



**DAROVITOST  
POTREBE 21. VEKA  
-ZBORNİK SAŽETAKA-**

**GIFTEDNESS**  
THE NEEDS OF THE 21<sup>ST</sup> CENTURY  
-BOOK OF ABSTRACTS-



**mensa**  
S R B I J E

KRUŠEVAC 2019

# **DAROVITOST – POTREBE 21. VEKA**

- ZBORNIK SAŽETAKA -

Treća međunarodna naučno-stručna konferencija  
3–5. oktobar 2019. godine, Kruševac

# **GIFTEDNESS - THE NEEDS OF THE 21st CENTURY**

- BOOK OF ABSTRACTS -

The Third International Professional and Scientific Conference  
3 - 5 October 2019, Krusevac, R Serbia



**mensa**  
S R B I J E

Novi Sad 2019.

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Fakultet za specijalnu edukaciju i rehabilitaciju Univerziteta u Beogradu

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The authors of the papers are responsible for the proofreading and quality of the abstract language.

**Treća međunarodna naučno-stručna konferencija**

**„Darovitost – potrebe 21. veka”**

3–5. oktobar 2019. godine, Kruševac

**The Third International Professional and Cientific Conference**

**“Giftedness - the needs of the 21st century”**

3 - 5 October 2019, Kruševac

## **P R O G R A M**

### **PRVI DAN/FIRST DAY (3. 10. 2019. četvrtak/Thursday)**

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14:00-15:00 Okupljanje učesnika i registracija/Registration

15:00-16:00 Pozdravne reči organizatora i domaćina/ Welcome words:  
representatives of organizers and partners

Predstavljanje publikacija (Zbornik sažetaka, Tematski zbornik radova)/  
Presentation of the Publications (Book of Abstracts, Thematic Collection  
of Papers)

#### **Plenarna predavanja/Plenary sessions:**

*Moderatori: Aleksandra Borović i Lada Marinković*

16:00-16:30 Prof. dr.sc. Taisir Subhi Yamin  
GIFTEDNESS & CREATIVITY: THE INTERNATIONAL PRACTICES  
AND THE NATIONAL POLICY  
DAROVITOST I KREATIVNOST: MEĐUNARODNE PRAKSE I  
NACIONALNE POLITIKE

16:30-17:00 Marinela Šćepanović i Ljiljana Lazarević  
KAKO UNAPREDITI OBRAZOVANJE DAROVITE DECE I  
UČENIKA U REPUBLICI SRBIJI?  
HOW TO IMPROVE THE EDUCATION OF GIFTED CHILDREN  
AND STUDENTS IN THE REPUBLIC OF SERBIA?

17:00- 17:30 *pauza*

17:30- 18:00 Dr Marold Reutlinger  
PARENTAL GOALS FOR THE CHILDREN; DOES IT MATTER?  
RODITELJSKI CILJEVI ZA NJIHOVU DECU; DA LI SU BITNI?

18:00-18:30 doc. dr Milica Drobac – Pavićević  
DAROVITOST – RESURS ILI BALAST POJEDINCA  
GIFTEDNESS – A RESOURCE OR A BURDEN OF AN INDIVIDUA

18:30 - 19:30 Plenarna diskusija/Plenary discussion

19:30 KOKTEL DOBRODOŠLICE / COCTAIL

## **DRUGI DAN/SECOND DAY (4. 10. 2019. petak/Friday)**

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9:00-9:30 Registracija - okupljanje učesnika / Registration

### **SEKCIJA A**

**9:30 – 11:00 moderatori: Milica Drobac Pavićević i Ljubomir Kustudić**

9:30 Milica Drobac Pavićević i Jovana Jovović:  
IMPLICITNE TEORIJE O PRIRODI STVARALAŠTVA STUDENATA  
PEDAGOŠKOG USMJERENJA  
IMPLICIT THEORIES OF CREATIVITY ON SAMPLE OF EDUCATIONAL  
STUDIES AND PSYCHOLOGY STUDENTS

9:45 Danka Špehar:  
PREPOZNAVANJE I IDENTIFIKACIJA DAROVITE DECE KROZ VERSKU  
NASTAVU  
DETECTION AND IDENTIFICATION OF GIFTED CHILDREN THROUGH  
RELIGIOUS EDUCATION

10:00 Tatjana Mitić:  
KOMPJUTERSKA IGRAČKA U FUNKCIJI RANOG OTKRIVANJA  
DAROVITOSTI  
COMPUTER TOY IN THE FUNCTION OF EARLY DETECTING  
GIFTEDNESS

10:15 Gorica Karić:  
PREPOZNAVANJE DAROVITOG DETETA PRILIKOM ISTRAŽIVANJA  
KVALITETA NASTAVE PREDMETA SVET OKO NAS  
RECOGNITION OF A GIFTED CHILD DURING THE RESEARCH OF THE  
TEACHING QUALITY OF THE *WORLD AROUND US* SCHOOL SUBJECT

10:30 Miljković Suzana:  
SNAŽNO MIŠLJENJE – KRITIČKO MIŠLJENJE  
STRONG THINKING - CRITICAL THINKING

10:45 Maja Anđelković Šeguljev:  
UKLJUČIVANJE DAROVITIH UČENIKA U GRUPNI RAD  
INCLUSION OF GIFTED STUDENTS IN GROUP WORK

11:00- 11:30 pauza za kafu/osveženje/ coffe break



## **SEKCIJA B**

**9:30 – 11:00 moderatori: Predrag Đukić i Mirjana Tišma**

9:30 Nada Ostojić i Željko Nikolić:

UNAPREĐIVANJE RADA SA DAROVITIM UČENICIMA U OSNOVNOJ ŠKOLI  
ADVANCING WORK WITH GIFTED PUPILS IN PRIMARY SCHOOL

9:45 Zoran Tomić:

ON LAJN PROGRAMI IZ ASTRONOMIJE ZA RAD SA DAROVITIMA  
ONLINE PROJECTS FROM ASTRONOMY FOR GIFTED CHILDREN

10:00 Mateja Vrška, Anđela Bešir i Anđela Stojanović:

ISPITIVANJE MIŠLJENJA UČENIKA O UTICAJU PROFESORA NA  
KVALITET ČASOVA I NJIHOVO ŠKOLSKO POSTIGNUĆE  
EXAMINATION THE OPINION OF STUDENTS ABOUT PROFESSOR'S  
INFLUENCE ON THE QUALITY OF SCHOOL CLASSES AND THEIR  
SCHOOL ACHIVEMENT

10:15 Zorica Ivanović:

FREKVENCIJSKI REČNICI ŠKOLSKE LEKTIRE  
FREQUENCY DICTIONARY OF THE SCHOOL LITERARY BOOKS

10:30 Jasna Adamov i Stanislava Olić-Ninković:

KAKO DAROVITI UČENICI UČE HEMIJU  
HOW GIFTED STUDENTS LEARN CHEMISTRY

10:45 Dragana Cucić, Dragana Milićević, Liljana Janković, Dragoljub A.  
Cucić, Goran Milićević:

NEGOVANJE MOTIVA KAO PRINCIPA OSTVARENJA KOD DAROVITIH  
UČENIKA  
CULTIVATING THE MOTIVE AS THE PRINCIPLE OF ACHIEVEMENT  
FOR GIFTED PUPILS

11.00 Ljiljana Lazarević

PODRŠKA DAROVITIM UČENICIMA U REPUBLICI SRBIJI  
SUPPORT TO GIFTED STUDENTS IN THE REPUBLIC OF SERBIA

11:15- 11:30 pauza za kafu/osveženje / coffe break

## **SEKCIJA C**

**11:30 – 12:30 moderatori: Predrag Đukić i Tanja Olear Gojić**

11:30 Timmy Burchard, Stefan Pettersson:

MENSA SWEDEN GIFTED CHILDREN PROGRAM  
PROGRAM ŠVEDSKE MENSE ZA DAROVITU DECU

11:45 Tanja Olear-Gojić i Mirjana Tišma:

AKTIVNOSTI MENSE SRBIJE ZA DECU  
MENSA'S ACTIVITIES FOR CHILDREN IN SERBIA

12:00 Eva Kippenberg:  
INTRODUCING OUR EDUSECS - MENSA GERMANY CONNECTS  
EXTRACURRICULAR OFFERS FOR THE GIFTED  
PREDSTAVLJANJE NAŠIH EDU-SEKRETARA - MENSA NEMAČKA  
OBJEDINJUJE VANNASTAVNE PONUDE ZA DAROVITE

12:15 Otilia Velišek-Braško i Marija Svilar:  
DVOSTRUKO DRUGAČIJI U INKLUZIJI  
TWICE EXCEPTIONAL IN INCLUSION

12:30 -14:00 *Pauza za ručak/ Lunch break*

## **SEKCIJA D**

**11:30 – 12:30 *moderatori: Lada Marinković i Marinela Šćepanović***

11:30 Ivona Ninkov, Kosa Protić i Jovana Vajdić:  
ORGANIZACIONA STRUKTURA I STIMULATIVNI PROGRAMI NVO U  
PREPOZNAVANJU I OBRAZOVANJU DAROVITE DECE I MLADIH  
ORGANIZATIONAL STRUCTURE AND INCENTIVE PROGRAMS OF  
NGO's IN IDENTIFYING AND EDUCATING GIFTED CHILDREN AND  
YOUTH

11:45 Suzana Jovanović, Vesna Milutinović, Svetlana Nešić i Tamara  
Jeremic Todorović:  
ULOGA VASPITAČA U PREPOZNAVANJU, PRAĆENJU I PODSTICANJU  
DAROVITE DECE NA PREDŠKOLSKOM UZRASTU  
THE ROLE OF EDUCATORS IN IDENTIFYING, MONITORING AND  
ENCOURAGING TALENTED CHILDREN OF PRESCHOOL AGE

12:00 Miljković Suzana:  
MAPIRANJE DAROVITOSTI  
MAPPING GIFTEDNESS

12:15 Lada Marinković, Dušanka Mudrinić i Ivana Manasijević:  
EPoC TEST – ISKUSTVA IZ SRBIJE  
EPoC TEST – EXPERIENCES FROM SERBIA

12:30 -14:00 *Pauza za ručak/ Lunch break*

## **RADIONICE/WORKSHOPS 14:00 – 17:30**

**14:00 – 15:00** Thorsten Kreissig, TeeKay Kreissig  
“DESIGN THINKING AND BEYOND” FOR SCHOOLS  
“DESIGN THINKING I VIŠE OD TOGA” ZA ŠKOLE

**14:00 – 15:00** Mladen Šljivović:  
TVOJ PREDMET MENI ZNAČI  
YOUR SUBJECT IS IMPORTANT TO ME

**15:15 – 16:15** Charlotte Hoyng:

MENSA THE NETHERLANDS' BIG SECRET: THE SCHOOL QUIZ  
VELIKA TAJNA MENSE HOLANDIJE: ŠKOLSKI KVIZ

**15:15 – 16:15** Marinela Šćepanović:

RAZIGRANO DVORUČNO ŠARANJE KAO METOD U RADU SA DAROVITOM  
DECOM I UČENICIMA

DOUBLE DOODLE PLAY® AS THE METHOD IN WORKING WITH GIFTED  
CHILDREN AND STUDENTS

**16:30 – 17:30** Thorsten Kreissig, TeeKay Kreissig:

THE NEW ROLE OF TEACHERS IN THE 21ST CENTURY

NOVA ULOGA NASTAVNIKA U 21. VEKU

*ZAJEDNIČKA VEČERA (OPCIONO) PRIJAVE NA INFO DESKU / OPTIONAL*

*COMMON DINNER, REGISTRATION AT INFO DESK*

### **TREĆI DAN/THIRD DAY (5. 10. 2019. subota/Saturday)**

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9:00 – 9:30 Okupljanje učesnika/ Registration

#### **RADIONICA/WORKSHOP**

**9:30-10:30** Jasna Veljković i Vesna Dukanac:

KREATIVNOST KOD DAROVITIH KAO IZRAZ SUBLIMACIJE EMOCIJA KOJE SE  
TEŠKO NOSE

CREATIVITY IN GIFTED PERSONS AS AN EXPRESSION OF SUBLIMATED  
EMOTIONS WHICH IS DIFFICULT "TO HANDLE"

#### **SEKCIJA E**

**10:30 – 12:15 Moderatori: Lada Marinković i Mirjana Tišma**

10:30 Marinković Lada:

AUTENTIČNOST ODRASLOG I OBRAZOVANJE DAROVITOG DETETA  
THE AUTHENTICITY OF THE ADULT AND THE EDUCATION OF THE  
GIFTED CHILD

10:45 Vesna Dukanac, Jasna Veljković Ivana Hranisavljević:

MOĆ I NEMOĆ PSIHOTERAPIJE DAROVITIH  
POWER AND IMPOTENCE OF PSYCHOTHERAPY TREATMENT OF  
GIFTED PERSONS

11:00 Mirjana Tišma i Tanja Olear-Gojić:

KOUČING U OBRAZOVANJU  
COACHING IN EDUCATION

11:15 Valentina Milačić:

DRAMATIZACIJA AUTORSKIH TEKSTOVA  
DRAMATIZATION OF AUTHORS' TEXTS

- 11:30 Slađana Milenković, Mirjana Nikolić i Milana Kovačević:  
PREPOZNAVANJE DAROVITOSTI NA PREDŠKOLSKOM UZRASTU U  
JEZIČKOJ OBLASTI: STUDIJA SLUČAJA  
PRESCHOOL GIFTEDNESS IN LINGUISTIC AREA: CASE STUDY
- 11:45 Charlotte Hoyng:  
GIFTED CHILDREN IN BILINGUAL EDUCATIONAL SETTING  
DAROVITA DECA U DVOJEZIČNOM OBRAZOVNOM OKRUŽENJU
- 12:00 Mirjana Nikolić, Jelena Kodru i Jovanka Andrić:  
UVOĐENJE PROMENA U RAD SA DAROVITOM DECOM U  
PREDŠKOLSKOJ USTANOVI  
INTRODUCING THE CHANGES IN WORK WITH GIFTED CHILDREN IN  
PRESCHOOL INSTITUTION

## **Sekcija F**

**10:30 – 12:15 Moderatori: Predrag Đukić i Ljubomir Kustudić**

- 10:30 Zdenka Dudić:  
IDENTIFIKACIJA DAROVITIH U ERI PRIMENE ICT TEHNOLOGIJA U  
OBRAZOVANJU  
IDENTIFICATION OF GIFTED ERA IN THE APPLICATION OF  
INFORMATION TECHNOLOGY IN EDUCATION
- 10:45 Nebojša Carić:  
PRIMENA NOVE BATERIJE INSTRUMENATA I METODA ZA  
IDENTIFIKACIJU DAROVITIH ODRASLIH OSOBA  
APPLICATION OF NEW BATTERIES OF INSTRUMENTS AND  
METHODS FOR IDENTIFICATION OF GIFTED ADULTS
- 11:00 Predrag Đukić:  
ZANIMANJA BUDUĆNOSTI  
OCCUPATIONS OF THE FUTURE
- 11:15 Bojan Grujić, Momčilo Stepanović:  
METODIČKI PRISTUP U RADU SA DAROVITOM DECOM  
METHODOLOGICAL APPROACH IN WORKING WITH GIFTED  
CHILDREN
- 11:30 Julka Kuzmanović Cvetković:  
UČENJE U ARHEO PARKU PLOČNIK  
LEARNING AT PLOCNIK ARCHAEO PARK
- 11:45 Milica Vučković:  
BESEDENJE KAO VEŠTINA 21. VEKA: PAŽNJA, DECA (NE) GOVORE!  
ORATORY AS SKILL FOR 21 CENTURY: ATTENTION, CHILDREN  
(DON'T) SPEAK!

12:00 Miona Majstorović Lemaitre:  
ISPUNJAVANJE SOCIO EMOCIONALNIH POTREBA DAROVITIH  
PUTEM SENG SMPG METODA  
FULFILLING SOCIO-EMOTIONAL NEEDS OF GIFTED WITH SENG  
SMPG METHOD

12:15 – 12:30 pauza za kafu/osveženje/ Coffee break

**12:30 – 13:30**

**PANEL DISKUSIJA /Panel Discussion**

**“DA LI JE DAROVITOST POŽELJNA KARAKTERISTIKA NA TRŽIŠTU RADA  
21. VEKA?”/“IS GIFTEDNESS A DESIRABLE CHARACTERISTICS IN THE  
21st CENTURY LABOR MARKET?”**

moderator: Aleksandra Borović,

Učesnici: predstavnici kompanija; Ministarstva za rad, zapošljavanje,  
boračka i socijalna pitanja; Ministarstva prosvete, nauke i tehnološkog  
razvoja; daroviti učenici i studenti.

Participants: representatives of companies; Ministry of Labor,  
Employment, Veterans and Social Affairs Ministry of Education, Science  
and Technological Development; gifted high school and university  
students.

14:00 -15:00

PLENARNO ZATVARANJE KONFERENCIJE (evaluacija, sertifikati) I  
ZAKLJUČCI/ Closing Ceremony (Evaluation, Certification and Conclusions)

Moderatori: Aleksandra Borović, predstavnici partnerskih organizacija i  
moderatori sesija /

Moderators: Aleksandra Borović, representatives of partner  
organizations and session moderators

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**UVODNA IZLAGANJA**  
**INTRODUCTORY LECTURES**

## **GIFTEDNESS & CREATIVITY: INTERNATIONAL PRACTICES AND THE NATIONAL AGENDA**

**Taisir Subhi Yamin**

General Director, The International Centre for Innovation in Education,  
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This keynote presents a number of ideas relevant to innovation education; discusses a wide variety of issues and efforts that must be taken into account when improving gifted education and supporting excellence and innovation in a broader sense; and, emphasizes the importance of productive thinking (e.g., creative thinking; critical thinking; creative problem solving; future problem solving; communication, collaboration) in educational improvement efforts. The intent is to inform research and practices on how to identify prerequisites for excellence and innovation in 21st century education. More specifically, the keynote attends to eight key topics: (a) global practices in gifted education; (b) the development of effective learning environments; (c) the establishment of excellence in gifted education through innovative schools; (d) productive thinking frameworks and strategies as keys to innovation; (e) strategy that magnifies the importance of excellence in gifted education, and innovative curriculum; (f) creative pedagogy, and the roles of teachers and families in the achievement of educational excellence; (g) the main components of gifted programmes; and (h) the structure and blue print for the proposed national agenda.

*Keywords: innovation education, gifted education, productive thinking, 21th century education.*

## DAROVITOST I KREATIVNOST: MEĐUNARODNE PRAKSE I NACIONALNE POLITIKE

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Ovo uvodno predavanje predstavlja niz ideja relevantnih za inovativno obrazovanje; razmatra širok izbor pitanja i napora koji se moraju uzeti u obzir pri unapređenju obrazovanja darovitih i pružanju podrške izvrsnosti i inovacijama u širem smislu; i, naglašava važnost produktivnog razmišljanja (npr. kreativno razmišljanje; kritičko mišljenje; kreativno rešavanje problema; rešavanje problema u budućnosti; komunikacija, saradnja) u naporima za unapređenje obrazovanja. Namera je da se prenesu istraživanja i prakse o tome kako identifikovati preduslove za izvrsnost i inovacije u obrazovanju 21. veka. Tačnije, uvodno predavanje govori o osam ključnih tema: (a) globalne prakse u obrazovanju darovitih; (b) razvoj efikasnog okruženja za učenje; (c) uspostavljanje izvrsnosti u obrazovanju nadarenih putem inovativnih škola; (d) okviri i strategije produktivnog razmišljanja kao ključ inovacije; (e) strategija koja naglašava važnost izvrsnosti u obrazovanju darovitih i inovativni nastavni plan i program; (f) kreativna pedagogija i uloge nastavnika i porodice u postizanju obrazovne izvrsnosti; (g) glavne komponente programa za darovite; i (h) struktura i njena primena na predložene nacionalne politike.

*Ključne reči: inovativno obrazovanje, obrazovanje darovitih, produktivno razmišljanje, obrazovanje 21. veka*

## KAKO UNAPREDITI OBRAZOVANJE DAROVITE DECE I UČENIKA U REPUBLICI SRBIJI?

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Cilj rada je utvrđivanje stanja vezanog za obrazovanje darovite dece i učenika u Republici Srbiji. Brojne postojeće definicije darovitosti ističu postojanje sposobnosti ili potencijala za izuzetna postignuća a mnoge i potrebu za podrškom radi razvijanja postojećeg potencijala ili sposobnosti. Nije postignuta saglasnost stručnjaka o sadržaju i obimu pojmova darovitost, talenat, izuzetnost, genijalnost i sličnih koji se povremeno dovode u vezu ili izjednačavaju. Darovita deca i učenici se u obrazovnom sistemu Republike Srbije prepoznaju kao deca i učenici sa izuzetnim sposobnostima, što prema zakonu obuhvata darovitu i talentovanu decu i učenike, bez bližeg određenja ovih termina; obrazovni propisi pogrešno smatraju da su deca i učenici sa izuzetnim sposobnostima ona koja sama postižu dobar uspeh i rezultate. Istraživanje je sprovedeno u okviru pilot projekta "Osnaživanje nastavnika i stručnih saradnika za rad sa darovitim učenicima", koji realizuju Ministarstvo prosvete, nauke i tehnološkog razvoja Republike Srbije i Zavod za unapređivanje obrazovanja i vaspitanja uz podršku Tima za socijalno uključivanje i smanjenje siromaštva Vlade Republike Srbije. Istraživanje se sastojalo od dva dela, a sprovedeno je u februaru i martu mesecu 2019. godine. U prvom delu istraživanja sprovedena je analiza stanja u oblasti od značaja za rad sa darovitom decom i učenicima u zemlji, ali i šire, kroz analizu skorijih studija i istraživanja u ovoj oblasti. U drugom delu istraživanja anketirani su nastavnici i stručni saradnici sa ciljem utvrđivanja potrebnih mera za unapređivanje rada sa darovitom decom i učenicima u obrazovno-vaspitnim ustanovama. Za prikupljanje podataka korišćen je Upitnik za nastavnike i stručne saradnike o radu sa darovitim učenicima, posebno kreiran za potrebe ovog anketiranja. Upitnik sadrži ukupno 45 ajtema, kojima se prikupljaju podaci o iskustvima, kompetencijama i potrebnoj podršci za rad nastavnika i stručnih saradnika sa darovitim učenicima. Anketiranje je obuhvatilo nastavnike i stručne

saradnike (N=231) iz deset škola u Republici Srbiji, u kojima se sprovodi pilot projekat. Na osnovu rezultata analize stanja i anketiranja nastavnika i stručnih saradnika, doneti su zaključci i preporuke. Preporučeno je da se izradi strategija za razvoj i podršku darovite dece i učenika, da se obezbedi primena propisanih mera obrazovne podrške darovitoj deci i učenicima, da se promoviše filozofija inkluzivnog obrazovanja kao prava na kvalitetno obrazovanje i vaspitanje sve dece i učenika, da se preduzmu mere za prevazilaženje predrasuda i stereotipa vezanih za darovite, te da se unaprede studijski programi fakulteta koji obrazuju nastavnike i stručne saradnike sadržajima koji se odnose na rad sa darovitom decom i učenicima. Posebnu pažnju je potrebno posvetiti stručnom usavršavanju nastavnika i stručnih saradnika i vidovima podrške njihovom radu sa darovitima, a važno je mobilisati i sve lokalne resurse za podršku razvoju darovih i podržati porodice darovite dece i učenika. Nakon sprovedenog istraživanja pripremljen i priručnik koji sadrži teorijske osnove i preporuke za vaspitno-obrazovnu praksu vezanu za rad sa darovitim učenicima, a sledi održavanje obuka za nastavnike i stručne saradnike u odabranim školama o više aspekata bitnih za razumevanje i rad sa darovim učenicima, kao i izrada materijala za rad sa darovitima. Očekivanja su da će se produkti i pozitivna praksa, razvijeni u ovom projektu, proširiti na veći broj škola u Republici Srbiji u narednom periodu.

*Ključne reči: darovitost, deca i učenici, obrazovni sistem, nastavnici, stručni saradnici, porodice.*



## HOW TO IMPROVE THE EDUCATION OF GIFTED CHILDREN AND STUDENTS IN THE REPUBLIC OF SERBIA?

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The aim of the paper is to determine the situation related to the education of gifted children and pupils in the Republic of Serbia. Numerous existing definitions of giftedness emphasize the existence of abilities or potentials for exceptional achievements, and many of them also the need for support in order to develop existing potential or abilities. No agreement has been reached between the experts on the content and scope of the terms giftedness, talent, excellence, genius and the like that occasionally are related or equalize. Gifted children and pupils in the educational system of the Republic of Serbia are recognized as children and pupils with exceptional abilities, which according to the law encompasses gifted and talented children and pupils, without a closer definition of these terms; Educational regulations erroneously consider that children and students with exceptional abilities are the ones who achieve good success and results. The research was conducted in the framework of the pilot project "Empowering teachers and professional associates for working with gifted students", realized by the Ministry of Education, Science and Technological Development of the Republic of Serbia and the Institute for the Improvement of Education with the support of the Government's Social Inclusion and Poverty Reduction Team. The research consisted of two parts and was carried out in February and March of 2019. In the first part of the study, an analysis of the situation in the area of importance for working with gifted children and students in the country and beyond was made through analyzing recent studies and research in this field. In the second part of the survey, teachers and professional associates were surveyed with the aim of determining the necessary measures for improving the work with gifted children and students in educational institutions. For data collection, it was used the Questionnaire for Teachers and Professional Associates about work with gifted students, specifically

created for the needs of this survey. The questionnaire contains a total of 45 items, which collect data on experiences, competencies and necessary support for the work of teachers and professional associates with gifted students. The survey included teachers and professional associates (N = 231) from ten schools in the Republic of Serbia, where the pilot project is being implemented. Based on the results of the analysis of the situation and the interviewing of teachers and professional associates, conclusions and recommendations were made. It was recommended to develop a strategy for the development and support of gifted children and pupils, and also to ensure the application of the prescribed measures of educational support to gifted children and students, and to promote the philosophy of inclusive education as a right to quality education of all children and students, to take measures to overcome the prejudices and stereotypes related to the gifted students, and to improve the study programs of faculties that educate teachers and professional associates on the contents related to working with gifted children and students. Special attention should be paid to the professional development of teachers and professional associates and ways of supporting their work with gifted ones, and it is important to mobilize all local resources to support the development of gifted, and support families of gifted children and students. After the conducted research, a manual was prepared which contains theoretical foundations and recommendations for educational practice related to working with gifted students, followed by the training for teachers and professional associates in selected schools on several aspects relevant for understanding and working with gifted students, as well as making materials for working with gifted. Expectations are that the products and positive practices developed in this project will be expanded to a greater number of schools in the Republic of Serbia in the following period.

*Keywords: giftedness, children and pupils, education system, teachers, professional associates, families.*

## **PARENTAL GOALS FOR THE CHILDREN; DOES IT MATTER?**

**Marold Reutlinger**

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Following modern approaches toward giftedness leads to a necessary few on the environment of each child which has an eminent influence on their talent development towards excellence. The individual learning resources, which are available in the individual environment, have a great influence here. Making these resources available to children depends very much on the parents and their interests, attitudes and motivational goals for their children. In my presentation I would like to introduce a concept, the Parental Goal Orientation. I also would like to present three studies to show the effect of the different characteristics of the Parental Goal Orientation. In these studies, a mixed methods approach was chosen with a parent questionnaire, an observational study and IQ-tests for children. The survey used an extended form of the Nuremberg Parental Goal Orientation Scales (NuPaGOS), a scale to measure five different parental goal orientations, the Affordances in the home environment for motor development scale (Ahemd), the Hamburg-Wechsler-Intelligence Test for Children (HAWIK), the German version of the Wechsler Intelligence Scale for Children, and the BBK, an observation sheet for children development. The results of the studies show that a different form of parental goal orientation leads to a different design of the children's living environment and thus offers them different learning resources. In a second step, using musical toys as an example, it can be shown that differences here also favor differences in cognition and in cognitive development.

*Keywords: Parental goal orientation, Nuremberg Parental Goal Orientation Scales, learning resources, talent development*

## RODITELJSKI CILJEVI ZA NJIHOVU DECU; DA LI SU BITNI?

**Marold Reutlinger**

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Sagledavajući savremene pristupe darovitosti, neophodno dolazimo do nekoliko koji se tiču okruženja svakog deteta koje ima značajan uticaj na njihov razvoj talenata u pravcu izvrsnosti. Veliki je uticaj individualnih resursa za učenje, koji su dostupni u individualnom okruženju. Omogućavanje pristupa ovim sredstavima deci jako zavisi od roditelja i njihovih interesovanjima, stavovima i motivacionim ciljevima za njihovu decu. U svom izlaganju hteo bih da predstavim koncept, Orijentacija roditeljskih ciljeva. Takođe bih želeo da predstavim tri studije koje bi pokazale efekat različitih karakteristika orijentacije roditeljskih ciljeva. U ovim je istraživanjima izabran mešoviti metod, sa anketom roditelja, opservacionom studijom i IQ testovima za decu. Istraživanje je koristilo prošireni oblik Nirnberške skale roditeljskih ciljeva (NuPaGOS), skale koja meri pet različitih roditeljskih ciljnih orijentacija, dostupnost u kućnom okruženju za skalu razvoja motornih sposobnosti (Ahemd), Hamburg-Vechsler-test inteligencije za decu (HAVIK), nemačku verziju Vechsler-ove skale koeficijenta inteigencije za decu i BBK - posmatrački formular za razvoj dece. Rezultati studija pokazuju da različiti oblik orijentacije roditeljskih ciljeva dovode do drugačijeg dizajna životnog okruženja dece i na taj način im nudi različite resurse za učenje. U drugom koraku, koristeći primere muzičkih igračaka, može se pokazati da ove razlike takođe favorizuju razlike u kogniciji i u kognitivnom razvoju.

