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KOMPLEKSNOST DAROVITOSTI U KULTURI UČENJA

ZBORNİK REZIMEA
BOOK OF ABSTRACTS



The International Conference
29TH ROUND TABLE ON GIFTEDNESS

GIFTEDNESS COMPLEXITY IN LEARNING CULTURE

7.7.2023. VRŠAC



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***KOMPLEKSNOST DAROVITOSTI U
KULTURI UČENJA***

ZBORNİK REZİMEA

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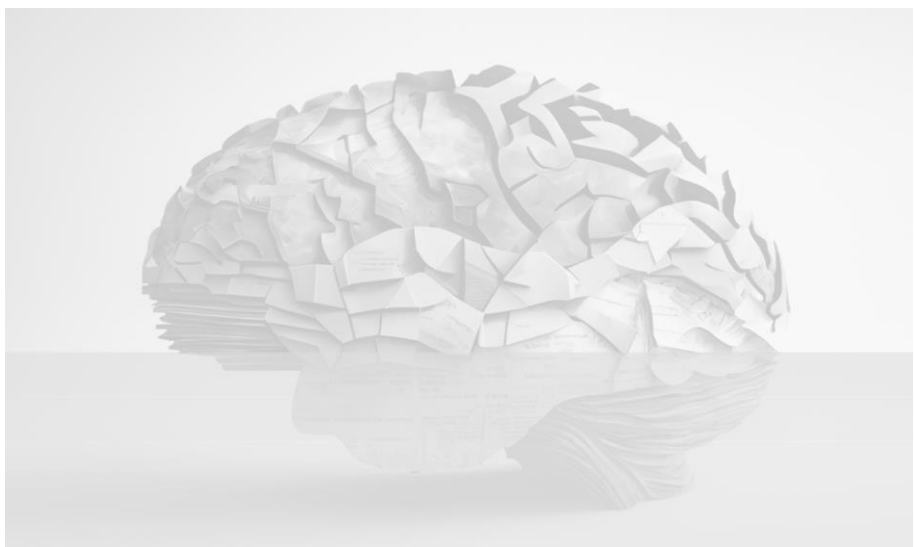
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UVODNE NAPOMENE

Dvadesetdeveti Okrugli sto u Vršcu, fokusiran na složenost fenomena darovitosti, pokreće istraživače iz naučnih i obrazovnih institucija Evrope (Nemačka, Engleska, Rumunija, Slovenija, Severna Makedonija i Srbija) da se suorganizuju i u neformalnoj istraživačkoj mreži tragaju za odgovorima na brojna pitanja ka različitim aspektima fenomena, od konceptualnih i teorijskih do praktičnih dometa i ograničenja nalaza o stimulisanju razvoja darovitih u aktuelnim prilikama kulture učenja. U apstraktima ovoga Zbornika impulsi za istraživanja globalnih razvojnih ciljeva nađeni su u proklamovanoj Agendi Obrazovanje 2030 EU, koja značajnu pažnju poklanja nedostacima i izazovima u harmonizaciji globalnih i nacionalnih strategija sa ciljem unapređenja kvaliteta obrazovanja. U ovoj strategiji koncept kvaliteta obrazovanja koristi se kao instrument kreiranja globalne politike EU, a time i za kreiranje globalne obrazovne politike u svim zemljama Evrope koji isti prihvataju. Tako se u globalizacijskim tokovima obrazovanje, a posebno fenomen kvaliteta obrazovanja, nalazi na samom vrhu liste interesa. Karakteristika ovih tokova je zapažanje da se kvalitet obrazovanja istražuje kroz jaz koji se stvara između ambicija globalnih ciljeva i lokalne realnosti, koja se u velikoj meri ignoriše. Ovo je pitanje koje se u apstraktima smatra kontekstom u kome se odvijaju događaji na sceni obrazovanja darovitih, stoga je značajno zapažanje da se u svetskim okvirima ispituje ozbiljan rizik za implementaciju globalnog koncepta kvaliteta, ukorenjenog u atributima globalne ekonomske arhitekture koja ograničava ulaganja u kvalitet obrazovanja, a ovo, svakako, pogađa i darovite, čime se pitanje konteksta ističe kao značajno za diskurs na ovom skupu (Suhecki, T.).

Pomenuta Agenda 2030 ima zadatak da bude univerzalna agenda za sve zemlje EU, čime se eksplicitno priznaje da razvojne ciljeve više ne treba posmatrati samo kao ciljeve koji se tiču različitih zemalja, nego „Univerzalnost pokrivenosti zemlje” (UNESCO, 2016: 10) podrazumeva da će pristupi, koncepti i operativni alati odražavati raznolikost i uključivati iskustva i prakse iz različitih regiona. Ali trenutni koncept kvaliteta, izražen u Obrazovanju 2030, dolazi od „globalnih igrača međunarodnih organizacija lociranih na severu i podržanih, uglavnom, od strane bogatih zemalja, koje direktno ili indirektno definišu dnevni red. Nacionalne obrazovne politike, posebno u zemljama u razvoju, suočavaju se sa izazovom koji bi, kratko rečeno, mogao da glasi: kako urediti obrazovanje između globalnih ciljeva i nacionalne prakse. Stoga je u ovom smislu, vezanom za tematiku skupa, značajno što se u nalazima istraživača posmatra i mesto darovitih u pomenutoj Agendi 30, odnosno njeno direktno ili indirektno reflektovanje na ostala pitanja vezana za ovu temu. Dakle, razmišlja se o teleološkom aspektu kvaliteta obrazovanja, čiji su deo daroviti, za koji se smatra da se uvek vezuje za određenu vrednost, ispunjenje nekog cilja u čemu je bitno uzeti u obzir razlike u stanovištima, koji obrazovne ciljeve shvataju kao transcendentno dobro, ili ih definišu unutar skupa sociokulturnih pretpostavki, vezanih za društvo, za individue, ili oba” (Mikanović, B. i Budimir Ninković, B.). U rezimeima se izražava poziv na diskurs o kontekstu teme ovoga skupa otvaranjem pitanja kvaliteta obrazovanja, koji nije univerzalno definisan i

neupitan koncept, nego konsenzus, vrednosni skup kriterijuma o kome odlučuju oni koji imaju mogućnost ili moć da to urade. Impulsi za diskurs idu u pravcu razmišljanja o pitanju paradigme, vrednosti i ciljeva onih koji definišu kvalitet, a, uz to, i pitanja metoda definisanja, procene i evaluacije kvaliteta; i svrhe, prirode koncepta i čemu služi, kakve rezultate treba da omogući ili postigne (Lazarević, D. et al.; Prtljaga, S.).

Složenost darovitosti istražuje se iz aspekta suštine kvaliteta fenomena darovitosti, uzimanjem u obzir suštinu veza i odnosa koji postoje između obrazovanja i njegovih ciljeva, shvatanja znanja, učenja i nastave, postupaka i odnosa između aktera u obrazovnom procesu, dakle, brojnosti činilaca koji utiču na njega i njegove ishode, kao i njihove interaktivnosti, promenljivosti i višestruke uslovljenosti (Stankov, L.; Stojanović, A. i Gojkov, G.), što je direktno vezano za tematiku složenosti darovitih u vreme koje se po svojim intencijama prepoznaje u sintagmi „kultura učenja”. A, u odnosu na prethodni kontekst otvaraju se brojna pitanja vezana za teleološku orijentaciju i mesto darovitih u njoj, uvođenje standarda u vidu univerzalnih vrednosti, pitanje svodenja kurikuluma na ono što je moguće meriti, indikatore postignuća, rezultate testova i ocene na ispitima; na institucionalnom i društvenom nivou (Kelemen, G.), nadmetanje na globalnom ekonomskom tržištu u kome je skor testa svrha obrazovanja... Pitanje standarda iz ugla darovitih je pitanje smisla suštine i značaja istih, a procene idu u pravcu da su isti za sada više forma, te su primeri poput TIMSS-a i PISA, inaugurirajući „obrazovanje kao globalno nadmetanje” postali sami sebi cilj, kojim je „kultura kvaliteta” uvela svoj „opšti monetarni metrički sistem” (Stronach, 2000, prema: Stančić, 2012), se te u nalazima istraživanja u ovom Zborniku nailazi na pitanje: Ima li smisla kada je reč o darovitima postavljati standarde i šta oni i kome u ovom slučaju znače? A, ovo je prostor za filozofiju obrazovanja i za pitanja pogleda na kompleksnost darovitosti iz ugla zasnivanja obrazovanja na participativnim, aktivnim i kooperativnim metodama nastave i aktivnim oblicima učenja, zasnovanim na pretpostavci o teorijsko-epistemološkoj osnovi promena i o meri kojom se principi izvedeni iz sadašnjih trendova u postmodernoj didaktici (a pre nje i u pedagoškoj psihologiji), kao sigurnim kriterijumima za praktične odluke u sistemu vaspitanja i obrazovanja. U skladu sa ovim, interesantno je pitanje kompleksnosti darovitih u novoj kulturi učenja, zasnovanoj na konstruktivističkoj paradigmi posmatrano iz ugla pitanja: u kojoj meri je dovoljan „kontekstualni pristup, koji je pomerio fokus sa izučavanja sposobnosti učenja i rezultata na kapacitete učenika da regulišu svoje učenje i na sposobnosti nastavnika da stvori odgovarajuću sredinu za učenje”; da li tolerisani pokušaji, kao deo učenja, i u kom smislu isti, doprinose razvoju autonomije darovitih; u kojoj se meri didaktički pogledi na modele učenja u nastavi konfrontiraju sa konstruktivizmom kao epistemološkom osnovom didaktike i kakve se konsekvence iza ovoga naziru za kurikulum; može li se Sternbergova trijarhična teorija inteligencije smatrati dovoljnom da „pokrije” psihološku supstancu metakognicije, koja bi se dalje uzimala kao značajan element metateorijske osnove kurikuluma; da li konstruktivistička definicija učenja kao procesa personalne konstrukcije značenja znači baš ovo što je do sada viđeno kao rešenje učenika, ili

studenata; koliko korišćenje kognitivnih i drugih strategija i samoregulacija ima značajnog uticaja na akademsko učenje; u kojoj meri novi didaktički modeli, građeni na konstruktivizmu, obećavaju više od prethodnih tradicija za razumevanje kompleksnosti darovitih i stimulisanje njihovog razvoja u novoj kulturi učenja; koliko se učenje darovitih u svojoj složenosti može ograničiti na jedan model; šta sa konstatacijama kritičara koji naglašavaju da se znanje ne stiče reflektivnom apstrakcijom, kao što je Pijaže pretpostavio...? Šta sa mišljenjem da učenje koncepata i procedura ne ide urezivanjem novih informacija u stečeno znanje, nego prethodno znanje predstavlja prepreku na kognitivnom i emotivnom planu; šta sa konstatacijama da bi prethodna faza trebalo da bude dekonstrukcija studentovih koncepata, što ne ide lako, jer se student, ili učenik teško odriče prethodno proverene kompetencije, koja mu je i jedino sredstvo koje mu stoji na raspolaganju (služi mu kao okvir za interpretaciju)? Iako su mnogi autori verovali, a mnogi i danas gledaju na konstruktivističke modele kao na vrlo obećavajuće, ipak im se upućuje sve više zamerki, koliko su one iz ugla praktičara osvetljene, koliko se u konstruktivizmu zanemaruje veza između kognitivnog i afektivnog...? Na razmišljanje o prethodnom upućuju nalazi istraživanja u rezimeima ovoga Zbornika. Tako nalazi o emocionalnim kompetencijama učitelja i direktora u Republici Severnoj Makedoniji i Republici Sloveniji konstatuju značajne razlike u nivou emocionalnih kompetencija, koje se manifestuju u promatranju i razumevanju, izražavanju, kao i kontroli i regulaciji emocija. Konstatuje se da je empatija posebno značajna u ličnom razvoju darovitih, a ovo se posebno manifestuje u procesu učenja. Nalazi konstatuju da ista nedostaje, te bi trebalo više da se u personalnom razvoju neguje kao deo „kulture” međuljudskih odnosa u obrazovanju darovitih, koji, kako istraživanja konstatuju, nisu zaštićeni od ranjivosti (Kevereski, Lj. i Korez, I.; Krnjaić, Z. et al.). Nalazi istraživanja o emocionalnim aspektima kompleksnosti darovitosti iz ugla kompetencija nastavnika Slovenije i Severne Makedonije, takođe, otvaraju pitanje potreba reafirmacije značenja emocija u svakodnevnom i profesionalnom životu, te pitanje veze emocionalnih kompetencija sa uspehom darovitih osoba u njihovom profesionalnom i ličnom razvoju (Kevereska Šapkaroska, M.).

Na istom talasu su i nalazi istraživanja nekognitivnih prediktora akademskih postignuća, kojima se posmatra značaj samoprocene i samopouzdanja (Stankov, L.), koji ukazuju na važnost poznavanja i uvažavanja uloge istih u predviđanju obrazovnih postignuća, jer nekognitivni konstrukti uključuju psihološke procese obuhvaćene merama ličnosti i kontekstualnih varijabli (kultura učenja, nastavna praksa, socio-ekonomski status...). Isto istraživanje skreće pažnju na značaj ocene poverenja (samoeфикаsnosti) kao važne komponente metakognicije, koja je relevantna za samoregulisano učenje darovitih. Nalazi konstatuju da mere poverenja u sopstvene sposobnosti i znanja, iako različite u različitim testovima (matematika, jezik, nauke) definišu isti faktor, što se smatra dokazom za postojanje opšteg faktora poverenja u sopstvene sposobnosti. Tako da je značajan nalaz da se ove mere tumače kao mere praćenja performansi i smatraju važnom komponentom metakognicije, što ih čini relevantnim za samoeфикаsnost.

U sklopu prethodnog otvaraju se nova pitanja, diskutuju nalazi metaanaliza, dakle, daju i širi pogledi na istraživačke pristupe, nalaze, kao i puteve pretakanja nalaza u didaktičke postupke, što upućuje na značajne doprinose disputa o pitanjima složenosti fenomena darovitosti iz ugla društvene stvarnosti, koja se darovitim ograničeno predstavlja kao objektivni, nepomični, individualni prostor za delovanje i horizont mogućnosti, a ista je zapravo konstruisana tokom ponavljajućih interakcija u različitim krugovima i kontekstima sa potrebom za redovnim obnovama. Transfer informacija, naučnih i kulturnih dobara između društva i pojedinaca se konstantno odvija u oba pravca, od pojedinca ka društvu i obratno. Fenomenološka sociologija znanja istražuje ove kompleksne veze individualne i kolektivne stvarnosti pomoću analize transmisionih mehanizama između svakodnevnih, nediskutabilnih, posredujućih institucija i zajedničkog znanja pojedinca, što dalje otvara pitanje: u kojoj meri je za aktivnu upotrebu interneta kod darovitih prisutno podrazumevano znanje, rutine, šablon tipiziranja, kao i strukture važnosti, koji su delimično preuzeti iz života van interneta, a delimično su nastali u participaciji sa drugim aktivnim korisnicima, ali funkcionišu i u svetu van interneta (Andevski, M. et al.).

U diskursima se tako posmatraju digitalni mediji kao faktori nove kulture učenja darovitih i u okviru toga razmatraju pitanja mogućnosti neposredne primene i dosega savremenih digitalnih medija kao nužnih, ali ne i sasvim dovoljnih faktora kreiranja i u pedagoškoj praksi podržavanja optimalnog vaspitno-obrazovnog ambijenta (uslovno nazvanog „novom kulturom učenja”), dragocenog u procesu odvijanja delikatnog stvaralačkog i autonomnog učenja, odnosno efikasnog razvoja, sazrevanja i afirmisanja ukupnog psihofizičkog potencijala darovitih pojedinaca (Mijanović, N.). Istraživanje o izazovima učenja darovitih u vreme Covida 19 diskutuje o mogućnosti da se loša situacija iskoristi na dobro. Nalazi konstatuju da su daroviti učenici bili svesni da je online nastava umanjila kvalitet njihovog učenja i druženja sa školskim drugovima, ali su koristili dodatno oslobođeno vreme za razvoj svojih interesovanja i samostalno učenje. Diskutuju se i svojstva darovitih adolescenata i njihovog okruženja koja su pomogla donošenju zrelih odluka i konstruktivnih ponašanja radi prevazilaženja prepreka (Gojkov Rajić, A. i Paprić, M.). Zaključeno je da vanredne okolnosti podstiču pojavu talenta za preživljavanje koji vodi pojedinca ka ostvarenju željene budućnosti (Maksić, S. et al.). Takođe su interesantni nalazi kvalitativne studije o efektima pandemije Covid-19 na obrazovanje u Hrvatskoj, Srbiji i Sloveniji koja je posebno obuhvatila i darovite učenike (osnovne i srednje škole). Kao specifični kontekst učenja u organizacionom smislu razmatraju se organizacione promene u vanrednim okolnostima tokom pandemije. Pokazalo se da se, pored sličnosti i razlika u pristupu, u sve tri zemlje regiona daroviti učenici mogu smatrati ranjivom grupom (Krnjajić, Z. et al.). A, istraživanje kompleksnosti fenomena darovitosti i kreativnosti iz ugla medijske pismenosti mladih iznosi zahteve za sofisticiranim pristupom u percepciji dece, mladih i odraslih. U ovom smislu će se u diskursu analizirati fenomeni medijskog posredovanja, psihologije medija i fenomena darovitosti iz ugla „ružičastih naočara” – percepcije. Nalazi ukazuju na potrebe opažanja drugačijeg pristupa (holističkog) u

posredovanju medijskih sadržaja, fenomena darovitosti i psihologije mladih (Krneta, Lj.; Joksimović, I.). Ideje za nove tehnike podsticanja manifestovanja darovitosti daju NTC tehnike; nelogične priče i zagonetna pitanja, su podsticajno okruženje za ispoljavanje kreativnosti, dubine razumevanja i zaključivanja. Kao takve, omogućavaju identifikaciju darovitih, podržavaju i razvijaju darovitost, a tada su prisutne emocije različite i po kvalitetu i po intenzitetu, koje dodatno pospešuju učenje, dugotrajnost i kvalitet naučenog (Rajović, R. i Davidović Rakić J.).

Pitanja medijalizacije obrazovanja, uključujući i obrazovanje darovitih, danas se ističu kao ključna. Prelazak na nove nastavne metode, kao i stvaranje novog okruženja za učenje, zahteva značajne organizacione i intelektualne napore da se razviju i unaprede načini deklarirane medijske tranzicije. Pritom, nije besmisleno pitanje: Koja je svrha ovih događanja? Nalazi idu u prilog konstatacijama da se možemo složiti sa istraživačima u oblasti obrazovanja koji predlažu da se izbliza sagledaju već postojeći rezultati medijske tranzicije i uzmu u obzir u daljem kretanju u ovom pravcu (Silantjeva, M.). Dodatni naglasak u razvoju problema stavlja ljudska interakcija sa veštačkom inteligencijom koja se sama uči. Pitanje za diskurs je: Koliko ima osnova za tvrdnju da neuronska mreža u ovom slučaju deluje kao analog nadarenog učenika, koji ima inicijativu u učenju kroz razvoj velike količine informacija i sposobnost/potrebu da primećuje nestandardne veze i rešenja koristeći svoju sistemsku obradu? A, iza ovoga slede pitanja: Može li se razmišljati u pravcu konstatacija da veštačka inteligencija deluje kao mladi naučnik koji stiče iskustvo, i radije radi prema idiografskoj metodi, posmatrajući iskustvo; koliko se alati za učenje kao što je ChatGPT mogu smatrati ekvivalentima u dijalogu, ima li osnova da takve interakcije ne treba smatrati ograničenom: do sada su neuronske mreže pokazivale ogroman kreativni potencijal, ali moguće samo uz posredovanje čoveka. Za sada ostaje oprez da se vidi za šta će biti veštačka inteligencija sposobna u budućnosti (Silantjeva, M.; Petrović, R.).

Značaju podrške u novoj kulturi učenja posvećuju se nalazi više istraživanja. A, nalazi ukazuju da se izostanak pedagoške intervencije može reflektovati na izostanak uspešnosti darovitih, što ne retko ima negativne posledice na socio-emocionalni razvoj darovitih, a iza ovoga otvara se pitanje usmeravanja energije na prikrivanje sopstvenih slabosti i nedostataka, a ne na razvoj potencijala koji imaju. Nalazi istraživanja potvrđuju da se kod darovitih učenika javlja i nizak nivo samopoštovanja i sumnja u vlastite sposobnosti, a za to se vezuju i nalazi o nesnalaženju roditelja u smislu podrške unutar školskog sistema i traženje pomoći spolja (Kolak, A. i Markić, I.). Istraživači su fokusirani na roditeljsku perspektivu, a pitanja su usmerena na iskustvo roditelja vezano uz otkrivanje i identifikaciju darovitosti njihove dece i na izazove i prepreke koje se javljaju u školskom sistemu. Nalazi ovoga istraživanja ukazuju na činjenicu da iako je fenomen darovitosti specifičan, kompleksan i jedinstven, ipak mogu da se izdvoje neke zajedničke karakteristike vezane uz darovitost, vezano za roditeljsku perspektivu. Uvažavajući iskustva roditelja, autori zaključuju da su od posebne važnosti saradnički odnosi škole i porodice, kako bi se prepoznale jedinstvene potrebe koje imaju daroviti i

kako bi im se pružila adekvatna podrška. A, iza prethodnog otvara se i pitanje koliko su školski sistemi stvarno otvoreni za sistemsku brigu za najsposobnije pojedince; misli se na kompetencije nastavnika za podršku darovitim (Nišavić, N. et. al). Diskurs se podržava opozivnim nalazima istraživanja o prethodnom (Nedimović, T. i Đorđev, I.). Za ovaj aspekt posmatranja tematike naslova ovoga skupa interesantan je diskurs o didaktičkoj kulturi učitelja i predmetnih nastavnika kao preduslova za razvoj kulture učenja darovitih i drugih učenika u procesu nastave. U rezimeima se ističe nekoliko bitnih elemenata didaktičke kulture s' posebnim osvrtom na uzroke i posledice njihovog prisustva i/ili odsustva u didaktičkom postupanju učitelja i nastavnika: razumevanje dijalektičkog jedinstva učenja i poučavanja u procesu nastave i u kontekstu rada sa darovitim učenicima, upoznavanje i razumevanje didaktičkih strategija kojima je moguće u svakodnevnim nastavnim aktivnostima izaći u susret potrebama darovite dece. Na osnovu analize izvedene su implikacije za inicijalno obrazovanje učitelja i predmetnih nastavnika. Pored užeg metodičkog, neophodno je brinuti i o širem pedagoškom osposobljavanju učitelja i predmetnih nastavnika i razvoju didaktičkih kompetencija koje obezbeđuju razumevanje konkretnog nastavnog procesa kao dela celokupnog vaspitnog i obrazovnog delovanja na razvoj darovite i druge dece u školi (Radović, V.).

Eksplorativna studija, koja traga za odgovorom na pitanje: koliko su u savremenoj kulturi učenja daroviti studenti partneri u kolaborativnom procesu učenja i istraživanja i koliko se ovo reflektuje na efekte učenja izražene u kompetenciji kritičkog mišljenja darovitih, daje nalaze za diskurs o efikasnosti perspektive u visokoškolskoj didaktici, istaknutoj u promenama talasa sa reformom Bolonjskog procesa. Osnovno obeležje ovih promena naznačeno je kao promena kulture učenja u smislu usmerenosti predavanja prema studentu, tj. prema njihovoj perspektivi u učenju. Tako da umesto „inputa učenja” treba da se specificira „output” (Kruse, 2006), reč je o kritičkoj (Horkheimer) i emancipatornoj pedagogiji i didaktici (Schleiermacher). Pojam „kompetentnost” je cilj ka kome se teži, a podrazumeva ne samo znanje, nego i kompleksne sposobnosti formirane postupcima ciljanog treninga. Problem koji pokreće diskurs o nalazima ovoga istraživanja je pitanje: koliko ima osnova za diskurs kojim se tvrdi da emancipatorni pristup postoji još u Humboltovoj tradiciji, orijentisanom ka kompetentnosti, koja studiranje posmatra kao polje treniranja i obrazovanja intelektualnih i metodoloških sposobnosti više nego što se to čini u novoj kulturi učenja danas, kao i za konstatacije da je samo pojam „kompetentnost” nov i pokreće intenzivniju didaktizaciju akademskog učenja, a nestaje ono, što je kod Humboldta činilo srž: da se studenti posmatraju kao partneri u kolaborativnom procesu učenja i istraživanja. Studenti postaju objekat didaktike i nestaju kao akteri i ličnosti iz aranžmana učenja, a ostaje samo retorička figura „promene perspektive od nastavnika do studenata i kompetentnosti, koje treba steći”? Nalazi, takođe, otvaraju pitanje opravdanosti konstatacije da je iza kritičkog mišljenja kao centralne tačke, formulisane u Evropskom deskriptoru obrazovnih kompetencija, kao najuočljivija tačka ostala tendencija za nominacijom nastave standardima obrazovanja? Takođe, nalazi istraživanja provokativan su odgovor na pitanje: koliko su ove tendencije primetne u visokoškolskoj didaktičkoj kulturi, ili

kulturi učenja danas na studijama u Republici Srbiji, nakon dve decenije reformskih koraka iz ugla darovitih za koje se smatra da bi trebalo da imaju visoko kritičko mišljenje, kako bi mogli samostalno da uče, istražuju i kritički misle (Stojanović, A. i Gojkov, G.)

Tako iza prethodnog stoji konstatacija da nastanak nove kulture učenja ide paralelno sa promenama na svetskoj društvenoj sceni, dakle, kretanja savremenih potreba društva izražena u sintagmi „društvo znanja”, potpomognuta digitalnim medijima uslovlila su novu kulturu učenja, zasnovanu na konstruktivističkoj paradigmi učenja, koje se dalje odražavaju na organizaciju učenja i nastave, ulogu nastavnika u tim procesima i dr. Dakle, posmatrano iz ovoga ugla tradicionalna kultura učenja postupno se transformiše u novu kulturu učenja koju, kao glavna odrednica, karakteriše samoodređenje, samoregulisanje, samoupravljanje. U širem kontekstu govori se o društvenoj pluralnosti (postmoderni diskurs), a u obrazovnom kontekstu pominju se različiti modeli kulture učenja: konstruktivistički, sistemsko-konstruktivistički, model učenja usmeren na delovanje, model učenja usmeren ka učeniku, model usmeren na razvoj kompetencija i sl. Činjenica da je sa konstruktivističkim pristupom učenje stavljeno u prvi plan obrazovanja, ali je dobro imati na umu da ideja o prednosti učenja nad poučavanjem nije potpuno nova. Srećemo je kod reformskih pedagoga, a i mnogo ranije. Dok je tradicionalni pojam nastave pretežno usmeren na vođeno učenje koje se realizuje poučavanjem, za novi pojam učenja, navode autori, vođenje i poučavanje bitno je samo utoliko, koliko je u funkciji samostalnog učenja, odnosno „učenja učenja”. Nova kultura učenja ne potire značenje poučavanja, nego ističe da u kompleksnom savremenom životu, sa manifestnim sve većim i bržim promenama i diskontinuitetom, nestabilnošću sve više značenje treba dati inovativnom i anticipacijskom učenju koje se zasniva na prestrukturisanju, redefinisanju i transformaciji. Tako da se anticipacija ističe kao osnovna karakteristika nove kulture učenja, nasuprot pojmu adaptacije u klasičnoj paradigmi učenja. Za anticipacijsko učenje karakteristično je da se koristi tehnikama prognoze, simulacijskim modelima, scenarijima i modelima, koristi se imaginacijom zasnovanom na činjenicama. A, iza prethodnog ostaje otvoreno pitanje za diskurs na ovom skupu: koliko se u novom pristupu učenju poklanja pažnja vaspitanju, ili koliko se u kvalitetu učenja darovitih među ciljevima nalaze vrednosti i koliko kultura znanja okrenuta ka životu, sa naglašenim egzistencijalnim smislom i anticipacijom nosi u sebi humanističku notu i blagostanje darovitima?

Za pojam kulture učenja vezuje se konstatacija o više vrsta iste, koje se razlikuju po vrstama znanja, podrške za učenje i stilovima usvajanja, a procesi učenja odvijaju se različitim medijima (šire: Siebert, 1999), a značajno je imati u vidu i reflektivno (kritički) se odnositi prema kvalifikaciji „nova”, za koju se otvara pitanje koliko je nova i koliko dobrobiti donosi darovitima, imajući u vidu da su mnoge od ideja nastale u tzv. reformskoj pedagogiji, dakle, pre jednog veka, te su dobrim delom ugrađene u tradicionalnu kulturu učenja. Bitna promena, koja umesto nastavnika u središte procesa učenja stavlja učenika, umesto adaptacije naglašava participaciju, odgovornost sa institucije prenosi na subjekat, umesto kvalifikacija koristi

kompetencije, umesto uticaja spolja u fokusu je samoregulacija, nastoji da od „društva koje poučava” ide u susret „društvu koje uči”, a za dobro darovitih i opšte dobro. Prethodno otvara teleološka pitanja smisla, svrhe učenja, a u ista se po nalazima i idejama uklapa, direktno ili indirektno više rezimea.

