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**2. MEĐUNARODNA NAUČNA KONFERENCIJA
IZAZOVI SADAŠNJOSTI I VIZIJE BUDUĆNOSTI
BANJA LUKA 30.januar, 2021
ZBORNIKA REZIMEA**

**2ND INTERNATIONAL SCIENTIFIC CONFERENCE
CHALLENGES OF THE PRESENT AND VISION OF THE
FUTURE
CONFERENCE PROCEEDINGS
BANJA LUKA January 30, 2021. On-line**

UDRUŽENJE ZAJEDNO U EVROPU BANJA LUKA

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Za izdavača:

Srđan Ivanković

Urednik:

Dr Ljiljana Krneta

Recenzenti:

Prof. dr Dragoljub Krneta, Banja Luka

Prof. dr Aleksandra Gojkov-Rajić, Beograd

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Partneri 2. Međunarodne naučne konferencije, Banja Luka 2021:
Visoka škola strukovnih studija za vaspitače “Mihailo Palov”, Vršac
Centri izvrsnosti varaždinske županije

PROGRAM RADA 2.MEĐUNARODNE NAUČNE
KONFERENCIJE BANJA LUKA 2021.
IZAZOVI SADAŠNJOSTI I VIZIJE BUDUĆNOSTI
CHALLENGES OF THE PRESENT AND VISION OF THE FUTURE

Vrijeme i mjesto održavanja / Time and Venue
30.01.2021. Banja Luka / January 30, 2021. Banja Luka
Prijem učesnika/Reception
8.30-9.00

Nezavisni Univerzitet Banja Luka (online)

Predsjedavajuća konferencije/Doc. dr Ljiljana Krneta, predsjednica
Udruženja Zajedno u Evropu, Banja Luka /Chair of the Conference /
President of the *Association Together to Europe, Banja Luka*
9.00-9.40

Pozdravne riječi / Welcome addresses
9.20.-9.40

Macro-systems in Gifted Education: The Example of ECHA in Europe

Prof. dr. dr. Albert Ziegler/ prof. dr Albert Cigler,
Univerzitet Erlagen u Nirnbergu/
Universitat Nuremberg, Germany/ izlaganje/presentation
9.40-10.10

Uvodni referat/ introductory lecture

Za i protiv odgoja/ Pros and cons of upbringing

Prof. dr Dženan Skelić, Univerzitet Zenica, Filozofski fakultet Zenica
10.10.-14.00
Presentations by conference participants
14.00-14.30

Diskusija i zaključci/ Discussion and conclusions/

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UVODNE NAPOMENE



Doc. dr Ljiljana KRNETA,

Predsjednica Udruženje „Zajedno u Evropu“

Banja Luka, Bosna i Hercegovina

E: krneta.ljiljana1108@gmail.com

2. Međunarodna naučna konferencija **IZAZOVI SADAŠNJOSTI I VIZIJE BUDUĆNOSTI - CHALLENGES OF THE PRESENT AND VISIONS OF THE FUTURE**, Banja Luka 2021 u organizaciji *Udruženja Zajedno u Evropu Banja Luka*, BiH, organizovana je u Banjoj Luci, 30.janura 2021. godine u prostorijama Nezavisnog Univerziteta Banja Luka. Suorganizatori ovogodišnje 2. Međunarodne naučne konferencije su: Visoka škola strukovnih studija „Mihailo Palov“ iz Vršca, Srbija i Centri izvrsnosti varaždinske županije, Hrvatska.

Cilj Međunarodne naučne konferencije je okupljanje naučnika i stručnjaka, u cilju jačanja šire regionalne saradnje i međusobne podrške u vremenu pandemije Covida-19. Istovremeno, to je i prilika da zajednički obilježimo prvih 10 godina rada Udruženja Zajedno u Evropu, Banja Luka. Prilagođavajući se vremenu u kojem živimo, krizi Covida-19, koji je u temelju promijenio život i nametnuo sasvim drugačije načine komunikacije, obrazovanja i kvaliteta života, smatramo da zajednički napor i saradnja u regionu i šire, mogu doprinijeti kvalitetnijem diskursu u rješavanju izazova, ali i vizije naših potencijala u bliskoj budućnosti.

Ono što čini specifičnost 2. Međunarodne naučne konferencije u Banjoj Luci, jeste kontinuitet i napor *Udruženja Zajedno u Evropu*, Banja Luka, da prigodno u datim pandemijskim okolnostima, online komunikacijom obilježi značajan jubilej, 10 godina rada (2011). U neprestanoj komunikaciji sa dragim kolegama iz regiona i Evrope, naišli smo na srdačan prijem i odaziv da sa radošću učestvuju u radu Međunarodne konferencije i ujedno obilježimo jubilej Udruženja. To je bio snažan podsticaj da u kratkom vremenu grupa en-

tuzijasta, sa predsjednicom dr Ljiljanom Krneta pripremi program i realizuje 2. Međunarodnu naučnu konferenciju u Banjoj Luci. U susret nam je izašao Nezavisni Univerzitet Banja Luka, kao tehnička podrška konferenciji. U kratkom vremenskom roku na website *ljiljanakrneta.com*, mogao se vidjeti program rada konferencije i učesnici, naučnici i stručnjaci iz regiona i Evrope, koji su svojim učešćem obogatili rad konferencije i doprinijeli uspješnoj realizaciji 2. Međunarodne naučne konferencije, Banja Luka 2021. To su kolege iz regiona i Evrope (Portugal, Njemačka, Slovenija, Hrvatska, Srbija, Bosna i Hercegovina, Makedonija, Crna Gora). Međunarodna konferencija u Banjoj Luci (2021) „Percepcija sadašnjosti i vizije budućnosti izazavala je veliku pažnju teoretičara, istraživača i praktičara u diskursu promišljanja, sagledavanju postojećih rješenja u domenu obrazovanja na svim nivoima, izazovima dugotrajne korona krize, kritičkom sagledavanju i vizijama bliske budućnosti, drugačijoj komunikaciji, dominaciji online komunikacije i efektima na kvalitet obrazovanja, razmijeni dobrih praksi u obrazovanju talentovanih, uticajima globalne komunikacije na kvalitetu života uopšte, ekološkom aspektu, percepcijama kvalitete obrazovanja u regionalnim okvirima i Evropi.

Prije svega zahvaljujemo se našim partnerima, suorganizatorima 2. Međunarodne naučne konferencije Visokoj školi „Mihailo Palov“ iz Vršca i Centrima izvrsnosti varaždinske županije, kao i tehničkoj podršci Nezavisnog univerziteta. Medijsku podršku nam je pružio JS RTRS, Jutarnji program/29.01.21./ koji je izdvojio vrijeme i prostor za detaljno informisanje o konferenciji. Posebna pažnja konferenciji posvećena je u emisijama Studioruma, JS RTRS, gdje su slušaoci mogli slušati plenarne predavače u cijelosti i njihove odgovore na različite izazove pandemijske krize Covida-19.

No, ono što zavređuje našu veliku zahvalnost i pažnju je dragocjena prijateljska i kolegijalna podrška naše drage akademik prof. dr Grozdanke Gojkov, koja je kontinuirana i traje godinama. Ovog puta je i te kako bila potrebna.

2. Međunarodna naučna konferencija u Banjoj Luci (2021), započela je pozdravnim obraćanjem predsjednice Udruženja Zajedno u Evropu, doc.dr Ljiljane Krneta, a potom su se učesnicima konferencije pozdravnim riječima obratili doc. dr Jelena Prtljaga, direktorica Visoke škole „Mihailo Palov“ iz Vršca i dr.sc. Miroslav Huđek, Centri izvrsnosti varaždinske županije, kao suorganizatori konferencije. Pozdravnim obraćanjem i aktivnim učešćem obratio se i prof. dr.dr. Albert Ziegler, šef Katedre za obrazovnu psihologiju i istraživanje izvrsnosti, Univerzitet Erlangen-Nuremberg, Germany, vice President of the ECHA.

U vremenu stalnih izazova, praćenih pandemijskom krizom covida-19, organizacija 2. Međunarodne konferencije u Banjoj Luci, pokazala se i te kako

opravdanom. Programski sadržaji i teme u široko postavljenom okviru konferencije „Percepcija sadašnjosti i vizije budućnosti“, obilovale su raznolikošću, ali su se u zaključcima približavale i ukazivale da različitost u promišljanjima, vodi jedinstvenom diskursu davanja odgovora na mnoge teme: obrazovanje u promijenjenim uslovima Covida-19, naučna promišljanja u promjenama visokog obrazovanja, „uticajima“ na oblikovanje ličnosti talentovanih i ukazivanja na moguće granice razvoja darovitosti i talenta, ili „zloupotreba“ u svrhu novih globalnih uticaja, uticaja profita, ekološke osvještenosti, ukazivanju na humane granice „čovječanstva“, empatiji kao novoj snazi u prevazilaženju korona krize, paradigama savremenog obrazovanja i promjenama koje je nametnula dugotrajna korona kriza i posljedicama na mentalno zdravlje. O interkulturalnosti u nastavi i van nje, muzički nadarenim, ali i obrazovanju online nastave, uticaju pola i samodeterminisane komunikacije, rezultatima servej straživanja o stavovima prema otkrivanju darovitih, o evropskoj mreži ECHA, aktivnostima Udruženja Zajedno u Evropu, Banja Luka i jubileju 10-godina rada....o svemu unutar *Zbornika rezimea 2, biblioteke Udruženja Zajedno u Evropu*“, *Banja Luka*.

Udruženje ZAJEDNO U EVROPU - BANJA LUKA

<https://www.ljiljanakrmeta.com/udruzenje-zajedno-u-evropu>

Jubiley 10. godina rada Udruženja Zajedno u Evropu, Banja Luka, prigodno je obilježen organizacijom 2. Međunarodne naučne konferencije, Banja Luka 2021. U toku deset godina rada Udruženje je organizovalo mnogobrojne aktivnosti, kojima je bio cilj podizanje svijesti pojedinaca u društvu o značaju darovitih i talentovanih, edukaciji roditelja i vaspitno-obrazovnih radnika u raznim područjima stvaralaštva, afirmisanju naučnog pristupa darovitosti i kreativnosti, saradnji sa medijima, saradnji sa sličnim udruženjima u regionu i Evropi, stvaranju i realizaciji originalnog psihološkog programa „*Da rastemo zajedno*“ autorice Ljiljane Krmeta /januar –juni 2021/, organizacijom dvije Međunarodne naučne konferencije (2018 i 2021), izdavačkom djelatnošću: Zbornik „Darovitost, edukacija darovitih, Inovacije i kreativnost u obrazovanju i psihologiji, 2018, Zborni rezimea 2, „Percepcija sadašnjosti i vizije budućnosti“, Banja Luka 2021., izdanje knjige Krmeta, Lj. i Simunić, E. (2021) „Podsticanje emocionalne kompetentnosti učenika u školi“ i 13 projekata, realizovanih od 2011-2021. godine. Kroz različite aktivnosti Udruženja bilo je obuhvaćeno više od 1200 učesnika, dok je psihološki program „*Da rastemo zajedno*“ na website *fb Holistički pristup obrazovanju*, obilježila statistika više od 5000 pregleđa i više stotina stalnih pratilaca. U bliskoj budućnosti aktivnosti Udruže-

nja će biti usmjerene na širu regionalnu saradnju i zajedničke projekte. Do kraja 2021. biće objavljen priručnik „DA RASTEMO ZAJEDNO“, kao rezultat psihološkog programa, u kojem su učesvovali priznati stručnjaci iz učesnici iz cijelog regiona (24 webinar, 2h). Namijenjen je roditeljima i stručnjacima u vaspitno-obrazovnoj djelatnosti. Važan datum za Udruženje Zajedno u Evropu, je 2. mart 2020. godine i promocija u Varaždinu, kada je Udruženje steklo *status Europena Talent Pointa-u okviru ETSN-a*, na Međunarodnoj konferenciji prijema novih tačaka ETC.



