



VISOKA ŠKOLA STRUKOVNIH STUDIJA ZA OBRAZOVANJE VASPITAČA U KIKINDI

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Pokrajinski sekretarijat za visoko obrazovanje i naučnoistraživačku delatnost, AP Vojvodine u Novom Sadu, ugovorom pod brojem: 142-451-879/2020-03, na osnovu Konkursa za sufinansiranje obrazovnih programa/projekata ustanova visokog obrazovanja čiji je osnivač Autonomna pokrajina Vojvodina za 2020. godinu odobrio je i sufinansirao štampanje knjige: IDENTIFIKOVANJE I PODSTICANJE DAROVITOSTI DECE PREDŠKOLSKOG UZRASTA.



## PRIKAZ DELOVA KNJIGE NA SRPSKOM I ENGLLESKOM JEZIKU

dr Jelena MIĆEVIĆ KARANOVIĆ  
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## IDENTIFIKOVANJE I PODSTICANJE DAROVITOSTI DECE PREDŠKOLSKOG UZRASTA

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## IDENTIFYING AND SUPPORTING GIFTEDNESS IN PRESCHOOL CHILDREN

## PREDGOVOR

Knjiga koja je pred vama, „*Identifikovanje i podsticanje darovitosti dece predškolskog uzrasta*“, rezultat je realizacije istraživanja čiji je nosilac Visoka škola strukovnih studija za obrazovanje vaspitača u Kikindi. Članice istraživačkog tima su: dr Jelena Mićević Karanović, doktor psiholoških nauka i profesor psihološke grupe predmeta; dr Milanka Maljković, doktor pedagoških nauka i profesor u oblasti metodike razvoja govora; dr Angela Mesaroš Živkov, doktor metodike nastave i profesor strukovnih studija u oblasti pedagoške i andragoške nauke; dr Ljiljana Krneta, doktor tehničkih nauka i profesor u oblasti računarskih nauka; mr Srbislava Pavlov, magistar u oblasti pedagoških nauka i predavač za pedagošku grupu predmeta i Tanja Brkljač, diplomirani filolog Engleskog jezika i književnosti - master i nastavnik stranog jezika, sve zaposlene u Visokoj školi strukovnih studija za obrazovanje vaspitača u Kikindi.

Monografija se intenzivno bavi problemom istaknutim u naslovu i sa teorijske i empirijske strane obrađuje značajnu i aktuelnu temu, a to je identifikovanje i podsticanje darovitosti kod dece predškolskog uzrasta.

Monografija sadrži jasno podeljene oblasti: uvodni deo, 6 tema koje obrađuje 6 autorki i priloge.

Pre svega, u uvodnom delu se ističe struktura istraživanja, metodologija (problem i predmet istraživanja, ciljevi, uzorak, istraživačka procedura), kratak prikaz dobijenih rezultata, kao i njihova primena.

Nakon uvodnog dela, jasno se ističe 6 naslova autorki ove knjige, a sve teme su uniformno obrađene: Apstrakt, Ključne reči, Uvod, Teorijska razmatranja, Metod (Uzorak, Instrument, Tok istraživanja i Statistička obrada podataka), Rezultati istraživanja, Zaključak (Praktična implementacija rezultata), s tim da su Naslov, Apstrakt i Ključne reči date i na engleskom jeziku.

Šest naslova koji čine centralni deo knjige su:

- *Procena darovitosti dece predškolskog uzrasta od strane njihovih roditelja* (dr Jelena Mićević Karanović, prof.);
- *Stavovi roditelja dece predškolskog uzrasta prema darovitosti* (dr Milanka Maljković, prof.);
- *Procena darovitosti dece predškolskog uzrasta od strane njihovih vaspitača* (dr Angela Mesaroš Živkov, prof.);
- *Procena ključnih veština i karakteristika svojstvenih deci predškolskog uzrasta od strane njihovih vaspitača* (dr Ljiljana Krneta, prof.);
- *Kompetencije vaspitača za rad sa darovitim decom* (mr Srbislava Pavlov, predavač);
- *Stavovi vaspitača o darovitosti dece predškolskog uzrasta* (MA Tanja Brkljač, nastavnik stranog jezika).

Na kraju knjige dati su prilozi:

- Prilog 1: *Upitnik za ispitivanje stavova roditelja prema darovitosti, sa procenom darovitosti sopstvenog deteta;*
- Prilog 2: *Upitnik za ispitivanje stavova vaspitača prema darovitosti;*
- Prilog 3: *Upitnik za procenu darovitosti dece – ček-liste koje popunjavaju vaspitači;*
- Prilog 4: *Tekst saglasnosti ustanove;*
- Prilog 5: *Tekst saglasnosti roditelja.*

Posebno važan aspekt knjige je deo koji se odnosi na implementaciju dobijenih rezultata u vidu:

- nastavnih sadržaja iz psihološke i pedagoške grupe predmeta u VŠSSOV u Kikindi;
- objavljene monografije sa ciljem informisanja javnosti, uz podizanje vaspitno-obrazovnih kompetencija i profesionalnih veština vaspitača;
- davanja preporuka za unapređenje sistema identifikacije darovite dece kroz obogaćivanje kurikuluma (dodatno angažovanje, akceleracija kao skup mera i postupaka kojima se darovitima omogućava brže savladavanje programa i slično);
- davanja preporuke da se u Srbiji pokrene akcioni plan – strategija koja bi se bavila razvojem metodologije identifikovanja i podsticanja darovitih, razvijanjem sposobnosti i veština dece kao dragocenog nacionalnog resursa.

dr Jelena Mićević Karanović, prof.