Prethodne konstatacije iz ugla definisanja pojma nove kulture učenja samo su deo u odnosu na veliki broj drugih shvatanja ovoga pojma, koji ima direktni odraz i na učenje i poučavanje darovitih (Božin, A.). Njegovo definisanje je još uvek otvoreno u pedagoškoj literaturi, ali se kao osnovne karakteristike primećuju: naglašavanje samoregulacije u uređenom sistemu podrške i primena raznih metoda, kako bi se razvijali potencijali pojedinca i spremnost za učenje sa izraženom autonomijom u procesu učenja, umrežavanje sadržaja i sticanje kompetencija (šire o novim oblicima učenja: Simons, et. al., 2000). Broj oblika učenja u novoj kulturi učenja još nije definitivan, a za temu ovoga skupa značajno je pitanje iskustvenog i informalnog učenja i separatnog (školskog, fakultetskog) u samoregulisanom učenju darovitih, a za ovo se vezuje i pitanje odnosa određivanja ciljeva institucionalnog učenja. Pitanje je, dakle, u kojoj meri se može prihvatiti konstatacija da maksimum samoregulacije ne predstavlja uvek i optimum? A, uz prethodno ide i konstatacija: daroviti i talentovani učenici zahtevaju promene u školskoj kulturi, kao što su promene kurikuluma i ponašanja učitelja. Uspeh i postignuća poučavanja darovitih učenika postaje važan problem stoga se može postaviti sledeće pitanje: Treba li izuzetan učitelj darovitih učenika takođe biti darovit i u kom smislu (Huđek, M i Kelemen, R.; Milanović, A. et al.; Nišavić, N. et. al.; Veselinov, D. et al.; Stolić Pivnički, J. i Čolakov, N.)?

Naglašavanje potreba za uvažavanjem specifičnih individualnih pretpostavki i uslova, oblikovanje specifičnih aranžmana za učenje i određivanje strategija intervencije koje učeniku čine polazište orijentacije u njegovoj individualnoj aktivnosti, pretpostavka je koja se podrazumeva u omogućavanju procesa učenja, ali ta didaktičko-metodička orijentacija tek omogućuje proces učenja, a ostaje pitanje šta je sa učenjem za koje se očekuje da se dalje odvija u velikoj meri kao samoorganizovano učenje; šta ako nestane motivacija, u neuspehu i drugim situacijama prihvatiti se negativan obrazac odnosa prema učenju, negativne atribucije neuspeha...? Gde se u tim situacijama nalaze granice institucionalnog obrazovanja darovitih i koja je uloga informalnog obrazovanja u kom ih vidu vidimo kao korisne i na koji ih način treba organizovati (ostvarivanje u kontekstu slobodnog vremena)...? Ovo posebno treba imati na umu ako uzmemo u obzir konstataciju da uprkos ovolikoj konjunkturi osnovni pojmovi konstruktivističkog učenja i nastave ni danas nisu u dovoljnoj meri izoštrani, a na tragovima konstruktivizma danas su u obrazovnoj praksi nekih zemalja nastali brojni koncepti za učenje, poput problemskog učenja (problem-based-learning), učenje putem otkrivanja (inquiry learning), kognitivno naučavanje (cognitive apprenticeship), usidrena nastava (anchored instruction), učenje zasnovano na teoriji kognitivne fleksibilnosti (cognitive flexibility theory), participacija u „knowledge building” zajednicama (knowledge building communities) itd. Premda se pozivaju na konstruktivizam,

navedeni koncepti se ipak međusobno dosta razlikuju, već i zbog toga što u njima dolaze do izražaja različite konstruktivističke ideje – sistemsko-teorijske, kognitivno-psihološke, razvojno-psihološke, socijalno-konstruktivističke. Mogli bismo, takođe, reći da u njima dolaze do izražaja i različiti aspekti pedagoškog aranžmana. U novijim raspravama o konstruktivizmu u učenju i nastavi odbačene su ideje radikalnog konstruktivizma i sve se više ukazuje na nerealna očekivanja vezana uz neke oblike učenja. S tim u vezi opet se raspravlja i o potrebnom udelu instrukcije, odnosno poučavanja u procesu učenja (Tobias i Duffy, 2009). Za ovaj skup su pitanja dometa konstruktivizma u poučavanju, ili dovoljnost istog za potrebe podsticanja razvoja darovitosti značajan izazov za praktična iskustva u diskursu, kojima bi se dalo osnova za nove testove ovoga metateorijskog koncepta u didaktici darovitih.

U skladu sa prethodnim su i nalazi i ideje koje iniciraju misao da nova kultura učenja podrazumeva i promenjenu ulogu nastavnika, koja se zasniva na konstruktivističkom pristupu učenju, po kome se učenje ne može pokrenuti automatski spolja, nego se može samo omogućiti, a ovo postavlja nove didaktičke zahteve nastavniku, koji se, uglavnom, odnose na stvaranje i oblikovanje adekvatne okoline za učenje. Tako je njegova uloga usmerena na pomoć učeniku u konstruisanju znanja, dakle, više animirajuća, savetodavna, usmerena na kompleksne uslove učenja i to ne samo na spoljne, nego i na unutarnje, koji se odnose na samog učenika, a fokusirana je na metakognitivne strategije, crte ličnosti, motivaciju, strategije učenja, afektivne stilove, kognitivne stilove... Pitanje za diskurs, koje iza prethodnog sledi je: kakva su iskustva o dometima nastavnika da podstaknu kod učenika ili studenata, svesnu individualnu refleksiju procesa učenja koja im pomaže u razvoju sposobnosti samoprocene postignutih rezultata i lične odgovornosti za postignute rezultate, dakle, za definisanje vlastitih ciljeva učenja; koliko učenici, ili studenti vladaju različitim strategijama učenja i koliko su svesni kriterijuma kvaliteta uspešnog učenja, a iznad svih prethodnih koliko su motivisani za učenje i kako im u svakom od ovih kompetencija pomoći ako nisu ovladali istom? Koliko su kompetencije nastavnika u skladu sa ovim očekivanjima i kako naći način da se isto usaglasi? Koliko u svemu ovome pomaže kritička samorefleksija i akciona istraživanja nastavnika (Stojanović, A. i Gojkov, G.)?

Nakon prethodnih pitanja, ilustracije dometa u dizajniranju hipermedija za učenje, kod više autora postavlja se sledeće: možemo li se saglasiti sa mišljenjem Foltza i Landauera (1998) da sisteme prvo treba empirijski testirati, da bi se utvrdilo da li su korisni i upotrebljivi? U skladu sa tim, dizajniranja hipermedija za stimulisanje učenja darovitih, koji se, prema nalazima istraživanja (Gojkov Rajić, A. i Paprić, M.; Šafran, J. et al.) u kulturi učenja danas sve više nameću kao značajna sredstva učenja i pučavanja, opterećeno je neuhvativošću, a dodatno opterećenje čine i poznate činjenice idiosinkratičnih razlika u sposobnostima, jer, iako daroviti čine poseban klaster, istraživanja su potvrdila da oni nisu homogena grupa (Grandić, R.; Turudić, J.). Dakle, pitanje mentorstva kao najefikasnije metode u vođenju darovitih ka samoostvarenju zahteva posebne načine upoznavanja svojstava kojima se mogu

najbolje definisati suštinske karakteristike pojedinca neophodne za sadržaje i didaktičke postupke, bez kojih su saznajne mogućnosti hipermedija ograničene. Ipak, integrisano učenje sa mogućnostima umrežavanja putem interneta, povezano sa „klasičnim” oblicima i metodama pruža mogućnosti za uspešnu komunikaciju, mogućnosti interpersonalnih oblika učenja, personalne oblike učenja, koji omogućuju praćenje, savetovanje, pomoć, kritičku refleksiju i evaluaciju zajedničkog procesa učenja uz dobro mentorstvo (Letić Lungulov, M.). Prethodno zahteva novu organizaciju nastavnog procesa, koja se zasniva na drugačijim standardima (broj časova nastavnika u nastavi, vreme za mentorski rad, za pripreme učenika i studenata za takmičenja, kao dobro motivaciono sredstvo za napredovanje darovitih, adekvatno vrednovanje rada nastavnika, pomoć elektronskih sadržaja, dakle medijatsku pomoć u primeni materijala za adekvatnu ponudu učenicima ili studentima i sl.). Nova organizacija nastave može naći inspiraciju u poznatim iskustvima ranih reformskih pokreta sa početka prošloga veka u kojima se posebna pažnja posvećuje upravo samostalnom individualnom radu učenika (Claparèdeova „škola po meri”, Ferrièreova „aktivna škola”, Decroly-eva „škola za život putem života”, Dalton-plan H. Parkhurst itd.). Za one koji se nisu bavili istorijom pedagogije, treba pomenuti da su načela radne škole manuelnog smera (Kerschesteiner) i duhovnog (Gaudig), koje su bile fokusirane na samostalno kritičko mišljenje kao cilj vaspitanja bile usmerene ka podsticanju duhovnog razvoja ličnosti učenika, a osnovno sredstvo vaspitanja bila je samoradnja, kojom učenje nije bilo proces pasivnog usvajanja znanja, nego svestan proces aktivnog usvajanja, koga danas označavamo terminom samoregulacija.

Prethodne konstatacije ukazuju na potrebu dubljeg sagledavanja kompleksnosti darovitosti u kulturi učenja, koja i sama nije još dovoljno izrasla do nivoa kojim bi mogla da odgovara na izazove kompleksnosti darovitih i očekivanja savremenog sveta od njihovih sposobnosti. Digitalni mediji nude mogućnosti i prostor koji može bitno odrediti ukupnu komunikaciju i interakciju pojedinca, ali internet neće moći u novoj kulturi učenja da se posmatra i da nudi samo saradnju, komunikaciju i sl., nego će morati da dostigne nivo upotrebe u smislu proširene mogućnosti za ostvarivanje participacije, saradnje, komentarisanja, socijalne konstrukcije znanja, a time i samoartikulacije pojedinca putem učenja. Za ulogu medija u novoj kulturi učenja postoje mogućnosti da ima širu upotrebnu moć u kojoj glavna karakteristika može biti interaktivnost za saradnju učenika i mentora, učenika međusobno i to u širokom okruženju, ali uz ostvarenje osnovnog principa da poseduju velike motivacione mogućnosti. A, u svemu ovome biće mesta i za tradicionalne oblike učenja, tehnike i medije učenja, te će se s'pravom koristiti i dalje – knjige, udžbenici, časopisi i drugi tekstualni materijali, i dalje će se morati čitati, znanje će se i dalje učvršćivati ponavljanjem, a veštine će se razvijati vežbanjem. Kako primećuje Rodek (2007), mogli smo se uveriti da svi novi oblici učenja ponekad i nisu sasvim novi. Nov je aranžman u kojem se oni primenjuju, nove su i kombinacije u kojima se oni pojavljuju. To znači da se nova kultura učenja služi i tradicionalnim oblicima učenja, ali se u prvi plan postavljaju oni oblici učenja koji osiguravaju participaciju i aktivnost subjekta koji uči, za koji isti, nažalost, još uvek

ne nude ispunjenost uslova. Ovo pomeranje od tradicionalne ka novoj kulturi učenja ohrabruje one koji rade na podsticanju darovitih ka većim samoostvarenjima, zagovaranjem više participacije u izboru ciljeva, sadržaja i metoda učenja i saradnje sa drugima, ali ostaje pitanje za diskurs na ovom skupu: koliko će stvarnost sa standardima i obrazovnom politikom uopšte pratiti ove vizije, jer utisak je da se može za sada zaključiti da primena digitalnih medija, kako je prethodno već primećeno, ne dovodi sama po sebi bolje ishode u obrazovanju, nego je ista tek otkrinit prozor, stvoren prostor, ili pomoćno sredstvo za razvoj nove kulture učenja. Nadajmo se da će ovi obećavajući koraci imati više sreće od onih sa početka prošloga veka, na čijim su se idejama stacionirali.

Iz rezimea se nazire i pitanje za diskurs: šta konkretno treba činiti za bolju didaktičku i pedagoški promišljeniju primenu digitalnih medija u obrazovanju, a tu spadaju i promišljanja o pitanju odnosa didaktike posredovanja i poučavanja, usmerene na nastavnika, prema didaktici omogućavanja i učenja, usmerene na učenika, ili studenta, uz svest o koracima, ili kontekstu koji može sve ovo zanemariti, ili, samo uzeti ponešto od ovoga što se uklapa u ciljeve šireg društvenog konteksta, imajući na umu prethodno pomenuta iskustva, da bi se stvari u novoj kulturi učenja usmerile ka stvaranju prostora (Mirković, J.) za pružanje adekvatne podrške razvoju darovitosti u novoj kulturi učenja, na zadovoljstvo onih koji ulažu trud podršci uzrastanja darovitih i njihovoj sreći u razvoju potencijala za lično i opšte dobro.

Grozdanka Gojkov



INTRODUCTORY REMARKS

The 29th Round Table in Vrsac, focusing on the complexity of giftedness phenomenon, drives the researchers from scientific and educational institutions in Europe (Germany, England, Romania, Slovenia, Macedonia and Serbia) to coorganize themselves and in an informal research network search for answers to numerous questions regarding various aspects of the phenomena, ranging from conceptual and theoretical to practical reaches and limitations of the findings on stimulating giftedness development in the current state of affairs in learning culture. In the abstracts in this collection the impulses for research on global developmental aims were found in the proclaimed Education 2030 Agenda, paying significant attention to the imperfections and challenges in the harmonization of global and national strategies, aiming at improving the quality of education. As a consequence, viewed from the angle of the Agenda, the concept of education quality has been used as an instrument for creating global EU policy; taking a broader view, the same is used for creating global educational policy. Therefore, education, and especially the phenomenon of education quality has in globalisation currencies been on the very top of the list of interests. The characteristic of these currents and trends is an observation that quality of education has been researched as a gap emerging between the ambitions of global aims and local reality, which has been to a great extent ignored. For all of us who have been dealing with the ways the development of the gifted and their potentials is stimulated, which is relevant for the conference topic and discussion impulses, what was said above is a context where certain events take place on the scene of the gifted education. Thus, an observation is significant that at the world level a significant risk of implementation of the global concept of quality has been re-examined, enrooted in the attributes of global economic architecture, making severe limitations in investments in education quality, indisputably affecting the gifted; thus, the issue of context is relevant for the discussion to be developed during the conference (Suhecki, T.).

The above-mentioned Agenda 2030 has for its task to be a universal agenda for all EU countries, explicitly acknowledging that developmental aims should no longer be seen solely as the aims concerning different countries, but „Universality of country coverage” (UNESCO 2016: 10) assumes that the approaches, concepts and operational tools will reflect diversity and involve experiences and practices from different regions. But the current concept of quality, expressed in Education 2030 Agenda comes from “global players” and international organizations located in the north and supported mostly by the rich countries, which, directly or indirectly, define the agenda. National educational policies, especially in developing countries, have been facing the challenge which could be briefly described in the following way: how to arrange education in the gap between global aims and national practice. In this package and from the angle of the conference topic it would be important to consider the place of the gifted in the mentioned Agenda 2030, having in mind that it significantly influences other closely related issues. And this means thinking about

teleological aspect of education quality considered to be always associated with certain value, fulfilment of an aim, while it is important to take into consideration the differences in standpoints within which educational aims are understood as transcendent good, or defined in the group of sociocultural assumptions related to society or individuals or both (Mikanovic, & Budimir Ninkovic). The abstracts express the invitation to discuss on the context of the topic of the gathering through opening of the questions of quality of education, which is not universally defined and undisputable concept, but a concensus, a value set of criteria decided by those who have the possibility or power to do so. The discourse impulses go in direction of reflections on the questions of paradigm, values and aims of those who define quality, coupled by the issues of the methods of defining and assessing quality, purpose, nature of the concept, what kind of results it should reach (Lazarević, D. et al.; Prtljaga, S.).

The complexity of giftedness has been researched according to the essence of the very phenomena met in the given context and the substance of connections and relations existing among these phenomena: the essence of education itself and its aims, understanding of knowledge, learning and teaching, acts and relationships between actors in educational process, etc; the problem of unambiguous definition of quality in education is, among other things, the consequence of the complexity of educational process and numerous factors influencing it and its outcomes, coupled with its interactivity, changeability and multiple conditioning (Stankov, L.; Stojanović, A., & Gojkov, G.), which is directly linked with the topic of complexity of giftedness in the time which according to its intentions recognized in the syntagm „learning culture”. Following the prior context, other numerous questions are raised related to teleological orientation and the place of the gifted within it, introduction of standards in the form of universal values, the question of boiling a curriculum down to what is possible to measure, indicators of achievement, test results and marks on exams; at institutional and social level (Kelemen, G.), competition at global economic market according to which the score at a test is a purpose of education...

The question of standard from the angle of the gifted is the issue of their essence and importance, and evaluations head in the direction that they are for now more form than essence, so that the examples like TIMSS or PISA which inaugurated „education as a global competition” (Stronach 2000, as cited by Stancic 2012), according to which „quality culture” has introduced its „general monetary metrical system” (Stronach 2000, as cited by Stancic 2012), so that in the research findings represented in this Book of Abstract we are faced with the question: is there any sense to set standards when gifted are in question and what do standards mean and to whom in this case? And this is the arena for philosophy of education and for the issues of the viewpoint on complexity of the gifted from the angle of establishing education according to participatory, active and cooperative methods of teaching and active forms of learning, based on the assumption of theoretical-epistemological ground of change and on the measure according to which the principles are derived from contemporary trends in postmodern didactics (and before it in pedagogical

psychology), as certain criteria for practical decisions in the system of upbringing and education. Accordingly, the issue of complexity of the gifted in the new learning culture would also be interesting: to what an extent is „contextual approach” sufficient, which has shifted the focus from the research on the ability to learn and results to the capacities of a learner to regulate one’s own learning and the ability of a teacher to create suitable learning environment; do tolerated attempts, as part of learning, and in what sense contribute to the development of the autonomy of the gifted; to what an extent are didactic views on the models of learning in teaching confronted with constructivism as epistemological frame of didactics and what are the consequences for the curriculum; can Sternberg’s triarchic theory of intelligence be considered sufficient to „cover” psychological substance of metacognition, which could be further considered an important element of metatheoretical ground of a curriculum; does the constructivist definition of learning as a process of personal construction of meaning mean exactly this what has up to now been seen as a solution of a learner, or student; how much do the use of cognitive and other strategies and self-regulation influence academic learning; to what an extent new didactic models, built on constructivism promise more than previous traditions for the understanding of the complexity of the gifted and stimulating their development in the new learning culture; to what an extent can learning of the gifted in all its complexity be limited to a single model; what about statements of the critics emphasizing that knowledge is not acquired through reflexive abstraction, as assumed by Piaget...? What about the standpoint that learning of concepts and procedures does not take place through engraving or embedding new information into prior knowledge, but prior knowledge actually is an obstacle on the cognitive and emotional plan; what about the statements that the previous phase should be deconstruction of a learner’s concept, which does not happen easily, having in mind that the student or the learning finds it difficult to abandon previously validated competence, which is her/his only available means (serving as a frame for interpretation). In spite of the fact that many authors used to believe and many even today see constructivist models as rather promising, there are increasingly more and more criticisms – to what in extent have they from the angle of practitioners been enlightened and how much is the link between cognitive and affective neglected in constructivism...? Research findings represented in this Book of Abstract encourage thinking about the previously mentioned issues. Thus, the findings on emotional competencies of teachers and headmasters in the Republic of Macedonia and the Republic of Slovenia point to significant differences regarding the level of emotional competencies manifested in observation and understanding, expression as well as control and regulation of emotions. It is stated that empathy is especially important for personal development of the gifted, and this is especially manifested in learning process. The findings show that there is a lack of empathy and that it should be more nurtured in personal development as a part of „culture” of relations between people in gifted education, which as it was found by the research, are not protected from vulnerability (Kevereski, Lj., & Korez, I.; Krnjaić, Z., et al.). Research findings on emotional aspects of complexity of giftedness from the angle of competencies of teachers in Slovenia and Macedonia also open the issue of the need for reaffirmation

of the meaning of emotions in everyday and professional life, as well as the issue of link between emotional competencies and the success of gifted persons in their professional and personal development (Kevereska Šapkaroska, M.).

Research findings on non-cognitive predictors of academic achievements are at the same wave, observing the importance of self-assessment and selfconfidence (Stankov, L.). They point to the importance of being familiar with and respect their role in anticipating achievements in education, having in mind that non-cognitive constructs include psychological processes captured by the measures of personality and contextual variables (socio-economic status, school characteristics and teaching practices...). The same research emphasizes the importance of the assessment of confidence (self-efficacy) as an important component of metacognition, which is relevant for self-regulated learning of the gifted. The findings are that confidence measures from different tests like, for example, mathematics, language, and science, define the same factor and thus, there is evidence for the existence of a general factor of confidence. Also, confidence ratings on the items from the same test have been interpreted as measures of performance monitoring which is seen as an important component of metacognition and therefore relevant for self-regulated learning.

New questions have been raised, the findings of metaanalyses were discussed, giving broader views on research approaches, findings as well as ways of transforming findings in didactic procedures, pointing to significant contributions of the dispute on the questions of complexity of giftedness phenomena from the angle of social reality which is presented itself to the gifted as an objective, immovable, individual space for action and a horizon of possibilities, is actually constructed during regularly recurring interactions in different circles and contexts and is constantly in need of renewal. The transfer of information, scientific and cultural goods between society and individuals takes place constantly in both directions, from individual to society and from society to individual. Phenomenological sociology of knowledge investigates these complex connections of individual and collective reality by analyzing the transmission mechanisms between everyday, non-disputable, mediating institutions and the shared knowledge of the individual. The active use of the Internet by the gifted requires knowledge, routines, typing patterns, as well as structures of importance, which are partly taken from life outside the Internet, and partly created in participation with other active users, but also function in the world outside the Internet (Andevski, M. et al.).

The discourse also views digital media as a factor of new learning culture of the gifted, considering the issues of possibility of immediate application and achievement of modern digital media as necessary, but not sufficient factors of creating and in pedagogical practice supporting optimal upbringing-educational ambient (conditionally called „new learning culture”, precious in the process of delicate creative and autonomous learning, i.e., efficient development, maturation

and affirmation of comprehensive psychophysical potential of gifted individuals (Mijanović, N.).

The research on challenges of learning of the gifted in the period of Covid 19 discusses the possibility for a bad situation to be used for something good. The findings show that gifted pupils were aware that the online teaching decreased the quality of their learning and socializing with their school mates, but they used additional liberated time for development of their interest and independent learning. The characteristics of gifted adolescents are also discussed, as well as their environment facilitating mature decisions making and constructive behaviours in order to overcome obstacles (Gojkov Rajic, A., & Papric, M.). It has been concluded that extraordinary circumstances encourage the emergence of talent for surviving leading an individual towards realization of desired future (Maksić, et. al). Findings of a qualitative study on the effects of pandemics Covid 19 on education in Croatia, Serbia and Slovenia are also interesting, having in mind that the study included gifted students (primary and secondary school). Organizational changes in emergency situations during pandemics are considered as a specific learning context. It turned out that, apart from similarities and differences in approach, in all three countries of the region gifted students can be considered a vulnerable group (Krnjaić, Z. et al.).

The research on complexity of giftedness phenomenon and creativity from the angle of media literacy of young people brings demands for a sophisticated approach in the perception of children, young people and adults. In this sense the phenomena of media mediation will be discussed, as well as media psychology and giftedness phenomenon from the angle of „pink glasses” – perception. The findings point to the need of perceiving a different approach (holistic) in mediation of media contents, giftedness phenomenon and psychology of young people (Krneta, Lj.; Joksimović, I.). Ideas for new techniques of encouraging giftedness manifestation are offered by the NTC techniques; illogical stories and enigmatic questions are encouraging setting for giftedness manifestation, for deep understanding and conclusion making. As such, they enable identification of the gifted, support giftedness development, arising emotions different in both in quality and intensity, additionally improving learning, longevity and quality of what has been learnt (Rajović, R., & Davidović Rakić, J.).

The issues of mediatization of education, including education of the gifted, have nowadays been stressed as crucial. The transition to new teaching methods and creation of new learning environment requires significant organizational and intellectual efforts to develop and improve the ways of declared media transition. At the same time a question is not meaningless: what is the purpose of these events. Findings are in favour of the statement that we can disagree with the researchers in the field of education who suggest to closer consider already exiting results of media transition and take them in consideration in our further work. (Silantjeva, M.). Another aspect of the issue is the interaction of a human being with a self-learning

artificial intelligence. A question for discussion: how reasonable is the statement that AI in this case is analogous to a gifted student, who has learning initiative through development of a vast amounts of information and ability/need to notice non-standard relations and solutions using their own systematic procession. After this, another question is raised: can we think in the direction of the statements that AI acts as a fledgling scientist acquiring experience, and it rather works according to the ideographic method, watching experience. Such learning tools as ChatGPT are counterparts in a dialogue. Such interaction should not be regarded as limited: so far neural networks have displayed an enormous creative potential, yet possible only with human mediation. What remains is caution and to be seen what it would be capable of in the future (Silantjeva, M.; Petrović, R.).

Findings of a number of studies are dedicated to the importance of support in new learning culture. They point to the lack of pedagogical intervention and that it can be reflected don the absence of success of the gifted, and not rarely negative consequences on social-emotional development of the gifted. A new question is opened of directing energy to hiding one's own weaknesses and shortcomings, rather than to development of potentials. Research findings confirm that in the case of gifted students there is a low level of self-respect and doubt in one's own abilities, and this is associated with disability of parents to find their way in the sense of providing support within a school system and searching for help from others (Kolak, A., & Markić, I.). Researchers are focused on parental perspective dealing with their experience with identification and revealing of giftedness of their children and challenges and barriers they face in school system. Research findings point to the fact that in spite of the fact that the phenomenon of giftedness is specific, complex and unique, there are certain common characteristics associated with giftedness, and in regard to parental perspective. Respecting the experiences of parents, the authors conclude that what is of greatest importance is shared and cooperative relation between school and family, in order to recognize unique needs of the gifted and to provide them with adequate support. What is behind this is a question to what an extent school systems are really open for systematic care for the most able individuals and what we have in mind refers to the competencies of teachers to support the gifted (Nišavić, N, et. al). The discourse is supported by the opposite findings of another research on the previously mentioned one (Nedimović, T., & Đorđev, I.). For this aspect of considering the topic a discourse on didactic culture of elementary school teachers and subject teachers as a prerequisite for developing the culture of learning gifted and other students is also interesting. Several important elements are highlighted with special reference to the causes and consequences of their presence and/or absence in didactical approaches of teachers: the understanding of dialectical unity of upbringing and education in process of teaching and learning, the understanding of dialectical unity of learning and teaching during the classes and in the context of working with gifted students, knowing and understanding of didactic strategies which enable respect of needs of gifted children during the everyday school activities. According to analysis some implications were made for the initial education of teachers. In addition to methodical, it is necessary to care

about pedagogical education of elementary school teachers and subject teachers and developing their didactic competencies which provide the understanding the one specific process of teaching and learning during the class as a part of holistic process of upbringing and education of gifted and other children in school (Radović, V.).

The exploratory study searching for an answer to the question: to what extent gifted students are partners in the collaborative learning and research process in the modern culture of learning and how much this reflects on the effects of learning expressed in the competence of critical thinking offers findings significant for the discourse on the efficacy of perspective in higher education didactics, emphasized in the waves of changes brought by the Bologna reform. The main feature of these changes is indicated as a change in the culture of learning in terms of the orientation of lectures towards the student, i.e. according to their perspective in learning. So that instead of „learning input” one should specify „output” (Kruse, 2006), therefore, it is about critical (Horkheimer) and emancipatory pedagogy and didactics (Schleiermacher). The term „competence” is a goal to be pursued, and it implies not only knowledge, but also complex abilities formed by targeted training procedures. The problem that drives this research is the discourse that directs more critical considerations to this approach. One of them is that the emancipatory approach already exists in Humboldt's competence-oriented tradition, which views studying as a field of training and education of intellectual and methodological abilities more than it does in the new culture of learning today. In the discourse, it is stated that only the term „competence” is new and initiates a more intensive didacticization of academic learning, while what was the core of Humboldt's work is disappearing: that students are viewed as partners in a collaborative learning and research process. Students become the object of didactics and disappear as actors and personalities from the learning arrangement, and only the rhetorical figure of „the change of perspective from teachers to students and competencies to be acquired” remains. Critical voices state that behind critical thinking as a central point, formulated in the European descriptor of educational competences, the most noticeable point is the tendency to determine teaching through educational standards. Also, the research findings are a provocative answer to the question: how noticeable are these tendencies in the didactic culture of higher education, or the culture of learning today at studies in the Republic of Serbia, after two decades of reform steps from the point of view of the gifted, who are considered to have a high critical opinion, so that they can independently study, research and think critically (Stojanović, A., & Gojkov, G.)?

