arab, the term "excellence" means excellence in the sense of prominence, excellence, transcendence, subjugation, and elevation. The genius refers to a high capability, in rare superiority as a very high superiority. Thus we expect that the concepts of excellence and superiority will differ depending on the nature of culture and the extent of its progress, so that we can say that these concepts reflect the values of the society itself (Vernon, 1977). The distinction of the individual is described as the one who demonstrates his ability and high performance in the mental, creative, leadership and academic fields, and he needs services and activities that are not usually provided by the school, in order to fully develop such preparations or activities in more than abilities e.g. high ability, leadership ability, specialized academic ability, artistic creative kinetic ability, perseverance and creativity (Fakhroo, 2015). Some researchers find that the concept of excellence overlaps with most of other concepts which, in turn, overlap with the concept of talent, rather, it overlaps with all of these concepts meanwhile it often appears, in works of

researchers and specialists, as if it expresses some of those concepts. The genius, therefore, refers to a higher power (mental possession) in scarcity i.e. a very high degree of intelligence, a very high creativity, or a very high achievement. Genius is creative and highly accomplished in the field in which his genius appears. It implies above what can be determined by intelligence tests. Moreover, the genius is an innate intellectual property of a high style such as that attributed to those considered to be the greatest practitioners in any branch of art and meditation, or the application of an extraordinary innate energy. Genius is related to imaginative creativity, original thinking, innovation or discovery (Al-Suerur, 1998; p. 42).

The adjective (genius) is often attached to scientists, discoverers, inventors, and others, and they accordingly, are called geniuses e.g. Newton, Galileo, Pasteur, Shakespeare, Markoni, and Edison. By analyzing the biography of these people, we find the term genius indicates to their abilities to discover in the field of science and art, and this term was widely popularized in the 19th century, and that these have the ability to inventions, and they of outstanding mental capabilities. At the same time, genius is a (synonymous) with creativity and innovation, while the field of genius is distinguished production. It is noticeable that this description was limited to those adults who occupy an advanced position in their societies, while, here the children were neglected (Silberman, 2015). We find that Terman and Lingort have used the term genius as a synonym for mental superiority (Webster's Dictionary, 1971). The term excellence also came in the sense of genius, as someone who shows very high brilliance and comes up with works of genius in one or more areas that are appreciated by society. Terman agreed with Hollingworth in this regard to use the term genius as a synonym for mental superiority, and Hollingworth says that this means the individual's ability to new production. Dean Keith Simonton 1984 supports that the term genius represents excellence and adds by saying and includes under its banner two other terms: creativity and leadership, and it focuses on the high level of creativity, and only the high level of leadership that is called genius or excellence (Simonton, 1993).

The term "Intelligence" is also known as the ability to learn and gain experiences, and the greater the ability to learn, and it is natural that all students differ from each other in terms of intelligence, such as their differences in physical ability. The scientists in the past were concerned with the amount of intelligence of students, in general, until new research revealed that there are many types of intelligence. We may find a student who excels in mathematics but is weak in things and expression. Intelligence tests, deems of paramount importance and our schools should take them into account in order to be able to function successfully (Gaddafi, 2002; p. 16-17).

It deems important to realize the various human intelligences, take care and develop them as well as all the compatibility between these intelligences. The classic definitions of the gifted have emphasized that the general mental ability is the main criterion in defining the gifted child, expressed by intelligence, which focused on the general higher ability, that you measure, represents the boundary between intelligence tests and considered the IQ ratio (140) gifted and normal (Table-2). Howard Gardner's theory of multiple intelligences proposes that people are not born with all of the intelligence they will ever have. This theory challenged the traditional notion that there is one single type of intelligence, sometimes known as "g" for general intelligence that only focuses on cognitive abilities (Marens, 2020). The intelligence is related to the ability to solve problems formed in a fertile context and a natural situation and that the intelligent are faster than the growth of ordinary and stupid people (Al-Hasadi, 2006). This result is a consequence of the previous one that the rate of intelligence remains constant with the progress of the child age, and therefore intelligence was divided into levels, as shown in table 2 below:

**Table 2** *Distribution of smart proportion using intelligence quotient (IQ) ratio of Alfred Benit (1950):*

<b>Classes of smarts</b>	<b>Distribution</b>
Genius or close to genius	120-140 (>140 Very Clever)
Smart	110-120
Normal medium	90-110
Stupid less than average	80-90
Very stupid (idiot.	70-80
Very weak (moron)	>70

Intelligence increases with increase of age of the child and this increase is the reason why age and mind are taken as a unit of measurement. It also takes the ratio of this age to chronological age as evidence of the child's progress or mental retardation. He calculates the year of intelligence by calculating according to the intelligence equation by dividing the chronological age by the chronological age multiplied by 100.

## Conclusion

Many concepts have already been overlapped and used to denote specifically the meanings of the term "talent" that all sound synonyms-like to the term "talent" itself. However, such overlapping cannot generate conviction because the overlap of complexity is linked to existence of "structural problems"- not only in the human intellectual cognitive system - including talent, but also touching the social function.

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