



## **28. OKRUGLI STO O DAROVITIMA**

# **AFEKTIVNE DIMENZIJE LIČNOSTI I OSTVARENJE DAROVITOSTI**

**ZBORNİK REZIMEA**

**SA MEĐUNARODNOG NAUČNOG SKUPA**

**Vršac, 1. 7. 2022.**

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**28<sup>th</sup> ROUND TABLE ON GIFTEDNESS**

**AFFECTIVE PERSONALITY  
DIMENSIONS AND GIFTEDNESS  
FULFILLMENT**

**INTERNATIONAL SCIENTIFIC CONFERENCE BOOK OF ABSTRACTS**

**Vrsac, 1 July 2022**

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## PROGRAM RADA / CONFERENCE PROGRAMME

### AFEKTIVNE DIMENZIJE LIČNOSTI I OSTVARENJE DAROVITOSTI AFFECTIVE PERSONALITY DIMENSIONS AND GIFTEDNESS FULFILLMENT

#### Vreme i mesto održavanja / Time and Venue

1. 7. 2022. године у Вршцу

**9.30 – 10.00**

Prijem učesnika / Reception  
Hotel „Srbija” / Hotel "Serbia"

**10.00 – 10.15**

Pozdravna obraćanja / Welcoming addresses

**10.15 – 11.00**

Uvodni impulsi / Introductory Impulses

**Prof. dr Ljupčo Kevereski** – Univerzitet „Sveti Kliment Ohridski”, Pedagoški fakultet, Bitola, Severna Makedonija

Tema: **Emocionalna inteligencija kao faktor pretvaranja potencijala u darovitost**

**Prof Ljupčo Kevereski, PhD** - University "Saint Kliment Ohridski", Pedagogical Faculty, Bitola, North Macedonia

Keynote speech: **Emotional intelligence as a factor in transforming potential into giftedness**

**Dr Slavica Maksić** – Institut za pedagoška istraživanja, Beograd

Tema: **Kako daroviti adolescenti konceptualizuju kreativnost**

**Slavica Maksić, PhD** - The Institute for Educational Research, Belgrade, Serbia

Keynote speech: **How gifted adolescents conceptualize creativity**

**Белоусова Алла** – Ростов-на-Дону, Донской государственный технический университет, Россия

Tema: **Образовательная среда развития аффективных компонентов детской одаренности**

**Belousova Alla** - Rostov-on-Don, Don State Technical University, Russia

Keynote speech: **Educational environment for the development of gifted children**

**11.00 – 11.15**

Pauza / Break

**11.15 – 14.15**

Diskusija / Discussion

**14.15 – 14.30**

Predstavljanje publikacije / Book promotion

Славица Максић и Јелена Павловић (2022), *Креативност у образовању из перспективе наставника*, Београд: Институт за педагошка истраживања.

О knjizi će govoriti msr Marija Stojanović istraživač – pripravnik Instituta za pedagoška istraživanja

**14.30**

Ručak / Lunch



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## UVODNE NAPOMENE

Međunarodni naučni skup, 28. po redu, odvija se u suorganizaciji akademskih institucija iz pet država Evrope, koje, kao znak prepoznavanja, u međunarodnim okvirima, imaju posvećenost darovitima: Međunarodni centar za inovacije u obrazovanju, Ulm, Nemačka, Univerzitet „Aurel Vlahu”, Arad, Rumunija, Pedagoški fakultet, Univerze u Mariboru, Slovenija, Univerzitet „Sv. Kliment Ohridski”, Pedagoški fakultet, Bitola, Severna Makedonija i Visoka škola strukovnih studija za vaspitače „Mihailo Palov” u Vršcu, Srbija, što samo po sebi govori o potencijalu koji umrežavanjem uključuje istraživače i praktičare, odnosno one koji spajaju teoriju i njenu validaciju u praksi putem transfera nalaza istraživanja i zaključaka, usmerenih ka primeni u praksi, kao prvom, a najčešće i najboljem testu za efikasnost istraživačkih nalaza, teorijskih konteksta i sl. Tako umreženi stoje iza interesovanja za domete i ograničenja savremenih istraživačkih nalaza i njihove validacije u praksi. Ovo je okvir u koji se mogu smestiti diskursi, ideje i pitanja o nalazima istraživanja u ovom Zborniku rezimea. Suorganizacijsko umrežavanje je prirodno posledica istraživača koji dolaze iz ovih, a i drugih zemalja regiona, Evrope, ali i sveta (Sidnej – Australija, Moskva – Rusija, Portugal, Rumunija, Hrvatska, Slovenija, Bosna i Hercegovina, Severna Makedonija, Crna Gora i Srbija). Apstrakti u ovom Zborniku rezimea najavljuju nove nalaze o značajnim oblastima istraživanja o naslovu ovoga Okruglog stola, otvaraju se nova pitanja, diskutuju nalazi metaanaliza, dakle, daju i širi pogledi na istraživačke pristupe, nalaze, kao i puteve pretakanja nalaza u didaktičke postupke, što, sabrano rečeno, upućuje na značajne doprinose disputa o pitanjima mesta i uloge nekognitivnih faktora za samoostavrenje darovitih, a posebno za značaj afektivnih dimenzija ličnosti u samoregulišućim procesima darovitih. Pojedinačno posmatranje nalaza, ideja, pitanja i slično upućuje na više takvih koji su reprezent suštinskih elemenata sadržaja skupa, dakle, koji sabiraju ideje i akcentuju tačke u kojima se diskusije ukrštaju, ili smeštaju. Izdvojiće se za ove uvodne napomene samo neki od njih.

Širi kontekst tematici skupa otvara se pitanjima koja se pokreću u okviru naslova „Multikulturalnost, interkulturalnost i transkulturalnost: formativni koncepti jezika evropskih integracija sa aspekta afektivnosti darovitih” u kome se nagoveštava diskurs o prihvatanju vrednosti svoje kulture i drugih kultura, o afektivnom aspektu mogućnosti da se istovremeno prihvataju vrednosti svoje i drugih kultura u svrhu razmena vrednosti među kulturama u kojima daroviti pojedinci stasavaju; o mogućnostima formiranja višestrukog identiteta, pretpostavci da se svi kulturni, jezički i verski koreni smatraju jednakim i da se može stvoriti drugačiji identitet kako se ove kulturne karakteristike transplantiraju u novi urbani, regionalni ili društveni kontekst (Neumann).

Širini ideja, misli i pogleda doprinose i pitanja, kako se u apstraktu navodi, jednog od najvećih problema koji pogađaju darovite, tzv. „sindrom samozvanca” – psihološko stanje u kojem se dobro pripremljenoj i obrazovanoj osobi ne sviđa koliko „malo” zna. Ovaj sindrom se posmatra iz ontološkog aspekta i psihološke

projekcije, tako da konstatacija „Istina ima neustrašivo srce” otvara brojna pitanja za diskurs iz više uglova i iz više naučnih disciplina koje se inače vezuju za istraživanja u oblasti darovitih (Silantjeva).

Uz prethodno, pokreću se i misli o drugoj psihološkoj projekciji „sokratovskog neznanja”, sumnju u sebe, koja se može proširiti na vannastavne oblasti i dovesti do odugovlačenja. Mnogo je opasnije stanje povezano sa „sindromom impostera”, jer je u stanju da prikrije kliničku sliku depresije, podupirući njene simptome zbog naizgled „razumnog” kritičkog stava prema ograničenosti sopstvenih mogućnosti i (opet, čini se) „moralno zdrave” skromnosti, koja zahteva da se ne trubi o svojim uspesima, na svim raskrscima, već ih, naprotiv, neki daroviti omalovažavaju, potajno očekujući pohvale od „starijih”. Pored psihološkog aspekta, za diskurs se izdvaja i vrednosni aspekt. Povezuje se sa karakteristikama savremenog društva takozvanih „razvijenih zemalja” i sastoji se u značajnoj infantilizaciji stanovništva na pozadini ranijeg fiziološkog razvoja nego u prošlim epohama. Kao rezultat, dolazi do disproporcije u razvoju veština društvene odgovornosti i zahteva koje je čovek u stanju da postavi sebi i drugima. Jednostavno rečeno, suštinski detinjasti „ego”, koji žudi za odobravanjem „odraslih”, zamenjuje stvarnu „odraslu” reakciju na nesamerljivost želje da se „bude najbolji” i stvarne nemogućnosti „znanja kao bogovi”. Autorka sugerše više načina za pomoć darovitim koji nailaze na ove probleme; jedan od njih je korigovanje vrednosne orijentacije i aktivnosti kojima praksa pokazuje da mogu uspešno da se dopune, a često, čak i samostalno kompenzuju psihološki gubici povezani sa „sindromom varalice”. U eri postistine, kada se istina prepoznaje kao redak (a samim tim i nepotreban) cvet, a znanje proglašava svojevrsnom komunikacijom, vidi se takav način prevazilaženja samoljublja, koji koči razvoj nečije darovitosti, ne samo kao obećavajuće, već ponekad i kao jedino moguće (Silantjeva). U oviru prethodnog posmatranja sa ontološkog aspekta i psihološke projekcije jesu i razmatranja pitanja prevazilaženja samoljublja kao indikatora ostvarenja darovitosti (Stojanović) i istraživanja interakcije između fenomena samoće i stvaranja iz ugla ideje o složenosti prirode čoveka i njegove ontološke potrebe da smisao svog postojanja ostvaruje kroz empatiju sa drugima, jednako, kao i kroz stanje mentalnog istupanja iz „odviše sveta” (Petrović).

Značaju odnosa kognitivnih i nekognitivnih faktora za samoostavrenja darovitih posvećuje se sve veća pažnja u traganju za razumevanjem razloga neuspeha darovitih. U apstraktima se pažnja skreće na upitnost shvatanja da je (samo) dovoljna kognitivna suverenost, za uspeh, što je ulaz i izraz jednodimenzionalne zablude, minimizirajućih nekognitivnog seta faktorskih uticaja. Zato se skreće pažnja na dilemu pred kojom se društvena, posebno stručna javnost, nalazi: kako objasniti zašto visoki potencijal, koji ne nalazi svoj put ka visokim postignućima u jednoj ili više naučnih oblasti i postavlja se pitanje: koji su implicitni i eksplicitni faktori koji (de)stimuliraju pretvaranje potencijala u vrhunske veštine koje su definisane kao ekspertiza ili talenat u određenom polju. A, diskurs o ovom pitanju direktnije je usmeren pitanjem: zašto se visoki potencijal (koji najčešće nazivamo

IQ) retko/sve manje i manje pretvara u darovitost/talenat iz teorijskog, ali i iz praktičnog aspekta (Kevereski). Isti autor za diskurs daje mišljenje o kompleksnosti fenomena darovitosti sa još uvek neistraženim brojnim mističnim, enigmatičnim nepoznicama na putu pretvaranja potencijala do njegove realizacije i postavlja pitanje značaja konstrukta emocionalne inteligencije (afektivni kod) darovitih iz ugla Golemanovog objašnjenja uspeha i transformacije potencijala u njegovu visoku funkcionalost (Kevereski, Milin, Beta, Neumann).

Stankov je svojim dugodišnjim istraživanjima poklanjao punu pažnju relevanti nekognitivne dispozicije učenika za kognitivnu obradu i akademski učinak. Visoka samoefikasnost, samopoimanje i drugi konstrukti mogu imati motivišući učinak na učenike i stoga ih treba podsticati. Stankov se u ovom kontekstu osvrće na delikatnost ovih pitanja, napominjući potrebu za oprezom po pitanju nivoa sposobnosti učenika, te skreće pažnju na potrebu da aktivnosti, osmišljene da podstaknu nekognitivne dispozicije učenika sa visokim sposobnostima, treba razlikovati od onih koje su osmišljene za osobe sa slabijim sposobnostima. U pitanjima kojima se on bavio, među nekognitivnim faktorima našlo se i samopouzdanje, kao jedan od značajnih nekognitivnih faktora, ali ono treba dobro dozirati i to, pre svega, za, kako Stankov kaže, dobro kalibrirane pojedince, dakle, one koji su svesni svojih snaga i ograničenja. Predozirano samopouzdanje pojedinaca sa niskim sposobnostima, ima suprotan efekt, zbog velike verovatnoće razočaranja. U ovom Zborniku rezimea su istraživači u apstraktima potvrdili zaključke ovih nalaza, a time i potrebu da se na 28. okruglom stolu interesovanja, nalazi istraživača i diskursi usmere na značaj nekognitivnih faktora za samoostavrenja darovitih.

Afektivna sfera ličnosti značajan je deo za funkcionisanje pojedinca. Ista je manifestna i u kognitivnom funkcionisanju, a kako istraživači u rezimeima informišu (Kolak i Štok, Lungulov i Dragojević; Babić Kekez), malo je empirijskih radova koji imaju za cilj da ispituju posebnost i odnose između afektivnih dimenzija ličnosti i neadekvatnih obrazaca samoregulacije učenja, kojima daroviti nestaju sa scene uspešnih. Takođe, empirijski testovi podržavaju diskriminativnu prirodu proaktivnih i odbrambenih obrazaca samoregulacije i neke, modelom implicirane veze između komponenti ovih obrazaca i njihovog odnosa sa ishodima učenja darovitih, te se konstatuje da akademski daroviti imaju jače mehanizme samoregulacije kojima prevladavaju stresne situacije i povremene neuspehe, tako da se kod njih ove afektivne dimenzije nisu istakle kao značajne. Ali, daroviti nisu kohezivna grupa, te se u apstraktima diskutuje pitanje emocionalne pregorelosti kao problema visokog postignuća (Božin), a konstatuje se i da se do visokih postignuća dolazi nakon ciljanog intenzivnog i dugotrajnog uvežbavanja na određenom području cenjene ljudske delatnosti, odnosno velikog truda i upornosti tokom stvaralačkog procesa. Ovo podrazumeva odricanja, a nada u visoka postignuća neretko se ne ostvaruje. Iza ovoga posmatra se nivo opterećenja nastupa, takmičenja, aplikacija za stipendije i subvencije i konkursa za darovite. Dakle, otvara se pitanje izloženosti darovitih znatnim hroničnim i akutnim stresorima. Božin smatra da usled

nedovoljnog ili neadekvatnog prevladavanja tih stresora mogu nastati problemi u prilagođavanju, a jedan od ovih je i emocionalna pregorelost (burnout). Ovaj sindrom se manifestuje kao iscrpljenost, cinizam, ravnodušnost prema poslu tj. aktivnostima kojima se predano neko bavio, osećanjem neefikasnosti i nedovoljne uspešnosti, te se iza ovoga otvaraju pitanja značaja spoljašnjih i personalnih uslova nastanka, toka i mogućnosti otklanjanja, ili bar ublažavanja posledica tog problema i daju se sugestije za prevenciju sindroma emocionalne pregorelosti kod darovitih. S druge strane, nova pitanja otvaraju konstatacije da tek treba da se radi na detaljnijoj konceptualizaciji i merenju depresivnog obrasca samoregulacije učenja, posebno darovitih.

S obzirom na značaj daljeg naučnog proučavanja ovih odbrambenih i depresivnih obrazaca, kao i na značaj njihove identifikacije i profesionalnog pristupa deci i mladima koji takve obrasce formiraju u školi i na studijama, posebna interesovanja usmerena su ka modelima i taksonomijama i mernim komponentama koje mogu identifikovati one koji koriste obrasce samoregulacije neprilagođene akademskim ciljevima. Za nalaze ovakvih istraživanja u oblasti darovitosti postoji posebno interesovanje u istraživanjima svetskih relacija, a istraživanja u ovom Zborniku nude interesantne nalaze (Lazarević; Anđević; Đorđević; Nedimović; Hmelak; Huđek i Kelemen; Kelemen Milojević, Đorđević i Palinkašević).

Nalazi istraživača ukazuju na značaj afektivne dimenzije za stilove mišljenja, putem kojih se odražavaju na područje samoregulišućih procesa unutar ličnosti, uključujući dimenzije metakognicije, samopercepcije i posebno afektivne dimenzije (Maksić). Važan aspekt koji zahteva posebnu pažnju kod darovitih pojedinaca jesu ciljne orijentacije u učenju. Nemaju svi daroviti ciljeve usmerene na učenje, sticanje veština i obavljanje zadataka koji zahtevaju samoregulaciju, što je čest uzrok „propadanja”, gube se sa pozornice uspeha. Neki od njih sa visokim sposobnostima, neretko su u sukobu sa moralnim normama društva (delinkventi...), razvijaju neakademski identitet i odbacuju akademsko postignuće kao sekundarno ili suprotno sopstvenim ciljevima ili ciljevima njihove referentne grupe, posebno u pubertetu i adolescenciji (Matić i Grandić; Maksimović i dr.).

Istraživači tragaju za odgovorima i na sledeća pitanja: mogu li se i kako kroz iskustvo u praktičnom radu sa studentima i učenicima identifikovati oni koji imaju nizak osećaj samoefikasnosti u učenju, ali ne umanjuju vrednost akademskog postignuća i ne koriste odbrambene strategije za zaštitu svog samopoštovanja, kao što su eksterne atribucije i strategije samohendikepiranja, a ipak, njihova motivacija za postignuće i trud je niska, kao i slika o sopstvenoj akademskoj samopercepciji (Ristevski i Kevereska-Sapkaroska). Takođe se bave pitanjem: kako pomoći pojedincima koji zbog čestih situacija neuspeha, iako daroviti sa potvrđenim uspesima, dođu u situaciju da ostanu zaključani u sopstveno iskustvo naučene bespomoćnosti, koja ih vodi ka daljim neuspesima, dakle, depresivni u obrazac neprilagođenog ponašanja, manifestovan u nedostatku samoregulacije učenja (Praznik), a tu je i pitanje značaja afektivnog stila za uspeh darovitih studenata, tj.

uticaja istog na samoregulaciju i akademsku darovitost, a time i povezanosti kognicije i emocija u postupcima samoregulacije (Suzić i dr.).

Kako motivisati one koji, umesto što smanjuju svoju aktivnost i povlače se iz zadataka i interakcija, ili ulaze u interakcije kako bi samopotvrđivali usvojenu šemu sopstvene neprilagođenosti, i ne pokušavaju da izbegnu situacije koje im mogu pružiti dodatne mogućnosti za sopstveno negativno samopoštovanje i negativne emocije (Veljković Stanković i Stoiljković, Šafranjić i dr.; Hezog)? Otvaraju se i pitanja: kako pomoći studentima (učenicima) sklonim depresivnom obrascu samoregulacije, koji imaju nizak osećaj samoefikasnosti, ali visoka očekivanja ishoda, ako su neefikasni u nekoj oblasti; kako im pomoći da aktiviraju proaktivni obrazac samoregulacije da bi postigli željene ciljeve i dobili satisfakciju u okruženju, i ne aktiviraju odbrambeni obrazac samoregulacije učenja sa ciljem zaštite ega, samopoštovanja i sl., nego radi samoefikasnosti; kako im pomoći da se nose sa nesigurnošću, nestabilnošću i padovima; kako da nađu snagu da ustanu i volju da idu dalje ka ciljevima koje su sami zacrtali – praktični aspekti (Trufunović, Jevtić)?

Dosadašnjih 27. okruglih stolova, održanih ovde u Vršcu, uključivalo je više od hiljadu istraživača i praktičara iz naučne sfere Evrope i sveta, i doticalo u diskursima o nalazima istraživanja i praktičnih provera ideja i pitanja afektivne sfere darovitosti na osnovu kojih je definisan ovaj segment pitanja za diskurs na 28. okruglom stolu. Ipak, kako se iz apstrakta za ovaj Okrugli sto nagoveštava, afektivna sfera ličnosti darovitih je još uvek za sve nas, koji se bavimo podsticanjem razvoja darovitih, velika enigma. Pregled nalaza svetske literature o darovitima, kao i naše skoro trodecenijsko bavljenje pitanjima darovitih, nalazi i diskusije u sadržajima rezimea i u ovom Zborniku ukazuju na potrebu za daljim istraživanjima ove oblasti.

Svetska scena životnih prilika, označena izrazito dinamičnim tokovima promena, nestalnosti, nesigurnosti, nepredvidivosti, sve većeg gubljenja socijalne nade i funkcije društva i države... je kontekst koji se ovim apstraktima dotiče, tj. posmatra kroz prizmu afektivnih problema kojima se i daroviti ne mogu odupreti, te je otvaranje pitanja iz filozofskih, socioloških, antropoloških i drugih aspekata, značajnih za društveni kontekst razvoja darovitosti, takođe, prisutno. Definisanost pitanja ovde su dobra osnova za podsticanje novih ideja. Takođe su i diskursi o nalazima istraživača i praktičara iz nekoliko oblasti podsticajna za nova pitanja i nove uglove gledanja u novim istraživačkim nacrtima, testiranje istih u nastojanju da se darovitost iz potencijala prevede u izvršne sposobnosti, tj. darovitost i time bude izraz ličnog blagostanja, kao i satisfakcije onih koji su u ovome pomogli, s nadom ka razvoju darovitih.

*Akademik prof. dr Grozdanka Gojkov*

## INTRODUCTORY REMARKS

The international scientific gathering, 28<sup>th</sup> in a row, is co-organized by academic institutions from five European countries, which are known, in an international framework, for their commitment to the research of giftedness: International Center for Innovation in Education in Ulm, Germany, "Aurel Vlahku" University in Arad, Romania, Faculty of Education in Maribor, Slovenia, University "St. Kliment Ohridski", Faculty of Pedagogy in Bitola, Macedonia and Preschool Teacher Training College "Mihailo Palov" in Vrsac, Serbia. This in itself speaks to the potential which through networking connects researchers and practitioners, i.e. those who connect theory and its validation in practice through the transfer of research findings and conclusions, directed towards the implementation in practice, as the first, and usually the best efficacy test of research findings, theoretical contexts etc. Connected in this way, they support the interest in the reach and limitations of contemporary research findings and their validation in practice. This is the framework in which we may place discourses, ideas and questions regarding the findings of research in this Book of Abstracts. Co-organizational networking is a natural product of researchers who come from these and other countries from the region, Europe, but also the world (Sidney – Australia, Moscow – Russia, Portugal, Romania, Croatia, Slovenia, Bosnia and Herzegovina, North Macedonia, Montenegro and Serbia).

Summaries in this Book of abstracts announce new results in significant research areas mentioned in the name of this year's Round Table, new questions are posed and results of meta-analysis discussed, therefore a wider view is given on research approaches, results and the way in which results are transformed into didactic actions. All of this concisely put highlights the importance of the discussion on the place and role of non-cognitive factors on the self-regulation of the gifted, and especially the significance of affective character dimensions on the self-regulation processes of the gifted.

Individual analysis of results, ideas and questions indicate that key elements of the Round table are represented, i.e. ideas are gathered and highlighted places of overlap in the discussions. For the introductory remarks of this volume only a few will be mentioned.

A wider context to the theme of the conference is opened with questions present in the title "Multicultural, intercultural and transcultural: formative language concepts of European integration from the aspect of the affectiveness of the gifted" in which the discourse on accepting the values of one's own culture and other cultures is hinted at, along with the affective aspect of the possibility of simultaneously accepting the values of one's own and other cultures for the purpose of exchanging values between cultures in which gifted individuals grow up. Furthermore, it hints at the possibility of forming a multiple identity, the assumption that all cultural, linguistic and religious roots are considered equal and that a different identity can be



created as these cultural characteristics are transplanted into a new urban, regional or social context (Neumann).

The breadth of ideas, thoughts and views is also contributed by questions, as stated in the abstract, of one of the biggest problems affecting the gifted, the so-called "Imposter's syndrome" - a psychological condition in which a well-prepared and educated person does not like how "little" he/she knows. This syndrome is observed from the ontological aspect and psychological projection, so that the statement "Truth has a fearless heart" opens numerous questions for discourse from several angles and from several scientific disciplines that are otherwise related to research in the field of giftedness (Silantjeva).

In addition to the above mentioned, thoughts are raised about another psychological projection the "Socrates' ignorance", self-doubt, which can extend to extracurricular areas and lead to procrastination. A much more dangerous condition is associated with the "imposter syndrome" because it is able to mask the clinical picture of depression, undermining its symptoms due to a seemingly "reasonable" critical attitude towards self-limitation and (again, it seems) "morally healthy" modesty, which requires one not to blow his own horn. In addition to the psychological aspect, the value aspect also stands out in the discourse. It is associated with the characteristics of modern society of the so-called "developed countries" and deals with the infantilization of the population on the background of earlier physiological development than in past epochs. As a result, there is a disproportion in the development of social responsibility skills and the demands that a person is able to set for himself and others. Simply put, the essentially childish "ego", which longs for the approval of "adults", replaces the real "adult" reaction to the incommensurability of the desire to "be the best" and the real impossibility of "knowledge as Gods". The author suggests several ways to help the gifted who encounter these problems; one of them is the correction of value orientation and activities that practice shows can successfully supplement, and often, even independently compensate for the psychological losses associated with the "imposter syndrome". In the era of post-truth, when truth is recognized as a rare (and therefore unnecessary) flower, and knowledge is proclaimed as a kind of communication, one sees such a way of overcoming self-love, which hinders the development of one's talent, not only as the most promising way, but sometimes as the only possible one (Silantjeva). The previous observation from the ontological aspect and psychological projection also hinders the consideration of the issue of overcoming self-love as an indicator of actualizing giftedness (Stojanović) and exploring the interaction between the phenomenon of being alone and creating from the viewpoint of the idea of the complexity of human nature and its ontological needs to empathy with others, as well as through the state of mental withdrawal from "too much of the world" (Petrović).

The importance of the relationship between cognitive and non-cognitive factors for the self-realization of the gifted is given more and more attention in the search for

understanding the reasons for the failure of the gifted. In the abstracts, attention is drawn to the questionability of the understanding that cognitive sovereignty is sufficient for success, which is the entrance into and expression of one-dimensional delusion, minimizing the role of the non-cognitive set of factors. Therefore, attention is drawn to the dilemma facing the social, especially professional public: how to explain why high potential, which does not find its way to high achievements, in one or more scientific fields, and this raises the question: what are the implicit and explicit factors that (de)stimulate the conversion of potential into top skills that are defined as expertise or talent in a particular field. The discourse on this issue is more directly lead by the question: why is high potential (which is most often called IQ) rarely / less and less transformed into giftedness / talent from the theoretical and practical aspect (Kevereski). The same author gives an opinion, for the discourse, on the complexity of the phenomenon of giftedness with numerous still unexplored mystical, enigmatic unknowns in the process of transforming potentials and realizing them, which raises the question of the significance of the construct of emotional intelligence (affective code) of the gifted from Goleman's explanation of success (Kevereski, Milin, Beta, Neumann).

Throughout his many years of research, Stankov has paid full attention to the relevant non-cognitive disposition of students for cognitive processing and academic performance. High self-efficacy, self-perception and other constructs can have a motivating effect on students, which is why they should be encouraged. In this context, Stankov refers to the delicacy of these issues, noting the need for caution regarding the level of students' abilities, and draws attention to the need for activities designed to encourage non-cognitive dispositions of students with high abilities to be distinguished from those designed for students with lower abilities. Because in the issues Stankov dealt with, self-confidence arose as one of the non-cognitive factors, which proved to be an important non-cognitive factor that should be well dosed in well-calibrated individuals, those who are aware of their strengths and limitations. Overdose of self-confidence in individuals with low abilities has the opposite effect, due to the high probability of disappointment. In this Book of Abstracts researchers in summaries confirmed the conclusions of these findings but also the need to focus the interests, research findings and discourse on non-cognitive factors for the self-actualization of the gifted at the 28<sup>th</sup> Round Table.

