

Research Article

Historical movies and TV series in the interest of the science of history: the opinions of gifted students

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Abstract

The aim of this research is to reveal the views of gifted students who attend science and art centers of historical films and TV series about their interest in historical science. The participants of the research are 74 students aged (13-18) who continue their education at two Science and Art Center in the first semester of the 2017-2018 academic year in Turkiye, who are at the stage of Recognizing Individual Talents, Developing Special Talents and Project. Survey model, one of the quantitative research methods, was used in the research. In line with this method, an opinionnaire consisting of 15 questions was used to the participants. According to the findings, the opinions of gifted students of historical films and TV series about their interest in history science differed significantly depending on gender. It has been determined that the students have opinions that history films and TV series contribute moderately to the interest in the science of history. Considering the difference in the views of gifted students according to the program they are enrolled in at the Science and Art Center, it was determined that the students in the Special Talent Development level had more positive opinions than the students in the other level. In the teaching of gifted students, the use of history films and TV series; It has been determined that there are opinions that it is effective in increasing the knowledge of history, making sense, consolidating, providing cultural transfer, increasing their interest in history science, and increasing the desire to watch movies and TV series more. It is recommended to develop curricula for gifted students' use of history films and TV series as instructional tools in educational activities in the field of history.

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Introduction

In the ordinary course of life, individuals who always make them feel that they are different with their extraordinary decisions, approaches, behaviors and practices and who perform well above the average are evaluated within the definition of special talent. Special talent in the language of society; While we come across with expressions such as smart, intelligent, heady, it is used in the academic literature to express the same meaning as general mental ability, instant intelligence, mental power. It is expressed as pre-developed, high-level skills that enable the individual to show high level of success and creativity in a remarkable way (Şenol, 2011, pp.6).

Gifted children or young people show a higher rank in their field of interest than their peers, their environment and those who have the same experiences as themselves. While these children and young people show superior performance in intellectual, creativity and artistic fields, they may also have skills that are not often encountered in the field of

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leadership or sometimes come to the fore in special academic fields. Therefore, they need services and activities outside the school curriculum (Somay-Çatalbaş, 2001).

When such definitions of general mental/special talent are examined, it is seen that there are different approaches to the subject. In Turkey, according to the Science and Art Centers (SACs) Directive, which was established for the education of children with general mental abilities/special talents; general mental/special talent is defined as: "He who learns faster than his peers; It is an individual who is ahead in creativity, art, leadership capacity, has special academic abilities, can understand abstract ideas, likes to act independently in his interests and performs at a high level" (MoNET, 2016).

In this context; Special talent is the situation in which the child or individual has a high level of skills compared to their peers in a certain field or areas, this feature can be identified by experts, and the child needs special education because of different developmental characteristics from his/her peers. Special talent is a process and how this process is evaluated is also very important.

In this context, it has been determined that the Ministry of National Education in Turkey (MoNET) started a project study on the education of gifted children in 1992. As a result of the search for the most suitable model for the Turkish Education System, education centers were established, which were first called "Additional Courses and Practice Schools" and then named Science and Art Centers with the idea of educating gifted children in both science and art. Students selected to these centers receive education in Science and Art Centers in order to develop their talents in the remaining time from their school and on certain days of the week (Sezginsoy, 2007).

The education of science and art centers, called BİLSEM (in Turkish) in short, is quite different from schools, which are the most common institutions of formal structure. While students in primary and secondary schools learn academic knowledge, they use it as a means of getting high scores and passing grades in applied exams. As a result of testing the knowledge they have learned, children move to a higher class or department. Because, in the education methods of science and art centers, it is never possible to use academic knowledge for exams and similar processes. Here, students are provided with a project-based teaching model in their talent areas and students are expected to carry out projects in accordance with the desired qualifications. If the students are diagnosed, they start to receive education in SACs in the first grade of primary school and continue until the 12th grade. Students enrolled in SACs are admitted to the training program consisting of 5 (five) stages. These trainings;

- Adaptation,
- Support training
- Recognizing individual talents (RIT)
- Developing special talents (DSP)
- Project production and management training programs.

