



# BEHAVIOURAL TRAINING IN EFFECTIVE TEACHER FORMATION FOR MUSICALLY GIFTED CHILDREN

*TRAINING-UL COMPORTAMENTAL ÎN FORMAREA EFICIENTĂ  
A PROFESORULUI PENTRU ELEVII DOTAȚI MUZICAL*

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*Articolul dat expune principalele poziții ale training-ului ce are drept scop formarea la profesori a unui model de comportament necesar pentru lucrul eficient cu elevii dotați/supradotați muzical în grupuri omogene și eterogene.*

The necessity of teachers' special training for musically gifted children can be reasoned from the point of view of several aspects. We will mention only one of them which is determinant for the whole instructional/educational system of the children with special musical needs (musically talented/ super talented). Thus, it was proved that the presence of the high degree of musical endowment, although identified adequately and in the early stage, doesn't necessarily determine the achievement of high musical-artistic performances. The cause is: frequently the teacher who doesn't have the required level of training can't assure a high quality education appropriate for this category of children. At the same time he doesn't know the specifics of communication and the behavioural interaction traits with such pupils.

The primary goal of the training is to assimilate the efficient behaviour of students- future teachers of music; and present teachers of musical education, skilled enough to train the personality traits, characteristic to gifted pupils and to their needs towards the school ambience, a type of behaviour which will allow to create a favourable affective climate

in the classroom in which the gifted pupils will be able to develop their potential, feeling the teacher's encouragement. The training is accomplished during a number of laboratory hours in the framework of the institutional research project „Musico-logical and psycho pedagogic foundation of the concept of specialists' formation in the problem of instruction of musically gifted children”.

### *Characterization of the sample participant at the training*

Before presenting the program of assimilation of behavioural traits by the teacher of gifted pupils, an important aspect is worth mentioning. Objectives can also be called efficient assets/qualities in the instruction/education/ stimulation of gifted children. Therefore, in this context a question often appears: which is the degree of endowment of the teacher of music himself/herself involved in the instruction/education of pupils gifted with a high potential? In the process of teachers' formation of musically gifted children we opt for the position according to which a good educator mustn't necessarily have a high degree of musical endowment (this constitutes only a desirable asset), but he must be competent in the problem

of identification, improvement and development of his/hers disciples' potential, *to have behavioural qualities which will facilitate the achievement of special performances by these pupils*. It is the case to mention that the specific objectives, which are set in order to be, achieved with the help of the training, show the personal qualities not only of the teacher of music, but also the teachers of other school disciplines who deal with other various types of endowment (logical-mathematical, linguistic, spatial etc.).

### **The objectives of the training**

The analysis of the reference list in the literature of speciality allowed us to formulate behavioural traits which are necessary to be trained by the efficient teacher of the musically gifted pupils (capable to stimulate the development of the gifted pupils with higher abilities and to create a favourable atmosphere in school) as follows:

- understanding of the special problems of musically gifted/talented pupils;
- ability to encourage the pupils in difficulty;
- democracy, respect towards the individuality of each student;
- amiability, sociability;
- discrete and polite behaviour.

### **The content of the formation program**

#### **Work Bloc I**

*Aim of the bloc: the formation of the competence to support the special social and emotional needs of the gifted children in the participants at the training.*

**Applied techniques:** modelling; brainstorming; discussion; analysis; assessment of the actions undertaken by the teacher (student in the teacher's role); assessment of the possible effects of teacher's actions (according to V. Babii, 2005); assessment of the student's/tea-

cher's performances taking into account the aspect of respective competence.

### **Development of the work bloc**

**Formative items.** Social, psychological and pedagogical situations of bringing up-to-date special needs/problems of the gifted and extremely gifted pupils are modelled in the conditions of the group of students/ teachers:

- situations of bringing up-to-date the desynchronises between the intellectual, affective, psychomotor spheres of the gifted/extremely gifted pupils (prevention of de-socialization/mismatching of the pupils in the conditions of school);
- situations of bringing up-to-date the high emotional sensibility of the extremely gifted pupils (states of anxiety, insecurity, feeling of isolation, complexes of manual and physical inability, sufferings that they have different occupations than their classmates: M. Jigau, 1994);
- situations of bringing up-to-date the feeling of alienation and inferiority that takes place due to the emotional and intellectual differences of the pupils.

### **Formative processing (way of problem/situation/item solving)**

One of the students/teachers introduces himself as the teacher, the rest of the participants of the training form a group of pupils of the same age/certain form (age/form is established according to the extremely critical periods in the evolution of the gifted pupil: the beginning of school life; preadolescence) manifesting traits specific to the gifted/extremely gifted pupils in the social and psycho pedagogic curricular context (during the lessons of musical education). In the time given the students/participants of the training can interfere with evaluations, corrections, ideas on the formed/modelled situation and the actions of

the student-teacher. At the end of the work bloc the evaluation of the results of the training done by its participants takes place (see *Evaluation card of the results of the training* p.6).

