Modern school doesn’t prepare students for the world “today”, but for the one “tomorrow”, which is hard to even imagine. But, if humanity wants to survive, it needs to deal with the problems of the civilization which will be solved by the young man who’s sitting in the school desk right now.

Young people need opportunities to develop their intelligence and talent. The best place for providing these opportunities is the natural learning environment, which is the home and the modern way of education and learning, adapted to the conditions and needs of the environment and its rapid changes.

The talent, recognized as the early development, quality achievements and different ways of studying, light motivation and possessive interests, should be developed and aimed toward the moral values and dimensions of the modern life, a component more and more used in homes and schools, which remains to be a learning, but not an educational institution.

The Socio-Politic changes leave a negative mark on the moral side of the young, and in addition to it is the neglect of the moral educational component. But, education as a process for formation of the human spirit and personality, has become and developed, so it can affect the youngest with the formation of their personality.

Only the reformation of the moral horizont of the young developing people, can return the real value to this component, improving the basics for an individual and social development for the next generations, which who will carry the responsibility for the future economical-politic development of the world, that needs and must be based, not only on the intelectual, but on the moral dimension developed in the learning process.

Talent, easily visible intrigue motivation of the individual for achieving some external goals, understood and developed as an openess for new experiences, marks curiosity and tolerance towards independence, but points to the need of a parallel aspect with the individual moral, seen through the prism of the ability for mutual work in the classrooms and living by the law and rules that are equal for everyone. Its essential specificity is seen through the mutual connection and affect of regulation relations, education, receiving knowledge and value imperatives, motivation and communication, which, as features, complete, intertwine and cross eachother, and they only can develop and build with the education and learning process, enabled by the constant interaction in schools.

Justification of everyday’s goals and activities, their order and treatment towards them, is a way of seeing and accepting as a special way of communication.
and a process of interaction of the intellectual and moral dimension of the educational and learning process.

**Key words:** talent, intellectual dimension, a moral dimension, learning and teaching.

Intellectual and moral component of the student is of great importance for the development of his psychic life and personality as a whole. Therefore they should be designed to encourage and develop, nurture and maintain. In this paper they are designed as regulators of success and behavior of adolescent student in educational practice and his personal integrity.

Personality is a whole - a unity of all psychic phenomena, processes, states and properties that are in everyone, organized in a unique way. It is a complex creation of a complex mental system, built from multiple components and subsystems, connected and interdependent, specifically organized and authentic.

Mentality is dynamic and continuous processes are taking place in it, and intellectuality and morality as its components are motivational drivers that come into mutual relationship, intersect, connect and reorganized, forming a hierarchy. The configuration of their connection with other mental subsystems makes psychological profile of the person who is single and unique. On the other hand, this configuration of aspects and relationships are emerging as a mover and regulator of activities and actions of the person in achieving goals, self-realization, achieving higher forms of existence - which creates, culture, consciousness and human relations, not only Simple bio-physiological survival.

In this far from a simple system, intellectuality and morality are important physical phenomena and have an important role in determining the activities, they arouse, direct and establish the relations of personality with itself and with others. They directly affect the importance of assessing the activity and the objective conditions of the person. Individual activities, ie activities of the person, leading to the development and changing its attitudes and activities, and interactive relationship with the environment.

An important construct is the need to achieve success that depends on the personal abilities of the individual. In every man there is an innate tendency to get and self-act, which creates and develops in terms of positive psychological climate.

This tendency lifetime motivate us to work with all its disposition the building of his personality, using personal intellect,
talent and motivation to achieve appropriate targets from infancy to adulthood.

Talent, in terms of easily visible to the individual motivation to achieve some external goals, understood and developed as openness to new experiences, a sign of curiosity and tolerance towards independence, suggesting the need for parallel aspect of individual morality, as seen through the prism of ability to work together in classrooms and living by the law and rules that are equal for all. Its substantial specificity is seen through the interconnectedness and impact of regulation relations, education, acquiring knowledge and value imperatives, motivation and communication, which features as complement, intersect and intertwine, and can only be developed and upgraded in the process of learning and continuing education provided by the school interaction. Justification of everyday activities, their purpose and treat them, is a way of viewing and acceptance as a special way of communication and interaction process of intellectual and moral dimension of the educational process and learning and education.

Talent perceived in terms of motivation and motives that comprise motivational life of man - as a highly organized individual - is a very important segment. The motives are the driving forces that not only direct human activity but are closely associated with overall physical life and all mental processes and characteristics of the individual (perception, learning, memory, thinking, feeling, ability, faith, interests, attitudes, temperament, character).

The source of psychosocial motives (motive for emotional attachment, socializing, self-realization, self-acknowledgment, affirmation, striving for progress, success, prestige, respect, self-actualization.) That their satisfaction is an individual phenomenon and depends on the current, the current situation in which the individual. Therefore it is more controlled reasons to meet, not to lead to psychological disorders: psychosomatic, psychoneurotic manifestations (anxiety, depression, feelings of dissatisfaction, introversion, lack of will, sociopath disorders, aggression, uncertainty and other deviant changes that should be prevented).

