Socio-Emotional Development of Gifted Students and Its Effects on Education in Turkey's Context

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Article Info	ABSTRACT
	This study aims to shed light on the socio-emotional development of gifted students in Turkey. Gifted children often experience an imbalance between their mental and social-emotional development, with their cognitive abilities progressing more rapidly than their emotional and social skills. This developmental asynchrony can lead to a variety of unique challenges, as their advanced intellectual capabilities are not always matched by emotional maturity, resulting in distinct social-emotional needs. When these needs are not properly addressed, many related problems can arise, such as social isolation, emotional distress, and difficulties in peer relationships. Understanding the social and emotional needs of gifted children is crucial not only for parents and educators but for all stakeholders involved in the education and support of these students. Being aware of these needs and the problems that may emerge when they are neglected is the first step towards creating effective solutions. Therefore, educators, policymakers, and professionals working with gifted children in Turkey and globally must be equipped with the knowledge and tools to address these issues. This review will explore the social and emotional problems gifted children face, along with potential solutions to mitigate these challenges. The study will also highlight existing research on the topic through a compilation method, aiming to gather and present relevant findings from various studies. By doing so, it will provide a comprehensive overview of the socio-emotional struggles of gifted students and offer recommendations for supporting their well-being. Addressing these issues is essential for fostering the holistic development of gifted children, ensuring they can thrive both intellectually and emotionally.

TÜRKİYE BAĞLAMINDA ÜSTÜN YETENEKLİ ÖĞRENCİLERİN SOSYO-DUYGUSAL GELİŞİMİ VE EĞİTİME ETKİLERİ

Makale Bilgisi	ÖZET
	Bu çalışma, Türkiye'deki üstün yetenekli öğrencilerin sosyo-duygusal gelişimine ışık tutmayı amaçlamaktadır. Üstün yetenekli çocuklar genellikle zihinsel gelişimleri ile sosyal-duygusal gelişimleri arasında bir dengesizlik yaşarlar; bilişsel yetenekleri duygusal ve sosyal becerilerinden daha hızlı ilerler. Bu gelişimsel eşzamanlılık eksikliği, üstün zekâlı çocukların gelişmiş entelektüel yeteneklerinin duygusal olgunlukla her zaman örtüşmemesi nedeniyle, onların farklı sosyo-duygusal ihtiyaçları ortaya çıkar ve bu da bir dizi benzersiz sorunu beraberinde getirebilir. Bu ihtiyaçlar uygun şekilde karşılanmadığında, sosyal izolasyon, duygusal sıkıntı ve

Sosyo Duyuşsal Gelişim, Bilim ve Sanat Merkezleri.

akran ilişkilerinde zorluklar gibi birçok sorun ortaya çıkabilir.

Üstün yetenekli çocukların sosyal ve duygusal ihtiyaçlarını anlamak, sadece ebeveynler ve eğitimciler için değil, aynı zamanda bu öğrencilerin eğitimi ve desteklenmesiyle ilgilenen tüm paydaşlar için de hayati önemdedir. Bu ihtiyaçların ve karşılanmadıklarında ortaya çıkabilecek sorunların farkında olmak, etkili çözümler üretmenin ilk adımıdır. Bu nedenle, Türkiye'de ve dünya genelinde üstün yetenekli çocuklarla çalışan eğitimciler, politika yapıcılar ve uzmanların bu konuları ele alabilecek bilgi ve araçlarla donatılması gerekmektedir.

Bu çalışmada, üstün yetenekli çocukların yaşadığı sosyal ve duygusal sorunlar ve bu sorunların hafifletilmesine yönelik çözüm önerileri ele alınacaktır. Ayrıca, bu konuya ilişkin mevcut araştırmalar derleme yöntemi ile gözden geçirilmiş ve farklı çalışmalardan elde edilen bulgular bir araya getirilmişitr. Böylece, üstün yetenekli öğrencilerin sosyo-duygusal mücadelelerine kapsamlı bir bakış sunulmuş ve onların iyilik hallerini desteklemek için önerilerde bulunulmuştur. Bu sorunların ele alınması, üstün yetenekli çocukların hem entelektüel hem de duygusal olarak gelişmelerini sağlamak için önemlidir.

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INTRODUCTION

In this study, the relationship between the concepts of emotional and social development is discussed in terms of individuals. An individual's relationship with others is the factor that most contributes to emotional development, which can also be referred to as social development. Emotion is a significant aspect of being human and is the most crucial element that ensures the formation of social bonds. For this reason, scientists conducting research in this field have introduced the term "social-emotional" to describe the interconnection between social and emotional relationships (Vural, 2006).