Slika 1: „Ptica i drvo“, devojčica, 6,5 godina, flomaster

## PREFACE

The book before you, „Identifying and supporting giftedness in preschool children“, is one of the results of a research realized under the authority of Preschool Teachers' Training College in Kikinda, Serbia. The members of the research team were Jelena Mićević Karanović, PhD, Psychology professor, Milanka Maljković, PhD, professor of Methodology of speech development, Angela Mesaroš Živkov, PhD in teaching methodology, professor of Pedagogical and Andragogical Sciences, Ljiljana Krneta, PhD, ICT professor, Srbislava Pavlov, MSc, Pedagogy teacher and Tanja Brkljač, MA, English teacher, all employed in Preschool Teachers' Training College in Kikinda.

This monograph offers an in-depth analysis of the problem identified in the book title and explores the significant and intriguing topic of identifying and supporting giftedness in preschool children.

The monograph consists of clearly divided sections: introductory part, six articles written by the six authors and appendices. Firstly, in the introductory part, research structure is outlined, as well as the methodology (the problem and the subject of research, research goals, the sample, and research procedure), a short summary of the findings, and the application of the results obtained.

Following the introductory part are the six chapters written by the authors. All the chapters are uniformly written, i.e. each consists of the following: abstract, key words, introduction, literature review, method (sample, instrument, research process and statistical analysis of data), research results, conclusion (practical implementation of the results) and each provides the English translation of the title, abstract and key words.

The six chapters that represent the central part of the book are:

- Assessment of preschool-aged children's giftedness by their parents (Jelena Mićević Karanović, PhD),
  - Parents' attitudes on giftedness in preschool-aged children (Milanka Maljković, PhD),
  - Preschool teachers in identifying giftedness in preschool children (Angela Mesaroš Živkov, PhD),
  - Preschool teachers in identifying key skills and characteristics of gifted preschoolers (Ljiljana Krneta, PhD),
  - Competences of preschool teachers for working with gifted children (Srbislava Pavlov, MSc),
  - Preschool teachers' attitudes on giftedness in preschool-aged children (Tanja Brkljač, MA).
- In the final section of the book, the following appendices can be found:
- Appendix 1: *Questionnaire for parents on their attitudes on giftedness, with an instrument for identifying giftedness of their children;*
  - Appendix 2: *Questionnaire for preschool teachers on their attitudes towards giftedness;*
  - Appendix 3: *Questionnaire for preschool teachers with check-lists for assessing giftedness in children;*
  - Appendix 4: *Institutional consent letter;*
  - Appendix 5: *Parental consent letter.*

An exceptionally important part of the monograph is the one devoted to the implementation of the project results. Implementation is suggested in the form of:

- Introducing appropriate teaching contents in psychology and pedagogy courses taught at Preschool Teachers' Training College in Kikinda;
- Published monograph, aimed at informing the wider public and improving educational competences of preschool teachers and their professional skills;
- Recommendations for improving the system of identifying gifted children through enriching curricula (by additional activities, acceleration as a variety of educational and instructional strategies that would allow the gifted to progress through an educational program at rates faster or ages younger than conventional, etc.);
- Issuing a recommendation for the Republic of Serbia to introduce an action plan – a strategy for developing methods of identifying and supporting the gifted, by enhancing the abilities and skills of children as a precious national resource.

Jelena Mićević Karanović, PhD



Slika 2: „Mrtva priroda“, devojčica, 6 godina, tempera

# PROCENA DAROVITOSTI DECE PREDŠKOLSKOG UZRASTA OD STRANE NJIHOVIH RODITELJA

**DR JELENA MIĆEVIĆ KARANOVIĆ<sup>1</sup>**

**Apstrakt:** Glavni cilj istraživanja bio je utvrditi kako roditelji procenjuju darovitost svog deteta predškolskog uzrasta. Osnovni metod je neeksperimentalan, anketno istraživanje na uzorku koji je činilo 132 roditelja. Primenjeni instrument je skala konstruisana u svrhe istraživanja koja sadrži 40 ajtema preuzetih iz adaptiranih i modifikovanih verzija skala korišćenih u pojedinim dosadašnjim istraživanjima darovitosti deteta sa petostepenom skalom ponuđenih odgovora. Dobijeni rezultati pokazuju da se procena darovitosti dece od strane njihovih roditelja kreće oko prosečnih vrednosti, što je i očekivani rezultat. Značaj ovog istraživanja je u dobijanju deskriptivnih podataka procene darovitosti dece od strane njihovih roditelja, kao i u mogućnosti praktične primene rezultata u vidu odgovarajućih nastavnih sadržaja za predmete Razvojna psihologija i Psihologija dece sa posebnim potrebama u Visokoj školi strukovnih studija za obrazovanje vaspitača u Kikindi u koje će se implementirati teorijski i empirijski nalazi ovog rada u cilju obučavanja studenata – budućih vaspitača o temi identifikovanja i podsticanja darovitosti dece predškolskog uzrasta.