The development of proper motivational life of the child - a student should have a particular place in the educational process - the educational process. Key drivers in the development of individual motifs are mostly educational - educational process, student age, leading activity is learning. So, becoming the main content learning, school activities and relationship with peers.
In the beginning student need not conscious to know, learn and be disciplined, but over the upbringing and education aspects they gradually develop in him. Further acquisition of new knowledge and experiences, develop new needs and motives that are more expanded field of its activities (participation in various sections, develop interest in arts, sports, foreign languages, natural sciences), the more he is, family and teachers perceived his talent as its individual component, which is also the raw material which, once detected and will be acknowledged, should be encouraged, nurtured, developed and constantly demonstrates through permanent achievements.

The learning activities in school depend on the most important changes in the personality of the student. In the process of learning and teaching form the ability to consciously manage the activity and behavior, a sense of responsibility and conscientiousness, theoretical thinking, cognitive interests, and ethical attitude and approach to the characters or situations. Creating a personal Web view becomes dominant and mental function.

The recognition of the talents is the ability for learning acquired through general experience but stimulated most directly through modeling and expectations regarding the direct instruction or socialization by teachers and parents. The home environment of students form the initial group of behaviors (attitudes) that they develop toward learning. When parents care for the development of children's curiosity about the world, ready to answer their questions, encourage them to explore and introduce them to sources that can increase their personal world, they send a message that is worth learning and often offers fun and pleasure. The motivation of students, specifically the absence of motivation, is a constant problem in education. In most classrooms, teachers are frustrated and concerned about the lack of motivation among students - indifference, lack of commitment, inappropriate behavior and its impact on student achievement. According to Newman, most urgent and most important problem for teachers and students achievements are low, but motivation and engagement of students. Students attend classes with little excitement, commitment and pride in overcoming the educational content. They are not entered fully into learning. Lack of motivation among gifted and talented students seems a paradox because the intrigued motivation is characteristic of the gifted and talented students by being different from other students.
The definition of a gift Renzuli, for example, the execution of tasks includes a central element. Some authors found that teachers often interest and high motivation to consider such features of talents, and their assumption that interest serves to motivate students. However, all gifted and talented students are not motivated and many are failing in school. Perhaps poor motivation does not contribute fully to the failure of gifted students, but has a huge contribution to it. Many gifted students show indifference failed in processing new content, because it is not interesting for them no meaning or is inadequately represented by the teacher. In the period spent in educational institutions the possibilities of self, particularly cognitive, intense increase as the level of skills and abilities. Form wider and more stable interests, moral attitudes and beliefs, value system and worldview, set distant goals. Objectives dominate the hierarchy of motives, personal structure and personality makes more harmonious internal and stable and susceptible to analyze all around, but the self-analysis. Starting from the phenomenological everyday life - the student must be encouraged and motivated to learn, to understand that learning is best advanced if the subject is motivated to learn, and that motivation is an important condition for progress in learning and achieving success, and talents is not enough. Motivation is on the behavior of student behavior is organically linked to motivation and motivation the development of talents.

Talents, defined as an abnormally high level of general intellectual ability that requires different knowledge according to its width and depth beyond which knowledge can be obtained with educational programs in regular schools who meet the stated average level of educational potential, initiate thought that gifted children those who have the ability to achieve unusually advanced in one area; including intellectual and creative ability, musical, artistic or athletic achievement and social skills and skills of the leader.

Starting from these considerations, the question is how successful teachers in the educational process, strive and fail to develop the motivation to their students in continuity, not only intellectual, through the motif of learning and motivation to achieve - which by its very nature is social and occur if achieved positive emotions and vice versa, but also moral and ethical attitude towards yourself and others, having in mind the fact that the educational component exists in the classroom. You can discuss:
- Traditional morality, based on the authority of custom and tradition, and is connected to a patriarchal society,
- Utilitarian, as morally good, wealth, security, government, wealth, personal benefits as aspects that are above all other principles,
- Moral virtue, based on the premise that basically every person as a human being, thanks to his conscience, has a permanent value,
- Normative or moral imperative, which is based on the authority, duties and rules
- Effective morality, based on the premise that morality is an acquired feature of creating new cultural values in society, including new institutions, to eliminate all restrictions and more.

The school in recent years and the family takes moral responsibility for their recognition, analysis and practice. For proper development of the moral component of personality of students and contributes very common in school life, which daily provides interactive opportunities for the development of higher education and social aspects: friendship, human relationships, altruism, cooperation and willingness to help, need for security, acceptance, highlighting, competition and fairness...

It's a great individual and institutional responsibility and pledging in the education of the young person, very complex and constantly need to be nurtured and developed, as it has invaluable significance and importance for the development and preservation of the integrity of the person.

Only thus can develop an awareness of his own psychic life, self-confirmation, self-analysis, self-education and developing the desire to take the new social position - a position of being an adult...

**References:**