The affective sphere of the personality is an important part for the functioning of individuals. It is also manifested in connotative functioning, and as researchers inform in summaries (Kolak and Štok, Lungulov and Dragojević, Babić Kekez), there are few empirical studies that aim to examine the specificity and relationships between affective dimensions of personality and inadequate patterns of self-regulation of learning, through which the gifted disappear from the sphere of success. Furthermore, empirical tests support the discriminatory nature of proactive and defensive patterns of self-regulation and some, model-implied relationship between the components of these patterns and their relationship to the learning outcomes of the gifted, and find that academically gifted have stronger self-

regulatory mechanisms to overcome stressful situations and occasional failures. Therefore, these affective dimensions did not stand out as significant in the gifted group. But, the gifted are not a cohesive group, so in the abstracts the issue of emotional burnout is discussed as a problem of high achievement (Božin), and it is stated that high achievements occur after targeted intensive and long-term training in a certain area of valued human activity, i.e. great effort and persistence during the creative process. This implies sacrifices, and the hope of high achievements is often not realized. In this light we view the level of workload, competitions, applications for scholarships and subsidies, and competitions for the gifted. Thus, the question of gifted exposure to significant chronic and acute stressors arises. Božin believes that due to insufficient or inadequate overcoming of these stressors, problems in adjustment can arise, and one of these is emotional burnout. This syndrome is manifested as exhaustion, cynicism, indifference to work, i.e. activities that the person devotedly engaged in, feelings of inefficiency and insufficient success, and behind this are questions about the importance of external and personal conditions, the course and the possibility of eliminating, or at least mitigating, the consequences of this problem and give suggestions for prevention of emotional burnout in the gifted. On the other hand, new questions lead us to the conclusion that more detailed conceptualization and measurement of the depressive pattern of self-regulation of learning, especially for the gifted, has yet to be done.

Given the importance of further scientific study of these defense and depressive patterns, as well as the importance of their identification in the professional approach to children and youth who form such patterns in school and study, special attention is directed to models and taxonomies and measurement components that can identify those who use patterns of self-regulation which are not adapted to academic goals. There is a special interest in the findings of such research in the field of giftedness in the research of world relations, and the research in this Book of Abstracts offers interesting findings (Lazarević, Andevski; Đorđev and Nedimović; Hmelak; Huđek and Kelemen; Kelemen Milojević, Đorđev and Palinkašević).

The researchers' findings indicate the importance of the affective dimension for thought styles, through which they reflect on the area of self-regulating processes within the personality, including dimensions of metacognition, self-perception and especially affective dimensions (Maksić).

An important aspect that requires special attention in gifted individuals is the target orientations in learning. Not all gifted people have goals aimed at learning, acquiring skills and performing tasks that require self-regulation, which is a common cause of "failure", therefore they are not successful. Some of them with high abilities, often in conflict with the moral norms of society (delinquents...), develop a non-academic identity and reject academic achievement as secondary or contrary to the goals of their reference group and their own, especially in puberty and adolescence (Matić and Grandić; Maksinović et al.).

Researchers are also looking for answers to the following question of whether we can and how we can in practical experience in work with students and pupils identify those who have a low sense of self-efficacy in learning, but who do not diminish the value of academic achievement and do not use defensive strategies to protect their self-esteem such as external attributions and strategies of self-handicapping, and yet, their motivation for achievement and effort is low, as is the image of their own academic self-perception (Ristevski and Kevereska-Sapkaroska). They also deal with the question: how to help individuals who, due to frequent situations of failure, although gifted with confirmed successes, find themselves locked in their own experience of learned helplessness, which leads them to further failures, therefore depressed in a pattern of maladaptation, manifested in a lack self-regulation of learning (Praznik), and there is also the question of the importance of affective style for the success of gifted students, i.e. the influence of the same on self-regulation and academic talent, and thus the connection between cognition and emotions in the procedures of self-regulation (Suzić et al.).

How to motivate those who of reduce their activity and withdraw from tasks and interactions, or enter into interactions in order to self-affirm the adopted scheme of their own maladaptation and do not try to avoid situations that may provide additional opportunities for their own negative self-esteem and negative emotions (Veljkovic Stankovic and Stroiljković; Šafranj et al.; Hezog)?

The following questions also arise: how to help students (pupils) prone to a depressive pattern of self-regulation, who have a low sense of self-efficacy, but high expectations of outcomes, if they are ineffective in an area; how to help them activate a proactive pattern of self-regulation to achieve desired goals and get satisfaction in the environment, and not create a defensive pattern of self-regulation of learning to protect the ego, self-esteem, etc., but for self-efficacy..., how to help them cope with insecurity, instability and failures; how to find the strength to stand up and the will to go further towards the goals they set themselves - practical aspects (Trufunović, Jevtić)?

The previous 27 round tables, held here in Vršac, included more than a thousand researchers and practitioners from the scientific sphere of Europe and the world, and touched on the discourse regarding research findings and practical tests of ideas and issues of the affective sphere of giftedness on the basis of which the theme of the 28<sup>th</sup> Round Table was determined. However, as the abstract for this Round Table suggests, the affective sphere of the gifted person is still a great enigma for all of us, who are engaged in encouraging the development of the gifted. A review of the findings of the world literature on the gifted, as well as our experience of almost three decades of dealing with the issues of the gifted and the findings and discussions in the contents of the summaries in this Book of Abstracts point to the need for further research in this area.

The world scene of life circumstances, marked by extremely dynamic flows of change, instability, insecurity, unpredictability, the growing loss of social hope and the function of society and the state... is the context touched upon in these abstracts, i.e. observed through the prism of affective problems that even the gifted cannot resist, and through the also present opening of questions from philosophical, sociological, anthropological and other aspects, important for the social context of the development of giftedness. So the questions defined here are a good basis for encouraging new ideas. Furthermore, discourses on the findings of researchers and practitioners in several areas are stimulating for new questions and new perspectives in new research drafts, and for testing them in an effort to transform giftedness potential into action, i.e. giftedness and thus be an expression of personal well-being, as well as the satisfaction of those who have helped in this, with the hope of development of the gifted.

*Academician Prof. Dr Grozdanka Gojkov*

## УВОДНИ ИМПУЛСИ / INTRODUCTORY IMPULSES

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### EMOCIONALNA INTELIGENCIJA KAO FAKTOR PRETVARANJA POTENCIJALA U DAROVITOST

Pitanje transformacije visokog potencijala u darovitost/talenat je više nego provokativna tema u oblasti psihologije darovitosti. Ono što je u javnosti simptomatično, na šta se još čeka na relevantni odgovor je pitanje: zašto je visoki, pre svega, intelektualni potencijal samo statistička indikacija. U radu se polazi iz dve teorijsko-empirijske teze i činjenice. Jedna se odnosi na to da daroviti i, pored njihovih ekstremno visokih intelektualnih potencijala, ne uspevaju da ga „efektuiraju“ u nekakav vid ekspertiza. Druga, odnosi se na shvatanje da je (samo) dovoljna njihova kognitivna suverenost, za uspeh, što je ulaz i izraz jednodimenzionalne zablude, minimizirajući nekognitivni set faktorskih uticaja. Zbog toga se naša društvena, posebno stručna javnost, nalazi pred dilemom: kako objasniti zašto visoki potencijal nikad ne nalazi svoj put ka visokim postignućima u jednoj ili više naučnih oblasti. Tu dolazimo do još jednog pitanja koje ćemo u radu elaborirati, a to je: koji su implicitni i eksplicitni faktori koji (de)stimuliraju pretvaranje potencijala u vrhunske veštine koje su definisane kao ekspertiza ili talenat u određenom polju. Akademski moto rada je pitanje: zašto se visoki potencijal (koji najčešće nazivamo IQ) retko/sve manje i manje pretvara u darovitost/talenat sa teorijskog, kao i sa praktičnog aspekta. Razlog za to je, pre svega, veoma kompleksan, a odnosi se na to da još postoji serija mističnih, enigmatičnih nepoznanica na putu od potencijala do njegove realizacije. Teorijski okvir rada je rezultat naučnih razmatranja iz ugla Ganjeovog diferencijalnog modela pretvaranja darovitosti u talenat koji nam daje širu perspektivu percepcije problematike, kao i mogućnost opservacija nekih nejasnih momenata, što bi se moglo ovim modelom bliže sagledati, a i dati pregled savremene literature o ovim pitanjima. Pretpostavlja se da je suština odgovora svih pitanja konstrukt emocionalne inteligencije (afektivni kod) darovitih iz ugla Golemanovog objašnjenja uspeha i transformacije potencijala u njegovu visoku funkcionalost.

**Ključne reči:** emocionalna inteligencija, potencijal, darovitost, talenat.

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### **EMOTIONAL INTELLIGENCE AS A FACTOR IN TRANSFORMING POTENTIAL INTO GIFTEDNESS**

The issue of transforming high potential into giftedness/talent is more than provocative subject in the psychology of giftedness. What is symptomatic and what still requires a relevant answer is the question: why high potential, especially intellectual, is only a statistical indication. There are two theoretical-empirical theses and facts in this work. The first one states that gifted people, besides their extremely high intellectual potential can't express it into some kind of expertise. The second one is related to the statement that (only) their cognitive sovereignty is enough for success, which is a one-dimensional delusion, minimizing the non-cognitive set of factor influence. That is why our social and especially professional public faces a dilemma: how to explain why high potential doesn't express itself into high achievements in one or more scientific fields. From here arises another issue which will be elaborated in this work: what are the implicit and explicit factors that (un)inspire transforming high potential into top skills that are defined as expertise or talent in particular field. The academic motto of this work is why the high potential (usually called IQ) rarely/less and less transforms into giftedness/talent from theoretical as well as from practical point of view. The reason for that is very complex and refers to the existence of series of mystic, enigmatic unknown issues leading to realization of talent. The theoretical aspect of this work is a result of scientific deliberations from the aspect of Gagne's differential model of transforming giftedness into talent which gives us a wider perspective of perception of the issue, as well as possibility of observing some unknown moments that could be realized more closely with this model and also give overview of modern literature on these issues. It is assumed that the essence of the answer to all questions is the construct of emotional intelligence (affective code) of the gifted from Goleman's point of view in explaining success and transformation of potential into its high functionality.

**Key words:** emotional intelligence, potential, giftedness, talent.

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## **KAKO DAROVITI ADOLESCENTI KONCEPTUALIZUJU KREATIVNOST**

Ispitivanje uverenja darovitih adolescenata o kreativnosti sprovedeno je u nameri da se bolje razume kako oni vide glavni cilj svoga razvoja. Učenici srednjih škola koji su pohađali vanškolske programe za darovite (N=337) popunili su Upitnik za ispitivanje implicitnih teorija kreativnosti. Analiziran je odgovor na otvoreno pitanje o tome šta čini kreativnost primenom tematske analize deduktivnog tipa, pri čemu su korišćene kategorije iz Modifikovanog 4P modela kreativnosti. Potom su izdvojeni najfrekventniji odgovori, koji su se odnosili na opise kreativnog procesa i kreativne osobe, na koje je primenjena tematska analiza induktivnog tipa. Rezultati su ukazali na značajno učešće afektivnih dimenzija u opisima kognitivnih, ekspresivnih i praktičnih procesa, kao i crta ličnosti, motivacije i sposobnosti, koji, prema uverenju adolescenata, čine kreativnost. Dobijena je kompleksna slika koja je uporediva sa naučnim teorijama kreativnosti i istaknute su njene praktične implikacije za podsticanje kreativnosti u školi.

**Ključne reči:** darovitost, adolescenti, implicitne teorije kreativnosti, afekti.

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## **HOW GIFTED ADOLESCENTS CONCEPTUALIZE CREATIVITY**

The survey of gifted adolescents' beliefs about creativity was conducted in order to better understand how they see the main goal of their development. High school students who attended extracurricular programs for the gifted (N=337) completed the Implicit Theories of Creativity Questionnaire. The answer to the open question of what constitutes creativity was analyzed by applying thematic analysis of the deductive type, using categories from the Modified 4P model of creativity. Then, the most frequent answers were singled out, which refer to the descriptions of the creative process and the creative person, to which the thematic analysis of the inductive type was applied. The results indicated a significant participation of affective dimensions in the descriptions of cognitive, expressive and practical processes, as well as personality traits, motivation and abilities, which, according to adolescents, make creativity. A complex picture was obtained that is comparable to scientific theories of creativity, and its practical implications for encouraging creativity in school were highlighted.

**Key words:** giftedness, adolescents, implicit theories of creativity, affects.



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## **ОБРАЗОВАТЕЛЬНАЯ СРЕДА РАЗВИТИЯ АФФЕКТИВНЫХ КОМПОНЕНТОВ ДЕТСКОЙ ОДАРЕННОСТИ**

Современные инновационные процессы, связанные с развитием постиндустриальной цивилизации, ведут к формированию общества знаний. Эти социальные „вызовы” предполагают наличие у человека психологических черт и характеристик, соответствующих текущим условиям. Все это приводит нас к необходимости формирования образовательной среды, которая бы способствовала развитию личности дошкольников. Создание развивающей образовательной среды связано с развитием психологических основ поддержки детей и развитием их потребности в самообучении и формировании соответствующих интеллектуальных, коммуникативных и практических умений. Мы считаем, что если рассматривать образовательную среду как взаимодействие педагогов с детьми, то ее можно разделить на пять направлений: интеллектуальное, личностное, коммуникативное, кооперативное и аффективное. В интеллектуальном поле представлены особенности развития разных аспектов мышления с учетом моделирования и использования разных характеристик мнений педагогов и детей. Коммуникативное пространство предполагает организацию общения и взаимодействия детей на предметно-личностном уровне решения проблем. Оценочная (личностная) область включает в себя оценочную деятельность педагогов и детей, предполагающую все возможные виды оценивания, ориентированные как на личность ребенка, так и на его аффективную сферу. В кооперативной сфере представлены особенности реализации гипотез, идей, предложений, планов на практике.

**Ключевые слова:** развивающая образовательная среда, интеллектуальное, аффективное, коммуникативное, оценочное (личностное), кооперативное пространство.

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## **EDUCATIONAL ENVIRONMENT FOR THE DEVELOPMENT OF GIFTED CHILDREN**

Modern innovative processes associated with the development of the post-industrial civilization, lead to the formation of a knowledge society. These social "challenges" suggest the presence in a man of psychological traits and characteristics that match the current conditions. All of which brings us to the need to form an educational environment that would facilitate the preschool children personality development. Creation of the developing educational environment is associated with the

development of the psychological foundations of support for children and development of their needs for self-study and formation of the relevant intellectual, communicative and practical skills. We believe that if we consider the educational environment as the interaction of the teacher with the children, then it can be divided into four areas: intellectual, personal, communicative, cooperative. In intellectual area are presented the development characteristics of the various aspects of thinking, taking into account the modeling and use of the various characteristics of thinking of teacher and children. Communicative area involves the organization of the communication and interaction of children on the objective and personal levels of problem solving. Evaluative (personal) area includes the evaluative activity of the teacher and children, assuming all the possible types of evaluations aimed both at the child's personality and his activity. In cooperative area are presented the implementation characteristics of the hypotheses, ideas, suggestions, plans into practice.

**Key words:** developing educational environment, intellectual, communicative, evaluative (personal), cooperative area.

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## KRIZA EMPATIJE I MOĆ RAZGOVORA U TEHNOLOŠKOM OKRUŽENJU

Mladi danas žive u svetu hiperpovezanosti koja stvara osećaj da su efikasniji produktivniji, sigurniji, da mogu da se nose sa brzim tempom i nepredvidljivošću. Često se radi o obmani, jer je ono, što neuronaučnici nazivaju „potraga za stimulusima i uzbuđenjima”, a što se kod mladih manifestuje kroz multitaskovanje, povezano sa emocionalnom nestabilnošću, depresijom, socijalnom anksioznošću, gubitkom samopoštovanja, poteškoćama u prepoznavanju, praćenju, reagovanju na vlastite emocije, emocije bližnjih, gubitak empatije. Kontekst društvenih medija, virtuelnog sveta i tehnologije snižava kapacitet za komunikaciju licem u lice, komunikaciju u kojoj su mladi potpuno prisutni jedni za druge, putem koje slušaju jedni druge i snažno razvijaju kapacitet za empatiju. U tom smislu, razgovor je najljudskija aktivnost koju činimo, najhumanije mesto u kome doživljavamo radost što nas čuju, razumeju. Razgovor, najpre sa samim sobom predstavlja temelj ranog razvoja, praćenja sopstvenih osećanja, a nastavlja se tokom čitavog života, otvara prostor za samorefleksiju. Odsustvo nestrukturisanog, spontanog razgovora u kome možemo da se igramo idejama, u kome dopuštamo sebi da budemo potpuno prisutni i ranjivi, predstavlja svojevrsni beg i snažnu pretnju empatiji. Da li u kulturi tehnologije i programiranja, kao medijuma za ekspresiju i igru identitetima, možemo vratiti nadu u „lečenje razgovorom”, mogućnost samorefleksije, vere u moć nestrukturisanog, spontanog razgovora, u kome se kroz obrazovanje, učenje, rad unapređuju kreativna saradnja i empatija?

**Ključne reči:** empatija, razgovor, tehnologija, mladi.

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<sup>1</sup> **Napomena:** Osim u pojedinačnim slučajevima, podaci o titulama i zvanjima uz vlastita imena i prezimena (ko)autora dati su onako kako su navedeni u prijavama za učešće na skupu (isto je poštovano i kada su ti podaci izostali). Takođe, izvršena su minimalna prilagođavanja radi ujednačenosti celovitog teksta. Napomena obuhvata i većinu prevoda rezimea na engleski jezik.

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## **CRISIS OF EMPATHY AND THE POWER OF CONVERSATION IN A TECHNOLOGICAL ENVIRONMENT**

Young people today live in a world of hyperconnection that creates the feeling that they are more efficient, more productive, safer, and able to cope with fast pace and unpredictability. It is often deception, because what neuroscientists call the "search for stimuli and excitement", which is manifested in young people through multitasking, associated with emotional instability, depression, social anxiety, loss of self-esteem, difficulty recognizing, monitoring, responding on one's own emotions, the emotions of others, the loss of empathy. The context of social media, the virtual world and technology lowers the capacity for face-to-face communication, communication in which young people are fully present for each other, through which they listen to each other and strongly develop the capacity for empathy. In that sense, conversation is the most human activity we do, the most humane place where we experience the joy of being heard and understood. Conversation, first with oneself, is the foundation of early development, following one's own feelings, continuing throughout one's life, opening space for self-reflection. The absence of unstructured, spontaneous conversation in which we can play with ideas, in which we allow ourselves to be fully present and vulnerable, represents a kind of escape and a strong threat to empathy. Whether in the culture of technology and programming as a medium for expression and play with identities, we can restore hope in "healing through conversation", the possibility of self-reflection, faith in the power of unstructured, spontaneous conversation, in which creative cooperation and empathy are promoted through education, learning and work?

**Key words:** empathy, conversation, technology, youth.

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## **AFEKTIVNE DIMENZIJE LIČNOSTI KAO FAKTOR AKADEMSKE DAROVITOSTI**

Cilj istraživanja ove studije odnosi se na pitanje u kakvom se odnosu nalaze afektivne dimenzije ličnosti i akademska postignuća darovitosti, uz pretpostavku da se akademska postignuća vezuju za određene afektivne dimenzije. Nalazi istraživanja ukazuju na probleme akademskih postignuća koji su često vezani za afektivne dimenzije, koje su u odnosu na kogniciju daleko slabije istražene. Istraživanje je eksplorativnog karaktera, vršeno kvantitativnim dizajnom, sistematskom neeksperimentalnom metodom na uzorku od 284 studenta Univerziteta u Novom Sadu (od čega je 21% akademski darovit – prosek iznad 9,00). Prediktivna varijabla je: afektivne dimenzije ličnosti, a kriterijska prosek na studijama. Varijable moderatori su: godina studija i pol. Instrumenti: Velikih 5 plus 2 (Čolović et al., 2014) i OP (opšti podaci). Nalazi konstatuju da *anksioznost* i elementi dimenzije *neuroticizma* koreliraju sa uspehom u učenju kod studenata čiji uspeh nije iznad 9,00. Akademski daroviti imaju jače mehanizme samoregulacije kojima prevladavaju stresne situacije i povremene neuspehe, tako da se kod akademski darovitih ove afektivne dimenzije nisu istakle kao značajne. Pol i godine studija nisu se manifestovale kao značajne moderirajuće varijable.

**Ključne reči:** akademski daroviti studenti, afektivne dimenzije ličnosti.

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## **AFFECTIVE DIMENSIONS OF PERSONALITY AS A FACTOR OF ACADEMIC TALENT**

The aim of this study is to address the relationship between affective personality dimensions and academic achievement of giftedness, assuming that academic achievement is related to certain affective dimensions. Research findings point to problems of academic achievement that are often related to affective dimensions, which are far less well researched in relation to cognition. The research is exploratory in nature, performed by quantitative design, systematic non-experimental method on a sample of 284 students of the University of Novi Sad (of which 21% are academically gifted - average above 9.00). The predictive variable is: affective personality dimensions, and the criterion average in studies. Variable moderators are: year of study, gender. Instruments: Big 5 plus 2 (Čolović et al., 2014) and OP (general data). The findings state that anxiety and elements of the Neuroticism dimension correlate with learning success in students whose success is not above 9.00. Academically gifted have stronger mechanisms of self-regulation which overcome stressful situations and occasional failures, so that in academically gifted

these affective dimensions did not stand out as significant. Gender and years of study did not manifest as significant moderating variables.

**Key words:** academically gifted students, affective personality dimensions.

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## EMOCIONALNA INTELIGENCIJA I DRUŠTVENA PERCEPCIJA

Emocionalna inteligencija je važnija od racionalne inteligencije; može se pratiti i razvijati bez ograničenja radi lične koristi – to je poruka knjige Daniela Golemana (1995) pod nazivom „Emocionalna inteligencija”. Psiholog koji je postao novinar New York Timesa uspeo je popularizovati kao niko drugi novi koncept, kao lansiranje nove paradigme u psihologiji, povezujući ga s još jednim od modernih pojmova današnjice, „lični razvoj”. Zapravo, njihovo poreklo možemo pronaći u teoriji višestruke inteligencije (Gardner, 1983, 1993), koja je nastala kao kritika predviđanja zasnovanih na klasičnim testovima inteligencije (u smislu IQ) i životnih postignuća. Koncept emocionalne inteligencije predložili su, definisali i modelovali psiholozi Salovey i Mayer (1990). Definisali su ga kao „oblik inteligencije koji uključuje sposobnost kontrole vlastitih i tuđih osećaja i emocija, da se napravi razlika između njih i da se te informacije koriste za usmeravanje nećijih misli i akcija”. Zahvaljujući Golemanovoj dalekovidnoj viziji, a potom i brojnim „stručnjacima” i „zahtevima” u ličnom razvoju, koncept je stekao različite društvene prakse i reprezentacije. Naš rad ima za cilj da kritički predstavi neke od gore navedenih.

**Ključne reči:** racionalna inteligencija, višestruke inteligencije, lični razvoj, psihološka paradigma, društvene reprezentacije.

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## EMOTIONAL INTELLIGENCE AND SOCIAL PERCEPTION

Emotional intelligence is more important than rational intelligence; it can be tracked and developed without limits for personal benefit - this is the message of Daniel Goleman's (1995) book called "Emotional Intelligence". The psychologist turned *New York Times* journalist was able to popularise like no other the new concept, as the launch of a new paradigm in psychology, linking it to another of today's fashionable concepts, "personal development". In fact, their origin can be found in the theory of multiple intelligences (Gardner, 1983, 1993), which emerged as a critique of predictions based on classical intelligence tests (in terms of IQ) and life achievements. The concept of emotional intelligence was proposed, defined and modelled by psychologists Salovey and Mayer (1990). They defined it as "a form of intelligence involving the ability to control one's own and others' feelings and emotions, to distinguish between them, and to use this information to guide one's thoughts and actions". Thanks to Goleman's far-sighted vision and subsequently to the many "experts" and "coaches" in personal development, the concept has acquired diverse social practices and representations. Our paper aims to critically present some of the above mentioned.

**Key words:** rational intelligence, multiple intelligences, personal development, psychological paradigm, social representations.

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Udruženje STVARALAC U NAMA

## AFEKTIVNI MEHANIZMI I TEHNOLOGIJA STVARALAČKE INTELIGENCIJE U OSTVARIVANJU DAROVITOSTI

Aktivacija našeg jedinstvenog dara može ostati uspavana celoživotno, probuđena veoma rano, a samomotivacijom zalivana razvija se raznoliko... no, neretko, ona izbija usled okolnosti koje dovode do tačaka kada se daje dozvola koja, inače, ne bi bila odobrena unutar bića. Naš dar i talenat žive kao satelit u višem delu našeg postojanja koji čovek obično ne dodirne tokom života. Prizivanje ličnog dara i talenta je želja da budemo ispunjeni i radosni, živeti našu autentičnu prirodu i svrhu. To nas automatski čini boljom verzijom i boljim ljudima u svemu! Iz dara se razvija svrha, a iz svrhe se razvija više ja. Ako želimo da igramo, pevamo, gajimo biljke, pišemo, istražujemo, nevažno šta je afinitet, bitno je da osećamo radost i ispunjenost, oslušujući i posmatrajući naš dar, dajući sebi dozvolu i ulazeći u poriv

za višim kvalitetom. Dešava se da ovakva želja i potreba čame zarobljeni u uverenja, standardizacije, programe i ostanu zatočena zauvek. Nekada se rodimo sa visokom samomotivacijom, međutim, sredina u kojoj stasavamo ili društvene norme i vrednosti mogu izazvati dodatnu samosabotažu koja spava i tinja... U trenucima kada nas život iskušava, kada nas pritera do tačke pucanja, neretko izbije iz nas, usled manjka samoregulisanosti, početak dara na svetlu, početak samospoznaje potencijala za život u svrsi. Ambijent u kom teče naš život nije uvek podržavajući za sve teme koje nas personalno golicaju ili pozivaju. Individua, bivajući civilizacijski rasklimana, ne veruje u ono što primećuje unutar sebe i što oseća da je njeno, teško joj je da stane iza sebe. Sa druge strane, ne živeći svoju svrhu, oslobađa prostor za život koji nisu njene vrednosti i za jednu vrstu samoregulisane, ali ipak tenzije i nekvalitetne unutrašnje higijene. Pista za reagovanje iz afekta i davanje dozvole ne na svesnom već podsvevnom nivou ne čudi i ne iznenađuje. Pitanje sudbine darovitosti koja na ovakav način izađe na svetlost je veliko pitanje i značajna tema. Ako želimo da živimo svrhu i naše vrednosti u direktnoj je vezi sa invociranom darovitošću koja se pojavila, pod znacima navoda, niotkud. Dar i talenat nisu dovoljni, iako ih svaki čovek ima i nije rezervisan za izabrane, već je raznovrstan i neujednačenog kapaciteta. Postoji druga strana teme – zovem je umetnost trajanja. Ona podrazumeva život u svrsi na duge staze i život dara koji se nije pojavio kao prasak i nestao, već je tema da kao naša novooslobođena vrlina dar i svrha, nešto što nas čini posebno srećnim i ispunjenim, živi i traje u kvalitetu. Valjalo bi da se spoje tačke koje su međusobno povezane i međuzavisne kako bi zaista živeli umetnost trajanja u svrsi i daru. Intimno, čovek ima osećaj da je njegov dar vredan sam po sebi bez kalkulacije da li se isplati ili ne isplati. Taj deo je izvan straha da li se može ili ne može. Strah može biti poništen i zid razbijen afektom samo što je tada mogućnost vraćanja na stara podešavanja veća. Potvrda ovom razmišljanju jeste baš mehanizam iz afekta. Kao umetnik koji je rano pozvan i dugo živi svoju svrhu, autodidaktički, slila sam uvide o značaju veština i alata koji su korisni za harmonizavanje ukupnog života u svrsi i daru. Sa vremenom u meni se razvila i razvija se teza, nastao je i program Tehnologija staralačke inteligencije, verujem prenosiv, kojim se podiže stanje svesti na ovu temu i otvara prostor za darovitost koja traje i razvija se. Za umetnost trajanja koja neguje samospoznaju i stvaralački princip i kojoj tada sami otvaramo nova vrata i dajemo dozvolu.