**Ključne reči:** darovitost, roditelji, predškolsko dete i procena darovitosti.

## ASSESSMENT OF PRESCHOOL-AGED CHILDREN'S GIFTEDNESS BY THEIR PARENTS

**JELENA MIĆEVIĆ KARANOVIĆ, PhD**

**Abstract:** The main aim of the research was to determine how parents of preschool-aged children assess their children's giftedness. The main method was non-experimental – a survey research on a sample of 132 parents. The instrument used was a scale constructed for the purpose of this research consisting of 40 items taken from adapted and modified versions of scales used in selected previous researches in children's giftedness with a five-point response scale. The results obtained show that parents' assessment of their children's giftedness falls somewhere around average values, which was the expected result. The significance of this research lies in the descriptive data obtained on the parents' assessment of their children's giftedness, as well as in the possibility to practically apply these results in the form of contents suitable for the courses of Developmental Psychology and Psychology of Children with Special Needs taught at Preschool Teachers' Training College in Kikinda. Theoretical and empirical findings from this research will be implemented in the curriculum with the aim of educating students – future preschool teachers on the topic of identifying and supporting giftedness in preschool-aged children.

**Key words:** giftedness, parents, preschool-aged child, giftedness assessment.

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# STAVOVI RODITELJA DECE PREDŠKOLSKOG UZRASTA PREMA DAROVITOSTI

DR MILANKA MALJKOVIĆ<sup>2</sup>

**Apstrakt:** Osnovni cilj istraživanja bio je utvrditi kakve stavove imaju roditelji dece predškolskog uzrasta prema darovitosti i prema podsticanju darovitosti. Osnovni metod je neeksperimentalan – anketno istraživanje na uzorku koji je činilo 132 roditelja. Primljeni instrument je Upitnik konstruisan u svrhe istraživanja koji sadrži 26 tvrdnji o darovitosti i 11 tvrdnji o podsticanju darovitosti sa četvorostepenom skalom ponuđenih odgovora. Dobijeni rezultati pokazuju da su roditelji saglasni sa tvrdnjom da je potrebno poboljšati materijalno-tehničke uslove za rad, unaprediti kvalitet nastavnih sredstava i sistem otkrivanja darovite dece. Takođe, podržavaju konstataciju da je neophodno uspostaviti mehanizme obezbeđenja kvaliteta kroz individualne oblike rada sa darovitom decom, te kontinuirano praćenje i evaluaciju realizovanog. U okviru roditeljskih odgovora kao suštinski nedostatak navedena je nedovoljna lična edukacija i razvoj. Neslaganje roditelja vezano je za odredbe da darovita deca spadaju u grupu dece sa posebnim potrebama i da se tokom vaspitno-obrazovnog rada vaspitači više bave decom koja postižu slabije rezultate nego sa darovitom. Značaj ovog istraživanja je u dobijanju deskriptivnih podataka o stavovima prema darovitosti i prema podsticanju darovitosti, kao i u mogućnosti praktične primene rezultata u vidu odgovarajućih nastavnih sadržaja za predmete Opšta pedagogija i Metodika razvoja govora u Visokoj školi strukovnih studija za obrazovanje vaspitača u Kikindi u koje će se implementirati teorijski i empirijski nalazi ovog rada u cilju obučavanja studenata – budućih vaspitača o temi identifikovanja i podsticanja darovitosti dece predškolskog uzrasta.

