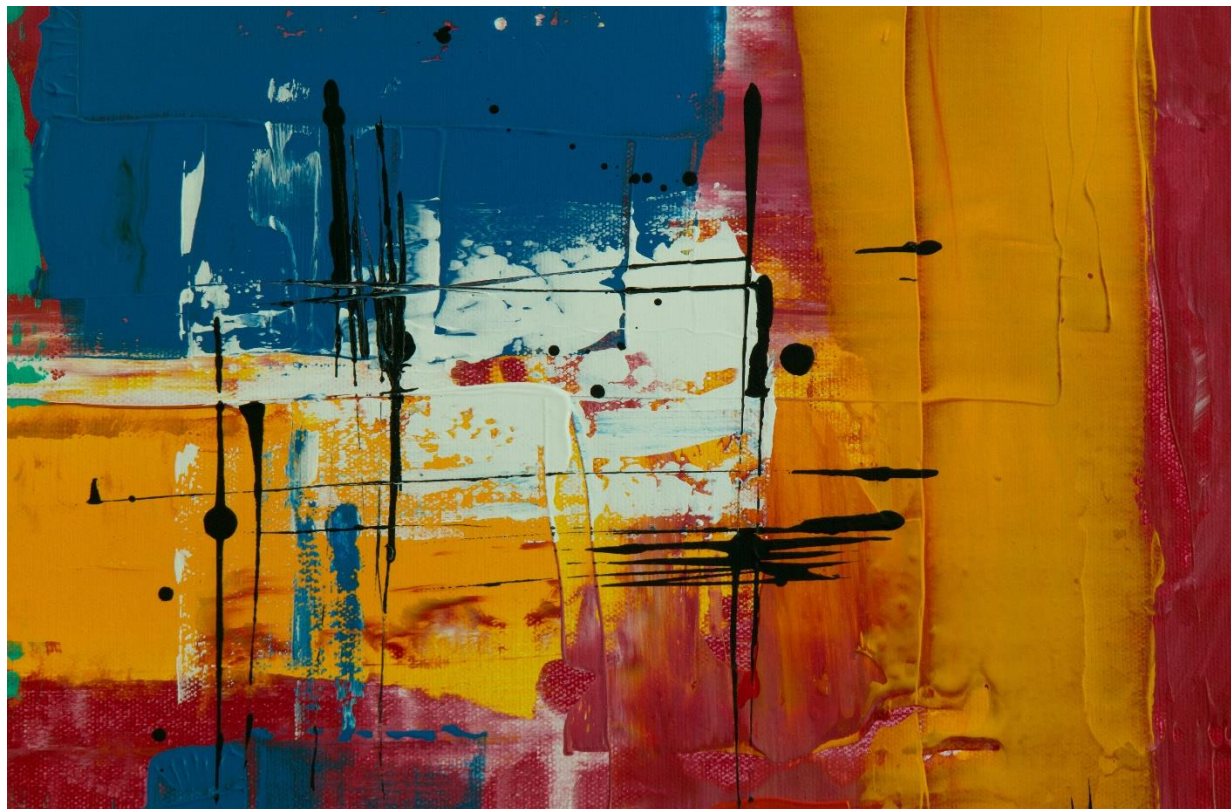


3. MEĐUNARODNA NAUČNA KONFERENCIJA
PODRŠKA DAROVITIM – POKRENI PROMJENU

ZBORNİK REZIMEA

Banja luka, 22.03.2022.



3. INTERNATIONAL SCIENTIFIC CONFERENCE
SUPPORT FOR THE GIFTED - START THE CHANGE

CONFERENCE PROCEEDINGS





**3. MEĐUNARODNA NAUČNA KONFERENCIJA
PODRŠKA DAROVITIM-POKRENI PROMJENU**

BANJA LUKA, 22.mart, 2022.

ZBORNİK REZİMEA

**3D INTERNATIONAL SCIENTIFIC CONFERENCE
SUPPORT FOR THE GIFTED - START THE CHANGE
CONFERENCE PROCEEDINGS,**

BANJA LUKA, MARCH 22. 2022.

UDRUŽENJE ZAJEDNO U EVROPU BANJA LUKA

Biblioteka: Zbornik 3.

Izdavač: Udruženje Zajedno u Evropu Banja Luka

Za izdavača: dr.sc. Ljiljana Krneta

Urednik:

Dr.sc.Ljiljana Krneta

Recenzenti:

Prof. dr Dragoljub Krneta, Banja Luka

Prof. dr Svetlana Kurteš, Madeiri

Prof. dr Aleksandra Gojkov - Rajić, Beorad

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3. MEĐUNARODNA NAUČNA KONFERENCIJA

PODRŠKA DAROVITIM - POKRENI PROMJENU

BANJA LUKA, 22.03.2022.

ZBORNİK REZİMEA

3d INTERNATIONAL SCIENTIFIC CONFERENCE

SUPPORT FOR THE GIFTED - START THE CHANGE

CONFERENCE PROCEEDINGS

BANJA LUKA, MARCH 22. 2022.

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Organizacioni odbor-Organizing Committee

Doc. dr Ljiljana Krneta, Udruženje Zajedno u Evropu, ETSN, Banja Luka / Association Together to Europe, ETSN, Banja Luka, Sladaboni d.o.o. Banja Luka-knjižara Kultura, Banja Luka/ Kultura bookstore, Banja Luka, Jovana Kurbalija, Univerzitet Banja Luka/University of Banja Luka, Gabrijela Bundalo, profesor, Tuzla /professor Tuzla, Irena Đukić, profesor engleskog jezika i književnosti, Banja Luka/ BA English Language and Literature, Lina Dečman Molan, specialistka organizacije in managementa s področja informacijskih sistemov, diplomirana inženirka računalništva in informatike Strokovna tehniška gimnazija Šolskega centra Kranj/ specialist in organization and management in the field of information systems, graduate engineer in computer science and informatics.

Partneri 3 Međunarodne naučne konferencije, Banja Luka 2022

Sladoboni d.o.o Banja Luka i knjižara Kultura u Delta centru , Banja Luka

PROGRAM RADA 3.MEĐUNARODNE NAUČNE

KONFERENCIJE BANJA LUKA 2022.

PODRŠKA DAROVITIM-POKRENI PROMJENU SUPPORT FOR THE GIFTED - START THE CHANGE

Vrijeme i mjesto održavanja / Time and Venue

22.03.2022. Banja Luka / March 2022. Banja Luka

Prijem učesnika / Reception 11h (online)

Udruženje Zajedno u Evropu / Association Together to Europe, Banja Luka

Pozdravne riječi / Addressing the guests:

11-11.20.

Uvodni referat/Introductory lecture

Jovana Kurbalija, Univerzitet Banja Luka/University of Banja Luka

11.20-11.40.

CREATIVITY AND AMATEURISM

Akademik prof. dr Grozdanka Gojkov, Srpska akademija obrazovanja, Beograd/11.40-.12.10.

GIFTED STUDENTS AND STRATEGIES OF COPING WITH DIFFICULTIES IN THE SELF-REGULATION

Presentations by conference participants:

12-10-16.00.

Diskusija i zaključci/Discussion and conclusions:

16.00-16.30.

SADRŽAJ

Doc.dr Ljiljana Krneta, Udruženje Zajedno u Evropu, Banja Luka

UVODNE NAPOMENE

Jovana Kurbalija, Univerzitet Banja Luka

KREATIVNOST I AMATERIZAM

Prof. dr Grozdanka Gojkov, Srpska akademija obrazovanja, Beograd

DAROVITI UČENICI I STRATEGIJE SUOČAVANJA S POTEŠKOĆAMA U PROCESU SAMOREGULACIJE

Prof. dr Svetlana Kurteš, Univerzitet Madeiri, Portugalija, Vice President of the ENEIDA Network

RAZVIJANJE INTERKULTURNIH KOMPETENCIJA UZ POMOĆ DIGITALNIH TEHNOLOGIJA: TELEKOLABORACIJA KAO VIRTUELNA UČIONICA BEZ GRANICA

Dr.sc. Jasna Lay Centar za poticanje darovitosti djeteta „Bistrić“,

STRUČNO-RAZVOJNI CENTAR ZA POTICANJE PODRUČNO-SPECIFIČNIH DAROVITOSTI DJETETA, DV ISKRICA, ZAGREB

Prof.dr Mojca Jurišević, Univerza v Ljubljani

PALJENJE PLAMENA: KOMPETENCIJE NASTAVNIKA ZA PODUČAVANJE DAROVITIH UČENIKA

Dr.sc. Jasna Arrigoni, Univerzitet Rijeka

SMJERNICE U RAZVIJANJU PROGRAMA ZA OBRAZOVANJE DAROVITIH NA LOKALNOJ/ NACIONALNOJ RAZINI- PRINCIPI SVJETSKE ORGANIZACIJE ZA DAROVITU I TALENTIRANU DJECU

Doc. dr.sc. Ljiljana Krneta, Udruženje Zajedno u Evropu, Banja Luka

PODSTICANJE KREATIVNOSTI DAROVITIH UČENIKA U REDOVNOM NASTAVNOM PROCESU

Prof. dr Ljupče Kevereski, Univerzitet Sv.Kliment Ohridski, Bitola

SOCIO-EMOCIONALNA PODRŠKA DAROVITIM I TALETOVANIM U USLOVIMA PANDEMIJE

Lina Dečman Molan, specialistka organizacije in managementa s področja informacijskih sistemov, diplomirana inženirka računalništva in informatike Strokovna tehniška gimnazija Šolskega centra Kranj

VREDNOSTNE PARADIGME MLADIH INOVATORJEV IN TALENTOV PRI DELU-primer dela u radu z nadarjenimi

Mr.sc.Robert Kelemen, ETC Hrvatska-Centri izvrsnosti varaždinske županije

RAZVIJANJE NAVIKE KREATIVNOSTI

Jelena Portner, dipl.psiholog, prof., ECHA praktičar za obrazovanje darovitih I.OS Varaždin

UTVRĐIVANJE FAKTORA POTREBNIH ZA OSIGURANJE PODRŠKE DAROVITIM UČENICIMA

Ruzica Gregurić, diplomirana učiteljica I:OS Varaždin

OD KLASIČNE NASTAVE DO INOVATIVNIH METODA-PROMJENA PARADIGME U OBRAZOVANJU DAROVITIH

Marina Kopjar, diplomirana učiteljica I.OS Varaždin

RAD SA DAROVITIM I VISOKO MOTIVIRANIM UČENICIMA NA REDOVNOJ NASTAVI MATEMATIKE

CONTENT:

Ljiljana Krneta, PhD, President of the Association "Together in Europe", Banja Luka

INTRODUCTORY REMARKS

Jovana Kurbalija, University of Banja Luka

CREATIVITY AND AMATEURISM

Prof. Ph.D., Serbian Academy of Education, Belgrade Grozdanka Gojkov,

GIFTED STUDENTS AND STRATEGIES OF COPING WITH DIFFICULTIES IN THE SELF-REGULATION

Prof. dr Svetlana Kurteš, prof. Ph.D. Univerzitet na Madeiri

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

Ph.D. Jasna Cvetković-Lay, psychologist ECHA Specialist in Gifted Education, Center for Gifted Child Development "Bistrič", Zagreb

