

# **Socialne in čustvene potrebe nadarjenih in talentiranih**

***Social and Emotional Needs  
of Gifted and Talented***

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## Kazalo

*Mag. Maruška Željeznov Seničar*  
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## Uvodna beseda

Z velikim spoštovanjem in pričakovanji pripravljam zbornik za II. mednarodno znanstveno konferenco z naslovom Socialne in čustvene potrebe nadarjenih na Bledu. Prispevke v zborniku so napisali izjemni strokovnjaki in znanstveniki iz sedmih evropskih držav (Nizozemska, Velika Britanija, Slovenija, Hrvaška, Bosna in Hercegovina, Srbija in Makedonija) ter iz ZDA. S svojim prihodom na konferenco nas je počastil mednarodno priznani strokovnjak za področje nadarjenosti, *dr. Nicholas Colangelo* iz ZDA, s prispevkom o vplivu in pomenu akceleracije na razvoj osebnosti. *Dr. Lianne Hoogeveen* opredeljuje socialno-emocionalne učinke specialnih programov na nadarjene učence. *Dr. Franz J. Mönks* v svojem prispevku na konkretnem primeru opisuje kako doseči in zadovoljiti učne potrebe posameznikov z visokim potencialom. *Dr. Margaret Sutherland* v svojem prispevku opisuje pomen zgodnjih let za ustvarjanje pogojev za uspešnost posameznika. *Dr. Grozdanka Gojkov* in *dr. Aleksandar Stojanović* prikazujeta izjemne rezultate raziskave o notranjem moralnemu vodiču in vrednotah pri posameznikih z visokim intelektualnim potencialom. *Dr. Ivan Ferbežer* se v svojem prispevku dotakne afektivnih značilnosti nadarjenih posameznikov. *Jasna Arrigoni* opisuje pojem znanstvene pismenosti pri nadarjenih učencih. *Dr. Slavica Maksić* v svojem prispevku povezuje učenčevo kreativnost in nekatere vidike vedenjskih težav. *Dr. Mladen Knežević* poskuša opredeliti nadarjenost z vidika sociologije, *dr. Ljupčo Kevereski* pa opredeljuje emocionalno inteligenco nadarjenih preko Bar-On modela. *Dr. Ljiljana Krneta* vzpostavlja paradigmo razvoja nadarjenosti z vidika socialno emocionalnega razvoja.

Izjemna potrditev in spoštovanje gre tudi strokovnjakom praktikom, ki teoretske koncepte preverjajo v praksi in s povratno informacijo o ustreznosti in neustreznosti pomagajo teoretikom, da razvijajo naprednejše teoretske koncepte.

Razvoj nadarjenosti pri predšolskih otrocih so praktične prikaze opisali: *Marija Goršič Šekoranja*, *Maja Gimplej Plantan*, *Doroteja Logar*, *Staša Knežević* in *Mira Kunstek*.

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Na področju otrok s posebnimi potrebami sta prikazana dva prispevka. Prvi prispevek se dotika nadarjene gluhe deklice (avtorica *Suzana Težak*) ter drugi opisuje razvoj talentiranosti in socialnih potreb pri otrocih z motnjami avtističnega spektra (avtorica *Damijana Karlič*). *Dr. Bogomir Novak*, v svojem prispevku opisuje tipe socialnega učenja, ki ga potrebujejo umetnostno nadarjeni posamezniki. *Rasta Fašmon* opredeljuje vpliv umetnostne terapije na prepoznavanje socialnih in čustvenih potreb nadarjenih. *Petra Korošec* z vidika Montessori pedagogike opredeljuje nadarjenost, *Urška Repinc* in *dr. Primož Južnič* pa opisujeta vpliv šolskega knjižničarja na nadarjene posameznike. *Dr. Oto Težak* opisuje raziskovalni projekt Inštitut za razvoj nadarjenosti na Ptuju in njegov pomen za razvoj teorije in prakse na področju nadarjenosti.

Vsem avtorjem se iskreno zahvaljujem za sodelovanje ter želim še vnaprej kreativno pisanje prispevkov in uspešno delo na področju dela z nadarjenimi in talentiranimi. Vsem bralcem pa kreativno branje in čim boljše aplikacijo zapisanega v praktično delo. Pri vsakem avtorju je napisan tudi elektronski naslov katerega lahko uporabite, če želite še več informacij in znanja.

S spoštovanjem,

*mag. Maruška Željeznov Seničar*  
*urednica*

*Dr. Nicholas Colangelo*  
E-mail: Nick-colangelo@uiowa.edu

## **ACCELERATION OF GIFTED STUDENTS, COGNITIVE AND SOCIAL ISSUES**

**Abstract:** This presentation will focus on the extensive research on the acceleration of gifted students. I will define acceleration and discuss the different forms. Also, I will discuss the research regarding the cognitive (academic) aspects and, in particular, discuss the social aspects of acceleration. I will draw on the research reported in »A Nation Deceived: How Schools Hold Back America's Brightest Students« (Colangelo Assouline, & Gross, 2004) and »Guidelines for Developing an Academic Acceleration Policy« (Colangelo, et. al., 2009). Information for this presentation will also come from the research at the Institute for Research and Policy on Acceleration (IRPA), which is part of the Belin-Blank Center.

**Key words:** acceleration of gifted, cognitive aspects, social aspects.

### **Introduction**

I want to thank the many people who have been so gracious to me and made it possible for me to present at this conference in Bled, Slovenia. This is my first visit to Slovenia, but I hope it will be one of several visits.

My presentation focuses on research and practice regarding acceleration. Acceleration is the most well researched curriculum intervention we have on behalf of gifted students. The research focuses on both cognitive and social development. The research is very clear that acceleration enhances the cognitive and academic performance of gifted students. The social benefits of acceleration are also positive, but not as strongly positive as the cognitive benefits. I believe that the social benefits are not as clear because social issues are not as easy to measure as cognitive issues. Also, social issues are more subtle and diverse. The need for continued research in both the cognitive and social arenas is critical. As acceleration becomes more acceptable internationally, the continuity of research is critical. A unique feature of acceleration is that it has had a strong research base. We must maintain this unique and important feature.

Throughout the history of education there are multiple examples of disparities between research evidence and popular belief; however, when the issue is academic acceleration, the degree of disparity between the research-based evidence and the application of the intervention is unparalleled. This disparity exists because of two major issues, one academic and the other social. The academic concern revolves around the belief that accelerated students may »learn« the material but not adequately



comprehend the content, and that their superficial understanding will become a negative at a later time. The second issue, which seems to cause even greater resistance, is a concern about students' social development. This is based on the belief that removing students from the traditional trajectory of a specific grade for a specific age can jeopardize their social development.

In 2004, after more than a decade of working with academically accelerated students and helping educators make appropriate decisions about academic acceleration, I co-authored a national report, *A Nation Deceived: How Schools Hold Back America's Brightest Students*, synthesizing more than half a century of research on acceleration and gifted students. *Nation Deceived* is a two-volume publication that synthesizes the information from eminent experts in the field and makes this information understandable and accessible to educators.

Since the 2004 publication of *Nation Deceived*, significant changes have occurred in the dialogue about acceleration. The report exposed the disparity between the beliefs that were driving educational practice and the research. Upon its publication, TIME Magazine (September 27, 2004) featured academic acceleration in general, and *Nation Deceived* in particular. In one fell swoop, the issue of the appropriateness of acceleration was brought to the attention of millions of households as well as educators. The media has continued to play a vital role in informing the nation; a variety of newspapers, radio and TV stations across the United State have carried the message.

In addition to the more than 58,000 print copies of the publication in circulation, a website was established at the Belin-Blank Center for Gifted Education (B-BC), to make the report available at no charge. In the six years since the website (<http://www.nationdeceived.org>) was established, more than 3 million visits have been logged, and over 130,000 copies have been downloaded. That *Nation Deceived* has been and continues to be available in its multiple formats at no charge is due to the generosity of the John Templeton Foundation. Also, *Nation Deceived* has had international impact and, in recognition of this impact, it has been translated into the following languages: Arabic, Chinese, French, German, Hindi, Japanese, Korean, Russian, and Spanish. All international versions may be downloaded free at [www.accelerationinstitute.org](http://www.accelerationinstitute.org).

## Definition

Acceleration is »progress through an educational program at rates faster or at ages younger than conventional« (Pressey, 1949). In a position paper, the National Association for Gifted Children added nuances to the definition of acceleration: »... allowing a student to move through traditional educational organizations more rapidly, based on readiness and motivation«: (NAGC, 2004). (Guidelines, 2009, p. 1)

## Types of acceleration

There are at least 18 variations of acceleration (Southern & Jones, 2004). These are either content-based or grade-based, and the type varies with respect to the impact on the student, as well as on the system. A recent publication titled »Guidelines for Developing an Academic Acceleration Policy« (Institute for Research and Policy on Acceleration, November, 2009) has made it clear the definitions and variations. There are two broad categories of acceleration; grade-based acceleration and content-based acceleration.

Grade-based acceleration typically shortens the number of years a student spends in the K-12 system (USA). Grade-based moves the student into a higher grade or allows the student to begin school early or graduate early. Examples of grade-based acceleration are:

- whole grade acceleration;
- early admission to school;
- early graduation..

Content-based acceleration provides students with advanced content and skills before the expected age or grade (Guidelines, Appendix A). Students remain with peers of the same age and grade. Examples of content-based acceleration are:

- single-subject acceleration;
- curriculum compacting;
- Advanced Placement;
- International Baccalaureate.

Before presenting the evidence supporting the academic effects of acceleration, I wish to discuss some concerns about acceleration. Contrary to popular opinion, it is more than a »grade-skip«; in addition, there is more to acceleration as an academic intervention than placement into another class. Southern and Jones (2004) identified five dimensions of acceleration that are useful in distinguishing among their 18 variations; pacing, salience, peers, access and timing. All but one of them - salience - are fairly self-explanatory. Salience refers to the degree to which the accelerative option is noticeable by others. Consequently, grade-skipping, a very visible decision for many, including peers, educators and other parents, is very high in salience. Enrollment in correspondence courses is less perceptible to others, and so is considered low in salience.

Summaries of research from Kulik (2004), Lubinski (2004) and Rogers (2004; 2009) illustrate the impact of acceleration as an intervention. The evidence from their collective work is strong and unambiguous: acceleration results in growth in academic achievement (Kulik, 2004; Rogers, 2004). In fact, no other arrangement for gifted children works as well (Kulik, 2004). Contrary to popular belief that accelerated

students regret the decision to accelerate, Lubinski discovered that intellectually precocious students, who experienced education acceleration in middle school and high school, did not regret their decision to accelerate. A small percentage even indicated that they regretted not accelerating more.

## **General Academic Effects of Acceleration**

Educational research is often descriptive in nature or, at best, quasi-experimental. However, the meta-analyses conducted by Kulik (2004) and Rogers (2004, 2009) depend upon results obtained through an experimental design using a control group and a treatment group. According to Kulik,

»Meta-analysts thus added precision and weight to reviews of research on academic acceleration. They not only identified relevant studies, but they showed exactly how strong the statistical effects were in each study and precisely how strong the evidence was on the major questions about acceleration.« (2004, p. 13).

Since the early 1980s, Kulik (1997) has emphasized the »value added« nature of meta-analyses when interpreting results. The value added is comprised of robust and consistent findings, as well as the use of combined effect size as calculations, to illustrate the degree of impact of aggregated study findings.

The effect-size statistic represents »the standardized difference between treatment and control means on an outcome measure« (Kulik, 2004, p. 14). Calculated across studies, it allows the meta-analyst to address questions about the effectiveness of acceleration as an intervention, both descriptively and statistically. The short descriptive answer on Kulik's meta-analyses is that accelerated students perform better than their non-accelerated, same-age, same-ability, peers. The short statistical answer is that the:

»median effect size in the studies was 0.80 . . . An effect size of 0.80 implies that the scores of the accelerated students were approximately one grade-equivalent above the scores of the bright, non-accelerated students. The overall message from these studies is therefore unequivocal: acceleration contributes greatly to the academic achievement of bright students.« (Kulik, p. 15).

## **Long-term Academic Effects**

Lubinski (2004) offers a different perspective based on results from longitudinal studies of the Study of Mathematically Precocious Youth. He has investigated what

happens if the intervention is to *not* accelerate students who are academically ready for acceleration. The students themselves tell us that a slow-paced curriculum leads to boredom and discontent. The opportunity for accelerative experiences is therefore critical to the development of world-class leaders, especially in the areas of mathematics and science, areas that were specifically a part of Lubinski's work.

## General Social Effects of Acceleration

In Kulik's (2004) meta-analysis of acceleration, he reported that only a small number of the studies reviewed also investigated social effects. Investigations of social effects are complicated for many reasons, which often make it necessary to glean results from investigations of other variables such as scholarly achievement. For example, enrollment in college is easily measured, and at one time was also an indicator of two important affective characteristics: ambition and aspiration. However, college enrollment no longer distinguishes gifted students from their same-aged peers, because college attendance is much more widespread than it once was. Nevertheless, there are ways to assess these important attributes. Kulik reports that when compared to non-accelerated students, accelerated students have *elevated* educational ambitions (e.g., desire to attain an advanced degree) as well as higher career aspirations. Accelerated students are willing to commit to longer periods of preparation, which is often needed to complete advanced degrees. In other words, acceleration is positively related to educational ambition. Kulik also observed that some differences between accelerated students and non-accelerated students were minimal in terms of educational aspirations and goals, but even in those cases, the differences favored accelerated students. Kulik concluded that when it comes to educational ambition, acceleration has a positive effect.

When comparing accelerated students with bright, not-accelerate students, Kulik's (2004) comprehensive review indicated that the few studies that investigated students' attitudes about school and subject matter were mixed. On the one hand, some studies indicated accelerated students liked both school in general and a particular subject (e.g., mathematics, if mathematics was the area of acceleration). On the other hand, in some cases, the findings indicated a slight downturn in accelerated students' attitudes about school and their accelerated subject. Kulik's interpretation was that students needed to work harder in accelerated situations; in some cases, they realized that they might not be the »best«, as had often been the case in less challenging situations.

Regarding self-acceptance, there are trends suggesting that accelerated students might drop slightly in self-acceptance when compared to their older peer groups. Kulik (2004) contends that this is consistent with findings about bright students who go from academically heterogeneous situations to more homogenous (select)

situations, the »Big-Fish-Little-Pond effect« (Gross, 1998; Marsh & Parker, 1984; Marsh et al., 1995). Time is required for an accelerated student to reorient to the possibility that he or she is no longer at the top of the class.

Kulik summarizes that while the academic effects of acceleration are strong and positive, the social effects are fragmentary. Acceleration appears to stimulate educational ambition for college and beyond. Also, accelerants participate in extra-curricular activities as much as non-accelerants; acceleration does not diminish school involvement. The one area that appears to need attention is self-esteem. Quite predictably, a more challenging academic environment can cause students to reassess their ability relative to others. This may be more useful in the long run because bright students who recognize that there are others who are equally or more advanced in certain areas will be better suited for future challenges than bright students who have never encountered their intellectual peers.

Nancy Robinson (2004) provides a comprehensive review of the effects of acceleration on the social status of gifted students. Like Kulik (2004), she acknowledges that accelerated students can have a slight (and usually temporary) dip in self-esteem when placed in settings with older children. There does not appear to be evidence of serious, long-term negative effects on self-esteem. Rogers (2004, 2009) indicates that her meta-analyses show that social effects are positive (though not as positive as academic effects) with acceleration.

## **Long-term Social Effects**

Educators require answers not only to the short-term effects but also to the long-term effects of acceleration. Whenever there is an intervention, and acceleration is clearly a curriculum intervention, we need to know its likely consequences well down the educational road. The most impressive work we currently have on long-term effects for highly capable students stems from Study of Mathematically Precocious Youth (SMPY), investigated over the years by Julian Stanley, Camilla Benbow, and David Lubinski and others. Lubinski (2004) summarizes the long-term effects of acceleration on large groups of students and concludes that even in adulthood, students who were accelerated in middle and high school recall their pre-college experience »much more positively than their intellectual peers who were deprived of such experiences.« (Lubinski, p. 36).

## Summary

Acceleration is certainly not a new educational intervention. However, it maintains its place as the intervention that generates more controversy than others. The major problem has *not* been the lack of evidence on its effectiveness, but the disparity between this evidence and educational practice and beliefs.

I advocate strongly for a consideration of acceleration for gifted students. The evidence is compelling when it comes to academic effects. The evidence for beneficial social effects is also positive, but not as clear and compelling as the evidence regarding academic effects. Acceleration can be a powerful and easily implemented intervention for gifted students, but a number of issues need to be researched, and many studies need to be replicated. We believe the more carefully educators look at the evidence, the clearer the need to use acceleration as an intervention will become.

## The Institute for Research and Policy on Acceleration

Acceleration is a dynamic topic, and in continuation of the work initiated by *A Nation Deceived*, the John Templeton Foundation awarded the Belin-Blank Center a grant to establish the Institute for Research and Policy on Acceleration (IRPA) (<http://www.accelerationinstitute.org>). The purposes of IRPA, established in 2006, are:

1. to generate new research on acceleration;
2. to act as a clearinghouse for research and information on acceleration;
3. to develop instruments that will guide educators and parents to make effective decisions;
4. to provide consultation on acceleration policy and practices based on research evidence;
5. to provide research grants to stimulate worldwide research on acceleration.

The head administrator for IRPA is Dr. Maureen Marron, a cognitive psychologist. She can be reached at [maureen-marron@uiowa.edu](mailto:maureen-marron@uiowa.edu).

## A New Publication

*Guidelines for Developing an Academic Acceleration Policy* (2009) is a collaborative publication of the Institute for Research and Policy on Acceleration (IRPA), the National Association for Gifted Children (NAGC), and the Council of State Directors of Programs for the Gifted (CSDPG). *Guidelines* provides a process for initiating acceleration policy in a school. The publication is available at no cost at [www.accelerationinstitute.org](http://www.accelerationinstitute.org).

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## MEETING THE LEARNING NEEDS OF INDIVIDUALS WITH HIGH POTENTIAL

**Abstract:** A widely accepted definition of high potential or giftedness is the following: »Giftedness is an individual potential for good or outstanding achievements in one or more areas«. A potential needs nurturing and guidance. It occurs often that children with high potential are not recognized and therefore not educated in accordance with their developmental and learning needs.

Terman (1877-1956) started in 1921 a longitudinal study with 1528 gifted children, mainly aged between 8 and 12. His only selection criteria was intelligence. His own research told him that for good achievements it is also necessary to have a supportive environment, to be creative and to have achievement motivation.

To meet the learning and developmental needs of gifted children we need parents and teachers who know how to educate such children. The case study of the nine year old John will demonstrate what is needed for an individualised and differentiated education.

**Key words:** giftedness, intelligence, learning and developmental needs.

### Gifted and creative children in school

Over two centuries ago the great German Philosopher and Educator *Johann Friedrich Herbart* (1776-1841) proclaimed: »The diversity of minds is the biggest obstacle of all school education. To ignore this is the basic (fundamental) mistake of all school legislation«. »Die Verschiedenheit der Köpfe is das grösste Hindernis aller Schulbildung. Darauf nicht zu achten ist der Grundfehler aller Schulgesetze«.

Schools should serve the learning and developmental needs of all children. *The Old School* of the 19th century was focused only on intellectual training, neglecting the social and emotional needs of children. Moreover, children were treated as a group of homogeneous learners, and no attention was given to individual differences. This attitude began to change at the beginning of the 20th century with the groundbreaking book *The Century of the Child* (1900) by the Swedish teacher Ellen Key. It took another century for the ground to ripen for differentiation of both curriculum and instruction. This century may well become the century of the *Gifted Education Movement*. Why?

In 1916 the German psychologist William Stern wrote a remarkable article on giftedness. He said (1) giftedness represents only the possibility for achievement; it is not the achievement itself, and (2) acceleration and enrichment programs were needed in the elementary schools not just for the top 2% of the top gifted children but also for another 10% of the top children as well. This was almost ninety years ago!



Generally, the elementary school curriculum is made for the average learner. Creative and gifted children have to adapt to this average. That means, for example, that in The Netherlands about 20,000 children are born annually who are able to learn more and at a faster pace than the curriculum normally can provide. But there is an increasing tendency in European schools to pay more attention to individual differences. In this respect it is interesting to note that, in general, recent textbooks for curriculum studies (e.g. Sowell, E. J., 1996. *Curriculum - An Integrative Introduction*) the individual needs and interests of students are considered to be necessary elements of each curriculum!

Curriculum Conceptions, Purposes of Education and Content Sources		
Curriculum Conception	Purpose of Education	Primary Source of Content
Cumulative tradition of organized knowledge	To cultivate cognitive achievement and the intellect	Academic disciplines, subject matter
Social relevance-reconstruction	To prepare people for living in an unstable, changing world; to reform society	Needs of society and culture
Self-actualization	To develop individuals to their fullest potentials	Needs and interests of learners

Table 1. *Curriculum Conceptions, Purposes of Education, and Content Sources* (E.J. Sowell, 1996, p. 41).

If individual learning needs are not respected the child will suffer and may develop behavior disorders. The 7 year old Frederik expressed his frustrations in the drawing *Crying Princess* (see overhead).

## The emerging conceptual framework

When Terman (1877-1956) started his monumental longitudinal study in 1921 with more than 1500 individuals, he only focused on intelligence. Cognitive ability measured with an IQ-test was his primary criterion for defining giftedness. An IQ-score of 135 or higher was the cut-off value for inclusion in his *Genetic Study of Genius*. He believed that high cognitive abilities were a guarantee for *life success*. This was of course not the case. Late in his life - in 1956 - he broadened his view. His own empirical data revealed that intellectual potential alone was not enough to guarantee success, but that a supportive environment and also personal motivation were necessary conditions.

Terman also did not include creativity in his theoretical framework. The first authors who investigated the relationship between intelligence and creativity were Getzels & Jackson (1962). Their research with adolescents made clear that it is almost impossible to detect »divergent or productive thinking« with an intelligence test.

A crucial contribution to our theme was made by Renzulli (1978). He analysed the achievements of gifted persons and came to the conclusion that outstanding achievement is always a result of three personality characteristics: (1) above average ability, (2) task commitment, and (3) creativity. It is the famous Three-Ring-Conception. Since Renzulli's groundbreaking article appeared, the concepts of creativity and giftedness have become inseparably linked.

Since human development is not only a process of maturation, but always dependant on the social environment. The social environment determines to a great extent what kind of behaviour characteristics will emerge. Human development is always the result of the interaction between the individual and his/her environment. Therefore we changed and modified Renzulli's model by adding the most important social environments: (1) Family, (2) School and (3) Peers. Peer means developmentally equal. He/she can be an age mate, class mate or a friend. Important is that they have similar cognitive abilities, similar interests and similar intentions.

Most current definitions of giftedness include creativity. A widely accepted definition of giftedness is the following: »Giftedness is an individual potential for good or outstanding achievements in one or more areas«. As already was said by Stern (1916) it is only the potential and not yet the achievement. But what can bridge the potential to the achievement? A good example is the Munich model by Heller (see Ziegler & Heller, 2000, 7).

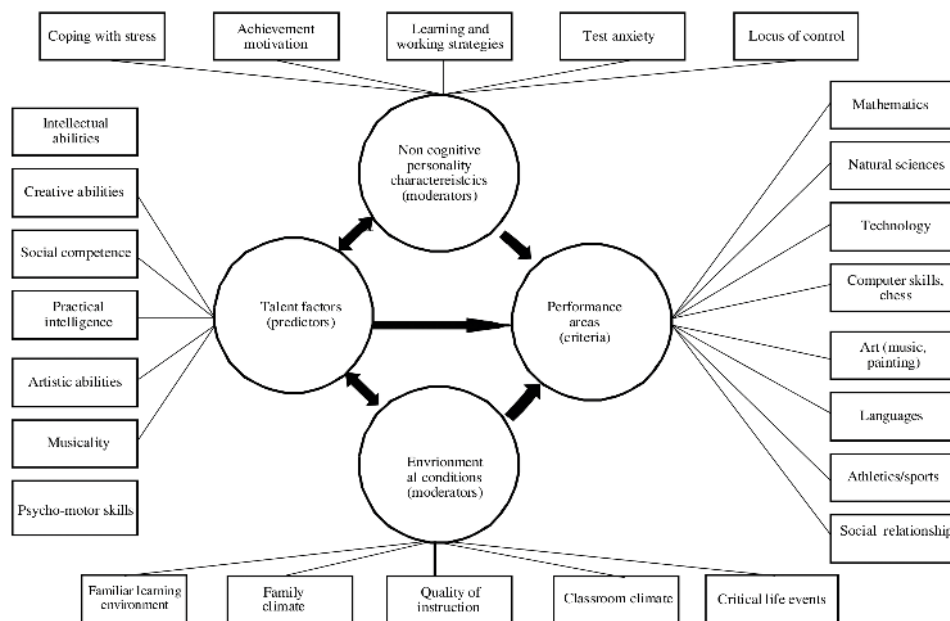


Figure 2. The Munich Model of Giftedness and Talent

This Munich model includes modern theories like Sternberg (2005) and Gardner (1983-1993). This model states clearly that potential and achievement are dependant on environment and on non-cognitive personality characteristics.

In a critical review of the giftedness literature Cropley & Urban (2000) concluded that »a combination of intelligence and creativity defines giftedness«, i.e. creativity and intelligence are integral elements of giftedness (p. 485). They also linked these concepts to Piaget's concepts of assimilation and accommodation. »Assimilation« means that a person fits new information into an existing cognitive structure: this corresponds to *intelligence*. »Accommodation« means that current structures are not adequate, and they have to be changed to fit new information: this corresponds to *creativity*. Creativity is always an expression of novelty. In other words, »creativity is the production of relevant and effective novel ideas« (Cropley & Urban, 2000, p. 486).

The work of Gardner is characterized by a direct relationship between intelligence and creativity. In his 1983 book »*Frames of Mind*« he described 7 different types of intelligences. Ten years later he published »*Creating Minds*« which elaborates his concept of multiple intelligences:

- |                          |                 |
|--------------------------|-----------------|
| (1) linguistic           | T. S. Eliot     |
| (2) logical-mathematical | Albert Einstein |
| (3) spatial              | Pablo Picasso   |
| (4) musical              | Igor Strawinsky |
| (5) bodily-kinesthetic   | Martha Graham   |
| (6) intra-personal       | Sigmund Freud   |
| (7) inter-personal       | Mahatma Gandhi  |

Since then, he has extended his list to include *naturalistic and existential* intelligence. His theory of multiple intelligences is still considered largely speculative. But his theory offers a useful rubric to think about special abilities as they relate to performance in different areas. Actually, his book on »*Creating Minds*« is the elaboration of outstanding creative production. The most general characteristic shared by the seven creative personalities is that they shape novel products in distinct areas of the existing culture. Such personalities generate ideas and/or products which are new, valuable and original. However, creativity in itself cannot exist in a vacuum. It is always embedded within a cultural and societal setting. Moreover, new products and ideas have to be recognized and adopted by others (Csikszentmihalyi & Wolfe, 2000, p. 81).

A useful distinction was made by Renzulli & Reis (2000) between *Schoolhouse* and *Creative-Productive Giftedness*. They elaborated the issue raised by Getzels & Jackson in 1962 concerning the relationship/distinction between intelligence and creativity. Schoolhouse giftedness is also called test-taking or lesson-learning giftedness. A large body of research has revealed that students who score high on IQ or ability tests are also likely to get high grades in schools. Apparently, such students are good at reproductive thinking and

highly adapted to the school system. They are anxious to do their best. Research has also shown that these lesson-learning and test-taking abilities remain more or less stable over time. Teachers like such students because they are good achievers and follow the rules. It is evident that societies need reliable civil servants, and persons with schoolhouse giftedness are well-suited for these positions. But we need also creative-productive individuals.

Persons with *creative-productive giftedness* are not so easy to identify with standardized tests. They like to be challenged and they are productive rather than reproductive thinkers. Their attitude towards learning is also different from that of the Schoolhouse persons. They prefer deductive learning, »structured training in the development of thinking processes, and the acquisition, storage, and retrieval of information« (Renzulli & Reis, 2000, p. 370). Creative-productive giftedness is an expression of affinity to problem-finding and problem-solving. In effect, it is an autonomous learning style, and personal relevance of the subject matter to the student is important.

An environment suitable for the learning and developmental needs of creative-productive learners can be developed with methods elaborated in the *Parallel Curriculum* (Tomlinson, et al. 2002). The authors make a distinction between the (a) *The Core or Basic Curriculum*, (b) *The Curriculum of Connections*, (c) *The Curriculum of Practice*, and (d) *The Curriculum of Identity*.

The *Core Curriculum* establishes a rich framework for knowledge, key facts, concepts, principles, and skills which are essential for a discipline. The Core Curriculum provides the foundation for the other facets of the curriculum model.

The *Curriculum of Connections* is derived from and extends the Core Curriculum. It should help students to encounter and interact with the key concepts, principles, and skills in a variety of settings, times, and circumstances, i.e. across disciplines, cultures, times or across locations.

The *Curriculum of Practice* aims at helping students to better understand the nature of a discipline in real world contexts and how to apply the knowledge principles of the discipline. Students should learn to be an active practitioner of a discipline.

The *Curriculum of Identity* is »designed to help students see themselves in relation to the discipline both now and with possibilities for the future; ...increase awareness of their preferences, strengths, interests and need for growth.« (p. 37).

The two types of giftedness summarised above are useful for understanding gifted behaviour, but it must be remembered that most individuals represent a combination of both types, and this combination can vary in different situations. Expression of one or the other type also depends on the task and individual intentions. It is evident that the Parallel Curriculum can serve the learning and developmental needs of all individuals. Such a curriculum can really contribute to the development of high

potential. It is important to stress that novelty, the key to all creative expression, can emerge and develop if the curriculum helps students to identify their own strengths, interests and their goals for the future.

## **How to foster creativity in school children?**

A large body of research indicates that teachers believe it is important to stimulate creative behaviour in students. However, research also shows that teachers don't like students who are too creative. They prefer students who are good lesson learners and who demonstrate conformity in their behaviour. Thus, fostering creativity in school-children requires teachers who:

- encourage students to learn independently;
- encourage flexible thinking;
- have a cooperative and adaptive style of teaching;
- realize differentiated curriculum and instruction;
- delay judgement of students' ideas and propositions;
- tolerate »sensible« errors;
- stimulate self-evaluation and help to cope with frustration;
- take questions seriously;
- accepts alternative suggestions and solutions;
- reward courage as much as being right;
- protect creative students from conformity pressure;
- show facilitative instead of rigid instructor behaviour (see Cropley & Urban, 2000, p. 488).

Teachers, who manifest some or all of these behaviours, should be able to foster creativity in children. Fostering creativity in children requires the encouragement of:

- openness to new ideas and experience;
- adventurousness;
- autonomy;
- ego strength;
- positive self-evaluation and self-concept;
- preference for unusual solutions and for complexity;
- tolerance for ambiguity;
- ability to take risks into account (tolerance for risks);
- challenging and new learning and thinking skills (see Cropley & Urban, 2000, p. 487).

As was mentioned above, curriculum and instruction have traditionally focused on the average levels of ability. But now, there is an increasing tendency to try to address the individual needs of all children, i.e. also the gifted and creative students. We suggested that the 21<sup>st</sup> century may become the century of the *Gifted Education Movement*. In

almost all European countries there is a growing awareness of the need for adaptive teaching (see Mönks & Pflüger, 2005). The meaning of »adaptive« is that individual interests and needs are structural elements of the curriculum. If teacher training promotes and develops the requirements for fostering creativity, schools will become places where it is possible to develop *intrinsic motivation*. This is the motor which drives meaningful learning. Personal relevance is supported by this kind of motivation.

The interrelations among intrinsic motivation, skilful behaviour, giftedness, and creativity can be illustrated with a case history, the nine year old John.

### **John - a nine year old gifted and creative boy**

John is the oldest child in a family with two children. His sister is two years younger. The father owns a one man electricity workshop. The parent came for consultation because John hated to go to school, and was only interested in computers and watching TV. He was endlessly fighting with his sister.

Two years earlier the parents had taken John to a psychologist to have his abilities assessed and his behavioural problems diagnosed. The psychologist concluded that John was a highly gifted boy. But he needed play therapy to correct his behavioural problems. So, when he came to us he was already under therapy for two years. When I asked the mother whether his behaviour had changed, in a positive or negative sense, she answered that there had been no change at all.

He was not very enthusiastic about his visit for test diagnosis which, in his opinion was just a lot of stupid questions. Nonetheless, his scores on the subtests of the Wechsler intelligence scale varied from average to extremely high scores. He scored very high on »arithmetic« and scored maximum on »digit span«.

It was clear that figures were his passion, and here he showed some real intrinsic motivation. It was also evident that he was only partially motivated and that for him a supportive school program had to start from these »healthy parts« of his personality. Our philosophy is that we have to start from substantial ground, i.e. the area with most intrinsic motivation. Our intention was to »repair« his personality and especially his social behaviour by using the »healthy parts«.

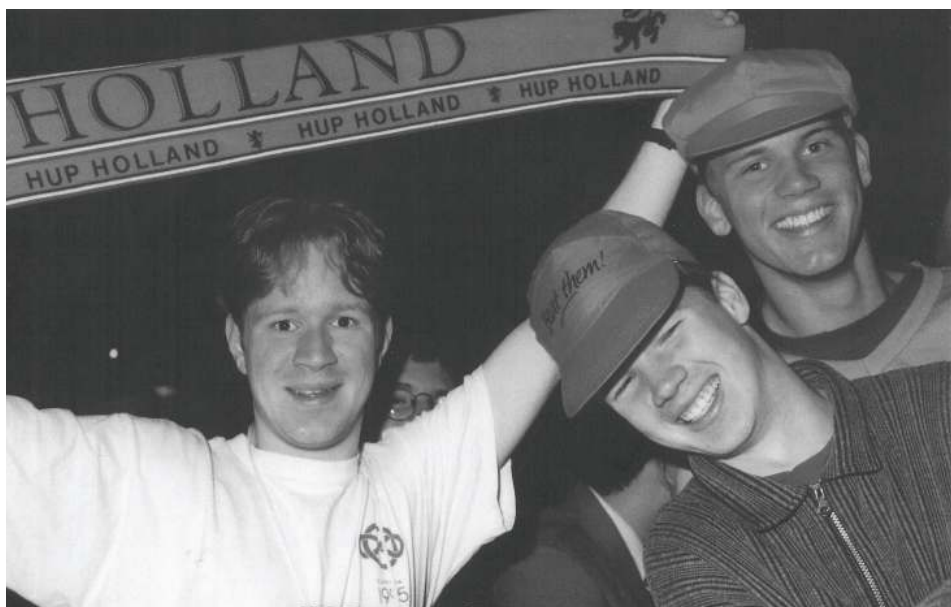
We needed a school where John could work under the supervision of a teacher with a computer and where he would be accepted. This last point was extremely important because John was on the way to becoming a drop-out. Fortunately, social acceptance was not a problem in the new school. The school was located in a neighbourhood with an institution for single mother families. It admitted new students throughout the whole year and even had a special welcome ceremony for newcomers.

A young teacher, a computer enthusiast, was willing to work with John to establish a program for young students. The intention here was to allow John to learn and experience that it is reinforcing and satisfying when you help other students. It soon became clear that John was much more skilful in handling the computer than the teacher.

Four weeks after entering this new school the mother called me to say that John, in spite of the fact that he had to travel for more than an hour by bus every morning, was happy and liked to go to school. Before, he hated it in spite of the fact that the former school was next door!

Three years later, I was visiting a secondary school for consultation, not realizing that John was now attending this particular school. When I mentioned John's name, the director told me that John liked to be in school, that he was very good in arithmetic and other subjects. He also emphasized that John's social skills were reasonable.

In August 2005 I called John's mother because I wanted to know what John was now doing. She told me the following: »John is 22 years old now. He obtained a university degree in informatics in one year, which normally takes four years. He studied pure mathematics and finished with an MA degree in the year 2004. However, the most impressive fact is that he had twice finished second in the world math-Olympiads«. The professor who accompanied John told the mother that John could have finished first place if he had not been so nervous. John is now preparing other students for the world Olympiads in math. In September 2007 I spoke with him on the phone. He is staff member at the prestigious mathematical department of the Leiden University. In the meantime (December 2008) he finished his PhD dissertation focused on Galois Theory (French mathematician, 1811-1832). (The theory applying group theory to solving algebraic equations.)





He told me also that change of school when he was nine year old became the turning point of his life. Looking back he emphasizes this crucial experience strongly.

We can conclude that John's intrinsic motivation for the field of figures and math was manifest in elementary school. Unfortunately, the school was not able or not willing to meet his special gifts. On the contrary, the school staff was even happy when he left the school as we advised. To use this healthy part of his personality is - not only for him, but for all gifted/creative children - *the essential* treatment. Only then they can develop in accordance with their individual potential.

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Dr. Margaret Sutherland  
E-mail: margaret.sutherland@glasgow.ac.uk

## THE EARLY YEARS: FIRM FOUNDATIONS FOR FUTURE SUCCESS

**Abstract:** Internationally, governments recognise that early years education is an inextricably intertwined aspect of meeting the interconnecting needs of children, families, state and industry (Iglesias & Sen, 1999). It is agreed that early childhood is seen as a critical time for development in young children (Pascal and Bertram, 2001). This paper will explore how we can ensure that gifted and talented young children are offered appropriate opportunities for developing their abilities and interests while simultaneously developing as individuals. Current developments within early years education will be discussed and the implications of these for gifted and talented young children will be examined. The importance of effective, inclusive early years provision will be highlighted.

**Key words:** early years, highly able, gifted and talented, inclusive education.

### Introduction

Internationally it is agreed that early childhood is a significant period for young children as they grow and develop (Pascal and Bertram, 2001). There is also tacit agreement as to the importance of early years in terms of academic and social outcomes (Schweinhart & Weikart, 1997; OECD, 2001; Sammons et al., 2004). Pascal and Bertram (2001, p. 25) argue that early childhood provision has lasting effects impacting *on primary and secondary school investment by increasing students' academic achievement and reducing drop out rates*. In the last decade, this increasing awareness and acceptance of the importance of early childhood education and care has seen the expansion of pre-school education opportunities in a number of countries across the globe. Internationally governments are being encouraged to *invest more money on children in the first six years of their lives to reduce social inequality* (OECD, 2009). If levels of funding are to be maintained within the current financial climate it is crucial that the longer term benefits for society of high quality early years care are taken into account. However, within developing countries the focus on meeting the targets for Universal Primary Education had resulted in Governments channelling effort and funds into primary education at the expense of pre-school care and education (Nganga, 2009).

In 1996/1997 the then UK Conservative Government introduced a vouchers scheme which resulted in all four-year-olds having the opportunity to access provision including provision offered in private nurseries and playgroups. Following the election

of a UK Labour Government in 1997 funding to local authorities was increased and the concomitant result was an expansion of nursery places which was extended to include provision for under-threes. Baldock et al (2005) and Flett (2008) argue that this increased interest in early years provision was more to do with getting parents back into employment than with education per se. However, whatever the reason, in conjunction with the expansion of nursery places, a raft of policies burst on to the early childhood and care scene (DES/DWP, 2003; QCA/DFES, 2003; DENI, 2004; QCAAW, 2004; SE, 2003). These policies brought about far-reaching changes to curriculum and pedagogy (Nutbrown and Clough, 2006). At the heart of these policies was the desire to tackle a range of social issues such as drug and alcohol addiction, teenage pregnancy, poverty and ill-health (Weinberger et al., 2005).

Having established a range of provision, there has now been an increased interest in the quality of learning experiences for young children. The Scottish Government state *that investing in early years services is an investment in our children's future and in the future of Scotland; that investment in these services can, and will, pay dividends into the future* (Scottish Government, 2006, pg 7) and even in the current economic difficulties the Government has continued to pledge support for early years (SG, 2010). The word quality has become synonymous with early years provision with staff encouraged to provide a quality service, offer a quality curriculum, engage in quality assurance and be a quality workforce. While much of the concern around quality links to the concept of effective practice, it can also be seen how it is linked to social policy. Jackson (2010) therefore argues that each society's conceptual understandings of quality will be dependent on their culture and the values and these will be reflected in the political, economical and legal systems within each country. Ensuring quality is problematic and a shifting entity when so many factors come into play.

## **Inclusive Approaches**

The developments in Scotland as described above took place against a backdrop of inclusive approaches to education. The Salamanca Statement: Framework for Action for Special Educational Needs Education (UNESCO, 1994) requested that inclusion be standard practice for pupils with disability. However the Salamanca Statements were audacious and had wide ranging economic, political, sociological and educational goals. Inclusion when viewed in this way is much more than mere physical inclusion. The OECD carried out a thematic review of the early education and care in 12 countries and highlighted the need for attention to be paid to children who require additional support. The emphasis in these reports and in the Salamanca Statements is on children who traditionally have been considered to have special educational needs. Under current Scottish legislation, this would also include the needs of children who are gifted and talented. The Additional Support for Learning (Scotland) Act (2004, 2009) sets out a framework for the provision of support for

learning. This includes the identification of learning needs, and the planning and monitoring of support provided. The needs of children who are gifted and talented are clearly set out within this framework as philosophically additional support is reconceptualised and thus moves us away from the deficit driven model that hitherto existed. In addition this reconceptualisation considers the possibility that children with learning difficulties may simultaneously be highly able, these are not mutually exclusive constructs.

## **Highly Able Pupils in The Early Years: The Curricular Framework**

It is against this backdrop of an inclusive approach to education that the needs of highly able young learners are considered in Scotland. Thus consideration is given to the developing needs of the whole child within the 3-18 curriculum framework on offer in education. This current curriculum framework seeks to ensure all children become *confident individuals, successful learners, effective contributors and responsible citizens* (SG, 2007). These capacities are equally as appropriate to highly able pupils as to any other identified group of learners. The particular needs of pupils in the early years are discussed within the second document in a series of documents published by the government designed to help educators build an appropriate curriculum for learners. At the heart of the early years document is the belief that children learn best when they are actively involved in their learning and are engaged through *spontaneous play, planned, purposeful play, investigating and exploring events and life experience focused learning and teaching* (SG, 2007). A key component is the emphasis on developmentally appropriate practice. Thus the curriculum framework and legislative backdrop in Scotland would appear to offer excellent opportunities for ensuring that the holistic needs of highly able pupils are met.

## **Meeting Needs in Practice**

Ensuring holistic development in the early years has been of interest to researchers (Abbott, 1994; Melhuish, 2003, Sylva et al, 2004) and to policy makers (DES, 1990) for some time and they have argued that care and education have to be viewed in tandem. Within the field of gifted education there are studies that take into account the needs of older children (Bailey et al, 2008) and retrospective studies which examine high ability during childhood (Albert, 1980; Bloom, 1985). While early years educators can draw on such studies when considering how to meet the needs of gifted and talented young learners, there is a paucity of research which specifically investigates the education of highly able young learners (Koshy and Robinson, 2006).

We know that we can identify particular learning traits within some gifted and talented children (Archambault et al (1993), Feldhusen (1994), Olszewski-Kubilius et

al (2003), Koshy and Robinson, (2006)). None-the-less the approaches advocated within much of the early years literature would seem to apply as gifted and talented children are not the only ones to display, for example, great curiosity and questioning. A starting point for those seeking to develop an appropriate curriculum for the gifted and talented would seem to be the legislation, curriculum guidance and early years research and practice that is in place for the education of all children.

Key areas staff need to consider when planning the curriculum are breadth, depth and pace of learning that gifted and talented children may require. A flexible curriculum framework will allow for the teacher to establish what the pupil already knows whereupon they will use this information to plan and develop challenging learning experiences. How these experiences are organised may also impact on the learning that ensues. Smith (2006) argues that children may benefit socially in terms of learning in mixed ability/co-operative settings. Interacting with their age peers may support them as they seek to find their place within the chronological age group. However if this is all their learning experience consists of there is perhaps a danger that their academic learning is merely treading water. Porter (2005), Sutherland (2006) and Bailey et al, (2008) all advocate interaction with intellectual peers. This meeting of minds (Bruner, 1996) allows for a sharing of understandings and the development of knowledge and learning. Educators need to consider the organisation of groups for learning if the needs of all are to be met. These groups will be as fluid and dynamic as learning itself.

Early years is rightly concerned with educating the whole child - academic development, social development, physical development and emotional development. A child who is gifted and talented will also develop in these areas. However, a child who is gifted and talented may demonstrate precocious development in one or more areas. Developmental milestones is a phrase frequently used to refer to the learning and development goals that children are presumed to reach at a particular age and stage. In the UK parents, educators, health visitors among others all use this frame of reference to measure and assess how well a child is developing socially, emotionally and cognitively. While there is recognition within education circles that children reach learning milestones at different times (LTS, 2008; DfES, 2008) embedded in the discourse of the curriculum is that there is a normative standard that compares to a somewhat diverse or »different« way of being in the world. This is problematic for the precocious young learner and educators should be on their guard for this standardising discourse less the individuality of learning become lost for all. Educators' beliefs about who the gifted and talented are will also impact on the implementation of legislation and policy. Hertzog argues that *there is a strong relationship between teachers' values and beliefs and how teachers define their role* (Hertzog, 2001, on line).

Gifted and talented young children require support to grow and develop just as all children do. Like any other group of learners they require appropriately challenging

experiences that will allow them to develop holistically. While attention may have to be paid to the breadth and depth of material and to the pace and challenge within learning activities, the sound principles upon which early learning rests are equally valid for gifted and talented young learners. To suppose that we can operate an inclusive system which takes account of individuals without recognising the specific needs of the gifted and talented young learner would in fact be exclusionary. If curriculum is bound up with struggles of class, ethnicity and race as Apple (2001) suggests then to separate out the needs of the gifted and talented and to ignore developments within the early years research would seem imprudent.

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Dr. Lianne Hoogeveen  
E-mail: l.hoogeveen@acsw.ru.nl

## THE SOCIAL EMOTIONAL EFFECTS OF SPECIAL EDUCATIONAL PROVISIONS FOR GIFTED CHILDREN

**Abstract:** This article focuses on the social emotional effects of special educational provisions for gifted children, based on the findings of an international review of 23 studies that evaluated the effects of different types of educational programs for gifted students, including Within-class Enrichment, Pull-out Programs, Summer Programs, Acceleration, Gifted Classes, and Gifted Schools (Hoogeveen, 2008). The results show the conditions for successful educational programs for gifted students to be complex and multidimensional. Both positive and negative effects on the social-emotional characteristics of the students, including their self-concepts, were found. The varying effects of the gifted programs on the academic and nonacademic self-concepts of the students can be explained in part by the initial occurrence of the »*Big-Fish-Little-Pond*« phenomenon and later establishment of a more realistic self-concept after participation in certain programs.

**Key words:** social-emotional characteristics, self-concepts, »*Big-Fish-Little-Pond*«.

Standard educational curricula are developed for average students and typically offer insufficient challenges for gifted students. Gifted students enrolled in a standard educational curriculum may develop a variety of problems, that can range from boredom to serious behavioral or emotional problems. There are many different educational programs for gifted children. The question is whether these programs are truly effective.

Educational programs for gifted students can be classified into two types: acceleration or enrichment. Acceleration entails students going through the traditional educational system but at a faster pace by skipping a grade, grade telescoping (i.e., compression of the curriculum), and/or early college admission - for example (Gallagher, 2003; Southern, Jones, & Stanley, 1993). Acceleration is based upon a top-down or so-called »design-down« model for the presentation of the full elementary or high school curriculum aimed at preparation of the student for subsequent education but then shortened as a result of acceleration of the educational process. Enrichment programs offer gifted students additional educational experiences and are aimed at providing a more challenging and enriched learning environment (Gallagher, 2003; Moon & Feldhusen, 1995; Rudnitski, 1995; Southern et al., 1993). Enrichment is usually based upon a broad conceptualization of giftedness that acknowledges creativity, motivation, and independence as also crucial factors in the development of giftedness (Van Tassel-Baska, 2000).



Various forms of enrichment programs exist for gifted education. In this article, we distinguish five forms of enrichment: (1) within-class enrichment, which involves the offering of additional educational experiences either in small groups or individually but within the classroom; (2) pull-out programs, which have students spend most of their time in the regular classroom but also time that can range from a few hours to a few days in a special group with other gifted students to receive a more challenging program aimed at the specific academic needs of gifted students; (3) summer programs, which are aimed at the enhancement of cognitive, motivational, and social experiences of students during the summer break; (4) gifted classes, which have students placed in the same classroom with other gifted students and therefore limit contact with non-gifted students to possibly only specific classes such as music or physical education; and (5) gifted schools, which provide a full-time educational program that is faster and more challenging than the regular educational program.

In the research literature, different conceptions of giftedness exist with different combinations of factors mentioned as conditions for giftedness. Most models mention intelligence as an important factor (Feldhusen & Jarwan, 2000). Apart from intelligence, however, almost all of the models also mention various social-emotional and environmental factors as conditions for the manifestation of gifted behavior. Here we treat giftedness as a dynamic multidimensional concept that thus entails multiple factors and clearly encompasses social-emotional and environmental factors.

In keeping with this multidimensional approach to giftedness, an educational program for gifted students constitutes an environmental factor that is aimed at helping the student with high abilities perform consistent with his or her abilities (Heller, 1991). There are obviously other environmental factors that can influence the performance of gifted students, such as characteristics of the school in general or the family of the student (see, for example, Albert, 1995; Freeman, 2000; Mooij, 1992; Perleth, Schatz, & Mönks, 2000). In this article, however, the focus is on the specific school factor of »educational program.«

Furthermore, the performance of students can be classified into various domains. Cognitive domains include academic performance in the areas of math, language, and science. Social-emotional domains include social competence, interpersonal abilities, and the presence or absence of behavioral problems. Other performance domains are, for example, the arts and sports. In this article, the focus is on the *social domains of performance*.

The definitions of *social performance* vary greatly. Most of the definitions concern the frequency and quality of social interaction (Dodge, 1985). Some of the definitions include all behaviors and traits associated with peer acceptance and/or adequate functioning in social situations (Greenspan, 1981). In this article, *social competence* and *behavioral adjustment* are distinguished. In the studies reviewed, social compe-



tence concerns communication, the social relations of the student (Cohen, Duncan, & Cohen, 1994; Cornell, Delcourt, Bland, Goldberg, & Oram, 1994), social participation, and social skills (Cornell et al., 1994; Noble, Robinson, & Gunderson, 1993; Chan, Cheung, Chan, Leung, & Leung, 2000).

With respect to behavioral adjustment, experts on giftedness have found gifted students to actually show less problematic social behavior than non-gifted students (Galloway & Porath, 1997; Neihart, Reis, Robinson, & Moon, 2002). Various intrapersonal and environmental factors can certainly affect the behavior of both the gifted and non-gifted students (Gagné, 2000; Heller, 1991). And gifted students, in particular, may face certain situations that place their social development considerably at risk (Reis & Renzulli, 2004). Reis and Renzulli mention being different due to advanced academic or perhaps social development, on the one hand, and psychological vulnerabilities that can lead to - for instance - underachievement or perfectionism, on the other hand. Most authors agree that an appropriate environment is essential for gifted children to realize their full potential, also in the social domain (Diezmann & Watters, 1997; Gross, 1992; Lovecky, 1995; Neihart et al., 2002; Subhi, 1999). Both Gross and Diezmann and Watters, for example, mention the case of gifted students whose behavioral problems disappear following acceleration (see Gross) or placement in an enriched class (see Diezmann & Watters). A special program offered to enhance the math performance and creativity of gifted children was similarly found to promote their social interaction skills and peer acceptance (Subhi, 1999). Lovecky (1995) has shown, in contrast, how acceleration can lead to behavior problems involving the occurrence of age-inappropriate behavior. It is therefore important to know which program creates the appropriate environment to enhance social performance.

In addition to the cognitive and social domains of performance, gifted programs can also affect the *intrapersonal social-emotional characteristics* of students such as self-concept, emotional stability, motivation, and learning strategies, which may then - in turn - influence their cognitive and/or social performance.

*Self-concept* is an intrapersonal characteristic that describes how the individual feels about him/herself. Most scholars take the notion of self-concept to be multidimensional today and assume the underlying structure to be hierarchical (Harter, 1982; Shavelson, Hubner, & Stanton, 1976). A distinction between academic self-concept and nonacademic or social self-concept is often made with the former concerned with school and the latter concerned with social relations and physical appearance (Marsh, Chessor, Craven, & Roche, 1995; Zeidner & Schleyer, 1998). One reason for making such a distinction stems from the observation that the academic self-concepts of gifted students have been found to often drop when they participate in a gifted program. Marsh (1987) refers to this phenomenon as the *Big-Fish-Little-Pond* (BFLPE), which explains the finding that placement of a highly gifted student in a

class with non-gifted students often leads to a very positive academic self-concept on the part of the gifted students while placement in a class with all or mostly gifted students makes the gifted student no longer unique and can lead to a decline of academic self-concept.

*Emotional stability* is another intrapersonal characteristic that can affect the performance of students and gifted students in particular (Heller, 1991). Indications of emotional *instability* are risk-avoiding behavior (Noble et al., 1993; Delcourt, Loyd, Cornell, & Goldberg, 1994), judgment dependency, pleasing behavior (Delcourt et al., 1994), test anxiety, and submissiveness (Noble et al., 1993; Zeidner & Schleyer, 1998). Even stronger indications of emotional instability are schizophrenia or obsessive behavior (Cornell, Delcourt, Goldberg, & Bland, 1992), and such problems can obviously influence the functioning of both gifted and non-gifted students in interaction with other factors and thus to a greater or lesser extent.

Giftedness without *motivation* cannot lead to optimal performance. Although there are indications that gifted students are generally more motivated than their non-gifted peers (Gross, 2000), we also know that a stimulating and supportive environment is a prerequisite for motivation and its maintenance (Lens & Rand, 2000).

An educational program for gifted students can be considered effective when it promotes not only the cognitive development of the student but also the development of the social and intrapersonal characteristics of the student. In other words, various cognitive, interpersonal, and social-emotional outcomes are indicative for the effectiveness of a gifted educational program.

Hoogeveen (2008) found that special programs for gifted students are effective. Different programs, however, have different effects depending on the domain of functioning being considered. Mostly positive effects were found for cognitive performance; both positive and negative effects for social performance; and more negative than positive effects for the social-emotional characteristics of self-concept, emotional stability, motivation, and learning strategies.

The *academic self-concept* of participants in a special program was found to be more negative than that of nonparticipants. The most negative effects on *academic self-concept* were found for gifted classes while the least negative effects were found for pull-out programs. The *non-academic self-concept* of the participants in gifted programs was also negatively affected although less strongly than *academic self-concept*. Differences between the programs were apparent with the most negative effects on *non-academic self-concept* found for within-class enrichment programs and the least negative effects on *non-academic self-concept* found for gifted classes.

## Social emotional effects of special gifted programs

In the study, described in this article, both positive and negative effects of the gifted programs were found for the social-emotional characteristics of the students.

The significance and implications for some of the positive and negative effects are difficult to determine. In almost all of the studies the self-concept of the gifted students who participated in a gifted program was found to be less positive than the self-concept of gifted students who did not participate in a gifted program (Cornell et al., 1992; Delcourt et al., 1994; Marsh et al., 1995; Zeidner & Schleyer, 1998). This clearly suggests a decline of self-concept as a result of participation in a gifted program. Such a decline was expected and can be explained in terms of the disappearance of the *Big-Fish-Little-Pond* phenomenon mentioned earlier. That is, an observed decline in self-concept should be viewed as negative only when the more negative self-concept is unrealistic. When a gifted student has an overly positive and unrealistic self-concept to start with (i.e., trumped up ego prior to participation in a gifted program), a more balanced and thus realistic self-concept may result from participation in a gifted program (i.e., grouping with other gifted students). And such an outcome can clearly be considered positive.

Marsh et al. (1995), Zeidner and Schleyer (1998), Cornell et al. (1992), and Delcourt et al. (1994) all distinguished between academic and non-academic self-concept in their studies. Marsh et al. showed that although *academic self-concept* declined following participation in a gifted class, no decline in *non-academic self-concept* was detected. Likewise, Zeidner and Schleyer (1998) and Cornell et al. found large negative effects for *academic self-concept* but much smaller negative effects for *non-academic self-concept*. Nevertheless, Delcourt et al. found a decline of both *academic* and *non-academic self-concept* after participation in a gifted class and/or a gifted school. For pull-out and within-class enrichment programs, in contrast, the effects on *academic self-concept* were found to be small while the effects on *non-academic self-concept* were found to be large. It thus seems that gifted classes and gifted schools may lead to declines in *academic self-concept* but not affect *non-academic self-concept* while Pull-out programs and Within-class enrichment programs may lead to declines in *non-academic self-concept* but not *academic self-concept* - or at least not the same degree of decline as for *non-academic self-concept*.

One possible explanation for the less negative effects of the pull-out programs and Within-class enrichment programs on *academic self-concept* may lie in the fact that students in gifted classes and gifted schools can only compare themselves to other gifted students whereas students in the other two programs can also compare themselves to non-gifted classmates. The combination of being part of a regular class and participation in a special program can nevertheless exert a negative effect on the *non-academic self-concept* of a gifted student at times. The variability in the data and

limited number of studies available for inclusion in the present analysis thus call for more specific research in this area.

In light of the finding that gifted programs can affect not only the cognitive performance of students but also their social performance and self-concept, Delcourt et al. (1994) have emphasized that educators should be trained to provide an adequate level of education but also take the development of a student's self-concept clearly into consideration. Parents can play a role in this by teaching children to compare their own performances less to those of others and more to their own efforts and future plans (Delcourt et al., 1994). Marsh et al. (1995) have argued that education should be more individual-oriented than competition-oriented and that students should thus be encouraged to base their self-concept on development of their own abilities over time. Álvarez (2002) has similarly called for a more individual-oriented approach after observing students in mixed classes to hold back on their achievement in order not to stand out in comparison to classmates.

Family is an important environmental factor that can explain at least in part the performance of gifted students (Albert, 1995; Freeman, 2000; Perleth, et al., 2000). The family selects and creates possibilities and experiences for children (Perleth et al., 2000). Socio-economic background can certainly play a part in children's development (Freeman, 2000; Perleth et al., 2000), and not only religion and family structure (Perleth et al., 2000) but also such critical events as divorce or the death of a family member (Perleth et al.; Peters, Grager -Loidl & Supplee, 2000) and the moving of a family (Plucker & Yecke, 1999) can exert a major influence on development. The attitudes of parents towards learning appear to be important in addition to the balance between freedom and pressure, support, and time that parents spend with their children (Mönks, Heller & Passow, 2000; Perleth et al., 2000; Peters et al., 2000). On the basis of a research survey, Mönks et al. (2000) concluded that the influence of parents and family may be particularly great in the affective domain and thus the areas of self-concept, values, attitudes, motivation, interests, and involvement.

With regard to the school situation, a student's gifted abilities may remain hidden until a well-developed educational environment provides a catalyst for the realization of such abilities (e.g., Awaya, 2001; Gagné, 1993; Heller, 1991). The teacher can play an important role in this process (Baldwin, Vialle, & Clarke, 2000; Lim, 1996). Along these lines, Baldwin et al. (2000) have pointed out that »giftedness can exist in many guises« (p. 570) and that it is therefore important that teachers be trained to recognize giftedness and provide sufficient support and stimulation for the realization of these abilities. If the educational environment is for some reason unable to do this, gifted students can develop a variety of problems.

It is clear that one single gifted program cannot serve as a catalyst for all gifted students. Schools that offer only a single gifted program thus provide only a selected and possibly very limited group of students with an opportunity to realize their talents. Other students may not benefit sufficiently or optimally from such a program, and even those students who do benefit from a particular program may require a different approach later in their development or school careers. It is therefore important that every school and school cooperative offer a variety of programs and monitor which program appears to lead to the best cognitive and social performance for a student at a given point in time.

Many educators consider gifted education to be a necessity and not a luxury. Prior to the introduction of educational adaptations, however, it is still imperative that a well-informed and evidence-based idea of the effects of different programs be made available. Apart from studying the effects of specific programs, moreover, the specific social-emotional characteristics of students and roles of numerous environmental factors should also be taken into consideration.

Environmental factors like good educators and an adequate educational program are important, but not enough, to support a gifted student. Peters et al. (2000) show the importance of the relationship between gifted children and their parents and mention some risks stemming from family factors, like rejection, or too low or too high expectations. They consider good modeling as the best strategy parents can use. Parents also can offer supplementary activities to their gifted children (Campbell, Wagner, & Walberg, 2000). Although gifted education has grown in the last decades in many countries, there is still too much ignorance and prejudice against gifted education, gifted students and their parents. This causes unnecessary suffering and a loss of intellectual potential. The challenge, if not the obligation, of scientists, governments, teachers and parents is to cooperate in order to offer optimal education to all students, including the gifted ones.

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## **PURPOSE IN VALUE STRUCTURE OF THE GIFTED AS CRITICAL ABILITY AND INNER MORAL GUIDE**

**Abstract:** The paper offers findings of an explorative empirical research attempting at considering the extent to which a purpose, a life ideal, is manifested as an expression of giftedness, mature manifestation of intrapersonal intelligence (inner control system, a compass) and orientation according to which a gifted individual guides him/herself, self-regulates his/her engagement in cultural value activities. Furthermore, a relation has been considered between purpose assessment and the meaning of life as one of the values in the structure of values and achievements of the gifted, with the assumption that the gifted have more expressed orientation in the sense of purpose of their engagement, as well as stronger self-understanding, more consistent self-image as a critical ability leading to both greater academic achievements and comprehensive contribution to the society they live in. The research has been done on a sample of 96 MENSA members in Vojvodina, and the basic finding refers to the following: As an ideal, purpose is conceptualized in the case of the gifted as manifestation regulator (a guide) and inner moral compass significantly correlating with the achievements, as well as with the inclinations to give greater contribution to their social setting and self-orientation towards positive aspirations.

**Key words:** purpose, moral values, the gifted, intrapersonal intelligence.

## **SVRHA U STRUKTURI VREDNOSTI DAROVITIH U SRBIJI KAO KRITIČKA SPOSOBNOST I INTERNI MORALNI VODIČ**

**Rezime:** U radu se daju nalazi jednog eksplorativnog empirijskog istraživanja kojim se čini pokušaj da se sagleda u kojoj je meri izražena svrha, ideal života, kao izraz darovitosti, ranije zrela manifestacija intrapersonalne inteligencije (unutrašnji kontrolni sistem, kompas) i orijentacije kojom se daroviti pojedinac usmerava, samoreguliše svoje angažovanje u kulturološki vrednim aktivnostima. A, dalje je sagledavan i odnos vrednovanja svrhe, smisla života kao jedne u strukturi vrednosti i postignuća darovitih, s tezom da daroviti koji imaju jače izraženu orijentaciju u smislu svrhe svoga angažovanja imaju i jače samorazumevanje, doslednije samoshvatanje kao kritičku sposobnost koja vodi ka većim akademskim postignućima, kao i ka ukupnom doprinosu društvu u kome živi. U istraživanje je uključeno 96 članova MENSE u Vojvodini, a osnovni nalaz odnosi se na: Svrha kao ideal se konceptualizuje kod darovitih kao manifestacioni regulator (vodič) i interni moralni kompas koji značajno korelira sa postignućima, kao i težnjama za većim doprinosom sredini i samousmeravanju ka pozitivnim aspiracijama.

**Ključne reči:** svrha, moralne vrednosti, daroviti, intrapersonalna inteligencija.



Recent research in the field of giftedness has offered new views on the phenomenon. One of the angles we are interested in is the purpose of life as moral value, in literature referred to as a special giftedness in intrapersonal intelligence (Seana Moran, 2009). In other words, purpose is an inner moral compass, stable and general intention to do something considered essential for the personality, having consequences which go beyond personal context (Damon et al, 2003). Some authors have also emphasized that a purpose is to get to know oneself as well as one's own place in the world, which is very important as a regulator, i.e. it facilitates self-regulation of the way a person is engaged in cultural value activities (Zimmerman, 2008), emphasizing that the value of this feature of intellectual maturity is above the personality itself (Gestottir & Lerner, 2007). This is relevant for the undertaken research, having in mind that the assumption has brought in connection two sides of giftedness, i.e. moral and intellectual, which each in its own way has been of great interest and have found place in considerations of interactivity of these processes in the gifted. Namely, the starting point of the research was the definition of purpose, whose main characteristics imply that the purpose is an inner compass involving engagement in the activities influencing other people, as well as self-awareness and intention, readiness to make further steps in this direction. It seems important to note that purpose is viewed by many authors as intention in the sense of psychological cybernetic control system (Marken, 1990). Consequently, it could be said that purpose has mainly been understood as a lighthouse of human personal behaviour, and without it, expressed in terminology of sailors, a person remains a sailboat in a storm, without secure directions, i.e. without clear orientation of one's own powers guidance.

It also seems relevant to notice that many authors consider purpose to be an aspect of intrapersonal intelligence, i.e. one of Gardner's (1999) intelligences and it might also be said bio-physiological potential of data processing in a way leading to successful data organization, i.e. new solutions. As a form of intrapersonal intelligence, a purpose is in a sense moral orientation. Seana Moran (2009) considers that a purpose represents giftedness in intrapersonal intelligence, which, in her view, processes data regarding one's own personality, identity, self-regulation and one's own place in the world. The same author holds that the purpose is an outstanding achievement, an ideal whose appearance in the case of young people is expected at the age of secondary school. Her studies have not confirmed that young people have reached the development of this personality quality at this age, or at least not in large percentage (26% of N-270 have expressed purpose). It is considered important to refer to this statement here, since our intention was to outline the views on purpose, i.e. one of the forms of giftedness in intrapersonal intelligence, expressed in relevant literature. On the one hand, we would like to emphasize our readiness to accept, at least at the initial stage, the stated definitions of this type of giftedness; on the other hand, we would point to the fact that research has mostly not found great manifestation of the feature in the case of young people at the expected age. This is relevant for us, having in mind that our interests in the research have been motivated, among other

things, by the question to what an extent a purpose as a form of intrapersonal intelligence is expressed in gifted individuals. Erikson (1968) considered that emphasized intrapersonal intelligence is important for the persons with the need to give their own contribution to the world. Consequently, viewed from this angle, it could be said that moral orientation of intrapersonal intelligence acknowledges the influence one person has on another. It is considered that these abilities are manifested as needs of individuals to be useful for others. In other words, one's own needs are pushed into the background (Eisenberg & Fabes, 1992; Greenacre, 1956; Kagan, 1989). Empathy is another angle of moral orientation, i.e. a form of emotional component of moral giftedness expressed in a way in which young people can better than others understand themselves, their abilities, as well as all other people and their needs in a caring way, with expressed empathy (Zahn-Waxler, Radke-Yarrow, Wagner, & Chapman, 1992), while numerous studies emphasize their abilities manifested in setting one's own aims (Walker & Pitts, 1998), in understanding one's own intentions (Fischer & Pipp, 1984) and self-regulation (Eisenberg & Fabes, 1992), as well as in persistence (Parks, 1986) and consistent self-understanding. Researchers consider that consistent self-understanding, as pro-social facilitator, reaches one's own past and future personalities (Hart & Fegley, 1995). Self-understanding is defined as understanding and giving sense to future development, i.e. as a purpose crystallizing and directing individual's development. Nowadays many authors consider that young people should develop self-understanding abilities as soon as possible, having in mind that it is not only that the purpose, self-understanding explicates, i.e. crystallizes the direction of actions, but there are also research outcomes claiming that the feature is rather significant, due to the fact that the purpose crystallizes development by integrating personality (Damon, 2008; Moran, 2009b; Quaglia & Cobb, 1996; Rathman, 2005). The outcomes of numerous studies have confirmed the thesis on the importance of purpose, meaning of life, psychological development and stability (Harlow & Newcomb, 1990; Ryff, 1989, Bundick, Yeager, King & Damon, 2009, Eccles, 2008, Colby & Damon, 1992; Hart & Fegley, 1995). On the other hand, those mentioned, as well as other studies, have shown that a great number of persons have not managed to achieve intrapersonal integration. This refers especially to the persons who strive more for personal aims (personal gain) and less for what can help them overcome themselves, i.e. what they themselves can offer to others. In other words, it seems that most of them have a sound self-understanding, they have well defined wishes directed to their own needs, and not towards others, in the sense of giving contribution to others (Gestdottir & Lerner, 2007). Some studies have implied that in some cultures, perhaps in the USA, it is believed that self-oriented aims have become a norm; many cultural messages have intensified the ultimate point of personal happiness and life satisfaction (Diener & Diener, 1996; Gable & Haidt, 2005). In such situations completely developed purpose can be extraordinary, gifted form of intrapersonal intelligence including integration and having personal ability to gain importance from personal experience. In such a way the quality has by the mentioned authors been brought in connection with understanding of meaning,

expressed in self-awareness of one's own motives for action, recognition of the effects one's decisions and behaviour have on others, as well as future orientation which broadens these meanings, reasoning and effects through life scheme of a person.