Gifted individuals display different characteristics compared to their peers in terms of their social-emotional, mental development, and needs (Levent, 2011). These individuals are distinguished by their ability to learn quickly, form well-structured sentences with a rich vocabulary, and satisfy their curiosity by asking complex questions. However, they can easily become bored and struggle to maintain attention on subjects that do not interest them. Despite this, they demonstrate focused attention on topics that capture their interest. Gifted individuals also value honesty and justice in their relationships and tend to have a sensitive and emotional nature. They are often perfectionists, with a strong sense of responsibility and awareness (Levent, 2011; Koshy & Robinson, 2016). Gifted individuals often exhibit more advanced mental development compared to their social-emotional development (Levent, 2011; Koshy & Robinson, 2016). As these developmental characteristics progress at different levels, gifted individuals experience unique social and emotional needs, leading to various challenges in their lives (Levent, 2011; Koshy & Robinson, 2016; Preuss & Dubow, 2004).

A process based on social-emotional learning is also rooted in emotional intelligence. The recognition that emotional intelligence is as important as cognitive intelligence has become widely accepted in the 21st century (Baltaş, 2012). Emotional intelligence can be defined as the ability to recognize, sustain, control, and communicate emotions with others, particularly through empathy (Sağlam, 1997). Every individual possesses a unique level of emotional intelligence (Güngör, 2013). Gifted individuals differ not only in cognitive abilities but also in social-emotional skills compared to their peers. Thus, the needs of gifted individuals can be divided into cognitive and social-emotional categories. In addition to being an innate or hereditary trait, giftedness is also seen as a feature that can be developed through social-emotional skills (Silverman, 1998; Van-Tassel Baska, 1998). Learning the necessary skills for the social-emotional development of gifted individuals is essential for maintaining the country's intellectual capital and supporting their integration into social life. Social-emotional learning skills are often categorized into four main areas: communication skills, problem-solving skills, coping skills, and self-worth enhancement skills. Studies have shown that students who participate in social-emotional learning programs exhibit increased self-esteem, which in turn leads to higher academic achievement and life satisfaction (Dilworth, Mokrue & Elias, 2002).

Clark (2008) compiled research findings on the social and emotional characteristics of gifted individuals, identifying traits such as heightened emotional awareness, hypersensitivity to others' feelings, a well-developed sense of humor, early idealism, and an advanced sense of justice. These individuals often experience emotional depth and intensity, are driven by the need for self-actualization, and possess the cognitive and affective abilities to solve social and environmental problems. Additionally, they demonstrate leadership qualities and concern for societal well-being. Recognizing the strengths and weaknesses of gifted individuals is crucial for determining their educational needs. Although gifted individuals may excel in several areas, they may lag behind their peers in social relationships, art, or motor skills (Dağlıoğlu, 2010). These disparities can lead to socio-emotional challenges such as vulnerability, loneliness, sensitivity, reactivity, moral sensitivity, self-concern, and perfectionism. The vulnerability of gifted children increases in parallel with their level of

giftedness, exposing them to more social and emotional risks. Gifted individuals often perceive the world holistically, internalizing their experiences, which can make it difficult for them to separate reality from imagination. When faced with disappointment, they experience intense inner sadness and struggle to understand injustice, making them prone to depression. Conversely, when they are happy, they experience emotions with great intensity (Buescher, 1985). It is also known that gifted individuals' heightened ability to evaluate and perceive problems affects how they approach solutions. They may define problems differently from the general population and often rush through the solution process (Hymer et al., 2009).

Another common issue among gifted individuals is loneliness. While moderately gifted individuals may find popularity among peers, those with more advanced intellectual abilities often struggle to form friendships. Their unique perspectives, heightened awareness, and confrontational nature can exacerbate this isolation, making it difficult to develop close and positive relationships (Kline & Meckstroth, 1985). Gifted individuals also tend to exhibit heightened sensitivity and reactivity to events in their lives. Even seemingly minor issues can trigger significant emotional responses. This sensitivity often makes them more empathetic toward the suffering of others (Delisle, 1985). Moral sensitivity is another area where gifted individuals stand out, often demonstrating advanced moral reasoning compared to their peers. Even at a young age, they exhibit strong moral values (Hökelekli & Gündüz, 2004). Much of the research on gifted individuals has focused on self-concept and self-esteem. Self-concept refers to the cognitive system through which individuals perceive, interpret, and respond to the world around them (Colangelo & Colangelo, 1991). The fluctuating levels of self-esteem in gifted individuals are associated with affectivity, test anxiety, perfectionism, and attitudes toward problem-solving. Factors that might seem irrelevant to the general population can significantly impact the self-esteem of gifted individuals (Mısırlı & Özbay, 2003). Many gifted individuals set high internal expectations, often striving for perfection due to their vivid imaginations. This perfectionism can lead to increased anxiety, delusions, and parent-child conflict, with gifted girls showing higher levels of inquisitiveness and perfectionism (Mısırlı & Özbay, 2003; Pfeiffer, 2008). Emotional intensity and sensitivity are central to the emotional development of gifted individuals. They often focus on introspection and emotional awareness rather than external rewards (Ward, 1985). Their advanced metacognitive abilities help them find alternative solutions to challenges but can sometimes lead to over-reliance on intuition, especially in managing stress (Unwin, 2005).

