

Between

Knowledge and Talent

***Have you asked yourself what is the distance between
knowledge and talent?***

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A lot of us confuse Talent with knowledge.

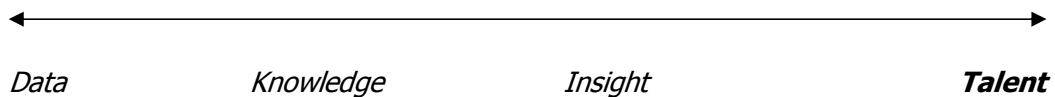
Some people know everything about something!

Others know something about everything!

The first, are probably experts, yet have a narrow perspective of the world. The second are probably not experts, but have a wider perspective of the world.

Talented people have both!

Have you ever asked yourself what is the distance between knowledge and talent?



Most of our lives, even without knowing it, we collect data. When coming across new data, we will probably do one of the following:

- 1. Try to adapt the new data to our old patterns.
- 2. Study and try to understand it as much as we can.
- 3. We will disregard this data.

Talented people will always choose the second option!

About those who chose the second option, people used to say that they have a "Natural Propensity" for this area. So, what is propensity?

WHAT DETERMINES OUR PROPENSITIES?

Propensity is defined as: inclination, predilection, liking, streak, trend, mettle, or prepossession. This is all good and fine, but we still lack the answer as to what determines our "liking", "prepossession", "inclination", etc; in the first place?

Why will one child feel so much enthusiasm for playing a violin, up to a point where he decides to dedicate his life to music; whilst another, will decide that this is the most boring thing ever?

We think propensity is determined by two factors:

1. The strength of the initial experience:

For example: a 12 year old child listening for the first time to a pianist playing the piano. The pianist is playing out of tune thus producing very unpleasant sounds to the listener who will then associate the piano with an unpleasant or an uninteresting experience.

2. Our insecurities:

For example, the same child who grew up in pessimistic surroundings and received a message of disbelief in his musical skills, when listening to the piano being played by an accomplished pianist, will, full of doubts and disbelief in his abilities, immediately think: "Here is a talented person playing the piano. I don't stand a chance of being so talented and therefore will leave it".

This started me thinking about how the formal education system should develop and preserve students' natural inclinations. Being a teacher I understood that teachers could play a leading role in this direction. In the following I shall try to give leading advice but not the whole blueprint in one sitting.

HOW CAN TEACHERS INTEGRATE WITH THE STUDENTS' INCLINATION?

Teachers face two main tasks:

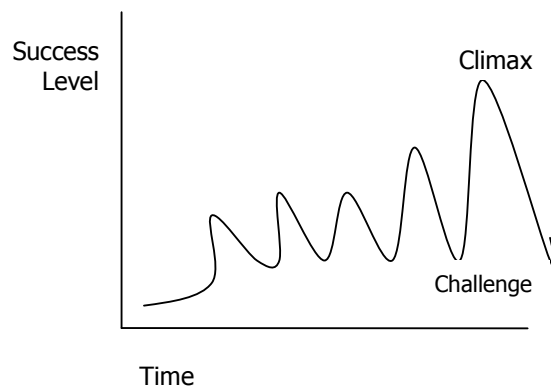
- Simplifying the learning process
- Since the teacher must bear in mind that people love to be challenged but not over-challenged, they should enable the student, when dealing with challenges, to experience small yet meaningful successes.

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Should the teacher be able to create a large quantity of small successful challenges, give simple explanations with demonstrations, this will build the student's belief in his capabilities.

Should this learning process be well planned and have a logical continuity it will, in due time, produce passion and motivation in the student.



Remember: "Where passion exists, there is no need for discipline since passion contains discipline".

Sadly and unfortunately, most schools try to teach through discipline forgetting that **"REAL TALENT" is built through *passion and passion only!***