*Ključne reči: Orijentacija roditeljskih ciljeva, Nirnberška skala roditeljskih ciljeva, resursi za učenje, razvoj talenata*

## **DAROVITOST – RESURS ILI BALAST POJEDINCA**

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Darovitost, kao društveni fenomen, zauzima značajno mjesto u psihološkim istraživanjima iz tri razloga: društvena potreba, pravo na lični razvoj i otklanjanje poremećaja kod darovitih osoba. Društvena potreba se ogleda u nemogućnosti razvoja društva bez doprinosa pojedinaca iz oblasti nauke, tehnike, umjetnosti, sporta ili bilo koje druge društveno korisne oblasti. Zahvaljujući stvaralaštvu takvih pojedinaca danas uživamo u lagodnosti života koji nas okružuje. S druge strane, darovite osobe imaju pravo na lični razvoj te je društvena zajednica u obavezi da obezbijedi uslove za njihov rast i razvoj. Savremenom društvu upravo stvaranje uslova za razvoj darovitost kod pojedinca predstavlja jedan od najvećih izazova. Dok se u razvijenim društvenim zajednicama nastoji, prvenstveno kroz obrazovni sistem, stvoriti plodni uslovi za razvoj darovitosti kod učenika, u manje razvijenim zajednicama takva vrsta podrške često izostaje uprkos svijesti o značaju darovitih za tu istu zajednicu. Opravdanost za takav odnos prema darovitim možemo naći u pogrešno utemeljenom shvatanju da će se daroviti, prije ili kasnije, baš zato što su daroviti, sami snaći bez podrške drugih. Naučna istraživanja ne govore u prilog ovakvog pogrešnog vjerovanja, već upravo suprotno – darovitost se ne može razvijati bez systemske podrške zajednice ili grupe pojedinaca te zajednice. I na kraju, kao treći razlog se navodi otklanjanje poremećaja kod darovitih, koji se najčešće ispoljavaju u emocionalnom i socijalnom razvoju. S obzirom na čestu pojavu asihronog razvoja kod darovite djece, postojanje takvih poteškoća na ranom uzrastu nije rijetkost. Kako se poteškoće ne bi dalje razvile u poremećaj potreban je adekvatan stručan rad sa darovitom djecom, koji se značajno razlikuje od načina podrške drugoj djeci, sa poteškoćama ili bez njih. Prema tome, da li će darovitost pojedinca biti njegov resurs ili balast zavisi od nekoliko faktora, ali ćemo za potrebe ovog rada, u odnosu pojedinca i društva, izdvojiti dva. Prvi faktor je stepen razvijenosti društvene zajednice i njeni materijalni uslovi. Što je društvena zajednica razvijenija, bogatija sa univerzitetima, bibliotekama, institutima i drugim kulturnim i naučnim sadržajima vjerovatnoća da darovitost pojedinca bude, kako za

njega tako i za društvo, važan resurs. Ukoliko takvi uslovi izostanu, darovitost postaje balast za pojedinca i doprinosi njegovom nesretnom i neostvarenom životu. Drugi faktor je vrijednosni sistem društvene zajednice. Društvo u kojem su razvijene obrazovne institucije, gdje se njeguje istraživački duh i kritičko mišljenje, gdje izostaju autoritarne religijske vrijednosti dozvoljava razvoj darovitosti. U takvim društvima darovitost je resurs za razvoj i društva i pojedinca. Međutim, ukoliko izostanu navedne vrijednosti darovitost postaje balast za pojedinca čineći ga ne samo nesretnim i neostvarenim, već nerijetko i životno ugroženim.

*Ključne reči: darovitost, stvaralaštvo, društvo, vrijednosti.*

## GIFTEDNESS – A RESOURCE OR A BURDEN OF AN INDIVIDUA

**Milica Drobac – Pavićević**

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Giftedness, as a social phenomenon, occupies a significant place in psychological research for three reasons: social need, the right to personal development and the elimination of disorders among gifted persons. Social need is reflected in the inability to develop a society without contribution of individuals in the fields of science, technology, art, sports or any other socially useful area. Thanks to creativity of such individuals, today we enjoy the comfort of life that surrounds us. On the other hand, gifted persons have the right to have personal development and the community is obliged to provide conditions for their growth and development. For modern society, precisely creation of conditions for the development of giftedness in an individual is one of the biggest challenges. While in developed social communities, primarily through the education system, it is trying to create fertile conditions for the development of giftedness among pupils, in less developed communities, this kind of support is often lacking in spite of the awareness of the importance of the gifted for the same community. We can find justification for such a relationship towards the gifted in a wrongly grounded idea that they will be gifted, sooner or later, just because they are gifted by themselves, without the support of others. Scientific research does not speak in favor of this misconception, but quite the contrary - giftedness cannot be developed without the systemic support of a community or group of individuals from the community. And finally, the third reason is the elimination of disorders among the gifted, which are commonly expressed in emotional and social development. Considering frequent occurrence of asynchronous development in gifted children, the existence of such difficulties at an early age is not uncommon. As the difficulties will not develop further in the disorder, adequate professional work with gifted children is required, significantly different from the way of supporting other children, with or without difficulties. Accordingly, whether the individual's giftedness will be his resource or burden depends on several factors, but for the purposes of this paper, in the relationship of the individual and society, we will distinguish two. The

first factor is the degree of development of the social community and its material conditions. The more developed the community is, richer with universities, libraries, institutes and other cultural and scientific contents, the probability that the giftedness of the individual, for that individual and for the society, will be an important resource. If such conditions are lacking, giftedness becomes a burden for the individual and contributes to their unhappy and unrealized life. The second factor is the value system of the social community. A society where educational institutions are developed, where research spirit and critical thinking are fostered, where authoritarian religious values are missing, allows the development of giftedness. In such societies, giftedness is a resource for the development of both, society and the individual. However, if the mentioned values are missing, the giftedness becomes a burden for the individual, making him not only unhappy and unrealized, but also often life-threatening.

*Key words: giftedness, creativity, society, values.*





**USMENA IZLAGANJA**  
**ORAL PRESENTATIONS**

## **IMPLICITNE TEORIJE O PRIRODI STVARALAŠTVA STUDENATA PEDAGOŠKOG USMJERENJA**

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Istraživanje je imalo za cilj ispitati studentska uvjerenja o stvaralaštvu i njegovoj prirodi. Zbog važnosti teme za obrazovanje, ali i za širu društvenu zajednicu, odabrali smo studente pedagoškog usmjerenja, ukupno 77 ispitanika. Ispitanici su studenti Filozofskog fakulteta u Nikšiću, studijskih programa psihologija, pedagogija, predškolsko vaspitanje i obrazovanje učitelja. Podaci su prikupljeni anketom, koja se sastojala od četiri otvorena pitanja. Korišćena je metodologija kvalitativnog istraživanja, u kojoj su podaci obrađeni tematskom analizom (TA). Na osnovu prikupljenih podataka, u rezultatima su se izdvojile tri teme oko koje se grupišu svi odgovori ispitanika. Prva tema se odnosi na porijeklo stvaralaštva, gdje se ono posmatra kao ljudska a ne božanska osobina kao nekada u prošlosti, čiji je razvoj pod uticajem genetskih predispozicija i sredine koja ga oblikuje, da bi u konačnici imala idiografski pečat. Druga tema se odnosi na društvene oblasti u kojima se ispoljava stvaralaštvo, gdje se izdavaju dvije oblasti: umjetnost i svakodnevni život sa naglaskom na estetski kvalitet. Treća tema se odnosi na manifestaciju stvaralaštva sa četiri subteme: stvaralaštvo kao sposobnost, stvaralaštvo kao osobina ličnosti, stvaralaštvo kao proces i stvaralaštvo kao produkt. Dobijeni podaci stvaraju mogućnost za buduće definisanje pravaca daljeg razvoja implicitnih teorija stvaralaštva sa posebnim osvrtom na uslove njegovog razvoja i ispoljavanja.

*Ključne reči: implicitne teorije, stvaralaštvo, studenti, tematska analiza.*

## IMPLICIT THEORIES OF CREATIVITY ON SAMPLE OF EDUCATIONAL STUDIES AND PSYCHOLOGY STUDENTS

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The aim of the research was to examine students' beliefs on creativity and its nature. Due to this topic's significance for education, as well as for wide social community, we have chosen students of educational studies and psychology, 77 examinees in total. The examinees are students of the Faculty of Philosophy in Niksic, departments psychology and pedagogy, preschool education and primary school teacher's education. The data were collected through the polls made of four open questions. Methodology of qualitative research was used, in which the data were processed by thematic analysis (TA). On the base of collected data, there were three themes in which all examinees' answers were grouped around. The first theme refers to the origin of creativity, where it is seen as a human, not divine feature as it used to be seen, whose development under influence of genetic predisposition and environment shaping it, so it finally gets idiographic seal. The second theme refers to social fields in which creativity is expressed, where two fields are singled out: art and everyday life with accent on aesthetic quality. The third theme refers to creativity manifestation with four subtopics: creativity as ability, creativity as a character trait, creativity as a process and creativity as a product. Given data create possibility for the future defining of further development of implicit theories of creativity with a special review on conditions of its development and expression.

*Key words: implicit theories, creativity, students, thematic analysis.*

## **PREPOZNAVANJE I IDENTIFIKACIJA DAROVITE DECE KROZ VERSKU NASTAVU**

**Danka Špehar**

**OŠ “Veljko Dugošević” Beograd,**

Cilj rada je da ukaže na značaj verske nastave i uloge veroučitelja u radu prepoznavanju, identifikaciji i podršci darovitoj deci od prvih dana u osnovnoj školi. Kroz radno iskustvo od 18 godina u osnovnim školama u Beogradu, kroz lično usavršavanje, izučavanje i istraživanje u oblasti dečje psihologije i darovitosti, kao i primenu raznovrsnih načina rada, razvijen je u praksi dobar metod prepoznavanja i rada sa darovitom decom. Verska nastava koncipirana je tako da svako dete doživi sebe kao jedinstveno i neponovljivo biće Božje, koje ima posebne talente i sposobnosti. Sloboda, kreativnost, korelacija, multidisciplinarni pristup u nastavi i spektar raznovrsnih sadržaja verske nastave pruža velike i neprestane mogućnosti da se deca ispolje u svojoj darovitosti. Način rada otkriva posebnosti dece, pre i detaljnije od drugih nastavnika, jer, u većini slučajeva, veroučitelj je jedini nastavnik u osnovnoj školi koji dete prati od I–VIII razreda. Veroučitelj ima priliku da dete upozna sa svim osobinama i predznanjem s kojima polazi u školu, da uoči njegove potrebe, darovitosti, sklonosti, afinitete i utiče na razvoj darovitosti i ličnosti. Za razvoj talenata i darovitosti potrebna je dobra podloga; izgrađivati detetovu ličnost da bi se darovi ispoljili i doneli detetu životni benefit u kvalitativno–kvantitativnom i ličnosnom smislu. Izgrađivanje jake ličnosti, njenog samopouzdanja i želje za samouaktuelizacijom i afirmacijom neophodna je u radu sa svom decom, posebno sa darovitom. Mnoge lične osobine presudne su za način, obim i artikulaciju talenata kod darovite dece, pre svega smirenje, strpljenje, pažnja, koncentracija, samopouzdanje, motivacija, volja i radne navike. Sve ove osobine predstavljaju hrišćanske vrline koje se kod dece razvijaju tokom osam godina osnovne škole. Časovi donose raznovrsne i osmišljene sadržaje. Kroz boje, pesme, pokret i priče deca se uvode u svet mašte od prvog časa i podstiče se dalji razvoj kognitivnih sposobnosti. Međupredmetna korelacija je prisutna od prvog časa kod prvačića sa likovnom i muzičkom kulturom, sa fizičkim vaspitanjem i zdravim stilovima života, sa srpskim jezikom, sa predmetom Svet oko nas, kasnije i novim predmetima: istorijom, geografijom, biologijom, ekologijom, fizikom... Učenici rano počinju da koriste pojmove koji vode poreklo iz grčkog, latinskog, hebrejskog i ru-

skog jezika. Upoznaju se sa biografijama znamenitih ličnosti iz naučnih i umetničkih oblasti. Iskustva drugih predmetnih nastavnika govore da učenici verske nastave pokazuju veće poznavanje pojmova, opšte obrazovanja, kreativnost i konstruktivnost znanja. Na verskoj nastavi učenici nisu izloženi stresu ocenjivanja i provere znanja, nema stavljanja u šablone i kalupe. Grupe su od 15 učenika i više, a učenici slobodno iznose svoje ideje i interesovanja, predloge novih tema i novih sadržaja za aktivnosti na času, pravila ponašanja unutar svoje grupe i predloge vannastavnih aktivnosti, kao što su posete kulturnim, sportskim i naučno-istraživačkim događajima. Ovakva nastava zahteva mnogo rada, znanja, entuzijazma i kreativnosti veroučitelja, ali je osećaj divan kada veroučitelj vidi da su njegovi učenici najbolji na takmičenjima iz raznih predmeta i učenici generacije. Ovogodišnje iskustvo na državnom takmičenju iz istorije pokazalo je i izgrađenu ličnost i duh darovitog učenika.

*Ključne reči: darovitost, verska nastava, prepoznavanje, razvoj, ličnost.*

## DETECTION AND IDENTIFICATION OF GIFTED CHILDREN THROUGH RELIGIOUS EDUCATION

**Danka Špehar**

Primary school "Veljko Dugošević" Belgrade, Serbia

The aim of the paper is to point out the importance of religious teaching and the role of teachers of religious education in early detection, identification, and support of gifted children from the early days in elementary school. Through a work experience of 18 years in elementary schools in Belgrade, through personal improvement, learning and research in the field of child psychology and giftedness, as well as the application of various working methods, a good method of recognizing and working with gifted children has been developed in practice. Religious teaching is conceived so that each child experiences itself as a unique and especially being of God, which has special talents and abilities. Freedom, creativity, correlation, multidisciplinary approach in teaching and a range of different contents of religious teaching provide great and constant opportunities for children to manifest themselves in their giftedness. The way of work reveals the special features of children, earlier and more precisely, from other teachers, because, in most cases, the teacher of religious education is the only teacher in elementary school who follows the child from the 1st to the 8th grade. A teacher of religious education has the opportunity to get to know the child with all the characteristics and pre-knowledge that the child goes to school, to see his needs, gifts, affections, affinities, development of the same and personality development. Good basis is needed to develop talent and giftedness; to build a child's personality in order to exhibit gifts and bring the child a lifetime benefit in qualitative, quantitative and personal sense. Building strong personality, her self-esteem and the desire for self-actualization and affirmation is necessary in working with all children, especially with gifted ones. Many personal characteristics are crucial for the way, volume and articulation of talents in gifted children, above all calm, patience, attention, concentration, self confidence, motivation, will and work habits. All these characteristics represent the Christian virtues that children develop during the eight years of elementary school. School lessons of religious education bring diverse

and thought-out content. Through colors, songs, movements and stories, children are introduced into world of imagination from the first hour and encourages the further development of cognitive abilities. The interdisciplinary correlation is present at the beginning of the first time with painting Art and Music culture, with physical education and healthy lifestyles, with the Serbian language, with the subject World around us, then some new subjects as History, Biology, Geography, Ecology, Physics... Students begin to use notions that originate from Greek language, Latin language, Hebrew language and Russian language. They get acquainted with the biographies of famous figures from the scientific and artistic fields. The experiences of other teachers say that students of religious instruction show greater knowledge of concepts and notions, general education, creativity and constructiveness of knowledge. In religious education, students are not exposed to the stress of assessment and knowledge testing, there is no placement in templates and molds. Groups consist of 15 pupils and more, and students freely present their ideas and interests, suggestions of new topics and new content for time activities, rules of conduct within their group and suggestions of extra-curricular activities, such as visits to cultural, sports and scientific-research events. Such classes requires a lot of work, knowledge, enthusiasm and creativity of the educators, but the feeling is wonderful when a teacher sees that his students are the best in contests from various subjects and students of the generation. This year's experience in the state competition from history has also shown the built personality and spirit of the gifted student.

*Key words: giftedness, religious education, detection, development, personality.*



## KOMPJUTERSKA IGRAČKA U FUNKCIJI RANOG OTKRIVANJA DAROVITOSTI

Tatjana Mitić

Predškolska ustanova "Labud Pejović", Bečej

Tokom jula 2017.godine u Predškolskoj ustanovi "Labud Pejović" u Bečeju sprovedeno je istraživanje. U istraživanju je učestvovalo 48 dece uzrasta od 5 godina. Cilj istraživanja je bio da se proverí da li pomoću Bee Bot kompjuterske igračke deca uspešno rešavaju problemske zadatke razlažući ih na korake. Tokom procesa ovog istraživanja otkrila sam dvoje darovite dece te će u radu biti prikazan rad vaspitača na identifikaciji darovite dece kao i praćenje njihovog razvoja. Na samom početku istraživanja uočila sam dvoje dece, devojčicu D.G. i dečaka N.G. koji su se isticali u odnosu na ostale. I pored toga što je ova kompjuterska igračka za njih bila u potpunosti nešto novo, nijedanput nisu odustajala od postavljenog zadatka i među prvima su ih uspešno rešavali. Bili su radoznaliji u odnosu na druge, a i najbrže su savladali način korišćenja ove kompjuterske igračke. Videlo se da razmišljaju duže samo da bi tačno rešili zadatak. Ono što ih je ipak izdvojilo u odnosu na ostale vršnjake jeste zainteresovanost za rešavanje složenijih zadataka. Nisu komentarisali "ali ovo je teško" ili se pitali "kako treba ovo uraditi". Takođe, davali su kreativna rešenja za postavljene zadatke. Dečak N.G. je jednom prilikom postavio pitanje da li bi mogao rešiti zadatak koristeći funkciju koju nismo ni uvežbavali, što sam mu dozvolila, a on je iskazao veliko zadovoljstvo i oduševljenje i uspešno rešio zadatak. Dok sam sa devojčicom D.G. imala situaciju kada je na jednostavniji postavljeni zadatak samoinicijativno izmišljala složenije rešenje. Imala sam utisak da želi da reši zadatak drugačije od ostalih. Uspela je u tome. Pokazali su i kreativnost u reševanju postavljenih zadataka dajući originalna rešenja. Oboje su bili skloni da improvizuju bez straha ili stida od neuspeha. Pokazivali su želju da se oprobaju rešavajući postavljeni zadatak na drugačiji način od ostalih. Vrlo često su od mene tražili dodatne, a i teže zadatke. Svaki put sam im izašla u susret. Bili su svesni da umeju bolje od drugih. Svesni važnosti tranzicije deteta u drugu instituciju, inicirala sam i ostvarila saradnju sa osnovnim školama i učiteljicama kod kojih su deca prešla, kako bi nastavili kontinuitet njihovog razvoja. Pre polaska u školu napravljen je plan tranzicije, učiteljice su informisane o nadarenoj deci, a nakon nekog vremena i ja sam ih posetila. Na ovaj način izbegli smo gubljenje dragocenog vremena na ponovnom otkrivanju darovitih.

*Ključne reči: BeeBot kompjuterska igračka, kreativnost, motivisanost, inovativnost, darovitost, tranzicija.*

## COMPUTER TOY IN THE FUNCTION OF EARLY DETECTING GIFTEDNESS

**Tatjana Mitic,**

**Pre-school institution “Labud Pejovic”, Bečej, Serbia**

A research was conducted during July of 2017. in the pre-school institute “Labud Pejovic”, in Becej. A total of 48 children, aged 5, were included to the research. The goal of the research was to check whether Bee Bot computer-toys children successfully solve problems by decomposing them to the steps. During the process of this research, I discovered two gifted children, so the paper will show the work of educators on the identification of gifted children and monitoring their development. At the very beginning of the research, I noticed two children, a girl named D.G. and the boy N.G. Despite the fact that this computer toy was completely new to them, they never gave up on setting tasks and were among the first to successfully solve them. They were more curious compared to others, and they quickly came over how to use this computer toy. They seemed to think longer only to solve the task correctly. What distinguishes them in comparison with other peers is the interest in solving more complex tasks. They did not comment “but this is difficult” or wondered “how to do this”. They also gave creative solutions to the set tasks. The boy N.G. once asked if he could solve a task using a function that we did not even practice, which I allowed him, and he expressed great satisfaction and enthusiasm and successfully solved the task. While with a girl D.G. there was a situation when on a simpler set of tasks, was solved by her a more complex solution. I had the impression that she wanted to solve the task differently from the others. She did it. Both of them demonstrated creativity in solving their tasks by providing original solutions. Both were inclined to improvise without fear or shame from failure. They showed a desire to try to solve the task in a different way from others. They had asked very often for additional and even more difficult tasks from me. Each time I provided those for them. They were aware that they could play better than the others. Aware of the importance of transitioning a child to another institution, I initiated and cooperated with primary schools and teachers in which the children moved, in order to continue the sequence of their development. Before going to school, a transitional plan was made, teachers were informed about gifted children, and after a while I visited them. In this way, we have avoided losing valuable time to rediscover the gifted children.

*Key words: Bee Bot computer toy, creativity, motivation, innovation, giftedness.*

## **PREPOZNAVANJE DAROVITOG DETETA PRILIKOM ISTRAŽIVANJA KVALITETA NASTAVE PREDMETA SVET OKO NAS**

**Gorica Karić**

Osnovna škola „Kneginja Milica“, Donji Ribnik

Cilj istraživanja bio je da se utvrdi zašto su postignuća učenika II1 odeljenja iz predmeta Svet oko nas, na osnovnom nivou, bila ispod 80%. Pošlo se od pretpostavke da nastavnica podbacuje u kvalitetu izvođenja i pripremanja nastave. Korišćena su dva instrumenta. Prvim je procenjivan kvalitet nastave i učenja i u potpunosti je preuzet iz propisanih Standarda kvaliteta, uz primenu četvorostepene skale procene kvaliteta. Drugi je sačinjen od deset pokazatelja i služi za procenu kvaliteta pripremanja. Većina pokazatelja su preuzeti iz Standarda kvaliteta vrednovanja ustanova i Nastavničkih kompetencija, a dva su osmislili nastavnici škole. Podatke su prikupljale članice Odeljenjskog veća mlađih razreda koje su vrednovale nastavu predmeta Svet oko nas prisustvujući na sedam časova u odeljenju II1 i procenile deset pisanih priprema iz istog predmeta. Pokazalo se da je u oblasti Nastava i učenje najslabija ostvarenost standarda 2.4. Postupci vrednovanja su u funkciji daljeg učenja i da je ukupan kvalitet nastave i učenja niži od kvaliteta pripremanja nastavnika. Predložene su mere za poboljšanje kvaliteta nastave: češće pohvaljivanje učeničkog napredovanja, redovno praćenje i vrednovanje postignuća učenika u toku časa, davanje povratne informacije učeniku za njegov odgovor, uključivanje učeničkih predloga o kriterijumima evaluacije i dizajniranju formulara za ocenjivanje postignuća, formulisanje jasnih i razumljivih kriterijuma vrednovanja, upoređivanje ocena koje su dali učenici sa ocenama koje je dao nastavnik, pružanje podrške učenicima u vođenju ličnih portfolija, takmičenje sa samim sobom, korišćenje ček-liste kojom bi učenik procenjivao svoj rad i rad drugih učenika... Obrazovni sistem je prilagođen prosečnim učenicima, kao i predložene mere. Tokom istraživanja jedan učenik je posebno privukao pažnju. Veoma aktivan, rezonuje brzo, primenjuje ono što je čuo, lako izvodi zaključke na osnovu datih informacija, daje brze i tačne odgovore bez mnogo razmišljanja. Inače, vrlo dobar đak. Potpuno se „isključuje“ kada razmišlja o nečemu, zato je najčešće „odsutan“ na ča-

sovima. Ne odgovara mu provera znanja pisanim putem. Već se ispoljio kao glumac-voli da ga ljudi gledaju i slušaju, zato ga je prisustvo drugih nastavnica posebno motivisalo. Radoznao je, ima neobičan način razmišljanja i ideje („pisano L lepo izgovaram, al' štampano nikako ne umem”), daje neobična rešenja problema, ima širok krug interesovanja i znanja iz različitih oblasti, voli da diskutuje. Ima veliku moć opažanja, bogat rečnik i smisao za humor („kvarc je mali kvaran čovek”). Ume da planira i organizuje (gradi sa decom „Centar za bubice” u školskom dvorištu, tačnije: on daje uputstva, zapošljava i otpušta „radnike”). U našem sistemu obrazovanja daroviti se dosađuju, a često nisu ni prepoznati. Rad sa darovitom decom zahteva poseban pedagoški tretman. Među njima postoje brojne razlike, zato za svakog treba izabrati gradivo prema njegovoj darovitosti, koje će mu biti zanimljivo, a uz to i odgovarajuće metode, oblike i sredstva rada. Tako bi im se pružila mogućnost za razvoj intelektualnih, emocionalnih i socijalnih svojstava, a oni bi to društvu višestruko vratili. Prvo ih treba prepoznati.

*Ključne reči: kvalitet nastave i učenja, kvalitet pripremanja nastavnika, mere za poboljšanje, prepoznavanje darovitog deteta.*

## RECOGNITION OF A GIFTED CHILD DURING THE RESEARCH OF THE TEACHING QUALITY OF THE WORLD AROUND US SCHOOL SUBJECT

Gorica Karic

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The aim of the research was to determine why where the achievements of the class 21 in teaching World Around Us lower than 80% on the basic level. It was first assumed that the teacher didn't provide enough quality in preparing and conducting the teaching. Two instruments were used. By the first one teaching and learning quality was assessed and it was completely taken from the official quality standards alongside with the usage of the four-graded scale of the preparation quality. The other one was made of ten indicators and it was used to assess the preparation quality. Most of the indicators were taken from the quality standard evaluation of the institutions and the teachers' competencies and the two of them were made by the teachers themselves. The data was gathered by the Teachers' Assembly for the young learners. They evaluated the teaching of the World Around Us by being present during seven classes in the class 21 and by assessing ten written preparations for the same classes. It was shown that in the field of teaching and learning the weakest achieved standard is the standard 2.4. The actions of evaluating were in cause of the further learning and the overall teaching and learning quality was lower than the teacher preparation quality. Measurements for improving teaching quality such as the following were suggested: more often praising of the students' progress, constant check-up and evaluation of the students' achievements during the class, giving feedback to the students for each response, involving students' suggestions on the criteria for the evaluation and designing a form for the students' achievement evaluation, stating clear and sensible evaluation criteria, comparing teachers' and students' marks, providing support to students in making their own portfolios, competing with oneself, using the checklist by which the student would rate its own and the work of the other students. Educational system is adjusted to average students so as the measurements hereby suggested. During this research one student withdrew our attention in a special

manner. Highly active, quick in concluding, applying what was heard, making easy conclusions on the basis of the provided information, giving quick and correct answers without further delay. Apart from that he is a very good student. He is completely distant when contemplating that's why he is, most of the time, 'not present' during the class. Written exams also don't suit him. He is already noticed as an actor- likes to be watched and listened to that's why he was specially motivated by the presence of the other teachers. He is curious, has a unique way of thinking and ideas ('I pronounce right a written L but a block one I don't seem to'), giving extraordinary solutions to the problems, has a wide range of interests and a different field knowledge and likes to debate. He also has a high ability to perceive, a rich vocabulary and a sense of humour ('Quartz is a small mean (in Serbial kvaran) man'). He can plan and organize (builds 'Bug centre' alongside with the other children in the school yard that is he gives instructions, employs and dismisses 'workers'). In our educational system gifted are bored and often unrecognized. Working with gifted children demands a special pedagogical approach. There are many differences between them that is why for each one of them we should choose a teaching content in accordance with their talents which will keep them interested and also we should use appropriate types of teaching, teaching methods, forms and materials. In that way we would provide them with a possibility to develop intellectual, emotional and social abilities and they would repay the society in so many ways. But they should first be recognized.