History of Gıfted and Talented Individuals' Education in Turkey

An important option for gifted education in Turkey is the "Science and Art Centers" (BİLSEM), which provide supplementary educational services to identified gifted students outside of regular school hours. BİLSEM is an official institution where gifted students attend specialized classes with their peers a few days a week after their regular school day. The education at these centers complements the national curriculum but is specifically tailored to meet the needs of gifted students, focusing on enhancing their unique talents rather than merely meeting academic goals. The curriculum is customized based on individual student needs, helping them develop their abilities to the fullest. According to the BİLSEM directive, these centers cater to gifted students at all educational levels, aiming to help them recognize and develop their talents to their highest potential. The ultimate goal is to provide experiences that enable these students to use their talents effectively. Consequently, gifted students attend BİLSEM activities outside of regular school hours, either on weekdays or weekends, in addition to their formal education (MEB, 2020). Historically, the first systematic education for gifted students in Turkey—and globally—was provided in the Enderun schools of the Ottoman Empire. These schools trained gifted children, selected through the devşirme system, for leadership roles within the empire. Chosen based on intelligence and talent, they received specialized training at the

palace to prepare for high-ranking positions (Akarsu, 2001; Akkutay, 2004). Although Enderun declined after the 17th century and was abolished in 1909, it played a key role in maintaining the empire's power by strategically placing gifted individuals in administrative roles (Ataman, 1997).

In the Turkish Republic era, gifted education gained legal recognition with the İdil Biret-Suna Kan Law in 1948, providing protection for gifted individuals in music and the arts. This law was revised in 1956 (Law No. 6660), and nearly 20 artists trained under it achieved international recognition (Ataman, 1998).In the 1960s, a new approach was taken with the creation of special talent classes in Ankara, where gifted students from various schools participated in specialized educational programs. Additionally, "upper special classes" were established in cities like Ankara, Istanbul, Eskişehir, İzmir, and Bursa in 1964-65. However, both initiatives were eventually discontinued by the Ministry of National Education (Dağlıoğlu, 1995). Another milestone came in 1964 with the opening of Ankara Science High School, following the VI National Education Council's 1962 recommendations. This school was created to develop students' talents in science and mathematics, preparing them to become future scientists. Admission was highly selective, requiring students to pass a rigorous entrance exam to meet the academic criteria (Durum tespit raporu, 2004; Davaslıgil et al., 2004).

In addition to these initiatives, the "Education Project for the Gifted" was launched in 2002 in collaboration with Istanbul University and the Ministry of National Education. As part of this project, Beyazıt Elementary School in Istanbul was selected as the pilot school. The project applied a differentiated curriculum for gifted students, integrating them with their peers to provide an inclusive educational experience. Rather than separating gifted children from their classmates, the program emphasized collaborative learning while offering opportunities for both academic and socio-emotional development. The enriched curriculum aimed to foster creativity, while also supporting emotional and social growth (TTKB, 2012).

Today, the most extensive and long-lasting initiative for gifted education in Turkey is BİLSEM, which continues to operate and expand. The first center, Ankara Yasemin Karakaya Science and Art Center, was established in 1993, and its name was later changed to Ankara Science and Art Center. As of 2023, there are 391 BİLSEM institutions throughout the country. The education programs offered at BİLSEM are student-centered and interdisciplinary, with a focus on developing skills such as problem-solving, decision-making, and creativity. The curriculum is differentiated and enriched based on students' individual interests and abilities, with the goal of equipping them with advanced cognitive, social, and academic skills. Students play an active role in the planning, implementation, and evaluation of their learning, using real-life problems as a foundation for experiential learning. The programs aim to cultivate individuals who are capable of conducting scientific research and making significant contributions in various fields. Additionally, BİLSEM programs incorporate interdisciplinary approaches and collaborate with universities and other institutions to enhance students' educational experiences (Yüreğilli Göksu, 2021).

