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**Comparison of features of mathematically gifted, scientifically gifted and common students in cognitive, affective and emotional aspects.**

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In this study, we have analysed and compared the cognitive, affective, and emotional aspects of the mathematically gifted, the scientifically gifted, and common middle school students in cognitive, affective, and emotional aspects. The mathematically gifted students are proved to have better continuous/simultaneous information processing, more positive mathematical disposition, more preference to difficult tasks, and higher EQ than the common students do. On the other hand, no difference is found between the mathematically gifted and the scientifically gifted students in creative problem solving ability, however, the mathematically gifted have more self-confidence, more curiosity for mathematics, stronger will, and more disposition to monitor and reflect, and more efficient self-control than the scientifically gifted do. In short, the mathematically gifted are superior to common students in mostly all aspects, and better than the scientifically gifted in the affective part. (Authors' abstract)

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