Emergence of new culture of learning goes in parallel with the changes at the world social scene. The trends of modern social needs expressed in the syntagm „knowledge society” supported by digital media have conditioned a new culture of learning, based on the constructivist paradigm of learning, further reflected on the organization of learning and teaching, the role of a teacher in these processes, etc. So, viewed from this angle, traditional learning culture has been gradually transformed into a new learning culture characterized by self-determination, self-

regulation, self-management. In the broader context, it has been talked about social pluralism (postmodern discourse) and in educational context different models of learning culture have been mentioned: constructivistic, system-constructivistic, action oriented learning model, learner oriented learning model, competence development oriented learning model, etc. It is a fact that with constructivistic approach learning has been put in the centre of education, but it should be also born in mind that the idea of advantages of learning over teaching is not completely new. It can be found in reformistic pedagogues, or even earlier. While the traditional notion of teaching is predominantly oriented towards guided learning realized through teaching, for the new notion of learning, as it has been stated by certain authors, guidance and teaching is relevantly only if it is in the function of independent learning, i.e. „learning of learning”. The new culture of learning does not negate the meaning of teaching, but it emphasizes that in the complex modern life characterised with increasingly greater and faster changes and discontinuity as well as instability, more and more meaning should be attributed to innovative and anticipatory learning based on restructuring, redefining and transformation. As a consequence, anticipation is emphasized as a basic feature of the new culture of learning, as opposed to the notion of adaptation in the classical learning paradigm. It is characteristic for anticipation learning that it uses the techniques of prognosis, simulation models, scenarios and models, i.e. imagination based on facts. A question for discussion on the conference is raised: how much attention is paid to upbringing within this new approach, or: to what an extent there are values within aims in the quality of learning of the gifted; or: how much is knowledge culture oriented towards life, with emphasized existential sense and anticipation, carrying a humanistic notion and wellbeing of the gifted?

Many kinds of learning cultures are associated with the notion of culture of learning and they differ according to type of knowledge, support to learning and styles of knowledge acquisition, while learning processes take place in various media (see more in: Siebert 1999). It should also be born in mind that it is important to refer to the qualification „new” in a reflexive manner (critically), since a question is raised to what an extent it is actually new and how much wellbeing it brings to the gifted, having in mind that many of the ideas emerged from the so-called Reform pedagogy, i.e., a whole century ago, and they were for the most part built into the traditional learning culture. So that the significant change shifting the focus in learning process from a teacher to a learner, instead of adaptation emphasizes participation, responsibility of an institution has been transferred to a subject, instead of qualifications competencies are used, instead of external factors self-regulation is in focus, with efforts to moving from „teaching society” to meet „learning society” and for the common good and good of the gifted. Thus, we are facing teleological questions of sense, purpose of learning and a number of abstracts, according to their ideas and findings, deal with these.

Previous statements from the angle of defining the notion of a new learning culture are only one aspect as related to a great number of other understandings of the term,

directly reflecting on the learning and teaching of the gifted (Božin, A.). Its definition is still open in pedagogical literature, but what can be noticed as basic characteristics is as follows: stress on self-regulation in an arranged system of support and application of a variety of methods, in order to develop potentials of an individual and readiness for learning with expressed autonomy in the learning process, networking of contents and competencies acquisition (see more in: Simons et al., 2000). The number of forms of learning in the new learning culture is still not final, and it is important for the topic of the conference to deal with experiential and informal learning and separate (school, faculty) in self-regulated learning of the gifted. There is another question here – the one regarding the attitude towards determination of the aims of institutional learning. In other words, the question is to what an extent can a statement be accepted that the maximum of self-regulation is not always the optimum? This is followed by the statement: gifted and talented students demand changes in school culture, like curricular changes and changes of the ways teachers behave. Success and achievements of teaching of gifted students become significant problem, imposing the following question: should an exceptional teacher of gifted students also be gifted and in which sense (Huđek, M., & Kelemen, R.; Milanović, A. et al.; Nišavić, N., et al.; Veselinov, D. et al.; Stolić Pivnički, J., & Čolakov, N.)?

The stress on the need to respect specific individual assumptions and conditions, shaping of specific arrangements for learning and determination of strategies of intervention, being a learner's starting point in orientation in one's individual activity, is an assumption implied in enabling of the learning process, but this didactic-methodological orientation does not do more but merely enables learning. What remains is the question – what about learning expected to take place predominantly as self-organized learning; what if motivation disappears and a negative pattern of attitude towards learning, i.e. negative attributions to failure are adopted...? Where are in these situations borderlines of institutional education of the gifted and what is the role of informal learning and in which form we see them as useful and how they should be organized (realization in the context of free time...). This should be born in mind especially if we take into consideration the statement that in spite of such a great conjecture, fundamental notions of constructivistic learning and teaching have not even nowadays been significantly developed and sharpened. At the same time, relying on track of constructivism, numerous learning concepts have been created in the educational practice of certain countries today: problem-based-learning, inquiry learning, cognitive apprenticeship, anchored instruction, cognitive flexibility theory, knowledge building communities, etc. Although calling upon to constructivism, the mentioned concept differ significantly, if not for other reason then because there are different constructivist ideas expressed in them – systematic-theoretical, cognitive-psychological, developmental-psychological, social-constructivistic. We could also say that there are different aspects of pedagogic arrangement build into them. In the recent disputes on constructivism in learning and teaching the ideas of radical constructivism have been rejected, pointing to unrealistic expectations related to certain forms of

learning. Furthermore, there are again discussions on the required share of instruction, i.e. teaching in the process of learning (Tobias, & Duffy, 2009). Questions of reaches of constructivism in teaching are important for this conference, as well as the sufficiency of constructivism for meeting the needs of encouragement of giftedness development, significant as a challenge for practical experiences in a discourse, providing grounds for new tests of this metatheoretical concept in the didactics of the gifted.

New learning culture assumes a changed role of a teacher, and it is based on the constructivistic approach to learning, according to which learning cannot be initiated automatically extrinsically, but can only be enabled. This imposes new didactic demands to the teacher and they mostly refer to creating and shaping of adequate learning environment. Thus, his/her role is directed to the help provided for the learning in knowledge construction. In other words, the role is more animating, counselling oriented to complex conditions of learning, not only extrinsic, but also intrinsic, related to the learner him/herself, focused on metacognitive strategies, personality traits, motivation, learning strategies, affective styles, cognitive styles... The question that follows is: what are the experiences of a teacher like regarding their success in encouraging a learner or a student to reach conscious individual reflection of the learning process helping them in the development of self-evaluation of the achieved results and personal responsibility for the achieved results, i.e. for defining their own aims of learning; to what an extent learners or students rule different learning strategies and how much they are aware of the criteria of quality of successful learning; most importantly, how much are they motivated for learning and how to help them if they have not mastered these competencies? To what an extent are the competencies of teachers in line with these expectations and how to find a way to harmonize them? Are critical self-reflection and action research of teachers of any help in all this (Stojanović, A., & Gojkov, G.)?

Another question is raised after the previous illustrations of the reaches in the design of hypermedia: can we agree with the opinion of Foltz and Landauer (1998) that the systems should first be empirically tested in order to see whether they are useful and usable? In accordance with this, the design of hypermedia for stimulating learning of the gifted which, according to research findings (Gojkov Rajić, A., & Papić, M.; Šafran, J. et al.) have nowadays in the learning culture been imposed as significant means for learning and teaching, is burdened by illusiveness. Additional burden refers to the known facts of idiosyncratic differences in abilities, having in mind that even though the gifted make a special cluster, research have confirmed that they are not a homogenous group (Grandić, R.; Turudić, J.). So, the issue of mentorship, as one of the most efficient methods in guidance of the gifted towards self-realization requires special ways of getting to know the features which best define essential characteristics of an individual, necessary for contents and didactic procedures, without which cognitive abilities of hypermedia are limited. Nevertheless, integrated learning with the possibilities for networking via the Internet, coupled with the „classical” forms and methods opens up possibilities for successful communication,

possibilities for interpersonal forms of learning, personal forms of learning, enabling monitoring, counselling, support, critical reflection and evaluation of shared process of learning along with good mentorship (Letić Lungulov, M.). What has been said requires new organization of the learning process, based on different standards (the number of classes a teacher should have in teaching, time for mentoring work, for preparation of learners and students for competitions, as good motivational means for advancement of the gifted, adequate evaluation of the work of teachers, support of electronic contents, i.e. mediating help in application of materials for adequate offer to learners or students, etc). And the new organization of teaching can find inspiration in the known experiences of the early reform movements from the beginning of the last century in which special attention is paid to independent individual work of learners (Claparèd's „school by measure”, Ferrière's „active school”, Decroly's „school for education for life”, Dalton-plan H. Parkhurst etc.). For those who have not dealt with the history of pedagogy, it should be mentioned that the principles of the working school of manual orientation (Kerschesteiner) and spiritual (Gaudig), focused on independent critical thinking as an aim of upbringing were oriented towards encouragement of the spiritual development of learner's personality, and the basic means of upbringing and education was independent work, according to which learning was not a process of passive knowledge acquisition, but a conscious process of active acquisition, nowadays known as self-regulation.

Previous statements point to the need for deeper consideration of the complexity of giftedness in learning culture, which itself has not reached the level which could be suitable for the challenges of the complexity of the gifted and expectations the modern world has from their abilities. Digital media offer possibilities and space which can significantly determine the whole communication and interaction of an individual, but it will not be possible to consider the Internet in this new learning culture as offering only cooperation, communication etc, but it will have to reach the level of usage in the sense of broadened possibility for fulfilment of participation, cooperation, commenting, social knowledge construction, and thus self-articulation of an individual through learning. There are possibilities for the role of media in the new learning cultures to have broader usage power in which main characteristic can be interaction for cooperation between a learner and a mentor, among learners and in a broader environment, but only with the fulfilment of the basic principle for them to have great motivational abilities. And in all this there will be space for traditional forms of learning, techniques and media of learning, and they will be used with right in the future – books, textbooks, magazines, journals and other textual materials, learners will have to read, knowledge will be strengthened by repetition and skills will be developed through exercises and rehearsals. And, as suggested by Rodek (2007) we are witnesses that not all new forms of learning are completely new. What is new is the arrangement within which they are implemented and combinations in which they appear. This means that the new learning culture still uses and relies on traditional forms of learning, but what is in the centre of attention are those forms of learning providing participation and activity of the learning

subject. The shift from traditional to the new learning culture encourages those who work on the incitement of the gifted to reach higher achievements, advocating for more participation in the choice of aims, contents and methods of learning and cooperation with others. The question remains for the discussion on the conference: to what an extent will reality with standards and educational policy be able to go in hand with this vision, having in mind that there is an impression that it can be concluded now that the application of digital media, as it was already realized, does not itself lead to a better outcome in education. It is only a little open window, created space or auxiliary means for the development of new learning culture. Let us hope that these promising steps will be luckier than those from the beginning of the last century, on whose ideas we have stationed ourselves.

The abstracts inspire another question for discussion: what concretely should be done for better didactic and pedagogically examined application of digital media in education, referring to reflections on the question of the relation between the didactics of mediation and teaching, oriented to a teacher, according to didactics of enabling and learning, oriented to a learner, or a student, along with the awareness of the steps or the context which can neglect all this. And a dilemma is also whether we should take something fitting into the aims of broader social context, having in mind previously mentioned experiences, for the things in the new learning culture to be directed towards creating space (Mirković, J.) for providing adequate support to giftedness development in the new learning culture, to the satisfaction of those who invest efforts into support to growing up of the gifted and their happiness in development of potentials for personal and general good.

Grozdanka Gojkov





UVODNI IMPULSI / INTRODUCTORY IMPULSES

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OBRAZOVANJE KAO CENTRALNI PUT RAZVOJA I AKTUALIZACIJE DAROVITOSTI

U fokusu rada je nastojanje da se koncept „obrazovanja darovitih” obrazloži kao relevantan i relativno samosvojan predmet pedagoških istraživanja i prakse. Cilj je da se ukaže na značaj i potrebu za obezbeđivanjem posebnih mera obrazovne podrške darovitim učenicima. Kao antiteza stavovima da je darovitost „nevaspitljiva” i da se izvesne specifičnosti darovitih uvažavaju i uobičajenom pedagoškom praksom, u radu se navode savremene teorije i nalazi koji nedvosmisleno upućuju na to da je darovitim učenicima neophodno obezbediti posebnu obrazovnu podršku. S tim u vezi, ističe se da sistematsko učenje i obrazovanje imaju ključnu ulogu u razvoju odnosno aktualizaciji darovitosti, da daroviti imaju izvesne specifičnosti iz kojih proističu i potrebe za posebnom obrazovnom podrškom, te da bez posebnih obrazovnih mera daroviti učenici nemaju optimalne uslove za aktualizaciju svojih sposobnosti. Zaključuje se da učenje i obrazovanje, kao bitni faktori aktualizacije darovitosti, mogu pospešiti taj proces samo ako izađu u susret posebnim obrazovnim potrebama darovitih učenika, koje, u najkraćem, podrazumevaju više izazova, izbora i samostalnosti u školskom učenju. U suprotnom, lako mogu postati uzrok njihovog akademskog podbacivanja. Uz konstataciju da je na školi velika odgovornost da podrži aktualizaciju darovitosti, preporučuje se da to uradi tako što će izaći u susret specifičnostima i obrazovnim potrebama darovitih učenika i preduzeti izvesne mere prilagođavanja metoda i/ili sadržaja rada ovoj kategoriji učenika. To svakako uključuje raspoloživost nastavnika koji će kursirati taj proces, te razrađen sistem podsticaja koji će učeniku pomoći da istraje na putu ka visokim postignućima.

Ključne reči: učenje, obrazovanje, obrazovne potrebe, obrazovne mere, aktualizacija darovitosti.

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EDUCATION AS A CENTRAL PATH OF DEVELOPMENT AND GIFTEDNESS ACTUALIZATION

The focus of the work is the effort to explain the concept of „gifted education” as a relevant and relatively independent subject of pedagogical research and practice. The goal is to point out the importance and need for providing special measures of educational support for gifted students. As an antithesis to the views that giftedness

is „uneducable” and that certain specificities of the gifted are respected in the usual pedagogical practice, in the paper where stated modern theories and findings that unequivocally indicate that it is necessary to provide special educational support to gifted students. In this regard, it is emphasized that systematic learning and education play a key role in the development or actualization of giftedness, that the gifted have certain specificities from which arise the need for special educational support, and that without special educational measures, gifted students do not have optimal conditions for the actualization of their abilities. It is concluded that learning and education, as important factors in the actualization of giftedness, can enhance that process only if they meet the special educational needs of gifted students, which, in short, imply more challenges, choices and independence in school learning. Otherwise, they can easily become the cause of their academic failure. With the conclusion that the school has a great responsibility to support the actualization of giftedness, it is recommended to do so by meeting the specificities and educational needs of gifted students and taking certain measures to adapt methods and/or content of work to this category of students. This certainly includes the availability of teachers who will guide the process, and an elaborate system of incentives that will help the student to persevere on the way to high achievements.

Keywords: learning, education, educational needs, educational measures, giftedness actualization.

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UČITELJI DAROVITIH UČENIKA: RAZUMIJEVANJE, POUČAVANJE I USAVRŠAVANJE

Uz roditelje, učitelj je najznačajniji činitelj u prepoznavanju darovitosti kod učenika – u prepoznavanju područja darovitosti i stjecanju znanja nezamjenjiva je njegova uloga. Zbog složenosti fenomena darovitosti, učitelj, koji se bavi darovitošću, neće uvijek biti u mogućnosti pratiti izazove u radu s takvim učenicima. Učitelj prvenstveno treba znati prepoznati darovitog učenika, razumijeti ga, mora dobro poznavati svoj predmet i biti dobar metodičar. S druge strane, darovit učenik treba podršku okoline, i okolinu koja će podržati njegove interese. Svakako da uz dobru organizaciju odgojno-obrazovnog rada i podršku, svaki potencijalno darovit učenik može razviti svoju darovitost. U radu se prikazuju rezultati istraživanja provedenog na uzorku od 175 ispitanika, kojeg je cilj bio utvrditi stavove i promišljanja učitelja osnovnih škola u Republici Hrvatskoj vezano uz darovitost i darovite učenike, te razumijevanje, poučavanje i njihovo usavršavanje. U istraživanju je korišten mjerni instrument konstruiran za potrebe ovog istraživanja. Rezultati istraživanja kazuju da se 53.2% ispitanika savjetuje sa stručnim suradnikom vezano uz rad s darovitim učenicima; 76.0% ispitanika savjete o radu s darovitima traže i od kolega učitelja.

Pritom, 31.4% svih ispitanika navodi da od stručnih suradnika dobivaju traženu pomoć. Pri sustavnom praćenju darovitih 22.8% ispitanika navodi da se u njihovim školama sustavno prate daroviti. 26.8% ispitanika navodi da se na stručnim skupovima raspravljalo o temama o darovitosti i darovitim učenicima. Zbog kompleksnosti fenomena darovitosti 85.7% ispitanika navode da imaju potrebu za stručnim usavršavanjem na području darovitosti i rada s darovitim učenicima, dok je 9.7% po postavljenoj čestici bilo neodlučno. Ovo istraživanje pokazuje želju učitelja za dodatnom edukacijom i suradnjom kako sa stručnom službom, tako i sa kolegama. Svakako treba to ponuditi kako bi mogli uspješnije prepoznati i raditi s darovitim učenicima. Učitelj koji ima znanja i metode poticaj je i motivator darovitim učenicima za polučivanje iznadprosječnih rezultata u pojedinim aktivnostima.

Ključne riječi: daroviti učenici, darovitost, osnovna škola, učitelji.

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TEACHERS OF GIFTED STUDENTS: UNDERSTANDING, TEACHING, AND IMPROVING

Along with parents, the teacher is the most important factor in recognizing giftedness in pupils- his role is irreplaceable in recognizing areas of giftedness and acquiring knowledge. Due to the complexity of the phenomenon of giftedness, a teacher dealing with giftedness will not always be able to follow the challenges of working with such pupils. The teacher should primarily know how to recognize a gifted pupil, understand him, he must know his subject well and be a good methodologist. On the other hand, a gifted pupil needs the support of his environment, and an environment that will support his interests. I hope that with a good organization of educational work and support, every potentially gifted pupil can develop his giftedness. The paper presents the results of a survey conducted on a sample of 175 respondents, the aim of which was to determine the attitudes and reflections of primary school teachers in the Republic of Croatia regarding giftedness and gifted pupils, as well as understanding, teaching and their improvement. The research used a measuring instrument constructed for the purposes of this research. The results of the research show that 53.2% of respondents consult with a professional associate regarding work with gifted pupil; 76.0% of respondents seek advice on working with the gifted from fellow teachers. At the same time, 31.4% of all respondent state that they receive the requested help from professional associates. Regarding the systematic monitoring of the gifted, 22.8% of respondents stated that the gifted are systematically monitored in their schools. 26.8% of the respondents stated that topics about giftedness and gifted pupil were discussed at expert meetings. Due to the complexity of the phenomenon of giftedness, 85.7% of respondents state that they need professional training in the field of giftedness and work with gifted pupil, while 9.7% were undecided. This research shows the desire of teachers for additional education and cooperation both

with the professional service and with colleagues. It should definitely be offered so that they can identify and work with gifted pupil more successfully. A teacher who has knowledge and methods is an incentive and motivator for gifted pupil to achieve above-average results in certain activities.

Keywords: gifted pupil, giftedness, primary school, teachers.

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SPodbudno učno okolje za nadarjene učence

Oblikovanje spodbudnega učnega okolja za nadarjene učence je kompleksen proces ter vključuje tako fizično, socialno, kurikularno in didaktično učno okolje. Vse preveč se pri izobraževanju nadarjenih ukvarjamo s kurikularnim (kurikularni modeli, koncepti ipd.), didaktičnim (individualizacija in diferenciacija ipd.) vse manj se pa ukvarjamo ali fizično in socialno učno okolje podpirata razvoj nadarjenosti in talentiranosti nadarjenih učencev v učnem okolju. V prispevku predstavljam vidik fizičnega učnega okolja za nadarjene učence. Različne teorije učenja opredeljujejo različne vidike fizičnega spodbudnega učnega okolja. Tako so behavioristične šole običajno v posameznih stavbah z več nadstropji, učilnice so razporejene glede na razred, značilen je dolg hodnik z dvema stranskima učilnicama (Cleveland in Fisher, 2014), konstruktivistično naravnane šole je celotna šola namenjena učni izkušnji, tako so tudi hodniki učni prostor ter tudi prostor za socialno interakcijo, učilnice pa so razčlenjene na način, da se lahko učenci učijo sami, v parih ali v skupini (Cleveland in Fisher, 2014). Izkustveno učno razredno okolje, kot ga je opisal Kolb (1984), je lahko priložnost za razmišljanje o mislih, čustvih in vedenjskih dejanjih ter možnosti njihovega preoblikovanja, učilnica (lahko poteka tudi zunaj) je prilagodljiva ter omogoča več možnosti poučevanja in učenja (Beard in Wilson, 2006). Humanistična teorija učenja v ospredje postavlja človeške potrebe in interese ter človeka kot celoto (Huitt, 2018; Kurtz, 2000). Učilnice naj bi omogočile največjo mero neodvisnosti, tako, da učenci lahko delajo na različnih vsebinah, v različnih skupinah hkrati ter opazujejo, kaj počnejo drugi, se učijo od drugih ter vzpostavljajo medosebne odnose. Clark (2002: 383) je za izobraževanje nadarjenih učencev oblikoval kriterije za odzivno fizično učno okolje: možnost premikanja pohištva, oblazinjena tla, uporaba zidov, oken, kabinetov v učnem procesu, vključevanje mobilnega pohištva, uporaba barv za podporo učenju, uporaba različnih materialov z različnimi nivoji zahtevnosti ter prostor v učilnici za oblikovanje manjših prostorov za samostojno in skupinsko učenje. Odzivno fizično učno okolje za nadarjene učence bo omogočalo nadarjenim učencem priložnosti za sodelovanje v različnih aktivnostih, jim bo omogočalo dostop do različnih materialov na različnih nivojih in z različnimi vsebinami, omogočalo prostor za sodelovanje v različnih učnih skupinah, da omogoča prostor za podpora

nadarjenemu učencu za samostojno učenje, mize niso individualne in da razred predstavlja udoben, podporni prostor za raziskovanje, uporabo znanja in personaliziranega poučevanja. Uporaba novih tehnologij povzroča prepletanje formalnega in neformalnega učenja, pri čemer se od učencev pričakuje aktivno vlogo pri uporabi informacijsko-komunikacijskih tehnologij (IKT) za učenje (Lebeničnik, Pitt in Istenič Starčič 2015). Tako se fizično učno okolje iz šolskih prostorov razširja tudi na spletno okolje in uporabo različnih spletnih aplikacij in modelov, kjer poteka e-učenje. Kot navajajo Lebeničnik idr. (2015) lahko e-učenje prispeva k personalizaciji učenja in individualnem izobraževalnim potrebam različnim učencem.

Ključne besede: nadarjeni, spodbudno okolje.

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ENRICHMENT LEARNING ENVIRONMENT FOR GIFTED STUDENTS

Creating an enrichment learning environment for gifted students is a complex process and includes the physical, social, curricular and didactic learning environment. When educating the gifted, we deal too much with curricular (curriculum models, concepts, etc.), didactic (individualization and differentiation, etc.), but less we are concerned about the physical and social learning environment which are important supports for the development of the giftedness and talent of gifted students. In the paper, I present the aspect of the physical learning environment for gifted students. Different theories of learning define different aspects of the physical enrichment of the learning environment. Thus, behaviorist schools are usually in individual buildings with several floors, classrooms are arranged according to class, a long corridor with two side classrooms is characteristic (Cleveland and Fisher, 2014), a constructivist natural school is the whole school dedicated to the learning experience, so are the corridors the learning space and also a space for social interaction, and teachers are divided in such a way that students can learn alone, in pairs or in groups (Cleveland and Fisher, 2014). An experiential learning classroom environment, as described by Kolb (1984), can be an opportunity to think about thoughts, emotional and behavioral actions and the possibilities of their transformation, the classroom (can also take place outside) is flexible and allows more opportunities for teaching while learning (Beard and Wilson, 2006). The humanistic theory of learning places human needs and interests and the person as a whole in the foreground (Huitt, 2018; Kurtz, 2000). Classrooms are supposed to allow the maximum degree of independence, so that students can work on different content, in different groups at the same time, observe what others start, learn from others and establish interpersonal relationships. Clark (2002: 383) formulated criteria for a responsive physical learning environment for the education of gifted students: moving furniture options, upholstered floors, use of walls, windows, cabinets in the learning process, inclusion of mobile furniture, use of colors to support learning, use of different materials with different

levels of difficulty and space in the classroom for creating smaller spaces for independent and group learning. A responsive physical learning environment for gifted students will provide opportunities for gifted students to participate in various activities, will allow them access to different materials at different levels and with different contents, will provide room for participation in different learning groups, will provide room for support for the gifted student for independent learning, desks are not individual and that the classroom represents a comfortable, supportive space for exploration, application of knowledge and personalized teaching. The use of new technologies causes an interweaving of formal and informal learning, whereby students are expected to play an active role in the use of information and communication technologies (ICT) for learning (Lebeničnik, Pitt and Istenič Starčič 2015). Thus, the physical learning environment from the school premises also extends to the online environment and the use of various online applications and models where e-learning takes place. According to Lebeničnik et al. (2015) e-learning can contribute to the personalization of learning and the individual educational needs of different learners.

Keywords: gifted, stimulating environment.





REZIMEI / ABSTRACTS

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BUKVARI NA ROMSKOM JEZIKU – STANDARD PISMA KAO PREDUSLOV ZA KVALITETNO OBRAZOVANJE DAROVITIH

U Srbiji se romski jezik sa elementima nacionalne kulture izučavao u osnovnim školama s kraja devedesetih godina XX veka kroz fakultativni predmet. Za potrebe realizacije nastave, romolog Trifun Dimić je osmislio romsko ćirilično pismo i ortografiju sa 37 slova. *Лил графеменго – Пало англуно класо фундоске школаке* [Bukvar – za prvi razred osnovne škole], štampao je Zavod za izdavanje užbenika, Beograd 2000. godine. Drugi Bukvar izdavača Zavoda za izdavanje udžbenika Beograd, 2018. godine: *Grafemari – Rromani čhib e elementjenca nacionalno kulturake vaš dujto klasake* [Bukvar – Romski jezik sa elementima nacionalne kulture za drugi razred] štampan je za potrebe realizacije izbornog predmeta Romski jezik sa elementima nacionalne kulture na teritoriji centralne i južne Srbije. Autori bukvara su Rajko Đurić i Ljuan Koko. Kada se sagledaju oba bukvara možemo zaključiti da se u Vojvodni koristi ćirilično pismo sa 37 slova, dok se u centralnoj i južnoj Srbiji koristi bukvar sa latiničnim pismom i 38 slova. U ovom radu bavićemo se istraživanjem sa ciljem da ustanovimo na koji način se prati kvalitet nastave u dve regije (Vojvodina i centralna Srbija) s obzirom na evidentne razlike u Bukvarima i koje dalekosežne posledice možemo očekivati u skorijoj budućnosti kako za upotrebu standardnog romskog pisma, tako i za kvalitet nastave na romskom jeziku, a time i za darovite u romskoj populaciji. Istraživanje će se sprovesti sa učiteljima romskog jezika u četiri osnovne škole (dve u Vojvodini i dve u centralnoj Srbiji) metodom intervjuja.

Ključne reči: romski jezik sa elementima nacionalne kulture, kvalitetna nastava na jezicima manjina, bukvari.

