

PEŽIMEI / ABSTRACTS

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IZMEĐU AKADEMIZACIJE I PROFESIONALIZACIJE KAO TRENDU U OBRAZOVANJU NASTAVNIKA IZ UGLA DAROVITIH

Kvalitet nastavnikovog rada je činilac koji najbitnije utječe na razvoj svih pa i darovitih učenika. Zbog toga trebamo što bolje i naučno zasnovane odgovore na dva pitanja: Koje su karakteristike najboljih nastavnika i kakvim obrazovanjem mogu ih stići? Da li se radi više o nastavnim veštinama, stavovima o biti učenja i nastave ili o dubljim karakteristikama njegove ličnosti? Pristup ka razrešavanju ove dileme biće prikazan pomoću „modela luka” po Korthagenu, koji nastoji harmonizirati različite slojeve nastavnikove profesionalnosti, od vanjskih koji se iskazuju u svakodnevnom ponašanju u odnosu na učenike do najdubljih, koji obuhvaćaju njegov profesionalni identitet i misiju.

Dok se u prošlosti na pedagoškim akademijama uspelo povezati teoriju i praksu, sadašnji sistem obrazovanja nastavnika, naročito predmetnih i srednjoškolskih, u skladu sa univerzitetskom doktrinom, naglašava ovladavanje teorije što većeg broja disciplina (proces akademizacije ili univerzitizacije), a zanemaruje razvoj bitnih profesionalnih kompetencija i stavova. Nastavnik tako nije pripremljen za pristnu individualizaciju, za nastavu, usmerenu u učenike i njihov optimalni razvoj i time i za podsticanje razvoja nadarenih učenika. Istraživanja ukazuju na velike nedostatke diplomanata u izvođenju nastave, počevši od kvaliteta svakodnevne (verbalne) interakcije pa do uvođenja problemskog i projektnog pristupa, iskustvenog učenja i pristnog aktiviranja i motiviranja učenika.

Uvođenje što kvalitetnijeg iskustvenog učenja u obrazovanje (budućih) nastavnika, naročito u praktikume, uključujući i dubinsku refleksiju, predstavlja jak izazov za visokoškolske nastavnike koji su nosioci pedagoškog obrazovanja na različitim fakultetima. Njihovo karijerno unapređivanje nažalost ovisi skoro isključivo o kvantitetu objavljivanja a ne o kvalitetu nastavnog rada sa studentima i razvijanju bitnih vidova njihove profesionalnosti.

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BETWEEN ACADEMISATION AND PROFESSIONALISATION OF TEACHER EDUCATION WITH REGARD TO FOSTERING THE DEVELOPMENT OF GIFTED STUDENTS

As the quality of teaching represents a major context variable in the development of all, including gifted students, we need qualified answers to two central questions: What are the essential qualities of a good teacher and how they are acquired? Are these mainly observable skills, attitudes and conceptions about learning and instruction or teacher's deeper personal characteristics? The solution of this controversy is going to be presented through the so called »onion model« (Korthagen) which tries to harmonize different layers of teacher's professionalism, from those observable in his/her classroom behavior to deeper ones that encompass teacher's personal identity and mission.

While in the past, teacher education in pedagogical academies succeeded fairly well to connect theory and practice, the present system of teacher education, especially for subject teachers at university level, is characterized by »academisation«. The prevailing doctrine at universities means stressing the importance of theory of numerous disciplines, while neglecting the development of professional competencies and attitudes in students. This leaves teachers less well prepared for genuine individualisation, for learner centered teaching and fostering development of all, including gifted students. The research shows that all too often, the classroom interaction is too teacher-centered, there is nearly no problem solving or project work, real experiential and active learning.

Introducing more experiential learning, including deep reflection, in teacher education is a real challenge for teacher educators in different faculties. Unfortunately, their career advancement depends nearly entirely on the quantity of publications and not on the quality of teaching and developing professional qualities in their students.

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ИНДИВИДУАЛИЗОВАНА НАСТАВА – ПОДРШКА ДАРОВИТИХ ОСНОВНОШКОЛАЦА

У овом раду полазимо од експлицитног става да су надарени ученици најдрагоцјенији и најперспективнији друштвено развојни потенцијал. Зато их је од најранијег школовања неопходно брижно пратити, идентификовати и адекватно педагошки подстицати. У вези с тим, школа, а посебно основна, има најзначајнију и најодговорнију друштвену улогу. Ова институција, њени наставници, компетентне службе и тимови, најпозванији су и друштвено најодговорнији за правовремену и објективну идентификацију даровитих ученика и осмишљавање, за сваког појединца, примјерених васпитно-образовних програма, како би се у пракси континуирано подржавао развој њиховог природног потенцијала.