PROFESSIONAL DEVELOPMENT CENTER FOR ENCOURAGING DOMAIN-SPECIFIC GIFTEDNESS

Prof. dr Mojca Juriševič, University of Ljubljana

KINDLING A FLAME: TEACHERS COMPETENCES FOR TEACHING GIFTED STUDENTS

PhD Jasna Arrigoni, University Rijeka

CARING FOR THE GIFTED IN AND OUT OF THE EDUCATION SYSTEM

PhD Ljiljana Krneta, Association Together in Europe, Banja Luka

ENCOURAGING THE CREATIVITY OF GIFTED STUDENTS IN THE REGULAR TEACHING PROCESS

Prof. dr Ljupco Kevereski, University of Sv. Kliment Ohridski-Bitola

SOCIO-EMOTIONAL SUPPORT FOR THE GIFTED AND TALENTED IN PANDEMIC CONDITIONS

Lina Dečman-Molan, specialist in organization and management in the field of information systems, graduate engineer in computer science and informatics

VALUE PARADIGMS OF YOUNG INNOVATORS AND TALENT AT WORK

Robert Kelemen, MSc, ETC Croatia – Centres of excellence of the Varazdin County

DEVELOPING THE HABIT OF CREATIVITY

Jelena Portner, psychologist, I.OS Varaždin, Varaždin

DETERMINING THE FACTORS NECESSARY TO ENSURE SUPPORT FOR GIFTED STUDENTS

Ružica Gregurić, graduate teacher, I.OS Varaždin, Varaždin

FROM CLASSICAL TEACHING TO INNOVATIVE METHODS

Marina Kopjar, graduate teacher, I.OS Varaždin, Varaždin

WORKING WITH GIFTED AND HIGHLY MOTIVATED STUDENTS IN REGULAR MATHEMATICS CLASSES-A PARADIGM CHANGE IN THE EDUCATION OF THE GIFTED



Doc. dr Ljiljana Krneta, Predsjednica Udruženje
„Zajedno u Evropu“ Banja Luka, Bosna i Hercegovina

krneta.ljiljana1108@gmail.com

UVODNE NAPOMENE

3. Međunarodna naučna konferencija **PODRŠKA DAROVITIM-POKRENI PROMJENU/ SUPPORT FOR THE GIFTED - START THE CHANGE**, Banja Luka 2022. u organizaciji *Udruženja Zajedno u Evropu Banja Luka*, BiH, organizovana je u Banjoj Luci 22. marta 2022. godine (online). Suorganizatori ovogodišnje Međunarodne naučne konferencije bili su **SLADABONI d.o.o.** Banja Luka i knjižara **KULTURA**, u Delta centru u Banjoj Luci. Cilj Međunarodne naučne konferencije je okupljanje naučnika i stručnjaka, u cilju jačanja šire regionalne saradnje i međusobne podrške u vremenu koje karakterišu brojni izazovi. Istovremeno, to je i prilika da zajednički obilježimo prvih 11 godina rada Udruženja Zajedno u Evropu, Banja Luka. Prilagođavajući se vremenu u kojem živimo, brojnim izazovima (kriza Covida-19) koji bitno utiču na život i nameću sasvim drugačije načine komunikacije, obrazovanja i kvaliteta života. Stoga 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 3. međunarodne naučne konferencije u Banjoj Luci, jeste kontinuitet i napor Udruženja Zajedno u Evropu, Banja Luka, da u datim društvenim okolnostima, online komunikacijom obilježi značajan jubilej, 11 godina rada (2011). U neprestanoj komunikaciji sa dragim kolegama iz regiona i Evrope, naišli smo na srdačan prijem i odaziv da sa radošću učestvujemo u radu Međunarodne konferencije i ujedno obilježimo jubilej Udruženja. To je bio snažan podsticaj da u kratkom vremenu grupa entuzijasta, sa predsjednicom dr Ljiljanom Krneta pripremi program i realizuje 3 međunarodnu naučnu konferenciju u Banjoj Luci. Osim toga, prigodnim programom u vremenu od 20-25.03.2022. obilježena je i druga Nedjelja darovitosti, Banja Luka 2022. Sve

aktivnosti Udruženja Zajedno u Evropu, bile su medijski praćene od JS RTRS, u različitim formatima. *NEDJELJA DAROVITOSTI, BANJA LUKA 2022.:*

*Promocija knjige **DA RASTEMO ZAJEDNO***

*Okrugli sto **PODRŠKA DAROVITIM - POKRENI PROMJENU***

Mediji – u podršci darovitim i talentovanim djeci i mladima

*Saradnja sa I.OŠ Varaždin – kao **ETP** u okviru **ETSN** mreže*

*Komunikacija zasnovana na ljubavi, slobodi i radoznalosti-saradnja sa **PRO SCIENTIA, SKOPLJE***

”Kreativnost kao stil života – podrška darovitosti, talentima, inovacijama i inkluziji”

SLADABONI** – popodnevi matine knjižara **KULTURA

Udruženja Zajedno u Evropu, Banja Luka

Veliku podršku u organizaciji Nedjelje darovitosti, 2022. pružio nam je od *Sladaboni d.o.o Banja Luka* i *knjižare Kultura*, u Delta centru u Banjoj Luci, koji su odvojili vrijeme i prostor da nesmetano i uz veliku podršku realizujemo navedene sadržaje. Bio je to kulturni događaj, koji je bez sumnje bio velika profesionalna i prijateljska podrška, ali i mogućnost da u knjižari Kultura ugostimo učenike Gimnazije, Banja Luka sa njihovim profesorima, studente, učenike osnovnih škola i djecu predškolskog uzrasta sa roditeljima, bakama i drugim posjetiocima, koji su se tu zatekli. Program Nedjelje darovitosti, Banja Luka 2022. bio je vidljiv na fb stranicama Holistički pristupi obrazovanju, website knjižare Kultura, Banja Luka i u tv emisijama JS RTRS. Uz taj događaj, promovisana je i nova knjiga Udruženja “*Da rastemo zajedno*”, kao rezultat održanih 25 webinar, psihološkog programa dr.sc. Ljiljane Krneta, u kojem su sudjelovali brojni stručnjaci iz Jugoistočne Evrope. U radu 3. Međunarodne naučne konferencije *PODRŠKA DAROVITIM.POKRENI PROMJENU*, ugostili smo naučnike, stručnjake i praktičare iz Jugoistočne Evrope, koji su svojim učešćem obogatili rad 3. Međunarodne naučne konferencije u Banjoj Luci, ali i Nedjelju darovitosti, Banja Luka 2022.

3. Međunarodna naučna konferencija u Banjoj Luci (2022), započela je pozdravnim obraćanjem predsjednice Udruženja Zajedno u Evropu, doc.dr.sc. Ljiljane Krneta, a potom su se učesnicima konferencije pozdravnim riječima obratili akademik prof. dr Grozdanka Gojkov, Srpska akademija obrazovanja, Beograd, generalni konzul Republike Hrvatske u Banjoj Luci, g-din Zoran Piličić i prof. dr Ljupče Keverski, Univerzitet Sv.Kliment Ohridski, Bitola.

S obzirom da je ovogodišnja Konferencija, poseban akcenat stavila na podršku darovitim i talentovanim, njihovim potencijalima i ostvarenjima u datim društvenim okolnostima, specifikum je bio na prezentaciji različitih koncepcija država u regionu i Evropi, donesenim zakonskim dokumentima koji prate ovu problematiku, istraživanjima i dobrim praksama, fenomenu darovitih i talentovanih uspješnih, ali i podbacivača darovitih, predstavljanja mladih talenata, savremenih teorijskih koncepata na kojima se zasnivaju i interkulture specifičnosti darovitih, različitim formatima digitalnih tehnologija, od kojih zavise i kompetncije darovitih i drugih, iskustva u obrazovnim sistemima i van njih, teškoće u komunikaciji darovitih studenata i samoregulatorno

učenje, mogućnosti organizovanja individualnih programa u neposrednom nastavnom radu za darovite, različita iskustva u podsticanju empatije, neophodne za razvoj potpunog potencijala darovitih, stanje posle pandemije i uticaji na darovite, umrežavanje različitih oblika organizovanja u cilju optimalne podrške razvoju i podsticanju darovitih i talentovanih, te primjeri paradigmi u obrazovnim sistemima sa akcentom modernizacije sadržaja u nastavnom procesu... S obzirom da u BiH ne postoji sistemska podrška darovitim i talentovanim, bez sumnje je bio važan i neophodan ovaj diskurs na 3. međunarodnoj naučnoj konferenciji u cilju PODRŠKE DAROVITIM-POKRENI PROMJENU.

Različite aktivnosti Udruženja Zajedno u Evropu, osim 3. međunarodne konferencije, organizacije *Nedjelje darovitosti* (2018, 2021, 2022.), izdavačke djelatnosti, istraživanja i popularizacije dobrih praksi u radu sa darovitim i talentovanim, realizaciji psihološkog program *Da rastemo zajedno*, učešće na Međunarodnim konferencijama u regionu i Evropi, organizacija Trening EPoC-Testa potencijalne kreativnosti, saradnja sa mnogim institucijama u regionu i Evropi, saradnjom sa Medijima u BiH i šire, *smatarmo kontinuitetom i dobrim primjerom*, kako bi se animiralo javno mnjenje i institucije, odgovorne za podršku darovitim i talentovanim djeci i mladima. Posebno pažnju posvećujemo i popularizaciji Mladih talenata. <https://mail.google.com/mail/u/0/#search/grozdankagojkov123%40gmail.com/KtbxLvHReblrlNFpWvQcwZTfjFXbJfXdtg?projector=1>

Ovogodišnja 3. međunarodna naučna konferencija Jugoistočne Evrope, Banja Luka 2022. otvorena je uvodnim izlaganjem mlade talentovane studentice Medicinskog fakulteta, Univerziteta u Banjoj Luke Jovane Kurbalija, sa temom: ***Kreativnost i amaterizam***, kao uvod u diskurs brojnih izlaganja, prezentacija, kritičkog promišljanja i sagledavanja stanja u zemljama Jugoistočne Evrope. Takođe, Jovana Kurbalija je na ovogodnjoj ECHA 2022. u Hagu, imala rad pod naslovom *Creativity and amaterusm, theme: Creativity without limits, presentation: Inspiration talk*. https://www.facebook.com/Holisti%C4%8Dki-pristupi-obrazovanju-Holistic-approaches-to-education-2117291181844825/?ref=page_internal

Potom je akademik prof. dr Grozdanka Gojkov, naš stalni saradnik i velika podrška u svim aktivnostima Udruženja Zajedno u Evropu, predstavila temu ***Daroviti studenti i strategije suočavanja sa teškoćama u procesu samoregulacije/Gifted Students and Strategie of Coping with Difficulties in the Self-Regulation Process***. Na stranicama Zbornika 3, Podrska darovitim-pokreni promjenu, u izdanju Udruženja Zajedno u Evropu, naći ćete sve teme i predavače, aktivne učesnike svih prethodnih konferencija u Banjoj Luci. i doprinos u saradnji ETC u okviru ETSN-mreže, a to su I.OS Varaždin, iz Varaždina, Centri izvsnosti varaždinske županije i Udruženja Zajedno u Evropu Banja Luka. U okviru saradnje sa ETC, neophodno je nagasiti uspješnu saradnju sa Visokom školom "Mihailo Palov" iz Vrsca, koja je kontinuirana i višegodišnja (28) Međunarodnih naučnih skupova i partnerstvo u oragnizaciji 2. Međunarodne naučne konferencije u Banjoj Luci (2018, 2021).

Takođe, saradnja sa ETC Centrom za poticanje darovitosti iz Rijeke, je godinama kontinuirana, uz obostranu saradnju i podršku. <https://www.youtube.com/watch?v=eEsqvCZap6U>. Uspješna saradnja Udruženja Zajedno u Evropu, kroz različite obilike eduaktivnih webinaru odvija se sa Centrom za darovite Severne Makedonije i Centrom za emocionalnu inteligenciju u Ohridu, koji je predstavnik Instituta za emocionalnu inteligenciju iz Njuroka.