Literature Review of Socio Emotional Development of Gifted and Talented Students in Turkey

This section discusses research on the social-emotional states of students in general schools, noting that gifted students in Turkey receive education both in regular schools and at specialized Science and Art Centers for additional support. Kulaksızoğlu (2001) emphasizes the importance of parental social support in developing adolescents' self-esteem and emotional security. A positive parent-child relationship enhances communication skills and emotional growth. Similarly, Ataman (2003) points out that gifted students, often seen as leaders, need strong parental guidance to avoid negative behaviors. To address issues like school avoidance, rebellion, and stress, parents and teachers

must meet the social and emotional needs of these students. This highlights the necessity of tailored support for the unique social-emotional needs of gifted students, even in regular schools.

Erol (2004) examined the link between emotional intelligence and self-esteem in gifted 9th-grade students, finding a positive relationship. Girls demonstrated higher self-esteem and emotional intelligence, particularly in emotional awareness, empathy, and relationship management. The research highlighted the impact of a caring, democratic mother on emotional awareness and control, and a democratic father on self-motivation and self-esteem. Parental education also influenced emotional management, with the mother's education fostering empathy and the father's education aiding in emotion regulation, underlining the importance of emotional awareness and empathy for self-esteem development. Coşar-Ciğerci (2006) investigated self-esteem and psychological symptoms in his study and compared gifted and non-gifted adolescence students. He carried out his work with Science high school and Anatolian High School students. In this study, it was seen that gifted adolescents have more positive self-perceptions than adolescents with normal development. It has been determined that gifted adolescents show more psychological symptoms. Kabakçı (2006), in his study with secondary school students, found that girls' social-emotional learning skills and communication skills were better than boys, social-emotional learning skills decreased as the grade level increased, and stress coping skills of students with low socioeconomic status were higher than those with high socioeconomic level. Özdemir (2007) examined the emotional intelligence of gifted students at Science High Schools. The study found that gifted individuals have lower self-management skills and empathy levels. Gender differences were observed, with boys scoring higher in managing their emotions, while girls scored higher in empathy and managing others' emotions.

Köksal (2007) developed a program to enhance emotional intelligence in gifted children. The program, applied to 1st grade students, had positive results, showing that social and emotional development programs effectively increased emotional intelligence in gifted students, aligning with similar studies. Kabakçı and Korkut (2008) explored social-emotional learning skills in 6th-8th graders. Girls outperformed boys in these skills, and 6th and 7th graders showed better skills than 8th graders. Additionally, students from lower socio-economic backgrounds exhibited stronger coping skills compared to those from higher socio-economic levels. Koçal et al. (2009) found in his study that teachers of gifted children had difficulty in communicating with these children. It has been suggested in this study that they need guidance in establishing healthy communication and that studies should be done in this direction. Baydan (2010) examined the development of the social-emotional skills perception scale and the effectiveness of the social-emotional skills program in his doctoral thesis. The "Social-Emotional Skill Perception Scale" was used in the study conducted with primary school 4th and 5th grade students. According to the findings, it was understood that the experimental group made progress in itself, and according to the results of the follow-up test, the effectiveness of the program was sustainable. Akkan (2010) examined the predictive power of gifted students' emotional intelligence and creativity levels on their life satisfaction. He conducted his study with science high school students. It was found that the creativity levels of the students predicted life satisfaction in the opposite direction significantly. As a result of the analyzes, the variables that predict the life satisfaction levels of the students; In order of importance, it was found that the level of expressing their feelings, the level of optimism and creativity. The scores of benefiting from emotions of female students were found to be higher than male students.

Uyaroğlu (2011) examined emotional intelligence, empathy and parental attitudes in his study. The study was conducted with normally developing and gifted children. The results are as follows for students with normal development: As the "democratic attitude factor scores" of mothers increase, the scores of their children's "understanding the feelings of others" increase. As the "hard discipline" score increases in fathers, the "management of emotions" score decreases in children. For gifted students,

the following results were obtained: as the "overprotective" score of their mothers and fathers increases, the "recognition of own emotions" score of the children increases. As the "democratic attitude score" increases in mothers, the "understanding one's feelings" score decreases in children. As the fathers' "hard discipline" scores increase, the children's "recognition of their own emotions" scores also increase. Körler (2011) in his thesis study, in which he examined the relationship between social emotional learning skills of primary school second grade students and loneliness, revealed that there was a significant relationship between loneliness and skills that increase self-worth, which are sub-dimensions of social emotional learning skills, and communication skills. Özbay and Palancı (2011) stated in their study, in which they examined the psychosocial characteristics of gifted individuals, that more cognitive-oriented programs were prepared in order to meet the social and emotional needs of gifted and talented students, and this was usually in the form of summer programs. In the same study, he emphasized that it was aimed to gain the knowledge, social skills and self-esteem skills of gifted students in group interactive activities.