Attempting at defining of a term of purpose, many authors consider it significant to emphasize that we are talking about a special ability, which, like other forms of giftedness, has been equated with expert level achievement much sooner than it is in accordance with proscribed norms (Bloom, 1985; Feldman, 1986); therefore it has been defined as extraordinary or early achievement. In other words, it could be concluded that many authors apply both of the characteristics, which are usual features of the gifted, to the purpose as well, broadening the space of giftedness beyond the field of academic achievement to outstanding achievements in the fields of leadership and morality (Morgan & Gardner, 2006). This is an additional argument in favour of the recent theories of giftedness which, having considered abilities, underlie the importance of the way individuals use their abilities in constructive social purposes (Renzulli, 2002).

Theoretical background for the research refers, of course, to the standpoints on multiple intelligence (Gardner, 1983, 1999); therefore our starting point was the assumption that the purpose represents giftedness as another extraordinary feature, which in the case of the gifted should be emphasised; at the same time, as it has been assumed by other authors, it should appear earlier, in spite of the fact that there are studies which have not confirmed this assumption. What has also been built into theoretical ground of the research are the viewpoints offered by the theory on purpose, which, according to some authors (Damon, Menon & Bronk, 2003) has three important dimensions: *intention*, referring to orientation towards personal knowledge, achievements, as well as future orientations and conscious aims (Lewin, 1926, Nurmi, 1991, Emmons, 1999). This dimension differs from moral identity according to which persons are willing to describe, i.e. »see« themselves (Hart & Fegley, 1995; Lapsley & Narvaez, 2004). Researchers have offered reports on the previously stated difference emphasizing that the purpose refers to the contents, something the person has focused on and what is a guideline for her/his actions. It is different from the feeling of identified purpose, which refers to perception and evaluation of events. What has been just mentioned is about personal estimation of the way one's life is going on, i.e. it is about perception, rather than subjective orientation intuition and self-orientation towards specific aim (Ryff, 1989). For the purpose to become a true orienting point, it is necessary to act, to become *engaged* leading to realization of what a person has imagined as a guideline and an achievement. Engagement is therefore considered to be the second significant dimension which affects the contents of the purpose, towards achievement. Without engagement, the purpose remains a dream and potentials remain unfulfilled. A number of researchers have confirmed the importance of this dimension; it has been found that the persons who tried to transform their values and visions into action were more successful

(Colby & Damon, 1992). The third dimension stated by researchers refers to *pro-social judgement*, providing a link between intention and engagement with the effects on other persons. The essence of this dimension is the engagement according to the needs of a community, environment, other persons (Hart & Fegley, 1995; Lerner, Lerner, Almerigi & Theokas, 2005; Matsuba & Walker, 2005). The mentioned researchers have pointed to the fact that pro-social judgement differentiates purpose from related concepts (aim achievement, self-determination, etc.) which emphasize self-persuading motivation oriented to the future (Grant & Dweck, 2003; Locke & Latham, 1990; McClelland, 1967, Ryan & Connel, 1989 Ryan & Deci, 2000).

Some authors hold that purpose is a complex construct and that, apart from its form, it has dimensionality; therefore they make attempts to dichotomize and to an extent generalize the dichotomy (high and low category of purpose) thus coming to an operationalization of the dimensions (intention, engagement and pro-social reasoning). This is significant for us having in mind that through the acceptance of this operationalization it is possible to more clearly in a simplified scheme see the essence of previously sketched dimensions of purpose. In her operationalization Seana Moran (2009) saw the form of purpose in the following way:

- self-oriented life purpose is followed by high intentions, high engagement and high pro-social behaviour,
- purpose stopped at the level of a dream has high intentions and high pro-social judgement, but low engagement,
- self-oriented aim has highly expressed intentions, while other dimensions are of low quality,
- superficial dealing with sense and purpose has highly expressed engagement, attempts to achieve some of the conceived intentions, but other dimensions are not sufficiently manifested,
- vision has all the dimensions at low level; consequently the dream by the rule remains unfulfilled and
- enthusiasm, i.e. getting carried away, shows attempts to guide engagement in the direction of reaching a sense, a purpose, intentions; however, those intentions have not clearly defined contents, something the person is focused on and what is a guideline for his/her actions; the contents do not differ from the sense of identified purpose, which refers to perception and evaluation of events; as a consequence, enthusiasm remains, but is not transformed into orienting point which will drive and connect intentions and engagement towards pro-social aims (Seana Mora, op. cit.).

The mentioned operationalization is significant for our research, having in mind that it closer explicates the essence of various forms of purpose and makes the forms more clear. The author herself explains the stated forms emphasizing that the three forms which are in touch with the purpose - those missing only one dimension - are self-oriented life aim, a dream overcoming a personality itself, an artificial action. Self-

oriented life aim has all elements of purpose except from pro-social reason: a young person places all the importance on him/herself. A dream overcoming itself has all the elements of purpose but engagement: a young person does nothing in regard to his/her pro-social intentions. Artificial dealing has all the elements of purpose except from intention: although a young person deals with activities involving other people, he or she does not notice or does not understand the implications of the activities (ibid). There seems to be a conclusion reached by the author herself in her conceptualization of purpose on primary importance of intention, involving self-awareness of a person as an actor who reflects on one's own activities. What is also significant for the discussion of the findings of our research is the author's understanding according to which the lack of one dimension of purpose in artificial dealing with sense, brings the purpose itself into question, having in mind that it limits the sense of person's activity; in other words, a person cannot perceive the sense of his/her activity in a way expecting to set activities in the direction of the purpose. This has been explained as a low intrapersonal intelligence or weak self-understanding. Furthermore, what has been generally stated as rather certain indicator of failure in this form of intrapersonal intelligence is inability of a person to express his/her reasons for one's activities; consequently it is not always easy to make a difference between artificial dealing and getting carried away and, as it has been considered by Seana Moran, a researcher has to assume that some social activities are inseparable from pro-social reasoning, although it is not always so. The inner moral compass is not easy to determine, especially we cannot rely on the statements of the subjects, which is a significant methodological issue. What is necessary then is to have more certain data on all dimensions of the purpose. Without clearly conceived and expressed intention, other dimensions, i.e. activities and pro-social reasons are not sufficient for making conclusions on the purpose. The same is true for other forms of operationalization. In such a way, as it has been explained by the author, in the case of *self-oriented dream*, even though in this situation the person has high intentions, without the two other dimensions of the purpose, i.e. engagement and pro-social reason, he/she remains too distant from the purpose, i.e. without facilitating comparative category for the this type of giftedness, and the person cannot be regarded a gifted one. Such cases have been classified in the form of »purposeless« or without a purpose. We have for our research accepted the two-dimensional theory of purpose form starting with expressed intentions, focused on differences in engagement - activities directed to realization of intention and towards pro-social reasons.

The theoretical model permeating the background of our research, as it has already been stated, consists of 4 forms of purposefulness:

- the purpose, whose essence is in the consequences overcoming personal interests, being an essential reason in a life of an individual motivating him/her to dedicate and engage in relevant activities,
- »the dream overcoming the person him/herself« is a form in which in the intention to influence the world, i.e. the setting lacks engagement at realization of the dream,

- »self-oriented life aim« with the essence in identification with certain sense and the beginning of the first steps in engagement, but with primary personal interest and
- »without a purpose« with the essence without clear orientation in the sense of pro-social intentions.

## Problem and methodology

The research is of exploratory character and the outcomes to be presented here are a part of a broader research which, apart from the issues considered in the paper, has broader tasks (the time of appearance of moral giftedness in the selected and regular population and others). The research method is non-experimental systematic observation.

The previous text has to a great extent been an introduction to the subject and the problem of the research. However, it should be worth explicitly noting here that the question permeating the research refers to the following: *to what an extent in the case of the gifted in Serbia is the purpose, i.e. the meaning of life manifested?*

The purpose, i.e. the meaning of life, grounded on the multiple intelligence theory on purpose theory, as one of the aspects of moral giftedness has been operationalized according to the dimensions adopted by Seana Moran. Consequently, the sense, the purpose is considered through the issue of awareness on what sense belongs to, then through value structure which is in the base of meaning and to what an extent the sense, i.e. the purpose has been built into intentions, activities and pro-social judgement. This covers the following questions:

- what is it that gifted persons in Serbia put ethical focus, i.e. ethical sensibility on,
- can they, and to what an extent, be classified into moral experts, due to their understanding of moral social situation,
- to what an extent they understand the importance of living a moral life ...

The basic *aim* of the research refers to providing an answer to the following question: *to what an extent the purpose, i.e. the meaning of life is present or common in the case of the members of MENSA Serbia; the purpose has in the research been viewed as an aspect of moral giftedness and considered through the issue of awareness on what the sense, i.e. meaning belongs to; the aim of the research has also been to consider the value structure which is in the basis of meaning, and to what an extent the meaning, i.e. the purpose has been built into intentions, activities and pro-social judgment.* The tasks undertaken in order to reach the aim refer to the following:

- to establish the structure of meaning, i.e. to come to the essence of the structure of meaning and see to what an extent ethical codex or ethical sensibility is the essence of life meaning, or, to make a step further, to more directly come to the

information showing to what an extent moral giftedness is present in the case of the observed MENSA Serbia members.

- to establish the relation between meaning and variables (sex, age, profession, average marks at university, i.e. the field they have achieved most) in order to consider the reasons contributing to the established state and more clearly determine intentions, i.e. meaning.

*The basic assumption could be the impression that the gifted in Serbia have their own primary aims which make the sense of their lives and that there are values in their structure which refer to possibility to make a conclusion that ethical codex and ethical sensibility is to a great extent present in the structure of meaning, which would classify majority of the gifted in Serbia into morally gifted individuals.*

Working hypotheses:

- what is statistically significantly present in the value structure making the life meaning of the subjects is intention, activity, pro-social judgement which is an orienting point towards moral codex which is not to be subjected to personal values, but manifests moral giftedness,
- there is statistically relevant difference between meaning, purpose and independent variables.

Variables:

- independent: sex, age, profession, explication of meaning, the field of highest achievements, average marks at university,
- dependent: value structure, purpose.

The research has been undertaken during 2009 and 2010 in the headquarters of MENSA Serbia in Novi Sad. It was carried out according to a questionnaire which had been electronically distributed to the subjects. It was anonymous and encompassed, apart from the data on the mentioned independent variables, open type questions referring to the short description of their own sense, i.e. meaning of life, its explication, i.e. brief description why they consider it valuable to dedicate to in life; furthermore there was a question referring to the field they had been most active and most successful in their lives, in the sense of reaching their full potentials, as well as the explication why they had dedicated to this field and what are the reasons they had had most achievements in this specific field. The questionnaire was designed for the purpose of the research, in order to identify the purpose, sense of meaning and satisfaction in life.



## Sample structure

The sample is casual including 96 subjects, MENSA members; 67,7% of the subjects are male and 32,3% female. The age of the subjects is in the range between 17 and 59, with the average age of 31,8. More than half of the sample (57%) consists of the subjects aging between 17 and 31. Those aging between 17 and 20 are present with 9,7%, between 21 and 30 with 40%, 31 - 40 with 37,6%, between 41 and 50 with 6,4% and the subjects aging between 51 and 60 are present with 6,5%. Their average mark during university studies (for the subjects who are currently students or those who had finished studies) ranges from 7,0 to 9,9 with the average for the sample on the whole of 8.6; the majority of the sample are engineers (28,3%), followed by students (21,7%) and economists (17,4%), 1 sports couch and 1 journalist.

Statistical analyses refer to multiple correspondence analysis,  $\chi^2$  and factor analysis.

## Findings and discussion

Having in mind that the research searched for giftedness expressed in intrapersonal intelligence, i.e. for the purpose as inner moral compass, which has in numerous studies turned out to be an indicator of intrapersonal intelligence, several basic findings point to the fact that the feature is present with a small number of MENSA members in Serbia. Descriptive analysis of subjects' meaning in life has shown that it consists of the following values: personal development, happy life, family, enjoying one's life, leaving *positive mark in life* (*to do something to last permanently for the benefit of the world a person lives in*), *love in its broadest sense*, self-respect, dedication to work, health and friends.

Proportional representation of the values is the following: family (44,8%), personal development (41,7%); equally represented are the *values of leaving a positive mark in life*, enjoying in life and job (18,8% each). These values are followed by happy life (13,5%), friends (11,5%) and love (9,4%). The least represented values in the case of the gifted are self-respect and health (they have been stated only by one subject). The meaning of life in the case of the observed subjects is not statistically relevant in regard to sex (not one  $\chi^2$  was not even close to the significance level of 0,05). Furthermore, there is no statistically relevant correlation between the meaning of life and the age of the subjects. A conclusion to be made according to the answers provided by the subjects, could be that the gifted, i.e. MENSA members in Serbia, have in regard to previously stated findings in large percentage expressed purpose of life which refers to the values overcoming personal interests, i.e. they have dreams and visions overcoming the aims and intentions of cultural origin (job, family, easy-going life, achievements, orientation towards personal importance ...). In other words, we could say that almost every second member of MENSA Serbia



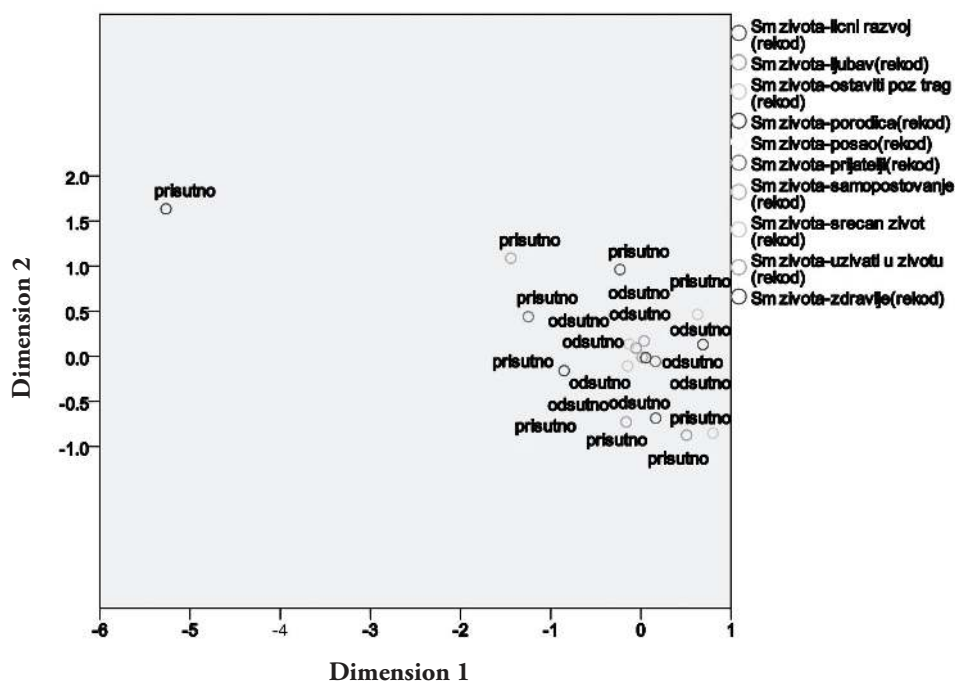
has aims which are beyond his/her own personality, self, i.e. which are the products of critical world viewpoints, they encompass subjective evaluations of reality and perception, the sense of the importance of aim, purpose, intention they strive for and guidance of efforts, knowledge and emotions towards exercising influence on social situations, contributions they, as individuals can give to general sense of life of others, not only their own. The above statements have been checked according to multiple analysis of correspondence of life meaning in the case of the gifted, which offered us a closer look at distance between value categories (*Multiple Correspondence Analysis*). The variables in the analysis are categorical, with categories representing presence or absence of certain values in the case of the subject. The resolution of the analysis has been reached after 174 iterations. The part of the variance in contingency tables explicates two dimensions of Euclid space where spots represent profiles of categories. According to the Table 1 it can be seen that the first dimension explicates 17,3% of the variance, and the second dimension explains 13,3%. The two dimensions together explicate 30,6% variance of contingency tables.

Dimension		Explicated variance		
		Total (Ajgen value)	Inertia	% of variance
dimension	1	1.734	.173	17.339
	2	1.329	.133	13.286
	Total	3.063	.306	
	Average	1.531	.153	15.313

Table 1: Variance of category profiles explicated according to certain dimensions.

Graph 1 shows the profiles of value categories in two-dimensional space. It can be seen that the profiles are pretty similar (the distance between them is not great). The exception is the presence of health as a value. The category distinguishes itself (the spot in the upper left part of the graph). It has already been stated that the value is not significantly present. Few subjects are found in the category and they could be treated as outliers in the research, while in the next steps attention should be focused on this and other values that were weakly manifested. Furthermore, it can be noticed that in the central part of the »cloud« of spots one group of categories has been concentrated among which there are rather small distances. These categories represent the absence of the following values: *friends*, *self-respect*, *happy life*, *make a positive trace*, *enjoying life* and *love*. In other words, these categories of subjects are rather similar in regard to other values, i.e. in regard to whether they put special value on personal development, family and job. Descriptive analysis has confirmed what is it which is common in the value structure of these groups of subjects. Namely, within each of these groups of subjects there are more of those who do not appreciate personal development (between 54% and 60%), more who do not value family (between

52% and 60%) and significantly more of those who do not value job (between 78% and 82%). In other words, those who do not value friends, they also mainly do not value personal development, family and job. The same is true for other categories of subjects that have been identified in the analyses. For example, those who do not value leaving a positive mark in life (ethical focus of the gifted) also do not generally value personal development, family and job. Such a trend is emphasized when job as a value is in question and significantly less expressed in the case of personal development and family as values.



Graph 1: Profiles of value categories in two-dimensional space.

Those subjects who consider leaving a positive mark to be their meaning of life (18,8%) have been structured in the following way according to their profession, sex, age and the field of realized achievements:

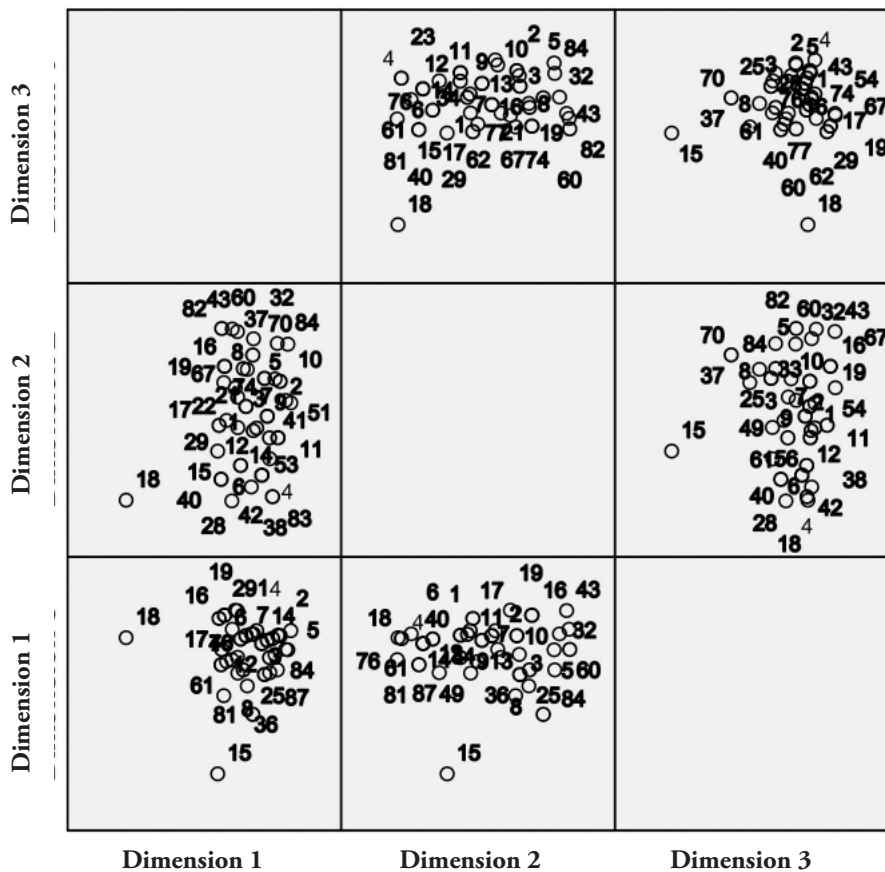
- students (23,5%), engineers (17,6%), secondary school students (17,6%), physicians (5,9%);
- male subjects (61,1%);
- age between 21 and 40 (66,7%), 41 and 50 (5,6%), between 51 and 60 (11,1%);
- potential realized mostly in the field of science or social activities (46,2%), and to a lowest extent at family level (7,7%).

Factor analysis of the values of the gifted has been undertaken using the method of categorical principal components analysis. Having in mind the relation between the explained variance and the number of factors (dimensions), the optimal solution are three factors which together explicated 43,5% of the value variance. The convergence has been reached after 7 iterations.

Life meaning	Factor		
	1	2	3
Personal development	.196	.807	.680
Happy life	-.317	-.331	-.084
Family	.766	-.134	-.123
Enjoy in life	.078	-.410	.178
To leave a positive mark	-.302	.233	-.105
Love	-.163	-.301	.221
Self-respect	.148	.066	.549
Job	.608	-.435	-.430
Health	.540	.172	-.035
Life meaning goes beyond itself	.449	.123	.842

*Table 2: Factor burdens*

- 1) the first factor has defined the presence of value of personal orientation (family, success in one's job, health, as well as those overcoming personal orientation - to achieve something that has major consequences, something they could achieve in the world ...);
- 2) the second factor has defined the presence of the value: personal development, as well as the absence of the values: joy in life and job;
- 3) the third factor has defined the presence: beyond personal orientation, self-respect and personal development in the sense of great realization of one's own potentials. The last is significant since it in a sense represents an indicator of self-awareness; furthermore, it is a confirmation of self-understanding, which is, as it has been emphasized in the approach to the problem, one of the most significant characteristics of intrapersonal development, i.e. it is an indicator of self-understanding and understanding facilitating and enabling a person to give sense to one's own future development, i.e. it is a confirmation of the existence of a purpose to crystallize and guide individual's development. We are facing a question of deeper statistic and qualitative, especially methodological analysis at this point. Namely, it is not clear why the outcomes have not more clearly expressed the link between self-understanding and achievement.



Graph 2: The values of the subjects at certain factors

The scores of the subjects are shown in the case of all three factors (dimensions); it can be seen that the majority of subjects has high scores at the first and the third factor. During descriptive analysis the explications of the meaning of life expressed by the subjects have been classified in the third factor, i.e. in the case of those who have expressed the meaning of life, the following categories have been identified - the meaning of life opens up possibilities for progress in the broadest sense, both personal and of humankind on the whole; the meaning of life is something permanent, infinite, significant for the progress of humankind, facilitating the lives of others ...

It can be seen according to the table of frequencies and percentages of the previous categories that the largest number of the gifted (43,2%) consider that certain values are the meaning of life for them since they give them feeling of happiness, fulfilment and being satisfied with oneself (pleasurable feelings). A little lower percentage of the gifted (34,6%) has stated that certain values are the meaning of life since they open up

*possibilities for progress both personal and at humanity level. At this point have those been classified who have emphasized sense of self-understanding as a significant purpose dimension.* When talking about descriptive analysis of the field in which they have achieved most, these subjects have been classified in the following categories: science, art, personal education, interpersonal relations, education of others and emotional plan, which could be another indicator of purpose, i.e. grasping the meaning of life in the activities determining the accepted definition of purpose, meaning of life; furthermore, they are an indicator of the existence of not only pro-social thinking, but also of engagement in the activities that can be in accordance with the operationalization of purpose accepted in this paper; finally, they are a confirmation of the assumption on the existence of moral compass. In other words, the existence of this connection is a confirmation of the thesis on the existence of highly expressed intrapersonal intelligence in the case of every other subject, i.e. subjects with self-organized life aim overcoming one's own personality.

Descriptive analysis has confirmed the outcomes of other studies, before all the one undertaken by Seana Moran (ibid), according to which the gifted with strongly expressed awareness on who they are have actually find the way to integrate something personal and significant into their vision of tomorrow, and in the activities which have been available to them and in the function of others, they have realized their intentions. A conclusion could not be made on where the individuality of these purposes comes from. Purpose as a component has not varied depending on sex, age, profession or success during university studies. Further research would be necessary with stronger focus on these elements. Consequently, we could not reach a conclusion which on the observed factors provides the purpose as a form of intrapersonal intelligence, i.e. the form of highly expressed intrapersonal integration intentions with more expressed shades within the group they belong to. Neither age nor sex, or any of the others observed variables in the sample have not been discriminating variables in the group of the subjects with highly expressed moral ethical giftedness.

What remains in the steps to be made in processing and interpreting the outcomes of the research is to closer consider to what an extent these individuals who support the needs of others can more efficiently guide themselves towards positive aspirations for all. In other words, these outcomes should be compared with the outcomes of the sample which has not been selected in the sense of high intellectual abilities and check the variations of ethical giftedness in regard to age.

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## **PROACTIVE ATTENTION TO AFFECTIVE CHARACTERISTICS OF GIFTED STUDENTS**

**Abstract:** To meet affective needs of gifted students, teachers in gifted education can avail themselves of expertise and resources of school counsellors who, especially in recent decades, have been trained to create and implement prevention oriented, developmental guidance programme. This paper provides information about what counsellors can offer to gifted students and their teachers, including affective curricula, training in active listening, and co facilitation of discussion groups. Other strategies for addressing social and emotional concerns in programs are also presented.

**Key words:** Social and emotional needs of gifted, education of gifted students.

## **PROAKTIVNA POZORNOST AFEKTIVNIM LASTNOSTIM NADARJENIH UČENCEV**

**Povzetek:** Da bi zadovoljili afektivne potrebe nadarjenih učencev si učitelji in vzgojitelji v izobraževanju nadarjenih lahko pomagajo s šolskimi svetovalci, ki so bili v zadnjih desetletjih usposabljeni, da oblikujejo in uporabljajo preventivno usmerjene razvojne svetovalne programe. Omenjen referat ponuja informacije o tem, kaj lahko šolski svetovalci nudijo nadarjenim učencem in njihovim učiteljem. Gre za vključitev afektivnega kurikuluma, treninga v aktivnem poslušanju in soudeležbe v diskusijskih skupinah. Predstavljene bodo tudi druge strategije razvijanja socialnih in emocionalnih potreb v programih za nadarjene.

**Ključne besede:** Socialne in emocionalne potrebe nadarjenih učencev, izobraževanje nadarjenih učencev.

### **Introduction**

Reactive attention to social and emotional concerns of gifted pupils is often the only attention those concerns receive in schools. When teachers see behaviours suggesting that a gifted student has some problems or disorders they are likely to contact the school counsellor. The counsellor then meet with the gifted student, alerts the students parents it warranted, offers guidance and follows established protocols. The system has reacted. Prior to crises threats to well being, schools often pay little attention to the social and emotional concerns of gifted students. Proactive attention to affective issues usually does not exist.

Some authors concerned with affective aspects of giftedness have focused on mental health issues in general (Gallucci, 1988; Neihart, 1998; Schmidt, 1987) or have given specific attention to specific problems.

Dabrowski (Dabrowski, 1964) concepts of positive disintegration give attention to significant emotional upheaval, while recognizing its function in movement toward higher levels of personal development. There has been less scholarly attention to preventing social and emotional distress (Clark, Dixon, 1997; Delisle, 1988; Harmon, Ford, 2001; Peterson, 1990, Schmidt, 1987), or developing strategies the »mediate the negative consequences of excellence« (Plucker, Levy; 2001).

Colangelo and Zaffran (Colangelo, Zaffran, 1979) argued convincingly more than two decades ago for attention to mental health concerns through developmental and differentiated guidance for gifted students. In Slovenia, authors Kukanja and Ferbežer (Ferbežer, Kukanja, 2008) wrote a handbook about guidance of gifted students.

Programs for gifted students usually do not include attention to the prevention of social and emotional difficulties. Today prevention is basic to the training of school counsellors. School counsellors work with gifted education teachers to prevent problems in gifted students and gifted education teachers can also make use of the prevention oriented curricula.

We like to help teachers of gifted students understand what they can do to address affective issues of gifted students proactively. We will describe strategies for incorporating prevention oriented curricula into programs for gifted students. By formally including proactive attention to social and emotional concerns, programs for gifted can help to prevent social and emotional difficulties and promote healthy development of gifted students. In recent decades have schools begun to emphasize proactive, preventive attention to affective concern for gifted students. Guidance programs includes broad rang of students, not just those in crisis and moved away from the earlier emphasis on remediation of problems. (Pediček, 1967; Dinkmeyer, 1967; Wrenn, 1962). Those programs emphasized the prevention of problems. (Zaccaria, 1969) Prevention programs promote small group counselling and focusing on carrier development, self-management, decision making, coping with crises, and prevention of interpersonal difficulties that might affect school performance.

In broad terms, the field of counselling is distinguished by its emphasis on strengths rather than pathology, and on collaborative, rather than hierarchical, counsellor client relationship. However, the prevention dimension of their training generally distinguishes school counsellors from other mental health and social service professionals.

## A perspective on the affective needs of gifted students

Our starting point is that little attention to gifted students is included in the preparation of school counsellors. Gifted students are not usually seen as a »special needs« population. Giftedness may receive the same small amount of attention that learning disabilities, attention deficit disorder and so on. In school counselling preparation giftedness may receive no attention at all.

It is urgently that school counsellors perceive that gifted students need the same proactive, prevention oriented services that others in a school system need. Gifted students have social and emotional concerns and those concerns demand their involvement as counsellors.

Affective curriculum has to be incorporated into an educational program for gifted students. Gifted education teacher is often perceived as being able to understand concerns related to affective needs of giftedness. Problem is that gifted students are often not open about social and emotional concerns (Peterson, 1990, 2002).

Gifted students are certainly not exempt from personal difficulties, and research has shown that the incidence of psychopathology in gifted students is at least comparable to that in the general population. (Galucci, 1988). Many of their stressors are not unique to gifted individuals. But their intensity and sensitivity may contribute to problematic responses to stressors such as following (Lovecky, 1992):

1. Their parents may separate, divorce, produced blended families with altered roles, adjusted family hierarchies, and new »birth order«.
2. People close to them die, are terminally ill, move away, or turn away.
3. Their families relocate (Plucker, Yecke, 1999).
4. Their parents may abuse substances (Peterson, 1997), be workaholics, be depressed, or »abandon« them in still other ways.
5. They may have violent parents and difficult sibling relationships (Peterson, 2001b, 2001c), as well as a negative peer group and a difficult environment (Hebert, 2001).
6. They may experience trauma, including sexual and other kinds of abuse (Peterson, 2001b), debilitating accidents and illnesses and other troubling events (Peterson, 1997; 2000a, 2001b).
7. Their race, culture, socioeconomic status (Harmon, Ford, 200; Hebert, Beardsly, 2001) or sexual orientation (Peterson, Rischar, 2000) may contribute to intrapersonal and interpersonal difficulties.

Some potential stressors may be related to giftedness:

1. They may be teased and bullied at home or at school, uniquely vulnerable because of talents and interests (Peterson, Ray, 2002). These and other experiences may contribute to rage and violence (Cross, 2001).

2. Gifted pupils may feel isolated (Plucker, Levy, 2001) because of pervasive sense of »different ness«, the stigma of giftedness (Cross, 2001), or significant adults indifference (Peterson, 2001 b).
3. Gifted students may be self-critical and perfectionist, fearful of mistakes (Schuler, 2001) and of failure, with anxiety about the future (Peterson, 1990).
4. Their intensity and internal asynchronies may contribute to stressful environmental interactions (Neihart, 2001).

Multitude of situations or conditions may affect a gifted student's ability to concentrate on schoolwork, to interact effectively and comfortably with peers and teachers, and to maintain good physical and emotional health. Sometimes high achievement and demonstrations of great talent may mask great distress. (Peterson, 1993b; 2000; 2002b). Needs of gifted students are often unrecognized and unmet (Robinson, 2001; Ferbežer, Težak, Korez, 2008).

Research evidence suggests that many gifted students believe that school counsellors are available and appropriate for others, but not for them (Peterson, 1990). Gifted achievers and underachievers alike may also believe that their teachers, mentors and even parents do not recognize their affective needs, emphasizing academic and talent development instead. Those adults may send the message that gifted students need to »experience disappointment« and do not need the same level of emotional support as their less endowed siblings or age peers (Peterson, 2002b). The sensitivity and intensity that have long been associated with giftedness (Piechowski, 1979), coupled with gifted individual's silence when in distress (Peterson, 2002a), suggest that gifted students are indeed at risk for personal and interpersonal problems in the ways that are unique of high ability students.

There is no available information regarding how much attention programs for gifted students give to affective concerns, although Clark (Clark, 2000) reported that 8 of 14 countries that responded to a World Gifted survey do provide programs in the area of social emotional development. Few programs formally and intentionally include such attention.

Several factors may contribute to this lack of attention to social and emotional concerns. Programs may be severely understaffed with teachers sometimes responsible for more than one school site. Time constraints may seem to preclude »extras«, including attention to the affective. Preparation of gifted education teachers may exclude focusing on social and emotional concerns (Zavodov katalog nadaljnega izobraževanja in usposabljanja za šolsko leto 2010/2011, Zavod Republike Slovenije za šolstvo, Ljubljana; 2010; Odkrivanje in delo z nadarjenimi učenci, Kurikularni svet, 1998).

In short, social and emotional concerns in programs for gifted students are not likely to attend regularly and intentionally to the non-academic development of gifted students.

»Normal development« for gifted students includes developing identity, moving toward autonomy, establishing a mature relationship and exploring career direction (Havighurst, 1972). In people with high ability the period of active exploration of identity is likely to be pronounced (Ericson, 1968), and gifted students who are actively engaged in identity exploration are more likely than others to be in conflict with parents and other authority figures (Kidwell, Dunham, Bacho, Pastorino, Portes, 1995). Both career indecision (Kerr, 1991; Ryslew, Shore, Leeb, 1999) and intense commitment to career development (Plucker, Levy, 2001) may contribute to high stress for gifted students. Because their training has not yet incorporated the concept of nonuniversal development, which challenges generalized developmental models (Feldman, Fowler, 1998), school counsellors may be unaware of not only the nature and needs of gifted students, but also of their potential for atypical development (Coleman, Cross, 2001). In fact, developmental asynchrony, disparity among intellectual, physical, social and emotional developmental levels is routinely associated with giftedness (Silverman, 2001).

All students who are gifted face developmental challenges. Teachers often give less attention to the developmental concerns of gifted students than they give to those who are less able. Talented students may be perceived as not needing help (Peterson, 2002b), particularly with normal developmental concerns. In fact they may be seen as not » normal« at all (Cross, Coleman, Stewart, 1993). Teachers and school counsellors may assume that gifted students are able to meet personal challenges by applying their abilities or that they simply have no aspects of self other than talents and performance.

### **Strategies for proactively addressing affective concerns**

What can gifted education coordinators, counsellors and teachers do to address the effective concerns of gifted students proactively in order to prevent existing problems from worsening. How can interventions be incorporated into programs for the gifted?

It is often unacceptable to pull gifted students out of class, and there are some resistance to pull out services may be true for gifted education programs. Creative use of no class times may allow attention to prevention. Scheduling gifted students together daily for these periods for one semester or one school year is also sometimes possible, especially if school personal can be convinced that social and emotional concerns will be a weekly focus and that grouping homogeneously by ability is important for comfort and trust.

Since examples of affective materials for gifted students are rare in the literature (Ferbežer, Težak, 2007; Milne, Reis, 2000). School counsellors should be seen as

primary resource at all grade levels, They represent prevention oriented curricula that are appropriate or can be easily adapted for gifted students. Particularly if counsellors in their schools are not regularly developing and employing such materials, gifted education teachers can ask them for catalogs that include resources appropriate for small groups of gifted students.

Counselling offers models of listening behaviours. Active listening skills are important. At work with individuals and group of gifted students the most important counselling skills involve the following:

1. Placing the emphasis on listening, rather than questioning, because the latter controls conversation and discussion and often reflects the questioners and discussions and often reflects the questioner s agenda, not the needs of speaker.
2. Placing the emphasis on listening, rather than informing, a change that may be difficult for teachers. From information giving to information receiving.
3. Attending to the speaker - giving undivided attention , giving eye contact and responding nonverbally to what is said (e.g., with nods and an expressive face).
4. Paying attention to feeling being conveyed and validating those feeling (e.g., »I can hear how frustrated you are.«).
5. Using paraphrases and summaries to show that the listener has been paying attention (e.g. »You were saying that you ...«).
6. Resisting the urge to give advice to the speaker, because feeling pressure to advice puts an unnecessary burden on the listener.
7. Resisting the urge of self disclose, since self disclosure takes attention away from the speaker and is usually not as effective as a speaker might think.
8. Recognizing that it is important to »enter the personal world« of those who are under stress, facing difficult decisions or having difficulty with developmental challenges - and to enter no judgmentally.
9. Recognizing that being heard may be more helpful than »being fixed«.
10. Recognizing that the listener needs to be »taught« by the speaker, since no listener can know the thoughts and feeling of another unless the speaker has the opportunity to share them.

Active listening skills can also been taught to gifted students themselves for the benefit of their present and future relationships.

Gifted education teacher might ask a school counsellor to co facilitate a small group of gifted students so that she (he) might be able to observe techniques and develop skills alongside someone especially trained in group work. School counsellor can conduct a discussion group alone for gifted students as well, emphasizing that grouping by both age and ability level is important for discussion of social and emotional concerns (Peterson, 1995). An indirect benefit of that involvement is the group leader's enhanced awareness of gifted student's social and emotional concerns.

Peterson in group sessions (Peterson, 1990) discovered that many do not trust that their no gifted age peers can understand their social and emotional concerns. Most of gifted students indicated that they did not readily share elsewhere their thoughts about developmental challenges, expectations from self and others, disappointments, frustrations, fears, expectations and sadness. Many had developed a facade of invulnerability, which helped to protect their bright and successful image in school and at home. It was not easy for them to reveal doubts, embarrassment, shame, and feelings of awkwardness. Gifted students are also afraid that their questions about relationships would sound dumb. The groups gave them opportunity to connect with other gifted students and most gifted students gradually relaxed and shared their vulnerabilities. At the end of those experiences gifted students wrote that they had gained a great deal by listening to others. Some revealed that the groups had helped them through difficult times even though no one at school or in the groups had been aware of their difficulties.

Discussion groups geared to social and emotional concerns can accommodate the entire range of gifted students (i.e., underachievers, cultural deprived gifted students, gifted from other cultural backgrounds, gifted students from social tringe, risk avoiders, and gifted students from the entire socioeconomic range). That discussion groups may be the only program component that can do this. In addition to providing a place of comfort, the groups can serve to affirm personal strengths, an important element in the prevention of social and emotional problems during development, especially for those who are experiencing severe difficulties (Peterson, 2001a), or whose cultural values are at odds with the culture of the school (Harmon, Ford, 2001; Peterson, 1999). That discussion groups can provide additional prevention oriented benefits:

1. Helping gifted students to discover commonalities with others, thereby lessening of isolation and loneliness.
2. Helping gifted students feel affirmed of their ability, even they are not successful or productive in school, and while they may be experiencing episodic underachievement (Peterson, Colangelo, 1996).
3. Helping gifted students develop skills in articulating social and emotional concerns, which can benefit their personal relationship during their development.
4. Helping gifted students sort out stressors, potentially avoiding development of serious mental health concerns later.
5. Providing gifted students with information about abuse, depression and suicidal ideation, eating disorders, various forms of abuse and post traumatic stress disorders to fill in critical gaps in information about self care or to correct misinformation.

Speakers from nearby universities, from medical centres and from mental health agencies might be invited to speak to small or large groups of gifted students about social and emotional concerns.

Counsellors, social workers, psychologists can also be invited to speak to small or large groups. Gifted students are interested in learning about themselves and are eager to know what therapists see in gifted students and what these professionals can offer as guidance. Such speakers can present their views of the »burdens of capability« (Peterson, 1998; Plucker, Levy, 2001).

Parents support groups can be organized for the purpose of enhancing the family, social and emotional lives of gifted students. Parents can learn to be proactive in helping their gifted students develop in healthy ways. Raising parents awareness with information pertinent to social and emotional development is one strategy, as well as focusing on family problem solving or parent student communication. Another strategy is to sustain group focus on a particular concern (e.g., learning disabilities in gifted students) for one or more meetings. These group meetings can also be open ended with issues raised by those attending. These groups might be co facilitated with school counsellor who has expertise in group communication. Counsellors can also be invited to speak to parent groups about affective concerns, including the need for parent to be active listeners. Counsellors might offer a parent workshop on listening skills.

School counsellors are currently being encouraged to be agents of change, integral to school reform and potentially changing systems that impact children s lives negatively (House, Martin, 1998). Gifted education teachers can be change agents as well, even though some may perceive that their work is peripheral, dealing with only a small percentage of the student population. Gifted education teachers can help to create a school climate that values learning, many kinds of intelligence, and diversity, and does not tolerate aggressing and hostility.

An affective emphasis draws attention to the fact that gifted students may have special developmental needs and may be burdened by their abilities, their intensities and their own and others expectations. This is a first step toward affecting the school climate positively for gifted students and possibly for others as well, since interest in affective concerns may increase generally. Another indirect benefit is that social and emotional focuses help to combat negative perceptions of gifted education. Having some lectures focus on affective concerns associates high ability with interest in social and emotional issues and may therefore challenge stereotypes of both gifted students and programs. These lectures and other open programs can in themselves contribute to an atmosphere of learning, including learning about the self.

These discussions groups can play a part in generating a positive school climate. When dealing with social and emotional issues the social hierarchy fades. Gifted students quickly realize that stellar achievement dash not necessarily mean being able to articulate personal concerns. The most assertive debates are not necessarily the most eloquent in these unique discussion groups. The result may be less arrogant behav-



ior at school, and, in turn, more accommodation by teachers, less hostility from peers, and increased harmony among all students. By sharing information about social and emotional needs of gifted students with school counsellors, teachers, and school administrators, gifted education teachers raise others awareness of the social and emotional needs of gifted students. A close working relationship between gifted education teachers and school counsellors can also mean collaboration regarding school interventions for gifted students in distress or referral to outside agencies.

## Conclusion

Emphasis in school counsellor preparation on prevention offers a framework for gifted education programs seeking to address the affective needs of gifted students. Gifted students, like other students, face developmental challenges. They can benefit from opportunities to learn about development and gain skills in articulating concerns and coping with stress. Programs for gifted students can include an affective curriculum, including focused discussion groups, speakers addressing social and emotional concerns and parent groups. Parent groups geared to improving family communication and raising awareness of social and emotional concerns of gifted individuals. A social emotional component in a program for gifted is arguably the most important component

Gifted education teachers and their focus on social emotional needs of gifted can also contribute to improving the general school climate. It is important not to ignore social and emotional concerns of gifted students, not just to help them navigate typical and atypical developmental challenges, but also because some concerns may develop into significant maladies later. Gaining skills in articulating concerns and discovering commonalities with peers might be critical to sound mental health for individuals struggling with serious issues. What all gifted students can gain from attention to affective concerns enhance relationships and quality of life across the lifespan.

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## ZNANSTVENA PISMENOST I DAROVITI UČENICI

**Rezime:** Dio autora ističe važnost učinka tj. postignuća djeteta. Razlika između potencijala i postignuća djeteta jeste područje planiranja obrazovnih intervencija. Jedan od najpoznatijih pripadnika ove grupe autora jest svakako Joseph Renzulli koji kaže: »Darovito ponašanje pokazuje interakciju triju osnovnih skupina ljudskih osobina: natprosječne opće i /ili specifične sposobnosti (ne nužno superiornih), visoke usmjerenosti na zadatak (unutrašnje motivacije) i visokog stupnja kreativnosti. Pojedinci koji pokazuju darovito ponašanje su oni koji imaju ili mogu razviti ovu kombinaciju osobina i primijeniti je u nekom vrijednom području ljudske aktivnosti.» (Renzulli, 1986, [www.gifted.uconn.edu](http://www.gifted.uconn.edu)).

**Ključne riječi:** darovita djeca, znanost, znanstvena pismenost, znanstveno mišljenje, prirodoslovlje.

### Darovit je ...

Tijekom povijesti mijenjali su se teorijski pristupi pojmu darovitosti, doživljavane su promjene s obzirom na kriterij koji su pojedini autori postavljali kao primaran.

Brojni su čimbenici koje treba uzeti u obzir prilikom objašnjavanja zašto neke osobe iskazuju darovita ponašanja u određeno vrijeme pod određenim okolnostima. Renzulli je čimbenike grupirao u dvije tradicionalne dimenzije proučavanja ljudskih bića koji se najčešće odnose na *osobnost* (samopercepcija, hrabrost, karakter, intuicija, karizma, potreba za postignućem, jačina ega i energija) i *okolinu* (socioekonomski status, osobnosti roditelja, obrazovanje roditelja, pobuđivanje interesa u djetinjstvu, mjesto obitelji, formalno obrazovanje). Istraživanja jasno pokazuju da svaki od navedenih čimbenika igra različite uloge u manifestaciji darovitosti, te da postoji međusobna interakcija svih čimbenika.

Postoje i drugi različiti pristupi u definiranju darovitosti koji imaju svoj teorijski, ali i praktični značaj. Međutim, Čudina-Obradović (1991) navodi značajke koje su zajedničke brojnim istraživanjima:

- Darovitost je kombinacija sposobnosti i osobina ličnosti.
- Javlja se u različitim domenama kao jedinstvena sposobnost ili kombinacija sposobnosti.
- Može biti manifestna pa su rezultati vidljivi ili potencijalna koja će se razviti uz poticaje i potporu okoline.

U ovom ćemo radu koristiti definiciju darovitosti koja predstavlja kombinaciju postojećih teorija, definiciju koja uvažava i potencijalnu i manifestnu darovitost, a glasi da su darovita ona djeca koja u jednoj ili više područja ljudske djelatnosti postižu natprosječni učinak koji predstavlja kreativan doprinos u tom području.

Vrlo važan čimbenik razlikovanja darovitih učenika od drugih jeste njihov način intelektualnog funkcioniranja. Darovita djeca razlikuju se i po načinu njihovog učenja od ostale djece. Nemaju samo izvrsno mišljenje i sposobnosti učenja, već ih koriste efikasnije od drugih. Superiorniji su u odnosu na svoje prosječne vršnjake (Sternberg, Rogers, 1986, prema Cvetković Lay, 2002) u brzini prepoznavanja problema, spremnosti da pronađu brojna rješenja problema, smjer njihova rješavanja, itd. Istraživanja (Carr, Barkovski, 1986, prema Cvetković Lay, 2002) upućuju na to da darovitu djecu treba više uvježbavati u tzv. metakognitivnim vještinama jer njima pojačavaju akademska postignuća, razvijaju inteligenciju i kreativnost u rješavanju problema.

U skladu sa prethodnim saznanjima darovita djeca misle i uče drugačije od drugih, pa ih treba poučavati drugačije tj. na odgovarajući način i prema njihovim osobitostima.

Znanstveno mišljenje nije namijenjeno samo znanstvenicima već i malenoj djeci. Znanstveno mišljenje znači uporabu kritičke analize ideja i postavljanje hipoteza (Freeman, 2003). Ali u školama, većina djece je poučavana da misli na hiperkritički način što značajno utječe na reduciranje ideja. Problem je u postizavanju pravilne ravnoteže u znanstvenom mišljenju koristeći ne samo kritičke pristupe već i kreativne. Bez kreativnosti u znanstvenoj misli neće biti revolucionarnog napretka (Svedružić, 2005).

## Znanost i znanstvena pismenost

Etimološki, naziv «znanost» potječe od izraza «znati». Prema tome, u najopćenitijem smislu, znanost označava sveukupno znanje. Međutim, Zelenika (2004) napominje da riječi »znanje» i »znanost» imaju isti korijen, ali ističe kako je znanje jedan od atributa znanosti. Naime, samo znanje nije dovoljno za definiranje znanosti.

Osnovna karakteristika znanosti jest to što ne uključuje nadosjetilna saznanja, religijsku istinu, sirovu isključivu osjetilnu spoznaju, filozofsko znanje, niti umjetničku spoznaju. Iz ovoga Simonić (1999) nudi nešto opširniju ali mnogo precizniju definiciju znanosti: «Znanost je objektivno, sistematizirano i argumentirano znanje o zakonitostima, činjenicama, pojavama i njihovim vjerojatnim uzrocima. Stečeno je i provjereno egzaktnim promatranjem, organiziranim pokusom i pravilnim razmišljanjem».

Zelenika (2004) definira znanost kao sustav sistematiziranih i argumentiranih znanja, odnosno sustav spoznajnih činjenica, pojmova, načela, podataka, informacija,

teorija, zakona i zakonitosti u određenom povijesnom razdoblju o objektivnoj stvarnosti (tj. prirodi i društvu) do kojega se došlo primjenom objektivnih znanstvenih metoda, a kojima je temeljna svrha i cilj spoznavanje zakona i zakonitosti o prošlosti, sadašnjosti, budućnosti prirodnih i društvenih pojava i maksimalizacija učinkovitosti ljudske prakse.

Iz navedenih definicija pojma znanosti, može se zaključiti da mišljenja pojedinih znanstvenika o pojmu znanosti nisu identična, ali da među njima nema bitnih razlika, te da je svima njima zajedničko da ona obuhvaća sustav spoznajnih činjenica, pojava, načela, podataka, informacija, teorija, zakonitosti i zakona o objektivnoj stvarnosti prirode i društva. Dakle, znanost ima temeljnu zadaću, otkrivanje istine, odnosno utvrđivanje zakonitosti prirodnih i društvenih pojava. U ovom radu pozornost smo usmjerili na prirodne znanosti, ne umanjujući time važnost razvoja interesa za društvene znanosti. Razloge za takvo opredjeljenje nalazimo u rezultatima relevantnih istraživanja u svijetu koji upućuju na sve slabiji interes mladeži za znanost, ali o njima više u nastavku.

Znanstvenu (prirodoslovnu) pismenost, Filipašić (2005) definira kao razumijevanje prirodnih znanosti<sup>1</sup> i njihove uloge u društvu. Također ističe, kako je znanstvena pismenost zapravo povezivanje nastave u školi s iskustvom i doživljajima učenika izvan škole. Time se izgrađuje sposobnost samostalnog učenja, te jasnog i argumentiranog izražavanja vlastitih stavova. Znanstvena pismenost također podrazumijeva razvijanje kritičkog, divergentnog i kreativnog mišljenja (Filipašić, 2005).

Razvijanjem znanstvenog svjetonazora djetetu se pomaže da postane dobro adaptirani pojedinac, autonoman u razmišljanju i odlučivanju i sposoban za kvalitetno donošenje odluka i rješavanje problema.

## Znanstveno mišljenje i darovita djeca

Znanstvena pismenost usko je vezana i uz znanstveno mišljenje. Često se postavlja pitanje: »Zašto je važno poticati znanstveno mišljenje kod djece?» (Mladinov, 2007) kao jedan od razloga navodi, kako je dijete svakodnevno izloženo obilju informacija, te mu je stoga potreban »ključ« po kojem će određivati koje su mu informacije važne i vjerodostojne u izgrađivanju spoznaje o svijetu koji ga okružuje.

Jednom usvojene vještine kritičkog i znanstvenog mišljenja, primjenjive su na bilo koje područje. Njihovim ovladavanjem, stječe se samostalnost, što kao konačnu posljedicu ima razvoj znanstvene pismenosti.

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<sup>1</sup> Prirodne znanosti: biologija, fizika, kemija, geologija, geografija, astronomija, ekologija i tehnički odgoj.

Istraživačkim radom potiče se razvoj kritičkog i znanstvenog mišljenja. Schafersman (1997) objašnjava, da kada netko koristi znanstvene metode pri istraživanju prirode ili svemira, on tada zapravo prakticira znanstveno mišljenje. Znanstveno mišljenje nije rezervirano samo za znanstvenike. Napominje, da onaj tko ovlada znanstvenim metodama može »razmišljati kao znanstvenik«. Kada netko koristi metode ili načela znanstvenog mišljenja u svakodnevnom životu, bilo da proučava povijest, literaturu, istražuje različite ekonomske ili psihološke probleme i sol., on se zapravo služi »kritičkim mišljenjem<sup>2</sup>«. Kritičkim mišljenjem dolazi se do pouzdanih spoznaja iz svih kutova života i društva, međutim one nisu ograničene formalnim studijama prirode.

Schafersman (1997) ističe kako se znanstveno (i kritičko) mišljenje bazira na tri osnovne stvari: koristi evidenciju (empirijski ili prirodni dokazi) prikupljenu iskustvom (empirizam), zahtijeva praktično logičko obrazlaganje (racionalizam) i posjedovanje skeptičnog stava (skeptizam). Ovakva iskustva su vrlo bitna, jer se trajnije urezuju, moguće ih je ponovno doživjeti i provjeravati. Prilikom donošenja odluka, ljudi su skloni često se oslanjati na osjećaje, nadu i želje, što je u osnovi ljudske prirode. Međutim, Schafersman (1997) upozorava: emocije nisu dokazi, osjećaji nisu činjenice, a subjektivna vjerovanja nisu konačna uvjerenja. Napominje, da uspješan znanstveni i kritički mislioc, provodi godinama, učeći logički razmišljati. Kalin (1991) također, navodi kako su se daroviti ljudi, zbunjeni nejednolikostima stvari i u neizvjesnosti kojima se od njih treba većina priklanjati, da li na istraživanje što je u stvarima istinito, a što lažno, da bi rješenjem tog pitanja postigli duševnu stabilnost. Schafersman (1997) napominje da osobe sa razvijenim znanstvenim i kritičkim mišljenjem, stalno provjeravaju dokaze, argumente i razloge svojih vjerovanja.

Freeman (2003) smatra, da kod podizanja znanstvenog mišljenja na višu razinu osoba treba prijeći dvije prepreke:

- *Nekontrolirane emocije*: se javljaju pri donošenju odluka često zbog relativno jake mašte. U takvoj situaciji treba usporiti, razmisliti i težiti kompromisu.
- *Davanje smisla*: ono što za neku osobu »ima smisla«, drugoj osobi može biti besmisleno i glupo. Stoga je bitno lišiti se osobnih predrasuda, te jasno i racionalno prosuđivati.

## Važnost učenja prirodnih znanosti

Prirodne znanosti iznimno su važne za razvoj jedne zemlje. Uz to, igraju važnu ulogu i u razvoju djece jer pridonose razvoju logičkog mišljenja (Pešikan i Ivić, 2005). Posebno se naglašava utjecaj prirodnih znanosti na razvoj eksperimentalnog mišljenja tj. onu vrstu mišljenja koja se javlja kod izvođenja eksperimenata. To podrazumijeva prepoznavanje varijabli koje imaju utjecaj na pojavu.

2 Kritičko mišljenje je proces intelektualne discipline u okviru kojeg se aktivno i umješno konceptiraju, primjenjuju, analiziraju, sintetiziraju, i/ili procjenjuju informacije prikupljene ili generirane putem opažanja, doživljaja, razmatranja, rasuđivanja ili priopćavanja, kao vodič za vjerovanje i akciju ([www.criticalthinking.org](http://www.criticalthinking.org) - Centar za kritičko mišljenje, 23.07.2008).



Međutim, istraživanja upućuju na to da sve više učenika 15-godišnjaka gubi interes za prirodne znanosti. Michael Reiss (2007) komentira rezultate Međunarodne studije poznate pod nazivom ROSE (Relevance of Science Education)<sup>3</sup> - projekt čiji su koordinatori stručnjaci sa Univerziteta u Oslu u Norveškoj. Rezultati do kojih se došlo ispitivanjem više desetaka tisuća djece u više od 40 zemalja ukazuju na suodnos između stupnja razvijenosti neke zemlje i interese za prirodne znanosti. Naime, u razvijenijim zemljama djeca su manje zainteresirana za prirodne znanosti u školi<sup>4</sup>. Stoga, Michael Reiss postavlja pitanje: »Zašto je prirodoslovlje u školi, posebice kemija i fizika, toliko nepopularno u bogatijim zemljama i što možemo poduzeti u vezi s tim?» (Reiss, 2007, str. 2).

Prirodne znanosti su djeci dosta teške te ih stoga ne vole. Sadržaji su često apstraktni, nevidljivi golim okom, nisu dovoljno povezani s njihovim iskustvom. Djeca razvijaju odbojan stav prema sadržajima koje ne razumiju i teško usvajaju. Razvijanje pozitivnih stavova prema prirodnim znanostima ovisi prije svega, o načinu na koji se u školama obrađuju. Isto je tako važno da se s razvijanjem pozitivnih stavova započne što ranije. Postoje izvrsno pripremljeni materijali namijenjeni djeci predškolske dobi (npr. Rothschild, Daniels, 1999) koji se usmjeravaju na razvijanje prvih stavova prema prirodi i zakonima prirode kroz vrlo jednostavne aktivnosti i pokuse.

Činjenici da su djeca u početku zainteresirana i motivirana izvoditi praktične radove u uzbudljivim praktikumima, a kasnije ih ta želja napušta osjećajući da je rad u znanosti za nekog drugog tko je pametniji od njih, u svijetu se prilazi na različite načine. Neke zemlje su nastojale prilagoditi *prirodoslovni kurikulum*. Učitelj bi, koristeći teme od interesa za djecu, nastojao razvijati put u prirodne znanosti. Međutim, Mary Warnock i Richard Sykes<sup>5</sup> su takav pristup za učenike od 14 do 16 godina označili kao potpuno besmislen i zaglupljujući. Isto istraživanje (ROSE project) razmatra pitanje strukture prirodoslovnog kurikuluma u različitim zemljama pa će dobiveni podaci biti dobar pokazatelj u kom pravcu bi trebali krenuti stručnjaci u sastavljanju izazovnijeg i kreativnijeg prirodoslovnog kurikuluma u obrazovnom sustavu.

Širom svijeta otvaraju se ustanove koje žele pridonijeti razvijanju pozitivnog odnosa djece prema prirodnim znanostima tj. znanosti uopće. Prednjače znanstveni muzeji i centri koji su uglavnom namijenjeni djeci od 7 do 14-16 godina s brojnim izložbenim eksponatima i prostorima za pokuse (npr. Science Museum u Londonu)<sup>6</sup>.

3 ROSE, The relevance of Science Education, je međunarodna komparativna studija s ciljem utvrđivanja značajnih čimbenika u učenju znanosti i tehnologije. Uključeno je 40 zemalja iz cijelog svijeta. Republika Hrvatska nije sudjelovala u navedenoj studiji. Više o tome: <http://www.ils.uio.no/english/rose/about/rose-brief.html> (9. listopada 2008)

4 Posljedice toga su zatvaranje oko 80 sveučilišnih odsjeka za fiziku u Velikoj Britaniji zadnjih 6 godina.

5 Mary Warnock je istaknuti filozof u Velikoj Britaniji; Richard Sykes, biokemičar, bio je rektor Imperial Collegea u Londonu. Od 2008. godine je izvršni predsjednik NetScientific Group i Toumaz Technology Ltd.

6 [www.sciencemuseum.org.uk/](http://www.sciencemuseum.org.uk/)



Iskustva iz prakse govore u prilog preispitivanja ocjenjivanja učenika u prirodoslovlju u redovnim školama kako bi se provjeravalo ono što zaista omogućuje djetetu da znanstveno misli i tako pridonijeti stvaranju nove generacije znanstvenika.

Kakvi su pokazatelji o nastavi prirodoslovlja u našim školama, u Republici Hrvatskoj, posebno u nastavi prirode i društva od 1. do 4. razreda osnovne škole? Gdje su u svemu tome naši najsposobniji učenici ili oni koji su interesno usmjereni prema tom području?

Značajne smjernice nam mogu dati rezultati PISA<sup>7</sup> istraživanja 2006. godine u kontekstu međunarodnih rezultata. Postignuti rezultat u Hrvatskoj (493 bodova) govori u prilog statistički značajno nižeg prosjeka od OECD projekta (500 bodova). Prema analizi rangiranih zemalja po prosječnom rezultatu može se zaključiti da »manje od 20% hrvatskih učenika nije sposobno na adekvatan način koristiti i primjenjivati stečena prirodoslovna znanja« (Braš Roth, 2008, str. 94).

Da bi se postigli bolji rezultati vezano za prirodoslovnu pismenost, potrebno je metodički pristup i provjere znanja u nastavi prirodoslovlja usmjeravati ka procjenama upotrebljivosti naučenog, a ne se samo oslanjati na kvantitetu reproduktivnog znanja na određenoj razini školovanja (Braš Roth i sur., 2008).

Prilikom poticanja znanstvenog mišljenja, učenicima treba pomoći da otkriju svoj vlastiti put, odnosno vlastiti način učenja, da razviju svoje metakognitivne vještine koje će uključivati strategije planiranja, sagledavanja, evaluacije i izbora sadržaja za učenje. Pritom, Freeman (2003) spominje problem učiteljevog čestog rigidnog usmjeravanja učenika u određenom smjeru, čime se narušava autonomija i motivacija učenika za postignućem. Kako bi pridonijeli autonomiji darovitog učenika, Freeman (2003) preporučuje jednostavno pitanje: »Što si naučio danas?« čime se omogućuje učeniku da prepozna i razmišlja o naučenom. Nisbet (1990, prema Freeman, 2003) učiteljima predlaže sljedeće metode kojima mogu kod učenika razvijati autonomiju u učenju:

- *»Pričati na glas«* - učitelj za vrijeme rada, istražujući neki problem, treba pričati glasno, kako bi ga razumijeli i čuli svi učenici, te kako bi usvojili i razumijeli cjelokupan tijek rada.
- *Kognitivni nauk* - učitelj demonstrira cijeli proces istraživanja. Učenici imaju priliku vidjeti eksperiment iz »prve ruke«, na pravom primjeru.
- *Rasprava* - organizira se nakon obavljenog eksperimenta. Njome se vrši analiza cijelog procesa istraživanja. Bogata argumentima.
- *Suradničko učenje* - učenici izlažu svoje zaključke jedni drugima. Kooperativne »poučavanje-učenje« interakcije idealne su za postizanje viših razina razumijevanja.

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7 PISA - OECD-ov Programme for International Student Assessment - Program za međunarodnu procjenu učenika u ispitivanju čitalačke pismenosti, matematike i prirodoslovlja. Provodi ga međunarodni Konzorcij, a predvodi ga Australско vijeće za istraživanje u obrazovanju.(www.pisa.oecd.org)

- »Sokratovsko ispitivanje« - učiteljevo oprezno ispitivanje, kojim potiče učenike da izraze svoje misaone procese, te izlože vlastite argumente. Ispitivanje nije usmjereno na stjecanje novih vještina, ali upućuje učenika da iskoristi ona znanja koja već posjeduje.

## Znanost u praksi

U svijetlu današnjih problema čovječanstva (npr. rast stanovništva, problemi nedostatka energije, onečišćenje okoliša) veliku važnost ima odgoj i obrazovanje djeteta (De Zan, 2001) s temeljnim ciljem da se upoznaju osnove prirodnih i društvenih znanosti, radi donošenja pravilnih odluka u svezi kvalitete života i ekoloških pitanja. Nastava prirode i društva za učenike od 1. do 4. razreda u Republici Hrvatskoj mora poticati brojne psihičke funkcije: pamćenje, interes, pozornost, maštu, sposobnost govora. Ova nastava ima poseban zadatak, a to je uvođenje učenika u samostalno usvajanje znanja i to putem samostalnih istraživačkih radova. Dosadašnja iskustva autora o kvaliteti nastave prirode i društva u osnovnim školama upućuju na veću prisutnost predavačkog oblika nastave. Izvođenje planiranih pokusa uglavnom ostvaruje učitelj, dok se od učenika, koji se nalazi u poziciji »pasivnog promatrača«, očekuje uočavanje novonastale promjene i donošenje zaključaka. Da bismo postigli odgovarajuću razinu poučavanja (George, 2005) preporuča se učiteljima da omogućuju učenicima dodatni rad, da pripremaju zadatke s više mogućih rješenja, da se usmjeravaju na razvoj sposobnosti mišljenja, da potiču učenike na usvajanje znanstvenog rječnika, da ih uključuju u provođenje naprednijih istraživanja, da se djeca upoznaju s relevantnim znanstvenim časopisima (npr. u svijetu vrlo popularni »New Scientist«), da pripremaju razne dodatne radne listove ...

Filipašić (2005) u svrhu razvoja znanstvene pismenosti preporučuje sljedeće metode: bilježenje; proučavanje demonstracijskog pokusa; samostalno promatranje ili promatranje u paru, timu ili skupini; izvođenje pokusa; istraživački projekt (tjedni, mjesečni, godišnji); izrada modela i/ili makete, studijski izlet (posjet) poduzeću, zvezdarnici, farmi, rijeci; rad na računalu i u knjižnici.

U svijetu postoje različiti primjeri iz prakse kojima je temeljni cilj razvoj znanstvene pismenosti kod djece. U ovom radu prikazat će se samo neki od njih: Festival znanosti, Znanstveno-edukacijski centar Višnjan i »Discussions In Primary Science Project« (DIPS<sup>8</sup>) u Velikoj Britaniji.

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8 DIPS - Discussions In Primary Science

## **Festival znanosti i radionica:**

### **»Kakva je veza između kapi vode i zrna kukuruza?!«**

Festival znanosti u Republici Hrvatskoj (i u drugim zemljama EU, a posebno u Velikoj Britaniji) manifestacija je kojom se znanstvenike i nove znanstvene spoznaje nastoji približiti najširoj javnosti s ciljem popularizacije znanosti i motiviranja mladih naraštaja za istraživanje i stjecanje znanja.