**Ključne reči:** stavovi, podsticanje, roditelj i darovitost.

## PARENTS' ATTITUDES ON GIFTEDNESS IN PRESCHOOL- AGED CHILDREN

MILANKA MALJKOVIĆ, PhD

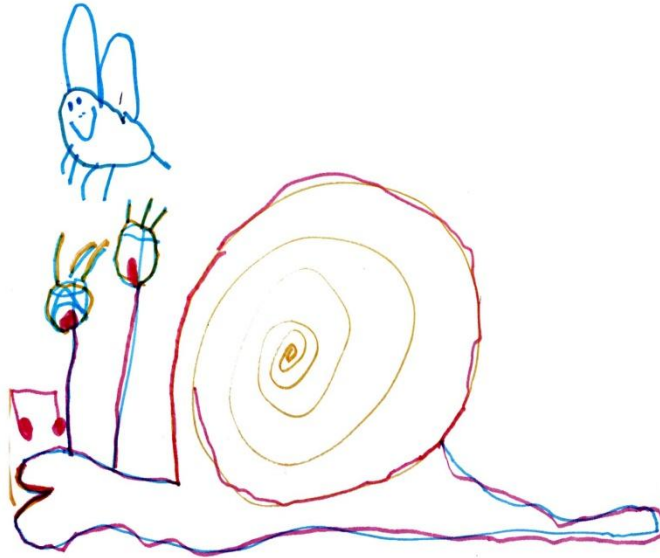
**Abstract:** The main aim of the research was to determine the attitudes of parents of preschool-aged children towards giftedness and ways of supporting gifted children. The main method was non-experimental – a survey research on a sample consisting of 132 parents. The instrument used was a Questionnaire constructed for the purpose of this research consisting of 26 items on giftedness and 11 items on supporting giftedness with a four-point response scale. The results obtained show that parents agree with the claims that kindergartens need better equipment and that the quality of teaching aids needs to be improved, as well as the system of discovering gifted children. Furthermore, parents support the claim that it is necessary to set up quality assurance mechanisms through individual work with gifted children, continuous monitoring and evaluation of the achievements made. Within the parents' responses, insufficient personal education and development is identified as their key limitation. Parents expressed disagreement with the claim that gifted children belong to the group of children with special needs, and that the kindergarten teachers pay more attention to and work more with children who achieve lower results than they do with the gifted ones. The significance of this research lies in the descriptive data obtained on the attitudes towards giftedness and supporting giftedness, as well as in the possibility to practically apply these results in the form of contents suitable for the courses of

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*General Pedagogy and Methodology of Speech Development, taught at Preschool Teachers' Training College in Kikinda. Theoretical and empirical findings from this research shall be implemented in the curriculum with the aim of educating students – future preschool teachers on the topic of identifying and supporting giftedness in preschool-aged children.*

**Key words:** attitudes, supporting, parent, giftedness.



*Slika 3: „Veseli drugari“, dečak, 5,5 godina, flomaster*



# PROCENA DAROVITOSTI DECE PREDŠKOLSKOG UZRASTA OD STRANE NJIHOVIH VASPITAČA

*DR ANGELA MESAROŠ ŽIVKOV<sup>3</sup>*

**Apstrakt:** Osnovni cilj istraživanja je bio da se izvrši procena i identifikacija darovitosti dece predškolskog uzrasta od strane njihovih vaspitača. Rezultati istraživanja su dobijeni na osnovu upitnika koji je popunilo 24 vaspitača koji su procenili 132 dece predškolskog uzrasta. Ajtemi upitnika su podeljeni na sledeće oblasti: opšta obeležja deteta, obeležja kreativnosti, motivacije, liderska obeležja, likovna, muzička, dramska, obeležja komunikativnosti (preciznost), komunikativnosti (izražajnost), detetove sposobnosti planiranja, formiranja početnih matematičkih pojmova i razvijenosti govora. Na osnovu dobijenih rezultata procene može se videti da deca raspolažu velikim brojem informacija o različitim, specifičnim temama i da intenzivniju usmerenost ispoljavaju duže vreme na određeni zadatak ukoliko pripada njihovim sferama interesovanja. Najviše se kod dece ispoljavaju kreativnost i mašta u određenim situacijama, pre svega kada se radi o likovnim, muzičkim i dramskim sadržajima. Mali procenat dece je sposoban da koristi apstraktne pojmove i da ispolji budnost i pronicljivost zapažanja, prema proceni njihovih vaspitača. Na ovom uzrastu deca su u velikoj meri sposobna da imitiraju pokrete i govor drugih ljudi, da izlažu određene sadržaje na zanimljiv način. Predškolska deca pokazuju komunikacijske i liderske sposobnosti, ispoljavaju samopouzdanje i kooperativnost u radu sa drugima, sposobnost planiranja i izražavanja sopstvenih emocija. U prostoru razvijanja početnih matematičkih pojmova nedostaje logičko mišljenje i razumevanje apstraktnih pojmova. Prema proceni njihovih vaspitača, najveći broj dece ispoljava visok nivo fizičkih i motoričkih sposobnosti sa brzim pamćenjem novih oblika kretanja i primenom u novim i nepoznatim situacijama. Deca predškolskog uzrasta vladaju osnovnim informacijama o značaju fizičkog vežbanja i boravka na svežem vazduhu. Dobijeni rezultati iskoristiće se za praktičnu primenu u vidu odgovarajućih nastavnih sadržaja u okviru pedagoške grupe predmeta u Visokoj školi strukovnih studija za obrazovanje vaspitača u Kikindi.