Da se podsjetimo....

Osnivači Udruženja su: dr.sc. Ljiljana Krneta, predsjednica, Aleksandra Šević, doktorant, predsjednica Skupštine udruženja, Gabrijela Bundalo, profesor razredne nastave, podpredsjednica, Elizabeta Vidović, vaspitač, član, Irena Đukić, prof engleskog jezika, član i Živana Radić, sekretar Udruženja. Predsjednica Udruženja dr-sc. Ljiljana Krneta je dobitnica Međunarodne nagrade „Excellence in Education“, 16 ICIE, Univerzitet „Paris Descartes“, Pariz, Francuska, 2018 i nagrade „Snaga izvrsnosti“, Sarajevo, BiH, za izvrstan doprinos nauci i obrazovanju u BiH, 2019.godine, član je mnogih međunarodnih organizacija/ <https://www.ljiljanakrneta.com/>. Udruženje Zajedno u Evropu Banja Luka njeguje saradnju sa mnogim sličnim organizacijama i udruženjima u regionu i Evropi, kroz različite oblike saradnje (konferencije, kongrese, susrete, online komunikaciju, medije, edukacije itd).

Povodom obilježavanja jubileja 10 godina rada, Udruženje je dodijelilo zahvalnice pojedincima i organizacijama, koji su saradivali i dali podršku radu Udruženja Zajedno u Evropu:

- Akademik prof. dr Grozdanka Gojkov, Srpska akademija obrazovanja, Beograd

- Akademik prof. dr Rajko Kuzmanović, predsjednik Akademije nauke i umjetnosti Republike Srpske,
- Doc.dr.sc. Ljiljana Krneta, predsjednica udruženja „Zajedno u Evropu“-Banja Luka
- Prof.Dr. Dr. Albert Ziegler, University of Erlangen-Nuremberg, Germany
- Prof. dr Taisir Subhy Yamin, Univeritet Paris Descartes Paris, Međunarodni centar za inovacije u obrazovanju, ICIE, Ulm, Njemačka
- Valentina Lekanić, JS RTRS, urednica naučno-obrazovne emisije „Kvadrat na znanje“ <https://www.ljiljanakrneta.com/udruzenje-zajedno-u-evropu/>
- Anđa Ilić, JS RTRS, urednica naučno-obrazovne emisije „Studiorum“ <https://www.ljiljanakrneta.com/udruzenje-zajedno-u-evropu/>
- Doc.dr Jelena Prtljaga, Visoka škola strukovnih studija za vaspitače „Mihailo Palov“Vršac
- Prof. dr Svetlana Kurteš, Universitet Madeiri, Portugal
- Dr.sc. Miroslav Huđek, Centri izvrsnosti varaždinske županije
- Mladen Matović, Kulturni centar „Banski dvor“, Banjaluka
- Aleksandra Šević, doktorant Univerzitet u Stavangeru, Norveška
- Emina Simunić, Poliklinika Zagreb
- Bundalo Gabrijela, profesor razredne nastave, OŠ „Pazar“, Tuzla
- Vidović Elizabeta, za doprinos u oblasti predškolskog vaspitanja i obrazovanja
- Đorđa Grajić, diplomirani pedagog, direktor OŠ „Petar Petrović Njegoš“, Banjaluka
- Irena Đukić, pofesor engleskog jezika, Banja Luka
- Jovana Kurbalija, student Medicinskog fakulteta, Univerzitet Banja Luka, <https://www.ljiljanakrneta.com/udruzenje-zajedno-u-evropu/>
- Dr Miloš Vujić, akademski slikar, Banja Luka
- Duško Bojanić, akademski slikar, Banja Luka
- Za dječje stvaralaštvo zahvalnicu dobija Luka Peulić, OŠ“Branko Ćopić“Prnjavor, dobitnik III nagrade za jezičko stvaralaštvo „Festival dječjeg stvaralaštva“ u Novom Sadu
- Visoka škola strukovnih studija „Mihailo Palov“, Vršac, Srbija
- Centri izvrsnosti varaždinske županije, Hrvatska
- Nezavisni Univerzitet Banja Luka, BiH
- Međunarodni centra za inovacije u obrazovanju, ICIE, Ulm, Njemačka
- Down sy.centar Banja Luka, BiH
- Javni servis Radio televizije Republike Srpske
- Turistički savez Republike Srpske

Uspješno obilježen jubilej Udruženja Zajedno u Evropu, Banja Luka (2011-2021), kojem je doprinijela i uspješna realizacija 2. Međunarodne naučne konferencije, Banja Luka 2021. su potvrda rada Udruženja, ali i obaveza u narednom periodu.

Zahvaljujemo se suorganizatorima 2. Međunarodne naučne konferencije, Banja Luka 2021. i svim kolegama, koji su izdvojili vrijeme i aktivnim učešćem doprinijeli kvalitetu konferencije u Banjoj Luci, BiH, 2021.

Banja Luka, 2021.

Doc. dr Ljiljana KRNETA

INTRODUCTORY NOTES



Doc. dr Ljiljana KRNETA, President

Association *Together to Europe*
Banja Luka, Bosnia and Herzegovina
krneta.ljiljana1108@gmail.com

The 2nd International Scientific Conference **THE CHALLENGES OF THE PRESENT AND THE VISIONS OF THE FUTURE**, Banja Luka 2021, was organised by the *Association Together to Europe* on 30th January 2021 in Banja Luka, in the premises of the Independent University of Banja Luka (*Serbian: Nezavisni Univerzitet Banja Luka*). This year, the 2nd International Scientific Conference was co-organised by the College of Vocational Studies *Mihailo Pavlov*, Vršac, Serbia and the Centres of Excellence of the Varaždin County, Croatia.

The aim of the International Scientific Conference was to gather scientists and experts in order to improve some wider regional cooperation and mutual support at the age of the Covid-19 pandemic. At the same time, it was an opportunity to celebrate together the first ten years of the work of the *Association Together to Europe*, Banja Luka. Adapting to the age in which we live i.e. to the Covid-19 crisis, which has changed our lives fundamentally and imposed some completely different ways of communication, education and life quality, we believe that our mutual effort and cooperation in the region and elsewhere could contribute to more quality discourses in addressing the challenges as well as the visions of our potentials in the near future.

What makes the 2nd International Scientific Conference in Banja Luka so specific are the continuity and effort of the *Association Together to Europe*, Banja Luka, to celebrate via online communication, in a manner appropriate to the circumstances in the pandemic, their official anniversary, their ten years of work (2011). In the uninterrupted communication with our dear colleagues

from the region and Europe, we had their cordial reception and their response to gladly participate in the International Conference and to simultaneously celebrate the Association's anniversary. It significantly encouraged a group of enthusiasts, together with the President, Ljiljana Krneta, PhD, to prepare the programme for such a short period of time and to implement the 2nd International Scientific Conference in Banja Luka. The Independent University of Banja Luka went out as technical support to the conference. For a very short period of time, it was possible to research the website *ljiljanakrneta.com* to find the conference programme and participants, scientists and experts from the region and Europe, whose participation enriched the conference work and contributed to the successful implementation of the 2nd International Scientific Conference, Banja Luka 2021. Those were our colleagues for the region and Europe (Portugal, Germany, Slovenia, Croatia, Serbia, Bosnia and Herzegovina, Macedonia, Montenegro). The International Conference in Banja Luka (2021), *The Perceptions of the Present and the Visions of the Future* draw the significant attention of theorists, researchers and practitioners in the discourse of consideration, thinking about some existing solutions within the field of education at all levels, some challenges of the lengthy corona crisis, the critical consideration and visions of the near future, different communication, the domination of online communications and some effects to the education quality, the exchange of good experience in educating the talented ones, some global communication influences to the general life quality, the ecological aspects, the quality education perceptions within the regional and European frameworks.

Also, we would like to thank our co-organisers of the 2nd International Scientific Conference i.e. the College of Vocational Studies *Mihailo Pavlov*, Vršac, Serbia and the Centres of Excellence of the Varaždin County, Croatia as well as to our technical support i.e. the Independent University. The media support was provided by the BS RTRS, *Morning Show* (Serbian: *Jutarnji program*) (29th January 2021), which found some time and space to inform about the conference in detail. Some special attention was paid to the conference in the shows of *Studiorum*, by the BS RTRS, where the audience could listen to the plenary lecturers directly and to their answers to some different challenges of the Covid-19 pandemic crisis.

However, what deserves our great gratitude and attention is the precious friendly and collegial support of our dear academician prof. dr. Grozdanka Gojkov, being continuous and lasting for years. This time it was more than necessary.

The 2nd International Scientific Conference in Banja Luka (2021) began with a welcome address by the President of the Association *Together to Europe*, doc.

dr. Ljiljana Krneta, and then the conference participants were greeted by doc. dr. Jelena Prtljaga, the Director of the College *Mihailo Palov*, Vršac and dr.sc. Miroslav Huđek, the Centres of Excellence of the Varaždin County, as the conference co-organizers. Moreover, prof. dr. Albert Ziegler, the Head of the Department of Educational Psychology and Research on Excellence, University of Erlangen-Nuremberg, Germany, the Vice President of the ECHA, gave a welcome address and participated actively.

In the time of constant challenges, followed by the Covid-19 pandemic crisis, the organization of the 2nd International Conference in Banja Luka proved to be more than reasonable. The programme contents and topics in the broad framework of the conference *The Perceptions of the Present and the Visions of the Future* were rich in diversity, but in the conclusions they approached and pointed out that the diversity of thinking led to a unique discourse of answering many topics: the education in the changed conditions of Covid-19, the scientific considerations in the higher education changes, “the influences” on shaping the talented ones` personality and pointing out some possible limits of giftedness and talent development, or “abuse” for the purpose of new global influences, the influence of profits, environmental awareness, pointing to human borders of “humanity”, empathy as a new force in overcoming the corona crisis, the paradigms of modern education and the changes imposed by the long-term corona crisis and the consequences for mental health. About interculturality in and beyond teaching, the musically gifted ones, but also online education, the impact of gender and self-determined communication, the results of research services on attitudes towards discovering the gifted ones, the European ECHA network, the activities of the Association *Together to Europe*, Banja Luka and the 10th anniversary of work more about everything in the *Collection of Summaries 2, of the library of the Association Together to Europe, Banja Luka*.

Association TOGETHER TO EUROPE - BANJA LUKA

<https://www.ljiljanakrneta.com/udruzenje-zajedno-u-evropu>

The 10th anniversary of the Association *Together to Europe*, Banja Luka, was celebrated by organising the 2nd International Scientific Conference, Banja Luka 2021. During those ten years of its work, the Association organised numerous activities, aimed at raising the awareness of individuals in the society about the importance of the gifted and talented ones, the education of parents and upbringing and education staff in different areas of creativity, making the

scientific approach to giftedness and creativity more popular, the cooperation with the media, the cooperation with some similar associations from the region and Europe, the creation of an original psychological programme *To Grow Together* by the author Ljiljana Krneta (January-June 2021), organising two international scientific conferences (2018 and 2021), and through publishing activities: Collection of Papers *Giftedness, Education of the Gifted, Innovation and Creativity in Education and Psychology*, 2018, Collection of Summaries *The Perceptions of the Present and the Visions of the Future*, Banja Luka 2021, the book publishing: Krneta, Lj. and Simunić, E. (2021) *Encouraging Emotional Competences of Students in Schools*, and through 13 projects, implemented from 2011 to 2021. The Association's different activities included over 1200 students while the psychological programme *To Grow Together* on the website *fb Holistic Approach to Education (Serbian: Holistički pristup obrazovanju)* recorded over 5000 views and had more hundreds followers. In the near future, the Association's activities are going to be focused on wider regional cooperation and joint projects. By the end of 2021, the manual titled *TO GROW TOGETHER* is going to be published as a result of the psychological programme, in which some renowned experts from the entire region (24 webinars, 2h) participated. It is meant for parents and experts in the field of upbringing and education. An important date for the Association *Together to Europe* is 2nd March 2020 and the promotion in Varaždin when the Association was granted *the European Talent Point status within the ETSN* in the International Conference for Reception of New ETC Points.