Students who complete the programs are given a "Program Completion Certificate" by the SACs directorate at the end of each program they complete.

In recent years, it is possible to see the influence of the media in all areas in the field of education. Messages given through historical TV series and movies sometimes arouse children/young people's curiosity about historical issues, and sometimes cause them to learn incorrectly or incompletely. In this context, the stimulating / directing effect of historical TV series and movies on students comes to the fore.

With the increase in the frequency of broadcasting of historical series and films in Turkey, the interest in the discipline of history has increased to a great extent and an awareness that we can call important has emerged. These works have also been frequently discussed in the world of art and science. Although historical TV series and movies are annotated in these discussions, it is undeniable fact that this situation has increased the popularity of history. These productions, which transform an abstract discipline such as history into concrete, are also important materials that can enrich the discipline of history. Provided that they are used consciously, they have an important power to provide

permanent learning.

This study has been prepared in order to reveal the perceptions of historical films or TV series about the effect of gifted/gifted students attending Science and Art Centers on their view of historical issues. It is thought that this study will contribute to the literature and shed light on future studies.

Research Aim

The aim of this study is to examine the opinions of gifted students about the effects of historical films or TV series on historical issues. As a result of the literature review, no study was found that deals with the students' perspectives on the effect of historical films or TV series on the gifted students' view of historical issues. In this context, it is thought that the study is original and will contribute to the literature.

Research Problem

The problem of the study is what are the opinions of the historical films and TV series about the effect of gifted students on the history lesson?

Some sub-questions prepared to answer this problem are as follows:

- Do the views on the effects of historical films and TV series on the interest of gifted students in history lesson differ according to gender/program they are registered to?

Method

Research Model

In this study, scanning model, one of the scientific research methods, was used. Survey models are research approaches that aim to describe a past or present situation as it is. The general scanning model is the scanning arrangements made on the whole universe or a group to be taken from the universe in order to make a general judgment about the universe in a universe consisting of many elements. In this model, the situation that is the subject of the research is tried to be defined in its own conditions and as it is (Karasar, 2012).

Participants

Table 1. Findings regarding the demographic and program level information of the students participating in the research

		f	%
Gender	Female	45	60,8
	Male	29	39,1
	RIT	16	21,6
Programme Stage	DSP	46	62,1
	PPM	12	16,2
Total		74	100

RIT: Recognizing Individual Talents DSP: Developing Special Talents PPM: Project Production and Management

When Table 1 is examined, it is seen that 45 of the students participating in the research are female students and 29 are male students. Again, according to Table 1, it is seen that 16 of these students are in the RIT group, 46 of them are in the DSP group and 12 of them are in the Project group.

Data Collection Tools

In the research, the personal information section that includes the program and gender information of the students and the "Opinions Form about Historical Films and TV Series the Interest of Gifted Students towards History", which includes 15 questions developed by the researcher and was created by taking expert opinion, was used as a data collection tool. Necessary legal permissions were obtained before the data collection tool was applied to the participants.

Data Analysis

The items in the scale used in the study, in which a triple Likert type rating was made, were ranked from negative to positive. Since the one-dimensional scale was developed by the researcher, Cronbach Alpha reliability calculation was made and the reliability coefficient is given in Table 2 below. As a result of the Cronbach Alpha reliability calculation, the reliability coefficient was found to be 0.890.

After the data obtained from the sample group were transferred to the statistical package program in the computer environment, the data were analyzed and interpreted. During this analysis, the arithmetic means, frequencies, standard errors and standard deviations of the data and internal consistency were determined. In addition, Büyüköztürk stated that the success in predicting the behavior of individuals largely depends on the validity and reliability of the test scores obtained from the test (Büyüköztürk, 2010: 167). In this context, the validity and reliability of the test has been revealed by the analyzes made.