Професионално компетентна школска подршка перманентном раду, максималном персоналном ангажовању, учењу и развоју даровитих ученика, имплицира, прије свега, организацију квалитетне индивидуализоване и диференцирана наставе, уз примјену најсавременијих достигнућа наставне технологије. Настава овог типа, заснива се на претходном добром познавању латентних способности, склоности, жеља и амбиција сваког појединца, те на тим сазнањима, цјелисходан избор и прилагођавање флексибилних наставних система и стратегија поучавања и учења, које би требало да резултирају, не само најбољим васпитно-образовним исходима, већ и свеколиком развоју свих природних потенцијала појединца. Сходно томе, *циљ овог рада, фокусиран је на теоријску анализу и елаборацију индивидуализоване наставе, њених могућности и ефеката у процесу подстицања образовања и развоја даровитих основношколских ученика.*

Кључне ријечи: даровити ученици, наставник, индивидуализована настава системи и стратегије.

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INDIVIDUALIZED TEACHING – TO SUPPORT THE DEVELOPMENT OF GIFTED PRIMARY SCHOOL STUDENTS

This Paper starts from explicit stand that gifted students are representing most valuable and most perspective potential of social development of the society. For this reason, it is necessary to follow, identify and adequately educationally encourage these students as from the very beginning. Schools, especially the Primary schools, has the core rule and social responsibility in that regard. This institutions, together with all the teachers and competent authorities and teams within the organization, are considered the first responsible for timely and objectively identifying of gifted students, as well as for creating and drafting individual learning plans and strategies for institutional development of these student's talents and potentials.

Professionally institutional support to the permanent work, individual engagement, learning and development of gifted students first implies fully implementation of individual and differentiated learning programme and application of modern technology. Learning programmes should be developed on very deep pre-knowledge of latent potentials, talents, wishes and ambitions of each student, based on which the overall and expedient choice and adaptation of education systems and learning strategies shall be made and further lead, not only to the best educational results, but to the overall development of all potentials of the student. Therefore, this Paper focus on theoretical analyses and elaboration of individual learning programme, its limitations and effects in the process of encouragement of education and development of gifted students in Primary school.

Key words: gifted students, teacher, individual learning programmes and strategies.

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PODSTICANJE AUTONOMIJE I INTRINZIČNE MOTIVACIJE U RADU SA STUDENTIMA¹

U literaturi se navodi da studenti koji uče u visoko kontrolisanom okruženju od strane nastavnika i u kome ne učestvuju u procesu kreiranja i evaluacije učenja, uče manje efikasno, posebno kada je učenje složeno i zahteva kreativne procese. Istraživanja pokazuju da je samo manji broj studenata upisanih na visokoškolske institucije intrinzično motivisan, odnosno da u učenju pokazuju istrajnost, posvećenost i visoke rezultate. Za veliku većinu studenata smatra se da su podstaknuti spoljašnjim motivima i zahtevima spoljašnje sredine. U radu polazimo od pretpostavki teorije samodeterminacije i analiziramo rezultate istraživanja o mogućnostima podsticanja autonomije učenika univerzitetske nastave. Može se zaključiti da podržavanje autonomije studenata u učenju doprinosi održavanju i pojačavanju unutrašnje motivacije, podsticanju konceptualnog učenja, kreativnosti, kao i samoinicijativnog ponašanja tokom školovanja, što predstavlja bolju pripremu za ulazak u svet rada i razvoj profesionalne karijere. U skladu s tim, osmišljavanje strategija i modela pružanja podrške studentima u razvijanju autonomije i intrinzične motivacije u učenju trebalo bi da postane jedan od važnih ciljeva politike visokog obrazovanja.

Ključne reči: teorija samodeterminacije, autonomija, intrinzična motivacija, kreativnost, nastava.

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ENCOURAGING STUDENTS' AUTONOMY AND INTRINSIC MOTIVATION IN UNIVERSITY EDUCATION²

The literature states that students who learn in a environment highly controlled by teachers, and which they do not participate in the process of creating and evaluating learning, learn less efficiently, especially when learning is complex and requires

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² The realization of this research was financed by the Ministry of Education, Science and Technological Development of the Republic of Serbia (Contract No. 451-03-68 / 2020-14 / 200018).

creative processes. Research shows that only a small number of students enrolled in higher education institutions are intrinsically motivated, ie. they show perseverance, commitment to learning and high achievement. The vast majority of students are considered to be motivated by external motives and by the demands of the social environment. The paper starts from the assumptions of the self-determination theory and we presents the results of recent research on opportunities to encourage university student autonomy in learning. It can be concluded that supporting student autonomy in learning contributes to maintaining and strengthening internal motivation, improves conceptual learning, creativity, as well as self-initiative behavior during schooling, which is a better preparation for entering the world of work and professional career development. Accordingly, designing strategies and models to encourage students' autonomy and intrinsic motivation in learning should become one of the important goals of higher education policy.