*Key words: teaching and learning quality, teacher preparation quality, improvement measures, gifted child recognition.*

## SNAŽNO MIŠLJENJE-KRITIČKO MIŠLJENJE

Suzana Miljković

OŠ "Kralj Petar I", Niš

Osnovni uočeni problem je da je kritičko mišljenje u našem obrazovnom sistemu teško primeniti. Razlozi za to su neosposobljenost nastavnog osoblja, neadekvatni udžbenici, neimanentnost učenika za takav način razmišljanja. Na listi mekih veština ono zauzima visoko mesto i ističe se kao primarno za razvoj ostalih. To je veština kvalitetnog učenja. Mentalni alat koji treba razvijati od malih nogu. Kroz postupnost u učenju u primeni kritičkog mišljenja ono se lako ostvaruje kroz sve nivoe učenja i razmišljanja. Pitanjima koja to omogućuju moguće je da učenik samostalno napreduje, uči, primenjuje. Kroz vežbu i diskusiju, pitanja se mogu postaviti bilo kada, bilo gde, bilo kome. Tako, vremenom ono postaje argumentovano, sopstveno, snažno mišljenje. Najvažnija laka veština postaje imanentna i neprestano se razvija. Lično ga primenjujem kroz faze počev od prvog razreda do četvrtog razreda OŠ. Veštine kritičkog razmišljanja su važne u učenju. Zašto? Zato što su to životne veštine koje koristimo svaki dan u životu, počev od našeg rada do našeg slobodnog vremena i sve ono što je između njih koristi ove jedinstvene i vredne sposobnosti. Potrebno je da ih svesno razvijamo i zahtevamo diskusiju koja izaziva razmišljanja i kvalitetna pitanja kako bi se to odvijalo. To je kritičko znanje o sposobnosti razmišljanja. Kriterijumi za razvoj sposobnosti kritičkog razmišljanja uključuju šest kategorija: ko, šta, gde, kada, zašto i kako. Svaka kategorija ima osam pitanja koja počinju odgovarajućom reči. Ova 52 pitanja (6+48) su raznovrsna, široka i primenljiva na niz tema. Ovo je savršen alat za učenje da dozvoljava svoju primenu u kombinaciji sa svim ostalim oblicima i metodama učenja. Tako, ono postaje centar nastavnog procesa a uloga nastavnika se transformiše. Pitanja dozvoljavaju primenu na svakom nivou učenja počev od predškolskog uzrasta. Učenici, kroz postupnost, lako usvajaju ovaj oblik učenja i razmišljanja. Daju vrlo kvalitetne odgovore, tj. vrlo lako dolazi do ostvarenja i primene kritičkog mišljenja. Prosta reprodukcija (prepričavanje) znanja nestaje. Učenik misli kvalitetno. Praveći rezime datog nastavnog sadržaja mora da misli kvalitetno. Odatle kreće primena kritičkog mišljenja koju postepeno razvijamo od prvog razreda do četvrtog. Kompletan proces sam primenila sa predhodnom generacijom čenika, kombinovala ga kroz ostale vrste nastave i veštine učenja

kao što su mape uma. Takav učenik je spreman da školovanje nastavi bez posebnih poteškoća, lako uči, sposoban je da ima argument kao concept snažnog mišljenja. Njegovo konvergentno mišljenje je sada divergentno. Sposoban je postaviti ispravan cilj u učenju ali i svom životu. U moru informacija koje dopiru do njega može uspješno da ih selektuje. Njime može uspješno da participira u demokratskom društvu i doprinese mu. Ova pitanja su veliki početni potencijal i dodaci za produbljivanje razgovora, dobar način doživotnog učenja, podstiču radoznalost i kreativnu misao, odgovornost za učenje i kvalitet sopstvenog života.

*Ključne reči: kritičko mišljenje, pitanja, divergentno mišljenje, meke veštine.*



## STRONG THINKING - CRITICAL THINKING

**Suzana Miljković**

**Primary school "Kralj Petar I", Niš, Serbia**

The basic problem is that the critical thinking in our educational system is difficult to apply. The reasons for this are the incompetency of teaching staff, inadequate textbooks, and the lack of student immanency for this way of thinking. In the list of soft skills, it occupies a high position and is emphasized as primary for the development of other skills. It is a skill of quality learning. A mental tool that needs to be developed from a young age. Through the graduality of learning in critical thinking, it is easily realized through all levels of learning and thinking. The questions that enable it, make it possible for the learner to independently advances, teaches, applies. Through exercises and discussion, questions can be asked at any time, anywhere, to anyone. Thus, over time, it becomes an argumentative, personal, strong opinion. The most important soft skill becomes immanent and is constantly evolving. I personally apply it through phases starting from the first grade to the fourth grade of elementary school. The skills of critical thinking are important in learning. Why? Because these are the unique and valuable skills we use in everyday life, starting from our work to our free time and also in all the activities in between. We need to develop them consciously and demand a discussion that gives rise to thoughts and quality questions in order to do so. This is a critical knowledge about the ability to think. Criteria for developing critical thinking skills include six categories: who, what, where, when, why, and how. Each section has eight questions that begin with the appropriate words. These 52 questions (6 + 48) are diverse, broad and applicable to a range of topics. It is the perfect learning tool to allow for its application in combination with all other forms and methods of learning. Thus, it becomes the center of the teaching process and the role of teachers is transformed. Questions allow application at every level of learning starting from pre-school age. Students, through graduality, easily adopt this form of learning and thinking. They give high quality answers, i.e. it is very easy to achieve and apply critical thinking. Plain reproduction (retrieval) of knowledge disappears. The quality of student thinking is high. Making a summary of the acquired content they are made to think well. From there, the application of critical thinking is being gradually developed from the first grade to the fourth. I applied the whole

process to the previous generation of students, combining it with other types of teaching and learning skills, such as mind maps. Such a student is ready to continue education without any special difficulties, easily learns, is able to have an argument as a concept of a strong opinion. They are able to do the right thing in learning, but also in their life. In the sea of information around them, they can successfully select the useful ones. Their critical prism is constantly evolving. They can successfully participate in a democratic society and contribute to it. These questions are a great starting potential and add-ons for deepening conversations, a good way of lifelong learning, fostering curiosity and creative thought, responsibility for learning and quality of one's own life.

*Key words: critical thinking, questions, divergent thinking, soft skills.*

## UKLJUČIVANJE DAROVITIH UČENIKA U GRUPNI RAD

Maja Anđelković Šeguljev  
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Cilj rada: odrediti najkvalitetnije načine za uključivanje darovite dece u rad na časovima redovne nastave u osnovnoj školi. Metod: analitičko-sintetički. Rezultati rada: Rad sa darovitim učenicima u redovnoj nastavi izuzetno je važan i donosi mnogo koristi svakom u tom procesu. Uključivanje darovite dece u proces nastave i učenja u osnovnoj školi veoma je zahtevan zadatak za nastavnike. Potrebno je precizno definisati mogućnosti i sposobnosti učenika, kao i njegove slabije strane, te propremiti zadatke koji će podstaći njihovo interesovanje. Zadaci svakako moraju poštovati posebnosti i osobenosti darovitog učenika i podsticati razvoj njihove kreativnosti, sposobnosti zaključivanja, kao i druge kompetencije u kojoj se ističu. Istovremeno treba polagano razvijati i podsticati oblasti u kojima je daroviti učenik manje uspešan. Uz IOP 3 program u koji treba uključiti sve darovite učenike, u procesu redovne nastave moguće je na nekoliko načina efikasno uključiti darovitu decu u grupni rad. Svaki od njih ima svoje dobre strane i svoje mane. Nastavnik može darovite učenike izdvojiti u sopstvenu grupu koja će dobiti posebno osmišljene zadatke; ovaj oblik rada ima bitne nedostatke ali i najviše odgovara darovitim učenicima. Rezultat njihovog rada biće predstavljen ostalim učenicima, članovima grupa i celom odeljenju. Ostali učenici tada nisu uključeni u njihov rad, već samo slušaju rezultate rada. Nastavnik može darovite učenike uključiti u grupni rad tako da u okviru grupe dobiju posebno osmišljene zadatke koji čine celinu sa zadacima koje su dobili ostali članovi grupe. Ovaj je metod izuzetno zahtevan za nastavnike, ali ima mnogo svojih prednosti. Jedna od najvećih je što se jačaju veze unutar grupe i ističe i jača povezanost između učenika različitih nivoa sposobnosti. Njihova saradnja je osnova budućeg grupnog rada. Nastavnik može darovitom učeniku dati posebne zadatke koje će uraditi samostalno, nakon uradjenih i postavljenih zadataka sa samog časa, a koji će obuhvatati primenu stečenog znanja, sistematizaciju, proveru, u zavisnosti od nastavne oblasti. Ovaj oblik rada podstiče samo darovite učenike. Zaključak: važno je uključiti darovite učenike u proces redovne nastave tako da njihova darovitost podstakne i ostale učenike na kvalitetniji rad i bolje rezultate. Grupni rad je najbolji oblik rada za njihovo uključivanje u nastavni proces.

*Ključne reči: daroviti, redovna nastava, grupni rad.*

## INCLUSION OF GIFTED STUDENTS IN GROUP WORK

**Maja Anđelković Šeguljev**

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The aim of the work: to determine the best ways to include the gifted children in regular classes in elementary school. Method: analytical-synthetic. Work results: Working with gifted pupils in regular teaching process is extremely important and brings a lots of benefits. Inclusion of gifted children in the process of teaching and learning in elementary school is a very demanding task for teachers. It is necessary to define precisely the capabilities and abilities of students, as well as its weaker sides, and to complete tasks that will stimulate his interest. Tasks must certainly respect the particularities of the gifted student, and encourage the development of their creativity, the ability to conclude, and other competences in which they stand out. At the same time, it is necessary to slowly develop and encourage areas where the student's capabilities are less successful. With the IOP 3 program in which all gifted students should be included, in the process of regular teaching, it is possible to effectively include gifted children in group work in several ways. Each of them has its own good sides and its flaws. A teacher can make a group of gifted students and prepare them specially designed tasks; this form of work has some shortcomings, but it also fits the gifted students the most. The result of their work will be presented to other students, group members and the whole department. The other students are not included in gifted students' work, they only listen the results of their work. A teacher can include gifted students in group work with other students. Their tasks will be specially designed, but also the part of the whole class tasks. This method is extremely demanding for teachers, but it has many advantages. Connections within the group becomes stronger, we develop the trust among the students; connection between students of different levels of ability develop. Their cooperation is the basis of future excellent group work. The teacher can give special tasks to the gifted student to be done independently, after the classes. This form of work has benefits for gifted students only. Conclusion: It is important to include gifted pupils in the regular teaching process so that their giftedness encourages other students to work better and get better results. Group work is the best form to include gifted students in the teaching process.

*Keywords: gifted, regular teaching, group work.*

## UNAPREĐIVANJE RADA SA DAROVITIM UČENICIMA U OSNOVNOJ ŠKOLI

Nada Ostojić, Željko Nikolić  
OŠ „Kadinjača“, Loznica

Brojni naučni i stručni radovi ukazuju da se u našoj školskoj praksi ne posvećuje dovoljno pažnje darovitim učenicima. Identifikacija darovitih se ne sprovodi sistematski i planski, a individualni obrazovni planovi su prava retkost. Postoje, ipak, i svetli primeri u ovom području rada - u jednoj gradskoj školi na teritoriji Loznice realizuju se dva IOP-a 3 za darovite učenike. Više od deset godina primenjuje se Pravilnik o nagrađivanju učenika i njihovih nastavnika, a promocija rezultata učenika ustaljena je praksa. U poslednje dve godine evidentiran je značajan priraštaj u broju republičkih nagrada koje su osvojili učenici ove škole. S obzirom da je u jednom prethodnom istraživanju utvrđeno da su učenici samo iz nekih oblasti dobili adekvatnu dodatnu podršku u školi, a da su značajan doprinos ostvarenim rezultatima dali mentori van škole i roditelji, rukovodstvo i saradnici škole su početkom školske 2018-19. godine sproveli istraživanje koje je imalo za cilj da se utvrdi koji su to mogući načini unapređivanja rada sa darovitim učenicima u školi. Uzorak je obuhvatio 61 ispitanika (98% ukupno zaposlenih u nastavi), od čega 19 učitelja (31.1%) i 42 nastavnika (69.9%). Zadaci istraživanja su bili da se ispita mišljenje učitelja i nastavnika o: 1) aktuelnim kompetencijama u radu sa darovitim učenicima 2) načinima podrške njihovom radu 3) preferiranim oblicima dodatne podrške darovitim učenicima 4) načinima promene dosadašnje prakse. Za potrebe istraživanja konstruisan je upitnik kombinovanog tipa. Rezultati su pokazali da se ispitani učitelji i nastavnici osećaju veoma kompetentni da prepoznaju darovitog učenika i domen darovitosti, kao i da prilagode prostor i uslove, metode rada i sadržaje učenja obrazovnim potrebama darovitih učenika. Niže su procenili svoje kompetencije za izradu pedagoškog profila darovitog učenika, za izradu instrumenata sistematskog praćenja darovitog ponašanja i postignuća učenika i za izradu IOP-a 3. Najveći broj ispitanika predlaže kao podršku svom radu sa darovitim uključivanje stručnjaka u svojstvu mentora i dodatne edukacije. Dodatna nastava je i dalje neprikladan oblik dodatne podrške, po mišljenju ispitanika, a značajan broj ističe potrebu da se podrška darovitim učenicima opredeli kroz mentorski rad. Promene dosadašnje prakse ispitanici vide u još bližoj saradnji sa

stručnim saradnicima u školama ali i šire, i formiranju posebnih timova za rad sa darovitim učenicima. Predlažu i veću društvenu brigu o darovitima kao i unapređivanje materijalnog položaja zaposlenih. Sprovedeno istraživanje imalo je za ishod izradu akcionog plana u polju rada sa darovitim učenicima. Istraživački pristup području darovitosti u jednoj osnovnoj školi predstavlja primer dobre prakse i osnov za uvođenje promena i unapređivanje rada.

*Ključne reči: daroviti učenici, kompetencije učitelja, unapređenje učenja, akcioni plan.*

## ADVANCING WORK WITH GIFTED PUPILS IN PRIMARY SCHOOL

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Numerous scientific and expert works indicate that our school practice does not pay enough attention to gifted students. The identification of gifted students is not systematically planned, and individual educational plans are rare. There are, however, some bright examples in this field of work - in the territory of Loznica, in a city school, two IOPs 3 are realized for gifted pupils. For more than ten years, the Rules on rewarding pupils and their teachers have been used, and the practice of promoting the results of students has been established. In the last two years, there has been a significant increase in the number of republican awards won by students of this school. It should be taken into consideration that during the previous research, it was found that students received adequate additional support from school only in some areas, and significant contribution was given by outside mentors, and parents. Because of that, school management and associates conducted another research project in 2018/19 with the purpose of establishing possible ways of improving the work with gifted pupils at school. The sample covered 61 respondents (98% of total teaching staff), of which 19 teachers (31.1%) and 42 professors (69.9%). The tasks of the research were to examine the teachers 'and professors' opinions about: 1) current competences in working with gifted pupils, 2) ways of supporting their work, 3) preferred forms of additional support to gifted students, 4) ways of changing current practice. For the needs of the research, a questionnaire of the combined type was constructed. The results have shown that the examined teachers and professors feel very confident to recognize the gifted students and the domain of giftedness, as well as how to adapt the space and conditions, methods of work and learning content to the educational needs of gifted students. They estimated that their competences for creating pedagogical profile for gifted student, tools for systematically tracking behavior and achievements of those students, as well as competences for developing IOP 3 are not that satisfactory. The majority of respondents suggested involvement of experts with the purpose of additional support to the gifted students. Additional teaching is still the best form of additional support,

in the opinion of the respondents, and significant number of respondents emphasizes the need of mentoring as additional support to gifted students. In order to change current practices, respondents suggested forming of the special expert teams that will work closely with the gifted students. They are also suggesting greater social care for gifted students as well as improving the material position of their employees. The conducted research resulted in the development of an action plan in the field of work with gifted students. This research approach about giftedness in elementary school is an example of good practice, and represents the basis of change.

*Key words: gifted pupils, teacher competencies, work promotion, action plan.*



## ONLAJN PROJEKTI IZ ASTRONOMIJE ZA RAD SA DAROVITIMA

**Tomić Zoran**

**Astronomsko udruženje «Eureka»**

Astronomija je nauka koja daje mogućnost i ljubiteljima koji nisu profesionalci da se bave istraživanjima. Zahvaljujući dostupnosti teleskopa i kvalitetne opreme, ali i projektima na internetu sve veći broj ljudi može dati aktivan doprinos razvoju ove nauke, ali i svom ličnom razvoju kroz uključivanje. Astronomija je sigurno jedna od nauka koja može pomoći da se otkrije darovitost kod mladih za bavljenje naukom, ali i da pruži mogućnost da se razviju veštine koje mogu doprineti i drugim segmentima života. Sa postojanjem interneta postoje brojni projekti koji su dostupni širom sveta i svi ljubitelji astronomije mogu da se uključe u rad. Cilj tih projekata pored edukacije i upoznavanja sa metodama rada u astronomiji jeste i pružanje podrške naučnicima u istraživanjima i davanje ličnog doprinosa razvoju znanja iz astronomije. U ovom radu konkretno ćemo detaljno opisati projekte poput IASC (International Asteroid Search Collaboration), Planet hunters i Variable Star Zoo. U samom radu predstavimo i rezultate koje je udruženje ostvarilo sa timovima koji su angažovani IASC aktivnostima.

*Ključne reči: astronomija, projekti, asteroidi, otkrića.*

## ONLINE PROJECTS FROM ASTRONOMY FOR GIFTED CHILDREN

**Tomić Zoran**

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Astronomy is a science that gives the option and the fans who are not professionals to engage in research. Thanks to the availability of telescopes and quality accessories, as well as projects on the Internet more and more people can make an active contribution to the development of this science, but also their personal development through involvement. Astronomy is certainly one of the science that can help to discover gifted young people for science, but also provide an opportunity to develop skills that can contribute to other aspects of life. With the existence of the Internet there are many projects that are available worldwide and gifted children can be involved in the work. The aim of these projects in addition to training and familiarization with the methods of work in astronomy is also providing support to the Scientific research and giving personal contribution to the development of knowledge in astronomy. In this paper, we describe in detail the specific projects such as the IASC (International Asteroid Search Collaboration), Planet hunters and Variable Star Zoo. In the paper we present the results achieved by our society with teams engaged in IASC activities.

*Keywords: astronomy, projects, asteroids, discovery.*

## ISPITIVANJE MIŠLJENJA UČENIKA O UTICAJU PROFESORA NA KVALITET ČASOVA I NJIHOVO ŠKOLSKO POSTIGNUĆE

Mateja Vrška, Anđela Bešir, Anđela Stojanović  
Gimnazija Zaječar, Zaječar

Cilj istraživanja bilo je ispitivanje mišljenja učenika Gimnazije Zaječar o uticaju pojedinih odlika nastavnika na kvalitet časa i na učeničko školsko postignuće, kao i rangiranje osobina koje učenici smatraju poželjnim kod nastavnika. Za polaznu hipotezu uzeto je da učenici smatraju da na njihovu motivaciju za rad i školski uspeh utiču osobine nastavnika poput sposobnosti da stvori dobar odnos sa učenicima, održi kvalitetno predavanje i stvori adekvatnu atmosferu tokom časa. Istraživanje je sprovedeno anketom u kojoj je učestvovalo 64 đaka Zaječarske gimnazije (po 16 ispitanika iz svake godine i po 32 ispitanika za oba pola). Sprovedenim istraživanjem je potvrđena polazna hipoteza, a kao posebno istaknuta osobina, koju učenici smatraju motivišućom kod nastavnika, izdvojena se sposobnost nastavnika da stvori dobar odnos sa učenicima. Upoređivanjem sa sličnim istraživanjima o nastavničkom uticaju na nastavu možemo doneti zaključke o samom procesu učenja i pomoći nastavnicima u daljem stručnom usavršavanju.

*Ključne reči: motivacija, odnos nastavnik učenik, pozitivna atmosfera na času.*

## EXAMINATION THE OPINION OF STUDENTS ABOUT PROFESSOR'S INFLUENCE ON THE QUALITY OF SCHOOL CLASSES AND THEIR SCHOOL ACHIVEMENT

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The purpose of this research was to examine opinions of students in high school Zaječar about how some characteristics of professors affect the quality of a school class and student achievement, also ranking the features which students consider as desirable about professors. The starting hypothesis was that students consider that on their motivation for school work and achievements affects the professors ability to create good relationship with students, to give good lecture and maintain an adequate atmosphere during class. The research was done with a survey that included 64 students of high school in Zaječar (16 examinees per grade and 32 per gender). The reasearch confirmed the staring hypothesis, and as a specifically highlited feature, which students consider motivating about professors, was the their ability to sustain a good relationship with students. By comparing with similar researchs about professors influence on the education we can conclude about process of learning and to help professors in their professional improvement.

Keywords: motivation, relationship between professor and students, positive atmosphere.

## FREKVENCIJSKI REČNICI ŠKOLSKE LEKTIRE

Zorica Ivanović,  
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Cilj istraživanja je otkrivanje talentovanih učenika za lingvistiku, posebno leksikografiju. Profesor ih pažljivo prati na časovima, nizom specijalizovanih testova proverava njihovo znanje iz oblasti proučavanja jezika, a onda najtalentovanije obučava za rad na frekvencijskim rečnicima. Obuka se obavlja na časovima dodatne nastave i lingvističke sekcije. Talentovani učenici imaju mogućnost da samostalno rade na drugom projektu. Cilj je da otkriju probleme i reše ih uz pomoć stručne literature. Cilj je da samostalno dolaze do saznanja šta su drugi lingvistički i leksikografski problemi, odnosno da pokažu zainteresovanost i inicijativu za proučavanje jezika. Dakle, treba da osim znanja poseduju i unutrašnju motivaciju za izučavanje leksikografije. Cilj je da učenici ovladaju tehnikama ekscerpiranja građe i pravljenja rečnika termina ili frekvencijskih rečnika. Treba učenike osposobiti da razlikuju termine pojedinih struka, da određuju njihova značenja i sferu upotrebe; treba osposobiti učenike da prave frekvencijske rečnike i tumače podatke koje su dobili, a te podatke povezuju sa značenjskom i idejnom osnovom književnog dela. Cilj je učenike uvesti u metodologiju istraživačkog rada. Učenici razvijaju ljubav leksikologiji, neguju timski rad, solidarnost i uzajamno pomaganje; uče se disciplinovanom radu, razvijaju estetska merila i sposobni su da ih primene i u drugim projektima. Metod rada: Projektna nastava. Rezultati rada: Učenici su stekli brojna znanja, pre svega leksikografska i informatička zato što je obrada građe vršena pomoću računara. Za štampanje ova dva rečnika bila je potrebna materijalna podrška, ali je veći deo posla na rečnicima mogao da se uradi bez trošenja sredstava. Učenici su sami pripremili tekst za štampu (grafičko uređivanje), a donacije su potrošili na troškove štampe. Knjige su podeljene bibliotekama, profesorima i učenicima kao pomoćno sredstvo u nastavi. Dobrobit ovakvih projekata jeste sticanje novih znanja koja se svrsishodno koriste u nastavi i koja služe i nastavnicima i učenicima za unapređenje nastavnog procesa. „Frekvencijski rečnik školske lektire“, prva knjiga (2016). Pripremu i izdavanje ovog rečnika započeli smo i završili tokom 2016. godine. Ekscerpiranje građe i obradu reči obavilo je 10 učenika odeljenja 2. razreda farmaceutskog smera. Građa je ekscerpirana iz dela „Kad su cvetale tikve“, „Većiti mladoženja“ i „Pismo Ha-

ralampiju“. Štampanje ovog rečnika finansirala je prof. Zorica Ivanović od dela svoje nagrade Najbolji edukator 2015. Rečnik je štampan u 300 primeraka. „Frekvencijski rečnik školske lektire“, druga knjiga (2018). Pripremu i izdavanje ovog rečnika započeli smo i završili tokom 2018. godine. Ekscerpiranje građe i obradu reči obavilo je 10 učenica odeljenja 2. razreda, farmaceutskog smera. Građa je ekscerpirana iz dela „Nečista krv“, „Gazda Mladen“, „Iz starog jevanđelja“ i „Stari dani“. To su romani i zbirke pripovedaka Bore Stankovića, pisca iz školske lektire. Rečnik je štampan sredstvima dobijenim na konkursu za projekte u kulturi Opštine Paraćin. Rečnik je štampan u 300 primeraka. Učenici Lingvističke sekcije upravo rade frekvencijski rečnik romana „Koreni“, srpskog pisca Dobrice Ćosića. Zaključak: Posebno je bitno naglasiti da smo napravili priručnike iz oblasti kojima se malo leksikografa bavilo. Smernice za odabir pisaca postavili smo već u Frekvencijskom rečniku školske lektire, prva knjiga (2016). Namera nam je da obrađujemo jezike pisaca školske lektire. Proučavanje jezika književnih dela iz srednjoškolskog plana pomaže i nastavnicima i učenicima u uspešnijem savladavanju gradiva iz morfologije i leksikologije, ali i u tumačenju književnog dela. Rečnici pisaca, naročito onih koji su se bavili temama iz prošlosti ili onima od regionalnog značaja, mogu poslužiti istoričarima, sociolozima i stručnjacima različitih specijalnosti u rasvetljavanju zaboravljenog kulturnog i etnografskog nasleđa. Određene preporuke: Za Frekvencijski rečnik proze Bore Stankovića Lingvistička sekcija Tehnološke škole dobila je treću nagradu na Republičkom takmičenju lingvističkih sekcija 2019. godine.

*Ključne reči: frekvencijski rečnici, rečnici pisaca, leksikografija, projektna nastava.*

## FREQUENCY DICTIONARY OF THE SCHOOL LITERARY BOOKS

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The aim of the research is to discover talented students for linguistics, especially lexicography. The teacher follows them carefully during classes, with a series of specialized tests checking their knowledge in the field of language studies, and then training the most talented individuals for working on frequency dictionaries. The training is done during linguistic sections classes. Talented students have the opportunity to work independently on future projects. The goal is to discover problems and solve them with the help of professional literature. The goal is to come to the knowledge of what other linguistic and lexicographic problems are, that is, to show interest and the initiative for studying the language. Therefore, besides knowledge, they should also have the internal motivation for the study of lexicography. The goal is for students to master the techniques of excerpting the materials and defining or frequency dictionary making. Students need to be trained to differentiate between the terms of individual vocations, to determine their meanings and sphere of use; students should be trained to create frequency dictionaries and interpret the data they receive, and finally to link those data to the meaningful and conceptual basis of the literary work. The goal is to introduce the pupils into the research work methodology. Students develop love for lexicology, foster teamwork, solidarity and mutual help; they learn about working discipline, develop aesthetic criteria and become able to apply what they have learned in other projects. Method of work: Project. Results of work: Students have gained a lot of knowledge, in lexicography and informatics primarily, due to the fact that the material processing was done using a computer. The printing of these three dictionaries required financial support, but much of the work on the dictionaries was able to be performed without spending any funds. Students prepared the text for printing (graphic editing) by themselves, while the printing costs were covered through donations. Books were distributed to libraries, professors and students as teaching/ learning aids. The benefit of such a project is the acquisition of new knowledge which is used in classes and serves teachers and students to improve the education process. Frequency Dictionary of the School Literary

Books, the first book (2016). The preparation and publication of this dictionary started and ended in 2016. The excerpting of the materials as well as word processing was performed by 10 second-grade students of the pharmacy department. The materials were excerpted from the works *When Pumpkins Blossomed* (Kad su Cvetale Tikve), *Eternal Bridegroom* (Večiti Mladoženja) and *Letter to Haralampi* (Pisma Haralampiju). The printing of this dictionary was financed by professor Zorica Ivanovic with a part of her award Best Educator 2015. The dictionary was printed in 300 copies. *Frequency Dictionary of the School Literary Books*, the second book (2018). The preparation and publication of this dictionary started and ended in 2018. The excerpting of the materials, as well as word processing, was performed by 10 second-grade students of the pharmacy department. The materials were excerpted from the works *Impure Blood* (Nečista Krv), *Landlord Mladen* (Gazda Mladen), *From an Old Gospel* (Iz Starog Jevanđelja) and *The Old Days* (Stari Dani). These are novels and collections of stories written by Bora Stanković, a writer of school literary books. The dictionary was printed with funds obtained from cultural project competition of the Municipality of Paracin. The dictionary was printed in 300 copies. Students of the Linguistic section are currently working on a frequency dictionary of the novel *The Roots* (Koreni) written by Serbian author Dobrica Cosic. Conclusion: It is especially important to point out that we have made manuals in the fields a few lexicographers dealt with. The guidelines for the selection of writers have already been set up in the *Frequency Vocabulary of School Literary Books*, the first book (2016). Our intention is to process the language of school-literature writers. Studying the language of literary works from the secondary school plan helps both teachers and students to master the materials from morphology and lexicology more successfully, but also to interpret the literary works. The vocabulary of the writers, especially those dealing with topics from the past or those of regional importance, can serve historians, sociologists and experts of various specialties in illuminating the forgotten cultural and ethnographic heritage. Recommendations: For the *Frequency Vocabulary of Bore Stankovic's prose*, the Linguistic Section of the Technological School won the third prize at the Republican Competition of Linguistic Sections in 2019.