SPSS 23.0, a statistical package program, was used in the data analysis of the scale. The scores that can be obtained from the scale range from 0 to 30. A high total score indicates that students have positive views on historical subjects, while a low total score indicates that students have negative views on historical subjects. Below are the descriptive statistics for the total score obtained from the scale.

Table 2. Descriptive statistics on the total score obtained from the scale

	N	Minimum	Maximum	Mean	Std.
Total	74	5,00	30,00	18,54	7,369
Valid	74				

According to Table 2, the average of the total scores of the 74 students participating in the research from the scale is 18.54. The lowest score obtained from the scale is 5, and the highest score is 30. According to the average of the scores, the opinions of the gifted students about the effect of historical films and TV series on historical subjects are moderately positive. It is also seen that the standard deviation is 7.36. This value reveals that the group to which the scale was applied shows a heterogeneous distribution.

Results

Table 3. Findings regarding the answers given by the gifted students to the item "Watching historical movies and TV series helped me increase my knowledge of history and reinforce what I know"

		TIC		N		NIDC	
		f	%	f	%	f	%
Gender	Female	22*	48,9	16*	35,6	7	15,6
	Male	19*	65,5	9	31,0	1	3,4
Programme Stage	RIT	9	56,3	5	31,3	2	12,5
	DSP	26*	56,5	15*	32,6	5	10,9
	PPM	6	50,0	5	41,7	1	8,3
	Total	41	55,4	25	33,8	8	10,8

RIT: Recognizing Individual Talents **DSP:** Developing Special Talents **PPM:** Project Production and Management **YIC:** Yes it contributed **N:** Neutral **NIDC:** No, it didn't contribute * Majority response

Considering the findings in Table 3 regarding the answers given by the gifted students to the item "Watching historical movies and TV series helped me increase my knowledge of history and reinforce what I know", it is seen that 22 of the female students and 19 of the male students said "Yes it contributed". In this context, 41 of the 74 students who participated in the research answered "yes". When the gender level is examined, it is seen in Table 3 that 16 female students gave the answer "partially". Looking at the program level, it is striking that 26 of the DSP students answered "Yes it contributed" and 15 of them "partially".

Table 4. Findings regarding the answers given by gifted students to the item "Watching historical movies and TV series helped me understand my past better"

		YIC		N		NIDC	
		f	%	f	%	f	%
Gender	Female	21*	46,7	12	26,7	12	26,7
	Male	21*	72,4	7	24,1	1	3,4
Programme	RIT	11	68,8	3	18,8	2	12,5
	DSP	26*	56,5	11	23,9	9	19,6
	PPM	5	41,7	5	41,7	2	16,7
	Total	42*	56,8	19	25,7	13	17,6

RIT: Recognizing Individual Talents DSP: Developing Special Talents PPM: Project Production and Management YIC: Yes it contributed N: Neutral NIDC: No, it didn't contribute * Majority response

Analyzing at Table 4, it is seen that 21 of the students who said "Yes it contributed" according to the gender variable regarding the answers given by the students to the item "Watching a historical movie or TV series helped me make a better sense of my past" were female students and 21 were male students. In other words, 42 of the 74 students who participated in the research answered "yes" to this item. Looking at the program variable, it is striking that 26 students in the DSP group gave the answer "yes".

Table 5. Findings regarding the answers given by gifted students to the item "Watching a historical movie or TV series helped me make a connection between the past and the future"

		YIC		N		NIDC	
		f	%	f	%	f	%
Gender	Female	24*	53,3	14*	31,1	7	15,6
	Male	15*	51,7	11	37,9	3	10,3
Programme	RIT	9	56,3	6	37,5	1	6,3
	DSP	25*	54,3	15*	32,6	6	13,0
	PPM	5	41,7	4	33,3	3	25,0
	Total	39*	52,7	25	33,8	10	13,5

RIT: Recognizing Individual Talents DSP: Developing Special Talents PPM: Project Production and Management YIC: Yes it contributed N: Neutral NIDC: No, it didn't contribute * Majority response

When Table 5 is examined, it is seen that 24 of the female students and 15 of the male students gave the answer "yes" regarding the answers given by the gifted students to the item "Watching historical movies and TV series helped me make a connection between the past and the future". In this context, 39 of the 74 students who participated in the research answered "Yes it contributed". Again, according to gender, it is striking that 14 of the female students gave the answer "partially". Looking at the program variable, it is seen that 25 of the DSP group students answered "Yes it contributed" and 15 of them "partially" ..