Key words: self-determination theory, teaching, learning, autonomy, intrinsic motivation.

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STANJE, POTREBA I PERSPEKTIVA RADA SA DAROVITIM POJEDINCIMA KROZ POSEBNE PROGRAME

U praksi su prisutne predrasude da će daroviti učenici postati uspešni bez ikakve podrške i bez angažovanja škole i nastavnika. Činjenice o prirodi darovitosti pokazuju drugačiju sliku, prema kojoj je u praksi neophodno angažovanje svih činilaca kako bi se darovitost razvila i postala produktivna. Predmet istraživanja jesu stavovi nastavnika o podsticanju i razvijanju darovitosti kod učenika, kao i o programima za pojedince sa visokim ostvarenjima. Ciljevi istraživanja su: teorijski: proučavanjem teorije, utvrditi koliki doprinos ima uloga nastavnika na podsticanje i razvoj darovitosti kod učenika, saznajni: utvrditi stavove nastavnika, kako vide svoju ulogu u procesu podsticanja darovitosti i darovitih pojedinca. Uzorak je slučajan i njime je obuhvaćeno 105 nastavnika osnovnih škola na teritoriji Južne Srbije. Zadaci istraživanja su fokusirani na ispitivanje nastavnika o njihovoj osposobljenosti za identifikaciju darovitih učenika, zatim na to kako ocenjuju pripremljenosti za rad sa darovitima, koje oblike rada smatraju najpodsticajnijim za razvijanje darovitosti kod učenika, kako procenjuju svoju ulogu u razvijanju darovitosti kod učenika i kako gledaju na programe za darovite učenike u našem

sistemu obrazovanja. U istraživanju je korišćena deskriptivna metoda, tehnika skaliranja, a instrument skala procene konstruisana je posebno za potrebe ovog istraživanja pod naslovom *Skala procene stavova nastavnika o njihovoj ulozi u razvijanju darovitosti kod učenika* (SPSNURDU). Rezultati istraživanja su pokazali da fenomen darovitosti konstantno mora biti istraživani, da su daroviti pojedinci posebni i zahtevaju dodatno angažovanje nastavnika u toku nastave.

Ključne reči: darovitost, daroviti učenici, identifikacija darovitih učenika, podsticanje darovitih učenika, uloga nastavnika.

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STATUS, NEED AND PERSPECTIVE OF WORKING WITH GIFTED INDIVIDUALS THROUGH SPECIAL PROGRAMS

In practice, there are prejudices that gifted people will become successful without any support and without the involvement of the school and teachers. The facts about the nature of giftedness show a different picture, according to which in practice it is necessary to engage all factors in order for giftedness to develop and become more productive. The subject of the research is the attitudes of teachers about encouraging and developing giftedness in students, as well as about programs for individuals with high achievements. The goals of the research are: theoretical: by studying the theory, to determine the contribution of teachers to the encouragement and development of giftedness in students, cognitive: to determine the attitudes of teachers, how they see their role in the process of encouraging giftedness and gifted individuals. The sample is random and includes 105 primary school teachers in the territory of Southern Serbia. The objectives of the research are focused on examining teachers about their ability to identify gifted students, then how they assess readiness to work with gifted students, which forms of work they consider most conducive to developing giftedness in students, how they assess their role in developing giftedness in students. Programs for gifted students in our education system. The research used a descriptive method, a scaling technique, and the instrument of the assessment scale was constructed especially for the needs of this research, entitled *The scale of assessment of teachers' attitudes about their role in developing giftedness in students* (SPSNURDU). The results of the research showed that the phenomenon of giftedness must be constantly researched, that gifted individuals are special and require additional engagement of teachers during classes.

Key words: giftedness, gifted students, identification of gifted students, encouragement of gifted students, the role of teachers.

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ANALIZA DISKURSA O DAROVITOSTI U SRPSKIM NOVINAMA

Darovitost je kompleksan koncept koji je prominentan u naučnom svetu, ali koji takođe ima veliki društveni značaj. Nada za budući razvoj ljudske rase se u velikoj meri polaže na darovite pojedince u zajednici. Pojam darovitosti se tako sreće u javnom životu u mnogim kontekstima: u akademskim krugovima istraživača koji se bave ovom temom, u školskim sredinama gde se radi na identifikaciji i negovanju darovitosti kod dece, u organizacijama čiji je cilj identifikacija i podrška darovitoj zajednici, kao i u medijima. Medijski diskurs o darovitosti je značajan jer utiče na percepciju i ophođenje šire javnosti prema darovitima. Cilj ovog istraživanja je analizirati kako se koncept darovitosti predstavlja u medijima u Srbiji. Metoda koja se primenjuje je kritička analiza diskursa. Korpus novinskih članaka u digitalnom obliku koji se dotiču teme darovitosti je formiran za svrhe ovog istraživanja.