As a reminder....

The founders of the Association are: dr.sc. Ljiljana Krneta, President, Aleksandra Šević, doctoral student, President of the Assembly of the Association, Gabrijele Bundalo, BA Elementary Education, Vice President, Elizabeta Vidović, kindergarten teacher, member, Irena Đukić, BA English Language, member and Živana Radić, Secretary of the Association. The President of the Association dr.sc. Ljiljana Krneta is the winner of the International Award *Excellence in Education*, 16 ICIE, University Paris Descartes, Paris, France, 2018 and the award *Strength of Excellence*, Sarajevo, BiH, for outstanding contribution to science and education in BiH, 2019, as well as a member of many international organizations / <https://www.ljiljanakrneta.com/>. The Association *Together to Europe* Banja Luka fosters cooperation with many similar organizations and associations in the region and Europe, through various forms of cooperation (conferences, congresses, meetings, online communication, media, education, etc.).

On the occasion of marking the 10th anniversary of work, the Association awarded letters of thanks to individuals and organizations that cooperated and supported the work of the Association *Together to Europe*:

- Academician prof. dr. Grozdanka Gojkov, Serbian Academy of Education, Belgrade
- Academician prof. dr. Rajko Kuzmanović, President of the Academy of Science and Arts of the Republic of Srpska,
- Doc.dr.sc. Ljiljana Krneta, President of the Association *Together to Europe* Banja Luka
- Prof.Dr. Dr. Albert Ziegler, University of Erlangen-Nuremberg, Germany
- Prof. Dr. Taisir Subhy Yamin, University of Paris Descartes Paris, International Centre for Innovation in Education, ICIE, Ulm, Germany
- Valentina Lekanić, BS RTRS, Editor of the scientific-educational show *Square of Knowledge (Serbian: Kvadrat na znanje)* <https://www.ljiljanakrneta.com/udruzenje-zajedno-u-evropu/>
- Anđa Ilić, BS RTRS, Editor of the scientific-educational show *Studiorum* <https://www.ljiljanakrneta.com/udruzenje-zajedno-u-evropu/>
- Doc.dr. Jelena Prtljaga, College of Vocational Studies for Teachers *Mihailo Palov* Vršac
- Prof. dr. Svetlana Kurteš, University of Madeira, Portugal
- Dr.sc. Miroslav Huđek, Centres of Excellence of the Varaždin County
- Mladen Matović, Cultural Centre *Banski Dvor*, Banja Luka
- Aleksandra Šević, PhD student at the University of Stavanger, Norway
- Emina Simunić, Zagreb Polyclinic

- Gabrijela Bundalo, BA Elementary Education, Elementary School *Pazar*, Tuzla
- Elizabeta Vidović, for her contribution in the field of preschool education
- Đorđa Grajić, BA Pedagogy, Director of the Elementary School *Petar Petrović Njegoš*, Banja Luka
- Irena Đukić, BA English Language, Banja Luka
- Jovana Kurbalija, student of the Faculty of Medicine, University of Banja Luka, <https://www.ljiljanakrnet.com/udruzenje-zajedno-u-evropu/>
- Dr. Miloš Vujić, Academic Painter, Banja Luka
- Duško Bojanić, Academic Painter, Banja Luka
- Luka Peulić, Elementary School *Branko Ćopić* Prnjavor, winner of the III award for language creativity in the *Festival of Children's Creativity* in Novi Sad received a letter of thanks for children's creativity
- College of Vocational Studies *Mihailo Palov*, Vršac, Serbia
- Centres of Excellence of the Varaždin County, Croatia
- Independent University of Banja Luka, BiH
- International Centre for Innovation in Education, ICIE, Ulm, Germany
- Down Sy. Centre Banja Luka, BiH
- Broadcasting Service of the Radio Television of the Republic of Srpska
- Tourist Association of Republic of Srpska

The successful celebration of the anniversary of the Association *Together to Europe*, Banja Luka (2011-2021), which was contributed by the successful implementation of the 2nd International Scientific Conference, Banja Luka 2021, is a confirmation of the Association's work, but also an obligation in the coming period.

We thank the co-organizers of the 2nd International Scientific Conference, Banja Luka 2021 and all the colleagues, who took the time and actively participated in contributing to the quality of the conference in Banja Luka, BiH, 2021.

Banja Luka, 2021.

Doc. dr Ljiljana KRNETA

REZIMEI / APSTRACTS



Prof. Dr. Dr. Albert ZIEGLER

University of Erlangen-Nuremberg, Germany

Vice President of the ECHA

E:albert.ziegler@fau.de

MACRO-SYSTEMS IN GIFTED EDUCATION: THE EXAMPLE OF ECHA IN EUROPE

Gifted education has long been a form of support that happens mainly in micro-systems. An example of this view is the giftedness model of long-time European Council for High Ability (ECHA) president Prof. Franz Mönks (Mönks, 1992). He assumed that gifted individuals develop their abilities and creativity either in individual learning or in the three social learning contexts of family, peers, and teachers. These social learning contexts would also have a formative role regarding the motivation of the gifted. His view is regarded as correct but has since been further differentiated at various systemic levels.

Talent Development from Micro- to Macrosystems

Systems are found at all levels of complexity. They are found both within the gifted person (e.g., perceptual, motor, and motivational subsystems); in the gifted person's immediate social environment (e.g., school class, family); from the extended social environment (e.g., school, sports club) to macro-systems (e.g., educational and cultural system) (for an overview, see Ziegler et al., 2018).

The importance of macro-systems in particular, has long been underestimated in gifted education. Since at least PISA, it is well known that a country's educational system substantially influences how well gifted individuals can develop their abilities. For example, there is no known reason to believe that Singapore has more gifted students than other OECD countries; only 8% of students across OECD countries were among the top performers in science in PISA 2015 – meaning that they are proficient at Level 5 or 6. Nonetheless, an astonishing

24% of students in Singapore made the top performing cohort! This huge discrepancy is due to more than Singapore's effective education system, the country's cultural system also plays a major role, specifically a shared appreciation of learning, education, creativity, and achievement in various fields.

Upon closer examination, however, there are more macro-level systems *in addition to* the educational and cultural macro-systems that are worth noting for the major impact they can have on how well the quality of gifted education ultimately succeeds in micro-systemic settings. That is to say, the quality of gifted education and talent development is no longer a challenge saved for those in a talent's immediate developmental environment, rather it is the result of a vibrant, synergistic network. Here, ECHA sees itself as an association that reaches even beyond the national level and organizes, links, and initiates talent support at the macro-systemic European level.

ECHA

Prof. Joan Freeman, founding president of ECHA from 1987-1992, wrote: „The primary aim of ECHA is to act as a European network for understanding high ability throughout the lifespan. From its establishment on 19th May 1987 through to the years of my founding presidency, ECHA has evolved from a kernel of an idea into a dynamic multinational association“ (Freeman, 2021). From its inception, it was particularly important to create a truly European network that also “reaches out especially to professionals behind the (then) ‘iron curtain.’” All later presidents of ECHA, from Franz Mönks (Netherlands), Javier Tourón (Spain), Kirsi Tirri (Finland), Peter Csermely (Hungary) to Lianne Hoogeveen (Netherlands) also remained committed to this idea of creating a strong European network at the macro-systemic level.

Many of ECHA's activities were devoted to sharing information, in particular didactic and cultural educational capital (Ziegler et al., 2017). A newsletter and a highly regarded scholarly journal, High Ability Studies, were published. ECHA organizes a major congress biennially (occurring in even-numbered years), bringing together participants from around the world. The next two events will be held in Portugal and in the Netherlands. In the odd-numbered years, conferences are held that are dedicated to a specific topic. This year in Hungary, the theme will be achievement gaps. In two years, the thematic conference in Israel will deal with curricula for the gifted.

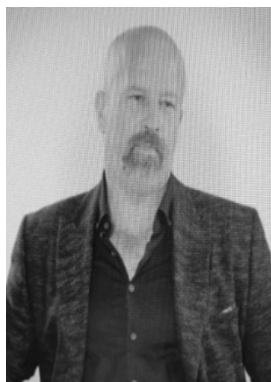
ECHA undertakes many other noteworthy activities, information on which can be found on the council's homepage <https://echa-site.eu/>. Consider the

following three activities as representative of the services ECHA is prepared to offer. First, ECHA offers training sessions that can lead to an ECHA Certificate of Advanced Studies in Gifted Education (CAS); to the ECHA Diploma of Advanced Studies in Gifted Education (DAS); or to the ECHA Master of Advanced Studies in Gifted Education (MAS). Second, ECHA has established the European Talent Support Network (ETSN). Unlike ECHA, its members are not individuals, but institutions of various kinds—from counseling centers to gifted schools to parent and teacher associations. Thirdly, ECHA has established a network of national correspondents to which European as well as associated countries can send representatives.

ECHA can be proud of 33 years of successful commitment to gifted education in Europe. It exemplifies the notion that improving the quality of gifted education is not only about the immediate environment of the gifted. There are many systemic levels, up to the very top macro level that require optimization for a culture of excellence to truly thrive.

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Prof. dr Dženan SKELIĆ

Univerzitet Zenica
Filozofski fakultet Zenica
E:dzenan.skelic@gmail.com

ZA I PROTIV ODGOJA ILI ZA I PROTIV ČOVJEČANSTVA

Sažetak: Rad relativizira odgoj ukazujući na razlike u percepciji i tumačenju odgoja sa aspekta različitih kultura odnosno diskursa, podvlačeći doprinos odgoja potencijalnim sukobima zbog pridruživanja valencije različitim aspektima semiosfere a kroz koju se diferencira razlika spram «drugog» kao kontrapunkta dobru odnosno antitezi poželjnog. Tako kolektivni identiteti čije norme, vrijednosti i samim tim pozitivna valencija koja im se pridruži bivaju agregat mržnje prema drugim i drugačijim identitetima kojima se u dogojnom procesu pridružuju sve suprotnosti zasičene negativnom valencijom. Odgoj dakle plasira nesvjesni supstrat otpora i distanciranja spram «drugog» čime se stvara platforma budućeg antagonizma, mržnje, osjećaja ugroženosti i suprotstavljenosti, sve do konačne ideje o potrebi djelovanja kako bi se drugo uklonilo, do uništenja, jr u konačnici «drugog predstavlja zlo a zlo treba ukloniti u ime dobra». Ideja da smo MI dobri a Ne- MI loši odnosno zli sadržana je u svakom obliku odgoja koj počiva na razlici i jedino je izbjegnuta odgojem koji počiva na sličnosti, odnosno srodnosti a to je odgoj za čovječanstvo, odnosno odgoj koji ignorira kolektive identitet već plasira individualitet u okrilju pripadnosti «jedinostvenom čovječanstvu» sa čijim svakim pripadnikom suosjećam jer smo bliski, identični, srodni, isti...