Table 6. Findings regarding the answers given by the students to the item "Watching historical movies and TV series increased my interest in history lesson"

		YIC		N		NIDC	
		f	%	f	%	f	%
Gender	Female	22*	48,9	5	11,1	18*	40,0
	Male	17*	58,6	7	24,1	5	17,2
Programme	RIT	8	50,0	2	12,5	6	37,5
	DSP	28*	60,9	7	15,2	11*	23,9
	PPM	3	25,0	3	25,0	6	50,0
	Total	39*	52,7	12	16,2	23	31,1

RIT: Recognizing Individual Talents DSP: Developing Special Talents PPM: Project Production and Management YIC: Yes it contributed N: Neutral NIDC: No, it didn't contribute * Majority response

Looking at Table 6, it is seen that 22 female students and 17 male students said "Yes it contributed" to this item according to the gender variable regarding the answers given by the students to the item "Watching a historical movie or TV series increased my interest in the history lesson". In this context, 39 of the 74 students who participated in the

research said "Yes it contributed" to this item. Again, based on the gender variable, it is seen that 18 female students said " No, it didn't contribute " to this item. According to the program variable, it is seen that 28 students with DSP level answered "Yes it contributed" to this item, and 11 students with DSP level gave the answer "no" to this item.

Table 7. Findings regarding the answers given by the gifted students to the item "Watching a historical movie or TV series made the lesson fun and enjoyable by saving it from boringness"

		YIC		N		NIDC	
		f	%	f	%	f	%
Gender	Female	18*	40,0	12*	26,7	15*	33,3
	Male	13*	44,8	11*	37,9	5	17,2
Programme	RIT	7	43,8	4	25,0	5	31,3
	DSP	23*	50,0	14*	30,4	9	19,6
	PPM	1	8,3	5	41,7	6	50,0
	Total	31*	41,9	23*	31,1	20	27,0

RIT: Recognizing Individual Talents **DSP:** Developing Special Talents **PPM:** Project Production and Management **YIC:** Yes it contributed **N:** Neutral **NIDC:** No, it didn't contribute * Majority response

Considering the gender variable regarding the answers given by the gifted students to the item "Watching historical movies and TV series made the lesson fun and enjoyable", 18 of the female students and 13 of the male students answered " Yes it contributed " to this item. Again, according to the gender variable, 12 of the female students and 11 of the male students gave the answer "partially" to this item. It is also seen that 15 of the female students said " No, it didn't contribute " to this question. Looking at the program variable, it is seen in table 8 that 23 students in the DSP group said "yes" and 14 students said "no".

Table 8. Findings regarding the answers given by the gifted students to the item "Watching historical movies and TV series helped me change my perspective on history lesson"

		YIC		N		NIDC	
		f	%	f	%	f	%
Gender	Female	13*	28,9	19*	42,2	13*	28,9
	Male	15*	51,7	8	27,6	6	20,7
Programme	RIT	4	25,0	7	43,8	5	31,3
	DSP	23*	50,0	14*	30,4	9	19,6
	Project	1	8,3	6	50,0	5	41,7
	Total	28*	37,8	27	36,5	19	25,7

RIT: Recognizing Individual Talents **DSP:** Developing Special Talents **PPM:** Project Production and Management **YIC:** Yes it contributed **N:** Neutral **NIDC:** No, it didn't contribute * Majority response

According to the gender variable, 13 of the female students and 15 of the male students said "yes" to this question regarding the answers given by the students to the item "Watching historical movies and TV series has been effective in changing my perspective towards the history lesson". In other words, 28 of the 74 students who participated in the study said " Yes it contributed " to this question. Again, based on the gender variable, it is seen that 19 female students gave the answer "partially" to this item, and 13 female students said " No, it didn't contribute " to this question. According to the program variable, it is seen in table 7 that 23 students in the DSP group answered "yes" to this question, and 14 students in the DSP group gave "partially" answers.