Uspješnost u saradnji i podršci sa ETC u okviru ETSN-a, čini se sve značajnijom, jer vaninstitucinlani oblici saradnje i umrežavanja doprinose bržem sagledavanju položaja darovitih u društvu i u školi. Na taj način se aktuelizira neophodna podrška za ostvarenje prava na kvalitetno obrazovanje za darovite i talentovane i ostvarenje njihovog potencijala.

U programu Nedjelje darovitosti, Banja Luka 2023. u periodu od 20-24.03.2023. održane su promocije (online): Zbornika rezimea 3 “*Podrška darovitim-pokreni promjenu*”, održano je predavanje dr.sc. Ljiljane Krneta u Tjednu darovitosti Centra za poticanje darovitosti iz Rijeke, <https://www.youtube.com/watch?v=eEsqvCZap6U>. *Gabrijela Bundalo*, profesor razredne nastave, mentor savjetnik, održala je (online) savjetovanje za roditelje darovite djece, *Ing.IT Lina Dečman Molan* predstavila je program rada sa talentovanim učenicima Školskog centra u Kranju “Glave skupaj”, dok je *Jovana Kurbalija* predstavila svoj kreativni i stvaralački rad sa posebnim uputama, mladim stvaraocima, o podsticanju motivacije i inspiracije, koja je usko vezana sa znanjem i radoznalošću. Veliki dio svih aktivnosti mozete naći na fb *Holistički pristupi obrazovanju*. https://www.facebook.com/Holisti%C4%8Dki-pristupi-obrazovanju-Holistic-approaches-to-education-2117291181844825/?ref=page_internal.

Dvanaest godina postojanja i rada Udruženja Zajedno u Evropu Banja Luka, pokazuje da se istrajnim i kontinuiranim radom mogu realizovati ciljevi i ukazati na izazove u društvu i obrazovanju iz jednog drugog ugla, koji smo nazavali Holistički pristupi obrazovanju. Realizovane aktivnosti Udruženja Zajedno u Evropu, ukazuju na bogatu saradnju u regionu i Evropi i angažavanju velikog broja stručnjaka, koji su svojim učešćem obogatili rad Udruženja, pokazali neskrivenu podršku ali i zadovoljstvo, koje smo ostvarili u međusobnoj komunikaciji. U ime svih iz Udruženja Zajedno u Evropu, zahvaljujem se na podršci, partnerstvu i veoma uspješnoj saradnji.

Banja Luka, 2023.

Dr.sc. Ljiljana Krneta, predsjednica

Udruženja Zajedno u Evropu, Banja Luka



Doc. dr Ljiljana KRNETA, President

Together to Europe Association

Banja Luka, Bosnia and Herzegovina

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INTRODUCTORY REMARKS

The 3rd International Scientific Conference: THE SUPPORT FOR THE GIFTED – START THE CHANGE, Banja Luka 2022, was organised by the Together to Europe Association, B&H, on 22nd March 2022 in Banja Luka (online). This year, the International Scientific Conference was co-organised by *SLADABONI LLC* Banja Luka and *KULTURA BOOKSHOP*, Delta Centre Banja Luka. 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 characterised by numerous challenges. At the same time, it was an opportunity to celebrate together the first eleven years of the work of the Together to Europe Association, Banja Luka. Adapting to the age in which we live i.e. to numerous challenges (the Covid-19 crisis), which have 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 3rd International Scientific Conference in Banja Luka so specific are the continuity and effort of the Together to Europe Association, Banja Luka, to celebrate via online communication, according to the social circumstances, their official anniversary, their eleven 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 3rd International Scientific Conference in Banja Luka. Moreover, the 2nd Week of Giftedness, Banja Luka 2022, was celebrated with some special programmes from 20th to 25th March 2022. The RTRS Broadcasting Service provided the media coverage for all the activities of the Together to Europe Association, in different formats. *THE WEEK OF GIFTEDNESS, BANJA LUKA 2022:*

*Book promotion **TO GROW UP TOGETHER***

*Round table **THE SUPPORT FOR THE GIFTED - START THE CHANGE***

*Media– **The Support to the Gifted and Talented Children and Youth***

*Cooperation with the First Elementary School Varaždin – as an **ETP** within the **ETSN** Network*

*Communication Based on Love, Freedom and Curiosity – Cooperation with **PRO SCIENTIA, SKOPLJE***

*Creativity as a Lifestyle – **The Support to Giftedness, Talents, Innovations and Inclusion***

***SLADABONI** – afternoon matinee in the **KULTURA** bookshop
Together to Europe Association, Banja Luka*

The organisation of the Week of Giftedness 2022 was significantly supported by *Sladaboni LLC Banja Luka* and the *Kultura Bookshop*, Delta Centre Banja Luka by providing their time and space so we could implement the aforementioned activities in a smooth manner and with significant support. It was a cultural event, as undoubtedly significant professional and friendly support, and an opportunity to have as our guests the Banja Luka Grammar School's students with their professors, other students of faculties and elementary schools, pre-school children with their parents, grandmothers and other visitors in the *Kultura Bookshop*. The Week of Giftedness's programme was visible on the fb page Holistic Approach to Education, the website of the *Kultura Bookshop* and in some tv shows of the RTRS Broadcasting Service. Along with the aforementioned event, we promoted the Association's new book *To Grow Up Together*, which is a result of 25 webinars of dr.sc. Ljiljana Krneta's psychological programme and in which numerous experts from Southeast Europe participated. The 3rd International Scientific Conference: The Support to the Gifted – Start the Change had scientists, experts and practitioners from Southeast Europe, whose participation enriched the work of the 3rd International Scientific Conference in Banja Luka and the Week of Giftedness, Banja Luka 2022.

The 3rd International Scientific Conference in Banja Luka (2022) began with a welcome address by the President of the Together to Europe Association, doc.dr. Ljiljana Krneta, and then the conference participants were greeted by prof.dr. Grozdanka Gojkov, the Serbian Academy of Education, Belgrade, Mr Zoran Piličić, the Consul General of the Republic of Croatia in Banja Luka, and prof. dr Ljupče Keverski, the University of Saint Clement of Ohrid, Bitola.

Since the Conference draw the significant attention to the support to the gifted and talented, their potentials and accomplishments within the given social circumstances this year, the specificity was to give a presentation of some different concepts of the countries in the region and Europe, the

adopted legal documents related to the issue, the research and good practices, the phenomenon of gifted and talented achievers as well as gifted underachievers, some young talents, the contemporary theoretical concepts on which the gifted ones' intercultural specificities are based, some different formats of digital technologies on which the gifted and other ones' competencies depend as well as their experience inside and outside educational systems, any difficulties in gifted students' communication and self-regulatory learning, possibilities to organise individual programmes within the immediate teaching process for the gifted, some different experiences in encouraging empathy as necessary to develop the gifted ones' full potential, the post-pandemic situation and influence to the gifted, the networking of different organisation models in order to provide the optimal support to the gifted and talented ones' development and encouragement, and some examples of paradigms in educational systems emphasizing the modernisation of contents in the teaching process... Since there is no systematic support in B&H to the gifted and talented, this discourse in the 3rd International Scientific Conference was important and necessary for THE SUPPORT FOR THE GIFTED – START THE CHANGE.

The Together to Europe Association's different activities, including but not limited to the 3rd International Conference, the Week of Giftedness (2018, 2021, 2022), publishing activities, research and popularization of good practices in working with the gifted and talented, the *To Grow Up Together* psychological programme, participation in international conferences in the region and Europe, the EPoC-Test Training organisation, cooperation with the media in B&H and elsewhere, *have been seen as continuity and a good example*, in order to encourage the public opinion and institutions, responsible for supporting gifted and talented children and youth. Our attention is specially paid to the popularisation of young talents.

<https://mail.google.com/mail/u/0/#search/grozdankagojkov123%40gmail.com/KtbxLvHrcblrlNFpWvQcwZTfjFXbJfXdtg?projector=1>

This year, the 3rd International Scientific Conference of Southeast Europe, Banja Luka 2022, was introduced by a young and talented student of the Medical Faculty of the University of Banja Luka, Jovana Kurbalija, with the topic of *Creativity as a Lifestyle*, as an introduction into the discourse of numerous presentations, critical thinking and reviews of the situation in Southeast Europe. Also, Jovana Kurbalija had her paper titled *Creativity and Amateurism, Theme: Creativity without Limits, Presentation: Inspiration Talk* for the ECHA 2022 in Hague this year.

https://www.facebook.com/Holisti%C4%8Dki-pristupi-obrazovanju-Holistic-approaches-to-education-2117291181844825/?ref=page_internal

Later on, prof. dr Grozdanka Gojkov, our permanent associate and significant support to all the activities of the Together to Europe Association, gave a presentation of the topic *Gifted Students and Strategies of Coping with Difficulties in the Self-Regulation Process*. On the pages of the Journal 3, published by Grafid, Banja Luka and the Together to Europe Association, you can find all the topics and lecturers, active participants of all the previous conferences in Banja Luka and the contribution to the ETC cooperation within the ETSN network, including the First Elementary School Varaždin, Varaždin, the Excellence Centres of Varaždin County and the Together to Europe Association, Banja Luka. For the ETC cooperation, it is important to emphasize the successful cooperation with the College of Vocational Studies *Mihailo Pavlov*, Vršac, as continuous and

multiannual with 28 international scientific conferences and as a partner for the 2nd International Scientific Conference in Banja Luka (2018, 2021). Also, the cooperation with the ETC Centre for Giftedness Encouragement from Rijeka has been lasting for years, with mutual cooperation and support. <https://www.youtube.com/watch?v=eEsqvCZap6U>. The Together to Europe Association's successful cooperation through different forms of educational webinars has been implemented with the Centre for the Gifted Ones of the north Macedonia and the Centre for Emotional Intelligence in Ohrid, as a representative of the Institute for Emotional Intelligence from New York.

Such success in the ETC cooperation and support within the ETSN network is becoming more and more important, because any non-institutional forms of cooperation and networking can contribute to the faster consideration of the gifted ones' position in the society and school. By doing so, the necessary support for the gifted and talented to exercise their right to quality education and to accomplishing of their potential is becoming more topical.

During the Week of Giftedness, Banja Luka 2023, from 20th to 24th March 2023, the (online) promotions were given for the Journal of Abstracts 3: *The Support for the Gifted - Start the Change*, the lecture by dr.sc. Ljiljana Krneta was held in the Week of Giftedness of the Centre for Giftedness Encouragement from Rijeka, <https://www.youtube.com/watch?v=eEsqvCZap6U>, the (online) consulting by Gabrijele Bundalo, BSc Elementary Education, mentor and consultant, held for parents of gifted children, the work programme for talented students of the Glave Skupaj School Centre in Kranj was presented by Lina Dečman-Molan, BSc IT, while Jovana Kurbalija gave a presentation of her creative and productive work with some special instructions, young creators, motivation and inspiration encouragement, tightly related to knowledge and curiosity. The majority of all the activities may be found on the fb *Holistic Approaches to Education* https://www.facebook.com/Holisti%C4%8Dki-pristupi-obrazovanju-Holistic-approaches-to-education-2117291181844825/?ref=page_internal.