**Ključne reči:** stvaralac, trajanje, program, mrak, volja.

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Association CREATOR IN US

### **AFFECTIVE MECHANISMS AND TECHNOLOGY OF CREATORS INTELLIGENCE IN ACHIEVING GIFTEDNESS.**

Activation of our inner gift can remain in deep sleep for life, awakened very early and flooded with self-motivation can be developed in various ways... Nevertheless, it shows up due to certain circumstances which lead to points where is required permission that otherwise wouldn't be approved within the being. Our gift and talent



live as a satellite in the higher part of our existence that man usually doesn't reach during his life. Invoking personal gift and talent is the desire to be fulfilled and joyful, living our authentic nature and purpose. That precise thing automatic makes us better versions and humans in everything! From the gift the purpose develops and from the purpose the higher self becomes. If we want to play, sing, grow plants, write, research, no matter what the affinity is, it is important to feel joy and fulfillment, listening and observing our gift, giving ourselves permission and entering into the urge to higher quality. It happens that desire and need like this are trapped in beliefs, standardizations, programs and remain trapped there forever. Sometimes we are born with high self-motivation, but the environment in which we grow up or social norms and values can cause additional self-sabotage that sleeps and smolders... In moments when life tempts us, when it leads us to the point of shooting it often breaks out of us the beginning of self-awareness, the gleam of the gift and the beginning of purposeful life due to lack of self-regulation. The environment in which our life flows is not always supportive for all the topics that tickled and invited us personally. The individual, being civilizational shaken, doesn't believe in what he notices inside and what he feels is his, that's why it is hard for him to take the right stand. On the other hand, not living your purpose frees the space for a life that is not its values and for a kind of self-regulated but still tensions and poor internal hygiene. The runway for reacting in affect and giving permission not on a conscious but subconscious level is not weird or surprising. The question of the talent's destiny that comes to light in this way is a big question and an important topic. If we want to lead the purposeful life and our values are directly related to the invoked giftedness that appeared under the quotation marks out of nowhere. Gift and talent are not enough, although every person has them and they are not reserved for the chosen ones, they are multifarious and not of equal capacity. There is another side to the theme I call the art of duration, it implies life in the long run of the life and a gift that did not appear and disappeared as a bang, but the theme is that as our newly liberated virtue of gift and purpose, and something that makes us deeply happy and fulfilled lives and lasts in quality. It would be worthwhile to connect the points that are interconnected and interdependent in order to live the art of duration in purpose and gift. Intimately, one has the feeling that his gift is valuable itself without calculating whether it is worth of it or not. That part is beyond the fear of whether something we may or may not do. Fear can be nullified and the wall broken by affect and only then there is the big possibility of returning to the old settings. Confirmation of this thinking is precisely the mechanism of affect. As an artist who was called early and lived his purpose for a long time as a self-taught person, I merged insights about an importance of skills and tools that are useful for harmonizing the total life in purpose and gift. Over a time, the thesis developed and is evolving in me and also the program Technology of Creators Intelligence, I believe transmitted, which raises awareness of this topic and opens up space for giftedness that lasts and develops. For the art of duration that nurtures self-knowledge and creativity principle to which we open new doors and give permission.

**Key words:** creator, duration, program, darkness, will.

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## **ЕМОЦИОНАЛНА ПРЕГОРЕЛОСТ КАО ПРОБЛЕМ ВИСОКОГ ПОСТИГНУЋА**

До високих постигнућа се долази након циљаног интензивног и дуготрајног увежбавања на одређеном подручју цењене људске делатности, односно великог труда и упорности током стваралачког процеса. То није могуће без одрицања од многих уобичајених задовољстава на датом узрасту, а нада у евентуалне успехе, укључујући признања и материјалне накнаде, веома често се не остварује. Сем тога, наступи, такмичења, апликације за стипендије и субвенције и разни конкурси, уопште, представљају велико оптерећење за даровите. Све то значи да су даровите особе изложене знатним хроничним и акутним стресорима. Услед недовољног или неадекватног превладавања тих стресора могу настати проблеми у прилагођавању, а један од ових је и емоционална прегорелост (burnout). Овај синдром се манифестује као исцрпљеност, цинизам, равнодушност према послу, тј. активностима којима се предано бавио, осећањем неефикасности и недовољне успешности. У овом раду се, након ближег одређења појма емоционалне прегорелости, разматрају значајнији спољашњи и персонални услови настанка, тока и могућности отклањања, или бар ублажавања, последица тог проблема. У завршном делу рада дају се неке сугестије за превенцију синдрома емоционалне прегорелости код даровитих.

**Кључне речи:** емоционална прегорелост, даровити, високо постигнуће.

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## **BURNOUT AS A PROBLEM OF HIGH ACHIEVEMENT**

High achievements are the result of deliberate intense, long-term practice in a domain of valued human activity, as well as great efforts and persistence during the creative process. This is impossible without renunciation of many usual pleasures at a given age, and the hope for the eventuality of success, including social recognition and material recompenses, often-times do not come true. Besides that, appearances in public, contests, applications for grants, and generally different competitions represent a great burden for the gifted. All this means that gifted persons are exposed to considerable chronic and acute stressors. In consequence of insufficient or inadequate coping with those stressors, some adaptational problems may appear, with burnout being one of them. This syndrom manifests itself as exhaustion, cynicism, indifference to one's job, i.e. to the activities previously devotedly executed, feelings of inefficiency and insufficient successfulness. In this paper, after a closer determination of the concept of burnout, some more important external and

personal conditions of the appearance, course, and possibilities of eliminating, or at least moderating, the consequences of this problem are considered. In the final part some suggestions for the prevention of the burnout syndrom in the gifted are given.

**Key words:** burnout, the gifted, high achievement.

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## **ZNAČAJ PRENOSIVIH VEŠTINA VASPITAČA ZA PREPOZNAVANJE I PODSTICANJE DAROVITOSTI NA RANOM UZRASTU<sup>2</sup>**

Prenosive veštine jesu opšte kompetencije neophodne u svakoj profesiji bez obzira na stepen specijalizacije pojedinca i predstavljaju umeće integrisanog korišćenja znanja, veština, osobina i vrednosti pojedinca. Razlikuju se interpersonalne (timski rad, veštine po(d)učavanja, komunikacijske veštine...), analitičke (istraživačke veštine, veštine prikupljanja, analize i interpretacije podataka...), tehničke veštine (umeća rada sa određenim mašinama, programima; digitalne veštine...), organizacione veštine (određivanje prioriteta, upravljanje vremenom, upravljanje zadacima, upravljanje resursima, koordinacija), te lične veštine (samoefikasnost, samoregulacija, sigurnost, bliskost, brižnost, pouzdanost, odgovornost, integritet...). Ove veštine nazivaju se prenosivim upravo zato što se mogu primeniti i preneti u različite radne kontekste, svakako i u vaspitno-obrazovni. S obzirom na kompleksnost fenomena, posebno je izazovno ispitati primenu i značaj prenosivih veština u vaspitno-obrazovnom radu sa darovitima. U ovom radu stoga donosimo rezultate istraživanja, sprovedenog 2022. godine, sa ciljem da se utvrde stavovi vaspitača o značaju prenosivih – pre svega komunikacijskih, ličnih (koje obuhvataju i afektivne dimenzije) i digitalnih – veština za prepoznavanje i podsticanje darovitosti na ranom uzrastu. Isto tako, ispitanici (100 vaspitača koji vaspitno-obrazovnu delatnost realizuju na teritoriji AP Vojvodine) procenjivali su i sopstvena znanja i umenja da efikasno primenjuju prenosive veštine u vaspitno-obrazovnom radu sa darovitima. Preliminarni rezultati istraživanja potvrdili su polaznu hipotezu – vaspitači–učesnici u istraživanju većinom veruju da prenosive veštine imaju poseban značaj za prepoznavanje i podsticanje darovitosti na ranom uzrastu, ali se uglavnom ne slažu ili tek delimično slažu sa tim da poseduju odgovarajuća znanja i umenja da efikasno i primene ove veštine u vaspitno-obrazovnom radu sa darovitima. Navedeno je impliciralo jedan od zaključaka istraživanja: postoji

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<sup>2</sup> Rezultati koji se u radu prezentuju sastavni su deo šireg istraživanja koje se sprovodi u okviru razvojnoistraživačkog projekta *Značaj prenosivih (komunikacijskih, ličnih, digitalnih) veština za profesionalni razvoj vaspitača u AP Vojvodini*, podržanog od strane Pokrajinskog sekretarijata za visoko obrazovanje i naučnoistraživačku delatnost (br. projekta 142-451-2183/2022-02).

izražena potreba za daljim usavršavanjem vaspitača u domenu osnaživanja i primene prenosivih veština, pogotovo u radu sa darovitima.

**Ključne reči:** prenosive veštine, vaspitno-obrazovni kontekst, vaspitači, prepoznavanje i podsticanje darovitosti na ranom uzrastu, primena prenosivih veština u radu sa darovitima.

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### **THE IMPORTANCE OF PRESCHOOL TEACHERS' TRANSFERABLE SKILLS FOR RECOGNIZING AND ENCOURAGING GIFTEDNESS AT AN EARLY AGE<sup>3</sup>**

Transferable skills are general competencies necessary in every profession regardless of the degree of specialization of the individual. They represent the art of integrated use of knowledge, skills, characteristics and values of the individual. There are interpersonal skills (team work, learning skills, communication skills...), analytical skills (research skills, skills of data collection, analysis and interpretation...), technical skills (skills to work with certain machines, programs; digital skills...), organizational skills (priority, time management, task management, resource management, coordination), and personal skills (self-efficacy, self-regulation, security, closeness, caring, reliability, responsibility, integrity...). These skills are called transferable skills precisely because they can be applied and transferred to different work contexts, certainly in different educational contexts. Given the complexity of the phenomenon, it is especially challenging to examine the application and importance of transferable skills in educational work with the gifted. In this paper, therefore, we present the results of a survey conducted in 2022, in order to determine the attitudes of preschool teachers on the importance of transferable – especially communication, personal (which include affective dimensions) and digital skills for recognizing and encouraging giftedness at an early age. The respondents (100 preschool teachers who carry out educational activities on the territory of Autonomous Province of Vojvodina) assessed their own knowledge and skills to effectively apply transferable skills in educational work with the gifted. Preliminary results of the research confirmed the initial hypothesis – preschool teachers -participants in the research mostly believe that transferable skills are of special importance for recognizing and encouraging giftedness at an early age, but mostly disagree or only partially agree that they have the appropriate knowledge and skills to effectively apply this skill in educational work with the gifted. This was implied by one of the research conclusions: there is a clear need for further training

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<sup>3</sup> The results presented in the paper are an integral part of a broader research conducted within the research project *The importance of transferable (communication, personal, digital) skills for professional development of preschool teachers in the Autonomous Province of Vojvodina*, supported by the Provincial Secretariat for Higher Education and Research, project number 142-451-2183 / 2022-02).

of preschool teachers in the field of strengthening and applying transferable skills, especially in working with the gifted.

**Key words:** transferable skills, educational context, preschool teachers, recognizing and encouraging giftedness at an early age, application of transferable skills in working with the gifted.

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### **СИНДРОМ „ПРИНЦИПИАЛЬНОГО ХОРОШИСТА” В СОВРЕМЕННЫХ РОССИЙСКИХ ВУЗАХ**

В общеобразовательной российской средней школе в настоящее время действует пятибальная система оценок: 5 – „отлично”, 4 – „хорошо”, 3 – „удовлетворительно”, 2 – плохо; 1 – „очень плохо”. Единицу педагоги выставляют как правило за нарушение дисциплины на уроках, демонстративное пренебрежение ученика своей элементарной обязанностью учиться, отсутствие сколько-нибудь последовательных усилий к обретению знаний. „Отлично” является „пропуском” выпускников школы в высшие и средние специальные учебные заведения. Полный набор оценок «отлично» в соответствии с требованиями конкурсов в этих учебных заведениях дает как правило проходной балл. Столь важное социальное значение этой оценки создает вокруг нее понятный ажиотаж – как в самой школе, так и за ее пределами. Освобождение отличников и их родителей от подозрения в нарушении антикоррупционных законов является одной из главных задач школьной администрации в период выпускных экзаменов. Вместе с тем, коллективе учебного класса периодически наблюдается дискриминация отличников и претендентов на этот статус в качестве „ботаников” („ботанов”). За ними закрепляется образ зануд, лишенных каких бы то ни было интересов, кроме выполнения школьной программы. Травля „ботанов” в классе – достаточно часто наблюдаемая практика. Реакцией на нее внутри класса сплошь и рядом является психологическая установка значительной части учащихся на целесообразность выполнения учебных заданий и получение за них оценки „хорошо”. Последняя с одной стороны – свидетельство усилий, предпринятых учащимся в освоении программы; а с другой – способ уклонения от судьбы „нерукопожатных”, создаваемой вокруг „ботанов”. Результатом в большинстве случаев „экономное” использование учениками, занявшими эту позицию, своих усилий грызть гранит науки. Вместе с тем эта позиция позволяет данной категории учеников достигать компромисса с родителями, которые естественно заинтересованы в более высоких оценках своих детей, но встречают с их стороны регулярно мотивируемое сопротивление. Одним из аргументов в нем, обращенных к старшим, является

отговорка: ну я же не получаю единицы, двойки, тройки; я же учусь хорошо, и хорошо учиться – это главное. Местами подобные рассуждения напоминают самоутешение субъекта Бета, одного из персонажей „Прекрасного нового мира” О. Хаксли: „Я – Бета, Бета! Как хорошо, что я не Альфа! Ведь быть Альфой так трудно. Мне нравится быть Бетой”. Преодоление данной установки предполагает систематическую работу с этой категорией учащихся, включающую в первую очередь поощрение теми сторонами учебных занятий, которые могут заинтересовать „сознательных” хорошистов и побудить их углубиться в изучаемую проблематику, обнаруживая в себе творческие способности. В данном случае интерес к математике может пробудить занятия музыкой; к изучению природы – пейзажная живопись; физики и химии – конструирование и моделирование процессов в лабораторных условиях. Разумеется, наличие в школе кружков и творческих классов по названным направлениям дает надежду на переориентацию значительной части хорошистов на глубокое, творческое усвоение учебных программ и соответственно повышение уровня знаний. С другой стороны, необходимо помнить, что значительная часть хорошистов – способные и творческие люди, приглушающие свои возможности в условиях нездоровой установки в классах. Соответственно, неформальный отбор абитуриентов по критериям проявленных знаний на приемных испытаниях в вузе может способствовать сокращению числа посредственных абитуриентов и будущих студентов в высших учебных заведениях России.

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### **SYNDROME OF "PRINCIPLED GOOD STUDENT" AT MODERN RUSSIAN UNIVERSITIES**

At the Russian high school for general education, there is currently a five-level grading system: 5 - "excellent", 4 - "good", 3 - "satisfactory", 2 - bad; 1 - "very bad". As a rule, teachers give one for violating discipline in the classroom, demonstrative neglecting of the elementary obligation of students to learn and the absence of any consistent effort to acquire knowledge. "Excellent" is a "pass" for high school graduates in higher and secondary specialized educational institutions. A full set of grades "excellent" in accordance with the requirements of the competition in these educational institutions usually means a passing for the student. Such an important social significance of this assessment creates understandable excitement around her - both in the school and outside it. Releasing excellent students and their parents from suspicion of violating anti-corruption laws is one of the main tasks of the school administration when taking the final exams. At the same time, the training team periodically notices discrimination against excellent students and candidates for this status as "nerds". Behind them is a fixed picture of boredom, deprived of any interests, except for the implementation of the school program. Bullying "nerds" in

the classroom is a fairly common practice. The reaction to that within the class is often the psychological attitude of a significant part of the students about the expediency of performing educational tasks and getting a "good" grade for them. The latter, on the one hand, testifies to the efforts that the student has invested in mastering the program; on the other hand, it is a way to avoid the fate of "non-handshakes" created around "nerds". The result in most cases is the "economical" use of students who have taken this position of their efforts to bite the granite of science. At the same time, this position enables this category of students to reach a compromise with parents who are naturally interested in higher grades of their children, but encounter regularly motivated resistance on their part. One of the arguments in it, addressed to the elders, is the excuse: well, I don't get one, two, three; I study well, and learning well is the main thing. In some places, such reasoning is reminiscent of the self-consolation of the Beta subject, one of the characters in the Very New World of O. Huxley: "I am Beta, Beta! Good thing I'm not Alpha! It's hard to be Alpha. I love being Beta". Overcoming this attitude means working systematically with this category of students, including, above all, encouraging those aspects of training that may interest "good students" and encourage them to delve into the issues being studied, discovering their creative abilities. In this case, interest in mathematics can awaken music lessons, the study of nature - landscape painting, physics and chemistry - design and modeling of processes in the laboratory. On the other hand, it must be borne in mind that a significant proportion of good students are capable and creative people who stifle their abilities in conditions of unhealthy attitude in the classroom, therefore, the informal selection of candidates according to the criteria of knowledge demonstrated in the entrance tests at a University can help reduce the number of mediocre candidates and future students in higher education institutions in Russia.

**Key words:** survival system, protection of the gifted from labeling-nerd, selection of candidates for studies.

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## **UMETNIČKI DAROVITI UČENICI OSNOVNIH ŠKOLA U SLOVENIJI I HRVATSKOJ**

Kada je reč o talentu u oblasti umetnosti na ranom uzrastu dobro je poznato da mu se nedovoljno pažnje posvećuje u praksi i da nedostaju istraživanja u ovoj oblasti. Iz ovog razloga, u poslednjih nekoliko godina naš istraživački rad bavio se problematikom darovitosti u umetnosti, sa fokusom na darovitost u umetnosti kao koncept kod vaspitača i učitelja koji se suočavaju sa izazovima u ovoj oblasti u ranoj fazi dečijeg razvoja. U istraživanju su učestvovali vaspitači i učitelji iz Slovenije i Hrvatske, a njihovi rezultati su se uporedili. Rezultati ukazuju da se slični nedostaci nalaze u obe države i da nedostaju sistemski rešenja. Stoga, u budućnosti ćemo se

potruditi da pružimo konkretna rešenja u ovoj oblasti za unapređenje praktičnog rada sa decom koja su darovita za umetnost na ranom uzrastu.

**Ključne reči:** darovitost za umetnost, talenat, pedagoški pristup.

**Jerneja Herzog, PhD**, associate professor  
University of Maribor, Faculty of Education

## **ARTISTICALLY GIFTED STUDENTS IN ELEMENTARY SCHOOL IN SLOVENIA AND CROATIA**

It is well known that when we talk about artistic talent in early childhood, there is too little attention paid to it in practice and there is a lack of research in this field. For this reason, we have focused our research in recent years on artistic giftedness, focusing on artistic giftedness in terms of the concept of classroom teachers who face challenges in this area at a very early stage of child development. Teachers in Slovenia and Croatia were included in the study and the results were compared. We find that similar gaps emerge in both countries and that there is a lack of systemic solutions are lacking. Therefore, in the future we will strive to provide specific solutions in this area for the implementation of improved practice in the field of work with the artistically gifted in early childhood.

**Key words:** artistic giftedness, talent, grade level, pedagogical approaches.

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## **SOCIALNA VKLJUČENOST NADARJENIH OTROK**

Socialna vključenost pomeni, da se posameznik vključi v družbeno okolje, hkrati pa ohrani lastno identiteto. S tem vsakemu posamezniku omogoči, da je v določeni skupini uspešen ter da preživi. S spodbujanjem socialne vključenosti se v najširšem pomenu zavzemamo za pravičnost, enakost ter solidarnost. In vse to je še kako pomembno tudi pri nadarjenih otrocih, ki ravno zaradi svoje nadarjenosti na enem ali več področjih pogosto čutijo odrivanje s strani vrstnikov, ki jih ne razumejo. Nadarjenost je namreč razgiban ter celovit pojav, ki se kaže v prepletenem in hkratnem delovanju psiholoških, pedagoških, bioloških ter psihosocialnih elementov. V teoriji se mnogokrat srečamo z definicijo socialne vključenosti nadarjenih otrok oziroma s predlogi, kako le to zagotoviti, kadar zaznavamo izključenost zaradi nadarjenosti. V praksi pa je tega zaznati premalo, saj še vedno preredit delamo na razvoju socialnih veščin nadarjenih otrok. Pogosto je v ospredju le odkrivanje in potem spodbujanje intelektualnih sposobnosti otrok, premalo pa je uporabe metod, s katerimi bi premostili razlike med nadarjenimi in ostalimi otroki ter jih povezali. Čeprav je bilo z leti razvitih več različnih metod in strategij za razvijanje socialnih veščin z namenom višje socialne vključenosti. Slednja je pri



vsakem otroku pomembna za razvoj samospoštovanja, pozitivne samopodobe ter prispeva k občutku varnosti v skupini.

**Ključne besede:** nadarjeni otroci, predšolsko obdobje, socialna vključenost.

**Prof. Maja Hmelak, PhD**

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## **SOCIAL INCLUSION OF GIFTED CHILDREN**

Social inclusion means that the individual integrates into the social environment while maintaining their identity. This allows each individual to succeed in a particular group and survive. We are committed to justice, equality, and solidarity in the broadest sense by promoting social inclusion. And all this is even more important for gifted children, who, precisely because of their talent in one or more areas, often feel pushed away by peers who do not understand them. Namely, talent is a varied and comprehensive phenomenon reflected in the intertwined and simultaneous operation of psychological, pedagogical, biological, and psychosocial elements. In theory, we often come across the definition of social inclusion of gifted children or suggestions on how to ensure this when we perceive exclusion due to talent. In practice, however, this is not enough to detect, as we still rarely work on developing the social skills of gifted children. Often, the focus is only on discovering and promoting children's intellectual abilities. There is a lack of methods to bridge the gap between gifted and other children and connect them. Although over the years, several different methods and strategies have been developed to develop social skills for higher social inclusion. The latter is essential for every child to build self-esteem and a positive self-image and contributes to a sense of security in the group.

**Key words:** gifted children, pre-school period, social inclusion.

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## **IZAZOVI U OBRAZOVANJU DAROVITIH UČENIKA – CENTRI IZVRSNOSTI VARAŽDINSKE ŽUPANIJE**

Daroviti učenici uče na drugačiji način od vršnjaka u razredu. To se odnosi na tempo, kompleksnost, potenciali i sl. Zbog toga bi i aktivnosti u učionici u kojima su angažirani trebale biti drugačije kako bi one promovirale učinkovitu okolinu za učenje. To u školama često nije slučaj i potrebno je na neki drugačiji način odgovoriti na potrebe darovitih učenika. Kako bi se pomoglo učenicima s visokim sposobnostima da ne upadnu u depresivni obrazac neprilagođenog ponašanja te da ih

se motivira da nastave svoje aktivnosti, a da im se ujedno pruže mogućnosti za pozitivne emocije i pozitivno samopoštovanje, potrebno im je osigurati podršku na odgovarajući način. Odgovor Varaždinske županije na te izazove je formiranje Centara izvrsnosti Varaždinske županije kao izvanškolskih programa koji djeluju u dva osnovna smjera: kreiranje programa za rad s darovitima i osiguranje okoline u kojima se ti programi mogu provesti.

**Ključne riječi:** daroviti, poučavanje, centri izvrsnosti.

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**Robert Kelemen, MSc**

Varaždin County, Centres of excellence of the Varazdin County

### **CHALLENGES IN THE EDUCATION OF GIFTED STUDENTS - CENTERS OF EXCELLENCE FOR VARAŽDIN COUNTY**

Gifted students learn differently from their peers in the classroom in terms of pace, complexity, potential, etc. Therefore, to promote an effective learning environment, the classroom activities in which they are engaged should be different. Unfortunately, this is often not the case in schools; gifted students' needs have to be addressed differently. To help students with high abilities not to fall into a depressive pattern of inappropriate behaviour and to motivate them to continue their activities while giving them opportunities for positive emotions and self-esteem, they need to be provided with appropriate support. Varaždin County's response to these challenges is the establishment of the Varaždin County Centers of Excellence as a pull-out programs that operate in two main directions: creating programs for working with the gifted and providing an environment in which these programs can be implemented.