Radionica je namijenjena učenicima 1. razreda osnovne škole. Sastavljena je od aktivnosti koje od djece zahtijevaju samostalno donošenje odluka, povezivanje s osobnim iskustvom, inventivnost, sposobnost suradnje, te sudjelovanje u dječjim igrama. Daje primjer učenja i razvijanja vještina kritičkog i znanstvenog mišljenja kroz igru. Cilj ove radionice jest pobuditi kod djece želju za otkrivanjem svojstava vode, a time razvijati i metode znanstvenog mišljenja, ukratko, potaknuti radoznalost za znanost.

### **Struktura radionice**

Radionica se sastoji od dva dijela: u prvom dijelu djeca sabiru znanja o vodenici i uz pomoć ponuđenih materijala izrađuju svoju vodenicu, a u drugom dijelu otkrivaju načine kojima se vodenica pokreće i zaustavlja. Naime, učenike se nastoji potaknuti da samostalno usvajaju znanja, konkretno o funkciji i pokretanju mlinskoga kola, a zahvaljujući iskustvu pravljenja vlastitog mlina, a potom i »isprobavanju« tog istog mlina, uoče uporabnu vrijednost vode: snagu vode. Mali znanstvenici istražuju i dolaze do novih znanja, kreativno promišljaju i traže rješenje problema. O kreativnom mišljenju u znanosti, posebno prirodnim znanostima, postoje određena istraživanja, ali to može biti tema nekog drugog rada.

Radionica »Kakva je veza između kapi vode i zrna kukuruza« jedan je od primjera pružanja mogućnosti učenicima da samostalno istražuju, te vlastitim propitivanjem i razmišljanjem dolaze do zaključaka. Tema učenicima mora biti dovoljno bliska i zanimljiva kako bi je još temeljitije mogli razraditi, te doći do novih spoznaja. Ukoliko se učenicima pokaže »kako i na koji način«, kvalitetno će razmišljati i samostalno donositi odluke i zaključke.

## **Znanstveno - edukacijski centar Višnjan -**

### **»Youth Science Camp« (YSC)<sup>9</sup>**

Znanstveno-edukacijski centar Višnjan ili znanstveni kamp mladih je prirodoslovni edukacijski program za učenike u dobi od 8 do 14 godina. Organiziraju se i posebne radionice za darovite srednjoškolce u prirodoslovlju. Organiziran je kao sedmodnevni

<sup>9</sup>[www.astro.hr](http://www.astro.hr), [www.ysc.sci.hr](http://www.ysc.sci.hr)

ljetni kamp, sa boravkom sudionika u Višnjanu. Nastao je 2001. godine kao odgovor na percipiranu potrebu za pokretanjem znanstvenog programa za osnovnoškolce koji bi bio osmišljen prema načelima suvremenog »znanstvenog odgoja«.

Osnovna su težišta ovog programa:

- *Približavanje znanosti djeci* kroz proces aktivnog učenja, na način primjeren njihovim razvojnim kapacitetima.
- *Razvijanje intelektualnih, manipulativnih i socijalnih sposobnosti i vještina* kroz sadržaje vezane uz znanost i tehnologiju.
- *Usvajanje temeljnih vještina znanstvenog mišljenja i znanstvene metode*: postavljanje pitanja, planiranje eksperimentalnog nacrtu istraživanja, sustavno opažanje, mjerenje i bilježenje, postavljanje i testiranje hipoteza, te komunikacija ideja i rezultata s drugima.
- *Maksimalna individualizacija programa i mentorski rad*.
- *Razvijanje socijalnih vještina djece* i učenje timskom radu.
- *Multidisciplinarni pristup* u rješavanju problema, ali i u ponuđenim sadržajima rada.
- *Korištenje suvremenih tehnoloških dostignuća*.
- Kroz izradu projekata iz različitih područja prirodnih i društvenih znanosti (astronomije, arheologije, biologije, fizike, kemije) te tehnologije (robotika, informatika) ovaj program nudi *iskustveno učenje* o temeljnim znanstvenim pojmovima i metodama rada.

## **Centar za inovacije i istraživanja u edukaciji za znanost (CIRSE<sup>10</sup>) i Kemijsko - edukativni centar (CIEC<sup>11</sup>) na Sveučilištu York**

CIRSE i CIEC projektom »*Discussions In Primary Science Project*« (DIPS) odnosno »Rasprave o osnovama znanosti u osnovnoj školi« ili punog naziva »Pričajmo znanstveno u osnovnoj školi«, razrađuju ideju o uvođenju znanosti u školu i nude određene smjernice za uključivanje sadržaja kojima se potiče znanstvena pismenost, u osnovnoškolske kurikulume.

Postoje značajna stajališta o potrebi i brojnim razlozima uključivanja djece u »razgovor o znanosti«:

- *Pričanjem o znanosti, djeca konstruiraju vlastito shvaćanje* - Međusobnim raspravljanjem usavršava se kritičko mišljenje koje potiče učenike da vlastite ideje uspoređuju sa idejama ostalih učenika i sa idejama znanstvenika.
- *Razgovorom o znanosti djeci se pomaže da usvoje realističan pogled na znanost* - Znanstvene spoznaje su konstrukti koji se mogu nadopunjavati, usavršavati, ali i mijenjati. Mnoga djeca (i odrasli) smatraju da znanstvenici rade sami u labo-

10 CIRSE - Centre for Innovation and Research in Science Education

11 CIEC - Chemical Industry Education Centre

ratorijima. Međutim, znanstvenici međusobno surađuju, a razgovoru se vremenski posvećuje više nego laboratorijskom radu. Iz toga proizlazi, da znanstveno istraživanje potražuje razgovor o znanosti.

- *21. stoljeće zahtijeva znanstveno obrazovane građane* - Današnja djeca žive u svijetu u kojem egzistencija zahtijeva razumijevanje znanosti. Naime, trebaju biti sposobni donositi odluke oslanjajući se na znanost. Te odluke uključuju zdravstveno stanje, životni standard i sl. U srednjim školama od učenika se traži sve veći stupanj znanstvene pismenosti na koje bi učenike trebalo već pripremati u osnovnoj školi.

U skladu s navedenim stajalištima projektom DIPS predlažu se metode namijenjene učenicima osnovnih škola u svrhu približavanja znanosti:

- *Individualno vrijeme za razmišljanje* - svakom učeniku daje se stanovito vrijeme da samostalno razmotri zadatak, prije nego li započne rad s drugim učenikom ili ga se smjesti u grupu.
- *Razgovor s vršnjakom* - svaki učenik dijeli ideje i iskustva, te razmatra mogućnosti planiranja sa dodijeljenim suradnikom. Nakon što jedan učenik iznese svoja razmišljanja, mijenja se smjer, te drugi učenik potom izlaže svoja zapažanja.
- *»Koturanje snježne grude«* - po principu povećavanja »snježne grude«, učenici umnožavaju ideje. Učenici najprije u paru razmjenjuju ideje, potom se parovi udvostručuju, a daljnjim povećavanjem članova u grupi broj ideja raste.
- *Povezivanje* - Kada grupa izvrši zadatak u cijelosti, označeni pojedinac se seli u grupu gdje sumira i objašnjava ideje svoje grupe.
- *Preslagivanje* - Učenici se prema određenim svojstvima (dodijeljenim brojevima, znakovima ili simbolima) formiraju u različite grupe srodnih oznaka, ili u grupe različitih istraživačkih zadataka. Nakon preslagivanja originalnih u novonastale grupe, slijedi rasprava.

Na temelju objašnjenih stajališta i predloženih metoda rada, koje se nude projektom DIPS, jednostavno je zaključiti da se u središtu pažnje nalazi govor. Ističe se, kako je potrebno govoriti o znanosti, na znanstveni način, jer se upravo komunikacijom dolazi do bitnih spoznaja.

Pored navedenih, postoje razne druge metode i ideje koje se mogu koristiti u radu. Također, u svijetu postoje brojne organizacije, udruge i institucije koje se bave približavanjem znanosti učeniku, te razvojem znanstvene pismenosti.

Detaljnija objašnjenja o spomenutom projektu, te informacije o tome kako znanost na najjednostavniji i najefikasniji način približiti učenicima, moguće je pribaviti na brojnim mrežnim stranicama namjenjenim razvoju znanstvene pismenosti učenika u školama<sup>12</sup>.

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12 U prilogu - popis mrežnih stranica.

## Zaključak

Kako bi se razumjele posebne potrebe darovitih učenika, potrebno je dobro proučiti fenomen darovitosti, te osobine i specifičnosti koje karakteriziraju ovu djecu. Ono što se može zaključiti, jest da daroviti učenici pokazuju drugačiji pristup učenju. Zahvaljujući posjedovanju visoko razvijenih vještina divergentnog i kritičkog mišljenja, u odnosu na djecu prosječnih sposobnosti, mnogo brže i efikasnije mogu usvojiti i vještinu znanstvenog mišljenja. Vještina znanstvenog mišljenja ponajviše se razvija putem istraživačkog rada. Takav oblik rada od učenika zahtijeva da uz minimalnu pomoć učitelja, promatranjem, opisivanjem, uspoređivanjem, mjerenjem, analiziranjem i generaliziranjem, samostalno dolazi do zaključaka.

Zbog značaja razvoja znanstvene pismenosti za pojedinca i za cjelokupni napredak društva u kojem živi, podržavamo da se u što ranijoj dobi djeteta započne s razvijanjem interesa za znanost. Istraživanja u području prirodoslovlja za učenike od I. do IV. razreda osnovne škole, idealna su iz razloga što je djetetova prirodna radoznalost usmjerena na prirodne pojave iz njegovog neposrednog iskustva i doživljavanja. Provođenjem takvih istraživanja, učenici iskustveno dolaze do novih informacija, a time i podizanjem razine znanstvene pismenosti. Gomilanjem informacija i saznanja o prirodi, izgrađivanjem vlastitih ideja i problemskih situacija učenici počinju stvarati jedinstveni prirodoslovni pogled na svijet.

Radionice, putem kojih se potiče znanstveno i kritičko mišljenje, odnosno istraživanja prirodoslovnih sadržaja, kojima se razvija znanstvena pismenost, ne bi trebale biti namijenjene samo darovitim učenicima. Svakog učenika potrebno je naučiti logički razmišljati, pomoći mu da otkrije »ključ koji otvara sva vrata« na njegovom putu prema znanstveno osvještenom građaninu.

U svijetu postoje brojne ustanove izvan obrazovnih sustava pojedinih zemalja koje pomažu školama u razvijanju pozitivnijeg odnosa prema znanosti i profesionalnog opredjeljivanja mladih za prirodne znanosti. Najnovija istraživanja (ROSE project) ukazuju na razlike u stavovima mladih prema znanosti u razvijenim i manje razvijenim zemljama, a to bi trebalo obrazovne vlasti pojedinih zemalja osvijestiti da čim prije počnu s kvalitativnim promjenama u Nacionalnim kurikulumima jer se možda s pravom govori o znanstvenom »bumu« i progresu u svim aspektima ljudske djelatnosti u istočnoazijskim zemljama poput Indije, Kine i dr.

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  - [www.hgfl.org](http://www.hgfl.org) (Hull Grid for Learning)
  - [www.pscp.org](http://www.pscp.org) (Parent School Community)
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  - [www.sciencemuseum.org.uk](http://www.sciencemuseum.org.uk) (Science Museum u Londonu)
  - [www.h-e.si](http://www.h-e.si) (Hiša eksperimentov, Ljubljana, Slovenija)

## STUDENT CREATIVITY AND BEHAVIOURAL PROBLEMS<sup>1</sup>

**Abstract:** This paper elaborates on the relationship between creativity and behavioural problems of primary and secondary school students. The relationship is considered from the perspective of creative students as well as of students with problems which were identified on the basis of research results and teachers' experience from school practice. Some creative students experience behavioural problems and they are in need of help to complete their formal education and preserve their authentic creative expression. On the other hand, some students with behavioural problems are creative and they need support in order to express their creativity through school-related activities. Four groups of explanatory resources have been identified to answer the question why creative students provoke, irritate, and confront with the lack of understanding of their teachers and peers. These include: specific personality characteristics of creative individuals; features and conditions of the creative process; inadequate reactions of social environment; and ambiguous social values. In conclusion, some implications for improvement of educational practice have been outlined that may contribute to expression and development of creative potentials of all students.

**Key words:** creativity, students, behaviour, problem.

## KREATIVNOST I PROBLEMI U PONAŠANJU UČENIKA

**Apstrakt:** U radu se razmatra odnos između kreativnosti i problema u ponašanju učenika osnovne i srednje škole. Relacija je posmatrana iz perspektive kreativnog učenika kao i učenika sa problemima u ponašanju, koji su definisani na osnovu rezultata istraživanja i iskustva nastavnika iz školske prakse. Neki kreativni učenici imaju probleme u ponašanju i treba im pomoć kako bi savladali formalno obrazovanje i sačuvali svoj autentični kreativni izraz. S druge strane, neki učenici sa problemima u ponašanju su kreativni i treba im podrška da bi pokazali svoju kreativnost kroz aktivnosti relevantne za školu. Identifikovane su četiri grupe faktora kojima se može odgovoriti na pitanje zašto kreativni učenici provociraju, iritiraju i nailaze na nerazumevanje svojih nastavnika i drugova. To su: određene osobine ličnosti koje odlikuju kreativne pojedince, karakteristike i uslovi koje traži kreativni proces, neadekvatne reakcije okruženja i ambivalentne društvene vrednosti. Izvedene su implikacije za unapređenje vaspitno-obrazovnog rada koje bi doprinele ispoljavanju i razvoju kreativnih potencijala svih učenika.

**Ključne reči:** kreativnost, učenici, ponašanje, problemi.

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## **Introduction**

We are all familiar with numerous anecdotes from lives of famous scientists and artists regarding the various obstacles they had encountered during their schooling and how they managed to overcome them. These examples are positive, since eminent creators managed to cope with the challenges imposed upon them by developmental characteristics of childhood and youth and by the reactions of their environment. The question arises as to how to recognise the largest possible number of creative children at younger age and provide them the support that will help them in coping with the obstacles they are facing.

Creatively gifted students are characterised by great curiosity; these students tend to do things their own way; they prefer individual work; tend to experiment with everything at hand; they have active imagination; they are capable of approaching a problem in different ways or achieving their goal by different paths; they exhibit a tendency to provide unexpected, unusual and wise answers; create original ideas; they are inclined towards adventures and risks; have an exceptional sense of humour; they are sensitive to the beautiful; show lack of conformity and interest in details; they are not interested in social acceptance; show a tendency toward rejecting the known; insist on working and discovering for themselves; resist pressure to conform; they are frustrated by externally imposed boundaries and deadlines; they exhibit rebellious behaviour (Kitano & Kirby, 1986).

Why do some creative students have problems, stir anger, provoke, irritate, confront with the lack of understanding from their environment, and how is it possible to discover among students with behavioural problems those being such because they are creative? In order to find the answer to these questions, this paper analyses the results of research studies regarding the following: peculiarities of social-emotional characteristics and adjustment of the gifted, talented and creative children and youth; the problems creative students experience with low academic achievement; the frequency of occurrence of attention deficit hyperactivity disorder (ADHD) among creative students; gifted education and nurturing creativity at school; and, public opinion and social valuation of creativity.

## **Giftedness, creativity, and social adjustment**

Several surveys of research data indicate that the majority of gifted children and youth achieve a satisfactory, favourable level of social stability and adaptation (Maksić, 1993; Neihart, 1999). Some researchers argue that the gifted, talented and creative young only react more intensively to developmental problems all children and youth face in the process of growing-up. In adolescence, these comprise becoming independent, adopting roles and building one's identity. Other researchers, for

their part, insist more on specific difficulties encountered by the gifted, talented and creative young, that stem from the inability to balance their personality and the temptations caused by the demands of the developmental period they are going through. Therefore, exceptional sensitivity, inclination towards perfectionism, awareness about being different can aggravate communication with the environment and lead towards loneliness and isolation. An increasing number of experts give precedence to individual differences within a group of the gifted over differences between the gifted and the non-gifted (Maksić, 1993).

Once the differences within the group of gifted students are taken into account, consideration of the relationship between creativity and behavioural problems gets an answer which is probably closest to reality. Betts and Neihart (1988) described profiles of the Successful, the Independent, the Challenging, the Underground, the Double-labelled, and the Dropouts students. The majority of gifted students belong to the Successful type and are recognised as students with high abilities, successful at school and accepted by their peers, parents and teachers. They are characterised by an inclination towards perfectionism, the need for teacher's approval and guidance in school work, conformist behaviour and dependence. Unlike the Successful gifted students, Independent gifted students are successful, but creative as well. They develop a stable personality, accept themselves and others, and are accepted by their environment; they are ready to face risks and their own failure; do not succumb easily to persuasion; they work independently, develop their goals and are persistent in their achievement.

It is interesting that the remaining types of gifted students who experience problems with school achievement and discipline are also creative. The Challenging are divergently gifted, sensitive, impatient, change moods easily, have weak self-control and low self-esteem. The Challenging type, which is very creative, is characterised by constant standing out and confrontation with the teacher, asking questions and correcting the teacher. The Underground negate their own talent for fear of being different too much from their environment. These students are insecure, confused, unreliable, burdened by the feeling of guilt and inconsistent in friendships. The Double-labelled suffer from some impairment (physical, emotional) that their environment pays no attention to. These students are powerless, frustrated and haughty, with low self-evaluation and changeable success in work. The Dropouts are bitter, depressed, explosive, and have a bad opinion about them-selves, they cannot maintain attention, work inconsistently, do not persevere on their tasks, isolate themselves, and they are critical. Although the Dropouts demonstrate high creativity, since they often abandon school, they are perceived as average or below-average, and they are rejected and lonely.

To sum up: Creativity at younger ages is perceived as a creative capacity and a potential for creative thinking and production, and it is considered within giftedness. Gifted students who exhibit maladjusted behaviour are often creative.

## **Creativity and academic achievement**

Creative students are capable of using the process of selective insights in solving problems; they deal with significant issues and provide an holistic solution; they are capable of tolerating ambiguities, willing to overcome obstacles and persevere; they show high interest and love in what they do (Sternberg & Lubart, 1993). Research on children's process of creative thinking reveals a critical role of knowledge base that is acquired from earliest childhood (Feldhusen, 2002). The problem of relationship between creativity and knowledge, in school context, is often set as the problem of relationship between creativity and school achievement, due to the influence it exerts on continuation of schooling, motivation for further learning, the choice of profession and progressing within it.

Studies of the relations between the level of intellectual abilities, creativity and school achievement reveal that secondary school students who have both high intelligence and high creativity get the best marks in many school subjects (Heller, 1995). However, research indicates that, as early as in primary school, students who have a low school achievement also attain high creativity scores, and that there are more boys than girls among them (Maksić & Đurišić-Bojanović, 2004). One fifth of students who teachers declared to be difficult to work with (difficulties being unsystematic learning, lack of interest, lack of discipline, family problems, truancy, confrontation with peers) belong to the category of students with highest abilities (Đorđević, 1995). The same research study showed that gifted students with low academic achievement were absent from classes more often and had more health problems than others, as well as that there were more boys than girls among the academically unsuccessful gifted students.

Comparison of characteristics of gifted and non-gifted secondary school students points out to the role of creativity in underachievement. Intellectually gifted academically successful students show controlled emotionality, lack of aspiration towards creative expression and dissociation of emotions (Altaras, 2006). Gifted underachievers are characterised by intellectual curiosity and motivation for cognitive mastering proportionate to their potential, but there is a lack of a crystallised academic achievement motive, which implies readiness for disciplined and persistent work while appreciating external criteria for successfulness. Gifted underachievers have a non-analytic cognitive style, focused towards creative expression, and search for experiences and modes of expression that are intuitive, imaginative and aesthetic in nature. Altaras assumes that underachievement of gifted students derives from their preference for a holistic-divergent cognitive style in which affective, discursive, hypothetical-deductive cognitive activities cede to passive, metaphorical and analogue cognitive processes.

Emphasis on and support to high school achievement on teachers' and parents' part can have an unfavourable impact on demonstration and development of student creativity. Freeman (1995) found that creatively oriented students as a whole obtained considerably lower marks in final school exams than academically oriented students. Academically oriented students scored highest on measures indicating problems in relationships with peers, while the creatively oriented had no problems with friendships, and on the whole were popular. The academically oriented often saw their high ability as a part of themselves unattractive to others. Contrary to this, creatively oriented students paid no attention to that or were even proud of their intelligence. Freeman recommends to teachers to work on overcoming the conflict between the need for emotional control, which high school achievement demands, and the need for a freer approach and an open spirit, which is a condition for creative expression.

To sum up: Indulging in the creative style of thinking and reacting reduces student chances for high academic achievement in regular school curriculum. Orientation towards academic achievement lowers the chances for student creative expression.

## **Creativity and ADHD**

Considerable number of studies conducted lately refers to studying the relationship between creativity and attention deficit hyperactivity disorder (ADHD). These studies were inspired by the experience from school practice when creativity and ADHD occurred together, and teachers did not know which issue to prioritise in working with students. At younger ages it was found that impulsive/hyperactive and disruptive behaviour was positively correlated with some aspects of creativity (connected to better achievement on fluency), and that more careful and less introvert behaviour was correlated with better achievement on flexibility. It was concluded that lively student behaviour can be a predictor of creative thinking (Brandau *et al.*, 2007). According to Healey and Rucklidge (2006) study, as many as 40% of creative children had clinically elevated levels of ADHD symptomatology, but none of them fulfilled all criteria for ADHD. In this research the creative group with ADHD symptoms performed better from the ADHD group on the measures of working memory and inhibitory control.

Studies of creativity among students with ADHD and the ADHD presence in creative students show that one third of students from ADHD group achieved such a high score on creativity test that they could enter the Creative school program: they were especially good at elaboration, which refers to paying attention to details and embellishing ideas (Cramond, 1994). One quarter of students from the creative group fulfilled the criteria for ADHD, attention deficit disorder with or without hyperactivity. However, according to their teachers' estimation, these children did not exhibit an elevated level of hyperactivity, inattention or impulsivity. Cramond

(1994) points out to the danger of giving a diagnosis that does not have to be supported by other measures. Healey and Rucklidge (2005) found that there were no significant differences between the achievement of the ADHD group and the control group on several creativity tests, based on which it was concluded that the children with the diagnosed ADHD were not more creative than the children who were not diagnosed with it.

Abraham *et al.* (2006) compared creativity of three groups of adolescents: the ones with ADHD, with behavioural problems and the healthy control group. The ADHD group showed greater ability to overcome limitations under the influence of given examples, but reduced capacity for generating functional invention on the imagination task. The control group had a superior achievement on the recently activated knowledge task, but poorer achievement on practical measures of the creative imagination task. The group with behavioural problems performed worse than the control group on the component of originality of the creative imagination task. Original imagination and practical imagination for the ADHD group and the group with behavioural problems were negatively correlated, but that was not the case for the control group. The ADHD group produced more unusual answers, while the group with behavioural problems generated a larger number of usable and practical answers.

To sum up: Impulsiveness, risk taking and emotionality are important characteristics of both the creative students and the students with attention deficit hyperactivity disorder.

## **Nurturing creativity at school**

Why are creative students restless, impatient, have problems with maintaining attention, focused on their own needs (to the point of selfishness) and »difficult« for teachers? Creativity is all about finding new ways for solving problems and giving new answers; it resists the routine, the common and expected; entails readiness to take risks in trying and investigating; the courage to view and see things differently; to doubt the known. Typical school is organised according to class and subject teaching, which for the most part takes place in the classroom, with a teacher teaching in front of the blackboard and students sitting in their benches and listening. Students are requested to be obedient, passive, and dependent. It is believed that creativity is a gift, a privilege of the minority, present only in renowned artists, inventors and scientists (Alenkar, 1998).

Development, expression and nurturing of creativity is a desirable goal that is positioned more as an ideal to strive towards than as something expected in school reality (Maksić, 1999). Observation of school practice and monitoring of effects of schooling indicates the lack of creativity in most students and teachers. It is often objected

that school does not allow the demonstration of creativity in students and teachers to a sufficient and desired extent, and that the most capable students are either neglected or swamped with inadequate contents and activities. Providing conditions that are suitable for creative behaviour of teachers and students at school and that support creativity or form a good basis for creative expression, promises improvement of school practice. Although creativity is the goal of teaching and learning at school, if teachers do not value creative products in their work and creative behaviour of students has no impact on their school achievement, there is a small chance of things changing for the better.

Many teachers do not like personality traits and behavioural characteristics connected to creativity in their students, but at the same time they declare that creativity should be encouraged at school (Cropley, 1996). In order for children and youth with special abilities to develop their capacities up to the level that involves creative production, they need adequate support at school and a stimulating environment created by the teacher (Maksić, 2006). Teachers who are successful in developing the talent and creativity of their students are characterised by abilities and skills to organise instruction that is suited to student abilities, and are mostly motivated by the fact that they are creative themselves. The results of implementation of creativity programs lead to the conclusion that the role of school in encouragement and development of youth creativity can be fulfilled completely if compulsory curriculum and regular instruction provide space for expression of student and teacher creativity. This implies that school should open up for child imagination, inventive behaviour and independence with respect to authorities and reproductive activities.

To sum up: Educational support to creativity at school is inadequate or not-sufficient. Regular school setting does not have enough understanding for creative students and teachers.

## **Public opinion on the gifted and creativity**

Public opinion studies on educational support to the gifted in Serbia yield similar results to the ones obtained throughout the world (Maksić, 1998). Secondary school teachers include creativity in their implicit theories of giftedness, while students and their parents adhere to abilities and learning. Participants' demands with respect to educational goals depend on student category they refer to: in education of the gifted priority is assigned to encouragement of creative orientation, and in other students to development of their diligent orientation. Among the studied groups, teachers, students, and their parents, special forms of work with gifted students are supported most by teachers and least by students. It was concluded that interested groups showed a high acceptance of special educational treatment, but at the same time there is fear from elitism, egotism and isolation of the gifted.

The results of the research study on primary and secondary school students and university students, the future nursery and school teachers, indicate a large importance of creativity in the personality and behaviour of a talented individual in order to be able to give a creative contribution, but a very small one in getting eminence and winning social appraisal (Maksić, 2000). Acquaintances and connections with significant and influential people in economic and political life and a large capital at one's disposal are seen as the most important conditions for success in a transitional society. Success does not come as a result of personal endeavours and efforts invested by an individual, a motivating competition and a fair contest in which the best one wins, but as the consequence of a web of vague circumstances. In such a situation, creative expression in science, art and other domains of social life is discouraged, which consequently hinders society's exit from the crisis, and motivates young creative people to leave the country.

Support to imagination in childhood can be observed as a desirable precondition for the development of individual's creative orientation and the manifestation of creative behaviour in adult age, but also as a driving force of further social development. The research study, based on the World Values Survey, compared the preferences of educational goals on representative samples of the citizens of Serbia, and Great Britain, France and Germany (Pavlović & Maksić, 2009). Similarly to the elites of three traditionally most influential European countries that have effective democracies, the Serbian social elite values child imagination considerably more than the general population. However, as opposed to the elites of the countries that were compared to Serbia, the Serbian social elite does not participate in political life of the country nor has a desire to, which implies a small possibility that it will be active in advocating offering more support to child imagination and creating a wider social support to creativity.

To sum up: Public opinion is ambivalent towards creative individuals and creative behaviour, which is transferred to creative children and the educational support to expression and development of creativity at school.

## **Conclusion**

The relationship between creativity and behavioural problems of primary and secondary school students is considered from two viewpoints: from the perspective of creative students and from the perspective of students with behavioural problems. Research results and experience from school practice indicate that some creative students experience behavioural problems and are in need of help to complete their formal education and preserve their authentic creative expression. On the other hand, there is research evidence that some students with behavioural problems are creative and that they need support in order to demonstrate their creativity through school



activities and persuade their environment that they are creative. Gender differences have to be conceded in future research on the issue.

Four groups of factors have been identified in the paper in order to answer the question why creative students provoke, irritate and confront with the lack of understanding of their teachers and peers. These include: specific personality characteristics of creative individuals; features and conditions of the creative process; inadequate reactions of social environment; and ambiguous social values. Creative process has its structure and the dynamics that is necessary in order to obtain a creative product, and which can seem to the environment as a non-response to the task, waste of time, laziness, the lack of seriousness and lack of concern for circumstances and other people. However, student and teacher creativity at school cannot be observed only from their own point of view. Besides the question how to enable the creative individuals to »survive« in the school system, it is equally important and socially justifiable to ask how the system can function successfully if it accepts student and teacher creativity.

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## **SOCIOLOGY OF GIFTEDNESS, IS IT POSSIBLE AT ALL?**

**Abstract:** Erika Landau, one of world's most prestigious researches on gifted children (and she herself is gifted person as well), named giftedness as a »long distance running.« Such a definition describes giftedness as a socially autistic position, placed out of the real social event. The role of sociology should be analysis of mechanisms in social development. High range of individualism of giftedness, it's historicizing in cultural and historical development makes analysing and researching social mechanisms connected to giftedness almost impossible, or extremely difficult.

**Key words:** »long distance running«, socially autistic position, sociology.

### **Sociology of giftedness, is it possible at all?**

The question in the title of this discourse is obviously a rhetorical one and speaks much more of contemporary sociology, than of the concept of giftedness. But, on the other hand, we are trying to raise that question for the sake of the social fact often titled as giftedness, and not for the sake of social science discipline called sociology.

In the literature it is very difficult to find researches on social characteristics of gifted children, or gifted people and their social needs. It is especially difficult to find traces of sociological approach to giftedness. In some early researches on gifted children there was some hope that it had been found, especially in the Witty's and Hollingworth's research and in some of their successors, such as of Terman and Oden and even of Tannenbaum (Bain, S. K., Choate, S. M., Bliss, S. L., 2006). These researchers on gifted children were looking for common characteristics of gifted children.

From the sociological point of view the myth of homogeneity, induced from the psychological literature of that time, was a gift from the heaven. Namely, sociology of that time (and even resent time), was sociology of so called great narrative forms and theories that wanted to describe the field as wide as possible. A great narrative form means some of the greatest theories of Emile Durkheim, Max Weber, Karl Marx, and some other theoreticians of their time. According to that meaning, or that explanation of sociological thought, the sociology researches social life, social groups (classes), and the society in whole.

## What is sociology about?

History of sociology is not a long one. As a beginning of that social science, it is usually mentioned »The Course in Positive Philosophy«, a huge philosophical text of the great French philosopher Auguste Comte, text he had been writing for long twelve years (1830-1842). So, from 1842 to 2010 there are only 168 years, what is a rather short period of time for a science related development when compared with other academic disciplines, especially within the Natural Sciences.

In its rather short history, the sociology, and it is especially underlined in the European and North American sociology, pretended to expose itself as a »nomothetic« scientific discipline (Keim, 2008). Word nomothetic<sup>1</sup> means that discipline has a potential to develop its ideas as principles, as laws, universal statements and theories. From that standpoint, its aim is to investigate the structure of social groups, organizations, and societies. As a result, we would understand the social world we live in. That is exactly territory of so called wide range theories, in which there is a relatively short space for human behavior at individual level. This type of theories (and it is the fact with so called middle range theories« as well), is trying to explain some social phenomena in social groups such as family is, but its interest goes far above individual level. Interest in the family structure and interest in individual status is expressed only as a part of wide explanation of the structure of social group in the social process, and not an interest in individual fate.

It is true that some sociological explanations, researches done on individual level could (and even did) improved awareness on social relationship, our better insight in other cultures and cultural institutions, but there is little room for explanation of processes that are surrounding exceptional, gifted people. We cannot see a lot of so called »sociological imagination« in the territory of gifted people, except they were extraordinary political leaders that directed social processes in particular way.

There is another fact that makes sociology incapable for deeper exploring of giftedness phenomenon as general one. It is its Eurocentric and North Atlantic domination in the social sciences (Keim, 2008). So many social processes were analyzed in the limited territory of the European and North American societies, and under such kind of analyses, generalizations have been made upon every social structure in the contemporary world. From the standpoint of being »nomothetic« scientific discipline, it loses a great amount of data from other cultural worlds that might contribute to the exploring of social role of giftedness in contemporary societies.

That approach that is narrowing area of research, directed a social perception of giftedness in children and adults in our culture to an area often associated with serious social and emotional problems. There are numerous stories about young people that

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<sup>1</sup> From Ancient Greece: νομοθετικός, lawgiver.

were studying, and due to the hard learning, they had become psychiatric patients, delinquents or suicidal. That common stereotype survived for centuries in our popular culture. Lajoie and Shore did a research on that topic, and indicated that evidence was generally counter to the stereotypes. On contrary, gifted are underrepresented in above mentioned groups (Lajoie, S. P., & Shore, B. M., 1981; Winner, 1996). Some sociological research stated that readiness to consider one as a gifted person is connected to the income level, education level and place of residence<sup>2</sup> (Pautova, 2009, p. 51). Such a sociological approach is evidentially conceptually wrong. Its conceptual weakness is in its anchorage in the European sociological tradition. It is not about attitude of respondents; it is about concept of researches that produces such statements that we could label as stereotypes.

Another extreme of stereotyping on gifted children and people as a result of the Eurocentric and North Atlantic domination is treating a gifted person as prodigies (Winner, 1996, p. 4), which is obviously not a personal fact, but social construction of reality. This social construction is connected to attitude that giftedness is seen synonymous not only with high IQ but also with high creativity. A need for social construction comes from one of the most important liberal capitalistic rationale (Eurocentric and North Atlantic domination), rationale of success. According to that rationale, giftedness or creativity is seen as social product, and responsibility for development of gifted children comes from the social demand of higher achievement in the field of product (Cropley, 2006). McLeod and Cropley (1989) found the reason for fostering gifted people in the fact that: Gifted children are a resource; here, the need for inventive and intelligent minds that will improve the quality of life and advance in the new technological age is stated.

### **Social constructions of giftedness reality, or vice versa?**

This question seems to be »on surface« as there was the rhetoric one at the beginning of this discourse. Obviously, there is no question on giftedness; there is question on conceptualization of social, psychological issues or characteristic values. The sociology researchers were not interested in giftedness as the social reality. One of the first studies on the social position of gifted and talented people was that of wide known American psychologist Lewis Madison Terman, who examined relationship between intellectual talent and psychological and physical health in his famous study from the year 1925. Until this research, there was a usual stereotype on gifted ones as to be psychologically and physically weaker than »average« population. Terman falsified that myth showing that it was quite the opposite: Intellectually gifted individuals tend to be healthier than their normative peers (Lubinski, 2009, p. 626). The fact that induced further *psychological* studies on the matter was the fact that gifted children from Terman's study were overrepresented in the group of children,

<sup>2</sup> This supposed to be a megalopolis as Moscow is.

who resided at their homes (approximately 1 standard deviation above). Problem is not, of course, in the psychological definition of giftedness, or Terman's concept of giftedness, but that conceptual base for socioeconomic status of gifted children was psychological and not sociological concept of the socioeconomic status<sup>3</sup>. It did not happen because of the Terman's ignorance of sociological concept, but due to the lack of the sociological concepts in the field of giftedness.

Lubinsky and Humphreys researched gifted and talented children within their social economic status and medical and physical well-being. According to their research gifted participants were medically and physically healthier, than the participants who were from privileged groups in terms of socio economic status (Lubinski, 2009, p. 627). These findings provoked discussion whether socioeconomic status has impact on the level of intelligence or high intelligence may cause effective social mobility upwards. Lubinski and Benebow somehow confirmed these results in their study on mathematically precocious youth. On the base of the sample of 2329 young students, they found that more ability enhances the likelihood of impressive accomplishments decades later (Lubinski, 2009, p. 629). Again, there were no sociologists in research like that one. Sociologists have not shown any interest in research of the kind.

### **Social inequality, giftedness and sociology**

The following important sociological field is focused on social inequality. It usually comes from the notion of social structure. To be clear, social structure means simple a list of elements of some society, and relations between those elements. This oversimplification is needed to describe basic notion in the theory of systems as it was applied in some sociological thoughts. There is a good example in Italian experiences on the topic of gifted ones in the social structure. Italian public education system was (and still is) egalitarian. That means that public education system claim to follow equalitarian ideology, with special initiatives for the handicapped (Comunian, 2000). On the other side, private educational system in taking care of gifted children. Private education system is providing grants and prizes to gifted students; it also organizes different competitions in science and arts (Comunian, 2000). As a part of private education system, the Catholic Church in Italy plays important role in education. In the Catholic education system an important initiative has been actuated by one Sicilian priest, who tried to organize project »Villaggio per super dotati« (Village for the Gifted), an system aiming to support giftedness-related education within some kind of boarding type of school (village). The system supposed to be organized for disadvantaged youngsters (Comunian, 2000). Italy was one among seven the world's best developed economies<sup>4</sup>; its economy is typical capitalistic one,

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3 This should not be understood as not allowing psychologists to use dominantly sociological concept. This is to say only that sociologists never expressed will to research on giftedness. That was not a problem in psychologists.

4 It is not the fact any more, during Berlusconi era Italy has lost a huge economic potential.

deeply connected to the world's global economy. That type of economical structure, defines its educational system as well.

It could be said that in a social structure, as the Italian society is, giftedness is socially constructed phenomenon, which has its role in the process of reproduction in upper social class. That part of social structure is evidently investing in the better development of those individuals who are showing better potential, while general educational system does not even recognize children of higher abilities. That approach is called as egalitarian one. And, again, there are no sociologists to explore sociostructural situation in the Italian society as to define attitude towards giftedness-related education in this country.

From the viewpoint of systems theory, education system is considered as a systems memory (Miller, 1978). If so, managing or controlling of memory is very important task for leading part of social structure. The ruling social structure is controlling memory of the society in a way to keep giftedness-related education under its complete control. It is at least Italian social experience, and there are no sociologists to explore this phenomenon deeper and wider.

There is another world wide known experiment with gifted children in Israel. That experiment is about to reconstruct and sustain the cultural-organizational structure in Israel (Shoshana, 2007, p. 352). The experiment was relating support to the gifted disadvantaged children in the Israeli society. This Project was initiated by Professor Moshe Smilansky, and after trial period in 1959-1960 the first Boarding School for the Gifted Disadvantaged was established in Jerusalem, in 1961 (Smilansky, M., Nevo, D., 1979). Ideas that have been behind that project could be described as: The emergence of the state of Israel was a stage in realization of a program conceived and carried out by a social-ideological movement: Zionism (Smilansky, M., Nevo, D., 1979, p. 5). The state aims to social stability while taking in a continuous stream of heterogeneous newcomers needing help in their profound adjustment process (Smilansky, M., Nevo, D., 1979, p. 24). One of explanations for initiating that project was one of Avi Shoshana, the sociologist, who thinks that project was designed to ease integration of newcomers in the Israeli society (Shoshana, 2007). He said that there were two major immigrants groups deeply different in their attitudes and lifestyle, Jews from the Europe and North America (Ashkenazim), and Jews from the Arab Countries (Mizrachim). Ideologically, that was model of »New Jew«, that is supposed to be constructed in Israel. The model should allow to change two dominant images, the passive one (European and North American Jews) at one side, and Arab image of the Jews from the Islamic countries.

The model was colloquially named as: absorption through modernization (Shoshana, 2007, p. 358). But, this model was designed in order to support gifted children, expecting that education of the Gifted from that both groups (European and Arab

Jews) could give rise to the *absorption through modernization*. Children were selected according to the three basic criteria (Smilansky, M., Nevo, D., 1979, pp. 119-120): 1. ethnic (European and Arab Jews), 2. Psychological (most gifted, based on social reports, tests and personal interviews), and 3. socio-economic (family conditions that made desirable for the child to leave home for boarding school). This kind of project is obviously instrumentalization of personal feature in order to achieve some general, social (state) goal. In those terms, it could be considered as a very special form of abuse<sup>5</sup>. And that abuse become possible due to exceptional intellectual and personal quality of children selected for the project. Again, there is no deep, wide and serious sociological analysis of this project, social concepts were derived from psychological ones, and applied to the real *political* action.

### **Some cultural definitions of giftedness**

One would think that there are some cultural or at least linguistic similarities within the concept of giftedness. In the French language there are commonly used terms *doué* or *surdoués* meaning gifted and in the German there are terms in everyday use: *begabung*, usually used for talent and *hochbegabung* for gifted. The latter is frequently used in the meaning of gifted as elite and such a meaning does not match with French or even English terms, which have no connotation of social elite (Mönks, F. J., Mason, E. J., 2000, p. 144). In the Russian language, term *одаренность* (*odarenost*) has, besides intellectual meaning even some religious connotation<sup>6</sup> (Pautova, 2009, p. 51). We can say that it is similar in the Croatian language, term *nadarenost* has, besides its intellectual and emotional connotation, some religious connotation as well, namely »*dar*« usually comes from God, it means transition to the spiritual meaning.

It might be of some interest to mention some really different cultural approaches to the concept. What specially differs across the cultures, is the concept of intelligence. In some African cultures, intelligence is deeply connected to the relations in a social group. Intelligent in some of African cultures means respect of adults, or service to the family and community (Sternberg, 2007, p. 161). Many Asian cultures emphasize also the social aspect of intelligence, and this social aspect is much more emphasized in Asian cultures than in the traditional Western concept of intelligence. One of the most tragic concepts of intelligence was developed in Brazilian slums, in which intelligence means successful adaptation to the rules of criminal structure. Lack of that »intelligence« means risk of death in the Brazil's favelas (Sternberg, 2007, p. 162).

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<sup>5</sup> Especially the idea of „improving the life chances of Mizrachim (Arab Jews) individuals“ (Shoshana, 2007, p. 358).

<sup>6</sup> Gift from the God.

## Instead of conclusions

We could say that besides cultural, »ideological« and professional approaches, there are approaches defined by organization structure and they are supposed to support gifted children in their development. From that point of view there are so many approaches to the gifted people, as many as programs that are properly financed. Some schools would decide to receive student in their gifted program on the base of single measure, as it is IQ test, ability or achievement test, creativity test, recommendation of teacher, recommendation of parents, or some other single, simple measure. Other programs are much more demanding, looking for results in multiple scores or tests (Cross, J. R., Cross, T. L., 2005, p. 22). But, whatever this way of selection really is, it creates a new social reality; it creates a new social group, trying to achieve some goals and objectives that are socially constructed and established. Definitions used in such kind of projects are not culturally defined in the narrow term of culture; their definitions are socially defined, in meaning of different projects that are developed in order to support these children.

In sociology, there is very little serious research on problem of giftedness. Sociology as the scientific discipline and sociologists as the researchers and workers on the spot, have done very little in the field of gifted children. They actually left most of the conceptual work to the psychologists, even that part of conceptual work that should have been done by the sociologists. It seems that sociology at first has no proper sense for the individuality. Even socially constructed concept, the giftedness is first and above all individuality issue. Sociological variables are too wide to encompass very narrow world of one personality alone. Postmodern sociology even trying to change discourses and come much closer to the personality, has not made any really deep turn from the time of positivistic attitudes. Sociology is still rooted in wide social narratives, general problems of the social groups, and society as a whole.

Grant and Piechowski (1999) argue that formal social-science theory does little good unless that theory is rooted in student-centered, case-based naturalistic inquiry. Without this connection, much of the theorizing in the field tends to promote morally problematic outside-the-child visions of achievement and productivity as opposed to the inner life and emotional well being of the child. They also contend that attempts to integrate diverse bodies of theory still can leave us with a fragmented collection of constructs that does little to shed light on the nature and nuances of giftedness and talent (Ambrose, 2005, p. 138).

Sociological discourse in contemporary sociology is preventing deep serious insight into field of giftedness. Until it will turn into personality and individuality, there will be not much room for gifted children or gifted persons. It is to wait for psychologists to develop sociological concepts of giftedness in contemporary society.



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## **EMOTIONAL INTELLIGENCE IN GIFTED AND TALENTED BAR-ON MODEL OF EMOTIONAL INTELLIGENCE**

**Abstract:** Following the scientific-research development of interests of authors in the field of talent we can notice a visible trend, moving from academic interests with the socio-emotional context of the development and functioning of the gifted and talented. Simply said understanding of emotional intelligence as ability to identify women at strengthening the appraisal, they clearly identify, understand, the ability to control and use (learning the expression of thought has become an inescapable landmark completion of the overall status of gifted and talented. The concept of EQ appeared in 1990, when the psychologists John Mayer and Peter Salovey published a text called emotional intelligence, and his affirmation of the world became in 1995 when Daniel Goleman published his best seller of the same name. IQ is hardly measured than EQ. One of the most significant ways of measuring EQ was developed by Reuven Bar-On. His conceptual model contains five target factors: intrapersonal: consciousness and self-expression; interpersonal: social awareness and interaction, stress management: emotional management and control; adaptation: change management, general mood: self motivation. Each of these 5 targets factors associated with other academic, emotional, social and other competences of the gifted and talented. In this paper we are presenting the results from a research that we realized by using Bar-Onov model of measurement EQ in 5 elementary and 5 secondary schools in Macedonia, where we measure EQ of 50 gifted and talented students. The aim of the research is to give answer to the following question: What are the specific characteristics of the EQ for the gifted and talented students? What are the differences in EQ for the gifted and talented children and other segments in which they are observed and manifested? The results of the research would be in function of the needs of teachers and expert associates build for making and creating institutional strategies and personal understanding and development of emotional intelligence in gifted and other students.

**Key words:** emotional intelligence, gifted and talented, Bar-On model.

## **EMOCIONALNE KOMPETENCIJE DAROVITIH I TALETOVANIH MERENE BAR - ONOVIM MODELOM EMOCIONALNE INTELIGENCIJE**

**Rezime:** Prateći naučno-istraživački razvoj interesa autora u oblasti darovitosti možemo uočiti jedan vidljivi trend okreanja interesa sa akademski na socio-emocionalni kontekst razvoja i funkcionisanja darovitih i talentovanih. Jednostavnije rečeno emocionalna inteligencija shvaćena kako sposobnost prepoznavanja osjećanja, njihovog jasnijeg identificiranja, razumevanja, sposobnost kontroliranje i korišćenje u izražavanje misli je postala neizbežan reper kompletiranje ukupnog statusa darovitih i talentovanih. Koncept EQ pojavio se 1990 godine kada su psiholozi John Mayer i Peter Salovey objavili tekst pod nazivom emocionalna

inteligencija, a svoju svetsku afirmaciju doživeo je 1995. godina kada je Daniel Goleman objavio svoj best seller s istim naslovom. Za razliku od IQ-a, EQ je teže mjeriti. Jedan i zadnje vreme najpoznatiji način merenja EQ je razvio Reuven Bar-On. Njegov konceptualni model sadrži 5 meta faktore to su: intrapersonle: samosvest i samoizrazavanje; interpersonalni: socijalna svest i interakcija; stress menadzment: emocionalno upravljanje i kontrola; adaptivnost: upravljanje promenama; opsto raspolozenje: avtomotivacija. Svaki od ovih 5 meta faktore su povezani sa ostale akademske, emocionalne, socijalne i druge kompetencije darovitih i talentovanih. U radu ćemo predstaviti istraživačkih rezultata koje smo dobili primenom Bar-Onov model merenje EQ u 5 osnovnim i 5 srednjih skola u R. Makedoniji gde smo merili EQ 50 darovitih i talentovanih i 50 prosečnih učenika. Cilj istraživanje pored ostalo dati odgovor na sledeća pitanja: koje su specifičnosti EQ kod darovitih i talentovanih učenika, postoje li razlike u EQ kod darovitih i talentovanih i ostala deca i u kom segmentima se oni uočavaju i manifestuju. Istraživački rezultati bi bili u funkcija potreba nastavnika i stručnih saradnika izgrađivanje i krejiranje institucionane i personalne strategija razumevanje i razvijanje emocionalne inteligencije kod darovitih i ostalih učenika.

**Ključne reči:** emocionalna inteligencija, darovitih i talentovanih, Bar-On model.

## **Emotional intelligence paradigm of the psychological science Contemporary science**

*The work of Bar is a leading one  
in the way of moving forward in this area.  
Golemanov*

### **Introduction**

The promotion of the phenomenon, emotional intelligence has been received with particular interest in science and especially in the wider social circles. The reason for this could be a general statement that the modern man is more successful in solving many technical problems than the area of its socio-emotional functioning. That would mean to achieve agreement between what we think, feel and what we do or how to reconcile emotions with reason. The concept of emotional intelligence in psychology is dating from the early 90s of last century, which was introduced by authors Peter Salovey Yale University and John D. Mayer of New Hampshire universities. They first defined emotional intelligence as »the ability to differentiate their own and others' feelings and emotions, and used this information as a guide for reflection and action« (Salovey and Mayer, 1990). These same scientists have revised their original model defining emotional intelligence as the ability of perception, assimilation, understanding and managing emotions (Mayer, Caruso and Salovey 2000). They are building the theoretical basis of emotional intelligence and they have taken the sub-species of social intelligence in Gardners theory of multiple

intelligence (inter and intra personal intelligence), and Sternbergs triarhichic theory of intelligence (practical intelligence), dating from 80 years of last century.

Through more than a decade of hard lobbying Mayer, Salovey and Caruso have managed to further develop and learn to defend their concept of emotional intelligence. To that end, they created tests with appropriate metric for measuring characteristics of emotional intelligence. It seems that this phenomenon is slowly becoming equal family member »with great intelligence and chance to become equal with other accepted models of intelligence (Takšić, 1998; Kulenović, 2000). It means Mayer et al. (2000)« is no longer possible to the question whether there is emotional intelligence, but is it important in different life areas. I would add at the end in favor of that statement not whether but how it is emotional intelligence arising and developing the school, family, workplace and areas outside of them.

## **Theoretical fundamentals of the emotional intelligence**

### **Intelligence and Emotions**

Since the 18th century the division of mental processes of cognitive, affective and conative is known with their mental and content sub-structure. According to Mayer and Salovey (1997) modern psychological studies have confirmed the existence of this classification Scientific.

The construct called emotional intelligence is a combination of intelligence and emotion. It is therefore necessary to first try to explain these two terms. In accordance with the above division of intelligence are considered that it represents the quality of cognitive functioning in the sphere of thinking. Probably the most often quoted definition of intelligence given by Wechsler, that »intelligence is the total global capacity of an individual to act meaningful, think rationally and effectively deals with their environment« (from Mayer and Salovey 1990).

According Andriloviću and Čudina (1994) they also present there is no »single scientific answer to the question as to the emotions. No, there is agreement that this subjective way of response, survival and behavior towards fair reality. But the basic question that arises is, how emotions affect intelligence. According to the traditional perception of emotions they disorganized or hinder success and rationality of our mental activity or to successful and rational mental activity (by Salovey and Mayer 1999). This is in contrast to modern theories (leader 1987; Schwartz, 1990, Takšić of 1998), that emotions can, if properly managed, improve the efficient functioning of the individual that requires solving a problem which requires rational reasoning (Salovey and Mayer 1990).

## Historical retrospect to the origins of emotional-social intelligence (ESI)

Historical retrospection of the idea of socio-emotional intelligence has a short theoretical empirical path. Charles Darwin, since 1872, has accented the question of the importance of emotional behavior in the process of survival and adaptation. Later, many studies focus on describing, analyzing and evaluating the social aspects of human behavior (Thorndike, 1920, Moss & Hunt, 1927, Moss et al., 1927). Dole, 1935; Chapin, 1942; Edgar Doll published the first instrument to measure socially intelligent behavior in young children (1935). Perhaps influenced by Thorndike and Doll, David Wechsler includes two subdivisions («understanding» and «Picture arrangement») in his well-known intelligence test designed to measure aspects of social intelligence. One year after the first publication of this test in 1939, Wechsler described the influence of non-thinking factors of intelligent behavior (1940). The literature reveals different attempts to combine the emotional and social components of this construction. For example, Howard Gardner (1983) explains that his conceptualization is based on *intrapersonal* (emotional) and *interpersonal* (social) intelligence. In addition, Carolyn Saarni (1990) describes *emotional competence* which includes eight interrelated emotional and social skills.

Contemporary theorists such as Peter Salovey and John Mayer firstly and foremost consider emotional intelligence, as a part of social intelligence (1990, p. 189), which shows that the two concepts are related and can, in all likelihood, can be said that an inter-related components of the same construction. Later Emotional intelligence »is becoming a major topic of interest in scientific circles as it is laid in the audience. In 1995 the concept of emotional intelligence began to popularize, with distinguished scientific attributes.

Emotional intelligence as a concept is successful, partly due to increasing personal importance of emotion management for individuals in modern society. In fact, researchers have often claimed that emotional intelligence includes other educational and professional performance different from those needed in general intellectual ability (eg. Elias & Weissberg, 2000; Fisher & Ashkansy, 2000; Fox & Spector, 2000; Goleman, 1995; Mehrabian, 2000; Saarni, 1999, Scherer, 1997). The main proponents of the emotional intelligence made efforts to understand the nature, components, determinants, effects and ways of modification (Matthews, Zeidner & Roberts, 2001). Scientists have begun to shift their attention to describing and evaluating social intelligence for understanding interpersonal behavior and the role it plays in effective adaptability (Zirkel, 2000). Based on that, the construction «emotional-social intelligence» is accepted instead of «emotional intelligence» or «social intelligence» as some authors suggest.

## Conceptual models of emotional intelligence

Studying the literature in this area it can be found an explicit statement (Spielberger, 2004) that can distinguish three major conceptual models, including:

- (a) Salovey-Mayer model (Mayer & Salovey, 1997) which defines emotional intelligence as a construct, or the ability to understand, manage and use emotions to facilitate thinking and communicating (Mayer et al., 2002); Model and emotional intelligence Saloveya Mayera (1990) first definition of emotional intelligence was that it is the ability to monitor their own and others' feelings and emotions, and use that information in thinking and behavior (Salovey & Mayer, 1990). Later the same authors complement this definition by adding that »emotional intelligence includes the ability for rapid perception, opinion and expression of emotions, ability to generalize the comprehensive and emotions that facilitate thinking, the ability to understand the emotions and the ability to regulate emotions aimed at promoting emotional and intellectual development.« (Mayer & Salovey, 1996).
- (b) Goleman model (1998), who sees this build as wide a range of competencies and skills as a set of managerial performance that contribute to successfully living and working in the middle (Boyatzis et al., 2001) and Golemans Research (1995) uses wide range of abilities or attributes that define emotional intelligence. In his view there are five important key components of emotional intelligence: knowledge about emotions, managing emotions, motivating oneself, respecting the emotions of others, and managing relationships.
- (c) Bar-On model (1997b, 2000), emotional intelligence, describes as a cross-section of interrelated emotional and social competencies, skills that affect the intelligent behavior (Bar-On & Handley, 2003a, 2003b).

The display the patterns in the function of comparing the personal attribute of personality and subtests that define the three conceptual models.

### **Bar-On model of socio-emotional intelligence**

The theoretical basis and development of the Bar-On model of emotional intelligence have a long social continuity. They start with Darwin (1837-1872) who speaks of the importance of emotional expression or emotional expression that are aimed at achieving emotionally and socially intelligent behavior and effective and successful adaptation. Additional impact on the development of this model can be traced in the 1920 descriptions of the Thorndike that emphasizes the importance of social intelligence on the total human performance. Furthermore in 1940 Wechsler's observations concerning the impact of non-thinking (non-cognitive) factors to what he called intelligent behavior. Gardner's' concept of multiple intelligences in 1983 had a

strong influence on the development of interpersonal components of Bar-On model of emotional-social intelligence. Bar-On model can be divided into two main parts. The first part is *a theory*, or conceptualization, of emotional-social intelligence, and the second part is the psychometric aspect of the model is, in essence, *the measure of emotional-social intelligence*, which is based on theory and designed to assess. These two aspects of the model are also called (a) *Bar-On conceptual model of emotional-social intelligence* and (b) *Bar-On psychometric model of emotional-social intelligence*, and (c) *Bar-On model of emotional-social intelligence* that applies to both conceptual and psychometric aspect of this model.

Bar-On conceptual model of emotional-social intelligence provides the theoretical basis for the Bar-On model and psychometric approach to measuring this construct. The most popularly used measure of this concept is the Baron Emotional Quotient Inventory (the EQ). EQ primary was designed to examine the theory of emotional and social functioning. The central thesis of this model is that its conceptual and psychometric composition should contribute to the overall psychological well-being. The development of the conceptual aspect of the Bar-On model and building on their psychometric component (the EQ-I) are closely related. Consequently, EQ may be considered »operationalization« of this model, which provides an efficient method to examine the structure of model accuracy and usefulness as a model of the SEI. Compatible theoretical and empirical research in this model can be found are the basic thesis in the research of investigators such as Newsome, Petrides, Salovey, and Van Rooy. The development of the Bar-On conceptual and psychometric model of emotional-social intelligence proceed in six stages: 1. identifying and logical and various emotional and social competencies, and skills affect humans efficiency and welfare, 2. definition of individual groups of competencies and skills that have emerged; 3. construction of an experimental instrument to determine the emotional and social competencies; 4. finally down to the inclusion of 15 primary scales and 133 items published version of this tool (the Baron EQ-i) based on a combination of statistical findings and theoretical considerations; 5. Standardization of the final version of the EQ on 3831 adults in North America, etc. 6. Continuous collection of data, norms and validation of this instrument through various socio-cultural areas around the world.

## Definition and structure of the Bar of the model of socio-emotional intelligence

According to Bar-On model, *emotional-social intelligence is the intersection of inter-related emotional and social competencies, skills that determine how well you understand and express yourself, how we understand others and are behaving towards them, how we deal with everyday requirements challenges and pressures*. Emotional and social skills and competencies included in this wide definition are based at the 5meta-factors 15 sub-

factors that comprise the Bar model of socio emotional intelligence. Most descriptions, definitions and conceptualization of emotional-social intelligence included one or more of the following key components of Bar-On conceptual model: (1) ability to understand emotions as they are, how our feelings and express themselves; (2) ability to understand other's feelings and behavior of other people, (3) ability to manage and control their own emotions, (4) ability to manage change and resolve problems of intra and interpersonal nature, (5) ability to generate a positive mood and self-motivated. This meta-factors of conceptual model of emotional-social intelligence are listed as follows in Bar-On measures for this model: intrapersonal (*self and self-expression*); Interpersonal (*social awareness and interaction*); Stress Management (*emotional Management and*); Adaptability (*management with*); General mood (*self - motivation*). Each of these 5 meta-factors consists of adequate number of closely related competencies and skills. In accordance with the way this conceptual model is understood, the question what it means to be emotionally and socially intelligent? The answer relates to the already established thesis that emerges from the bar of the model, and it means to be effectively understood and expressed them, to understand the behavior of others and to behave properly toward others and to successfully deal with everyday needs, challenges and pressures. This is based, first and foremost on our intrapersonal ability to be aware of them and to understand their own strengths and weaknesses. At the interpersonal level is to be aware of other emotions, feelings and needs, and establish and maintain cooperation, constructive and mutually satisfying relationships. Ultimately, being emotionally and socially intelligent means to effectively manage personal, social and other changes and realistic and flexible to handle the immediate situations, solve problems and make decisions as needed. To do this, you need to manage emotions so that they work for you, not against you, and you should be sufficiently optimistic, positive and self-motivated.

## **Gardners and strenbergs theory and the concept**

### **Basic tenets of socio-emotional intelligence**

Gardner (Zarevski, 1999) lists seven basic forms of intelligence: musical, bodily-balanced, logical-mathematical, linguistic, spatial, social intelligence, personal and interpersonal intelligence. For the concept of emotional intelligence and intra personal intelligence is also important.

Interpersonal intelligence refers to the ability of recognizing the diversity of emotions of other people, their temperament, mood, motivation and intentions. This kind of intelligence has a special importance for successful functioning in everyday life situations because the individual is able to choose the optimal strategy of action. Another important kind of intelligence for this concept is intrapersonal intelligence



as an ability to understand and manage their thoughts, moods and emotions that are realistic assumption for effective functioning in the middle. Concretely speaking interpersonal intelligence is understood and working with others, and intelligence is working intrapersonal and understanding with you or with one other director and the other directed by himself. What's the similarity between Gardner's creation of social intelligence and emotional intelligence of Mayer and Salovey. Some critics argue that emotional intelligence is really just another name for social intelligence for that purpose devising a new term is unnecessary.

But even though the advocates of this concept consider that the possibility to access their own feelings, good knowledge, controlling and directing the effective own behavior is much more the man than anything else. Sternberg (1999) highlights that contrary to academic intelligence, which can be determined the ability to social adaptation, practical intelligence is based on other personal determinants that are a prerequisite for effectively dealing with everyday life situations. Sternberg and Wagner (1994, according to Takšić 1998) Exploring the everyday life came to conclusion that practical knowledge, self-maintaining, managing their own emotions and understanding for those who do and why are elements of practical intelligence which supports the Sterberg. The merger of Gardner's and Strenbergs and theoretical benchmarks are constructs of the concept of emotional intelligence.

## **Methodology of research**

### Definitions and terminology specification

#### **Problem**

Teachers' setting in which gifted and talented students are involved in various educational models of education is burdened by the constant tendency of the preference of high academic achievement. In this context overlooked and out of significant interest issues that have significant socio-emotional dimensions and weaken holistic view of treating the development of the phenomenon of talents. In this sense, the basic problem in research concerning the treatment of emotional and social competence of gifted and talented their manifest forms, features and development. Of course this problem will be seen through the prism of the Bar of the model of socio-emotional intelligence.

## Goals

- Diagnosis of the situation regarding the treatment of socio-emotional competence in gifted and talented education.
- Development of instruments for assessing the socio-emotional competencies of gifted and talented students.
- Making assumptions about encouraging and development of socio-emotional competencies of gifted and talented.
- Acquisition of new knowledge that would be applied in further research in study area of socio-emotional intelligence.

## General hypothesis

Socio-emotional competencies have a significant importance on the success, adaptation and performance in the manifestation of intrapersonal and interpersonal relationships and characteristics of gifted and talented education.

Hypotheses 1: Talented and gifted pupils have higher level of socio-emotional intelligence of medial pupils.

Hypotheses 2: There is differences in socio-emotional intelligence at gifted and talented pupils depend of their gender.

Hypotheses 3: There if differences in socio-emotional intelligence between gifted, talented and medial pupils.

Hypotheses 4: Gifted and talented have higher level of intrapersonal communications.

Hypotheses 5: Gifted have lower level of interpersonal relation from medial.

Hypotheses 6: There isn't differences between gifted and medial pupils in level of reaction on stress situations.

Hypotheses 7: Gifted shows higher level of adaptation in enviroment than medial pupils.

Hypotheses 8: There is differences between gifted and medial pupils in sub-test for general emotion.

## Sample

The study included 100 students of which 50 are gifted and talented students. From them 25 are male and 25 female. Students were 6 secondary schools in the Republic. Macedonia in the Guards: Skopje, Bitola, Veles, Prilep, Ohrid, Struga. The criteria for selection of gifted and talented have previously identified and defined by associates in schools. These are: pre-set EQ and IQ intelligence quotient, the highest achievements of international and national competitions and other criteria.

## Instruments

For the purposes of collecting research material specially designed test to assess the socio-emotional intelligence SEI-30. The test is constructed according to the bar of the model that it involved 5te subtests and consists of 30 questions. The questions are also structured to include five of which you subtests in his first-subtest intrapersonal characteristics has 10 questions, in the second subtest, interpersonal relations, there are 6 questions in the third subtest-stress management has 4 questions, in the fourth subtest-adaptation has 6 questions in the subtest-fifth general mood has 4 questions. The general assessment contains three levels of socio-emotional intelligence and low, medium and high. The assessment and evaluation of the test is based on the appropriate key made the assessment of responses.

## Results and discussion

Results and discussion of the research data will be represented according to the suggested hypotheses.

### Frequencies of levels

#### Intrapersonal characteristics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	sredno	68	68,0	68,0	68,0
	visoko	32	32,0	32,0	100,0
	Total	100	100,0	100,0	

#### Interpersonal relations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	sredno	26	26,0	26,0	26,0
	visoko	74	74,0	74,0	100,0
	Total	100	100,0	100,0	

### Stress situations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	sredno	30	30,0	30,0	30,0
	visoko	70	70,0	70,0	100,0
	Total	100	100,0	100,0	

### Environment adaptations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	sredno	12	18,0	18,0	18,0
	visoko	82	82,0	82,0	100,0
	Total	100	100,0	100,0	

### General mood

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	sredno	2	2,0	2,0	2,0
	visoko	98	98,0	98,0	100,0
	Total	100	100,0	100,0	

### Total score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	sredno	14	14,0	14,0	14,0
	visoko	86	86,0	86,0	100,0
	Total	100	100,0	100,0	

## Descriptive statistics for the whole results

### Descriptive Statistics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	sredno	68	68,0	68,0	68,0
	visoko	32	32,0	32,0	100,0
	Total	100	100,0	100,0	

Hypotheses 1: Talented and gifted pupils have higher level of socio-emotional intelligence from the average pupils

With Chi-Square test for independence of changeable levels of gifted (average and gifted) and level of SEI we get.

### NIVO\_SEI\*NADAR Crosstabulation

		NADAR		Total
		nadareni	prosecni	
NIVO_SEI	sredno		14	14
	visoko	50	36	86
	Total	50	50	100

### Chi-Square tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	16,279 <sup>b</sup>	1	,000		
Continuity Correction <sup>a</sup>	14,037	1	,000		
Likelihood Ratio	21,697	1	,000		
Fisher's Exact Test				,000	,000
N of Valid Cases	100				

a Computed only for a 2x2 table.

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 7,00.

$P = 0,000 < 0,01$ , which means that this changeable are independent, that on level of SEI influence the level of giftedness's. From the table for crostabulation we can see that the gifted have higher level of SEI that that of average pupils.

**Hypothesis 2: There are differences in the socio-emotional intelligence at gifted and talented pupils depend of their gender**

The test for equality of the mathematical expectations of SEI between genders of talented pupils gave us these results (1 male, 2 female).

### Independet Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
POL_TAL	Equal variances assumed	,172	,680	,554	48	,582	,6201	1,11905	-2,78013	1,62987
	Equal variances not assumed			,555	45,585	,581	,6201	1,11674	-2,86857	1,62831

Bearing into mind that  $P = 0,582 > 0,01$ , we get that there isn't statistical significant meaning in the socio-emotional intelligence between males and females at gifted and talented students.

**Hypothesis 3: There is are differences in socio-emotional intelligence between gifted, talented and medial pupils; 1- average, 2- talented**

The test for equality of mathematical expectations of SEI between medial and talented shows these results gave the following results:

### Group Statistics

NAD_		N	Mean	Std. Deviation	Std. Error Mean
SEI_	1,00	50	100,8000	1,21218	,17143
	2,00	50	118,1200	3,89997	,55154

## Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
SEL	Equal variances assumed	126,404	,000	-29,988	98	,000	-17,3200	,57757	-18,46616	-16,17384
	Equal variances not assumed			-29,988	58,380	,000	-17,3200	,57757	-18,47597	-16,16403

Having in concern that  $p = 0,00 < 0.01$  we get statistical significant difference in socio-emotional intelligence between gifted, talented and medial pupils, same is higher at gifted and talented pupils.

Hypothesis 4: Gifted and talented have higher level of intrapersonal communications

## Chi-Square tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	47,059 <sup>b</sup>	1	,000		
Continuity Correction <sup>a</sup>	44,164	1	,000		
Likelihood Ration	60,032	1	,000		
Fisher's Exact Test				,000	,000
N of Valid Cases	100				

a Computed only for a 2x2 table.

b 0 cells (0%) have expected count less than 5. The minimum expected count is 16,00.