Ključne reči: daroviti, mediji, kritička analiza diskursa, lingvistika.

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ANALYSIS OF THE GIFTEDNESS DISCOURSE IN SERBIAN NEWSPAPERS

Giftedness is a complex concept prominent in the scientific community, but also a concept with a significant social value. Hopes for future development of the human race are to a high degree placed in the hands of gifted individuals in a community. The concept of giftedness is therefore present in various contexts of public life: in academic circles of researchers who deal with this subject, in school environments where giftedness is identified and developed in children, in organizations whose goal is the identification and support of the gifted community, as well as in the media. The media discourse of giftedness is important because it effects the perception and behavior of the wider public towards the gifted. The goal of this research is the analysis of how the concept of giftedness is portrayed in the Serbian media. The method implemented in this paper is the critical discourse analysis. A corpus of digital newspaper articles dealing with the concept of giftedness was compiled for the purposes of this study.

Key words: giftedness, the media, critical discourse analysis, linguistics.

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DIGITALNE KOMPETENCIJE VASPITAČA ZA PRIKUPLJANJE I OBRADU INFORMACIJA U RADU SA DAROVITOM DECOM PREDŠKOLSKOG UZRASTA³

Nove Osnove programa predškolskog vaspitanja i obrazovanja u Srbiji – *Godine uzleta* zahtevaju integrisani pristup aktivnostima dece predškolskog uzrasta, a u skladu sa tim i više izvora učenja (senzorna iskustva, knjige slikovnice, predmeti za svakodnevnu upotrebu, drugi ljudi, umetnički produkti, informaciono-komunikacione tehnologije itd.). Ovako definisane *Godine uzleta* čine se kao idealna osnova za individualizovani pristup i u radu sa darovitim decom. Ovo je posebno naglašeno u „Principu autentičnosti... gde je fokus vaspitača na prepoznavanju i uvažavanju integriteta, različitosti i posebnosti svakog deteta, razvojnih, kulturnih, socijalnih i drugih specifičnosti dece i njihovih porodica, kao i jakim stranama i potencijalima svakog deteta...” (ibidem).

Digitalni (IKT) izvori predstavljaju danas neiscrpnu bazu temeljnih, ali i potpuno novih, ponekad i nedovoljno istraženih, znanja i učenja. Sposobnost vaspitača da traže i nalaze informacije na internetu pomoću internet pretraživača u tom smislu su od ključnog značaja. Vaspitači shodno tome moraju da znaju i da nisu sve informacije na internetu pouzdane, moraju da budu osposobljeni da čuvaju odgovarajuće sadržaje (tekst, slike, muziku...), kao i da ih klasifikuju na metodičan način. Upotreba alata za praćenje veća sa ciljem da se bude u toku sa aktuelnim sadržajima koji su od interesa za planiranje, realizaciju i u funkciji su razvoja programa zahtevaju i odgovarajuću sposobnost procene validnosti i verodostojnosti informacija pomoću niza kriterijuma.

Prikaz pojedinih rezultata dobijenih analizom inicijalnog upitnika o samoproceni digitalnih kompetencija vaspitača u AP Vojvodini, daće nam neke odgovore na ova pitanja: Da li su i u kolikoj meri učesnici u istraživanju spremni i osposobljeni da odgovore na izazove upotrebe digitalnih tehnologija kao validnog izvora za integrisani pristup u radu sa decom predškolskog uzrasta, a samim tim i u radu sa darovitim pojedincima?

Ključne reči: daroviti, razvoj programa, integrisani pristup, internet, kompetencije.

³ Istraživanje je sprovedeno u okviru projekta „Digitalne kompetencije vaspitača – stanje i perspektive”, koji je rešenjem broj: 142-451-2427/2019-02/1 odobrio i sufinansira Pokrajinski sekretarijat za visoko obrazovanje i naučnoistraživačku delatnost, Republika Srbija, Autonomna Pokrajina Vojvodina.

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DIGITAL COMPETENCIES OF PRESCHOOL TEACHERS FOR COLLECTING AND PROCESSING INFORMATION IN WORK WITH GIFTED PRESCHOOL CHILDREN⁴

The latest Preschool Curriculum Framework in Serbia – *Years of Ascent* advocates integrated approach to activities of preschool children, as well as a use of a number of learning resources (sensory experiences, picture books, everyday use objects, other people, art products, ICT, etc). The Years of Ascent defined in such a way seem to be an ideal framework for individualized approach in work with gifted children, too. This is emphasized in the “Principle of authenticity... where a preschool teacher focuses on recognition and respect for the integrity, diversity and uniqueness of each child, his/her developmental, cultural, social and other specific features, as well as their families, along with potentials of each child...” (ibidem).