**Key words:** gifted, education, gifted education, centres of excellence.

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### **NASTAVNIK KAO PODSTICAJNI FAKTOR SOCIJALNO-EMOCIONALNOG RAZVOJA NADARENIH UČENIKA**

Savremena škola i nastava pred nastavnike stavlja obavezu i zadatak ostvarivanja brojnih uloga koje su po svojoj kompleksnosti i različitosti izuzetno zahtjevne i odgovorne. Analizirajući dostupnu literaturu, nalazimo da se osim znanja, uglavnom potenciraju vještine i sposobnosti nastavnika da na najbolji način pruži nove informacije učenicima, usavršava tehnike procjenjivanja njihovog znanja, koristi savremena nastavna sredstva, brojne izvore, da nastavu učini što razumljivijom i privlačnijom učenicima. Međutim, ostvarivanje obrazovnih zadataka, nije i ne može biti osnovni cilj i izazov nastavnika. On ne smije zanemariti vaspitni aspekt

nastavnog procesa koji uključuje uočavanje, usmjeravanje, upravljanje, ali iznad svega, poštovanje emocija učenika. U vezi sa tim, izuzetno je važno prepoznati emocionalne reakcije učenika, a naročito darovitih. S obzirom da se oni razlikuju od svojih vršnjaka u odnosu na interesovanja, pažnju, zaključivanje, pokretanje emocionalnih reakcija nadarenih učenika može u velikoj mjeri uticati na razvijanje njihovih sposobnosti, u zavisnosti da li su emocionalne reakcije pozitivnog karaktera. Shodno navedenom, ako se kod učenika, a posebno nadarenih pod uticajem rada nastavnika, razviju negativne emocije prema sadržajima koje izučava, oni će biti zapostavljeni ili čak odbačeni. Neadekvatan pedagoško-psihološki pristup nastavnika, može kod nadarenih učenika poljuljati njihovo samopouzdanje i stvoriti animozitet prema nastavnom predmetu, nastavniku i školi kao vaspitno-obrazovnoj instituciji. Uvažavajući navedeno, u ovom radu naša pažnja je fokusirana na *pedagoško-psihološke strategije rada nastavnika kao podsticajne faktore efikasnog emocionalnog razvoja darovitih učenika.*

**Ključne riječi:** nastavnik, nastava, daroviti učenici, socijalno-emocionalni razvoj.

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#### **TEACHER AS A INCENTIVE FACTOR OF SOCIAL-EMOTIONAL DEVELOPMENT OF GIFTED STUDENTS**

Modern school and teaching put before teachers the obligation and task of fulfilling numerous roles that are extremely demanding and responsible due to their complexity and diversity. Analyzing the available literature, we find that in addition to knowledge, the skills and abilities of teachers to best provide new information to students, improve techniques for assessing their knowledge, use modern teaching aids, numerous sources, to make teaching more understandable and attractive to students. However, achieving educational tasks is not and cannot be the basic goal and challenge of teachers. He must not neglect the educational aspect of the teaching process, which includes noticing, directing, managing, but above all, respecting the emotions of students. In this regard, it is extremely important to recognize the emotional reactions of students, and especially the gifted. Since they differ from their peers in terms of interests, attention, reasoning, initiating emotional reactions of gifted students can greatly influence the development of their abilities, depending on whether the emotional reactions are positive. Accordingly, if students, especially those gifted under the influence of teachers' work, develop negative emotions towards the content they study, they will be neglected or even rejected. Inadequate pedagogical-psychological approach of teachers can shake their self-confidence in gifted students and create animosity towards the subject, the teacher and the school as an educational institution. Considering the above, in this paper, our attention is focused on pedagogical-psychological strategies of teachers' work as stimulating factors for efficient emotional development of gifted students.

**Key words:** teacher, teaching, gifted students, socio-emotional development.

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## **PSIHOSOCIALNE RAZLIKE MED NADARJENIMI MLADOSTNIKI IN NJIHOVIMI VRSTNIKI**

Prispevek se usmerja na individualne razlike med nadarjenimi učenci in dijaki ter njihovimi vrstniki na področju učne samopodobe, dimenzij osebnosti po teoriji Big Five in kognitivnih strategij obvladovanja po doživljanju negativnih dogodkov ali situacij. Sodelovalo je 804 učencev in dijakov, starih od 13 do 17 let, iz sedmih slovenskih osnovnih šol in osmih srednjih šol (59% žensk); 38% je bilo nadarjenih, identificirani so bili po postopku, ki ga za identificiranje nadarjenosti uporabljajo slovenske šole. Udeleženci so vprašalnik izpolnjevali med rednim poukom, potem ko so pridobili informirano soglasje staršev. Statistične analize so pokazale, da so imeli nadarjeni mladostniki: (a) statistično značilno višjo učno samopodobo kot njihovi vrstniki, (b) so pokazali bistveno višje ocene na dimenzijah odprtosti in vestnosti in (c) so poročali o večjem samoobtoževanju, sprijaznjenju preusmerjanju k načrtovanju kot strategije obvladovanja, medtem ko so vrstniki poročali o bistveno višjih stopnjah katastrofiziranja, obtoževanja drugih in pozitivnega preusmerjanja. Na splošno rezultati kažejo, da obstajajo osebnostni konstrukti, ki so močnejše povezani z nadarjenimi mladostniki, a da nadarjeni niso bolj ranljivi ali nagnjeni k bolj neprilagojenemu razvoju kot njihovi vrstniki. Naše ugotovitve so skladne s prejšnjimi raziskavami, da nadarjenost ni dejavnik tveganja za oslABLJENO psihosocialno počutje.

**Ključne besede:** samopodoba, osebnostne lastnosti, strategije obvladovanja, nadarjeni učenci, nadarjeni dijaki.

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## **PSYCHOSOCIAL DIFFERENCES AMONG GIFTED AND NON-GIFTED ADOLESCENTS**

The presentation reports on individual differences between gifted and non-gifted adolescents in terms of academic self-concept, Big Five personality constructs and cognitive coping strategies used after experiencing negative events or situations. The participants were 804 students aged 13 to 17 from seven Slovenian primary schools and eight secondary schools (59% female); 38% were gifted and identified according to a nationwide Slovenian procedure. Participants completed the questionnaire during regular classes after obtaining informed consent from parents. Statistical analyses indicated that gifted students: (a) had significantly and meaningfully higher academic self-concepts than non-gifted students, (b) showed significantly higher scores on Openness and Conscientiousness and (c) reported

higher self-blame, acceptance, and refocusing on planning as coping strategies, whereas non-gifted adolescents reported significantly higher levels of catastrophizing, blaming others, and positive re-focusing. In general, the results suggest that there are personality constructs that are more strongly associated with gifted students, but that gifted adolescents are not more vulnerable or prone to maladaptive development than their non-gifted peers. Our findings are consistent with previous research that giftedness is not a risk factor for impaired psychosocial well-being.

**Key words:** self-concept, personality traits, coping strategies, gifted students.

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### **ЗНАЧАЈ ЦРКВЕНИХ УМЕТНОСТИ ЗА ВЕРСКА ОСЕЋАЊА ДАРОВИТИХ**

Циљ експлоративног истраживања, чији се налази у раду представљају, је да се утврди како црквене уметности (ликовне, музичке, вајарске, архитектонске) утичу на верска осећања даровитих студената. У раду се тестира теза по којој даровити студенти имају јаче изражена верска осећања под утицајем црквених уметности. Узорак чини 108 потенцијално даровитих студента (они који су остварили висока академска постигнућа – просечне оцене успеха изнад 9,00) са Високе школе – Академије СПЦ за уметности и конзервацију у Београду, и Техничког факултета „Михајло Пупин” у Зрењанину, Универзитета у Новом Саду. Предиктивне варијабле су: 1. пол, 2. факултет, 3. просечан успех на студијама, 4. похађање/непохађање верске наставе у основној и/или средњој школи; а варијабле критеријума односе се на значај одређених врста и стилова црквених уметности за верска осећања. У овом истраживању коришћена је метода систематског неексперименталног посматрања, а као инструменти скале Ликертовог типа (Noels, Pelletier, Clement & Vallerand, 2000). Основни налази односе се на следеће: Даровити студенти Високе школе – Академије СПЦ за уметности и конзервацију у Београду имају у односу на остале јаче наглашен смисао и осећај за црквене уметности, које, поред основног естетског феномена и циља да делују изазовно и буде естетске емоције, имају и сазнајне, образовне, васпитне, информативне, идеолошке, комуникационе, мотивационе, а, изнад свих, узвишене религиозне циљеве засноване на повезивању овоземаљског и небеског, прошлог и будућег, смртног и бесмртног.

**Кључне речи:** црквене уметности, иконопис, духовна музика, верска осећања, даровити.

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### **THE IMPORTANCE OF CHURCH ARTS FOR THE RELIGIOUS FEELINGS OF THE GIFTED**

The aim of the exploratory research, which is presented in the paper, is to determine how church arts (fine arts, music, sculpture, architecture) affect the religious feelings of gifted students. The paper tests the thesis that gifted students have more pronounced religious feelings under the influence of church arts. The sample consists of 108 potentially gifted students (those who have achieved high academic achievements - average grades above 9.00) from the College - SOC Academy of Arts and Conservation in Belgrade, and the Technical Faculty "Mihajlo Pupin" in Zrenjanin, University of Novi Sad. Predictive variables are: 1. gender, 2. faculty, 3. average success in studies, 4. attendance / non-attendance of religious instruction in primary and / or secondary school; and the variables of the criteria refer to the significance of certain types and styles of church art for religious feelings. In this research, the method of systematic non-experimental observation was used, and as instruments of the Likert-type scale (Noels, Pelletier, Clement & Vallerand, 2000). The main findings relate to the following: Gifted students of the High School - Academy of the Serbian Orthodox Church for Arts and Conservation in Belgrade have a stronger emphasis on church arts than others, which in addition to the basic aesthetic phenomenon and aims to act challenging and aesthetic emotions, have and cognitive, educational, upbringing, informative, ideological, communicative, motivational, and above all sublime religious goals based on connecting the earthly and the heavenly, the past and the future, the mortal and the immortal.

**Key words:** church art, iconography, spiritual music, religious feelings, gifted.

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### **KVALITATIVNO OBRAZOVANJE – PRILIKA ZA NATPROSEČNU DECU**

Darovitost zahteva specijalnu pažnju pri identifikaciji dece sa posebnim sposobnostima i talentima, međutim, najvažnije je naći najprikladnije strategije za progresivne intervencije u obrazovanju (Gagné, 2013). Darovita deca koja ne učestvuju u posebnim obrazovnim programima su u opasnosti da se izgube u mediokritetu. Stoga, različite promene u obrazovanju su neophodne, u zavisnosti od finansijske podrške za studente sa visokim sposobnostima u obrazovanju, koja pruža primerena i napredna obrazovna i kurkularna iskustva i prilike. Ovi programi ubrzanog učenja predstavljaju mogućnost za napredak, jer pružaju darovitima usmerenje u obrazovanju koje je prilagođeno njihovom brzom, nekonvencionalnom ritmu učenja koje vodi do uspešne profesionalne i društvene integracije (Wai, 2015).

Stoga, upotreba kurikularnih aktivnosti koje su usklađene sa potrebama darovitih studenata pruža izloženost novim sadržajima i napredak u skladu sa njihovim individualnim tempom učenja. Afektivna podrška je jedan od načina za pružanje podrške, motivacije i podstreka darovitoj deci (Kerr, & McKay, 2014). U ovom istraživanju dajemo argumente koji podržavaju posvećivanje više pažnje darovitoj deci kroz osveščivanje budućih vaspitača i učitelja kako bi pružili adekvatnu pažnju ovoj deci.

**Ključne reči:** darovitost, programi, ubrzanje, emotivni razvoj, strategije, kompetencije.

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### **QUALITATIVE EDUCATION, A CHANCE FOR EXCEPTIONAL CHILDREN**

Giftedness requires special attention in terms of identifying children with special abilities, with special talents, but above all it is necessary to find the most appropriate strategies to intervene progressively in education (Gagné, 2013). Gifted children that do not participate in special training programs for the gifted have every chance of getting lost in mediocrity. Therefore, various educational adjustments are required, depending on the specifics of the endowment to suit the academic needs of students with high skills, which provide adequate and advanced educational curricular experiences and opportunities (Assouline, 2014). These accelerated learning programs represent opportunities for progress by providing the gifted with educational directions adapted to their fast-paced, non-conventional learning rhythms and thus leading to a successful professional and social integration (Wai, 2015). Therefore, the use of curricular activities that match the training and needs of the gifted students, offers exposure to new content and progress according to their personal pace of learning. Affective support comes as a measure to help, motivate and stimulate the gifted child (Kerr, & McKay, 2014). In our study, we try to bring arguments in favour of paying close attention to these special children by raising awareness and sensitizing future teachers to give special education to these children.

**Key words:** giftedness, programmes, acceleration, emotional development, strategies, competences.

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## **PODSTICANJE POZITIVNIH AFEKTIVNIH DIMENZIJA LIČNOSTI DAROVITIH POMOĆU DRAMSKOG METODA**

Dramski metod je interakcioni metod učenja i ima najbolji efekat kod dece uzrasta između četiri i devet godina – usmeren je na godine razvoja, a može imati toliku elastičnost i potencijal da se njime mogu ostvariti svi postavljeni ciljevi, tako da njegova primena podjednako doprinosi dobrobiti sve dece, a ima i poseban značaj za podsticanje pozitivnih afektivnih dimenzija ličnosti darovitih. Dramski metod pruža mogućnost darovitima da u kreativnoj sredini istražuju, proširuju i proveravaju svoja saznanja o svetu koji ih okružuje, praktikuju govor, razvijaju svoje verbalno i neverbalno izražavanje i da, bez straha i posledica, izražavaju spektar emocija. On može da pomogne deci da uče o emocijama, rešavanju problema, da uče o uzrocima i posledicama i odnosima sa drugim ljudima. Darovitima može mnogo pomoći u poboljšavanju samoregulacije strategija učenja. Preuzimanje rizika pred drugom decom, dramski metod uči darovite da veruju u svoje ideje i sposobnosti. Samopouzdanje koje daroviti stiču pomoću dramskih igara i tehnika pozitivno će uticati na njihov kasniji razvoj. U ovom radu donosimo rezultate istraživanja usmerenog na ispitivanje vladajućih stavova vaspitača o primeni dramskog metoda za sveukupni razvoj deteta, posebno za razvoj pozitivnih afektivnih dimenzija ličnosti darovitih kao što su samopouzdanje, saradljivost, tolerancija i empatija. Ukupno 103 vaspitača iz Vršca, Zrenjanina i Novoga Sada procenjivalo je, popunjavanjem posebno osmišljenog onlajn anketnog upitnika, efikasnost primene dramskog metoda u neposrednom vaspitno-obrazovnom radu. Među ispitanicima znatan broj je i studenata master strukovnih studija Visoke škole u Vršcu. Rezultati istraživanja, između ostalog, pokazali su da većina vaspitača smatra sledeće: 1. dramski metod pogoduje celovitom, holističkom pristupu razvoja deteta; 2. dramski metod je posebno značajan za razvoj samopouzdanja, saradljivosti, tolerancije i empatije darovitih na ranom uzrastu; 3. kompetencije za korišćenje dramskog metoda u vaspitno-obrazovnom radu sa decom predškolskog uzrasta procenjene su kao prosečne. Rad je obogaćen i praktičnim implikacijama usmerenim na unapređivanje kompetencija vaspitača za primenu dramskog metoda, primenu dramskog metoda u radu sa darovitima i razvoj njihovih pozitivnih afektivnih dimenzija ličnosti.

**Ključne reči:** afektivne dimenzije ličnosti, daroviti, dramski metod, holistički pristup, kompetencije vaspitača.



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## **ENCOURAGING POSITIVE AFFECTIVE DIMENSIONS OF THE GIFTED USING THE DRAMA METHOD**

The drama method is an interactive learning method which has the best effect on children between the ages of four and nine – it is focused on the developmental years, and has such elasticity and potential that it can achieve all goals, so its application equally contributes to the well-being of all children and has special significance for encouraging the positive affective dimensions of the gifted. The drama method provides an opportunity for the gifted to explore, expand and test their knowledge of the world around them in a creative environment, practice speech and develop their verbal and non-verbal expression but also for them to express a spectrum of emotions without fear and consequences. It can help children learn about emotions, problem solving, learn about causes and consequences and relationships with other people. The drama method can immensely help the gifted to improve the self-regulation of learning strategies. By taking risks in front of other children, the drama method teaches the gifted to believe in their ideas and abilities. The self-confidence that the gifted gain with the help of drama games and techniques will positively influence their later development. In this paper, we present the results of research aimed at examining the prevailing attitudes of preschool teachers on the application of the drama method for the overall development of the child, especially for the development of positive affective character dimensions of gifted such as self-confidence, cooperation, tolerance and empathy. A total of 103 preschool teachers from Vršac, Zrenjanin and Novi Sad assessed the effectiveness of the application of the drama method in direct educational work by filling out a specially designed online questionnaire. Among the respondents are a significant number of students of master vocational studies at the Preschool Teacher Training College in Vršac. The results of the research, among other things, showed that most preschool teachers believe the following: 1. the drama method favors the holistic approach to child development; 2. the drama method is especially important for the development of self-confidence, cooperation, tolerance and empathy of the gifted at an early age; 3. competencies for the use of the drama method in educational work with preschool children were assessed as average. The paper is enriched with practical implications aimed at improving the competencies of preschool teachers for the implementation of the drama method and the development of their positive affective character dimensions.

**Key words:** affective character dimensions, the gifted, drama method, holistic approach, competences of preschool teachers.

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## **ZASTUPLJENOST OBRAZOVANJA DAROVITIH U HRVATSKIM ISTRAŽIVANJIMA ODGOJA I OBRAZOVANJA**

Jedan od oblika pomoći napredovanju razvoja istraživanja u području obrazovanja darovitih je sustavna kategorizacija i analiza dosadašnjih radova kako bi se uvidjelo koje bi područje obrazovanja darovitih trebalo više istraživati te koji su najveći pedagoški izazovi. Obrazovanje darovitih učenika važno je istraživati i zbog strateškog pitanja same zemlje, jer ulaganje u darovite učenike ključna je strategija postizanja međunarodne konkurentnosti. Ovaj se rad bavi istraživanjem radova koji se bave tematikom darovitih učenika na uzorku periodičnih časopisa u RH s tradicijom u razdoblju od 2010. do 2021. Radom na dokumentaciji detektirana su i analizirana 63 rada. Rezultati su pokazali da od ukupno 2721 objavljenog rada u odabranim časopisima, samo njih 2,31% čine radovi koji se bave tematikom darovitih učenika. Drugim se istraživačkim pitanjem dokazalo da je najzastupljenija tematika didaktike darovitih. Unutar drugog istraživačkog pitanja posebna je refleksija usmjerena na afektivnu dimenziju produktivne darovitosti učenika.

**Ključne riječi:** pedagoška periodika, odgoj i obrazovanje darovitih učenika.

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## **REPRESENTATION OF GIFTED STUDENTS' EDUCATION IN CROATIAN EDUCATIONAL RESEARCH**

One of the forms of assistance in advancing the development of research in the field of gifted education is the systematic categorization and analysis of the previous works in order to identify which area of gifted education should be researched more and what are the biggest pedagogical challenges. It is important to research the education of gifted students because of the strategic issue of the country itself as well as investing in gifted students because they are the key strategy in achieving international competitiveness of the country. This paper deals with a collection of researches dealing with gifted students on a sample of periodicals journals in the Republic of Croatia in the period of 2010 to 2021. Working on the documentation, 63 papers were detected and analyzed. The results showed that out of a total of 2721 papers published in selected journals, only 2.31% of them were papers dealing with the topic of gifted students. Second research question proved that the most common topic of the analysed papers was the didactics of the gifted. Within the second

question, a special reflection focused on the affective dimension of student's productive giftedness.

**Key words:** pedagogical periodical, education of gifted students.

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### **ISTRAŽIVANJE POLNIH I UZRASNIH RAZLIKA U NIVOU EMOCIONALNE INTELIGENCIJE**

U istraživanju autora Krnete, Lj. (2006, 2010, 2013, 2018) o emocionalnoj inteligenciji s obzirom na pol, uzrast i razred i Krneta, Lj. & Simunić, E. (2013, 2014) o emocionalnim kompetencijama darovitih i drugih učenika kroz model nenasilne komunikacije, podaci pokazuju relacije emocija i emocionalne inteligencije u odnosu na pol, uzrast, odnose sa drugima, relacije nenasilne komunikacije i kreativnosti, prepoznavanje i regulaciju emocija u nastavnom procesu, vizualizaciju emocija i emocionalnih iskustava u grupi. Istraživanje je pokazalo da su emocionalno kompetentni učenici osjetljiviji na verbalne i neverbalne znakove u ispitnim situacijama; da se saosećajna komunikacija rado prihvata u bogaćenju rečnika, vizuelizaciji emocija i regulaciji emocija, te nastanku kreativnih proizvoda u grupnoj interakciji (daroviti i drugi učenici). Prema Krneta, Lj. (2018) u istraživanju pola, uzrasta i razreda, s jedne strane i emocionalne inteligencije, s druge strane, na uzorku osnovnih (58,78%) i srednjih škola (41,22%) u Bosni i Hercegovini, rezultati ukazuju da nisu utvrđene statistički značajne razlike među učenicima različitog pola, nivou emocionalne inteligencije i stavova prema drugima, dok su statistički značajne razlike utvrđene na nivou od 0,01 i 0,05 u svim ostalim odnosima. U radu su prikazani rezultati novijih istraživanja o uticaju osobina ličnosti na akademski uspeh, darovitost i kreativnost (Krneta, Lj., & Kelemen, R., 2022), jer istraživanja u svijetu pokazuju da je uspješnost darovitih sve više ugrožena.

**Ključne riječi:** pol, uzrast, emocionalna inteligencija, daroviti.

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## **EXPLORING GENDER AND AGE DIFFERENCES IN THE LEVEL OF EMOTIONAL INTELLIGENCE**

In the research by the author, Krneta, Lj. (2006, 2010, 2013, 2018) on emotional intelligence with respect to gender, age and class, and Krneta, L. & Simunić, E. (2013, 2014) on emotional competences of the gifted and other students through a model of nonviolent communication, the data show relevantly specific aspects of emotion relationships, emotional intelligence in relation to gender, age, relationships with others, relationships of nonviolent communication and creativity, recognition and regulation of emotions in the teaching process, visualization of emotions and processing of the students' emotional experiences in the group, and the emergence of creative products in the interactive process. The research has shown that emotionally competent students are more sensitive to verbal and nonverbal signs in exam situations; that compassionate communication is gladly accepted in vocabulary enrichment, emotion visualization and emotion regulation, and the emergence of creative products in group interaction (gifted and other students). According to Krneta, Lj. (2018) in the research of gender, age, grade, on the one hand and EQ on the other hand, on the sample of primary (58.78%) and secondary schools (41.22%) in BiH, the results indicate that not determined st. significant differences among students of different sexes, EQ levels and attitudes towards others, while st. significant differences at the level of 0.01 and 0.05 in all other relations. The paper presents the results of recent research on the impact of personality traits on academic performance, giftedness and creativity (Krneta – Kelemen, 2022), because research around the world confirms that the success of gifted people is increasingly threatened.

**Key words:** gender, age, emotional intelligence, gifted.

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## **PODRŠKA VRŠNJAČKE GRUPE U RAZVOJU DAROVITOSTI<sup>4</sup>**

U okviru razvojnih koncepcija darovitosti i talenta prepoznaje se značaj vršnjačke interakcije za (razvoj i) ostvarenje potencijala i dobrobiti dece i mladih. Posebno je značajna podrška grupe vršnjaka koji dele slična interesovanja i želju da uče (i deluju) okupljeni u istraživačkim zajednicama. Deca i mladi zainteresovani za nauku i naučnoistraživački rad mogu se okupljati u neposrednim obrazovnim i/ili istraživačkim aktivnostima i/ili biti deo šire mreže obrazovne istraživačke zajednice. Specijalizovani obrazovni programi osmišljeni i organizovani kao kontekst koji podržava kolaborativno-(ko)konstruktivističko obrazovno iskustvo učenja i saznavanja pružaju posebne mogućnosti za razmenu ideja i okupljanje mladih oko zajedničkih interesovanja, vrednosti, načina provođenja slobodnog vremena i hobija, koji imaju važnu funkciju u pozitivnom razvoju mladih. Sve ovo značajno doprinosi dobrobiti, emocionalnoj regulaciji i izgradnji identiteta mladih, kao i njihovom zadovoljstvu životom.

**Ključne reči:** darovitost, vršnjaci, obrazovni programi, istraživačka zajednica, dobrobit.

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## **PEER GROUP SUPPORT FOR GIFTEDNESS DEVELOPMENT**

Within the developmental concepts of giftedness and talent, the importance of peer interaction for (development and) realization of potential and well-being of children and youth is especially recognized. The support and society of peers with whom children and young people share similar interests and a desire to learn in research communities is especially important. Young people interested in science can gather in direct educational and research activities and be part of a wider network of educational research community. Specialized educational programs designed and organized as a context that supports collaborative (co) constructivist educational experience of learning provide special opportunities for exchanging ideas and

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<sup>4</sup> Rad predstavlja rezultat rada na projektu koji finansira Ministarstvo prosvete, nauke i tehnološkog razvoja Republike Srbije (broj 451-03-9/2021-14/ 200163).

gathering young people around common interests, values and ways of spending leisure time and hobbies, which play an important role in youth positive development. All this significantly contributes to the well-being, emotional regulation and identity building of young people, as well as their life satisfaction.

**Key words:** giftedness, peer group, specialized educational programs, educational research community, well-being.

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### **REFLEKSIJA KAO NASTAVNI I EVALUATIVNI METOD NA PRIMERU NASTAVE INTERKULTURNE KOMUNIKACIJE NA UNIVERZITETSKOM NIVOU**

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

**Ključne reči:** nastavni i evaluativni metod, interkulturalna komunikacija.

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### **REFLECTION AS A TEACHING AND EVALUATIVE METHOD: AN EXAMPLE FROM A UNIVERSITY COURSE IN INTERCULTURAL COMMUNICATION**

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

**Key words:** teaching and evaluation method, intercultural communication.

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### **PERFEKCIONIZAM DAROVITIH UČENIKA – PREDNOST ILI PREPREKA ZA OSTVARIVANJE NJIHOVE DAROVITOSTI**

U naučnim raspravama o socijalnim i emocionalnim aspektima funkcionisanja darovitih učenika jedan od centralnih konstrukata je perfekcionizam kao karakteristika ličnosti. Pregled savremenih istraživanja u ovoj oblasti pokazuje da rezultati nisu uvek jednoznačni i da perfekcionizam može da olakša ili ometa ispoljavanje darovitosti. Cilj ovog rada je da se na osnovu rezultata ovih istraživanja ukaže na probleme u razumevanju efekata perfekcionizma na uspešnost u ostvarivanju potencijala darovitih. Ukazuje se na izvore neusaglašenosti rezultata

istraživanja o efektima perfekcionizma na ispoljavanje darovitosti među kojima se najčešće navode različita shvatanja perfekcionizma, od jednodimenzionalnog do multidimenzionalnih, kao i različiti pristupi u merenju perfekcionizma. Ukazuje se na potrebu za longitudinalnim istraživanjima, programima za podržavanje poželjnih i smanjivanje nepoželjnih perfekcionističkih težnji kao i kros-kulturalnim istraživanjima o efektima perfekcionizma na ispoljavanje darovitosti učenika.

**Ključne reči:** perfekcionizam, dimenzije perfekcionizma, darovitost, učenici.

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### **PERFECTIONISM OF GIFTED STUDENTS - AN ADVANTAGE OR OBSTACLES TO FULFILLING THEIR GIFTEDNESS**

In scientific discussions on the social and emotional aspects of the functioning of gifted students, one of the central constructs is perfectionism as a personality characteristic. A review of contemporary studies in this area shows that the results are not always unambiguous and that perfectionism can facilitate or hinder the fulfillment of giftedness. The aim of this paper is to point out the problems in understanding the effects of perfectionism on success in fulfilling the potential of the gifted, based on the results of this studies. The sources of inconsistency of research results on the effects of perfectionism on the manifestation of giftedness are pointed out, among which different understandings of perfectionism, from one-dimensional to multidimensional, as well as different approaches in measuring perfectionism are most often cited. The need for longitudinal research, programs to support desirable and reduce undesirable perfectionist tendencies, as well as cross-cultural research on the effects of perfectionism to the fulfilment of students' giftedness are pointed out.