Using Chi-square of test for independences of changeable levels of gifted (medial and gifted) and level of intrapersonal communications we get  $p=0,000<0.01$ , which means that this changeable are independent, and on level of interpersonal communications have influence the level of giftedness. It can be seen from the table for crostabulation that gifted have higher level of interpersonal communication from the average.

Hypothesis 5: Gifted have lower level of interpersonal relation from the average

**Count**

		NIVO_IR		Total
		sredno	visoko	
NADAR	nadareni	10	40	50
	prosecni	16	34	50
	Total	26	74	100

**Chi-Square tests**

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1,871 <sup>b</sup>	1	,171		
Continuity Correction <sup>a</sup>	1,299	1	,254		
Likelihood Ration	1,884	1	,170		
Fisher's Exact Test				,254	,127
N of Valid Cases	100				

a Computed only for a 2x2 table.

b 0 cells (,0%) have expected count less than 5. The minimum expected count is 13,00.

Using Chi-square test for independences of changeable levels of giftedness (talented and gifted) and levels of interpersonal relations we get  $p = 0,171 > 0.0$  which means that this changeable are in depended, on interpersonal relations levels of giftedness have no significant influence.

Hypotheses 6: There isn't differences between gifted and medial pupils in level of reaction on stress situations

**Count**

		NIVO_S		Total
		sredno	visoko	
NADAR	nadareni		50	50
	prosecni	30	20	50
	Total	30	70	100



## Chi-Square tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	42,857 <sup>b</sup>	1	,000		
Continuity Correction <sup>a</sup>	40,058	1	,000		
Likelihood Ratio	54,872	1	,000		
Fisher's Exact Test				,000	,000
N of Valid Cases	100				

a Computed only for a 2x2 table.

b 0 cells (,0%) have expected count less than 5. The minimum expected count is 15,00.

Using Chi-square test for independence level of giftedness (medial and gifted) and level of reaction on stress situations we get  $p = 0,000 < 0.01$ , which means that this variable is not independent. Gifted have higher level of reactions in stress situations than average pupils, as it can be seen from the table of crostabulation.

Hypothesis 7: Gifted shows higher level of adaptation in the environment than average pupils

## Count

		NIVO_A		Total
		sredno	visoko	
NADAR	nadareni		50	50
	prosecni	18	32	50
	Total	18	82	100

## Chi-Square tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	21,951 <sup>b</sup>	1	,000		
Continuity Correction <sup>a</sup>	19,580	1	,000		
Likelihood Ratio	28,937	1	,000		
Fisher's Exact Test				,000	,000
N of Valid Cases	100				

a Computed only for a 2x2 table.

b 0 cells (,0%) have expected count less than 5. The minimum expected count is 9,00.

Using Chi-square test for independences of changeable levels of giftedness (average and gifted) and level of adaptation in environment we get  $p = 0.000 < 0.001$ , which means that this changeable are independent. From the table for crosstabulation we can see that gifted have higher level of adaptation in environment than medial pupils.

### Hypothesis 8: There are differences between gifted and average pupils in the sub-test for general emotion

Test for equality of mathematical expectations of SEI between medial and gifted pupils shows these results:

#### Group Statistics

NAD_		N	Mean	Std. Deviation	Std. Error Mean
SUB_OP	1,00	50	15,2800	1,29426	,18304
	2,00	50	17,7200	,96975	,13714

#### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
SUB_OP	Equal variances assumed	4,542	,036	-10,668	98	,000	-2,4400	,22871	-2,89388	-1,98612
	Equal variances not assumed			-10,668	90,833	,000	-2,4400	,22871	-2,89432	-1,98568

Because of  $P = 0.00 < 0.01$ , we get that there is statistical significant meaning in sub-test for general emotion between gifted, talented and average pupils, results are higher at gifted and talented pupils.

## Conclusion

The conclusions of the paper had the highest consistency are implicit products of operationalization of hypotheses. Thus they define the general conclusions in the paper concerning the differences between the different variables between gifted and average, and their socio-emotional status.

By applying the chi-square test of independence of the variable degree of talent (average and gifted) and the level of socio-emotional intelligence received  $p = 0.000 < 0.01$ , meaning that the level of socio-emotional intelligence affects the level of talent. This means that the gifted have higher levels of socio-emotional intelligence than the average. Given that  $p = 0.582 > 0.01$  we got it was not statistically significant difference in terms of socio-emotional intelligence between male and female in gifted and talented students. The test for equality of mathematical expectations of socio-emotional intelligence between the average and talented students results in  $p = 0.00 < 0.01$  thus conclude that the statistically significant difference in terms of socio-emotional intelligence among gifted and talented students and the average, it is higher in talented and gifted and average students. By applying the chi-square test of independence of the variable degree of talent (average and gifted) and level of the intrapersonal communications get  $p = 0.000 < 0.01$ , meaning that these variables are not independent, i.e. that the level of influence and communications intrapersonal the level of talent or gifted have higher levels of interpersonal communication than the average. By applying the chi-square test of independence of the variable degree of talent (average and gifted) and level of interpersonal relationships we get  $p = 0.171 > 0.01$ , which means that these variables are independent, i.e. that the level of interpersonal relations affect the extent the gift. By applying the chi-square test of independence of the variable degree of talent (average and gifted) and level of stress reactions in situations we get  $p = 0.000 < 0.01$ , meaning that these variables are not independent of the level of stress reactions in situations and the degree the gift. This means that the gifted have higher levels of stress reactions in situations of average. By applying the chi-square test of independence of the variable degree of talent (average and gifted) and level of adaptation in the middle we get  $p = 0.000 < 0.01$ , meaning that these variables are not independent of the level of adaptation in the environment and the level of the talent. In other words gifted have higher levels of adaptation in the middle of average. The test for Equality March mathematical expectations of socio-emotional intelligence between the average and talented students gave the following results. Given that  $p = 0.00 < 0.01$  gain that is statistically significant difference in terms of sub test general mood among the talented and gifted and average students, and the results are higher among gifted and talented than average students. In general terms we can conclude that these findings are consistent with theoretical and empirical knowledge and experience regarding the differences in emotional intelligence-socio between gifted and average students. On the other hand this model to determine the socio-emotional intelligence in gifted and talented

makes a clear distinction between personal individual components of personality as expressed through subtests. The attempt to apply Barons concept of measuring socio-emotional intelligence in pedagogical terms in R. Macedonia creates an opportunity to detect potential needs to change attitude towards gifted and talented.

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## PARADIGM OF CONTEMPORARY CONCEPTS OF GIFTEDNESS - SOCIO-EMOTIONAL DEVELOPMENT OF THE GIFTED

**Abstract:** Understanding giftedness from the perspective of modern understandings of giftedness is a multidimensional construct, not neglecting the individual characteristics of gifted individuals. A number of empirical studies in the world, indicates that more and more attention is paid to the impact of social and cultural factors, motivation, emotional intelligence, the specific constellation of the personality traits, all of which indicates the importance of holistic access to talent. This view is confirmed by empirical research in our country as well as the rest of the world.

In our paper we want to present the results of research, completed in 2008-2009. In Bosnia and Herzegovina (Republic of Srpska and the Federation of BiH). A sample consists of final year students from elementary and secondary schools in BiH (1150 of regular students and 258 gifted students). Results show the perception of work effectiveness of teachers, »as they are« in direct teaching practice and »as they should be« in the school of future. We analysed the relation between student personality traits (emotional intelligence, general intelligence, achievement motivation, general success, financial situation, place of residence).

The results show that students, as the most important characteristics of the perceived teachers work effectiveness, see those characteristics which are important for the organization and implementation of teaching and are essential for the realization of the teacher role in the current system of education. Instructive competence of teachers is the most important teachers characteristic, because it is also the paradigm of cognitive orientations.

In addition, research results show that the psychological characteristics of students and their social and experiential characteristics are significant sources of differences in the perception of teachers work performance »as teachers is« and »it should be«. It was also found that emotional intelligence as the ability to recognize the meaning of emotions and relations, as a foundation of understanding and solving problems, can be a powerful source of differences in the perception of work characteristics of efficient teachers.

**Key words:** giftedness, perception of teachers' work efficiency, emotional intelligence.

Understanding the phenomenon of giftedness from the perspective of modern conceptions of giftedness, implies a multidimensional construct without neglecting the individual character. The diversity of theoretical approach in organizing theoretically the paradigms of the giftedness is still emphasized by the *cognitive approach*. However, modern trends in the world and in our country suggest that more attention is paid to the influence of social and cultural factors, personality factors in a narrow sense of the word, ... pointing out to the importance of a *holistic approach* to giftedness. This view is confirmed by a number of empirical researches in the world and in our country.

Over the past few decades, all over the world and particularly in developed countries, great attention is paid to studying the phenomenon of giftedness and creativity. This phenomenon has been studied from various aspects, because the great creative minds are creditable for the overall progress in all spheres of life. Investing into encouragement and development of the gifted and talented is the best investment that any society that aspires to develop and progress can do. Therefore, the discourse about contemporary understandings of the phenomenon of giftedness is necessary and complex, ranging from the creation of a socially acceptable and favorable climate (support by the society) to the gifted being the elite of prosperous societies, by various forms of education, by implementation of appropriate programs for gifted and creative individuals, by special methodological approach and highly sophisticated approach to every gifted individual ... And therefore necessary is continually to review the social care about the gifted individuals (institutional support at all levels), legislation, application of different methodological approaches, the realization of a number of empirical studies, whose results would be used in the implementation of strategy to encourage gifted and changes in the educational system. All these measures are necessary to provide adequate education of gifted and creative individuals who have strong specific needs, both in their individual development and education.

### **Contemporary tendencies and theoretic approach to the giftedness**

The famous Terman's study of longitudinal examining of intellectually gifted children, started in the twenties of the last century, presents the beginning of scientific interest in the domain of the gifted. This study has contributed to the abolition of many prejudices about gifted children, because the findings from this study provided numerous insights into the characteristics and development of the gifted. The author Vlahović-Štetić, V. (2008) mentions Sternberg's *intuitive approach to the giftedness*, known as the »pentagonal implicit theory of giftedness«. According to Sternberg (under Vlahović-Štetić, V., 2008) a gifted person must meet the following criteria: a) excellence, b) rarity, c) demonstrability, d) productivity, e) value. In order we could better understand the multidimensional construct of giftedness and the structure of giftedness, necessary is to specify several significant theoretical approaches.

According to Mönks and Mason (according to Vlahović-Štetić, V., 2008), there are four main groups of definitions of giftedness, which they updated in 2000 and they are:

*Approach focused to the innateness (genetic factors)* - tells us about the definitions which focus to »characteristics of the gifted« (Mönks and Mason, 1993), where they highlighted the role of the heritage. In this sense, *gifted* are those talented individuals who possess some characteristic to the fullest extent in the population, which is largely determined by genetic factors. As a good example of the definition of giftedness

which belongs to this group is Gardner, H. (1983). According to Gardner (according to Vlahović-Štetić, V., 2008) there are »seven different specific abilities, talents or intelligences: logical-mathematical, linguistic, visual-spatial, bodily - kinesthetic, musical, interpersonal and intrapersonal.

*Approach focused to cognitive models (cognitive functioning)* - tells about cognitive functioning of the gifted and their differences.

Namely the information, memory, problem-solving processes, cognitive strategies ... become the issue of many studies. The most famous supporter of such a theoretical understanding is Sternberg (1990), according to which »successful problem-solving and knowledge acquisition« is a *major indicator of giftedness*.

*Approaches focused to achievements* - are aimed at highlighting the importance of performance, but also point out to the knowledge of the difference between the potential and achievement of the child and enable the planning of educational interventions. Big supporter of this approach is Renzulli (1986). According to him, »gifted behavior demonstrates the interaction of three basic groups of human traits: above average general and/or specific skills, a strong focus on the task and a high degree of creativity.« Talented individuals are those who possess these three groups of characteristics and can apply them in a valuable field of human activity. Famous *three-ring theory of Renzulli speaks about the model and preconditions how the potential can turn into realized giftedness*.

Koren (1989), is a supporter of approach aimed at the achievement, because it places the emphasis on the characteristics outside of the classical approach, based on ability.

*System approaches (newer approach)* - emphasizes the importance of the overall system in which the child lives. Important is the system of closer environment (parents, peers, school) but also broader social system (economic and political situation, social values), because everything has the influence to the individual. Realization of the giftedness depends on the personality of the child and the support from the environment. So Heller (according to Vlahović-Štetić, V., 2008) developed a multi-factor causal model of giftedness, which include: *factor of giftedness* (IQ, creativity, specific abilities), *characteristics of personality* (motivation for achievement) and *characteristics of environment* (stimuli in the family, parents' education, requirements of the parents and siblings, urban or rural environment, school climate ...). The results of *empirical research* according to Krneta, D. and Krneta, Lj. (2006, 2008) speak in the favour to the fact that the *social environment* and its impact on the gifted is extremely important. Early influence of closer environment (parents, brothers, sisters, relatives) is of crucial importance as well as the influence of preschool and school institutions (work programs, institutional climate, social environment) but also the entire society (attitudes toward the gifted, the opportunities offered outside the school system, systemic financial support through scholarships and employment) ...

The author Čudina - Obradović (1991) indicates that a number of joint researches about the giftedness have the following thing in common: giftedness is a combination of abilities and characteristics of a personality, it appears in different domains as a unique ability or the combination of skills, may be manifest or potential, which will be developed with the encouragement and support of the environment. The author Ferbežer, I. (according to Vlahović-Štetić, V., 2008) emphasizes that in Slovenia scientists write about giftedness within a couple of applied researches on the identification of gifted students, and special efforts in defining giftedness can be found at Jurman (1995). A significant contribution to the study of the phenomenon of giftedness is given by the international conferences held.

Numerous studies in the world and in our country provide new answers about the phenomenon of giftedness. The fundamental question that attracts the attention of both laymen and experts in this field is: How to help a gifted children in realizing their potentials? The answer to this question is complex, but in the first place it involves *understanding the nature of giftedness*. Proper understanding of *the nature of giftedness* assumes knowledge of key concepts and they include the description of internal and external factors of giftedness, as well as recognizing their inter-relationship. Present trends and attitudes of researchers of cognitive approach point out that the giftedness is expression of cognitive abilities in specific areas. However, in studies which are dedicated to the influence of personality characteristics in the field of giftedness, they are described as *catalysts* (Gagne, 2000) and whether the combination of above average abilities will be able to be demonstrated depend on such catalysts. The results of empirical studies suggest four personality characteristics, essential for the realization of potential giftedness. These are: openness to new experience, a positive self-image, autonomy and resistance to stress.

Motivation is essential in the realization of the giftedness and crucially affects the level and quality of demonstrating giftedness. Different motivation concepts tell us about that (need for achievement and self-actualization, a sense of self-efficacy, perception of gender roles, the optimal level of arousal ...). There are many valuable data from recent researches on factors encouraging giftedness. But apart from these concepts of understanding the phenomenon of giftedness (internal and external), by strong influence of cognitive orientation today more present is interest in the *balanced development of the gifted*. Special attention is paid to *emotional and social development of gifted and its structure*.

## **Emotional - social development of the gifted**

Many experts in the world alert to the fact »that children today are more and more intelligent (as measured by IQ tests), while being *less emotionally capable* to face the challenges of modern times which surround them. According to Goleman (1988),



the reduction of children's emotional abilities, emotional intelligence, is becoming a global problem. For gifted children, this is even more difficult because of their complex personality structure which consists of certain personality traits, high skills and creativity.

For the emotional-social development of the gifted, generally we can say that it is more similar than different from the development of children of the general population. The question is, why we pay so much attention to emotional and social development to the gifted. Because there are more reasons for it. First of all, these are unrealistic expectations of the environment from a gifted child, *to be emotionally and socially extraordinarily developed*. Such an approach may cause interpersonal difficulties. The second reason relates to the internal conflicts in gifted child (*large imbalance between the intellectual and socio-emotional development*). Such non-balanced development of the gifted causes different psychological problems. The third reason is the fact that the gifted children, because of the excessive mental development observes discrepancy in themselves, and on the other hand simultaneous differences and similarities with their peers can induce intra and inter-personal problems (Webb, according to Vlahović-Štetić, V., 2008).

According to the study of Terman (according to Cvetković-Lay, 2002), gifted children are well adapted, they have fewer problems and difficulties than average children, and they need less attention in the age of maturation. The author Cvetković-Lay (2002) points out that about 20-25% of gifted children has social and emotional difficulties. It is twice more than the normal population of school children. However, there are myths about the gifted children, and because of the lack of information many teachers believe that gifted individuals are well adapted, self-confident ...

According to Winer (1996) a few factors indicate the structure of personality and socio-emotional experiences of the gifted, which make them different from the average. They are: high motivation of gifted children, 2. value system; the gifted are prone to independent opinion and non-conformism, 3. relations with peers: the gifted are prone to being introverted and they are lonelier than the average. It is known that moderately gifted children often have balanced emotions, and have no problem when it comes to making friends, while the gifted with an IQ which is greater than 160, often suffer from social isolation. The main reason for that is because they have the intelligence of an adult, and a body and emotions of a child (Winer, 1996, according to Cvetković-Lay, 2002).

Also, gifted children have special *antennas in the emotional field*. At the earliest age, from other children they learn to read »body language« and »emotions« which others send by voice. They are sensitive to jokes or smaller offences and they easily take them to heart, and they often keep their emotions to themselves. They have expressed empathy into the sufferings of others, so it sometimes seems that they suffer more

than the victim. An important characteristic of emotional development of the gifted is that emotional development usually lacks behind the intellectual development. That means that gifted children emotionally react similar to children of their age. That causes misunderstandings, and adults are often »surprised by the child's way of expression of emotions, which is accompanied by a profoundly developed opinion.

A characteristic of the gifted is the building up of emotions that are not awakened, greater sensitivity to feeling and expectations of others, profound self-awareness in combination with a feeling of being different, an earlier development of internal locus of control and satisfaction, peculiar emotional depth and intensity, profound moral development, idealism and a sense of fairness at the earliest age ... In respect of social characteristics the gifted have a strong need for self-confirmation, profound knowledge and emotional capacities for understanding and solving of social problems, profound characteristics of a leader ...

Emotional difficulties which occur in the gifted are: consternation, a feeling of not being accepted, profound emotional reactions even to the smallest failure ...

In describing the world of the gifted and difficulties that they face, Hollingworth, 1975 (according to Vlahović-Štetić, V., 2008) states: »The biggest problem with gifted children is that they are so *childish and immature in their feelings.*»

When it comes to social development of the gifted it is primary that they need to adopt to the fact that when they are in the company of their peers, that they are, when it comes to capabilities, quite different to the other children. Research shows that the gifted in the field of social development have different difficulties: loneliness, insufficiencies, loss of friends, often disagreement with actions of other children, profound role of a leader in a group (that is assumed), more often they are the favourite (then their friends).

Research of socio-emotional development of the gifted, shows that in the world and in our country, understood is the significance of a balanced development of gifted individuals. Newer concepts (contemporary) emphasize the need of holistic approach to the phenomenon of giftedness. Because, only a well adopted individual with profound intellectual and socio-economic competencies, can adequately respond to the challenges of the modern age. Therefore giving of significance to the structure of socio-emotional development of the gifted and to different theoretical and practical approaches is necessary.

Dealing with for many years the phenomenon of giftedness in us, the author Krneta, Lj. (2010) is significant results in the empirical study of gifted individuals. In our paper we want to present the results of research, completed in 2009. in Bosnia and Herzegovina (Republic of Srpska and the Federation of BiH). A sample consists of

final year students from elementary and secondary schools in BiH (1150) of regular students and 258 gifted students. Results show the perception of work effectiveness of teachers, »as they are» in direct teaching practice and »as they should be» in the school of future. We analysed the relation between student personality traits (emotional intelligence, general intelligence, achievement motivation, general success, financial situation, place of residence). The results show that students, as the most important characteristics of the perceived teachers work effectiveness, see those characteristics which are important for the organization and implementation of teaching and are essential for the realization of the teacher role in the current system of education. Instructive competence of teachers is the most important teachers characteristics, because it is also the paradigm of cognitive orientations. It was also found that emotional intelligence as the ability to recognize the meaning of emotions and relations, as a foundation of understanding and solving problems, can be a powerful source of differences in the perception of work characteristics of efficient teachers.

There is no doubt that the results of empirical studies, can be very useful in theory and practice of pedagogical-educational work with gifted students. The results these empirical studies shed new light on the importance of social-emotional spectrum of the gifted.

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## SOCIALNE IN ČUSTVENE POTREBE NADARJENIH IN TALENTIRANIH ROMSKIH OTROK

**Povzetek:** V romskih skupnostih, kjer je prisotnost kulture in stila življenja zelo poudarjena, predstavlja oviro za spremembe pri vzgoji in izobraževanju otrok. Odrasli Romi se želijo istovetiti z večinsko populacijo, vendar obstajajo ovire zaradi slabšega socialnega statusa in bivalnih pogojev. To se odraža predvsem pri vzgoji in izobraževanju otrok. Romski otroci imajo bistveno slabše pogoje za višjo intelektualno strukturirano igro in učenje. Učne vsebine potekajo v vrtcu v obeh jezikih, v šoli pa v slovenskem jeziku. Posledica tega je, da zaradi skromne stavčne strukture njihova samozavest niha in pogosteje se odražajo nezaželene oblike vedenja. Talenti so razdeljeni med vse otroke enako, vendar jih romski otrok zaradi številnih ovir ne more izraziti in se uveljaviti v širši družbi. S strani staršev se odnos do izobraževanja spreminja, prav tako kot njihov pogled na življenje. Še vedno so prisotni primeri, ko deklice rojevajo v zgodnjih najstniških letih in matere, stare trinajst, štirinajst let ne zmorejo prevzeti odgovornosti starševstva. Romske deklice so sprejele predlog o odložitvi rojstva na kasnejša najstniška leta. Množični mediji in večja osveščenost je prispevala k počasni izboljšavi življenja, kar se odraža v odnosu do šolanja. Vpliv družine na izobraževanje se povečuje, saj so zaznani posamezni primeri, ko romske otroke integrirajo v oddelke otrok večinske populacije. V vrtcu se zanimajo za napredek otrok in sprejemajo nasvete za vzgojo. Ker se vrtec nahaja v romskem naselju, ga otroci sprejemajo kot svoj drugi dom, v katerem slišijo slovenski jezik in romski. Pri spremljanju njihovega razvoja odkrivamo nadarjene otroke, ki se hitro učijo in kažejo zanimanja za raziskovanje in igro. Mnogi med njimi imajo talent, ki ga izražajo na umetniškem, jezikovnem in naravoslovnem področju. V predšolskem obdobju ni opaznih večjih medvrstniških razlik. Nastopi otrok, razstave likovnih izdelkov, število usvojenih vsebin ne odstopa med otroki. Razlike nastanejo ob vstopu v šolo, ko se pojavijo težave s socializacijo in neenakimi možnostmi za učenje in delo. Pri tem nastajajo večje socialne razlike, kar se odraža na emocionalnem stanju romskih otrok. Njihova močna področja, nadarjenost in talent ne pridejo do prepoznavnosti in se najpogosteje sprevržejo v nezaželene oblike vedenja, kar pospešuje nestrpnost vrstnikov in staršev. Socialne pravičnosti ni, emocionalne potrebe romskih otrok so s tem močno ovirane. Šolski sistem je enoten za vse populacije in ne opredeljuje posebne pristope za socialno in kulturno prikrajšane otroke.

*Strategije za prepoznavanje nadarjenosti in talentov.* Otroci se morajo počutiti sprejete v okoljih, kjer se nahajajo. Socialni status romskih talentov mora biti predmet strokovnega zanimanja. Materialni pogoji za igro in učenje morajo dosegati standardne pogoje za vse otroke, tudi kulturno prikrajšanim in kulturno drugačnim, kakršni so romski otroci. Socialno diferenciacijo bi lahko preprečili z nošenjem uniform v vrtcih, v primeru integracije pa predvsem v OŠ. Učni pripomočki v OŠ naj bi bili enotni, s tem bi preprečili tekmovalnost in različnost oziroma socialne razlike. V šolah naj bo več integracije, ne pa ločevanje po etnični pripadnosti. V šolah naj se obravnavajo tako slovenski kot romski junaki in naj se predstavljajo simboli ter posebnosti večjih kultur. S tem bi izpostavili nadarjenost in talentiranost vseh etničnih skupnosti.

**Ključne besede:** nadarjeni otroci v romski kulturi, večkulturni kurikulum, vpliv romske družine na izobraževanje otrok, neuspešen nadarjen romski otrok, strategije.

## SOCIAL AND EMOTIONAL NEEDS OF TALENTED AND GIFTED ROMA CHILDREN

**Abstract:** In Roma communities, where the presence of culture and specific lifestyle is strong, this represents an obstacle for changes to raising and educating of the children. Roma adults wish to assimilate into the majority population, however this is challenged by a worse social status and housing conditions. All this is reflected especially in raising and educating of Roma children. The environment of Roma children offers much worse conditions for a higher level of intellectually structured playing and learning. Learning contents in kindergarten are given in Roma and Slovenian language, while in school only in Slovenian language. Consequently, due to poor language skills, the confidence of Roma children fluctuates and the undesired forms of conduct are more often displayed. Talents are distributed among all children equally, however due to several obstacles the Roma children are not able to express them and establish themselves in a broader community. By the sides of their parents the attitude towards education changes, as well as their view of life. Still, cases of teenage mothers who are at 13 or 14 years of age unable to assume the responsibilities of motherhood, remain common. Roma girls have overall well responded to the notions that the motherhood should be postponed to later teenage years. Mass media and a higher degree of consciousness have helped to a slow improvement of living, which can also be seen in the attitude towards education. The influence of family on the education is growing, in fact cases are known when Roma children are integrated into school classes of the majority population. Kindergartens are interested in the progress of the children and do take into account the advices regarding their education. Because the kindergarten is located within the Roma settlement, the children do consider it their second home, where both Slovenian and Roma languages are heard. While following the progress of the children, we recognize talented ones, who quickly learn and show interest for discovery and play. Many of them have talents, which are expressed in the field of arts, languages or natural-science. In the pre-school period, no significant differences between Roma and other children are found. Public performances, artistic work and the volume of absorbed educational content are not unlike to those of other children. The differences however occur upon entering the school, when problems of socialization and uneven living and learning conditions arise. At this point the evolution of bigger social discrepancies can be observed, which is reflected on the emotional state of Roma children. Their strongpoints and talents do not evolve and do not become noticed, which most often leads to undesired behaviour, being the basis of growing intolerance by other children and their parents. Due to lack of social justice, the emotional needs of Roma children are highly obstructed. The school system is equal for all population and does not provide for any specific approach towards socially or culturally deprived children.

*Strategies to recognize the capabilities and talents.* Children need to feel accepted in the environment which they are part of. Social status of talented Roma children has to be an object of professional interest. Material conditions for playing and learning have to reach the standard conditions for all children, including those culturally deprived and different as Roma children. Social differentiation could be prevented by wearing uniforms in kindergartens, and in case of integration, especially in primary schools. School aids and individual equipment in primary schools should be unified, in order to prevent competitiveness and/or social differences. In schools, integration should be ahead of separation by ethnicity. Both Slovenian and Roma mythology should be discussed in schools, as well as symbolism and individuality of various cultures. By doing so, the talents of all ethnical groups could be stressed out.

**Key words:** talented children in Roma culture, multicultural curriculum, influence of the Roma family on the education of children, unsuccessful talented Roma child, strategies.

Nadarjeni otroci se neuspešnosti naučijo. Mnogo okoliščin vpliva na otroka, da postane učno neuspešen. Ker svoj neuspeh želijo nekako potlačiti, se začnejo zatekati k neustreznim rešitvam, in ena prvih je ta, da želijo zanikati pomembnost šolanja.

## **Romska kultura skozi čas, posebnosti na Dolenjskem**

Seznanitev z reprezentacijami romske kulture, temeljnimi pojmi pojmovanja kulture, etničnosti, večkulturnosti ter kulturalizma

Romska kultura je ena izmed mnogih kultur, ki s svojimi specifičnostmi vpliva na oblikovanje življenjskih slogov romske skupnosti. Nomadski način življenja z nenehnimi selitvami je vplival na vnašanje drugih kultur in s tem tvori bogastvo skupka različnosti večkulturnosti. Ohranili so svoje običaje, verovanja, praznovanja in prvine jezika. Jezik se je veskozi spreminjal in dobival dimenzije in terminologijo sporazumevanja lokalnega okolja. Posebnost posameznih skupnosti je prav tako način izvajanja določenih obriti. Na Dolenjskem so se Romi ukvarjali z zbiranjem starega železa in s tem se ukvarjajo še danes. V naselju Brezje in Žabjak lahko vidimo velika zbirališča starega železa, ki služi prodaji in s tem zagotavljanju vira za trgovanje in preživljanje.

Načini bivalnih pogojev se spreminjajo, saj družine uporabljajo infrastrukturo, je pa še veliko družin, ki živijo v neugodnih razmerah, ki so predvsem v zimskem času izpostavljene mrazu in boleznim. Živijo v barakah in nedokončanih hišah. Otroci nimajo pogojev za višjo intelektualno strukturirano igro in učenje.

V naselju deluje enota vrtca, v katerega so vključeni otroci od tretjega leta dalje. Ker ne gre za integracijo, imajo otroci možnost razvijanja prvin socializacije, soočanja s sporočanjem v slovenskem jeziku in pridobivanje delovnih navad med vrstniki in ostalih veččin, ki jih predpisuje kurikulum za vrtce.

Pomočnica vzgojiteljice, ki dobro obvlada romski jezik, pozitivno deluje na otroke in starše. Zaupanje je v tej populaciji ključna pot do uspeha, saj je emocionalna nota dominantna pri vzpostavitvi stikov in nadaljnem delu. Vsebine se odvijajo v slovenskem in romskem jeziku. Predvsem na področju jezika in umetnosti je to ključnega pomena.

Romi kot etnična skupina govorijo romski jezik, vendar so opredeljeni kot Slovenci. Pripadnost k etnični skupnosti se na področju romske kulture kaže na skupnih prireditvah, predvsem ob svetovnem dnevu Romov, to je 8. april, ko se predstavijo s svojim kulturnim programom. Ples in petje je njihov talent in vrednota, ki jih spremlja pri njihovih praznovanjih in obredih.

Hrvaški vpliv na jezik je izrazito prisoten, verjetno je razlog v poslušanju hrvaške glasbe v tem, da je bolj temperamentna. Večina Romov se je preselila na Dolenjsko s Hrvaške, zato je v jeziku prisotnih več hrvaških besed oziroma izpeljank.

## Vpliv družinske kulture na jezikovni razvoj otroka

B. Bernstein (1971) je razvil teorijo sociolingvističnih jezikovnih pojmov. Primerjal je jezikovni razvoj otrok staršev nižjega in srednjega sloja: Otroci iz nižjega sloja imajo iste govorne vzorce, saj je verbalna komunikacija v teh družinah jezikovno revnejša in manj pogosta, značilna je tudi uporaba nejezikovnih sredstev: mimika, gestika in to vodi v oteževanje komunikacije z učitelji, revnejši besedni zaklad, v skromnejšo stavčno strukturo - pogovornega jezika sploh ne poznajo, to pa je ovira za intelektualni razvoj. Otroci srednjega sloja obvladajo splošno pogovorni jezik in pokrajinsko pogovorni jezik. V tej družini se otrok sreča z bolj izobraženimi ljudmi. Otrok je bolj uspešen v šoli, pozna se mu na izražanju. Bolj izobraženi starši usmerjajo otroke s svojimi stališči in pričakovanji k bolj oddaljenim ciljem, nižji sloj pa usmerja h kratkoročnim (npr. SŠ - nato služba) in podcenjujejo izobraževanje.

## Socializacija romske skupnosti

Socializacija Romov predstavlja problem nestrpnosti in nesprijemanja ter nerazumevanja različnosti. Razlogi za nestrpnost predstavljajo predvsem neenak položaj Romov glede socialnih pomoči, odtujevanje lastnine, hrup, zavzemanje posesti, nehigieničnost ...

## Najpomembnejši dejavniki socializacije

*Družina* nudi otroku prve izkušnje in vzorce za življenje. Romska družina je zelo povezana med seboj. Romska mati je pretirano zaščitniška, nezaupljiva, polna toplote in ljubezni. V romskem naselju Brezje - Žabjak so matere zelo mlade, običajno imajo otroke mladoletne, kar pogojuje nezrel pristop in preslabo odgovornost starševstva. Zaradi pomanjkljive izobrazbe nima posebnih ambicij za svoje otroke.



*Skupina vrstnikov in učenje z opazovanjem ali s posnemanjem.*

Otrok se uči z opazovanjem drugih, tako lahko usvoji različne oblike (ne)primerne vedenja v socialnih situacijah.

*Učenje je prisotno povsod (vrtec, šola, ulica, družina, mediji).*

Usvajanje ni povsem zavestno in namerno, je pa učinkovito in nosi dolgotrajne posledice, namerno je z metodo demonstracije, kar se odvija v organiziranih skupinah. Konkretno učenje z uporabo vsakdanjih in didaktičnih pripomočkov skozi igro vodi k doseganju ciljev in k pozitivnemu emocionalnemu doživljanju otrok. Tematske sklope načrtujejo iz vsebin, ki so poznane otrokom, ob tem pa vnašajo ostala pomembna področja. Pri telesni vzgoji tako spoznavajo položaje, orientacijo v prostoru, smeri, jezikovno terminologijo in še bi lahko naštevala.

Skupina funkcionira organizirano in pod strokovnim vodstvom. V vrtcu je otrok manj odvisen od vloge staršev in se uči socializacijskih veščin. Odločilen je prvi korak, ločitev od družine in začetek sožitja z vrstniki.

Prednosti: igranje, knjige, prvo soočenje z risalnimi in pisalnimi pripomočki, delitev sredstev za igro, upoštevanje skupnih navodil, poslušanje, pridobivanje delovnih navad, vzdrževanje interesa, spoznavanje različnih področij, ki jih predpisuje kurikulum.

*Šola* je logično nadaljevanje izobraževalnega procesa in zato vrtec organizira prvi obisk, kjer otroci spoznajo prostore, osebe z namenom, da se vzpostavi osebni stik, ki bo socialno, čustveno in umsko prispeval pri vključevanju.

*Množični mediji* so spremljani s strani družin, saj se pri njih širi uporaba interneta, televizije in poslušanje radia, predvsem romskih oddaj, ki so ob nedeljah v romskem jeziku. Na tem segmentu smo izvedli objavo vpisa v vrtec, ki se statistično spreminja. Znano je, da starši niso vpisovali otrok v vrtec, temveč so morali strokovni delavci obiskati družine na domu in jih prepričevati o pomenu vpisa v vrtec. Ugotavljamo, da se je zadnje čase s strani staršev spremenil odnos in so pozitivno reagirali na medijski poziv in obvestila preko plakatov k vpisu otrok. Prvo leto se jih je vpisalo deset odstotkov, drugo leto je število vpisa naraslo na osemdeset odstotkov. Pri tem smo dosegli poenotenje postopkov vpisa otrok v vrtec.

*Delovno okolje* je za razvoj otrok izredno pomembno. Otroci imajo premalo delovnih vzorcev, saj so starši doma in le občasno opravljajo priložnostna dela. Če otrok ne obiskuje vrtca ali šole, so otroci ob starših in aktivno prisotni v vseh dejavnostih, ki jih opravljajo roditelji.

Glede zaposlovanja Romov je v času recesije in gospodarske krize še posebej problematično. Sami niso motivirani za delo, pa tudi izobrazbena struktura je nizka. Delovno okolje predstavlja še vedno problem pomanjkanja delovnih navad in oteženo vključevanje Romov v večinsko populacijo. Zadržujejo se v svojih skupnostih, ki se spreminjajo, saj prevladuje hierarhija, ki se ločuje po materialnem statusu družin. Nekoč enotna etnična skupnost se razslojuje s tem, da močnejša vodi in izkorišča socialno šibke in neiznajdljive člane romske skupnosti. Eni se bogatijo na račun drugih.

Kot dobri poznavalci ljudskega zdravilstva nabirajo zdravilne rastline, izdelujejo zdravila iz rastlin in živalskih sestavin. Gobarstvo jim je dobro poznano in prodaja zelišč in gob predstavlja lasten vir dohodka. Na področju poznavanja in uporabe rastlin imajo veliko znanja.

*Skupine* oziroma *organizacije* so sooblikovalci socializacije romske skupnosti. Vedno bolj narašča druženje in delovanje v skupinah, najbolj preko organiziranega izobraževanja na Republiškem izobraževalnem centru, kjer si odrasla mladina pridobiva dokončano osnovno šolo. Posebno zanimivost predstavlja znanje računalništva. Prav tako se v okviru prostovoljnega dela odvijajo delavnice za predšolske in šolske otroke, kjer otroci preživljajo popoldanski čas pod strokovnim vodstvom z organiziranimi dejavnostmi.

*Prostočasne skupine* imajo namen socialnega in emocionalnega povezovanja članov po interesni dejavnosti. Romi imajo radi šport in druženja ob glasbi in plesu. Izkoristijo priložnosti za srečanja ob praznovanjih, obredih, na porokah ... Socializacija je pluralistična (možnost izbire omogoča večjo avtonomijo, vendar tudi večje tveganje).

Socializacija, inkluzija, integracija potekajo počasi. Potrebne so vrednote in strpnost vseh akterjev v družbi. Otroci si niso izbrali staršev, etnične skupnosti in niso imeli možnosti izbrati države, v kateri bodo delovali in bogatili njihovo skupnost.

## **Socialne in čustvene potrebe nadarjenih in talentiranih romskih otrok**

Strinjam se z vsemi teorijami, katerih avtor je dr. Ivan Ferbežer, ki izpostavlja pomoč pri odkrivanju nadarjenih otrok iz socialno šibkih in kulturno drugačnih okolij. Glede na to, da smo priča populaciji romskega živeža v naselju Žabjak, ki ni v ponos lokalni skupnosti in someščanom, opazamo rahle premike na področju integracije romske skupnosti. Emocionalne probleme otrok opazamo ob ločitvi od staršev in na lokacijah izven njihovega naselja. Neugodna stanja izražajo otroci ob obiskih neromskih otrok (Ferbežer, I., 2005).

Populacija kulturno prikrajšanih nadarjenih otrok je vse številnejša. Odnos učiteljev, učni programi, ki so danes pretežno etnično diskriminativni, bi morali biti multikulturni, multilingvistični in razvijati specifične vrline in vrste nadarjenosti. Učni programi bi morali biti odprti v okolje, vključevati mentorje, izkušensko učenje izven razreda, izrabo lokalnih kadrov, povezati marginalne kreativne talente s potrebami prevladujoče kulture, usmerjati nižje psihične procese (psihomotoriko, sensoriko) v višji kognitivni in kreativni razvoj. Učni programi bi morali izhajati iz prednostnih področij kulturno prikrajšanih nadarjenih otrok (glasba, ples, oblikovanje). Programi bi morali biti kompatibilni z učnimi stili kulturno prikrajšanega okolja (Ferbežer, I., 2005).

Nadarjenost ali talentiranost: talentiranost opredeljujemo kot splošno visoko sposobnost na enem področju. Nadarjenost je skupek več talentov in sposobnost otroka, da dosega nadpovprečne rezultate na večih področjih.

Nadarjene otroke uvrščamo v skupino otrok s posebnimi potrebami, saj potrebujejo prilagojen pouk in specifične dejavnosti, da lahko razvijajo svoje sposobnosti. Zakonodaja predpisuje individualno delo za otroke s primanjkljajem. Delo z nadarjenimi in talentiranimi otroki ni obvezujoče in ga ne predpisuje kurikulum, kar predstavlja ovire pri otroku in v sami družbi.

Nekateri vrtci in šole izvajajo dodatno strokovno pomoč nadarjenim in talentiranim otrokom.

Testa sposobnosti in ustvarjalnosti izvede in ovrednoti šolski psiholog. Identificirani so tisti otroci, ki so vsaj na enem od kriterijev dosegli nadpovprečen rezultat na testu inteligentnosti in je IQ enak ali večji od 120, na testu ustvarjalnosti sodi rezultat med 10 odstotkov najboljših rezultatov evidentiranih učencev na ocenjevalni lestvici.

Ugotovitev o tem, da je otrok nadarjen, se sprejme na sestanku razrednega učiteljskega zbora, na katerem sodelujeta tudi šolska svetovalna služba in koordinator za delo z nadarjenimi, če ta ni šolski svetovalni delavec.

## **Nevarnosti pri odkrivanju nadarjenosti**

Nevarnost ni v številu napačno identificiranih, temveč v številu tistih, ki so nadarjeni, pa niso odkriti.

Posebno pozornost moramo posvetiti najpogosteje nerazpoznavnim kategorijam nadarjenih otrok: otroci z razvojnimi pomanjkljivostmi, otroci iz neugodnih družinskih okolij, kulturno prikrajšani otroci, otroci imigrantov, učno neuspešni otroci. Poleg tega obstaja nevarnost prepozne identifikacije.

Pravočasna identifikacija je potrebna zaradi družbenega in subjektivnega pomena uresničitve sposobnosti potencialov ter zaradi razvijanja samozaupanja, kreativnosti, pravočasne usmerjenosti, motivacije in interesov.

Če med romskimi otroci ni nihče opažen in spodbujen k izražanju svojih močnih področij in inštitucije ne morejo postreči s tovrstnimi podatki, potem se upravičeno vprašamo, kaj je s šolskim sistemom in delavci, ki izvajajo vzgojo in izobraževanje. Kakšni so rezultati izobraževalcev, koliko jih konča osnovno šolo. Nato sledi vprašanje: Koliko romskih otrok je predlaganih za Zoisovo štipendijo? Ali vzgojno-izobraževalne ustanove, ki ne morejo predstaviti tovrstnih dosežkov, veljajo za uspešne?

Pred leti sem se v okviru izobraževanja odraslih srečala z romsko izobraževalko iz Krškega, ki je obiskovala Srednjo vzgojiteljsko šolo v Novem mestu. Zelo vestno je opravljala izpite in bila je zgled vsem v oddelku. Z njenim dovoljenjem bom posredovala del seminarske naloge, ki upravičeno gane slehernega, ki premore vsaj malo socialne in emocionalne note.

»Mnogo je takšnih, kjer še izpod šotora ali barake, kjer ni ne vodovoda in ne elektrike, kjer se govori drugačen jezik in veljajo drugačne vrednote, prihaja romski otrok v velike sodobne šole, polne tujih urejenih otrok. S seboj prinese značilen vonj svojega sveta, svojo temno kožo in s tem očitno poreklo - Cigan. »Neznan vonj, ki sem ga prinašal iz kolibe svojega črnega sveta, jih je ravno tako plašil kot poprej, ko ga še niti poznali niso. Bil je čisto sam, če se je kdo po naključju ustavil poleg mene, je zbežal, kot da sem garjav (Zedinjene podobe). »Med odmori sem postopal po hodnikih, nisem maral na igrišče, ker so tudi iz drugih razredov kazali name.« (Zedinjene podobe). »Nekoč sem nehote dvignil roko, čeprav se je v meni vse upiralo. »Glej ga, glej, tudi ti znaš?« je vprašal profesor, kot da bi z ulice vstopil kakšen tujec, ki ga prvič vidiš. Morda se mi je samo zdelo, morda je bilo res tako, neusmiljeno sem se zapletal v svoje besede in če še nikoli v življenju, sem sedaj jecljal. Bilo mi je, kot da stojim na odprtem odru in na tem odru sem klovn. Še tisto uro sem z vsemi obračunal. To ni moj svet, sem razmišljal jasno in trezno. Popoldne sem pobral vse, kar bi moglo spominjati name, od nikogar se nisem poslovil, saj mi niso zamerili, vedeli so, da me nikoli več ne bo nazaj (Zedinjene podobe). V nadaljnjem besedilu je naveden strah pred vodo, stopnicami, premalo spodbud s strani staršev, nehigiena, revno besedišče, razvojni zaostanki zaradi pomanjkljivega predznanja, slaba motivacija za delo, saj so starši hitro zadovoljni z uspehom otrok, strah pred pridobivanjem informacij od sošolcev in učiteljev, jezikovne ovire, saj se jezik prenaša z ustnim izročilom. V zadnjem času nastajajo slovarji romskega in slovenskega jezika. Socializacijske ovire se kažejo kot nedelavnost, nerednost, pomanjkanje delovnih navad, površnost, gibalna nemirnost, slabše pomnjenje, kratkotrajna pozornost, hitra utrujenost, nezbranost, neredno obiskovanje pouka ...

Ne glede na zgoraj navedene razloge za morebitni neuspeh so talenti razdeljeni na

vse otroke enako. Zgodnje izobraževanje otrok je ključnega pomena za razvoj in uspeh celotne družbe. Potrebni bodo prepričljivi pedagoški pristopi pri odkrivanju in spodbujanju potencialov.

Zaznali smo uspešne in nadarjene otroke, ki dosegajo nadpovprečne rezultate na vseh področjih. So drugačni in predstavljajo pedagoški optimizem pri delu z njimi. Včasih so naporni za okolico.

Zaradi močno izraženih in raznolikih interesov se ponavadi ne strinjajo s prevladujočimi nazori in ubirajo svojo pot. Ko si začrtajo pot, težko sprejmejo našo, četudi je mogoče enostavnejša in lažja. S takimi metodami si lahko pomagamo pri problemih, ki niso otroku v škodo.

Kdaj in zakaj želimo spreminjati življenjski tok? Kaj je prav in kaj ni?

Ni lahko poslušati tarnanje ljudi, ki delajo ali so izgubili službo, medtem ko drugi živijo navidez lahko in brezskrbno. Na področju oblikovanja vrednot in odnosov bi lahko zavestno in s sočutjem obravnavali vse otroke enako in jim omogočili enake pogoje za igro, izobraževanje in zdravstveno oskrbo. Upoštevali bi teorije, ki so veljavne za vse ljudi in bi jih bilo možno uresničiti glede razvoja potencialov otrok ne glede na pripadnost k skupinam.

## Socialne potrebe romskih otrok

V Beli knjigi o vzgoji in izobraževanju lahko zasledimo načelo enakih možnosti in nediskriminacije (ki naj bi bilo eno temeljnih načel ter izhodišče šolske preнове), drug poudarek pa je na demokratičnem sistemu vzgoje in izobraževanja. Pri demokratičnem vzgojnem sistemu gre za dvosmerno komunikacijo - med učiteljem in učencem. V celotnem poglavju se pogosto prepletajo predpostavke, da je pravičnost družbeno bolj zaželeno, nepravičnost pa manj; da sta enakost (kot pojem enakih razmer) in enakopravnost (kot pojem, da vsem pripadajo enake pravice) ravno tako zaželeni, neenakost (neenakost razmer) in diskriminacija (dajanje oz. priznavanje manjših pravic nekemu v primerjavi z drugimi) pa ne itd. Težave takega razumevanja pa se pojavljajo zlasti, ko moramo to prenesti v konkretne šolske primere, torej v prakso, kjer se začno razhajanja o tem, kaj je prav.

## Principi socialne pravičnosti

Je izhajanje iz nekih kulturnih vrednot, dobrin in prepričanj, na podlagi katerih sprejemamo svoje odločitve, ki so lahko v nekem kontekstu pravilne in pravične ali pa tudi ne? Rawls pravi: Pravičnost je temeljna vrлина družbenih institucij.

Vlaganje v izobraževanje mora biti usmerjeno predvsem v izboljšanje tistih, ki so najbolj defavorizirani. Če ja ta cilj mogoče doseči z večjim vlaganjem v bolj nadarjene, je to dopustno.

Načelo razlike - dopustne so tiste neenakosti, ki koristijo tistim ljudem, ki so v najslabšem položaju (Peček in Lesar, 2006).

Znotraj tega se pojavijo trije principi pravičnosti, in sicer: načelo enakih možnosti in načelo poštene enakosti možnosti in načelo difference, drugačnega (Peček, Lesar 2006, str. 12).

Načelo enakosti: formalen okvir, gre za teorijo (kot ideologija). Sama razumem to kot načelo enakih možnosti. Omogočanje enakih možnosti uspeha ne glede na izhodiščni položaj in formalen okvir ter dejanska možnost uspeha (doseganje določenega družbenega položaja), to pa je tisto, kar zajema načelo poštene enakosti možnosti.

Da bi prišlo do slednjega, bi morali slediti razmišljanju D. Meureta, ki pravi, da je potrebno: »kompenziranje vseh virov neenakosti že v osnovni šoli ter šele nato upoštevati posameznikove sposobnosti, ki ga vodijo do ustrezne kompetence.« (Peček in Lesar 2006, str. 11).

Gre torej za tekmovanje pod enakimi pogoji, kjer so na »tekaški stezi« odstranjene vse ovire in cilj je prost za vse.

*Načelo difference* upravičuje neenako obravnavo, če je ta v prid depriviligiranim, tistim, ki so v najslabšem položaju.

Obravnavanje učencev je individualizirano (z vidika vsakega posameznika), v šoli ga lahko uresničuje samo osebje šole (to je vsak posamezni učitelj) kot neenako obravnavo depriviligiranih učencev, načini dela, ki jih uporablja učitelj, niso vnaprej predvideni (niso formalizirani) (Peček in Lesar 2006).

## Predlogi in rešitve

Otroci se morajo počutiti sprejete v okoljih, kjer se nahajajo. Socialni status romskih talentov mora biti predmet strokovnega zanimanja. Materialni pogoji za igro in učenje morajo dosegati standardne pogoje za vse otroke, tudi kulturno prikrajšanim in kulturno drugačnim, kakršni so romski otroci.

Socialno diferenciacijo bi lahko preprečili z nošenjem uniform v vrtcih v primeru integracije, predvsem pa v OŠ.

Učni pripomočki v OŠ naj bi bili enotni, s tem bi preprečili tekmovalnost in različnost.

V šolah naj bo več integracije, ne pa ločevanje po etnični pripadnosti.

Multikulturni kurikulum: (Ferbežer, I., 2010) Ivan Ferbežer si prizadeva uvajanje multikulturnega kurikuluma v vseh izobraževalnih inštitucijah.

Šolski program naj bi obravnaval romsko kulturo, njihove junake, heroje in posebnosti. Za romske otroke naj bi nastajala posebna metodologija, ki bi preverjala njihove raznolike talentiranosti. Potrebna bi bila večja prepoznavnost romskih talentov v ožji in širši skupnosti. V ožji in širši skupnosti bi bilo potrebno prosvetliti starše o pomenu njihovega izobraževanja in vključevanja v družbo.

V okviru Tedna vseživljenjskega učenja sem izvedla izobraževanje za starše romskih otrok o *vlogi družine pri vzgoji otrok*, kje smo poudarili identifikacijske vzorce, odnos do stvari in dela, in *pomenu zgodnjega izobraževanja* s poudarkom na igri kot osnovni metodi učenja, delu kot pogoju za ohranjanje socialnega statusa in pridobivanju delovnih navad za kasnejše opravljanje poklica. Obravnavali smo pomen motivacije in optimističnega pristopa k spremembam in soudeležbo staršev pri uveljavljanju projekta integracije romske skupnosti.

Žal imamo prepogosto opraviti z različnimi standardi izobraževalne odličnosti za kulturno prikrajšane in kulturno dominantne skupine učencev. Šole in učitelji pogosto podcenjujejo materni jezik otrok, ki je drugačen od zbornega uradnega jezika (slovenščine), negativno ocenjujejo tak pogovorni vzorec in te jezikovne navade. V ozadju je morebiti celo domneva, da otrok, ki ne zna dobro slovenskega jezika (uradnega jezika), ne more biti nadarjen. Učitelji se trdno oprijemajo stereotipa kulturne različnosti kot nečesa manj sposobnega, manj kompetentnega, manj inteligentnega in emocionalno manj stabilnega kakor glede stereotipa učencev v dominantni kulturi. Izhajajoč iz te podmene, se zdi logično, da je ideja o kulturno prikrajšanih nadarjenih otrocih svojstven absurd. Posebno oviro predstavlja neuspeh izoblikovati učno okolje in klimo za dosežke, kjer bo posvečena enaka pozornost tako afektivnim kot kognitivnim elementom razvoja talenta. Biti nadarjen že samo po sebi nosi breme biti različen. Biti nadarjen in kulturno prikrajšan pa pomeni dvojno breme v pozitivni socializaciji z vrstniki. Omenjeni socializacijski pritisk vrstnikov je še posebej močan v tistih socialno-psiholoških učnih okoliščinah, ki nizko cenijo intelektualni razvoj in nadpovprečne dosežke. Nič manj pomembno oviro predstavlja odsotnost uvajalnega izobraževanja učiteljev, šolskih svetovalnih delavcev, ravnateljev in pedagoških svetovalcev o problematiki kulturno prikrajšanih romskih otrok.

Družbena pričakovanja določajo družbeno sankcioniranje, talenti, ki so družbi potrebni, bodo nagrajevani in torej v šoli identificirani in vzgajani. V družbi, kjer je

negativno stigmatizirana skupina romskih otrok, je potrebno delati na spreminjanju družbenih stereotipov. Spremembe v vrednotenju družbe so nujne.

## Odnos družine do izobraževanja otrok

Družina mora zaznati smisel izobraževanja svojih otrok. V prostoru, kjer je stigma skupine romskih ljudi prisotna na vsakem koraku, je potreben emocionalen pristop po starostni hierarhiji. Spremembe so nujne, saj je klic po preživetju prisoten na vsakem koraku. Še nedolgo tega je romski človek preživel v okolju, kjer so kmetijska zemljišča ponujala pridelke in z oglašanjem živali vabila Rome, da so si prisvojili del dela sovaščanov. To je bil osnovni razlog za jezo in nesprejetost te populacije. Danes, ko so polja opustošena in ni več od česa preživeti, se filozofija in stil življenja spreminja, prav tako tudi socialne pomoči kopnijo. Potrebno se bo prilagoditi in zaživeti kot vsi ostali akterji družbe.

Potreba po spodbujanju nadarjenih in talentiranih otrok je vse večja. Kot sem poudarila na predavanju za romske starše v kontekstu: »Ali želite imeti iz svojih vrst zdravnike, profesorje, politike, umetnike ...?« Vsi so se strinjali, da si tega želijo. Zaključili smo z obljubo, da bomo omogočili otrokom pogoje za igro in učenje. Razvijali bomo delovne navade, odnos do skupne lastnine, skrbeli bomo za urejeno okolje in lasten izgled. Skupaj se bomo učili tako slovenskega kot romskega jezika. Svoja znanja in vedenja bomo izmenjavali in se učili drug od drugega. V upanju, da bomo postavili trde temelje za uspešen start v šolo, bodo iz vrst Romov prepoznani nadarjeni in talentirani učenci, ki si bodo pridobili Zoisove štipendije za nadaljevanje študija in zasedli pomembna delovna mesta.

Poleg pozitivnih lastnosti pa ima tak otrok lahko tudi takšne, ki jezijo starše in učitelje. To pa so: trma, nepripravljenost za sodelovanje, nočejo se udeleževati določenih aktivnosti, nezanimanje za podrobnosti, nespoštovanje določenih načel olike, nerednost in površnost, pretirana čustvenost, temperamentnost ...

## Učenje za prihodnost

Nekateri državni ukrepi, da bi presegli negativne vplive kulturnega okolja, so: štipendijska politika v smislu, da učenci iz socialno šibkejših družin dobijo pomoč, gradnja dijaških in študentskih domov, izboljšanje kvalitete izobraževanja učiteljev, uvajanje šolske svetovalne službe.

UNESCO se vsako leto posveča dvigu izobraženosti v revnejših državah - gre za gospodarsko nerazvite dežele in marginalne skupine.



Pri nas je krivda v šolskem sistemu, da večini ne pomaga, da zaključijo osnovno šolo, v srednjih šolah pa so uspešni le izjemni primeri. Pomembno ni le kaj učiti, ampak tudi kako učiti; učitelj ni prinašalec znanja, ampak spodbudnik in usmerjevalec otrokovih potencialov.

Evropski ministrski svet opredeljuje revščino sledeče: »Revni so posamezniki, družine in skupine, katerih viri (materialni, kulturni, socialni in drugi) so v tolikšni meri omejeni, da so ljudje zaradi tega izključeni iz še sprejemljivega minimuma načina življenja države, kateri pripadajo.« Vsekakor so objektivni kazalci revščine predvsem dohodek, dosežena izobrazba, delovni status, materialni standard, bivalne razmere, zdravje in način preživljanja prostega časa. To pomeni, da revščina ni edini problem, s katerim se spopadajo revni, ampak se nanjo vežejo še številni drugi, od brezposelnosti, nizke izobrazbe, slabega zdravja do slabih stanovanjskih razmer.

Vloga osnovne šole glede pravičnosti (po Komenskem): osnovna šola je namenjena vsem otrokom (ne glede na naravne in družbene danosti) - prepoveduje diskriminacijo, deluje v materinščini, daje enake začetne možnosti (pomeni, da ne predvideva nekih vnaprejšnjih znanj, saj sama posreduje temeljna znanja), je brezplačna (tu bi dala brezplačna v navednice, pa še to, da je obvezna), možnost doseganja osnovnih (minimalnih) standardov (na vseh področjih) (Peček in Lesar 2006, str. 4).

Poleg naštetega (intelektualnega napredka) naj bi bil otrok v šoli deležen tudi čustvenega oz. duhovnega in socialnega razvoja. Koliko šol v Sloveniji pa dejansko upošteva vse našteto, je vprašljivo, po zakonu o osnovni šoli bi to morali upoštevati.

Sama razumem to kot tekmovanje pod enakimi pogoji, kjer so na »tekaški stezi« odstranjene vse ovire in kjer so na učni poti odstranjene vse kulturne ovire Romov za njihovo uresničitev.

»Uspešni programi za kulturno prikrajšane nadarjene otroke, podobno kot sem že predstavil za kmečke nadarjene otroke, zajemajo krajevno vzgojno-izobraževalno komponento. Tovrstni učni viri so še posebej primerni za mentorski sistem dela, saj gradijo za kulturno prikrajšane nadarjene otroke na najbolj prilagojenem izkušensko zasnovanem učenju. Nekateri kraji in mesta nudijo zelo bogate možnosti za učenje in razvoj kulturno prikrajšanih nadarjenih otrok. Morda prav zaradi značilnosti kognitivnega stila potrebujejo kulturno prikrajšani nadarjeni otroci te in tovrstne spoznavne vire celo bolj kot običajno pospešeno se razvijajoči nadarjeni učenci.« (Ferbežer, I., 1994).

## **Zaključek**

Biti človek človeku, delovati v korist in dobro vseh.

Vsi enaki, s tem pa tudi različni, v tem je bogastvo družbe in življenja.

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*Mag. Goran Lapat*  
E-mail: goran.lapat@vus-ck.hr

*Mag. Tea Pahić*  
E-mail: tea.pahic@vus-ck.hr

## **ROMI U ŠKOLI: KAKO PREPOZNATI NADAREN OG UČENIKA U ROMSKOM RAZREDU**

**Sažetak:** Ljubav, požrtvovnost i trud koji iskazuju odgojitelji i učitelji omogućuju romskoj djeci da savladaju program prema njihovim mogućnostima i sposobnostima. Iako ne daju zadovoljavajuće rezultate u obrazovnom području, u odgojnom mogu biti i izvrsni. Škola tim učenicima mora postati mjesto koje će prepoznati kao toplo i sigurno okruženje s dugoročnim ciljem podizanja kvalitete njihova života. Zato treba provoditi educiranje učitelja iz područja darovitosti i načina rada s darovitima. Na taj način učitelji će steći potrebna znanja i percipirati sebe kompetentnijim osobama za rad s darovitima. Škole trebaju omogućiti pružanje sustavne adekvatne, stručne podrške učiteljima i darovitim učenicima.

**Ključne riječi:** Romi, primarno obrazovanje, nadarenost, emocionalno zadovoljstvo.

### **Uvod**

Ljudske su sposobnosti u populaciji statistički raspoređene po Gausovoj, zvonastoj krivulji normalne distribucije. To znači da većina ima određenu sposobnost razvijenu na nekoj prosječnoj razini, dok se broj pojedinaca s povećanim ili smanjenim sposobnostima simetrično smanjuje. Pojam darovitosti dugo se poistovjećivao sa visokim kvocijentom inteligencije (IQ) i tek novija istraživanja na području višestrukih komponenti inteligencije definiraju darovitost kao posjedovanje višestrukih kvaliteta, pri čemu visok IQ sam za sebe više nije dostatan da bi se neka osoba proglasila darovitim. Istraživanja koja je proveo Renzulli sedamdesetih i osamdesetih godina dvadesetog stoljeća značajno su doprinijela stvaranju suvremenog koncepta darovitosti kao spoja tri osnovna čimbenika:

1. iznadprosječnih sposobnosti,
2. izuzetne predanosti zadatku i
3. izuzetne kreativnosti.

U literaturi se najčešće spominje da je darovitih osoba otprilike 3-5% u populaciji (iako neki istraživači navode i veći broj - čak 10 i 20%, što je posljedica različitog definiranja koncepta darovitosti), a što bi trebalo uzeti u obzir pri podučavanju takvih učenika u školi. Kakav će biti pristup darovitim učenicima i načinu njihovog podučavanja ovisi u velikoj mjeri i o tome kakav stav imaju učitelji prema darovitima. Razmatranjem stavova učitelja prema darovitosti Peachman se u Americi

počeo baviti već 1942. g. (prema McCoach i Siegle, 2007). Naime, prema definiciji stavovi su psihološka tendencija izražena vrednovanjem nekog objekta s određenim stupnjem odobravanja ili neodobravanja (Eagly i Chaiken, 1998, prema Bohner, 2001), iz čega slijedi da je pristup darovitim učenicima prije svega određen stavom učitelja. Za podučavanje darovitih prije svega je neophodan pozitivan stav učitelja. Čini se na prvi pogled, iz laičke perspektive, da nema učitelja koji ne bi volio raditi s »pametnom« djecom, djecom koja znaju sve što ih se pita i još su neprestano dodatno motivirana za usvajanje novih sadržaja. Međutim, kao što pokazuju istraživanja, stvarnost je nešto drugačija. Mušanović i sur. (2003), Lukash (2005) i drugi navode da postoji mnogo mitova i stereotipa o izuzetno posebnim, genijalnim osobama koji se vežu s ludošću (»otkačen umjetnik« ili »lud znanstvenik«), a koja se često očituje u socijalnoj neprilagođenosti i ponašanjima koja nisu u skladu s normama društva. I sami stručnjaci ističu da darovita djeca u razredu nisu uvijek kooperativna, mnoga se opiru rutini, pokazuju nekonformistička ponašanja, a ponekad se proglašavaju djecom s poremećajima u ponašanju (Pardeck i sur., 1991). Potonje se najčešće pojavljuje u školama koje nemaju razvijen sustav identifikacije darovite djece, pa tako mnoga darovita djeca, osim što ostanu neidentificirana, već u osnovnoškolskoj dobi počinju razvijati ozbiljne emocionalne probleme povezane s osjećajem niskog samopoštovanja, a u odrasloj, produktivnoj dobi ne uspiju razviti svoje potencijale. Slijedom navedenog, istraživanja pokazuju da učitelji u školi pokazuju različite, pozitivne, negativne ili ambivalentne stavove prema darovitim učenicima. U daljnjoj raspravi osvrnuti ćemo se na neke dosadašnje rezultate istraživanja o stavovima učitelja prema darovitima i čimbenicima koji djeluju na stvaranje stavova učitelja prema darovitim učenicima, dok će posljednji dio dati prikaz osobnog iskustva iz romskog razrednog odjeljenja.

## Isticanjem do izvrsnosti

Kao što je u uvodnom dijelu navedeno, istraživanja stavova učitelja prema darovitoj djeci pokazuju nedosljedne rezultate. Neka govore u prilog općenito pozitivnog stava učitelja prema darovitima (npr. Gagne, 1983, prema McCoach i Siegle, 2007; Isaacs, 1992, Stuber, 1992, Cocchiarella, 1992, sve prema Geffen, 1992; Nicely i sur., 1980; Posavec, 2008), neka u prilog negativnijih stavova (npr. Cramond i Martin, 1987, prema McCoach i Siegle, 2007), dok neka govore u prilog postojanja i pozitivnih i negativnih, odnosno općenito ambivalentnih stavova učitelja prema darovitima (npr. Copenhaver i McIntyre, 1992, Morris, 1997, sve prema McCoach i Siegle, 2007). Zbog čega rezultati istraživanja sustavno pokazuju nekonzistentne rezultate? McCoach i Siegle (2007) ukazuju na mnoštvo metodoloških nedostataka koji mogu biti uzrokom neslaganja rezultata. Na primjer, oni navode da većina istraživanja nije provedena na reprezentativnom uzorku što onemogućuje generalizaciju rezultata, skale kojima su obavljena mjerenja često nisu prošle validaciju, a neki istraživači, prema njihovom sudu, nisu upotrijebili adekvatne analize pri obradi podataka što

može predstavljati ozbiljan problem pri donošenju zaključaka o stavovima učitelja prema darovitosti i darovitima. Naime, učitelji mogu imati izuzetno pozitivan stav prema darovitosti općenito, ali ne moraju nužno imati i pozitivan stav o darovitim učenicima, odnosno o radu s njima. Oni mogu cijeniti osobine darovitosti kao vrednote koje su važne za razvoj društva u cjelini, međutim rad s darovitim učenicima mogu smatrati napornim što kod njih može stvoriti otpor koji se može očitovati kao ambivalentan stav prema njima. S druge strane, postavlja se pitanje generalizacije koncepta darovitog učenika. Postojeći stereotipi o darovitoj djeci ili iskustvo rada s darovitim djetetom mogu kod učitelja stvoriti neobjektivnu sliku o darovitosti, a što u konačnici utječe na formiranje njegovog stava prema darovitima općenito. Stoga valja stalno imati na umu da svi daroviti učenici nisu isti te da se oni na individualnom stupnju razlikuju u istoj mjeri kao i populacija prosječnih učenika. Vrsta i intenzitet njihovih specifičnih potreba ovisi o mnogo faktora među kojima su najvažniji spol, osobine ličnosti i okruženje u kojem žive, a kod potonjeg se prvenstveno ističe socioekonomski status i obrazovanje roditelja. Razvoj intelektualnog i socio-emocionalnog potencijala darovitih učenika povezan je sa socioekonomskim statusom obitelji i obrazovanjem roditelja u smislu da obrazovaniji i dobrostojeći roditelji daju djeci više potrebne podrške (VanTassel-Baska i Stambaugh, 2005) što rezultira njihovom boljom socijalnom i emocionalnom prilagodbom, a koja opet utječe na formiranje stava učitelja prema darovitima.

Nadalje, moglo bi se pretpostaviti da se stariji i iskusniji učitelji osjećaju općenito kompetentnije u obavljanju učiteljskih dužnosti, te da će njihovi stavovi prema darovitima biti pozitivniji, međutim istraživanja i na tom području daju kontradiktorne rezultate. Neka govore u prilog duljine učiteljskog staža glede pozitivnog stava prema darovitima, na primjer Posavec (2008), dok neki rezultati provedenih istraživanja ne ukazuju na povezanost dobi i radnog iskustva učitelja sa stavom prema obrazovanju darovitih, kao na primjer, Nicely i sur. (1980).