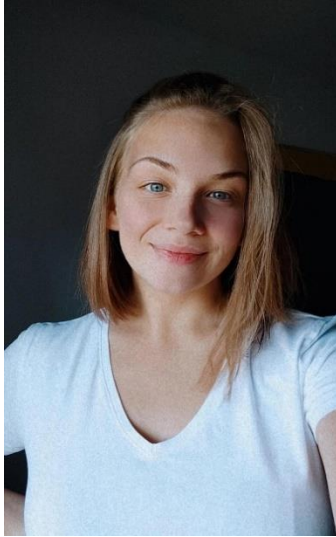
Twelve years of existence and work of the Together to Europe Association, Banja Luka, have shown that goals can be accomplished only with persistent and continuous work and challenges in the society and education can be pointed out from other perspective, which we named the holistic approaches to education. The Together to Europe Association's realisation of activities shows the rich cooperation within the region and Europe and the participation of many experts, who enriched the Association's work, showed their direct support and pleasure, experienced in the mutual communication. On behalf of the Together to Europe Association, I hereby thank for the support, partnership and very successful cooperation.

Banja Luka, 2023

dr. sc. Ljiljana Krneta, President

Together to Europe Association, Banja Luka

REZIMEI / ABSTRACTS



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KREATIVNOST I AMATERIZAM

Stvaralaštvo je uvijek bilo dio mog identiteta - svi koji me poznaju znaju da se bavim bar nekom vrstom umjetnosti. U osnovnoj školi sam prvenstveno svirala; u srednjoj sam uglavnom pisala; sad na fakultetu radim sve po malo. Stvaralaštvo i kreativnost već duže vrijeme predstavljaju ne samo hobi već i stil života.

Veliki udio u mom umjetničkom obrazovanju i oblikovanju su imali porodični prijatelji, uglavnom očevi prijatelji, koji su i sami umjetnici te sam, ugledajući se na njih i učeći od njih, njegovala svoj talenat. Mimo njih, u osnovnoj školi sam imala veliku podršku profesorice likovnog koja me je učila različitim slikarskim tehnikama. Išla sam u muzičku školu gdje sam takođe imala podsticaj i podršku na polju muzike. Međutim, sistem koji se primjenjivao (pretpostavljam da se primjenjuje i danas) mi nije odgovarao i odustala sam od ozbiljnije muzičke karijere po završetku osnovne škole. Uživala sam u tom periodu svog života i u činjenici da sam mogla izraziti emocije na jedinstven način. Prvi “ozbiljni koraci”: prvu sliku koju sam okačila na zid sam naslikala u petom razredu osnovne (koja je sad, na sreću, izgubljena). Prvi instrument koji sam svirala je bila flauta u drugom razredu osnovne. Prva priča koju sam napisala od početka do kraja je bila kratka fantazija i napisala sam je u sedmom razredu osnovne škole.. Međutim, svi ti neki “prvi koraci” su bili spontani ili spontano podstaknuti, najčešće od strane mog oca. Nikad nisam pomišljala da bih se bilo čim od toga bavila išta ozbiljnije od hobija. Ruku na srce, današnja situacija nije puno drugačija. Ipak, kako sam odrastala, moji interesi su se proširivali, moje znanje se povećavalo i samim tim, moje stvaralaštvo je postajalo nešto više od pukog hobija. Odjednom, 2019. godine počinjem slikati i promovisati svoje radove te ih prodavati. Potom 2017. se udružujem u KUD “Čajavec” kao član orkestra nakon dugogodišnje pauze kao igrač u tom istom KUD-u. Nakon tog pristupam kao učesnik i prevodilac Međunarodne konferencije “Darovitost, edukacija darovitih, inovacije i kreativnost u osnovnom, srednjem i visokom obrazovanju i psihologiji” i treningu EPOC -Testa potencijalne kreativnosti 2018. Bilo je mnogo tih “odjednom” momenata čiji značaj tek danas vidim, što će reći da nekad ne morate dobiti maksimum od nekog ko je talentovan tako što će te ga podsticati i promovisati u ranom dobu. Ponekad treba pustiti da se stvari odvijaju

organski i prirodno. IDEJA: Kako su se zaredali “odjednom” momenti, tako sam i ja počela drugačije da stvaram. Počela sam da razvijam metod rada koji se čini više spontan nego smislen ali meni odgovara tako. Metod uključuje ideju kao prvi korak. Ideja, bar meni, najčešće dođe nasumično i jednako brzo iščezne. Zbog toga se vodim dobrom starom izrekom - “pаметan piše, glup pamti”. Naravno, nije svaka ideja dobra i ne izaziva ista osjećanja u istoj mjeri. Šta mislim pod tim? Svaka moja ideja je samo to - ideja. Da bi dobila oblik - bilo u vidu knjige, slike ili nečeg drugo - ona mora da me “dodirne”, da mi obuzme um i da me tjera da razmišljam o njoj malte ne stalno. Kada ideju razradim dovoljno (dugo), tada je počinjem razrađivati na papiru... SKICA: Čisto da se razumijemo, ne treba mi uvijek skica. Ponekad sve ispadne savršeno sa prvim pokušajem. Naravno, to se rijetko kad dešava. U većini slučajeva treba mi više vremena i više pokušaja da od ideje napravim podlogu za dalji rad. Skica ne mora nužno biti vidljiva u materijalnom smislu. Skica ponekad predstavlja analizu, detaljno istraživanje ili čitanje o tome što želim naslikati ili napisati. Kao što sam prethodno rekla, znanje igra veliku ulogu u mom današnjem stvaralaštvu a moja kreativnost se najviše hrani znanjem koje skupljam. SLUŠALICA U UHO I LAGANO. Sljedeći korak u mom procesu stvaranja je poprilično jednostavan - sjedi i radi. Ono što bih voljela istaći jeste uticaj muzike na sam proces stvaranja. Ponekad, da bih prenijela određenu “emociju”, treba mi dodatni podsticaj ili dodatna “inspiracija”. Slušajući muziku dok radim mi pomaže da ujedno ostanem u okviru teme koju obrađujem i da dam neki pečat ili skriveni detalj koji znatno poboljšava krajnji rezultat mog rada. Ovo se ne odnosi samo u ovakvom vidu. Na primjer, pisanje nekog romana ili knjige u mnogo čemu zavisi od ličnog iskustva pisca. Emocije, dijalog, ambijent, sami likovi su živopisnije što je njihova slika u glavi pisca jasnija. Zato ponekad slikam svoje likove ili mjesto radnje da bi mi njihovo opisivanje bilo lakše.

Ključne riječi: stvaralaštvo, kreativnost, motivacija, produkcija, amaterizam.

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CREATIVITY AND AMATEURISM

Creativity has always been part of my identity - everyone who knows me knows that I do at least some kind of art. In elementary school, I primarily played music; in high school, I mostly wrote; now at university, I do a little bit of everything. For a long time, creation and creativity represent not only a hobby but also a lifestyle.

Family friends, mostly my father's friends, who are artists themselves, played a big role in my artistic education and shaping, and I nurtured my talent by looking up to them and learning from them. Apart from them, in elementary school, I had great support from the art teacher who taught me different painting techniques. I went to a music school where I also had encouragement and support in the field of music. However, the system that was applied (I assume it is still applied today) did not suit me and I gave up a more serious musical career after finishing primary school. I enjoyed that period of my life and the fact that I could express my emotions in a unique way. The first "serious steps": I painted the first picture that I hung on the wall in the fifth grade of elementary school (which, fortunately, has now been lost). The first instrument I played was the flute in the second grade of elementary school. The first story I wrote from beginning to end was a short fantasy and I wrote it in the seventh grade of elementary school. However, all those "first steps" were spontaneous or spontaneously encouraged, most often by my father. I never thought that I would do anything more serious than a hobby. Hand on heart, today's situation is not much different. However, as I grew up, my interests expanded, my knowledge increased and therefore, my creativity became something more than just a hobby. Suddenly, in 2019, I start painting and promoting my works, and selling them. Suddenly, in 2017, I joined KUD "Čajavec" as a member of the orchestra after a long break as a player in the same KUD. Suddenly, I join as a participant and translator of the International Conference "Giftedness, Education of the Gifted, Innovations and Creativity in Primary, Secondary and Higher Education and Psychology" and training EPOC - Potential Creativity Test 2018. There were many of those "suddenly" moments whose significance I only see today, which means that sometimes you don't have to get the most out of someone who is talented by encouraging and promoting them at an early age. Sometimes you have to let things happen organically and naturally. IDEA: As the "sudden" moments lined up, I also started to create differently. I started to develop a method of work that seems more spontaneous than meaningful, but it suits me that way. The method includes an idea as a first step. An idea, at least to me, usually comes randomly and disappears just as quickly. That is why I am guided by the good old saying - "a smart person writes, a stupid person remembers". Of course, not every idea is good and does not evoke the same feelings to the same extent. What do I mean by that? Every idea I have is just that - an idea. In order to take shape - be it in the form of a book, a picture, or something else - it has to "touch" me, occupy my mind and make me think about it more or less constantly. When I develop the idea enough (for a long time), then I start to develop it on paper... - SKETCH: Just to be clear, I don't always need a sketch. Sometimes everything turns out perfectly on the first try. Of course, that rarely happens. In most cases, I need more time and more attempts to make the idea a basis for further work. The sketch does not necessarily have to be visible in a material sense. A sketch is sometimes an analysis, detailed research or reading about what I want to paint or write. As I said before, knowledge plays a big role in my creativity today, and my creativity is mostly fed by the knowledge I gather. HEADPHONES IN THE EAR AND WITH EASE. The next step in my creative process is quite simple - sit and work. What I would like to emphasize is the influence of music on the creative process itself. Sometimes, in order to convey a certain "emotion", I need additional encouragement or additional "inspiration". Listening to music while I work helps me stay within the scope of the topic I'm working on and to give some stamp or hidden detail that greatly improves the end result of my work. This does not apply only in this form. For example, writing a novel or a book largely depends on the writer's personal

experience. Emotions, dialogue, ambience, the characters themselves are more vivid the clearer their image is in the writer's head. That's why I sometimes paint my characters or the setting to make it easier for me to describe them.

Key words: creation, creativity, motivation, production, amateurism.



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DAROVITI STUDENTI I STRATEGIJE SUOČAVANJA SA TEŠKOĆAMA U PROCESU SAMOREGULACIJE

Rezime: U diskursu bi se pažnja focusirala na strategije kao suštinski element većine modela samoregulacije učenja, koja može od nekih spoljnih situacija (neuspeh, emotivni stres...) biti usmerena na nedostatak motivacija za samoregulisanje u učenju, koje se manifestuje kod darovitih studenata, kao "izbacivanje iz koloseka", a posledice se manifestuju na polju motivacije i u ishodima učenja.

Zbog značaja načina na koji pojedinac deluje u toku rešavanja ovakvih situacija pomenuće se razlike u konceptualizaciji i taksonomiji strategija učenja iz koji su nastala dva pristupa, ili dve perspective u istraživanju ove tematike: a) jedan, koji Pintrich (2004) naziva samoregulacijskom perspektivom motivacije/učenja i b) perspektiva usmerena na pristupe učenju. Između navedenih perspektiva postoje brojne konceptualne, teorijske i metodološke razlike, pa čak i geografske razlike (prvu češće koriste istraživači u američkim područjima, a drugu u Evropi i Australiji). Razlike u navedenim perspektivama proizvele su razlike u formalnim i funkcionalnim oblicima organizacije komponenti samoreguliranog učenja. Mislim da je u skladu sa ostalim tendencijama učenja i poučavanja na ovom području trenutno prihvatljivije pažnju posvetiti perspektivi pristupa učenju, jer ista ne uključuje samo strategije učenja, nego nastoji da obuhvati holistički i druge komponente samoregulacije poput motivacije, a značajna je i zbog toga što posebnu pažnju posvećuje razmatranju odbrambene samoregulacije učenja.