**Key words:** perfectionism, dimensions of perfectionism, giftedness, students.

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### **SOCIO-EMOCIONALNI RAZVOJ DAROVITIH UČENIKA: IMPLIKACIJE ZA VASPITNO-OBRAZOVNU PRAKSU**

Većina istraživanja karakteristika darovitih učenika usmerena su na kognitivnu sferu, a znatno manje pažnje posvećuje se njihovim socijalnim i emocionalnim potrebama. Iako se socio-emocionalni razvoj darovitih ne razlikuje mnogo od socio-emocionalnog razvoja ostalih učenika, postoje izvesne specifičnosti zbog kojih je neophodno posvetiti dodatnu pažnju ovom pitanju. Cilj ovog rada jeste da pruži naučno potkrepljenje za navedenu tvrdnju, te da ukaže na to da učenici izuzetnih



sposobnosti imaju određene socio-emocionalne specifičnosti iz kojih proističu i potrebe za posebnim pristupom u vaspitno-obrazovnom procesu. Te potrebe po pravilu ostaju nezadovoljene kada škola ne preduzima naročite mere za podsticanje darovitih učenika, što neretko rezultira njihovim akademskim podbacivanjem, ali i mnogim drugim problemima. Mogući nesklad između kognitivnog i socio-emocionalnog razvoja darovitih može postati uzrok teškoća u njihovom funkcionisanju. S tim u vezi, pravovremeno osveščivanje i prepoznavanje različitih razvojnih potreba, te pružanje adekvatne pomoći darovitim učenicima u prevladavanju socio-emocionalnih teškoća, glavni su preduslovi ostvarivanja njihovih punih potencijala.

**Ključne reči:** darovitost, socio-emocionalni razvoj, vaspitno-obrazovne potrebe.

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### **SOCIO-EMOTIONAL DEVELOPMENT OF GIFTED STUDENTS: IMPLICATIONS FOR EDUCATIONAL PRACTICE**

Most research on the characteristics of gifted students is focused on the cognitive sphere, and much less attention is paid to their social and emotional needs. Although the socio-emotional development of the gifted does not differ much from the socio-emotional development of other students, there are certain specifics that require additional attention to this issue. The aim of this paper is to provide scientific support for this statement, and to point out that students of exceptional abilities have certain socio-emotional specifics from which arise the need for a special approach in the educational process. As a rule, these needs remain unmet when the school does not take special measures to encourage gifted students, which often results in their academic failure, but also in many other problems. The possible discrepancy between the cognitive and socio-emotional development of the gifted can become a cause of difficulties in their functioning. In this regard, timely awareness and recognition of various development needs, and providing adequate assistance to gifted students in overcoming socio-emotional difficulties, are the main prerequisites for realizing their full potential.

**Key words:** giftedness, socio-emotional development, educational needs.

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## **EMOCIONALNE KOMPETENCIJE DAROVITIH U PREVAZILAŽENJU ŠKOLSKOG NEUSPEHA**

Školski uspeh se oduvek smatrao poželjnom društvenom vrednošću, a danas, čini se, više nego ikada. Sa druge strane, u svetlu promatranja neuspeha kao njegovog antipoda, moramo naglasiti da se neretko dešava da neuspešnih učenika ima i među darovitima. U razrednoj klimi koja se odlikuje strogim akademskim zahtevima dolazi do toga da i oni postaju neuspešni i da ih prati nizak akademski self-koncept, jer su darovita deca sklona introspekciji, sa veoma naglašenom osećajnošću i njihova slika o sebi je vrlo osetljiva. Predmet teorijskog istraživanja upravo predstavlja analizu emocionalnih kompetencija darovitih u prevazilaženju školskog neuspeha. U tom kontekstu, cilj rada bi se ogledao u ukazivanju značaja intenzivnog rada na osnaživanju širokog spektra raznovrsnih emocionalnih kompetencija neophodnih u nastojanjima prevazilaženja školskog neuspeha ove kategorije dece. U radu smo koristili metodu teorijske analize sa tehnikom analize sadržaja. Nadovezujući se na prethodne postulate, krajnje je poželjno istaći i osvrnuti se na činjenicu da socioemocionalni razvoj predstavlja samu srž paradigme savremenih istraživanja darovitosti u načelu.

**Ključne reči:** školski neuspeh, akademski self-koncept, daroviti učenici, emocionalne kompetencije, prevencija školskog neuspeha darovitih.

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## **EMOTIONAL COMPETENCIES OF GIFTED CHILDREN IN OVERCOMING SCHOOL FAILURE**

School success has always been considered a desirable social value and nowadays, it appears, more than ever. On the other hand, in the light of observing failure as its antipode, we must emphasize that it often happens that there are unsuccessful students among the gifted children. In a classroom climate characterized by strict academic requirements, it can happen that the gifted students also become unsuccessful and are accompanied by low academic self-concept, because gifted children are prone to introspection, with an emphasized sensitivity and self-image. The subject of theoretical research actually represents the analysis of emotional competencies of gifted children in overcoming school failure. In this context, the

aim of the paper would be to point out the importance of intensive work on strengthening a wide range of diverse emotional competencies necessary in efforts to overcome the school failure with this category of children. In this paper, we used the method of theoretical analysis with the technique of content analysis. Building on the previous postulates, it is highly desirable to point out and refer to the fact that socioemotional development is the very core of the paradigm of modern research on giftedness in general.

**Key words:** school failure, academic self-concept, gifted students, emotional competencies, prevention school failure of gifted children.

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## **AFEKTIVNE DIMENZIJE RAZVOJA LIČNOSTI U KONTEKSTU OSTVARENJA DAROVITOSTI**

Razvoj ličnosti darovitih osoba uslovljeno je mnogim faktorima i predstavlja važnu osnovu za dalji uspeh u oblasti u kojoj je darovitost izražena. Afektivne dimenzije, kako nalazi ukazuju, značajne su za sve sfere razvoja ličnosti darovitih. Rezultati su pokazali da postoji povezanost moralnog rasuđivanja subjekata adolescentnog uzrasta sa njihovom inteligencijom, empatijskom osetljivošću, ekstraverzijom, neuroticizmom i psihoticizmom. Teško je organizovati i sprovesti istraživanje kojim bi bili obuhvaćeni svi faktori koji utiču na ovako određen domen moralnosti, ali se uzimanjem više aspekata afektivnijih dimenzija čini korak bliže holističkom pristpu odnosa afektivnih dimenzija ličnosti na ostvarenja darovitosti. Takođe je značajno poznavanje afektivne sfere ličnosti darovitih za poznavanje njihove slike o sebi, što, takođe, utiče na njihovo ostvarenje. Pozitivnu ili negativnu sliku o sebi oblikuju sve pozitivne ili negativne refleksije ponašanja značajnih pojedinaca u detetovom okruženju. Dete internalizuje sve odgovore značajnih ljudi iz porodice ili uže okoline i tako kreira sliku o sebi. Svakako da se ne mogu zanemariti ni intelektualni podsticaji, sa prirodnim iskustvenim učenjem i više individualnim edukativnim pristupom u celokupnom razvoju ličnosti i darovitosti. Zbog toga ćemo se dalje u našem radu fokusirati na afektivne dimenzije ličnosti i njihovo značenje za tok razvoja darovitosti i ishode, odnosno produktivnost darovitih.

**Ključne reči:** afektivne dimenzije ličnosti, darovitost, ostvarenje darovitosti.

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## **AFFECTIVE DIMENSIONS OF PERSONALITY DEVELOPMENT IN THE CONTEXT OF GIFTEDNESS**

Personality development of the gifted is conditioned by many factors and represents an important basis for further success in the field in which giftedness is expressed. Affective dimensions, as the findings indicate, are important for all spheres of gifted personality development. The results showed that there is a connection between the moral reasoning of adolescent subjects and their intelligence, empathic sensitivity, extraversion, neuroticism and psychoticism. It is difficult to organize and conduct research that would include all the factors that affect such a specific domain of morality, but taking more aspects of the affective dimensions into account seems to take us a step closer to a holistic approach to the relationship of affective dimensions of personality and the giftedness. Furthermore, it is important to know the adequate personality sphere of the gifted individual to become familiar with their self-image, which also affects their realisation of giftedness. A positive or negative image of oneself is shaped by all the positive or negative reflections of the behavior of significant individuals in the child's environment. The child internalizes all the answers of important people from the family or the immediate environment and thus creates an image of himself/herself. Of course, intellectual stimuli cannot be neglected, with natural experiential learning and a more individual educational approach in the overall development of personality and talents. Therefore, in our work, we will continue to focus on the affective dimensions of personality and how important they are for the course of development of giftedness and the outcomes of this process, i.e. the productivity of the gifted.

**Key words:** affective dimensions of personality, giftedness, realization of giftedness.

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## **ДАРОВИТИ ОД МУЗИЧКОГ ЗАБАВИШТА ДО ВИШИХ НИВОА ОБРАЗОВАЊА: САМОРЕГУЛАЦИЈА И АФЕКТИВНА СФЕРА ЛИЧНОСТИ**

Саморегулација се показала као битан део академског остварења даровитих. Један од задатака истраживача у области саморегулације и даровитости је да трагају за афективним аспектима личности у вези са обрасцима саморегулације. Узимајући у обзир даровите ученике Музичке школе „Јосиф Маринковић” из Вршца, гледа се њихов пут од Музичког забавишта до средње школе или факултетског образовања. У том периоду можемо сагледати које су афективне карактеристике личности биле најпостојаније, који су се обрасци саморегулације утврдили и у каквој су вези афективне карактеристике личности и обрасци саморегулације. Један од најважнијих циљева истраживања је да налази помогну практичарима који раде са даровитима у музичким школама, тако што би дали путоказе за бележење и праћење, заједно, афективних димензија личности и образаца саморегулације код даровитих ученика. Поред тога, истраживање би могло дати и смернице за саветовање и интервенције на основу показаног односа саморегулације и афективних димензија личности.

**Кључне речи:** саморегулација, даровитост, афективне димензије, музичка школа, развој.

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## **GIFTED STUDENTS FROM MUSIC KINDERGARTEN TO HIGHER EDUCATION: SELF-REGULATION AND AFFECT DIMENSIONS**

Self-regulation is an important part of fulfillment of academic potential in gifted students. One of the tasks that researchers have in areas of self-regulation and giftedness is to look for relationships between affect dimensions and self-regulation patterns. We want to look at the path of gifted students from Music school “Josif Marinkovic”, from Vršac, Serbia, from their music kindergarten days to higher education. We can search for affect dimensions and self-regulation patterns which were most permanent during that period, as well as for relationships between the affect dimensions and the self-regulation patterns. An important goal of this research is to help school workers with gifted students in music schools by giving them ways to find and track affect dimensions and self-regulation patterns together. In addition,

this research could give pathways for counselling and interventions, based on the relationship found between self-regulation and affect dimensions.

**Key words:** self-regulation, giftedness, affect dimensions, music school, development.

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## **MULTIKULTURALNOST, INTERKULTURALNOST I TRANSKULTURALNOST: FORMATIVNI KONCEPTI JEZIKA EVROPSKIH INTEGRACIJA SA ASPEKTA AFEKTIVNOSTI DAROVITIH**

U svakom evropskom građanskom društvu ili *comunita del popolo* ili *burgerlichegesellschaft* tokom istorije, interesi, vrednosti i težnje njihovih ljudi su se u izvesnoj meri spajali, što sugeriše da je cilj građanske integracije racionalniji od separatističke ideologije: u principu, posebnosti ne isključuju multi i interkulturalnost, transkulturalnost ili višestruki identitet; to znači da osoba može istovremeno da prihvati vrednosti svoje kulture i drugih kultura; multikulturalnost ima logičku motivaciju i moralnu osnovu sve dok je njena svrha razmena vrednosti među kulturama; transkulturalnost i interkulturalnost dovode do spajanja različitih pogleda na svet i mogu se koristiti za unapređenje ciljeva multikulturalne pedagogije; značaj za podršku darovitosti; koncepti transkulturalnosti i interkulturalnosti se tiču višejezične komunikacije, kao i ličnih, građanskih, regionalnih i višestrukih identiteta; ne samo da su različiti kulturni koreni kompatibilni sa suživotom, oni mogu da povezuju različite segmente društva; koncepti transkulturalnosti i interkulturalnosti mogu doprineti tačnom tumačenju višestrukog identiteta; višestruki identitet pretpostavlja da se svi kulturni, jezički i verski koreni smatraju jednakim i da se može stvoriti drugačiji identitet kako se ove kulturne karakteristike transplantiraju u novi urbani, regionalni ili društveni kontekst; dihotomija lokalno (nacionalno)-univerzalna više nije relevantna kada usvojimo transkulturalne vrednosti i ideale.

**Ključne reči:** multikulturalnost, interkulturalnost, transkulturalnost, formativni koncepti jezika, afektivnost darovitih.

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## **MULTICULTURALITY, INTERCULTURALITY AND TRANSCULTURALITY: FORMATIVE CONCEPTS OF THE LANGUAGE OF EUROPEAN INTEGRATION FROM ASPECT OF THE AFFECTIVITY OF THE GIFTED**

In every European civil society or *comunità del popolo* or *bürgerlichegesellschaft* throughout history, the interests, values and aspirations of their people have merged to some extent, suggesting the goal of civic integration is more rational than separatist ideology: in principle, particularities do not exclude multi and interculturality, transculturality or multiple identity; this means that a person can embrace the values of their own culture and of other cultures simultaneously; multiculturalism has a logical motivation and a moral basis as long as its purpose is the exchange of values between cultures; transculturality and interculturality lead to the fusion of different world views and can be used to further the aims of multicultural pedagogy; importance to support giftedness; the concepts of transculturality and interculturality are concerned with plurilingual communication as well as personal, civic, regional and multiple identities; not only are diverse cultural roots compatible with coexistence, they can bind together different segments of society; the concepts of transculturality and interculturality can contribute to an accurate interpretation of multiple identity; multiple identity assumes that all cultural, linguistic and religious roots are regarded as equal and that a different identity can be created as these cultural characteristics are transplanted into a new urban, regional or social context; the local(national)-universal dichotomy is no longer relevant once we adopt transcultural values and ideals.

**Key words:** multiculturalism, interculturality, transculturalism, formative concepts of language, affectivity of the gifted.

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## **LOGOPEDAGOGIKA KOT ODGOVOR NA NEZADOVOLJSTVO MLADIH Z ŽIVLJENJEM**

Vse pogosteje se dogaja, da so učenci brez življenjske energije ali motivacije. To je izrazito tako pri vsakodnevnem življenju in opraviilih, kot pri šolskem in učnem delu. Zelo dolgo je veljajo prepričanje, da so nadarjeni učenci tisti, ki pokažejo

največ pri pouku, najraje sodelujejo in so najbolj aktivni in zagnani. Pedagoški delavci pa se srečujejo z dejstvom, da da je takih učencev iz leta v leto manj. Najprej je potrebno poudariti, da je takšno prepričanje zmotno, nato pa dodati, da je upad na šolskem in osebnostnem področju opazen pri celotni populaciji otrok. Zaskrbljujoči podatki raziskave NIJZ kažejo, da se je med leti 2008 in 2015 med mladimi (0–19 let) dvignilo število uporabe antidepressivov za 43,4% in psihostimulansov za 87,2% in ta številka še narašča. V okviru projekta Holistični izobraževalni proces in krepitev duševnega zdravja, številka L5-1844, ki ga financirata Javna agencija za raziskovalno dejavnost Republike Slovenije (ARRS) in Mednarodni inštitut za psihoterapijo in uporabno psihologijo v sodelovanju z Alma Mater Europaea – ECM, smo izvedli raziskavo med mladostniki, povezano z zadovoljstvom in smislom v življenju (Test Purpose in life, Crumbaugh & Maholick), ki temelji na eksistencialni analizi in logoterapiji Viktorja Frankla. Pri tretjini mladostnikov smo ugotovili prisotnost eksistencialnega vakuuma (31,3%), 41,4% je v kategoriji eksistencialne frustracije, le 27,6% pa v območju zadovoljstva z življenjem. Podatki odražajo realno stanje mladih in kažejo, da je več kot dve tretjini vprašanih nezadovoljnih (vsaj na določenih področjih) s svojim življenjem. UNESCO navaja, da je temeljno načelo vzgoje prispevati k vsesplošnemu razvoju vsakega posameznika, duha in telesa, inteligence, občutljivosti, estetskega čuta, osebne odgovornosti in duhovnih vrednot. Vzgoja celotne osebe pomeni upoštevati in vzgajati tudi duhovno dimenzijo otroka. V logopedagogiki pri vzgoji mladega človeka upoštevamo, vse tri dimenzije, ki so v medsebojnem ravnotežju. To pomeni sprejeti in resno jemati vsako osebo kot mislečo in čustveno bitje ter vzajemni, interaktiven in spoštljiv odnos med osebo učitelja in osebo otroka. Logopedagoški proces je zasnovan tako, da razvija lastnosti, kot so: sposobnost biti svoboden in odgovoren, odkrivati in upoštevati vrednote, dobro presoјati, videti smisel lastnega obstoja, meta učenje in socialne veščine. Po teoriji mnogoterih inteligenc Ramos-Ford in Gardner trdita, da so nadarjeni in talentirani učenci bolj občutljivi za globlja vprašanja, zlasti o smislu življenja, našem obstoju, zakaj živimo ali umremo itd. Gardner je to imenoval eksistencialno namesto duhovne inteligence, kar je težko izmeriti. Ferbežer navaja, da duhovno občutljivost opisuje več otrok, nekateri že zelo majhni, z globokim vpogledom in nekaj resnimi vprašanji o življenju, vesolju, Bogu, trpljenju, empatiji itd. Zelo pomembno je, da se učitelji tega zavedajo in živijo in učijo skozi eksistencialna vprašanja in pojme, da bodo zgled učencem in vsem, da si skozi učni proces prizadevajo za samoaktualizacijo in samopreseganje. Če pomislimo na tradicionalni izobraževalni proces vidimo, da lahko vodi v nezadovoljstvo (apatija, demotivacija itd.) z življenjem. Rešitev vidimo v spremembi vzgojno-izobraževalnega pristopa.

**Ključne besede:** logopedagogika, edukacija nadarjenih, holistični pristop, nezadovoljstvo z življenjem, duhovna dimenzija človeka.



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## **LOGOPEDAGOGY AS A RESPONSE TO YOUNG PEOPLE'S DISSATISFACTION WITH LIFE**

It is increasingly common for students to be without life energy or motivation. This is especially evident in everyday life and tasks, as well as in school and teaching work. For a very long time, there has been a belief that talented students are the ones who show the most in class, prefer to participate and are the most active and driven. However, pedagogical workers are faced with the fact that there are fewer such students from year to year. Such a belief is erroneous, and that the decline in school and personality is noticeable in the entire population of children. Concerning data from the NIJZ survey show that between 2008-15, the number of antidepressants among young people (0–19 years) increased by 43.4% and the number of psychostimulants by 87.2% and is still growing. Within the project Holistic Educational Process and Mental Health Strengthening, number L5-1844, funded by the Slovenian Research Agency (ARRS) and the International Institute of Psychotherapy and Applied Psychology in cooperation with Alma Mater Europaea – ECM, we conducted a survey among adolescents related to satisfaction and meaning in life (Purpose in life test, by Crumbaugh & Maholick) and based on existential analysis and logotherapy by Viktor Frankl. In one third of adolescents, we found the presence of an existential vacuum (31.3%), many adolescents (41.4%) are in the category of existential frustration, and only 27.6% in the area of life satisfaction. The data reflect the real situation among young people and show that more than two thirds of respondents are dissatisfied (at least with certain areas) with their lives. UNESCO states that the fundamental principle of education is to contribute to the overall development of each individual, mind and body, intelligence, sensitivity, aesthetic sense, personal responsibility and spiritual values. Educating the whole person also means taking into account and educating the spiritual dimension of the child. In logopedagogy, in the education of a young person, we take into account all three dimensions that are in balance with each other. That means to accept and take seriously each person as a thinking and feeling being and the mutual, interactive, and respectful relationship between the person of the teacher and the person of the child. Logopedagogical process is set to develop characteristics as: the ability to be free and responsible, to discover and respect values, to make good judgments, to see the meaning of one's own existence, meta learning, and social skills. According to multiple intelligences theory, Ramos-Ford and Gardner state that gifted and talented students are more sensitive for deeper questions, especially about the meaning of life, our existence, why do we live or die etc. Gardner named that existential instead of spiritual intelligence, which is hard to measure. Ferbežer names that spiritual sensitivity describes multiple children, some of them very young, with deep insight and some serious questions about life, universe, God, suffer, empathy etc. It is very

important for teachers to be aware of that and live and teach through existential questions and terms to be an example for students and for all of them to strive, thru the learning process, for self-actualization and self-transcendence. If we think about the traditional educational process, we see that it can lead to dissatisfaction (apathy, demotivation, etc.) with life. We see the solution in changing the educational approach.

**Key words:** logopedagogy, gifted education, holistic approach, dissatisfaction with life, spiritual dimension.

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### САМОЋА И СТВАРАЊЕ

Рад се бави истраживањем интеракције између феномена самоће и стварања. Полазиште за испитивање овог односа чини идеја о сложености природе човека и његовој онтолошкој потреби да пуноћу свог постојања остварује кроз заједништво са људима, једнако, као и кроз стање повременог менталног иступања из „одвише људског света”. У том контексту самоћа се сагледава као слободан избор појединца да у привременој одвојености од људи ствара могућност за постизање две врсте благодати. Једне, која се очитује кроз процес личног сазревања које настаје као плод дубље загледаности у себе и сусрета са својим аутентичним сопством; и друге, која се испољава кроз духовну потребу појединца да свет сагледа у разборитој тишини и да се препусти протоку стваралачких енергија и надахнућа. У раду се прави дистинкција између самавања као стања добровољне креативне изолације и осећања усамљености које прати недостатак блискости, доживљај емотивне празнине, отуђености, одбачености и тескобе. Циљ рада састоји се у афирмацији „филозофије самоће” као избора привилегованог унутрашњег простора за рефлексiju у којој се човек може приближити истини о себи и свету.

**Кључне речи:** самоћа, усамљеност, стварање, слобода, тишина.

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### SOLITUD AND CREATION

The topic of this paper is the research of interaction between the phenomenon of solitude and the process of creation. The initial point of the research of the above mentioned interaction is the idea of complexity of human nature and human ontological need to fulfill the purpose of one's existence either as a part of a

collective or in occasional mental seclusion from "too human a world". Solitude, in turn is a free choice of an individual who, in temporary isolation opens a possibility to gain two types of benefits. One of the benefits is perceived as the process of reaching personal maturity as the result of deep inward reflection and meeting with one's authentic self. The other benefit is manifested as the spiritual need of a person to comprehend the world in silence of pondering and to be able to surrender to the flow of the energy of creation and inspiration. This paper makes distinction between solitude as a voluntary creative isolation and loneliness which is accompanied by the sense of lack of closeness, feeling of emotional void, alienation, abandonment and anxiety. The aim of this paper is to affirm the "philosophy of solitude" as a choice of exclusive inner space for reflection where a person can approach the truth of oneself and the world.

**Key words:** solitude, loneliness, creation, freedom, silence.

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## **УЧИЛИШНАТА ИНКЛУЗИЈА НА НАДАРЕНИТЕ ДЕЦА**

Образовнието е клучен фактор кој придонесува за зголемување на потенцијалот за развој на успешни и корисни членови во општеството. За да прераснат во самоуверени, корисни и успешни членови во општеството потребно им е квалитетно образование, што во најширока смисла на зборот подразбира – достапност за сите. Со години наназад вклучувањето на децата со посебни потреби во образовниот систем било тотално запоставено, односно овој тип на деца биле дискриминирани, дури и омаловажувани. За потребите на надарените и талентирани деца скоро и да не се размислувало. Инклузивното образование подразбира вклучување и прифаќање на сите деца без оглед на нивните посебности. Во овој труд се обидовме да ја акцентираме потребата од реална инклузија на надарените деца во редовниот образовен систем. Исто така, дискутирани се и проблеми поврзани со семејството и воспитно – образовниот систем како главни фактори во процесот на поддршка и развој на надареноста. Инклузијата ни е потребна на сите бидејќи некогаш даваме, а некогаш примаме поддршка. Токму тоа не прави луѓе.

**Клучни зборови:** инклузија, училиште, надарени деца.

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## **SCHOOL INCLUSION OF GIFTED CHILDREN**

Education is a key factor that contributes to increasing the potential for development of successful and useful members in society. To grow into confident, useful and successful members of society they need quality education, which in the broadest sense of the word means - accessibility for all. For years, the inclusion of children with special needs in the education system was totally neglected, ie this type of children were discriminated, even belittled. The needs of gifted and talented children were hardly considered. Inclusive education means the inclusion and acceptance of all children regardless of their special needs. In this paper we have tried to emphasize the need for real inclusion of gifted children in the regular education system. Problems related to the family and the educational system are also discussed as major factors in the process of support and development of talent. We all need inclusion because sometimes we give and sometimes we receive support. That's what makes us human.

**Key words:** inclusion, school, gifted children.

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## **UČITELJ KAO PREDIKTOR RAZVOJA AFEKTIVNIH ČIMBENIKA KOD DAROVITIH UČENIKA**

Na proces učenja utječu različiti čimbenici, a koje možemo podijeliti u dvije veće skupine: kognitivne i afektivne. Kognitivni čimbenici odnose se na intelektualne sposobnosti, a afektivni čimbenici odnose se na emocionalne osobine svakog pojedinca. Pedagogija koja u fokusu svojega interesa ima upravo područje afektivnosti nazivamo emocionalnom pedagogijom koja, između ostaloga, govori i o povezanosti procesa učenja i poučavanja i emocionalnim sposobnostima pojedinca na uspješnost u školskom uspjehu. Još i danas je u našoj školskoj praksi više zastupljen kognitivni pristup poučavanja, a nedovoljno se vremena posvećuje afektivnom pristupu u radu učitelja s učenicima. Današnja suvremena škola više se okreće prema učeniku i njegovim potrebama, što traži i učestaliju primjenu individualnog pristupa u radu. Učitelji u današnjim razredima nailaze na mnogobrojne raznolikosti i zahtjeve u svom radu, od provedbe inkluzivnih postupaka djece s različitim razvojnim teškoćama, do populacije djece s boljim kognitivnim mogućnostima, tj. darovitim učenicima. Kurikulum današnje

suvremene škole trebao bi prihvatiti potrebe svakoga učenika, što znači da bi polazište u radu učitelja trebalo biti uvažavanje različitosti svakog pojedinca, a to podrazumijeva i različitost u pristupu prema svakom učeniku. Uspješnost suvremene škole trebala bi se očitavati upravo kroz provedbu individualiziranih postupaka prema svakom učeniku. Pojedini autori govore o općim osobinama ličnosti darovite djece: „pozitivna slika o sebi, samopoštovanje, samopouzdanje, postavljanje visokih ciljeva, odsutnost straha od kritike, osjećaj vlastite vrijednosti i postavljanje visokih standarda vlastitog rada” (Čudina-Obradović, 1990: 34; prema Cvetković Lay, Sekulić Majurec, 2008). Učitelj kao glavni realizator nastavnog procesa u školi ima važnu ulogu u razvoju afektivnih čimbenika kod svih učenika, pa tako i kod darovite djece. Današnji pristup u provedbi učenja i poučavanja trebao bi više jačati razvoj emocionalne sposobnosti svakog pojedinca, jer one su jedan od čimbenika kako teškoća u učenju, tako i školskog uspjeha. Postoji li razvijena svjesnost kod učitelja o razvoju afektivnih čimbenika u radu s djecom, s naglaskom na darovite učenike? Postoji li prisutnost afektivnih čimbenika u razredu gdje se nalaze daroviti učenici? Škola u svojem djelovanju trebala bi podjednako imati zastupljenost i kognitivnog i afektivnog područja rada. Škola bi više vremena trebala odvajati za rad s darovitim učenicima. Ova populacija djece traži sustavan i kontinuiran rad i veću posvećenost svih školskih djelatnika.