Table 9. Gifted students said, "I don't watch historical movies or TV series, it's not just history; It has diversified my perspective on history by providing information about cultures and civilizations".

		YIC		N		NIDC	
		f	%	f	%	f	%
Gender	Female	23*	51,1	8	17,8	14*	31,1
	Male	14*	48,3	12*	41,4	3	10,3
Programme	RIT	7	43,8	6	37,5	3	18,8
	DSP	25*	54,3	10*	21,7	11*	23,9
	Project	5	41,7	4	33,3	3	25,0
	Total	37*	50,0	20	27,0	17	23,0

RIT: Recognizing Individual Talents DSP: Developing Special Talents PPM: Project Production and Management YIC: Yes it contributed N: Neutral NIDC: No, it didn't contributed * Majority response

When Table 9 is examined, the students stated that "I don't watch historical movies or TV series, it's not just history; According to the gender variable regarding their answers to the item "diversified my perspective on history by giving information about cultures and civilizations", 23 of the female students and 14 of the male students answered " Yes it contributed " to this item. In other words, 37 out of 74 students who participated in the study said "Yes it contributed" to this item. According to the same variable, 12 of the male students answered "partially" and 14 of the female students answered "no". Based on the program variable, 25 of the DSP group students answered "yes", 10 of them "partly" and 11 of them "no".

Table 10. Findings regarding the answers given by the gifted students to the item "Watching a historical movie or TV series helped me make the historical past concrete"

		YIC		N		NIDC	
		f	%	f	%	f	%
Gender	Female	27*	60,0	16*	35,6	2	4,4
	Male	14*	48,3	13	44,8	2	6,9
Programme	RIT	8	50,0	7	43,8	1	6,3
	DSP	27*	58,7	17*	37,0	2	4,3
	Project	6	50,0	5	41,7	1	8,3
	Total	41*	55,4	29	39,2	4	5,4

RIT: Recognizing Individual Talents DSP: Developing Special Talents PPM: Project Production and Management YIC: Yes it contributed N: Neutral NIDC: No, it didn't contribute * Majority response

When Table 10 is examined, it is seen that 27 female and 14 male students said "yes" to this item based on the gender variable regarding the answers given by the students to the item "Watching a historical movie or TV series helped me make the historical past concrete". According to this result, it is seen that 41 of the 74 students who participated in the research said "Yes it contributed". According to the same variable, it is seen that 16 of the female students gave the answer "partially". According to the program variable, it is seen in table 10 that 27 students in the DSP group gave the answer "yes" and 17 answered "partially".

Table 11. Findings regarding the answers given by the gifted students to the item "Watching historical movies and TV series allowed me to understand the subjects better because they activated more than one sense organ".

		YIC		N		NIDC	
		f	%	f	%	f	%
Gender	Female	18*	40,0	10	22,2	17*	37,8
	Male	11	37,9	9	31,0	9	31,0
Programme	RIT	6	37,5	3	18,8	7	43,8
	DSP	21*	45,7	13*	28,3	12*	26,1
	PPM	2	16,7	3	25,0	7	58,3
	Total	29	39,2	19	25,7	26	35,1

RIT: Recognizing Individual Talents DSP: Developing Special Talents PPM: Project Production and Management YIC: Yes it contributed N: Neutral NIDC: No, it didn't contribute

When the table 12 regarding the answers given by the gifted students to the item "Watching historical movies and TV series enabled me to understand the subjects better because it activates my multiple sense organs", 18 of the female students said "Yes it contributed" and 17 of them said " No, it didn't contribute " according to the gender variable. appears to have said. When the program variable is examined, it is seen that 21 of the DSP group students said "Yes it contributed", 13 said "partially" and 12 said "No, it didn't contribute ".