Među strategijama značajno mesto imaju kognitivne i metakognitivne strategije, ali bi u ovoj prilici skrenula pažnja, pre svega, na *Motivacijske strategije suočavanja*, ili kako ih Garcia i Pintrich (1994) u svom modelu samoreguliranog učenja naizmjenično nazivaju motivacijskim strategijama i strategijama suočavanja. Ove strategije uključuju samohendikepiranje, obrambeni pesimizam, samoafirmaciju, dezidentifikaciju i atribucijski stil. Isti autori termin "strategije" koriste kako bi naglasili da su ta ponašanja naučena, tako se iste mogu mogu menjati i učiti nove strategije; razlikuju se od procesnih strategija usmerenih na specifične zahteve situacije i kognitivne procene, koje opisuje transakcijski pristup stresu i suočavanju. Ovo su strategije više nalik crtama ličnosti u smislu znatne doslednosti u njihovom korišćenju kroz duži vremenski

period i u različitim situacijama/zadacima, a interesantne su jer se smatra da su u direktnoj vezi sa obrambenim i depresivnim obrascem samoregulacije koji pomažu razumevanju proaktivne samoregulacije učenja. Dakle, akcentovaće se sledeći elementi motivacijske strategije suočavanja, značajni za prevazilaženje trenutnih padova, ili neuspeha darovitih: samohendikepiranje; obrambeni pesimizam i atribucijski stil.

Ključne reči: daroviti, strategije suočavanja sa teškoćama.

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GIFTED STUDENTS AND STRATEGIES OF COPING WITH DIFFICULTIES IN THE SELF-REGULATION

Summary: In the discourse, the attention should be paid to strategies as an essential element of the majority of models of self-regulation of learning, which may be directed by certain external situations (failures, emotional stress...) to the lack of motivation for self-regulation in learning, manifested with gifted students as "being thrown off the rails", with consequences manifested in the field of motivation and in the outcomes of learning.

Due to the importance of the manner in which individuals act when resolving such situations, a difference in conceptualization and taxonomy of learning strategies is mentioned, deriving two approaches or two perspectives used to research the aforementioned topic: a) one, named by Pintrich (2004) as self-regulated perspective of motivation/learning, and b) a perspective directed to learning approaches. There are numerous conceptual, theoretical, methodological, and even geographical, differences between the aforementioned perspectives (but the first three are mostly used by researchers in American regions while the last one is mostly used in Europe and Australia). Those differences in the aforementioned perspectives have made differences in formal and functional forms of organising the components of self-regulated learning. In accordance with other tendencies in learning and teaching in this region, I believe that currently it would be more acceptable to pay the attention to the perspective of learning approaches since it does not include only some learning strategies but tries to encompass holistic and other components of self-regulation, such as motivation, being important due to that special attention it pays to the consideration of defensive self-regulation of learning.

An important place among strategies belongs to cognitive and metacognitive strategies, but for this occasion I would like to emphasize, above all, *Motivational Coping Strategies*, or as interchangeably named by Garcia and Pintrich (1994) in their model of self-regulated learning as motivational strategies and coping strategies. These strategies include self-handicapping, defensive pessimism, self-affirmation, misidentification and attribution style. The aforementioned authors use the expression "strategy" to emphasize that such types of behaviour are learnt so they could be changed i.e. some new strategies could be learnt; they differ from process strategies directed to some specific requirements of situations and cognitive evaluation, described by the transactional approach to stress and coping. These strategies are more of characteristics of

personalities in terms of significant consistency in their use for a longer period of time and in different situations/tasks, being interesting due to the belief of their direct connection with defensive and depressive forms of self-regulation which help understand those proactive self-regulations of learning. Therefore, we shall emphasize the following elements of the motivational coping strategy, which are important for overcoming of actual fails or failures of the gifted: self-handicapping, defensive pessimism and attribution style.

Key words: the gifted, strategies of dealing with difficulties



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RAZVIJANJE INTERKULTURNIH KOMPETENCIJA UZ POMOĆ DIGITALNIH TEHNOLOGIJA: TELE-KOLABORACIJA KAO VIRTUELNA UČIONICA BEZ GRANICA

U izlaganju će biti reči o tele-kolaboraciji kao obliku iskustvenog obrazovanja, koje je posebno pogodno za razvijanje interkulturnih kompetencija studenata na univerzitetskom nivou obrazovanja. Autorka će izložiti primer iz lične pedagoške prakse, kada su studenti Univerziteta Texas A&M (na kampusima u Sjedinjenim Američkim Državama i Kataru) pohađali kurs interkulture komunikacije i putem tele-kolaboracije, dakle, saradne na daljinu, angažovali se na nizu zajedničkih aktivnosti i zadataka. Rezultati tog projekta će ukratko biti predstavljeni i prokomentarisani, da bi se u završnom delu izlaganja autorka založila za širu primenu tele-kolaboracije, kao oblika interkulture razmene u svojevrsnoj virtuelnoj učionici bez granica (cf. Eslami, Hill-Jackson, Kurteš & Asadi 2019).

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**USING DIGITAL TECHNOLOGIES TO DEVELOP INTERCULTURAL
COMPETENCIES: TELE-COLLABORATION AS A VIRTUAL CLASSROOM
WITHOUT BORDERS**

tele-collaboration as a virtual classroom without borders

The presentation looks into tele-collaboration as a form of experiential education, which is especially suitable for developing intercultural competencies of university students. The author will present an example from her personal pedagogical practice, when students of the University of Texas A&M (based on campuses in the United States of America and Qatar) attended a course in intercultural communication and engaged in a number of joint activities and assignments through tele-collaboration, i.e. remote online collaboration. The results of the project will be briefly presented and commented on. In the concluding part of the presentation, the author will plead for the wider application of tele-collaboration in higher education, as a form of intercultural exchange in a unique form of virtual classroom without borders (cf. Eslami, Hill-Jackson, Kurteš & Asadi 2019).

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STRUČNO-RAZVOJNI CENTAR ZA POTICANJE PODRUČNO-SPECIFIČNIH DAROVITOSTI DJETETA, DV ISKRICA ZAGREB

Sažetak: U predstavljanju naglasak je na zakonodavstvu Republike Hrvatske koje decidirano fokus stavlja na odgoj i naobrazbu darovite djece predškolske dobi kroz nekoliko dokumenata: Zakon o predškolskom odgoju i naobrazbi (1997); Nacionalni kurikulum ranog i predškolskog odgoja i obrazovanja (2015); Državni pedagoški standard (2008); Pravilnik o načinu raspolaganja sredstvima državnog proračuna i mjerilima sufinanciranja programa predškolskog odgoja; Okvir za poticanje iskustava učenja u vrednovanje postignuća darovite djece i učenika (2016) te najnoviji dokument Nacionalni plan razvoja sustava obrazovanja za razdoblje od 2021. do 2027. Uloga vrtića kao stručno-razvojnog centra također je regulirana Pravilnikom o vježbaonicama i pokusnim programima te o dječjim vrtićima kao stručno-razvojnim centrima (Narodne novine, broj 133/07.). U 2018. Dječji vrtić Iskrica, temeljem rješenja Ministarstva znanosti i obrazovanja postaje prvi Stručno-razvojni centar za provedbu programa odgojno-obrazovnog rada u poticanju područno-specifičnih darovitosti djece predškolske dobi u Hrvatskoj (<http://www.vrtic-iskrica.zagreb.hr/default.aspx?id=96>). Ovom imenovanju su prethodile dugogodišnje pripreme radnje u DV Iskrica, te veliki broj kvalitetnih verificiranih posebnih programa. Još je 1993. Ministarstvo odobrilo Eksperimentalni program „Dodatno poticanje razvoja bistre, potencijalno darovite djece predškolske dobi“ koji je bio prvi program takve vrste u Republici Hrvatskoj. Edukacija u SRC-u se odvija kroz tematske module (9 modula u trajanju od cca godinu i pol dana) na teorijskoj i praktičnoj razini. To su moduli: Skrb za darovite u EU i Republici Hrvatskoj: zakonodavstvo, inkluzivnost, povezivanje sustava, prava i potrebe darovite djece; Temeljni pojmovi - darovitost, područno-specifična darovitost i kreativnost u razvojnom kontekstu predškolske ustanove; Modeli identifikacije primjereni razvojnom kontekstu predškolske ustanove i poticajnom okruženju; Stvaranje poticajnog okruženja za razvoj područno - specifičnih darovitosti u predškolskoj ustanovi; Darovito dijete u posebnom programu (područje kreativnosti, jezično, matematičko, motoričko, prirodoslovno, socioemocionalno); Darovita djeca s posebnim potrebama i suradnja s roditeljima; Završni evaluacijski modul. SRC je tiskao edukacijsku brošuru s materijalima iz provedbe programa.

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PROFESSIONAL DEVELOPMENT CENTER FOR ENCOURAGING DOMAIN-SPECIFIC GIFTEDNESS, DV BISTRIC, ZAGREB

Abstract: The presentation emphasizes the legislation of the Republic of Croatia, which definitely focuses on the upbringing and education of gifted preschool children through several documents: the Law on Preschool Education (1997); National Curriculum of Early and Preschool Education (2015); State Pedagogical Standard (2008); Framework for encouraging learning experiences in the evaluation of the achievements of gifted children and students (2016) and the latest document - National Plan for the Development of the Education System for the period from 2021 to 2027. The role of preschool institutions as a professional development centers is also regulated by the official documents (Official Gazette 133/07). In 2018, based on the decision of the Ministry of Science and Education, Iskrice Kindergarten in Zagreb becomes the first Professional Development Center (PDC) for the implementation of educational programs in encouraging domain-specific giftedness of preschool children in Croatia (<http://www.vrtic-iskrica.zagreb.hr/default.aspx?id=96>). This official appointment was preceded by many years of preparatory work, and a large number of quality verified special programs in kindergarten Iskrice. Back in 1993, the Ministry approved the Experimental Program "Additional Encouragement of the Development of Potentially Gifted Preschool Children", which was the first program of its kind in the Republic of Croatia. Education in PDC takes place through thematic modules (9 modules that together last about a year and a half) on a theoretical and practical level. These are the modules: Provision for the gifted in the EU and the Republic of Croatia: legislation, inclusiveness, connecting systems, rights and needs of gifted children; Basic concepts - giftedness, domain-specific giftedness and creativity in the developmental context of a preschool institution; Models of identification in the developmental context of the preschool institution and the supportive environment; Creating a stimulating environment for the development of domain-specific talents in preschool; Gifted child in a special program (field of creativity, language, mathematics, motor skills, science&technology, socio-emotional); Gifted children with special needs and cooperation with parents; Final evaluation module. PDC printed an educational brochure with materials from the implementation of the program.