**Ključne riječi:** učitelj, daroviti učenici, afektivni čimbenici.

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### **TEACHER AS A PREDICTOR OF THE DEVELOPMENT OF AFFECTIVE FACTORS IN GIFTED STUDENTS**

The learning process is influenced by various factors, which can be divided into two major groups: cognitive and affective. Cognitive factors relate to intellectual abilities, and affective factors relate to the emotional characteristics of each individual. Pedagogy that focuses on the area of affectivity is called emotional pedagogy, which, among other things, talks about the connection between the learning and teaching process and the emotional abilities of the individual to succeed in school. Even today, the cognitive approach to teaching is more prevalent in our school practice, and insufficient time is devoted to the affective approach in the work of teachers with students. Today's modern school is more focused on the student and his needs, which requires frequent application of an individual approach to work. In today's classrooms teachers are met with many diversities and demands, from the implementation of inclusive practices of children with various developmental disabilities, to the population of children with better cognitive abilities, ie gifted students. The curriculum of today's modern school should accept the needs of each student, which means that the starting point in the work of teachers should be respect for the diversity of each individual, and this includes differences in approach to each student. The success of a modern school should be interpreted through the implementation of individualized procedures for each student. Some

authors talk about the general personality traits of gifted children: "positive self-image, self-esteem, self-confidence, setting high goals, absence of fear of criticism, sense of self-worth and setting high standards of one's own work" (Čudina-Obradović, 1990: 34; according to Cvetković Lay, Sekulić Majurec, 2008). The teacher, as the main implementer of the teaching process in the school, has an important role in the development of affective factors in all students, including gifted children. Today's approach to the implementation of learning and teaching should further strengthen the development of emotional capacity of each individual, because they are one of the factors of both learning difficulties and school success. Is there a developed awareness among teachers about the development of affective factors in working with children, with an emphasis on gifted students? Is there a presence of affective factors in the classroom where gifted students are located? In its activities the school should have equal representation of both the cognitive and affective areas of work. The school should spend more time working with gifted students. This population of children demands systematic and continuous work and greater commitment of all members of school staff.

**Key words:** teacher, gifted students, affective factors.

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## **AFEKTIVNI SISTEMI UČENJA, STRANI JEZIK I DAROVITI**

Afektivni sistemi učenja (The Affective Tutoring System) je relativno nova informatička oblast u sferi veštačke inteligencije koja se bavi sposobnošću računara i perifernih uređaja da prepoznaju ljudske emocije i adekvatno odgovore na njih. U radu će biti prikazane tendencije u dizajnu i razvoju ATS sistema za e-učenje koji otkrivaju i reaguju na emocionalna stanja učenika. Dostupna istraživanja, studije i evaluacije (Thompson, & McGill, 2016; Hung Wu et al., 2022; Kannan, & Munday, 2018; Markov, & Ganchev, 2021) ovakvih sistema ukazuju na značajan napredak u ovoj oblasti. Upotreba velikog broja kamera, uređaja koji mere provodljivost kože, promene pulsa i druge afektivne reakcije ljudskog organizma, impulsi su na koje je računar sa veštačkom inteligencijom u stanju da odgovori u eksperimentalnim uslovima. Dobijeni rezultati deluju optimistično, ali obrazovanje pojedinaca ili grupe u ovakvim uslovima za sada može biti samo deo eksperimenta, ne i realna obrazovna situacija. Studije istovremeno ukazuju na činjenicu da je nivo razvoja softvera koji prepoznavamo kao veštačka inteligencija već sada na nivou koji je u stanju da ispuni zahteve ATS-a, a fokus u razvoju ovakvih sistema se stavlja na tzv. *nosive tehnologije (Wearables)* koje bi omogućile primenu afektivnih sistema za e-učenje u realnim uslovima. U već navedenim izvorima (Hung Wu et al., 2022; Kannan, & Munday, 2018) ističe se brzi rast otvorenih obrazovnih resursa (Open Educational Resources – OER) najčešće dostupnih na engleskom jeziku i potrebu da

se njegovim poznavanjem (kao drugog jezika) lakše dopre do osnovnih, ali i najnovijih saznanja u svim oblastima nauke, a posebno tehnike. Istovremeno, konstatuje se i da primena IKT-a, umreženog učenja i veštačke inteligencije pozitivno utiče u procesu prevazilaženja teškoća i negativnih emocija prema učenju drugog jezika sa kojima se odrasli učenici vrlo često suočavaju. U odnosu na učenje korišćenjem Google Translate servisa, *Duolingo* – onlajn platforme za učenje jezika u oblaku, sistema za bogaćenje vokabulara (*vocabulary development systems*) kao što je *TextGenome.org* i sličnih, primena ATS i AMLTS (Affective Mobile Language Tutoring System) u sprovedenim istraživanjima ukazuje na značajan pomak i povećan učinak učenja drugog jezika. Imajući na umu značaj motivacije za uspeh u učenju, kao i sklonost visoko intrinzično motivisanih darovitih pojedinaca ka samostalnom učenju, navedene aplikacije deluju kao pogodan alat za podršku učenju stranog jezika, dok u isto vreme otvaraju mogućnosti za istraživanje veze između afektivnih dimenzija ličnosti i razvoja darovitosti. U radu nalazimo kao adekvatno i prikladno da se afektivni sistemi e-učenja koriste u obrazovanju darovitih. Ovakav stav dokumentuje sledeća tvrdnja: „Individualizacijom, personalizacijom, diferencijacijom, problemskom nastavom, različitim dodatnim aktivnostima i primenom odgovarajućih nastavnih metoda i postupaka, mogu se na adekvatan način zadovoljiti potrebe, mogućnosti i interesovanja darovitih učenika” (Gojkov i Stojanović, 2014). Navedene tehnologije (ATS, AMLTS i sl.) čine se kao dobar odgovor i način da se odgovori na „osobenosti darovitih i lakše zadovoljenje motiva uspešnosti” (Ibid.).

**Ključne reči:** daroviti, drugi jezik, ATS, AMLTS, veštačka inteligencija.

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## **THE AFFECTIVE TUTORING SYSTEMS, FOREIGN LANGUAGE AND THE GIFTED**

The Affective Tutoring System is relatively new IT field in the sphere of AI dealing with the ability of computers and periphery devices to recognize human emotions and provide suitable responses to them. The paper will outline the tendencies in the design of ATS for e learning, revealing and reacting to emotional states of learners. Available research, studies and evaluations of these systems (Thompson, & McGill, 2016; Hung Wu et al., 2022; Kannan, & Munday, 2018; Markov, & Ganchev, 2021) have implied significant progress in the field. Use of a large number of cameras, devices measuring skin conductivity, heart rate and other affective reactions of a human organism are all the impulses to which a computer with artificial intelligence can give response in experimental conditions. The current findings seem optimistic, but education of an individual or a group in such conditions can only be a part of experiment, not a real educational situation. At the same time studies point to the fact that the level of software development recognized as artificial intelligence is at the moment at such a level that it can address the demands of ATS, and the focus in

the development of these systems is on the so called wearables, enabling the application of affective systems for e-learning in real conditions. In the sources that have already been mentioned (Hung Wu et al., 2022; Kannan, & Munday, 2018) fast growth of Open Educational Resources is pointed out, often available in the English language. Thus, the importance of mastering knowledge of the English as a second language is obvious, since we need it to reach and understand not only fundamental but also the latest insights in all fields of science, especially technical sciences. At the same time, it seems that the application of ICT, networked learning and AI has positive influence on the process of overcoming difficulties and negative emotions towards foreign language acquisition adult learners are often faced with. As compared to learning using the Google Translate Service, *Duolingo* – the online platform for learning a language in a cloud, vocabulary development systems such as *TextGenome.org* and similar ones, the application of ATS and AMLTS (*Affective Mobile Language Tutoring System*) in the conducted research implies a significant progress and increased success in foreign, i.e. second language learning. Having in mind the importance of motivation for learning success, as well as inclination of highly intrinsically motivated gifted individuals to learn independently, the mentioned platforms seem as suitable tools for foreign language learning, opening up possibilities for research on the relations between affective personality dimensions and giftedness development. Such a standpoint could be supported by the following claim: "Individualization, personalization, differentiation, problem teaching, different additional activities and application of suitable teaching methods and procedures can in adequate way address the needs, possibilities and interests of gifted students" (Gojkov and Stojanović, 2014). In other words, the technologies in question (ATS, AMLTS etc.) seem to be a good response and appropriate way to satisfy the "characteristic features of the gifted and their successfulness motive" (Ibid.).

**Key words:** the gifted, foreign language, ATS, AMLTS, AI.

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## UČENJE I EMOCIJE: METODIČKI POSTUPCI KOJI PODSTIČU POZITIVNE EMOCIJE KOD DAROVITE DECE

Sada je već uveliko poznato da emocije imaju veliki uticaj na kognitivne procese, uključujući pažnju, učenje i pamćenje, rasuđivanje i rešavanje problema. Dakle, jedan od faktora koji utiče na unutrašnju motivaciju, koji je neophodan element za uspešno učenje, jesu emocije. Naročito kada govorimo o darovitim učenicima koji su već osetljiva kategorija i deca koja imaju posebne potrebe, pa samim tim i



emocionalne. Darovita deca se često suočavaju sa posebnim emocionalnim izazovima, jer očekivanja od takvog deteta su često kontradiktorna, u smislu da će imati ili loše socijalne odnose ili da su rođeni lideri. Još veći problem je što od darovitog deteta nastavnici i roditelji očekuju previše i na taj način vrše preveliki pritisak, očekujući da dete bude podjednako uspešno u svim oblastima, iako je ono, možda, talentovano samo za jednu specifičnu oblast. Mnogo je faktora u obrazovnom procesu koji mogu da utiču na emocije kod dece, kao što je stil nastavnika, socijalno okruženje, metodički postupci i dr. U ovom radu akcenat će biti na metodičkim postupcima koji bi mogli obezbediti izostanak dosade, apatije, stresa i osećaj neuspeha kod darovite dece i na taj način pomoći da dete iskoristi sav svoj potencijal.

**Ključne reči:** emocije, učenje, darovito dete, metodički postupci.

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### **LEARNING AND EMOTIONS: TEACHING ACTIVITIES WHICH ENCOURAGE POSITIVE EMOTIONS IN GIFTED CHILDREN**

It is now widely known that emotions have a major impact on cognitive processes, including attention, learning, memory, reasoning, and problem solving. Therefore, emotions are one of the factors that affect intrinsic motivation, which is a necessary element for successful learning. They are especially important when we talk about gifted children who are already a sensitive category and children who have special needs, and therefore also have special emotional needs. Gifted children often face special emotional challenges, because expectations from such children are often contradictory, in the sense that they will either have bad social relationships or that they are born leaders. An even bigger problem is that teachers and parents expect too much from gifted children and thus put too much pressure on them, expecting the children to be equally successful in all areas, even though a particular child may be talented in only one specific area. There are many factors in the educational process that can affect children's emotions, such as the teacher's style, the social environment, methodic procedures, etc. In this paper, the emphasis will be on methodic procedures that could ensure the absence of boredom, apathy, stress and feelings of failure in gifted children and thus help the child use his/her full potential.

**Key words:** emotions, learning, the gifted child, methodic procedures.

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## **USAMLJENOST I NAVIKE KORIŠĆENJA MOBILNIH TELEFONA KOD STUDENATA**

Neka od određenja usamljenosti ističu da je ono neprijatno emocionalno i motivaciono stanje; zatim kao nesklad između željenog i ostvarenog nivoa socijalnih kontakata. Cilj ovog istraživanja je ispitati da li postoji i kakva je povezanost uzrasta i usamljenosti, uzrasta i navika korišćenja mobilnih telefona, kao i doprinos navika pri korišćenju mobilnih telefona u predviđanju usamljenosti na prigodnom uzorku studenata. U istraživanju je učestvovao 131 student niškog Univerziteta, uzrasta od 19 do 34 godine. Od instrumenata je korišćena kratka forma UCLA skale usamljenosti i pitanja koja proveravaju navike korišćenja mobilnih telefona. Rezultati pokazuju da: 1) ne postoji korelacija uzrasta i usamljenosti; 2) ne postoje korelacije uzrasta i navika korišćenja mobilnih telefona. Najusamljeniji su oni koji, dok spavaju, drže uključen mobilni telefon, oni koji koriste mobilni telefon sve dok ne zaspu i oni koji, čim se probude koriste mobilni telefon duže od 30 minuta. Ove navike skromno doprinose predviđanju usamljenosti, a kao značajni prediktori izdvajaju se isključenost/uključenost mobilnog telefona za vreme spavanja i navika korišćenja mobilnog telefona pred spavanje.

**Ključne reči:** usamljenost, mobilni telefoni, studenti.

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## **LONELINESS AND HABITS OF USING MOBILE PHONES WITH STUDENTS**

Some definitions of loneliness point out that it is an unpleasant emotional and motivational state, as well as a discrepancy between the desired and the achieved level of social contacts. The aim of this research is to examine whether there is a correlation, and to what extent, between age and loneliness, age and habits of using mobile phones, as well as the contribution of habits in using mobile phones in predicting loneliness on a suitable sample of students. 131 students from the University of Niš, aged 19 to 34, participated in the research. Among the instruments a short form of the UCLA Loneliness Scale and questions that check

mobile phone usage habits is used. The results show that: 1) there is no correlation between age and loneliness; 2) there are no correlations between age and the habit of using mobile phones. The loneliest are those who keep their mobile phone on while they sleep, those who use a mobile phone until they fall asleep and those who use a mobile phone for more than 30 minutes as soon as they wake up. These habits, to some extent, contribute to the prediction of loneliness, but significant predictors include turning the mobile phone off/on during sleep and the habit of using the mobile phone before bedtime.  
at bedtime.

**Key words:** loneliness, mobile phones, students.

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## **EMOCIONALNE KOMPETENCIJE DAROVITIH SREDNOŠKOLSKIH UČENIKA KAO FAKTOR EMPATIČNOSTI**

Emocionalna inteligencija i emocionalne kompetencije nova su paradigma u svim domenima, posebno u oblasti obrazovanja, koja nastoji revidirati određena ustaljena tradicionalna shvatanja odnosa razuma i emocija. Pitanje ispitivanja emocionalnih kompetencija u oblasti obrazovanja je od posebnog značaja, jer su emocionalne kompetencije, pored kognicije, prediktor uspeha, a posebno su usko povezane sa stepenom empatije. Pošli smo od ideje da je poznavanje emocionalnih kompetencija darovitih srednjoškolaca korisno u kreiranju i implementaciji programa za razvoj emocionalnih kompetencija za poboljšanje njihovog emocionalnog života. Sa ciljem prikupljanja istraživačkih podataka koristili smo Upitnik za određivanje emocionalnih kompetencija UEK-45 poznatog autora Taksića, koji se odnosi na ispitivanje sposobnosti opažanja i razumijevanja emocija, izražavanja i imenovanja emocija i sposobnosti upravljanja emocijama. Istraživanje je realizovano u tri srednje škole u Bitolju, Severna Makedonija, sa ukupno 120 učenika. Oni su direktno povezani sa nivoom empatije darovitih srednjoškolaca koji su usko povezani sa socioemocionalnom komunikacijom sa vršnjacima i nastavnicima. Početni rezultati ukazuju da treba pristupiti realizaciji obrazovnih programa za razvoj i emocionalnu inteligenciju, što bi bilo sa praktičnog aspekta očuvanja mentalnog zdravlja mladih.

**Ključne reči:** emocionalne inteligencije, emocionalne kompetencije, empatija, darovitih.

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### **EMOTIONAL COMPETENCE OF GIFTED HIGH SCHOOL STUDENTS AS A FACTOR OF EMPATHY**

Emotional intelligence and emotional competence are a new paradigm in all domains, especially in the field of education, which seeks to revise certain established traditional understandings of the human mind and its emotions. The issue in examining emotional competencies in the field of education is of special importance, because emotional competencies, in addition to cognition, are a predictor of success, and are especially closely related to a high degree of empathy. We started from the idea that understanding emotional competencies is a gift among high school students useful in creating and implementing programs for the development of emotional competencies for improving their emotional lives. In order to collect research data, we used a questionnaire to determine the emotional competencies of UEK-45 created by the well-known author Takšić, which refers to examining the ability to perceive and understand emotions, express and name emotions and possess emotion management skills. The research was conducted in three high schools in Bitola, North Macedonia, with a total of 120 students. They are directly related to the level of empathy of the gifted high school students who are closely related to socio-emotional communication with peers and teachers. The initial results indicate that the need of educational programs for development of emotional intelligence, which would be a pragmatic aspect in preserving the mental health of young people.

**Key words:** emotional intelligence, emotional competence, empathy, gifted.

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## **KORELACIJA IZMEĐU AFEKTIVNIH OSOBINA LIČNOSTI, STRAHA OD KOMUNIKACIJE I USPEHA DAROVITIH U UČENJU STRANOG JEZIKA**

Afektivna dimenzija učenja još uvek je podređena kognitivnim i metakognitivnim aspektima usvajanja i poučavanja stranog jezika. U novije vreme istraživači sve više pažnje posvećuju afektivnim aspektima, pa tako moramo imati u vidu i probleme koji se javljaju kada afektivna dimenzija ličnosti biva zapostavljena u procesu učenja i poučavanja stranog jezika. Problemi u učenju najčešće se javljaju kao posledica prisustva negativnih emocija kao što su anksioznost, straha od pravljenja greške, pritiska da se položi ispit itd. Sve to zajedno utiče na činjenicu da je kod studenata potencijal za učenje stranog jezika znatno smanjen, a u većini slučajeva i potpuno narušen. Podsticanje različitih pozitivnih emocionalnih faktora može u velikoj meri olakšati i unaprediti učenje i upravo ovo istraživanje ima za cilj da istakne značaj korelacije između afektivnih osobina ličnosti i straha od komunikacije na stranom jeziku kao jednim od preduslova za uspešno samostalno učenje na univerzitetskom nivou.

Istraživanje je eksplorativnog karaktera i kvantitativnog pristupa. Uzorak je prigodni, a odnosi se na 200 studenta novosadskog i beogradskog univerziteta (od kojih je 16% akademski darovitih – prosek iznad 9,00) pomoću tri upitnika: Velikih 5 plus 2 (Čolović et al., 2014); Strah od komunikacije (PRCA-24) (McCroskey, 2005) i Test znanja stranog jezika (40 zadataka) uključuje sve četiri jezičke veštine. Cilj istraživanja je bio utvrditi uticaj afektivnih osobina ličnosti i straha od komunikacije na postignut uspeh u učenju stranog jezika i njihova moderacija sa polom. Predmet istraživanja su afektivne osobine ličnosti prema modelu Velikih pet plus dva (Čolović et al., 2014) i strah od komunikacije kao determinante postignutog uspeha u stranom jeziku. Problem istraživanja se odnosi na to koliko je uspeh u stranom jeziku uslovljen određenim afektivnim osobinama ličnosti primenom modela Velikih pet plus dva, i strahom od komunikacije na osnovu statistički kontrolisanih varijabli, koje uključuju postignut uspeh u stranom jeziku. Rezultati istraživanja pokazali su dasu *anksioznost* i *negativni afekat* kao elementi dimenzije *Neuroticizam*, i *negativna slika o sebi* kao element *Negativne valence* u pozitivnoj korelaciji sa strahom od komunikacije i utiču na uspeh u učenju. Kod muškog pola

je utvrđena neznatno viša negativna korelacija između straha od komunikacije i društvenosti kao elementa *Ekstraverzije*.

**Ključne reči:** Velikih pet plus dva; strah od komunikacije; uspeh u učenju stranog jezika.

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### **CORRELATION BETWEEN AFFECTIVE PERSONALITY TRAITS, COMMUNICATION APPREHENSION, AND ACHIEVEMENT IN FOREIGN LANGUAGE LEARNING OF GIFTED STUDENTS**

The affective dimension of learning is still subordinated to the cognitive and meta-cognitive aspects of foreign language acquisition and teaching. In recent times, researchers are paying more and more attention to affective aspects, so we should keep in mind the problems that arise when the affective dimension of personality is neglected in the process of learning and teaching a foreign language. Learning problems most often occur as a result of the presence of negative emotions such as anxiety, fear of making a mistake, pressure to pass an exam, etc. All this together affects the fact that the potential for students to learn a foreign language is significantly reduced, and in most cases, completely impaired. Encouraging various positive emotional factors can greatly facilitate and improve learning, and this research aims to highlight the importance of the correlation between affective personality traits and communication apprehension in a foreign language as one of the prerequisites for successful independent learning at university level. The research is exploratory and employs a quantitative approach. The sampling is convenience and refers to 200 students from the University of Novi Sad and Belgrade (of which 16% are academically gifted - grade average above 9.00) using three questionnaires: Big 5 plus 2 (Čolović et al., 2014); Communication Apprehension (PRCA-24) (McCroskey, 2005) and the Foreign Language Proficiency Test (40 tasks) that include all four language skills. The aim of the research was to determine the influence of affective personality traits and fear of communication on the degree of success achieved in foreign language learning and their moderation with gender. The subject of research is the affective personality traits according to the Big Five Plus Two model (Čolović et al., 2014) and communication apprehension as determinants of success in a foreign language. The research problem refers to the extent to which success in a foreign language is conditioned by certain affective personality traits using the Big Five plus two model and communication apprehension based on statistically controlled variables that include success in a foreign language. The results of the research showed that

anxiety and negative affect as elements of the *Neuroticism* dimension, and negative self-image as an element of *Negative Valence* are positively correlated with communication apprehension and affect learning success. In males, a slightly higher negative correlation was found between fear of communication and sociability as an element of *Extraversion*.

**Key words:** Big five plus two; communication apprehension; success in foreign language learning; gifted students.

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### **„У ИСТИНЫ БЕСТРЕПЕТНОЕ СЕРДЦЕ”? СИНДРОМ САМОЗВАНЦА В ЭПОХУ ПОСТИСТИНЫ: МЕТОДЫ ПРОФИЛАКТИКИ**

Одной из серьезных проблем, затрагивающих одаренных, является так называемый „синдром самозванца” — психологическое состояние, при котором хорошо подготовленный и много знающий человек испытывает дискомфорт от того, насколько „мало” он знает. Содержательно именно эту ситуацию описывает платоновский Сократ в „Меноне”, когда рисует на песке две окружности — одну с большим радиусом, другую — с маленьким. Маленький круг символизирует скромные познания мальчика-раба, обратившегося к философу с вопросом: почему Сократ, тот, кого Дельфийский оракул назвал мудрейшим из людей, считает, что он „ничего не знает”, — тогда как самому мальчику кажется, что даже он знает довольно много. Большой круг, естественно, это знания Сократа. Как известно, в ответ Сократ сравнил не объемы знаний, а длины окружностей, — те „участки” знания, по которым оно приближается к неведомому (ибо за границами окружностей именно неведомое на этом рисунке и располагалось). Попутно философ доказывает вместе с собеседником теорему, согласно которой чем больше радиус, тем длиннее окружность. И значит, больше о своем незнании знает тот, кто имеет больший объем знаний. Этот парадокс имеет не только онтологическую интерпретацию, но и психологические проекции. Одна из них расшифрована еще Парменидом: „У Истины — бестрепетное сердце”. То есть: если ты хочешь знать, как обстоят дела на самом деле, тебе следует отказаться от трепетного переживания того, какую именно роль играешь на просторах познания ты сам; и перестать переживать по поводу того, что полнота бесконечной истины тебе никак не дается в полном объеме (истину знают только боги, удел человека — лишь „правильное мнение”). Для информационной эпохи, критически перегружающей сознание невиданными объемами сведений, подобное критическое отношение к собственным возможностям может стать не только источником негативных переживаний, но и заставить „спамить” любые сведения, вызывающие мало-мальское напряжение. Не случайно еще недавно особенный восторг студенческой

аудитории вызывали слова Гераклита о том, что „многознание уму не научает...”. В настоящее время эта же студенческая аудитория следующего поколения в ответ на приведенную цитату Гераклита судорожно замолкает — снежный ком знаний за два десятка лет достиг таких объемов, что это перестает быть смешным. „Бестрепетность” истины соответственно воспринимается в еще более негативном ключе — как ее чуждость человеку, связанная со слепым нормативизмом и в конечном итоге несущая в себе огромный разрушительный потенциал воздействия на психику. Очевидно, что „простых” призывов перестать „думать о плохом” здесь недостаточно: молодые люди, осваивающие науки по сложным схемам современных образовательных технологий нередко оказываются на грани, за которой им требуются уже не педагогические методики, а профессиональная помощь психолога. Вместе с тем, позитивный пример сверстников, справляющихся со сходными проблемами; перераспределение учебной нагрузки по степени ее релевантности конкретным задачам профессионального и личностного роста; компетентное психологическое сопровождение учебного процесса и некоторая доля „здорового пофигизма” представляют собой тот „тетрафармакон”, без которого именно одаренным справиться с учебными задачами порой становится почти невозможно. Вторая психологическая проекция „сократического незнания” — неуверенность в своих силах, которая может распространяться на внеучебные сферы и даже приводить к прокрастинации. Это значительно более опасное состояние, связанное с „синдромом самозванца”. Более того. Оно способно прикрывать клиническую картину депрессии, смазывая ее симптоматику за счет казалось бы „здорово” критичного отношения к ограниченности своих способностей и (опять же, казалось бы) „нравственно здоровой” скромности, требующей не трубить о своих успехах на всех перекрестках, а, напротив, умять их, втайне ожидая похвалы от „старших” (если они сочтут возможным таковую высказать). Не являясь психологом, не могу комментировать эту ситуацию более детально с психологической точки зрения. Однако, помимо психологического аспекта, здесь имеет смысл вычленить аспект ценностный. Он связан с особенностями современного общества так называемых „развитых стран” и состоит в значительной инфантилизации населения на фоне более раннего, чем в былые эпохи, физиологического развития. Как следствие, возникает диспропорция в развитии владения навыками социальной ответственности — и теми требованиями, которые человек способен предъявлять к себе и окружающим. Проще говоря, детское по сути „эго”, жаждащее одобрения „взрослого”, замещает собой собственно „взрослую” реакцию на несоизмеримость желания „быть лучшим” — и фактической невозможностью „знать, как боги”. И если для кушетки психоаналитики или даже для кабинета психолога такая ситуация является скорее всего предметом специальной проработки на долгое время, то для выправления ценностной ориентации, идущего путем логическим, а не психологическим, времени возможно потребуется меньше. Такое выправление, разумеется, не может состояться лишь „на словах” и сводиться, например, исключительно к чтению философских книг (хотя и он и не



помешают). Напротив, оно предполагает активное выключение из учебной деятельности по строго определенному графику; переключение на активное общение и решение социально значимых задач (общественные работы, участие в волонтерском движении, в конце концов столкновение с реальными материальными трудностями). Практика показывает, что эти пути могут успешно дополнять, а иногда даже самостоятельно восполнять психологические потери, связанные с „синдромом самозванца”. В эпоху пост-истины, когда истина признана редким (и потому ненужным) цветком, а знание объявлено разновидностью коммуникации, подобный путь преодоления самолюбия, мешающего развивать свою одаренность, видится не только перспективным, но иногда и единственно возможным.