Table 12. Findings regarding the answers given by gifted students to the item "My desire to read history books increased after watching historical movies and TV series"

		YIC		N		NIDC	
		f	%	f	%	f	%
Gender	Female	17*	37,8	7	15,6	21*	46,7
	Male	13	44,8	11	37,9	5	17,2
Programme	RIT	8	50,0	2	12,5	6	37,5
	DSP	20*	43,5	12	26,1	14*	30,4
	PPM	2	16,7	4	33,3	6	50,0
	Total	30	40,5	18	24,3	26	35,1

RIT: Recognizing Individual Talents **DSP:** Developing Special Talents **PPM:** Project Production and Management **YIC:** Yes it contributed **N:** Neutral **NIDC:** No, it didn't contribute * Majority response

According to Table 12, when the gender variable regarding the answers given by the gifted students to the item "My desire to read books on history increased after watching historical movies or TV series", it is seen that 17 of the female students said "Yes it contributed" and 21 of them said " No, it didn't contribute ". Looking at the program level, it is seen that 20 students in the DSP group said "Yes it contributed" to this item, while 14 of them answered "partially".

Table 13. Findings regarding the answers given by the gifted students to the item "After watching historical movies and TV series, my desire to go to the museum increased"

		YIC		N		NIDC	
		f	%	f	%	f	%
Gender	Female	18*	24,3	14	31,1	13	28,9
	Male	12*	41,4	10	34,5	7	24,1
Programme	RIT	8	50,0	4	25,0	4	25,0
	DSP	19*	41,3	16*	34,8	11	23,9
	PPM	3	25,0	4	33,3	5	41,7
	Total	30*	40,5	24	32,4	20	27,0

RIT: Recognizing Individual Talents **DSP:** Developing Special Talents **PPM:** Project Production and Management **YIC:** Yes it contributed **N:** Neutral **NIDC:** No, it didn't contribute * Majority response

When Table 13 is examined, it is seen that 18 of the female students and 12 of the male students gave the answer "Yes it contributed" according to the gender variable regarding the answers given by the gifted students to the item "My desire to go to the museum increased after watching historical movies or TV series". According to this result, 30 of the 74 students who participated in the study answered "Yes it contributed" to this item. Looking at the program variable, it is seen that 19 students in the DSP group answered "Yes it contributed" and 16 students answered "partially".

Table 14. Findings regarding the answers given by gifted students to the item "After watching historical movies or historical TV series, my desire to research historical subjects increased"

		YIC		N		NIDC	
		f	%	f	%	f	%
Gender	Female	23*	51,1	12	26,7	10	22,2
	Male	14*	48,3	12	41,4	3	10,3
Programme	RIT	8	50,0	5	31,3	3	18,8
	DSP	24*	52,2	16*	34,8	6	13,0
	PPM	5	41,7	3	25,0	4	33,3
	Total	37*	50,0	24	32,4	13	17,6

RIT: Recognizing Individual Talents **DSP:** Developing Special Talents **PPM:** Project Production and Management **YIC:** Yes it contributed **N:** Neutral **NIDC:** No, it didn't contribute

Looking at the gender variable regarding the answers given by the students to the item "After watching historical films or historical TV series, my desire to research historical subjects increased", Table 14 shows that 23 of the female students and 14 of the male students said "yes". In other words, 37 of the 74 students who participated in the study said "yes" to this question. Considering the program variable, it is striking that 24 students in the DSP group answered "yes" and 16 students answered "partially".