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PRIMERS IN THE ROMA LANGUAGE – STANDARD OF LETTERS AS A PREREQUISITE FOR QUALITY EDUCATION OF THE GIFTED

In Serbia, the Romani language with elements of national culture was studied in primary schools from the end of the 1990s through an optional subject. For the purposes of teaching, Romanologist Trifun Dimić designed the Romani Cyrillic alphabet and orthography with 37 letters. *Lil graphemengo – Palo angluno klaso of Fundo schoolgirls* [Primary - for the first grade of elementary school], printed by the Institute for Publishing Textbooks, Belgrade in 2000. The second Primer published by the Institute for Publishing Textbooks in Belgrade, 2018: *Grafemari – Rromani*

čhib e elementjenca nationally kulturake vas dujto klasake [Primer – Romani language with elements of national culture for the second grade] was printed for the needs of the implementation of the optional subject Romani language with elements of national culture in the territory of central and southern Serbia. The authors of the primer are Rajko Đurić and Ljuan Koko. When looking at both primers, we can conclude that in Vojvodina, the Cyrillic alphabet with 37 letters is used, while in central and southern Serbia, the alphabet with the Latin alphabet and 38 letters is used. In this paper, we will engage in research with the aim of establishing how the quality of teaching is monitored in two regions (Vojvodina and central Serbia) given the evident differences in the primers and what far-reaching consequences we can expect in the near future both for the use of the standard Romani script and for the quality of teaching in the Roma language, as well as for the gifted in the Roma population. The research will be conducted with Roma language teachers in four primary schools (two in Vojvodina and two in central Serbia) using the interview method.

Keywords: Romani language with elements of national culture, quality teaching in minority languages, primers.

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DAROVITI U DIGITALNOJ PARTICIPATIVNOJ KULTURI UČENJA

Teoretičar medija, Jenkins, govori o značaju participativnih medija, participativne kulture i učenja koje pretpostavlja da se znanja zajednički stvaraju, proširuju, prerađuju, organizuju, ocenjuju, oblikuju u različite tipove, što dalje implikuje potrebu jačanja zajedništva, timskog duha, poverenja, radno-euforičnog raspoloženja, prevazilaženje individualizma i egocentrizma. Saznanja ovog autora povezana su sa fenomenološkom sociologijom znanja (Schütz, Luckmann, Berger, 2003), teorijom diskursa Habermasove teorije komunikativnog delovanja (1981) kao i prakseološkim pristupom upotrebi social software. U radu će se analizirati osnovne medijske kompetencije koje predstavljaju glavni preduslov za uspešno učešće u participativnim procesima učenja i prevazilaženju mogućih barijera vezanih za podelu znanja. Društvena stvarnost koja se darovitima ograničeno predstavlja kao

objektivni, nepomični, individualni prostor za delovanje i horizont mogućnosti, zapravo je konstruisana tokom redovno ponavljajućih interakcija u različitim krugovima i kontekstima i stalno joj je potrebna obnova. Transfer informacija, naučnih i kulturnih dobara između društva i pojedinaca se odvija stalno u oba pravca, od pojedinca ka društvu i od društva ka pojedincu. Fenomenološka sociologija znanja istražuje ove kompleksne veze individualne i kolektivne stvarnosti pomoću analize transmisionih mehanizama između svakodnevnih, nediskutabilnih, posredujućih institucija i zajedničkog znanja pojedinca. Aktivna upotreba interneta kod darovitih zahteva znanje, rutine, šablon tipiziranja, kao i strukture važnosti, koji su delimično preuzeti iz života van interneta, a delimično su nastali u participaciji sa drugim aktivnim korisnicima, ali funkcionišu i u svetu van interneta.

Ključne reči: participacija, participativna kultura, medijske kompetencije, učenje.

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GIFT IN A DIGITAL PARTICIPATIVE CULTURE OF LEARNING

A media theorist, Jenkins talks about the importance of participatory media, participatory culture and learning, which assumes that knowledge is jointly created, expanded, processed, organized, evaluated, shaped into different types, which further implies the need to strengthen togetherness, team spirit, trust, work-euphoric moods, overcoming individualism and egocentrism. The knowledge of this author is related to the phenomenological sociology of knowledge (Schütz, Luckmann, Berger, 2003), the discourse theory of Habermas' theory of communicative action (1981), as well as the praxeological approach to the use of social software. The paper will analyze the basic media competencies that are the main prerequisite for successful participation in participatory learning processes and overcoming possible barriers related to knowledge sharing. The social reality that presents itself to the gifted as an objective, immovable, individual space for action and a horizon of possibilities, is actually constructed during regularly recurring interactions in different circles and contexts and is constantly in need of renewal. The transfer of information, scientific and cultural goods between society and individuals takes place constantly in both directions, from individual to society and from society to individual. Phenomenological sociology of knowledge investigates these complex connections of individual and collective reality by analyzing the transmission mechanisms between everyday, non-disputable, mediating institutions and the shared knowledge of the individual. The active use of the Internet by the gifted

requires knowledge, routines, typing patterns, as well as structures of importance, which are partly taken from life outside the Internet, and partly created in participation with other active users, but also function in the world outside the Internet.

Keywords: participation, participatory culture, media competences, learning.

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ОПШТАТА ИНТЕЛЕКТУАЛНА СПОСОБНОСТ И МОТИВАЦИЈАТА КАЈ НАДАРЕНИТЕ И ТАЛЕНТИРАНИТЕ УЧЕНИЦИ

Овој труд го истражува односот помеѓу општата интелектуална способност (Deniels, 1977) и трите мотивациски варијабли (мотив на постигнување - OP, емоционална самоконтрола – PE и емоционална инхибиција – NE), (Havelka i Lazarevič, 1981) кај надарените и талентираните и просечните ученици. На намерен примерок од 230 ученици (115 надарени и талентирани ученици и 115 просечни ученици) од третиот класификационен период од повеќе основни школи во Република Северна Македонија беа применети: Тестот за резонирање на ликови (TRL) – тест за мерење на општата интелектуална способност – и Тестот за мерење на општиот мотив на постигнување – (MOP). Резултатите до кои се дојде во ова истражување покажуваат статистички значајна позитивна поврзаност помеѓу општата интелектуална способност и општиот мотив на постигнување. Истовремено, статистички значајна поврзаност има и помеѓу општата интелектуална способност и емоционалната самоконтрола и стабилност. Резултатите не покажаа статистички значајна поврзаност помеѓу општата интелектуална способност и емоционалната инхибиција и нестабилност. Ова истражување ќе придонесе кон зголемување на емпириските сознанија од областа на надареноста и талентираноста. Освен тоа, важноста е во примената на наодите од истражувањето за зголемување на ефективностa на наставата од содржински, методолошки и организациски аспект, односно придонес кон организиран едукативен третман на надарените ученици. Или, како може да се подобри образованието на интелектуално надарените ученици и да се спречи нивното академско потфрлување.

Клучни зборови: општа интелектуална способност, општ мотив на постигнување; емоционална самоконтрола, емоционална инхибиција, надарени и талентирани ученици, просечни ученици.

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GENERAL INTELLECTUAL ABILITY AND MOTIVATION IN GIFTED AND TALENTED STUDENTS

This study researches the relationship between the general intellectual ability (Daniels, 1977) and three motivational variables (achievement motive – OP, emotional self-control – PE and emotional inhibition - NE), (Havelka i Lazarevič, 1981) in gifted and talented and average students. On purposive sample of 230 students (115 gifted and talented students and 115 average students) from the third classification period from several primary schools in the Republic of North Macedonia were applied: The Character Reasoning Test (TRL) – a test for measuring general intellectual ability and The test to measure the general achievement motive – (MOP). The results obtained in this research show a statistically significant positive relationship between general intellectual ability and general achievement motivation. At the same time, there is a statistically significant relationship between general intellectual ability and emotional self-control and stability. The results showed no statistically significant association between general intellectual ability and emotional inhibition and instability. This research will contribute to the increase of empirical knowledge in the area of giftedness and talent. In addition, it is important to apply the research findings to increase the effectiveness of teaching from a content, methodological and organizational point of view, ie to contribute to organized educational treatment of gifted students. Or, how can the education of the intellectually gifted students be improved and their academic failure prevented.

Keywords: general intellectual ability, general motive of achievement, emotional self-control, emotional inhibition, gifted and talented students, average students.

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Udruženje STVARALAC U NAMA

KOMPLEKSNOŠĆ DAROVITOSTI U KULTURI UČENJA GLEDANA OČIMA TEHNOLOGIJE STVARALAČKE INTELIGENCIJE

Šta je u kulturi učenja zrelo za promene? Šta bi se desilo kao posledica ukoliko bi se ugao posmatranja darovitosti sagledavao iz šire vrednosne orijentacije? Šta bi se postiglo u proaktivnosti, voljnoj prisutnosti učenika? Koje resurse imamo koji su nam potrebni kako bismo podržali aktiviranje darovitosti ma u kom polju i stepenu postojanja? Umetnost trajanja podrazumeva podešavanja, prepakivanja, provetravanja, spremnost na hrabrija menjanja u sistemu rada i pristupa učenju.

Darovitost, talenat, njihov razvoj, nega i delanje kroz vreme sa rastom i razvojem u više nivoe direktno je zavisan i povezan sa učenjem koje na dalje mora negovati inovativnijim pristupima. Talenat i dar žive i razvijaju se daleko bolje, stabilnije i perspektivnije u ambijentu individue u kojoj vlada balans. Ova vrsta težnje i ciljanja u istraživanju i predloga funkcionisanja podrazumeva relaksiran i posvećen rad na emotivnoj slobodi, razumevaju emocija, uključivanje podrške detektovanju svih faza samospoznaje, nege i rada sa logičkim i nadlogičkim pristupima sagledavanja. Ovakav model rada podrazumeva negu ozbiljne igre i razigranog istraživanja, podrazumeva treniranje gipkosti leve i desne strane mozga kao i posmatranje našeg bića u punom multidimenzionalnom psihofizičkom i eteričnom prostoru i kapacitetu. Cilj ovoga rada je da se studijom slučaja proveri: u kojoj meri dostojanstveno davanje na značaju daru i darovitosti, ma u kom vidu, direktno utiče ne samo na razvoj dara u talenat i trajanje u istom, već koliko ova vrsta samospoznaje direktno podržava život individue ukupno, kao i njenu otvorenost i pristup svemu što život jeste. Kroz dijalog i interaktivni radionički rad došlo se do odgovora, refleksija, osvrta na prethodno postavljena pitanja, kao i do skice modela rada kroz Tehnologiju stvaralačke inteligencije. Osnovni nalazi istraživanja odnose se na sledeće konstatacije: nadahnuće, volja i poletnost koje dolazi iz ove vrste izvora ne mogu se meriti i porediti. Energija, pokrenuta ovakvim pristupom usmerava ukupnost individue ka jačem osećaju svrhe i želje za pomeranjem granica. Ova vrsta nagrade pokazala se kao neprocenjiva u pogledu uticaja na sledeće korake iste matrice. Tehnologija stvaralačke inteligencije nosi predlog i nudi alate, veštine i tehnologije, nosi inspiraciju kako možemo kvalitetnije trajati i kako možemo našu originalnost, autentičnost, primeniti na lični život, učenje, rad, na svakodnevne teme kojima želimo da se bavimo, na sve segmente, ključne vrednosti i polja razvoja.

Ključne reči: originalnost, trajanje, kultura učenja.

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THE COMPLEXITY OF GIFTEDNESS IN LEARNING CULTURE VIEWED THROUGH THE EYES OF TECHNOLOGY OF CREATORS INTELLIGENCE

What is ready for change in the learning culture? What would happen as a consequence if the angle of observation of giftedness was viewed from a broader value orientation? What would be achieved in terms of proactivity, willing presence of students? What resources do we have, that are needed as support for activation of giftedness in any field and level existence? The art of duration implies adjustments, repackaging, airing, readiness for the braver changes in the system of work and access to learning. Giftedness, talent, their development, care and activity over the time with growth and development to much higher levels. It is directly dependent and connected to learning, which must further be cherished in a more innovative approaches. Talent and gift live and develop far better, more stable and more promising in the environment of the individual in which balance is rulling. This kind

of aspiration and targeting in research and proposal of functioning, implies relaxed and dedicated work on emotional freedom, understanding emotions, including support for detection of all stages of self-awareness, care and work with logical and supra-logical approaches of perception. This model of work implies the care of a serious game and playful research. It involves training the flexibility of the left and right sides of the brain as well as an observation of our being in full multidimensional psycho physical and etheric space and capacity. The aim of this work with a case study is to verify following things: to what extent dignified giving gives importance to gift and giftedness, in whatever form directly influences not only the development of the gift into a talent and the duration of the same. How much this kind of self-knowledge directly supports the life of the individual as a whole, as well as his frankness and access to all that life is. Through the dialogue and interactive activities we reached answers, reflections and reviews of previously posed questions, as well as to the sketch of the model of work through the Technology of Creators Intelligence. The main discovery of the research refer to the following findings: Inspiration, will and enthusiasm that comes from this kind of sources cannot be measured and compared. The energy, triggered by this approach, directs the totality of the individual towards a stronger feeling of purpose and strong desire to push the boundaries. This type of reward has proven to be priceless in terms of impact on the next steps of the same mold. Creators Intelligence technology gives the proposition and offers tools, skills and technologies, it gives an inspiration of how we can last more qualitatively and how we can apply our originality, authenticity to our personal life, learning, work, to everyday topics that we want to deal with, to all segments, key values and fields of development.

Keywords: originality, duration, learning culture.

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ДАРОВИТОСТ, УЧЕЊЕ И КУЛТУРА

Разматрање појаве даровитости у култури учења изискује, да би се избегли могући неспоразуми, претходно појашњење појма даровитости као централног и два веома широка и значајна појма на које упућује синтагма „култура учења”: култура и учење. Из тог разлога се у овом раду најпре подсећа на нека од најпознатијих одређења тих појмова, указује на њихове предности и евентуалне непотпуности и недоречености уз покушај избора или опредељења за оне које би, по нашем мишљењу, била најприхватљивија у овом контексту. Затим се, укратко, разматрају односи између учења и културе из перспективе социјализације са посебним освртом на социјализацију даровитих. Имајући све то на уму, у преосталом делу рада се разматра синтагма „култура учења”, њена уобичајена одређења и примене, односно значај и сврсисходност у образовању

дече и адолесцената уопште и даровитих као посебне категорије младог поколења.

Кључне речи: даровитост, учење, социјализација, култура, култура учења.

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GIFTEDNESS, LEARNING, AND CULTURE

Consideration of the phenomenon of giftedness in the culture of learning requires, in order to avoid possible misunderstandings, a preliminary clarification of the concept of giftedness as central and two very broad and significant terms to which the phrase „learning culture” refers: culture and learning. For this reason, this paper first recalls some of the most well-known definitions of those terms, points out their advantages and possible incompleteness and vagueness with an attempt to choose or decide on those that, in our opinion, would be the most acceptable in this context. Then, briefly, the relationship between learning and culture is discussed from the perspective of socialization with special reference to the socialization of the gifted. Bearing all this in mind, the remaining part of the paper examines the phrase „learning culture”, its usual definitions and applications, i.e. the importance and expediency in the education of children and adolescents in general and the gifted as a special category of the young generation.

Keywords: giftedness, learning, socialization, culture, learning culture.

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PARADIGMA POŽRTVOVANJA U UMETNIČKOM STVARANJU I AKTUELNI KONTEKST (NE)KULTURE UČENJA

Požrtvovanost kao univerzalna, nadvremenska, filozofska, teološka, umetnička i jedina istina u dostizanju uzvišenih ciljeva, pa samim tim i u umetničkom podvigu paradigma je koja najviše strada u današnjem vremenu tzv. progresivizma u kojem je kompaktnost, odsustvo sposobnosti da se dâ žrtva ili učini bilo kakav veći intelektualni, fizički, emocionalni napor, način života. Još od perioda humanizma, čovečanstvo stvara sebi iluziju da je čovek merilo intelektualne i emocionalne moći i usmerava svoj razvoj najviše ka pojednostavljenju i komociji života. Ceo tehnološki razvoj čovečanstva zasniva se na želji za pojedostavljanjem svakodnevnog činjenja. Da li je taj pravac zaista pravac napredovanja, veliko je pitanje u današnjem vremenu. Umetnik koji nije sposoban da učini napor i da živi u požrtvovanosti, osuđen je na osrednjost iz koje slede kompleksi, psihološka

osetljivost i mnoge druge neželjene konsekvence. Da li je moguće nešto ispraviti, veliko je pitanje.

Ključne reči: požrtvovanost, umetnik, istina, razvoj.

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THE PARADIGM OF SACRIFICE IN ARTISTIC CREATION AND THE CURRENT CONTEXT OF THE (NON)CULTURE OF LEARNING

Sacrifice as universal, timeless, philosophical, theological, artistic and the only truth in reaching lofty goals, and therefore in artistic achievement, is the paradigm that suffers the most in today's time of so-called progressivism in which complacency, the absence of the ability to sacrifice or do anything what greater intellectual, physical, emotional effort, way of life. Ever since the period of humanism, humanity has created the illusion that man is the measure of intellectual and emotional power and directs its development mostly towards the simplification and commotion of life. The entire technological development of mankind is based on the desire to simplify everyday activities. Whether that direction is really the direction of progress is a big question in today's time. An artist who is not capable of making an effort and living in self-sacrifice is condemned to mediocrity, from which complexes, psychological sensitivity and many other unwanted consequences follow. Whether it is possible to correct something is a big question.

Keywords: sacrifice, artist, truth, development.

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JEZIČKI DAROVITI STUDENTI U NOVOJ KULTURI UČENJA

Našavši se u vremenu pandemije i neophodnosti izvođenja nastave na daljinu, profesori stranih jezika i njihovi studenti su se suočili sa mnoštvom izazova. Jedan od njih bio je i odabrati sadržaje, nastavne oblike i metode adekvatne za ovakav vid nastave. U ovoj situaciji našli su se i jezički daroviti studenti, kojima je bilo neophodno ponuditi nešto drugačije i izazovno. U radu se koristi deo rezultata jednog šireg istraživanja sprovedenog sa ciljem da se utvrdi koje nastavne oblike, sadržaje i metode nastave na daljinu smatraju posebno pogodnima za učenje stranog jezika, a koje doživljavaju kao nepogodne i otežavajuće. Pomenutim delom rezultata

obuhvaćeni su jezički daroviti studenti, čiji su odgovori ovde posebno sagledavani i analizirani. Pošavši od hipoteza da studenti generalno, pa i jezički daroviti studenti ne koriste dovoljno IKT mogućnosti za učenje drugih stranih jezika (nemačkog i ruskog) van nastave i da jezički daroviti studenti cene i preferiraju rad na stvarnom jezičkom materijalu, te da će kao zanimljive i korisne izabrati primenu video materijala, virtuelne ekskurzije, istraživanje internet izvora i prezentovanje prikupljenog sadržaja i uključivanje u onlajn pričaonice na jeziku koji se uči, metodom sistematskog neeksperimentalnog posmatranja, uz upotrebu upitnika Likertovog tipa, izvedeno je istraživanje na prigodnom uzorku studenata Učiteljskog fakulteta u Beogradu i Visoke strukovne vaspitačke i medicinske škole u Vršcu. Rezultati istraživanja potvrdili su postavljene hipoteze da studenti van nastave ne koriste IKT mogućnosti za učenje nemačkog i ruskog jezika, kao i da u radu na realnom jezičkom materijalu vide nešto smisleno, te to za njih predstavlja „pravu stvar”. U radu se analiziraju dobijeni odgovori i razlike u viđenju istih zadataka u zavisnosti od toga da li je reč o jezički darovitim studentima i nude ideje i sugestije za dodatni i personalizovani rad sa ovim studentima.

Ključne reči: jezički daroviti studenti, strani jezik, IKT.

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LINGUISTICALLY GIFTED STUDENTS IN A NEW LEARNING CULTURE

Finding themselves in the time of the pandemic and the necessity of distance teaching, professors of foreign languages and their students have faced many challenges. One of them was to choose contents, teaching forms and methods adequate for this type of teaching. Also linguistically gifted students found themselves in this situation, and it was necessary to offer them something different and challenging. The paper uses part of the results of a wider research conducted with the aim of determining which teaching forms, contents and methods of distance learning are considered particularly suitable for learning a foreign language, and which they perceive as unsuitable and difficult. The aforementioned part of the results includes linguistically gifted students, whose answers have been specially reviewed and analyzed here. Starting from the hypothesis that students in general, even linguistically gifted students, do not use enough ICT opportunities to learn other foreign languages (German and Russian) outside of class and that linguistically gifted students value and prefer working on real language material, and find that interesting and useful, choose the application of video materials, virtual excursions, research of Internet sources and presentation of the collected content and participating in online chat rooms in the language being learned, the research was carried out on a convenient sample of students of Faculty of Teacher Education in

Belgrade and Preschool Teacher Training and Medical College in Vršac using the method of systematic non-experimental observation, and Likert-type questionnaires. The results of the research confirmed the hypothesis that students do not use ICT opportunities to learn German and Russian outside of class, as well as that they see working on real language material as something meaningful, and that it is the „right thing” for them. The paper analyzes the answers received and the differences in the perception of the same tasks depending on whether the students are linguistically gifted or not and offers ideas and suggestions for additional and personalized work with linguistically gifted students.

Keywords: linguistically gifted students, foreign language teaching, ICT.

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KOMPLEKSNOST DAROVITOSTI U KULTURI UČENJA

Savremeno društvo svojim razvitkom postaje sve složenije, samim tim i organizovanje nastave predstavlja kompleksan zadatak, naročito kad je reč o darovitim učenicima. Nastavu je potrebno organizovati tako da se bazira na principima koji će podržavati rast i razvoj darovitosti kod učenika. Taj zadatak svakako da nije lak i jednostavan, jer je potrebno fokusirati se na jedinstveni obrazac snaga, grupisanje učenika prema interesovanjima ili sposobnostima, brz razvoj osnovnih veština, obogaćivanje individualnih interesovanja itd. U radu se sagledavaju aspekti kompleksnosti darovitih u savremenoj kulturi učenja i ukazuje na potrebu dubljeg sagledavanja kompleksnosti darovitosti u kulturi učenja, koja i sama nije još dovoljno izrasla do nivoa kojim bi mogla da odgovara na izazove kompleksnosti darovitih i očekivanja savremenog sveta od njihovih sposobnosti. U ovom smislu posmatra se aspekt digitalnih medija iz ugla mogućnosti kojima mogu bitno da odrede ukupnu komunikaciju i interakciju pojedinca, jer internet u novoj kulturi učenja nije dovoljno posmatrati samo kao izvor informacija, ili kao mogućnost saradnje, komunikaciju i sl., nego bi trebalo da dostigne nivo upotrebe u smislu proširene mogućnosti za ostvarivanje participacije, saradnje, komentarisanja, socijalne konstrukcije znanja, a time i samoartikulacije pojedinca putem učenja. Za ulogu medija u novoj kulturi učenja traže se mogućnosti da ima širu upotrebnu moć u kojoj glavna karakteristika može biti interaktivnost za saradnju učenika i mentora, učenika međusobno i to u širokom okruženju, ali uz ostvarenje osnovnog principa da poseduju velike motivacione mogućnosti. Uz prethodno diskutuju se i mogućnosti za tradicionalne oblike učenja, tehnike i medije učenja; knjige, udžbenici, časopisi i drugi tekstualni materijali i dalje će se čitati, jer će se znanje i dalje učvršćivati ponavljanjem, a veštine će se razvijati vežbanjem. Zaključuje se da svi novi oblici učenja često i nisu sasvim novi. Nov je aranžman u kojem se oni primenjuju, nove su i kombinacije u kojima se oni pojavljuju. Dakle, nova kultura učenja služi se i tradicionalnim oblicima učenja, ali se u prvi plan postavljaju novi oblici učenja koji

osiguravaju participaciju i aktivnost subjekta koji uči, za koji isti, još uvek ne nude ispunjenost uslova. Ovo pomeranje od tradicionalne ka novoj kulturi učenja ohrabruje one koji rade na podsticanju darovitih ka većim samoostvarenjima, zagovaranjem više participacije u izboru ciljeva, sadržaja i metoda učenja i saradnje sa drugima, ali ostaje pitanje: koliko će stvarnost sa standardima i obrazovnom politikom uopšte pratiti ove vizije, jer primena digitalnih medija ne dovodi sama po sebi bolje ishode u obrazovanju, nego je ista tek otkriven prozor, stvoren prostor, ili pomoćno sredstvo za razvoj nove kulture učenja. Nadajmo se da će ovi obećavajući koraci imati više sreće od onih sa početka prošloga veka, na čijim su se idejama stacionirali.

Ključne reči: kompleksnost darovitosti, obrazovanje, kultura učenja.

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THE COMPLEXITY OF GIFTEDNESS IN A LEARNING CULTURE

With its development, modern society is becoming more and more complex, therefore organizing classes is a complex task, especially when it comes to gifted students. Teaching needs to be organized so that it is based on principles that will support the growth and development of giftedness in students. This task is certainly not easy and simple because it is necessary to focus on a unique pattern of strengths, grouping students according to interests or abilities, rapid development of basic skills, enrichment of individual interests, etc. The paper examines the aspects of the complexity of the gifted in the modern learning culture and points to the need for a closer look at the complexity of the gifted in the learning culture, which itself has not yet grown to the level where it could respond to the challenges of the complexity of the gifted and the expectations the modern world has for their abilities. In this sense, the aspect of digital media is viewed from the point of view of the possibilities that can significantly determine the overall communication and interaction of an individual, because in the new learning culture it is not enough to see Internet only as a source of information, or as an opportunity for cooperation, communication, etc., but it should reach the level of use in the sense of expanded opportunities for participation, cooperation, commenting, social construction of knowledge, and thus self-articulation of the individual through learning. For the role of the media in the new learning culture, opportunities are sought to have a wider useful power in which the main characteristic can be interactivity for the cooperation of students and mentors, students among themselves and in a wide environment, but with the realization of the basic principle to possess great motivational possibilities. In addition to the mentioned, possibilities for traditional learning habits, techniques and learning media are discussed; books, textbooks, magazines and other textual materials will continue to be read, as knowledge will continue to be consolidated through repetition and skills will continue to be developed through practice. It is concluded that all new forms of learning are often not entirely new. New are the arrangement in which they are applied and the combinations in which they appear.

Therefore, the new learning culture also uses traditional forms of learning, but new forms of learning that ensure the participation and activity of the learning subject are placed in the foreground, for whom they still do not offer the fulfillment of the conditions. This shift from the traditional to the new learning culture encourages those who work to encourage the gifted towards greater self-realization, by advocating more participation in the choosing of goals, content and methods of learning and cooperation with others, but the question remains: how far will the reality with standards and educational policy in general vision follow this, because the application of digital media in itself does not lead to better outcomes in education, it is rather a newly opened window, a created space, or an auxiliary mean for the development of a new learning culture. Let's hope that these promising steps will have better luck than those from the beginning of the last century, on which ideas they were stationed.

Keywords: complexity of giftedness, education, learning culture.

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TREBA LI UČINKOVIT UČITELJ DAROVITIH UČENIKA TAKOĐER BITI DAROVIT?

Daroviti i talentirani učenici zahtijevaju promjene u školskoj okolini, kao što su promjene kurikuluma i ponašanja učitelja. Uspjeh i učinkovitost poučavanja darovitih učenika postaje važan problem, stoga se može postaviti slijedeće pitanje: Treba li učinkovit učitelj darovitih učenika također biti darovit? Na temelju znanstvenih istraživanja, može se dati prilično jednostavan odgovor: Ne. Međutim, učitelji trebaju imati mentalne sposobnosti i sposobnost razumijevanja svijeta – tj. domensko znanje, socijalne karakteristike – empatiju, humor, strast, entuzijizam (za uspostavljanje povezanosti s učenicima) i poznavati pedagoške strategije. Kako bi unaprijedili vještine i pedagoške strategije učitelja, ETC Hrvatska pruža tri nivoa usavršavanja: za odgajatelje u vrtićima, nastavnike osnovnih i srednjih škola te međunarodno usavršavanje Radboud International Training on High Ability (RITHA). U protekle četiri godine, školovano je 5 trenera, 24 RITHA specijalista i 53 praktičara.

Ključne riječi: daroviti, poučavanje, centri izvrsnosti.

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IN ORDER TO BE AN EFFECTIVE TEACHER FOR GIFTED STUDENTS, SHOULD TEACHER ALSO BE GIFTED?

Gifted and talented students require changes in the school environment, such as the instructional curriculum and teacher behaviours. Success and effectiveness in teaching gifted students becomes an important issue so following question can be raised: In order to be an effective teacher for gifted students, should teacher also be gifted? Based on the scientific research, answer to the question is simple: no. However, teacher should have mental abilities and understandings of the world – domain knowledge, social characteristics – empathy, humour, passion, enthusiasm (to establish relationship with students) and knowledge of pedagogical strategies. To improve skills and pedagogical strategies, ETC Croatia provides three levels of education, for kindergarten teachers, for primary and secondary school teachers and Radboud International Training on High Ability (RITHA) with Radboud University. In last four years, Centre trained 5 RITHA trainers, 24 RITHA Specialists, 53 RITHA Practitioners.

Keywords: gifted students, teachers, education, gifted education.