Digital (ICT) resources have become inexhaustible pool not only for fundamental, but also for completely new and sometimes insufficiently explored knowledge and learning. Consequently, the ability of preschool teachers to search for and find information on the Internet using internet browsers has in this sense become crucial. Therefore, preschool teachers are also supposed to know that not all the information available on the Internet are reliable. Furthermore, they have to be trained to save appropriate contents (text, pictures, photos, music...) and to classify them in a methodical way. The use of tools for following of the web in order to be in line with the current contents of interest for planning and implementation and which are in the function of development of the curriculum also requires certain skills for assessing validity and credibility of pieces of information according to a whole range of criteria.

The outline of the findings obtained according to the analysis of the initial questionnaire on self-evaluation of digital competencies of preschool teachers in the Autonomous Province of Vojvodina will suggest answers to the certain questions: Are and to what an extent the research subjects able and trained to address the needs of appropriate use of digital technologies as a valid source for implementation of integrative approach to work with preschool children, as well as work with gifted individuals?

Key words: the gifted, program development, integrative approach, the Internet, competencies.

⁴ Research was carried out within the project "Digital 4 Competencies of Preschool Teachers – Current State and Perspectives", approved (Decision No. 142-451-2427/2019-02/1) by the Provincial Secretariat for higher education and scientific research, the Republic of Serbia, Autonomous Province of Vojvodina.

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PROBLEMI I IZAZOVI U DIDAKTICI MUZIČKI DAROVITIH – PERSONALIZACIJA RADA

Cilj rada je da se teorijskom analizom predstavi značaj personalizovanog pristupa učenicima u svrhu podsticanja njihovog razvoja, te stvaranjem mogućnosti za dosezanjem vrhunske muzičke uspešnosti. Rezultati brojnih istraživanja ukazuju na činjenicu da su razlozi za uspeh i neuspeh muzički darovitih mnogobrojni. U skladu sa tim, u okviru ovog rada predstavljena je problematika sa kojom se, muzički daroviti učenici, ali i nastavnici, odnosno njihovi mentori, susreću u radu, ukazujući na faze kroz koje treba da prođu, zajedničkim snagama, tokom procesa učenja, vežbanja i sticanja veština u okviru nastave predmeta Solfeđo. Iz ovog ugla, razmatraju se određene sposobnosti, kao i unutrašnji faktori učenja, neophodni za uspeh iz predmeta Solfeđo. U ovom radu biće razmatran fenomen mentorstva, značaj, uloga i ishodi njegovog delanja, ali i problemi i izazovi u didaktici muzički darovitih sa kojima se susreću nastavnici solfeđa. Izvedeni zaključci ukazuju na činjenicu da se pozitivni rezultati prevazilaženja određenih problema u napretku muzički darovitih, često kriju u personalizovanom pristupu i odnosu učenik–mentor. Stoga se može zaključiti da, uvažavanje celovite ličnosti učenika, te personalizovan pristup, može omogućiti njihov razvoj, pa čak i dostizanje krajnjih granica vrhunske muzičke performanse.

Ključne reči: muzička darovitost, solfeđo, personalizacija, mentor, učenik.

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PROBLEMS AND CHALLENGES IN THE DIDACTICS OF MUSICALLY GIFTED – PERSONALIZATION OF WORK

The goal of the paper is to, through theoretical analysis, present the importance of the personalized approach to pupils with the goal of encouraging their development and creating the opportunity for them to reach great success in music. Results of numerous studies show that there exists a plethora of reasons for the success and failure of the musically gifted. In accordance with this, the paper presents the issues with which musically gifted pupils and their teachers, i.e. mentors, deal with in their work. It presents the phases through which they need to pass together during the process of learning, practice and the acquisition of skills within the subject of Solfeggio. From this perspective, we explore various abilities and internal factors of

learning necessary for success in the subject of Solfeggio. This paper will also investigate the phenomenon of mentorship, its significance, role and outcomes, but also the problems and challenges in the didactics of the musically gifted pupils which Solfeggio teachers face in their classes. The reached conclusions indicate that positive results of overcoming problems in the improvement of musically gifted pupils are often found in the personalized approach and in the relationship between the pupil and mentor. Therefore it can be concluded that the acceptance of the entire personality of the pupil, and personalizing the approach, can enable the pupils' development, and even reaching the upper limits of exceptional musical performance.

Key words: musical giftedness, Solfeggio, personalization, mentor, pupil.