### **Work bloc II**

**Aim of the bloc:** formation of the ability to encourage pupils in difficulty (personal-psychological, social) in the participants of the training.

**Applied techniques:** modelling; brainstorming; discussion; analysis; evaluation of the actions undertaken by the teacher (students in the teacher's role); evaluation of possible effects of the teacher's actions (according to V. Babii, 2005); evaluation of the student's performances taking into account the aspect of the respective ability.

### **Development of the work bloc**

- **Formative items.** Social, psychological and pedagogic situations of bringing up-to-date different profiles of super talented/talented pupils (according to G. Bets and M. Neihart, 198) and of stimulation/support of these are modelled in the conditions of the group of students/ teachers:
- modelling of the hidden type of super talented/talented pupil and creation of the social and pedagogical situations of support/stimulation of this type of pupils (pupils with a strong need of belonging to the group, who not trusting their own abilities hide them);
- modelling of the type of an extremely gifted who gives up and creation of the social and pedagogical situations of support/stimulation of this type of pupils (pupils who abandon studies, ignoring their own endowment).

**Formative processing (way of problem/situation/item solving).**

One the students introduces himself as the teacher, the rest of the parti-

cipants are trained in the following way in the formative process: a student, who will play the role of the first or the second type of talented pupils (hidden or the one who gives up) displaying characteristics specific to this type, is chosen and he others create unfavourable psycho-social conditions for such pupils. The aim of the student-teacher is to correct the created psycho/social climate and in the intercession of the undesirable assets of the updated types of talented pupils. In the time given the student/participants of the training can give their evaluations, corrections, ideas on the modelled situations and the actions of the student-teacher. At the end of the work bloc the evaluation of the results of the training undertaken by its participants takes place (see *Evaluation card of the results of the training* p.6).

### **Work bloc III**

**Aim of the bloc:** formation of a democratic style of instruction, respect towards the individuality of each student and polite behaviour in the participants.

**Applied techniques:** modelling; brainstorming; discussion; analysis; evaluation of the actions undertaken by the teacher (student in the teacher's role); evaluation of the possible effects of the teacher's actions (according to V. Babii, 2005); evaluation of the student's performances taking into account the respective abilities.

### **Development of the work bloc**

**Formative items.** Educational situations with the presence of multiple creative manifestations specific to talented pupils are modelled during the work (infrequent creative manifestations of behaviour; relations, characterizations, replies, proposals, original non common associations). They often at first sight don't directly refer

to the content of the modelled educational situation (topic of the lesson, the subject of the musical-artistic activity, the content of the objective brought forth by the student-teacher).

#### **Formative processing**

The allocation of the functions in this work bloc is similar with the previous blocs. The student-teacher should:

- discriminate on the tangencies of the relations, answers, original proposals of the pupils (students in the role of pupils) on the subject of the lesson/sequence of the lesson;
- link the productions/original ideas of the pupils and the musical-artistic domain to the subject of the sequence of the modelled lesson, direct the original intercessions of the pupils (students in the role of pupils);
- manifest respect towards each student and towards his/her creative initiatives.

The assessment of the formative effect is done in the same way as in the previous work blocks.

#### **Work bloc IV**

**Aim of the bloc:** assimilation of an amiable, discrete, polite behaviour

**Applied techniques:** modelling; brainstorming; discussion; analysis; evaluation of the actions undertaken by the teacher (student in the teacher's role); evaluation of the possible effects of the teacher's actions (according to V. Babii, 2005); evaluation of the student's performances taking into account the respective abilities.

#### **Development of the work bloc**

**Formative items.** In this bloc social, psychological and pedagogical

situations of presence of problems specific to the talented pupils (see Work bloc I) of updating the undesirable traits of the different profiles of the talented children (see Bloc II), of presence of uncommon creative manifestations of behaviour are modelled.

**Formative processing.** The allocation of the functions in this work bloc is similar to the previous blocs. At the same time bloc IV ends the cycle of the work of the training and the students should be able to apply the abilities and competences previously formed (in the previous work blocs) in complex.

#### **Evaluation of the results of the training**

Qualities/behavioural traits formed during the laboratory hours are assessed by using the method of behavioural observation. The participants of the training act as observers (observation and reciprocal evaluation) who put down the results of the observations on a special form (according to J.B. Hansen and J.F. Feldhusen).

**Assessment card of the teacher's behaviour with musically gifted pupils**  
Teacher (student in the teacher's role): \_\_\_\_\_

**Form/age (modelled):** \_\_\_\_\_

**Observed criteria:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### **Evaluation scale:**

4 points – special

3 points - satisfactory

2 points – needs perfecting

1 point - unsatisfactory

#### **Bibliography**

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