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IZAZOVI U PODSTICANJU DAROVITOSTI DECE PREDŠKOLSKOG UZRASTA

Rad se bavi načinima kojima se mogu holističkim pristupom procenjivati nivoi razvoja dece predškolske dobi, tj. identifikovati nivoi postignuća u oblastima u kojima pojedinci pokazuju izvanredna postignuća. U metaanalitičkom pristupu koristi se metod kritičke analize nalaza istraživanja o pomenutoj oblasti na osnovu koga se daju primeri iz prakse kojima se personalizuju postupci podsticaja razvoja metakognitivnih sposobnosti na predškolskom uzrastu, kao prvom koraku samoregulisanja učenja. Praktičnim primerima ukazuje se na načine intervenisanja u učenju sa ciljem širenja razmaka u postignućima u radu sa decom koja pokazuju visoka postignuća, kako bi se podsticale prednosti darovite dece i učenjem unapređivale njihove sposobnosti za učenje. Daju se primeri strategija i tehnika podsticanja veština učenja kojima se radi na razvoju uočenih potencijala darovitosti kod dece predškolskog uzrasta. Kvalitativnim istraživanjem posmatrano je kako vaspitači vide izazove u mogućnostima koje pruža sredina za kulturu učenja u smislu podrške razvoja potencijala darovite dece na predškolskom uzrastu. Nalazi

konstatuju da se izazovi vide u načinima podrške za razvoj socio-emocionalnih faktora darovite dece stvaranjem podsticajnog okruženja sinergijom uticaja roditelja, vaspitača i šire društvene zajednice.

Ključne reči: daroviti, predškolski uzrast, holistički pristup, kultura učenja.

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CHALLENGES IN ENCOURAGING GIFTEDNESS OF PRESCHOOL CHILDREN

This paper deals with the ways in which the levels of development of preschool children can be assessed with a holistic approach, i.e. identify levels of achievement in areas where individuals demonstrate outstanding achievement. In the meta-analytical approach, the method of critical analysis of research findings on the mentioned area is used, on the basis of which examples from practice are given that personalize the procedures for encouraging the development of metacognitive abilities at preschool age, as the first step of self-regulation of learning. Practical examples indicate ways of intervening in learning with the aim of widening the gap in achievements in working with children who show high achievements, in order to encourage the advantages of gifted children and improve their learning abilities through learning. Examples of strategies and techniques for encouraging learning skills are given, which are used to develop the perceived potential of giftedness in preschool children. Through qualitative research, it was observed how educators see challenges in the opportunities provided by the environment for a culture of learning in terms of supporting the development of the potential of gifted children at preschool age. The findings state that the challenges are seen in ways of supporting the development of socio-emotional factors of gifted children by creating a stimulating environment through the synergy of the influence of parents, educators and the wider social community.

Keywords: gifted, preschool age, holistic approach, learning culture.

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УТИЦАЈ УМЕТНИЧКЕ ДАРОВИТОСТИ НА КРЕАТИВНОСТ И ЕФЕКТЕ ХРИШЋАНСКОГ ОБРАЗОВАЊА

Циљ експлоративног истраживања, чији се налази у раду представљају, јесте да се утврди како уметничка и/или академска даровитост утиче на креативност и ефекте хришћанског образовања. У раду се тестира теза по којој уметнички и/или академски даровити вероучитељи, на креативнији и квалитетнији начин

изводе верску наставу, као савремени облик хришћанског образовања. Узорак чини 112 потенцијално уметнички и/или академски даровитих вероучитеља (они који су похађали уметничко школовање и/или остварили одређена уметничка постигнућа / они који су остварили висока академска постигнућа – просечне оцене успеха изнад 9,00). Предиктивне варијабле су: 1. пол, 2. похађање/непохађање основне и/или средње уметничке школе (музичка, ликовна, графика/дизајн), 3. остварење/неостварење уметничких постигнућа (учешће/награде на фестивалима/такмичењима инструменталним, хорским, фолклорним, или изложбама слика/икона), 4. просечан успех на студијама. Варијабле критеријума односе се на значај одређених врста уметности за хришћанско образовање. У овом истраживању коришћена је метода систематског неексперименталног посматрања, а као инструменти скале Ликертовог типа конструисане за потребе овог истраживања. Основни налази односе се на следеће: уметнички и академски даровити вероучитељи, у односу на остале, на креативнији и квалитетнији начин изводе верску наставу, развијајући код ученика, поред хришћанских знања и врлина, посебан смисао за узвишене, универзалне естетске вредности.

Кључне речи: хришћанско образовање, уметничка даровитост.

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THE INFLUENCE OF ARTISTIC GIFTEDNESS ON CREATIVITY AND EFFECTS OF CHRISTIAN EDUCATION

The aim of the exploratory research, the findings of which are presented in the paper, is to determine how artistic and/or academic giftedness affects creativity and the effects of Christian education. The paper tests the thesis that artistic and/or academically gifted religious teachers, perform religious education in a more creative and high-quality way, as a modern form of Christian education. The sample consists of 112 potentially artistically and/or academically gifted religious teachers (those who attended artistic schooling and/or achieved certain artistic achievements / those who achieved high academic achievements - average grades above 9.00). Predictive variables are: 1. gender, 2. attendance/non-attendance of primary and/or secondary art school (music, art, graphics/design), 3. accomplishment/failure of artistic achievements (participation/prizes at festivals/competitions (instrumental, choral, folklore), or exhibitions of paintings/icons), 4. average success in studies. Criterion variables refer to the importance of certain types of art for Christian education. The method of systematic non-experimental observation was used in this research, and Likert-type scales constructed for the purposes of this research were used as instruments. The main findings refer to the following: Artistic and academically gifted religious teachers, in comparison to others, perform religious education in a more creative and high-quality way, developing in students, in addition to Christian knowledge and virtues, a special sense for sublime, universal aesthetic values.

Keywords: Christian education, artistic giftedness.

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STRATEGII DIDACTICE ESENTIALE IN EDUCAREA COPIILOR SUPRADOTAȚI PROVENITI DIN DIFERITE MEDII SOCIO-CULTURALE

În prezenta lucrare dorim să accentuăm importanța valorizării copiilor supradotați, ei reprezentând motorul care pune în mișcare evoluția socio-culturală și economică a umanității. Este dovedit că supradotații provin din diferite medii sociale și din diferite zone geografice, însă ceea ce este deosebit de important de abordat este identificarea timpurie a acestora în ideea intervenției educaționale adecvate dotării native. Problema care intervine este modul în care fiecare societate valorizează talentele și copiii supradotați. Fără îndoială există o mare diferență între diferitele culturi în modul în care percep supradotarea, dar și în ceea ce privește atitudinea față de supradotați. Diferențele sunt evident marcate de dezvoltarea socio-economică, de cultură, de orientările politice, de lupta între elitism și egalitarism. Specialiștii studiind fenomenul supradotării și modul în care această problemă este abordată de diferitele politici educaționale din diferite zone geografice se constată o diferență foarte mare doar dacă ne referim la extreme, de la concepția vestică cum că doar o parte dintre copii se nasc cu înalt potențial și educația specializată este necesară, până la cel extrem estic care proliferază ideea că toți copiii se nasc cu potențial înalt și depinde doar de implicarea lor în învățare pentru a-l dezvolta. De aici și diferențele în modul de intervenție educațională și de elaborare a politicilor privind educația copiilor supraotați.

Cuvinte cheie: supradotare, diferențe culturale, valorizări, scopuri, intervenții educaționale.

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THE ESSENCE OF STRATEGIC METHODS FOR INCREASING THE QUALITY OF GIFTED EDUCATION IN A DIFFERENT CULTURAL AND SOCIAL BACKGROUND

In this paper, we want to emphasize the importance of valuing gifted children, as they represent the engine that sets in motion the socio-cultural and economic evolution of humanity. It is proven that the gifted come from different social backgrounds and from different geographical areas, but what is particularly important to address is their early identification so as to offer them educational

intervention appropriate to the native endowment. The issue that comes in is how each society values talents and gifted children. Undoubtedly there is a great difference between different cultures in the way they perceive giftedness, but also in terms of the attitude towards the gifted. The differences are obviously marked by socio-economic development, culture, political orientations, the struggle between elitism and egalitarianism. Specialists studying the phenomenon of giftedness and the way in which this problem is approached by the different educational policies in different geographical areas notice a very big difference only when referring to extremes. The western conception that only a part of the children are born with high potential and thus specialized education is necessary, to the extreme east that proliferates the idea that all children are born with high potential and it is only about their involvement in learning to develop it. Hence the differences in educational intervention and the development of policies regarding the education for the gifted.

Keywords: giftedness, cultural differences, values, goals, educational interventions.

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EMPATIJA KAO „KULTURA” PERSONALNOG RAZVOJA I UČENJE DAROVITIH

Kada govorimo o empatiji, gotovo uvek se tvrdi da svi znamo šta ona znači, kao i kako se empatijski ponašati. Predmet istraživanja je bilo utvrđivanje razlika u emocionalnim kompetencijama učitelja i direktora u Republici Severnoj Makedoniji i Republici Sloveniji. Osnovni problem u radu bio je ispitati emocionalne kompetencije učitelja i direktora i njihovu ulogu u procesu učenja u osnovnim školama. U radu smo pošli od generalne teze da postoje razlike u emocionalnoj kompetenciji između nastavnika i direktora. Uzorak čini 100 učitelja i direktora iz R. S. Makedonije i Republike Slovenije. Za dobijanje empirijskih rezultata koristili smo upitnik emocionalne kompetencije (UEK-45 Vladimira Taksiša). Upitnik ispituje nivo emocionalnih kompetencija koji se manifestuju preko promatranja i razumevanja emocija, izražavanja emocija, kao i kontrole i regulacije emocija. Krajnji cilj nam je bio uporediti rezultate ove dijagnostičke studije i predložiti pedagoške mere kako da emocionalna kompetencija, posebno empatija bude deo kulture učenja darovitih. Preliminarni nalazi nam omogućuju da sagledamo kako je empatija značajna u ličnom razvoju darovitih, a posebno u procesu učenja. Tako da bi ista trebala da se u personalnom razvoju neguje kao deo „kulture” međuljudskih odnosa u obrazovanju svih, a posebno darovitih, koji, kako istraživanja konstatuju nisu zaštićeni od ranjivosti.

Ključne reči: empatija, učenje empatije, personalni razvoj darovitih.

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EMPATHY AS A „CULTURE” OF PERSONAL DEVELOPMENT AND LEARNING OF THE GIFTED

When we talk about empathy, it is almost always claimed that we all know what it means and how to behave empathically. The main intention of this research was to examine the emotional competencies of teachers and principals and their role in the learning process in elementary schools. The research task was to determine the differences in the emotional competencies of teachers and principals in the Republic of North Macedonia and the Republic of Slovenia. In this paper, we have started from the general thesis that there are differences in emotional competence between teachers and principals. The sample consists of 100 teachers and principals from R. N. Macedonia and the Republic of Slovenia. To obtain empirical results, we have used the emotional competence questionnaire (UEK-45 by Prof. Dr. Vladimir Taksiš). The questionnaire examines the level of emotional competencies that are manifested through observation and understanding of emotions, expression of emotions, as well as control and regulation of emotions. Our ultimate goal was to compare the results of this diagnostic study and to propose pedagogical measures to make emotional competence, especially empathy, part of the learning culture of the gifted. Preliminary findings allow us to see how empathy is particularly important in the personal development of the gifted, and especially in the learning process. Thus, it should be nurtured in personal development as part of the „culture” of interpersonal relations in the education of everyone, especially the gifted, who, according to research, are not protected from vulnerability.

Keywords: empathy, learning empathy, personal development of the gifted.

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РАЗЛИКИ ВО ЕМОЦИОНАЛНИТЕ КОМПЕТЕНЦИИ ПОМЕЃУ НАСТАВНИЦИТЕ ОД Р. СЛОВЕНИЈА И Р. С. МАКЕДОНИЈА И НАДАРЕНИ

Во последните децении од човековото живеење забележително е дека грижата за емоционалниот живот значително заостанува. Од тие причини неопходно е да се стави посебен акцент на реафирмација на значењето на емоциите во секојдневниот и професионалниот живот. Оттука мора да се сложиме со констатациите дека емоционалните компетенции се тесно поврзани со успехот

на човекот во неговиот професионален и личен развој. Како основен проблем во трудот се јавуваат емоционалните компетенции помеѓу наставниците од Р. Словенија и Р. С. Македонија во основните училишта. Притоа како предмет на истражување се разликите во емоционалните компетенциите помеѓу наставниците од основните училишта во Р. Словенија и Р. С. Македонија. За да се утврдат разликите во емоционалните компетенции помеѓу наставниците го спроведовме интерционалниот прашалник за емоционална интелигенција од еминентниот проф.д-р Такшиќ, во кој беа инволвирани 120 наставници од основните училишта од Р. Словенија и Р. С. Македонија, по 60 од двете држави. Резултатите од истражувањето индицираат дека постојат значителни разлики во емоционалните компетенции помеѓу наставниците од основните училишта во Р. Словенија и Р. С. Македонија. Наодите се гледаат од гледна точка на значењето на надареноста. Сметаме дека овој труд ќе даде една јасна слика за состојбата во основните училишта за степенот и разликите во емоционалните компетенции помеѓу наставниот кадар, како и еден мотив за подобрување на истите.

Клучни зборови: емоционални компетенции, наставници, основни училишта.

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DIFFERENCES IN EMOTIONAL COMPETENCES BETWEEN TEACHERS FROM THE REPUBLIC OF SLOVENIA AND THE REPUBLIC OF NORTH MACEDONIA

In the last decades of human existence, it has become noticeable that the care for the emotional life lags significantly behind. For those reasons, it is necessary to put a special emphasis on reaffirming the meaning of emotions in everyday and professional life. Hence, we must agree with the findings that emotional competence is closely related to a person's success in his professional and personal development. As a basic problem in the paper, the emotional competences between the teachers from the Republic of Slovenia and the Republic of North Macedonia in primary schools appear. The subject of research is the difference in emotional competence between primary school teachers in the Republic of Slovenia and the Republic of North Macedonia. The findings are viewed from the point of view of the meaning of giftedness. We believe that this paper will give a clear picture of the situation in elementary schools regarding the degree and differences in emotional competencies between the teaching staff, as well as a motive for their improvement.

Keywords: emotional competence, teachers, primary schools.

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POTENCIJAL DVOSTRUKE POSEBNOSTI U PODRUČJU OBRAZOVANJA DAROVITIH

U području obrazovanja darovitih posebno mjesto zauzimaju učenici s dvostrukom iznimnošću. Ova skupina darovitih učenika ima složene obrazovne potrebe, a istraživanja pokazuju da su u pedagoškoj praksi često marginalizirani ili ostaju neidentificirani. Ako se ne identificiraju kao dvostruko iznimni, mogu proći potpuno nezamijećeni po pitanju darovitosti, teškoća ili oboje te mogu ostati bez potrebne podrške. Izostanak pedagoške intervencije može se reflektirati na izostanak njihove uspješnosti te može imati negativne posljedice na njihov socio-emocionalni razvoj. Dvostruko posebni učenici u tom slučaju najveći dio svoje energije usmjeravaju na prikrivanje svojih slabosti i nedostataka a ne na razvoj potencijala koji imaju. Dosadašnja istraživanja potvrđuju da je školovanje djece s dvostrukom posebnošću vrlo frustrirajuće te da je popraćeno neugodnim emocionalnim reakcijama učenika i njihovih roditelja. Nalazi istraživanja potvrđuju da se kod učenika javlja niska razina samopoštovanja te sumnja u vlastite sposobnosti, a roditelji najčešće ne nalaze dostatnu podršku unutar školskog sustava već je traže izvan. Autori ovoga rada usmjerili su se u empirijskom dijelu istraživanja na roditeljsku perspektivu. Instrument istraživanja čini polustrukturirani intervju a glavna istraživačka pitanja su usmjerena na iskustvo roditelja vezano uz otkrivanje i identifikaciju dvostruke posebnosti njihove djece te izazove i prepreke koje se javljaju u školskom sustavu. Premda je fenomen dvostruke posebnosti vrlo specifičan, kompleksan i jedinstven, autori su postavili za cilj empirijskoga dijela rada izdvojiti neke zajedničke karakteristike vezane uz dvostruku posebnost vodeći se roditeljskom perspektivom. Uvažavajući iskustva roditelja autori zaključuju da su od iznimne važnosti suradnički odnosi škole i obitelji kako bi se prepoznale jedinstvene potrebe koje imaju dvostruko izuzetni učenici i kako bi im se pružila adekvatna podrška.

Ključne riječi: dvostruka posebnost, roditelji, učenici s teškoćama, obrazovanje darovitih.

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THE POTENTIAL OF A 2E STUDENTS IN THE FIELD OF GIFTED EDUCATION

In the field of gifted education, a special place is occupied by students with *twice-exceptionality* (2E). This group of gifted students has complex educational needs, and research shows that they are often marginalized or remain unidentified in pedagogical practice. If they are not identified as dually exceptional, they may go completely unnoticed in terms of giftedness, disability, or both, and may be left without the support they need. The absence of pedagogical intervention can reflect on their lack of success and can have negative consequences on their socio-emotional development. *Twice exceptional* students in that case focus most of their energy on covering up their weaknesses and shortcomings and not on developing their potential. Previous research confirms that the education of children with 2E is very frustrating and that it is accompanied by unpleasant emotional reactions of students and their parents. Research findings confirm that they have a low level of self-esteem and doubt their own abilities, and parents most often do not find sufficient support within the school system, but seek it outside. The authors of this paper are focused on the parental perspective in the empirical part of the research. The research instrument consists of a semi-structured interview, and the main research questions are focused on the experience of parents related to the discovery and identification of the double *exceptionality* of their children and the challenges and obstacles that arise in the school system. Although the phenomenon of double *exceptionality* is very specific, complex and unique, the authors set the objective of the empirical part of the paper to single out some common characteristics related to double *exceptionality*, guided by the parental perspective. Respecting the experiences of the parents, the authors conclude that it is extremely important to have cooperative relations between the school and the family in order to recognize the unique needs of *twice exceptional* students and to provide them with adequate support.

Keywords: double exceptional, parents, students with special needs, gifted education.

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„RUŽIČASTE NAOČALE” – FENOMENI MEDIJSKOG POSREDOVANJA U PERCEPCIJI FENOMENA DAROVITOSTI I KREATIVNOSTI

Kompleksnost fenomena darovitosti i kreativnosti, zahtijeva sofisticiran pristup u percepciji djece, mladih i odraslih. U radu će biti analizirani fenomeni medijskog posredovanja, psihologije medija i fenomena darovitosti iz ugla „ružičastih naočala” – percepcije djece i mladih. U sklopu medijske pismenosti mladih, putem medijskih sadržaja, na originaln način ćemo ukazati na fenomene medija, koji (ne) mogu doprinijeti razumijevanju fenomena darovitosti i kreativnog ponašanja mladih. Primjeri kreativne produkcije su filmovi: Prozor u zid, Ružičaste naočale, Zarobljeni – u sklopu medijskog posredovanja i emocija. U okviru holističkog pristupa obrazovanju darovitih, analiziraćemo psihološki program „Da rastemo zajedno-komunikaciju zasnovanu na ljubavi, slobodi i radoznalosti” (Krneta, Lj., 2021) online. Percepcije mladih u opažanju savremenih medija, ukazuju na nevjerovatan fenomen razumijevanja medija, emocionalnosti, medijske pismenosti i kreativnog ponašanja. Dijalog sa medijima, izražava snažne poruke djece i mladih. Istovremeno, ukazuje na kritičan odnos i percepciju posredovanih sadržaja: neverbalne komunikacije, neodvojivosti i napetosti koju ispoljava unutrašnje biće mladih... i(ili) šta roditelji ne bi trebali znati, duboku udubljenost i osjećanost, nadahnutost, originalnost. Sve ukazuje na opažanje drugačijeg pristupa (holističkog) u posredovanju medijskih sadržaja, fenomena darovitosti i psihologije mladog bića.

Ključne riječi: ružičaste naočale, holistički pristup, daroviti.

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„ROSED GLASSES” – PHENOMENA OF MEDIA MEDIATION IN THE PERCEPTION OF THE PHENOMENA OF GIFT AND CREATIVITY

The complexity of the phenomenon of giftedness and creativity requires a sophisticated approach in the perception of children, young people and adults. The paper will analyze the phenomena of media mediation, media psychology and the phenomenon of giftedness from the perspective of „rose-colored glasses” – the perception of children and young people. As part of the media literacy of young people, through media content, we will point out in an original way the phenomena of the media, which (cannot) contribute to the understanding of the phenomenon of giftedness and creative behavior of young people. Examples of creative production are the films: Window in the Wall, Pink Glasses, Trapped – as part of media

mediation and emotions. Within the framework of a holistic approach to gifted education, we will analyze the psychological program „To grow together – communication based on love, freedom and curiosity” (Krneta, Lj., 2021) online. Perceptions of young people in observing contemporary media indicate an incredible phenomenon of media understanding, emotionality, media literacy and creative behavior. Dialogue with the media expresses strong messages from children and young people. At the same time, it indicates a critical relationship and perception of mediated content: non-verbal communication, inseparability and tension manifested by the inner being of young people... and/or what parents should not know, deep depth and sensibility, inspiration, originality. Everything points to the perception of a different approach (holistic) in mediating media content, the phenomenon of giftedness and the psychology of a young being.

Keywords: rosed glasses, holistic approach, gifted.

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KONTEKST I ORGANIZACIONE PROMENE U OBRAZOVANJU DAROVITIH TOKOM PANDEMIJE COVID-19 U HRVATSKOJ, SRBIJI I SLOVENIJI¹

Iako su postojale studije koje su istraživale neke aspekte obrazovanja na daljinu i obrazovno iskustvo različitih učesnika obrazovnog procesa tokom pandemije Covid-19, nedostaju podaci i studije koje su istraživale kontekst i efekte organizacionih promena u obrazovanju tokom pandemije na darovite učenike. Ovaj rad je deo šire kvalitativne studije o efektima pandemije Covid-19 na obrazovanje u Hrvatskoj, Srbiji i Sloveniji koja je posebno obuhvatila i darovite učenike (osnovne i srednje škole). U prvom delu rada razmatraju se neke osnovne karakteristike pristupa darovitim učenicima, postupci identifikacije i podrška za darovite učenike u tri zemlje. U drugom delu rada razmatraju se organizacione promene u vanrednim okolnostima tokom pandemije. Pokazalo se da se, pored sličnosti i razlika u pristupu, u sve tri zemlje regiona daroviti učenici mogu smatrati ranjivom grupom.

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Ključne reči: daroviti učenici, pandemija Covid-19, podrška darovitim učenicima, komparativna studija.

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CONTEXT AND ORGANIZATIONAL CHANGES IN GIFTED EDUCATION DURING THE COVID-19 PANDEMIC IN CROATIA, SERBIA AND SLOVENIA²

Although there were studies that investigated some aspects of remote education and educational experience of different stakeholders during the Covid-19 pandemic, there is lack of data and studies that explored context and effects of organizational changes in education during the pandemic on gifted students. This work is part of the wider qualitative study about the effects of the Covid-19 pandemic on schooling in Croatia, Serbia and Slovenia that specifically included gifted students (both from elementary and secondary schools). In the first part of the work, some basic characteristics of access to the gifted, identification procedures and support for gifted students in three countries are discussed. In the second part of the work, organizational changes in emergency circumstances during the pandemic are considered. It is shown that, besides similarities and differences in approach, gifted students can be considered a vulnerable group in all three countries of the region.

Keywords: gifted students, Covid-19 pandemic, provisions for gifted students, comparative study.

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JOŠ JEDNOM O REFLEKSIJI KAO NASTAVNOM I EVALUATIVNOM METODU

Autorka će govoriti o refleksiji kao nastavnom i evaluativnom metodu i istaći njene prednosti u nastavi na univerzitetskom nivou, primerima iz lične pedagoške prakse. Izlaganje je zamišljeno kao nastavak prošlogodišnjeg, u kojem je bilo reći o refleksiji kao nastavnom i evaluativnom metodu u nastavi interkulture komunikacije koja se tokom proteklih akademskih godina odvijala na Univerzitetu Madeira u Portugaliji. Interkulturalna komunikacija je bila ponuđena kao izborni predmet, koji je bio veoma popularan među studentima na Erasmus razmeni. Studenti su bili u prilici da se putem refleksivnog izveštaja na kraju kursa osvrnu na iskustvo stečeno tokom pohađanja kursa i identifikuju veštine i kompetencije koje su, po sopstvenom uverenju, stekli i razvili. Trebalo je nešto reći i o tome da li očekuju da će te novostečene veštine biti od koristi u budućoj profesionalnoj afirmaciji. Očekivan dijapazon odgovora kretao se u domenu interkulturnih i interpersonalnih veština, za koje se pretpostavljalo da će ih studenti izdvojiti. Preliminarna analiza rezultata, međutim, pokazuje i čitav niz dodatnih tema koje su studenti otvarali, ističući prednosti nastave interkulturalnosti. Tako su se studenti u svojim refleksivnim izveštajima osvrnuli na pitanja tolerantnosti, empatije, tehnika aktivnog slušanja sagovornika itd., dok su se među izdvojenim veštinama našle liderske i organizacione sposobnosti, bolje vremensko organizovanje, timski rad, kritičko mišljenje, među mnogim drugim. Autorka će ovog puta ukratko prokomentarisati dodatne rezultate istraživanja i izneti prednosti refleksije kao nastavnog i evaluativnog metoda, založivši se za njenu širu primenu na univerzitetskom nivou.

Ključne reči: refleksija kao nastavni i edukativni metod.

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ONCE AGAIN ABOUT REFLECTION AS A TEACHING AND EVALUATIVE METHOD

The author will talk about reflection as a teaching and evaluative method and point out its advantages in teaching at the university level, taking examples from her personal pedagogical practice. Specifically, reflection as a teaching and evaluative method used during the teaching of the course in intercultural communication that took place during the past two academic years at the University of Madeira in Portugal. Intercultural communication was offered as an elective subject, which was

rather popular among Erasmus exchange students. The students had the opportunity to reflect on the learning experience gained during the course and present it in a reflective report at the end of the course. They were asked to identify the skills and competencies that they believe they had acquired and developed. They were also expected to say whether they expect these newly acquired skills to be useful in their future professional orientation. The expected range of responses revolved around intercultural and interpersonal skills, which we thought the students would primarily single out. However, preliminary results of the analysis show a number of additional topics that the students opened up, highlighting the benefits of teaching interculturality. Thus, the students spoke about issues such as tolerance, empathy, techniques of active listening, etc. Among the identified skills were leadership and organizational skills, time management skills, teamwork, critical thinking, among many others. The author will briefly comment on the preliminary results of the research and present the advantages of reflection as a teaching and evaluative method, advocating for its wider application at the university level.

Keywords: reflection as a teaching and educational method.

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KOMPLEKSNOST DAROVITOSTI U FIZIČKOM VASPITANJU IZ PERSPEKTIVE NASTAVNIKA – PILOT ISTRAŽIVANJE

Cilj istraživanja je da se, polazeći od multidimenzionalnog modela razvoja darovitosti (Bailey, & Morley, 2006) ispita kako nastavnici procenjuju važnost pojedinih karakteristika učenika kao značajnih pokazatelja darovitosti u nastavi fizičkog vaspitanja (FV). U istraživanju je primenjen Upitnik od 20 stavki kao indikatora ispoljavanja darovitosti u pet domena (psihomotorne karakteristike, kreativnost, kognitivne, socijalne i karakteristike ličnosti). Na petostepenoj skali Likertovog tipa 45 nastavnika FV iz 34 škole u Srbiji je procenjivalo koliko je svaki od indikatora značajan pokazatelj darovitosti učenika u nastavi FV. Rezultati su pokazali da je najveća prosečna vrednost dobijena za psihomotorne karakteristike, a slede kreativnost, socijalne, lične i kognitivne karakteristike. Nastavnici, bez obzira na pol i radni staž, visoko vrednuju indikatore darovitosti u svih pet domena, što je u skladu sa shvatanjem darovitosti kao složenog višedimenzionalnog fenomena.

Ključne reči: darovitost, dimenzije darovitosti, fizičko vaspitanje, nastavnici.

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THE COMPLEXITY OF GIFTEDNESS IN PHYSICAL EDUCATION FROM A TEACHER'S PERSPECTIVE – A PILOT STUDY

The aim of the study is to examine, starting from multidimensional model of giftedness development (Bailey, & Morley, 2006), how teachers evaluate the importance of individual characteristics of students as significant indicators of giftedness in physical education (PE). A questionnaire of 20 items was used in the research as indicators of giftedness in five domains (psychomotor characteristics, creativity, cognitive, social and personality characteristics). On a five-point Likert-type scale, 45 PE teachers from 34 schools in Serbia assessed how important each of the indicators is in identifying student giftedness in PE. The results showed that the highest average value was obtained for psychomotor characteristics, followed by creativity, social, personal and cognitive characteristics. The teachers, regardless of gender and length of service, highly value the indicators of giftedness in all five domains, which is in line with the understanding of giftedness as a complex multidimensional phenomenon.