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UTOPIJA PEDAGOGIJE UČENJA I OBRAZOVANJA

Od svih praktično nenabrojivih vrsta darovitosti talenata samo umetnost deli svoj kreativni impuls sa drugim ljudima. Plodove drugih vrsta darovitosti ljudi već gotove preuzimaju i uče da koriste, a kreativno iskustvo umetnosti kao dar suštinski, demokratski, utopistički humano deli se bez granica i prostora; kao plamen kreativnog saznanja nemoguć je bez umetničkog iskustva. Pedagogija je i sama pre nego što je ponela to ime u dubokim vremenima alhemije, logike, učenja i vaspitanja polako prepoznavala i ovladavala obrascima učenja i vaspitanja bez prinude. Pedagogija svoja saznanja prenosi verbalnim signalima i simbolima koji kodiraju protokole njene delatnosti, a umetnički podsticaji deluju u prostoru u kojima su reči samo građa iskonskom kodu koji direktno deluje na samo tkivo hemije mentalnih procesa. Hemija je milenijumima delovala kao poluumetničko iskustvo. Alhemija bez ikakvog znanja o suštini logike procesa kojima uspeva da ovlada. Pedagogija upućena na pojedinca u krajnjem delu svoje aktivnosti radi što i alhemija – aktivira hemiju promene u umu kao posledicu učenja i vaspitanja. Što se pedagogija više približava idealu logika hemije uma, manje je alhemičarska a više hemijska racionalna osvešćena nauka. Naravno da iskustvo bliskosti saznanja pedagogije i znanja o hemiji uma ostaju oblasti specijalista ali ostaje sjajan i iskonski alat, koji to sublimira u klasične recepte oduvek – a to su umetnički kodovi svih medija i materijala i za svako čulo. Umetnici su uvek prevratnici jeretici jer to i jeste suština inoviranja nepotkupljivog kreativnog koda koji se iznova i beskonačno inovira da bi obezbedio svežinu prevratničke evolutivne misli kojom bi svako društvo želelo da zagospodari. Pedagogija je pak deo mnogo jasnije veze i direktno je mnogo više u funkciji društva nego pojedinca. Pedagogija se izgleda uvek dozira, a umetnost se iskobelja iz obruča koji pedagogija organizuje i plaća. Proces učenja i vaspitanja

danas zahteva i treću komponentu – kreativnu upotrebu naučenog i socijalizovanog ponašanja materijala. Pedagogija bira kojem će se brdu prikloniti.

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UTOPIA OF THE TEACHING AND EDUCATION PEDAGOGY

From all of the almost uncountable forms of giftedness only art shares its creative impulse with other people. The fruit of other forms of giftedness, people take ready-made and learn how to use them. The creative experience of art as primarily a gift is democratically, in a utopian spirit shared without restraints. As a flame of creative insight it is impossible without artistic experience. Pedagogy itself, even before it bore that name, far in the time of alchemy, logic, reaching and educating, slowly recognized and mastered forms of teaching without force. Pedagogy conveys its knowledge through verbal signs and symbols which code the protocols of its work. Artistic impulses work in a space where words are only material in the primordial code which directly influences the tissue of the chemistry of mental processes. Chemistry has acted for millennia as a semi-artistic experience. Alchemy, without any knowledge about the core of logical processes managed to conquer them. Pedagogy which is directed towards the individual in the final part of its activity does the same thing as alchemy – it activates the chemistry of change in the mind as a consequence of learning. The closer pedagogy gets to the ideal the closer the logic of the chemistry of the mind gets to the rational conscious science and further from alchemy. Of course, the connection of pedagogy insight and knowledge about the chemistry of the mind remain in the field of specialists but it remains a fantastic primordial tool, which has always made it concise in classical recipes – and they are the artistic codes of all media and materials for all of the senses. Artists are always revolutionaries and heretics because that is the core of innovation, of the incorruptible creative code which is continuously innovated in order to offer a fresh perspective of the evolutionary thought, which every society would want to reign over. Pedagogy is part of a clearer connection and is directly more in the function of society than the individual. Pedagogy is always given with a measure but art struggles free from the constraints which pedagogy organizes and pays for. The process of teaching and learning today demands a third component – which is the creative usage of scientific and socialized behavior of materials. Pedagogy chooses which side it will take.

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МОГУЋНОСТИ КРЕАТИВНОГ ИЗРАЗА УЧЕНИКА ИЗ ПЕРСПЕКТИВЕ ОНЛАЈН НАСТАВЕ СРПСКОГ ЈЕЗИКА И КЊИЖЕВНОСТИ

Искуство онлајн наставе српског језика и књижевности током последњег тромесечја школске 2019/20. године и наставницима и ученицима донело је нова искушења и добробити које – преточене у инвентивне приступе књижевним делима – анализирамо и разматрамо у овом раду. Показало се да онлајн настава, реализована путем различитих интернет платформи, омогућава завидан степен интеграције знања, синкретичне погледе и интертекстуалне перспективе, а да захваљујући усмерености на самосталан рад, отварању већих могућности за индивидуалне консултације и подстицање иницијативе у истраживању богате литературе коју нуде квалитетни образовни интернет сајтови – упркос изостанку групног и фронталног рада – често омогућава и већа индивидуална постигнућа. Истраживање је утемељено на тромесечном раду ученика Фармацеутско-физиотерапеутске школе у Београду: од есеја у коме се тематизују почетна искуства у онлајн настави, преко креативно осмишљених приступа књижевним делима („Тражим помиловање за ... лик / поступак лика у одређеном књижевном делу”) и модела међуобласне интеграције, до завршне анкете у којој ученици износе своје виђење овог облика наставе и образлажу преимућства, тешкоће, али и могућности и креативне подстицаје које онлајн настава пружа.