Table 15. Findings regarding the answers given by gifted students to the item "After watching historical movies or TV series, my desire to watch another movie or TV series on history increased"

		YIC		N		NIDC	
		f	%	f	%	f	%
Gender	Female	25*	55,6	10	22,2	10	22,2
	Male	18*	62,1	7	24,1	4	13,8
Programme	RIT	8	50,0	4	25,0	4	25,0
	DSP	30*	65,2	9	19,6	7	15,2
	PPM	5	41,7	4	33,3	3	25,0
	Total	43*	58,1	17	23,0	14	18,9

RIT: Recognizing Individual Talents **DSP:** Developing Special Talents **PPM:** Project Production and Management **YIC:** Yes it contributed **N:** Neutral **NIDC:** No, it didn't contribute * Majority response

When Table 15 is examined, it is seen that 25 of the female students and 18 of the male students said "Yes it contributed" regarding the answers given by the gifted students to the item "After watching historical movies or TV series, my desire to watch another movie or TV series with the theme of history increased". In other words, 43 out of 74 students who participated in the study said "yes" to this question. Looking at the program variable, it is striking that 30 students in the DSP group answered "Yes it contributed".

Table 16. Findings regarding the answers given by gifted students to the item "My desire to visit historical places increased after watching historical movies or TV series"

		YIC		N		NIDC	
		f	%	f	%	f	%
Gender	Female	28*	62,2	16	35,6	1	2,2
	Male	15*	51,7	9	31,0	5	17,2
Programme	RIT	10	62,5	6	37,5	0*	0,0
	DSP	28*	60,9	15	32,6	3	6,5
	Project	5	41,7	4	33,3	3	25,0
	Total	43*	58,1	25	33,8	6	8,1

RIT: Recognizing Individual Talents **DSP:** Developing Special Talents **PPM:** Project Production and Management **YIC:** Yes it contributed **N:** Neutral **NIDC:** No, it didn't contribute * Majority response

According to Table 16, when the gender variable regarding the answers given by the students to the item "My desire to visit historical places increased after watching historical movies or TV series", it is seen that 28 of the female students and 15 of the male students said "Yes it contributed". In other words, 43 out of 74 students who participated in the study said "yes" to this question. Looking at the program variable, it is seen that 0 of the students in the RIT group said "No, it didn't contribute" to this item. In addition, it is seen that 28 students in the DSP group answered "yes" to this item.

Table 17. Findings regarding the answers given by gifted students to the item "After watching historical movies or TV series, my desire to attend seminars on history increased"

		YIC		N		NIDC	
		f	%	f	%	f	%
Gender	Female	8	17,8	7	15,6	30*	66,7
	Male	8	27,6	6	20,7	15	51,7
Programme	RIT	5	31,3	4	25,0	7	43,8
	DSP	11	23,9	6	13,0	29*	63,0
	PPM	0*	0,0	3	25,0	9	75,0
	Total	16	21,6	13	17,6	45*	60,8

RIT: Recognizing Individual Talents **DSP:** Developing Special Talents **PPM:** Project Production and Management **YIC:** Yes it contributed **N:** Neutral **NIDC:** No, it didn't contribute * Majority response

When Table 17 is examined, it is seen that 30 of the female students gave the answer " No, it didn't contribute " according to the gender variable regarding the answers given by the gifted students to the item "After watching historical movies or TV series, my desire to attend seminars on history increased". Looking at the program variable, it is seen that 29 of the students in the DSP group said " No, it didn't contribute " to this item.

Table 18. Average and standard deviation of total scores by gender

Gender	Total	Mean	Std
Female	45	17,60	7,881
Male	29	20,00	6,353

When Table 18 is examined, it is seen that 45 of the 74 students participating in the research are girls and 29 are boys. The averages of the total points that female students and male students got from the items in the scale differed from each other, and these total averages revealed that the students reported moderately positive opinions about historical TV series and movies. The standard deviation was 7.88 for female students; The fact that male students are also 6.35 indicates that male students show a more heterogeneous distribution than female students. In other words, there is a moderately significant difference according to gender in the perspective of the effects of historical films and TV series on the historical issues of gifted students.

Table 19. Average and standard deviation of total scores according to the program

Programme	f	Mean	Std
DSP	46	19,61	6,930
PPM	12	14,17	7,297
Total	74	18,54	7,369

RIT: Recognizing Individual Talents **DSP:** Developing Special Talents **PPM:** Project Production and Management

When Table 19 is examined, it is seen that 16 of the 74 students participating in the research are in the RIT group, 46 in the DSP group, and 12 in the Project group. When the mean and standard deviations of the total scores according to the program are examined, it can be said that the DSP group students have a more positive perspective towards historical movies and TV series compared to other groups. It is seen that the standard deviation is close to each other according to the groups.