Elcik (2011) examined the social-emotional skills of gifted students in his study examining the social-emotional skills of gifted children. Data were collected with the "Perceived Social Support Scale" and the "Social Emotional Learning Skills Scale". It has been observed that as the perceived social support levels of gifted students increase, their social emotional skills also increase. The highest social support was stated as "family". Social emotional skills of female students were found to be higher than male students. Öpengin (2011) examined the effect of giftedness label imposed on students on students' perceptions of themselves, their parents, and their friends. He carried out his work entirely with the gifted student. It was observed that the label of giftedness did not cause a significant change in students' attitudes towards themselves, their parents, and their friends. However, "I feel lonely among my friends", "My friends make fun of my weaknesses." items are discussed seriously in this study. Yıldırım (2012) examined the emotional and behavioral characteristics of gifted students in his study. He worked with gifted and normally developing students. It was observed that gifted students found their social functionality lower than students with normal development. It has been determined that gifted male students show more depressive symptoms than gifted female students. Beceren (2012) looked at the effectiveness of the social emotional learning program in her research on 5-year-old children and it was concluded that there was a significant difference. Ürek (2012) examined the comparison of the perceptions and attitudes of gifted and non-gifted primary school students towards science and science. As a result of the study, it was observed that gifted students were more interested in science and science lessons than non-gifted students. Altun and Yazıcı (2012) examined the self-concepts of gifted and non-gifted secondary school students in their study. He has worked with students studying in a total of 3 types of schools: gifted, Science High School and General High School. As a result of the research, it was found that the self-concept scores of gifted students were high.

Akkan (2012) discussed the empathy tendencies, life satisfaction and family experiences of gifted 6th and 8th grade students according to their sociometric status in two different academic environments. As a result of the study, it was observed that the sociometric status of gifted children showed a statistically significant difference in two different academic environments. At the same time, it was observed that gifted students were higher in empathy. Sürücü (2013) examined the stress sources and reactions of gifted high school students at the Science and Art Center. The study found that stress sources were generally low, with "self-loading" being the most common stressor and "changes" the least. Their stress responses were minimal, with the fewest physiological reactions and the most evaluative responses. There were no significant differences in stress sources or reactions based on gender or class level. Additionally, most parents of gifted students had undergraduate or higher education, and a positive link was found between high family income and being identified as

gifted. Toplu (2013) explored problem-solving, perfectionism, and psychological well-being in gifted students. A positive correlation was found between adaptive perfectionism and psychological well-being, while negative perceptions of problem-solving skills were linked to emotional and peer problems. Non-adaptive perfectionism was associated with increased emotional, behavioral, and peer issues, as well as feelings of inadequacy in problem-solving skills.

Talas, Talas, and Sönmez (2013) investigated the problems experienced by gifted students in their schools in their research on the level of friendship and loneliness of gifted children. In this study, interviews were conducted with gifted students attending secondary school. As a result of the research, communication problems of gifted students with their friends were examined and it was determined that their friendship relations were positive. Merter (2013) looked at the relationship between social-emotional learning skills and self-esteem variables in his study and found that there was a positive significant difference in all sub-dimensions between these two variables. Açıkgöz (2013) investigated the relationship between 11th graders' perceived social support and their social skills. The "Social Skills Inventory" and "Perceived Social Support Scale" were used. The study found that perceived family support varies by school quality but not by gender or birth order. Perceived support from friends and teachers was higher for girls, though teacher support did not differ by school type. Girls scored higher in affective expressiveness and social control, while boys scored higher in affective sensitivity. Other social skill sub-dimensions showed no differences by gender or school type. Çelik (2014) examined the relationship between social emotional learning skills and attitude towards school and concluded that there is a positive and significant relationship between these two variables in secondary school students. Yılmaz (2014) examined the relationship between social emotional learning skills and perceived parental attitudes and social emotional learning skills, and it was determined that there was a significant and positive relationship between them. In his thesis, he examined the relationship between 6th, 7th and 8th grade students' perceived parental attitudes and their social-emotional learning skills. According to the results of the study, a positive and significant relationship was found between the students' perceptions of their parents' attitudes and their social-emotional learning skills. It has been observed that students who establish a warm and loving relationship with their parents and respect their parents' decisions have high skill scores in problem solving, communication, coping with stress and increasing their self-worth.