Ključne riječi: odgoj, identitet, razlika, suosjećanje, semiosfera.

Prof. Dr. Dženan SKELIĆ,

University of Zenica, Faculty of Philosophy

FOR AND AGAINST UP-BRINGING OR FOR AND AGAINST HUMANKIND

Summary: The work considers up-bringing and points out some differences in perceptions and interpretations from the point of view of different cultures i.e. discourses, emphasizing the contribution of up-bringing to some potential disputes caused by adding valency to some different aspects of semiosphere, through which it is possible to make a difference towards «the other» as a counterpoint to the good i.e. an antithesis to the desirable. That is how those collective identities with their norms, values and positive valency added to them become a generator of hate towards those other and different identities to which all opposites full of negative valency are added in the course of up-bringing process. So, the up-bringing gives a subconscious substrate of resistance to and distancing from «the other», creating a platform for the future antagonism, hatred, vulnerability and opposition, resulting in the final idea of the need to react in order to eliminate the other, up to destruction, because ultimately «the other represents the evil and the evil should be eliminated in the name of the good». The idea that WE are good i.e. WE are not bad or evil is given in all and any type of up-bringing which rests on differences and can be avoided only if the up-bringing rests on similarities i.e. affinities, which is the up-bringing for humankind i.e. the up-bringing which ignores those collective identities and emphasizes individuality within the affiliation to «the unique humankind» the members of which I empathise with, because we are close, identical, similar, the same...

Key words: up-bringing, identity, difference, empathy, semiosphere...



Prof. dr Ljupče KEVERESKI

Univerzitet Sv. Kliment Ohridski, Bitola

Pedagoški fakultet, Bitola

E: ljupco.kevereski@uklo.edu.mk

EMPATIJA NAJVEĆA SNAGA NOVOG SVETA

Rezime: Svet u kome živimo je “novi svet”, pun paradoksa i nezivesnosti. Menaja se ne samo materijalna već i duhovna arhitektura ljudi u kojoj čovek kako individual i na univerzalnom nivou decentrirali svoju unutrašnjost. On se nalazi pred novim izazovima koji redefinišu tradicionalne mentalne obrasce razmišljanja, ponašanja i delovanja.

Glavni focus u radu su elaboracije konkretne psihološke teze kao sto su: “pad empacije, nestajanje empatije, empatija u krizi, kriza u empatiji, inflacija psihološkog života, postojanje nulta empatije kod ljudi,” u eri Pandemije izazvanom virusom Kovidom 19. U ovakvim promenjenim fizičkim i psihološkim kontekstima postavlja se pitanje: Koja je nova snaga novog sveta kada se ima u vidu njegovu psihološku revitalizaciju? Smatramo da to je EMPATIJA kako veština, kapacitet i potencijal ljudi da se stave u poziciju drugih i vide svet sa njihovim očima I tako graditi svet oko sebe. Razvoj i demonstracija empatije kod ljudi u vreme nove izazove je jedina snaga koja može (po) vratiti onaj “stari svet”, u kome je imalo više mesta sa emocije i čoveka. Ona je mnogo potrebna svih nas. Dali ćemo uspeti to je naš novi izazov. Vredi, borimo se.

Ključne reči: empatija, kriza u empatiji, novi svet, razvoj empatije

Prof. Dr Ljupče KEVERESKI

University of Saint Clement of Bitola, Faculty of Pedagogy

EMPATY IS THE GREATEST STRENGTH OF THE NEW WORLD

Summary: The world we live in is a “new world”, full of paradoxes and uncertainty. Not only the material but also the spiritual architecture of the people has changed, in which man, as an individual and on a universal level, decentralized his inner self. He faces new challenges that redefine traditional mental patterns of thinking, behaving, and acting.

The main focus of the paper is the elaboration of a specific psychological thesis such as: “decline in empathy, disappearance of empathy, empathy in crisis, crisis in empathy, inflation of psychological life, the existence of zero empathy in humans,” in the Pandemic era caused by Covid 19. In these physical and psychological contexts a question arises: What is the new strength of the new world when one considers its psychological revitalization? We believe that it is EMPATHY as the skill, capacity and potential of people to put themselves in the position of others and see the world with their eyes and thus build the world around them. The development and demonstration of empathy in people at the time of the new challenge is the only force that can (re) restore the “old world”, in which there was more room for emotion and man. It is very much needed by all of us. Whether we succeed is our new challenge. It's worth it, we're fighting.

Key words: empathy, crisis in empathy, new world, development of empathy



Akademik prof.dr Grozdanka GOJKOV

Srpska akademija obrazovanja,

Beograd, Srbija

E: g_gojkov@mts.rs

**IZAZOVI PARADIGMATSKOG PREOKRETA U SHVATANJU
DRUŠTVENE ULOGE I FUNKCIJE ZNANJE**

Apstrakt: U saopštenju se teorijskom analizom nastoje sagledati izazovi paradigmatškog preokreta u shvatanju uloge i funkcije znanja u talasu neoliberalnih tendencija koje su artikulisale pomenuti preokret u obrazovanju i čine kontekst u kome se odvijaju didaktički procesi, a u okviru ovoga i procesi podsticanja razvoja dardovitih, kao i istraživanja u ovoj oblasti. Namere su teksta, dakle, da u kratkim crtama da skicu teorijskog diskursa poststrukturalizma ili postmoderne u filozofiji obrazovanja i u njima tendencije kritičko-emancipatornih struja, pitanja emancipacije sapostojanja mnoštva perspektiva, fundamentalne postavke u postmodernoj filozofiji obrazovanja, kao izazova sa kojim se sreću promene u obrazovanju i u shvatanjima metafizičkih postavki u proučavanju didaktičkih fenomena u kome se nalazi i podsticanje drovitosti.

Prethodni izazov za mnoge didaktičare ostaje nejasnoća, a otvorena pitanja – izazovi bez odgovora – jer odgovor na njih predstavlja odgovornost osoba koje (kako izgleda) ne vide njegovu važnost.

U oviru prethodne opšte tendencije izazova ima više. Jedna od njih su dometi i ograničenja zasnivanja savremene orijentacije učenja na univerzitetu u okviru treće misije univerziteta, sa fikcijom da se učenje orijentisano na aktivnosti prepozna kao važna strategija učenja, te da se kao takvo može preporučiti i kao nova obrazovna metoda koja proširuje uključenost univerziteta u njihovo okruženje. A, isto ima za cilj i tendenciju da promovise poboljšanje kvaliteta akademskog učenja (Tapia, et al., 2006). Izazov je u pitanju: da li i na koji način ovakav vid sticanja primenjenog znanja zadovoljava potrebe univer-

ziteteskog nivoa i funkcije znanja, a posebno darovitih studenta, a sa tim i pitanje da li se isti može prihvatiti kao nastavni metod na visokom obrazovanju, posebno ako se uzmu u obzir nalazi istraživanja koji govore suprotno i nagoveštavaju potrebu za daljim testiranjem istih. U tekstu se ovaj izazov, nametnut neoliberalnim idejama u visokom obrazovanju, kao primer ideja kojima treba da se reformišu visokoškolsko učenje i poučavanje, diskutuje iz ugla zasnivanja na različitim filozofijama obrazovanja, koje se žele prikazati kao jednako svrsishodne, iako to nije tačno, te iste mogu imati negativne implikacije. Dakle, ove pojave nameću se kao izazovi savremenih univerziteta, a njihov značaj ne može da se ignoriše, kao ni prisutnost različitih interesnih grupa koje su akteri ovakvih odnosa univerziteta i njegovog spoljašnjeg okruženja.

Zaključak je da u ukupnom evropskom prostoru prethodno pomenuti potezi promena podrazumevaju značajno pomeranje od (neo) humanistickog shvatanja visokog obrazovanja, do aktuelne ideje treće misije univerziteta i pokušaja da se nađu efikasni modeli inkorporacije uslužne delatnosti u dosadašnje koncepte univerziteta, ili rečeno jezikom menadžmenta, kako bi isti proširili svoje misije, unapredili studentsko postignuće i upornost i uključile studente u svoje okruženje, kao deo njihovog akademskog kurikuluma (Badenhorst & Berman, 2005, Aronowitz, 2000, Barnett, 2005) i na taj način učenje orijentisano na aktivnosti, čija se suština ogleda kao uslužna delatnost, predstave kao vid učenja na visokom obrazovanju, efikasan oblik obrazovanja, koji ima potencijal da premosti jaz između obrazovnih institucija i njihovih zajednica.

Prethodne konstatacije upućuju na prihvatanje zapažanja da neoliberalno orijentiranim obrazovanjem, u ovom slučaju visokoškolskim, savremeno ubrzano promenljivo društvo pritiska obrazovnu sferu ka promenama, koje u suštini imaju paradigmatka pomeranja, od kojih se očekuje obrazovanje koje će tržištu rada osigurati odgovarajući priliv "ljudskog kapitala" za svoje optimalno ekonomsko delovanje (Levine, 2001). Dakle, obrazovne institucije, u ovom slučaju univerziteta imaju glavni zadatak da reprodukuju uspešnu radnu snagu, sposobnu za uspešno delovanje u korist akumulacije kapitala, a u ovu sliku se uklapaju i prethodno opisane inovacije. Ovo je u skladu sa promenama u svetu rada u kome je već na sceni "društvo znanja" koje generiše drugačije vrste rada, koje dosadašnjim učenjem ne zadovoljavaju potrebe tržišta radne snage, te obrazovanje zaostaje za društvenim promenama na koje je nekada uspevalo na odgovarajući reformski način da odgovara.

Ključne reči: treća misija univerziteta, paradigmatki preokret u shvatanju društvene uloge i funkcije znanja

Academician Prof. Dr Grozdanka GOJKOV

Serbian Academy of Education, Belgrade

CHALLENGES OF PARADIGMATIC SHIFT IN UNDERSTANDING THE SOCIAL ROLE AND FUNCTION OF EDUCATION

Abstract: Using the theoretical analysis, the statement strives to review some challenges of paradigmatic shift in understanding the social role and the function of education in the wave of neoliberal tendencies which articulated the aforementioned shift in the field of education and created a context in which some didactic processes take place, as well as some processes to encourage the gifted ones' development and some research in this field.

So, the text aims to outline the theoretical discourse of poststructuralism or postmodernism in the philosophy of education, showing within these ones some tendencies of critical-emancipatory currents, some issues of emancipation of coexistence for multiple perspectives, some fundamental bases of postmodern education philosophy, as the challenges with which the changes in education and understanding of metaphysics for studying some didactic phenomena, including the encouragement of the gifted ones.

For many didacticians, the previous challenge remains unclear, i.e. the outstanding issues – the challenges without an answer – because the answer to these is a responsibility of persons who (obviously) cannot see its importance.

There are several challenges within the previous general tendency. One of these are achievements and limits to establishing the learning orientation in universities as a part of third mission of universities, aiming for the activity-oriented learning to be recognised as an important learning strategy and to be recommended as a new education method which may extend universities involvement with their surroundings. Also, it aims to promote a better quality of academic learning (Tapia, et al., 2006). There is a challenge: whether and how this type of acquiring applicable knowledge can meet the needs of university levels and education functions, especially of the gifted students, and whether it can be accepted as a teaching method of higher education, especially if considering the research findings which have proved differently and suggested there is a need for additional testing. In the text, this challenge, imposed to the higher education by some neoliberal ideas, as an example of ideas which should reform the higher-education learning and teaching, is discussed from the

point of being established on some different philosophies of education, which are sought to be presented as equally purposeful, although that may not be true and they may have some negative implications. These phenomena emerge as the challenges of contemporary universities and their importance cannot be ignored nor the presence of different interest groups as actors of such relationships between universities and their external surrounding.