Conclusion

The research was carried out in order to determine the effects of historical films and TV series on the interest of gifted students on historical subjects and to examine them according to various variables. In order to determine the opinions of the participants in the research, descriptive and relational scanning was carried out using quantitative data. The sample of the research consists of 74 students in the age range of RIT, DPS, Project between the ages of 13-18 who continue their education at two Science and Art Center in the first semester of the 2017-2018 academic year. 45 of the students are girls and 29 are boys. The data collected from the students with the scale of " Opinions Form about Historical Films and TV Series the Interest of Gifted Students towards History " were analyzed with the SPSS 23.00 package program and evaluations were made based on the findings.

In the research, when the point of view of gifted students of historical films and TV series on historical issues is evaluated within the framework of gender variable; A moderately significant difference was observed between the answers given by male students and the answers given by female students. In addition, when the average total score of the items is examined, it has been revealed that the students have moderately positive opinions about historical films and TV series, regardless of gender.

Watching historical TV series and movies by the students participating in the research; It helps students to increase their knowledge of history to a great extent and to reinforce what they know in the field of history, it helps students make a better sense of their past, increases their interest in history series, increases their knowledge about cultures and civilizations, helps them embody the historical past, increases their desire to research historical subjects and places, history It was concluded that it increased the desire to watch other series and movies on the subject. These results show that the historical TV series and movies that are conveyed correctly affect the students' view of history in a positive way. Similar to the results of this study, Ocak and Selimoğlu (2015) and Kaya and Çengelci (2011) concluded in their study that historical TV series prompt students to research and question historical subjects.

Considering the analysis of gifted/talented students' perspectives on historical issues according to the program level, it was seen that although the students in the DPS group had a positive perspective compared to the other groups, there were no significant differences in the answers given by the students in the RIT, DSP and PPM groups.

Recommendations

Some sections of historical movies and TV series can be added to gifted education curricula in order to endear the gifted students to the history lesson, to instill the consciousness of history and to make the lessons concrete. In addition, media literacy seminars can be given to teachers and students, so that teachers and students who take these seminars can evaluate these films and TV series more objectively. Educational institutions can provide interaction by organizing interviews with the participation of producers and actors of historical films and TV series, thus increasing the interest of students in the science of history.

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Appendix 1. Opinions Form about Historical Films and TV Series the Interest of Gifted Students towards History

Opinions Form about Historical Films and TV Series the Interest of Gifted Students towards History				
Yes it contributed 3 Neutral 2 No, it didn't contribute 1		1	2	3
1	Watching historical movies and TV series helped me to increase my knowledge of history and consolidate what I know.			
2	Watching historical movies and TV series helped me to make better sense of my past.			
3	Watching historical movies and TV shows helped me connect the past and the future.			
4	Watching historical movies and TV series increased my interest in History course.			
5	Watching historical movies and TV series has saved the class from boringness and made it fun and enjoyable.			
6	Watching historical movies and TV series has been effective in changing my perspective towards History course.			
7	T watching historical movies and series, not just history; It also diversified my perspective on history by giving information about cultures and civilizations.			
8	Watching historical movies and TV series helped me make the historical past concrete.			
9	Watching historical movies and TV series made me understand the subjects better as it activates more than one sense organ.			
10	After watching historical movies and TV series, my desire to read books on history increased.			
11	After watching historical movies and TV series, my desire to go to the museum increased.			
12	After watching historical movies and historical TV series, my desire to research historical subjects increased.			
13	After watching historical movies and TV series, my desire to watch another movie or TV series about history increased.			
14	After watching historical movies and TV series, my desire to visit historical places increased.			
15	After watching historical movies and TV series, my desire to attend seminars on history increased.			

YIC: Yes it contributed **N:** Neutral **NIDC:** No, it didn't contribute