Osobe sa visokom intrinzičnom motivacijom za zvanje učitelja vrlo vjerojatno osjećaju intimnu zabrinutost za učenikov cjelokupni napredak pa je stoga i njima, kao i svim ostalim učiteljima, neophodna sustavna podrška stručne razvojne službe škole koja je u mogućnosti pružiti pravovremenu i cjelovitu podršku te jačati njihovu percepciju samoefikasnosti. Pojačani osjećaj samoefikasnosti dovodi do pojačanog doživljaja ugone i zadovoljstva na radu i tako otvara mogućnost pozitivnijeg stava prema darovitim učenicima, kao i prema učenicima općenito. Naime, obrazovanje darovitih zahtijeva od učitelja iznimni dodatni napor i vrijeme koje je potrebno uložiti kako bi naučili prepoznati darovite učenike i razumjeti njihove potrebe, kako bi ovladali posebnim vještinama i metodama rada koje su potrebne za rad s darovitimima i postali kompetentni u izradi posebnog kurikuluma za njih. Zadatak učitelja nije nimalo jednostavan ukoliko se uzme u obzir da će darovito dijete najvjerojatnije biti uključeno u regularan razred u kojem po svoj prilici postoji još i jedno ili više djece s teškoćama kojima treba poseban pristup i kurikulum. Ukoliko je darovito di-

jete još k tome dvostruko izuzetno dijete (darovito dijete s teškoćom), u sustavu koji nije dovoljno pripremljen i koji ne omogućava svu potrebnu administrativnu pomoć učitelju, za očekivati je da će se strah i negativni stavovi prema darovitima pojaviti i kod najmotiviranijih učitelja.

Rad s romskom djecom postavlja posebne izazove pred odgojitelje i učitelje i zahtjeva specifične profesionalne kompetencije. Za te specifične komponente odgojitelji i učitelji nisu pripremljeni tijekom svog školovanja. Tu podrazumijevamo poznavanje romskog jezika, kulture romske zajednice, posebnu fleksibilnost u radu, umijeće ostvarivanja različitih formi suradnje s roditeljima. Rumbak (2007) smatra da, ponekad, samo nastavnik koji je i sam romske nacionalnosti može adekvatno odgovoriti na specifične potrebe romske djece. Ravnopravnost koja je osigurana zakonima nije dovoljna. Za aktivnu, stvarnu suradnju različitih ljudi u zajednicama, potrebno je stvoriti socijalnu klimu u kojoj će svi ljudi biti jednako vrijedni bez obzira na razlike. Veliki utjecaj na to ima društvo koje ta uvjerenja u ljudima razvija kroz vjerske zajednice, odgojno-obrazovni sustav, politiku. Osobni osjećaj vlastite vrijednosti razvija se od prvih dana života za što je presudan odgoj u roditeljskom domu i školi. Dakle, utjecaj socijalnog učenja na obrazovanje djece u romskoj je kulturi od presudne važnosti, a sama činjenica da je vrlo mali broj romskih roditelja završilo adekvatan sustav školovanja otežava redovno školovanje djece. Još jedan važan uvjet za optimalan tjelesni i psihomotorni razvoj djeteta predstavlja »obogaćena« sredina koja podrazumijeva zanimljiv, raznolik i poticajan okoliš za dijete koje u njemu odrasta. Takva sredina djetetu pruža izazove i podiže mu standarde njegove uspješnosti. Pritom je vrlo važna roditeljska podrška i opskrbljivanje djeteta materijalima koje traži ili može iskoristiti. Snažnu ulogu, kao jednog od čimbenika obogaćene okoline, također igra i stupanj roditeljskog obrazovanja. Naime, obrazovanje roditelja predstavlja jedan od ključnih čimbenika djetetova uspjeha u školovanju. Dosadašnja su istraživanja obrazovanje majke prepoznala kao jedan od ključnih čimbenika koji je direktno povezan s djetetovim školskim postignućem (Baker, and Stevenson, 1986; Lareau, 1987, sve prema Dauber i Epstein, 1989; Dauber i Epstein, 1989; Miljević-Ričički, 2004; Pettit i sur., 2009). Naime, djeca majki koje imaju viši stupanj obrazovanja imaju bolje rezultate na testovima inteligencije, testovima spremnosti za školu i školskom uspjehu. Učenici Romi takve uvjete nemaju. Kod roditelja je prisutan zanemarujući roditeljski stil (Bogdan, 1996) koji rezultira nedostatkom osjećaja sigurnosti kod djece. Djeca koja rastu u takvom okružju mogu postati neprijateljski raspoložena i pružati otpor pravilima ponašanja u grupi pa ih vršnjaci mogu odbacivati, a što u konačnici može i biti uzrokom njihove manje društvene uspješnosti. Osobni doživljaj jednake vrijednosti različitih moguć je kroz ostvarenje osjećaja samopoštovanja i samoefikasnosti pri čemu škole trebaju činiti jezgru tih promjena. Tu su učitelji i odgojitelji nezaobilazni. Jednu od prepreka s kojom se romska djeca svakodnevno susreću čini i nedovoljno poznavanje jezika većinskog stanovništva. Nepoznavanje jezika jedan je od najvažnijih čimbenika koji uvjetuju školski neuspjeh romske djece i stavljaju ih u neravnopravni položaj u odnosu na učenike većinske populacije. Prvo, romska djeca

ne razumiju dobro učitelja kad objašnjava ili kad provjerava znanje, a drugo, teško se izražavaju te zbog toga dobivaju slabije ocjene. Takav učenik se odlučuje za socijalne strategije povlačenja i izolacije. Ovaj začarani krug može prekinuti samo emocionalno pismeni učitelj koji je spreman razumjeti dijete (njegove probleme, strah, potrebe, želje, sklonosti) te mu jasno dati do znanja da je ono vrijedno njegova truda i vremena. Pod emocionalnom pismošću učitelja podrazumijevamo profesionalnu djelotvornost učitelja u socijalnim transakcijama odgojno-obrazovnog procesa koje izazivaju emocije (Salovey i Sluyter 1999). Ugodu u školi čine pozitivni emocionalni odnosi između učenika i nastavnika, te verbalni i neverbalni poticaji. Ovu poveznicu između škole i učenika najlakše je realizirati kroz odgojne predmete. Za likovno izražavanje ne treba puno intervencije u romsku dušu. Ono će svoje osjećaje vrlo dobro prikazati crtom, bojom ili oblikom koristeći različite likovne tehnike. I mašta kao bijeg iz stvarnosti, također će doprinijeti njegovom isticanju u grupi. Upravo to isticanje čini njegovu nadarenost.



*Slike 1 i 2: Učenici Romi na Županijskom natjecanju iz likovne kulture.*

Osobine glazbeno darovite djece su rano pokazivanje interesa za neki instrument, prisutnost velikog žara za sviranjem i izvrsno glazbeno pamćenje. Romski učenici improvizirajući mijenjaju ono čemu su ih naučili, hvataju i razumijevaju glazbenu strukturu. Učenici Romi skloniji su pjevanju nego sviranju. Razlog tome je nedostupnost instrumenata ili pak osnovnog znanja za sviranje nekog instrumenta. No prepoznavanjem naklonosti prema pjevanju, vrlo se lako učenika može uvesti



u muzikalan svijet uključivanjem u slobodne aktivnosti (zbor, tamburaška grupa, harmonikaška grupa, folklor). S obzirom da od primjećivanja znakova nadarenosti pa do njezinog manifestiranja u produktivno-kreativnom obliku obično treba proći otprilike 10-15 godina intenzivnog odgojnog i obrazovnog procesa ili treninga (Bloom, 1982, prema Čudina - Obradović, 1990) uloga škole i učitelja od presudne je važnosti za razvoj darovitosti romske djece. Stoga, ako ikako postoji mogućnost, škola bi trebala učeniku ponuditi mogućnost sviranja instrumenta i omogućiti mu muzičku naobrazbu. Takav će pristup pomoći učeniku u razvoju samopouzdanja i osjećaja emocionalnog zadovoljstva koje mu može pomoći da se izvuče iz »začaranog kruga« neuspjeha.



*Slika 3: Učenik Rom na javnom nastupu u Centru za kulturu*

Ipak, prije nego što se u Hrvatskim školama započne sa sustavnim provođenjem programa za darovite učenike, potrebno je valjano educirati učitelje iz područja darovitosti i načina rada s darovitima. Na taj će način učitelji steći potrebna znanja i percipirati sebe kompetentnijim osobama za rad s darovitima. Škole trebaju omogućiti pozitivno ozračje za svakog pojedinca koja će učenicima pružiti slobodu izražavanja, radost i ljepotu, oplemeniti svijet emocija, izazivati doživljaje, pružiti mogućnost da nađu svoje mjesto pod suncem. Osim učenicima, škole trebaju pružiti i sustavnu, adekvatnu, stručnu podršku učiteljima darovitih učenika. Ispunjenje takvih bazičnih preduvjeta nužna su pretpostavka za daljnji pozitivan razvoj obrazovnog sustava koji teži ka ostvarenju načela izvrsnosti.



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## RAZVOJNO PROCESNO NAČRTOVANJE VZGOJNO - IZOBRAŽEVALNEGA DELA IN POTREBE OTROK V VRTCU

**Povzetek:** V predšolskem obdobju, ki je zelo specifično, saj se v tem obdobju gradijo temelji za nadaljnje življenje in izobraževanje, je zelo pomembno poznavanje, spoštovanje in zadovoljevanje otrokovih potreb, in sicer: *psiholoških potreb*: potrebe po varnosti in zaupanju, potrebe po ljubezni, potrebe po ustreznem pričakovanju, kaj otrok zmore in česa ne zmore; *potreb po učenju*: potrebe po pravem razmerju med novim in že poznanim, potrebe po obravnavi zmot in napak kot korakov v procesu pridobivanja novih izkušenj, znanj, spretnosti, potrebe po svobodi pri eksperimentiranju in »raziskovanju« (z nujnimi omejitvami za varnost otrok), potrebe po dostopnosti in možnosti uporabe igralnega in drugega didaktičnega materiala; *potreb po razumevanju, spoštovanju in upoštevanju*: potrebe po okolju, v katerem je otrok spodbujen in pohvaljen, potrebe po priznavanju in spoštovanju napora, ki ga je otrok vložil v pridobivanje znanja, razvijanju spretnosti, potrebe po upoštevanju in spoštovanju otrokovega »jaza« in razvojne stopnje.

Vsak otrok ima namreč močna področja. Vsak posameznik pa ima tudi šibka področja. Zelo pomembno je odkrivanje in razvijanje močnih področij, kot tudi spodbujanje razvoja otrokovih šibkih področij. Zato je zelo pomembno, da v vrtcu pri načrtovanju, izvajanju in evalviranju vzgojno - izobraževalnega (VI) dela uporabljamo razvojno - procesno načrtovanje, ali pa pri načrtovanju vsaj upoštevamo načelo razvojne procesnosti. Pri razvojno procesnem načrtovanju namreč sledimo potrebam vseh udeležencev VI procesa, odkrivamo močna in šibka področja otrok in odkrivamo in spoštujemo ter zadovoljujemo tako socialne, kot tudi čustvene potrebe otrok.

Prevladujoča oblika načrtovanja je nastajajoči projekt, ki ga tudi dokumentiramo. Ob tem pa je vidna aktivnost skupine in prispevki in vloge posameznikov, s tem pa tudi njihov napredek (portfolio). Otroci imajo aktivno vlogo v vzgojnem procesu, vloga odraslih in otrok se prepleta. Delo poteka v skupni obliki, pa tudi v manjših skupinah, odrasli je organizator, koordinator, spodbujevalec, usmerjevalec, opazovalec aktivnosti otrok. Komunikacija je dvosmerna, otroci so notranje motivirani za igro, dejavnosti in s tem za svoj razvoj. Notranje motivirani otroci pa so posledično tudi najbolj aktivni. Smo v času posodabljanja kurikula v šoli, oziroma v fazi posodabljanja učnih načrtov. Glede na izhodišča in načela posodabljanja kurikula in učnih načrtov in glede na cilj - spodbujati inovativnost in kreativnost pri učencih ter da so pomembni dejavniki pri razvoju vseh ključnih kompetenc kritično mišljenje, ustvarjalnost, dajanje pobud, reševanje problemov, sprejemanje odločitev... vidim pomembno vlogo razvojno procesnega načrtovanja v prihodnosti tudi v šoli. S tem mislim tudi na neločljivo povezanost načrtovanja, izvajanja, dokumentiranja (portfolio), evalviranja in reflektiranja pedagoškega dela, pri čemer so otroci in vzgojitelji in učenci in učitelji tesno sodelovalno povezani.

**Ključne besede:** psihološke potrebe, razvojno procesno načrtovanje, močna področja.

## **Kako sem načrtovala vzgojno - izobraževalno delo na začetku svoje poklicne poti v vrtcu?**

Na začetku moje poklicne poti je bilo moje načrtovanje in izvajanje VI dela večinoma tematsko, za kar je značilno, da se vsebina proučuje v širino, proces učenja pa je s strani odraslega v naprej določen. Načrtovanje se zaključi na ravni razmišljanja odraslega, ki ima v vseh fazah procesa vodilno vlogo. Otroci so v vlogi sprejemnika in izvajalca dejavnosti. Odrasli je v vlogi posredovalca znanj. V fazi izvajanja prevladuje zunanja motivacija in enosmerna komunikacija, evalvacija pa ni sestavni del načrtovanja.

## **Kako so se začele spremembe?**

V letu 1994/95 se je naš vrtec vključil v republiški projekt *Posodabljanje dela v vrtcu*. Takrat smo v vrtcu spremenili opremo (znižali omare in odprli police), v VI delo pa vnesli elemente *Reggio pedagogike*. Takrat se je vloga vzgojiteljice in pomočnice vzgojiteljice zelo spremenila. Obe sva namreč upoštevali načelo enakih možnosti, hkrati pa različnosti med otroki in pravico do izbire in drugačnosti, intenzivno sva spremljali aktivnost otrok, odnose med posamezniki in njihovo manipulacijo s ponujenim materialom. Vse to pa sva dokumentirali na različne načine. Analizirali sva dokumentacijo in v sodelovanju s timom planirali nadaljnje delo, seznanjali sva starše z dejavnostmi in jih vključevali v proces.

Spremenjeni prostor je dobil vlogo drugega vzgojitelja. V otrocih je spodbujal radovednost, raziskovanje. Prostor je sprejel skupino otrok in hkrati omogočal zasebnost posameznika. Ob vsem tem so imeli otroci možnost razvijati svoje sposobnosti, imeli so aktivno vlogo v raziskovalnem procesu, si pridobivali in nadgrajevali znanje z vsemi udeleženci v VI procesu.

Tekom moje poklicne poti se je spremenilo tudi moje videnje načrtovanja in izvajanja VI dela. Pridobila sem znanje o projektnem načrtovanju (natančneje o strukturiranem projektu), ki sem ga vedno večkrat uporabljala.

## **Načrtovanje projekta**

Omogoča proučevanje določenega vidika v globino, pristop je problemski, proces učenja ni v naprej določen s strani odraslega, otroci so aktivno vključeni že v fazi načrtovanja in vse do zaključka projekta, refleksija s strani odraslega in otrok je sprotna, vlogi odraslega in otroka se prepletata in izmenjujeta, otroci in odrasli delijo odgovornost za učenje in napredek, med otroci je izrazita kooperativnost, ravno tako med odraslimi in otroki, pa tudi med odraslimi samimi, v fazi izvajanja prev-

laduje notranja motivacija in dvosmerna komunikacija, izrazita je povezanost med procesom učenja in produktom, povezave med dejavnostmi so smiselne. Pobudniki projekta so lahko otroci, vzgojitelj ali neka situacija.

## **Spremembe ob uvedbi Kurikuluma kot temelja načrtovanja in izvajanja vzgojno - izobraževalnega dela**

V šolskem letu 2000/01 smo pričeli s postopnim uvajanjem Kurikuluma kot temelja načrtovanja, izvajanja in vrednotenja VI dela.

Podrobno smo proučevali vse elemente kurikula, pri tem pa smo dobili potrditve za svoje dotedanje spremembe v prostoru ter spremenjeno vlogo otrok in vzgojitelja v odnosu do otrok, do ostalih strokovnih delavcev ter staršev. Veliko pozornost smo posvečali sledenju ciljem kurikula za vrtce ter načelom uresničevanja le-teh.

To pa me je spodbudilo k razmišljanju o spremembi pri načrtovanju, izvajanju in vrednotenju VI dela. Pridobila sem teoretično znanje o razvojno - procesnem modelu vzgoje, kateremu sem se s svojim delom in zapisovanjem le-tega počasi približevala.

## **Kaj je razvojno procesni model vzgoje?**

Vzgojo pojmuje kot relativno načrtni sistem dejavnikov, ki podpirajo razvoj otrokovih osebnostnih lastnosti in potencialov, kot optimalen preplet poučevanja in (otrokovega) učenja. Otroka pojmuje tako, da je sposoben, ima znanja, išče pomene, gradi svoje znanje, svet dojema celostno.

Prevladujoča oblika načrtovanja je *nastajajoči projekt*, ki mi je zelo blizu in ga rada uporabljam. Zanj je ravno tako značilno vse, kar sem opisovala kot značilnosti projektnega dela. Od strukturiranega projekta pa se razlikuje po tem, da ga pravzaprav zapišeš lahko šele takrat, ko je projekt zaključen.

Otroci imajo aktivno vlogo v vzgojnem procesu, vloga odraslih in otrok se prepleta. Delo poteka v skupni obliki, pa tudi v manjših skupinah, odrasli je organizator, koordinator, spodbujevalec, usmerjevalec, opazovalec aktivnosti otrok.

Vloga odraslega pri tem pa je, da pozorno opazuje otroka, skuša razumeti otrokove strategije učenja, odkriva in krepi otrokovo notranjo motivacijo, upošteva otrokove izkušnje in znanje, organizira pogoje za otrokovo učenje z odkrivanjem, raziskovanjem, preizkušanjem v sodelovanju z vrstniki in odraslimi, otroka spodbuja in mu omogoča, da na različne načine izrazi svoje razumevanje stvari, pojavov in odnosov. Zelo pomembno je tudi dokumentiranje dejavnosti, aktivnosti otroka in skupine

z različnimi tehnikami. Ob tem pa je vidna aktivnost skupine in prispevki in vloge posameznikov, s tem pa tudi njihov napredek (portfolio).

Ob vsem opisanem je komunikacija dvosmerna, otroci so notranje motivirani za igro, dejavnosti in s tem za svoj razvoj. Notranje motivirani otroci pa so posledično tudi najbolj aktivni.

## Zaključna misel

Smo v času posodabljanja kurikula v šoli, oziroma v fazi posodabljanja učnih načrtov. Glede na izhodišča in načela posodabljanja kurikula in učnih načrtov in glede na cilj - spodbujati inovativnost in kreativnost pri učencih ter da so pomembni dejavniki pri razvoju vseh ključnih kompetenc, kritično mišljenje, ustvarjalnost, dajanje pobud, reševanje problemov, sprejemanje odločitev ... vidim pomembno vlogo razvojno-procesnega načrtovanja v prihodnosti tudi v šoli.

S tem mislim tudi na neločljivo povezanost načrtovanja, izvajanja, dokumentiranja, evalviranja in reflektiranja pedagoškega dela, pri čemer so otroci in vzgojitelji, učenci in učitelji tesno sodelovalno povezani.

## DEVELOPMENTAL PROCESS PLANNING OF EDUCATIONAL WORK AND CHILDREN'S NEEDS

**Abstract:** It is very important to recognise, respect and satisfy children's needs in their pre-school age which is very specific regarding building foundation for their life and education. The needs are as followed: *psychological needs*: the need for safety and trust, the need for love, the need for adequate recognition of children's abilities; *the needs for learning*: the need for proper balance between the unknown and the already known, the need to treat errors as necessary steps towards gaining new experience, knowledge and skills, the need to freely experiment and explore (having in mind all safety precautions), the need to have access to toys and other didactic materials; *the needs for understanding, respect and acceptance*: the need for an encouraging and approving environment, the need to be recognised and respected for the effort children put into learning and developing skills, the need to recognise and respect children's sense of self and their developmental stage.

Namely, every child is talented for something. Every individual has their weaknesses. It is of great importance to discover and develop children's strengths as well as encourage them to overcome their weaknesses. Thus it is very important to use developmental process planning in preschool with planning, executing and evaluating education, or at least to comply with its guidelines. Developmental process planning follows the needs of all participants in the educational process and discovers children's strengths and weaknesses. It also discovers, recognizes and satisfies children's social and emotional needs.

Predominant form of this planning is an ongoing project which is documented in such a manner, that group dynamic and individual contributions as well as their progress is shown

(portfolio). Children have an active role in educational process, and it intertwines with the role of adults. Children work in larger or smaller groups; adults organise, coordinate, encourage, direct and observe their activity. Communication is two-way, children have inner motivation for play and activities and thus for their development. Inner motivation consequently causes the most activity. Schools are at the moment revising the curriculum. Having in mind its principles and guidelines, as well as its goal to foster innovativeness and creativity, the importance of developmental process planning in schools is going to be big as well, since we consider critical thinking, creativity, giving initiatives, problem solving and decision making to be important factors for developing all key competences. Planning, executing, documenting (portfolio), evaluating and revising are inseparable parts of educational work, the same as children and teachers are closely involved in cooperation.

**Key words:** psychological needs, children's strengths, developmental process planning.

### **How my educational work was planned at the beginning of my career?**

At the beginning of my career my educational planning and executing was organised by themes. That means teaching contents are dealt with as broadly as possible and the learning process is being predetermined by the adult. Planning is concluded at the adult's level, him having the leading role in all the stages of the process. Children only receive information and participate in the activities given. The adult is passing his knowledge. External motivation is predominant in the phase of execution, communication is one-way. Evaluation is not a part of planning.

### **How change began?**

In 1994/95 Kindergarten Gumbek decided to take part in the national project *Modernizing Work in Kindergartens*. At that time we altered the furniture in our classrooms (we lowered the cupboards and opened the shelves) and we introduced elements of *Reggio Pedagogy* to our work. Since then the teachers' and their assistants' roles have changed. We started to acknowledge children's rights to equal opportunities, their differences, their right to be different and their freedom of choice. We started to intensely follow their activities, their relationships and observe what they do with materials we prepare for them. We started to document everything in numerous ways. We analyzed the documentation as a team and then planned the next steps; we informed children's parents about our activities and invited them to join the process.

The alterations made to the classrooms changed them into the second teacher. It encouraged the children to explore. It was fit for a group as well as enabled privacy to the individual. Thus children gained the opportunity to develop their skills, to actively participate in the exploration, acquired and upgraded their knowledge by interacting with everybody in the learning process.

My perception and execution of the learning process has changed during my career. I have learnt how to plan a project (more precisely a structured project) which I have been using more and more often.

## Planning a project

Planning a project enables you to make an in-depth study of a certain aspect, approaching it analytically. Learning process is not predetermined by the adult; children are actively involved from the process of planning to its conclusion, reflecting on the project is done by all participants on the spot; their roles are now intertwining and alternating. They all share the responsibility for learning and progress. Children cooperate more with each other, as well as with the adults. Teachers cooperate with each other more in the same way. Motivation is intrinsic, communication is two-way. Learning and its results are more connected, activities are more logically linked. A project can be initiated by the children, teacher or a situation that emerges.

## **Changes following the implementation of the Curriculum as the foundation for planning and executing of the learning process**

In the academic year 2000/2001 we gradually started to implement the Curriculum as the foundation for planning, executing and evaluating the learning process.

We carefully analyzed its elements and then were able to confirm the right choices we had made with changes in our classrooms and in our children-teachers-parents relationships. We closely followed its goals for kindergartens and its principles.

This inspired me to think about changing my planning, executing and evaluating my work. I learned about the developmental process education model that I was slowly getting close to with what I did and with how I documented all my activities.

## **What is developmental process education model?**

It defines education as a relatively planned system of factors that support the development of children's personal traits and potentials as the optimal integration of teaching and (children's) learning. Children are considered as able, knowledgeable, searching for meaning, building their own knowledge and as having a holistic perception of the world.

Predominant form of planning is the so called *ongoing project* which is one of my favourites. It has all the features of project work; however it differs from a structured project. Namely, an ongoing project can only be written down when it is finished.

Children have an active role in educational process, and it intertwines with the role of adults. Children work in larger or smaller groups; adults organise, coordinate, encourage, direct and observe their activity.

The role of the adult in all this is to carefully observe the children, to try to understand their learning strategies, to discover and foster children's intrinsic motivation, to appreciate children's experience and knowledge, to create conditions for learning by discovering, exploring, experimenting and cooperating with their peers and their teachers; to encourage and foster children to express their understanding of things, of phenomena and of relationships.

Documenting activities in different manners is very important. Thus group dynamic and individual contributions are seen as well as their progress (portfolio).

Communication is two-way, children have inner motivation for play and activities and thus for their development. Inner motivation consequently causes the most activity.

## **Conclusion**

Schools are at the moment revising the curriculum. Having in mind its principles and guidelines, as well as its goal to foster innovativeness and creativity, the importance of developmental process planning in schools is going to be big as well, since we consider critical thinking, creativity, giving initiatives, problem solving and decision making to be important factors for developing all key competences. Planning, executing, documenting, evaluating and revising are inseparable parts of educational work, the same as children and teachers are closely involved in cooperation.

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Interno gradivo ZRSS, študijske skupine (Načrtovanje).



*Doroteja Logar*  
E-mail: doroteja.logar@gmail.com

## **ODKRIVANJE NADARJENIH IN TALENTIRANIH OTROK V VRTCU**

**Povzetek:** V slovenskih vrtcih se nadarjeni otroci šele v zadnjih letih odkrivajo kot posebna skupina otrok. Nekateri strokovnjaki nadarjene otroke uvrščajo s skupino otrok s posebnimi potrebami, drugi zavračajo uvrščanje v to skupino otrok. Vzgojiteljice v vrtcih imajo težave z odkrivanjem nadarjenih otrok in delo z njimi, saj gre za dokaj nov pristop za katerega se tekom svojega izobraževanja niso usposabljele. Kot vzgojiteljica v I. starostnem obdobju sem na odkrivanje nadarjenosti pri otrocih zelo pozorna.

**Ključne besede:** nadarjeni otroci v vrtcu, posebne potrebe, odkrivanje nadarjenih otrok.

## **IDENTIFY GIFTED AND TALENTED CHILDREN IN KINDERGARTEN**

**Abstract:** Slovenian kindergartens are recently discovered gifted children as a special group of children. Some experts classified gifted children in the group of children with special needs, other experts refuse classification in this group of children. Teachers in kindergarten have difficulties in the detention of gifted children and at work with them, because they don't have enough knowledge. As a teacher I'm very attentive and I'm using different approach to identify talent in the children.

**Key words:** gifted children in kindergarten, special needs, identify gifted children.

### **Uvod**

Če hočemo odkriti nadarjenega otroka, moramo najprej povedati, kaj nadarjenost sploh je. Včasih je bil otrok uvrščen med nadarjene, če se je uvrstil v zgornjih pet odstotkov populacije pri splošnih inteligentnostnih testih. Ta za današnji čas skopa definicija ne drži več, saj med nadarjene in talentirane otroke uvrščamo tiste, ki imajo izredne sposobnosti v primerjavi z vrstniki. Zato potrebujejo tudi posebno obravnavo in individualno delo. Na podlagi tega podatka nekateri strokovnjaki nadarjene otroke uvrščajo med otroke s posebnimi potrebami, saj jim moramo ravno tako omogočiti posebne spodbude in podporo kot drugim otrokom s posebnimi potrebami, za katere imamo tudi v vrtcu že izdelan koncept njihovega vključevanja in dela z njimi.

## **Nadarjeni in talentirani otroci v kurikulumu za vrtce**

Kurikulum za vrtce je dokument, ki omogoča strokovno načrtovanje in kakovostno predšolsko vzgojo v vrtcu, ki se na ravni izvedbenega kurikula razvija in spreminja, pri tem pa upošteva neposredno odzivanje otrok v oddelku, organizacijo življenja v vrtcu ter vpetost vrtca v širše okolje.

Uresničevanje načela enakih možnosti in upoštevanja različnosti med otroki se uresničujejo preko zagotavljanja enakovrednih pogojev za optimalni razvoj vsakega otroka in ob upoštevanju individualnih razlik v razvoju in učenju, kar pomeni širše in fleksibilno, vendar strokovno zagotavljanje pogojev za stalno in občasno vključevanje predšolskih otrok s posebnimi potrebami v oddelke vrtca (po Kurikulum za vrtce, 1999, str. 8).

Med cilji kurikula za vrtce zasledimo naslednji cilj, ki ga kot prioriteto med cilji lahko upoštevamo pri delu z nadarjenimi otroci, in sicer: večje omogočanje individualnosti, drugačnosti in izbire v nasprotju s skupinsko rutino.

Med načeli uresničevanja ciljev kurikula za vrtce zasledimo več načel, ki jih posredno lahko povežemo z delom in življenjem v vrtcu, vendar niso nadarjeni otroci nikjer omenjeni, saj tudi po veljavni zakonodaji v predšolskem obdobju nadarjenih otrok sistematično ne odkrivamo.

Vzgojitelji v vrtcih bodo verjetno pogosteje opazili talentirane otroke, ki dosegajo nadpovprečne rezultate na enem področju, na drugih pa so lahko povprečni ali celo podpovprečni. V praksi se med vzgojitelji namesto izraza talent uporablja izraz otrokovo »močno« področje.

## **Odkrivanje nadarjenih in talentiranih otrok v vrtcu**

Današnje raziskave kažejo na to, da bi le z upoštevanjem testov inteligentnosti v populaciji odkrili le od 2% do 3% nadarjenih otrok. Novejše raziskave pri odkrivanju nadarjenih in talentiranih otrok poleg testov inteligentnosti uporabljajo tudi teste za odkrivanje ustvarjalnosti pri otrocih. Za doseganje visokih rezultatov na testih ustvarjanosti pa ni nujno, da otrok dosega tudi zelo visoke teste inteligentnosti.

Za vzgojiteljice v vrtcih je pri odkrivanju nadarjenih otrok najbolj uporabna tehnika opazovanja. V pomoč so se uveljavile t.i. »check« liste, kjer mora opazovalec (vzgojiteljica) sproti beležiti prisotnost oziroma opažanje intelektualnih in nekaterih drugih osebnostnih lastnosti, ki veljajo za tipične. Pri tem je treba poudariti, da mora biti v vlogi opazovalca oseba, ki se z otrokom neposredno ukvarja, ponavadi so to starši in vzgojitelji (po Glogovec, Žagar, 1990). Vendar pa je te liste težko dobiti, oziroma se

mora vzgojitelj sam pozanimati kje jih dobiti. Tu naletimo na vprašanje ustreznosti in dostopnosti.

Pri nas je psihologinja Lebanova (po Glogovec, Žagar, 1990) iz dveh vprašalnikov sestavila vprašalnik, ki bi ga lahko pri svojem delu v vrtcu uporabile vzgojiteljice pri odkrivanju nadarjenih otrok. Iz obeh vprašalnikov je izločila 31 lastnosti, po katerih so vzgojiteljice ocenile svoje otroke v skupini. Nato je te otroke preizkusila še s Torrenceovimi testi slikovne ustvarjalnosti in jih na podlagi rezultatov razdelila v dve skupini: nadpovprečno ustvarjalni in podpovprečno ustvarjalni.

Za nadpovprečno ustvarjalne otroke so bile bolj značilne naslednje lastnosti v vprašalniku:

- izstopa z bogatim besediščem;
- ima dober spomin za dogodke, pesmi, ki so jih njegovi vrstniki že pozabili;
- v primerjavi z ostalimi se hitreje in lažje uči, pri čemer skoraj ne potrebuje ponovitve navodil in dodatnih informacij;
- že zna brati;
- preseneča z logičnim mišljenjem;
- misli ustvarjalno in preseneča svoje okolje z izvirnimi idejami;
- ima raje igre, ki so odvisne od sposobnosti, kot pa take, ki so odvisne od sreče;
- ima veliko interesov, zanimajo ga različne teme;
- izstopa v pozitivnem smislu pri ustvarjalnih zaposlitvah;
- rešuje enostavne računske naloge;
- je nagnjen k temu, da obvladuje sovrstnike in se uveljavlja s svojimi posebnimi interesi; kaže vodstvene sposobnosti;
- izstopa s širokim splošnim znanjem;
- pri delu je rad neodvisen, zaupa samemu sebi in ima raje individualno delo;
- je energičen, buden, rad preizkuša svoje ideje, rešitve;
- je prožen v mišljenju;
- je zelo dovzeten za estetiko.

## **Delo v tandemu**

Za učinkovito odkrivanje nadarjenih otrok morata pri opazovanju in neposrednem delu sodelovati obe strokovni delavki, tako vzgojiteljica kot tudi pomočnica vzgojiteljice. To je zlasti pomembno v jutranjem in popoldanskem času izven sočasnosti obeh strokovnih delavk, ko si morata svoja opažanja zabeležiti in jih nato posredovati druga drugi.

Za opazovanje otrok morata strokovni delavki upoštevati nekatera pravila, ki jih v grobem lahko razdelimo na tri skupine:

a) *Konkretno delo otroka:*

- kaj najraje dela, s čim se ukvarja, ko je sam;
- kako rešuje določene naloge;
- kako predstavi rezultat in ga ovrednoti;
- kako se odziva na naloge in rezultate drugih otrok.

b) *Socialne interakcije otroka:*

- komunikacija otroka z vrstniki;
- opazovanje kako njegova prisotnost deluje na druge otroke;
- sodelovanje v igri vlog in uporaba nestrukturiranega materiala;
- kako deluje v tekmovalnih situacijah;
- kako se odziva na stresne situacije;
- ali v skupini prevzame vodilno vlogo.

c) *Delo vzgojiteljice:*

- poiskati prednosti, sposobnosti otroka ter mu na podlagi tega omogočiti dejavnosti;
- individualno delo in pogovor z otrokom;
- povezovanje dejavnosti v vrtcu z njegovimi interesi in hobiji izven vrtca;
- omogočanje otrokom dovolj časa za izvajanje aktivnosti;
- podajati otrokom sprotne povratne informacije;
- motivirati otroke in spodbujati njihovo radovednost (konstruktivistični pristop);
- omogočanje delovanja v različnih situacijah in v različnih skupinah;
- posredovanje opažanj staršem in sodelovanje z njimi;
- pogovor z drugimi strokovnimi delavkami in ljudmi, ki prihajajo v stik z otrokom (npr. stari starši).

## **Delo z nadarjenimi in talentiranimi otroki v vrtcu**

V Kurikulumu za vrtce se v vrtcu poleg t.i. dnevne rutine osredotočamo na šest področij dejavnosti, in sicer: gibanje, jezik, umetnost, družba, narava in matematika. Za konkretno delo je treba za vsakega otroka posebej ugotoviti, kakšno stopnjo v razvoju ustvarjalnosti je dosegel. To pa lahko dosežemo le, če vzgojiteljica pozna vse razvojne stopnje ter če pri načrtovanju in izvajanju dejavnosti omogoči take aktivnosti, ki so značilne za posamezne razvojne stopnje. Pomembno je, da vzgojiteljica vsem otrokom v skupini omogoči enake dejavnosti, saj se lahko zgodi, da na podlagi lastnih predvidevanj, katerega izmed otrok ne prepozna kot nadarjenega, ampak se njegova nadarjenost odkrije v načrtovanih aktivnostih, ki so primerne za posamezno razvojno stopnjo.

Zmaga Glogovec in Drago Žagar (1990) sta poudarila, da ameriški psiholog Torrance pravi, da predšolske otroke oblikujejo naslednje sposobnosti, ki so osnova za njihovo ustvarjalno aktivnost.

*Te sposobnosti so:*

- dolgotrajna pozornost;
- sposobnost organiziranja;
- sposobnost opažanja stvari z različnih vidikov;
- raziskovanje pred formalnimi navodili;
- želja po natančnem spoznavanju stvari;
- uporabljanje domišljije pri reševanju problemov;
- sposobnost pripovedovanja zgodb in izmišljanja pesmi.

V nadaljevanju Torrance govori tudi o različnih »spretnostih« ustvarjalnega mišljenja pri predšolskem otroku. »Te spretnosti so med seboj v hierarhičnem odnosu, kar pomeni, da vsebuje vsaka prejšnja stopnja nujne, čeprav še ne zadostne pogoje za naslednjo, višjo. Zato jih moramo postopoma razvijati, tako kot si v razvoju sledijo. Torrance poudarja, da je ta hierarhija spretnosti ustvarjalnega mišljenja le orientacijska in da starosti, pri kateri se posamezne spretnosti pojavljajo, ni mogoče natančno določiti. Otrok izraža svojo ustvarjalnost na način, ki odgovarja predvsem njegovemu čutnemu in govornemu razvoju. V tem pogledu pa so med otroki precejšnje individualne razlike.« (Glogovec, Žagar, 1990).

*Te spretnosti so:*

- 1. stopnja: spretnost ustvarjalnega mišljenja se kaže v ustvarjanju novih kombinacij z manipuliranjem (z barvami, črtami, oblikami, z osebami v zgodbah ...);
- 2. stopnja: spretnost ustvarjalnega mišljenja je tvorjenje več možnih kombinacij in novih odnosov (aktivnosti niso več spontane, ampak premišljene);
- 3. stopnja: otrok lahko prepozna elemente, ki manjkajo neki obliki, na primer na sliki, pri črkah itd. (začnemo z malo elementi in nato postopoma dodajamo);
- 4. stopnja: otrok je sposoben izdelati vedno bolj sestavljene nove kombinacije s pomočjo manipulacije in postopoma prehaja na premišljene elemente (npr. predmet najprej nariše in ga nato izdela iz konkretnega materiala);
- 5. stopnja: otrok je sposoben uvideti vedno več možnosti v kombiniranju predmetov, živali, ljudi in simbolov (poudarek je na kombinaciji med več elementi, ki so na različnih mestih);
- 6. stopnja: otrok lahko razloži nove kombinacije oblik, glasov, živali itd. (otroka povprašamo, na kaj ga spominjajo določeni glasovi, gibi, fotografije ...);
- 7. stopnja: otrok lahko napravi sintezo, tako da daje naslove slikam, zgodbam ali pesmim (stopnja abstrakcije, ki jo zmorejo 4-5 letniki, kasneje poleg imen uporabljajo tudi opise preko pridevnikov);
- 8. stopnja: spretno postavljanje vprašanj o elementih, ki manjkajo na predmetih, slikah (Kje?, Kdaj?, Kako?, Zakaj?, Kaj če ...?).

Strokovne delavke v vrtcu morajo za kvalitetno delo z nadarjenimi otroki zelo dobro poznati omenjene razvojne stopnje ter na podlagi načrtnega opazovanja in beleženja tudi otrokom omogočiti take aktivnosti, ki bodo otroka spodbujale k doseganju ciljev na naslednji stopnji.

## Odkrivanje nadarjenih in talentiranih otrok v oddelku

V prvem starostnem obdobju zelo težko govorimo o nadarjenosti. Vsekakor pa je med otroki opaziti velika odstopanja v razvoju, za katera težko rečemo ali so dedno pogojena ali pa so rezultat okolja, v katerem otrok živi. V drugem starostnem obdobju lahko, tudi po zaslugi govora, bolj natančno opazujemo in sledimo otrokovi ustvarjalnosti na različnih področjih. Najbolj primerna starost otrok za opazovanje za primere odkrivanja nadarjenosti je nekje od 4. do 6. leta. Podatki in opažanja, ki jih zberemo, so zelo dobrodošla tudi v fazi prehoda otroka iz vrtca v šolo, saj lahko preko omogočanja ustvarjalnega razvoja na področju, kjer se otrok čuti močan, pripomore k lažjemu prilagajanju na šolo. Vsakršna opažanja in beleženje so vzgojitelju v pomoč tudi pri pripravi pogovornih ur za starše, kjer lahko aktivnosti za otroka nadgradimo tudi ob upoštevanju predlogov staršev. Seveda ob tem ne smemo pozabiti na strokovno avtonomijo vzgojitelja in mejo, do kje lahko starši posegajo v naše delo.

Kot vzgojiteljica imam v letošnjem šolskem letu kombinirano skupino otrok in sicer v starosti od 3 do 6 let. Ker se v našem vrtcu do sedaj ni namenjalo posebne pozornosti nadarjenim in talentiranim otrokom, sem se odločila, da bom v začetku leta več pozornosti namenila odkrivanju t.i. močnih področij pri otrocih ter odkrivanju morebitne nadpovprečne ustvarjalnosti. Kot strokovno podlago sem uporabila ugotovitve avtorja Glogovec in Žagar (1990), ki sem jih že navajala v uvodnih poglavjih. Ugotovitve sem skrbno beležila ter ugotovila, da imam v svoji novi skupini kar nekaj otrok, ki so nadpovprečno ustvarjalni na različnih področjih. Na podlagi ugotovitev sem za vsakega oblikovala cilje in predvsem možne aktivnosti, ki bi spodbujale njihov razvoj. Ob tem sem hitro ugotovila, da brez pomoči sodelavke v tandemu tega ne bom zmogla. Ugotovitve bom predstavila staršem na pogovornih urah ter rezultate evalvirala ob koncu šolskega leta.

## Sodelovanje s starši

Pri vsakodnevem življenju v vrtcu je pomembno tudi sodelovanje s starši. Starši so prvi otrokovi učitelji, spodbujevalci in tolažniki, zato nam lahko posredujejo zelo koristne informacije o otroku, njegovem razvoju, sodelovanju in aktivnostih v domačem okolju, druženju z vrstniki ... Pogosto pozabljamo, da so zelo dober vir informacij o otroku njegovi stari starši, zlasti tisti, ki veliko časa preživijo z vnukom. V ta namen je koristno v vrtcu spodbujati medgeneracijsko druženje ter večkrat letno v vrtec povabiti tudi babice in dedke, kjer preko druženja in drugih dejavnosti lahko prejmemo zelo koristne informacije in opažanja o posameznem otroku. Obenem pa se krepi tudi vez med vrtcem in družino.

## Zaključek

Iz literature in primerov iz prakse je razvidno, da smo strokovni delavci v vrtcih pripravljeni na delo z nadarjenimi otroki predvsem s smislu dodatnega načrtovanja in dela. Pogosto nam največje ovire predstavljajo prostorski in materiali pogoji, pomanjkanje strokovne izobrazbe na področju nadarjenosti ter sama reorganizacija dela znotraj institucije. Menim, da smo vzgojitelji s svojim naprednim delom in zavzetostjo korak pred veljavno zakonodajo, saj bi bilo potrebno tudi na področju predšolske vzgoje doreči in začrtati delo z otroki, pri katerih opažamo odstopanja od vrstnikov. Pogosto pa se zaradi ohlapnih (ne)pravil, nekako ne upamo nadgraditi svojega dela, čeprav gre za korist otrok. Sama se zavzemam za ugotavljanje t.i. ustvarjalne nadarjenosti na posameznih področjih. Tu bi vzgojitelji hitro ugotovili, da imamo znotraj vsake skupine kar nekaj nadpovprečno ustvarjalnih otrok, ki bi potrebovali dodatno individualno delo. Ta podatek pa nas spet vrača na začetek ter na ovire, ki so nam na poti. Pa vendar ob tem zaključujem, da bi se morala stroka bolj povezati z vzgojitelji, ki delujejo v praksi ter najti skupno rešitev, ki bi bila v korist otrok in strokovnih delavcev v vrtcih. Saj nenazadnje ravno strokovnjaki pravijo, da talent obsega le 30% uspeha, 70% pa predstavlja delo, ki ga otrok z veseljem opravi, če le ima v svojem okolju dovolj spodbude.

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Stasa Knežević

E-mail: stasa.knezevic@gmail.com

Mira Kunstek

E-mail: mirakunstek@net.hr

## KAKO ODRASLI PRISTOPAJO K ČUSTVENIM POTREBAM NADARJENIH OTROK

**Povzetek:** V večini priročnikov za delo z nadarjenimi otroci se najde trditev, da je mnogo manjša škoda napačno identificirati otroka, kateri ni nadarjen, kot pa spregledati nadarjenega otroka. Posledica spregledovanja nadarjenega otroka ni samo v onemogočanju širjenja in bogatenja njegovih kognitivnih potencialov, ampak tudi razvoj emocionalnih težav ali celo vedenjske motnje. V modelih dela z nadarjenimi otroci, usmeritev gre v smeri intelektualnih in umetniških potencialov nadarjenih, oziroma, njihove produkcije. O emocionalnih problemih teh otrok, posebej pa tistih nadarjenih, ki niso identificirani, je nekoliko manj govora. Agresivnost, emocionalna nedozorelost, nizka toleranca, impulzivnost in podobno, so pogosto problemi v družinah nadarjenih otrok. Nepogrešljiv korak v holističnem pristopu posebnim potrebam nadarjenih otrok je prepoznavanje pomembnosti uresničitve njihovih emocionalnih potreb. Zato je cilj naše raziskave zbrati podatke o zavesti odraslih oseb o emocionalnih potrebah nadarjenih otrok. Udeleženci raziskave so vzgojiteljice in vzgojitelji, ter starši otrok otroškega vrtca Medveščak v Zagrebu. Izsledke raziskave bomo uporabili za senzibilizacijo in izobrazbo staršev in zaposlenih, da bi lahko zagotovili optimalne pogoje za razvoj potencialov njihovih in naših otrok.

**Ključne besede:** emocionalne potrebe nadarjenih učencev, pristop odraslih, emocionalni problemi.

## HOW ADULTS APPROACH EMOTIONAL NEEDS OF GIFTED CHILDREN

**Abstract:** Almost all studies and manuals on identifying and working with children who are gifted affirm that incorrect identification of not gifted child as the gifted one does less harm than to fail to identify child's giftedness at all. Not only that such a failure of giftedness identification render impossible enlargement and enrichment of cognitive potentials of gifted children, but very often results in development of emotional or even behavioral problems. When taking in consideration cognitive and emotional needs of gifted and talented children, than intellectual and artistic potentials, respectively production, should prevail within models of practical work with them. There is insufficient care of emotional problems of gifted children, particularly children that are not recognized as such and often families with gifted children must cope with aggression, emotional immaturity, low tolerance, impulsiveness and similar. To recognize importance of fulfilment of emotional needs of gifted children is indispensable step within holistic approach to their special needs. Therefore the objective



of this research is to collect informations on knowledge of adults related to emotional needs of gifted children. Teachers and parents of children attending kindergarten Medveščak in Zagreb take part in this research and informations; their knowledge and competence for working with gifted children will be used on purpose to sensitise and educate them as to insure optimal conditions for fulfilment of all potentials of their and our children.

**Key words:** emotional needs of gifted children, adults approach, emotional problems.

Mnoge raziskave, ki raziskujejo razvoj nadarjenih otrok, se ukvarjajo s spodbujanjem kognitivnih sposobnosti nadarjenih, s stališči staršev do izobrazbenih potreb svojih otrok in s podporo staršev v procesu akademskega razvoja njihovega potencialno nadarjenega otroka (Hertzog in Bennett, 2004; Gross, 1999; Wolf, 1987, po Morawska in Sanders, 2009). Navedene raziskave omenjajo tudi čustvene in socialne značilnosti otrok nadpovprečnih sposobnosti, toda samo manjši delež se jih k temu tudi usmerja.

Nekatere raziskave, ki se ukvarjajo z emocionalno zrelostjo nadarjenih otrok, trdijo, da se nadarjeni bolj prilagajajo spremembam in zahtevam okolja (Oram, Dewey in Rutermler, 1995, po Morawska in Sanders, 2009) in to zaradi zaščitnih faktorjev, kot je npr. boljše razumevanje samega sebe, kar prispeva k razvoju sposobnosti soočanja s stresom in konflikti. Toda obstaja cela vrsta raziskav, ki trdijo ravno nasprotno.

Dabrowski (1967) je uporabil termin »pretirana vzdražljivost« za opisovanje čustvenosti in intenzitete čustev nadarjenih otrok. Raziskovalec je opazil, da v populaciji nadarjenih otrok obstaja kar nekaj takih, ki imajo povišano možnost sprejemanja in odgovarjanja na dražljaje, torej bolj, kot je to običajno v splošni populaciji. Dabrowski identificira pet izraženih oblik vzdražljivosti, in sicer psihomotorično, senzualno, intelektualno, imaginacijsko in emocionalno. Takšna, zelo subtilna vzdražljivost nadarjenim otrokom odpira možnosti osebne rasti in razvoja, ki so drugim nedostopne, a istočasno lahko deluje kot potencial za razvoj nekaterih problemov v vedenju in doživljanju sebe, drugih ljudi in sveta okoli sebe.

Psihomotorična vzdražljivost se manifestira v zelo intenzivnem gibanju, govoru in potrebi po fizični aktivnosti. Pri nekaterih nadarjenih otrocih, ki so pretirano vzdražljivi na tem področju, je celo napačno diagnosticiran ADHD zaradi nerazumevanja okolja, ki visoke ravni otrokove dejavnosti ne prepozna kot potrebo po manifestiranju velikih energetskega potencialov.

Otroci s pretirano senzualno občutljivostjo so posebej občutljivi na dražljaje iz vseh senzornih kanalov; intenzivno doživljanje sveta, ki jih obkroža, istočasno bogati vsakdanje življenje, po drugi strani pa lahko pripelje do problemov v obliki senzorne preobremenjenosti in nezmožnosti sortiranja vseh čutnih doživetij.

Nadarjeni otroci, pri katerih je najbolj izraženo področje intelektualne vzdražljivosti, pa izkazujejo močno željo po znanju, reševanju problemov, resnici in pravičnosti. Ti otroci so posebej občutljivi na nepravičnost, kar lahko zelo preseneti odrasle, saj njihovi otroci zlahka postanejo žalostni in potrti, na primer pred slikami revščine v državah tretjega sveta.

Otroci z imaginacijsko vzdražljivostjo pogosto zahajajo v svet domišljije in zlahka zamešajo realnost s fantazijo.

Starši so pogosto zaskrbljeni zaradi emotivnih reakcij svojih otrok, ki delujejo dramatično, pretirano in neskladno s situacijo; emocionalna vzdražljivost je krivec za to, da nadarjeni otroci doživljajo zelo intenzivna čustva in jih zelo izrazito tudi izkazujejo. Pogosto se zgodi, da se burna čustvena dogajanja manifestirajo celo na telesni ravni, zato takšni otroci trpijo zaradi somatskih težav.

Občutljivost je najbolj pogost izziv, s katerim se soočajo družine nadarjenih otrok (Aron, 1996; Lovesky, 1993; Mendaglio, 1995; Perino in Perino, 1981; Walker, 1991; Web, Meckstroth in Tolan, 1982, po Fornia in Frame, 2001). Poleg občutljivosti na mnoge dražljaje in stanja, kot že rečeno, se nadarjeni otroci zavedajo svoje drugačnosti v odnosu do drugih. Če se usmerijo na to svojo drugačnost, tvegajo razvoj nizkega samospoštovanja. Polovica nadarjenih otrok izjavlja, da se čutijo drugačni od drugih, in te občutke povezujejo z nizkim samospoštovanjem in problemi v skupini vrstnikov, čeprav drugi otroci njihovo drugačnost zaznavajo pretežno v pozitivni luči (Janos, Fung in Robinskon, 1985, po Morawska in Sanders, 2009). Dve področji v življenju nadarjenih otrok sta posebej izpostavljeni, in sicer predšolsko obdobje, ko otroci vedo in čutijo, da so drugačni, ne vedo pa, zakaj so takšni, ter najstniško obdobje, ko se stopnjuje pritisk okolja, da bi bili čim bolj podobni vrstnikom.

Obstaja kar nekaj faktorjev, ki predstavljajo tveganje za razvijanje emocionalnih in vedenjskih problemov nadarjenih otrok. To so predvsem neenakomeren razvoj (Roedell, 1984, 1986a; Webb, 1993, po Morawska in Sanders, 2009), nerealna pričakovanja staršev in učiteljev, vključno s pretirano uporabo pohvale (Freeman, 1995; Webb, 1993, po Morawska in Sanders, 2009), pretirano vključevanje staršev, neskladje med sposobnostmi otroka in okoljem, problemi v vrstniški skupini (Pfeiffe in Stocking, 2000, po Morawska in Sanders, 2009).

Nadarjeni otroci pogosto izkazujejo nadpovprečne sposobnosti na nekaterih od razvojnih področjih, medtem ko nekega drugega ali celo več drugih področjih istočasno ne spremlja razvoj teh izjemnih sposobnosti ali pa celo pride do zaostajanja glede na starost. Neenakomeren razvoj je pogosto dejstvo pri otrocih, pri nadarjenih pa je posebej izražen zaradi večje razlike v nivoju sprejetih veščin in znanj. Zaradi tega dejstva dajejo prednost prijateljstvu s starejšimi otroki, in sicer zaradi izenačevanja v intelektualnih potrebah. Ta prijateljstva lahko izzovejo potencialne probleme v čustvenem

razvoju; nadarjeni otroci se lahko intelektualno pomerijo s starejšimi otroki, toda niso zmožni odgovoriti na čustvene aspekte tega odnosa.

Nadarjeni otroci stremijo k perfekcionizmu, imajo zelo visoka pričakovanja do sebe in do svojega okolja, kar - poleg tega, da ustvarja probleme staršem, vzgojiteljem in učiteljem - frustrira njih same v situacijah, v katerih, kljub svojim sposobnostim, ne zmorejo doseči izrednih rezultatov. Paradoksalno je, da stremljenje po perfekcionizmu lahko pripelje do doseganja nižjih šolskih rezultatov, kot bi jih otroci glede na svoje sposobnosti lahko dosegli (Baker, Briger in Evans, 1998, po Fornia in Frame, 2001). Takšni nadarjeni otroci se zavedajo svojih sposobnosti, toda ne čutijo se sposobni izpolniti svojih (pre)visokih pričakovanj; razočaranje povzroči znižano samospoštovanje, kar pripelje do izogibanja nekaterim obremenitvam in nalogam (Rimm, 1997, po Fornia in Frame, 2001). Doseganje nižjih izobrazbenih rezultatov z ozirom na potencialne je eden od najbolj razširjenih problemov v populaciji nadarjenih otrok (Reis in Renzulli, 2004, po Morawska in Sanders, 2009).

Zaradi izrazitega napredovanja na drugih področjih pogosto pričakujejo starši in druge osebe, ki skrbijo za otroka, od teh otrok izredne rezultate, posebno v izobraževalnem sistemu. Otrokom zaradi mnogih poprej omenjenih dejavnikov včasih to ne uspeva, istočasno pa se zavedajo pričakovanj okolja, ki jim tako postane preveliko breme. Nekateri raziskovalci trdijo, da je otrok občutljivejši in tem bolj izpostavljen razvoju različnih socioemocionalnih problemov v vedenju, čim večje je neskladje med različnimi razvojnimi področji otroka in pričakovanji njegovih staršev (Lovecky, 1997; Silverman, 1994, po Morawska in Sanders, 2009). Nadarjeni otroci se včasih ne morejo izogniti težavam z učenjem, le-te pa lahko popolnoma onemogočijo identifikacijo otroka kot nadarjenega (Brody in Mills, 1997, po Morawska in Sanders, 2009).

Socialni status nadarjenih otrok je običajno visok; drugi učenci jih z veseljem izberejo za prijatelje, spoštujejo jih zaradi dobro razvitih veščin vodenja, reševanja konfliktov in razumevanja socialnih situacij (Cornell in sur, 1990; Purkey, 1966, po Morawska in Sanders, 2009).

## Cilj raziskave

Cilj raziskave je zbiranje informacij o znanju odraslih o čustvenih potrebah nadarjenih otrok.

## Vzorec

Sodelujoči so bili starši otrok enega od zagrebških otroških vrtcev. Bilo je 31 žensk in 16 moških, v starosti od 22 do 53 let. Sodelujoče smo razdelili v tri starostne skupine,

tako da so starši pod 30 let starosti bili v eni skupini, starši med 30 in 40 leti starosti so bili druga skupina, tisti nad 40 let starosti pa tretja.

## Instrument

Vprašalnik o čustvenih potrebah je konstruiran na temelju podatkov iz literature o značilnostih čustvenega razvoja nadarjenih otrok. Sestavljen je iz 20 trditvev, ki se nanašajo na socialni status nadarjenih otrok, njihove dosežke pri izobraževanju, značilnosti čustvenega doživljanja ipd. Ob vsaki trditvi je lestvica Likertovega tipa, na kateri sodelujoči merijo stopnjo svojega strinjanja s trditvijo.

## Postopek

Sodelujočim je bil posredovan vprašalnik pri prihodu ali odhodu iz vrtca, ko so pripeljali svojega otroka ali ga prišli iskat. Vsi sodelujoči so prostovoljno pristopili k raziskovanju; anonimnost podatkov je bila zajamčena.

## Obdelava rezultatov

Analiza je pokazala, da ne obstaja statistično značilna razlika med moškimi in ženskami glede njihovih znanj o čustvenih potrebah nadarjenih otrok. In to pri nobenem izmed vprašanj, ki so se nanašala na to problematiko. Preverili smo tudi vpliv starosti sodelujočih na znanje o čustvenih potrebah nadarjenih otrok; ne zasledimo statistično značilne razlike.

Sodelujoči so praviloma izražali zmerno strinjanje z večino vprašanj; samo na nekoliko vprašanj so izražali svoje izrazito strinjanje ali pa nestrinjanje.

Najvišjo stopnjo strinjanja zasledimo pri vprašanju, ki se nanaša na potrebo vključevanja v posebne programe vzgoje in izobraževanja ( $M = 4,04$ ;  $SD = 0,94$ ). Razen omenjene trditve so se sodelujoči zmerno strinjali s trditvijo »Nadarjeni otroci imajo visoka pričakovanja do sebe in drugih« ( $M = 3,6$ ;  $SD = 0,47$ ).

Najnižjo stopnjo strinjanja smo zasledili pri trditvi, ki se nanaša na probleme v vedenju »Nadarjeni otroci ne izkazujejo vedenjskih problemov«. Povprečno strinjanje s to trditvijo je  $M = 2,26$  ( $SD = 0,92$ ). Približno ista stopnja strinjanja sodelujočih je s trditvijo, ki se nanaša na enakomernost razvoja nadarjenih otrok; strinjanje s trditvijo »Nadarjeni otroci se enako razvijajo na vseh področjih« je povprečno  $2,3$  ( $SD = 1,18$ ).

Zdelo se nam je pomembno raziskati povezanost stališč o različnih komponentah čustvenih doživetij, zato smo naredili korelacijsko analizo med temi komponentami, ki so sestavljene iz pripadajočih vprašanj; izbrali smo komponento socialnega statusa, moči čustev, pomembnosti dosežkov, izobrazbenih rezultatov in inteligenčnega kvocienta kot kriterija nadarjenosti. Našli smo statistično pomembne povezave med socialnim statusom in izobrazbenimi rezultati ( $F = 0,30$   $p > 0,41$ ), izobrazbenimi rezultati in pomembnostjo dosežkov ( $F = 0,40$   $p > 0,00$ ) ter visokim IQ-jem in izobrazbenimi rezultati. Druge korelacije so se pokazale kot statistično nepomembne.

## Diskusija

Predmet pričujoče raziskave je bilo znanje odraslih o čustvenih potrebah nadarjenih otrok. Relativno majhno število sodelujočih zmanjšuje razpršitev rezultatov in zaradi tega vsekakor zmanjšuje možnosti generalizacije rezultatov. Večje število sodelujočih bo v kaki naslednji podobni raziskavi vsekakor omogočilo izboljšanje rezultatov.

Tudi odnos moških in žensk v raziskavi ni enak; v kaki bodoči raziskavi bo - poleg večjega skupnega števila - potrebno tudi nekoliko bolj enako razmerje v spolu sodelujočih; takšno razmerje bo verjetno mnogo bolje pojasnilo vpliv spola na znanje odraslih o potrebah nadarjenih otrok.

Sodelovale so v glavnem osebe z visoko izobrazbo, kar je avtorici onemogočilo raziskovanje vpliva izobrazbenega nivoja na stališča odraslih o potrebah nadarjenih otrok. Vprašalnik, ki je sestavljen, je utemeljen na obstoječi literaturi o čustvenih in socialnih značilnostih nadarjenih otrok. Psihometrične značilnosti instrumenta bi bilo treba preveriti zato, da bi se rezultate lahko analiziralo kot zanesljive in veljavne reprezentante znanja odraslih o čustvenih potrebah nadarjenih otrok. Treba je posebej poudariti, da komponent čustvenega doživljanja ni treba tolmačiti kot faktorje, kajti faktorjske analize nismo naredili.

Sodelujoči so svoja pritrdilna stališča ocenjevali največkrat s srednjimi ocenami. To dejstvo bi morda govorilo v prid nizkega znanja odraslih o potrebah nadarjenih otrok; odgovor, kot je »strinjam se ali ne strinjam se«, je na sredi med dvema ekstremoma in se zelo pogosto pojavlja pri sodelujočih, ki nimajo posebnega stališča do predmeta raziskave. Izbira sredinske vrednosti je istočasno tudi način »izogibanja večjim napakam pri odgovarjanju»; sredina je najmanj oddaljena od obeh koncev, v primeru, da se »točen odgovor« skriva na enem koncu lestvice.

Izjema je bila trditev »Nadarjeni otroci potrebujejo poseben program vzgoje in izobraževanja« ( $M = 4,04$ ;  $0,94$ ). Iz odgovora bi se lahko razumelo, da se odrasli zavedajo potrebe po vključevanju nadarjenih otrok v posebne programe. Naslednje vprašanje, katerega bi avtorica rada raziskala, je odgovor, zakaj je temu tako; zakaj so

odrasli mnenja, da je takšna izobrazba potrebna. Katere potrebe otrok bi po mnenju teh odraslih takšen program izpolnjeval.

Starši so najnižjo stopnjo strinjanja izražali s trditvijo »Nadarjeni ne izkazujejo vedenjskih motenj» ( $M = 2,26$ ;  $SD = 0,92$ ), prav tako tudi s trditvijo »Nadarjeni otroci se enako razvijajo na vseh področjih» ( $M = 2,3$ ;  $SD = 1,18$ ). Verjeten razlog za tak rezultat bi se lahko poiskalo v izkušnjah staršev; značilnosti, ki se nanašajo na karakteristike čustvenih doživetij in osebnostne značilnosti drugih otrok, so staršem vseeno manj dostopne kot vedenje otrok; zelo verjetno je, da so starši imeli izkušnje z otroki, ki so imeli vedenjske motnje, o katerih se je v vrtcu, šoli ali družini govorilo, in na tem področju se počutijo mnogo bolj kompetentne govoriti, kot na primer o samospoštovanju ali pa o potrebi po nagrajevanju.

Razlog, zaradi katerega so starši izkazali večjo ali manjšo stopnjo strinjanja z enimi trditvami v odnosu do drugih, bi lahko bil v tem, da so informacije o potrebi posebnega programa za nadarjene v nekako enakem obsegu problemov v vedenju nadarjenih kot tudi pri ostalih otrocih in v neenakomernem razvoju nadarjenih otrok bile nekako najbolj izražene pri njihovem srečevanju s tovrstno problematiko nadarjenih otrok (skozi literaturo, eventualno edukacijo in podobno).

Povezanost komponent čustvenega doživljanja; značilne so povezanosti med socialnim statusom in rezultati izobrazbe ( $F = 0,30$ ;  $p < 0,41$ ), rezultatov izobrazbe in pomembnosti dosežkov ( $F = 0,40$ ;  $p < 0,00$ ), ter visokega IQ-a in rezultatov izobrazbe. Omenjene komponente čustvenega doživljanja so poljubne, izbor vprašanj, ki tvorijo komponente so avtorčin izbor in ni jih treba razumeti kot faktorje, kar je že omenjeno. Vidno je, da se v vsem značilnim korelacijam kot spremenljivko zasledi izobrazbeni dosežek. V bodoče bi bilo zanimivo raziskati, v kateri smeri starši zastavljajo vzročno-posledično povezavo izmed teh spremenljivk, če ona obstaja; glede tega, da gre za korelacije ni možno predvidevati ali starši mislijo, da je dober uspeh v šoli vzrok socialnega statusa in kolikšen del šolske uspešnosti pripisujejo inteligenci.

## Zaključek

Cilj raziskave je zbiranje informacij o znanju odraslih o čustvenih potrebah nadarjenih otrok. Za potrebe raziskave je konstruiran poseben vprašalnik.

Rezultati niso prinesli statistično značilno razliko med moškimi in ženskami glede njihovih znanj o čustvenih potrebah nadarjenih otrok, niti vpliv starosti na znanje odraslih o čustvenih potrebah tih istih otrok.

Značilne so povezanosti med socialnim statusom in rezultati izobrazbe, rezultatov izobrazbe in pomembnosti dosežkov, ter visokega IQ-a in rezultatov izobrazbe.

Ustanovljene pomanjkljivosti v raziskavi bodo koristne za popravljanje vprašalnika in načrta raziskave, da bi se zbralo informacije o znanju odraslih o čustvenim potrebam nadarjenih otrok, zaradi učinkovitejše senzibilizacije in izobrazbe odraslih o pomembnosti holističnega pristopa nadarjenim otrokom.

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## PREPOZNAVANJE NADARJENOSTI V SREDNJIH STROKOVNIH ŠOLAH

**Povzetek:** V času hitrih sprememb tudi na srednjih šolah vse pogosteje opažamo, da se moramo pri podajanju znanja svojim dijakom pogosto prilagoditi njihovim zmožnostim. Veliko dijakov ima odločbe s primanjkljajem znanja na posameznih področjih zaradi različnih vzrokov. Pogosto se učiteljem zato zgodi, da se vse pogosteje ukvarjamo s tistimi dijaki, ki imajo težave, nekako ob strani pa puščamo tiste, ki zaradi nadarjenosti, visokih strokovnih spretnosti ali znanj ali nenazadnje zaradi novih, nenavadnih zamislih o izboljšavi posameznega dela strokovnega procesa, izstopajo od vseh ostalih.

Na Srednji zdravstveni in kemijski šoli na Šolskem centru Novo mesto se zadnje čase intenzivneje ukvarjamo z vsemi tistimi dijaki, za katere menimo, da na posameznem področju izstopajo od ostalih, da kažejo posebno nadarjenost. Ukvarjamo se z zamislijo, kako izdelati oz. prepoznati nadarjenost dijakov v srednjih strokovnih šolah, saj namreč opažamo, da imamo tudi srednje strokovne šole nadarjene dijake, ki k nam ne pridejo kot identificirani nadarjeni, ki nimajo Zoisove štipendije in je tudi ne bodo mogli dobiti, saj njihova nadarjenost ni razvidna pri splošnoizobraževalnih predmetih ali področjih, pač pa se močno manifestira na strokovnem področju, za katerega se šolajo. Nadalje nam izziv predstavlja tudi dejstvo, da identificirane nadarjene pravilno usmerjamo in jim ponudimo individualno izobraževanje, ki jim bo omogočilo razviti njihove potenciale. Zavedamo se namreč, da je zaradi različnih socialnih ali čustvenih potreb dijakov, katerih je zlasti na srednjih strokovnih šolah veliko, potrebno preseči mišljenje, da med njimi ni nadarjenih.

**Ključne besede:** nadarjeni dijaki v srednjih strokovnih šolah, čustvene in socialne potrebe dijakov, dijakovi občutki drugorazrednosti, odkrivanje nadarjenih dijakov in učiteljev.