It may be concluded the aforementioned changes in the entire European region mean a significant shift from the (neo)humanist understanding of higher education to the current idea of third mission of universities and an effort to find some efficient models of incorporating the service industry into the present concepts of universities or in words of management, how they may extent their missions, improve the students' achievements and persistence and involve the students into their surroundings, as a part of their academic curriculum (Badenhorst & Berman, 2005, Aronowitz, 2000, Barnett, 2005), presenting the activity-oriented learning, the core of which is given as the service industry, as a learning method of the higher education, an efficient education type, with a potential to bridge the gap between the education institutions and their communities. The previous points suggest accepting the observation that the modern, quickly-changeable society, using the neoliberal-oriented education, particularly in the higher education, has pushed the education sector toward the changes, the core of which are basically paradigmatic shifts, expected to provide an appropriate affluence of "human resources" for the labour market to their optimal economic operations (Levine, 2001). So, the education institutions, in this case universities, have their main task to produce successful workforce, able to act successfully for the benefits of capital accumulation, and the previously described innovations fit this picture as well. This aligns with the changes of the labour sector in which "the society of knowledge" has taken the stage to generate different types of work, which may not meet the needs of the labour market using the present learning, and the education lags behind the social changes to which it used to react in an appropriate reform manner.

Key words: third mission of universities, paradigmatic shift in understanding the social role and the function of education



Dr Milan HOSTA,

TEDU INSTITUTE

E: milan@spiral-living.com

UNIQUE LIFE-ENHANCING GAME PLAN, COACHING & GROUNDED SPIRITUALITY

We are globally challenged by the pandemic efforts of surveillance and control under the umbrella of IoT (Internet of things) as a driving motive of the 4th industrial revolution. We are in the era of digital feudalism, where AI is gaining momentum and transhumanistic ideas are already deeply seeded. On one hand masses are still trapped within the postmodern agenda of small stories, while the corporations that are investing the capital into transhumanistic agenda are very clear on the next big story.

Schools, sports and businesses are increasingly interested in cultivating resilience. “Resilience” can be defined as “bouncing back in adversity.” Increasingly, employers are adopting evidence-based, integral and practical methodologies for boosting employee resilience to better handle life’s ups and downs. Adversity is inevitable. It’s central to how all life adapts and grows. When people are *not* resilient, they experience higher distress under pressure. This can derail their physical, emotional and mental well-being.

Within the global context provided, resilience today should not only be biologically and stress oriented. Far more, we should be concerned by advocating for humane resilience in the era of AI and convergent technologies, technobiology and humanoid agenda of transhumanism. For this purpose, we are presenting a model of HResilience (HR acronym standing for humane relations) that our institute is providing on the emerging market of »soft-skills,« and on the path towards humanization of cultural digitalization



Prof.dr Svetlana KURTEŠ,

Univerzitet na Madeiri, Portugalija

Vice President of the ENIEDA Network

E: s.kurtes@googlemail.com

NASTAVA INTERKULTURNOSTI I INTERKULTURNOST U NASTAVI: PERSPEKTIVE I IZAZOVI DOBA DIGITALNE KOMUNIKACIJE

Razvoj interkulturalnih veština i kompetencija tradicionalno je vidjen u okviru nastave stranih jezika. Savremeni pristupi ovoj problematici (Kurteš 2019), međutim, zalažu se za jezičko i interkulturalno obrazovanje (*linguistic and intercultural education*) kao objedinjene celine koja će biti zastupljena u nastavi na svim nivoima. Kvalitetan program objedinjenog jezičkog i interkulturalnog obrazovanja posebno naglašava razvoj interaktivnih veština, pomažući studentu da uspešno i sa lakoćom učestvuje u komunikativnom procesu u interkulturalnom okruženju. Još važnija komponenta je humanistička, koja posebnu pažnju posvećuje razvijanju empatije. Empatičan sagovornik je u stanju da sagleda stvarnost iz pozicije drugog i razume diverzitet savremenog društva, što u doba digitalne komunikacije i globalizacije profesionalnog okruženja postaje *conditio sine qua non*.

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Svetlana KURTEŠ

University of Madeira, Portugal

Vice President of the ENIEDA Network

TEACHING INTERCULTURALITY ACROSS THE CURRICULUM: OPPORTUNITIES & CHALLENGES FOR THE DIGITAL ERA

The development of intercultural skills and competencies has traditionally been an integral part of foreign language teaching. More recent approaches to this issue (cf. Kurteš 2019), however, suggest that linguistic and intercultural education (LIE) should be seen as a unified entity and be an integral part of curricula across levels. A well-designed LIE curriculum especially emphasizes the development of interactive skills, helping the student to successfully and confidently participate in the communicative process in intercultural settings. An even more important component is the humanistic one, paying special attention to the development of empathy. An empathetic interlocutor is able to see reality from another person's shoes and understand the diversity of modern society, which in the age of digital communication and the globalization of the workplace becomes a *conditio sine qua non*.

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Prof. dr Mojca JURIŠEVIČ

Univerza v Ljubljani, Pedagoška fakulteta,
Center za raziskovanje in spodbujanje nadarjenosti
E: mojca.jurisevic@pef.uni-lj.si

**MREŽENJE ZA VZGOJNO-IZOBRAŽEVALNE SPREMEMBE NA
PODRUČJU POUČAVANJA IN UČENJA NADARJENIH**

Povzetek: Prispevek predstavlja primer dobre prakse, ki obravnava glavno temo konference, tj. izzive sedanjosti in vizijo prihodnosti. Osredotoča se na razvoj Centra za raziskovanje in spodbujanje nadarjenosti na Pedagoški fakulteti Univerze v Ljubljani (CRSN) in njegovo desetletno mreženje preko dinamičnega modela 3 x 3 v širšem okviru izobraževanja učiteljev. Model izhaja iz analize slovenskega izobraževalnega konteksta in temelji na naslednjih značilnostih: potrebe iz izobraževalne prakse, arhitektura visokošolskega bolonjskega sistema, integrativni model izobraževanja učiteljev, kulturna zapuščina nekdanje YU, zanemarjanje nadarjenosti in stereotipi o nadarjenih, pomanjkanje na dokazih temelječe politike in strokovne podpore ter odsotnost kulture mreženja. Prav tako opredeljuje tri glavne ravni razvoja modela, od zaznav „potreb“ do “odgovornosti“ in „izzivov“ na notranji, nacionalni in mednarodni ravni operacionalizacije pri dejavnostih, kot so raziskovalni projekti, publikacije in konference. Obravnava opažene prednosti (tj. vizija, zagotavljanje kakovosti, raziskave v kontekstu, strokovno sodelovanje, mreženje) in slabosti (tj. aroganca, pomanjkanje systemske podpore in sredstev) mreženja z vidika visokošolskega izobraževanja, da se vzpostavi strokovna in znanstvena učna skupnost, osredinjena na kultiviranje nadarjenosti v slovenskem izobraževalnem sistemu.

Prof. Dr Mojca Juriševič,

University of Ljubljana, Faculty of Education,
Centre for Research and Promotion of Giftedness

NETWORKING FOR EDUCATIONAL CHANGE IN GIFTED STUDENTS TEACHING AND LEARNING

Abstract: The presentation gives a good practice example that addresses the main theme of the conference, i.e. the challenges of the present and the vision of the future. It focuses on the development of the Centre for Research and Promotion of Giftedness within the Faculty of Education University of Ljubljana (CRSN) and its 10-year networking through the dynamic 3 x 3 model in the wider framework of teacher education. The model emerges from the contextual analysis of the Slovenian educational context and is based on the following characteristics: the needs from educational practise, the architecture of the HE Bologna system, the integrative model of teacher education, the cultural legacy of the former YU, the neglect and stereotypes about the gifted, the lack of evidence-based policy and professional support, and the absence of a networking culture. It also identifies the three main levels of follow-up, i.e. 'needs', 'responsibility' and 'challenge' at internal, national and international levels of operationalisation in activities such as research projects, publications and conferences. It discusses observed strengths (i.e., vision, quality assurance, research in context, professional collaboration, networking) and weaknesses (i.e., arrogance, lack of systemic support and funds) of networking from the perspective of HE, in order to establish a professional and scientific learning community focused on cultivating talent in the Slovenian educational context.



Doc. dr Ljiljana KRNETA

Predsjednica Udruženje „Zajedno u Evropu“

Banja Luka, Bosna i Hercegovina

E: krnetal.ljiljana1108@gmail.com

IZAZOVI SADAŠNJOSTI I VIZIJE BUDUĆNOSTI-PARADIGME SAVREMENOG OBRAZOVANJA

Rezime: U radu se diskutuju paradigme savremenog obrazovanja, kao jedan od izazova savremenog obrazovanja u doba pandemijske krize Covida-19. Povodom jubileja 10 godina rada Udruženja Zajedno u Evropu, Banja Luka, organizovana je 2. Međunarodna naučna konferencija „Izazovi sadašnjosti i vizije budućnosti“ u cilju okupljanja stručnjaka iz Evrope i regije, na zajedničkoj platformi sagledavanja i promišljanja obrazovanja u Covidu-19, ali i perspektive u bliskoj budućnosti. (Krnetal, 2021).

Našu pažnju privlači empirijski pristup sagledavanju percepcije kvalitetnog obrazovanja za darovite i druge učenike (Krnetal, 2018, 2021, Gojkov, 2018, 2021, Krnetal D.2018, Ziegler, 2017). Analitičari ukazuju na kompleksnost fenomena darovitosti, uticaj različitih faktora, posebno *uticaj socijalnih faktora* na ispoljavanje darovitosti i kreativnosti. Stoga je multidiscipliniran pristup, baziran na naučnim činjenicama neophodan, kako bismo dali odgovore na izazove. Svu složenost ovog fenomena u krizi Covida-19, pojačava dugotrajnost pandemijskih mjera, potpuno izmijenjen način života i obrazovnih strategija u regionu, Evropi i šire. U pristupu savremenog obrazovanja je paradigma različitih teorijsko-istraživačkih koncepata i originalan pristup istraživanju emocija, emocionalne inteligencije i motivacije darovitih i drugih učenika (BiH, Hrvatska) u kontekstu survey istraživanja i primjera savremene, pozitivne prakse u školi (Krnetal-Simunić). Ovu paradigmu upotpunjuje online psihološki program „Da rastemo zajedno“, (Krnetal, Lj.2021), koji je u formi webinaru okupio razli-

čite stručnjake, roditelje i mlade talente na platformi saradnje i komunikacije zasnovane na ljubavi, slobodi i radoznalosti.

Ključne riječi: platforma komunikacije, izazovi, survey istraživanje.

ZAJEDNO U EVROPU-BANJA LUKA-European Talent Point-ETSN mreža-<https://www.ljiljanakrneti.com/udruzenje-zajedno-u-evropu/>

Predsjednica Udruženja Zajedno u Evropu (2011) doc. dr Ljiljana Krneta, ističe holistički pristup u radu Udruženja. Primarni cilj Udruženja, je naučni pristup istraživanju i promišljanju slojevitog fenomena darovitosti i kreativnosti. Od izuzetne važnosti su aktivnosti Udruženja ka podizanju svijesti pojedina u društvu o značaju darovitih i talentovanih, njihovom položaju u društvu, savremenim edukacijama roditelja i stručnjaka u različitim područjima stvaralaštva, afirmaciji naučnog pristupa darovitosti i kreativnosti, saradnji sa medijama, saradnji sa sličnim udruženjima u regionu i Evropi, izdavačkoj djelatnosti, te promociji mladih talenata...