Кључне речи: онлајн настава, настава српског језика и књижевности, креативност, индивидуални рад ученика.

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POSSIBILITIES FOR CREATIVE EXPRESSION OF STUDENTS FROM THE STANDPOINT OF ONLINE SERBIAN AND LITERATURE TEACHING

The experience of online teaching Serbian and literature within last three-month term 2019/2020 school year, brought both teachers and students new temptations and benefits through topic transferred into inventive approaches to literary works, which we analyse and consider in this work. The online teaching realized with

various Internet platforms turned out to enable a respectable degree of knowledge integration, syncretic views and intertextual prospects and owing to orientation to individual work, as well as to opening greater possibilities for individual consultations and arousing motivation in researching rich reference literature offered by high quality Internet education sites, despite the lack of group and frontal work, often enables some greater individual achievements. The research is based upon three-month work of Pharmaceutical-physiotherapy High school students in Belgrade: from an essay in which initial experiences on online teaching are compiled through topics over creatively designed approaches to literary works („I beg for mercy for ... a character/a character's act in a particular literary work") and a model of interdomain integration, to a final questionnaire where students give their opinion of this kind of teaching and explain advantages, difficulties as well as possibilities and creative motivations enabled by online teaching.

Key words: online teaching, Serbian language and literature teaching, creativity, individual student's work.

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PERSONALIZOVANO UČENJE DAROVITIH U HEURISTIČKOM DIDAKTIČKOM KONTEKSTU

Personalizovano učenje je, prilagođeno savremenim potrebama, kao i pojedini drugi oblici i modeli učenja nastali pod okriljem reformske pedagogije – projekt metoda, Dalton plan, laboratorijski sistem i drugi – uveliko zauzelo važno mesto u savremenim školama i radu sa darovitim učenicima i studentima. Počevši od didaktičke premise, gde se posebno naglašavaju nastavne strategije i kontekst za učenje, u radu se razmatraju kontributivni elementi personalizovanog učenja darovitih. Uloga heurističkog didaktičkog konteksta je da omogući darovitim učenicima i studentima učestvovanje u kreiranju sadržaja učenja, dizajniranju sopstvenih ciljeva, samoregulisano učenju, upravljaju resursima učenja, dizajniranju i procenjivanju svog učenja, i postepenom preuzimanju kontrole od nastavnika nad vlastitim učenjem. Didaktički narativ za personalizovano učenje podrazumeva podsticanje učenja kroz dijalog, strategije predavanja i učenja koje razvijaju samopouzdanje kod darovitih njihovim angažovanjem u nastavi, fleksibilan kurikulum sa znatnim brojem predmeta iz različitih oblasti koji darovitima omogućavaju da pronađu svoj jedinstven put u sistemu, motivisanost nastavnika za postizanje visokog kvaliteta nastave i učenja darovitih. Varijabilni sadržaji i personalizovana pitanja učenja, gde su daroviti kreatori i dizajneri svog učenja, prevazilazi individualizaciju i diferencijaciju jer ide korak dalje i pruža veće ingerencije, s jedne strane, ali i odgovornost, s druge strane. Pored višestrukih

mogućnosti izbora, usklađivanja sadržaja učenja sa vlastitim ciljevima, personalizovano učenje traži od učenika i studenata da budu rezilijentni, odgovorni u učenju i postizanju ciljeva koje su sami definisali, da preuzimaju rizik i bore se sa neizvesnošću koju često nosi sa sobom personalizovana maršruta.

Ključne reči: personalizovano učenje, didaktički kontekst, nastavne strategije, samoregulisanost, daroviti.