*Keywords: Frequency vocabulary, dictionaries of writers, lexicography, project.*



## KAKO DAROVITI UČENICI UČE HEMIJU

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Visokoapstraktni, ali i veoma praktični karakter hemije zahteva teorijska razmatranja i logičko rasuđivanje, ali i veštinu planiranja eksperimenata i tumačenja rezultata, zbog čega nastava hemije učenicima nudi brojne načine za otkrivanje pojava u svetu koji nas okružuje. Daroviti učenici imaju drugačiju motivaciju i navike u učenju hemije, kao i drugih predmeta; zato je neophodno da se nastavnici prilagode njihovim potrebama i interesovanjima i da svoje nastavne aktivnosti, strategije podučavanja, ishode učenja i metode evaluacije znanja značajno promene i prilagode. Da bi to bili u stanju, potrebno je ustanoviti na koji način daroviti učenici uče hemiju, šta ih motiviše za učenje i koliko duboko ulaze u suštinu naučnih fenomena. Zato je cilj ovog rada bio ispitivanje razlika u stilovima učenja, motivaciji i pristupima učenju hemije između polaznika seminara hemije u Istraživačkoj stanici Petnica (ISP) i učenika opšteg smera gimnazije. Uzorak istraživanja su činile dve grupe učenika drugog i trećeg razreda gimnazije: eksperimentalna grupa obuhvatila je 43 učenika gimnazija iz različitih gradova u Srbiji koji drugu ili treću godinu pohađaju program za hemiju ISP; kontrolnu grupu činilo je 265 učenika 6 gimnazija iz Vojvodine. U istraživanju su primenjeni sledeći instrumenti: za određivanje stila učenja korišćen je Kolbov Inventar stilova učenja; za utvrđivanje motivacije za učenje hemije upotrebljen je instrument konstruisan od strane autora ovog rada, a za procenu individualnog pristupa učenju hemije korišćen je upitnik Inventar pristupa učenju i veština učenja autora Taita, Entwistlea i McCunea. Statistička obrada podataka izvršena je primenom softverskog paketa IBM SPSS, v.21. Dobijeni rezultati ukazuju na značajne razlike u raspodeli stilova učenja između eksperimentalne i kontrolne grupe. U grupi polaznika ISP najrasprostranjeniji stil učenja je divergentni (70%), zatim akomodirajući (20%), asimilirajući (7%), a najmanje je učenika sa konvergentnim stilom učenja (3%). U kontrolnoj grupi zastupljenost stilova učenja je sličnija raspodeli opisanoj u literaturi - preovlađuje asimilirajući stil (52,8%), na drugom mestu je divergentni (25,7%), a zatim konvergentni (13,6%) i akomodirajući stil (7,9%). Razlike postoje i u motivaciji za učenje – na petostepenoj Likertovoj skali slaganja sa izjavama u Upitniku srednja vrednost na supskali "orijentacija na postignuće" za kontrolnu grupu

je bila 3,71, a za eksperimentalnu 1,49, što znači da gimnazijalce mnogo manje od polaznika ISP zanima sticanje znanja od postizanja dobrih školskih rezultata. Polaznici ISP u većoj meri uviđaju značaj hemije kao nauke i njenu primenu u svakodnevnom životu (4,55) nego njihovi vršnjaci (3,37) i u većoj meri primenjuju strategije aktivnog učenja (4,59, u odnosu na 3,91 u kontrolnoj grupi). Kada su u pitanju pristupi učenju, nijedan polaznik ISP ne pristupa površinski učenju hemije. Štaviše, gotovo ceo uzorak odlikuje dubinski pristup izučavanju hemijskih sadržaja (94%), dok svega 6% učenika učenju hemije pristupa strategijski. Ova raspodela se veoma razlikuje u kontrolnoj grupi, u kojoj najveći udeo učenika (43%) ispoljava površinski pristup, 36% - dubinski, a 21% hemiju uči strategijski. Ovi rezultati impliciraju potrebu da se nastavnici hemije obuče da darovite učenike motivišu i pred njih postavljaju zahteve visoke kognitivne složenosti koji podstiču kreativni pristup, mogućnost generisanja ideja i posmatranje situacije iz različitih perspektiva, što je odlika divergentnog stila učenja.

*Ključne reči: daroviti, hemija, stilovi učenja, motivacija, pristupi učenju.*

## HOW GIFTED STUDENTS LEARN CHEMISTRY

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Both highly abstract and practical character of chemistry requires theoretical considerations, but also the skill of planning the experiments and interpreting results. Thus, chemistry courses offer many ways to observe the phenomena in the surrounding world. Gifted students have different motivation and study habits in learning chemistry; therefore it is necessary for teachers to adapt to their needs and interests and to significantly change their teaching activities and strategies, learning outcomes and evaluation methods. To be able to do this, it is necessary to determine how gifted students learn chemistry, what motivates them and how deep they are immersed in the essence of scientific phenomena. Therefore, the aim of this study was to examine the differences in learning styles, motivation and approaches to learning chemistry among the participants of the chemistry seminars at the Petnica Research Center (ISP) and gymnasium students. The research sample consisted of two groups of secondary students: the experimental group included 43 students from different cities in Serbia who attended chemistry programs at ISP; the control group consisted of 265 students of 6 gymnasiums from Vojvodina. The research involved the following instruments: Kolb's Learning Styles Inventory; Questionnaire for determining students' motivation for learning chemistry (Olic and Adamov), and ASSIST questionnaire (Tait, Entwistle and McCune) for the assessment of individual approach to chemistry. Statistical data was processed using the IBM SPSS software package, v.21. The obtained results indicate significant differences in the distribution of learning styles between the experimental and the control group. In the ISP group, the most widespread learning style is divergent (70%), then accommodating (20%), assimilating (7%), and convergent (3%). In the control group, the distribution of learning styles is more similar to the distribution described in the literature - the assimilating style prevails (52.8%), followed by divergent (25.7%), convergent (13.6%) and accommodating style (7.9%). Differences exist in the motivation for learning chemistry - the mean value on the Likert scale of agreement with the statements in the Questionnaire for the "orientation towards achievement" for the control group was 3.71, and for the experimental 1.49, which means that secondary students are

more interested in achieving good school results than gaining knowledge. ISP participants are more aware of the importance of chemistry as a science and its application in everyday life (4.55) than their peers (3.37) and apply the active learning strategies to the greater extent (4.59, compared to 3.91 in the control group). Considering learning approaches, no ISP trainee approaches learning chemistry superficially. Moreover, almost the entire sample acquired a deep approach to learning chemical content (94%), while only 6% of students have strategic approach. This distribution differs greatly in the control group, where the most students (43%) applies surface approach, 36% - deep, and 21% studies chemistry strategically. These results imply the need for training of chemistry educators to motivate gifted students and impose requirements of high cognitive complexity that encourage creative approach, the ability to generate ideas and observe the situation from different perspectives, which is characteristic of a divergent learning style.

*Key words: gifted, learning chemistry, learning style, motivation, learning approach.*

## NEGOVANJE MOTIVA KAO PRINCIPA OSTVARENJA KOD DAROVITIH UČENIKA

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Darovitost je pojava kod čoveka, koja se ogleda u potencijalu da bude ostvarena. Biti darovit je tek naznaka mogućnosti, i kao takva najčešće se uočava i potencira kod učenika – mladih koji tek traže model svog života i ostvarenja. Može se načiniti analogija darovitosti sa potencijalnom energijom: potencijalna energija, poput darovitosti, može biti aktuelizovana, ali i ne mora. Potencijalna energija ukoliko je aktualizovana može biti korisno, ili i destruktivno aktuelizovana. U ovom radu razmatraće se iskustva autora, dugo godina zaposlenih u obrazovanju, na aktuelizaciji darovitosti, tako da bude satisfikovana sama darovita osoba, ali i društvo kome ona pripada. Iskustva u negovanju motiva, u radu sa darovitim učenicima, su često različita. U radu biće predstavljena, sa namerom da izazovu reakciju. Pronalaženje načina da se optimalno motivišu nadareni učenici, želja je kojoj se teži.

*Ključne reči: motiv, darovitost, potencijal, podrška, postignuća.*

## CULTIVATING THE MOTIVE, AS THE PRINCIPLE OF ACHIEVEMENT FOR GIFTED PUPILS

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Giftedness is a phenomenon in a person, which is reflected in the potential to be realized. Being gifted is just an indication of opportunity, and it is most often noticed and emphasized among pupils – young people who are just looking for a model of their life and achievements. An analogy of giftedness with potential energy can be made: potential energy, such as giftedness, can be actualized, but it does not have to. Potential energy, if updated, can be useful or destructive. In this paper we will discuss the experiences of the author, many years of employees in education, on the actualization of gifts, so that the gifted person himself and the society to whom it belongs should be satisfied. Experiences in cultivating motives, working with gifted students, are often different. The paper will be presented with the intention of provoking the reaction. Finding a way to optimally motivate gifted students is the desire to which all of us strive.

*Keywords: motive, giftedness, potential, support, achievements.*

## **PODRŠKA DAROVITIM UČENICIMA U REPUBLICI SRBIJI**

**Ljiljana Lazarević**

**OŠ "Mihailo Petrović Alas", Beograd**

Cilj ovog rada je prikaz obrazovanja i tretmana darovitih učenika u našim školama i prisutnost podrške darovitim učenicima. Iako naš Zakon o osnovama sistema obrazovanja i vaspitanja (2009) prepoznaje u obrazovno-vaspitnom sistemu potrebu za rad sa decom i učenicima izuzetnih sposobnosti, iako zakonski postoji mogućnost ubrzanog obrazovanja darovitih učenika, izrade IOP-a 3, učenja od kuće ili organizovanja posebnih grupa, u praksi se pokazalo drugačije. Razlozi su različiti: nedostatak obrazovanja i edukacije nastavnika i stručnih saradnika, nedostatak literature o darovitoj deci, nedostatak materijala za rad sa njima, kao i nedovoljna motivisanost i stimulacija nastavnika i stručnih saradnika. Takodje, ne postoji adekvatna sistemska podrška - strategija, akcioni plan, pravilnici, kao ni centri koji bi pružali savetodavni rad obrazovno-vaspitnim ustanovama, darovitim učenicima i porodicama darovitih učenika. Shodno tome, i sam tretman izuzetne dece, kao takve, gotovo da ne postoji ili je zastupljen u veoma malom procentu. Problem nastaje već kod samog prepoznavanja darovitosti, a kasnije i u njenoj identifikaciji. Nastavnici i stručni saradnici nisu edukovani da prepoznaju, niti da identifikuju darovitog učenika, pa se u praksi dešava da veći deo učenika izuzetnih sposobnosti ostane neprepoznat. Ukoliko se deca ipak prepoznaju, uglavnom se primeće njihova interesovanja i dobri rezultati iz jednog predmeta (oblasti), te se to dete upućuje na dodatnu nastavu i priprema za takmičenje. A šta se dešava sa učenicima čiji dar nije u domenu organizovanih programa i predmeta koje učenici imaju u školama? Obrazovno-vaspitni sistem ne koristi dovoljno postojeće resurse kako bi stimulisala i podržala darovite učenike. Projektna nastava, prisutna u školama, je prilika da se iskažu i podrže specifična interesovanja. Diferencirana nastava, kao oblik nastave, pogodna je za prilagođavanje sadržaja svakom učeniku i dovodi do individualizacije nastave. Takođe, digitalizacija nastave je pogodna za individualizaciju nastave, te uz struktuirano vođenje učenika od strane nastavnika, može razvijati potencijale svakog pojedinca bez posatavljenih gornjih granica. Nastava orjentisana ka razvoju veština potrebnih za 21. vek, omogućava darovitim učenicima da razvijaju svoje sposobnosti i kreativni potencijal. Primer do-

bre prakse je pilot projekat "Osnaživanje nastavnika i stručnih saradnika za rad sa darovitim učenicima", koji je predložen od strane autora projekta - Marinele Šćepanović i Ljiljane Lazarević, a inicirao ga je Republički sekretarijat za javne politike. Nosilac projekta je MPNTR i ZUOV. Projekat će se u ovoj školskoj godini realizovati u 10 osnovnih škola širom Republike Srbije, a sprovodi se kroz četiri faze: Istraživanje, izrada priručnika za rad sa darovitim učenicima, pripremu i sprovođenje edukacije nastavnika i stručnih saradnika i izradu materijala za rad sa darovitim učenicima.

*Ključne reči: podrška, daroviti učenici, oblici nastave*



## SUPPORT TO GIFTED STUDENTS IN THE REPUBLIC OF SERBIA

Ljiljana Lazarević

OŠ "Mihailo Petrović Alas", Beograd

The aim of this paper is to present the education and treatment of gifted pupils in our schools and the presence of gifted students. Although our Law on the Foundations of the Education System (2009) recognizes in the educational system the need for working with children and pupils of exceptional abilities, although there is legally the possibility of accelerating the education of gifted pupils, developing IOP 3, learning from home or organizing special groups, in practice it turned out differently. The reasons are different: lack of education and education of teachers and professional associates, lack of literature on gifted children, lack of materials for working with them, as well as insufficient motivation and stimulation of teachers and professional associates. Also, there is no adequate system support - strategy, action plan, policies, as well as centers that would provide advisory work to educational institutions, gifted students and families of gifted students. Consequently, the treatment of extraordinary children, as such, almost does not exist or is represented in a very small percentage. The problem arises only in the recognition of gifts, and later in its identification. Teachers and professional associates are not educated to recognize, or to identify a gifted student, so in practice it happens that most students of outstanding abilities remain unrecognized. If children are still recognized, they are mostly aware of their interests and good results from one subject (area), and this child is referred to additional teaching and preparation for the competition. And what happens to students whose gift is not in the domain of organized programs and subjects that students have in schools? The educational system does not use sufficient existing resources to stimulate and support gifted students. Project teaching, present in schools, is an opportunity to express and support specific interests. Differentiated teaching, as a form of teaching, is suitable for adapting the content to each student and leads to the individualization of teaching. Also, the digitization of teaching is suitable for the individualization of teaching, and with the structured management of students by teachers, it can develop the potentials of every individual without the envisaged upper limits. Teaching-oriented teaching skills required

for the 21st century enable talented students to develop their abilities and creative potential. An example of good practice is the pilot project “Empowering Teachers and Professional Associates to Work with Gifted Students”, which was proposed by the author of the project - Marinela Scepanovic and Ljiljana Lazarevic, initiated by the Republic Secretariat for Public Policy. The project holder is MPNTR and ZUOV. The project will be implemented in 10 primary schools throughout the Republic of Serbia in this school year, and it will be implemented through four phases: Research, Development of manuals for working with gifted students, Preparation and implementation of teacher education and expert associates, and Creation of materials for working with gifted students.

*Keywords: support, gifted students, forms of instruction*

## **MENSA SWEDEN - GIFTED CHILDREN PROGRAM**

**Timmy Burchard, Stefan Pettersson**

**Mensa Sweden**

A lot of research emphasizes the importance of early identification of gifted children in educational settings. Studies show that teachers may miss a large portion of the gifted children in their classes if they primarily focus on educational achievements. Problem behaviors of students can worsen if the wrong didactic adaptations are made without taking giftedness into account. When teachers and parents have different views on giftedness, the risk of conflict increases. The importance of basic knowledge regarding giftedness cannot be underestimated. Mensa Sweden and its Gifted Children Program (GCP) tries to address these issues. Our presentation will outline the program in more detail. The program mainly consists of free lectures given at schools and other instances all over Sweden that wants information about gifted children and their special needs along with how to identify them, and what could happen if they do not get the classroom differentiation they need. The program has about 70 active and trained GCP representatives covering more or less the whole of Sweden who have visited around 500 schools and their teachers since 2012. GCP is an established name and brand with a public email address, where we receive and respond to emails from schools and parents that are searching for more information on giftedness. A majority of the parents are frustrated in one way or the other in regards to their children's school situation and general well-being. We provide knowledge and guide them to other sources of knowledge like books and online sources on giftedness. As such we also have an active national online network for parents where they can connect and help each other, give tips and advice, arrange meetups of different kinds, among other things. The network consists of over 1100 parents along with some other names that are prominent in the area of giftedness in Sweden. The feedback from parents and school personnel on the Gifted Children Program of Mensa Sweden is very positive. Our latest development is to build a mentor program, initially from members within Mensa Sweden, with the purpose of connecting troubled gifted children with gifted adults having some similar interests. We are also looking into a more systematic evaluation of the effects of the program as a whole.

*Keywords: Gifted Children Program, Mensa Sweden, Education.*

## PROGRAM ŠVEDSKE MENSE ZA DAROVITU DECU

Timmy Burchard, Stefan Pettersson  
Mensa Švedske

Mnoga istraživanja naglašavaju važnost rane identifikacije darovite dece u obrazovnim okruženjima. Studije pokazuju da nastavnici mogu propustiti veliki procenat darovite dece u svojim razredima ako se prevashodno fokusiraju na obrazovna postignuća. Problematično ponašanje učenika može se pogoršati ako se izvrše pogrešna didaktička prilagođavanja bez uzimanja u obzir darovitosti. Kada nastavnici i roditelji imaju različita stajališta o darovitosti, rizik od sukoba se povećava. Važnost osnovnih znanja o darovitosti ne sme se potceniti. Mensa Švedske kroz svoj Program za darovitu decu (PDD) pokušava da reši ove probleme. Naša prezentacija će detaljnije predstaviti program. Program se uglavnom sastoji od besplatnih predavanja u školama i drugim ustanovama širom Švedske koji žele informacije o darovitoj deci i njihovim posebnim potrebama, kao i kako ih identifikovati i šta bi se moglo dogoditi ako ne dobiju diferencijaciju u razredu koja im je potrebna. Program ima oko 70 aktivnih i obučanih predstavnika PDD-a koji pokrivaju manje-više celu Švedsku, koji su posetili oko 500 škola i njihovih nastavnika od 2012. PDD je utvrđeno ime i brend sa javnom e-mail adresom, gde dobijamo i odgovaramo na e-poruke od škola i roditelja koji traže više informacija o darovitosti. Većina roditelja je frustrirana na ovaj ili onaj način u vezi sa situacijom njihove dece u školi i opštoj dobrobiti. Mi im pružamo znanje i upućujemo ih na druge izvore znanja poput knjiga i on-line izvora o darovitosti. Kao takvi imamo i aktivnu nacionalnu mrežnu mrežu za roditelje gde se mogu međusobno povezati i pomagati, davati sugestije i savete, organizovati susrete različitih vrsta, između ostalog. Mreža se sastoji od preko 1100 roditelja zajedno sa još nekim imenima koja su istaknuta u oblasti darovitosti u Švedskoj. Povratne informacije roditelja i školskog osoblja o Programu Mense Švedske za darovitu decu su vrlo pozitivne. Naš najnoviji razvoj je da se osmisli mentorski program, u početku od članova iz Mensa Švedska, u cilju povezivanja problematične darovite dece sa darovitim odraslim osobama koje imaju slična interesovanja. Takođe razmatramo sistematičniju evaluaciju efekata programa u celini.

*Ključne reči: Program za darovitu decu, Mensa Švedske, obrazovanje.*

## AKTIVNOSTI MENSE SRBIJE ZA DECU

Tanja Olear-Gojić i Mirjana Tišma

Mensa Srbije

Svaka nacionalna Mensa se trudi da ima neke aktivnosti koje su posvećene deci: deci članovima Mense, deci članova Mense, opštoj populaciji dece ili darovitoj deci. Mensa Srbije ne testira decu ispod 17 godina i ne prima ih u članstvo. O aktivnosti koje su posvećene deci članova Mense brine se SIG Roditelj (SIG je interesna grupa). Za sada poseban rad sa darovitom decom unutar Mense Srbije, nije organizovan u kontinuitetu. Najčešće su aktivnosti sa decom iz opšte populacije u okviru koji se veoma često detektuju darovita deca. Mensa Srbije ima članove u nekoliko gradova koji i inače rade sa decom i po potrebi organizuju zanimljive aktivnosti u posebnim prilikama. U okviru Mense Srbije deci u prethodnih dve godine započelo se intenzivnije sa aktivnostima koje su posvećene deci najčešće predškolskog i osnovnoškolskog uzrasta. Iz tog delovanja nastao je SIG UčenIQ koji se bavi promocijom Mensinih vrednosti među decom organizovanjem aktivnosti za decu, roditelje i nastavnike a sa ciljem da se zainteresuju za unapređenje i očuvanje inteligencije dece i njihovih potencijala, kao i da stvara stimulatívno okruženje i detektuje darovite i kreativne. SIG UčenIQ nekako je preuzeo ulogu koordinatora aktivnosti Mense za decu i u pojedinim prilikama spajao članove iz različitih gradova koji žele da doprinesu obeležavanju nekog događaja. Članovi Mense koji realizuju ove besplatne aktivnosti su volonteri a eksperti u svojim oblastima. Do sada su organizovane mnoge besplatne radionice za decu u okviru Nedelje svesti o mozgu, Maja meseca matematike, Dana nauke, STEM Discovery Week, Nedelje digitalnih veština, Hour of code... Realizovan je i projekat posvećen deci u specijalnoj školi „Upoznaj mog robota-igraj se veselo“, a Mensa je podržala i projekte svojih članova „Pametno čitanje“ i „Samostalno dete - uspešno dete“. Takođe, dala je podršku realizaciji nekoliko programa koje komercijalno realizuju njeni članovi kao što je program „Od crtanja do programiranja“, „Kreativna školica uspeha“ i radionice „Oblutka“. Ove godine u obeležavanju Dana inteligencije prvi put su masovnije priključene obrazovne ustanove preko entuzijasta koji rade u njima sa decom. Dobili smo sjajne aktivnosti koje ostaju kao baza primera dobre prakse, a oni najbolji biće nagrađeni. U želji da svoj doprinos unapređenju rada sa decom, a posebno u radu sa darovitom decom, Mensa Srbije

je organizovala već treću Konferenciju o darovitosti, niz tribina „Daroviti i obrazovanje“, obuku za primenu EPoC testa kreativnosti, a podstiče svoje članove da budu veoma aktivni i u saradnji sa kolegama iz prosvete realizuju predavanja, tribine, akreditovane seminare, projekte, programe za rad sa decom. Želja nam je da nam se priključi još članova koji rade sa decom kako bi zajednički mogli da realizujemo više različitih aktivnosti za što više dece i da stimulišemo decu da nauče da rešavaju probleme i misle.

*Ključne reči: Mensa za decu, aktivnost za decu, radionice, volonteri, stimulacija.*

## MENSA'S ACTIVITIES FOR CHILDREN IN SERBIA

**Tanja Olear-Gojic, Mirjana Tisma**  
Mensa Srbije

Every national Mensa tries to have some activities that are dedicated to children: children members of Mensa, children of Mensa members, general population of children or gifted children. Mensa Serbia does not test children under the age of 17 and does not accept them into membership. SIG Parent (SIG is an interest group) is concerned about the activities that are dedicated to the children of Mensa's members. For time being, special work with gifted children within Mensa Serbia is not organized in its continued way. The most common are activities with children from the general population and very often gifted children are detected during mentioned activities. Mensa Serbia has its members in several cities that work with children at their everyday works and, when it is necessary, they organize interesting activities on special occasions. In the past two years Mensa Serbia intensified activities dedicated to children of pre-school and elementary school age. During that period, SIG UcenIQ was created to promote the Mensa's values at children by organizing activities for children, their parents and teachers, with the aim of becoming interested in improving and preserving the intelligence of children and their potentials, as well as creating a stimulating environment and detecting the gifted ones. SIG UcenIQ somehow assumed the role of coordinator of the Mensa's activities for children and in certain actions linked members from different cities who want to contribute to the marking of an event. Members of Mensa who realize these free activities are volunteers and experts in their fields. So far, many free workshops for children have been organized in the framework of the Brain Awareness Week, May Month of Mathematics, Science Day, STEM Discovery Week, All Digital Week, Hour of Code ... This year we conducted a project dedicated to children in the special school "Meet my Robot-Play with Fun," and Mensa also supported the projects of its members "Smart Reading" and "A Independent Child-Successful Child". Also Mensa supporting the implementation of several programs that are commercially implemented by its members, such as "From Drawing to Programming", "Creative School of Success" and Workshop "Oblutak" ("Pebblestone"). This year, in the marking of the Day

of Intelligence, for the first time, educational institutions are connected more massively through the enthusiasts who working with children. We have received great activities that remain as a basis examples of good practice and the best will be rewarded. In order to contribute to the improvement of work with children, especially in the work with gifted children, Mensa Serbia organized the Conference about Gifted, for the third year, a series of "Gifted and Education" tribunes, training for the implementation of the EPoC test of creativity, and encourages its members to be very active, in cooperation with colleagues from the education, to organize various lectures, tribunes, accredited seminars, projects, programs for working with children. We want to join us other members working with children to jointly realize even more different activities for as many children as possible and to encourage children to know how to solve problems and know how to think.

*Keywords: Mensa for children, activities for children, workshops, volunteers, stimulation.*



## **INTRODUCING OUR EDUSECS - MENSA GERMANY CONNECTS EXTRACURRICULAR OFFERS FOR THE GIFTED**

**Eva Kippenberg**

**Coordinator of the Education Work Group Mensa Germany**

Early this year, Mensa Germany has introduced a new organisational structure in order to improve personal connections across extracurricular offers for gifted people: the Edu-Secs or Education Secretaries. Education Secretaries are Mensa members who are well connected to other organizations offering programs within their region. The idea originated within the German SIG education (special interest group education) and has proven to fill a gap within Mensa structures. In many cities in Germany, parents of gifted children will be able to find extracurricular offers for children and young people. Edu-Secs will also connect locally with members of the DGhK (German society for gifted children), an organization organized by parents of gifted children, with a remarkable impact on privately organized support programs independent of Mensa. Mensa Germany itself offers sophisticated camps for kids (9-12 y) and Juniors (12-17y) gathering up to 100 participants. Daily workshops from 9:00 – 12:00 in up to 12 different projects are being offered by up to 18 volunteers, many of them ex-participants of the camps. Reaching 18 years of age Mensa juniors are invited to join the Mensa University Network (MHN), which gathers Mensa students and is explicitly also accessible for gifted people who have not passed a Mensa IQ test – no matter why. Mensa Germany is also aiming at a closer collaboration with governmental structures following concepts and ideas which have been successfully implemented in countries like Serbia or the Czech Republic. Another topic pursued by the Work Group Education is to more effectively connect to projects organised by "Bildung und Begabung" (Education and Giftedness), a non-profit organisation offering different projects for gifted and high-performing students. This organisation also runs a nationwide database ([www.begabungslotse.de](http://www.begabungslotse.de)), where all extracurricular offers across Germany are being collected. One of the most successful programs is the "Deutsche Schülerakademie" running up to 4 special programs for gifted teenagers per year since 1988. Many members of Mensa Germany

are by now alumni of the Schülerakademie, allowing for good connections to the organisation. The goal of our Edu-Secs is to establish a well-functioning network not only within Mensa but within the whole community in order to spread the information on offers for the gifted. We want to connect to real people in real life - not only online - to foster the adequate education for gifted students.

*Keywords: information distribution, trusted networks, regional expertise, additional element to student- teacher-parent trias.*

## **PREDSTAVLJANJE NAŠIH EDU-SEKRETARA - MENSA NEMAČKA OBJEDINJUJE VANNASTAVNE PONUDE ZA DAROVITE**

**Eva Kipenberg**

**Koordinator obrazovne radne grupe Mense Nemačke**

Početkom ove godine Mensa Nemačka je uvela novu organizacionu strukturu u cilju poboljšanja međuljusobne povezanosti kroz vannastavne ponude za darovite osobe: Edu-Sekretari ili Sekretari za obrazovanje. Sekretari za obrazovanje su članovi Mense koji su dobro povezani sa drugim organizacijama koje nude programe u njihovom regionu. Ideja je nastala u okviru nemačkog SIGa obrazovanja (posebna interesna grupa za obrazovanje) i pokazalo se da popunjava jaz u strukturama Mense. U mnogim gradovima Nemačke roditelji darovite dece moći će da pronađu vannastavne ponude za decu i mlade. Edu-Sekretari će se takođe lokalno povezati sa članovima DGhK-a (nemačkog društva za darovitu decu), organizacije koju su pokrenuli roditelji darovite dece, sa izuzetnim uticajem na privatno organizovane programe podrške nezavisno od Mense. Sama Mensa Nemačka nudi sofisticirane kampove za decu (9-12 godina) i za juniore (12-17 godina) koji okupljaju do 100 učesnika. 18 volontera, od kojih su mnogi bivši učesnici kampova, nude svakodnevne radionice od 9:00 - 12:00 u 12 različitih projekata. Pošto napune 18 godina Mensa juniori su pozvani da se pridruže Mensinoj univerzitetskoj mreži (MHN), koja okuplja studente članove Mense i osim toga je eksplicitno dostupna darovitim ljudima koji nisu položili Mensa IQ test – štagod da je tome razlog. Mensa Nemačka takođe ima za cilj bližu saradnju sa vladinim strukturama prateći koncepte i ideje koje su uspešno primenjene u zemljama kao što su Srbija ili Češka. Druga tema koju vodi Obrazovna radna grupa je da se efikasnije poveže sa projektima koje organizuje "Bildung und Begabung" (Obrazovanje i darovitost), neprofitna organizacija koja nudi različite projekte za darovite i visoko uspešne studente. Ova organizacija takođe vodi bazu podataka širom zemlje ([www.begabungslotse.de](http://www.begabungslotse.de)), u kojoj registruje sve vannastavne ponude širom Nemačke. Jedan od najuspešnijih programa je "Deutsche Schulerakademie" koji od 1988. godine sprovodi do četiri posebna programa godišnje za darovite tinejdžere. Mnogi članovi Mense Nemačke su bivši polaznici Schulerakademie, što omogućava dobru pove-

zanost sa tom organizacijom. Cilj naših Edu-Sekretara je da se uspostavi funkcionalna mreža ne samo unutar Mense, već u celoj zajednici kako bi se širile informacije o ponudama za darovite. Želimo da se povežemo sa stvarnim ljudima u stvarnom životu - ne samo putem interneta - kako bismo podstakli adekvatno obrazovanje darovitih učenika.