Od (2011-2021), Udruženja Zajedno u Evropu, je različitim aktivnostima doprinijelo popularizaciji fenomena darovitosti, kreativnosti i razvoju mladih talenata:

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- Edukacije- Test potencijalne kreativnosti (Lisabon, 2017, Rijeka, 2018)
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Ljiljana KRNETA, PhD

Asistant Professor

Association Together to Europe, Banja Luka

**CHALLENGES OF THE PRESENT AND VISIONS OF THE FUTURE –
PARADIGMS OF CONTEMPORARY EDUCATION**

Abstract : The work discusses some paradigms of contemporary education, as one of the challenges of contemporary education in the age of Covid-19 pandemic. Celebrating the 10th anniversary of the Association *Together to Europe*, Banja Luka, the 2nd International Scientific Conference *Challenges of the Present and Visions of the Future* was organised to gather some experts from Europe and the region, for a joint platform of considering and thinking about the education during the Covid-19 pandemic as well as any perspectives in the near future (Krneta, 2021).

Our attention is drawn by an empirical approach to the consideration of the perception of some quality education for the gifted and other students (Krneta,

2018, 2021, Gojkov, 2018, 2021, Krneta D. 2018, Ziegler, 2017). The analysts have emphasized the complexity of the giftedness phenomenon, the influence of different factors, particularly *the influence of social factors* to expressing giftedness and creativity. Therefore, a multidisciplinary approach, based on some scientific facts, is crucial in order to answer the challenges. All the complexity of the aforementioned phenomenon is even more intensified in the Covid-19 pandemic by the lengthy pandemic measures, the completely changed life style and educational strategies in Europe, the region and elsewhere. The contemporary education approach includes a paradigm of different theoretical and researching concepts and an original approach to research emotions, emotional intelligence and motivation of the gifted and other students (B&H, Croatia) in terms of some survey research and examples of contemporary, positive practice in schools (Krneta-Simunić). The paradigm is supplemented with an online psychological programme *To Grow up Together* (Krneta, Lj.2021), which, as a webinar form, gathered various experts, parents and young talents for a platform of cooperation and communication based on love, freedom and curiosity.

Key words: communication platform, challenges, survey research.

TOGETHER TO EUROPE-BANJA LUKA-European Talent Point-ETSN mreža, <https://www.ljiljanakrneta.com/udruzenje-zajedno-u-evropu/>

The founder of the Association *Together to Europe*, dr Ljiljana Krneta (2011) points out some basic principles of the Association's work as well as its main aim, supporting through a tiered approach to the giftedness and creativity phenomenon the raise of awareness of individuals in the society about the importance of the gifted and talented ones, their status in the society, the contemporary education of parents and experts in different fields of creativity, the affirmation of scientific approaches to giftedness and creativity, the cooperation with the media, some similar associations in the region and Europe, the publishing activities etc.

Starting from 2011 to 2021, the Association *Together to Europe* has given its contribution to promoting the giftedness and creativity phenomenon as well as the young talent development through various activities:

INTERNATIONAL SCIENTIFIC CONFERENCES - Banja Luka, B&H: <https://www.ljiljanakrneta.com/izazovi-sadasnjosti-i-vizije-buducnosti/>

1. The 1st International Scientific Conference *Giftedness, Education of the Gifted, Innovation and Creativity in Education and Psychology*, dedicated to making a network of experts from Europe and the region, opinions,

scientific cooperation, research and good experience of some countries... with the partners such as the ICIE, Ulm, Germany, the Mihailo Palov College, Vršac, and the Independent University (*Nezavisni Univerzitet*), Banja Luka (25-27.10.2018)

2. *Training EPoC-Test on Potential Creativity*, led by prof. dr Taisir Subhy Yamin (23-25.10.2018)
3. The 2nd International Scientific Conference *Challenges of the Present and Visions of the Future*, as an online conference, dedicated to a platform for the cooperation between experts from the region and Europe in their consideration of challenges of the Covid-19 pandemic and perspectives of the education future. The partners for this conference were the Mihailo Palov College, Vršac, and the Centres of Excellence of the Varaždin County. The technical support was provided by the Independent University (*Nezavisni Univerzitet*), Banja Luka, 30.01.2021.

PUBLISHING ACTIVITIES-<https://www.ljiljanakrneta.com/udruzenje-zajedno-u-evropu/>

1. Collection of Papers *Giftedness, Education of the Gifted, Innovation and Creativity in Education and Psychology*, (published by Grafid LLC and Association *Together to Europe*, 2019, Banja Luka)
2. Collection of Summaries *Challenges of the Present and Visions of the Future* (e-form), 2021, Banja Luka
3. *To Grow up Together*, a brochure of online psychological programme, (e-form) dedicated to parents and experts in the field of upbringing and education

PROJECTS - <https://www.ljiljanakrneta.com/udruzenje-zajedno-u-evropu/>

- Communication in Family-Support to Gifted Children (Vršac, 2011)
- Encouraging Gifted Students` Emotional Competence (2012-2014, Vršac)
- Digitalisation and Creativity (ECHA, 2014)
- ECHA Magazine (2016) The Gifted in the Eyes of Others (2016)
- Family Values (University of Banja Luka, FPNBL Student Club Conference)(2015)
- Contemporary School (Lisbon, 2017)
- Young Talents (Lisbon, 2017)
- Trainings- Test on Potential Creativity (Lisbon, 2017, Rijeka, 2018)
- Excellence and Education of the Gifted (2018)
- ZUE-European Talent Point (Varaždin, 2020)

- Psychology and the Media (3 FPiM, 2020)
- Psychology and the Media (4FPiM, Rijeka, online, 2021)
- Psychological Programme *TO GROW UP TOGETHER* (Banja Luka, 2021)

MEDIA-<https://www.ljiljanakrneta.com/mediji/>

Cooperation with the MEDIA - in B&H and the Region, as an Important Field of Communication, ECHA 2016 (BS RTRS, ATV, B&H, Hajat, radio and tv POLITIKA Beograd, N1-O-canal, ECHA NEW-Vienna through scientific and educational shows: Square to Knowledge (*Kvadrat na znanje*), Studiorum, To Grow up Together, information shows: Morning Show (*Jutarnji program*), Visit (*Vizita*), Apostrophe (*Apostrof*), Srpska Today (*Srpska danas*) etc.

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Dr.sc.Jasna ARRIGONI,

Učiteljski fakultet Univerziteta u Rijeci
E:jasna.arrigoni237@gmail.com

BRIGA ZA DAROVITE U OBRAZOVNOM SUSTAVU I IZVAN NJEGA

Sažetak : Cilj izlaganja je bio aktualizirati probleme koji su vezani uz brigu za darovite u organiziranom obrazovnom sustavu i brigu o darovitima u okviru vaninstitucionaliziranih organizacija. Prvo pitanje koje se propituje u znanstvenim krugovima jeste različitost stajališta u svezi kurikuluma. Što znači strukturiranje kurikuluma samo za darovitu djecu i mlade ili kurikuluma koji se odnosi na svu djecu? Kompetentnost učitelja za rad s darovitima je ključni čimbenik za osiguravanje odgojno-obrazovnih potreba darovitih učenika . To spada u profesionalni razvoj i postavlja se pitanje tko je sve odgovoran za profesionalni razvoj učitelja? Mentori darovitih mogu se smatrati vrijednim ljudskim resursom jednog društva te ih je potrebno i valjano vrednovati. Umrežavanje u ovom području je jedan od načina unapređivanja mentoriranja darovitih. Važno je pitanje koliko i kako društvo prati razvijanje darovitosti prema odrasloj dobi? Na koji način visoka učilišta otkrivaju i potiču darovite studente? (Persson,2010) I izvan obrazovnog sustava postoje organizacije koje se bave ovim područjem i osiguravaju određene programe poticaja izvan institucija.

Dr.sc. Jasna ARRIGONI,

University of Rijeka, Faculty of Teacher Training

CARING FOR THE GIFTED INSIDE AND OUTSIDE THE EDUCATION SYSTEM-CHALLENGES

The presentation aimed to highlight the problems related to the care of the gifted in the organized education system and within non-institutionalized organizations. The first question explored in scientific circles is the difference of opinion regarding the curriculum. What does it mean to structure a curriculum only for gifted children and youth or a curriculum that applies to all children? Teachers' competences to work with gifted pupils is a key factor in ensuring the educational needs of the gifted. Given that this is part of professional development, the question arises who is responsible for teachers' professional development? Mentors for gifted pupils can be considered a valuable human resource of a society and need to be properly valued. Networking in this area is one way to improve mentoring of the gifted. An important question is to what extent and how does society monitor the development of giftedness towards adulthood? How do universities discover and support gifted students? (Persson, 2010). Even outside the education system, there are organizations that deal with this area and provide certain incentive programs outside the formal educational institutions.



Dr.sc. Miroslav HUĐEK

Centri izvrsnosti varaždinske županije

E: miroslav.hudjek@vzz.hr

<http://www.varazdinska-zupanija.hr/>

CENTRI IZVRSNOSTI VARAŽDINSKE ŽUPANIJE

Rezime: Centri izvrsnosti Varaždinske županije imaju svoje začetke rada od druge polovice 80-tih godina prošlog stoljeća u tadašnjoj Akademiji Arhimed koja se bavila radom s nadarenim učenicima. Jedan od strateških ciljeva Varaždinske županija je obrazovanje. Stvaranjem uvjeta ravnopravnosti i sustava jednakih šansi pokrenut čitav niz razvojnih programa. Centri izvrsnosti su jedan od razvojnih programa čija ciljana skupina su nadareni učenici koji zahtijevaju drugačiji pristup rada upotrebom suvremenih nastavnih metoda i pomažu što se kroz redovni nastavni proces ne može u sadašnjim uvjetima ostvariti.

Kroz razvoj Centara izvrsnosti stvoren je ekosustav u čijem su centru učenici visokih sposobnosti, koji podiže kvalitetu interakcije svih sudionika i na taj način povećava konkurentnost društva. Isto tako Centri izvrsnosti su danas institucija koja promovira vrijednost i snagu umrežavanja svih koji se bave darovitima unutar i među državama i koja utječe na podizanje svijesti javnosti i vodećih struktura o potrebi pružanja sustavne, stručne, znanstveno utemeljene i financijske podrške svim darovitima.

Prvi centar izvrsnosti formiran je 2007. godine za matematiku. Nakon njega formirani su centri izvrsnosti za fiziku, informatiku, hrvatski jezik, komunikacije, kemiju, biologiju, nove tehnologije, poduzetništvo, likovnu umjetnost. Proces formiranja centara izvrsnosti završen je 2020. godine s centrom izvrsnosti za nacionalnu povijest. Proces formiranja prošao je put kojeg nazivamo od kraljice do učiteljice jer matematika je kraljica znanosti, a povijest učiteljica života.

Danas centre izvrsnosti pohađa 850 učenika osnovnih i srednjih škola s kojima radi 154 mentora. Identifikacija učenika je automatizirana preko ONLI-

NE aplikacije koja je razvijena prema testu SAM – Scrambled Adaptive Matrices. Osposobljavanje mentora provodi se po programu RITHA u suradnji s Radboud Sveučilištem iz Nijmegena Nizozemska. Centri izvrsnosti Varaždinske županije član su Europske mreže za potporu darovitima ETSN te imaju status Europskog Talent Centra. Isto tako su član Svjetskog vijeća za darovitu i talentiranu djecu WCGTC

Dr.sc. Miroslav HUĐEK

Centres of Excellence of the Varaždin County

E: miroslav.hudjek@vzz.hr

<http://www.varazdinska-zupanija.hr/>

CENTRES OF EXCELLENCE OF THE VARAŽDIN COUNTY

Abstract: The Centers of Excellence of Varaždin County have their beginnings in the second half of the 1980s in the Archimedes Academy, which worked with gifted students. One of the strategic goals of Varaždin County is education. By creating equality conditions and a system of equal opportunities, several development programs have been launched. Centers of Excellence are one of the development programs. Their target group is gifted students who require a different approach to work using modern teaching methods and techniques, which cannot be achieved under the current conditions through the regular teaching process.