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PRIŽIGANJE OGNJA; KOMPETENCE UČITELJEV ZA POUČAVANJE NADARJENIH

Raziskave kažejo, da nadarjeni učenci ne želijo biti kakorkoli zaznamovani ali označeni zaradi svoje nadarjenosti, jasno pa izražajo pa potrebo po ustreznih socialnih odnosih z učitelji in sošolci, aktivnih oblikah učenja in ustreznih učnih vsebinah; vse to jih namreč motivira za šolsko učenje. Kljub prepoznanim učnim potrebam nadarjenih učencev se inkluzivni pedagoški pristop v različnih pedagoških kontekstih realizira različno, odvisno tako od pedagoške naravnosti šole na splošni ravni kot od strokovnih kompetenc posameznega učitelja na specifični ravni. V Sloveniji, kjer velja integrativni model izobraževanja učiteljev za poučevanje nadarjenih učencev, kompetence učiteljev za izobraževanje nadarjenih niso posebej opredeljene, temveč so vključene v generične in specifične kompetence posameznega študijskega programa za učitelje. Natančneje, te kompetence so vključene na štiri temeljna področja obravnave nadarjenih, in sicer v sklopu obveznih in izbirnih študijskih modulov za študente učitelje: teoretske razlage (teorije razvoja, teorije sposobnosti, teorije učenja, kurikularne teorije), individualne razlike med učenci (psihosocialne in učne potrebe in značilnosti), didaktični pristopi (metode in oblike poučevanja) ter učno okolje (spodbude). Po drugi strani pa imajo v Sloveniji učitelji v praksi dve možnosti za izpopolnjevanje na področju izobraževanja nadarjenih, bodisi v okviru programov stalnega strokovnega spopolnjevanja bodisi v okviru raziskovalnega dela na doktorskem študiju. Kljub formalno ustreznim pogojem za usvajanje kompetenc za izobraževanje nadarjenih pa po empiričnih izsledkih iz zadnjih desetih let slovenski učitelji poročajo, da niso dovolj usposobljeni ne za prepoznavanje ne za poučevanje nadarjenih učencev. Izpostavljajo, da bi dodatna znanja potrebovali predvsem na didaktičnem področju (prilagajanje vsebin, metod in oblik poučevanja, priprava obogatitvenih dejavnosti, raziskovalno delo z nadarjenimi).

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KINDLING A FLAME: TEACHERS COMPETENCES FOR TEACHING GIFTED STUDENTS

Research shows that gifted students do not want to be stigmatised or labelled because of their giftedness. However, they have a strong need for appropriate social relationships with teachers and classmates, active learning and relevant learning content that motivates them to learn in school. Despite the recognised learning needs of gifted pupils, the inclusive approach to education is implemented differently in different educational contexts, depending on both the pedagogical orientation of the school at the general level and the professional competences of the individual teacher at the specific level. In Slovenia, where there is an integrative model of teacher education for the teaching of gifted students, teachers' competences for gifted education are not specifically defined, but are included in the generic and specific competences of individual teacher education programmes. More specifically, these competences are included in four core areas within the compulsory and elective modules for pre-service teachers: theoretical explanations (developmental theories, ability theories, learning theories, curriculum theories), individual differences between learners (psychosocial and learning needs and characteristics), didactic approaches (teaching methods) and the learning environment (incentives). On the other hand, in Slovenia there are two possibilities for in-service teachers to further their education in the field of gifted education, either through professional development programmes (CPD) or through doctoral studies. Despite formally adequate conditions for acquiring competencies in gifted education, empirical evidence from the last decade suggests that Slovenian teachers are not adequately prepared to identify and teach gifted students. They report that they would need additional knowledge especially in the didactic area (adaptation of teaching content and methods, preparation of enrichment activities, research work with gifted students).



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SMJERNICE U RAZVIJANJU PROGRAMA ZA OBRAZOVANJE DAROVITIH NA LOKALNOJ/NACIONALNOJ RAZINI-PRINCIPI SVJETSKE ORGANIZACIJE ZA DAROVITU I TALENTIRANU DJECU

Sažetak: Zadnja desetljeća su pokazala potrebu za kvalitetnim obrazovanjem sposobnih pojedinaca. Saznanja o tome na koji način to ostvariti nisu bila dostupna svim učiteljima. Stoga je Svjetska organizacija za darovitu i talentiranu djecu (World Council for Gifted and Talented Children – WCGTC) okupila tim stručnjaka koji su htjeli pripremljenim smjernicama, pomoći učiteljima i/ili obrazovnim sustavima diljem svijeta u kreiranju profesionalnog pristupa učenju obrazovanju darovitih te razvijanju sustavne brige za darovite na lokalnoj/regionalnoj/nacionalnoj razini. U izlaganju će se predstaviti deset principa slojevitost sadržaja, utemeljenost na dokazima, holistički pristup, širina pristupa, pravičnost, sveobuhvatnost, integralni dio zajednice, u tijeku (ongoing), održivost, osnaživanje. Važno je osigurati profesionalni pristup osposobljavajućem stručnom kadru koji će raditi s darovitom djecom i mladima te na taj način osigurati odgovarajući pristup širokoj lepezi oblika i manifestacija darovitosti kod djece. Posebno je to važno kad se radi o dvostruko posebno djeci odnosno darovitoj djeci s određenom teškoćom ili darovitoj djeci iz ranjivih skupina. To je put koji bi trebao osigurati ostvarivanje prava djeteta na odgovarajuće obrazovanje u skladu s njegovim sposobnostima, a riješiti i/ili umanjiti brojne predrasude.

Ključne riječi: smjernice, za obrazovanje darovitih, principi WCGTC.

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**GUIDELINES IN THE DEVELOPMENT OF PROGRAMS FOR THE EDUCATION OF
THE GIFTED AT THE LOCAL/NATIONAL LEVEL - PRINCIPLES OF THE WORLD
ORGANIZATION FOR GIFTED AND TALENTED CHILDREN**

Abstract

The last decades have shown the need for quality education of capable individuals. Knowledge on how to achieve this was not available to all teachers. Therefore, the World Council for Gifted and Talented Children (WCGTC) gathered a team of experts who, with prepared guidelines, wanted to help teachers and/or educational systems around the world in creating a professional learning approach to gifted education and developing systematic care for donate to the local/regional/national level. The ten principles of content layering, evidence-based, holistic approach, breadth of access, fairness, comprehensiveness, integral part of the community, ongoing, sustainability, empowerment will be presented in the presentation. It is important to ensure a professional approach to the training of professional staff who will work with gifted children and young people, and in this way ensure appropriate access to a wide variety of forms and manifestations of giftedness in children. This is especially important when it comes to doubly special children, i.e. gifted children with a certain difficulty or gifted children from vulnerable groups. It is a path that should ensure the realization of the child's right to an appropriate education in accordance with his abilities, and solve and/or reduce numerous prejudices.

Keywords: guidelines, for gifted education, WCGTC principles.



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PODSTICANJE KREATIVNOSTI DAROVITIH UČENIKA U REDOVNOM NASTAVNOM PROCESU

Rezime: Naučni pristup savremene škole temelji se na konceptu razvoja i učenja, odnosno na interaktivnim metodama učenja, kao temelju kreativnosti u nastavnom procesu. U savremenim školama taj je pristup usmjeren prema aktivnoj ulozi i optimalnom razvoju učenika. Nastavnici se doživljavaju kao *inovatori, kreatori i instruktori*, što pokazuju i rezultati istraživanja (Krneta, Lj. 2013.). Složeni interaktivni odnos kao metoda učenja odvija se u interakciji s drugima. Kroz različite oblike psihosocijalnih interakcija učenici mogu učiti o različitim sadržajima iz svoje okoline, ličnog iskustva i iskustva spojenog sa znanjem. Učenička percepcija efikasnog nastavnika, onakvih “kakvi jesu“, ogleda se u radnim aktivnostima nastavnika: *Poznaje i dobro radi svoj posao. (AS 4.30), uspješno priprema svoje učenike za život (AS 4.13), drži dobra predavanja (AS 4.07), pomaže svojim učenicima da prevladaju poteškoće u školi (AS 4,01).* Učenička percepcija nastavnika inovatora ogleda se u sljedećim kompetencijama: *Doprinosi svestranom razvoju svojih učenika (.760), Podstiče razvoj darovitih učenika (.736), Uspješno priprema svoje učenike za život (0.711)* itd. Prema Krneta, Lj.& Simunić, E. (2021), komunikacija u školi, temeljena na modelu nenasilne komunikacije, podstiče motivaciju i kreativne produkte darovitih i drugih učenika. Istovremeno, te stimulatívne situacije u školama podstiču emocionalnu regulaciju učenika u nastavnom procesu. Kreativni proizvodi učenika doprinose podsticanju emocionalnih kompetencija učenika u školama obogaćenim modelom nenasilne komunikacije, kroz različite sadržaje u interakciji s drugima. Neverbalnom komunikacijom kroz učeničke

simbole i grupne crteže ukazuje se na odnos kreativnosti u prepoznavanju i regulaciji emocija unutar nastavnog procesa, vizualizaciji emocija i regulaciji emocionalnog doživljaja učenika unutar grupa kao i produkciji kreativnih proizvoda darovitih i ostalih učenika (N=480, gifted N=52). Model nenasilne komunikacije dobro je prihvaćen i od učenika i od strane nastavnika, podstičući u interakciji: *izražavanje emocija, razgovor o emocijama, slušanje i razumijevanje emocija kod sebe i drugih, poticanje emocionalne regulacije, podsticanje kreativnosti u izražavanju emocionalnih doživljaja učenika, kreativnom ponašanju, originalnom rječniku emocija, fluentnosti mišljenja, divergentnom mišljenju, podsticanju strategija u rješavanju emocionalnih poteškoća i sl.* Neke sistematski razvijane aktivnosti u nastavnom procesu tijekom cijele godine, pozitivan su primjer modeliranja nastavnog procesa, podsticanja emocionalnih kompetencija darovitih i ostalih učenika te poticanja kreativnosti.

Ključne riječi : daroviti, emocionalne kompetencije, savremena škola.

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ENCOURAGING THE CREATIVITY OF GIFTED STUDENTS IN THE REGULAR TEACHING PROCESS

Summary: A scientific approach of contemporary schools is based on the concept of development and learning, i.e. the interactive learning methods, as a basis of creativity in the teaching process. In contemporary schools his approach is directed toward the student's active role and optimal development. Teachers are seen as innovators, creators and instructors, as shown by the research results (Krneta, Lj. 2010). Complex interactive relationship as a learning method takes place in interaction with others. Through different forms of psychosocial interactions, students can learn about different contents from their environment, personal experience and experience combined with knowledge. Students' perception of efficient teachers, "the way they are", is reflected in teachers' working activities: knows and does their work well." (AS 4.30), prepares their students for life successfully (AS 4.13), Gives good lectures (AS 4.07), helps their students to overcome

difficulties in school (AS 4,01). Students' perception of teachers innovators is reflected in the following competencies: Contributes to their students' versatile development (.760), Encourages the gifted students' development (.736), Prepares their students for life successfully (0.711), etc. In accordance with Krneta, Lj&Simunić, E. (2015, 2021), communication in schools, based on the non-violent communication model, encourages motivation and creative products of the gifted and other students. At the same time, those stimulating situations in schools encourage students' emotional regulation in the teaching process. Students' creative products are contributed by encouraging students' emotional competencies in schools enriched with the non-violent communication model, through different contents in the interaction with others. The non-verbal communication through students' symbols and group drawings points out the relation of creativity in the recognition and regulation of emotions within the teaching process, the visualization of emotions and the regulation of students' emotional experience within groups as well as the production of creative products of the gifted and other students (N=480, gifted N=52).

The non-violent communication model is well-accepted both by students and teachers, encouraging the following in interaction: expression of emotions, discussion about emotions, listening to and understanding of emotions with themselves and others, encouraging the emotional regulation, encouraging creativity in the expression of students' emotional experiences, creative behavior, original dictionary on emotions, fluency of ideas, divergent opinion, encouraging of strategies in resolving emotional difficulties, etc. Some systematically developed activities, in the teaching process throughout the year, are a positive example of modeling the teaching process, encouraging the emotional competencies of gifted and other students and encouraging creativity. Some systematically developed activities, in the teaching process throughout the year, are a positive example of modeling the teaching process, encouraging the emotional competencies of gifted and other students and encouraging creativity.

Key words: gifted, emotional competence, modern school.