*Ključne reči: distribucija informacija, pouzdane mreže, regionalna ekspertiza, dodatni element u trouglu učenik-nastavnik-roditelj.*

## DVOSTRUKO DRUGAČIJI U INKLUZIJI

Otilia Velišek-Braško, Marija Svilar

Visoka škola strukovnih studija za obrazovanje vaspitača Novi Sad, Srbija

Sistem obrazovanja i vaspitanja i u Srbiji mora da obezbedi visoko kvalitetno obrazovanje za svu decu, što podrazumeva da i deca sa smetnjama u razvoju i invaliditetom, kao i deca sa izuzetnim sposobnostima imaju pravo na obrazovanje i vaspitanje, koje uvažava njihove obrazovne i vaspitne potrebe u sistemu obrazovanja i vaspitanja, uz pojedinačnu odnosno grupnu dodatnu podršku u učenju. Detetu kome je usled socijalne uskraćenosti, smetnji u razvoju, invaliditeta, teškoća u učenju, rizika od ranog napuštanja školovanja i drugih razloga potrebna dodatna podrška u obrazovanju i vaspitanju, ustanova (vrtić ili škola) obezbeđuje kvalitetno obrazovanje putem individualno obrazovnog plana (IOP), takođe i za dete koji postiže rezultate koji prevazilaze očekivani nivo obrazovnih postignuća. Individualni obrazovni plan je poseban akt, koji ima za cilj optimalni razvoj deteta i ostvarivanje ishoda obrazovanja i vaspitanja, u skladu sa postavljenim ciljevima i zadovoljavanja obrazovno-vaspitnih potreba deteta. Deca sa smetnjama u razvoju ili invaliditetom mogu biti i darovita u određenoj oblasti, pa su time oni dvostruko drugačiji odnosno posebni, imaju duplo obeležje. Pored svoje izuzetne sposobnost u određenom domenu, ujedno imaju probleme u određenoj oblasti razvoja. Drugi ih primećuju najčešće zbog tih teškoća u učenju, razvoju i/ili funkcionisanju, a ne po izuzetnoj sposobnosti. U zavisnosti od razvojne smetnje i vrste invaliditeta određuju se različite podele i dvostruko se etiketiraju u grupe: nadareni slepi, nadareni gluvi, nadareni sa autizmom, nadareni mentalno nedovoljno razvijeni i slično. U procesu vaspitanja i obrazovanja dvostruko drugačije dece potrebno je realizovati „dvostruko“ inkluzivno obrazovanje odnosno individualizaciju. U inkluzivnom obrazovanju ovako drugačija deca imaju pravo na svoje individualne obrazovne planove po dve osnove. Udruženo se javlja izazov za pružanje dodatne podrške u vidu prilagođavanja organizacije fizičke i socijalne sredine, kao i načina i strategije učenja i poučavanja zbog teškoća koje dete ima. Ujedno bogaćenje programa u skladu sa izuzetnim sposobnostima, odnosno podsticanju i razvoju detetove darovitosti, što obrazovni sistem i pedagoški kadra stavlja pred dupli izazov. U medijima, među poznatim ličnostima iz sveta nauke, kulture i umetnosti postoje primeri dvostruko drugačijih i uspešnih,

što je ohrabrujuće za decu koja su darovita i imaju neku teškoću u učenju, razvoju i/ili funkcionisanju i za njihove porodice. Rad predstavlja kroz studiju slučaja tri primera inkluzije dvostruko drugačije dece. Dva deteta su osnovnoškolskog uzrasta, a jedno srednjoškolskog uzrasta. Izvori informacija za istraživanje bili su raznovrsni, roditelji, pedagoški kadar, vršnjaci, važne osobe u životu deteta, kao i samo dete. Rezultati ukazuju na dobrobiti dvostruko drugačijih u inkluzivnom obrazovanju, a i na teškoće i izazove u tom procesu.

*Ključne reči: daroviti, dvostruko drugačiji, inkluzivno obrazovanje, IOP.*

## TWICE EXCEPTIONAL IN INCLUSION

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System of education in Serbia has to provide high quality education for all children, which means that children with developmental disabilities, as well as children with exceptional abilities have right on education which respect their educational needs, with individual or group additional support in learning. To a child who, because of social constrains, developmental disability, difficulties in learning, risk of early leaving school and other reasons, needs additional support in education, institution (school or kindergarten) provide quality education through individual education program (IEP), also for children who achieve results which are higher then expected level of educational achievements. Individual education program is special document, which goal is an optimal development of a child and achieving outcomes of education, according with set of goals and satisfies educational needs of a child. Children with developmental disabilities can be gifted in specific area, so they are twice exceptional or special, they are double labeled. Beside their unique ability in specific area, they also have problems in other area of development. Others most often notice them because of their difficulties in learning, development or functioning and not by their exceptional ability. In dependence of developmental disability of a child they are put in different groups and they are double labeled: gifted blind, gifted deaf, gifted with autism, gifted mentally disabled and similar. In process of education twice exceptional children there is a need in realization "double" inclusive education ie individualization. In inclusive education twice exceptional children have right on their IEP on two grounds. Jointly there is challenge for providing additional support in adjustment organization of physical and social environment, as well as methods and strategies of teaching and learning because of specific difficulties which child has. At the same time enrichment program because of exceptional abilities, ie encouraging and developing child's giftedness, which place educational system and people who work in it in double challenge. In media, among celebrities from world of science, culture and arts there are examples of twice exceptional and successful people, which is encouraging for children who are gifted and have some difficulties in learning, development and functioning and for their

families. Through three case studies this paper represents examples of inclusion twice exceptional children. Two children are primary school age and one child is high school age. Source of information for research were diverse, parents, people from children's life, peers, important people who knows a child and children themselves. The result indicates benefits of inclusive education of twice exceptional children, as well as difficulty and challenges in that process.

*Key words: gifted, double different, inclusive education, IEP.*



## **ORGANIZACIONA STRUKTURA I STIMULATIVNI PROGRAMI NVO U PREPOZNAVANJU I OBRAZOVANJU DAROVITE DECE I MLADIH**

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**Udruženje „Rights 4 All“ Novi Sad, Srbija**

U poslednjih nekoliko decenija, više od milion nevladinih organizacija (NVO) koegzistiraju širom sveta. Široko govoreći, svi oni imaju sličnu organizacionu strukturu prilagođenu specifičnom okruženju. Svakako, potrebno je odgovoriti savremenim potrebama prepoznavanja i obrazovanja darovitih, u čemu nesporna i izuzetno važnu ulogu imaju organizacije i udruženja čiji je fokus na osnaživanju prepoznavanja i obrazovanja darovitih. Cilj ovog rada je da pruži pregled organizacione strukture u nevladinim organizacijama koje se bave prepoznavanjem i obrazovanjem darovitih, kao i prikaza odredjenih stimulativnih programa u prepoznavanju i promociji darovite dece i mladih. Da bi se postigao cilj, razmatraju se postojeće nevladine organizacije, njihova struktura i finansiranje. Da bi se objasnile glavne organizacione karakteristike NVO-a, uključujući i organizacionu kulturu, u ovom radu primijenjena je deskriptivna metoda. Takođe, u toku izučavanja uloge nevladinih organizacija u prepoznavanju i pristupima u radu sa darovitima, korišćen je komparativni metod pri čemu smo se fokusirali na modele nevladinih organizacija u Republici Srbiji i Republici Nemačkoj. Koristeći principe NVO-a, u Republici Srbiji je osnovano novo udruženje pod nazivom "Rights4All". Sistem organizacione kulture usvojen je kao osnovni princip rada udruženja. Takodje, pri izradi rada došli smo do zaključka da je uloga organizacija, udruženja i fondacija izvan školskog sistema od ključne uloge u prepoznavanju i obrazovanju darovitih.

*Ključne reči: organizaciona struktura NVO, organizaciona kultura, stimulativni programi, prepoznavanje darovitih.*

## ORGANIZATIONAL STRUCTURE AND INCENTIVE PROGRAMS OF NGOS IN IDENTIFYING AND EDUCATING GIFTED CHILDREN AND YOUTH

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Over the past few decades, more than a million NGOs co-exist around the world. Widely speaking, they all have a similar organizational structure adapted to a specific environment. Certainly, it is necessary to respond to the contemporary needs of identification and education of gifted, where undoubtedly an extremely important role lies upon organizations and associations whose focus is on empowering the identification and education of gifted. The aim of this paper is to provide an overview of the organizational structure in non-governmental organizations dealing with the identification and education of gifted, as well as the presentation of certain incentive programs in identifying and promoting gifted children and young people. In order to achieve the goal, the existing non-governmental organizations, their structure and financing are considered. In order to explain the main organizational characteristics of NGOs, including organizational culture, a descriptive method was used in this paper. In addition, during the study of the role of non-governmental organizations in recognition and approaches to work with gifted, a comparative method was used, focusing on models of non-governmental organizations in the Republic of Serbia and the Republic of Germany. Using the principles of NGOs, a new association entitled “Rights4All” was established in the Republic of Serbia. The system of organizational culture was adopted as the basic principle of the work of the association. Also, while composing the paper, we have come to the conclusion that the role of organizations, associations and foundations outside the school system is of the key importance in identifying and educating the gifted.

*Keywords: organizational structure of NGOs, organizational culture, incentive programs, identification of gifted.*

## **ULOGA VASPITAČA U PREPOZNAVANJU, PRAĆENJU I PODSTICANJU DAROVITE DECE NA PREDŠKOLSKOM UZRASTU**

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Svrha ovog rada je razmatranje podsticajne okoline i uloge vaspitača u prepoznavanju, praćenju i podsticanju darovite dece na predškolskom uzrastu. U novijim istraživanjima, darovitost se shvata kao krajnji produkt izrazito povoljne kombinacije naslednih osobina, podsticajne sredine i samoaktivnosti pojedinca. Međutim, da bi sredina mogla pozitivno i podsticajno da deluje na dete, neophodna je što ranije prepoznavanje njegove darovitosti. Poseban značaj u ovom procesu pridaje se podsticanju, posmatranju i prepoznavanju ponašanja i osobine koje su karakteristične za darovite (npr. metakognicija). U širem značenju, ovo podrazumeva ispitivanje onoga što je dete sposobno da uradi u saradnji sa vaspitačem. Navodimo tri nivoa angažovanosti okoline u otkrivanju darovite dece, uzroke i posledice pogrešne identifikacije. Prema najnovijim saznanjima, svu decu treba tretirati kao potencijalno darovitu i uvažiti sve razlike koje se javljaju u stepenu, načinu i vrsti ispoljavanja darovitosti. Predškolsko detinjstvo odlikuje se burnim razvitkom svih potencijala deteta, naročito stvaralaštva, čija je uloga nezamenljiva u formiranju ličnosti deteta. Organizovani vaspitno-obrazovni uticaji na dete neophodan su uslov njegovog uspešnog razvoja, što je slučaj i sa stvaralaštvom (kreativnošću). Razvijanjem stvaralaštva unapređuje se dečji razvoj na način koji ne može da se postigne pomoću drugih aktivnosti. Vaspitač ima veliku ulogu u podsticanju razvoja stvaralaštva, kao uslova za prepoznavanje i negovanje darovitosti kod dece. Iz razloga brojnih grešaka u toku vaspitno-obrazovnog procesa, u program edukacije vaspitača trebalo bi uvesti suštinska saznanja o fenomenu darovitosti i obuku o didaktici vaspitno-obrazovnog rada sa darovitom decom i to kao obavezni predmet. U ovom radu navodimo osnovne karakteristike ličnosti vaspitača kao preduslova za razvoj dečjeg stvaralaštva i ograničenja koja vaspitač može da postavi deci tokom vaspitno-obrazovnog procesa i time uguši dalji razvoj stvaralaštva kod potencijalno darovite dece. U najskorije vreme treba uvesti obogaćeni program

rada sa svom predškolskom decom. U želji da ispitamo kako kontinuirana primena odabranih sadržaja i metoda rada sa decom uzrasta od 3 do 7 godina podstiče kreativno ispoljavanje i diferenciranje potencijalne darovitosti, postavila sam posebne zadatke i ciljeve rada i model obogaćenog programa, koji sam primenjivala u praksi. U njemu sam se bazirala na proširivanje opšte baze znanja sve dece, što može dovesti do potenciranja kreativnih ispoljavanja kod izvesnog broja dece. To, sa svoje strane, olakšava prepoznavanje i rad na razvoju darovitosti na predškolskom uzrastu. Tek kroz dugogodišnji rad sa darovitima može se doći do validnih podataka o tome koliki je uticaj sredine na razvoj darovitosti i o daljim smernicama za ispravno prepoznavanje, praćenje i podršku darovitosti kod dece predškolskog uzrasta.

*Ključne reči: darovitost, prepoznavanje, podrška, vaspitač, praksa.*

## THE ROLE OF EDUCATORS IN IDENTIFYING, MONITORING AND ENCOURAGING TALENTED CHILDREN OF PRESCHOOL AGE

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The purpose of this study is to consider stimulating environment and the role of educators in identifying, monitoring and encouraging talented children of preschool age. In recent studies, ability is seen as an end product of very favorable combination of hereditary traits, stimulating environment and self activity of the individual. But if we want environment to have positive and stimulating effect on a child, early recognition of his talent is necessary. Special importance in this process is given to stimulation, observation and recognition of processes which are typical for talented children (e.g., cognition). In a broader sense, this means examining what the child is capable of doing in collaboration with educators. In this study we indicate three levels of environment engagement in discovering gifted children and examine the causes and consequences of misidentification. According to the latest findings all children should be treated as potentially gifted and educators should appreciate all the differences in level, type and mode of manifestation of talent. Preschool childhood is characterized by turbulent development of the full potential of the child, especially creativity, the role of which is indispensable in the formation of the child's personality. Organized educational influences on the child are a necessary condition for its successful development, which is the case with creativity (creativity). Developing creativity improves child development in a way that can not be achieved through other activities. The educator has a great role in fostering the development of creativity, as a condition for recognizing and nurturing talent in children. For the reasons of many mistakes during the educational process, the teacher education programs should introduce fundamental knowledge about the phenomenon of talent and training of didactics in educational work with gifted children as a compulsory subject. In this paper we outline the basic characteristics of educators which serve as a good precondition for development of children's creativity, as well as the limitations that the teacher can set up on

children during the educational process, and thereby suppress the further development of creativity of potentially gifted children. Desiring to examine how the continuous application of selected content and methods of working with children aged 3 to 7 encourages creative expression and possible differentiation of potential talent, specific tasks, goals of work and models of enriched programs were set, which were applied in practice and certain conclusions were drawn. The goal was the expansion of general knowledge base of all children, which led to emphasizing creative expression in a number of children. This, in turn, helps to identify giftedness and facilitates work on developing giftedness at preschool age into real talent. For reasons of physical limitations of this summary and this paper in general, this program will be presented in the second work at the Conference. Valid and authentic data on the extent of the influence of the environment on the development of talent, as well as further guidelines for proper identification, monitoring and support of gifted preschool children can only be reached through years of work.

*Keywords: talent, recognition, teacher, practice monitoring and support.*

## MAPIRANJE DAROVITOSTI

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Primena mapa uma u procesu učenja razlikuje se od ostalih a njegova specifičnost se ogleda u korišćenju i leve (logičke, činjenične) i desne (kreativne, imaginativne) hemisfere mozga. Za razliku od ostalih tehnika učenja mape uma dozvoljavaju i humor kao vid predstavljanja znanja na mapi. Jedna od prednosti mapa je što se mogu koristiti prilikom obrade, utvrđivanja i sistematizacije nastavne jedinice tj. nastavne teme. U svom radu sa decom uzrasta od prvog do četvrtog razreda OŠ, mape uma koristim već dvanaest godina. Ovaj rad predstavlja primenu mapa uma u učenju dece i napredovanje koje učenici ostvaruju. Ova poznata strategija učenja je moćan alat za učenje koji sam istraživala tokom svih ovih godina. Pokazao se kao jedan od najboljih jer objedinjuje sve nastavne metode, pospešuje kreativnost, pogodan je za individualni i individualizovani pristup učenju. Mape su primenljive u svim nastavnim predmetima na svim uzrastima učenja pa i u privatnom životu. Takođe, savršen je rad za u inkluzivnom okruženju. Mogu se koristiti za rad u paru, grupi, timu ili sa celim odeljenjem, kada nastaje rafalna mapa. One menjaju način razmišljanja sa logičkog na kreativni, podstiču divergentno mišljenje, neprestano mogu da se razvijaju. Učenje uz pomoć mapa pospešuje vezu leve i desne hemisfere stvarajući nove veze, sinapse, što doprinosi mentalnom razvoju deteta. Jedina teškoća koje se može javiti jeste da se one ne private kao metod u sticanju novih znanja. Mape uma počinjem da koristim u radu sa učenicima od prvog razreda. Zašto tako rano? Mape su alat za učenje putem asocijacija. Tada oni ne mogu da pišu pojmove jer ne znaju, već moraju da ih crtaju. Na taj način oni veštinu mapiranja usvoje veoma lako. Sa tehnikom i zakonitostima crtanja mapa učenike upoznam tokom jednog časa. Potom, pristupimo izradi prvih mapa koje su veoma jednostavne. Kako oni sazrevaju tako sazrevaju i njihove mape uma. Uloga nastavnika je mentorska, on samo nadgleda rad učenika, daje smernice za rad. One usmeravaju znanje ka istinskoj kreativnosti. Kreativnost nije ništa drugo do stvaranje nove ideje. Jedna jednostavna i odlična definicija glasi: nova ideja je povezivanje starih ideja na nov način, što čini suštinu pravljenja i idejnog rešenja mape uma. Prevedeno na običan jezik to bi značilo da sva predhodna i sve vrste znanja koja imamo možemo primeniti i kombinova-

ti sa novim tokom pravljenja mape. Mapa je za onog ko uči 3D slika koju naš mozak veoma lako pamti. Svaka mapa je lični odraz deteta i njegovog pristupa problemu. Rad na mapama, pripada mekim veštinama, utiče na razvoj ostalih veština što je cilj obrazovanja za 21. vek i korak više ka razvoju darovitosti. Njihova univerzalnost u učenju ogleda se u njihovoj primenljivosti, efikasnosti, bezgraničnosti idejnih rešenja. Svoju svrsishodnost pokazuju u najboljem mogućem svetlu i ne zavisi od nivoa obrazovanja onog ko kreira mapu. I, naravno, mogu se dati drugom na upotrebu za učenje ili primenu.

*Ključne reči: mape uma, darovitost, učenje.*



## MAPPING GIFTEDNESS

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The application of mind maps in the learning process differs from others and its specificity is reflected in the use of left (logical, factual) and right (creative, imaginative) brain emispheres. Unlike other types of teaching and learning techniques, mind maps allow humor as a way of presenting knowledge on the map. One of the advantages of maps is that they can be used when processing, determining and systematizing a teaching unit, i.e. teaching topics. In my work with children, aged from the first to fourth grade of a primary school, I have been using mind maps for twelve years. This paper presents the implementation of mind maps and the progress students accomplish. This well-known learning strategy is a powerful tool that I have been researching in the course of all these years. It has proven to be one of the best tools since it combines various teaching methods, promotes creativity, and is suitable for the individual and individualized learning approaches. Maps are applicable in all the school courses at all learning ages but also in a private life. Also, it is excellent for an inclusive environment. If needed, it can be used for pair work, group or team work or with an entire class when a mind map burst is created. They change the way of thinking from logical to creative, encourage divergent thinking, they can constantly evolve. Learning that implements maps accelerates the connection of the left and right hemisphere by creating new connections, synapses, which contribute to the mental development of a child. The only difficulty that can arise is that they are not accepted as a method in acquiring new knowledge. I begin to use mind maps in my work with first grade students, as early as in October. Why so early? Maps are a tool for learning through associations. At that point they still can not write things because they do not know letters, so they have to draw them. In this way, these mapping skills are adopted very easily. I introduce the students to the techniques and the laws of map drawing in one class. Then we start making the first maps that are very simple. As they mature so mature their mind maps. The role of a teacher is a role of a mentor, which means that after given instructions, the teacher only oversees the work of students and provides further guidance for work. The guidelines direct knowledge to true creativity, and creativity is nothing more than creating a new

idea. One simple and excellent definition is: the new idea is associating old ideas in a new way, which actually makes the essence of creating and designing mind maps. Simply put, this would mean that all previous and all kinds of knowledge we have, can be applied and combined with the new knowledge in the process of map making. The map is for a person who studies a 3D image, that is very easy for brain to remember.

*Key words: mind maps, giftedness, learning.*

## EPOC TEST – ISKUSTVA IZ SRBIJE

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Prepoznavanje darovitih i kreativnih a zatim i njihova identifikacija, predstavljaju osnovu za pružanje adekvatnog daljeg podsticajnog obrazovnog okruženja u kojem će moći da razvijaju i nadograđuju svoja interesovanja i sposobnosti. Mogućnost da se identifikuju potencijali za kreativnost u različitim domenima delovanja pružaju osnovu za planiranje obrazovnih aktivnosti sa svakim detetom u skladu sa njegovim karakteristikama. EpoC test je instrument koji je razvijen od strane grupe naučnika iz Francuske (Lubart, Besançon, Barbot, 2011) i koji se primenjuje u preko 11 zemalja sveta. U novembru 2018. sertifikovana je prva grupa od 30 stručnjaka iz oblasti obrazovanja u R. Srbiji koja je oformila EPoK tim Srbije u cilju proveriti i primene ovog testa na domaćoj populaciji dece i mladih. Test je namenjen proceni potencijalne kreativnosti u grafičkom i literarnom domenu za uzrast od 5 do 18 godina. Rezultati, u ovoj fazi primene testa, pružaju podatak o potencijalnoj kreativnosti ispitanika samo na individualnom nivou, dok je za formiranje dinamičnih normi za populaciju naše zemlje i pozicioniranje ispitanika u odnosu na svoju vršnjačku grupu tek u postupku formiranja reprezentativnog uzorka. U ovom radu biće izložene osnovne postavke na kojima se zasnivaju formulisani zadaci ovog testa i prva iskustva u njegovoj primeni na prigodnom uzorku dece predškolskog i rano školskog uzrasta. Posebno će biti istaknuta iskustva proizašla iz praktične primene testa i pravila zadavanja instrukcija za određene zadatke, kako bi se dobili rezultati koji na objektivni način doprinose realnim konačnim rezultatima o kreativnim potencijalima deteta. Biće diskutovane prve impresije istraživača o tome na koji način deca predškolskog uzrasta reaguju na predviđene instrukcije samog testa, razvojne karakteristike koje mogu biti od uticaja na performanse u test situaciji kao i moguće ometajuće faktore koji su rezultat subjektivnosti ispitivača (s obzirom da test mogu da primenjuju vaspitači, učitelji, profesionalci koji nemaju profesionalnog iskustva u zadavanju ovakve vrste testovnih materijala a ne samo psiholozi).

*Ključne reči: EpoC test, potencijalna kreativnost, predškolsko dete, rani razvoj potencijala.*

## EPOC TEST – EXPERIENCES FROM SERBIA

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Recognizing gifted and creative, and their identification, provide the basis for providing an adequate, further stimulating educational environment in which they will be able to develop and upgrade their own interests and abilities. The ability to identify creativity potentials in different domains of action provides a basis for planning educational activities with each child in accordance with its characteristics. The EpoC test is an instrument developed by a group of scientists from France (Lubart, Besançon, Barbot, 2011) and is applied in over 11 countries of the world. In November 2018, the group of 30 experts from the field of education in the Republic of Serbia was established, and formed EPoK team Serbia, in order to check and apply this test to the domestic population of children and youth. The test is intended to assess the potential creativity in the graphic and literary domain for the age of 5 to 18 years. The results, at this stage of the application of the test, provide information on the potential creativity of the respondents only at the individual level, while for the formation of dynamic norms for the population of our country and positioning of respondents in relation to their peer group is in the process of forming representative sample. In this paper, the basic settings of the formulated tasks of this test and the first experience in its application on a suitable sample of pre-school and early school children will be discussed. Especially prominent will be the experiences arising from the practical application of the test and instructional rules for specific tasks, in order to obtain results that contribute objectively to the real final results on the creative potentials of the child. The first impressions of the researchers will be discussed as to how children of pre-school age respond to the predicted instructions of the test itself, the developmental characteristics that can influence the performance in the test situation as well as the possible disruptive factors that result from the subjectivity of the examiners (since the test can be applied by educators, teachers, professionals who do not have experience in assigning this type of test materials, and are not psychologists).

*Keywords: EpoC test, potential creativity, pre-school child, early development of potential.*

# AUTENTIČNOST ODRASLOG I OBRAZOVANJE DAROVITOG DETETA

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Poznavati sebe, može biti sagledano iz ugla moralnog imperativa za stručnjake u oblasti obrazovanja. Obrazovanje i podsticanje razvoja mladih, kroz kontekst učenja u institucijama koje treba da pruže osnovne podsticaje za saznavanje sveta oko sebe i lični razvoj, predstavlja komunikacijski i interaktivan kontekst u kojem odrasli u velikoj meri oblikuje kognitivni i socio-emocionalni razvoj dece i mladih. Zato, autentičnost vaspitača, učitelja, nastavnika, profesora, treba da bude najvažniji reprezent profesionalne kompetencije. U psihološkoj literaturi autentičnost je blisko povezana sa mentalnim zdravljem i dobrostanjem. Pod terminom autentična osoba smatra se ona koja je kongruentna (usklađena) u svom mišljenju, izražavanju emocija i ponašanju. U istraživanjima o poželjnim osobinama nastavnika, ovakva autentičnost prepoznaje se kroz učeničko visoko vrednovanje doslednosti nastavnika u ponašanju, stavovima, komunikaciji. Odrasli koji ima jasne vrednosti koje direktno eksponira u svom ponašanju i komunikaciji, uz otvorenost za emocionalnu razmenu bez straha od ugrožavanja odnosa usled razmene mišljenja sa učenikom, percipira se kao poželjan u procesu učenja, koje je krajnji produkt jasne i dobre komunikacije sa učenikom. U istraživanjima o poželjnim osobinama nastavnika darovitih, dodatno se ističe visoka sposobnost učitelja za bavljenje apstraktnim temama i konceptima, entuzijazam, otvorenost, fleksibilnost, sposobnost za logički utemeljeno analiziranje problema, kao i objektivnost. Ove osobine nalazimo kod osoba koje se ne plaše grešaka, eksperimentisanja, novog i nepoznatog, što su odlike autentične ličnosti. Pored raspolaganja znanjem iz svog osnovnog polja interesovanja, odrasli koji je u interakciji sa darovitim detetom potrebno je da dodatno usavršava svoju ličnost, u pravcu izgradnje stabilnog identiteta, samopouzdanja, samopoštovanja. Stabilan odrasli predstavlja najbolji model u izazovnom radu sa darovitim decom. Autentični odrasli pruža mogućnost za komunikaciju i prepoznavanje detetovih aktuelnih potreba zasnovanu na zdravom autoritetu. Autentični vaspitač, nastavnik, učitelj, profesor, pruža darovitom učeniku najbolji model za izgradnju sopstvene ličnosti. Ovaj rad ima za cilj da istakne ključne dimenzije autentične ličnosti, ukaže na pokazatelje kongruentnosti na bihevioralnom planu i podstakne stručnjake u obrazovanju da razvijaju svoje lične kapacitete u pravcu dostizanja zdrave, autentične ličnosti u funkciji medijatora dobrog odnosa i podsticaja razvoja darovitog deteta, kao i ličnog zadovoljstva svojom profesionalnom ulogom.