Durualp (2014) examined the social-emotional learning skills of adolescents according to gender and class. It examined adolescents attending the 6th, 7th and 8th grades. According to the results of the study, they found that boys tend to be bullies at a higher rate than girls, and their bullying status tends to increase as the grade level increases. It has been found that problem solving and skills that increase self-esteem reduce such tendencies. Dengiz (2014) examined the effect of perceived social support level on self-esteem in gifted children. In the study, social and sensory development programs were applied to the students. As a result of the research, it was found that the perceived social support from the family has an effect on self-esteem, the social support the child receives from his/her peers or the family has no effect on self-esteem, the education level of the mother and the general financial situation of the family are an important factor in the self-esteem, the gender status or the father's social support. It has been emphasized that educational status does not have an importance in self-esteem. Kaya and Oğurlu (2015) examined the self-esteem of gifted students in their research. In the study, it was seen that there was no significant difference between self-esteem and intelligence. A similar result was found between academic achievement and self-esteem as a result of the research. Oğurlu (2015) examined the exclusion of gifted students according to gender and grade level in his study. It was found that there was no significant difference in terms of exclusion according to the gender of gifted students. It was found that 8th grade students were more socially excluded than 6th and 7th grade students. It has been observed that there is a positive relationship between intelligence

level and exclusion.

Karateke (2016) applied the "Color Progressive Matrices Test" to children aged 60-72 months and identified 17 children above the average. By making observations on 17 children, 4 children were selected and a training program consisting of 36 sessions was implemented. Before and after the program, parents and teachers evaluated the children. After about 1 month, the re-application was made and the permanence of the acquired skills was tested. When the data were compared, it was seen that there was no significant difference in the social skill levels of the children according to the information received from the families and teachers. Arslan (2016) examined the self-perceptions of gifted students attending primary school. This study was conducted entirely with gifted students. It has been determined that as the self-esteem scores of the students increase, their social competence increases and their negative social behaviors decrease. It has been concluded that self-perception is positively and significantly related to gifted students' interpersonal relationships and self-control skills. Ogurlu et al. (2016) examined the relationship between life satisfaction and loneliness in gifted adolescents. The research was carried out entirely with gifted students. Data were collected with the "UCLA Loneliness Scale" and the "Multidimensional Student Life Satisfaction Scale". It was found that the loneliness and life satisfaction scores of gifted adolescents did not differ according to their gender. It has been determined that there is a negative relationship between life satisfaction scores and loneliness scores. After the analyzes made, it was seen that the loneliness scores constituted 35% of the life satisfaction of the gifted adolescents who participated in the research. Kara (2016) explored the emotional intelligence development of gifted children through in-depth interviews. The study revealed that, due to their perfectionist traits, gifted students first evaluate tasks before accepting responsibilities, preferring to handle them individually. To resolve personal issues, they often listen to music or engage in social activities. Socially, they are sensitive to national and global issues, offering solutions, but need guidance, especially in managing anger. The findings suggest a significant relationship between personal, school, family, and social factors in their communication, with Science and Art Centers being the most effective education model for them in Turkey.

Kaya, Kanık, and Alkın (2016) compared the communication skill levels of gifted secondary school students with their emotional intelligence levels in their study examining the concept of communication, which is considered within the scope of social emotional development, in gifted children. Data were collected by applying the "Schutte Emotional Intelligence Scale" and "Communication Skills Inventory" to gifted students attending Science and Art Centers and students with normal development in the study group. It was determined that there was no significant difference between the communication skill scores of gifted and non-gifted students. It was concluded that there was a significant positive relationship between the emotional intelligence and communication skills scores of the participants. As a result of the regression analysis, it was seen that giftedness significantly predicted both emotional intelligence and communication skill scores. Öğretici (2017) conducted a study on the social adaptation status of gifted individuals. Within the scope of the study, this study was conducted on the idea that the social adaptation of gifted children who struggle with many stimuli in daily life is lower than other children. The "Social Adjustment Test", a sub-scale of the Personality Inventory developed by Hacettepe University, was administered to a total of 92 children (20 boys, 26 girls, 20 boys and 26 girls from normal children). As a result of the study, there was no evidence of a decrease in the social adjustment of gifted children in general. Furtana (2018) concluded that there is a significant relationship between the predictive power of social-emotional skills and the theory of mind in his study, which looked at the predictive capabilities of social-emotional learning on students' ability to understand and interpret the perspectives, intentions, and emotions of others. This finding suggests that enhancing social-emotional skills may play a critical role in fostering students' theory of mind, which is essential for social interactions and empathy

development. Yazgı (2019) observed the state of metacognitive awareness as a predictor of social and sensory learning skills in gifted children. The aim of the study was reported as examining the difference between gifted students' metacognitive awareness and social sensory learning skills. As a result of the study, it was observed that there is a positive correlation between metacognitive awareness and social sensory development skills in gifted children. At the same time, he stated that there are factors such as parents' educational status, gender and personality traits that affect social and sensory development.