**Ključne reči:** predškolski uzrast, vaspitači, darovitost, identifikacija i procena.

## PRESCHOOL TEACHERS IN IDENTIFYING GIFTEDNESS IN PRESCHOOL CHILDREN

*ANGELA MESAROŠ ŽIVKOV, PhD*

**Abstract:** The main aim of the research was for preschool teachers to assess and identify giftedness in preschool-aged children. Research results were obtained from the questionnaire which was filled in by 24 preschool teachers who assessed 132 preschoolers. The items in the questionnaire were divided into the following sections: general characteristics of the child, creative characteristics, motivational characteristics, leadership characteristics, artistic, musical, drama characteristics, characteristics of communicativeness (precision),

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*characteristics of communicativeness (expressiveness), child's planning abilities, early mathematics abilities, and speech development abilities. Based on the assessment results obtained it can be seen that the children are well informed about various, specific topics and that they focus on a given task more intensely for a longer period of time if the task falls into their sphere of interest. Creativity and imagination are most prominent in children in given situations, above all in artistic, musical and drama activities. A small percentage of children is able to use abstract notions and exhibit alertness and insightfulness, as their teachers assess. At this age, children show significant ability to imitate movements and speech of others, and explicate contents in an interesting way. Preschool-aged children show communication skills and leadership abilities, they exhibit confidence and cooperativeness in working with others, as well as the ability to plan ahead and express their emotions. In the space of early mathematics, the children show lack of logical thinking and understanding of abstract notions. According to their teachers' assessment, the majority of children exhibit high level of physical and motor abilities with quick memorizing of new forms of movement and application in new and unfamiliar situations. Preschoolers have mastered basic information about the importance of physical exercise and spending time outside. The results obtained shall be used for practical application in the form of contents suitable for courses in pedagogy taught at Preschool Teachers' Training College in Kikinda.*

**Key words:** *preschool-aged children, preschool teachers, giftedness, identification and assessment.*



*Slika 4: „Moja mama“, devojčica, 7 godina, olovke u boji*

# PROCENA KLJUČNIH VEŠTINA I KARAKTERISTIKA SVOJSTVENIH DECI PREDŠKOLSKOG UZRASTA OD STRANE NJIHOVIH VASPITAČA

DR LJILJANA KRNETA<sup>4</sup>

**Apstrakt:** Cilj ovog istraživanja bio je da na osnovu procena ključnih veština dece predškolskog uzrasta od strane njihovih vaspitača utvrdimo postoje li kod dece ponašanja svojstvena darovitima. U istraživanju su učestvovali vaspitači (N=24) koji su procenjivali 132 deteta iz Predškolske ustanove „Dragoljub Udicki“ iz Kikinde. Vaspitači su na Upitnik za procenu darovitosti deteta – ček-lista sa tvrdnjama za deset ključnih veština dece predškolskog uzrasta, najveću frekvenciju stepena slaganja imali kod odgovora „prosečno“, osim kod komunikacijskih i društvenih veština gde je veća frekvencija procene „iznad proseka“. U procenama vaspitača nalazimo i veće frekvencije „iznad proseka“ i „visoko iznad proseka“ u proceni deset ključnih veština dece predškolskog uzrasta. Vaspitači su na Listama za opažanje ponašanja svojstvenih darovitom detetu sa najvišom frekvencijom u stepenu saglasnosti „često“ procenili tvrdnje u kojima deca smišljaju i kreiraju sopstvene igre, oponašaju ljude i životinje, potenciraju i vode pametne razgovore sa starijom decom ili odraslima i umeju da sastave kratku priču, pesmu ili pismo. Kod procene muzikalnosti deteta, najveću frekvenciju je na stepen slaganja „često“ imala tvrdnja „Umiruje ga zvuk ili muzika“, a kod procene likovnosti deteta tvrdnja „Provodi dug vremenski period u likovnom radu“. Značaj ovog istraživanja je u doprinosu razumevanju fenomena darovitosti i preispitivanju koliko su stručne procene realne i da li su nosioci aktuelnog vaspitno-obrazovnog rada dovoljno edukovani da prepoznaju darovito dete. Proučavanjem darovitosti iz ugla života velikih naučnika možemo kroz njihove primere i životni put bolje razumeti ovaj fenomen. Oslanjajući se na metode NTC sistema ranog učenja i informatičke tehnologije, možemo podsticati darovitost kod dece predškolskog uzrasta.

**Ključne reči:** predškolsko dete, darovitost, NTC, naučnici i informatičke tehnologije.

## PRESCHOOL TEACHERS IN IDENTIFYING KEY SKILLS AND CHARACTERISTICS OF GIFTED PRESCHOOLERS

LJILJANA KRNETA, PhD

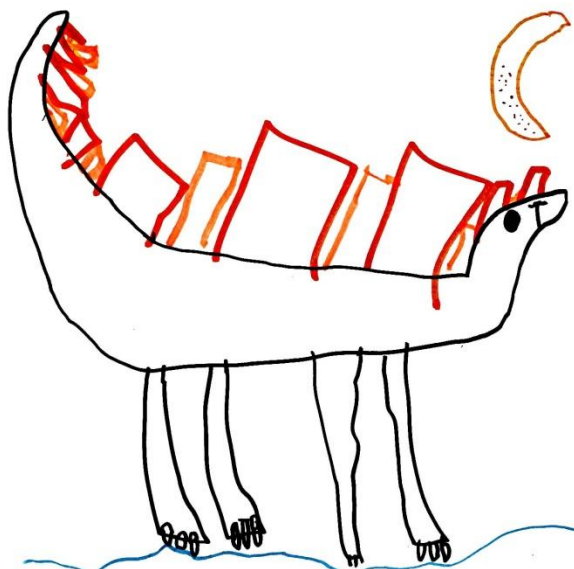
**Abstract:** The goal of this research was to try and determine whether preschoolers exhibit behaviour characteristic of the gifted on the basis of their teachers' assessments of children's key skills. The research included preschool teachers (N=24) who assessed 132 children from the preschool institution „Dragoljub Udicki“ in Kikinda. In the Questionnaire for evaluating giftedness in preschool-aged children – a check-list with items on ten key skills, the teachers showed the highest level of agreement with the response „average“, except in the case of communication and social skills where agreement with the response „above average“ was