Keywords: giftedness, dimensions of giftedness, physical education, teachers.

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KREATIVNOST INDIVIDUALNOG RAZVOJA: KAKO LOŠE MOŽE BITI DOBRO

Pandemija Kovid-19 donela je značajne promene u obrazovanju koje su predstavljale veliki izazov za učenike i nastavnike. Urađena je kvalitativna studija o tome kako su ove izazove doživeli daroviti učenici, imajući u vidu njihove visoke sposobnosti i potrebu za ovladavanjem znanjem u oblasti njihovog talenta. Ispitivanjem su obuhvaćeni srednjoškolci talentovani za IT (N=8; uzrast 16–17 godina) koji su učestvovali u grupnoj diskusiji, a prikupljeni materijal je obrađen tematskom analizom. Učesnici su bili svesni da je onlajn nastava umanjila kvalitet njihovog učenja i druženja sa školskim drugovima, ali su koristili dodatno oslobođeno vreme za razvoj svojih interesovanja i samostalno učenje. Diskutovana

su svojstva darovitih adolescenata i njihovog okruženja koja su pomogla donošenje zrelih odluka i konstruktivna ponašanja radi prevazilaženja prepreka. Zaključeno je da vanredne okolnosti podstiču pojavu talenta za preživljavanje koji vodi pojedinca ka ostvarenju željene budućnosti.

Cljučne reči: pandemija Kovid 19, daroviti adolescenti, orijentacija na budućnost, interesovanja, samostalno učenje.

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CREATIVITY OF INDIVIDUAL DEVELOPMENT: HOW BAD CAN BE GOOD

The Covid-19 pandemic has brought significant changes in education that have posed a great challenge for students and teachers. A qualitative study was conducted on how these challenges were experienced by gifted students, considering their high abilities and the need to master knowledge in the field of their talent. The research included high school students talented in IT (N=8; age 16–17 years) who participated in a group discussion, and the collected material was processed by thematic analysis. The participants were aware that online teaching reduced the quality of their learning and socializing with schoolmates, but they used the additional freed time to develop their interests and self-study. The characteristics of gifted adolescents and their environment that helped them to make mature decisions and constructive behave in order to overcome obstacles were discussed. It is concluded that extraordinary circumstances encourage the emergence of a talent for survival that guides the individual towards the realization of the desired future.

Keywords: Covid-19 pandemic, gifted adolescents, future orientation, interests, self-study.

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DIGITALNI MEDIJI KAO FAKTORI NOVE KULTURE UČENJA DAROVITIH

Gotovo nevjerovatna dostignuća savremene kibernetike, informatike, elektronike i telekomunikacija, omogućila su projektovanje, dizajniranje, produkciju i efikasnu primjenu digitalnih medija koji su, između ostalog, izazvali značajne promjene u organizaciji, ciljevima, sadržajima, didaktičko-metodičkim strategijama obrazovanja i učenja, svih subjekata koji u tom procesu participiraju. Zbog zadivljujuće efikaksnosti oni se danas sve masovnije koriste, ne samo u vaspitno-obrazovnim već

i u svim drugim međuljudskim komunikacijama. Riječ je zapravo o oblikovanju, modelovanju i uspostavljanju, sasvim novog digitalnog, odnosno medijskog i multimedijjskog okruženja. Njegovu okosnicu sačinjavaju satelitske i kablovske televizije, kompjuteri novije generacije, tablet računari, elektronski udžbenici, kompakt diskovi, CD-romovi, „pametni” mobilni telefoni, internet i svi vidovi mrežnih komunikacija (Topolovčan, i Kekez, 2013.). Ovakva informaciono-tehnološka infrastruktura omogućuje odvijanje izuzetno brzih i učinkovitih poslovnih, obrazovnih, kulturnih kao i mnogih drugih lokalnih, regionalnih i planetarnih personalnih i apersonalnih komunikacija. Usljed toga, danas je na sceni zaista zapanjujući „svjetski komunikacioni bum”, iznjedren primjenom najnovijih naučno-tehnoloških, prvenstveno informaciono-komunikacionih, dostignuća, s jedne, i sinergetski ostvarenog društveno-ekonomskog, prosvjetnog, kulturnog, socijalnog i političkog razvoja, s druge strane. Riječ je, zapravo, o zakonomjernom i objektivno datom opštecivilizacijskom razvoju koji je, između ostalog, determinisao potrebu za koncipiranjem i u vaspitno-obrazovnu praksu implementisanjem nove kulture učenja, namijenjene prvenstveno darovitim, ali i svim drugim učenicima. Ovo tim prije i nužnije, ako imamo u vidu činjenicu da se daroviti pojedinci ozbiljno razlikuju od svojih vršnjaka po kognitivnim, emocionalnim, psihomotornim, motivacionim, socijalnim i mnogim drugim osobinama; kompleksnim crtama ličnosti, obrazovnim potrebama i personalnim karijerno-razvojnim pretenzijama. Zbog ovih i drugih individualnih osobenosti nadarenih, kompetentni stručnjaci pokušali su da spasonosnije pribježište za njihovo efikasnije obrazovanje pronađu u relativno novoj kulturi učenja. Ona implicira primjenu savremenih modela i strategija organizacije nastave i učenja, utemeljenih na fleksibilno shvaćenim konstruktivističkim teorijama, koje bezrezervno podržavaju maksimalnu angažovanost, individualizovane pristupe, stvaralački i autonomni razvoj svekolikog psihofizičkog potencijala nadarenih, ali i svih drugih učenika koji to nisu. Prema tome, iz etimološke osnove, strukture i suštine sintagme „nova kultura učenja” proizilaze zahtjevi i potrebe da se: umjesto nastavnika u centar sveukupne vaspitno-obrazovne zbilje postavi učenik; umjesto tradicionalne adaptacije pojedinca u procesu učenja insistira na njegovoj personalnoj participaciji, odnosno anticipaciji; težište odgovornosti za individualno postignuće s institucije pomjera na subjekta koji uči; u vaspitno-obrazovnom procesu više ne stiču strukovne kvalifikacije, već profesionalne kompetencije; spoljašnje upravljanje učenjem supstituiše samoregulacionim učenjem; „društvo koje poučava”, u širem kontekstu shvaćeno značenje ove sintagme, postepeno transformiše u „društvo koje uči” (Siebert, 1999). Respektujući prethodno apostrofirana inovativna stremljenja, a pritom ne dovodeći u pitanje zaista široke mogućnosti i pogodnosti koje nude savremeni digitalni mediji i na toj hardverskoj infrastrukturi programirani obrazovni softveri, njihova neposredna primjena u obrazovnom procesu neće niti može, sama po sebi, rezultirati većim i kvalitetnijim obrazovnim postignućem. Drugim riječima, visoke ciljeve i zapaženije obrazovne rezultate moguće je dosegnuti samo racionalnim izborom i kombinacijom međusobno funkcionalno-kompatibilnih digitalnih medija, neophodnih za dizajniranje optimalnog i cjelishodnog pedagoško-psihološkog i didaktičko-metodičkog aranžmana. Uvažavajući ovaj naučno nesporan stav, težište

našeg rada fokusirano je na teorijsku analizu i objektivno sagledavanje mogućnosti neposredne primjene i dosege savremenih digitalnih medija kao nužnih, ali, nažalost, ne i sasvim dovoljnih faktora kreiranja i u pedagoškoj praksi podržavanja optimalnog vaspitno-obrazovnog ambijenta (uslovno nazvanog „novom kulturom učenja”), dragocjenog u procesu odvijanja delikatnog stvaralačkog i autonomnog učenja, odnosno efikasnog razvoja, sazrijevanja i afirmisanja svekolikog psihofizičkog potencijala darovitih pojedinaca.

Ključne riječi: digitalni mediji, daroviti učenici, nova kultura učenja.

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DIGITAL MEDIA AS FACTOR IN THE NEW LEARNING CULTURE OF THE GIFTED

The almost incredible achievements of modern cybernetics, informatics, electronics, and telecommunications have enabled the planning, design, production, and efficient use of digital media, which, among other things, have caused significant changes in the organization, goals, content, didactic-methodical strategies of education, and learning of all entities that participate in the process. Due to their outstanding efficiency, they are increasingly being used today, not only in education but also in all other interpersonal communications. It is about shaping, modeling, and establishing a new digital media and multimedia environment. Its backbone consists of satellite and cable television, newer generation computers, tablet computers, electronic textbooks, compact discs, CD-ROMs, „smart” mobile phones, the Internet, and all forms of network communications (Topolovčan and Kekez, 2013). This kind of information technology infrastructure enables speedy and efficient business, educational, cultural, as well as many other local, regional and planetary, personal and impersonal communications. As a result, today, there is an astonishing „world communication boom” on the scene, born from the application of the latest scientific and technological, primarily information and communication, achievements, on the one, and synergistically realized socio-economic, educational, cultural, social, and political development, on the other hand. It is a law-abiding and objectively given general-civilizational development which, among other things, determined the need to conceive and implement a new learning culture in educational practice, intended primarily for gifted students but also for all other students. This is all the more necessary if we consider that talented individuals are seriously different from their peers in terms of cognitive, emotional, psychomotor, motivational, social, and many other traits, complex personality traits, educational needs, and personal career development aspirations. Due to these and other individual characteristics of the gifted, competent experts tried to find a more salutary refuge for their more efficient education in a relatively new culture of learning. It implies the application of modern models and strategies of the organization of teaching and learning based on flexibly understood constructivist

theories, which unreservedly support maximum engagement, individualized approaches, creative and autonomous development of all psychophysical potential of gifted students, as well as all other students who are not. Therefore, from the etymological basis, structure, and essence of the phrase „new learning culture” arise the demands and needs to: place the student, instead of the teacher, at the center of the overall educational reality; instead of the traditional adaptation of the individual in the learning process, this insists on student's personal participation, that is anticipation; the focus of responsibility for individual achievement shifts from the institution to the learning subject; in the educational process, they no longer acquire professional qualifications but professional competences; external management of learning replaces self-regulatory learning; „society that teaches,” understood in a broader context, gradually transforms into „society that learns” (Siebert, 1999). Respecting the previously apostrophized innovative aspirations while not questioning the vast possibilities and benefits offered by modern digital media and educational software programmed on that hardware infrastructure, their immediate application in the educational process will not and cannot, by itself, result in more significant and better educational achievement. In other words, high goals and more notable educational results can only be achieved by a rational choice and combination of mutually functional and compatible digital media necessary for designing an optimal and effective pedagogical-psychological and didactic-methodical arrangement. Respecting this scientifically indisputable position, the focus of our work is focused on the theoretical analysis and objective assessment of the possibility of immediate application and reach of contemporary digital media as necessary, but unfortunately not quite sufficient factors in the creation and in the pedagogical practice of supporting an optimal educational environment (conditionally called „new learning culture”), valuable in the process of developing delicate creative and autonomous learning, i.e., efficient development, maturation, and affirmation of all psychophysical potential of gifted individuals.

Keywords: digital media, gifted students, new learning culture.

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DAROVITI UČENICI – KAKO IH PREPOZNATI I KAKO SA NJIMA RADITI U RAZREDNOJ NASTAVI

Pitanjima kako prepoznati i kako raditi sa darovitim učenicima posvećeni su brojni stručni i naučni radovi, okrugli stolovi i naučni skupovi. Dosadašnja istraživanja pokazuju da daroviti učenici postižu bolje rezultate u celokupnom vaspitanju i obrazovanju i da je učiteljima potrebno više obuke za unapređivanje nastavnog rada

sa darovitima. Cilj rada je da se na osnovu kvalitativne analize zajednički uobličениh odgovora na postavljena otvorena pitanja izdvoje: pedagoški postupci pomoću kojih učitelji identifikuju i strategije, metode i postupci koje primenjuju u radu sa darovitim učenicima. Za potrebe istraživanja formirane su tri heterogene fokus grupe sa po deset učitelja iz tri različite škole sa područja grada Banja Luka. Fokus grupe, odnosno grupni intervju je efikasna kvalitativna tehnika istraživanja. Uloga istraživača je da postavi pitanja otvorenog tipa, da razvije grupnu interakciju i da obezbedi evidentiranje usaglašenih odgovora. Rezultati istraživanja pokazuju da učitelji mogu identifikovati darovite učenike i da se u nastavnom radu sa njima više treba oslanjati na individualno planirane aktivnosti, na savremene tehnike učenja i podučavanja, potrebno je postavljati kompleksnije ciljeve nastave, odnosno potrebno je definisati ishode učenja na višim nivoima. U nastavi se više treba oslanjati na otkrivanje, stvaranje, istraživanje i vežbanje, na metode koje doprinose učenju o tome kako se uči i više se treba usmeriti na istraživački rad učenika. Prepreke za unapređenje rada sa darovitim učenicima proizilaze iz nedovoljne posvećenosti društvenog okruženja, porodice i škole direktnoj pomoći učiteljima. U obrazovnim politikama na našim prostorima obuka učitelja za rad sa darovitim učenicima nije dovoljno vidljiva pedagoška aktivnost.

Ključne reči: darovitost, daroviti učenici, fokus grupe, identifikacija darovitih, individualizovani pristup darovitim učenicima u razrednoj nastavi.

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GIFTED STUDENTS – HOW TO RECOGNIZE THEM AND HOW TO WORK WITH THEM IN THE CLASSROOM

Numerous professional and scientific papers, round tables and scientific gatherings have been devoted to the questions of how to recognize and work with gifted students. Research so far shows that gifted students achieve better results in the whole upbringing and education and that teachers need more training to improve teaching work with the gifted. The aim of the paper is to highlight: pedagogical procedures by means of which teachers identify the strategies, methods and procedures they apply in working with gifted students, based on the qualitative analysis of the jointly formed answers to the open questions. For the purpose of the research, three heterogeneous focus groups were formed with ten teachers each from three different schools from the area of the city of Banja Luka. Focus groups, or group interviews, are an effective qualitative research technique. The role of the researcher is to ask open-ended questions, to develop group interaction and to ensure that agreed responses are recorded. The results of the research show that teachers can identify gifted students and that teaching work with them should rely more on individually planned activities, on modern learning and teaching techniques, it is necessary to set more complex teaching goals, that is, it is necessary to define

learning outcomes at higher levels. In teaching, there should be more reliance on discovery, creation, research and practice, on methods that contribute to learning about how to learn, and more focus should be placed on student research work. Obstacles to improving work with gifted students arise from the insufficient commitment of the social environment, family and school to direct help to teachers. In educational policies in our region, teacher training for working with gifted students is not a sufficiently visible pedagogical activity.

Keywords: giftedness, gifted students, focus groups, identification of the gifted, individualized approach to gifted students in classroom teaching.

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ДИГИТАЛНА КОМПЕТЕНТНОСТ НАСТАВНИКА ЗА РАД СА ДАРОВИТИМ УЧЕНИЦИМА

Комплексност феномена даровитости у савременом образовном систему интензивира улогу и значај наставника. Осим познавања карактеристика даровитости ради њиховог идентификовања и прилагођавања рада даровитим ученицима, наставник у последњих пар година пред собом има и изазов у погледу овладавања дигиталним компетенцијама. Дигитализација се у свим сегментима живота и рада провлачи као значајан чинилац, и управо у томе налазимо идеју за указивањем на значај дигиталне компетентности наставника за рад са даровитим ученицима кроз 3 истраживачка задатка: 1. Дефинисати појам и значај дигиталне компетентности наставника; 2. Анализом релевантне литературе начинити оквир дигиталних компетенција наставника и у њима препознати најзначајније компетенције за рад са даровитим ученицима; 3. Указати на значај употребе дигиталних технологија у образовној пракси за подстицање и пружање подршке даровитим ученицима. Рад представља резултат систематичног прегледа литературе новијег датума, о дигиталној компетентности наставника и њеном значају за рад са даровитим ученицима, доступних у Google Academic i ResearchGate научним базама.

Кључне речи: наставник, дигиталне компетенције, даровити ученици, дигиталне технологије, асистивна технологија.

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TEACHERS' DIGITAL COMPETENCIES IN WORK WITH GIFTED STUDENTS

The function and significance of teachers are increased by the complex nature of the giftedness phenomena in the contemporary education system. Teachers have recently faced the challenge of mastering digital competencies in addition to knowing the signs of giftedness in order to recognize them and adapt the work for gifted children. All facets of life and work have been significantly impacted by digitization, and it is in this context that we came up with the following three research tasks to highlight the significance of teachers' digital skills while working with gifted students: 1. Explain the meaning of the term and the significance of a teacher's digital competencies; 2. Create a framework for teachers' digital competencies based on an analysis of the pertinent literature, and identify the key skills required for working with gifted students; 3. Highlight the value of integrating digital resources into classroom instruction to motivate and assist gifted students. This paper is the product of a thorough analysis of recent studies on teachers' digital competencies and their significance for working with gifted students, which were found in the academic databases ResearchGate and Google Academic.

Keywords: teacher, digital competencies, gifted students, digital technology, assistive technology.

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ПРОСТОР КАО АСПЕКТ КУЛТУРЕ УЧЕЊА ДАРОВИТЕ ДЕЦЕ ПРЕДШКОЛКОГ УЗРАСТА

У раду се сагледава простор вртића као покретач дечјег учења и развоја. Када стварамо инспиративан простор у томе учествују деца, васпитачи и други одрасли, а простор нам на најконкретнији начин шаље поруке о схватању детета, као и слику о вртићу. Према актуелним Основама програма „Године узлета” за простор кажемо да је трећи васпитач. Заједнички простор је место где деца међусобно сарађују и уче једни од других, па према томе унутар зграде и ван вртића треба да буде уређен тако да побуђује машту, подржава креативност и оригиналност, пружа подршку различитим врстама ране

писмености. Као трећи васпитач простор се развија и мења. Деца су истраживачи којима треба приуштити разне материјале – неструктуриране и полуструктуриране, који ће подстицати даровите потенцијале. Простор није само техничко окружење, већ може бити веома плоносан, ефикасан подстицај инспирације дечјег стваралаштва. Природном спонтаношћу, кроз игру, деца предшколског узраста истичу своју потенцијалну даровитост од цртежа на папиру, по зидовима, поду, намештају као просторима у којима се одвија реални програм. Простор оплемењују зидови пријатних боја, топао вишебојан намештај, играчке као *алати* за игру која се одвија на два нивоа: имагинарном и оном стварном (сад и овде). Ако је вртић хладан, неће нас привлачити да боравимо у њему, али ако га уредимо, оплеменимо и ако одражава заједничко учешће деце и одраслих, наш однос према вртићу ће се променити. Улога васпитача је у томе незамењива. Простор треба да створи осећај сигурности, припадности, прихваћености, уважености и пријатности. Имајући у виду да је свако дете различито, треба укључивати сву децу у уређивање целокупног простора, опреме, осликавање зидова веселим и топлим бојама, прављење разних играчака и предмета.

Кључне речи: инспиративан простор, подстицање потенцијалне даровитости, заједничко учешће деце и одраслих, култура учења.

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SPACE AS AN ASPECT OF GIFTED PRESCHOOL CHILDREN'S LEARNING CULTURE

The paper explores the role of the kindergarten space as a driver for children's learning and development. Preschool children, preschool teachers and other adults are involved in the creation of inspirational space, while the space gives us a concrete message on how the children are understood, as well as an image of the kindergarten. According to the current Foundations program „Years of Ascent” space is said to be the third preschool teacher. The common space is a place where children collaborate and learn from each other, so the interior and exterior of the kindergarten should be arranged in such a way that it stimulates imagination, supports creativity and originality, but also provides support for different types of early literacy. As the third preschool teacher the space develops and changes. Children are explorers who should be offered various materials - unstructured and semi-structured that will encourage potentials of the gifted. The space is not only a technical environment, but can be a very fruitful, effective stimulus for the inspiration of children's creativity. With natural spontaneity, through play, children of preschool age highlight their potential giftedness by drawing on paper, on the walls, floor, furniture as spaces where the real program takes place. The space is refined by walls of pleasant colors, warm multi-colored furniture, toys as tools for play that takes place on two levels: imaginary and real (here and now). If the kindergarten is cold and unwelcoming, we will not be attracted to stay in it, but if we

arrange it, refine it and if it reflects the joint participation of children and adults, our attitude towards the kindergarten will change. The role of the preschool teacher is irreplaceable in this endeavor. The space should create a sense of security, belonging, acceptance, appreciation and comfort. Having in mind that every child is different, all children should be involved in arranging the entire space, equipment, painting the walls with cheerful and warm colors, making various toys and objects.

Keywords: inspirational space, encouraging potential giftedness, joint participation of children and adults, culture of learning.

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MOTIVISANOST VASPITAČA ZA PRIMENU PRENOSIVIH VEŠTINA U PREPOZNAVANJU I PODSTICANJU DAROVITOSTI NA RANOM UZRASTU³

Jedan od indikatora kulture učenja i ključni pokretač učenja, kao i mnogih drugih procesa jeste motivacija. S obzirom na kompleksnost fenomena darovitosti i značaj njegovog prepoznavanja i podsticanja još na ranom uzrastu, izazovno je ispitati motivaciju vaspitača da u ovom polju kreiraju i sprovode raznorodne aktivnosti, kao i da se dalje usavršavaju. Polazeći od toga da su prenosive veštine kao što su timski rad, komunikacijske i istraživačke veštine, veštine organizovanja, digitalne veštine, samoregulacija, pouzdanost i dr., njihovo osnaživanje i efikasna primena, važan deo kulture učenja, ličnog i profesionalnog razvoja vaspitača, posebno je izazovno ispitati motivisanost vaspitača da kreiraju i sprovode aktivnosti u vezi sa primenom ovih veština za prepoznavanje i podsticanje darovitosti na ranom uzrastu, kao i njihovu motivaciju da se dalje osnažuju u ovoj oblasti. S ovim ciljem, a u okviru šireg istraživanja sprovedenog 2022. godine, razmatrana je motivisanost 154 vaspitača koji vaspitno-obrazovnu delatnost ostvaruju većinom na teritoriji AP Vojvodine da: (a) kreiraju i sprovode aktivnosti koje se zasnivaju na primeni prenosivih veština za lični i profesionalni razvoj, (b) kreiraju i sprovode aktivnosti koje se zasnivaju na primeni prenosivih veština u prepoznavanju i podsticanju darovitosti na ranom uzrastu, (c) da se profesionalno osnažuju i usavršavaju u domenu primene prenosivih veština za lični i profesionalni razvoj, (č) da se profesionalno osnažuju i usavršavaju u domenu primene prenosivih veština za prepoznavanje i podsticanje darovitosti na ranom uzrastu. Komparativni pogled na

³ Prezentovani rezultati sastavni su deo šireg istraživanja koje je sprovedeno u okviru razvojnoistraživačkog projekta *Značaj prenosivih (komunikacijskih, ličnih, digitalnih) veština za profesionalni razvoj vaspitača u AP Vojvodini (2022/2023)*, podržanog od strane Pokrajinskog sekretarijata za visoko obrazovanje i naučnoistraživačku delatnost (br. projekta 142-451-2183/2022-02).

dobijene rezultate pokazao je da najviše ispitanika izražava da su u potpunosti motivisani da kreiraju i sprovode aktivnosti koje se zasnivaju na primeni prenosivih veština za lični (79,9%) i profesionalni razvoj (74%). Među ispitanicima je najmanje vaspitača (71,4%) koji su u potpunosti motivisani da kreiraju i sprovode aktivnosti koje se zasnivaju na primeni prenosivih veština za prepoznavanje i podsticanje darovitosti na ranom uzrastu. Vaspitači su u najvećem broju potpuno motivisani da se profesionalno osnažuju i usavršavaju u domenu ličnog (83,8%) i profesionalnog razvoja (83,1%), a najmanje je vaspitača sa potpunom motivisanošću da se profesionalno osnažuju i usavršavaju u primeni prenosivih veština za rad sa darovitima (75,3%). Navedeno je ekspliciralo sledeći zaključak: jedno od polja budućeg rada i razvoja jeste podsticanje motivisanosti vaspitača da kreiraju, sprovode aktivnosti i dalje se profesionalno usavršavaju da primenjuju prenosive veštine za prepoznavanje i podsticanje darovitosti na ranom uzrastu.

Ključne reči: motivacija, prenosive veštine, prepoznavanje i podsticanje darovitosti na ranom uzrastu, vaspitači, profesionalni razvoj.

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MOTIVATION OF PRESCHOOL TEACHERS FOR THE APPLICATION OF TRANSFERABLE SKILLS IN RECOGNITION AND ENCOURAGEMENT OF GIFTEDNESS AT AN EARLY AGE⁴

One of the indicators of learning culture and the key driver of learning, as well as many other processes, is motivation. Considering the complexity of the phenomenon of giftedness and the importance of its identification and encouragement at an early age, it is challenging to examine the motivation of preschool teachers to create and implement various activities in this field, as well as their motivation to further improve themselves. Transferable skills such as teamwork, communication and research skills, organizational skills, digital skills, self-regulation, reliability, etc., their strengthening and effective application, are an important part of the learning culture, personal and professional development of preschool teachers. Because of that it is especially challenging to examine the motivation of preschool teachers to create and implement activities related to the application of these skills to identify and encourage giftedness at an early age, as well as preschool teachers' motivation to further strengthen themselves in this area. With this aim, and as part of a wider research conducted in 2022, the motivation of 154 preschool teachers, who carry out educational activities mostly in the territory of AP Vojvodina, was considered. It

⁴ The presented results are an integral part of a wider research that was carried out within the development research project *The importance of transversal [transferable] (communication, personal, digital) skills for professional development of preschool teachers in the Autonomous Province of Vojvodina* (2022/2023), supported by the Provincial Secretariat for Higher Education and Scientific Research (No. of the project 142-451-2183/2022-02).

was observed how the preschool teachers are motivated to: (a) create and implement activities based on the application of transferable skills for personal and professional development, (b) create and implement activities that are based on the application of transferable skills in identifying and encouraging giftedness at an early age, (c) to strengthen themselves professionally and improve in the field of application of transferable skills for personal and professional development, (d) to professionally strengthen and improve in the field of application of transferable skills for identifying and encouraging giftedness at an early age. A comparative view of the obtained results showed that most respondents expressed that they are fully motivated to create and implement activities based on the application of transferable skills for personal (79.9%) and professional development (74%). Among the respondents, there are the fewest preschool teachers (71.4%) who are fully motivated to create and implement activities based on the application of transferable skills for recognizing and encouraging giftedness at an early age. The largest number of preschool teachers are fully motivated to strengthen themselves professionally and improve themselves in the domain of personal (83.8%) and professional development (83.1%), and the fewest preschool teachers are fully motivated to strengthen themselves professionally and improve themselves in the application of transferable skills for work with the gifted (75.3%). The text above explains the following conclusion: one of the fields of future work and development is encouraging the motivation of preschool teachers to create, implement activities and continue to improve professionally to apply transferable skills for identifying and encouraging giftedness at an early age.

Keywords: motivation, transferable skills, identification and encouragement of giftedness at an early age, preschool teachers, professional development.

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КОМПЕТЕНЦИЈЕ НАСТАВНИКА У ПРЕПОЗНАВАЊУ ДАРОВИТИХ УЧЕНИКА – КЉУЧНИ ФАКТОРИ ЗА ИДЕНТИФИКАЦИЈУ И ПОДРШКУ ДАРОВИТИХ

Напредак сваког друштва у великој мери зависи од тога какав је однос према његовим најспособнијим члановима, као и од бриге за примерен развој њихових потенцијала. Стога савремене дефиниције даровитости, креативност третирају као једну од својих основних одлика, уз способност појединца и особине његове личности. Међутим, у нашем школском систему не можемо говорити о постојању системске бриге за најспособније појединце. Талентованим младим људима је неопходно створити шансу да искажу своје

способности, тежње и личне разлике, а наставник је тај који из дана у дан непосредно подстиче развој даровитости у оквиру формалног образовања. У раду ћемо се осврнути на неколико важних питања која се тичу њихове улоге у процесу идентификације даровитих ученика. Имајући у виду наведено, проблем на који ће бити усмерена наша пажња у овом раду, односи се на препознавање даровитих ученика, као и на то како наставници виде даровите ученике, какав став заузимају према њима, које карактеристике и компетенције су им потребне за успешан рад са даровитима и да ли се оне могу стећи обуком и стручним усавршавањем. Намера нам је да на основу анализе расположиве литературе, прикажемо значај, ток и начин идентификовања даровитих ученика, као и улогу наставника у том процесу, имајући у виду чињеницу да само улагањем у људски таленат друштво може одговорити на изразито брзе светске промене у науци, технологији, привреди и политици.

Кључне речи: даровитост, наставник, компетенције, идентификација даровитих.