METHOD

In the current study, scientific research on socio-emotional development and its impact on gifted students was examined through an extensive literature review. This study is categorized as a qualitative educational research project, utilizing literature review as its primary methodology. Literature review, as one of the foundational steps applicable across various research fields, incorporates diverse methods depending on the research type (Köroğlu, 2015). For this research, the traditional approach to literature review was employed, wherein the existing body of literature is compiled and synthesized. In traditional literature reviews, fragmented information from different sources is brought together as a whole, creating connections between discussed topics or forming a comprehensive synthesis (Baumeister & Leary, 1997).

A literature review aims to provide an in-depth analysis of current publications related to a specific topic or research question. It offers a summary of the present state of available literature, different viewpoints, methodologies, findings, and conclusions. A traditional compilation-based literature review, as used in this study, is a broad examination of all relevant publications within a particular subject area or discipline. Instead of addressing a single research question, this method provides a comprehensive overview of the studies in the field.

In addition to the literature compilation process, a qualitative content analysis was used to interpret and synthesize the data. This analysis method involved examining patterns and themes within the collected literature to draw meaningful conclusions about the socio-emotional development needs of gifted students. Content analysis allowed for the identification of recurring themes and gaps in the existing research, which guided the development of specific recommendations for supporting the socio-emotional growth of gifted students.

In this context, the research also includes a review of studies conducted within the framework of the flipped classroom model, based on the compilation method of literature review. The focus of this review was on scientific studies that have been highly cited or frequently downloaded, providing a strong foundation for the literature on this model. Most of the reviewed studies were published after 2010, aligning with the more recent developments in the field. To identify relevant studies, the literature review relied on specific "keywords" selected for their relevance to the research topic. These keywords helped locate scientific sources that contributed to the conceptual and empirical framework of the study, supporting its findings and conclusions. Both Turkish and English terms related to the model were used to search Google Scholar, which provided a wide range of relevant articles for inclusion in the review. In addition to Google Scholar, other national and international academic databases were utilized, including YÖK National Thesis Center, YÖK Academic, ULAKBİM, and Web of Science. These databases provided access to scientific studies, ensuring that both national and international research was incorporated into the analysis.

DISCUSSION

The review of existing literature reveals a strong consensus on the need to address not only the academic but also the social and emotional development of gifted students in educational programming. Gifted children often possess unique emotional characteristics that can make them vulnerable to social-emotional challenges, such as isolation, anxiety, or perfectionism, stemming from their advanced cognitive abilities. This developmental imbalance creates an urgent demand for education systems to prioritize the emotional well-being of these students in conjunction with their academic growth. While gifted children may excel in intellectual domains, they frequently experience difficulties in peer relationships and may feel misunderstood due to their unique perspectives and emotional intensity.

Early recognition of these challenges is essential to avoid long-term psychological and social difficulties. In this context, the role of pediatricians, school nurses, psychologists, and guidance counselors is vital for ensuring that gifted students receive timely support and guidance. Early identification of emotional challenges and the provision of tailored interventions can significantly enhance students' social problem-solving skills, enabling them to better navigate their social environments. Further, studies like those conducted by Erol (2004) and Özdemir (2007) emphasize the importance of fostering emotional awareness and empathy in gifted individuals, which can be crucial for their self-esteem and emotional regulation.

Schools should play an active role in fostering emotional intelligence among gifted students through comprehensive guidance services. Emotional intelligence, encompassing the ability to recognize and manage one's own emotions and empathize with others, is a key factor in the social adjustment of gifted individuals. Studies have shown that students who engage in social-emotional learning programs demonstrate enhanced self-esteem and are more likely to achieve academically and experience life satisfaction (Dilworth, Mokrue, & Elias, 2002). Therefore, implementing programs that cultivate emotional intelligence could significantly improve the socio-emotional well-being of gifted students, as recommended by researchers like Baltaş (2012) and Coşar-Ciğerci (2006).

Moreover, educators' understanding of both cognitive and emotional development is essential for addressing the unique needs of gifted students. Continuous professional development in modern educational strategies, including social-emotional learning, can equip teachers with the skills to support gifted students' socio-emotional growth. Clark's (2008) findings highlight the importance of emotional depth and hypersensitivity among gifted students, which necessitates that educators be adept in managing and guiding such traits. In-service training programs should be updated regularly to reflect the latest research on socio-emotional development, ensuring that educators are capable of creating a supportive learning environment that fosters both academic and emotional growth.