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higher. In the teachers' assessments we also find higher levels of agreement with „above average“ and „well above average“ in the evaluation of the ten key skills of preschool-aged children. On the lists for recognizing behaviours characteristic of gifted children, the teachers mostly agreed with the answer „often“ when it comes to the claims that children come up with and create their own games, imitate people and animals, initiate and hold smart conversations with older children or adults and know how to compose a short story, song or a letter. When it comes to the assessment of the children's musicality, the highest levels of agreement with the answer „often“ was shown in the claim „Sound or music soothes him/her“, and when assessing artistic abilities of children, in the claim „Spends long periods of time engaged in artistic work“. The significance of this research lies in the contribution it gives to the understanding of the phenomenon of giftedness as well as questioning expert assessments – how realistic they are and whether the carriers of current educational work are sufficiently educated to identify a gifted child. By studying giftedness from the perspective of the lives of great scientists we can better understand this phenomenon through their examples and their life paths. By relying on the methods of NTC system of early learning and information technology, we can support giftedness in preschool-aged children.

**Key words:** preschool-aged child, giftedness, NTC, scientists and information technology



Slika 5: „Dinosaurus i mesec“, dečak, 5,5 godina, flomaster

# KOMPETENCIJE VASPITAČA ZA RAD SA DAROVITOM DECOM

MR SRBISLAVA PAVLOV<sup>5</sup>

**Apstrakt:** Cilj ovog dela istraživanja je utvrđivanje stavova vaspitača o sopstvenoj kompetenciji za rad sa darovitom predškolskom decom i prepoznavanje darovitosti u različitim domenima i utvrđivanje njihovih preporuka za unapređivanje kompetencija vaspitača kada je u pitanju prepoznavanje darovitosti. Uzorak su činili vaspitači (N=114) predškolske ustanove „Dragoljub Udicki“ iz Kikinde i „Pava Sudarski“ iz Novog Bečeja. Korišćen je modifikovan instrument iz drugog istraživanja sa tri subskale: Tvrdnje o podsticanju darovitosti, Tvrdnje o kompetentnosti vaspitača za rad sa darovitom decom predškolskog uzrasta – samoprocena i Preporuke za unapređivanje kompetencija vaspitača kada je u pitanju prepoznavanje darovitosti kod predškolske dece. Dobijeni nalazi ukazuju da vaspitači sebe procenjuju uspešnim u prepoznavanju likovne, a najmanje uspešnim u prepoznavanju interpersonalne i intrapersonalne darovitosti. Kao bitniju preporuku za unapređivanje kompetencija, vaspitači su izdvojili bližu saradnju se psiholozima, pedagogima i drugim stručnim saradnicima. Značaj ovog istraživanja ogleda se u dobijanju deskriptivnih podataka o samoproceni vaspitača o sopstvenoj kompetenciji za rad sa darovitom predškolskom decom, za prepoznavanje darovitosti u različitim domenima i praktičnoj primeni rezultata u vidu inkorporiranja nastavnih sadržaja iz oblasti darovitosti – prepoznavanje, identifikacija, dodatna podrška, ali i na ukazivanje na neophodnost stručnog usavršavanja u cilju sticanja i razvijanja kompetencija vaspitača za rad sa darovitom decom.

**Ključne reči:** kompetencije, vaspitač, darovitost, predškolsko dete.

## COMPETENCES OF PRESCHOOL TEACHERS FOR WORKING WITH GIFTED CHILDREN

SRBISLAVA PAVLOV, MSc

**Abstract:** The goal of this research was to determine the attitudes of preschool teachers on their own competence for working with gifted preschoolers and for identifying giftedness in various domains, as well as to determine their recommendations for improving preschool teachers' competences when it comes to recognizing giftedness. The sample consisted of preschool teachers (N=114) from the preschool institutions „Dragoljub Udicki“ from Kikinda and „Pava Sudarski“ from Novi Bečej. The authors used a modified version of an instrument from a different research with three subscales: Items on supporting giftedness, Items on preschool teachers' competence for working with gifted preschoolers – self-assessment, and Recommendations for improving preschool teachers' competences for recognizing giftedness in preschool-aged children. The results obtained show that preschool teachers find themselves successful in recognizing artistic giftedness, and least successful in recognizing interpersonal and intrapersonal giftedness. As one of the more important recommendations for improving competences, preschool teachers emphasize closer cooperation with psychologists, pedagogues and other expert associates. The significance of this research lies in the descriptive data obtained on the preschool teachers' self-assessment of their own competences for working with gifted preschoolers and