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SOCIO-EMOCIONALNA PODRŠKA DAROVITIM I TALENTOVANIM U USLOVIMA PANDEMIJE

Rezime: Svedoci smo nove vizuelizacije realnosti gde svet sasvim sigurno fizionomira/ocrtava svoj novi socio-emocionalni portret. Socijalna izolacija, socijalna distanca, socijalna komunikacija, anksioznost, strah, depresija su postali novi društveni i individualni indikatori psihološkog imuniteta. Ljudi su promenili svoje stare i usvojili nove mentalni i socio-emocionalne obrasce koje su se uklopile u profesionalni i licni život inividuje. U fokusu ovoga rada su daroviti i talentovani odnosno njihova socio-emocionalna podrška u uslovima pandemije. Novi pandemiski uslovi su postali istinski “atak” “normalnog” funkcionisanja darovitih i talentovanih pojedinaca. Visoka personalna senzibilnost, specifični načini zadovoljavanja i ekspresija fizičkih, intelektualnih, socio-emocionalnih i drugih potreba darovitih i talentovanih su bili glavni razlozi razmišljanja o psiholoških intervencija očuvanja njihovog mentalnog zdravlja. Glavni cilj rada je bio senzibiliziranje javnost o imperativne potrebe pružanje socio-emocionalne podrške darovitih i talentovanih. Ovo je novi izazov društva, institucije i pojedinaca. Odgovor pitanja šta i koliko smo postigli u tom smeru je deo teoriskie emiriske analize stanja i (inter) nacionalnim okvirima u ovom radu.

Ključne reci: darovuti, talentivani, socio-emocijalna podrška, psihološki imunitet, mentalno zdravlje

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SOCIO-EMOTIONAL SUPPORT FOR THE GIFTED AND TALENTED IN PANDEMIC CONDITIOS

Abstract Nowadays, we are witnessing a new visualization of reality where the world is most certainly physiognomy/outlining its new socio-emotional portrait. For instance, social isolation, social distance, social communication, anxiety, fear, depression have become new social and individual indicators of psychological immunity. Therefore, people changed their old ones and adopted new mental and socio-emotional patterns that fit into the professional and personal life. The focus of this paper is on the gifted and talented, that is, their socio-emotional support in the conditions of the pandemic. The new pandemic conditions have become a real "attack" on the "normal" functioning of gifted and talented individuals. High personal sensitivity, specific ways of satisfying and expressing physical, intellectual, socio-emotional and other needs of the gifted and talented were the main reasons for thinking about psychological interventions to preserve their mental health. The main goal of the work was to sensitize the public about the imperative needs of providing socio-emotional support to the gifted and talented. This is a new challenge for society, institutions and individuals. The answer to the question of what and how much we have achieved in that direction is part of the theoretical analysis of the situation and (inter) national frameworks in this paper.

Keywords: gifted, talented, socio-emotional support, psychological immunity, mental health.



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VREDNOSTNE PARADIGME MLADIH INOVATORJEV IN TALENTOV PRI DELU

Povzetek: Na Strokovni tehniški gimnaziji Šolskega centra Kranj šolamo bodoče inženirje, ki bodo v bodoče igrali veliko vlogo na globalnem trgu. Skozi delovanje inovativne skupine za nadarjene dijake Glave skupaj jim poizkušamo približati inovativne produkte. Zastavljeni cilji dela z nadarjenimi dijaki so večji poudarki na prepoznavanju mladih talentov in njihovih področij. Učitelji v skupini delujemo kot mentorji ter na tak način usmerjamo delo dijakov. Velik poudarek dajemo na skupinskem delu, reševanju problemov, raziskovanju, razprave, vodenju ter razvoju idej, ki jih prispevajo inovativni dijaki. Cilj takega učenja je razvijati dijakovo kritično mišljenje. Učitelji moramo imeti v mislih, da se nadarjeni dijaki ne razvijajo zgolj na kognitivnem področju in da nimajo samo strokovnih nalog, ampak moramo poskrbeti za dijakov celostni razvoj. Ne smemo pozabiti na psihološke in socialne vidike njihovega razvoja. Skozi vključevanje v različne interesne dejavnosti spodbujamo razvoj različnih kompetenc. Skozi projekte velik pomen dajemo kritičnemu mišljenju, sodelovanju, reševanju problemov, ustvarjalnosti in oblikam komuniciranja. Na osnovi praktičnih primerov projektov robotska roka, prikazovalnik za prihode avtobusov in animacije, bomo predstavili delo inovativnih dijakov ter njihove rezultate. Dijaki, ki so vključeni v skupino Glave skupaj, so izboljšali svoje ocene. Zaznavamo tudi večjo angažiranost dijakov na več različnih področjih. Pogoj za dobro vodenje je poznavanje dela znadarjenimi dijaki in njihovih značilnosti ter potreb. Učitelji se moramo zavedati občutka odgovornosti za njihov razvoj in se moramo zavzeti zanje. Učitelj, ki dela z nadarjenimi dijaki, se mora stalno izobraževati in poskrbeti, da profesionalno raste. Naša naloga je, da dijaka usmerjamo k aktivnostim in samostojnemu učenju.

Ključne besede: kritično mišljenje, Glave skupaj, inovativnost, nadarjeni dijaki, mentorstvo.

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PARADIGMS OF WORKING WITH INNOVATORS AND TALENTED STUDENTS

On Technical secondary School center Kranj we are educating engineers who will play big role on global market in the future. We are trying to bring them closer look on innovative products via our group for talented students named Glave Skupaj. Main goals of our work with talented students are how to recognize them and how to recognize in which fields are they talented. Teachers in this group acts as mentors and the drive the students towards their goals. A lot of effort is put in teamwork, problem solving, research, leadership, and development of ideas, which are generated by talented students. Main goal is development of critical point of view. Teachers must be aware that not only cognitive growth of students are important or only to give them exercises which need to be done, but also that students growth as a whole person is the most important element. We should also think about psychological and social parts of student's development. We must encourage different competences thru different activities. By doing a lot of projects, we give a big role to critical point of view, cooperation, problem solving and better communication skills. We will present the results of our talented students with practical examples of robotic arm, bus display and animation. Students, that are participating in our group Glave skupaj also improved their grades. We also see more energy in other fields. Prerequisite to lead such groups is knowledge how to work with talented students, understanding their needs and their specialties. Teachers must be aware that they are responsible for students' development. Teachers that work with talented student should constantly take care to be up to date with new approaches. Teacher's goal is to direct students to activities and self-learning.

Key words: critical thinking, Glave skupaj, innovative approach, talented students, mentorship



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RAZVIJANJE NAVIKE KREATIVNOSTI

Sažetak: U modernom društvu u kojem živimo, tehnologija postaje sastavni dio našeg života. Tehnologije i trendovi kao što su Internet of Things (IoT), robotika, virtualna stvarnost (VR) i umjetna inteligencija (AI) mijenjaju način života i rada i utječu na sve discipline kao što su ekonomija, industrija, zdravstvo i sl. Samim time postavljaju se novi zahtjevi sustavu odgoja i obrazovanja koji treba osposobiti učenike koji će znati i moći odgovoriti na nepoznate zahtjeve u trenutku njihova školovanja. Potrebno je pronaći nova i efikasna rješenja problema, potrebno je razviti ključnu vještinu - kreativnost. Razviti kreativnost kao područje u kojem tehnologija ne može zamijeniti čovjeka.

Prema Sternbergu, postoji 12 faktora za razvijanje navike kreativnosti. Kako bismo bolje mogli razumjeti stvaranje navike kreativnosti, ponekad je u obrazovnom sustavu potrebno krenuti od onoga što je krivo. Neke tipične pogreške su: mi definiramo problem za učenike, obeshrabrujemo propitkivanje, ne učimo ih kako uvjeriti druge ljude u vrijednost njihovih ideja, destruktivno smo kritični prema idejama učenika kada se pojave, preopteretimo ih deklarativnim znanjem jer smatramo da što više znaju to će biti kreativniji, obeshrabrujemo bilo kakvo riskiranje, učimo ih da je sve što naprave dovoljno dobro, spuštamo nisko ljestvicu postignuća, stvaramo očekivanje da se do uspjeha dolazi lako, stvaramo okolinu koja ne potiče kreativnost. Od tog polazišta može početi učenje.

Kreativnost, inovacija i rješavanje problema često zahtijevaju zanemarivanje vlastitog mišljenja u uobičajenoj rutini, stavljanje starog i poznatog u novi kontekst, traženje novih, originalnih i ponekad neobičnih ideja ili rješenja. U tome nam mogu pomoći različiti alati i strategije.

Ključne riječi: kreativnost, inovacija, kontekst, alati, strategije

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DEVELOPING THE HABIT OF CREATIVITY

Summary: In modern society, technology is becoming an integral part of our lives. Technologies and trends such as the Internet of Things (IoT), robotics, virtual reality (VR), and artificial intelligence (AI) change the way we live and work and affect all disciplines, including economics, industry, and health. The education system needs to train students to respond to requirements still unknown during their schooling. It is necessary to find new and effective solutions to the problems. That can be done by developing an essential skill – creativity. Creativity is the area where technology cannot replace humans.

According to Sternberg, there are 12 factors for developing a habit of creativity. To better understand the creation of the habit of creativity, it is sometimes necessary to start from what is wrong in the education system. Some typical mistakes are: defining the problem for students, discouraging questioning, not teaching them how to convince other people of the value of their ideas, being destructively critical of students' ideas when they appear, and overloading them with declarative knowledge because we think they will be more creative. As well as discouraging any risk-taking, teaching them that everything they do is good enough, lowering the bar of achievement, and creating the expectation that success is easy. We create an environment that does not encourage creativity. From this starting point, learning can begin.

Creativity, innovation, and problem-solving often require leaving the usual routine, putting the old and the familiar in a new context, and looking for new, original, and sometimes unusual ideas or solutions. To develop the habit of creativity, we need to create an environment that encourages creativity using various tools and strategies.

Keywords: creativity, innovation, context, tools, strategies.



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PROMJENA PARADIGME U OBRAZOVANJU DAROVITIH - primjer iz prakse I. osnovne škole Varaždin

Sažetak: I.osnovna škola Varaždin kao Europska talent točka aktivno se nastoji razvijati i napredovati u obrazovanju darovitih učenika. Daroviti učenici su generacija budućnosti i promatra ih se kao na takav način. Odrastaju drugačije od prijašnjih generacija i samim tim trebaju i drugačije obrazovanje. Nova su generacija koja odrasta stehnologijom i živjet će u drugačijem društvu u kojem će se susretati s različitim hardverom,softverom, robotikom, nanotehnologijom, genomikom... Takva budućnost u sebi uključuje drugačije postavke etike, politike i sociologije. Kao glavni cilj škola je sebi postavila stavljanje učenika u centar odgojno – obrazovnog procesa. Da bi mogla to postići nastoji upoznati svoje učenike, imati pozitivan stav prema njima, učiniti dostupnim materijale koji ih potiču na kreativno razmišljanje i rješavanje problema. Osigurani su im dodatn sadržaji, aktivnosti i projekti. Učitelji imaju ulogu modela. Oni potiču učenike, razumiju ih, daju primjer i razvijaju pozitivne navike.Nastoje osigurati učenicima okolinu u kojoj mogu razvijati kreativnost i intrinzičnu motivaciju te potiču i nagrađuju učenje. Promjena je proces koji traje, a škola u svojoj promjeni nastoji pružiti jednake šanse za sve učenike.Od malog broja identificiranih darovitih učenika prepoznaju se i visoko motivirani i kreativni učeniciuvažavaju se talenti i razvija rastući način razmišljanja. Formiran je tim za rad s darovitim učenicimate se time proširuju mogućnosti i lakše stvaraju prilike za napredovanje škole u obrazovanjudarovitih.

Ključne riječi: daroviti učenici, motivacija, poticajna okolina, proces.