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PERSONALIZED TEACHING OF THE GIFTED IN THE HEURISTIC DIDACTIC CONTEXT

Personalized teaching is modified for the contemporary needs. Like other forms and models of teaching which arose under the auspices of reform pedagogy – the project method, Dalton plan, laboratory system and others – personalized learning has an important role in contemporary schools and in the work with gifted pupils and students. Starting from the didactic premise, in which teaching strategies and the learning context are highlighted, the paper explores the contributive elements of implementing personalized learning with the gifted. The role of the heuristic didactic context is to enable the gifted pupils and students to participate in the creation of the teaching content, to design their own goals, achieve self-regulated learning, to manage their own learning resources, to design and evaluate their learning and gradually take control over their learning from their teachers. The didactic narrative for personalized learning presupposes encouraging the learners through dialogue, teaching and learning strategies which develop self-confidence in the gifted through their active role in the classroom, flexible curriculum with numerous subjects from various fields which enable the gifted to find their unique way in the system, motivation of the teacher for reaching the greatest teaching quality of the gifted. The variability of the content and personalized learning path where the gifted are the creators and designers of their leaning, surpasses individualization and differentiation because it goes a step further and offers higher involvement on the one hand, but also greater responsibility on the other. Apart from the numerous opportunities for choice and harmonization of the learning content with one's own goals, personalized learning demands from the pupil and student to be resilient, responsible in their learning and the achievement of goals which they defined themselves, to take on risks and fight uncertainty which accompanies the personalized path.

Key words: personalized learning, didactic context, teaching strategies, self-regulation, the gifted.

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ДАРОВИТИ УЧЕНИЦИ У ОБРАЗОВНОМ СИСТЕМУ НАСТАВЕ НА ДАЉИНУ

Данас је општа акција у свету усмерена ка успостављању школе и наставе у којој ће ученици активно учити, а не само памтити оно што је већ некад неко други формулисао и изложио. Виготски посебно указује на то да је у настави далеко важније научити ученике да мисле, расуђују, него им саопштавати ова или она знања. Учење на даљину подразумева извођење едукативног програма електронским путем, путем интернета. Заснива се на коришћењу савремене рачунарске и комуникационе технологије. Предрасуде да учење на даљину не даје довољно квалитетне резултате може да оповргне свако ко је пробао овакав начин учења. За учење на даљину одлучују се амбициозни и вредни људи који не дозвољавају да их недостатак времена или просторна ограниченост ометају у учењу, а не они који због лењости желе да умање своје обавезе и тежину школовања. Сама промена структуре школе, организације рада у њој и припремање наставника на одговарајући начин, неће обавезно променити природу и ефикасност наставе и учења. Даровити имају потребу и да буду подстицани и охрабривани како би проширили своја интересовања. Традиционална школа је окренута прошлости, а савремена школа мора бити усмерена према будућности. У друштву које се убрзано мења и школа мора бити у променама. Информатичко-дидактичке иновације су главни покретач развојних промена у квалитетној школи.

Кључне речи: настава на даљину, савремена школа, ИКТ у настави, иновације

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GIFTED STUDENTS IN A DISTANCE LEARNING SYSTEM

Nowadays, the global activity is focused on establishing a school and teaching in which students will actively learn and not just memorize someone else's formulated and presented work. Vygotsky especially points out that in teaching it is far more important to teach students how to think and reason than to impart different knowledge to them. Distance learning refers to digitally delivering the educational

program, via the Internet. It is based on the use of modern telecommunication. Prejudice that distance learning is not efficient enough can be rebutted by anyone who has tried this way of studying. Distance learning is chosen by the ambitious and hardworking people who do not let lack of time or space limitations distract them from learning, and not the ones who want to reduce their obligations and challenges of schooling because of their laziness.

The change in the structure of the school itself, organization of its work and appropriate preparation of teachers will not necessarily change the nature and efficiency of teaching and learning. The gifted have a need to be inspired as well as encouraged to expand their interests. The traditional school is facing the past and the modern school must be oriented towards the future. In a rapidly changing society, the school must change as well. IT and didactic innovations are the main initiator of developmental changes in a good school.

Key words: distance learning, modern school, ICT in teaching, innovation.

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ДИДАКТИКА ДАРОВИТИХ ИЗ УГЛА ПСИХОСОЦИЈАЛНИХ ВЕШТИНА У ДОМЕНУ ПРИРОДНИХ НАУКА

У раду се сагледавају изазови у дидактици даровитих - даровитост као социјална и лична вредност и иновативни акциони модели у домену природних наука. Посебно се истичу нове стратегије у васпитно-образовном раду са даровитима из културно разноликих популација, као и практични модели подстицања даровитости у природним наукама уз уважавање личног и социјалног аспекта.

Кључне речи: даровити, модели, природне науке.

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**DIDACTICS OF THE GIFTED FROM THE ANGLE OF PSYCHOSOCIAL
SKILLS IN THE DOMAIN OF NATURAL SCIENCES**

The paper examines the challenges in the didactics of the gifted - giftedness as a social and personal value and innovative action models in the field of natural sciences. New strategies in educational work with the gifted from culturally diverse populations are especially emphasized, as well as practical models of encouraging giftedness in natural sciences, while respecting the personal and social aspect.

Keywords: gifted, models, natural sciences.