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*for recognizing giftedness in various domains, as well as in the practical application of the results through incorporating contents related to giftedness – recognizing, identifying, additional support, but also in emphasizing the need for professional development of preschool teachers aimed at gaining and improving their competences for working with gifted children.*

**Key words:** *competences, preschool teacher, giftedness and preschool-aged child.*



*Slika 6: „Ptica letilica“, devojčica, 6 godina, flomaster*

# STAVOVI VASPITAČA O DAROVITOSTI DECE PREDŠKOLSKOG UZRASTA

*TANJA BRKLJAČ, MASTER<sup>6</sup>*

**Apstrakt:** *Osnovni cilj istraživanja bio je utvrditi kakve stavove imaju vaspitači dece predškolskog uzrasta prema darovitosti i podsticanju darovitosti. Osnovni metod je neeksperimentalan – anketno istraživanje na uzorku koji je činilo 114 vaspitača predškolskih ustanova iz Kikinde i Novog Bečaja. Primenjeni instrument je Upitnik konstruisan u svrhe istraživanja koji sadrži 26 tvrdnji o darovitosti i 11 tvrdnji o podsticanju darovitosti sa četvorostepenom skalom ponuđenih odgovora. Dobijeni rezultati pokazuju da su stavovi vaspitača prema darovitosti i podsticanju darovitosti ekstremno pozitivni, ali i da su zasićeni predrasudama zasnovanim na nedovoljnoj informisanosti. Značaj ovog istraživanja je u dobijanju deskriptivnih podataka o stavovima prema darovitosti i podsticanju darovitosti, kao i u mogućnosti praktične primene rezultata u vidu odgovarajućih nastavnih sadržaja za predmete Engleski jezik i Akademski engleski jezik, kao i za predmete iz pedagoške i psihološke grupe u Visokoj školi strukovnih studija za obrazovanje vaspitača u Kikindi u koje će se implementirati teorijski i empirijski nalazi ovog rada sa ciljem obučavanja studenata – budućih vaspitača o temi identifikovanja i podsticanja darovitosti dece predškolskog uzrasta i eliminisanja identifikovanih predrasuda zasnovanih na neznanju.*

**Ključne reči:** *darovitost, deca predškolskog uzrasta, vaspitači i stavovi.*

## PRESCHOOL TEACHERS' ATTITUDES ON GIFTEDNESS IN PRESCHOOL-AGED CHILDREN

*TANJA BRKLJAČ, MA*

**Abstract:** *The main aim of the research was to determine the attitudes of preschool teachers towards giftedness and ways of supporting gifted children. The main method was non-experimental – a survey research on a sample. The sample consisted of 114 preschool teachers from preschool institutions in Kikinda and Novi Bečej. The instrument used was a Questionnaire constructed for the purpose of this research consisting of 26 items on giftedness and 11 items on supporting giftedness with a four-point response scale. The results obtained show that preschool teachers' attitudes towards giftedness are extremely positive, but also highly biased due to insufficient knowledge on the topic. The significance of this research lies in the descriptive data obtained on the attitudes towards giftedness and supporting giftedness, as well as in the possibility to practically apply these results in the form of contents suitable for the courses of English Language and Academic English Language, as well as courses in pedagogy and psychology, taught at Preschool Teachers' Training College in Kikinda. Theoretical and empirical findings from this research can be implemented in the curriculum with the aim of educating students – future preschool teachers on the topic of identifying and*

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*supporting giftedness in preschool-aged children and eliminating identified bias based on lack of knowledge.*

**Key words:** *giftedness, preschool-aged children, preschool teachers and attitudes.*



*Slika 7: „Minotaur“, dečak 5,5 godina, flomaster*





• *Slika 8: „Ovo sam ja“, devojčica, 4,5 godina, flomaster*



• *Slika 9: „Troglava aždaja“, dečak, 6 godina, voštani pastel*



*Slika 10: „Strašni dinosaurus“, dečak, 4 godine, flomaster*



*Slika 11: „Pčelica“, dečak, 5,5 godina, flomaster*



*Slika 12: „Higijena“, dečak, 6 godina, flomaster*

**Recenzentkinje:** Prof. dr Olivera Gajić, Prof. dr Milica Andevski i dr Mirsada Džaferović, prof. su knjigu izuzetno pozitivno ocenile i dale preporuku za štampanje. Crteže darovite dece ustupila nam je i dala saglasnost za objavljivanje dr Sanja Filipović, profesorica za Metodiku likovnog vaspitanja i obrazovanja na Odseku za teoriju umetnosti Fakulteta likovnih umetnosti, Univerziteta u Beogradu kojoj dugujemo posebnu zahvalnost.