## IDENTIFYING GIFTEDNESS AT SECONDARY VOCATIONAL SCHOOLS

**Abstract:** In this time of rapid changes it is often the case that also at secondary schools teachers need to adapt to the abilities of the students while delivering knowledge to them. Many students have special contracts due to deficits in their knowledge in individual fields for various reasons. Therefore it is not uncommon for teachers to be increasingly dealing with those students who have problems and neglecting the ones who stand out because of their talent, high professional skills or knowledge, or simply because of their new, unusual ideas to improve certain parts of a professional process.

At the Secondary Vocational Nursing and Chemistry School at School Centre Novo mesto we have recently been more intensively dealing with all those students that we feel stand out from the others in a particular field - that they show special talent. We are dealing with an idea on how to recognize the talents of students in secondary vocational schools. Namely,



it has been established there are talented students also at secondary vocational schools, but they do not come to the schools identified as gifted, nor do they have the Zois scholarships and would not even be able to get them, since their talents are not evident in the general educational courses or areas, but are strongly manifested in the professional fields which the students attend. Furthermore, we are challenged by the fact that we need to direct such students properly and offer them individual training, which will enable them to develop their potentials. We are convinced that because of various social or emotional needs of students, which are particularly at secondary professional schools, it is necessary to go beyond thinking that among them there are not talented.

**Key words:** talented students in secondary vocational schools, emotional and social needs of students, students' feelings of inferiority, identifying gifted students and teachers.

Definicij nadarjenosti je zelo veliko, po mnenju nekaterih bi lahko celo rekli, da je prav vsak otrok za nekaj nadarjen, njegovo nadarjenost je potrebno le odkriti. To je seveda najtežja in odločilna naloga. To pa je seveda najtežji del. Nadarjenost se ne pokaže sama od sebe in ne more jo opaziti vsak človek (Kraft in Semke 2008). Zanimiv je tudi pogled Galbraithove (1992, 86), ki pravi: »V zvezi s celotnim sklopom definicij imam nekaj težav. Vendar ne gre za opredelitve same. Problematičen je način, kako definicije uporabljajo.« Painter (1980) v svoji definiciji o nadarjenosti poudarja, da je sestavljena iz sposobnosti, ki niso absolutne za vse oblike družbe, saj so darovi tiste sposobnosti posameznika, ki le-temu omogočajo, da opravijo družbeno najvišje cenjene naloge (George 1997, 12).

Mnogi znanstveniki danes pojmujejo inteligenco kot »/.../ medsebojno delovanje določenih nagnenj in potencialov na eni strani ter priložnosti in omejitev, značilnih za določeno kulturno okolje na drugi strani.« (Gardner 1993, 15).

Izmed veliko teorij in definicij o nadarjenosti je relativno nova ideja, »da nadarjenost ni neka stalna in absolutna človekova značilnost. Posameznik je lahko nadarjen, če ima ustrezne pogoje za nadarjeno vedenje, ali z drugimi besedami, če poleg nadpovprečnih sposobnosti in ustvarjalnosti dobi tudi priložnost in spodbude za izjemno vedenje. Zato bi bilo morda bolje govoriti o posameznikih, ki kažejo nadarjeno vedenje kot pa o nadarjenih.« (Žagar 2001, 5).

Tri lastnosti, ki so nujno potrebne za opredelitev nadarjenega vedenja in jih omenjajo tudi Renzulli, Reis in Smith so tako:

- visoke intelektualne sposobnosti;
- visoke ustvarjalnosti;
- visoke predanosti nalogi (v Ferbežer 2005).

»Otroci, ki so sposobni razviti ustrezno interakcijo med temi tremi področji osebnostnih potez, zahtevajo široko raznolikost razvojnih spodbud v vzgojno-izobraževalnem

procesu, ki ni prisotna v običajnem vzgojno-izobraževalnem programu.« (Ferbežer, v Škufca 2003).

Če izhajamo iz tega teoretičnega modela, Renzulli razlikuje dve vrsti nadarjenosti:

- akademsko oz. učno-lekcijsko;
- kreativno-produktivno (Bezić et al, 2006).

Ravno druga vrsta nadarjenosti pa je tista, ki jo je težje identificirati in opredeliti, pa vendarle v veliko večji meri zastopana v srednjih šolah - še posebej v okviru praktičnega pouka kot specialni ali parcialni talenti (npr. pri izdelavi mize). Ravno zato mora biti odkrivanje nadarjenosti med srednješolci del kratkoročne in dolgoročne strategije šole, sicer se delo z nadarjenimi odmika in potiska na obrobje šolskega dela. Če se učitelji ne zavedajo dovolj humanega poslanstva in pomena odkrivanja in edukacije nadarjenih dijakov, jim pogosto žal pomeni delo z nadarjenimi le več administrativnega dela in obremenitvenih težav.

Čeprav se parcialno nadarjeni učenci (Strmčnik 1994) kasneje v življenju inovativno izkažejo, sta obče prepričanje in šolska praksa bolj v prid univerzalni nadarjenosti kot v prid učencev z delnimi, zlasti bolj praktičnimi sposobnostmi. »Te veliko manj ceni, a še manj podpira in razvija z ustvarjanjem njim primernih učnih možnosti.« (Strmčnik 1994, 14) Ravno zato želimo srednje strokovne šole opozoriti na problematiko identificiranja nadarjenih dijakov, za katere dijaki sami in okolje pogosto mislijo, da jih v strokovnih šolah ni in jih je zaman tudi iskati.

Srednje šole imamo velik odstotek dijakov iz socialno šibkih družin, ki pogosto tudi zaradi socialne, finančne stiske ali prepričanja staršev, da je pomembno, da gredo njihovi otroci čim prej v službo, da bodo zaslužili denar za preživetje, svojih otrok ne spodbujajo k nadaljnjemu izobraževanju, še posebej ne spodbujajo individualnih izobraževalnih načrtov zanje, saj težje razumejo, da je to za njihove otroke boljše, sami pa želijo le, da njihovi otroci ne bi odstopali od ostalih. Pogosto pravijo, da se počutijo zapostavljene in navezujejo svoja občutja in doživetja na svoj socialni status.

Drugi problem pa nastaja pri identifikaciji dijakov iz socialno ogroženih družin ali dijakov, ki imajo čustvene ali vedenjske motnje in za katere bi lahko menili, da so nadarjeni.

Družbeno okolje in pogosto tudi šole za socialne in čustvene potrebe nadarjenih posameznikov nimajo dovolj ustreznega posluha. Spoznavno izstopajoči dijaki so lahko velikokrat tudi moteči, če jih dodatno ne motiviramo z učenjem, ki krepí in spodbuja njihove sposobnostne potenciale. Na tej točki je še kako pomembna subtilnost in strokovnost učiteljev, da v »motečih« dijakih lahko prepoznajo tudi njihovo nadarjenost. Vedenjska odklonskost in želja po drugačnosti pri dijakih velikokrat pomeni le stranski, oziroma sekundarni znak nadarjenosti.

Učenci se morajo v devetem razredu osnovne šole odločiti, v katero srednjo šolo se bodo vpisali. Večina osnovnošolcev si želi nadaljevati šolanje na gimnazijah, saj jim le-te omogočajo vključitev na katerokoli smer študija. Med štiriletnim šolanjem si dijaki, npr. srednje zdravstvene šole, dodobra lahko predstavljajo, kako poteka delo v bolnišnicah. Ravno pri praktičnem pouku dijaki sami, pa tudi njihove mentorice na oddelkih, zaznavajo napredek vsakega posameznika. Nekateri dijaki, ki ugotovijo, da jim je področje zelo tuje in da tovrstnega dela ne bodo zmogli, s šolanjem celo prenehajo. Dijaki ugotavljajo, da je potrebno imeti poleg pridnosti in motivacije tudi tisto, za kar radi rečejo, da »poklic, za katerega se šolaš, ti mora biti pisan na kožo«.

Ne gre namreč prezreti dejstva, da če presojamo nadarjenost v osnovnih šolah bolj pri splošnoizobraževalnih področjih, bi zlasti na srednjih strokovnih šolah morali upoštevati vprašanje, kako je s sposobnostnimi, potenciali in njihovo uresničitvijo na specifičnem področju, za katerega se šolajo.

Pri tem opažamo vsaj dva večja problema. Eden je splošno znan, in sicer iskanje samega sebe, istovetenje z modeli, posamezniki, vrednotami v okolju, iz katerega izhajajo. Ravno zaradi te individualizacije in socialnega okolja, iz katerega prihajajo dijaki, je nadarjenost včasih težje prepoznati, saj vsak odklon, tudi v šolah, prehitro obravnavamo kot nezmožnost prilagajanja pravilom, redu in družbi.

Drugi problem pa se odraža predvsem v zadnjem času, in sicer prepričanje dijakov, da zaradi čustvenih oz. socialnih potreb, ki jih izkazujejo, niso dovolj dobri, da bi si, ne glede na ocene, upali vpisati na gimnazije, zato dobivajo srednje strokovne šole stigmatizacijo v njihovih očeh, da so drugorazredne šole. Dijaki, ki se želijo v življenju ukvarjati npr. z zdravstvenim poklicem, ki čutijo in premorejo empatijo do bolnikov, si to vrsto sposobnosti ne štejejo več v prid in dobro, pač pa kot nekaj, kar je tako drugorazredno, ker v njihovem ožjem ali širšem okolju ni cenjeno. Delno je to družben problem, problem vrednot, delno pa tudi problem sistema prepoznavanja nadarjenosti in problem šol, ki se s tem pojavom srečujemo in ne vemo natančno, kaj naj z nadarjenimi dijaki, če jih sploh znamo odkriti, počnemo.

Poudariti je potrebno, da moramo srednje strokovne šole narediti nekaj, kar bo našim dijakom pri njihovem prepričanju, čutenju in občutju pomagalo, da se jim dvigne njihova lastna vrednost v okolju. Vsi dobri dijaki, ki jih prepoznamo kot nadarjene, pogosto namreč rečejo, da nadarjenost na srednji strokovni šoli ni tako pomembna kot na npr. gimnaziji, zato čutijo stalno potrebo po dokazovanju, da so na svojem področju dobri. Do sebe postajajo vse bolj kritični, poskušajo se dokazati tudi na ostalih področjih. Prepričani namreč so, da jim socialni status, ki ga imajo, kamor prištevajo tudi izbiro srednje strokovne šole in ne gimnazije, ne bo omogočil, da se bodo na profesionalni poti v svojem poklicu popolnoma našli, saj se bodo tudi kasneje ravno zaradi tega morali vedno znova dokazovati. Pa ne le okolju, nadrejenim, sodelavcem, pač pa tudi sebi.

O tem, kar opažamo v šolah, je pisal tudi Ivan Ferbežer (2001,10): »Torej je tudi pri nas tendenca premika od definicij, ki opredeljujejo nadarjenost predvsem po splošnih intelektualnih sposobnostih, prek definicij, ki poistovetijo nadarjenost s kreativnostjo, do tistih, ki nadarjenost opredeljujejo z interakcijo visokih sposobnosti, kreativnosti in izražene motivacije. Torej gre kronološki red od diferencialnega modela h komponentnemu modelu.«

Ne glede na ocene nekateri dijaki razvijejo zelo visoko stopnjo empatije in sposobnost ter spretnosti učinkovito pomagati pacientu ne le s posegi, temveč tudi z besedo. Zlasti tisti dijaki, ki tudi pri sebi čutijo, imajo čustveno potrebo po priznavanju, so sposobni velike empatije. Tudi inštruktorice na praksi ugotavljajo, da se vseh situacij dijakom ne da v naprej razložiti in jih predvideti, zato vsi skupaj ugotavljamo, da so nekateri dijaki za poklic, za katerega se šolajo, nadarjeni bolj kot bi lahko od njih pričakovali glede na njihovo starost, znanje in samostojnost. V bolnišnicah radi rečejo, da bodo ti dijaki izredno dobri delavci, saj delajo s srcem. Šolske ocene so jim ob tem drugotno merilo. Tudi Nagel ugotavlja, da so nekateri učenci lahko posebej slabi, vendar bolj talentirani kot vsi njihovi sošolci. »Velike nadarjenosti ni mogoče razbrati ne iz ocen ne s konice nosu. Zlasti pa ne drži, kar večina ljudi še vedno misli o zelo nadarjenih: da bi s svojimi nenavadnimi sposobnostmi v dvomu morali kaj doseči tudi sami, brez tuje pomoči in tudi zoper neugodne okoliščine /.../.« (Nagel 1987, 7).

Tudi učitelji smo se začeli seveda spraševati, kaj lahko tudi mi sami naredimo, da tako njim, kot vsej javnosti sporočimo, da jim pri oblikovanju osebnosti in doseganju njihovih potencialov želimo stopiti nasproti in jim pomagati. Z identifikacijo oz. prepoznavanjem nadarjenih dijakov v srednjih strokovnih šolah bi lahko dosegli marsikateri boljši učinek ne le za posameznega dijaka, pač pa tudi za šolo in celotno družbo.

Ugotovimo in zastavimo si lahko sledeče hipoteze:

- 10 % dijakov na strokovnih šolah je nadarjenih;
- izmed nadarjenih dijakov je le malo takih, ki bi dosegli tudi dobre šolske ocene;
- dijaki, ki imajo Zoisovo štipendijo, praviloma niso prepoznani kot nadarjeni na strokovnem področju, za katerega se šolajo (slabost definicije, koncepcije in celotnega slovenskega koncepta za srednje šole).

Srednje strokovne šole se zlasti v zadnjih časih močno borimo za svoj obstoj; trudimo se prepričati učence, da za uspeh v življenju ni nujno, da se vpišejo v gimnazije, da se lahko vpišejo tudi na strokovne šole, kjer lahko razvijajo svoje potenciale za področja, ki jih zanimajo. Ravno za take dijake namreč ugotavljamo, da so srčni in na posameznem strokovnem področju zelo uspešni.

Okolje, v katerem živimo, si prizadeva dobiti več srednješolskega kadra in pogosto se marsikdo sprašuje, kje poiskati odgovor. Vendar pa odgovor sam leži v veliki meri na

prepoznavanju nadarjenih dijakov v srednjih šolah in prilagajanju pouka njihovim sposobnostim. Pre pogosto se namreč ukvarjamo le s tistimi, ki se težko učijo in ki s težavo razvijajo določene spretnosti. Na nadarjene pa šolsko okolje pozablja. Zlasti na nadarjene v srednjih strokovnih šolah. Ne gre prezreti tudi dejstva, da vsak predmetni učitelj, kot je zapisal Nagel (1987), sreča vsak šolski dan vsaj enega zelo nadarjenega učenca. Torej jih srečujemo vsi, ne le v osnovni šoli, saj se posamezne nadarjenosti, zlasti za stroko, za katero se izobražujejo dijaki kasneje, pokažejo šele v okviru srednjih strokovnih šol.

Ugotavljamo namreč, da imamo srednje strokovne šole kar nekaj nadarjenih dijakov, ki pa pri splošnoizobraževalnih predmetih nadarjenosti ne kažejo, saj jih motivira in izpopolnjuje predvsem stroka, za katero so se bili pripravljene šolati. Znotraj nje se najdejo, kot sami pravijo, jo opravljajo z veseljem in poslušom.

Da je odkrivanje nadarjenih dijakov težko delo, vemo vsi, še posebej pa to velja za področje strokovnih šol, kjer lahko pri odkrivanju nadarjenih uporabimo več različnih metod. Tudi po različnih teorijah lahko opazimo, da ni enotnega mnenja, katere metode so najboljše, saj je več vidikov, na katere je potrebno biti pozoren: socialni vidik, finančni in organizacijski vidik ...

Z nadarjenimi dijaki pa je poučevanje in učenje ne le zahtevno in odgovorno, pač pa včasih precej bolj naporno kot delo z dijaki, ki imajo primanjkljaje znanja ali spretnosti na posameznih področjih. Nadarjene dijake pogosto namreč spremljajo številne težave zaradi drugačnosti, nerazumljenosti tako s strani sošolcev kot staršev ali celo nekaterih učiteljev.

Odločili smo se, da sledimo modelu odkrivanja nadarjenosti, ki ga predlaga Koncept odkrivanja in dela z nadarjenimi učenci, ki ga je pripravil Strokovni svet Republike Slovenije za splošno izobraževanje in naj bi bil temelj pri odkrivanju nadarjenih učencev: evidentiranje, identifikacija in seznanitev in mnenje staršev.

Ker smo prenesli model iz osnovnošolskega na srednješolsko področje, smo prilagodili tudi model, da bi seveda bolj ustrezal dijakovim potrebam. Združili smo fazi evidentiranja in identifikacije, saj smo se odločili zajeti v obravnavo dijake prvih letnikov. Zavedati se je potrebno, da ciljno spodbujanje nadarjenih otrok v slovenskih šolah ni samoumevno, odvisno je od iznajdljivosti in angažiranosti posameznega učitelja.

Velikokrat radi govorimo o likovni, glasbeni, športni talentiranosti (Gardner 1993), o sposobnosti empatije kot enem od medosebnih kvaliteta nadarjenosti pa doma ne beremo skoraj nikjer. Sprašujem se namreč, zakaj se dijakom ne daje priznanja nadarjenosti, če izkazujejo veliko mero empatije pri svojem delu, kar je za posamezen poklic odločilno. Šolske ocene ne izkazujejo tovrstne nadarjenosti, v okviru koncepta o nadarjenih pa tega področja tudi ne moremo nikamor prišteti.

Dijakom se vse prepogosto zdi, da so na strokovnih šolah zato, ker niso dosegli visokih ocen za vpis na gimnazije, da jih nihče ne bo cenil, saj so sposobnosti oz. spretnosti, za katere se izobražujejo, v družbi prezrte. Mnogokrat se to zdi tudi nam učiteljem. Težko je motivirati učence in dijake, da lahko svoje potenciale razvijajo tudi v okviru ali celo predvsem v okviru srednjih strokovnih šol, saj le-te že zgodaj, takoj po osnovni šoli, vzpodbujajo razvoj posameznih strokovnih spretnosti.

Mirt Nagy (2001, 23) ugotavlja: »Šolski uspeh je bil bolj odvisen od SES (op. socialnoekonomskim statusom) staršev kot pa od sposobnosti učencev! Učni pogoji in motivacija staršev in učencev so očitno vsaj toliko pomembni kot njihove sposobnosti. Povedano z drugimi besedami, sposobnosti lahko ostanejo neizkoriščena dispozicija, če se jih v času šolanja ne razvija z ustreznimi aktivnostmi in še zlasti, če se ne spodbuja notranja motivacija učencev.«

Tudi na področju kemije, farmacije, kozmetike ali kateremkoli drugem strokovnem področju lahko dijaki izkazujejo svojo nadarjenost, čeprav, ko se kot učitelj z njimi o njihovih spretnostih pogovoríš in jih pohvališ, v tem ne najdejo zadoščenja. Še vedno so mnjenja, da so edini izkaz njihove uspešnosti šolske ocene. O samopodobi in lastnem vrednotenju govori tudi Ferbežer (2008, 11), ko pravi: »Otrok s pozitivnim vrednotenjem samega sebe se lahko izraža izjemno negativno in lahko povzroča nepopravljive posledice, ki se kažejo na osebni in medosebnem področju.« To je tipični storilnostni konstrukt, ki ni v skladu s humanističnim pojmovanjem nadarjenosti, o čemer je pisal Ferbežer (2008).

Potrebno bi bilo narediti kriterije, s pomočjo katerih bi tudi srednje strokovne šole identificirale dijake, ki so nadarjeni na posameznih strokovnih področjih in jim nato glede na njihove potrebe prilagoditi nadaljnje izobraževanje. Vsak učitelj, ki se trudi sprejeti raziskovanje v svoj razred med svoje dijake s tem sprejema in povečuje odgovorno okolje zase in za dijake. Hopkins (v Cencič 2001) dodaja, da so učitelji raziskovalci tisti, ki reflektirajo in vrednotijo svoje delo. S tem krepi samozavest dijaka in omogoča okolje, v katerem bo lažje prepoznal nadarjenost svojih dijakov. Tiste dijake, ki so nadarjeni na posameznem strokovnem področju, v katerem se izobražujejo in ki po šolskem uspehu ne izstopajo od ostalih sošolcev, je težko odkriti. Veliko večjo možnost odkrivanja nadarjenosti od svetovalnega delavca ali razrednika ima v tem primeru učitelj, ki je z dijakom kar nekaj ur tedensko skupaj pri praktičnem pouku in ga spremlja, kako razmišlja, kako se odziva na nove situacije in okolje, kako sprejema povratne informacije iz okolja ... Dijaki imajo pri praktičnem pouku namreč optimalne razvojne možnosti. Trditev (Ferbežer 2008), ki skoraj v večini primerov velja za osnovnošolsko okolje, da z uporabo osebnega znanja in poznavanjem učenčevih izjemnih področij ter na podlagi opazovanja in spremljanja šolski svetovalni delavci aktivno prispevajo pri identifikaciji nadarjenih otrok, tu ne velja popolnoma. Vlogo svetovalnega delavca prevzema inštruktor praktičnega pouka. Za srednješolsko okolje bolj velja: »Novejša literatura s področja nadarjenosti poudarja

pomembnost timskega pristopa k svetovalnemu delu. Učitelji, starši, vodstva šol in drugi so kot člani tima enako odgovorni za uresničevanje zastavljenega svetovalnega programa za nadarjene.« (Ferbežer in Kukanja 2008, 41).

Na srednjih strokovnih šolah imamo tudi dijake s Zoisovimi štipendijami, vendar ne v takem številu kot na gimnazijah, vendar pa se redko zgodi, da so ravno ti štipendisti tisti, ki na posameznem strokovnem področju izkazujejo nadarjenost. Kar nekaj imamo dijakov, ki nimajo Zoisove štipendije in je tudi ne bodo mogli dobiti, saj njihova nadarjenost ni razvidna pri splošnoizobraževalnih predmetih ali področjih, pač pa se močno manifestira na strokovnem področju, za katerega se šolajo.

Že Nagy (2001) ugotavlja, da Zoisove štipendije nimajo funkcije odkrivanja nadarjenih učencev, saj je to naloga učiteljev, šole in staršev, ki morajo prepoznane nadarjene spodbujati v njihovem osebnostnem in profesionalnem razvoju, dokler so dijaki šole. S Zoisovimi štipendijami se dijake in učence podkrepí v njihovih prizadevanjih po nadaljnjem izobraževanju, nikakor pa ne predstavlja dejstva, da so ti dijaki oz. učenci edini nadarjeni.

V okviru našega kolektiva smo izvedli na Srednji zdravstveni in kemijski šoli na Šolskem centru Novo mesto s pomočjo Koncepta odkrivanja in dela z nadarjenimi učenci v devetletni osnovni šoli pregled in ocenitev naključno izbranih dijakov po opazovalnih lestvicah, ki jih imajo osnovnošolski učitelji pri odkrivanju nadarjenosti.

Pri tem smo upoštevali, da: »Skrb za nadarjene učence je del programa dela šole, pomemben del njenega načrt in vizije ter tako tudi pomembna naloga vodstva šole.«, kot je zapisano v dokumentu Odkrivanje in delo z nadarjenimi učenci. Seveda smo se zavedali tudi dejstva, da je pomembno, da učitelj pri dijaku čim prej ugotovi nadarjenost, torej že v prvem letniku, ter tako pomaga dijaku, da razvija svoje sposobnosti v čim večji meri. Ker se lahko zgodi, da se nekatere nadarjene dijake spregleda, je pomembno, »da učitelji dobro poznajo značilnosti nadarjenih otrok in da se stalno strokovno izobražujejo na tem področju.« (Gorše 2007, 103).

Izbrali smo tri oddelke različnih strokovnih smeri prvih letnikov. Sklicali smo oddelčni učiteljski zbor in vsem pojasnili pomen izpolnjevanja ocenjevalnih lestvic. Pri samem delu se je vključevala tudi svetovalna delavka šole. Razrednik je zbral podatke o dijakih in učitelje prosil za dodatno mnenje oz. zapisnik sestanka, na katerem so se predstavili rezultati obrazcev za vsakega posameznega dijaka. Dijaki so bili izbrani s področja zdravstvene nege, farmacevtskega tehnika in smeri mizar.

Pri odkrivanju nadarjenosti smo si pomagali tudi z vprašalniki o samopodobi ter vprašalniki o učnih navadah dijakov. Predhodno pa smo dijakom pripravili tudi izobraževanja in delavnice s tega področja, ki so jih izvajali tako zunanji strokovnjaki kot svetovalna delavka. Kakšna je resnična nadarjenost posameznika in ali smo uspeli identificirati vse nadarjene, ne vemo z gotovostjo. »Kritiki psiholoških testov radi



poudarjajo te pomanjkljivosti in imajo v veliki meri prav. Vendar pa pri tem pozabljajo, da so testi še vedno najzanesljivejše merilo inteligentnosti, kar jih imamo.« (Makarovič 1985, 23).

*Analiza po posameznih področjih je pokazala sledeče:*

Pri 87-ih dijakih so oddelčni učiteljski zbori v sodelovanju s svetovalno delavko evidentirali po prej omenjenih ocenjevalnih lestvicah 1 dijaka, ki je nadarjen na vseh razen na gibalnem področju, 1 dijaka, ki je nadarjen na petih področjih in 2, ki sta nadarjena na štirih področjih, od tega vsi tudi na strokovnem področju, za katerega se šolajo, 3 dijaki so nadarjeni na treh področjih, od tega 1 tudi na strokovnem področju, za katerega se šola, 14 dijakov pa je takih, ki smo jih prepoznali kot nadarjene le na enem področju, in sicer na strokovnem področju, za katerega se šolajo.

Pri pregledu ocen, ki so jih imeli pri strokovno-teoretičnih in praktičnem predmetu, se je izkazalo, kot smo predvideli v drugi hipotezi, da je od teh le 4% takih, ki imajo pri teh predmetih tudi najvišjo oceno. Prva hipoteza pa je v svoji trditvi celo presežena, saj je kar 24% dijakov prepoznanih kot nadarjeni, od tega (19 dijakov) 21,8% na strokovnem področju, za katerega se šolajo. Zanimiv je tudi podatek, da od 14-ih dijakov, pri katerih se izkazuje nadarjenost na strokovnem področju, je kar 11 dijakov s področja zdravstva. Od zgoraj omenjenih dijakov pa so le trije dijaki taki, ki imajo Zoisovo štipendijo, vsi ostali, ki imajo Zoisovo štipendijo, niso bili prepoznani kot nadarjeni.

Pri delu smo poleg pogovora uporabili tudi anketni vprašalnik dijakov, učiteljev. Pogovore je vodil razrednik z oddelčnim učiteljskim zborom, v razredu pa sta pogovor z dijaki vodila razrednik in svetovalna delavka. Izvedli so se tudi individualni pogovori z dijaki, in sicer sta jih izvedla razrednik in svetovalna delavka ločeno. Pri izpolnjevanju ocenjevalnih lestvic je bil razredniku v pomoč tudi individualni pogovor s starši.

Po mnenju šole, razrednika, oddelčnega učiteljskega zbora in svetovalne delavke smo tako prišli do predloga posameznih imen dijakov, za katere menimo, da so nadarjeni. Poslali jih bomo v nadaljnjo obravnavo k psihologinji v Posvetovalnico za starše in mladostnike. Ob tem pa se nam seveda zastavlja ključno vprašanje: Najboljša orientacija za odkrivanje nadarjenosti so bila poročila in mnenja učiteljev, ki so dijaka izobraževali pri praktičnem pouku oz. pri strokovno-teoretičnih predmetih, kjer se je kazala dijakova inovativnost, drugačen pogled na problematiko, ustvarjalnost ... Kako lahko meri psiholog tako strokovno področje? Zdi se nam namreč, da je potrebno brez posebnih v naprej napisanih usmerjenih trditev ali vprašanj zaupati v pedagoško in strokovno presojo učiteljev in na podlagi posameznih strokovnih mnenj, ki jih ne zastopa le posameznik, pač pa jih izoblikuje celoten oddelčni učiteljski zbor, sprejeti sklep o ugotovitvi, da je dijak za neko strokovno področje nadarjen. Ugotovili smo, ne le da so obrazci, ki smo jih uporabili in so namenjeni za prepoznavanje nadarjenosti v osnovnih šolah, za nas le delno sprejemljivi, pač pa, da si težko tudi



predstavljamo, kako bi jih sploh bilo možno sestaviti, da bi zajeli različne parametre, katere je na posamezni srednji strokovni šoli potrebno upoštevati. Šole s svojimi programi in okoljsko umeščenostjo smo namreč tako posebne in individualne kot dijaki. Tudi na šoli kot instituciji potekajo medosebni odnosi in se zaznajo čustvene in socialne potrebe ne le dijakov, temveč tudi staršev in učiteljev. Vse ugotovitve, do katerih smo prišli, nam bodo koristile pri nadaljnjem delu z dijaki, za katere smo ugotovili, da so nadarjeni. »Tu se znova soočimo z dvema diametralno nasprotnima stališčema. Nekateri prisegajo na psihološke teste, drugi pa se posmehujejo psihologovim poskusom, da bi ljudem »izmerili pamet« ter prisegajo na neposredno opazovanje kot na edino sprejemljivo metodo.« (Makarovič 1985, 57).

Tudi strokovnjaki, kot pravi Gorše (2007) priporočajo različne metode odkrivanja nadarjenih otrok. Različno imajo le mnenje o ustreznosti posamezne metode. Gotovo pa je, da z nobeno metodo ni mogoče zanesljivo napovedati nadarjenosti. Gorše tudi pravi, da se pri odkrivanju nadarjenosti pogosto upoštevajo mnenja učiteljev, ki naj bi bili po raziskavah sposobni odkriti od 45 do 60 odstotkov nadarjenih učencev. Učitelj ima v primerjavi s testi namreč prednost, da odkriva in spoznava dijake v realni situaciji med vzgojno-izobraževalnim delom dlje časa, čeprav tudi subjektivnih napak ne gre zanemariti (Žagar v Gorše, 2007).

Po Ferbežerjevem mnenju (2005) je učitelj osnovni identifikator in oblikovalec nadarjenih otrok, zato je pomembno, da je strokovno podkovan, da je dobro motiviran in da ima jasne predstave o nadarjenosti (Turk v Gorše, 2007). Ugotavljamo, da pri odkrivanju nadarjenosti igrajo socialne in čustvene potrebe dijakov veliko vlogo. Pa ne le dijakov. Tudi učiteljev. Vsak učitelj lahko opravlja svoj poklic po končani diplomi in strokovnem izpitu. Vemo, da nismo vsi učitelji enaki, vsak zase je prav tako kot dijaki svet zase. Z raznolikostjo pri opravljanju svojega poslanstva ni nič narobe. Na problematiko nadarjenosti pa lahko pogledamo tudi s popolnoma drugega zornega kota, in sicer, da se vprašamo, koliko imamo nadarjenih učiteljev, ki želijo in si prizadevajo v dijakih odkriti nadarjenost. Poleg rednih izobraževanj za učitelje bi se bilo s tega zornega kota bilo potrebno torej vprašati, kako prepoznati nadarjene učitelje. Ti bodo namreč zagotovo znali prepoznati nadarjene dijake. Pa ne le, da jih bodo prepoznali, znali jim bodo v veliko večji meri omogočiti izpolniti vrzeli pri njihovih pomislekih v zvezi s socialnimi in čustvenimi potrebami. V tej percepciji leži del odgovora na problem. Kaj narediti z nadarjenimi dijaki, ko jih kot take prepoznamo? Individualno naj z njimi delajo nadarjeni učitelji.

Kot velja, da se moramo zavedati pomena vseživljenjskega učenja kot kontinuiranega in nekončnega procesa, se moramo zavedati tudi nadarjenosti kot procesa, ki ni zaključen in ne linearen. V primernem okolju se nadarjenost lahko razvija in stopnjuje, čeprav so prisotna nihanja. Nadarjenost torej ni nekaj, kar odkrivamo pri učencih v osnovnih šolah, potem pa nič več. Lahko se pojavi kasneje, v srednji šoli, na fakulteti ali po končanem izobraževanju ali pa celo kasneje v življenju. Na nadarjenost je potrebno gledati veliko širše (Gardner) in v celotnem življenjskem ciklusu.

Učitelji smo včasih preveč boječi in se ne upamo izpostavljati z izražanjem svojih mnenj, kar pogosto botruje dejstvu, da se ravno z nadarjenimi nihče noče ukvarjati. Le v primeru, da bomo tudi o nadarjenih spregovorili in jim nudili individualno obravnavo izobraževanja ter s tem krepili njihov osebnostni in strokovni potencial, bomo naredili korist ne le sebi kot šoli, pač pa tudi stroki in družbi. Na naših dijakih namreč bo stal svet v prihodnosti. Mi pa smo strokovnjaki na posameznih področjih, da jim razvoj njihovih potencialov lahko omogočimo. Kot učitelji nosimo namreč veliko odgovornost za razvoj posameznikov in če ob tem čutimo nekaj strahu, ni nič narobe, pomeni le, da se zavedamo vseh zahtevnih razsežnosti učiteljevega poklica.

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*Darija Erbus*

E-mail: darija.erbus@guest.arnes.si

## **UPOŠTEVANJE POTREB NADARJENIH UČENCEV NA OSNOVNI ŠOLI LJUDSKI VRT PTUJ**

**Povzetek:** V prispevku je predstavljeno delo z nadarjenimi učenci na OŠ Ljudski vrt Ptuj. Strokovni delavci se te naloge lotevajo z veliko vnemo in odgovornostjo. Šola danes ponuja celo vrsto dodatnih programov in aktivnosti za spodbujanje ustvarjalnosti, izvirnosti in kritičnosti, v katerih večina učencev, ki to želi, najde možnosti za razvijanje svojih talentov in sposobnosti. Pri pripravljanju programov šola upošteva, kako se ob tem počutijo učenci, kako nadarjenost vpliva na njihove odnose z drugimi in v katerih programih si želijo sodelovati. V ta namen je bila opravljena analiza vprašalnikov 152 učencev, ki so bili prepoznani kot nadarjeni.

**Ključne besede:** nadarjenost, učenci, socialne in čustvene potrebe, programi za nadarjene.

## **CONSIDERING THE NEEDS OF GIFTED CHILDREN IN PRIMARY SCHOOL LJUDSKI VRT PTUJ**

**Abstract:** The article presents the work with gifted pupils in Primary School Ljudski vrt Ptuj. For quite a few years professional workers have approached this task with enormous enthusiasm and a sense of responsibility. To encourage creativity, originality and criticism, the school offers a variety of extra curricular programs and activities, among which most pupils, who show the interest for it, can find an opportunity to evolve their talents and abilities. During the preparation of such programs, the school considers pupils' feelings and the influence their giftedness has in relation to other people, as well as their preferences of the programs they wish to take part in. For this purpose an analysis of 152 questionnaires which were distributed among pupils recognized as gifted, has been conducted.

**Key words:** giftedness, pupils, social and emotional needs, programs for gifted pupils

### **Uvod**

Pri učencih želimo razvijati ustvarjalnost in kreativnost, zato jim moramo ustvarjati takšno okolje, v katerem se bodo počutili varne in kjer se bodo lahko izrazili na njim lasten način. Učencem, za katere pravimo, da so nadarjeni: talenti, sposobni, izjemni, nadpovprečno sposobni, bolj dojemljivi učenci ..., želimo njihovo nadarjenost najprej odkriti, jo razvijati in nadgrajevati.

Da bi se razvila ustvarjalnost, je potrebnih več sestavin: izvirnost, domiselnost, prožnost in divergentno mišljenje. Ob nadarjenosti in ustvarjalnosti sta pomembna še motivacija in okolje - ambicioznost, marljivost in vztrajnost ter emocionalna trdnost. Če se vse te komponente v stični točki prekrivajo, so lahko doseženi visoki rezultati oz. lahko nastopi visoka storilnost (Nagel 1987).

Učence v osnovni šoli spodbujamo, da se zavedajo svojih potencialov in svojih močnih področij, s čimer krepijo svojo samopodobo, obenem pa se morajo zavedati svojih šibkih področij, da jih lahko premagajo.

## Osnovna šola Ljudski vrt Ptuj

V Letnem delovnem načrtu šole 2010/11 je zapisano, da: »Dobro šolo gradijo dobre učiteljice in učitelji, ki znajo in zmorejo svoje delo opraviti strokovno, se povezujejo v time, sodelujejo, se dopolnjujejo in se drug od drugega učijo. Dobro šolo pomenijo strokovni delavci, ki najdejo pot do učencev in staršev, jih spoštujejo in vzpodbujajo.«

Prednostna naloga šole je skrb za uspešen razvoj učencev in učenk. Strokovni delavci želijo ponuditi učencem kvalitetno znanje, medsebojno spoštovanje in jim omogočiti, da se v šoli dobro in varno počutijo. Vsak izmed učencev je pomemben, zato strokovni delavci spremljajo napredek in uspehe posameznega otroka, saj se zavedajo, da je vsak izmed njih drugačen, poseben. Veliko pozornosti namenjajo razvijanju varnega okolja in nenasilni komunikaciji med vrstniki. Vzgoja učencev in učenk je enako pomembna kot posredovanje znanja. Strokovni delavci dajejo velik pomen tudi pozitivnim osebnostnim lastnostim.

Prav tako je v Letnem delovnem načrtu za šolsko leto 2010/11 zapisano, da je osnovni program dela šole obogaten z dodatnimi programi in projekti, ki so zanimivi za učence. Cilj širjenja ponudbe je, da vsak izmed strokovnih delavcev in učencev najde področje, kjer bo imel možnost dokazati lastno ustvarjalnost in sposobnosti. Strokovni delavci dajejo velik poudarek delu z učenci, ki imajo učne težavami in učenci s posebnimi potrebami, prav tako pa že vrsto let prilagajajo delo nadarjenim učencem v okviru pouka, ur individualnega dela in interesnih dejavnosti.

V šoli obstaja dolgoletna tradicija spodbujanja raziskovalnega dela in javna predstavitev inovativnih projektov učencev in strokovnih delavcev. Dodatni pouk je namenjen razvijanju ustvarjalnih potencialov učencev.

Z različnimi metodami in oblikami dela se lahko bolj upošteva različnost učencev in njihove sposobnosti. Poleg pestrega nabora različnih oblik šolske skrbi so učitelji začeli uvajati tudi popolnoma nove oblike dela z nadarjenimi učenci.

## **Oblike dela z nadarjenimi učenci**

Učitelji in učiteljice pri delu z nadarjenimi upoštevajo, da lahko otrok izrazi svoje sposobnosti v različnih obdobjih svojega življenja in na različnih področjih. Upoštevajo tudi, da imajo lahko nadarjeni učenci tudi učne težave ali zaradi določenih posebnosti v vedenju njihove sposobnosti ne pridejo do izraza.

Zaradi na novo odkritih potreb nadarjenih otrok so poleg dodatnega pouka, raziskovalnega dela, vključevanja učencev v različne projekte, kot je teden dejavnosti ob dnevu šole, večletnega mednarodnega sodelovanja s Švedsko, učencem v zadnjih letih ponujene še nove oblike dela z nadarjenimi učenci:

- ustvarjalne delavnice za učence 4., 5. in 6. razreda,
- delavnice za učence 7., 8. in 9. razreda po predmetnih področjih,
- tridnevni tabor za nadarjene učence 5. in 8. razreda in
- medgeneracijska druženja učencev in staršev.

Cilji in načela, ki jih strokovni delavci upoštevajo pri svojem delu, so:

- svobodna izbira učencev,
- širjenje in poglobljanje temeljnega znanja, ki ga učenci pridobijo pri pouku,
- razvijanje ustvarjalnosti, vedoželjnosti in kreativnosti,
- uporaba sodelovalnih oblik učenja ter uporaba sodobnih oblik in metod dela,
- spodbujanje odgovornosti in razvijanje sposobnosti za samostojno izobraževanje s pomočjo različnih virov znanja in
- ustvarjanje možnosti za druženje.

Pozitivne izkušnje pri delu z nadarjenimi učenci:

- osebni stik z učenci, iz katerega se razvije poseben, prijateljski odnos,
- veliko pozitivnih povratnih izkušenj od otrok in staršev,
- medsebojna interakcija med učenci in mentorjem - učenci se učijo od mentorja, le-ta pa od učencev in
- timsko delo, izmenjava izkušenj med strokovnimi delavci.

## **Ustvarjalne delavnice za učence od 4. do 6. razreda**

Delavnice izvajamo običajno v paru, pa tudi individualno. Prednost dela v paru je, da se osebi med sabo dopolnjujeta, iščeta različne metode in sta v interakciji tudi bolj ustvarjalni. Vsi, ki delajo z nadarjenimi učenci na šoli, se med seboj povezujejo in izmenjujejo izkušnje. Posebnost je tudi, da pri različnih projektih vključujemo različno stare učence.

Namen delavnic je, da so učenci aktivni na različne načine in zadovoljujejo svoje potrebe po ustvarjanju na različnih področjih. V začetku šolskega leta mentorji prip-

ravijo načrt dela, ki pa ga sproti dopolnjujejo in spreminjajo skupaj z učenci. Učenci preko delavnic spoznavajo svoja močna področja, s čimer krepijo svojo samopodobo. Razvijajo veščine prilagajanja drugim, skupini, saj je veliko nadarjenih učencev individualistov in v začetku ne želijo sodelovati v skupini. Preko socialnih iger učenci spoznavajo vrednote in rešujejo moralne dileme.

Učenci so zelo dejavni na področju umetnosti, kjer najraje ustvarjajo slike, risbe in kiparska dela, tudi s pomočjo glasbe. Rešujejo tudi matematične zanke in samostojno pripravljajo kvize za druge učence na izviren način. Veliko delavnic je pripravljenih tako, da učenci sami izberejo, ali se želijo izraziti s pomočjo slike ali risbe, ali želijo ustvarjati literarne izdelke. V jesenskem in spomladanskem času mentorji spodbujajo gibalne aktivnosti, posebej skupinske igre, preko katerih se učenci učijo zdrave tekmovalnosti in »fair playa«.

Delavnice so ponujene učencem, ki so bili prepoznani kot nadarjeni, vsako leto pa se skupini priključi tudi kakšen učenec ali učenka, ki ni bil prepoznani, a si želi delati v skupini.

Otroci v delavnicah spoznavajo sebe, se znajo povezovati z drugimi osebami in se s tem lažje in uspešneje vključujejo v skupnost. Učenci na koncu delavnic povedo, kaj so se v tem času naučili, kaj so v tem šolskem letu spremenili in na katerih področjih se čutijo bolj samozavestni in močnejši kot prej.

## **Tabor za nadarjene učence**

Učenci 5. in 8. razreda se meseca maja udeležijo tridnevnega tabora v domu Planinka na Pohorju. Namen je druženje učencev različnih generacij med seboj. Na taboru potekajo različne športne, umetniške, naravoslovne in družboslovne dejavnosti. Pri delavnicah učenci razvijajo sposobnost medsebojnega sodelovanja in razvijanje ustvarjalnosti na različnih področjih (izdelovanje izdelkov, retorika, angleška delavnica, šah, matematična, astronomska, likovna, glasbena in plesna delavnica, delavnica sproščanja, orientacijski pohod in podobno).

Pozitivne izkušnje:

- učenci so aktivni udeleženci delavnic, saj so izbrane na podlagi njihovih želja,
- sproti spremljajo zanimivosti (so novinarji, fotografi, snemalci),
- soustvarjajo program delavnic in družabni večer,
- so pomočniki mentorjem pri izvedbi delavnic,
- udeležba različno starih učencev - starejši pomagajo mlajšim, mlajši se zelo radi družijo s starejšimi.

Na koncu vsakega zahtevnejšega projekta sledi pogovor in anketa z udeleženci, ki služi načrtovanju prihodnjega dela.

## **Delo z učenci od 7. do 9. razreda**

V okviru ur za individualno in skupinsko delo z učenci šola ponuja razvijanje naslednjih področij: kemija, matematika, glasbena in likovna umetnost, zgodovina in geografija, slovenščina, retorika, tehnika, fizika oz. astronomija in angleščina. Področje športne vzgoje je bogato pokrito že z interesnimi dejavnostmi.

## **Sodelovanje s starši**

Vsako leto staršem na uvodnem srečanju prepoznanih nadarjenih četrtošolcev in osmošolcev predstavimo delo z nadarjenimi učenci in individualizirane programe zanje. Velik poudarek je na občasnih druženjih, ob začetku in zaključku šolskega leta, ko se srečajo starši, učenci in mentorji na kosanjem pikniku, na športnem popoldnevu, na predstavitvi tabora za nadarjene oz. na prikazu celoletnega dela z učenci. Učenci običajno sami pripravijo program srečanja oz. sporočijo, kaj želijo na srečanju s starši početi.

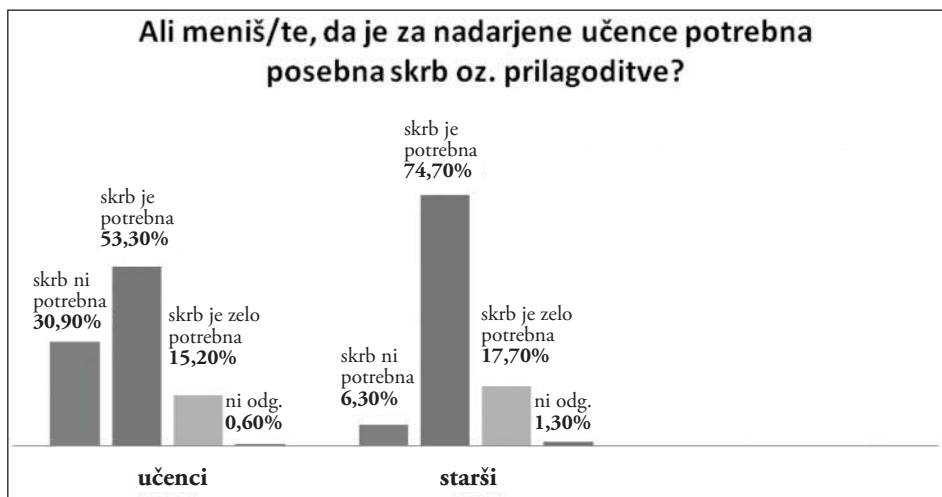
## **Empirični del**

Kaj o teh dejavnostih pravijo učenci in starši, smo ugotavljali z obsežnim vprašalnikom ob koncu šolskega leta 2009/10. Populacijo anketiranih učencev je predstavljalo 152 učencev OŠ Ljudski vrt Ptuj, starih od 9 do 15 let, ki so bili prepoznani kot nadarjeni učenci in 81 njihovih staršev. Vzorec staršev je bil manjši, ker na anketo niso odgovarjali starši učencev 9. razreda, ki so šolanje zaključili v šolskem letu 2009/10.

## **Namen raziskave**

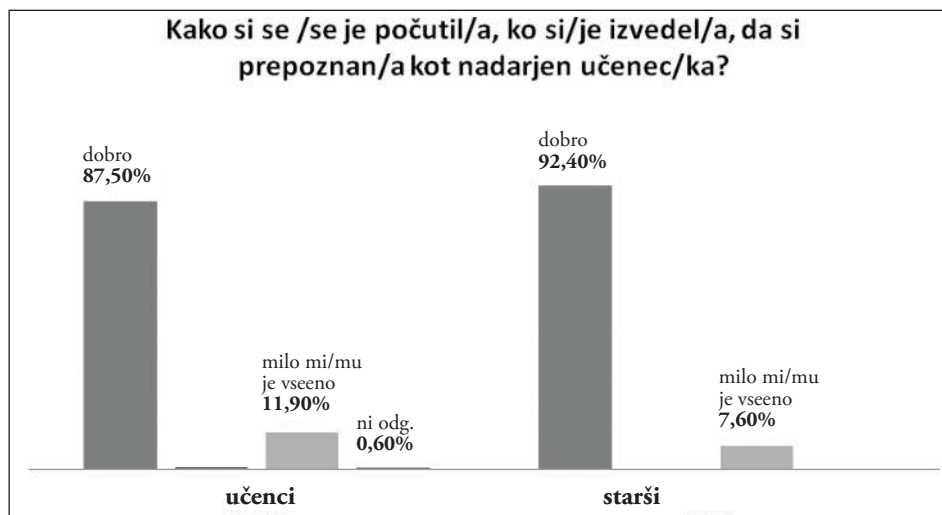
Namen raziskave je bil, da ugotovimo, kaj učenci in starši menijo o skrbi za nadarjene, kako so se počutili ob tem, ko so izvedeli, da so nadarjeni oz. da so nadarjeni njihovi otroci, koliko se učenci udeležujejo aktivnosti, ki so jim ponujene in katere nove oblike dela še predlagajo.

## Rezultati



Graf 1: Ocena potrebe po posebni skrbi za nadarjene učence

Iz Grafa 1 je razvidno, da več skoraj tri četrtine učencev in več kot 90% staršev meni, da je skrb za nadarjene učence potrebna; več kot 15% pa jih meni, da je zelo potrebna. Iz kasnejšega pogovora z učenci je bilo razbrati, da nekateri vprašanja niso razumeli, saj se tudi večina teh, ki so zapisali, da skrb ni potrebna, strinja, da naj šola prilagaja pouk tako učencem, ki sami ne zmorejo in potrebujejo dodatno razlago, kot tudi tistim, ki zmorejo več in si želijo svoje sposobnosti še razvijati.

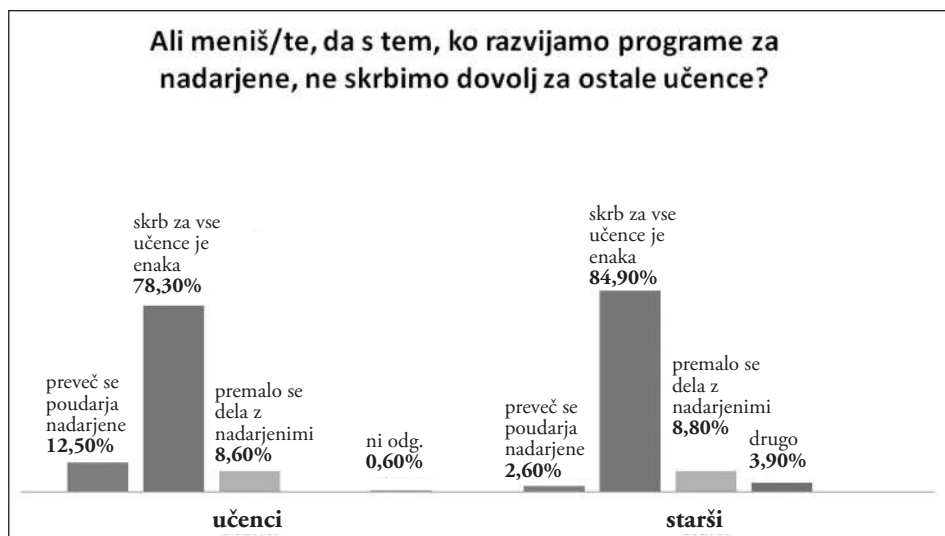


Graf 2: Ocena počutja ob tem, ko je bil učenec/otrok prepoznan kot nadarjen



Starši in učenci so se počutili dobro ob tem, ko izvedeli, da so prepoznani kot nadarjeni. Vseeno je bilo nekaterim učenci (18%) predvsem zato, ker so doživeli, da so jih ostali sošolci zafrkavali ali so jim to zavidali. Nihče se ni počutil slabo.

Večina učencev je mnenja, da se z drugimi sošolci oz. vrstniki razumejo enako dobro kot so se prej, preden so bili prepoznani kot nadarjeni. To, da so dobili potrditev o svojih sposobnostih v šoli, pa jim pomeni, da odslej bolj zaupajo vase. Polovica učencev tudi meni, da učitelji sedaj več pričakujejo od njih.



*Graf 3: Ocena skrbi za nadarjene in ostale učence*

Velika večina obeh anketiranih populacij meni, da s tem, ko v šoli skrbimo za nadarjene učence, ne zanemarjamo ostalih.

Učenci so izpostavili, da so v preteklih letih radi obiskovali ustvarjalne delavnice v 4., 5. in 6. razredu, posebej pa so pohvalili 3-dnevni tabor za učence 5. in 8. razreda. Zanimive so jim tudi delavnice in sobotne šole, ki so jih zanje pripravili učitelji posameznih predmetov. Veliko učencev je zapisalo, da se radi udeležujejo športnih in družabnih srečanj, pa tudi srečanj s starši. Učenci pravijo, da so ob tem pridobili veliko znanja, želijo si pa še več druženja in igranja.



Graf 4: Ocena priljubljenosti učencev

Velika večina učenci meni, da so med ostalimi učenci enako priljubljeni, odkar so bili prepoznani kot nadarjeni. V šoli želimo vzpostavljati takšne odnose, v katerih se učenci ne bodo počutili zapostavljene zato, ker niso bili prepoznani kot nadarjeni, ali obratno, da se ne bodo učenci, ki so bili prepoznani, počutili nekaj več. Zato ponujamo dodatne aktivnosti tudi drugim učencem, ki si želijo dodatna znanja, nove izkušnje in ki jih določeno področje zanima.



Graf 5: Ocena zadovoljstva z vključitvijo v dodatne programe

Več kot 90% učencev je bilo zadovoljnih, da so bili vključeni v dodatne programe. Učenci so svoj prispevek v programu ocenili tudi s petstopenjsko lestvico od 1 do 5.

ocena zadovoljstva (št. učencev)						
	1	2	3	4	5	
bil sem zelo nezainteresiran/a	1	2	29	58	62	bil/ sem zelo zainteresiran/a
bil/a sem zelo neaktiven/a	1	7	24	52	68	bil/a sem zelo aktiven/a
bil/a sem zelo neustvarjal/en/a	1	6	18	57	70	bil/a sem zelo ustvarjal/en/a
bil/a sem zelo tekmoval/en/a	3	8	23	50	68	zelo sem sodeloval/a z drugimi

*Tabela 1: Ocena prispevka učenca v dodatnih programih*

Iz tabele je razvidno, da je bila velika večina učencev zelo zainteresirana za delo v različnih oblikah, da so bili zelo aktivni, zelo ustvarjalni in so zelo sodelovali z drugimi učenci.

## Zaključek

Delo z nadarjenimi učenci je pomembna naloga, ki se je strokovni delavci lotevajo z veliko vnemo in odgovornostjo. Analiza stanja, ki jo je leta 2000 naredila svetovalna služba, je bila osnova za nadgradnjo dela na tem področju. Šola danes ponuja celo vrsto dodatnih programov in aktivnosti za spodbujanje ustvarjalnosti, kreativnosti, izvirnosti in kritičnosti, v katerih večina učencev, ki to želi, najde možnosti za razvijanje svojih talentov in sposobnosti.

Raziskava bo služila načrtovanju nadaljnjega dela z učenci in starši. Posebej dobrodošli so predlogi za nove oblike dela in morebitna opažanja učencev in staršev, na katera doslej nismo bili pozorni. V prihodnosti bomo še bolj pozorni na odnose med učenci, posebej še na to, kako se počutijo učenci, ki niso bili prepoznani kot nadarjeni in ali tudi tem učencem dajemo dovolj možnosti, da se udeležujejo aktivnosti, ki jih ponujamo. Zelo pomembno nam je tudi mnenje staršev, ki si želijo tudi novih oblik dela z njimi, npr. komuniciranje v forumih, kjer bi iskali odgovore na vprašanja kot so: kako naj doma vzpodbujajo učence, ki sami niso notranje motivirani, niso dovolj samozavestni, imajo učne težave, se ne vključujejo v ponujene oblike ali ne znajo sodelovati v skupini z drugimi učenci.

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*Marija Ferenc*

E-mail: marija.ferenc@guest.arnes.si

## **KAJ PA OTROCI S ČUSTVENIMI IN VEDENJSKIMI MOTNJAMI?**

**Povzetek:** Vse od uvedbe devetletne osnovne šole se tako strokovnjaki kot tisti, ki poučujemo v razredu, veliko bolj poglobljeno ukvarjamo z odkrivanjem nadarjenih učencev v osnovni šoli. V učiteljskih krogih smo bili pogosto mnjenja, da se je veliko posvečalo predvsem učencem, ki so imeli težave pri učenju, medtem ko so sposobnejši, zahtevnejši učenci bili pogosto spregledani in so počasi tonili v povprečje. Danes postaja skrb za nadarjene torej pomembna naloga vseh, ki smo aktivno vključeni v proces izobraževanja. Ob tem se zavedamo, da je uspešnost pri delu z nadarjenimi učenci odvisna od strokovne usposobljenosti učitelja, empatije in fleksibilnosti. V prispevku bom izpostavila primer učenke, ki je bivala v vzgojnem zavodu. In ob vsem trudu pri odkrivanju nadarjenih otrok se sprašujem, ali znamo tudi med otroki s posebnimi potrebami prepoznati njegovo nadarjenost?

**Ključne besede:** nadarjeni učenci, čustvene in vedenjske motnje, vzgojni zavod, koncept odkrivanja, socialno okolje, čustvene potrebe.

## **WHAT ABOUT THE KIDS WITH EMOTIONAL AND BEHAVIORAL DIFFICULTIES?**

**Abstract:** Ever since the introduction of the Nine Year Elementary School system experts and the ones teaching in the classrooms deal with the discovering of the more able, gifted and talented pupils more thoroughly. There was an opinion among the teachers that there was a lot of time devoted to the pupils that had problems when the more able kids were often overlooked and were slowly sinking in the average. Today the care for the gifted and talented pupils becomes an important task for all actively involved in the process of education. At the same time we are aware that the success in working with these pupils is greatly dependent on the capacity of the teacher, empathy and flexibility. In my contribution I will expose an example of the girl in our Institution for children with emotional and behavioural difficulties. Alongside all the effort put into the discovering of more able pupils I as myself: Can we detect/discover the talent/gift in the children with special needs?

**Keywords:** gifted pupils, emotional and behavioural difficulties, educational home, concept of detection, social environment, emotional needs.

## Uvod

Poučujem v eni izmed specifičnih ustanov v Sloveniji, ki pod svojo streho združuje tako otroke iz šolskega okoliša kot tiste, ki bivajo v vzgojnem zavodu. Slednji so opredeljeni kot otroci s čustvenimi in vedenjskimi motnjami. Izobrazbeni standard je enakovreden izobraževalnim programom osnovnošolskega izobraževanja. Učenci, ki bivajo v vzgojnem zavodu, imajo veliko vedenjskih in čustvenih težav. V zavod prihajajo iz asocialnega, pogosto delikventnega okolja. Norme v njihovih družinah so bile drugačne kot pri ostali populaciji. Pogosto so to otroci, ki so bili ogroženi v socialnem razvoju. V svojem domačem okolju niso imeli nobene spodbude in motivacije. Nekateri so plašni, premalo samozavestni, drugi verbalno in fizično agresivni.

## Teoretična izhodišča nadarjenosti

Enotne definicije nadarjenosti v strokovni literaturi pravzaprav ne zasledimo, saj se le ta kaže v različnih oblikah in obsegih. Zajema otrokove številne talente, ki pa so lahko bolj ali manj izraženi.

Krafft (2008) se v svoji knjigi *Odkrijmo in razvijajmo otrokovo nadarjenost* sprašuje, ali je nadarjenost prirojena ali priučena. Je talent položen v zibko in ga nikoli ne izgubimo ali pa sta nadarjenost in talent pogojena z okoljem, v katerem nekdo živi? Danes je večina znanstvenikov prepričanih, da k posebnim sposobnostim pripomore oboje, tako okolje kot sposobnosti. Torej nadarjenost ni nekaj, kar bi bilo vnaprej določeno, temveč splet prirojenih sposobnosti in učenja. Od vzajemnega delovanja dednosti in okolja je torej odvisno, kako močno se bo nadarjenost pri določenem otroku izrazila.

Pri večini ljudi na splošno še vedno prevladuje mišljenje, da se bo nadarjenost pokazala sama od sebe. To zanika psihologinja Heidrun Stöger (Krafft, 2008) z univerze v Ulmu, ki je v svoji raziskavi dokazala, da so ocene o nadarjenosti nekega otroka, ki jih podajo starši ali učitelji zelo nenatančne. Torej je bilo potrebno nujno najti in uporabiti boljša orodja za odkrivanje nadarjenih otrok, ob tem pa seveda tudi spremeniti mišljenje.

Pri iskanju novih poti (Krafft, 2008) so se kot najboljše orodje za prepoznavanje nadarjenosti izkazali standardizirani vprašalniki, s katerimi pri testiranih otrocih odkrijejo 70 odstotkov tistih, ki so nadarjeni.

Ker iskanje nadarjenih učencev ni del standardnega učnega načrta imajo lahko torej nekateri otroci tudi smolo, da njihove nadarjenosti sploh ne odkrijemo. Tukaj je pomembna podpora staršev. Posebej zavzeti starši, tisti, ki znajo otroka spodbuditi z ljubeznijo in občutkom, se odzivati na njegove slabosti in prednosti, bodo s svojo zavzetostjo veliko pripomogli k uspehu svojega otroka. Za optimalen razvoj otroka je

izrazitega pomena trden in zaupen odnos. In prav tega se manjka otrokom, ki imajo čustvene in vedenjske motnje.

## **Družinska vzgoja**

Družina in družinska vzgoja bistveno prispevata k optimalnemu razvoju otroka. Starši morajo biti vzor in vzgled svojemu otroku. Ob tem seveda ni pomembno, kako visoko so izobraženi, ampak kakšen je njihov odnos do izobraževanja. Če je le-ta pozitiven, ni problemov, saj bo tako njihov otrok prinesel v šolo pozitivna pričakovanja, kar mu bo v veliko motivacijo tako pri navezovanju socialnih stikov kot pri učenju. Poleg staršev so v družini pogosto tudi bratje in sestre, ki enako pomembno vplivajo na oblikovanje otroka in njegovega stališča do šole in sošolcev.

Eden najpomembnejših problemov nadarjenih otrok je lahko v družini, kjer prevladuje negativen odnos staršev do izobraževanja. Takšni starši otrokove nadarjenosti ne prepoznajo, ga ne spodbujajo, podcenjujejo izobraževanje in vključevanje v javno življenje. Problemi otrok jih ne zanimajo. Otrok tako doživlja stalna razočaranja (Ferbežar, 2008), postane nezaupljiv, agresiven in nagnjen k maščevalnemu vedenju.

In ravno iz takih družin prihajajo otroci v naš vzgojni zavod. Ni nujno, da so bili v družini zanemarjeni. Samo živeli so v asocialnem, delikventnem okolju, kjer so tudi starši sami problematični in katerih norme so tudi pri starših velikokrat drugačne kot pri ostali populaciji.

Zgodi se tudi, da so otroci že v zgodnjem otroštvu odrinjeni s strani staršev, nesprejeti, trpinčeni in vzgojno zanemarjeni. Ker nimajo ustrezne identifikacije se to kaže v njihovem odnosu do vrstnikov.

Učenci, ki prihajajo v naš zavod, spadajo v skupino otrok s čustvenimi in vedenjskimi motnjami, torej v t.i. skupino otrok s posebnimi potrebami, ki jih opredeljuje 11. člen Zakona o osnovni šoli.

To so učenci, katerih vedenje je neprilagojeno, moteče, delikventno. Pogosti so izbruhi jeze ter verbalne ali fizične agresije. Njihovo vedenje odstopa od nekih norm oz. zakonov. Vzroki za takšno vedenje pri otroku pa so različni in segajo različno daleč v njihovo zgodovino. Je med njimi tudi kateri nadarjen?

Prav gotovo bi bilo zelo neodgovorno trditi, da med njimi ni nadarjenih učencev, le da so ti učenci tako zelo obremenjeni s svojim drugačnim in za okolico nesprejemljivim vedenjem, da so njihove sposobnosti odrinjene na stranski tir. Glede na to, da ti učenci prihajajo iz družin, ki jim niso nudile vsega tega, kar naj bi pri otroku razvijalo njegovo nadarjenost, njegove sposobnosti, je torej realno pričakovati, da se v

družini nadarjenost ni prepoznala. Ko pridejo v zavod, pa je njihovo moteče vedenje tako dominantno, poleg tega pa se običajno pridružijo še velike učne težave, da se strokovnjaki ukvarjajo samo še s tem. Sposobnosti pa ostajajo skrite oz. neodkrita. In prav to se je zgodilo z učenko Tino.

## **Učenka z neodkrito nadarjenostjo**

Pred prihodom v Slovenijo je Tina z družino živela v eni izmed držav Južne Amerike. Jezik ji ni povzročal posebnih preglavic, saj je bil oče Slovenec. Bila je zelo komunikativna deklica. Ko ji je bilo deset let, so se preselili v Slovenijo. Z deklico so se začele težave tako v šoli kot doma. Tuji kraji, neznani ljudje, ločitev staršev - vse to je vplivalo nanjo tako, da je postajala vedno bolj uporna, jezikava, dogovorov se ni držala. Tudi mati je imela veliko opravka predvsem sama s seboj, neubogljiv otrok je postajal vedno večje breme. Zaradi svoje nemoči se je mati kmalu začela posluževati tudi telesnih kazni, kar je celotno situacijo le še slabšalo in njuno skupno življenje je postajalo vedno bolj nevzdržno. Dekle je bežalo od doma in učni uspeh je bil vedno slabši. Veliko je gledala televizijo. Sanjarila je o karieri modne kreatorke ali manekenke. Vedno in povsod je hotela imeti glavno besedo, zato je vrstniki niso sprejemali. Do nje so bili pogosto žaljivi in nestrpni. Veliko bolje se je zato počutila v družbi mlajših od sebe. Tam je dominirala s svojo osebnostjo. Mlajše deklice so jo dobro sprejemale. Pri 14 letih je zaradi vzgojne nemoči matere prišla v zavod. Kakšnih posebnih interesov ni pokazala. Ker smo za prireditev potrebovali špansko plesalko, ki ji je bila Tina po svojem videzu še najbližje, smo jo vključili v plesno skupino. Že na prvih vajah je bilo očitno, da je ples njeno močno področje. Glasbo je čutila, tako kot jo čuti le malokdo. Presenečenje je bilo veliko. V nobenem od dokumentov, ki smo jih prejeli na šolo ni bil ples omenjen kot nekaj, za kar je sposobna ali nadarjena. Tudi mati tega ni omenila. Čeprav je imela Tina v predstavi glavno vlogo in je na odru uživala, je zamujala na vaje. Ni prenesla, da bi kdo plesal s plesalcem, katerega je želela ona. Kljub vsej njeni očitni plesni nadarjenosti je bila za skupino s svojim neprilagodljivim vedenjem tako moteča, da so bile vaje prava mora za učitelje. Predstava pa je na koncu prav po njeni zaslugi vseeno doživela neverjeten uspeh. To je bilo zadnje leto njenega osnovnošolskega izobraževanja. Zanj več nismo slišali.

Tina je primer učenke, ki je imela smolo, da je v osnovnošolskem obdobju niso evidentirali kot učenko, ki bi lahko bila nadarjena. Obstaja velika možnost, da bi se njeno življenje odvijalo po precej drugačnih poteh kot se je.

Starši so njeno nadarjenost imeli za samoumevno, saj ni bil ples tam, kjer so živeli pred prihodom v Slovenijo, nič posebnega. Niso je vedeli pravilno usmeriti, da bi zapolnili njen prosti čas in ji dali možnost navezovanja ustreznih socialnih odnosov z vrstniki, ki jih je kot zelo komunikativna deklica še kako potrebovala še posebej, ker je prišla iz tujine.