Through the Centers of Excellence development, an ecosystem has been created. In the center of the ecosystem are high-ability students, which raises the quality of interaction of all stakeholders and increases society's competitiveness. Likewise, the Centers of Excellence are today an institution that promotes the value and strength of networking of all gifted within and between countries by raising the awareness of the public and leading structures about the need to provide systematic, professional, scientifically based, and

The first center of excellence was formed in 2007 for mathematics. The centers of excellence for physics, informatics, Croatian language, communications, chemistry, biology, new technologies, entrepreneurship, and fine arts were formed after it. Establishing the centers of excellence was completed in 2020 with a center of excellence for national history. The formation process

has gone through the path we call *from queen to teacher* because mathematics is the queen of science and history is the teacher of life.

Today, the centers of excellence attend 850 primary and secondary school students supervised and taught by 154 mentors. Student identification is automated through an ONLINE application developed according to the SAM test - Scrambled Adaptive Matrices. According to the RITHA program, the training of mentors is carried out in cooperation with the Radboud University of Nijmegen, the Netherlands. The Centers of Excellence of Varaždin County are a member of the European Talent Support Network (ETSN) and have the status of the European Talent Center. They are also a member of the WCGTC World Council for Gifted and Talented Children.



Prof. dr ALEKSANDRA GOJKOV- RAJIĆ

Učiteljski fakultet Univerziteta u Beogradu
E:rais@mts.rs

SAVREMENE INFORMACIONO-KOMUNIKACIONE TEHNOLOGIJE- IZAZOV ZA DIGITALIZACIJU NASTAVE STRANOG JEZIKA I MOGUĆNOSTI (U NJOJ)

Rezime: Cilj rada je da se teorijskom analizom sagleda mesto informaciono-komunikacionih tehnologija u učenju stranog jezika i mogućnosti koje njihova primena otvara u smislu personalizacije u poučavanju. Pojava savremenih informaciono-komunikacionih tehnologija, koje su danas svuda oko nas, otvorila je neslućene mogućnosti za nastavu stranog jezika. Sa njihovom pojavom automatski je pretpostavljeno da će nastava stranog jezika značajno napredovati, ali se to nije dogodilo; u svakom slučaju ne u onoj meri u kojoj se očekivalo. Baveći se uzrocima pomenutog izostanka, zaključeno je da su se očekivanja zasnivala na izvesnim mitovima, kao što je onaj da su digitalne tehnologije u stanju da same po sebi unaprede učenje (Selwyn, 2011). U međuvremenu je zaključeno (Würffel, 2018) da upotreba „novih“ medija ne menja nastavu stranog jezika suštinski, već da se za nju moraju osmisliti novi metodički pristupi, jer samo zamena medija ne predstavlja razvoj u didaktičkom smislu. Da bi došlo do prave transformacije, moraju se menjati navike u učenju i poučavanju, menjati stavovi i razvijati nove rutine, a u ovom procesu moraju aktivno da sarađuju svi akteri. Imajući rečeno na umu u radu se traga za mogućnostima pomenutog razvoja, pre svega u smislu mogućnosti personalizacije u nastavi stranog jezika.

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Prof. Dr Aleksandra GOJKOV-RAJIĆ

Teacher Education Faculty, University of Belgrade

**MODERN INFORMATION AND COMMUNICATION
TECHNOLOGIES-A CHALLENGE FOR DIGITALIZATION OF
FOREIGN LANGUAGE TEACHING AND THE POSSIBILITY OF
PERSONALIZATION**

Abstract: The aim of the paper is to use theoretical analysis to see the place of information and communication technologies in foreign language learning and the possibilities that their application opens in terms of personalization in teaching. The emergence of modern information and communication technologies, which are all around us today, has opened up unimagined opportunities for foreign language teaching. With their appearance, it was automatically assumed that foreign language teaching would progress significantly, but this did not happen; in any case not to the extent expected. Addressing the causes of the mentioned absence, it was concluded that expectations were based on certain myths, such as that digital technologies are able to improve learning on their own (Selwyn, 2011). In the meantime, it was concluded (Würffel, 2018) that the use of “new” media does not fundamentally change foreign language teaching, but that new methodological approaches must be devised for it, because only the replacement of media does not represent a development in the didactic sense. In order for a real transformation to take place, learning and teaching habits must change, attitudes have to be changed and new routines must be developed, and all actors must actively cooperate in this process. Bea-

ring this in mind, the paper seeks possibilities of the mentioned development, primarily in terms of personalization options in foreign language teaching.

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Prof. dr Jelisaveta ŠAFRANJ

Univerzitet u Novom Sadu,
Fakultet tehničkih nauka
E: jsafranj@eunet.rs

POL I SAMODETERMINISANA KOMUNIKACIJA

Apstrakt: Cilj ovog rada je da se sistematskim neeksperimentalnim posmatranjem u eksplorativnom istraživanju sagleda odnos između pola ispitanika i samodeterminisane komunikacije na stranom jeziku u kontekstu učionice. Teorijsku osnovu rada čini Teorija samodeterminacije koja se zasniva na tvrdnji da pojedinac spontano razvija svoje predispozicije, tj. intrinzičnu motivaciju i internalizaciju, kada su osnovne psihološke potrebe zadovoljene u funkciji interpersonalne dinamike i socijalnih postavki (Deci & Ryan, 2000). Smatra se da su pojedinci sposobni da internalizuju motivisana ponašanja, tj. da se autonomno pokreću i samoodređuju kada su zadovoljene ove osnovne psihološke potrebe. Prema tome, na zadovoljenje osnovnih psiholoških potreba u učionici utiču samoodređeni tipovi motivacije, budući da su učenici motivisani pojedinačno. S druge strane spremnost na komunikaciju se definiše kao voljna odluka da se započne komunikacija na stranom jeziku u određenoj situaciji sa određenom osobom u određenom trenutku (MacIntireet al., 1998). Iako je spremnost za komunikaciju na maternjem jeziku u početku opisana kao stalna osobina, spremnost za komunikaciju na stranom jeziku pretpostavlja i dinamične kontekstualne faktore i ona je generalno povezana sa komunikativnom kompetencijom.

Istraživanje je sprovedeno na uzorku od 303 studenta (56,4% ženskog pola) Fakulteta tehničkih nauka univerziteta u Novom Sadu. Srednja starost uzorka je 20,68 godina ($SD = 2,02$). Da bi se procenili obrasci odnosa između tipova motivacije i spremnosti za komunikaciju, izračunati su Pearsonovi koeficijenti korelacije.

U cilju procene delimičnog prediktivnog doprinosa tipova motivacije spremnosti za komunikaciju i sistematičnijeg razjašnjavanja rezultata sprovedena je višestruka regresivna analiza. Kriterijumska varijabla je bila ocena na skali spremnosti za komunikaciju, a prediktori su bili rezultati na 6 vrsta motivacije, odnosno 3 ekstrinzična podtipa (ekstrinzična regulacija, introjektovana regulacija i identifikovana regulacija) i 3 intrinzična podtipa (znanje, postignuće i stimulacija). U cilju provere uticaja moderatora pola na odnos između motivacije i spremnosti za komunikaciju korišćen je makro PROCES (Haies, 2013) za SPSS. Izvršeno je šest analiza, pol je bio moderator u svakoj analizi, dok je šest različitih vrsta motivacije bilo nezavisna promenljiva. Rezultati su potvrdili postavljene hipoteze da spremnost za komunikaciju ima značajne pozitivne veze sa ekstrinzičnom regulacijom, identifikovanom regulacijom, znanjem i stimulacijom. Regresivna analiza je pokazala da je spremnost na komunikaciju kao kriterijum značajan, $F(6, 296) = 3.876$, $p = .001$, a prediktor objašnjava oko 7% varijanse kriterijuma ($R^2 = .073$, prilagođeni $R^2 = .054$). Ekstrinzična regulacija, identifikovana regulacija i stimulacija su značajni prediktori spremnosti za komunikaciju i ovi odnosi su pozitivno orijentisani. To znači da se viši nivo ove osobine prati sa većom spremnošću za komunikaciju. Introjektovana regulacija je identifikovana kao značajan negativno orijentisani prediktor.

U slučaju moderacije dobili smo rezultate za ekstrinzičnu regulaciju i pol, $F(1, 299) = 3.468$, $p > .05$; identifikovanu regulaciju i pol, $F(1, 299) = 3.85$, $p > .05$; znanje i pol, $F(1, 299)$, $p > .05$; i postignuće i pol, $F(1, 299) = 2.18$, $p > .05$. a uvođenje interakcije u cilju testiranja moderacije nije značajno poboljšalo model.

Međutim, postojala je značajna moderacija između introjektivane regulacije i pola, $F(1, 299) = 3.93$, $p = 0.048$ kao i između stimulacije i pola, $F(1, 299) = 6.45$, $p = 0.011$. U oba ova slučaja uvođenje interakcije značajno je poboljšalo model i interakcija je bila značajna.

Rezultati vrednosti spremnosti za komunikaciju su veće kod muškaraca za nizak nivo introjektovane regulacije i opadaju u odnosu na više nivoe nezavisne promenljive. Obrazac odnosa kod žena je obrnut i u njihovom slučaju započinju sa nižim nivoima spremnosti za komunikaciju, a povećavaju se na umerenim i višim nivoima nezavisne promenljive. Rezultati moderacije između stimulacije i pola kod muškaraca imaju prosečne vrednosti spremnosti za komunikaciju na svim nivoima stimulacije, za razliku od toga da žene započinju sa nižim nivoima zavisne promenljive na niskom nivou stimulacije i ona raste kako nezavisna promenljiva raste.

Možemo zaključiti da je sprovedeno istraživanje pokazalo da spremnost za komunikaciju na stranom jeziku u učionici ima motivaciona svojstvo na stu-

dente, odnosno najveći pojedinačni efekat je dobijen od opažene kompetencije na motivaciju. Ovaj nalaz sugerše da će povećana percepcija jezičke kompetencije dovesti do povećane motivacije koja neposredno utiče na učestalost upotrebe stranog jezika u učionici. To dalje sugerše da percipirana jezička kompetencija i samopouzdanje pri korišćenju stranog jezika utiču pozitivno na intrinzičnu motivaciju. Ispitanici muškog pola su bili više spremni na komunikaciju od ženskog pola i pri tome pokazali veću intrinzičnu motivaciju.

Ključne reči: pol, samodeterminacija, spremnost na komunikaciju, intrinzična motivacija.

Prof. dr Jelisaveta Šafranj

University of Novi Sad
Faculty of Technical Sciences

GENDER AND COMMUNICATION BASED ON SELF-DETERMINATION THEORY

Abstract: The aim of this paper is to observe the relationship between gender and communication based on Self-Determination Theory in learning foreign language in the classroom through systematic non-experimental observation in exploratory research. The theoretical basis of the paper is the Self-Determination Theory, which is established on the claim that an individual spontaneously develops his predispositions, i.e. intrinsic motivation and internalization, when basic psychological needs are met in the function of interpersonal dynamics and social settings (Deci & Ryan, 2000). It is considered that individuals are able to internalize motivated behaviours, i.e. to move autonomously and self-determine when these basic psychological needs are met. Therefore, the satisfaction of basic psychological needs in the classroom is influenced by self-determined types of motivation, since students are motivated individually. On the contrary, readiness to communicate is defined as a willing decision to start communication in a foreign language in a certain situation with a certain person at a certain moment (MacIntire et al., 1998). Although the readiness to communicate in the mother tongue was initially described as a permanent feature, the readiness to communicate in a foreign language also

presupposes dynamic contextual factors and it is generally related to communicative competence.