***Spisak svih dečjih radova<sup>7</sup>:***

**Slika 1:** „Ptica i drvo“, devojčica, 6,5 godina, flomaster

**Slika 2:** „Mrtva priroda“, devojčica, 6 godina, tempera

**Slika 3:** „Veseli drugari“, dečak, 5,5 godina, flomaster

**Slika 4:** „Moja mama“, devojčica, 7 godina, olovke u boji

**Slika 5:** „Dinosaurius i mesec“, dečak, 5,5 godina, flomaster

**Slika 6:** „Ptica letilica“, devojčica, 6 godina, flomaster

**Slika 7:** „Minotaur“, dečak 5,5 godina, flomaster (crtež na koricama)

**Slika 8:** „Ovo sam ja“, devojčica, 4,5 godina, flomaster

**Slika 9:** „Troglava aždaja“, dečak, 6 godina, voštani pastel

**Slika 10:** „Strašni dinosaurius“, dečak, 4 godine, flomaster (crtež na koricama)

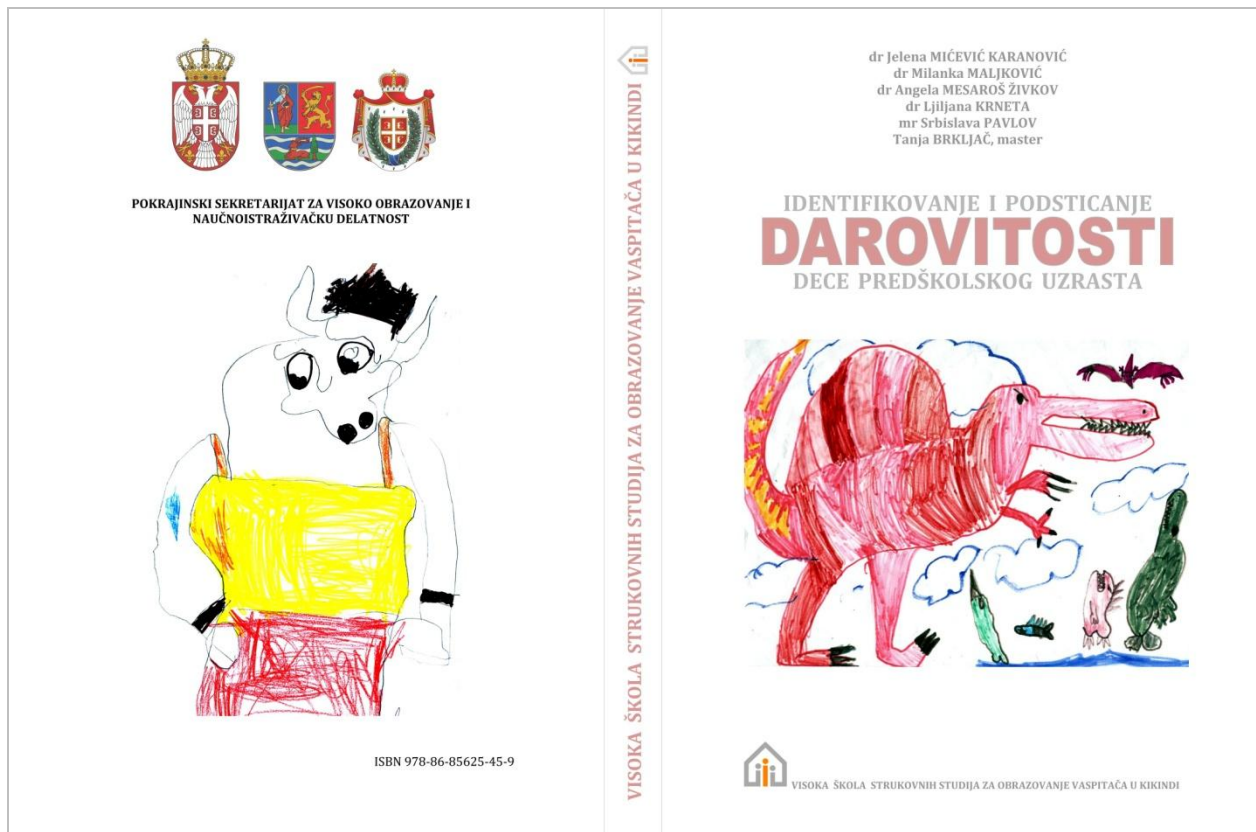
**Slika 11:** „Pčelica“, dečak, 5,5 godina, flomaster

**Slika 12:** „Higijena“, dečak, 6 godina, flomaster

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<sup>7</sup> Filipović, S. (2011). *Metodika likovnog vaspitanja i obrazovanja*. Beograd: Univerzitet umetnosti i Izdavačka kuća Klett.

**Prevod i lektura monografije:**  
Tanja Brkljač, master



**REALIZACIJU KNJIGE FINANSIJSKI PODRŽAO POKRAJINSKI SEKRETARIJAT ZA VISOKO OBRAZOVANJE I NAUČNOISTRAŽIVAČKU DELATNOST AP VOJVODINE**



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