## Sklep

Ker so v razvoju otroka mnoge njegove sposobnosti še v fazi oblikovanja je pomembno, da ob starših, ki so lahko nehote pristranski ob svojem otroku, sodeluje tim strokovnjakov, ki ugotavljajo ali je otrok res na nekem področju posebej nadarjen. Vendar pa je pri tem pomembno poudariti, da je kar nekaj otrok, pri katerih je družina »nezanesljiva« glede ugotavljanja nadarjenosti, zaradi spleta takšnih ali drugačnih okoliščin. Tukaj pričakujem, da bodo nastopile ustrezne strokovne službe, ki bodo takega otroka dovolj zgodaj ustrezno usmerile ali bolj glasno opozorile tudi na njegova močna področja.

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## THE EMOTIONAL INTENSITY OF GIFTED CHILDREN

**Abstract:** This paper examines the emotional intensity of gifted children in terms of the overexcitabilities that are a component of Dabrowski's theory of emotional development. It concludes that emotional intensity in the gifted is essential to the learning process and that gifted children need adult understanding and support to accept their rich inner experience and value emotional intensity as strength.

**Key words:** emotional intensity, gifted children, overexcitability.

## ČUSTVENA INTENZIVNOST PRI NADARJENIH UČENCIH

**Povzetek:** Članek predstavlja čustveno intenzivnost kot pomembno komponento v okviru teorije Dabrowskega o emocionalnem razvoju z vidika prekomerne vzdražljivosti. Ugotavlja, da je čustvena intenzivnost pri nadarjenih bistvenega pomena za učni proces, vendar ob tem nadarjeni otroci od odraslih potrebujejo razumevanje in podporo, da lahko sprejmejo svoje bogato notranje doživljanje kot izkušnjo, ki jim daje moč.

**Ključne besede:** čustvena intenzivnost, nadarjeni učenci, prekomerna vzdražljivost.

The terms most descriptive of the gifted population are intense and sensitive - in short, intensitive! What makes the gifted »intensitive«? Feelings, strong emotion, deeply felt relationships, desires, and strivings make up the fabric of emotional life. (Piechowski, 2006). Silverman (2005) has found the qualitative differences in experience of gifted children which is intensity, sensitivity, idealism, perceptiveness, overexcitability, asynchrony, complexity, introversion, perfectionism and moral concern.

Gifted children not only think differently from their peers, they also feel differently. Michael Piechowski (1979) explains this difference in feeling as intensity. He used the term heightened excitability and aliveness. Emotional intensity can be understood as a positive characteristic for gifted children in the context of Dabrowski's theory of Emotional Development. Emotional development proceeds as a function of the interaction between the individual's developmental potential and environment. Developmental potential is constituted of a person's talents, intelligence, five forms of overexcitability and capacity for inner transformation (Piechowski, 1979).

Almost everyone coming across the term »over-excitability« for the first time takes it to mean something negative or even though being overjoyed or finding overbun-

dance is distinctly positive. Mary Sheedy Kurcinka called of being super-stimulated or being spirited. (Piechowski, 2006). While the term overexcitability is firmly established in research literature, we can think of it instead as meaning being very alive, perceptive, persistent, energetic and intense or quiet but feeling deeply and having vivid mental or aural pictures (Piechowski, 2006). Overexcitabilities is something with which a child is born (Lind, 2001). Excitabilities (Piechowski, 2006) are mode of experiencing, they play the role of multicolored filters endowing with rich and complex qualities and the talents are richer and more fecund by the strenght of these excitabilities. When we talk about heightened excitability, we are talking about a distinctly different quality of experience. Overexcitability means not just more than average or normal but distinctly more alive and alert. Reacting to experience is quick and strong (Lind, 2000).

### **What is heightened excitability?**

It is a property of the nervous systems, our excitable tissue. Its greats concentration is in the brain. Each kind of heighetened ecitability can be recognized by characteristic expressions. Each one is a psychophysiological domain of heightened activation and responsiveness (Piechowski, 2006, p. 36).

Kazimierz Dabrowski (1902-1980) devoted his life to the study and treatment of mental health in intellectually and artistically gifted children and adults. He took the intensity of their emotions, their sensitivity and tendency toward emotional extremes, as part and parcel of their psycho-physical makeup. In their intensified manner of experiencing, feelings, thinking, and imaging, he perceived a potential for further growth (Piechowski, 1979).

In the past, and even still today, those whose emotional richness, creative vision and spiritual striving bring them to experiences of unusual nature, are easily labelled as abnormal, immature, neurotic, or even delusional and psychotic. It is unfortunate that the stronger these excitabilities are, the lees peers and teachers welcome them. Children exhibiting strong excitabilities are often made to feel embarrassed and guilty for being »different«. Criticized and teased for what they cannot help, they begin to believe there is something wrong with them. Sometime they learn to disguise their intensity, sometime they seek refuge in imaginary world their own creation, sometimes they try to »normalize« themselves and as a result suffer depression or il-defined anxiety. These reaction are the consequences of being forced to deny their true self (Piechowski, 2006, p. 23).

## Giftedness and emotional intensity

Giftedness has an emotional as well as intellectual component. Intellectual complexity goes hand in hand with emotional depth. Just as gifted children's thinking is more complex and has more depth than other children, so too their emotions are more complex and more intense (Sword, 2005). Complexity can be seen in the vast range of emotions that gifted children can experience at any one time and the intensity is evident in the »full-on-ness« about everything with which parents and teachers of gifted children are so familiar.

Emotional intensity in the gifted is not a matter of feeling more than other people, but a different way of experiencing the world: vivid, absorbing, penetrating, encompassing, complex, commanding - a way of being quiveringly alive. Emotional intensity is positively correlated with intelligence and so the higher the intellectual level, the more emotionally intense a gifted child will be (Sword, 2005). Emotional intensity is expressed by the gifted through a wide range of feelings, attachments. Compassion, heightened sense of responsibility and scrupulous self-examination. While these are normal for the gifted and appear very early in gifted children, they are often mistaken for emotional immaturity rather than as evidence of a rich inner life.

Being emotional should not be confused with being moody, because mood are transient, low-intensity states of mind or feeling, and of rather passive nature. On the contrary, being emotional means that one examines oneself by carrying on an inner dialogue about how well one relates to others, how well one carries out one's responsibilities toward them. Being emotional and empathic involves self-judgment that may entail inner struggle and conflict. Emotional intensity varies across individuals. High emotional intensity means that the emotions are very strong and tend towards extremes of joy or misery; which can easily alternate. Low emotional intensity means that emotions do not become intense. For such persons life moves along at an keel, never experiencing great highs or lows, not getting much excited, upset or depressed. People of high emotional intensity lead more complex lives, in which much is going on that is interesting and stimulating (Piechowski, 2006).

Emotional intensity can be expressed in many different ways: Among the five forms of overexcitabilities, the manifestation of emotional excitability are the most numerous.

## Forms and expressions of heightened emotional excitability

### Feelings and emotions intensified

*Positive feelings:* joy, exuberance, feeling high, ecstasy: »The feeling of power without the need to use it is permeating my body. (M., age,17; Piechowski, p. 135) ; »I feel happy, excited and cheerful and think nothing could possibly go wrong. I'm just overflowing with joy. I feel happy to be alive. I have great urge to dance and sing« (Piechowski, 2006, p. 134).

*Negative feelings:* extremes of emotion: «In my life there is no midpoint - I am either straight up or straight down. To me, there is also really little difference between happiness and sadness, it all depends on how my mind want to feel. «If I am ever joyously happy - what's it going to be like if I should get depressed - thus I try to stay in the medium - seemingly never happy or sad - and it bugs me« (Piechowski, 2006, p. 137).

*Complex emotions and feelings:* «Yes, I can feel many feelings when I'm doing something I shouldn't be. Like when I go somewhere, I'm not supposed to. I feel happy because I'm having fun, but I also feel guilty, and kind of spoils the fun. It's a feeling of confusion, and kind of guilt. I know what right thing to do is, but I don't know if I want to give up the fun to do it. (Piechowski, 2006, p. 138), identificatin with other's feelings, awareness of a whole range of feelings.

### Strong somatic expressions

Tense stomach, sinking heart, blushing, flushing, pounding heart, sweaty palms.

### Strong affective expressions

Inhibition (timidity, shyness); enthusiasm; ecstasy; euphoria; pride; strong affective memory; shame; feelings of unreality.

*Fears and anxieties:* »This is easy - fear of failure. Fear of doing something incorrectly. Fear of failing to please my parents. Fear of not finding a job, fear of failing of at college. Fear of not having enough money. Fear of having an accident after borrowing the family car. Fear of making a wrong decision. All of the above are, to a certain extent, fears of failure. They also make up a pretty frightening list, don't you think?« (Piechowski, 2006, p. 159).

*Feelings of guilt:* »My brother was involved in a number of accidents, all of them was quite serious, for which I felt responsible. The anxiety drove me into desperation. Perhaps this had something to do with my jealousy of him-maybe I imagined hurting him and thought I somehow causes this accidents.«

*Concern with death:* »Yes! It terries me. No maybe not death, but the idea of forever. I think of it and it scares me and I have to find someone to be with. It's a fear that raises a terror i feel all over my body. I think I'm more frightened of it than anything else. I like living. I enjoy now so much. Dying seems to me like end of everything. I started thinking about it in grade shool and I still think about it noe-in fear.« (F., age 17).

*Depressive and suicidal moods.*

## Capacity for strong attachments, deep relationships

*Strong emotional ties and attachments to persons, living things, places; attachments to animals:* »I have places, pets and persons I'm very attached to. It's a very personal feeling, and it makes me feel good to think about them. They're mine, it's like a secret joy almost«; »I have become strongly attached to Tennessee. When I'm there, my senses are open and I »drink« in everything-the scenery, people, the way of life. I feel like I know nothing and every experience broadens my sights and fills me with knowledge.« (Piechowski, 2006, p. 149).

*Difficulty adjusting to a new environments; compassion:* »I think my feeling of compassion affects me most strongly. I really love people. I love being among different people-even those that are considered as »bad«, because in every person there is at least one trait that i love them for. I love to analyze their personalities and habits and I lock them away in my mind for future use. Hate is unknown to me. I've never hated a person in my life. I just have an overwhelming desire to hepl people.« (Piechowski, 2006, p. 143).

*Responsiveness; sensitivity in relationships; loneliness:* »Feeling low is a feeling of being alone. Suddenly you have to face something and you're scared. You feel like no one else knows what you are going through and some reason you can't trust anyone with your innermost thoughts. You feel like feel like reaching out to someone and asking them for help. Funny things but if for some reason you can't reach out and tell someone, this feeling of lowness persists. You feel like no one cares if you're alive or not. For some reason you just can't face life as it is and if this feeling doesn't change you're going to go nuts.« (Piechowski, 2006, p. 138).

## Well differentiated feelings towards self

Inner dialogue and self-judgment (Piechowski, 2006, p. 25).

## Difference between emotionality and emotional intensity

There is a great difference between emotionality and intensity of experiencing. Emotionality is not the same as emotional intensity. Emotionality refers to the tendency to experience negative emotions often and to slide quickly into a negative emotional state. Dislike predominates over pleasure, irritation over warm feeling. Intensity, on the other hand, refers to the quality of experience of feeling intensively alive: »sometimes I feel so happy that I want to laugh and cry or be silent and shout, all the same time.« «Even the greatest pain that I have felt has been ecstatic and full of life.« (Piechowski, 2006, p. 34).

## Without feelings and emotion, life has no meaning

What would we be without feelings and emotions? Nothing more than lowly biological forms without self-awareness. As a key to self-knowledge, emotions deserve more attention than we tend to give them. In the past, the emotions and ways of expressing them were considered something that we learn, and this learning is relative to the culture in which people grow up. Emotions have been denigrated as irrational, out of control, or something fuzzy and soft. People whose intense emotions are triggered easily are often reacted to as too emotional or excitable. Emotional extreme people are often unwelcome. When people's feelings and emotions are frequently at higher pitch, we see that they are more easily stimulated than average, we say they are highly excitable. They have a keen awareness and sensitivity to currents of feelings both in themselves and in others. Since vehicle for emotion is body, there are distinct signs of overexcitability such as blushing, getting flushed with colour, perspiring, feeling tension in different part of the body. Positive or negative feelings are expressed with great intensity, visibly by extroverts and well hidden by introverts (Piechowski, 2006, p.129).

*Extravert:* emotional excitability reactions are strong, very fast, uninhibited and often explosive, but quickly subsiding; extraverts with emotional OE tire (emotionally) easily, but equally easily recover.

*Introvert:* emotional excitability reactions are strong, but are »delayed,« take longer (days, weeks, or months), and leave a permanent mark on the psyche.

## How can we support and nurture our emotionally intense gifted children?

- Accept childrens' emotions: they need to feel understood and supported. Explain that intense feelings are normal for gifted children. Help them to use their intellect to develop self-awareness and self-acceptance.
- Take time to listen to childrens' ideas, opinions and feelings. Be non-judgemental: don't interrupt, moralise, distract or give advice.
- Exercise appropriate discipline as this helps develop a sense of security that leads to the development of self-discipline and a feeling of emotional competency. Appropriate discipline is the consistent application of values, rules and behaviours that are held to be important in the family. Explain the benefit of rules to the child and enforce them through consequence of behaviour.
- Discuss feelings openly; the negative as well as the positive. Use an »emotional thermometer« to initiate discussion »on a scale of 1-10, how are you feeling today?«
- Appreciate their sensitivities, intensities and passions. Don't try to minimise their emotions because you feel uncomfortable with their pain. It doesn't help to say »you're too sensitive« or »snap out of it« or »it'll be OK«.
- Remember that they are children first and gifted second. Don't expect them to be little »adults«. Play, fun and leisure activities are essential for strong emotional development.
- Reassure them when they are afraid and help them to find ways of expressing their intense emotions though stories, poems, art work, music, journal entries or physical activities.
- Realise that they become frustrated when their physical capabilities does not match their intellectual ability and help them to deal with this. Reward the process of effort and not only the outcome. Emphasise strengths and don't dwell on shortcomings.
- Honour emotions in boys as well as girls. Listen to boys problems when they want to talk about them; avoid interference when they don't want to talk.
- Realise that sensitivity does not mean weakness. Give them responsibility that is age appropriate and do not over protect them from the world and from the consequence of their actions.
- Find like minded peers for them to prevent social isolation. Help them to find role models (Sword, 2005).
- Provide professional counselling where appropriate; it is important both to support healthy emotional development and to prevent social and emotional problems.

## Conclusion

As parents we can help our emotionally intense gifted children to accept their rich inner world of experience and value it as a strength. This often means we have to



accept and value our own emotional experience and feelings so that we can be a positive role model for our children. Neglect of the emotional lives of children impacts on their intellectual lives and achievements as emotion are critical to the learning process and to full development of the individual and to society. It is important to their intellectual achievement and to their emotional development thought gifted children understand that their intense feelings are normal for them and that they feel accepted, understood and supported. However, if emotional intensity is seen by parents and presented positively to children as a strength, children can be helped to understand and value this gift. In this way emotionally intense children will be empowered to express their unique selves in the world and use their gifts and talents with confidence and joy.

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*Mag. Mateja Meško*

E-mail: mateja.mesko@guest.arnes.si

*Tina Zadravec*

E-mail: zadravectina1@gmail.com

## **NADARJENI UČENEC IN ZAVIST**

**Povzetek:** Naše raziskovanje je bilo usmerjeno v nove poglede na nekatere posebne socialne težave nadarjenih učencev - v doživljanje zavisti.

Zavist smo proučevali z vidika objekta (mi zavidajo) ali subjekta (zavidam jim) zavisti. Ugotavljali smo uporabo besede zavist med učenci in vzroke ter okoliščine za pojav zavisti. Preverjali smo odnos učencev do zavistnežev ter ugotavljali potrebe naših nadarjenih otrok.

Ugotavljamo, da nadarjeni učenci doživljajo zavist, hkrati pa čutijo potrebo po druženju s sebi enakimi. Menimo, da je klub za nadarjene učence ena od učinkovitih oblik, kjer lahko učenci s pomočjo skupinskega druženja zadovoljujejo svoje socialne in čustvene potrebe.

Šola razvija otrokovo nadarjenost in jo mora tudi razumeti.

**Ključne besede:** nadarjeni otrok, šola, učenci, doživljanje zavisti, klubi za nadarjene učence.

## **GIFTED STUDENT AND ENVY**

**Abstract:** Our research was aimed on new aspects of some special social problems of the gifted pupils when experiencing envy.

We studied envy from two points of view. From the objects point of view (I am being envied) and from the subjects point of view (I envy them). We investigated the use of the word envy amongst pupils, the causes and circumstances for the appearance of envy. We verified our pupils' attitude towards the ones who envy them and established the needs of gifted children in our school.

We came to the conclusion that gifted children experience envy and at the same time feel the need to socialize with their kind. We are of the opinion that a club for gifted children is one of the effective forms or methods where with the help of group socializing pupils can fulfil their social and emotional needs.

The school must develop and understand gifted children.

**Key words:** a gifted child, school, pupils, experiencing envy, clubs for gifted pupils.

## Teoretična spoznanja

### Definiranje oz. razumevanje pojma zavist

Slovar slovenskega knjižnega jezika označuje pojem zavist kot »občutek velikega nezadovoljstva, da kdo ima, je deležen česa, kar si osebek želi ...«

Zavisten človek je človek, ki komu zavida, je nevoščljiv ... (SSKJ, 1999).

Pojem zavist je mogoče razložiti na različne načine.

Zavist se lahko razume kot čustvo, misli in vedenje (Gagne in Masse, 2002).

Milivojević (1999) razlikuje destruktivno in konstruktivno zavist. *Destruktivna zavist* je vrsta zavisti, ki vodi k uničenju ali odvzemanju dobrega, zaradi katerega smo zavistni. *Konstruktivna zavist* pa omogoča prikrajšani osebi, da izrazi lastno željo in jo spodbuja v ustvarjanju tistega, zaradi česar je zavisten.

*Neadekvatno zavidanje* je tisto, ki se deli v avtentično in neavtentično željo. Neavtentična želja je takrat, ko se želja po nečem pojavi, ne da bi si oseba to resnično želela. Avtentična želja pa je tista, ko si posameznik na vse pretege prizadeva k neuresničljivemu cilju, ki pa je zanj poguben.

Milivojević (1999) govori tudi o *potlačeni zavisti*. Ta se pojavlja v zgodnjem otroštvu v družinah, v katerih je zavist prepovedano čustvo. Nastopi projektirana zavist, ki pomeni potlačeno zavist do drugih. Zavestno pa tak posameznik napačno pripisuje zavist drugih do njega.

V vsakodnevni uporabi ima pojem zavist v osnovi dva različna pomena. Prva oblika zavisti se dogodi, kadar imajo posamezniki pomanjkanje tega, kar imajo drugi - bodisi, da si to želijo, občudujejo osebe, ki so jim zavistni, ali jim želijo biti podobni. Taka zavist je prepoznana kot *dobronamerna, tekmovalna ali občudovanja vredna zavist* in ljudi motivira, da se izpopolnijo (Parrott, 1991, povz. po Gagne in Masse, 2002). Na drugi strani pa gre za odstranitev, odpravo objekta zavisti ali z njim povezanih kvalitet (Neu, 1980, povz. po Gagne in Masse, 2002). Ta oblika zavisti je *moralno negativna*.

Trstenjak (1995) pravi, da smo Slovenci občutljivi, zamerljivi in prepirljivi, polni zavisti. Tudi svet je poln zavisti, ki je med vsemi sloji. Zavistni ljudje postajajo vse bolj žalostni, malodušni in nestrpni. Zavist polagoma človeka razkroji.

## Okolje in doživljanje nadarjenosti učencev

Nadarjeni otroci so otroci, ki so nadpovprečni v splošnih ali specifičnih sposobnostih, visoko motivirani in visoko ustvarjalni (George, 1997).

Okolje ima pomemben vpliv na razvoj njihove nadarjenosti in oblikovanje zavisti.

Nadarjen otrok odrašča, čustveno in socialno dozoreva ter razvija svoje talente v treh pomembnih socialnih skupinah: v družini, učnem okolju in v družbi vrstnikov.

Z vstopom v šolo se otrokovo socialno okolje razširi in na oblikovanje njegove osebnosti in njegovega socialnega vedenja vpliva vedno več ljudi.

Nadarjeni učenci imajo pogosto težave s svojim okoljem in tudi okolje z njimi.

Pogosto so nadarjeni otroci bolj občutljivi in za okolje »težki« v primerjavi z večino otrok, saj so zahtevnejši v svojih željah, trdovratnejši v uveljavljanju svojih interesov, ranljivejši ob nezadovoljenih potrebah ...

Nadarjeni otroci so pogosteje osamljeni in socialno izolirani, saj skoraj nobeno družbeno okolje nadarjenih ne sprejema kot nekaj pozitivnega in samoumevnega. In obratno.

Nadarjeni učenci imajo »težave« z vrstniki:

- kadar govorijo z vrstniki, postajajo nestrpni, ker vrstniki ne morejo slediti njihovim hitrim domislicam in procesom mišljenja;
- sošolci jih lahko zaradi njihovih ambicij in talentov zavračajo, se jih izogibajo, jih izolirajo in se iz njih celo norčujejo;
- zgodi se tudi, da jih zbadajo in izražajo stališča nevoščljivosti in zavisti.

V začaranem krogu se nadarjen učenec počuti še bolj osamljenega in negativno posebnega (Nagel, 1987; Galbraith, 1992).

## Nadarjeni učenci in zavist

Tesser (1991, povz. po Gagne in Masse, 2002) pravi, da nadarjeni učenci lahko delujejo na dva načina: z refleksijo ali s primerjavo. Do *refleksije* pride, kadar se oseba počuti dobro v primeru, da je druga oseba uspešna. Ta oseba se vživlja v to vlogo in tako sebe izgrajuje. *Primerjava* pa prinaša ogrožanje, ker visoki dosežki drugih vplivajo na naše samospoštovanje in ga znižujejo. Stopnja pomembnosti dosežkov posameznika ali njegove lastnosti odločajo o tem, do katerega procesa bo prišlo.

Pogosto velja med ljudmi prepričanje, da je nadarjenost povezana s slabim socialnim prilagajanjem. Celotno nadarjeni učenci sami govorijo, da se znajdejo v socialnem smislu v težavah, ker so morebiti njihove socialne sposobnosti slabše razvite.

Raziskave dokazujejo, da izkusijo visoko nadarjeni (IQ večji od 145) več socialnih težav (prilagajanje), kakor zmerno nadarjeni učenci (IQ = 130–145) (Gagne in Masse, 2002).

Na drugi strani pa več študij v splošnem zaključuje, da so nadarjeni učenci socialno bolj zreli, kakor povprečno sposobni vrstniki in da je njihova socialno emocionalna prilagoditev enaka ali pa celo presega povprečna merila v splošni populaciji (Gagne in Masse, 2002).

Naše raziskovanje je usmerjeno v nove poglede na nekatere posebne socialne težave nadarjenih učencev - doživljanje zavisti z vidika *objekta (mi zavidajo)* ali *subjekta (zavidam jim)* zavisti. Člani družine, učitelji in vrstniki lahko čutijo zavist do posameznikov z izstopajočimi sposobnostmi in se na to odzivajo na negativen način.

V tem pogledu ne govorimo o pomanjkljivostih pri nadarjenih, temveč o negativnih reakcijah na njihovo nadarjenost. Nekatere redke novejša raziskava kažejo tudi, da igra zavist vrstnikov pomembno vlogo v socialnih težavah, ki jih lahko doživljajo nadarjeni učenci.

## Pogoji in okoliščine pojavljanja zavisti

Salovey in Rodin (1984, povz. po Gagne in Masse, 2002) govorita o treh pomembnih pogojih za pojavljanje zavisti:

- zmanjšanje samospoštovanja posameznika – tovrstnih informacij o sebi z ozirom na druge ljudi,
- pomembnost informacije,
- visoka podobnost ali tesni odnos z osebo.

Več strokovnjakov sporoča, da četudi večina nadarjenih prepozna in spoštuje svojo nadarjenost, pa jih pogosto skrbi njihov negativen vpliv. Predvsem negativen vpliv na druge - še posebej na vrstnike (etiketiranje). Huryn (1986, povz. po Gagne in Masse, 2002) je opazil, da 77% nadarjenih učencev zaznava svojo nadarjenost negativno (etiketiranje).

Podobno je Kerr (1988, povz. po Gagne in Masse, 2002) raziskoval stališča nadarjenih učencev do svoje nadarjenosti ter ugotovil, da imajo nadarjeni večinoma pozitivne poglede na svojo nadarjenost, toda dvomijo, da enako razmišljajo njihovi vrstniki. Nadarjenost ocenjujejo kot prednost v smislu osebne rasti (33%),

učnih dosežkov (37%) in socialnega življenja (29%) (socialno priznanje, prispevek k družbi). V visokem odstotku (90%) nadarjeni mladostniki gledajo na nadarjenost kot na potencialno pomanjkljivost v socialnih odnosih z vrstniki.

Nekateri so ponovili takšne raziskave (Manaster, 1994, povz. po Gagne in Masse, 2002) in dobili podobne rezultate ter ugotovili, da so med pomanjkljivostmi v zvezi z nadarjenostjo poročali o predsodkih (39%), socialni izolaciji oz. odtujitvi (18%), o ljubosumju, zavisti in jezi (15%), o prekomernih pričakovanjih odraslih (23%) ter o tem, da bi bili napačno razumljeni (5%).

Avtorja Silver in Sabini (1978, povz. po Gagne in Masse, 2002) navajata, da so redki nadarjeni poročali o vplivu njihove nadarjenosti na prijatelje, starše ali na učitelje. Toda mnogo večji vpliv so imeli na vrstnike.

Četudi je pojem zavist med nadarjenimi redko uporabljen, pa je pomemben za predstavitev opisanih tipičnih reakcij za razumevanje zavisti.

#### *Okoliščine pojavljanja zavisti:*

1. Primerjave v sposobnostih bodo spravljele v neugoden položaj večino vrstnikov.
2. Učni dosežki so pomembni za samopodobo nadarjenih mladostnikov.
3. Ne glede na razporejenost v učne skupine obstajajo razlike v dosežkih in sposobnostih.

V okoliščinah, kjer so primerjave (v tekmovalnem smislu) med vrstniki bolj pogoste, je pogostejše tudi doživljanje zavisti. Večina študij dokazuje, da so učenci v obogatitvenih programih, v primerjavi z ostalimi učenci, bolj nagnjeni k temu, da so močnejše zavistni do vrstniških talentov ali pa do dosežkov svojih vrstnikov.

Homogeno razvrščanje nadarjenih učencev lahko zaostri zavist do učencev z visokimi sposobnostmi. Ker so si učenci bolj podobni v svojih nadpovprečnih sposobnostih, bolj verjetno tekmovalno primerjanje narašča in s tem tudi možnosti posameznikov, da bodo izkusili zavist.

Nadarjeni učenci pogosto govorijo o doživljanju negotovosti in strahu pred zavračanjem, če v dosežkih presegajo druge. Na drugi strani pa lahko tudi nadarjeni učenci prav tako čutijo jezo in so negativni do tistih, ki se izkazujejo z dosežki (Gagne in Masse, 2002).

## Vloga šole v razumevanju fenomena zavisti nadarjenih učencev

Razredni učitelji bi morali biti pozorni na zavist. Prav tako bi morali biti pozorni na okoliščine, ki lahko zaostrejujejo doživljanje zavisti, npr.:

- medsebojne primerjave učencev,
- okoliščine, v katerih učenci tekmujejo,
- javne nagrade učencem,
- javno predstavljanje učnih rezultatov (primerjanje ocen ...).

Če učitelji razumejo visoke dosežke (ocene) otrok kot nekaj, kar slabo vpliva na dobre medosebne odnose in povzroča negativna čustva, bodo učence učili načinov, kako naj se v teh situacijah znajdejo oz. prilagodijo. Tako bodo ohranjali samospoštovanje.

V oblikovanju osebnosti in značaja nadarjenih otrok bi morali učitelji in starši biti že zelo zgodaj pozorni na zavist.

Nadarjeno mladino bi morali opozarjati, kakšne posledice ima tako čustvovanje ter jih razvijati v smeri velikodušnosti in človekoljubnosti.

Torej, razmišljati k ciljem, ne glede na to, kaj delajo in koliko dosegajo drugi (Trstenjak, 1995).

## Šola v vlogi razvijanja čustvenega in socialnega področja nadarjenih otrok

Otrok razvija nadarjenost v treh socialnih oblikah: v družini, šoli in širšem okolju. Šola razvija otrokovo nadarjenost in jo mora tudi razumeti. Učenci pa se srečujejo z različnimi potrebami. Ločimo socialne in čustvene potrebe otrok.

Med osnovnimi *socialnimi* potrebami nadarjenih učencev so (Silverman, 1992, povz. po Gagne in Masse, 2002) tudi:

- potreba po odnosih z vrstniki, ki imajo podobne sposobnosti in interese,
- potreba po tem, da nadarjenega sprejemajo učitelji in vrstniki ... Občutki, ki jih doživljajo, pa vplivajo na otrokovo učno učinkovitost, motivacijo, samopodobo ...

Poleg socialnih potreb so v ospredju tudi *čustvene* potrebe nadarjenega učenca (potreba po občutku varnosti, potreba po izražanju ter potreba po samosprejetosti ...).

Sprejemanje samega sebe nadarjenemu učencu omogoča, da razvija svoja močna področja in se vključuje v odnose z vrstniki.

Silverman (1993, povz. po Gagne in Masse, 2002) ugotavlja, da proces samosprejetosti poteka preko naslednjih faz:

1. samozavedanje (zavedanje lastnih sposobnosti, potreb, prednosti in šibkosti),
2. iskanje podobnih ljudi (ljudi, s katerimi lahko deli več podobnosti kot razlik),
3. občutek, da ga razumejo in sprejmejo,
4. samosprejetje.

Učenci lahko tako razvijajo svoje socialne in čustvene potrebe ter zadovoljujejo svoje intelektualne izkušnje *v oblikah skupinskega druženja* (Rimm, 2002, str. 176). Oblike skupinskega druženja nadarjenih učencev so npr. klub nadarjenih učencev, debatni timi, intelektualni in ustvarjalni timi ipd.

## Raziskovalna spoznanja

V raziskavi nas je zanimalo doživljanje zavisti pri nadarjenih učencih. Raziskava je nastala v okviru raziskovanja nadarjenih učencev.

V vzorec smo zajeli učence osnovne šole Ormož. Anketne vprašalnike so reševali nadarjeni učenci in učenci, ki niso bili spoznani kot nadarjeni učenci. Vprašalnike so reševali učenci od 5. do 9. razreda, tako deklice kot dečki. Vprašanja so bila zaprtega in odprtega tipa. Predstavljamo del raziskave.

Ugotavljamo, da učenci razumejo besedo zavist predvsem kot čustvo. Razberemo lahko, da nadarjeni učenci v večini ne uporabljajo izraza »zavist«, vendar pa zavist doživljajo.

### Doživljanje zavisti z vidika objekta (mi zavidajo)

Nadarjeni učenci pogosteje doživljajo zavist kot učenci, ki niso nadarjeni. Ta pojav je zaznati predvsem pri rednem pouku in nato na tekmovanjih. Kot vzrok za zavist razumejo nadarjeni predvsem njihove šolske ocene in izdelke. Zanimivo je, da učenci, ki pa niso nadarjeni, čutijo zavist od sošolcev predvsem pri interesnih dejavnostih znotraj šole. Vzroki pa so šolski izdelki, nato priljubljenost in zunanji videz.

### Doživljanje zavisti z vidika subjekta (zavidam jim)

Nadarjeni učenci so redko zavistni sošolcem (82 %), zavist pa se pojavlja pri rednem pouku in na tekmovanjih. Vzroki so predvsem šolske ocene in priljubljenost med vrstniki. Učenci, ki pa niso nadarjeni, pa so zavistni (41 %) drugim predvsem pri rednem in pri dodatnem pouku. Vzrok zavisti so predvsem šolske ocene oz. izdelki, nato priljubljenost med vrstniki, zunanji videz.



Predvidevali smo, da bosta obe skupini učencev občutili jezo do zavistnežev, vendar jo nadarjeni (9%) pokažejo v manjši meri kot ostali (25%). Velik odstotek obeh skupin učencev je ravnodušen do zavistnežev. Kar 20% nadarjenih učencev je zavistnežu pripravljenih pomagati, da le-ta prebrodi svojo zavist, ostalih učencev pa bi se tako odločilo 9%.

Vzroke za svoje dobre rezultate in uspešnost nadarjeni učenci v veliki meri (93%) pripisujejo svojim sposobnostim, spominu in učenju, le 4% pa ga pripisujejo sreči. Ostalim učencem v primerjavi s skupino nadarjenih k uspehu več (18%) pripomore sreča, sposobnosti pa v 78% .

Nadarjeni učenci opažajo, da od drugih učencev izstopajo predvsem po učnem uspehu in na umetniškem področju.

V medosebnih odnosih v večini obe skupini učencev nimata težav. Vendar pa nekoliko pogosteje doživljajo težave v medosebnih odnosih prav nadarjeni učenci. Nadarjeni učenci (87%) so v večjem % izrazili željo po druženju z vrstniki (torej, s sebi enakimi, s katerimi bi delili čustva, želje itd.) kot pa učenci, ki niso bili spoznani kot nadarjeni.

*Klub za nadarjene učence* smo na OŠ Ormož ustanovili v času našega raziskovanja doživljanja zavisti pri nadarjenih učencih. V njega so vključeni vsi nadarjeni učenci, ki si tega želijo. Namenjen je zadovoljevanju čustvenih, socialnih in drugih potreb učencev. Tako učenci izmenjujejo različne poglede, govorijo o čustvih, se počutijo varne, sprejete. Gradijo različne time, npr. literarni tim, ki pripravlja revijo Drugačen ..., debatni tim, raziskovalni tim ... V tem klubu razpravljajo o vsakdanjih problemih, težavah, stiskah, željah.

Raziskavo bi bilo smiselno razširiti in zajeti večji (reprezentativen) vzorec otrok. Vsekakor pa raziskava kaže obstoječe stanje in daje izhodišča za delo z nadarjenimi otroki na naši osnovni šoli.

## **Zaključek**

Nadarjeni otroci so otroci, ki so drugačni, posebni ... To so otroci, ki so nadpovprečni v splošnih ali specifičnih sposobnostih, visoko motivirani in visoko ustvarjalni. Okolje vpliva na razvoj njihove nadarjenosti in osebnosti ter vedenja. Z vstopom v šolo se otrokovo socialno okolje razširi in vse več ljudi dobiva večji vpliv na oblikovanje njegove osebnosti in njegovega socialnega vedenja. Šola razvija otrokovo nadarjenost in jo mora tudi razumeti. Učenci pa se srečujejo z različnimi potrebami, tako čustvenimi kot socialnimi. Te lahko zadovoljujejo znotraj različnih oblik skupinskega druženja.

Naše raziskovanje je bilo usmerjeno v raziskovanje doživljanja zavisti nadarjenih učencev. Ugotavljamo, da nadarjeni osnovnošolci doživljajo zavist, hkrati pa čutijo stiske in tako potrebo po druženju, razpravljanju ter izmenjavi mnenj. Menimo, da je *klub za nadarjene učence*, ki smo ga ustanovili, ena od učinkovitih oblik.

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Suzana Težak

E-mail: suzana.tezak@guest.arnes.si

## ŠTUDIJA PRIMERA KOT METODA PREUČEVANJA SOCIALNE INTEGRACIJE NADARJENE GLUHE DEKLICE V REDNO ŠOLO

**Povzetek:** V prispevku s pomočjo metode študije primera predstavljam socialno integracijo nadarjene gluhe deklice v redno osnovno šolo. Ugotavljam, da so afektivni dejavniki, zlasti občutek sprejetosti in pripadnosti med sošolci, občutek izziva, motivacija ter občutek lastne vrednosti pomembno vplivali na uspešnost učenkinine socialne integracije.

**Ključne besede:** študija primera, dvojna drugačnost, socialna integracija, individualiziran program, metoda celostnega pristopa, klub nadarjenih učencev, čustveni in socialni razvoj, prilagoditve pri vzgojno-izobraževalnem delu.

### Uvod - ključni pojmi

#### Študija primera

Študija primera je osnova mnogih humanističnih empiričnih študij in predstavlja okvir, v katerem opisujemo in raziskujemo določeno vsebino iz prakse. Opisan primer je edinstven in vsebuje spoznanja o primeru socialne integracije nadarjene deklice z izgubo sluha v redno OŠ in vplive celostnega pristopa na njen psihosocialni razvoj. Longitudinalnemu zbiranju podatkov sledi njihovo urejanje v načrtovanje individualiziranega programa in njegovo vrednotenje.

#### Dvojna drugačnost

Posebnost opisa in analize je primer devetošolke Veronike s polžkovim vsadkom. Glede na dekličine posebne potrebe na *področju gluhosti in na področju nadarjenosti* smo načrtovali individualiziran program za razvijanje močnih področij ter premagovanje primanjkljajev in ovir.

Veronika je od rojstva povsem gluha. Pri štirih in pol letih je bila operirana in od takrat posluša s pomočjo polžvega vsadka. To pomeni, da ne sliši le slabše od vrstnikov, ampak sliši predvsem drugače, manj kvalitetno. Pri sprejemu v šolo smo vso pozornost namenili socialni integraciji, s ciljem zadovoljiti dekličini potrebi po sprejetosti in občutku varnosti. Hkrati smo skrbeli za razvoj govora, ki je bil v začetku zelo neartikuliran, tudi besedni zaklad zelo skromen, a kmalu je Veronika napre-

dovala v branju, računanju in pisanju. Tako smo na šoli organizirali *dodatno strokovno pomoč pri vzgojno-izobraževalnem delu in svetovanju za osebni in socialni razvoj*. Redno se udeležuje tudi surdopedagoške obravnave na Centru za sluh in govor, kjer na področju razvoja poslušanja, jezika in govora bistveno presega pričakovan nivo.

Poslušanje in govor je razvila do te mere, da se lahko neovirano sporazumeva. Pri šolskem delu je uspešna, prizadevna, sistematična in ambiciozna. S pomočjo *individualiziranih pristopov* in dodatne strokovne pomoči dosega prav dober učni uspeh. Največ težav ima pri pisnem izražanju in verbalnem komuniciranju na višjem jezikovnem nivoju. Svetovalni delavci smo Veroniko zaznali in identificirali kot nadarjeno učenko na neverbalnem intelektualnem in likovnem področju.

*Kako Veronika sliši?*

- S pomočjo aparata (večja je izguba, manj informacij dobi s poslušanjem).
- Z odgledovanjem (maksimalno 60% sporočila).
- S sklepanjem iz situacije (potrebujejo strukturirano situacijo).
- Z »branjem« govornice telesa.
- Z neverbalno komunikacijo.

Za dobro poslušanje z aparatom ji nudimo ustrezne akustične razmere in manjše število učencev v oddelku.

## Socialna integracija

V ospredju integracije v prvih letih šolanja in ob prehodu na centralno šolo so bile Veronikine *socialne izkušnje* ter njen odziv na le-te in okolje. Potreba po socialni sprejetosti s strani vrstnikov in učiteljev je sprožila večjo učno učinkovitost, motivacijo, samopodobo in samo-sprejetost.

Poleg socialnih potreb so bile močno v ospredju učenkinine *čustvene potrebe*:

- potreba po občutku varnosti (večja samozavest za izražanje svojih močnih področij);
- potreba po razumevanju njene drugačnosti, potreba po razvoju poslušanja in govornega sporazumevanja;
- potreba po samo-sprejetosti.

Učenka je zapisala: «Šele, ko se počutim sprejeto med vrstniki, lahko pokažem, kar zmorem. Dobri odnosi v razredu so zame pogoj, da sem taka kot sem, da lahko sproščeno pokažem kar zmorem in potem sem tudi uspešna.»

Prav *samo-sprejetost* je ključna emocionalna kompetenca, ki omogoča takemu učencu osnovo za razvoj močnih področij in vključevanje v socialne interakcije z vrstniki. Silverman (1993) ugotavlja, da proces samo-sprejetosti poteka preko faz:

- samozavedanje (lastnih sposobnosti, potreb, prednosti in šibkosti);
- iskanje podobnih ljudi (ljudi, s katerimi lahko deli več podobnosti kot razlik);
- občutek, da jo razumejo in sprejmejo;
- samo-sprejetje (Težak, S., Željeznov Seničar M., Vtič V., 2008).

Veronika prehod iz obdobja gluhotе, po vsaditvi Kohlearnega implantanta v okolje slušечih doživlja takole:

»Pred operacijo, do четrtеga in pol leta sem živela v miru, v tišini, po vstavljenem polžkovem vsadku pa slišim prvi hrup, pogovor staršev, stik z okolico ... - prelomnica mojega življenja. Vztrajno sem nosila aparat ves dan - sedaj je šlo učenje hitreje, sprva nič, malo in kasneje več in več ... Zvečer sem bila zelo utrujena. Lepi so spomini na prvi razred, ko je razredničarka prav vsako učno snov naredila meni razumljivo. Bila je moja druga mama. To je bilo obdobje, ko sem se naučila mnogo, mnogo več, kot sošolci. Ti so me čisto od začetka sprejeli za svojo in mi pomagali pri sporazumevanju. Z mano se trudijo še danes, da ostajamo v razredu povezani kot celota.«

»Letos se bom odločila za nadaljnje šolanje, ki bo zame vse prej kot enostavno: spet novo okolje, novi obrazi, učenci, profesorji, uvajanje in pojasnjevanje, zakaj jaz nisem enaka drugim? Že iz vrtca se zavedam se, da sem drugačna od drugih. Ponosna sem na slovenščino, saj sem jo zadnja leta imela štiri, a občasno imam še težave pri poslušanju. A ob ljudeh, ki razumejo moje težave zmorem. Rada berem knjige, gledam TV, izdelujem plakate, se učim angleškega in nemškega jezika, rada negujem majhne otroke in pomagam pri domačih opravilih. Kot že tolikokrat bom poskusila narediti najbolje, da bom uspešna v srednji šoli, ker si to res želim.«

*Razvijanje občutka samo-sprejetosti je tako eden pomembnih ciljev zapisanih v Veronikinem individualiziranem načrtu. Za uravnotežen razvoj na intelektualnem in socialno-čustvenem področju se je Veronika vključila v Klub nadarjenih učencev - v program za osebni in socialni razvoj. S temi aktivnostmi smo želeli podpreti njen razvoj v smeri vrednotenja lastnih talentov in razvijanje lastne identitete. Občasno druženje nadarjenih je oblika neformalne akceleracije, saj se učenci družijo na podlagi mentalne starosti (ne kronološke) in skupnih interesov. Vključeni so učenci od 4. do 9. razreda. V klubu skrbimo, da učenci varno razvijajo svoje socialne in čustvene potrebe ter zadovoljujejo svoje intelektualne izkušnje.*

Ugotavljam, da je Veronika in učenci v Klubu v primerjavi z ostalimi učenci višje motivirana, ima močnejšo željo po samoizpolnitvi, emocionalno doživlja globlje in bolj intenzivno, ima višjo samopodobo, a močnejšo »ego« energijo, je nagnjena k večjemu tveganju, bolj občutljiva za pričakovanja in čustva drugih, dejavna v doseganju idealov, ciljev, vztrajna, teži k večji samostojnosti, učinkovitosti in prepričljivosti.

Da bi zadovoljili omenjene afektivne potrebe, želje in interese nadarjenih, učencem nudimo svobodno izbiro in ponudbo v mnogoterih oblikah in dejavnostih v šoli in širšem okolju (Ferbežer, I., Težak, S., 2007).

## Odločba o usmerjanju otrok s posebnimi potrebami

Veronika je z odločbo opredeljena kot *otrok s popolno izgubo sluha in s težjo govorno jezikovno motnjo*, hkrati pa je identificirana kot *nadarjena učenka*. Pri načrtovanju IP izhajamo najprej iz učenkinih močnih področij, ki jih krepimo, a hkrati upoštevamo potrebe po zmanjševanju primanjkljajev, ovir in potrebo po premagovanju težav pri socialnem vključevanju.

## Individualizirani načrt

Z načrtom opredelimo posebne potrebe in interese učenke, področja nadarjenosti ter cilje in prilagoditve. Skrbimo za uravnoteženo razvijanje učenkinih intelektualnih zmožnosti, osebnostno čustvenega razvoja ter odpravljanje težav na področju sporazumevanja. Primanjkljaje spodbujamo glede na motivacijo in sposobnosti.

Tako premišljeno načrtujemo celovit razvoj, ne samo izsledke identifikacije. Načrt temelji na učni individualizaciji in diferenciaciji, uresničevanje obeh pa omenja tudi 40. člen Zakona o osnovni šoli.

## Didaktični vidiki individualizacije in diferenciacije

»Kakor je treba učence strokovno združevati, jih je potrebno strokovno tudi spet združevati.« (Strmčnik, PA dnevi, 2006).

## Diferenciacija in individualizacija poučevanja

*Diferenciacija poučevanja* pomeni spreminjanje ravni zahtevnosti, *stilov poučevanja in učenja*, učnega tempa, *odnosov*, obsega učne snovi glede na individualne potrebe učenke njenega učnega stila in interese.

Učitelj, ki pouk diferencira postaja *usmerjevalec in sodelavec*. Ko usmerja diferencirani pouk, kombinira različne organizacijske oblike s katerimi učenko v učnem procesu spodbuja k višjim ravnem zahtevnosti, v dejavnosti v šoli in zunaj nje.

Učenki omogočimo prehode glede na dosežene standarde znanja, glede na napredek v osebnotnem razvoju in jo usmerjamo v dejavnosti, ki zanjo pomenijo osebni izziv. Za Veroniko je posebej pomembno *aktivno in ustvarjalno učno okolje, ugodno socialno vzdušje*, ki izziva ustvarjalno socialno klimo in uspešno pridobivanje novega znanja. Učitelj je sodelavec, ki sodeluje s svetovalno službo, s starši in zunanjim strokovnjaki. V praksi se pogosto poraja vprašanje, kako v timu skupaj oblikovati učinkovite, fleksibilne programe, ki bi zajemali vsebine, spretnosti in dejavnosti, ki so za učenca smiselne, s tem pa omogočali maksimalno doseganje optimalnega razvoja.

#### *Individualizacija poučevanja:*

- »Nič ni bolj neenakega, kot je enaka obravnava neenakih.« (Paul F. Brandwein).
- Individualizacija zajema prilagoditve vsebine, procesa, produkta in učnih okoliščin po tem, ko je opravljena skrbna ocena učenčeve osebnosti, njegovih vrtilin in slabosti (Ferbežer, 1999, str. 226).
- Če upoštevamo individualizacijo kot didaktično načelo, ki na nivoju vsakega posameznega učenca upošteva njegove posebnosti (Strmčnik, 2001, str. 377), takrat učitelj smiselno sledi vsakemu učencu, zato se učenec počuti sprejetega, vključenega, samozavestnega ter postopoma sam usmerja svoje učenje in se osebnotno osamosvaja.

### **Individualiziran program za nadarjene - IPN**

IPN je načrt individualizacije vzgojno-izobraževalnega in svetovalnega dela, je edinstven načrt pomoči učencu in sodi v vrh sodobnih konceptov didaktike in metodike.

#### *Timsko načrtovanje, izvajanje in vrednotenje IPN:*

- *Razrednik* je vodja strokovnega tima, ki skrbi za načrtovanje ciljev, oblik, metod dela ter izvajanje ustreznih prilagoditev pri posameznih šolskih predmetih v okviru pouka ali izven njega za tekoče šolsko leto. Izjemno dragoceno je sodelovanje staršev, saj razpolagajo s pomembnimi informacijami o videnju otrokovih težav, potreb, želja in interesov.
- *Učenka* je enakovreden član tima; z njo vzpostavimo ugodno čustveno in spoznavno vzdušje, ter varne okoliščine, da lahko sproščeno spregovori o lastnem funkcioniranju, o svoji vlogi in deležu pri uresničevanju zastavljenih ciljev, pričakovanih in viziji lastnega razvoja.
- *Šolska svetovalna služba* sooblikuje IPN s posebnim programom izvajanja svetovanja za celovit osebni in socialni razvoj.
- Kakovosten in učinkovit IPN je vedno rezultat interdisciplinarnega timskega sodelovanja, v katerem so vsi *člani tima* enakopravni in sodelujejo v delovnem odnosu. Člani tima samostojno načrtujejo in izvedejo vsak svoj del nalog, prevzamejo odgovornost za uresničevanje zastavljenih ciljev, metodologijo, dejavnosti ter pričakovane rezultate - evalvacijo o učinkovitosti programa.

*Upoštevanje potreb, želja in interesov učenca s perspektive moči:*

- Skrbno ocenimo vse učenke značilnosti, njena močna in šibka področja, pri čemer upoštevamo ožje in širše okolje, ki lahko pomembno spodbuja ali ovira njeno napredovanje.
- IPN načrtujemo strokovno preiščeno z upoštevanjem natančnih podatkov o učenkinem trenutnem stanju v vseh razsežnosti razvoja:
  - spoznavni razvoj (učna uspešnost, močna in šibka učna področja, spomin, učni stil);
  - učna aktivnost (čustveno-doživljajska, umska, gibalna);
  - motivacijsko-interesna področja (učne navade, notranja, zunanja in storilnostna motivacija);
  - socialno-čustven razvoj (socialni odnosi v razredu, osebnostne lastnosti, samopodoba in samospoštovanje);
  - moralno-etično področje (stališča, stopnja moralnega presojanja, občutek za pravičnost);
  - psihomotorični razvoj (sprostitvene tehnike ...);
  - razvojna področja, kjer ima težave.
- Sledimo razvojni in procesni naravnosti, ki dopuščata spodrsaljaje, napake, pa tudi izvirnost, kritičnost, samostojnost in soustvarjanje vedno novih rešitev in sprememb, ki zahtevajo nenehno dopolnitev IPN.

*Delovni odnos:*

- Svetovalni delavec sodeluje kot koordinator ali izvajalec v skladu s strokovno usposobljenostjo, zato je zelo pomembno, da je odlično opremljen za vzpostavljanje dialoga in sodelovanja, tako da »poveže vse strokovne moči za pripravo, izvedbo in spremljanje IP.« (Programske smernice 1999, str. 14). Opravi strokovno poglobljen *diagnostični intervju* z učenko in njenimi starši, ter *oblikuje profil* učenke nadarjenosti.

## **Metoda celostnega pristopa k razvoju otrokove osebnosti**

Metoda celostnega pristopa pri psihosocialni integraciji otrok s posebnimi potrebami poleg tradicionalne kognitivne ravni obsega tudi procese na telesni, čustveni, vedenjski, osebnostni in duhovni ravni. *Prevladuje pozitivna skupinska dinamika, ki omogoča pristno komuniciranje z različnimi stili poučevanja, učencem pa omogoča multisenzorično doživljanje učenja, ki poteka na več ravneh.*

Ugotavljam, da je IPN učinkovit, če uravnoteženo zajema vse potrebe in razsežnosti otrokove celovite osebnosti:

- *Kognitivno* - pomeni način umskega funkcioniranja, sprejemanja in predelovanja informacij, količino in urejenost znanja, s katerim razpolaga učenec (Požarnik 2003).



- *Emocionalno* - temelji na učenkinem čustvenem doživljanju učnih okoliščin in izkušenj (ugodne ali neugodne izkušnje, reakcije na uspehe in neuspehe, učenčevi cilji in vrednote v povezavi z učenjem, občutki varnosti in sprejetja, prepoznavanje lastnih interesov, potreb, čustev in spoštovanje drugih).
- *Motivacijsko* - izhaja iz učenkine notranje ali zunanje motivacije, v kolikšni meri si je pripravljena zares prizadevati za učenje, kakšni so njeni cilji po širjenju interesov, znanj in usmerjenosti k ciljem.
- *Konativno* - kaže se v učenkini akciji, delovanju, uresničevanju, v težnji, da bi naredila nekaj glede na svoj odnos do učenja, vedenja, pohvale, neuspeha.
- *Moralno* - temelji na učenkinem vrednostnem sistemu, na razmišljanju o sebi in spoznavanju same sebe (cilji in vrednote v povezavi z učenjem, moralnim vedenjem in napredovanjem, samostojnost, odkritost, kritičnost in iznajdljivost). Vrednostni sistem učenki omogoča moralno-etično razsojanje dejanj in dogodkov.
- *Socialno* - kaže se v učenkini vpetosti v širše in ožje socialno okolje: vpliv staršev, soseke in še posebej vrstnikov ter celotnega družbenega dogajanja, ki ji omogočajo izkušnjo sodelovanja, medsebojnih odnosov in interakcij z drugimi, kulture komuniciranja, vključevanja, distance, osamosvajanja, ločitve in neodvisnosti.
- *Duhovno* - ki predstavlja sposobnost doživljanja in ozaveščenosti nekega neposrednega dogajanja. Za ustrezno odzivanje na dogajanje potrebuje učenka dober stik s seboj in dober stik z okoljem. Učenka tako postopoma razvija zavest o sebi, tj. sposobnost samozavedanja in ozaveščenost sebe (vtisi, hrepenenja, vizije ...), kar daje večje možnosti za razvoj, kot razum (Ščuka 2007).«

Žal je v šolskih praksah IPN še vedno preveč usmerjeni na učne dosežke, pri tem pa zanemarjajo pomembne vidike socialnega, čustveno-doživljajskega in moralno-etičnega razvoja otrok.

## **Izhodišča za načrtovanje individualiziranega programa**

Izhodišča za načrtovanje individualiziranega programa nadarjene učenke so sestavni del dokumenta individualiziranega programa za nadarjeno učenko, ki ga pripravi in hrani šolska svetovalna služba v učenkini osebni mapi.

### **Splošna ocena značilnosti in potreb učenke**

Ob vpisu v 1. razred je Veronika izpolnjevala osnovne kriterije za integracijo gluhe deklice v redno šolo:

- dovolj visoke intelektualne sposobnosti;
- primerne osebne lastnosti, ki so preraščale v močno voljo in izrazito vztrajnost za šolsko delo, vedoželjnost, hitro odzivnost v intelektualnem, čustvenem in psihomotoričnem razvoju;

- močno razvito likovno, psihomotorično in neverbalno področje;
- vzpodbudno domače okolje, stalna podpora staršev.

### **Ugotovljena področja nadarjenosti:**

- Likovno izražanje.

### **WISC-III:**

- Neverbalne intelektualne sposobnosti so visoko nadpovprečne.

### **Potrebe, želje in interesi učenke ter značilnosti njene nadarjenosti:**

#### *a) na področju spoznavnega razvoja:*

- Učenka ima visoke sposobnosti logičnega mišljenja. Hitro rešuje različne aritmetične in geometrijske naloge. Razume kako sistemi delujejo in jih zna uporabiti v svojo korist.
- Ima dober spomin, rada bere in raziskuje.
- Stil učenja: Najbolje se uči z opazovanjem, podatkov se spomni in jih priključ s pomočjo miselnih slik. Gradivo rada predstavlja vizualno, rada izdeluje in je motorično spretna.
- Rada raziskuje, zbira gradivo in ga sistematizira s pomočjo računalnika.
- V šoli dosega prav dober uspeh. Pri ANJ, SLJ in MA je vključen v učno skupino 2. zahtevnostne ravni. Rada obiskuje izbirne predmete računalništva, šport za zdravje in tuj jezik. Težave ima zlasti pri govornem razumevanju, izgovorjavi in pisnem sporočanju.

#### *b) na področju telesnega razvoja:*

- Telesno je dobro razvita. Pri športnih igrah je nekoliko manj uspešen glede na vrstnike v šoli.

#### *c) na motivacijsko-interesnem področju:*

- Učenka ima dobre učne in delovne navade in si zastavlja cilje, za katere si vztrajno prizadeva.
- Njena učna učinkovitost je zelo odvisna od afektivnih dejavnikov: občutka varnosti, socialne sprejetosti s strani učencev in učiteljev, učnega vzdušja, stališč in vrednot.

#### *d) na področju socialno-čustvenega razvoja:*

- Rada razpravlja v skupini z vrstniki, kjer se počuti varno, zna se vživljati v druge in je intuitivna, rada sklepa prijateljstva in ima razvit občutek za pravičnost.

#### *e) umetniški razvoj:*

- Učenka ima razvit smisel za likovno izražanje in je zelo ustvarjalna.

#### *f) druge posebne potrebe:*

- Veronika je z odločbo o usmerjanju otrok s posebnimi potrebami opredeljena kot otrok s popolno izgubo sluha in s težjo govorno jezikovno motnjo in je usmerjena v izobraževalni program s prilagojenim izvajanjem in dodatno strokovno pomočjo.

## Načrt individualizacije vzgojno-izobraževalnega dela

Načrt je sestavni del dokumenta individualiziranega programa in instrument individualizacije, ki opredeli področje nadarjenosti, posebne potrebe in interese učenke, cilje in prilagoditve načrtovane za učenko.

### Cilji IP glede na področje nadarjenosti in potrebe učenke

	Cilji	Oblike in dejavnosti
<b>a</b>	<ul style="list-style-type: none"> <li>- urjenje ustvarjalnega sporazumevanja in komunikacije;</li> <li>- poglobljanje znanja iz materinščine;</li> <li>- razvijanje poslušanja in govornega sporazumevanja;</li> <li>- razvijati miselne sposobnosti (divergentno in logično mišljenje);</li> <li>- navajati na samostojno učenje s pomočjo različnih virov;</li> <li>- spoštovati učenkino željo po sprejemanju njene drugačnosti.</li> </ul>	<ul style="list-style-type: none"> <li>- dodatna strokovna pomoč, razredne ure;</li> <li>- ravni zahtevnosti pri materinščini;</li> <li>- likovni krožek;</li> <li>- dodatna strokovna pomoč materinščina;</li> <li>- individualizirani program matematika;</li> <li>- notranja diferenciacija;</li> <li>- razredne ure, šolska skupnost, šolska klima.</li> </ul>
<b>b</b>	<ul style="list-style-type: none"> <li>- spodbujati gibalno dejavnost</li> </ul>	<ul style="list-style-type: none"> <li>- izbirni predmet - šport za zdravje</li> </ul>
<b>c</b>	<ul style="list-style-type: none"> <li>- uvajati delo v parih ali manjših skupinah;</li> <li>- razvijanje samousmejevalnega učenja in stilov učenja.</li> </ul>	<ul style="list-style-type: none"> <li>- diferenciacija pouka in prilagoditve v organizaciji učenja in poučevanja;</li> <li>- osebno svetovanje.</li> </ul>
<b>d</b>	<ul style="list-style-type: none"> <li>- razvijanje občutka samo-sprejetosti;</li> <li>- spodbujati socialno sprejetost s sošolci in učitelji, ter občutek varnosti;</li> <li>- izboljšanje socialnih interakcij z vrstniki;</li> <li>- ozaveščanje sebe, svojih potreb in interesov in občutka lastne vrednosti, prednosti in šibkosti;</li> <li>- razvijanje asertivnega vedenja;</li> <li>- razvijanje socialnih, čustvenih potreb in spretnosti.</li> </ul>	<ul style="list-style-type: none"> <li>- program za osebni in socialni razvoj;</li> <li>- skupinsko druženje nadarjenih učencev po interesnih področjih;</li> <li>- Klub za nadarjene učence - program za osebni in socialni razvoj;</li> <li>- socialne igre v razredu, razredne ure;</li> <li>- osebno svetovanje učenki;</li> <li>- Klub za nadarjene.</li> </ul>
<b>e</b>	<ul style="list-style-type: none"> <li>- razvijati likovno izraznost in uveljavljati učenkinde likovne izdelke v javnosti</li> </ul>	<ul style="list-style-type: none"> <li>- likovni krožek</li> </ul>
<b>f</b>	<ul style="list-style-type: none"> <li>- dodatna strokovna pomoč in prilagoditve pri pouku</li> </ul>	<ul style="list-style-type: none"> <li>- strokovna skupina in razredni učiteljski zbor</li> </ul>

## Posebnosti vzgojno-izobraževalnega dela pri pouku za Veroniko

### *Organizacija pouka glede na učenkinine posebne potrebe:*

- Namestitev učenke v učilnici je z več vidikov primerna v prvi ali drugi klopi ali v sredini polkroga. Omogočimo ji *stalen in neposreden stik z učiteljem*, ki jo mora večino časa videti v obraz. Veronika sedi skupaj z učenko, ki je šolsko dobro uspešna in ji je pripravljena po potrebi priskočiti na pomoč.
- Veroniki je potrebno zagotoviti čim več pisnega gradiva v razumljivi obliki (priprava miselnih vzorcev, slikovnega materiala, ključnih besed, kratkih povzetkov z uporabo znanih besed ...) in ji tako zagotoviti učenje iz korektno pripravljenih virov. Pri učenju obsežnejšega gradiva je potrebno celotno vsebino razčleniti na manjše vsebinsko smiselne enote.
- Pri pouku je potrebno uporabiti čim več didaktičnih pripomočkov in učil za nazornost pouka (grafoskop, video filmi, diaprojektor, računalnik).

### *Organizacija časa:*

- Veronika potrebuje *več časa v procesu sprejemanja nove učne snovi, razumevanja, utrjevanja in preverjanja znanja*. Počasneje in težje sprejema in predvsem predeluje dobljene informacije. Pri sprejemanju nove učne snovi potrebuje več časa za razumevanje, sprejem in predvsem predelavo informacij. Potrebuje *ponovitev razlag* z različnih vidikov in *sprotno preverjanje razumevanja*.
- Primerna razporeditev časa ji predstavlja možnost biti uspešna, ohraniti pozitivno samopodobo. Ti socialni in emocionalni vidiki so posebno pomembni in omogočajo pozitiven prenos na kognitivno in druga področja otrokove dejavnosti. Čas, potreben za učenje, se podaljša zaradi upočasnjenega dozorevanja in počasnejšega tempa pridobivanja znanj, kar je posledica govorno - jezikovne motnje.

### *Izvajanje pouka:*

- Učitelj komunicira z učenko tako, da je z obrazom obrnjen proti njej. *Govori naj z normalnim ritmom, tempom in normalno glasnostjo*. Med govorom je bolj statičen in se ne premika po učilnici. Ust si ne sme zakrivati. Učiteljev obraz naj bo primerno osvetljen.
- Podajanje snovi naj ne temelji samo na frontalni razlagi. Za gluhe in naglušne učence je izjemno pomembno, da so podane informacije *jasne, kratke, enoznačne in posredovane v upočasnjem tempu*. Pri podajanju snovi učitelj uporablja *vizualizacijo, sličice, mimiko, bogat didaktični material, miselne vzorce, zapise ključnih besed, neznanih besed, kratke povzetke, demonstracije, eksperimente, ekskurzije*. Na tablo piše *ključne besede, enostavne kratke stavke*. Glede na oblike dela ima prednost projektno delo in delo v manjših skupinah (dvojice, trojice ...) ter medpredmetne povezave.
- Pomembni so odnosi učitelj - učenka - drugi učenci. Učitelj pri Veroniki išče *močna področja*, kjer jo lahko pozitivno predstavi.
- Učenki pomaga pri *organizaciji zapiskov*, učnih pripomočkov, beležk za starše.

- Vzpodbujaja in usmerja njeno *lastno aktivnost in sodelovanje* v procesu pouka.
- Vzpodbujaja in ohranja njeno *motivacijo* za delo.
- *Pouk glasbe* mora upoštevati slušne in govorne sposobnosti učenke. Za prilaganje osvajanja učnih vsebin je nujno sodelovanje mobilnega pedagoga in učitelja glasbe. Slušni primeri se ne ocenjujejo.
- Pri *športni vzgoji* se morajo upoštevati posebni varnostni ukrepi, ki zaščitijo učenko in slušni aparat. Posebno pozornost posvečamo plavanju, smučanju in igram z žogo.
- *Domače naloge* naj bodo skrbno izbrane in strukturirane glede na primanjkljaje, ki jih na tem področju učenka ima. Morajo biti posredovane na učencu razumljiv način (bodisi v ustni ali pisni obliki). Priporočljivo je, da so z zahtevami, ki jih učiteljica postavlja otroku seznanjeni tudi starši, da lahko otroka doma ustrezno spodbujajo in podpirajo.

#### *Preverjanje in ocenjevanje znanja:*

- Ne ocenjujemo:
  - Vsebin, ki temeljijo na akustičnih elementih.
  - Pravilne izreke.
  - Napak, ki so posledica zamenjav glasov, ki se ne dajo odgledati (p-b,s-c, t-d, g-h).
  - Napak v pisnih izdelkih - prednost naj ima sporočilnost pisnega izdelka.
- Pri ocenjevanju je priporočljivo *podaljšanje razpoložljivega časa do 50%*.
- V procesu ocenjevanja znanja mora biti učitelj še posebej pozoren na to, da ga Veronika razume in ve, kaj od nje pričakuje.
- Zato mora biti učitelj v procesu ocenjevanja njenega znanja posebej pozoren na to, da:
  - *govori jasno in razločno* in ne preglasno, da ne pride do popačitve glasu;
  - pri ustnem ocenjevanju uporablja po potrebi še *dodatni slikovni material*;
  - *popravlja izgovorjavo pri tujem jeziku*, vendar jo *pri ocenjevanju popolnoma zanemariti*, ter dajati večji poudarek razumevanju;
  - pritegniti mora njeno *pozornost*, doseči mora, da ga Veronika gleda in mu prisluhne;
  - govori ji na razdalji do enega metra, da bo sprejem preko slušnega aparata boljši, čeprav sliši tudi na večji razdalji, ji učitelj z bližino omogoči boljše razumevanje;
  - omogoči ji, da vidi učiteljev obraz, posebej usta, zato si ga naj ne zakriva;
  - ocenjevanje znanja se naj izvaja v čim bolj mirnem okolju;
  - dobro je, da se Veroniko sprašuje v prvih učnih urah;
  - kadar *ne razume* učitelja ta uporabi *lažjo besedo*, da ji bo sporočilo jasnejše; učitelj večkrat preveri, če ga je Veronika razumela.
- Za ocenjevanje Veronikinega znanja je potrebno uporabiti način, s katerim se učenka *najlažje izraža in predvideti daljši čas*, kot za sliščega učenca brez govorno jezikovnih motenj.
- Prilagoditve pri preverjanju in ocenjevanju znanja teh učencev so potrebne že pri načinu postavljanja vprašanj. Le-ta morajo biti *enoznačna, enostavna in konkretna*.

Če so vprašanja kompleksnejša, daljša, jih je potrebno razčleniti na podvprašanja, kljub temu pa je vedno znova potrebno preveriti, ali jih je učenec razumel. Isto velja tudi za posredovana navodila. Zaradi težav pri predelovanju verbalnih informacij je potrebno Veroniki tudi pri preverjanju znanja *zagotoviti dovolj časa za povratno informacijo*, način posredovanja le-te pa mora dopuščati uporabo vseh tistih opor, ki jih je s pridom uporabljala že v procesu pridobivanja in utrjevanja znanja.

- *Ocenjevanje nareka in pisnih izdelkov* zahteva posebno pozornost. Narek naj učenka sicer piše, vendar mora učitelj upoštevati specifičnost njenih težav.
- Učitelj naj se *izogiba izpraševanju v časovni stiski* ali ob slabi klimi v oddelku.