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TEACHER'S COMPETENCES IN IDENTIFYING GIFTED STUDENTS – KEY FACTORS FOR THE IDENTIFICATION AND SUPPORT OF THE GIFTED

The progress of any society depends to a large extent on the attitude towards its most capable members, as well as on the concern for the appropriate development of their potential. Therefore, modern definitions of giftedness treat creativity as one of its basic characteristics, along with the individual's ability and personality traits. However, in our school system, we cannot talk about the existence of systemic care for the most capable individuals. It is necessary to create a chance for talented young people to express their abilities, aspirations and personal differences, and it is the teacher who, day by day, directly encourages the development of giftedness within the framework of formal education. Therefore, in this paper, we will look at several important issues concerning its role in the process of identifying gifted students. Bearing in mind the above, the problem to which our attention will be directed in this work, refers to the recognition of gifted students, as well as how teachers see gifted students, what attitude they take towards them, what characteristics and competencies they need for successful work with the gifted and whether they can be acquired through training and professional development. Our intention is to, based on the analysis of the available literature, show the importance, flow and method of identifying gifted students as well as the role of teachers in that process, bearing in mind the fact that only by investing in human talent can society respond to extremely rapid world changes in science, technology, economy and politics.

Keywords: giftedness, a teacher, competences, identification of the gifted.

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STVARANJE OKRUŽENJA KOJE PODSTIČE UČENJE STRANOG JEZIKA KOD DAROVITIH

Znanje stranih jezika je jedan od preduslova uspešnog funkcionisanja u savremenom društvu. Ono je posebno značajno za darovite koji pri širenju svojih sposobnosti sežu dalje, a vrednost njihovih ideja i potencijala ne prepoznaje granice različitih država i kulturoloških konteksta. U ovom radu je, stoga, fokus stavljen na različite aspekte stvaranja podstičućeg okruženja za učenje stranog jezika kod darovitih. Istražuju se, teorijskom analizom, načini formiranja podstičućeg okruženja kako za lingvistički darovite tako i za učenike koji su daroviti u drugim oblastima. Neki od faktora koji utiču na podstičuće okruženje, a koji se obrađuju u ovom radu, su: aktivnosti u toku nastave, metode podučavanja, dodatne aktivnosti, individualni oblici rada van nastave, anksioznost u komunikaciji na stranom jeziku, uverenja nastavnog osoblja o konceptu darovitosti itd. Rad može koristiti praktičarima za unapređenje njihovog svakodnevnog rada sa darovitim pojedincima ili grupama, a može poslužiti i istraživačima kao impuls za dalja istraživanja date tematike.

Ključne reči: učenje stranog jezika, darovitost, lingvistička darovitost, podsticajno okruženje.

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CREATING ENVIRONMENTS FOR THE ENCOURAGEMENT OF FOREIGN LANGUAGE LEARNING IN GIFTED LEARNERS

Foreign language knowledge is one of the preconditions for successful functioning in contemporary society. It is especially significant for the gifted, who in the process of improving their abilities reach further, while the value of their ideas knows not of various country and cultural borders. The paper, therefore, focuses on different aspects for creating an encouraging environment for foreign language learning of the gifted. We research, through theoretical analysis, ways of forming an encouraging environment for both linguistically gifted learners and those who are gifted in other areas. Some of the factors which influence the formation of an encouraging environment, and which will be explored in this paper, are: classroom activities, teaching methods, extracurricular activities, individual forms of work outside of the classroom, foreign language anxiety, teachers' beliefs about the concept of giftedness etc. The paper can be used by practitioners in their everyday work with gifted individuals or groups. It can also be used by researchers as an impulse for further exploration of the presented topic.

Keywords: foreign language learning, giftedness, linguistically gifted, encouraging environment.

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УЛОГА ДАРОВИТИХ У КРЕИРАЊУ МАШИНСКОГ УЧЕЊА – ЕТИЧКИ ПРИСТУП: КАО ЕЛЕМЕНТИ КУЛТУРЕ УЧЕЊА ДАРОВИТИХ

Темељни проблем рада односи се на испитивање улоге даровитих у могућност производње вештачке интелигенције која би била у стању да симулира људско мишљење на основу познавања начина функционисања људског мозга и да самостално учи и ефикасно извршава постављене задатке. Полазиште за испитивање тих могућности чине две хипотезе. Прва, која полази од тврдње да би такве машине могле само изгледати као интелигентне и друга, која полази од тврдње да оне стварно мисле. У том контексту истраживање ће бити усмерено ка испитивању машине као имплицитног етичког агенса програмираног да избегава неетичко понашање и машине дизајниране као експлицитни етички агенс која је у стању да израчуна најбоље перформансе у етичким дилемама и укључи заштитне мере против неетичког понашања. Истраживање ће остварити и питање креирања суперинтелигенције као многоструко способније од људске и развити критичку позицију према ставу трансхуманиста који на крај људске ере и почетак пост-људске гледа као на крајње афирмативан догађај у историји човечанства. Заступници овог гледишта полазе од премисе да је развој технологије експоненцијалан, те да би конструисање ултраинтелигентне машине довело до експлозије њене интелигенције. Тај систем би хипотетички обухватао фазу анализе процеса производње интелигенције, затим унапређење тог процеса и креирање све способнијих машина до неслућених нивоа интелигенције. Тада би наступила технолошка сингуларност којом би људска ера била окончана. С обзиром на могућност различитих облика злоупотребе вештачке интелигенције, истраживање ће бити усмерено и на тражење начина за успостављање високог нивоа контроле њене производње, намене и примене у различитим областима живота и рада.

Кључне речи: даровитост, машинско учење, етички агенс, вештачка интелигенција, трансхуманизам, суперинтелигенција.

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THE ROLE OF THE GIFTED IN CREATING MACHINE LEARNING – AN ETHICAL APPROACH: AS ELEMENTS OF THE LEARNING CULTURE OF THE GIFTED

The fundamental problem of the work refers to the examination of the role of the gifted in the possibility of producing artificial intelligence that would be able to simulate human thinking based on the knowledge of the way the human brain functions and to independently learn and efficiently perform set tasks. The starting point for examining those possibilities is two hypotheses. The first, which starts from the claim that such machines could only appear to be intelligent, and the second, which starts from the claim that they really think. In this context, research will be directed towards examining a machine as an implicit ethical agent programmed to avoid unethical behavior and a machine designed as an explicit ethical agent that is able to calculate the best performance in ethical dilemmas and include safeguards against unethical behavior. The research will also open up the issue of creating superintelligence as many times more capable than humans and develop a critical position towards the position of transhumanists who see the end of the human era and the beginning of the post-human era as an extremely affirmative event in the history of mankind. Representatives of this point of view start from the premise that the development of technology is exponential, and that constructing an ultra-intelligent machine would lead to an explosion of its intelligence. That system would hypothetically include the analysis phase of the intelligence production process, then the improvement of that process and the creation of increasingly capable machines to unimagined levels of intelligence. Then there would be a technological singularity that would end the human era. Considering the possibility of different forms of abuse of artificial intelligence, the research will also focus on finding ways to establish a high level of control over its production, purpose and application in various areas of life and work.

Keywords: giftedness, machine learning, ethical agent, artificial intelligence, transhumanism, superintelligence.

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LAŽNE VESTI KAO PREPREKA ZA DIDAKTIČKU I PEDAGOŠKU PRIMENU DIGITALNIH MEDIJA U OBRAZOVANJU

Život u hibridnom okruženju podrazumeva i novu kulturu učenja, podržanu elektronskim medijima. Razumevanje kompleksnosti darovitosti u novoj kulturi učenja zahteva kontinualno upoznavanje sa teorijskim i dizajnerskim pitanjima povezanim sa upotrebom hipermedija kao okruženja za učenje. Hipermediji, kao nastavna sredstva u kontrolisanim uslovima nesumnjivo daju pozitivne impulse u sticanju opštih, ali i znanja koja dovode do visokih postignuća. Međutim, generacije učenika i studenata za koje smatramo da su odrasle u virtuelnom svetu i da se u njemu odlično snalaze lako postaju žrtve i tzv. „lažnih vesti”. Konvencionalni način saznavanja sveta zahteva više vremena i ostavlja prostor da se primljene informacije adekvatno obrade, digitalni svet je mnogo brži, informacije su mnogobrojne, umnožavaju se i još brže šire tako da ih je teško racionalno posmatrati i na osnovu njih donositi promišljene odluke. Pomak iz virtuelnog u realni svet najveći broj mladih je doživeo tokom pandemije 2020. godine. Mada je pandemija imala za posledicu prelazak na onlajn rad i nastavu, činjenica je da je ona kroz tzv. „zatvaranje” inicirala potpuno novi način života u krugu porodice ili u okruženju bliskih osoba. Ovo je period kada je i pojam „lažnih vesti” maksimalno aktualizovan. Mada su dezinformacije, u medijima, vrlo često postavljene kao sporedne vesti, one svojim naslovima i sadržajem privlače pažnju, pošto su uvek bliske trendu tj. temi koja je interesantna najvećem broju čitalaca. Upravo u razdoblju dramatičnog porasta broja slučajeva oboljenja (Covid 19), mediji su maksimalno koristili pandemiju kao temu, ali su se i „lažne vesti” takođe usredsredile gotovo isključivo na ovu temu. Sa pojavom vakcine „otvorena” su vrata velikoj globalnoj podeli, bilo je neophodno jasno se svrstati na jednu stranu; za ili protiv vakcinisanja. Ubrzo zatim, nakon nešto više od trideset godina od pada Berlinskog zida usledila je najveća globalna podela koja se svodi na novo „za i protiv” u Ukrajinskom sukobu. Broj dezinformacija u vezi sa ovim ratom prevazišao je prethodne podele, a teme kao što su migranti (posebno muslimanske veroispovesti), etničke manjine, LGBTQ+ zajednice konstantno su u fokusu „proizvođača lažnih vesti”. Uzimajući u obzir prethodno i činjenicu da daroviti često poseduju „drugačiji pogled na svet” naziru se opasnosti i prepreke sa kojima se daroviti pojedinac može suočiti u ovakvom konceptu sagledavanja sveta. Nova kultura učenja može imati direktan, pozitivan odraz na učenje i poučavanje darovitih, ali istovremeno krije i „zamke” kojima su izloženi mladi ljudi uopšte, a daroviti pojedinci, možda, čak i više.

Ključne reči: dezinformacija, globalizacija, mediji, obrazovanje, daroviti.

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FAKE NEWS AS AN OBSTACLE FOR DIDACTIC AND PEDAGOGIC APPLICATION OF DIGITAL MEDIA IN EDUCATION

Life in a hybrid setting assumes new learning culture, supported by electronic media. Understanding of the complexity of giftedness in a new culture of learning demands persistent familiarizing with theoretical and design issues related to the use of hypermedia as learning environment. Hypermedia, as teaching tools in controlled conditions indisputably offer positive impulses in acquisition of not only general but also such knowledge leading to high achievement. However, generations of pupils and students considered to be raised in the virtual world where they can find their way perfectly can easily become victims of the so called „fake news”. Conventional ways of learning about the world requires more time and leaves space for the acquired information to be adequately processed. Digital world is much faster, pieces of information are numerous, multiplied fast and disseminated even faster, so that it is difficult to rationally consider them and make informed decisions accordingly. The shift from virtual to real world was experienced by the greatest number of young people during the pandemics in 2020. Even though it had for its consequence a transfer to online work and teaching, the fact remains that the pandemics through the so called „closing down” initiated completely new lifestyle within a family or a surrounding of close persons. This is also a period when the notion of „fake news” was maximally actualized. In spite of the fact that misinformation in the media were often placed as secondary news, with their titles and contents they attract attention, having in mind that they are close to the trend, i.e. topic interesting to the greatest number of readers. In the period of dramatic growth of the number of infected cases (Covid 19), the media used pandemics as a topic as much as possible. At the same time, the so called „fake news” were also focused almost exclusively on this subject. With the availability of the vaccine, the door to a great global division was opened. It was necessary to take sides and declare whether you are for against vaccination. Soon afterwards, more than thirty years after the fall of the wall in Berlin, we faced the greatest global division boiling down to a new „for and against” in the conflict in Ukraine. The number of misinforming news in regard to this war has overcome previous divisions, and the topics like migrants (especially of Muslim religion), ethical minorities, LGBTQ+ communities have constantly been in the focus of „fake news producers”. Having in mind the above, coupled with the fact that the gifted often have „a different worldview”, it is possible to perceive dangers and obstacles a gifted individual can face in such a concept of considering the world. New learning culture can have a direct, positive reflection on learning and teaching of the gifted, but it simultaneously hides „traps” young people in general are exposed to and gifted individuals maybe even more.

Keywords: misinformation, globalization, media, education, the gifted.

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NOVA KULTURA UČENJA KAO PODSTICAJ DAROVITIMA KA VEĆIM SAMOOSTVARENJIMA

Nova kultura učenja predstavlja trend u savremenom obrazovanju koji se fokusira na razvijanje kreativnosti, kritičkog mišljenja i samostalnosti učenika. Ovaj pristup učenju može biti posebno koristan za darovite učenike, koji često imaju posebne potrebe i talente koji se ne mogu adekvatno razviti u tradicionalnom obrazovnom sistemu. Nova kultura učenja podstiče darovite učenike da preuzmu aktivnu ulogu u svom obrazovanju, što im omogućava da se fokusiraju na svoje interesovanje, razvijaju svoje talente i postižu veće nivoe samoostvarenja. Ovaj pristup takođe može pomoći da se prevaziđu izazovi kao što su dosada, nedostatak izazova i nedovoljna motivacija, koji često predstavljaju prepreke za napredak darovitih učenika u tradicionalnom obrazovnom sistemu. Kao takav, nova kultura učenja može biti ključni faktor u osnaživanju darovitih učenika da postignu svoj puni potencijal i postanu uspešni u svojim obrazovnim i životnim poduhvatima.

Ključne reči: kultura učenja, daroviti, savremeno obrazovanje.

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A NEW LEARNING CULTURE AS A STIMULUS FOR THE GIFTED TOWARDS GREATER SELF-FULFILLMENT

New learning culture represents a trend in modern education that focuses on developing creativity, critical thinking, and student autonomy. This approach to learning can be particularly beneficial for gifted students, who often have special needs and talents that cannot be adequately developed in a traditional educational system. The new learning culture encourages gifted students to take an active role in their education, allowing them to focus on their interests, develop their talents, and achieve higher levels of self-fulfillment. This approach can also help overcome challenges such as boredom, lack of challenges, and insufficient motivation, which often hinder the progress of gifted students in a traditional educational system. As such, the new learning culture can be a key factor in empowering gifted students to reach their full potential and become successful in their educational and life endeavors.

Keywords: learning culture, gifted, modern education.

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ДИДАКТИЧКА КУЛТУРА УЧИТЕЉА И НАСТАВНИКА У РАДУ СА ДАРОВИТИМ УЧЕНИЦИМА

У раду су представљени резултати критичке анализе дидактичке културе учитеља и предметних наставника као предуслова за развој културе учења даровитих и других ученика у процесу наставе. Истакнуто је неколико битних елемената дидактичке културе с посебним освртом на узроке и последице њиховог присуства и/или одсуства у дидактичком поступању учитеља и наставника: (1) разумевање дијалектичког јединства васпитања и образовања у процесу наставе, (2) разумевање дијалектичког јединства учења и поучавања у процесу наставе и (3) у контексту рада са даровитим ученицима, упознавање и разумевање дидактичких стратегија којима је могуће у свакодневним наставним активностима изаћи у сусрет потребама даровите деце. На основу анализе изведене су импликације за иницијално образовање учитеља и предметних наставника. Поред ужег методичког, неопходно је бринути и о ширем педагошком оспособљавању учитеља и предметних наставника и развоју дидактичких компетенција које обезбеђују разумевање конкретног наставног процеса као дела целокупног васпитног и образовног деловања на развој даровите и друге деце у школи.

Кључне речи: дидактика, дијалектика, настава, даровити ученици.

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DIDACTIC CULTURE OF TEACHERS IN WORKING WITH GIFTED STUDENTS

The paper presents results of the critical analysis of didactic culture of elementary school teachers and subject teachers as a prerequisite for developing the culture of learning gifted and other students. Several important elements are highlighted with special reference to the causes and consequences of their presence and/or absence in didactical approaches of teachers: (1) the understanding of dialectical unity of upbringing and education in process of teaching and learning, (2) the understanding of dialectical unity of learning and teaching during the classes and (3) in the context of working with gifted students, knowing and understanding of didactic strategies which enable respect of needs of gifted children during the everyday school activities. According to analysis some implications were made for the initial education of teachers. In addition to methodical, it is necessary to care about pedagogical education of elementary school teachers and subject teachers and developing their didactic competencies which provide the understanding the one

specific process of teaching and learning during the class as a part of holistic process of upbringing and education of gifted and other children in school.

Keywords: didactics, dialectic, teaching and learning, gifted students.

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ZNAČAJ UDUBLJENOSTI U KULTURI UČENJA – FLOW OSEĆAJ

Učenje je važno za psihološko oblikovanje pojedinca. Pored nasleđa i okoline, učenjem usvajamo i sadržaje koji čine ličnost u užem smislu: emocionalno reagovanje, socijalne relacije, vrednosti, stavove i sl. Sve više je zahteva da se tokom obrazovanja razvijaju socijalne veštine, empatija i timski rad. To je posebno važno u radu sa darovitima, jer oni donose nove vrednosti, otkrića, patente, što povlači ličnu i društvenu dobrobit. Ovaj cilj zahteva kreiranje dodatnih karakteristika situacije učenja: interdisciplinarnost, individualno i socijalno iskustvo, primenljivost naučenog, itd. NTC tehnike, nelogične priče i zagonetna pitanja, su podsticajno okruženje za ispoljavanje kreativnosti, dubine razumevanja i zaključivanja. Kao takve, omogućavaju identifikaciju darovitih, podržavaju i razvijaju darovitost, a ne zahtevaju individualizaciju nastavnog plana. Tada su prisutne emocije različite i po kvalitetu i po intenzitetu, koje dodatno pospešuju učenje, dugotrajnost i kvalitet naučenog. Povratne informacije učeniku daju se na podržavajući i motivišući način, što pomaže nastavku traganja za odgovorom, uvodeći učenike u flow. U flow osećaju kategorija vreme ne postoji i visoka je posvećenost.

Ključne reči: darovitost, kultura učenja, NTC, flow.

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THE IMPORTANCE OF IMMERSION IN THE CULTURE OF LEARNING – THE FLOW STATE

Learning is important for the psychological development of an individual. In addition to genetics and the environment, through learning, we acquire contents that constitute personality in a narrower sense: emotional reactions, social relationships, values, attitudes, and so on. There is an increasing demand for the development of social skills, empathy, and teamwork throughout the education of children. This is particularly important in working with gifted individuals, as they bring new values, discoveries, patents, which result in personal and social well-being. This goal requires the creation of additional characteristics of the learning situation: interdisciplinarity, individual and social experience, applicability of what is learned, etc. NTC techniques - illogical stories and puzzling questions provide a stimulating environment for the expression of creativity, depth of understanding, and reasoning. As such, they enable the identification of gifted individuals, support and develop giftedness, without requiring individualization of the curriculum. In such cases, emotions different in quality and intensity are present, which further enhance learning, durability, and quality of what is learned. Feedback to the student is provided in a supportive and motivating manner, which helps in the continuation of the search for an answer, introducing students to the state of flow. In the state of flow, the sense of time disappears, and there is a high level of dedication.

Keywords: giftedness, culture of learning, NTC, flow.

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INTERAKTIVNI PRISTUP I SARADNJA U NASTAVI STRANOG JEZIKA ZA DAROVITE

Cilj ovog istraživanja bio je da se ispita povezanost interaktivnog pristupa i saradljivost darovitih studenata u nastavi stranog jezika. U istraživanju su učestvovali daroviti studenti (ocena iznad 9) Fakulteta tehničkih nauka u Novom Sadu, njih ukupno 184. Studenti su bili uzrasta između 18 i 25 godina ($M = 22.13$, $SD = 5.462$). Ispitane su četiri osobine kolaborativnosti: naklonjenost timskom radu, spremnost za komunikaciju, saradljivost i kreativnost. Svaku od navedenih osobina studenti su procenjivali na petostepenoj skali Likertovog tipa (1 = osobina nije nimalo izražena 5 = osobina je izražena u velikoj meri). Pored kolaborativnosti ispitivano je u kojoj meri je sledećih 8 interaktivnih tehnika zastupljeno u nastavnom procesu: rad u paru, rad u grupi, brejnstorming, diskusija (postavljanje pitanja i komentarisanje), PowerPoint prezentacija studenata, pisanje eseja, seminarski rad, i pravljenje video prezentacija. Svaku od navedenih tehnika studenti su procenjivali na petostepenoj skali Likertovog tipa. Rezultati su pokazali da su procene kolaborativnosti visoke ($M = 3.70$, $SD = .901$) Od interaktivnih tehnika u većoj meri zastupljeni su PowerPoint prezentacije studenata ($M = 3.96$, $SD = 1.370$), diskusija ($M = 3.89$, $SD = 1.310$) i video prezentacija ($M = 3.81$, $SD = 1.159$). Ostale interaktivne tehnike zastupljene su prosečno. Sve procene zastupljenosti interaktivnih tehnika su u statistički značajnoj i pozitivnoj korelaciji sa procenama kolaborativnosti. Najviše pozitivne korelacije sa kolaboracijom imaju brejnstorming ($r = .784$, $p < .001$) i rad u grupi ($r = .656$, $p < .001$), dok su ostale procene interaktivnih tehnika značajne ali niže od $r = .50$. Dobijeni rezultati su u skladu sa prethodnim studijama koje ukazuju na visoku povezanost kolaborativnosti i brejnstorminga i rada u grupi. U zaključku rada, pored isticanja važnosti interaktivnih tehnika koje se trenutno koriste, takođe su razmatrane i smernice za uvođenje drugih interaktivnih tehnika okviru nastavnog procesa što bi imalo za cilj i povećanje celokupne efektivnosti edukacije.

Ključne reči: kolaborativnost, interaktivne tehnike, nastavni proces, procene studenata.

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INTERACTIVE APPROACH AND COLLABORATION IN FOREIGN LANGUAGE TEACHING OF GIFTED STUDENTS

The aim of this research was to examine the relationship between an interactive approach to foreign language teaching and the collaboration of gifted students. The sample consisted of 184 gifted students (grades above 9) at the Faculty of Technical Sciences in Novi Sad. The students were between the ages of 18 and 25 ($M = 22.13$, $SD = 5.462$). Four qualities of collaboration were examined: teamwork, willingness to communicate, cooperation, and creativity. The students rated each of the aforementioned traits on a five-point Likert-type scale (1 = being the least expressed and 5 = being the most expressed). In addition to collaboration, it was examined to what extent the following 8 interactive techniques were represented in the teaching process: pair work, group work, brainstorming, discussion (asking questions and commenting), PowerPoint presentations of students, essay writing, seminar papers, and making video presentations. Students evaluated each of the mentioned techniques on a five-point Likert-type scale. The results showed that the assessments of collaboration are high ($M = 3.70$, $SD = .901$). PowerPoint presentations ($M = 3.96$, $SD = 1.370$), discussion ($M = 3.89$, $SD = 1.310$), and video presentations ($M = 3.81$, $SD = 1.159$) are the most represented interactive techniques. Other interactive techniques are represented on average. All assessments of the representation of interactive techniques have a statistically significant and positive correlation with assessments of collaboration. Brainstorming ($r = .784$, $p < .001$) and group work ($r = .656$, $p < .001$) have the most positive correlations with collaboration, while other evaluations of interactive techniques are significant but lower than $r = .50$. The obtained results are in accordance with previous studies that indicate a high correlation between collaboration, brainstorming, and working in a group. It is concluded that in addition to emphasizing the importance of interactive techniques that are currently used, guidelines for the introduction of other interactive techniques within the teaching process were also considered, which would also aim to increase the overall effectiveness of education.

Keywords: collaboration, interactive techniques, teaching process, student evaluations.

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НЕЙРОСЕТИ В ОБУЧЕНИИ ЛЮДЕЙ: КТО ОДАРЁННЕЕ?

Вопросы медиатизации образования, в том числе, образования одаренных, сегодня выделены как ключевые. Переход к новым методам обучения, как и создание новой среды обучения, требует значительных организационных и интеллектуальных усилий по разработке и совершенствованию путей заявленного медиaperехода. В то же время не является бессмысленным вопрос: Какова цель проводимых мероприятий? Нельзя не согласиться с теми исследователями и педагогами, кто предлагает внимательно присмотреться к уже имеющимся результатам медиaperехода и по крайней мере учитывать их в ходе дальнейшего движения в эту сторону. Дополнительный акцент в развитие проблемы вносит взаимодействие человека с самообучающимся ИИ. Нейросеть в этом случае выступает аналогом одаренного учащегося, обладающего инициативой в обучении через освоение больших объемов информации и возможности/необходимости подмечать нестандартные связи и решения с помощью ее системной обработки. Фактически ИИ ведет себя в этом случае как начинающий ученый, набирающийся опыта, — что позволяет уйти от распознавания распространенных алгоритмов в сторону работы по принципу идиографического метода („насмотренность” в словаре современного студента). Такие инструменты обучения, как ChatGPT, в этом случае становятся партнерами по диалогу. Спор об ограниченности такого взаимодействия выглядит при этом наивным: к настоящему времени нейросети демонстрируют огромный творческий потенциал. Правда, раскрывается он пока только в общении с человеком. От „говорящего поисковика” не стоит требовать больше; но это не означает, что он в принципе не способен на большее.

Ключевые слова: искусственный интеллект, ChatGPT, обучение одаренных.

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NEURAL NETWORKS IN EDUCATING PEOPLE: WHO IS MORE GIFTED?

Mediatization of education is key today. The transfer to the new educational methods and educational environment requires substantial organizational and intellectual efforts to design and develop ways of the declared media transition. Yet, what is the purpose? We suggest taking a closer look at the existing results of the media transition and considering them in our further work in this direction. Another aspect of the issue is the interaction of a human being with a self-learning artificial intelligence. In this case AI is analogous to a gifted student with an initiative in

learning through processing vast amounts of data and identifying irregularities via systemic processing. Herein AI acts as a fledgling scientist acquiring experience, and it rather works according to the ideographic method, *watching experience*. Such learning tools as ChatGPT are counterparts in a dialogue. Such interaction should not be regarded as limited: so far neural networks have displayed an enormous creative potential, yet possible only with human mediation. The truth is, it remains to be seen what it would be capable of in the future.

Keywords: artificial intelligence, ChatGPT, gifted education.

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НЕКОГНИТИВНИ ПРЕДИКТОРИ АКАДЕМСКОГ ПОСТИГНУЋА: ВАЖНА УЛОГА САМОПРОЦЕНЕ И САМОПОУЗДАЊА

Овај рад представља преглед наших истраживања улоге некогнитивних процеса у предвиђању животних исхода и, посебно, образовних постигнућа. Наш рад је заснован како на анализама великих скупова података, као што су они доступни из ПИСА и ТИМС пројеката, тако и на нашим сопственим студијама спроведеним у неколико земаља широм света. Важни некогнитивни конструкти укључују психолошке процесе обухваћене мерама личности и контекстуалних варијабли као што су социо-економски статус (СЕС), карактеристике школе и наставне праксе. Рад ће се састојати од три целине. Прво ће бити дат кратак опис студија укључених у преглед. Други одељак ће сумирати конструкције и мере које имају мале величине ефекта – тј. имају корелације ниже од $p = 0,20$ са мерама академског постигнућа. Трећи део ће указати на конструкте који имају значајну везу са резултатима постигнућа. Од посебног значаја је био скуп од четири конструкта самопроцене (или широко дефинисаних веровања у себе) који имају тенденцију да имају изражену корелацију са постигнућем. У нашим досадашњим истраживањима, један психолошки конструкт, тест анксиозности (забрињавајуће реакције особе када она/она размишља о неком задатку) је доследно показао значајне негативне корелације (између $p = -0,30$ и $p = -0,40$) са математичким и језичким мерама постигнућа. Остале три варијабле имају позитивне корелације. Они су: а) самопоимање који одражава општи осећај о томе колико добро особа мисли да има успеха у школском предмету (пример: „Добар сам у математици.”); опсег корелације између самопоимања и постигнућа је релативно низак и варира између $p = 0,20$ и $p = 0,30$; б) самоефикасност се односи на уверења појединаца да могу успешно решити проблеме (нпр. решити једначину као што је $3x+5=17$) када се са њима сусрећу; опсег корелације између самоефикасности и постигнућа варира између $p = 0,30$ и $p = 0,50$; ц) поуздање у тачност одговора на дату тестну ставку – тј. „Ја сам ___% уверен да је мој одговор тачан”; опсег корелације између мера поверења и постигнућа варира између $p = 0,45$ и $p =$

0,65. Међу некогнитивним мерама, које смо до сада испитали, поверење има највећу корелацију са учинком. Треба напоменути да су све горе поменуте мере самооцењивања специфичне за предмет, али ниво специфичности варира од широког (математика у самопоимању) до средњег (посебна врста проблема у самоефикасности) до уског (тек решена ставка у поверењу). То имплицира да не треба очекивати високу корелацију између појмова о себи у математици и језику или између самоефикасности у аритметици и геометрији. Међутим, мере поверења се понашају другачије. Наш налаз је да мере поверења из различитих тестова као што су, на пример, математика, језик и наука, дефинишу исти фактор и стога постоје докази за постојање општег фактора поверења. Такође, оцене поверења на ставкама из истог теста тумачене су као мере праћења перформанси које се сматрају важном компонентом метакогниције и стога релевантним за саморегулисано учење. У последњем делу рада биће речи о импликацијама добијених налаза са некогнитивним мерама за образовање даровитих ученика.