*Ključne reči: autentična ličnost, kompetencije u obrazovanju, obrazovanje darovitih, profesionalni razvoj.*

# THE AUTHENTICITY OF THE ADULT AND THE EDUCATION OF THE GIFTED CHILD

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Knowing yourself, can be seen from the angle of moral imperative for professionals in education. Education and encouraging the development of young people, through the context of learning in institutions that provide basic incentives for discovering the world around and personal development, is a communicative and interactive context in which adults form a great impact on cognitive and socio-emotional development of children and young people. Therefore, the authenticity of educators, teachers, professors, should be the most important professional competence. In psychological literature, authenticity is closely related to mental health and well-being. By the term, an authentic person is considered to be congruent in his / her opinion, expressing emotions and behavior. In research on the desirable qualities of teachers, such authenticity is recognized through a student's high evaluation of the consistency of teachers in behavior, attitudes, communication. Adults with clear values that directly expose themselves in their behavior and communication, with openness for emotional exchange, without fear of compromising relationships due to exchange of opinions with students, are perceived as desirable in the learning process, which is the ultimate product of clear and good communication with the student. In research on the desirable characteristics of gifted teachers, it is further emphasized the high ability of teachers to deal with abstract topics and concepts, enthusiasm, openness, flexibility, the ability to logically analyze the problem as well as objectivity. These traits are found in people who are not afraid of mistakes, experiments, new and unknown, which are characteristics of an authentic personality. Apart from disposing of knowledge from its basic field of interest, adults who interact with a gifted child need to further improve their personality in order to build a stable identity, self-confidence, self-esteem. Stable adults represent the best model in challenging work with gifted children. Authentic adults provide the ability to communicate and identify the child's current needs based on a healthy authority. An authentic educator, teacher, professor, gives a gifted student the best model for building one's own personality. This paper aims to highlight the key dimensions of the authentic personality, point the indicators of congruence on the behavioral plan, and encourage educators to develop their own personal capacities in order to reach a healthy, authentic personality in the function of a mediator of a good relationship and to encourage the development of a gifted child, as well as a personal satisfaction with their professional role.

*Keywords: authentic personality, competencies in education, gifted education, professional development.*

## MOĆ I NEMOĆ PSIHOTERAPIJE DAROVITIH

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Darovitost se definiše kao visoko razvijena sposobnost bilo opšta, bilo specifična koja omogućava nadprosečna postignuća u određenom području. Urođena je i nasleđem data sposobnost i može se shvatiti kao sirov materijal koji se postepeno kroz vreme oblikuje. Darovita deca se ne moraju odmah uočiti, jer njihove karakteristike mogu biti vrlo različite. Može biti i prikrivena i manifestovati se u sasvim drugom obliku. Mnoga darovita deca i adolescenti ostaju „neprepoznata“ ili zarobljena u nekoj od zamki psihološkog razvoja. Mnogi daroviti odrasli, plaćaju visoku cenu takvog razvoja. Da li će se razviti psihološki problemi kod darovitih ili ne zavisi od mnogo faktora a pre svega od bazične organizacije ličnosti osobe kao i sredine u kojoj ona odrasta. Specifičnost psihoterapije darovitih jeste: početi na vreme i istrajati u trajanju lečenja. Cilj ovog rada jeste da prikaže moć i nemoć psihoterapije darovitih. U okviru toga predstavimo dva kazuisitčka slučaja.

*Ključne reči: darovitost, psihoterapija, ličnost, moć, nemoć.*

## POWER AND IMPOTENCE OF PSYCHOTHERAPY TREATMENT OF GIFTED PERSONS

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Giftedness is defined as highly developed ability, general or specific which enables very high achievements in particular area. This ability is innate and hereditary and could be considered as raw material which should be formed through the time. Gifted children are not always immediately recognized, because their characteristics can be very different. Giftedness can be hidden and manifest itself in different forms. Many gifted children and adolescents remain "unrecognized" or trapped in some of the pitfalls of psychological development. Many gifted adults pay a high price for such a development. Possible development of psychological problems in gifted persons depends on many factors, but we'll maintain the basic personality traits and the environmental factors. The specificity of psychotherapy treatment of gifted persons are: to start on time with treatment and 2) to persist for a period of treatment. The aim of this paper is to show the power and weakness of psychotherapy gifted. In this context, we'll present two caustic cases.

*Key words: giftedness, psychotherapy, personality, capability, incapability.*



## KOUČING U OBRAZOVANJU

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Koučing je proces učenja, razvoja i unapređivanja postignuća. Srodne profesije su mentorstvo, trening, menadžment, savetovanje, psihoterapija, supervizija. Koučing u obrazovnom procesu je sredstvo organizacionog razvoja škole, oblik profesionalnog razvoja učitelja i nastavnika i metodologija unapređivanja procesa učenja i razvoja učenika. Cilj nam je da prikazemo da uvođenje koučinga kao sredstva organizacionog razvoja škole podrazumeva kreiranje koučing kulture koja podrazumeva interakciju između nastavnika i učenika, elemente vršnjačkog koučinga između učenika, timski koučing kao sredstvo razvoja nastavničkih timova i koučing kao oblik komunikacije sa roditeljima. Koučing kao oblik profesionalnog razvoja nastavnika podrazumeva promenu nastavne prakse kroz promenu implicitnih uverenja nastavnika, kroz unapređivanje liderskih veština nastavnika i proces vođen razvojnim, profesionalnom potrebama nastavnika. Unapređenje procesa učenja i razvoja učenika se odnosi na povećanje uspešnosti izvođenja određene voljne ili nevoljne aktivnosti usled prisustva nekih psihosocijalnih faktora, porast efikasnosti učenja, razvoja i postignuća. Treba definisati tehnike i metode rada koji će omogućiti produktivniji rad u otkrivanju potencijala učenika. Cilj je da uveća mobilnost, mogućnost izbora učenika. Jednostavnije rečeno cilj je pomoći učeniku da se promeni, da poboljša svoja postignuća, da prevaziđe prepreke, učiniti ga jačim i efikasnijim. Moguć je individualni i timski koučing, a metod koji se koristi je metod 4D, od engleskih reči discover (otkriće), dream (san), design (dizajn), destiny (sudbina). Rezultati: Učeniku se daje mogućnost da aktivno učestvuje u dijalogu, da preispituje sopstvena uverenja, da eksperimentiše sa novim strategijama, da preuzima odgovornost za promene u ličnom i profesionalnom kontekstu i koristi sopstvene intelektualne, emocionalne i socijalne resurse u procesu promene. Nastavnici mogu da iskoriste znanja iz koučinga za poboljšanje sopstvenih kompetencija koje upotrebljavaju u ličnom i profesionalnom životu. Kao zaključak se nameće da je tradicionalni pristup u raskoraku sa potrebama novih generacija, zato je porebno u viziju škole uvrstiti ovaj inovativni pristup. Unapređuje se svest učenika o sebi, kapacitet za samo-refleksijom, sposobnost uma da svesno promišlja o sebi, kao i motivacija učenika za proces kontinuiranog učenja i razvoja.

*Ključne reči: koučing, učenik, nastavnik, škola, individualno, timski.*

## COACHING IN EDUCATION

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Coaching is a process of learning, developing and improving achievements. Related professions include mentoring, training, management, counseling, psychotherapy, supervision. Coaching in the educational process is a means of organizational development of the school, a form of professional development of teachers and methodologies for improving the process of learning and development of students. Our goal is to show that the implementing of coaching as a means of organizational development of the school implies the creation of a coaching culture which implies interaction between teachers and pupils, elements of peer coaching among students, team coaching as a means of developing teacher teams and coaching as a form of communication with parents. Coaching as a form of professional development of teachers implies the change of teaching practice through the change of implicit teacher beliefs, through the improvement of leadership skills of teachers and the process guided by the developmental, professional needs of teachers. Improving the process of learning and development of students refers to increasing the success of certain voluntary or involuntary activities due to the presence of some psychosocial factors, increasing the efficiency of learning, development and achievement. It is necessary to define techniques and methods of work that will enable a more productive work in discovering the potential of students. The goal is to increase mobility, the ability to choose students. Simply put it, the goal is to help the student change, improve his / her achievements, overcome obstacles, make it stronger and more effective. Individual and team coaching is possible, and the method used is the 4D method, from the English word of the word discover, the dream, the design, the destiny. Results: The student is given the opportunity to actively participate in the dialogue, to reconsider his own beliefs, to experiment with new strategies, to take responsibility for changes in a personal and professional context and to use his own intellectual, emotional and social resources in the process of change. Teachers can use coaching skills to improve their own competencies that they use in personal and professional life. In conclusion, it is assumed that the traditional approach is at odds with the needs of new generations, and that is why, in the vision of the school, this innovative approach is included. It raises awareness of students about themselves, the capacity for self-reflection, the ability of the mind to deliberately think about oneself, and the motivation of students for the process of continuous learning and development.

*Keywords: coaching, pupil, teacher, school, individual, teamwork.*

## DRAMATIZACIJA AUTORSKIH TEKSTOVA

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Može se reći da dramske aktivnosti ne mogu biti izdvojene kao dio određenog vaspitno-obrazovnog područja i sl; trebaju biti implementirane u postojećem kurikulumu, obuhvatajući sve aspekte razvoja djeteta predškolskog uzrasta. Ne mogu se izdvojiti kao posebno područje iz razloga jer se dijete igrajući uči, uči igrajući se, a dječja igra i aktivnost, na neki način je "igra uloga", način kreativnog i osobenog stila izražavanja svakog pojedinog djeteta. Igre uloga daju mogućnost da dijete priča doživljaje, podstiču se i razvijaju i njegove mentalne funkcije, podražavaju se ljudi raznih profesija i sl; svakodnevno prisutne u vrtiću, kako u slobodnoj igri koju iniciraju djeca ili koju podstiču vaspitači, do osmišljenih igara koje vaspitači koriste u planiranoj aktivnosti. Prema nekim autorima, u stvaralačkoj dječjoj igri, ono pamti dvostruko više riječi nego u vanigrovnoj situaciji što ide u prilog pretpostavci da svaki aspekt razvoja predškolskog djeteta prožimaju igre uloga. U prezentaciji koja slijedi navodim sedam autorskih tekstova, tj. dvije dramatizacije Završnih svečanosti predškolača, dva igrokaza te tri vjerske pravoslavne svečanosti. Pomenuti tekstovi, namjenjeni su vaspitačima i učiteljima u nižim razredima osnovne škole za izvođenje istih kako u vrtiću, školi tako i široj društvenoj zajednici. Poseban osvrt i primjer u prezentaciji je na Završnim svečanostima/priredbama koje su stvaralačka kulminacija cjelogodišnjeg druženja sa grupom koju čine predškolci, na osnovu prepoznavanja i predstavljanja pojedinačnih afiniteta i ispoljavanja u onome u čemu se najbolje snalaze. U ovim dramatizacijama posebno se istaknu već ranije primjećena darovita djeca, što mogu biti dobri putokazi za njihovo podsticanje u daljem školovanju. Cilj prezentacije je da se predlože uputstva u vezi izbora teksta, muzike, kretanja na sceni, integracije dramskih elemenata, isticanje važnih segmenata dramatizacije, saradnje sa roditeljima do idejne suštine dramatizacije, a to je da se djeca nastavljaju "igrati predstave" u vrtiću i poslije zvaničnog nastupa pred auditorijum.

*Ključne riječi: dramske aktivnosti, integracija, darovitost, dramatizacija, uspešnost.*

## DRAMATIZATION OF AUTHORS' TEXTS

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It can be said that drama games and activities can't be considered as a particular part of upbringing and educational area. These activities should be implemented within existing curriculum, covering all aspects of a pre-school child development. Additionally, these activities can't be considered as a particular area because when children are playing they are learning and they are learning through a play. The child's play and activity is in some way a "role play", a way of creative and personalized expression of each child individually. The "Role plays" give a child the opportunity to express own experiences, stimulate and develop child's mental functions; provide imitations of different types of people occupations etc. They are presented in the kindergarten on a daily bases, in a spontaneous game initiated by children or encouraged by educators, up to designed games that pre-school teachers use in their planned activities. According to some authors, in a creative child's play, child remembers twice more words than in out-of-game situation, what suggests that every aspect of the development of a pre-school child is permeated with the "role play". In the following presentation I have listed seven authors' texts, i.e. two dramatizations of the Final Pre-school Celebrations, two role plays and three Religious Orthodox Celebrations. Above mentioned texts are intended for preschool teachers and teachers in the lower classes of primary schools, for presentation in kindergartens, schools, as well as in wider social environment. The final celebrations are actually a creative culmination of annual social gathering with a group of pre-schoolers, on the basis of recognizing and presenting their individual capacities and expressions in situations in which they feel and manage the best. These dramatizations reveal already noticed gifted children from an earlier period and are good indicators and incentives of their further education. The aim of the presentation is to suggest instructions related to the selection of text, music, moving on the stage, integration of dramatic elements, highlighting of important segments of dramatization and collaboration with parents. The conceptual essence of dramatization should provide that children continue to perform the "role plays" in kindergarten and after an official performance in front of the audience.

*Keywords: Drama games and activities, integration, giftedness, dramatization, achievement.*

## **PREPOZNAVANJE DAROVITOSTI NA PREDŠKOLSKOM UZRASTU U JEZIČKOJ OBLASTI *STUDIJA SLUČAJA***

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Pravovremeno prepoznavanje darovitosti predstavlja osnovni preduslov kako bi se opredelila adekvatna dodatna podrška i potencijalna darovitost deteta razvila do optimalnog nivoa. Prve osobe koje mogu da prepoznaju da se dete ističe u nekom domenu u odnosu na svoje vršnjake su članovi porodice, a zatim i vaspitači. Rezultati prethodnih istraživanja ukazali su da i roditelji i vaspitači procenjuju svoje kompetencije za prepoznavanje darovitosti kao nedovoljno razvijene. Vaspitačima je potrebna verifikacija da je dete darovito, kako bi se osećali sigurnije, dok je roditeljima značajno da čuju mišljenje vaspitača i drugih stručnjaka i potvrde svoju predstavu o darovitosti deteta. Zbog toga se postavlja pitanje koje su potrebne kompetencije vaspitača za prepoznavanje darovitosti od ranog uzrasta, i kakva je uloga roditelja u ovom procesu. U okviru specijalističkih studija za ranu inkluziju u VŠSSVPI-Sirmijum u Sremskoj Mitrovici, vaspitači, budući specijalisti su razvili kompetencije za prepoznavanje darovitosti u svojim vaspitnim grupama, oslanjajući se na vodič za izradu studije slučaja darovitog deteta. Cilj ovog rada je da kroz studiju slučaja deteta uzrasta šest godina koje se isticalo u svojoj vaspitnoj grupi prikaže korake u prepoznavanju darovitosti i rasvetli uloge vaspitača i roditelja u ovom procesu. Korišćenjem prilagođenih skala procene, upitnika i intervju a za roditelje, ček-liste, sociometrijskog postupka, testa za ispitivanje fonološke svesti i analizom produkata rada deteta, utvrđeno je da devojčica pokazuje povišene sposobnosti u jezičkoj oblasti: čita i piše, interesuje se za knjige, lako i brzo

pamti stihove i prozu. Prepoznate su i izuzetne sklonosti ka recitovanju, građenju stihova i stvaralačkoj upotrebi jezika. Pored povišenog razvoja u okviru jezika i komunikacije utvrđeno je da je devojčica napredna i u ostalim aspektima razvoja - saznajni i motorički razvoj, veoma je samostalna i zrela, radoznala i spremna za usvajanje novih znanja. Prikazana studija slučaja oslanja se na korišćenje različitih tehnika i instrumenata, sistematsko i fenomenološko posmatranje i pedagoško dokumentovanje. Roditelji i vaspitači se u procesu izrade studije slučaja vide kao partneri koji zajedničkim učestvovanjem i konsultovanjem doprinose verodostojnosti procene. Podaci prikupljeni u sklopu studije slučaja predstavljaju osnov za izradu pedagoškog profila deteta i planiranje individualizacije vaspitno-obrazovnog rada kao oblika dodatne podrške darovitom detetu. Potrebno je, ne samo u okviru inicijalnog obrazovanja vaspitača, već i kroz različite oblike stručnog usavršavanja – tribine, seminare, radionice, konferencije, okrugle stolove i sl, dodatno razvijati kompetencija vaspitača za korišćenje tehnika i instrumenata u izradi studije slučaja darovitog deteta i ukazati na značaj građenja partnerstva sa roditeljima u ovom području.

*Ključne reči: prepoznavanje darovitosti, studija slučaja, kompetencije vaspitača.*

## **PRESCHOOL GIFTEDNESS IN LINGUISTIC AREA *CASE STUDY***

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Timely recognition of giftedness is a basic prerequisite in order to identify adequate additional support and to develop the child's potential giftedness to an optimal level. The first person who can recognize that a child stands out in a domain relative to his or her peers is family members and then preschool teachers. The results of previous research have indicated that parents and preschool teachers also evaluate their talent recognition skills as under-developed. Preschool teachers need verification that the child is gifted, in order to feel safer, while parents are important to hear the opinion of preschool teachers and other experts and confirm their idea of child donation. This raises the question of the competence of preschool teachers to recognize early-age donation, and what role parents play in this process. In the framework of specialist studies for early inclusion in VŠSSVPI-Sirmium in Sremska Mitrovica, preschool teachers, future specialists, developed competencies for recognizing giftedness in their educational groups, relying on a guide to making a case study of a gifted child. The aim of this paper is to illustrate through the case study of a child aged six years who stood out in his educational group, the steps in recognizing giftedness and illuminating the role of preschool teachers and parents in this process. Using the customized scales of assessment, questionnaires and interviews for parents, checklists, sociometric procedures, phonological awareness test and analysis of child labor products, it was found that the girl shows elevated abilities in the linguistic field: reads and writes, is interested in books, easily and quickly remembers lyrics and prose. There are also outstanding tendencies to recite, build verses and creatively use the language. In addition to the increased development of language and communication, it has been established that

the girl is advanced in other aspects of development - cognitive and motor development, very independent and mature, curious and ready to acquire new knowledge. The presented case study relies on the use of various techniques and instruments, systematic and phenomenological observation and pedagogical documentation. Parents and educators are seen as partners in the process of developing the case study, contributing to the credibility of the assessment by joint participation and consultation. The data collected in the course of the case study is the basis for creating a pedagogical profile of the child and of the planning the individualization of educational work as a form of additional support for a gifted child. It is necessary, not only within the initial education of educators, but also through various forms of professional improvement - forums, seminars, workshops, conferences, round tables, etc. to further develop the competence of preschool teachers for the use of techniques and instruments in making a case study of a gifted child and point out the importance of building partnerships with parents in this area.

*Key words: recognition of giftedness, case studies, competence of preschool teachers.*



## **GIFTED CHILDREN IN A BILINGUAL EDUCATIONAL SETTING**

**Charlotte Hoyng**

**Mensa the Netherlands**

The Netherlands has opted to have certain schools teach in two languages: half of the subjects is in Dutch and the other half in English. This bilingual stream runs for the first three years of secondary school, and only children in the highest two levels of education (havo and vwo) can opt into it. Thus, many gifted children end up in this form of education, despite the fact that it is not specifically tailored to their needs. I have spent the last two years in a bilingual school, teaching maths, physics and chemistry in English and in Dutch. My research has been qualitative, not quantitative, and my findings can only be considered a starting point for further research. The conclusions I will present are tentative at best. However, I fully stand behind my teaching suggestions. These are tailored for the gifted in a bilingual setting and have proven themselves valuable to me and my pupils in the last two years. My lessons were designed along the lines of Bloom's Taxonomy, with special emphasis laid on the three highest forms of cognition. This was done with gifted pupils in mind. All the extra materials I designed, but also all the tests contained some higher thinking skills. I also incorporated humor into the classroom design and the learning materials. Many consider humor to be the seventh level of Blooms Taxonomy, and that is defensible, but I injected humor to create the eye-level atmosphere that is so important for gifted children. I introduced peer mentoring, another form of eye-level communication. The level of language skills was very high from day one: I used a lot of materials from the US, the UK and even from India, all in English, all to create a suitable level for gifted pupils. Some typically burdensome gifted attributes reared their ugly heads in the course of the schoolyear: the fixed mindset and fear of failure. Both were addressed first in English, but these emotional subjects were finally discussed in class in Dutch, if only to create that eye-level atmosphere that is so necessary for gifted kids to relate to their own and their classmates' emotions. A full write-up of the teaching methods that were successful can be found in the article. The results of all this were surprising: I cannot truly say that the children have achieved better academic results than they did in the past, but their attitude and

love for learning have definitely increased. They spend their afternoons in my classroom, talking to me and doing extra projects of their own design. They are definitely emotionally more stable than the gifted children who did not undergo this environment. Before I entered the school, the gifted children were known for their drop-out rate, even if they were in the bilingual department. I can thus only partially recommend bilingual education for gifted children; I believe that only if the teacher is well versed in gifted didactics can positive results be achieved.

*Keywords: gifted children, bilingual education, gifted didactics, humor in the classroom, mindset.*

## DAROVITA DECA U DVOJEZIČNOM OBRAZOVNOM OKRUŽENJU

Šarlota Hoing  
Mensa Holandije

Holandija je odlučila da određene škole podučavaju na dva jezika: polovina predmeta je na holandskom, a druga polovina na engleskom. Ovaj dvojezični način rada se sprovodi tokom prve tri godine srednje škole, a samo deca sa dva najviša nivoa obrazovanja (havo i vvo koji pripremaju učenike za studije na koledžu i univerzitetu) mogu da biraju da se uključe u njega. Dakle, mnoga darovita deca dospevaju u ovaj oblik obrazovanja, uprkos činjenici da nije posebno prilagođen njihovim potrebama. Poslednje dve godine sam provela u dvojezičnoj školi, predajući matematiku, fiziku i hemiju na engleskom i holandskom jeziku. Moje istraživanje je bilo kvalitativno, a ne kvantitativno i moji se rezultati mogu smatrati samo polazištem za dalje istraživanje. Zaključci koje ću predstaviti u najboljem su slučaju okvirni. Međutim, u potpunosti stojim iza mojih predloga nastave. Oni su prilagođeni za darovite u dvojezičnom okruženju i pokazali su se vrednim za moje učenike i mene u poslednje dve godine. Moje lekcije su osmišljene po uzoru na Bloomovu taksonomiju, sa posebnim naglaskom na tri najviša oblika saznanja. To je urađeno s mišlju na darovite učenike. Svi dodatni materijali koje sam dizajnirala, ali i svi testovi sadržali su neke više misaone veštine. Takođe sam ugradila humor u dizajniranje rada u razredu i materijale za učenje. Mnogi smatraju da je humor sedmi stepen Bloomske taksonomije i to se može odbraniti, ali uvela sam humor da stvorim atmosferu na nivou očiju koji je toliko bitan za nadarenu decu. Uvela sam i vršnjačko mentorstvo, još jedan oblik komunikacije na nivou očiju. Nivo jezičkih sposobnosti je bio vrlo visok od prvog dana: koristila sam mnogo materijala iz SAD-a, Velike Britanije, pa čak i iz Indije, sve na engleskom, a sve to da stvorim odgovarajući nivo za darovite učenike. Neka tipična opterećenja darovitih pojavljivali su se tokom školske godine: fiksni način razmišljanja i strah od neuspeha. O oba problema smo prvo govorili na engleskom jeziku, ali o tim emocionalnim temama konačno je razgovarano na časovima holandskog jezika, samo da bi se stvorila atmosfera na nivou očiju koja je toliko potrebna darovitoj deci da bi se povezali sa sopstvenim i emocijama svojih vršnjaka iz razreda. Potpuni opis uspešnih nastavnih metoda može se naći u članku. Rezultati svega toga bili su

iznenađujući: Ne mogu iskreno reći da su deca postigla bolje akademske rezultate nego što su ih imali u prošlosti, ali njihov stav i ljubav prema učenju definitivno su se povećali. Popodneva provode u mojoj učionici, razgovarajući sa mnom i radeći na dodatnim projektima koje su sami osmislili. Oni su definitivno emocionalno stabilniji od darovite dece koja nisu učila u ovom okruženju. Pre nego što sam došla u školu, darovita deca su bila poznata po stopi napuštanja škole, čak i ako su bila na dvojezičnom odeljenju. Stoga mogu samo delimično preporučiti dvojezično obrazovanje za darovitu decu; Verujem da se pozitivni rezultati mogu postići samo ako nastavnik dobro poznaje didaktiku darovitih.

*Ključne reči: darovita deca, dvojezično obrazovanje, didaktika za darovite, humor u učionici, majndset.*

## UVOĐENJE PROMENA U RAD SA DAROVITOM DECOM U PREDŠKOLSKOJ USTANOVI

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U toku realizacije programa stručnog usavršavanja iz oblasti darovitosti na predškolskom uzrastu, vaspitači, stručni saradnici i rukovodstvo PU „Plavi čuperak“ u Titelu su utvrdili da je u ovo područje rada potrebno uneti određene promene. Cilj ovog rada je da prikaže tok i evaluaciju akcionog istraživanja kroz koje je uvedena promena u oblast rada sa darovitima u predškolskoj ustanovi u Titelu. U prvoj etapi sproveden je intervju u fokus grupu: vaspitača, stručnih saradnika i rukovodstva i fokus grupu roditelja sa ciljem da se na osnovu mišljenja učesnika intervjua utvrde pravci promena u pružanju veće podrške darovitoj deci. U daljem toku izvršena je SWOT analiza kako bi se utvrdile snage, slabosti, prilike i pretnje u daljem radu sa darovitom decom u ustanovi. Na osnovu sprovedenih analiza utvrđeno je da se podrška darovitoj deci može opredeliti: 1) kroz individualizaciju vaspitno-obrazovnog rada u redovnim grupama 2) kroz delimično homogenizovano grupisanje dece koja imaju povišena interesovanja iz određenih domena. Materijalno-tehnički kapaciteti ustanove, spremnost rukovodstva i zaposlenih na promene, zainteresovanost roditelja, kao i specifične kompetencije pojedinih vaspitača u određenim domenima darovitosti prepoznate su kao prilike za rast i razvoj i omogućile uvođenje promene – povremeno grupisanje dece u okviru sportsko-rekreativnih i dramskih aktivnosti. U okviru redovnih grupa promene su podrazumevale dodatnu podršku darovitima kroz izradu pedagoških profila, plana individualizacije i rada u projektima. Evaluacija podrške vršena je analizom produkata rada u redovnim grupama, kroz prezentaciju projekata, razgovore sa decom i roditeljima i kroz preispitivanje sopstvene prakse na sastancima stručnog tima za inkuzivno obrazovanje. Produkti rada dece koja su se bavila dramskim aktivnostima prikazani su u formi lutkarske predstave na Smotri dečijeg stvaralaštva u Baču, a deca iz grupe koja su

se bavila sportsko-rekreativnim aktivnostima učestvovala su na sportskoj olimpijadi u Bačkoj Palanci i osvojila drugo mesto. Promene koje su uvedene u praksu rada sa darovitom decom u PU „Plavi čuperak“ u Titelu predstavljaju jedan od načina unapređivanja rada sa ovom populacijom dece, u skladu sa kontekstom predškolske ustanove. Rad u ovom području potrebno je nastaviti kroz istraživanja prakse i dalju saradnju sa stručnjacima iz ove oblasti kao i svim zainteresovanim za podršku darovitima na predškolskom uzrastu: roditeljima, saradnicima izvan ustanove, lokalnom sredinom i širom društvenom zajednicom.

*Ključne reči: darovitost, predškolska ustanova, uvođenje promena, delimično homogenizovano grupisanje, saradnja.*

## INTRODUCING THE CHANGES IN WORK WITH GIFTED CHILDREN IN PRESCHOOL INSTITUTION

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During the realization of the program of professional development in the field of giftedness at preschool age, preschool teachers, professional associates and the management of the PI "Plavi Čuperak" in Titel have determined that certain changes should be introduced in this field. The aim of this paper is to present the course and evaluation of the action research through which a change in the field of work with the gifted has been introduced in preschool institution in Titel. In the first stage, an interview was conducted in the focus group of preschool teachers, professional associates and management, and a focus group of parents in order to determine the direction of change in providing more support to gifted children, based on the opinion of the interviewees. In the next stage SWOT analysis was carried out to determine the strengths, weaknesses, opportunities and threats in further work with the gifted children in the institution. Based on the conducted analyzes it has been established that the support to gifted children can be defined: 1) through individualization of educational work in regular groups 2) through a partially homogenized grouping of children with increased interests in certain domains. The material-technical capacities of the institution, the willingness of the management and employees to change, the interest of the parents, as well as the specific competences of some preschool teachers in certain domains of giftedness have been recognized as opportunities for growth and development and enabled the introduction of change - occasional grouping of children in the framework of sports and recreational and drama activities. In the framework of regular groups, changes involved additional support to the gifted children through the development of pedagogical profiles, individualization plans and project work. Evaluation of support was carried out by analyzing the products of work in regular groups, through

project presentation, interviews with children and parents, and through reconsideration of their own practice at meetings of the expert team for inclusive education. The products of children working on drama activities were presented in the form of a puppet show at the Children's Creativity Review in Bač, and the children from the group who were involved in sports and recreational activities participated in the Sports Olympiad in Bačka Palanka and won the second place. The changes introduced in the practice of working with gifted children in the PI "Plavi čuperak" in Titel are one of the ways of improving the work with this population of children, in accordance with the context of the preschool institution. Work in this area should be continued through practice research and further cooperation with experts in this field, as well as with everyone interested in supporting giftedness at preschool age: parents, associates outside the institution, the local community and the wider social community.