The research was conducted on a sample of 303 students (56.4% female) of the Faculty of Technical Sciences, University of Novi Sad. The mean age of the sample was 20.68 years ($SD = 2.02$). To assess the patterns of relationships between types of motivation and willingness to communicate, Pearson correlation coefficients were calculated.

In order to assess the partial predictive contribution of the types of motivation for communication readiness and to more systematically explain the results, a multiple regression analysis was conducted. The criterion variable was the score on the scale of readiness for communication, and the predictors were the results of 6 types of motivation, i.e. 3 extrinsic subtypes (extrinsic regulation, introjected regulation and identified regulation) and 3 intrinsic subtypes (knowledge, achievement and stimulation). The macro PROCESS (Haies, 2013) for SPSS was used to investigate the influence of gender moderators on the relationship between motivation and willingness to communicate. Six analyzes were carried out, gender was the moderator in each analysis, while six different types of motivation were independent variables. The results confirmed the hypotheses that readiness for communication has significant positive links with extrinsic regulation, identified regulation, knowledge and stimulation. Regression analysis showed that readiness for communication as a criterion is significant, $F(6, 296) = 3.876$, $p = .001$, and the predictor explains about 7% of the variance of the criteria ($R^2 = .073$, adjusted $R^2 = .054$). Extrinsic regulation, identified regulation and stimulation are important predictors of readiness for communication and these relationships are positively oriented. This means that a higher level of this trait is accompanied by a greater willingness to communicate. Introjected regulation has been identified as a significant negatively oriented predictor.

In the case of moderation, we obtained results for extrinsic regulation and sex, $F(1, 299) = 3.468$, $p > .05$; identified regulation and pole, $F(1, 299) = 3.85$, $p > .05$; knowledge and gender, $F(1, 299)$, $p > .05$; and achievement and pole, $F(1, 299) = 2.18$, $p > .05$. and the introduction of interaction to test moderation did not significantly improve the model.

However, there was significant moderation between introjective regulation and sex, $F(1, 299) = 3.93$, $p = 0.048$ as well as between stimulation and sex, $F(1, 299) = 6.45$, $p = 0.011$. In both of these cases, the introduction of the interaction significantly improved the model and interaction was significant.

The results of the values of readiness for communication are higher in men for a low level of introjected regulation and decrease in relation to higher levels of the independent variable. The pattern of relationships in women is reversed and in their case they start with lower levels of willingness to communicate, and increase at moderate and higher levels of the independent variable. The results of moderation between stimulation and gender in men have average values of willingness to communicate at all levels of stimulation, in contrast to the fact that women start with lower levels of the dependent variable at a low level of stimulation and it grows as the independent variable grows.

It can be concluded that the research showed that the readiness to communicate in a foreign language in the classroom has a motivational property on students, i.e. the greatest individual effect was obtained from the observed competence on motivation. This finding suggests that increased perception of language competence will lead to increased motivation that directly affects the frequency of foreign language use in the classroom. This further suggests that perceived language competences and self-confidence in using foreign language have a positive effect on intrinsic motivation. Male respondents were more willing to communicate in comparison with females, and at the same time showed greater intrinsic motivation.

Key words: gender, self-determination, willingness to communicate, intrinsic motivation.



Ljiljana GOMERČIĆ, PhD doktorant

Miklavžev vrtec, Logatec
E:ljiljana963@gmail.com

SAMOPROCJENA SLOVENSКИH HRVATSKIH ODGAJATELJA O OSPOSOBLJENOSTI ZA OTKRIVANJE DAROVITE DJECE

Kvantitativnim upitnikom istražili smo stavove odgojitelja iz slovenskih i hrvatskih vrtića u pogledu (a) samo procjene njihove sposobnosti za prepoznavanje potencijalno darovite djece i rada s njima, (b) o njihovoj profesionalnoj osposobljenosti i obrazovanju na ovom području, (c) uloge savjetodavne službe u vrtiću i vodstva, (d) suradnje s roditeljima u otkrivanju i radu s potencijalno darovitom djecom. Uzorak studije temelji na odgovorima 542 odgojitelja, od toga 505 žena (93%), 9 muškaraca (1,7%) i 28 nespecificiranog spola (5,3%). 248 (45,8%) sudionika bilo je iz Republike Slovenije, a 294 (54,2%) iz Republike Hrvatske. Na temelju rezultata istraživanja slovenski i hrvatski odgajatelji najviše se slažu oko važnosti osobnog i profesionalnog razvoja. Postoje statistički značajne razlike između slovenskih i hrvatskih odgajatelja u tome (i) kako ocjenjuju svoju spremnost za istraživačke projekte u području potencijalne darovitosti djece, (ii) njihovu profesionalnu kompetenciju za samorefleksiju, (iii) timsku suradnju i (iv) osobni i profesionalni razvoj. U sva četiri slučaja slovenski odgajatelji statistički značajno više ocjenjuju svoje kompetencije za identificiranje i rad s potencijalno darovitom djecom. Istraživanje također pokazuje da se slovenski i hrvatski odgajatelji ne osjećaju dovoljno osposobljeni za identifikaciju potencijalno darovite djece. Nema statistički značajnih razlika među skupinama, što pokazuje da im je potrebno dodatno profesionalno osposobljavanje za identifikaciju i rad s potencijalno darovitom djecom. Također, slovenski i hrvatski odgajatelji se slažu, da su odgovarajuće obrazovanje i daljnji profesionalni razvoj važni za uspješnu identifikaciju potencijal-

no darovite djece. Ne postoje statistički značajne razlike između odgojitelja u slovenskim i hrvatskim vrtićima u njihovim stavovima na važnost adekvatnog obrazovanja i daljnjeg profesionalnog razvoja za identifikaciju i rad s potencijalno darovitom djecom u vrtiću. Iako ne postoji statistički značajna razlika u tome kako doživljavaju potporu savjetodavne službe, vodstva vrtića i roditelja u identificiranju i radu s potencijalno darovitom djecom predškolske dobi, slovenski odgojitelji ocjenjuju potporu vodstva i savjetodavne službe nešto višom od hrvatskih odgojitelja.

Ključne riječi: *potencijalna darovitost, predškolsko dijete, predškolski odgoj, stručna osposobljenost, odgojitelj*

Ljiljana GOMERČIĆ

Doctoral Candidate, Miklavžev vrtec, Logatec

THE SELF-ASSESSMENT OF THE SLOVENIAN AND CROATIAN KINDERGARTEN TEACHERS ON THEIR COMPETENCES FOR IDENTIFYING THE GIFTED CHILDREN

We used a quantitative questionnaire to explore the attitudes of the Slovenian and Croatian kindergarten teachers towards (a) the self-assessment of their competence to recognise some potentially gifted children and to work with them, (b) their professional competence and education in this field, (c) the role of the advisory service in kindergartens and the management, (d) the cooperation with parents to discover and work with the potentially gifted children. The study sample was based on the answers of 542 kindergarten teachers, including 505 women (93%), 9 men (1.7%) and 28 non-specified per sex (5.3%). There were 248 (45.8%) from the Republic of Slovenia and 294 (54.2%) from the Republic of Croatia. Based on the research results, both the Slovenian and the Croatian kindergarten teachers mainly agreed on the importance of their personal and professional development. There were some statistically significant differences between the Slovenian and the Croatian kindergarten teachers in how they assessed (i) their readiness for research projects in the field of the potentially gifted children, (ii) their professional competence for self-reflection, (iii) the team cooperation and (iv) their personal and professional development. For all four cases, the Slovenian kindergarten teachers rated their

competences to identify and to work with the potentially gifted children statistically higher. Moreover, the research showed the Slovenian and the Croatian kindergarten teachers felt insufficiently competent to identify the potentially gifted children. There were no statistically significant differences between the groups, showing their need for additional professional competences to identify and to work with the potentially gifted children. Also, the Slovenian and the Croatian kindergarten teachers agreed that the appropriate education and any further professional development were important for the successful identification of the potentially gifted children. There were no statistically significant differences between the Slovenian and the Croatian kindergarten teachers in their attitudes towards the importance of the appropriate education and some further professional development for the identification and work with the potentially gifted children in kindergartens. Although there were no significant differences in their perception of the support of the advisory service, the kindergarten management and the parents to identify and to work with the potentially gifted children of pre-school age, the Slovenian kindergarten teachers rated the support of the management and the advisory service slightly higher than the Croatian kindergarten teachers.

Key words: *potential giftedness, pre-school child, pre-school education, professional competence, kindergarten teacher.*



Msr Jasmina STOLIĆ-PIVNIČKI

Visoka škola strukovnih studija za vaspitače "Mihailo Palov"
Vršac
E:jaca.stolic@gmail.com

PODRŠKA MUZIČKI DAROVITIM UČENICIMA U VREME ONLAJN NASTAVE

Rezime: Cilj rada je da se teorijskom analizom predstavi značaj i uloga mentora kao i personalizovanog pristupa učenicima u radu. U okviru ovog rada razmatra se problematika sa kojom se, muzički daroviti učenici, ali i nastavnici solfedža, kao njihovi mentori, susreću u radu, posebno u vreme onlajn nastave. Predstavljeni su ključni segmenti rada kroz koji, udruženim snagama, učenici i njihovi nastavnici treba da prođu stremeći ka krajnjem cilju, a to je dostizanje vrhunske muzičke uspešnosti. U skladu sa navedenim, uzete su u obzir brojne sposobnosti učenika, ali i veštine nastavnika neophodne za dostizanje uspeha u okviru predmeta Solfedžo, kao i prevazilaženju svih postavljenih zadataka. Zaključci do kojih se došlo ukazuju na činjenicu da se rezultati prevazilaženja eventualnih prepreka u doba onlajn nastave, često kriju u pozitivnom odnosu učenik-mentor, personalizovanom pristupu učeniku, ali i sposobnosti samoregulacije učenja učenika. Iz tog razloga može se istaći da je u vreme onlajn nastave podrška nastavnika, odnosno mentora uz personalizovan pristup od velikog značaja za uspeh i razvoj muzički darovitih učenika.

Ključne reči: muzička darovitost, personalizacija, mentor, učenik, onlajn nastava.

M.A. Jasmina STOLIĆ-PIVNIČKI,

Preschool Teacher Training College „Mihailo Palov“

SUPPORT FORMUSICALLY GIFTED LEANERESINTHE TIME OF ONLINE CLASSES

Summary: The goal of the paper is to represent the importance and role of the mentor as well as the personalized approach the learner, through theoretical analysis. Within this paper we will explore the problems which musically gifted learners and their teachers of Solfeggio, as their mentors, face during classes and especially online classes. Here presented are the key segments of work through which, united, the learners and teachers should go through towards the final goal, attaining the highest musical success. In accordance with the aforementioned, numerous abilities of the learners have been taken in to consideration, but also the skills of the teachers which are needed for the attainment of success in the subject of Solfeggio and in the accomplishment of the posed tasks. The conclusions point to the fact that solutions to overcoming possible hurdles in the time of online classes are hidden in the positive relationship between the mentor and the learner, in the personalized approach to the learners and in the self-regulation of the learners. Because of this, it can be noted that during online classes the support of the teacher i.e. mentor, in combination with the personalized approach, is of great importance for the success and development of musically gifted learners.

Key words: musical giftedness, personalization, mentor, learner, online teaching.

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