**Ключевые слова:** одаренный, синдром обманщика постправды: методы профилактики.

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### **"TRUTH HAS A FEARLESS HEART"? IMPOSTER SYNDROME IN THE AGE OF POST-TRUTH: METHODS OF PREVENTION**

One of the biggest problems affecting the gifted is the so-called "imposter syndrome" - a psychological condition in which a well-prepared and educated person does not like as much as "little" knows. This is exactly the situation described by Plato's Socrates in Menon when he draws two circles on the sand - one with a large radius, the other with a small one. The small circle symbolizes the modest knowledge of the slave boy who asked the philosopher: why does Socrates, the one whom the Delphic prophecy called the wisest among men, think he "knows nothing" - while the boy himself seems to know even enough. The great circle is, of course, the knowledge of Socrates. As you know, in his answer, Socrates compared not the quantities of knowledge, but the lengths of circles; those "sections" of knowledge along which he approaches the unknown (because beyond the boundaries of the circles, the unknown is in this picture). By the way, the philosopher together with his interlocutor proves the theorem, according to which the larger the radius, the longer the circle. And that means that those who have more knowledge know more about their ignorance. This paradox has not only an ontological interpretation but also psychological projections. One of them deciphered Parmenides: "Truth has a fearless heart." That is, if you want to know how things really stand, you should give up the trembling experience of exactly what role you play in the expanses of knowledge; and stop worrying that the fullness of infinite truth has not been given to you completely (only the gods know the truth; the destiny of man is only "correct thinking"). In the information age, which critically overloads consciousness with unprecedented amounts of information, such a critical attitude towards one's own capabilities can become not only a source of negative experiences but also cause "spamming" of any information that causes the slightest tension. It is no coincidence that, until recently, Heraclitus' words that "a lot of knowledge is not taught by

reason..." caused a special enthusiasm in the student audience. At the moment, the same student audience of the next generation, in response to the quote from Heraclitus, is convulsively silent - the snowball of knowledge has reached such a scale in two decades that it stops being funny. The "fearlessness" of truth is similarly experienced in an even more negative way - as its alienation from man, associated with blind normativism, ultimately carries a huge destructive potential to influence the psyche. It is obvious that "simple" calls to stop "thinking bad" are not enough here: young people who master science according to the complex schemes of modern educational technologies often find themselves on the edge, behind which they no longer need pedagogical methods but the professional help of psychologists. At the same time, a positive example of peers facing similar problems; redistribution of study load according to the degree of its relevance for specific tasks of professional and personal growth; competent psychological support for the educational process; and a certain dose of "healthy indifference" represent the "tetrapharmaconium", without which the gifted sometimes become almost impossible to cope with educational tasks. Another psychological projection of "Socratic ignorance" is self-doubt, which can extend to extracurricular areas and even lead to procrastination. This is a much more dangerous condition than that associated with "imposter syndrome." He is able to cover up the clinical picture of depression, lubricating its symptoms due to a seemingly "reasonable" critical attitude towards the limitations of his own possibilities and (again, it seems) "morally healthy" modesty, which requires not trumpeting his successes. On the contrary, they belittle them, secretly expecting praise from the "elders" (if they think it is possible to bring it out). Since I am not a psychologist, I cannot comment on this situation in more detail from a psychological point of view. However, in addition to the psychological aspect, it makes sense to single out the value aspect. It is associated with the characteristics of modern society in the so-called "developed countries" and consists of a significant infantilization of the population on the background of earlier physiological development than in past epochs. As a result, there is a disproportion between the development of social responsibility skills and the requirements that a person is able to set for himself and others. Simply put, the essentially childish "ego", which longs for the approval of "adults", replaces the real "adult" reaction to the incommensurability of the desire to "be the best" and the real impossibility of "knowledge as god". And if for a psychoanalyst's couch or even a psychologist's office, such a situation is most likely the subject of a special study for a long time, then it may take less time to correct the value orientation, which follows logic, not psychology. Such a correction, of course, cannot take place only "in words" and can be reduced, for example, exclusively to reading philosophical books (although they will not matter). On the contrary, it implies active exclusion from educational activities according to a strictly defined schedule; transition to active communication and solving socially important tasks (community work, participation in the volunteer movement, and finally, a collision with real financial difficulties). Practice shows that these pathways can be successfully supplemented, and sometimes even compensate for the psychological losses associated with the "cheat syndrome". In the era of post-truth, when truth is recognized as a rare (and therefore

unnecessary) flower and knowledge is proclaimed as a kind of communication, one sees such a way of overcoming self-love, which hinders the development of one's talent not only as promising, but sometimes as the only one available.

**Key words:** gifted, post-truth deceiver syndrome, prevention methods.

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### **ODNOS IZMEĐU KOGNITIVNIH I NEKOGNITIVNIH KONSTRUKCIJA**

Ovo je pregled našeg rada zasnovan na analizama velikih međunarodnih baza podataka – TIMSS i PISA – i na nalazima naših vlastitih studija o povjerenju. Korelacije između kognitivnih i različitih nekognitivnih konstrukata imaju tendenciju da variraju. Neke, poput mjera blagostanja i depresije, imaju niske korelacije. Drugi – na primjer, samoprocjena inteligencije, osobina ličnosti otvorenosti za iskustvo, samopoimanje, anksioznost i samoeфикаsnost – imaju umjerene korelacije. Konačno, povjerenje koje se procjenjuje traženjem od učesnika da naznače koliko su sigurni da je njihov odgovor na kognitivnu stavku tačan, ima značajnu korelaciju sa kognitivnim performansama. Ovi nalazi ukazuju da pokušaji modifikacije nekognitivnih konstrukcija mogu dovesti do poboljšanja spoznaje.

**Ključne reči:** kognitivni konstrukti, nekognitivni konstrukti, konstrukti samopouzdanja, samoeфикаsnost, samopoimanje.

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### **RELATIONSHIP BETWEEN COGNITIVE AND NON-COGNITIVE CONSTRUCTS**

This is a review of our work based on the analyses of large-scale international databases – TIMSS and PISA – and on the findings from our own studies of confidence. Correlations between cognitive and different non-cognitive constructs tend to vary. Some, like measures of wellbeing and depression have low correlations. Others – e.g., self-assessment of intelligence, personality trait of openness to experience, self-concept, anxiety, and self-efficacy – have moderate correlations. Finally, confidence assessed by asking participants to indicate how sure they are that their answer to a cognitive item is correct, has noteworthy correlation

with cognitive performance. These findings indicate that attempts to modify non-cognitive constructs may lead to an improved cognition.

**Key words:** cognitive and non-cognitive constructs, self-esteem constructs, self-efficacy and self-awareness.

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### **ПРЕВАЗИЛАЖЕЊЕ САМОЉУБЉА КАО ПОКАЗАТЕЉ ОСТВАРИВОСТИ ДАРОВИТИХ**

Веома је важно да даровити ученици не подлегну еготицији (самољубљу) и науче се да изграђују емпатију као стваралачку отвореност према другима. То у даљем стваралачком току помаже стварању културе симедоније као спремности да се радују успесима других. Потребно је, дакле, да се постигнућа других прихвате без оптерећења која обесхрабрују или наводе на бесмислена оспоравања. Тако је свако усмерен ка тражењу најбољих начина да потенцијале претвори у постигнућа. На тај начин успеси других су покретачи а не препреке, јер покрећу ка бољим резултатима и подстичу стваралачке токове пошто је превазиђено стање зависти. Тада свако даје свој максимум и сви заједно постижу добре резултате, јер се из хаоса надметања све преусмерава у лепоту стваралаштва где се промовише култура различитости.

**Кључне речи:** самољубље, емпатија, симедонија, завист, култура различитости.

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### **OVERCOMING EGOISM AS AN INDICATOR OF GIFTEDNESS**

It is very important that gifted learners do not succumb to egoism and learn to build empathy as creative openness to others. In the creative flow this helps in forming a culture of happiness for others as willingness to rejoice in the success of others. Therefore, it is necessary to accept achievements of others without pressure which discourages or leads to meaningless disputes. In this way everyone is focused on finding the best ways to transform potentials into achievements. In that manner, achievements of others represent encouragement and not a hurdle, because they move towards better results and encourage creative flow since envy has been overcome. In these conditions everyone gives their maximum and together achieve good results because from the chaos of competition everything is redirected to beauty of creativity where the culture of differences is promoted.

**Key words:** egoism, empathy, happiness for others, envy, culture of differences.

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## **KORESPONDENTNOST NASTAVNIH I AFEKTIVNIH STILOVA STUDENATA KAO FAKTOR USPEHA DAROVITIH**

*Obrazovanje uma, bez obrazovanja srca,  
nije obrazovanje uopšte.*

Aristotel

Cilj ove eksplorativne studije je da metodom sistematskog neeksperimentalnog posmatranja sagleda odnos nastavnih i afektivnih stilova, odnosno korespondentnost istih, kako bi se došlo do odgovora na pitanje o značaju afektivnog stila za uspeh darovitih studenata, tj. o uticaju istog na samoregulaciju i akademsku darovitost, a time i o povezanosti kognicije i emocija u postupcima samoregulacije. U sklopu ovoga traga se za odgovorima na pitanja: u kakvom su odnosu afektivni stilovi, nastavni stilovi i akademska uspešnost, ili koliko se razlikuju u afektivnim stilovima studenti s' visokim akademskim postignućima (akademski daroviti) od ostalih studenata; kakav je značaj afektivnih stilova za visoka postignuća u odnosu na samopouzdanje, metakogniciju i crte ličnosti kao faktore samoregulacije, odnosno akademske uspešnosti i kakvi su njihovi međusobni odnosi. Teorijski okvir čini Sternbergova teorija uspešne inteligencije, Bandurina socijalno-kognitivna perspektiva (Bandura, 1977), elementi Teorije samoregulacije (Deci, & Ryan, 2002) i model Mayera i Saloveya po kome je EI određena kao izvorna sposobnost koja se odnosi na interakcijske procese između emocija i kognicije. Ispitanici su akademski daroviti studenti univerziteta u Beogradu, Novom Sadu i Nišu (N=420, od čega je 20 %) akademski darovitih – sa prosečnim uspehom iznad 9,5). Instrumenti: I-NSFSU inventar za snimanje nastavnih stilova (Stojanović i Gojkov, 2021), MAI – inventar o metakogniciji, MARCI-test rezonovanja i pamćenja (Kleitman, & Stankov, 2007), Velikih 5 – za merenje crta ličnosti; UZI-stil – inventar za snimanje afektivnih stilova (Suzić, 2008). Osnovni nalazi: 1. Postoji slaba pozitivna povezanost između uravnoteženog afektivnog i fleksibilnog i e-nastavnog stila, i slaba negativna povezanost sa negativnim nastavnim stilom. 2. Povezanosti sa ocenom su slabog intenziteta. Sa ocenom značajnu povezanost ostvaruje skala Kompetencije za rezonovanje. 3. Postoje značajne razlike između akademski darovitih i ostalih studenata na skali impulsivnost. Ostali studenti ostvaruju značajno više skorove na skali impulsivnosti u odnosu na akademski darovite studente. Iako nije dostigao

statističku značajnost, u slučaju negativne valence t-test ukazuje na tendenciju ka razlikama, pri čemu ostali studenti imaju nešto više skorove od akademski darovitih. Uravnoteženost kao afektivni stil je negativno povezan sa stilovima zakočenost i impulsivnost. 4. Ne postoje statistički značajne razlike između akademski darovitih i ostalih studenata na skalama metakognicije.

**Ključne reči:** daroviti, afektivni stilovi, nastavni stilovi.

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### **CORRESPONDENCE OF TEACHING AND AFFECTIVE STYLES OF STUDENTS AS A FACTOR OF SUCCESS OF GIFTED PEOPLE**

*Educating the mind without educating  
the heart is no education at all.*

Aristotle

The aim of this exploratory study is to use the method of systematic non-experimental observation to explore the relationship between teaching and affective styles, i.e. their correspondence, in order to answer the question about the importance of affective style for the success of gifted students, i.e. on the influence of it on self-regulation and academic talent, and thus on the connection between cognition and emotions in self-regulation procedures. As part of this, answers are sought to the questions: what is the relationship between affective styles, teaching styles and academic performance, or how different in affective styles are students with 'high academic achievement' (academically gifted) from other students; what is the significance of affective styles for high achievements in relation to self-confidence, metacognition and personality traits as factors of self-regulation, i.e. academic success and what are their mutual relations. The theoretical framework consists of Sternberg's theory of successful intelligence, Bandura's socio-cognitive perspective (Bandura, 1977), elements of the Theory of Self-Regulation (Deci, & Ryan, 2002) and Mayer and Salovey's model of EI as the original ability to interact between emotions and cognition. The respondents are academically gifted students of the universities in Belgrade, Novi Sad and Nis (N=420, of which 20% are academically gifted - with an average grade above 9.5). Instruments: I-NSFSU inventory for recording teaching styles (Stojanović and Gojkov, 2021), MAI-inventory on metacognition, MARCI-test of reasoning and memory (Kleitman, & Stankov, 2007), Big 5 - for measuring personality traits; UZI-style-inventory for recording affective styles (Suzić, 2008). Basic findings: 1. There is a weak positive association between a balanced affective and flexible and e-learning style, and a weak negative

association with a negative teaching style. Associations with the assessment are of low intensity. The Reasons of Competence scale has a significant connection with the assessment. 2. There are significant differences between academically gifted and other students on the impulsivity scale. Other students achieve significantly higher scores on the impulsivity scale compared to academically gifted students. 3. Although it did not reach statistical significance, in the case of negative valence, the t-test indicates a tendency towards differences, with other students having slightly higher scores than academically gifted ones. Balance as an affective style is negatively associated with stiffness and impulsiveness. 4. There are no statistically significant differences between academically gifted and other students on the metacognition scales.

**Key words:** the gifted, affective styles, teaching styles.

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## **AFEKTIVNE DIMENZIJE INTEGRACIJE POKRETA I LIKOVNOG IZRAZA U RADU SA DAROVITIMA**

Holistički pristup vaspitanju i obrazovanju darovite dece inicira i podstiče razvoj novih metoda i postupaka za objedinjavanje oblasti i integraciju edukativnih sadržaja. U radu će biti opisan model (istraživačke integrativne radionice) koji se oslanja na iskustva ekspresivne likovne prakse i njenih različitih formi izražavanja, a koji je realizovan u PU „Zrenjanin” sa decom različitog uzrasta (od tri do sedam godina). Opisan model svojim pristupom omogućava interdisciplinarnost, obuhvatajući istraživački, saznajni, afektivni i stvaralački postupak, te pokret i prostor kao interdisciplinarne elemente likovnog rada i vizuelnog pristupa sa ciljem usmeravanja samoizražavanja potencijalno darovite dece. U idejnom i tehničkom smislu neki od likovnih postupaka zahtevaju primenu motoričkih radnji (prskanje, kapljanje, slaganje, otiskivanje) tako da pokret kroz građenje rada postaje integrativni deo stvaralačkog procesa. Modelovanje radionica obuhvata rešenja i mogućnosti psihomotorne ekspresije (disanje, gestikulacija, mimika, tonus mišića, ritam i način korišćenja prostora, interakcija sa rekvizitima i muzičkim instrumentima i sl.), inspirisane umetnošću sredine 20. veka, a objedinjene u akcionom slikarstvu i slikarstvu enformela, kroz odgovarajuće izražajne forme pristupačne dečijem saznavnom, motoričkom i afektivnom razvoju. Zašto baš slikarstvo akcije i enformel? Umetnici ovog slikarskog umetničkog pravca stavljaju akcenat na sam proces rada, a ne na konačan produkt. Tokom stvaranja su

eliminirane svesne radnje i asocijacije na predmet slike, dok je prisutna inspiracija u samom postupku rada, materijalu i u gestu. Prostor kao jedan od elemenata likovnog rada u akcionom slikarstvu naročito dolazi do izražaja u svom realnom, fizičkom obliku (okružuje, pritiska, kanališe, usmerava, razlaže, objedinjuje) bivajući upotrebljen kao vizuelni, ali i afektivni stimulans i podrška integrativnom radu sa darovitom decom.

**Ključne reči:** pokret, afektivni likovni izraz, ekspresivnost, daroviti.

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### **AFFECTIVE DIMENSIONS OF THE INTEGRATION OF MOVEMENT AND ARTISTIC EXPRESSION IN WORKING WITH THE GIFTED**

A discussion on a holistic approach to art education of gifted children that investigates new methods and procedures including how to integrate and unify these areas within educational content. This paper describes a model based on integrative research workshops which explore expressive art practice through its experiences and its various forms. The model was created in PU "Zrenjanin" with children of different ages (from three to seven years). It enables inter-disciplinary approaches, including research, cognitive, affective and creative processes, as well as movement and space as complimentary elements of creating art and visuals. All the these mentioned elements have the aim of encouraging self-expression within potentially gifted children. Some of the artistic procedures require some level of technical motor skills (such as splashing, dripping, layering, imprinting) so that movement becomes an integral part of the creative process. The workshops also include psychomotor expressions including breathing, gestures, facial expressions, muscle tone, rhythm, use of space and interaction with school gym tools/accessories/equipment and musical instruments. The inspiration for such modeling comes from a mid-20th century art movement. It incorporates action painting and art Informel with forms of expression accessible to children's cognitive, motor and affective development. Why action painting and art Informel? Artists of this style of painting emphasized the process itself, and not the final product. During the art creation – the conscious actions and associations to the subject of the painting are eliminated, while inspiration is present in the process of the work in material and gestures. Space, as one of the elements of creating art in action painting, is expressed in its real, physical form (i.e. how it surrounds, presses, channels, directs, decomposes and unites), being used not only as a visual, but also as a stimuli and support for integrative work with gifted children.

**Key words:** movement, affective artistic expression, expressiveness, gifted.



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## **VRLI NOVI SVET U UPRAVLJANJU AFEKTIVNOSTI I STVARALAČKIH POTENCIJALA**

Dobrodošli u doba metamodernizma. Temelji stvaralačkog potencijala čoveka su kao klice oko koje se kristalisao svet današnjice koji je prerastao samog čoveka kao remetilački faktor. Najveće stvaralaštvo danas je upravljanje mnoštvom stvaralačkih potencijala ljudi na globalno socijalizovan način prestarom metodom, zabavom, igrom dana u sajber svetu u kome se smeju i mogu dešavati sve pojave afektivnog ponašanja koje se u ostatku stvarnog realnog sveta inače sankcionišu. Življenje je snevanje na javi, a java je postala koncept atomizacije ljudske delatnosti. Kreativna hemija kao stvaralački potencijal objavljuje se kao afektivno ponašanje, život u bezbroj varijeteta gde pokriva svaku ukazanu priliku, svaku šansu da napreduje. Samo trajanje Okruglog stola je fascinantno na istoriju potrage za smislom stvaralaštva odgonetanjem njegovih tajni i pedagoških metoda njegovog podsticanja, kako bi se sve završilo sa ukusom gorčine da je nagomilano znanje samo sebe prevazišlo, da ga je preteklo nešto bez tolerancije pedagoške samilosti, nešto što ignoriše stvaralačke potencijale svih vrsta sem onih kako naći stvaraoce manipulante za kanalisanje upravljanje mnoštvom redovne poplave talenata i afektivnog ponašanja koje postaje remetilački faktor po standardima sveta u koji neko modeluje, a u kome nema mesta za velike priče, bajke jednakosti, ravnopravnosti bratstvu! Nikad obrazovaniji, nikad ušuškaniji čovek izbačen je iz mita o zlatnom dobu potrošačkog društva rada. Sticanje beskonačnog razvoja koji je dostigao maksimum, koji ugrožava tkivo planete i razmaženi „Homo ludens” počeo je da dobija „packe” uslovljavanja koje resetuju strasti zanosa napredovanja. Otkrili smo da je kočnica novog progressa u rukama nepojamnog stvaralaštva nekakve darovitosti čudnih afektivnih motiva. Nastupilo je doba umetnosti od klasične preko moderne, postmoderne do metamodernizma koji je izbio iz ljudskog iskustva. Ovaj vid stvaralaštva nastaje u još uvek tajanstvenim prostorima samorodne kreativne hemije uma koja se manifestuje kao dar koji se afektivno uobličava kao informacija, koja sličnu kreativnu hemiju aktivira u umovima ljudi koji pevaju, čitaju pesme, posmatraju slike, posmatraju sebe kako u njima nastaje plima ukusa promena slobode prevratničke afektivnosti koju savremeni svet ne može tolerisati. Umetnost i pored miliona napisanih knjiga otima se kontroli kao uticaj na ljudski kreativni potencijal i tamo gde ga ne može biti, pa je njegova inteligentno lukava zamena modernizmima i metamodernizmima sjajan ventil sigurnosti gde je ljudska strast, a efektivnost i darovitost svih vrsta pretvara u krajnje bezopasne gigaherce titraja sajber informacija u prostoru mreža svih vrsta koji postaju arena u kojoj smo i borci i publika, a stvarni život prepuštamo drugima. Bezbroj nevinih darovitosti tope se na sve sjajnijem suncu, sve suptilnije primenjenih znanja o manipulisanju našom afektivnom hemijom, podilaženjem našim banalnim podložnostima i od umetničkih iskustava, kao meta jezika kojim umovi komuniciraju kroz vreme i prostor, nastaje

metamodernizam u kome je biće umetnosti – biće stvaralaštva progano surogatima stvaralaštva i ljudi su atomizirani. Nema te fine zaumne sprege koja nas povezuje kroz sliku, pesmu, muziku, tvoreći stvaralački organizme meta duhovnosti koja nas ispunjava mesijanskim smislom koji postaje prevaziđeni mit. Mi rečima dodirujemo najveće tajne duhovnosti, ali zato možemo rečima i da je okujemo.

**Ključne reči:** afektivnost, metamodernizam, atomizacija, darovitost.

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## **PROSPEROUS WORLD OF MANAGING AFFECT AND CREATIVE POTENTIALS**

Welcome to the age of meta-modernism. The foundations of man's creative potential are like the seeds around which the world of today crystallized, which outgrew man himself as a disruptive factor. The greatest creativity today is managing the multitude of creative potentials of people in a globally socialized way with an outdated method, entertainment, game of the day in the cyber world where all phenomena of affective behavior that are otherwise sanctioned in the rest of the real world can happen. Life is a dream come true and reality has become a concept of atomization of human activity. Creative chemistry as creative potential is presented as affective behavior, life in countless varieties where every opportunity is covered, and every chance of progress. The duration of the Round Table itself is fascinating in the history of the search for the meaning of creativity by unraveling the secrets and pedagogical methods of its encouragement. Only for everything to end with a taste of bitterness because accumulated knowledge has surpassed itself. It has been surpassed by something without tolerance, pedagogic courage, something which ignores the creative potential of everyone except the manipulators for channeling and controlling the regular influx of talent and affective behavior which has become a distracting factor in accordance to the standards of the world in which someone models, and in which there is no room for great stories, fairy tales of equality and brotherhood! Never more educated and safe, man has been thrown out of the myth of the golden age of the consumer society of labor. By acquiring infinite development that reached its maximum, which endangering the tissue of the planet, the spoiled "Homo ludens" began to receive "slaps" of conditioning that reset the passions of the ecstasy of progress. We have discovered that the brake on new progress is in the hands of incomprehensible creativity of some giftedness with strange affective motives. The age of art ensued, from classical through modern, postmodern to meta-modernism which emerged from human experience. This type of creativity originates in the still mysterious spaces of the inner creative chemistry of the mind, which manifests itself as a gift that is affectively shaped as information that activates similar creative chemistry in the minds of people who sing, read songs, observe images and observe themselves. This is the freedoms of subversive affectivity that the modern world cannot tolerate. Despite millions of books written, art is being taken away as an influence on human creative potential, so it has been

cunningly replaced with modernism and meta-modernism which serve as a great safety valve where human passion and effectiveness and talent of all kinds become extremely harmless gigahertz of vibrating cyber information in the space of networks of all kinds that become an arena in which we are both fighters and audiences, and leave real life to others. Countless innocent talents are melting in the shining sun of increasingly more subtly applied knowledge for manipulating our affective chemistry. From indulging our banal subserviences and from artistic experiences as meta-languages by which minds communicate through time and space, meta-modernism emerges. People are atomized, there is no such fine mental connection that connects us through image, song, music, creating creative organisms of spirituality that fill us with a messianic meaning that becomes an outmoded myth. We touch the greatest secrets of spirituality with words, but that is why we can also create it with words.

**Key words:** affect, meta-modernism, atomization, giftedness.

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### **KREATIVNOST, KOGNICIJA I EMOCIJE**

Autor polazi od teze da kreativnost ima kognitivnu konstituentu, ali da ne može bez emocija. Primijenio je KogAT, instrument poznat širom svijeta koji mjeri kreativnost, baždario ga na istraživanom uzorku i dobio visok nivo unutrašnje konzistentnosti mjeren Kronbahovim alfa koeficijentom ( $\alpha=0,83$ ). Osim toga, izradio je vlastiti instrument KREM koji mjeri kreativnost i emocije. I njega je baždario Kronbahovim alfa koeficijentom i dobio zadovoljavajuće koeficijente ( $\alpha=0,50$  za zadatke iz udžbenika matematike,  $\alpha=0,83$  za pozitivne emocije i  $\alpha=0,78$  za negativne emocije). Ukrštanje varijabli pokazalo je da kreativnost ipak u podlozi ima emocije, ali da su to prije negativne nego pozitivne emocije. Stabilnost ove veze testirao je mjerenjem efekta veličine (Effect size). Pokazalo se da bi se ova veza tokom vremena povećala ( $r = -0,41$  na  $r = -0,88$ ). To je i logično, što duže nosimo problem sa sobom to će rasti frustracija zato što ga nismo riješili. Ostalo je da se istraži pitanje da li nakon kreativnog rješenja nastupaju pozitivne emocije.

**Ključne riječi:** kreativnost, kognicija, pozitivne emocije, negativne emocije, emocionalna inteligencija.

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### **CREATIVITY, COGNITION AND EMOTIONS**

The author starts from the thesis that creativity has a cognitive constituent but that it cannot do without emotions. He applied KogAT, a world-famous instrument that

measures creativity, calibrated it to the sample and obtained a high level of internal consistency measured by the Cronbach's alpha coefficient ( $\alpha=0.83$ ). Furthermore, the author created his own instrument KREM which measures creativity and emotions. This instrument was also calibrated in the Cronbach's alpha coefficient a satisfactory coefficients was obtained ( $\alpha=0.50$  for math textbook tasks,  $\alpha=0.83$  for positive emotions and  $\alpha=0.78$  for negative emotions). The crossing of variables showed that creativity still has emotions in the background, but that they are negative rather than positive emotions. The stability of this relationship was tested by measuring the effect size. It was shown that this relationship would increase over time ( $r=-0.41$  to  $r=-0.88$ ). Such results are logical, the longer we carry the problem with us the more frustration will grow, because we have not solved it. The question of whether positive emotions emerge after a creative solution remains to be explored.