*Key words: giftedness, preschool institution, introduction of changes, partially homogenized grouping, cooperation.*



## IDENTIFIKACIJA DAROVITIH U ERI PRIMENE INFORMACIONIH TEHNOLOGIJA U OBRAZOVANJU

Zdenka Dudić

OŠ "Jan Čajak" Bački Petrovac

Procena kreativnosti i darovitosti dece sve više dobija na značaju. Teži se originalnosti i inovativnosti u periodu primene informacionih tehnologija, odnosno podstiče se digitalizacija u obrazovanju: podsticanje naprednih digitalnih veština i širenju upotrebe digitalnih tehnologija u školama. Sprovedjenjem istraživanja putem ankete u jednoj osnovnoj školi na teritoriji Republike Srbije treba da se prikaže trenutna situacija i cilj ovog rada koliko su digitalne tehnologije zastupljene u nastavi, koliko ih koriste nastavnici ali i učenici. Dobijeni rezultati treba da daju smernice u kom pravcu treba da se napravi strategija ali i usaglase merila na osnovu kojih se procenjuju i identifikuju posebne veštine kod dece. Prepoznavanje kreativnosti kod dece u ranim fazama je jako značajno. Pružanje daljih smernica, navodjenje prednosti i nedostatka je jako značajno za dalje pravce istraživanja u ovoj oblasti.

*Ključne reči: darovita deca, digitalno obrazovanje, informacione tehnologije.*

## IDENTIFICATION OF GIFTED ERA IN THE APPLICATION OF INFORMATION TECHNOLOGY IN EDUCATION

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The assessment of the creativity and giftedness of children is gaining in importance. It is striving for originality and innovation in the period of application of information technologies, that is, digitization in education is encouraged: encouraging advanced digital skills and expanding the use of digital technologies in schools. By conducting research through a survey in one elementary school in the territory of the Republic of Serbia, the current situation and goal of this paper should be presented, how much digital teaching is represented in teaching, how much teachers use it, but also the students. The obtained results should provide guidance on the direction in which the strategy should be developed, but also to harmonize the criteria on the basis of which specific skills in children are assessed and identified. Recognition of creativity in children in the early stages is very important. Providing further guidance, listing advantages and disadvantages is very important for further research directions in this area.

*Key words: gifted children, digital education, information technology.*

## PRIMENA NOVE BATERIJE INSTRUMENATA I METODA ZA IDENTIFIKACIJU DAROVITIH ODRASLIH OSOBA

Nebojša Carić

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Danas još uvek ne postoji jedinstven skup instrumenata i postupaka za identifikaciju darovitih osoba sa definisanim normama. Zahvaljujući istraživanjima u području profesionalne selekcije u protekle dve decenije, razvijeni su instrumenti i postupci koji mogu značajno da podignu validnost i pouzdanost procena darovitosti. Ovaj rad je usmeren na dva komplementarna cilja – poboljšati procenu potencijala darovitosti konkretnih osoba i procenu njihove sklonosti da svoju nadarenost stave u službu razvoja zajednice. Uzorak istraživanja se sastojao iz četiri celine: (1) direktori iz 156 malih i srednjih preduzeća, (2) 30 kandidata sa konkursa renomiranih firmi, (3) 20 službenika Gradske uprave (4) 12 odabranih učenika i studenata koji su postigli izuzetne rezultate. Korišćeno je 7 različitih instrumenata (PAEI, Brain Dominance, SD sistem vrednosti, profili emocionalne, socijalne, kreativne i moralne inteligencije) koji su bili primenjeni na odgovarajuće grupe. U istraživanju je korišćen model koji objedinjuje rezultate primene različitih instrumenata. Pored uobičajenih postupaka deskriptivne statistike korišćene su i metode analize glavnih komponenta, multidimenzionalnog skaliranja, klaster analize i korespondentne faktorske analize. Najvažnije razlike po pitanju separacije uspešnih i potprosečnih, kao i darovitih i onih koji se ne ističu ni u jednoj oblasti, mogu se detektovati preko sledećih indikatora: (1) Stepen povezanosti "delova ličnosti" koji se odnose na "produktivno Ja" i "kreativno-preduzetničko Ja" u višedimenzionalnom faktorskom prostoru; kod uspešnih osoba je ovaj pokazatelj u proseku 6,7 puta veća od iste karakteristike neuspešnih osoba. (2) Nivo konzistentnosti sistema vrednosti kod uspešnih je veći od 60%. (3) "Ja – Mi" orijentacija kod uspešnih se kreće u dijapazonu 50% - 50% ± 20%. (4) Relativna uravnoteženost različitih osobina ličnosti kod uspešnih je takva da nema velikih zaostajanja komponenta - u proseku ne više od 30%. (5) Kod uspešnih osoba postoji veća saglasnost odgovarajućih komponenta iz PAEI i Brain Dominance profila i profila kreativne i socijalne inteligencije. Identifikacija potencijala darovitosti i sklonosti ka prenošenju zna-

nja i umeća, može da se sprovede primenom baterije instrumenata koji pokrivaju nekoliko vrsta inteligencija, intervjua i simulacije timskog rada. Dobijene karakteristike profila ukazuju na naznake darovitosti kao i na smernice za vođenje i rad sa takvim osobama. Relaciona struktura ličnosti ("saradnja različitih delova i osobina ličnosti") značajniji je indikator od intenziteta pojedinih osobina. Nadalje, osobe sa većom "Ja orijentacijom" (iznad 70%) nemaju razvijen osećaj za zajedništvo niti stabilne namere da prenose znanja i umeća na druge ljude i daju doprinos zajednici.

*Ključne reči: identifikacija darovitih, generalni indikatori darovitosti, višestruke inteligencije, relaciona struktura ličnosti.*

## APPLICATION OF NEW BATTERIES OF INSTRUMENTS AND METHODS FOR IDENTIFICATION OF GIFTED ADULTS

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There is still no single set of instruments and procedures for identifying gifted persons with defined norms. Thanks to research in the field of professional selection in the past two decades, instruments and procedures that can significantly increase the validity and reliability of giftedness assessments have been developed. This paper focuses on two complementary goals - to improve the assessment of the potential giftedness and to evaluate person's tendency to transfer own knowledge to other people and to make contribution to community development. The survey sample was consisted of four parts: (1) directors from 156 small and medium-sized enterprises, (2) 30 candidates who applied for a job vacancy in renowned companies, (3) 20 city administration officials (4) 12 selected students who achieved exceptional results. Seven different instruments were used (PAEI, Brain Dominance, SD value system, profiles of emotional, social, creative and moral intelligence) and were applied to the appropriate groups. The research is based on a model that combines the results obtained by different instruments. Besides descriptive statistics, principal components analysis, multidimensional scaling, cluster analysis and correspondence factor analysis were used. The most important differences regarding the separation of successful and least successful candidates, as well as gifted, can be detected through the following indicators: (1) The degree of connection between "parts of personality" that refers to "productive-self" and "creative and entrepreneurial-self" in multidimensional factor space; for successful people, this indicator is on average 6.7 times higher than the same characteristic of unsuccessful people. (2) The level of consistency of the value system for successful people is greater than 60%. (3) The "I - We" orientation for successful people is located in the diapason of 50% - 50%  $\pm$  20%. (4) The relative equilibrium of different personality traits in successful ones is such that there are no major lagging components - on average no more than 30%. (5) Successful persons have greater congruence on the appropriate components of PAEI and Brain Dominance profiles and

profiles of creative and social intelligence. Identifying the potential of giftedness and the propensity to transfer knowledge and skills can be carried out by using a battery of instruments that cover several types of intelligence, interviews and simulations of team work. The acquired profiles indicate whether a person has indications of giftedness as well as guidelines for directing such persons. Relational personality structure ("cooperation of different parts and personality traits") is a more important indicator than the intensity of individual traits. Furthermore, people with a higher "I-me-mine" orientation (above 70%) do not have a developed sense of communion or a stable intention to transfer knowledge and experience to other people and make contribution to the community.

*Key words: identification of giftedness, general indicators of giftedness, multiple intelligences, relational personality structure.*

## ZANIMANJA BUDUĆNOSTI

**Predrag Đukić**

**Mensa Srbije i Nacionalni centar za talente, Novi Sad, Srbija**

Razvoj tehnologije i veštačke inteligencije vodi ka ulasku u novo doba koje će ponovo redefinirati društvo. Posle industrijske revolucije koja je uvela mehanizovanu proizvodnju pogonjenu parom, razvoja masovne proizvodnje uz pomoć električne struje, a potom i razdoblja kompjuterske komunikacije i automatizacije, nalazimo se na pragu povezivanja realnih objekata i virtuelnih procesa. Spoj fizičkog i digitalnog sveta, između ostalog, vodi ka prodoru proširene stvarnosti u naše živote ali i izgradnji pametnih fabrika bez ljudi. U toku prve industrijske revolucije kriza je rešena uvođenjem obaveznog obrazovanja što je omogućilo postavljanje temelja za ispunjavanje potreba industrijske privrede koja je stasavala i čiji su se apetiti za radnom snagom rapidno uvećavali. Migracija stanovništva sa sela u gradove dovela je do preobražaja načina života i do stvaranja velikog broja novih zanimanja. Saglasno globalnom trendu i tržište rada je ušlo u fazu brze transformacije, a tempo njegovih promena će u bliskoj budućnosti biti dodatno pojačan. Štaviše, promene više nisu ograničene samo na manuelne poslove, već su se proširile i na intelektualne. Procene istraživačkih timova su da će u narednih 15 godina oko polovine zanimanja koja su danas aktuelna biti marginalizovano, a za 25 godina potpuno nestati. Takođe, po izveštaju Centra za novu ekonomiju i društvo do 2022. godine predviđa se gašenje 75 miliona radnih mesta kao i otvaranje 133 miliona novih za koje su potrebna nova znanja. Kakav uticaj izaziva aktuelni talas promena, kakve izazove on postavlja pred čovečanstvo, kakve su njegove posledice i kako će ova kriza biti prevaziđena pitanja su na koje pokušavaju da odgovore najveći umovi današnjice. U praktičnom smislu, veoma je bitno i koliko je društvo spremno za promene koje su u toku. Koliko su državni mehanizmi u stanju da ih opsluže, koliko je sistem obrazovanja sposoban da ispuni svoj zadatak, koliko smo kao pojedinci kadri da ih ispratimo? Na primer, očekuje se da će u novom svetu sve manje biti potrebne sposobnosti u kojima mašine preuzimaju primat, kao što su ručna spretnost, izdržljivost i preciznost; memorija, verbalne, slušne i prostorne sposobnosti; upravljanje finansijskim i materijalnim resursima; čitanje, pisanje, matematika i aktivno slušanje i upravljanje osobljem. Sa druge strane, veštine u kojima ljudi još prednjače dobijaće na značaju,

a neke od njih su analitičko razmišljanje i inovativnost; aktivno učenje i strategije učenja; kreativnost, originalnost i inicijativa; kritičko razmišljanje i analiziranje i rešavanje kompleksnih problema. Da li je naš obrazovni sistem kadar da odgovori na novonastale potrebe dovoljno brzo i šta je neophodno preduzeti da on to bude? Svet se nepovratno menja i taj proces nije moguće zaustaviti. Cilj ovog izlaganja je, stoga, da stručnu javnost upozna sa trenutnim trendovima, sa relevantnim prognozama, kao i da olakša razumevanje šta nas očekuje narednih godina, te nam pruži šansu da se blagovremeno pripremimo. Podteme na koje ovo predavanje odgovara su: Odnos društva prema darovitima; Zajednički interesi poslodavaca i darovitih; Doprinos darovitih uspehu kompanija.

*Ključne reči: Industrija 4.0, zanimanja, budućnost, tehnologija, razvoj.*



## OCCUPATIONS OF THE FUTURE

**Predrag Đukić**

**Mensa Serbia and National talent center, Novi Sad, Serbia**

The development of technology and artificial intelligence is leading to a new era that will redefine the global society. After the industrial revolution that introduced mechanized steam-driven production, the development of mass production based on the use of electric current, and then the age of computer communication and digital automation, we are on the threshold of connecting real objects and virtual processes. The combination of the physical and digital world, among other things, leads to the penetration of Augmented reality into our lives as well as building smart factories that operate without humans. During the first industrial revolution, the crisis was resolved by the introduction of mandatory education, which enabled meeting the needs of the industrial economy that was growing and whose labor appetites were rapidly increasing. The migration of the population from villages to towns has led to the transformation of the way of living and the creation of a large number of new occupations. In line with the global trend, the job landscape has entered a phase of rapid transformation, and the pace of that process will be further enhanced in the near future. Moreover, the changes are no longer limited to manual jobs, but have expanded to intellectual ones as well. The research team's estimates are that over the next 15 years around half of the current occupations will be marginalized and will disappear in 25 years. Also, according to a report by the Center for New Economy and Society, 75 million jobs will vanish while 133 million new roles may emerge by the year 2022. What impact the current wave of change will cause, what challenges it poses to humanity, what its consequences are, and how this crisis will be overcome are the questions that the greatest minds of today are trying to answer. In practical terms, it is also very important whether the society is ready for the ongoing changes. Up to what scale the government mechanisms are able to serve them, how much the education system is capable of fulfilling its task, how we, as individuals, are able to follow them? For example, it is expected that in the near future skills in which machines are taking up primacy will be less needed, such as manual skills, durability and precision; memory, verbal, auditory and spatial abilities; managing financial and material resources; reading, writing, mathematics and active

listening. On the other hand, skills in which people are still at the forefront will gain importance, and some of them are analytical thinking and innovation; active learning and learning strategies; creativity, originality and initiative; critical thinking and analyzing and solving complex problems. Is our educational system able to respond to new needs quickly enough and what is necessary to be done to assure that? The world is irreversibly changing and this process can not be stopped or reversed. The goal of this presentation is therefore to familiarize the professional public with the current trends, with relevant forecasts, and to facilitate understanding what is expected of us in the coming years to give us a chance to prepare in a timely manner. Subtopics to which this lecture corresponds are: The attitude of the society toward the gifted; Common interests of employers and gifted; Contribution to the gifted success of companies.

*Key words: Industry 4.0, occupations, future, technology, development.*

## METODIČKI PRISTUP U RADU SA DAROVITOM DECOM

**Bojan Grujić, Momčilo Stepanović**

„Škola kreativnih veština”, Jagodina

OŠ „Banović Strahinja”, Beograd

Razlozi za bavljenje problematikom rada sa darovitim učenicima iz ugla našeg obrazovnog sistema mogu se svesti na dva osnovna pitanja: pitanje vezano za njihovu identifikaciju i pitanje u vezi sa metodičkim pristupom u radu sa njima. Potrebe koje nameće savremena nastavna praksa su da nastavnici moraju da imaju dovoljno znanja i kompetencija o karakteristikama i potrebama darovite dece u procesu identifikacije i adekvatnog podučavanja. Da bi nastava bila razvijajuća za darovitog učenika, nastavnik mora da razume i prihvati postojanje individualnih razlika među učenicima i da prilagodi proces podučavanja i učenja različitim sposobnostima, potrebama, sklonostima, predhodnim iskustvima i znanjima, interesovanjima i stilovima učenja darovitih učenika. Sa druge strane nastavnici u pripremi i realizaciji obrazovno – vaspitnih aktivnosti, moraju da uzimaju u obzir specifičnosti razvoja darovitih učenika, ne zapostavljajući podršku ni na njihovom socio – emocionalnom nivou funkcionisanja. Učenici napreduju tako prema svojim mogućnostima, uz angažovanje svih svojih potencijala i razvoju divergentnog mišljenja. Takva nastava zadovoljava psihološke potrebe i aspiracije i pozitivno utiče na osamostaljivanje i razvoj kreativnosti. Uzimajući sve u obzir, efikasno zadovoljavanje obrazovnih potreba darovitih učenika nameće kreiranje različitih metodičkih pristupa i strategija u radu, u kojima preovladavaju forme aktivne nastave, čiji su primarni ciljevi konstrukcija a ne transmisija znanja. Treba razvijati aktivan odnos prema učenju i kritički odnos prema onome što se uči. Akcenat je na mentalnom razvoju učenika i praktičnoj primeni naučenog. To su oni oblici nastave koji imaju istraživački karakter, čiji je akcenat na samostalnom istraživanju, rešavanju problema i pronalaženju novih rešenja. Ciljevi takve nastave moraju da budu logičko povezivanje stečenih znanja, formiranje sistema znanja i njihova apstrakcija i primena u svakodnevnom životu. Sve to ima za posledicu racionalizaciju procesa učenja i veću efikasnost obrazovnog rada. Didaktička rešenja koja zadovoljavaju ove tendencije su individualizovana nastava sa elementima problemske i egzemplarne nastave. Mogli bi smo iz ovakvih stavova zaključiti da se ishodi obrazovanja i vaspitavanja svih učenika približavaju ishodima obrazovanja i vaspitavanja darovitih.

*Ključne reči: darovita deca, metodički pristup, didaktička rešenja, aktivna nastava.*

## METHODOLOGICAL APPROACH IN WORKING WITH GIFTED CHILDREN

**Bojan Grujić, Momčilo Stepanović**

„School of Creative Skills”, Jagodina

Primary School „Banović Strahinja”, Belgrade

The reasons for dealing with the problem of working with gifted students from the perspective of our educational system can be reduced to two basic issues: a question regarding their identification and a question regarding the methodical approach to working with them. The needs imposed by modern teaching practice are that teachers must have sufficient knowledge and competence about the characteristics and needs of gifted children in the process of identification and adequate teaching. In order for the teaching to be evolving for a gifted student, the teacher must understand and accept the existence of individual differences among students and to adapt the process of teaching and learning to different abilities, needs, preferences, past experiences and knowledge, interests and learning styles of gifted students. On the other hand, teachers in the preparation and realization of educational and educational activities must take into account the specificity of the development of gifted pupils, without neglecting support at their socio - emotional level of functioning. Students are progressing according to their abilities, with the engagement of all their potentials and the development of divergent thinking. Such teaching meets psychological needs and aspirations and positively influences the self-esteem and development of creativity. Taking into consideration the fact that the effective fulfillment of the educational needs of gifted students imposes the creation of different methodical approaches and strategies in the work, in which the forms of active teaching dominate, whose primary goals are constructions, not knowledge transmissions. An active attitude towards learning and a critical attitude towards what is being taught should be developed. The emphasis is on the mental development of students and the practical application of the learned. These are forms of teaching that have a research character, whose emphasis is on independent research, problem solving and finding new solutions. The goals of such teaching must be the logical connection of the acquired knowledge, the formation of the knowledge system and their abstraction and application in everyday life. All mentioned results in the rationalization of the learning process and the higher efficiency of educational work. Didactic solutions that satisfy these tendencies are individualized classes with elements of problem solving and exemplary teaching. We could conclude from these attitudes that the outcomes of education and upbringing of all students are approaching the outcomes of education and upbringing of the gifted.

*Keywords: gifted children, methodological approach, didactic solutions, active teaching.*

## UČENJE U ARHEO PARKU PLOČNIK

**Julka Kuzmanović Cvetković**

**Narodni muzej Toplice u Prokuplju**

Arheološko nalazište Pločnik, neolitsko naselje Vinčanske kulture, značajno po tragovima najstarije metalurgije bakra u Evroaziji nalazi se u južnoj Srbiji, 42 km zapadno od Niša, na obali Toplice. Na prostoru lokaliteta je rekonstruisano pet kuća koje čine malo neolitsko naselje u kome se može da doživi neolit. Za posetioce se u kalotastoj peći peče hleb, demonstrira tkanje na vertikalnom razboju, izrada posuda od gline... Svi zainteresovani mogu da se uključe u aktivnosti, pogotovo u eksperiment topljenja rude bakra, koji predstavlja svojevrsnu atrakciju za učesnike. Arheo park je zapravo i formiran kako bi se posetiocima uživo predstavio neolit, neolitska civilizacija sa svim svojim dostignućima. Prve radionice organizovane su za učenike osnovnih škola Prokuplja s ciljem da najmlađi dožive neolit u muzeju na otvorenom gde sve mogu da dodirnu i gde su slobodni da pitaju šta god požele. Predavači-rukovodioci radionica su bili arheolog Muzeja Toplice, muzejski vodiči i profesori istorije iz škola. Posle svake radionice smo imali ocenjivanje, deca su uglavnom bila zadovoljna, predmetni nastavnici takodje. Sledeći korak je bilo organizovanje Velike naučne neolitske žurke čiji su tvorci Slađana Trajković, profesor matematike u Tehničkoj školi „15.maj“ u Prokuplju i Julka Kuzmanović Cvetković, arheolog u Narodnom muzeju Toplice. Prva Žurka je održana 20.maja 2016, svaka sledeća je bila sredinom maja- maj je mesec muzeja, mesec matematike te je i program sadržao nauku, učenje ali i zabavu. Svih proteklih godina radionice su vodili profesori koji rade više od proseka, u radionicama su učestvovali odabrani (daroviti) učenici a posmatrači su bili svi zainteresovani. Bilo je matematike, fizike, biologije, geologije i svakako, arheologije koja je na početku. Jer, neolitski čovek je imao mnoga saznanja koja su tek, znatno kasnije pretočena u pravila, počeci mnogih nauka su upravo otad. Jedan od očiglednih primera je Zlatni presek koji je u neolitu korišćen a tek je znatno kasnije pretočen u pravilo. Prva tema kojom smo se bavili je upotreba logaritama u arheologiji – uz pomoć logaritamske formule se izračunava starost arheoloških artefakata metodom C14. Već dve godine, partner u organizaciji Velike neolitske naučne žurke je banka Societe Generale, za čije zaposlene je ovo dan za angažovanje radnika i njihovih porodica koji učestvuju a svim aktivnostima, shodno interesovanjima. Učenje u Arheo

parku je bio izazov i za učenike a i za mnoge nastavnike, posebni uslovi za rad su veoma inspirativni. Npr: izračunavanje Ph vrednosti zemljišta na nalazištu kako bi se utvrdile sorte biljaka koje je optimalno gajiti – od momenta uzorkovanja zemlje do finalnih rezultata. Ove godine, po treći put zaredom, uz podršku Centra za promociju nauke, organizujemo Neolitski letnji naučni kamp koji ima za cilj povezivanje prošlosti i sadašnjosti, primenjenu nauku, izučavanje uslova života u neolitu uz korišćenje savremene tehnike (LabQuest2 s odgovarajućim senzorima). Posle 10 godina od formiranja Arheo parka Pločnik i 5 godina od prvih radionica, izvesno je da ovo može biti sjajno mesto za učenje za one koji žele više i da predstavlja pravi izazov i za učenike i za predavače a nama iz Muzeja Toplice obaveza da omogućimo da bude otvoren za nove programe i nove posetioce.

*Ključne reči: arheo park, radionice, nauka, neolitska žurka.*

## LEARNING AT PLOCNIK ARCHAEO PARK

**Julka Kuzmanovic Cvetkovic**

**National Museum of Toplica in Prokuplje**

The archaeological site Plocnik, a Neolithic settlement of Vinča culture, significant along the traces of the oldest copper metallurgy in Eurasia, located in southern Serbia, 42 km west of Niš, on the Toplica river coast. Five houses have been reconstructed in the area, made a small Neolithic settlement where it is possible to feel Neolithic. For the visitors, bread is baked in a bilge furnace, demonstration of weaving on a vertical break, making pots of clay ... Every visitor can engage in activities, especially in the copper ore smelting experiment, which is a kind of attraction for the participants. The Archeo Park was actually formed to introduce visitors to the Neolithic, Neolithic civilization with all its achievements. The first workshops were organized for the pupils of Prokuplje elementary schools with the aim of the youngest to experience the Neolithic in an open-air museum where they can touch everything and where they are free to ask whatever they want. Lecturers-workshop leaders were the archeologist of the Toplica Museum, museum guides and history professors from the schools. After each workshop we had an assessment, the children were generally satisfied, the subject teachers also. The next step was the organization of the Great Scientific Neolithic Party, created by Sladjana Trajkovic, professor of mathematics at the Technical School "May 15" in Prokuplje, and Julka Kuzmanovic Cvetkovic, archeologist at the National Museum of Toplica. The first party was held on May 20, 2016, each following was in the middle of May - May is the month of the museum, the month of mathematics, and the program also included science, learning and fun. All the past years, workshops have been led by professors who work more than average, selected (gifted) students participated in the workshops, and observers were all interested. There was math, physics, biology, geology, and certainly, archeology that was in its infancy. For, the Neolithic man had many insights, which were later, much later translated into rules, the beginnings of many sciences where in neolithic. One obvious example is the Golden Section, which was used in the Neolithic and was transformed into a rule much later. The first topic we dealt with is the use of logarithms in archeology - using the logarithmic formula to calculate the age of archaeological artifacts using the C14 method.

For two years, a partner in organizing the Greater Neolithic Science Party has been Societe Generale Bank, for whose employees this is a day for engaging workers and their families who participate in all activities according to their interests. Learning at Archeo Park has been a challenge for both - students and many teachers, and the special working conditions are very inspiring. Eg: calculating the Ph value of soil at a site to determine the varieties of plants that are best grown - from the moment of soil sampling to the final results. This year, for the third time in a row, with the support of the Science Promotion Center, we are organizing a Neolithic Summer Science Camp which aims to connect past and present, applied science, studying living conditions in the Neolithic using modern techniques (LabQuest2 with appropriate sensors). After 10 years since the formation of the Plocnik Archaeo Park and 5 years from the first workshops, it is certain that this can be a great place for learning for those who want more, and, presents a real challenge for both- students and lecturers. It is the obligation for us from the Toplice Museum to be able, be open to new programs and new visitors.

*Keywords: archeo park, workshops, science, neolithic party.*



## BESEDENJE KAO VEŠTINA 21. VEKA: PAŽNJA, DECA (NE) GOVORE!

Milica Vučković

Škola mode i lepote, Niš

Polazeći od negativne statistike po kojoj u poslednje dve decenije uporedo sa jačanjem tehnološke ere i tehnološke svesti slabi razvoj govora dece, ali i ozbiljno oskudeva njihov rečnik u kasnijem uzrastu, ovaj rad ukazuje na konkretne poteškoće koje zbog toga deca imaju u ličnom izrazu, kao i u školskoj i široj sociološkoj sredini. Autor rada sa iskustvom profesora i radioničara u vanškolskim programima navešće primere i situacije sa kojim se susretala tokom kreativno-edukativnog rada, a koje na najprecizniji način ilustruju stanje stvari. Takođe će kroz izlaganje ukazati na mogućnosti da kroz igru, kroz dobro osmišljenu i usmerenu zabavu, deca nižeg i višeg osnovnoškolskog uzrasta budu stimulisana na: 1. bogaćenje vlastitog rečnika i 2. slobodno, samopouzdanost i smisljeno verbalno iskazivanje. Deo igara podrazumeva i korišćenje tehnologije u cilju jezičkog napredovanja. Autor će podsetiti na značaj veštine besedenja još od antičkih vremena i izložiti rezultate istraživanja koje je sprovedla kako putem neposrednog rada sa đacima, tako i putem anonimnog anketiranja. Na osnovu rezultata može se zaključiti da ova veština nije zastarela nego je, naprotiv, poželjna i tražena u savremenom društvu, pa je neophodno preduzeti mere i smisliti načine za kvalitetno usvajanje i kvalitetnu upotrebu jezika.

*Ključne reči: školski sistem, razvoj govora, upotreba jezika, besedenje, jezičke igre.*

## ORATORY AS SKILL FOR 21 CENTURY -ATTENTION, CHILDREN (DON'T) SPEAK!

**Milica Vučković**

School of fashion and beauty, Niš, Serbia

According to negative statistics, in the last two decades strengthening of the technological era and technological consciousness has a negative impact on children's speech. This issue seriously affects their vocabulary in later age. This thesis indicates difficulties that those kids have in their personal expression, in school and social environment. The author of the thesis, with the experience of being a professor and practitioner of educational workshops, will provide examples and situations that she encountered during creative and educational work. She will also indicate the possibility that through games, through a well-designed and controlled amusement, children of lower and higher elementary age can be stimulated to: 1. Enrich their own vocabulary; 2. To show free, confident and meaningful verbal expression. Part of the games involves the use of technology in order to have language progress. The author will remind you of the importance of oratory skills in ancient times. She will also present the results of the research she conducted through direct work with pupils and through anonymous surveys. Based on the results, it can be concluded that this skill is not outdated, but on the contrary, it is desirable and requested in modern society, and it is necessary to take measures and to figure out ways for improvement quality use of language.