Family support also plays a pivotal role in the socio-emotional development of gifted students. Research by Elcik (2011) and Dengiz (2014) demonstrates that positive family interactions, particularly those that offer social and emotional support, are associated with higher levels of social-emotional skills and self-esteem in gifted children. Parental education and involvement are further found to correlate with children's empathy, self-awareness, and emotional regulation, reinforcing the importance of family engagement in education. This highlights the potential benefits of integrating family counseling and guidance programs within educational systems to create a supportive environment that extends beyond the classroom.

By fostering an educational environment that prioritizes socio-emotional development alongside academic achievement, gifted students are more likely to thrive. The holistic approach, combining family support, tailored educational strategies, and comprehensive guidance services, can enable gifted

students to reach their full potential both intellectually and emotionally. This will, ultimately, allow gifted individuals to contribute more effectively to society, using their unique talents in meaningful ways that benefit not only themselves but the broader community.

CONCLUSION

In conclusion, the socio-emotional development of gifted students is as critical as their academic achievement. Gifted students often encounter unique challenges stemming from their advanced cognitive abilities, which can result in social and emotional imbalances. These challenges, including difficulties in peer relationships, emotional sensitivity, and perfectionism, necessitate educational approaches that go beyond traditional academic focus. Addressing these issues holistically can prevent potential long-term psychological and social difficulties, supporting gifted students' overall well-being.

The role of early intervention in addressing these challenges is essential. Pediatricians, school nurses, psychologists, and guidance counselors should work collaboratively to provide timely, individualized support for gifted students. Schools must take an active role in fostering emotional intelligence through dedicated guidance services and socio-emotional learning programs. Research indicates that such programs can enhance students' self-esteem and contribute to their academic and life satisfaction, thus underscoring the importance of integrating emotional intelligence training within the educational framework.

Equipping educators with a comprehensive understanding of both cognitive and emotional development is essential for supporting the unique needs of gifted students. Regular in-service training and professional development programs can ensure that educators are prepared to address the socio-emotional needs of these students, creating an environment that nurtures both intellectual and emotional growth. Family support is equally crucial, with studies highlighting the importance of positive family interactions in enhancing students' empathy, self-awareness, and emotional regulation. Incorporating family counseling and support programs can create a consistent, supportive environment that extends beyond the classroom, reinforcing students' socio-emotional development.

Ultimately, an educational environment that balances socio-emotional development with academic growth will enable gifted students to reach their full potential. This holistic approach will not only foster gifted individuals' intellectual and emotional well-being but also empower them to use their unique abilities in ways that benefit society, contributing positively to their communities and to broader social progress.

RECOMMENDATIONS

In a global context, the education of gifted individuals requires a multidimensional approach that integrates both academic and emotional development. Teachers must be trained to recognize and respond to the social-emotional needs of gifted students, incorporating emotional intelligence training into their professional development. This approach ensures that gifted students are not only challenged intellectually but are also supported in their emotional growth. By cultivating emotional intelligence in teachers and students alike, schools can create an environment where gifted students are able to navigate the complexities of their emotional worlds and build stronger social relationships.

Family involvement should also be prioritized, as it is a critical factor in the success of gifted students. Programs that offer family counseling, workshops, and guidance can equip parents with the tools needed to support their children's emotional and motivational needs. Family members who understand the unique challenges faced by gifted individuals are better able to provide the encouragement and structure needed for their development.

Additionally, curriculum design must take into account the diverse needs of gifted students by incorporating activities that foster creativity, problem-solving, and social engagement. Schools should create spaces where gifted students can explore their interests beyond traditional academic subjects, encouraging participation in sports, arts, and other forms of expression. These activities not only serve to develop the whole individual but also provide opportunities for social interaction, collaboration, and emotional release.

Internationally, educational systems should collaborate to share best practices in gifted education, emphasizing both cognitive and emotional development. Cross-cultural research can provide valuable insights into the most effective methods for supporting gifted students, allowing for the development of universally applicable strategies. Collaborative efforts between educators, psychologists, and policymakers can lead to the creation of comprehensive educational frameworks that prioritize the well-being and development of gifted individuals.

In conclusion, a holistic approach to the education of gifted students, one that balances academic challenges with emotional and social support, will enable these individuals to realize their full potential. By fostering emotional intelligence, encouraging family involvement, and designing enriched curricula, educational systems around the world can ensure that gifted students are well-equipped to contribute to society in meaningful and impactful ways.

Ethical approval

As the study was written using the compilation method, it does not require ethical approval.

Conflict of Interest

The authors declare that there is no conflict of interest with any institution or individual within the scope of this study.

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