**Key words:** creativity, cognition, positive emotions, negative emotions, emotional intelligence.

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## PODSTICANJE DAROVITIH UČENIKA

Kako darovitost učenika ne bi ostala u senci intelektualnog potencijala, neophodno je bazirati se na permanentnom podsticanju ličnosti kroz prizmu školske zajednice. S obzirom da darovitost nije ista kod svih osoba, ona se može ispoljavati kroz različite oblike, metode, postupke... Činjenica je da se još uvek ne poklanja dovoljna pažnja darovitim učenicima, da se njihove sposobnosti ne podstiču na putu ka daljoj progresiji, pa čak i da se njihove sposobnosti ne imputiraju u pravo vreme. Sasvim je sigurno da podsticanje darovitih učenika može uspešno identifikovati nove oblike učenja čime bi došlo do uvećanja njihove delotvornost i učinkovitost. Razvoj darovitih učenika i podsticanje darovitosti od strane nastavnika su u disproporcionalnom odnosu sa prevazilaženjem problema koji nastaje unutar školske zajednice, te se s toga problem našeg istraživanja sastoji u odgovoru na pitanje: Kako podsticati darovite učenike – spoljašnji i unutrašnji faktori? Rezultati istraživanja ukazuju na mogućnost prevazilaženja postavljenog problema kroz pronalaženje kreativnih i inovativnih načina realizovanja nastavnog procesa sa ciljem unapređivanja statusa darovitih učenika. Upravo atraktivnost samog predmeta istraživanja probudili su našu potrebu za njegovim dubljim sagledavanjem i proučavanjem.

**Ključne reči:** podsticanje, nastavnička kompetentnost, inovativnost, školska zajednica.

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### **ENCOURAGING GIFTED STUDENTS**

In order for the giftedness of students not to remain in the shadow of intellectual potential, it is necessary to be based on the permanent encouragement of personality through the prism of the school community. Since giftedness is not the same in all people, it can be manifested through different forms, methods, procedures... The fact is that not enough attention is still paid to gifted students, that their abilities are not encouraged on the way to further progression, and even that their abilities are not imputed at the right time. It is quite certain that encouraging gifted students can successfully identify new forms of learning, which would increase their effectiveness and efficiency. The development of gifted students and the encouragement of giftedness by teachers are disproportionate to overcoming the problems that arise within the school community, and therefore the problem of our research consists in answering the question: How to encourage gifted students - external and internal factors? The results of the research indicate the possibility of overcoming the set problem by finding creative and innovative ways of realizing the teaching process in order to improve the status of gifted students. It is the attractiveness of the subject of research that has awakened our need for its deeper understanding and study.

**Key words:** encouragement, teacher competence, innovation, school community.

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### **(SAMO)PERCEPCIJA DVOSTRUKO „DRUGAČIJH”**

Sa ciljem proučavanja afektivne dimenzije ličnosti i ostvarenja darovitosti, smatramo od velikog značaja razmatranje darovitih koji su dvostruko „drugačiji” sa aspekta samopercepcije. Osobe koje su darovite, zbog svojih izuzetnih sposobnosti, specifične posvećenosti i kreativnosti, odstupaju od drugih ljudi, odnosno okolina ih percipira da su drugačiji od ostalih. Postoje daroviti koji su dvostruko „drugačiji” odnosno oni koji su daroviti, ali su ujedno i sa nekim invaliditetom. Poznate su istaknute ličnosti koje su, pored invaliditeta, bili i daroviti, kao što je slepa osoba, a uspešan muzičar Rej Čars ili osoba sa fizičkim invaliditetom, a postala poznata slikarka Frida Kalo ili istaknut istraživač Stiven Hoking. Među dvostruko

„drugačijima” postoje i osobe iz spektra autizma, a daroviti. Osobe sa autizmom su, takođe, drugačiji od osoba koje su neurotipične. Darovitim osobama sa autizmom je potrebna dvostruka dodatna podrška u obrazovanju i u svakodnevnom funkcionisanju. Rad se bavi dvostruko „drugačijim” osobama iz perspektive samopercepcije, što je povezano sa percepcijom okoline. Korišćen je dubinski intervju u ovom radu. Izvor informacija su roditelji u studiji slučaja dvostruko drugačije osobe. U radu smo pokušali doći do odgovora na sledeća pitanja: Kako oni percipiraju sebe zbog svoje dvostruke drugačijosti? Kako ih percipira okolina? Na koji način se pruža dodatna podrška? U kojoj meri je okolina prihvatajuća? Rezultati studije ukazuju na dvostruke izazove pojedinca, kao i porodice zbog percepcije okoline, a i samopercepcije same osobe koja je dvostruko drugačija.

**Ključne reči:** darovitost, autizam, okolina, samopercepcija.

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### (SELF)PERCEPTION OF DUALLY "DIFFERENT" PERSONS

For the purpose of study the affective dimension of personality and the realization of giftedness, we consider it of great importance to consider the gifted who are dually "different" from the aspect of self-perception. People who are gifted, due to their exceptional abilities, specific dedication and creativity, deviate from other people, i.e. the environment perceives them to be different from others. There are gifted people who are dually "different", specifically those who are gifted, but also have a disability. Famous people who have disabilities, were also gifted, such as a blind person and the successful musician Ray Charles, or those with physical disabilities, who became a famous painter Frida Kahlo or the prominent researcher Stephen Hawking. Among the dually "different" there are people from the spectrum of autism, and gifted. People with autism are also different from people who are neurotypical. Gifted people with autism need twice as much support in education and in their daily functioning. The paper deals with dually "different" people from the perspective of self-perception, which is related to the perception of the environment. An in-depth interview was used in this paper. The source of information is the parents in the case study of two different people. In this paper, we have tried to answer the following questions: How do they perceive themselves because of their dually difference? How are they perceived by the environment? How is additional support provided? To what extent is the environment acceptable? The results of the study indicate the dually challenges of the individual, as well as the family due to the perception of the environment, and the self-perception of the person who is dually as different.

**Key words:** giftedness, autism, environment, self-perception.

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## **ГОВОР ВОДЕ И АКВАТИЧКИ КОНЦЕПТИ КАО МОТИВАЦИОНИ ПОКРЕТАЧИ РЕЦЕПЦИЈЕ КЊИЖЕВНОГ ДЕЛА И ЈЕЗИКА ЕМОЦИЈА**

У раду полазимо од концептуализације емоција као флуида (у ширем смислу) и воде (у ужем), те примера којима се – у књижевном и разговорном језику – илуструје поимање различитих човекових осећања и унутрашњих преживљавања као акватичких покрета оличених у глаголима, али и у другим врстама речи (нпр. *преплавила га је срећа / стрепња / радост; прокључао је од беса; запљуснула ме болна радост; излив осећања; таласи сласти и туге; плима одушевљења и сл.*). Примарне појмовне метафоре (ЕМОЦИЈА ЈЕ ФЛУИД, ЕМОЦИЈА ЈЕ КРЕТАЊЕ), којима је обухваћен човеков емоционални свет, у даљем развоју методичког модела послужиће као ослонац за разумевање акватичких мотива у књижевним делима са циљем дубљег понирања у природу и функционалност дескриптивних, рефлексивних пасажа и одломака важних за карактеризацију ликова, чиме се подстиче мотивација за рецепцију уметничког дела у настави а истовремено отварају могућности за изграђивање свести о властитом емоционалном свету и начинима сналажења у лавиринтима својих и туђих доживљаја (уп. емоционална интелигенција, емпатија).

**Кључне речи:** акватички концепти, појмовна метафора, емоције, рецепција књижевног дела, настава српског језика и књижевности.

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## **THE SPEECH OF WATER AND AQUATIC CONCEPTS AS MOTIVATIONAL INITIATORS OF RECEPTION OF LITERARY WORK AND THE LANGUAGE OF EMOTIONS**

In this paper we begin from the conceptualization of emotions as a fluid (in a broader sense) and water (in a narrower sense), and the examples in which, in literature as well as in spoken language, we illustrate the comprehension of different human emotions and inner experiences as aquatic moves expressed through verbs, and also through other kinds of words (for instance, He was *overwhelmed* with happiness / anxiety / joyfulness; He *boiled* from rage; I was *splashed* with a painful joyfulness; an *outburst* of emotions; the *waves* of delight and sorrow; the *tide* of enthusiasm etc.). Primary conceptual metaphors (EMOTION IS FLUID, EMOTION IS MOTION), by which the human emotional world is covered, through further

development of methodic model will serve as a standpoint for understanding aquatic motives in literary works in order to go deeper into the nature and functionality of descriptive, reflexive passages important for characterization of characters, thus encouraging the motivation for work of art reception in teaching and, at the same time, to open the possibility for building up the awareness of one's own emotional world and the ways of managing in labyrinth of our and someone else's experiences (emotional intelligence, empathy).

**Key words:** aquatic concepts, conceptual metaphor, emotions, reception of literary work, Serbian language and literature teaching.

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## ŠTA VASPITAČI PERCIPIRAJU KAO SPECIFIČNOSTI UČENJA I SAMOREGULACIJE KOD POTENCIJALNO DAROVITE DECE

Prepoznavanje potencijalne darovitosti, a zatim i proces identifikacije darovite dece predstavlja osnov za pružanje adekvatne razvojne podrške i obrazovnog konteksta koji podržava darovitost i kreativnost. U ovom složenom procesu vaspitači, uz porodicu, čine referentnu tačku, prvu kariku. U sklopu projekta *GIFTED – Generating Inclusive and Fair Teaching in Early Development*, projektni tim je kreirao instrument za prepoznavanje potencijalne darovitosti dece uzrasta od tri do šest godina. Instrument se sastoji od pitanja raspoređenih u tri relevantna domena: igra, učenje i odnosi, koji se neprestano prepliću i zajedno grade konstrukt dobrobiti. Primenjuje se kao polustrukturirani intervju, kroz *metodu 360 stepeni* – intervjuišu se vaspitači, roditelji i vršnjaci. U radu su prikazani rezultati pilot istraživanja analiziranih primeraka instrumenta koje su popunjavali vaspitači – za oblast *učenje*. Cilj je bio da se ispita šta vaspitači percipiraju kao specifičnosti učenja potencijalno darovite dece, a konstruisana pitanja odnose se na: posebnu zainteresovanost deteta u nekoj oblasti, afektivne dimenzije, jake strane deteta u navedenoj oblasti, načine na koje dete najlakše uči, samoregulativne obrasce, kako pokazuje motoričke sposobnosti i veštine, manifestaciju divergentne produkcije, dispozicije za učenje sa definisanim pokazateljima (radoznalost, saradnja, istrajnost, odgovornost) koje se dokumentuju u dečjem portfoliju, odnosno *priči za učenje*.

**Ključne reči:** potencijalna darovitost, učenje, samoregulativni obrasci, afektivne dimenzije, instrument, vaspitači, specifičnosti učenja dece na ranom uzrastu.



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### **WHAT DO PRESCHOOL TEACHERS PERCEIVE AS LEARNING AND SELF-REGULATION CHARACTERISTICS OF POTENTIALLY GIFTED CHILDREN**

Identification of potential giftedness, and then the process of identifying gifted children is the basis for providing adequate developmental support and educational context that supports giftedness and creativity. In this complex process, educators, along with the family, form a reference point, the first link. As part of the GIFTED project - *Generating Inclusive and Fair Teaching in Early Development*, the project team created an instrument for identifying the potential giftedness of children aged three to six. The instrument consists of questions arranged in three relevant domains: play, learning and relationships, which are intertwined and together build a construct of well-being. It is applied as a semi-structured interview, through *the 360-degree method* - educators, parents and peers are interviewed. The paper presents the results of a pilot research of the analyzed samples of the instrument filled in by educators - for the field of learning. The aim was to examine what educators perceive as learning characteristics of potentially gifted children. The constructed questions relate to: special interest of the child in an area, affective dimensions, strengths of the child in this area, ways in which the child learns most easily, self-regulatory patterns, how the child shows motor abilities and skills, manifestation of divergent production, dispositions for learning with defined indicators (curiosity, cooperation, perseverance, responsibility) which are documented in the children's portfolio, i.e. *learning stories*.

**Key words:** potential giftedness, learning, self-regulation procedures, affective dimensions, instrument, preschool teachers, characteristics of children's learning at an early age.

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### **НЕГОВАЊЕ КЊИЖЕВНЕ БАШТИНЕ И СТВАРАЛАЧКОГ ДУХА КОД СТУДЕНАТА**

Овај рад заснован је на истраживању књижевне баштине, стимулисању стваралачког духа код студената и откривању нових талената на пољу књижевности. Полазећи од хипотезе да књига још увек има значајну улогу у доба нових технологија, када су млади (ученици, студенти) мотивисани и имају јасне циљеве, реализована је истраживачка активност у неколико етапа.

Прва фаза намењена је истраживању светских и домаћих књижевних дела на дате теме. Предложене теме биле су: *Детињство је место где бих се увек вратио* и *Детињство је место где се никада не бих вратио*. Друга фаза претпоставља писање радова од стране студената на основу прикупљених података приликом истраживања књижевних дела. Завршну фазу чини анализа радова и истицање резултата истраживања, односно креативност студената. Након целокупне активности, потврђена је полазна хипотеза и остварен је циљ истраживања, односно неговање књижевне баштине и развој креативности код студената.

**Кључне речи:** књижевна баштина, детињство, креативност, истраживање.

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### **NURTURING LITERARY HERITAGE AND CREATIVE SPIRIT IN STUDENTS**

This paper is based on the research of literary heritage, stimulating the creative spirit of students and discovering new talents in the field of literature. Starting from the hypothesis that the book still has a significant role in the age of new technologies, when young people (pupils, students) are motivated and have clear goals, a research activity was implemented in several stages. The first phase is intended for the research of world and domestic literary works on given topics. The suggested topics were: *Childhood is a place I would always return to* and *Childhood is a place I would never return to*. The second phase consists of students writing papers on the basis of data collected during the research of literary works. The final phase is the analysis of papers and highlighting the results of research, i.e. creativity of students. After the entire activity, the initial hypothesis was confirmed and the goal of the research was achieved, i.e. nurturing literary heritage and developing creativity in students.

**Key words:** literary heritage, childhood, creativity, research.

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## EMOCIONALNE OSOBENOSTI – PODSTICAJNI ILI LIMITIRAJUĆI FAKTOR RAZVOJA DAROVITIH UČENIKA

Darovitost je izuzetno složen i slojevit fenomen kojeg nije lako definisati jednom eksplicitnom, sveobuhvatnom i opšte prihvatljivom definicijom. No, bez obzira na ovo saznanje, čini se da većina kompetentnih autora koriste onu šire poznatu Renzulijevu definiciju koja polazi od stava da strukturu darovitosti sačinjavaju tri interaktivne grupe osobina: iznadprosječne opšte ili specifične sposobnosti, izuzetna posvećenost zadatku i visok stepen kreativnosti. Riječ je o izuzetno dragocjenom individualnom i opšte-društvenom fenomenu čije je proučavanje, naročito u kognitivnoj sferi, sve češće u fokusu neposrednog naučnog interesovanja mnogih istraživača. Za razliku od toga, konativna i afektivna sfera darovitosti uglavnom ostaju na marginama interesovanja eminentnih naučnika. Ova nesporna činjenica je tim zagonetnija, ukoliko imamo u vidu ulogu i značaj afektivne (emocionalne) sfere u procesu učenja, razvoja i svekolikog bitisanja pojedinca, pa i darovitog – razumije se. Upravo to saznanje nas je i inspirisalo da se u ovom radu fokusiramo na *teorijsku analizu i elaboraciju emocionalnih osobenosti darovitih učenika, uključujući i njihove latentne podsticajne ili limitirajuće uticaje na svekoliki razvoj, prirodno datog, potencijala individue*. Naime, analizirajući dostupne naučno-relevantne publikacije shvatili smo da su emocije izuzetno značajna, višestruko složena i delikatna svojstva individue, čija je struktura i funkcija uslovljena temperamentom, kognitivnim dispozicijama, motivacijom za učenje i socijalnim razvojem individue u određenom kulturno-civilizacijskom kontekstu. Otuda se emocionalna reakcija darovitih učenika dovodi u neposrednu vezu ne samo s procesom, već i sa ishodom, odnosno obrazovnim postignućem individue. Nesporno je da emocionalne reakcije (radoznalost, oduševljenje i radost) u značajnoj mjeri doprinose uspjehu, dok negativne emocionalne reakcije (tuga, ljutnja, strah) doprinose školskom neuspjehu darovitih i svih drugih pojedinaca.

Naša analiza, kao i neke druge koje su joj prethodile, potvrđuje da u omladinskoj, a adolescentskoj populaciji darovitih učenika – posebno, postoje ozbiljne diskrepance između kognitivnog i socioemocionalnog razvoja. One najčešće nastaju kao posljedica nemara, neznanja, nespremnosti i neblagovremenog prepoznavanja darovitih pojedinaca, odnosno ne uvažavanja njihovih razvojnih potreba i aspiracija od strane roditelja, porodice, nastavnika, škole i uže socijalne okoline. To je prvi i najznačajniji nužan, ali nažalost ne i dovoljan, preduslov pružanja adekvatne podrške i pomoći na trnovitom putu prevladavanja socioemocionalnih teškoća i uspješnog prilagođavanja darovitom pojedincu u procesu učenja, sazrijevanja, razvoja, te efikasnog formiranja i afirmisanja njegove, ne samo stvaralačke, već i svekolike zdrave, humane i slobodne ličnosti.

**Ključne riječi:** darovitost, emocionalne osobitosti, podsticanje razvoja, poteškoće.

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## **EMOTIONAL FEATURES – ENCOURAGING OR LIMITING FACTORS OF GIFTED STUDENTS' DEVELOPMENT**

Giftedness is an extremely complex and layered phenomenon that is not easy to define with one explicit, comprehensive, and generally acceptable definition. Regardless of this knowledge, it seems that most competent authors use Renzulli's well-known definition, which starts from the position that the structure of giftedness consists of three interactive groups of traits: above-average general or specific abilities, exceptional dedication, and a high degree of creativity. It is an extremely valuable individual and general social phenomenon, the study of which, especially in the cognitive sphere, is increasingly the focus of direct scientific interest of many researchers. In contrast, the conative and affective spheres of giftedness generally remain on the margins of interest of eminent scholars. This indisputable fact is all the more enigmatic if we keep in mind the role and importance of the affective (emotional) sphere in the process of learning, development, and all-around existence of an individual, even a gifted one – of course. It is this knowledge that inspired us to focus in this paper on *the theoretical analysis and elaboration of emotional characteristics of gifted students, including their latent stimulating or limiting influences on the overall development, naturally given, potential of the individual*. Namely, analyzing the available scientifically relevant publications, we realized that emotions are extremely important, complex, and delicate properties of the individual, whose structure and function are conditioned by temperament, cognitive dispositions, motivation to learn, and social development of the individual in a particular cultural and civilizational context. Hence, the emotional reaction of gifted students is brought into direct connection not only with the process but also with the outcome, i.e., the educational achievement of the individual. It is undeniable that emotional reactions (curiosity, enthusiasm, and joy) contribute significantly to success, while negative emotional reactions (sadness, anger, fear) contribute to the school failure of gifted and all other individuals.

Our analysis, as well as some others preceding it, confirms that in the youth and, in particular, adolescence of gifted students, there are serious discrepancies between cognitive and socio-emotional development. They most often occur as a result of negligence, ignorance, unpreparedness, and untimely recognition of gifted individuals, i.e., disregard for their developmental needs and aspirations by parents, family, teachers, school, and the immediate social environment. This is the first and most important necessary, but unfortunately not sufficient prerequisite for providing adequate support and assistance on the thorny path of overcoming socio-emotional difficulties and successful adaptation to a gifted individual in the process of learning, maturing, developing, and effectively forming and affirming the students' not only creative but also their overall healthy, humane, and free personalities.

**Keywords:** giftedness, emotional peculiarities, encouragement of development, difficulties.

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**Prikaz knjige:**

Dr Slavica Maksić i dr Jelena Pavlović (2022). *Kreativnost u obrazovanju iz perspektive nastavnika*. Beograd: Institut za pedagoška istraživanja, 208 str.

**IMPLICITNE TEORIJE NASTAVNIKA O KREATIVNOSTI U  
OBRAZOVANJU**

*Kreativnost u obrazovanju iz perspektive nastavnika* je knjiga autorki dr Slavice Maksić (Institut za pedagoška istraživanja, Beograd) i dr Jelene Pavlović (Univerzitet u Beogradu – Filozofski fakultet, Odeljenje za psihologiju), objavljena 2022. godine u izdanju Instituta za pedagoška istraživanja (Beograd). U knjizi su sumirana recentna i relevantna saznanja o kreativnosti i prikazani su izuzetno značajni empirijski nalazi. O nespornoj vrednosti publikacije govore i eminentni recenzenti: prof. dr Ljupčo Keverski (Univerzitet „Sv. Kliment Ohridski“, Bitola), prof. dr Aleksandar Stojanović (Univerzitet u Beogradu) i prof. dr Blanka Bogunović (Univerzitet umetnosti u Beogradu).

Danas se kreativnost smatra imperativom obrazovanja, a u naučnoj literaturi može se identifikovati bogati korpus saznanja o ovoj temi. Međutim, kako aktuelna naučna građa ne uspeva da unapredi školsku praksu razvoja kreativnosti u željenoj meri, namera autorki je da se objavljivanjem knjige *Kreativnost u obrazovanju iz perspektive nastavnika* teorijske koncepcije i modeli kreativnosti u većem stepenu povežu sa obrazovnom praksom. Imajući u vidu da prvi korak u promeni postojeće prakse podrazumeva ispitivanje i promenu uverenja o kreativnosti, predmet publikacije predstavljaju implicitne teorije i uverenja vaspitača i nastavnika o prirodi i razvoju kreativnosti u vaspitnoobrazovnim ustanovama. Knjiga se sastoji od osam poglavlja, koja se nadovezuju jedno na drugo.

Prvi deo knjige može se označiti teorijskim i konceptualnim, a čine ga tri poglavlja. Na samom početku, autorke se bave analizom definisanja i tumačenja kreativnosti u teoriji, opisom i kritičkim sagledavanjem najuticajnijih modela kreativnosti (Model kreativnosti 4P, Model kreativnosti 5A, Sistemski model kreativnog toka, Model kreativnosti 4K, Investiciona teorija i propulzivni model kreativnosti i Dinamički komponentni model kreativnosti i inovativnosti), kao i prikazivanjem dosadašnjih istraživačkih rezultata. Autorke dalje ukazuju na razlike između eksplicitnih i implicitnih teorija i ističu značaj implicitnih teorija za sveobuhvatno razumevanje i razvoj kreativnosti. U tom duhu, navode se dosadašnja ispitivanja implicitnih teorija kreativnosti, uz naročitu posvećenost implicitnim uverenjima vaspitača i nastavnika. Dodatno, razmatra se međusobno prožimajući odnos kreativnosti sa učenjem i nastavom, status kreativnosti u evropskim i nacionalnim strateškim dokumentima,

zakonskim i podzakonskim aktima, kao i teškoće koje umanjuju mogućnosti za ispoljavanje i razvoj kreativnosti u obrazovanju.

Drugi deo knjige dominantno je istraživački, te je usmeren na prezentovanje rezultata istraživanja o implicitnim teorijama kreativnosti vaspitača i nastavnika u vaspitnoobrazovnom sistemu, koja su autorke realizovale u periodu 2009–2019. godine. Autorke, najpre, jasno uvode čitaoce u predmet, opšti i specifične ciljeve istraživanja, informišu ih o karakteristikama uzorka i miks-metodskom pristupu u prikupljanju i analizi podataka. Zatim, na sistematičan način prikazuju rezultate istraživanja o implicitnim uverenjima istraživača i nastavnika o prirodi, ispoljavanju i mogućnostima razvoja kreativnosti u obrazovanju, koji potkrepljuju zasnovanost Modela kreativnosti 4P (uz izvesne modifikacije) i obezbeđuju koncipiranje novih modela kreativnosti: Razvojni, Ekspertski i Integrisani model kreativnosti. Maksić i Pavlović prikazuju i nalaze istraživanja koji, ne samo, validiraju primenu prethodno koncipiranih modela, već ih u određenoj meri i dopunjuju. Dodatno, ukazuje se na specifičnosti opažanja kreativnosti zaposlenih u obrazovanju u odnosu na njihovo radno mesto, lične karakteristike i obeležja ustanove u kojoj su zaposleni, čime se čitaoci podstiču na dalje razmišljanje o razlozima koji stoje u osnovi evidentiranih razlika. Na samom kraju publikacije se, pored, sumiranja sadržaja i izdvajanja ključnih istraživačkih nalaza, daju i važne implikacije za podsticanje i razvoj kreativnosti u pedagoškoj praksi, kao i jasne smernice za buduća istraživanja u ovoj oblasti.

Knjiga *Kreativnost u obrazovanju iz perspektive nastavnika* značajna je sa više aspekata. Najpre, sumiranje dosadašnjeg naučnog tumačenja kreativnosti i kritička analiza bogate originalne istraživačke građe sugerise izniman naučni doprinos publikacije. Poseban naučni značaj oslikava se u potvrdi jednog od najistaknutijih modela kreativnosti, ali i u koncipiranju novih, empirijski zasnovanih modela. Knjiga može biti podstrek istraživačima da testiraju druge teorijske modele kreativnosti, kao i da buduća istraživanja sprovode sa drugim značajnim informantima. Praktična vrednost knjige ogleda se u pružanju mogućnosti zaposlenima u obrazovanju da sopstvena uverenja o kreativnosti tumače u okvirima najuticajnijih teorijskih koncepcija, kao i da ih preispituju i menjaju, što posledično utiče na promenu prakse razvoja kreativnosti u obrazovanju. Dodatno, u knjizi se analizira uticaj raznovrsnih faktora na unapređivanje kreativnosti u obrazovanju, što obezbeđuje šire razumevanje kreativnosti i podsticanje praktičara na preuzimanje odgovornosti na ovom planu. Jasan, prijemčiv i zanimljiv stil pisanja autorki čini publikaciju privlačnom čitaocima različitog obrazovanja i usmerenja. Sadržaj i vizual knjige upotpunjen je crtežima predškolaca, osnovnoškolaca i srednoškolaca na temu „Moj vrtić” i „Moja škola”, kojima se čitaoci podstiču na dublje promišljanje i analizu njihovih sublimiranih poruka. Na osnovu svega rečenog, može se zaključiti da publikacija predstavlja značajan resurs svim zainteresovanim i odgovornim akterima (istraživači, praktičari, kreatori obrazovnih politika) za unapređivanje i razvoj kreativnosti u obrazovanju.



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