Кључне речи: некогнитивне мере, самопроцене, самопоимање, самоефикасност, самопоуздање, когнитивни мониторинг, метакогниција.

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NON-COGNITIVE PREDICTORS OF ACADEMIC ACHIEVEMENT: AN IMPORTANT ROLE OF SELF-ASSESSMENTS AND CONFIDENCE

This paper is an overview of our studies of the role of non-cognitive processes in predicting life outcomes and, in particular, educational achievement. Our work has been based on both the analyses of large-scale datasets such as those available from the PISA and TIMSS projects and on our own studies carried out in several countries across the world. Important non-cognitive constructs include psychological processes captured by measures of personality and contextual variables such as socio-economic status (SES), school characteristics and teaching practices. The paper will consist of three sections. First, a brief description of the studies included in the review will be provided. The second section will summarize constructs and measures that have low effect sizes – i.e., have correlations lower than $r = 0.20$ with academic achievement measures. The third section will point to the constructs that have noteworthy relationship with achievement scores. Of particular significance has been a set of four self-assessment (or broadly defined self-belief) constructs that tend to have pronounced correlations with achievement. In our studies to date one psychological construct, test *Anxiety* (person's worrisome reactions when she/he thinks about or performs a task), has consistently showed significant negative correlations (between $r = -0.30$ and $r = -0.40$) with mathematics and language measures of achievement. The other three variables have positive correlations. They are: a) *self-concept* which reflects a general sense of how well a person thinks she/he performs at a school subject (example item: „I am good at math.”); the range of correlations between self-concept and achievement is

comparatively low and varies between $r = 0.20$ and $r = 0.30$; b) *self-efficacy* refers to individuals' convictions that they can successfully solve problems (e.g., solve an equation like $3x+5=17$) when they encounter them; the range of correlations between self-efficacy and achievement varies between $r = 0.30$ and $r = 0.50$; c) *confidence* in the accuracy of an answer to a given test item – i.e., „I am ___% confident that my answer is correct.”; the range of correlations between confidence and achievement measures varies between $r = 0.45$ and $r = 0.65$. Among the non-cognitive measures, we have examined to date, confidence has the highest correlation with performance. It should be noted that all self-assessment measures mentioned above are subject-specific, but the level of specificity varies from broad (math in self-concept) to medium (particular type of problem in self-efficacy) to narrow (just solved item in confidence). This implies that one should not expect high correlation between self-concepts in math and language or between self-efficacy in arithmetic and geometry. However, measures of confidence behave differently. Our finding is that confidence measures from different tests like, for example, mathematics, language, and science, define the same factor and thus, there is evidence for the existence of a general factor of confidence. Also, confidence ratings on the items from the same test have been interpreted as measures of performance monitoring which is seen as an important component of metacognition and therefore relevant for self-regulated learning. In the last section of the paper implications of the obtained findings with non-cognitive measures for the education of gifted students will be discussed.

Keywords: non-cognitive measures, self-assessments, self-concept, self-efficacy, confidence, cognitive monitoring, metacognition.

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DAROVITI U EMANCIPATORNOJ KULTURI UČENJA

Cilj ove eksplorativne studije je da traga za odgovorom na pitanje: koliko su u savremenoj kulturi učenja daroviti studenti partneri u kolaborativnom procesu učenja i istraživanja i koliko se ovo reflektuje na efekte učenja izražene u kompetenciji kritičkog mišljenja. Teorijski kontekst čini diskurs o efikasnosti perspektive u visokoškolskoj didaktici, istaknutoj u promenama talasa sa reformom Bolonjskog procesa. Osnovno obeležje ovih promena naznačeno je kao promena kulture učenja u smislu usmerenosti predavanja prema studentu, tj. prema njihovoj perspektivi u učenju. Tako da umesto „inputa učenja” treba da se specifikira „output” (Kruse, 2006), reč je o kritičkoj (Horkheimer) i emancipatornoj pedagogiji i

didaktici (Schleiermacher). Pojam „kompetentnost” je cilj ka kome se teži, a podrazumeva ne samo znanje, nego i kompleksne sposobnosti formirane postupcima ciljanog treninga. Problem koji pokreće ovo istraživanje je diskurs kojim se ovakvom pristupu upućuje više kritičkih razmatranja. Jedno od njih je da emancipatorni pristup postoji još u Humboltovoj tradiciji, orijentisanoj ka kompetentnosti, koja studiranje posmatra kao polje treniranja i obrazovanja intelektualnih i metodoloških sposobnosti više nego što se to čini u novoj kulturi učenja danas. U diskursu se konstatuje da je samo pojam „kompetentnost” nov i pokreće intenzivniju didaktizaciju akademskog učenja, a nestaje ono, što je kod Humboldta činilo srž: da se studenti posmatraju kao partneri u kolaborativnom procesu učenja i istraživanja. Studenti postaju objekat didaktike i nestaju kao akteri i ličnosti iz aranžmana učenja, a ostaje samo retorička figura „promene perspektive od nastavnika do studenata i kompetentnosti, koje treba steći” (Zervakis, & Wahler, 2007). Kritički tonovi konstatuju da je iza kritičkog mišljenja kao centralne tačke, formulisane u Evropskom deskriptoru obrazovnih kompetencija, kao najuočljivija tačka ostala tendencija za nominacijom nastave standardima obrazovanja (Klieme et al., 2007). Koliko su ove tendencije primetne u visokoškolskoj didaktičkoj kulturi, ili kulturi učenja danas na studijama u Republici Srbiji, nakon dve decenije reformskih koraka iz ugla darovitih za koje se smatra da bi trebalo da imaju visoko kritičko mišljenje, kako bi mogli samostalno da uče, istražuju i kritički misle, posmatra se metodom sistematskog neeksperimentalnog istraživanja. Ispitanici su akademski daroviti studenti univerziteta u Novom Sadu, Beogradu i Nišu (N = 427, od čega je 85 (10,9%) akademski darovitih (sa prosečnim uspehom iznad 9,00). Korišćeni su instrumenti: *Inventar primene strategija podsticanja kritičkog mišljenja u visokoškolskoj nastavi* (ISPKM) i *Kornelova baterija kritičkog mišljenja* (THE CORNELL CLASS – REASONING TEST, FORM X). Osnovni nalazi: Daroviti studenti imaju jače izraženo kritičko mišljenje u odnosu na ostale. Takođe, imaju jače izraženo kritičko mišljenje u odnosu na emancipatornu kulturu učenja, odnosno na primenu strategija podsticanja kritičkog mišljenja u visokoškolskoj nastavi, koja je u odnosu na njih nedovoljno izražena.

Ključne reči: daroviti, kultura učenja, kritičko mišljenje.

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THE GIFTED IN THE EMANCIPATORY LEARNING CULTURE

The goal of this exploratory study is to search for an answer to the question: to what extent gifted students are partners in the collaborative learning and research process in the modern culture of learning and how much this reflects on the effects of learning expressed in the competence of critical thinking. The theoretical context constitutes the discourse on the effectiveness of the perspective in higher education

didactics, highlighted in the wave changes with the reform of the Bologna process. The main feature of these changes is indicated as a change in the culture of learning in terms of the orientation of lectures towards the student, i.e. according to their perspective in learning. So that instead of „learning input” one should specify „output” (Kruse, 2006), therefore, it is about critical (Horkheimer) and emancipatory pedagogy and didactics (Schleiermacher). The term „competence” is a goal to be pursued, and it implies not only knowledge, but also complex abilities formed by targeted training procedures. The problem that drives this research is the discourse that directs more critical considerations to this approach. One of them is that the emancipatory approach already exists in Humboldt's competence-oriented tradition, which views studying as a field of training and education of intellectual and methodological abilities more than it does in the new culture of learning today. In the discourse, it is stated that only the term „competence” is new and initiates a more intensive didacticization of academic learning, while what was the core of Humboldt's work is disappearing: that students are viewed as partners in a collaborative learning and research process. Students become the object of didactics and disappear as actors and personalities from the learning arrangement, and only the rhetorical figure of „the change of perspective from teachers to students and competencies to be acquired” remains (Zervakis, & Wahler, 2007). Critical voices state that behind critical thinking as a central point, formulated in the European descriptor of educational competences, the most noticeable point is the tendency to determine teaching through educational standards (Klieme et al., 2007). The authors have used the method of systematic non-experimental research to observe how noticeable are these tendencies in the didactic culture of higher education, or the culture of learning today at studies in the Republic of Serbia, after two decades of reform steps from the point of view of the gifted, who are considered to have a high critical opinion, so that they can independently study, research and think critically. The respondents are academically gifted students of universities of Novi Sad, Belgrade and Niš (N = 427, of which 85 (10.9%) are academically gifted (with an average grade above 9.00). The instruments used are: Inventory of the application of strategies for encouraging critical thinking in higher education (ISPKM) and the Cornell battery of critical thinking (THE CORNELL CLASS – REASONING TEST, FORM X). Basic findings: Gifted students have a more pronounced critical opinion compared to others. Also, they have a more strongly expressed critical opinion in relation to the emancipatory learning culture, i.e. to the application of strategies to encourage critical thinking in higher education teaching, which is, regarding them, insufficiently expressed.

Keywords: the gifted, learning culture, critical thinking.

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ДАРОВИТОСТ КАО ПОТЕНЦИЈАЛ И МОГУЋА СМЕТЊА У КУЛТУРИ УЧЕЊА

Даровитост је увек добар потенцијал ако покреће стваралачку одговорност свих актера процеса васпитања и образовања. Ако уместо тога све остане на инсистирању посебности даровитог детета у односу на остале ученике, без подстицања постигнућа у заједничкој делатности многих, постоји велика опасност од неуспеха. Даровитом детету остаје да се горди због својих неоспорних талената, а „осредњим” појединцима остаје завист према даровитима као препрека за даље усавршавање. Да би се избегло све ово неопходно је снагом „педагошке толеранције и дидактичке упорности” кроз „захтевање најбољег и прихватање најгорег”, како то мисли Филип Мерије, усклађивати све различитости у жељи да добри потенцијали сваког појединца постану заједничка постигнућа свих учесника у просветној делатности. На овај начин култура учења постаје процес у сталној надоградњи. То подразумева промишљене активности које нису сведене само на једног појединца, без обзира на његову посебност, него је све осмишљено заједничком одговорношћу која чува и усмерава стваралачку слободу сваког појединца.

Кључне речи: даровитост, одговорност, потенцијали, постигнућа, усклађивање.

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GIFTEDNESS AS POTENTIAL AND AS A POSSIBLE HINDRENCE IN THE LEARNING CULTURE

Giftedness is always good potential if it ignites the creative responsibility of all actors in the educational process. If, instead, everything remains on the insistence of the uniqueness of the gifted child in relation to other students, without encouraging achievement in the joint activity of many, there is a great danger of failure. The gifted child remains proud of his indisputable talents, and „mediocre” individuals remain envious of the gifted as an obstacle to further improvement. In order to avoid all this, it is necessary with the power of „pedagogical tolerance and didactic persistence” through „demanding the best and accepting the worst”, as Filip Merije thinks, to harmonize all differences in the hopes of enabling the good potential of each individual to become the common achievements of all participants in educational activity. In this way, the culture of learning becomes a process which is constantly being upgraded. This implies thoughtful activities that are not reduced to just one individual, regardless of his/her exceptionality, but everything is designed

with joint responsibility that preserves and directs the creative freedom of each individual.

Keywords: giftedness, responsibility, potential, achievement, harmonization.

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STVARALAČKA „MOĆ” POTENCIJALNE MUZIČKE I LIKOVNE DAROVITOSTI U GODINAMA UZLETA

Interakcija emocionalnih, estetskih, kulturnih i materijalnih činilaca razvoja određene društvene sredine struktuirala socijalni kontekst razvoja zajedničkog muzičkog i likovnog stvaralaštva. U skladu sa pomenutim, otvaraju se mogućnosti da se kompleksnost potencijalno muzički i likovno darovitih, sagleda u novoj kulturi učenja, zasnovanoj na konstruktivističkoj paradigmi, odnosno u okviru nove koncepcije *Osnove programa predškolskog vaspitanja i obrazovanja*, nazvane *Godine uzleta*. Nove Osnove predškolskog programa podrazumevaju promenjene i različite uloge vaspitača zasnovane na konstruktivističkom pristupu, koji postavlja nove didaktičke zahteve vaspitaču, a one se najviše odnose na stvaranje i oblikovanje adekvatne okoline za saznavanje, otkrivanje i učenje, ali i podsticanje i prepoznavanje spontanosti i slobode izražavanja kao neophodnih uslova za ispoljavanje stvaralaštva i potencijalne muzičke i likovne darovitosti. U odnosu na pomenuto, uloga vaspitača više je animirajuća, savetodavna, podsticajna i fokusirana na metakognitivne strategije, crte ličnosti, motivaciju i različite strategije saznavanja i učenja. U ovom radu, razmatraju se značaj konstruktivističkog pristupa u radu i njegov uticaj na razvoj potencijalne muzičke i likovne darovitosti, ali i mogućnosti podsticanja muzičkog i likovnog stvaralaštva kod dece predškolskog uzrasta. Pored teorijskog pristupa istraživanju, prikazani su brojni primeri organizovanja pomenutog načina rada, nazvanog *zajednički muzički i likovni konstrukt*, kao i primeri dobre prakse koji su potvrđeni pozitivnim ishodima pomenutog pristupa u radu sa decom predškolskog uzrasta. Stoga se može zaključiti da *Godine uzleta*, pružaju mogućnosti za podsticanjem muzičkog i vizuelnog stvaralaštva, ali i za otkrivanjem i razvojem potencijalne muzičke i likovne darovitosti.

Ključne reči: stvaralaštvo, darovitost, *Godine uzleta*, muzička darovitost, vizuelno stvaralaštvo.

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THE CREATIVE „POVER” OF POTENTIAL MUSICAL AND ARTISTIC GIFTEDNESS IN THE YEARS OF ASCENT

The interaction of emotional, aesthetic, cultural and material factors in the development of a specific social environment structures the social context of collective musical and artistic creation. In line with this, opportunities arise to understand the complexity of potentially musically and artistically gifted individuals within a new learning culture based on a constructivist paradigm, specifically within the framework of the new concept of the *Foundation of Preschool Education Program called the Years of Ascent*. The new Foundation of the Preschool Program implies changed and diverse roles for preschool teachers, based on a constructivist approach that sets new didactic requirements for preschool teachers, primarily concerning the creation and shaping of an appropriate environment for cognition and discovery, which is focused on metacognitive strategies, personal characteristics, motivation, and various cognitive and learning strategies. This paper examines the significance of the constructivist approach in work and its impact on the development of potential musical and artistic giftedness, as well as the possibilities of fostering musical and artistic creation in preschool-age children. In addition to the theoretical approach, this paper offers numerous examples of implementing the aforementioned method, called the *collective musical and artistic construct*, along with examples of good practice that have confirmed the positive outcomes of this approach in work with preschool-age children. Therefore, it can be concluded that the *Years of Ascent* provide opportunities for stimulating musical and visual creativity, as well as for discovering and developing potential musical and artistic giftedness.

Keywords: creativity, giftedness, *Years of Ascent*, musical giftedness, visual creativity.

Tomislav Suhecki

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PRIVILEGIJA DAROVITOSTI U NIHILIZMU EVOLUCIJE

U najvećem vremenu ljudskog postojanja, udruživanje, pomaganje, saradnja i poverenje bili su ključni za opstanak. Od vremena kada su džungle i pustoši zamenjene urbanim prašumama svih vrsta, ljudi su jedni drugima postajali konkurencija, opasnost, pretnja svih vrsta kao pravi dokaz Darwinovoj nihilističkoj teoriji evolucije. Podsticanje stvaralaštva je šlag na tortu onima koji su već rođeni privilegovani da imaju IQ iznad proseka, razne profitabilne talente i da bi nadvisili druge ljude oteli što veći deo vrednosti svih vrsta potrebno je osvojiti sposobnosti

samounapređivanja. Razlike postaju sve veće i dokazuju Darwinov postulat o preživljavanju najsposobnijih i da je čovek čoveku vuk. To je oberučke prihvaćeno kao apoteoza slobode novog modernog sveta poslednjih sto pedeset godina. Ipak, neko se potrudio da previdimo da, ustvari, daroviti oduvek svoj dar, bar kao umetnici, dele onim siromašnim talentima, jer darovitost utkaju kao kreativni kod u pesmu, sliku, muziku, film, igru i kao kartridž ili fleš memorije. Danas ta aplikacija nakratko se utisne u um konzumenta umetnosti koji eventualno oseti neobično iskustvo, neko unapređeno dublje saznanje, a, ustvari, na kratko poseduje, može opipati, okusiti kreativni duh umetnika čije delo ispija. Šta mi znamo, koliko i kakve sve umetničke kodne informatičke isprepletenosti kolaju među nama povezujući nas nizom nemuštih jezika, signala, mimike, ukusa, mirisa, ponašanja i ko zna da to uopšte i nije temelj opšte povezanosti živog sveta koji zahvaljujući tome i opstaje i napreduje, a predatori raznih vrsta tek su anomalija koja kvari utisak o nekoj višoj etici utkanoj u samu hemiju života, onoj istoj koja se smiluje kroz veru ili iskustvo sopstvene spontane kreativnosti. Pedagozi su uporno osvajali saznanja o pedagoškim principima intuitivno i verenički težeći bezbolnom učenju i vaspitanju i čini se da su se danas približili prosvetljenju koje nudi saznanja iz neurohemije, koja logikom nauke potvrđuje intenciju da se pedagogija približi umetničkoj praksi. I taman kad je to osvojeno, postaju, čini se, ta saznanja prozaična, jer metode podsticanja stvaralaštva licemerne su ako zalupe vrata jednakih šansi onima koji nisu rođeni daroviti, ali su osposobljeni da prime kreativne programe stvaralaštva iskustvom umetnosti. Živimo u vremenu kada je planetarna bara sve manja, a globalni krokodili sve gladniji, pa konkurenciju raznim smicalicama pretvaraju u gubitnike. Nekada su ljudi, daroviti lovci delili plen sa onim manje darovitim, danas postajemo jedni drugima lovac i lovina.

Ključne reči: privilegija darovitosti, umetnički kod, nihilizam evolucije.

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THE PRIVILEGE OF GIFTEDNESS IN THE NIHILISM OF EVOLUTION

In the greatest time of human existence, associating, helping, cooperation and trust were essential for survival. Since the time when jungles and wastelands were replaced by urban rainforests of all kinds, people have become each other's competition, danger, threat of all kinds as a real proof of Darwin's nihilistic theory of evolution. Encouraging creativity is the icing on the cake for those who are already born privileged to have IQ above the average, various profitable talents and in order to surpass other people to steal as much value as possible of all kinds it is necessary to conquer the abilities of self-improvement. The differences are getting bigger and prove Darwin's postulate about the survival of the fittest and that man is a wolf to another man. It has been widely accepted as the apotheosis of freedom of the new modern world for the last one hundred and fifty years. However, someone has tried to overlook that, in fact, the gifted always share their gift, at least as artists, with those poor talents because they weave giftedness as a creative code into a song,

picture, music, film, game and as a cartridge or flash memory. Today, that application is briefly imprinted in the mind of the art consumer, who eventually feels an unusual experience, some improved deeper knowledge, and, in fact, briefly owns, can feel, taste the creative spirit of the artist whose work he consumes. What do we know, how much and what kind of artistic code informational entanglements circulate among us, connecting us with a series of non-human languages, signals, facial expressions, tastes, smells, behaviors and who knows that this is not at all the basis of the general connection of the living world that survives and thrives thanks to it, and predators of various species are just an anomaly that spoils the impression of some higher ethics woven into the very chemistry of life, the same one that shows mercy through faith or the experience of one's own spontaneous creativity. Pedagogues persistently gained knowledge about pedagogical principles intuitively and faithfully striving for painless learning and education, and it seems that today they have come closer to the enlightenment offered by the knowledge of neurochemistry, which, with the logic of science, confirms the intention to bring pedagogy closer to artistic practice. And just when that is won, it seems, these findings become prosaic, because the methods of encouraging creativity are hypocritical if they slam the door of equal opportunities to those who were not born gifted, but are trained to receive creative programs of creativity through the experience of art. We live in a time when the planetary pool is getting smaller, and the global crocodiles are getting hungrier, so they turn the competition into losers with various shenanigans. Once upon a time, people, gifted hunters shared their prey with less gifted ones, today we become each other's hunter and hunted.

Keywords: privilege of giftedness, artistic code, nihilism of evolution.

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OBRAZOVNA TEHNOLOGIJA U FUNKCIJI PODSTICANJA DAROVITOSTI UČENIKA

Inspiracija za bavljenjem tematikom obrazovnih tehnologija u kontekstu podsticanja darovitosti učenika uslovlila je ekspanzija informaciono-komunikacionih tehnologija. Usled konstantnog priliva informacija i neprekidnih promena javlja se potreba za stalnim učenjem. S toga referentnu teorijsku osnovu rada čini elektronsko učenje ili e-učenje. Reč je o metodologiji kojom se nastavni sadržaji ili aktivnosti realizuju uz pomoć elektronskih tehnologija. O e-učenju možemo govoriti i kao o obrazovnoj interaktivnoj komunikaciji između učenika i profesora koja se ostvaruje putem savremenih IKT-a. Predmet ovog teorijskog rada je ispitati funkciju alternativnih metoda bloga, podkasta i obrazovnih aplikacija u podsticanju darovitosti učenika. Ukoliko darovite učenike definišemo iz ugla izuzetnih mogućnosti, kapaciteta i visokih performansi (Periathiruvadi, & Rinn), cilj našeg rada je pronaći načine kako da se prevaziđu postojeća ograničenja tradicionalnih nastavnih planova i programa

koja ometaju ostvarenje punih potencijala darovitih učenika. Naime, upotreba interneta, različitih obrazovnih aplikacija i platformi za učenje nude brojne benefite obrazovnom procesu (Stošić, 2015). Ukupni nalazi meta-analize ukazuju na to da daroviti učenici imaju pozitivnu percepciju o upotrebi tehnologija u njihovom učenju (Periathiruvadi, & Rinn, 2012), dok rezultati drugih istraživanja ukazuju da savremene obrazovne tehnologije doprinose razvoju darovitosti dece u raznim oblastima (Rudenko et al., 2021). Iz svega navedenog neophodno je posvetiti buduća istraživanja darovitim učenicima, kako bismo adekvatno reagovali na njihove potencijale i bili podrška njihovom budućem razvoju.

Ključne reči: daroviti, obrazovne tehnologije, e-učenje, web 2.0 alati.

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EDUCATIONAL TECHNOLOGY IN THE FUNCTION OF ENCOURAGING STUDENT GIFTEDNESS

The inspiration for dealing with the topic of educational technologies in the context of encouraging the giftedness of students was conditioned by the expansion of information and communication technologies. Due to the constant flow of information and continuous changes, there is a need for constant learning. Therefore, it forms the reference theoretical basis of the work. electronic learning or e-learning. It is about the methodology by which teaching contents or activities are realized with the help of electronic technologies. We can also talk about e-learning as educational interactive communication between students and teachers, which is realized through modern ICT. The subject of this theoretical paper is to examine the function of alternative methods of blogs, podcasts and educational applications in encouraging student giftedness. If we define gifted students in terms of exceptional opportunities, capacities and high performance (Periathiruvadi, & Rinn), the goal of our work is to find ways to overcome the existing limitations of traditional curriculum that hinder the realization of the full potential of gifted students. Namely, the use of the Internet, various educational applications and learning platforms offer numerous benefits to the educational process (Stošić, 2015). The overall findings of the meta-analysis indicate that gifted students have a positive perception of the use of technology in their learning (Periathiruvadi, & Rinn, 2012) and the results of other research indicate that modern educational technologies contribute to the development of giftedness in children in various areas (Rudenko et al., 2021). From all of the above, it is necessary to devote future research to gifted students, in order to adequately respond to their potential and support their future development.

Keywords: gifted students, educational technologies, e-learning, web 2.0 tools.

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PROLIFERACIJA HEURISTIKE U VISOKOŠKOLSKOJ NASTAVI SA DAROVITIM STUDENTIMA

Heuristika i heuristička nastava je nekada bila rezervisana za učenje prirodnih nauka – matematike, hemije, fizike itd. Veliki iskorak nastao je upotrebom heuristika u svakodnevnom životu i praktičnim situacijama, bez striktnog definisanja složenih operacija i određenja, kao što su one od kojih se često plašimo: trigonometrija, integrali i tome slično. Rečju, heuristika je društvena i svuda oko nas. Savremena pedagoška scena se raduje nizu heuristika koji su posebno značajni u radu sa darovitima, što osobito podrazumeva šarolike kreativne postupke i tehnike. U visokoškolskoj nastavi se pružaju višestruke mogućnosti za proliferacijom heuristike, u više dimenzija: heurističko je u teorijskoj nastavi, a u praktičnoj još više – istražuje se, dvoumi, kritički promišlja, divergentno razmišlja, nema jednog rešenja. Na uzorku od 164 vaspitača, zaposlenih u predškolskim ustanovama i/ili studenata Visoke škole, istraživali smo efektivnost i upotrebu heuristika u radu sa decom predškolskog uzrasta. Rezultati su pokazali da vaspitači imaju izuzetno izraženu senzibilnost za upotrebu heuristike u radu sa potencijalno darovitom decom, iako nisu u potpunosti bili upoznati šta heuristika znači. Heuristici podrazumevaju drugačiji pristup potencijalno darovitoj deci (uz mere individualizacije) i postupke vaspitača: *Šest šešira*, *Možeš i drugačije*, *Napoleon tehnika* i tome slično. Rezultati su ukazali da vaspitači i dalje tragaju za dobrom realizacijom ovih tehnika, što upućuje na neophodnost implementacije sadržaja u obrazovne kurikulume, kao i u organizaciju stručnih seminara. Direktiva se odnosi na oplemenjivanje i osavremenjavanje kurikuluma u vezi sa sadržajima iz oblasti darovitosti, što bi dalje generisalo nove predmete i uključivanje sadržaja u postojeće. Darovitost je neophodnost!

Ključne reči: daroviti, heuristika, heurističke tehnike, kurikulum, visokoškolska nastava.

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PROLIFERATION OF HEURISTICS IN HIGHER EDUCATION WITH GIFTED STUDENTS

Heuristics and heuristic teaching were once reserved for the learning of natural sciences – mathematics, chemistry, physics, etc. A great leap has been made in using heuristics in everyday life and practical situations, without strict definition of complex operations and determinations, such as those we often fear: trigonometry, integrals, and the like. In short, heuristics are social and all around us. The modern pedagogical scene welcomes a series of heuristics that are particularly significant in working with the gifted, which especially involves diverse creative approaches and techniques. Higher education provides multiple opportunities for the proliferation of heuristics in multiple dimensions: it is heuristic in theoretical teaching, and even more so in practical teaching – it explores, hesitates, thinks critically, thinks divergently, and there is not one solution. Based on a sample of 164 educators employed in preschool institutions and/or students of higher education, we researched the effectiveness and use of heuristics in working with preschool children. The results showed that educators have a pronounced sensitivity to the use of heuristics in working with potentially gifted children, although they were not fully familiar with what heuristics mean. Heuristics imply a different approach to potentially gifted children (with measures of individualization) and educators' procedures: *Six hats*, *You can do it differently*, *Napoleon technique* and the like. The results indicated that educators are still striving for a successful implementation of these techniques, which indicates the necessity of implementing the content into educational curricula, as well as organizing professional seminars. The directive refers to enriching and modernizing the curriculum in relation to giftedness, which would further generating new subjects and incorporating content into existing ones. Giftedness is a necessity!

Key words: gifted, heuristics, heuristic techniques, curriculum, higher education.



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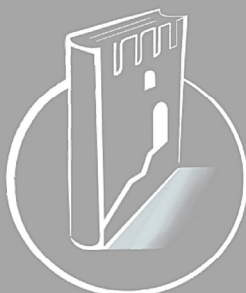
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