*Keywords: School system, speech development, use of language, oratory, language games.*

## **ISPUNJAVANJE SOCIO EMOCIONALNIH POTREBA DAROVITIH PUTEM SENG SMPG METODA**

**Miona Majstorović Lemaitre**

**SENG SMPG Facilitator, Asocijacija Out of Blue – program GiftedLab,  
Francuska**

Cilj izlaganja je da se predstavi SENG-ova metoda kojom se pospešuje ispunjavanje socio-emocionalnih potreba darovitih. SENG je akronim od Supporting Emotional Needs of Gifted. Reč je o organizaciji koja je nastala u S.A.D-u 1981.godine., nakon samoubistva jednog izuzetno darovitog dečaka. Prvo je bila u sklopu Univerziteta Wright, potom neprofitna organizacija sa povremenim događajima i programima u Kanadi. U avgustu 2018. godine osnovan je ogranak tj. partnerska organizacija, SENG Europe koja će delovati na području Evrope. Asocijacija Out of Blue u okviru programa GiftedLab, nastala u martu 2018.godine u Parizu, promoviše i širi rad SENG-a kroz SENG SMPG radionice, predavanja, prevode knjiga Great Potential Press-a na Balkanu. Cilj rada SENG-a je osnaživanje porodica i darovite zajednice radi boljeg vođenja darovitih, talentovanih i dvostruko izuzetnih (2e) kako bi postigli svoje ciljeve: intelektualne, fizičke, emotivne, socijale i duhovne. SENG obezbeđuje podršku kroz razne vrste inkluzivnih i pristupačnih programa: SENG SMPG radionice za roditelje, SENG SMPG obuke za facilitatore, biblioteku i izdavanje (Great Potential Press), online grupe podrške za darovite, talentovane i dvostruko-izuzetne pojedince i njihove roditelje/staratelje, online SENGinar-e sa vodećim ekspertima, regionalne mini i godišnje konferencije u Hjustonu, u Teksasu. Nude i obuku i radionice za profesionalce (pedagoške radnike, psihologe i druge zdravstvene radnike). Roditelji zauzimaju veoma značajno mesto kada je briga oko darovitih u pitanju. Njima je namenjena SENG SMPG metoda koja se sastoji od vođenih diskusija koje traju 6, 8, 10 ili 12 nedelja sat i po vremena nedeljno uz poseban materijal za čitanje. Diskusije su o temama koje se tiču uobičajenih socio-emotivnih problema sa kojima se sreću daroviti. Roditelji tipično menjaju ponašanje od početka do kraja trajanja grupe. Brzo se stvara kohezija grupe u kojoj ima puno smeha i dobre energije. Roditelji imaju puno pitanja u početku, a kasnije sve manje. Osećaju se sigurniji u sebe i u svoju sposobost da savladaju izazove roditeljstva ove specijalne

dece. Dolazi do transformacije roditelja i generalno je veće razumevanje i bolji odnosi između njih i njihove dece. Na kraju roditelji poseduju veliku količinu informacija kako da budu dobri vodiči svojoj deci u životu i školi. SENG se takođe zalaže da se pedagoški radnici obaveste o posebnim potrebama darovitih kako bi i u školi dobili šta im treba. SENG deluje i kod psihologa i drugih zdravstvenih stručnjaka kako bi se izbegle pogrešne dijagnoze kod darovitih. U praksi se pokazala više nego korisnom socio-emotivna podrška darovitih jer se nalaze u poziciji manjine u društvu pa im je potrebna pomoć kako bi ispunili svoje jedinstvene potrebe te umanjio broj pogrešnih dijagnoza.

*Ključne reči socio-emocionalne potrebe darovitih, SENG SMPG, GIFTEDLAB*

## FULFILLING SOCIO-EMOTIONAL NEEDS OF GIFTED WITH SENG SMPG METHOD

**Miona Majstorović Lemaitre,**

**SENG SMPG Facilitator, Association Out of Blue – program GiftedLab**

The aim of presentation is to expose SENG's Method that enhance fulfilling of socio-emotional needs of Gifted. SENG is an acronym for Supporting Emotional Needs of Gifted. It is an organisation founded in USA in 1981., after a suicide of one highly gifted boy. At first, it was a part of The Wright University, then a non-profit organisation with occasional events and programs in Canada. In August 2018 was founded a subsidiary ie. affiliate organisation SENG Europe that will operate in the territory of Europe. Association Out of Blue within its program GiftedLab, founded in Paris in March 2018, promote and spread SENG's work through SENG SMPG Workshops, lectures, translations of Great Potential Press books in the Balkans etc. The objectives of SENG's work is empowering families and gifted community for better guidance of gifted, talented and twice exceptional (2<sup>E</sup>) so that they can fulfill their goals : intellectual, emotional, social and spiritual. SENG provides support through diverse sorts of inclusive and accessible programs : SENG SMPG workshops for parents, SENG SMPG courses for facilitators, library and publishing (Great Potential Press), online support groups of gifted, talented and twice exceptional (2<sup>E</sup>) individuals and their parents/caregivers, online SENGinars with leading experts, regional mini and annual conferences in Houston, in Texas. They also offer courses and workshops for professionals (educators, psychologists and other health practitioners). Parents take very important place when gifted care is in question. SENG SMPG Method, dedicated to them, consists of guided discussions that last 6, 8, 10 or 12 weeks, one hour and a half long every week with reading materials. The discussions are about topics in regard to common socio-emotional issues that gifted encounter. Parents typically change their behaviour from the beginning to the end of the group duration. Group cohesion is quickly made and there are lots of laughs and good energy. Parents have many questions in the beginning and later on they have less. They feel more sure about themselves and their capacity to overcome challenges of parenting of these special

children. Parents go through a transformation and in general, understanding is better and the relationship between them and their children. In the end, parents possess a great amount of information in order to be good guides to their children in life and school. SENG also works on informing educators about special needs of gifted in order to get what they need in school too. SENG also informs psychologists and other health experts in order to avoid misdiagnosis of gifted. Practice has shown that socio-emotional support of gifted is more than useful because there are in the position of minority in the society so they need special help in order to fulfill their unique needs and to reduce the number of misdiagnosis.

*Key words: socio-emotional needs of gifted, SENG SMPG, GIFTEDLAB*



# **RADIONICE/WORKSHOPS**



## DESIGN THINKING AND BEYOND FOR SCHOOLS

TeeKay Kreissig

EIS-Coaching, Mensa Germany, Nurnberg, Germany

Topic: “Design Thinking and Beyond” (DT&B) introduces the method of Design Thinking to be applicable in schools, universities and other learning environments. DT is one of the most cherished methods to increase creativity for teams and individuals. DT combines numerous iterative loops and a rapid prototyping process. These prototypes are then checked with a couple of simple and practical tests involving the future users. This way many creative processes are combined with sustainable decision making which help to turn passive customers into active prosumers. As an add-on on other innovation methods, Design Thinking is not described as a simple method or process. It involves a systemic and holistic approach based on the three equivalent principles of team, space and process.

Goal: The 60 min workshop will help you to get a theoretical and practical understanding of the DT processes. This way you upon returning back into your normal work environment you will be able to pass a basic understanding of workflow of Design Thinking to your colleagues and your students alike. It will encourage and empower your institution to create truly innovative solutions in the future.

Theoretical background: By putting people in the focus DT links empathy to the path of many artists throughout the centuries. Developed at the MIT and Stanford within their very tech-savvy environments DT utilizes elements which have been used in artistic and engineering projects over many centuries.

DT embraces failure in the sense that it is far better to fail fast and early AND to use this experience to improve your concept. Failing early gives you valuable learnings and time to try again.

Therefore DT is also very valuable for schools and universities.

Technical remark: The language of the forum sections of the workshops will be English. During the phases of group work every other language is accepted. The final presentations of the results will be captured on video.

Links: <http://eis-coaching.com/en/workshops-trainings-lectures/creativity-workshops/design-thinking-and-beyond>

## “DESIGN THINKING” I VIŠE OD TOGA ZA ŠKOLE

TiKej Krajsig

EIS-Coaching, Mensa Nemačke, Nurnberg, Nemačka

Tema: “Design Thinking i više” uvodi metodu “Design Thinking” (DT) za primenu u školama, univerzitetima i drugim okruženjima za učenje. DT je jedan od najomiljenijih metoda za povećanje kreativnosti za timove i pojedince. DT kombinuje iterativne petlje i brzi proces stvaranja prototipa. Ovi prototipi se zatim proveravaju sa nekoliko jednostavnih i praktičnih testova koji uključuju buduće korisnike. Na ovaj način mnogi kreativni procesi su kombinovani sa održivim donošenjem odluka, što pomaže da se neaktivni korisnici pretvore u aktivne promišljače. Kao dodatak drugim inovativnim metodama, Design Thinking je jednostavna metoda ili postupak. On uključuje sistemski i holistički pristup zasnovan na tri principa: tim, prostor i proces.

Cilj: Radionica od 60 minuta pomoći će vam da steknete teorijsko i praktično razumevanje DT procesa. Na ovaj način, kad se vratite u svoje radno okruženje, moći ćete da prenesete osnovno znanje procesa rada Design Thinking-a svojim kolegama i studentima.

To će podstaći i osnažiti vašu instituciju za stvaranje zaista inovativnih rešenja u budućnosti.

Teorijska pozadina: Stavljanjem ljudi u fokus DT povezuje empatiju se sa putem mnogih umetnika kroz vekove. Razvijen na MIT-u i Stanfordu u vrlo tehničkom okruženju DT koristi elemente koji su se koristili u umetničkim i inženjerskim projektima tokom vekova.

DT prihvata neuspeh u smislu da je daleko bolje da brzo i rano propadnete i da to iskustvo iskoristite za poboljšanje svog koncepta. Rani neuspeh vam daje dragocene lekcije i vreme za ponovni pokušaj.

Zbog toga je takođe DT veoma dragocen za škole i univerzitete.

Tehnička napomena: Jezik zajedničkih delova radionica biće engleski. Tokom faza grupnog rada prihvata se svaki drugi jezik. Konačne prezentacije rezultata biće snimljene na video snimku.

Link: <http://eis-coaching.com/en/workshops-trainings-lectures/creativity-workshops/design-thinking-and-beyond>

## TVOJ PREDMET MENI ZNAČI

**Mladen Šljivović**

Gimnazija Zaječar, Zaječar, Srbija

„Tvoj predmet meni znači” je višestruko nagrađivana aktivnost koja ima za cilj da informiše učenike o potrebama u svetu zanimanja, ali i istovremeno objasni značaj i raznovrsnost primene znanja stečenih u školi u svetu savremenih zanimanja i time motiviše učenike za dalji rad. Kroz namerno izabrane neobične kombinacije predmeta/zanimanje (fitnes trener/fizika, anesteziolog/fizika...) postiže se efekat iznenađenja kod učenika.

Tokom radionice polaznicima će najpre biti objašnjena sama aktivnost, potom će biti analizirani uspešni primeri iz prakse, da bi na kraju učesnici bili osposobljeni da samostalno izvedu aktivnost. U uvodnom delu vrat ćemo se u prošlost (samo u mislima) u doba srednje škole. Najveći broj odluka o budućem zanimanju donosi se upravo u tom dobu. Ono na šta ćemo ovog puta obratiti pažnju jesu predmeti koje nismo voleli i razlog za to, ne ulazeći u to da li su razlozi opravdani ili neopravdani. Potom ćemo u nastavku postaviti drugo pitanje učesnicima radionice. Da li nam je taj nekada „omraženi” predmet bio potreban kasnije? Sa našeg stanovišta možemo zaključiti da je većina onog što smo nekada učili imalo svoju primenu u kasnijem životu. Zašto onda naši učenici to ne vide tako?

U sledećem delu voditelj će predstaviti aktivnost „Tvoj predmet meni znači”. Sama aktivnost se može opisati sledećim koracima: ideja o mogućem gostovanju, pronalaženje gosta i zakazivanje termina gostovanja, gostovanje, evaluacija gostovanja i potraga za sledećim gostom.

Radionica je izvedena na Međunarodnom seminaru Euroguidance u Bukureštu 2018, kao i na Međunarodnoj konferenciji o položaju nastave fizike u srednjim školama u Aleksincu, 2019. Uvrštena je u Bazu primera dobre prakse karijernog vođenja Euroguidance, u Bazu vannastavnih aktivnosti ZUOV-a, kao i nagrađena priznanjem za primer dobre prakse. Autor radionice dobitnik je priznanja za Najboljeg Edukatora Srbije, kao i više priznanja u oblasti fizike i karijernog vođenja.

Cilj radionice: Upoznati polaznike sa aktivnošću Tvoj predmet meni znači i njenom primenom u školskom kurikulumu.

Ishodi radionice: Polaznici poznaju sve potrebne korake za samostalnim organizovanjem aktivnosti Tvoj predmet meni znači

Polaznici su osposobljeni da samostalno primene aktivnosti Tvoj predmet meni znači

Polaznici us upoznati sa tehnikom evaluacije aktivnosti

Broj učesnika: Nije ograničen

# YOUR SUBJECT IS IMPORTANT TO ME

**Mladen Šljivović**

High school Zaječar, Zaječar, Serbia

“Your subject is important to me” is a multiply awarded career guidance activity with a goal to inform students about needs in world career, but at same time explain the importance and versatility of application of skills and knowledge gained in school motivating students for their further work. By deliberately choosing unusual combinations of subject/occupation (fitness trainer/physics, anesthesiologist/physics, architecture/sociology...) we achieve the surprise effect at students.

During the workshop, the activity itself will be explained to the participants, then successful examples from the practice will be analyzed, and in the end, participants will be able to perform the activity independently.

In the introductory part, we will return to the past (only in thought) in the time when we were in high school. The highest number of decisions about a future occupation is made at that time. What we will pay attention this time are the subjects that we did not like and the reason why we did not like them, without considering whether the reasons are justified or unjustified. We will then ask a second question to the participants of the workshop. Did we ever need this at the time “hated” subject later in life? From our today’s point of view could we conclude that most of the things we learned in school had its application later in life? Then why don’t our students see this?

In the next section, the workshop leader will present the activity “Your subject means to me”. The activity itself can be described by the following steps: the idea of a possible guest speaker, finding a guest speaker and scheduling the terms, activity itself, evaluation of activity and finally search for the next guest.

The workshop was held at the Euroguidance Cross Border Seminar in Bucharest, 2018, and at the International Conference on the Physics Position in Secondary Schools in Aleksinac, 2019. It was included in the Base of Good Practice in Career Guidance by Euroguidance, and in the ZUOV’s base of extracurricular activities. Activity has also been given a recognition for an innovative example of career guidance activity by Euroguidance in 2017. The author of the workshop received the awards for Best Educator of Serbia, as well as several awards in the field of physics and career guidance.

Objective of the workshop: Introduce activity Your subject is important to me and its application in school’s curriculum to the participants

Workshop outcomes: Participants know all the necessary steps for self-organizing activity Your subject is important to me.

Participants are trained to independently organize activity Your subject is important to me

Participants are introduced to the techniques of evaluation of this activity.

## MENSA THE NETHERLANDS' BIG SECRET: THE SCHOOL QUIZ

**Charlotte Hoyng**

Member of the committee for the Slimmer!Quiz, Mensa the Netherlands

Mensa the Netherlands is now going into its seventh quiz-year. We present a quiz to primary school students all over the country. During three rounds we try to find "the smartest school in the Netherlands". Our winner is not one child but a team of three. The questions are written by Mensans, and the final editing is done by me. We try to incorporate the highest three levels of Bloom's Taxonomy into all the questions. The reason we are successful is because we ask different questions than math-competitions or logic-competitions. We ask very little knowledge and we incorporate a lot of creativity into the quiz. We also get the teachers involved. This can result in, for example, a schoolteacher and his class erasing the quiz (a powerpoint) and using the format to write a new quiz for themselves. It once resulted in a phone call from a teacher: "we thought our pupil was autistic, or maybe had ADHD, but now, thanks to the quiz, we are going to offer him advanced learning materials". Goosebumps.

The board of Mensa has always had a soft spot for the quiz, because it is a good way to present Mensa to the outside world. The number of participants is now so high, that we will need to change the formula soon, locations for the second round are no longer sufficient.

In the workshop, we will:

Discuss what the organization looks like and what it could look like in your country

Study what kind of questions are asked and what they would look like in your language

Get to grips with how to do this yourselves, design a short quiz and write some questions

Maybe discuss how to change the formula to host more participants. Please help me with your input!

You will be invited to join "Slimmer!Quiz share" a dropbox with all the old quizzes.

## VELIKA TAJNA MENSE HOLANDIJE: ŠKOLSKI KVIZ

Šarlot Hoing

Član odbora za SlimmerQuiz-a, Mensa Holandije

Mensa Holandija sada kreće u svoju sedmu kviz godinu. Predstavljamo kviz učenicima osnovne škole širom zemlje. Tokom tri kola pokušavamo da promandemo "najpametniju školu u Holandiji". Naš pobednik nije jedno dete, već ekipa od troje. Pitanja su napisali Mensaši, a konačnu verziju radim ja. Trudimo se da u sva pitanja uključimo najviša tri nivoa Bloomove taksonomije. Razlog zašto smo uspešni je taj što postavljamo drugačija pitanja nego matematička takmičenja ili logička takmičenja. Tražimo vrlo malo znanja i uključujemo puno kreativnosti u kviz. Takođe uključujemo i nastavnike. To može rezultirati, na primer, time što nastavnik u školi i njegov razred izbrišu pitanja iz kviza (poverpoint) i iskoriste format za pisanje novog kviza za sebe. Jednom je to rezultiralo telefonskim pozivom učitelja: "Mislili smo da je naš učenik autističan ili možda ima ADHD, ali sada ćemo mu, zahvaljujući kvizu, ponuditi napredne materijale za učenje". Naježili smo se.

Predsedništvo Mensa oduvek je imalo razumevanja za kviz, jer je to dobar način da se Mensa predstavi spoljnom svetu. Broj učesnika je sada toliko visok da ćemo uskoro morati da menjamo formulu, lokacije za drugi krug više nisu dovoljne.

Tokom ove radionice ćemo:

- Razgovarati o tome kako organizacija izgleda i kako bi mogla izgledati u vašoj zemlji
- Proučiti koja se pitanja postavljaju i kako bi izgledala na vašem jeziku
- Uхватiti se u koštac sa tim kako da ih sami napravite, osmisliti kratak kviz i napisati neka pitanja
- Razgovarati o tome kako promeniti formulu da bi se omogućilo učešće više učesnika.

Bićete pozvani da se pridružite dropbox folderu „SlimmerQuiz share“ koji sadrži sve stare kvizove.

Radionica se održava na sprskom jeziku

## RAZIGRANO DVORUČNO ŠARANJE KAO METOD U RADU SA DAROVITOM DECOM I UČENICIMA

Marinela Šćepanović

Mensa Srbije, Društvo defektologa Vojvodne, Novi Sad, Republika Srbija

Cilj radionice: Upoznavanje učesnika radionice sa metodom *Razigranog dvostukog šaranja* i mogućnostima njene primene u radu sa darovitom decom i učenicima.

Očekivani ishodi radionice: Učesnici radionice će teorijski upoznati metodu *Razigranog dvostukog šaranja* a lično će praktično učestvovati u njenoj primeni u radu sa različitim materijalima i sredstvima.

Učesnici radionice će se informisati o potrebama darovite dece i učenika za dodatnim obrazovno-vaspitnim podsticajima i pristupima.

Učesnici će upoznati i oporobati praktično načine i mogućnosti primene *Razigranog dvoručnog šaranja* u obrazovno-vaspitnom radu sa darovitom decom i učenicima.

Učesnici radionice će obogatiti lično iskustvo u grafomotornim aktivnostima, ispoljavanju sopstvene kreativnosti kao i umetničke slobode, a upoznaće zadovoljstvo u bavljenju aktivnostima izvan očekivanih školskih okvira.

Trajanje radionice:

90 minuta

Maksimalan broj učesnika radionice:

15 učesnika

## **DOUBLE DOODLE PLAY® AS THE METHOD IN WORKING WITH GIFTED CHILDREN AND STUDENTS**

**Marinela Šćepanović**

**Mensa Serbia, Society of Vojvodina's Special Educators, Novi Sad,  
Republic of Serbia**

The aim of the workshop: Introducing the Double Doodle Play® method to the participants of the workshop, and also the possibilities of its' application in working with gifted children and pupils.

Expected outcomes of the workshop: The participants of the workshop will be theoretically acquainted with the method of Double Doodle Play® and will personally participate in its application with the different materials and means.

Participants of the workshop will be informed about the needs of gifted children and pupils for the additional educational and upbringing incentives and approaches.

Participants will learn about and understand the practical ways and possibilities of using the Double Doodle Play® in educational work with gifted children and students.

Participants of the workshop will enrich their personal experience in graphomotor activities, express their own creativity as well as artistic freedom, and find the satisfaction to engage in activities beyond the expected school frameworks.

Duration of the workshop:

90 minutes

Maximum number of participants in the workshop:

15 participants

The workshop is held on Serbian language



## THE NEW ROLE OF TEACHERS IN THE 21<sup>ST</sup> CENTURY

**TeeKay Kreissig**

EIS-Coaching, Mensa Germany, Nurnberg, Germany

Topic: In the 21<sup>st</sup> century the role of teachers is a completely different one than ever before in history. They are no longer the superior “owners and providers of knowledge” as in the school models of the 19<sup>th</sup> and 20<sup>th</sup> Century.

Instead they are moderators who should have a deep insight about the many modalities *how* different people pick up knowledge and enable all these different stimuli in a teaching environments.

They should also be experts on the “21st Century Skills” which summarize all those capabilities considered to be key factors for personal success in our fast world.

They are important in schools as well as for companies aiming to successfully adapt in fast-changing markets.

Goal: In this 60 min workshop a brief theoretical background of teaching techniques will be provided. But we will focus on the realistic challenges you as teachers might still face within your institution. We will aim to find simple backdoors to avoid the resistance you might face when you want to install new learning techniques. We will also provide you with some empirical findings that will encourage and empower your institution to turn into a truly innovative learning lab in the near future. Responsible teachers of today must prepare their students to be the change-makers of the future.

Theoretical background: Among the important (self) learning 21<sup>st</sup> Century skills are analytical thinking, complex problem solution, teamwork, communication skills.

This list differs from the traditional academic skills of the past. They are not primarily content-based or knowledge-based but focus more on process- and solution-oriented knowledge transfer.

These skills, abilities and learning dispositions are deemed essential by leaders in many different disciplines, including educators, business leaders, academics and government agencies across the globe.

Technical remark: The language of the forum sections of the workshops will be English. During the phases of group work every other language is accepted. The final presentations of the results will be captured on video.

Links <http://eis-coaching.com/en/21st-century-skills-new-learning>

## NOVA ULOGA NASTAVNIKA U 21. VEKU

TiKej Krajsig

EIS-Coaching, Mensa Nemačke, Nirnberg, Nemačka

Tema: U 21. veku uloga nastavnika je potpuno drugačija nego ikad ranije u istoriji. Oni više nisu superiorni „vlasnici i pružaoci znanja“ kao u školskim modelima 19. i 20. veka. Umesto toga, oni su moderatori koji bi trebalo da imaju dubok uvid u mnoge modalitete kako različiti ljudi usvajaju znanje i omogućavaju sve te različite podsticaje u nastavnim okruženjima. Oni bi takođe trebali da budu eksperti za „Veštine 21. veka“, koje sažimaju sve one sposobnosti koje se smatraju ključnim faktorima ličnog uspeha u našem brzom svetu. Te veštine su jednako važne u školama, kao i za kompanije koje imaju za cilj da se uspešno adaptiraju na tržištima koja se brzo menjaju.

Cilj: U ovoj 60-minutnoj radionici biće data kratka teorijska pozadina nastavnih tehnika. Ali fokusiraćemo se na realne izazove sa kojima se nastavnici mogu suočiti u vašoj ustanovi. Cilj nam je da pronađemo jednostavna rešenja kako bismo izbegli otpor sa kojim biste mogli da se suočite kada želite da uvedete nove tehnike učenja. Takođe ćemo vam pružiti neke empirijske nalaze koji će podstaći i osnažiti vašu ustanovu da se u bliskoj budućnosti pretvori u zaista inovativnu laboratoriju za učenje. Odgovorni nastavnici današnjice moraju pripremiti svoje učenike da budu kreatori promena budućnosti.

Teorijska osnova: Među važnim veštinama 21. veka koje se (samostalno) uče su: analitičko razmišljanje, rešavanje složenih problema, timski rad, komunikacione veštine.

Ova lista se razlikuje od tradicionalnih akademskih veština iz prošlosti. One se prevashodno ne baziraju na sadržaju ili znanju, već se više fokusiraju na prenos znanja kroz proces i nalaženje rešenja. Ove veštine, sposobnosti i spremnost za učenje se smatraju ključnim od strane lidera u mnogim različitim disciplinama, uključujući nastavnike, poslovne lidere, akademike i vladine agencije širom sveta.

Tehnička napomena: Jezik zajedničkih delova radionica biće engleski. Tokom faza grupnog rada prihvata se svaki drugi jezik. Konačne prezentacije rezultata biće snimljene na video snimku.

Link: <http://eis-coaching.com/en/21st-century-skills-new-learning>

## KREATIVNOST KOD DAROVITIH KAO IZRAZ SUBLIMACIJE EMOCIJA KOJE SE TESKO „NOSE“

Jasna Veljković, Vesna Dukanac

Fakultet političkih nauka Univerzitet u Beogradu, Odeljenje za socijalnu politiku i socijalni rad, Srbija

Institut za mentalno zdravlje, Beograd, Srbija; Visoka škola socijalnog rada, Beograd, Srbija

Poznato je da darovitost uvek jeste i blago i teret. Daroviti ljudi češće ispoljavaju kreativnost u različitim manifestacijama za razliku od onih koji ne poseduju ovaj dar. Sa druge strane poznato je da „breme“ darovitosti ponekad nije lako kao i da sa sobom potencijalno „nosi“ mnoge psihološke probleme koji imaju posledice na celovito funkcinisanje darovite osobe. To su pre svega problemi u emocionalnoj sferi funkcionisanja ličnosti kada emocije ostaju „zarobljene“ u telu. Tada ono što je najdragocenije u osobi ne nalazi put ka izlasku spolja. Kreativni potencijal koji u sebi nose daroviti ljudi, traži da bude eksternalizovan. Sigmund Frojd je isticao da kulture ne bi bilo da nije kreativnosti koja je izraz najsavršenijeg mehanizma odbrane-sublimate. Najveća umetnička ali i naučna dela stvorena su po psihoanalitičkom shvatanju na taj način što su daroviti ljudi svoje emocije i nagone pretočili u stvaralaštvo, nauku i kulturu. To je bio jedini način da se izraze, jer u suprotnom darovitost se okreće protiv njih u smislu ozbiljnih poremećaja psihičkog funkcionisanja. Jakob Levi Moreno, tvorac psihodrame, isticao je da je spontanost osnovni uslov za pojavu kreativnosti. Psihodramska radionica na ovim susretima ima za cilj da omogućiti njenim učesnicima eksternalizaciju njihovih emocija kroz kreativni izraz: reč, sliku, pokret i glas. Dolaženjem u kontakt sa sopstvenim „teškim“ emocijama i njihovim ispoljavanjem na jedan kreativan način, imamo šansu da prepoznamo i skriveno blago u nama.

*Ključne reči: darovitost, spontanost, psihodrama, sublimacija, kreativnost.*

## CREATIVITY IN GIFTED PERSONS AS AN EXPRESSION OF SUBLIMATED EMOTIONS WHICH IS DIFFICULT “TO HANDLE”

Jasna Veljković, Vesna Dukanac

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It is well known that giftedness is always a treasure as a burden. Gifted people more frequently manifest creativity in different way, opposed to those which do not possess this gift. On the other hand the “burden” of a giftedness is not as easy and potentially “wears” many psychological problems which produce the consequences on the personality functioning. In such a case emotions stay “trapped” in the body. Then what is most important in a person does not find the way out. Creativity in a gifted people, asked to be externalized. Sigmund Freud pointed out that culture was delivered out from a creativity. The most perfect defense mechanism that drives creativity in humankind is sublimation. According to psychoanalysis, the greatest artistic and scientific works, were created by the sublimation of difficult emotions of gifted people. It was the only way to express themselves, because otherwise a giftedness is turning against them in terms of serious disturbances of mental functioning. Jacob Levi Moreno, creator of psychodrama, emphasized that spontaneity is a basic condition for the emergence of creativity. Psychodrama workshops at these meetings aims to provide its participants outsourcing their emotions through creative expression: word, image, movement and voice. Getting in touch with own “heavy” emotions and through their externalization, we have a chance to recognize the hidden treasure within us.

*Key words: giftedness, spontaneity, psychodrama, sublimations, creativity.*



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