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PARADIGM SHIFT IN GIFTED EDUCATION - Example from Practice I. osnovna škola Varaždin

Summary: I. OS Varaždin as a European talent point is actively striving to develop and advance in the education of gifted students. Gifted students are the generation of the future and are viewed as such. They grow up differently from previous generations and therefore need a different education. They are a new generation growing up with technology and will live in a different society where they will encounter different hardware, software, robotics, nanotechnology, genomics... Such a future includes different settings of ethics, politics, and sociology. The main goal of the school is to put students at the center of the educational process. To achieve this, school tries to get to know students, have a positive attitude towards them, make available materials that encourage them to think creatively and solve problems. They are provided with additional contents, activities, and projects. Teachers have a role model. They encourage students, understand them, set an example, and develop positive habits. They strive to provide an environment in which students can develop creativity, intrinsic motivation, encourage and reward learning. Change is an ongoing process, and the school in its change strives to provide equal opportunities for all students. Highly motivated and creative students are recognized from the small number of identified gifted students, talents are respected, and a growing way of thinking is developed. A team has been formed to work with gifted students, thus expanding opportunities and creating opportunities for school progress in the education of gifted students.

Key words: gifted students, motivation, stimulating environment, process



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OD KLASIČNE NASTAVE DO INOVATIVNIH METODA - PROMJENA PARADIGME U OBRAZOVANJU DAROVITIH

Sažetak: U izlaganju se govori o iskustvima u radu s darovitim učenicima s posebnim naglaskom na inkluziju učenika visokih intelektualnih mogućnosti, ali s poteškoćama u nekom drugom području. Navode se metode rada primijenjene tijekom provođenja redovne nastave hrvatskoga jezika. S obzirom na izazove vremena, nužno je razvijati životne vještine i pripremati učenike za stvaran život, stoga su neki od najvažnijih ciljeva nastave naučiti učenike kako učiti, kako kritički razmišljati, surađivati, pronalaziti i rješavati probleme, integrirati različite izvore znanja. Metoda koja značajno olakšava ostvarivanje tih ciljeva jest igrifikacija. Učenicima se nudi stimulirajuće uređeno okruženje, bogat izbor stalno dostupnih književnih i neknjiževnih tekstova što je postignuto uređenjem posebnoga kutka za čitanje u učionici hrvatskoga jezika. Iako je posljednjih godine naglasak prebačen na uporabu digitalnih alata u nastavi, učenicima su i dalje poticajni klasični mediji. Izrada igara na ploči kompleksna je zadaća koja omogućuje uključivanje učenika različitih interesa i sposobnosti uz istodobno poticanje rada u timu. U svrhu prevladavanja teškoća u govornom izrazu te uvježbavanja javnoga nastupa učenici su koristili „plakate pričalice“ te snimali audiozapise. Vježbajući sažimanje stvorili su „blackout“ tekstove, a učenici koji se vole izražavati glazbom, stvarali su rep glazbu. Spoj čitanja književnih tekstova i matematike rezultirao je logičkim zadacima. Korištenje inovativnih metoda potaknulo je veći broj učenika na aktivno uključivanje te pokazalo smjer u kojem treba ići u cilju unaprjeđenja rada s darovitim djecom.

Ključne riječi: daroviti učenici, prilagodba metoda, inovativne metode u nastavi, igrifikacija, dvostruko iznimni učenici, poticanje čitanja

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FROM CLASSIC TEACHING TO INNOVATIVE METHODS - A PARADIGM CHANGE IN THE EDUCATION OF THE GIFTED

Abstract: This is about working with gifted students with a special emphasis on inclusion of intellectually gifted pupils who have difficulties in some other areas. Methods applied during teaching regular Croatian language classes are named. Taking the challenges of present time in consideration, it is necessary to evolve life skills and prepare the pupils for real life. Therefore, some of the most critical goals of schooling are teaching pupils how to study, how to think critically, cooperate, find and solve problems and merge different knowledge sources. A method which greatly eases accomplishing aforementioned goals is gamification. Pupils are offered a stimulating working environment, a rich choice of available literary and non-literary texts, accomplished by arranging a special reading corner in the Croatian language classroom. Even though in recent years the focus has been shifted on using digital tools in teaching, pupils still find traditional media incentive. Creating board games is a complex task which allows for inclusion of pupils with variety of interests and skills, while simultaneously encouraging teamwork. The purpose of overcoming difficulties in oral expression and practising public appearance pupils have used a poster that tells a story and recorded audio. Practising compression, they have created blackout texts, and pupils who prefer to express themselves through music have created rap music. Intermixture of reading literary texts and mathematics has resulted in logical problems. Using innovative methods encouraged more pupils to an active cooperation and showed the way for advancement of working with intellectually gifted children.

Keywords: gifted students, innovative approaches, gamification, twice exceptional students, encouraging reading



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RAD S DAROVITIM I VISOKOMOTIVIRANIM UČENICIMA NA REDOVNOJ NASTAVI MATEMATIKE - PROMJENA PARADIGME U OBRAZOVANJU DAROVITIH

Sažetak: U hrvatskom osnovnoškolskom obrazovanju imam mogućnost dodatne nastave matematike na kojoj mogu raditi s darovitim i visokomotiviranim učenicima: odabirati sadržaje prema interesu tih učenika i staviti naglasak na matematičku kreativnost. Na redovnoj nastavi matematike Kurikulum nastave matematike propisuje ishode koje svi učenici trebaju usvojiti. Potrebno je pronaći načine kako u redovnu nastavu uklopiti aktivnosti koje pozitivno utječu na razvoj matematičke kreativnosti kod učenika: sudjelovanje u matematičkim istraživanjima, rješavanje zadataka otvorenog tipa, formuliranje vlastitih matematičkih problema i zadataka te rješavanje zadataka koji imaju više rješenja. U svome sam izlaganju željela pokazati konkretne primjere takvog rada s učenicima. Već prilikom obrade novih sadržaja mogu se uočiti daroviti i visokomotivirani učenici jer oni brže i uspješnije od svojih vršnjaka uočavaju povezanosti i pravilnosti u matematici. Zato ih uključujem u sam proces usvajanja novih sadržaja kao instruktore znanja u razredu. Kod uvježbavanja zadataka takvi učenici često rješavaju zadatke na način koji je drugačiji od očekivanoga, stoga vole izazov pronalaženja više mogućnosti rješavanja istog zadatka. Ponekad je potrebno pripremiti diferencirane zadatke ili rad u homogenim grupama kako bi daroviti učenici dobili zadatke zahtjevnije razine. Učenici imaju priliku svoju darovitost i motiviranost pokazati na raznim službenim matematičkim natjecanjima. U školi organiziramo i različita matematička događanja u kojima mogu sudjelovati svi učenici: Večer matematike, Dan broja pi, različite razredne, školske i međunarodne matematičke projekte. Tu i nevidljivi daroviti učenici dolaze do izražaja jer mogu prema svojim sposobnostima i interesima odabrati neku od ponuđenih kreativnih matematičkih aktivnosti.

Ključne riječi: daroviti i visoko motivirani učenici, nastava matematike.

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WORK WITH GIFTED AND HIGHLY MOTIVATED STUDENTS IN REGULAR MATHEMATICS CLASSES-A PARADIGM CHANGE IN THE EDUCATION OF THE GIFTED

Summary: In Croatian primary education, I can work with gifted and highly motivated students in elective mathematics classes. There I can choose content according to the interests of these students and put emphasis on mathematical creativity.

In compulsory mathematics classes, the mathematics Curriculum prescribes the outcomes that all students should adopt. It is necessary to find ways to incorporate activities that positively affect the development of mathematical creativity in students: participation in mathematical research, solving open-ended task, formulating their own mathematical problem and task or solving task that has more solutions. In my presentation, I wanted to show some examples of such work with students. Gifted and highly motivated students can be noticed already during the processing of new contents. They notice connections and regularities in mathematics contents faster and more successfully than their peers. That is why I include them in the process of adopting new content as instructors in teaching. Such students often solve tasks in a way that is different than expected, so they like the challenge of finding more options for solving the same task. Sometimes it is necessary to prepare differentiated tasks or work in homogeneous groups in order for gifted students to get more demanding level tasks. Students have the opportunity to show their talent and motivation in various official math competitions. The school also organizes various math events in which all students can participate: Mathematics Evening, Pi Day, various class, school and international math projects. Every student can choose one of the offered creative mathematical activities according to their abilities and interests, in this way invisible gifted students can be spotted.

Keywords: gifted and highly motivated students, mathematics teaching.

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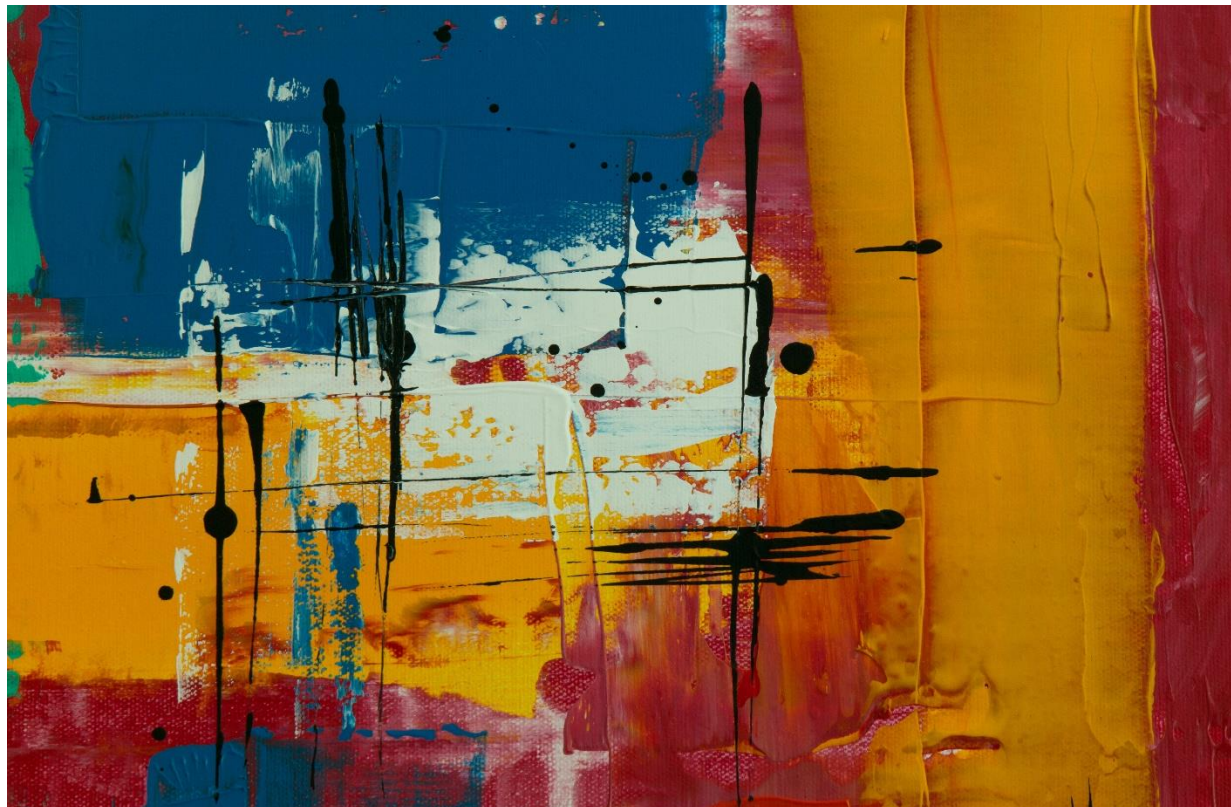
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