### **Druge dejavnosti v šoli in izvajalci (interesne dejavnosti, dodatni pouk, Klub za nadarjene, itd)**

<b>Dejavnost</b>	<b>Izvajalec</b>	<b>Morebitne posebnosti izvedbe</b>
razvijanje socialnih spretnosti	šolska svetovalna služba	<ul style="list-style-type: none"> <li>- druženje nadarjenih učencev;</li> <li>- Klub za nadarjene;</li> <li>- program za osebni in socialni razvoj.</li> </ul>

### **Sprotno in končno vrednotenje uspešnosti programa**

#### **Načrt evalvacije**

<b>Oblike in metode</b>	<b>Izvajalec</b>	<b>Udeleženci</b>	<b>Rok</b>
pogovori pedagoginje z učenko - subjektivno zadovoljstvo s programom	pedagoginja	učenka	ob polletju
druženje nadarjenih učencev sosednjih šol	šolska svetovalna služba, mentorji, LS, vodstvo šol	učenka, njeni starši in mentorji	februar
strokovna ekskurzija v Zagreb	šolska svetovalna služba in mentorji	nadarjena učenka in mentorji	maj

### **Sprotne ugotovitve o realizaciji in ocena uspešnosti programa (RUZ, mnenje učenca, starša)**

<b>Dne</b>	<b>Realizacija in uspešnost programa (doseganje ciljev, uresničevanje načel ...)</b>
februar	- evalvacijski vprašalnik ob koncu druženja nadarjenih učencev
maj	- evalvacija strokovne ekskurzije v 5. gimnazijo v Zagreb
ob koncu šol. leta	- evalvacija dela RUZ -uresničevanje prilagoditev pri pouku in načel za delo z nadarjeno gluho deklico; - pogovori pedagoginje z učenko; - evalvacijsko poročilo razredničarke; - evalvacijski intervju z učenko; - evalvacijski intervju s starši.

### **Končna ocena realizacije in uspešnosti programa (ocena UZ, učenca in staršev)**

- evalvacijski vprašalnik za učence: druženje nadarjenih učencev;
- evalvacijski intervju z učenko - šolska svetovalna služba;
- evalvacijski vprašalnik za učiteljski zbor: spodbujanje razvoja nadarjenih učencev;
- evalvacijski vprašalnik za starše: spodbujanje razvoja nadarjenih učencev;
- predlogi za naslednje šolsko leto.

### **Zaključek**

Kvalitativna analiza študije primera je pokazala, da je v šolah smiselno načrtovati programe celovitega razvoja učenca, kar pomeni, da poleg tradicionalne želje po kognitivnem razvoju upoštevamo predvsem procese na socialni, čustveni, duhovni in vedenjski ravni. Za razvoj nadarjene gluhe deklice je to še posebej pomembno, saj so njene potrebe po socialni sprejetosti s strani vrstnikov in učiteljev izrazito povezane z njeno učno učinkovitostjo, motivacijo, samopodobo in samo-sprejetostjo..

Strokovni tim je načrtoval cilje za obdobje enega šolskega leta, dolgoročno pa Veroniko spodbujal v smeri šolskega samousmerjanja in življenjskega osamosvajanja. Veronika si je zastavila visoke cilje v nadaljnjem izobraževanju.

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*Dženi Rostohar*

E-mail: dzeni.rostohar@guest.arnes.si

*Melita Zagorc Vegelj*

E-mail: melita.vegelj@gmail.com

## **DEJAVNOSTI ZA SPODBUJANJE SOCIALNEGA IN ČUSTVENEGA RAZVOJA NADARJENIH UČENCEV NA OŠ LESKOVEC PRI KRŠKEM**

**Povzetek:** Predstavljene bodo dejavnosti, ki jih izvajamo po identifikaciji nadarjenih učencev od 5. razreda naprej. V 5. razredu se vsebina tedenskih srečanj nanaša predvsem na spoznavanje samega sebe, drugih in razvijanje spretnosti konstruktivnega vedenja v skupini. V 6. razredu se aktivnosti nadaljujejo ponavadi kar z isto skupino otrok. Z njimi razmišljamo in preko izkušenj skozi aktivnosti spoznavamo našo različnost, predsodke in stereotipe v družbi. Tako prihajamo do zaključkov, kako lažje sprejeti lastno drugačnost kakor tudi različnost drugih. Srečanja se začinjajo s socialnimi igrami, ki prispevajo k oblikovanju in uglaševanju skupine, »prebujanju« in sproščanju in včasih tudi že senzibiliziranju za nadaljnjo aktivnost. V višjih razredih nadaljujemo z aktivnostmi, ki spodbujajo razvoj socialnih veščin, hkrati pa v delavnicah raziskujemo procese odraščanja in nove socialne odnose, ki zaradi tega nastajajo - do vrstnikov, do domačih, do učiteljev, v prvi vrsti pa poskušamo odgovarjati na vprašanja, ki se mladostnikom porajajo o njih samih. Skupine navadno štejejo okoli 12 otrok. Posebej povabimo nadarjene učence, vabljeni pa so tudi vsi ostali. Od samega začetka dela z nadarjenimi na šoli organiziramo tudi sobotne šole - eno družboslovno in eno bolj naravoslovno obarvano.

V zadnjem času, predvsem s posodobljeno ocenjevalno lestvico, se je število prepoznanih nadarjenih učencev zelo povečalo, s tem pa so postali tudi zelo heterogena skupina - tako po sposobnostih kakor po potrebah. Menimo, da je smiselno poudarjati in jih spodbujati k razvijanju njihovih močnih področij, zato smo se v lanskem letu odločili, da jih bomo učili oblikovati njihov lasten portfolio, skozi katerega bodo spremljali svoj napredek na izbranem področju. V ta namen smo zasnovali delavnico za starše in niz delavnic za otroke.

**Ključne besede:** samopodoba, socialne veščine, medkulturna vzgoja, sobotna šola, portfolio.

## **ACTIVITIES THAT ENCOURAGE SOCIAL AND EMOTIONAL DEVELOPMENT OF GIFTED STUDENTS ON PRIMARY SCHOOL LESKOVEC PRI KRŠKEM**

**Abstract:** Activities that we perform with gifted students from the 5th grade on will be presented. In the 5th class the content of weekly meetings focuses on learning about oneself, others and skills development of constructive group behaviour. In the 6th grade activities continue usually with the same group of children. We are thinking and through experience from various activities we recognize our diversity, prejudices and stereotypes in society and

come to conclusions about how to accept better their own uniqueness as well as the diversity of others. Meetings begin with different social games that contribute to creation of group spirit and sometimes already introduce the further action.

In higher classes we continue with activities that promote development of social skills, in workshops we are also exploring the processes of growing up and the new social relations resulting from - to peers, to home, to teachers and of course in the first place we are trying to answer their own questions emerging in adolescents. Groups usually have about 12 children. The gifted students are specially invited to the course but also everyone else. From the very beginning of work with gifted students in school »Saturday schools« are organised - one social and one more science orientated.

In recent times, especially with the updated rating scale, the number of identified gifted students is increased; there by also became a very heterogeneous group - both in terms of abilities as well as of their needs. Since it is reasonable to emphasize and encourage them to develop their strong areas, we decided last year that we will teach them to create their own portfolio, through which they will track their own progress in the chosen point. That's why we designed a workshop for parents and a series of workshops for students.

**Keywords:** self-esteem, social skills, intercultural education, Saturday school, portfolio.

Koncept o delu z nadarjenimi učenci kot eno od oblik dela z nadarjenimi učenci priporoča tudi dejavnosti za spodbujanje socialnega in čustvenega razvoja.

## **Zasveti v 5. in 6. razredu**

Na naši šoli tovrstne dejavnosti, ki jih v 5. in 6. razredu izvajamo že 5 let imenujemo Zasveti. Na tedenska druženja prihajajo prepoznani nadarjeni učenci in ostali zainteresirani.

V začetku šolskega leta v vseh oddelkih 5. in 6. razreda dejavnost predstavim po oddelkih in povabim k vključitvi najprej tiste učence, ki so prepoznani kot nadarjeni, potem pa tudi vse ostale učence.

Vsebinsko posameznih srečanj pripravljam glede na to, kakšna je skupina učencev in kakšne želje izraža. Vsi si želijo igrati predvsem socialne igre. Najbolj priljubljene med njimi so: mežikanje, ubogi črni muc, morilec, kipar, telefon, kdo je začel, pantomima in ugani pravilo. Predvsem zadnji dve omogočata različne modifikacije in spodbujata pri učencih različne spretnosti.

Uvodne socialne igre so namenjene ogrevanju skupine, hkrati pa so pogosto tudi že uvod v osrednjo temo tistega srečanja. Večino socialnih iger tudi nekoliko analiziramo, da ugotovimo namen igre, počutje otrok in kaj so se v igri naučili. Pogosto od tu nadaljujemo temo določenega srečanja.

V 5. razredu poskušamo doseči naslednje cilje:

- vzpostaviti in krepiti socialne mreže prepoznanih nadarjenih otrok,
- spoznavati samega sebe in druge,
- krepiti pozitivno samopodbo,
- razvijati socialne veščine.

Eno prvih srečanj je namenjeno postavljanju pravil in v ta namen uporabim igro vaje poslušanja, kjer učenci izkusijo, kako se pogovarjati, da se slišimo in dobro počutimo. Skupaj se dogovorimo, katera pravila moramo v skupini upoštevati, da bomo lahko delali pri naših urah. Po potrebi namenimo nekaj iger tudi učenju naših imen, saj je eno od pravil, da se kličemo po imenih.

Kar precej prvih ur namenimo *spoznavanju sebe* in v ta namen uporabimo različne vaje raziskovanja in predstavljanja samega sebe:

- risanje osebnega grba,
- predstavljanje sebe - plakat o sebi,
- zgodba o imenu,
- predstavljanje svoje družine,
- kje sem dober in kaj želim doseči,
- socialne igre, ki se s tem povezujejo so: stol na moji desni, zamenjajte mesta, jaz tudi, domine.

Ko razmišljamo o sebi, se skozi razgovor dotaknemo tudi pojma nadarjenost in razmišljamo o tem, kaj pomeni biti nadarjen, kakšne so pravice in dolžnosti nadarjenih in kako se nadarjenost pri posameznikih kaže. Vsak pri sebi išče svoje močno področje in razmišlja, kako bi ga lahko razvijal.

Sledi pogled k drugemu in s tem *spoznavanje drugih* v skupini. To, kar smo slišali in videli v sklopu dejavnosti predstavljanja samega sebe, sedaj uporabimo in se v različnih aktivnostih (osebni oglas, plakat na hrbet, zbiranje podpisov) poskušamo spomniti. Učenci se tako učijo opazovati drugega, izrekati pohvalo pa tudi kritiko.

Naslednji sklop je vezan na učenje različnih socialnih veščin. Izbor je spet vezan na opažene potrebe posameznikov in skupine. Obravnave posamezne socialne veščine se lotimo najprej (če je le mogoče) skozi ustrezno socialno igro (atomi in molekule, vozlanje, jekleni krog, krog zaupanja, vodenje slepca), nato pa skozi skupinski razgovor pridemo do uporabnih rešitev. Vedno začnemo z večino sodelovanja v skupini in v ta namen uporabimo kar nekaj socialnih iger: kvadrati, različne vaje skupinskega odločanja, skupno pisanje zgodbe.

Po potrebi v nadaljevanju obravnavamo še druge socialne veščine:

- kako dobro igrati,
- kako se vključiti v skupino,

- kako se družiti z dekleti, kako s fanti,
- besede in vedenje, ki omogoča sprejemanje,
- kako izreči pohvalo,
- kako izraziti nestrinjanje,
- kako se postaviti zase,
- kako ravnati z nekom, ki provocira,
- kako reči ne,
- kako ravnati s spori ...

V evalvacijah ob koncu šolskega leta učenci povedo, da so jim najljubše igre, kar povezujem s potrebami otrok po aktivnosti, druženju, gibanju, sprostitvi, zabavi in izkustvenem učenju. Morda je v okviru pouka te starostne skupine tovrstnih dejavnosti premalo.

V 6. razredu navadno ostane pri Zasveti enaka skupina otrok kot je bila v petem razredu. Struktura ur je prav tako podobna. Učenci se še vedno zelo radi igrajo različne socialne igre, ki so v večini enake kot v prejšnjem letu.

Najbolj priljubljena med igrami v šestem razredu je igra ugani pravilo, ko eden od učencev zapusti prostor, ostali pa se dogovorijo za pravilo, ki ga bodo upoštevali, ko bodo odgovarjali na vprašanja tega učenca. Njegova naloga je, da ugotovi, za katero pravilo gre (npr. prva črka imena, prekržana noga ob odgovoru, odgovarjanje na vprašanje prejšnjega ...). Ta igra pri učencih spodbuja ustvarjalnost, hkrati pa tudi empatijo. Sami pogosto ocenijo, komu lahko dajo težjo nalogo in koliko pomoči pri ugotavljanju pravila potrebuje nekdo. Pravilo je potrebno izbrati premišljeno, prav tako pa tudi odgovarjati na vprašanja. Odgovori so zabavni in tako igra deluje tudi sproščujoče. Takšna je predvsem za tiste, ki odgovarjajo, medtem ko mora biti spraševalec kar vztarjen in se mora pogosto spopadati tudi z neuspehom, saj je pravilo kar težko uganiti.

Tudi v 6. razredu nekaj uvodnih ur namenimo spoznavanju sebe, potem pa je osrednja tema medkulturna vzgoja, ki se nanaša na spoznavanje različnosti, soočanje s predsodki in stereotipi ter spodbujanje strpnosti in medsebojnega razumevanja, ne glede na razlike, ki med nami so.

Cilji, ki jih poskušamo doseči v 6. razredu so:

- ugotoviti lastno drugačnost in medsebojne razlike,
- prepoznavati lastne predsodke in stereotipe in ugotavljati njihov izvor,
- spodbujati kritično mišljenje v okviru medkulturne vzgoje,
- ozaveščati moč večine za spodbujanje socialne pravičnosti.

Večina dejavnosti je iz priložnika Vsi drugačni vsi enakopravni. Izhajamo tudi iz lastnih izkušenj sobivanja različnih bolj zastopanih kultur na šoli (albanska, romska, slovenska).

Učenci preko izkustvenih vaj spoznavajo:

- v čem se oni razlikujejo med sabo,
- nekatere razlike med posameznimi kulturami (običaji, navade, pozdravi),
- kako je biti izločen iz skupine,
- kaj pomeni ne znati večinskega jezika,
- kaj so stereotipi in kako ravnamo pod vplivom stereotipov,
- kakšen je pomen prvega vtisa in kako se oblikuje,
- pomen družine pri oblikovanju in ohranjanju vrednot,
- odnos med pričakovanji drugih do nas in našim vedenjem ...

V 6. razredu po potrebi pri Zasveti raziskujemo tudi lasten učni stil in razmišljamo o učnih strategijah.

### **Nadaljevanje dejavnosti za razvijanje socialnih veščin v 3. triadi**

V tretji triadi nadaljujemo z aktivnostmi, ki razvijajo socialne veščine, gradijo pozitivnejšo samopodobo, pozitivnejši odnos do vrstnikov, odgovornost za svoja ravnanja, samostojnost, pomagajo raziskovati čustvene in druge potrebe ter se ubadajo z nadarjenostjo posameznih učencev. Redna tedenska srečanja imenujemo Bodi zvezda. Preko pogovorov, interakcijskih, socialnih iger in raznih vprašalnikov raziskujemo samopodobo, se poglobljamo v teme prijateljstva, čustev, odnosov do učenja in šole, uspeha, razvijamo samostojnost, učinkovitejše načine spopadanja s stresom ter obdelujemo razne družbene teme - družbeno udejstvovanje, aids, spolnost ...

V začetku leta posebej povabimo nadarjene učence ter jim predstavimo dejavnost. Na nekaj začetnih srečanjih se ukvarjamo s predstavljanjem in spoznavanjem skupine. Med pravili je zahtevana zaupnost, kar daje možnost varnejšega ozračja za delo v skupini. Začetne teme ponavadi obsegajo komunikacijo, poslušanje, z vajami za razvijanje timskega dela pa vzpostavljamo tudi skupino. Ponavadi imajo udeleženci tudi veliko vprašanj o starših, zakaj se odnosi z njimi tako drastično spreminjajo in pogosto zastrujejo. Učenci imajo radi igro vlog, ko pridejo kot svoji starši na govornilno uro zase. Pogovarjamo se o prevzemanju iniciative in voditeljske vloge, kdaj je to dobro in zakaj. Učenci imajo namreč velikokrat zmotno prepričanje, da je biti vodja nekaj slabega. Kasneje se ukvarjamo z vprašanji odnosov v mladostništvu, z vzpostavljanjem odnosov z nasprotnim spolom, z zaljubljenostjo in ljubeznijo ter spolnostjo.

Velik del srečanj je namenjenih prepoznavanju in spoznavanju čustev ter učenju primernih vedenj v zvezi z izkazovanjem čustev, predvsem jeze. Učimo se, da imamo pravico doživljati vsa čustva, da pa se moramo naučiti primernih vedenj, ki ne ogrožajo nas ali drugih. Podobno se pogovarjamo tudi o konfliktih, učimo se dajati ter sprejemati kritiko in pohvalo.

Nekaj srečanj namenimo tudi nadarjenosti in kreativnosti. Pogovarjamo se o tem, kaj je to ter kako lahko posamezniki razvijajo svoje interese in talente, v zvezi s temi temami spoznavamo tudi različne poklice.

Učence zanimajo teme povezane z učenjem učenja. Spoznavajo svoje učne stile in učne navade. Pogovarjamo se o različnih metodah učenja, o trikih, ki ga naredijo bolj zanimivega in učinkovitega.

Srečanje začnemo s poročanjem o počutju, nadaljujemo z glavno aktivnostjo, ki je povezana z določeno temo. Velikokrat udeleženci izpolnijo kakšen delovni list na podlagi katerega lahko potem začnemo pogovor. Igramo se kakšno socialno igro, simulacijo, igro vlog, ki je tudi osnova za nadaljnjo analizo in pogovor. Radi se igrajo pantomimo, igre vlog, radi ustvarjajo, velikokrat imajo vprašanja, radi delijo svoja razmišljanja, se pogovarjajo. V skupini se učijo veščin, ki so potrebne za življenje v skupnosti.

Zanimivo je spremljati razvoj in učenje mladostnikov, ob koncu leta pa je prijetno videti evalvacije, ko o tem, kaj so se naučili in kaj jim je bilo všeč, zapišejo:

- da se pogosto prisilijo, da razmislijo o svojem vedenju in obnašanju,
- da so se bolj spoznali, da so dobili odgovore na nekatera resna vprašanja,
- da so morali razmišljati o sebi in prisluhniti drugim,
- da so pridobili izkušnje v komunikaciji z ljudmi,
- da jim je bilo všeč, ko smo se učili o čustvih, da so vsa čustva pozitivna, o jezi,
- da so se sproščali, da smo se pogovarjali o življenjskih temah, kot so ljubezen, strah, jeza, spolnost.

Seveda pa je zame blagodejno, ko napišejo, da bi želeli več srečanja in da bodo v bodoče pogrešali ure Bodi zvezda.

## **Sobotne šole**

Ko smo začeli bolj organizirano, poglobljeno delati z nadarjenimi učenci, smo dobili veliko idej o aktivnostih, ki bi jih lahko izvajali. V dotedanjem, vsakodnevnem delu smo najbolj pogrešali umetniške, športne dejavnosti in raziskovanja ter ustvarjanja, pogrešali smo, da bi učenci lahko neko stvar poglobljeno, z večih vidikov raziskali. Ideje smo lahko uresničili na sobotnih šolah, kjer smo imeli v dopoldnevu čas za poglobljanje, ustvarjanje in aktivnosti. Na šoli od leta 2006 organiziramo eno bolj družboslovno in eno bolj naravoslovno obarvano sobotno šolo.

Vsi prijavljeni se dobimo zjutraj in se razdelimo po delavnicah - ustvarjalnicah. Do sedaj smo veliko slikali in risali, nastajali so različni stripi, karikature, knjižna kazala, pobarvali smo cele stene, izdelovali smo didaktične igrače, ustvarjali ure in

sestavljanke. Radi imamo tudi različne forme gledališč in tako oživljamo junake. Včasih se držimo napisanega, včasih pa vse pomešamo in naši junaki oživijo v drugih zgodbah. Igramo jih sami ali pa odsevajo v senčnem gledališču. Ustvarjali smo v raznih filmskih dejavnostih, dodajali zvok filmu, raziskovali načine oglaševanja in prodajajo v reklamah, naredili videospot in sinhronizirali animacijo v nemščino, fotografirali smo skrivnosti narave, mesta in vestno dokumentirali dogajanje. Tiskali smo logotipe na majice, raziskovali smo vpliv barve na okus, reševali matematične orehe, raziskovali zgodovino, modelirali, opazovali smo nebo in vesolje, mediirali, razvijali retorične sposobnosti, spoznavali značilnosti Londona, radi pa tudi pojemo in plešemo. Spoznavali smo poezijo lokalnih pesnic in jih predstavili drugim kot v »Knjiga mene briga«, igrali smo se raznih družabnih in športnih iger, med specialnimi športi smo se preizkusili tudi v baseballu. Mislim, da nobena sobotna šola ni minila, ne da bi zadišalo iz kuhinje po raznobarnih sadnih čokolatiranih karameliziranih dobrotah in pravem domačem kruhu in pogačah. Delo v posamezni skupini poteka do 12, ko sledi predstavitev dejavnosti in ustvarjenega, to pa je tudi čas in prostor za javno izpostavljanje in nastopanje. Večino delavnic smo tudi dokumentirali in promovirali v člankih lokalnih časopisov in na šolski internetni strani.

Učitelji si zberejo teme in področja, ki jih zanimajo ali so jih pripravljene poglobiti in razširiti. Trudijo se uporabljati aktivne metode učenja in poučevanja, veliko je raziskovanja, ustvarjanja, sodelovanja, gibanja, praktičnega dela in izdelave izdelkov. Poleg spoznavanja novih znanj se nam zdi pomembno tudi druženje ter da se učenci in mentorji delavnic pri tem dobro razumejo in zabavajo.

Lani smo se povezali s sosednjo osnovno šolo in skupaj pripravili sobotne aktivnosti v mestnem parku in knjižnici. Bilo je zanimivo združiti učitelje, saj se kljub temu, da delujemo tako blizu in na istih strokovnih področjih le malo povezujemo pri delu. Učenci so bili zelo veseli, da so se lahko družili z nekaterimi vrstniki, ki jih že poznajo in da so spoznali nove.

Predstavili smo nekaj dejavnosti, ki jih izvajamo na šoli. Seveda kolegice in kolegi delajo še marsikaj drugega, kar ni bilo predstavljeno. Srečujemo se z uspehi, kot tudi z omejitvami in težavami. Najtežje vplivamo na čas, na usklajevanje urnikov. Poleg nekaterih rednih dejavnosti - dodatni pouk, priprave na tekmovanje, ki bolj razvijajo akademska področja smo želeli predstaviti dejavnosti, ki se usmerjajo na zadovoljevanje socialnih in čustvenih potreb učencev, ki so prepoznani kot nadarjeni.

## **Portfolio za učence**

Pri prepoznanih nadarjenih se pogosto srečujemo s problemom visoko zastavljenih ciljev v začetku šolskega leta in kasneje nerealizaciji teh ciljev ter posledično razočaranjem in občutkom neuspeha. Tako smo veliko razmišljali, kako spodbuditi

te učence k bolj realnim ciljem, na področjih, kjer je bila opažena nadarjenost, in tudi k boljšim delovnim ter predvsem učnim navadam. To je bil eden izmed motivov, da smo se odločili, da naj bi prepoznani nadarjeni učenci izdelovali svoj portfolio. Želeli smo spodbujati učence k načrtovanju, spremljanju in evalvaciji dejavnosti, ki prispevajo k njihovem razvoju ter spodbujati sposobnost refleksije in samorefleksije.

Najprej smo organizirali roditeljski sestanek, na katerem smo staršem predstavili portfolio. Preko delavnice smo jih spodbudili k razmišljanju o pomenu spremljanja samega sebe in lastnega razvoja. Predstavitve smo začeli s pomembnimi dogodki v njihovem življenju. Kmalu so spoznali nekatere namene in pomen ustvarjanja portfolija. Želeli smo, da spoznajo način in namen ustvarjanja portfolija, da bi nas podpirali, ko bodo portfolio ustvarjali njihovi otroci.

Tudi za učence smo organizirali nekaj predstavitev in delavnic, na katerih smo jim predstavili pomen in cilje spremljanja lastnega razvoja. Pogovarjali smo se o tem, kaj radi počnejo, ugotavljali smo pomembne dogodke v njihovem življenju in jih narisali na življenjsko črto. Te dogodke so učenci vrednotili glede na pomembnost za njihovo življenje in tako razvijali svojo sposobnost metakognicije. Potem smo se pogovarjali o čustvih in čustvovanju - vživljali smo se v posamezna čustva in zapisovali kdaj in kje jih čutimo. Dotaknili smo se kritičnega in kreativnega mišljenja in se učili pisati refleksijo. Učenci so vsak zase napisali samopredstavitve in življenjepise, kasneje so izbrali področja in si zastavili cilje, ki jih bodo poskušali doseči.

Težave smo imeli s časovnimi termini, v katerih smo se lahko srečali z učenci. Letos smo združili ustvarjanje portfolija z ustvarjanjem individualiziranih programov. Učitelji že ob postavljanju IP-ja spodbujajo učence, da oblikujejo portfolio, da zasledujejo svoje dosežke in pišejo refleksije.

## **Naše dileme ...**

Skupina otrok, ki obiskuje dejavnosti za razvijanje socialnih spretnosti, je zelo heterogena - tako po uspehu, kakor tudi po nadarjenosti. Tako predpostavlja tudi koncept o delu z nadarjenimi učenci. S posodobljeno ocenjevalno lestvico se je njihovo število povečalo. Tako je sedaj veliko prepoznanih nadarjenih učencev le na različnih umetniških področjih. Učno so lahko ti učenci tudi povprečno ali celo podpovprečno uspešni.



Razred	Število učencev	Prepoznani nadarjeni učenci - skupaj (odstotki glede na št. uč.)	Prepoznani na podlagi obeh psih. testov in ocenjevalne lestvice	Prepoznani na enem psih. testu in na ocenjevalni lestvici	Prepoznani le na psih. testih (enem ali obeh)	Prepoznani le na ocenjevalni lestvici
5	70	27 (39%)	2	5	0	20
6	61	25 (41%)	0	15	0	10
7	45	18 (40%)	0	3	4	11
8	62	22 (35%)	0	6	4	12
9	64	31 (48%)	1	10	6	14
<b>skupaj</b>	<b>302</b>	<b>123 (41%)</b>	<b>3 (1%)</b>	<b>39 (13%)</b>	<b>14 (5%)</b>	<b>67 (22%)</b>

Tabela 1: Frekvence in odstotki prepoznanih nadarjenih učencev po razredih

Z vidika številčnosti prepoznanih nadarjenih učencev vsekakor vidimo smisel v individualizaciji dela in ustvarjanju pogojev za razvoj vsakega posameznika. Strokovni delavci pa se sprašujemo, koliko je še smiselno govoriti o nadarjenih, saj je sedaj to že tudi polovica razreda. Toliko večji šok je to za redke učence, ki niso prepoznani kot nadarjeni. Ugotavljamo, da imajo prepoznani nadarjeni učenci zelo raznolike socialne in čustvene potrebe, morda jim je skupno le to, da so veseli statusa »nadarjen učenec«, še bolj pa so tega veseli njihovi starši.

Čeprav jim poskušamo razložiti in poudariti ugotovljeno področje nadarjenosti in jih spodbuditi za razvoj predvsem na teh področjih, še vedno mnogi starši nadarjenost enačijo z inteligentnostjo. Tako najpogosteje gojijo previsoka pričakovanja do otrok na intelektualnem področju, kar se odrazi v nedoseganju zastavljenih ciljev, porazih in posledično slabi samopodobi.

Na umetniških, športnem in tehničnem področju šola večkrat ne more ponuditi toliko, kot otrok potrebuje. Vzrokov je veliko, eden večjih pa je prav gotovo v pomanjkanju časa in preobremenjenosti otrok, saj se zelo težko poišče termine, ki ustrezajo večim učencem, da bi bilo mogoče določeno dejavnost izpeljati. Tako je na teh področjih veliko odvisno predvsem od staršev in njihovega interesa ter zmožnosti, da otroka vključijo v različne izvenšolske dejavnosti. Pri tem se sprašujemo, koliko je v teh primerih smiselna identifikacija in spremljanje otroka na šoli, če se vse odvija izven šole.

Tudi za te učence morajo razredniki opraviti različne razgovore z njimi, njihovimi starši, jih predstavljati na sestankih oddelčnega učiteljskega zbora, napisati individualiziran program. Učenec pa ni zainteresiran za nič drugega kot hoditi na trening ali v glasbeno šolo.

Status »prepoznan kot nadarjen učenec« je pomemben tudi pri kandidaturi za Zoisovo štipendijo. Tako nobenega potencialnega kandidata nočemo prikrajšati za to možnost in tudi - ali ni vsak od nas nadarjen na kakšnem področju? Kdo potem ni nadarjen?

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*Jasna Bohnc*  
E-mail: [jasna.bohnc@guest.arnes.si](mailto:jasna.bohnc@guest.arnes.si)

*Polonca Kužner*  
E-mail: [polona.kuzner@guest.arnes.si](mailto:polona.kuzner@guest.arnes.si)

## **SOCIAL NETWORK (FOR TALENTED STUDENTS)**

**Abstract:** In the text we have briefly stated, which definitions were used to describe talented students. As a consequence a social network of talented learners was developed. On practical grounds we have shown the development or strengthening of this social network in primary schools Angela Besednjaka Maribor and Dušana Flisa Hoče. The network is developed by the use of the virtual classroom, intended for and used only by these learners. Here they can discuss their current topics of interest.

**Key words:** talented students, social network, virtual classroom.

## **SOCIALNA MREŽA (NADARJENIH)**

**Povzetek:** V prispevku sva na kratko opredelili iz katerih definicij oz. teoretičnih postavk sva izhajali pri opredeljevanju nadarjenih učencev in posledično v nadaljevanju razvijali socialno mrežo nadarjenih učencev. Skozi prakso sva ponazorili razvoj ali krepitev socialne mreže nadarjenih učencev dveh slovenskih osnovnih šol in sicer osnovne šole Angela Besednjaka Maribor ter osnovne šole Dušana Flisa Hoče. Socialna mreža se razvija s pomočjo spletne učilnice, narejene in namenjene zgolj nadarjenim učencem obeh osnovnih šol, kjer vključeni učenci debatirajo o njim aktualnih temah.

**Ključne besede:** nadarjeni učenci, socialna mreža, spletna učilnica.

## **Social network project**

The expression social network is becoming increasingly popular. Many internet hits and volumes of literature support this claim. There are many social networks for adults and children. There are many very popular social networks in Slovenia, intended to entertain and socialize. Two of these (GlasujZame.com and Simpatije.com) are among the top 20 most visited sites. These two sites are also among the top 7 of pages shown. (<http://www.revija.mojedelo.com/karierni-razvoj/socialne-mrezena-internetu-294.aspx>)

What does the expression »social network« mean? Social network is the name for a community, or a group of people, connected by joint interests, visions, norms, rules,

money, trade, and other known relations or connections. So the term »social network« is a joint name for different connections among humans. Motives for creating a connection vary.

Creating a social network or netting is the skill of an individual, to connect or relate to other individuals in his/her environment. We know informal (family) and formal social networks. The latter are characterized by formal relations among the members. A widely spread social network basically means a wide array of relations, who can help you achieve various goals more easily and effectively. (<http://sluzisi.tuditi.delo.si/2008/05/11/socialne-mreze-in-njihov-pomen>)

Different authors point to many advantages of social networks. With social networks it is all about different human organizations and relations. They play an important role in the study and analysis of groups, communities and relations. The impact on the individual is also very important. A good social network is important for keeping the balance in everyday life, the sense of one's own value and for the quality of life. In detail, this means having someone you can turn to in case of problems, and having people around you, who want to be there, and vice-verso. (<http://www.ozara.org/?id=81>)

Academic research pointed out, that social networks differ in size, from family sized to national social networks. They play a vital role in determining:

- the ways of solving problems,
- the ways corporations are led,
- the grade of individuals success in reaching specific goals.

Social networks form the grounds for the success of an individual or a group of people. The better they are arranged, the greater their value. (<http://sluzisi.tuditi.delo.si/2008/05/11/socialne-mreze-in-njihov-pomen>).

## **Social network for talented students**

Why social network for talented students? In search of the answer we used Silverman (Težak idr. 2008) who found out that basic social needs of talented students are following: the need to interact with peers with similar developing needs considering aptitudes and interests and the need for social recognition by fellow students and teachers. These feelings are connected to learning efficiency, motivation, selfconfidence and self acceptance. Besides social needs Silverman mentions emotional needs of talented students: the need to feel secure, the need to express one self and the need for self acceptance.

Wolfgang Nagel (1987) defined four types of different talents, in our case we will focus on social talent, as an aptitude in which a student is capable of good communication, can feel empathy with the others and can affect them positively and be helpful.

When we use this criteria we can say that talented students spend much time discussing a justice and injustice, good and bad, and are ready to participate against authorities, they do not conform at any cost, are not afraid of being different and provocative, are individualists, do not accept opinions of the authorities without checking them critically, they take the responsibility for planning and organising, usually get on well with their peers and adults as well, but rather find friendship with equally talented peers. They are inclined to deciding about the others and their positions, and are involved in political and social problems.

Božič writes about many talented students having problems with themselves, in their interaction with peers and adults and other aspects of social life.

It is presumed that half of the talented population face these problems, especially highly talented. Important and direct source of these problems is the fact their needs are not being taken into account (their dominance, curiosity, spontaneity and accelerated learning). In case school and parents neglect those needs most of them face severe consequences later in life (Bezić idr. 1998).

Nagel (1987) writes about talented students often being lonely and socially isolated: Talented students often outrun development of their peers, are more mature, and because of that often misunderstood. For them it is important to get the chance to exchange their opinions with the others, but this is often followed by the lack of interest and rejection.

Social isolation is often followed by jealousy of friends, peers often react with revenge, they want to get back to the one who is better than them.

We can facilitate the lack of social interaction with the support of the family and other talented students. Nagel (1987) believes talented students should be socialized with other talented students.

And what can we offer to talented students, that would be attractive, useful, updated and at the same time appropriate for their emotional and social needs? On the internet there are some interesting web pages for high school students: Social network-key to success. It offers: exchange of notes, peer help, meeting friends after school, improvement of their career options, ...Wide social network means wide range of people who can help you achieve your goals faster and easier, we can read about that. (<http://www.prirocnikzabruce.si/delo-in-denar/socialna-mreza-kljuc-do-uspeha/>)

The answer is here: Why shouldn't talented students have a social network of their own?

## Condition analysis

Observations acquired while working with talented pupils, having discussions at the debate club at Angel Besednjak Elementary School, conversations with talented pupils.

Observations while working with talented pupils are as follows:

- talented pupils tend to associate at Saturday school or within the activities prepared for talented pupils,
- activities are limited in time (one lesson or on Saturday morning) which makes it impossible to establish friendly relations,
- there is often a lack of unstructured time,
- there is a growing need of maintaining better relationships among talented pupils.

## Initiative for formation

A seminar on Moodle-based online classes at our school gave us an idea that pupils could benefit from creating an online learning community since it focuses on their interaction and therefore satisfies their social needs, and is in continual evolution.

## Vision

Talented pupils from Slovene and foreign elementary schools introduce themselves, connect and express their opinions and build a social networking website.

## Purpose

The purpose of the Moodle-based online class is to use it as a tool to organize a social networking website intended for talented pupils, and then to build it up with meetings in person at the school and between two schools. The next step is to extend a social networking website intended for talented pupils to other schools.

## Goals

- to provide talented pupils with opportunity to build relations with persons of the same age who have similar needs as regards their abilities and interests,
- to acquire new experiences and interests,
- to enable talented pupils to exchange thoughts on certain problems,

- to organize meetings in person where talented pupils can meet,
- to develop initiatives,
- to offer the possibility of having positive experiences,
- to develop creativity,
- to stimulate cooperation,
- to develop positive self-consciousness.

## Targeted population

The targeted population are talented pupils of the third triad (i.e. year 7, 8, 9) who are from 12 to 15 years old.

## Project overview

We will continue by outlining the main activities of the Social Network Project: Education of gifted students through the use of a virtual classroom. Short descriptions of each activity as well as their timeline are presented below.

### **Setting up a virtual classroom (before September 2010)**

Based on a preliminary analysis we have designed this project around the concept of a virtual classroom. The virtual classroom we have envisioned is not a traditional classroom where learning objectives take precedence, the emphasis is on relationship building, forming connections with one's peers and exchange of opinions on relevant topics.

Most web-based interactions among students of two elementary schools will take place on an online forum. Discussions will have time limits. Project coordinators will act as forum administrators. Students will be able to use the online classroom in school as well as on their home computers.

### **Introducing gifted students to the Social Network Project: Education of gifted students through the use of a virtual classroom, survey on virtual classroom topics (September 2010)**

In September gifted students will attend an introductory meeting where they will be informed of the aim and objectives of the project and will be invited to participate. In both schools, we will utilize computer classrooms to present the virtual classroom to students and train them how to participate in discussions. We will be supported by the IT staff of each school.

In addition, students will fill out a short survey about topics they wish to suggest for virtual classroom discussions.

### **Getting to know each other in the virtual classroom (October 2010)**

User accounts will be set up for students. Each student will get a user name and password which they will use to access the gifted students' virtual classroom. They will set up an online profile including a photo, personal description, hobbies, interests etc. Through the virtual classroom students will be able to browse each other's profiles and engage in discussions on various relevant topics.

### **Getting to know each other in person (October 2010)**

Although the virtual classroom will provide students of both schools the space to form connections with their peers online, we have planned two in-person meetings. The first meeting will take place in Maribor (elementary school OŠ Angela Besednjaka Maribor). Students will meet each other live for the first time. They will prepare short presentations of themselves and their schools. Methods used will include team-building exercises and social impact games, all targeting specific project objectives.

### **Discussions, getting to know each other, forming connections through virtual classroom (November 2010)**

Students will use school computers or home computers to contribute to virtual classroom discussions. Project coordinators will act as forum administrators. Their tasks will include moderating discussions, screen out inappropriate posts, change discussion topics and supervise virtual classroom interactions to prevent any possibility of abuse.

### **Meeting of coordinator and gifted students, involved in the project (December 2010)**

In each school the project coordinators will carry out one interim evaluation meeting with gifted students participating in the project. Students will have the opportunity to evaluate project implementation, share experience and suggest improvements.



### **Discussions, getting to know each other, forming connections through virtual classroom (January, February 2010)**

Students will again use school - or home computers to discuss various topics in the virtual classroom. Project coordinators will oversee their interactions, post new topics and supervise posts to prevent potential abuse.

### **In-person meeting of students of Elementary Schools OŠ Angela Besednjaka Maribor and OŠ Dušana Flisa Hoče (March 2010)**

The second in-person meeting will take place in Hoče (elementary school OŠ Dušana Flisa). Students will get the opportunity to continue their online communication face to face, go deeper into interesting discussions, get to know each other better, exchange contact information and share experience.

### **Discussions, getting to know each other, forming connections through virtual classroom (April 2010)**

Students will be able to continue online discussions from their schools or home. Project coordinators will oversee interactions, change discussion topics and supervise posts to prevent potential abuse. New relevant topics might emerge as a result of in-person meeting of students.

### **Evaluation meeting of coordinator and gifted students (May 2010)**

The final activity for students of Elementary Schools OŠ Angela Besednjaka Maribor and OŠ Dušana Flisa Hoče will be an evaluation meeting with the project coordinators. They will be asked to fill out a questionnaire, which will be available in the virtual classroom. Evaluation will focus on what students liked about the project, what they would like to add, change, or leave out, and form suggestions for next year. Project results will be presented in the virtual classroom as well as on websites of both schools.

## **Conclusion**

The Social Network Project, we strongly believe, has great potential to enrich the lives and school experience of gifted students. Although the project is still in its initial stages, we plan to use evaluation results to develop and improve the project in the following years the basic structure will remain the same. The project will

empower gifted students to develop their social network and deepen their social connections. They will also get hands on experience with contemporary informational technologies, which is not only a powerful education tool but is also extremely popular among young people as a communication tool to form relationships and stay in connected to peers.

We believe that skills and competencies, gained through this project, could help gifted students to mould their futures, e.g. in secondary and tertiary education as well as in their lives in general. School should not only focus on knowledge, it should also provide a space for gifted students to fulfil their intellectual, emotional and social needs (Težak idr. 2008). This is what we will strive to achieve in this project in a less traditional way. This way each gifted student will gain something, either a short conversation or a beginning of a new but lasting friendship.

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*Marjana Rojnik*

E-mail: marjana.rojnik@gmail.com

## **NADARJENOST OTROKA IN SOCIALNA SPREJETOST**

**Povzetek:** Nadarjenost otroka ni garancija, da ne bi bil socialno izoliran. Opisan je primer fanta, ki je nadarjen na več področjih, a ima kar precej problemov pri navezavi stikov s svojim socialnim okoljem.

**Ključne besede:** socialna sprejetost, socialno okolje.

## **TALENT OF THE CHILD AND SOCIAL ACCEPTANCE**

**Abstract:** Talent of the child does not guarantee for him/her not to be socially isolated. A described boy is talented at various fields but has many problems at connecting with social environment.

**Key words:** social acceptance, social environment.

### **Uvod**

V ameriškem Zakonu o izobraževanju nadarjenih iz leta 1978 piše, da so po definiciji nadarjeni ali talentirani tisti otroci in mladostniki, ki so bodisi na predšolski stopnji, v osnovni ali srednji šoli pokazali visoke dosežke ali potenciale na intelektualnem, ustvarjalnem, specifično akademskem, vodstvenem ali umetniškem področju in kateri poleg rednega šolskega programa potrebujejo posebej prilagojene programe in aktivnosti (V: Travers, Elliot in Kratochwil: Educational Psychology, str. 447).

Ta definicija najprej poudarja, da med nadarjene ali talentirane štejemo tako tiste z dejanskimi visokimi dosežki, kot tudi tiste s potencialnimi zmožnostmi za take dosežke na naslednjih področjih:

- splošna intelektualna sposobnost,
- specifična akademska (šolska) zmožnost,
- kreativno ali produktivno mišljenje,
- sposobnost vodenja,
- sposobnost za vizualne in t.i. izvajalske (performing) umetnosti.

Omenjena definicija tudi poudarja, da nadarjeni in talentirani učenci poleg običajnih učnih programov potrebujejo tudi njim prilagojen pouk in dejavnosti, da bi lahko razvijali svoje sposobnosti. Nadarjene učence torej upravičeno uvrščamo v skupino učencev s posebnimi potrebami (Odkrivanje in delo z nadarjenimi učenci v devetletni osnovni šoli, koncept, str. 4 in 5).

## Primer iz prakse

Miha je bil učenec naše šole. Že v prvem razredu je kazal svojo široko razgledanost na področjih, ki so ga zanimala (naravoslovje, družba). Znal je ogromno povedati o vesolju, ki mu je bila priljubljena tema pogovora. V knjižnici si je izposojal knjige, ki nikakor niso bile primerne njegovim stopnji razvoja, čeprav je že znal brati. Doma je ob pomoči očeta pregledal zanimive slike in fotografije in knjigo vrnil s komentarjem, da še vsega ne razume.

Imel pa je problem z zavezovanjem čevljev. Jezil se je, ker mora nositi take čevlje na vezalke, če pa je včasih nosil tiste z ježki. Mama je ob priliki povedala, da je zelo izbirčen pri nakupu čevljev in ni zadovoljen s katerimi koli. Ko sem njegov razred spremljala na sprehod, sem se brez komentarja sklonila k njemu in mu zavezala čevlje. Z nasmehom mi je dal vedeti, da sem ga rešila velike težave.

Miha je nadaljeval iz razreda v razreda z večino petic, če se izrazim številčno. Le pri sportu je bil nespreten in se mu je najraje izognil, če se je le dalo.

Ob šolskem ugotavljanju nadarjenosti so mu testi pokazali visoko nadarjenost na večini področij. Vse to je izkazoval tudi s svojim ucnim uspehom. Rad je sodeloval na vseh tekmovanjih iz znanj. Nikoli mu ni bilo preteško, če se je bilo treba česa naučiti v zelo kratkem času. Najvidnejše uspehe je dosegel na področju logike, matematike, kemije in jezikov, kjer je bil v samem državnem vrhu.

Opazila pa sem njegovo negotovost, ko ga je slovenistka povabila k sodelovanju na proslavi ob Prešernovem dnevu. Prišel je v knjižnico in prestopal pred mojo mizo sem in tja. Na silo je nekaj odgovarjal na moja vprašanja, a je bil ves raztresen. Ko sem ga vprašala, kaj ga teži, se je na široko razgovoril. Nikakor mu ni bilo do nastopa pred sošolci, kaj šele pred drugimi ljudmi. On da hodi sam v šolo in domov ravno zato, da se mu ni treba družiti z drugimi in prenašati njihovih puhlih pogovorov. Med šolskim odmorom rad pride v knjižnico, kjer mu nihče ne teži in v miru pregleduje knjige. Imela sem občutek, da od mene pričakuje pomoč. Predlagal mi je, da se pogovorim z učiteljico in ga na nek način opravičim. Skušala sem mu razložiti, da bi bilo boljše, če bi se on pogovoril z njo, jaz bi jo le prosila, da si najde čas za pogovor. Tako sva se tudi zmenila. Kolegici sem omenila, da bi se Miha rad z njo pogovoril, ko bo imela čas. Bila je presenečena, saj je Miha v razredu deloval kar precej samozavestno. Obljubila mi je, da se bosta dogovorila pri uri slovenščine.

Čez nekaj dni se je Miha nasmejan oglasil v knjižnici. Povedal mi je, da sta se z učiteljico dogovorila, da mu tokrat ni treba sodelovati na proslavi, za drugič pa naj premisli. Po njegovem obnašanju sem ugotovila, da si je kar oddahnil.

V devetem razredu se je oglasil v knjižnici še pred osmo. Na vsak način je želel, da ga opravičim pri uri športne vzgoje. Najprej sem se nasmejala, saj sem vedela, da večina učencev rada obiskuje šport. Ko pa sem videla, da je na robu solz, sem mu predlagala, da skupaj stopiva do učitelja in mu sam pove, kako in kaj. Z njim sem šla do telovadnice. Prosila sem učitelja, da se pogovori s fantom. Šla sta v njegov kabinet, jaz pa sem se diskretno umaknila, saj sem vedela, da se bosta dogovorila tako, da bo prav za oba. Po uri mi je Miha sam prišel povedat, da je bil prisoten, da pa je lahko delal le tiste stvari, ki mu ležijo. Razložil mi je tudi, da k športu ni maral zato, ker so se mu sošolci prejšnji dan smejali, ker je pri igri nogometa nerodno padel. »Vsak pač ni za vse!« je prepričano sklenil in šel k naslednji šolski uri.

Na ta način sem v zadnjih treh razredih postala nekakšen most med Mihovimi težavami, ki so bile izključno socialno pogojene, in tistimi, ki jim je bilo treba kaj razložiti o teh fantovih težavah. Na sestanku učiteljskega zbora sem izpostavila fantove težave, ki pa jih večina kolegov sploh ni zaznala. Bili so prepričani, da odlično funkcionira na vseh področjih, ne samo na šolskem. Ugotovili smo, da ima fant močno razvit občutek za pravičnost, da zna zagovarjati svoje mnenje z argumenti, da zna priskočiti na pomoč. Sama pa sem ugotovila, da je zelo natančen in na vsak način vztraja pri nekem delu tako dolgo, dokler ni zadovoljen z izdelkom.

Miha ima starejšo sestro, ki ga je zjutraj zbujala, da bi šla skupaj v šolo. Vedno se je jezila, ker je Miha bil tako počasen, da preprosto ni marala hoditi z njim. Kljub temu pa fant ni zamujal v šolo, je pa prihajal tik pred začetkom pouka.

S sošolci ni imel prijateljskih stikov. Priskočil je komu na pomoč, če je bilo treba dodatno razložiti učno snov. To mu je bilo dovolj. Tudi izven šole ni imel prijateljev, samo znance, kot je sam ugotovil. V družini so bili zelo povezani in očitno mu je to zadostovalo. Rad je govoril, da so mu knjige, računalnik in televizija več kot dobra družba.

V družini je imel fant vso podporo za svoje delovanje. Starši so ugotovili, da je zanj najbolje, če svoje dejavnosti načrtuje sam in jih le seznanji z njimi. Imajo razumevanje zanj in to fantu največ pomeni, saj se v družinskem okolju počuti varnega in sprejetega.

Zdaj je fant že gimnazijec. Še vedno je odličnjak in uspešen na vseh področjih. Bajе ima že tudi nekaj prijateljev, ki jih je povabil na praznovanje rojstnega dne. Še vedno pa je najrajši sam. Večkrat se srečava in vedno mi z nasmehom pove, da se je v knjižnici dobro počutil.

## Zaključek

Ob navedem primeru postane jasno, da nadarjenost ni garancija, da si uspešen na vseh področjih, ki so pomembna za vsakdanje življenje. Naš učenec je eden takih primerov, ko so ga povsem vsakdanje stvari spravljal v zadrego. Čeprav je imel posluš za druge ljudi in jim je znal priskočiti na pomoč, je bil najraje nekje sam v svojem svetu.

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Ivanka Korez

E-mail: ivanka.korez@guest.arnes.si

## **SOCIALNE IN ČUSTVENE POTREBE PODUSPEŠNIH NADARJENIH OTROK**

**Povzetek:** Učno poduspešni nadarjeni učenci lahko doživljajo razvojne probleme v odnosih z vrstniki, v odnosu do samega sebe, v odnosu do staršev in družine ter v odnosu do učiteljev. Z vidika zadovoljevanja čustvenih potreb potrebujejo nadarjeni otroci visoko spoštovanje in potrjevanje v širšem osebnostnem smislu. V kolikor mu pomembni drugi v njegovem življenju neprekinjeno izražajo negativna čustva se bodo polagoma nizko vrednotili in nižali svojo samopodobo. To pa bistveno ovira učne aspiracije in storilnostno aktivnost. Zaradi nezadovoljenih socialnih in čustvenih potreb se bodo učno poduspešni nadarjeni polagoma začeli izogibati učnih situacij ter razvijali antisocialno vedenje. In to predstavlja klic po razumevanju in osrečujočem spoznavnem napredovanju.

**Ključne besede:** poduspešnost nadarjenih učencev, socialno-čustveni problemi.

## **SOCIAL AND EMOTIONAL NEEDS OF GIFTED CHILDREN WHO ARE LESS SUCCESSFUL**

**Abstract:** Gifted children who are less successful may experience different developmental problems in relations with person of same age, in relation to oneself, in relation to parents and family as well in relation to teachers. Such gifted children need higher respect and confirmation of their personality in a wider sense in order to satisfy their emotional needs. People who play an important role in their lives and who express negative emotions will influence on them in such a way that children will gradually lower their self-esteem. This significantly impedes the learning aspirations and action efficiency. Because of unsatisfied social and emotional needs will such gifted children gradually start to avoid teaching situations and develop antisocial behaviour. And this represents a call for understanding and cognitive development which makes them happy.

**Key words:** underachievement of gifted pupils, social-emotional problems.

### **Uvod**

Nadarjeni otroci bi morali spoznati socialno čustvene potrebe in tovrstne razlike v primerjavi z drugimi otroki. Zaradi svojih sposobnosti pogosteje doživljajo pozitiven odnos, kakor krivdo in bojazen. Nadarjeni otroci pre pogosto krivijo sebe za svojo drugačnost. Svoje talente morajo sprejeti (se z njimi sprijazniti) in se razumevajoče odločiti, kako jih bodo usmerili v korist družbe.

Poduspešno nadarjeni otroci prepogosto ne morejo sprejeti svojih talentov, zato jih usmerijo v škodo družbe in seveda v prvi vrsti v svojo lastno škodo.

## **Predpogoj učnega uspeha pri nadarjenih učencih**

Po raziskavi Butler-Porjeve (1994) so važen predpogoj za veselje do učenja tudi socialno čustvene narave.

Iz tega izhajajo naslednje potrebe:

- *Zaupanje*: starši in okolje prepoznajo potrebe nadarjenega otroka, skušajo jih bolj ali manj uspešno zadovoljiti.
- *Zaupanje v druge*: starši in socialno okolje zadovoljijo otrokove potrebe, ki se spreminjajo in ga potolažijo, kadar je to potrebno. Njihova pozornost in ljubezen krepi občutek, da ljudem lahko zaupa.
- *Zaupanje vase*: starši in socialno okolje se z veseljem zanimajo za aktivnosti nadarjenega otroka. Zagotovijo mu pomoč, kadar jo potrebuje. Zagotovljeno jim je varno, vendar ustvarjalno okolje. To spodbuja učenje in pridobivanje novih veščin. Starši izražajo navdušenje nad novimi dosežki otroka, ki na tak način krepi zaupanje vase.
- *Avtonomija*: starši so pripravljeni pospeševati otrokovo avtonomijo in neodvisnost v njegovih poskusih raziskovanja in spoznavanja.
- *Iniciativa*: starši in okolje so otroku pripravljeni dovoliti, da raziskuje in odkriva svoje okolje in so nad njegovimi iniciativami navdušeni.
- *Samopodoba*: starši otroka prepričajo, da je določene stvari zmožen narediti, da raste kot posebna osebnost in ga ne primerjajo z drugimi.

## **Socialne in čustvene ovire na poti k uspehu nadarjenega učenca**

### **Socialna zrelost**

Nadarjeni učenci s slabimi učnimi dosežki se večkrat slabše socialno prilagajajo kot nadarjeni učenci na splošno. Njihova socialna nezrelost se lahko izraža na veliko načinov. Lahko imajo težave pri navezovanju in ohranjanju prijateljstva. Učno poduspešni nadarjeni učenci imajo lahko težave s sodelovanjem v socialni skupini, predvsem v smislu preveč ali premalo intenzivne, aktivne udeležbe. Zaradi tega so lahko v skupini preveč dominantni ali premalo samozavestni. Lahko se preveč postavljajo ali na kak drug način ovirajo napredek skupine. Učno neuspešni nadarjeni učenci imajo lahko v osnovnošolskih letih probleme ločevanja od staršev, ko morajo v šolo. Lahko so preveč odvisni od učiteljev in se pasivno prilagajajo. Učno poduspešni nadarjeni učenci imajo pogosto težave tudi v športu, ker težko igrajo po ustaljenih pravilih in težko premagajo poraz na tekmovanju.



## Čustveni problemi

Pomembno je, da starši sprejemajo otrokova čustva tudi, če so drugačna od njihovih pričakovanj ali njihovega čustvenega življenja. Fields in Boesser sta predpostavljala, da imajo majhni otroci manj intenzivna čustva (Fields in Boesser, 1998). To pa ni res, prej obratno. Otrokova čustva so zanj pomembna, podobno kot odraslim njihova. Pri tem je bistveno, da otrokova čustva sprejemamo, čeprav vedno ne razumemo pravih vzrokov.

Čustveni problemi nadarjenih učencev s slabšimi dosežki segajo od tega, da začnejo hitro jokati, do tega, da se prehitro razburijo. Ti otroci so bodisi preveč občutljivi ali prehitro agresivni. Na osebnostnih testih izkazujejo učno poduspešni nadarjeni učenci zelo raznoliko neizenačeno osebnostno strukturo, pa tudi čustvene probleme, kot so depresija in jeza. Osebnostni problemi se kažejo tudi v ekstremni labilnosti, kar pomeni hitro menjavanje razpoloženja. Čustveni problemi učno poduspešnih nadarjenih učencih so prej dolgoročni kot začasno situacijski.

Harterjev model postavlja povezavo med čustvi in motivacijo pri nadarjenih učencih (Harter, 1986). Kaže na negativno čustveno stanje in posledični nizek nivo motivacije.

## Antisocialno vedenje

Ena izmed najbolj splošnih ugotovitev o učno poduspešnih nadarjenih učencih je njihova tendenca k asocialnim ali antisocialnim značilnostim vedenja. Sodeč po večini osebnostnih testov so učno neuspešni nadarjeni učenci nekoliko podobni strukturi sociopatskih osebnosti. Sociopatski ljudje imajo slabo razvito vest, so impulzivni, jezo izražajo z agresijo do drugih oseb in z uničevanjem stvari, ker težijo k temu, da uporabljajo svojo inteligenco za prevaro drugih.

Nadarjeni učenci, ki se zapletejo v antisocialno vedenje so pogosto tisti, ki so jih dobili pri goljufanju na testu ali kraji šolskih stvari. Ti lahko psihološko prizadenejo ostale otroke ali odnesejo in uničijo njihove igrače. Kot adolescenti se lahko ti antisocialni nadarjeni učenci zapletejo v ilegalne posle, kot so prodaja drog, ropanje trgovin in ustvarjanje računalniških virusov. Kakorkoli že, pa osebnosti teh otrok niso v celoti sociopatske ali antisocialne. Raziskava avtorja Arcenau (Arcenau, 1990) kaže, da kljub temu, da imajo nadarjeni učenci s slabimi dosežki antisocialne osebnostne značilnosti, kot so: impulzivnost, sebičnost, in potreba po igri, so te osebnostne značilnosti paradoksnostno povezane s potrebo po znanju in razumevanju. Za razliko od sociopata, ki je brezčuten in nerazumen, pa imajo ti otroci potrebo po poglobljenem razmišljanju in izražanju intenzivnih čustev.

## Nizka samopodoba

Harterjev model vsebuje vzročno povezavo med samopodobo in čustvi učno poduspešnih nadarjenih učencev (Harter, 1986). Npr.: nizka samopodoba povzroča negativna čustva, medtem ko pozitivna samopodoba spodbuja pozitivna čustva.

Raziskave so pokazale, da se razvoj samopodobe izoblikuje že v prvih letih otrokovega šolanja in se začne stabilizirati okrog desetega leta starosti. Po tem starostnem obdobju pomeni ohranjanje stabilne samopodobe intenzivna potreba posameznika.

Večina raziskav o učno poduspešnih nadarjenih učencih je ugotovila, da imajo v večini nizko samopodobo. O sebi razmišljajo negativno v mnogih pogledih. Sebe vidijo kot nepriljubljene, neljubljene in neinteligentne. Kljub visokim rezultatom na testih inteligentnosti so mnogi učno poduspešni nadarjeni učenci prepričani o svojih nesposobnostih uspeti pri šolskem učenju. Vzrokov za to nizko samopodobo je veliko. Eden izmed glavnih vzrokov za to nizko samopodobo so njihove stalne nizke šolske storitve in ocene. Za njih predstavlja negativni šolski odziv začaran krog. Slabe ocene vodijo do nizkih pričakovanj do sebe, kar pa vodi do še nižjih učnih učinkov.

V različnih literaturah se kažejo nejasnosti glede tega, ali šibka samopodoba vodi k nizki motivaciji in dosežkom in ali skromni dosežki vodijo k šibki samopodobi. Mnogi izmed teh učencev ne vidijo izhoda iz tega začaranega kroga.

## Zaključek

Učno poduspešni nadarjeni učenci pogosto nimajo moči, izkušenj in energije, ki jo potrebujejo, da bi prevzeli odgovornost za svoje neučinkovito vedenje. Intervencijski program pedagoško ustvarjalnega uresničevanja je lahko uspešen samo, če učencu zagotovi pomoč pri iskanju poti pravilnega reagiranja in s tem tudi spreminjanja svojega obnašanja v bolj produktivno in sprejemljivejše zanj in za okolico.

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Tamara Malešević

E-mail: tamara.malesevic@guest.arnes.si

## **SAMOREGULACIJSKO UČENJE IN ZNIŽANI UČNI DOSEŽKI NADARJENIH OTROK**

**Povzetek:** Predstavila bom različne metode in vprašalnike za ugotavljanje samoregulacijskih spretnosti za učenje. Zanima me, kakšna je po mnenju strokovnjakov s področja edukacije nadarjenih otrok prediktivna vrednost nekaterih lestvic samoregulativnega učenja glede morebitne učne neuspešnosti.

**Ključne besede:** samoregulacijske spretnosti za učenje, edukacija, nadarjeni otroci.

## **SELF-REGULATED LEARNING AND UNDERACHIEVEMENT OF GIFTED CHILDREN**

**Abstract:** I'll present some different methods and questionnaires for recognizing self-regulated learning skills. Question is, what is the predictive value of some self-regulated learning scales for underachievement according to some experts for gifted children education.

**Key words:** self-regulated learning skills, education, gifted children.

Neuveljavljen človeški potencial, ki se skriva v nadarjenih ljudeh, je velikanska izguba za družbo in sicer izguba njenih najdragocenejših virov. Lahko je pa tudi vzrok za mnoge dodatne družbene težave, kot so opustitev šolanja, delinkvenca, fenomen večnih študentov, zastoj v strokovni rasti in karieri, čustvene težave, depresija, odvisnosti, samomori ...

Marentič - Požarnikova navaja rezultate obsežne metaanalize v ZDA, ki pravi, da na učno uspešnost učencev vplivata dve skupini dejavnikov:

- neposredni (značilnosti učencev, dogajanja v razredu, domače razmere) in
- posredni dejavniki (kurikularno načrtovanje in izvedba pouka, dejavniki šole in dejavniki povezani s šolskim sistemom) (Pečjak, Košir, 2002).

Gotovo so pri vseh otrocih, ne glede na potenciale, prisotni neposredni in posredni dejavniki, ki vplivajo na dosežke - od socialno-ekonomskega statusa staršev, socialnega statusa učenca v skupini vrstnikov ter dejavnikov, povezanih s šolskim, lokalnim in družbenim okoljem.

Ali obstaja pomembna razlika med deležem posameznih vzrokov za znižane učne dosežke nadarjenih otrok v primerjavi z otroki, pri katerih nadarjenost (še) ni potrjena?

Tokrat je osnovna predpostavka povezana z značilnostmi samega učenca in predvideva, da pomanjkanje večšin samoregulativnega učenja v večji meri povzroča znižan učni uspeh pri nadarjenih otrocih v primerjavi z otroki, pri katerih nadarjenost (še) ni potrjena.

## **Problem znižanih učnih dosežkov nadarjenih otrok (ZUD)**

Znižane učne dosežke definiramo kot nedoseganja pričakovanih rezultatov glede na posameznikove sposobnosti.

Ameriška literatura navaja, da je med 15 in 50 % nadarjenih, ki ne dosegajo pričakovanih rezultatov. Žal podatkov za Slovenijo nimamo.

Siegle in McCoach (2005) v svoji knjigi opisujeta Model naravnosti na dosežke (Achievement Orientation model), ki raziskuje povezave med učnimi dosežki ter štirimi dejavniki:

1. *Visoko vrednotenje akademskih dosežkov* - »Šola je smiselna«.
2. *Samoučinkovitost* - Verjamejo, da jih bodo njihove sposobnosti pripeljale do rezultatov.
3. *Percepcija okolja* - Verjamejo, da bo okolje opazilo njihova prizadevanja in rezultate.
4. *Samoregulacija* - Predhodni trije dejavniki jim pomagajo postaviti realistične cilje in uporabljati primerne strategije za doseganje učnega uspeha.

Rimmova (Davis, Rimm, 1998) sintetizira osnovne karakteristike skupine nadarjenih otrok, ki imajo znižan učni uspeh. Za njih je značilna nizka samopodoba v povezavi z nizkim občutkom samokontrole, naučena nemoč ter izogibajoča se vedenja.

Iz teh treh vzrokov lahko izpeljemo vse pojavne oblike ZUD: neorganiziranost, izgubljanje gradiva, pozabljanje domače naloge, sanjarjenje, ne poslušanje med poukom, veliko govorjenja, počasnost ali impulzivnost, perfekcionizem, osamljenost in/ali ukazovalnost in/ali nasilnost.

Pogosto so ti učenci visoko tekmovalno naravnani, čeprav iskreno ne verjamejo, da te rezultate lahko dosežejo. Pomembna značilnost učenca z znižanim učnim uspehom je izguba notranjega locusa - kontrole glede šolskega uspeha.

Pojavljajo se še slabe učne navade, odlaganje obveznosti, depresija, nizka ocena samoučinkovitosti, moteče vedenje, nizka frustracijska toleranca, strah pred testi ...

Rimmova (2008) razvrsti različne tipe nadarjenih z ZUD znotraj dveh kontinuumov: odvisni - dominantni ter pretirano - premalo konformirani. Znotraj tega sistema dobi različne tipe nadarjenih z ZUD: perfekcionisti, nemočni, pasivni, bolehn, pos-

mehovani, depresivni, preveč tekmovalni, preambiciozni, manipulativni, »kreativni«, uporniški, hiperaktivni, nasilni.

S. Richert (po Davis in Rimm, 1998) navaja, da pričakovanja pomembnih drugih vplivajo na učne dosežke, kakor tudi na vrednote, ustvarjalnost, samovrednotenje, medosebne odnose in čustveno življenje otroka in mladostnika. Lahko sklepamo, da se zaradi teh neustreznih pričakovanj lahko ustvarja začarani krog, ki ga podpirajo kompleksne vrzeli v odraščajočem mladostniku, ki vzročno in posledično svoje potencialne ne uspeva primerno razvijati in potrjevati.

Nadarjen otrok mora razumeti in sprejeti povezavo med svojim vloženim naporom v dejavnost in zasluženim dosežkom.

Mora imeti ustrezno podporo staršev (modeli, ustrezna pričakovanja, disciplina) ter učiteljev in šolskega sistema.

Tako izgradi ustrezno samooceno, samokontrolo, motivacijo in samostojnost, ki mu omogoča optimalni napredek v izobraževanju in samopotrjevanju v najširšem smislu.

## **Samoregulacijsko učenje**

Značilnosti učencev, ki vplivajo na njihov učni uspeh, lahko delimo v skupino fizičnih, kognitivnih in čustveno-motivacijskih.

*Fizične značilnosti* so predvsem posledica morebitnih posebnih potreb otrok - ADHD, naglušnost, gibalna oviranost, slabovidnost, dolgotrajna bolezen.

*Kognitivne lastnosti* so: intelektualni potenciali, morebitne specifične učne težave, predznanja, metakognicija, učne strategije, učni in spoznavni stili ...

Med *motivacijsko-čustvene lastnosti* sodijo: ciljna usmerjenost, interes, samoučinkovitost, volja ...

Samoregulacijski procesi združujejo vplive različnih značilnosti učenca: fizične, kognitivne in čustveno-motivacijske.

Samoregulacijsko učenje Pintrich (2000) definira kot aktiven, konstruktiven proces, v katerem si učenci postavljajo cilje glede svojega učenja in si prizadevajo opazovati, regulirati in nadzirati svoje mišljenje, motivacijo ter obnašanje. Vodení so in vpeti med svoje cilje, nastopanja znotraj posameznega konteksta ter značilnosti okolice.

V knjigi »Preprečevanje osipa talentov« Hongova in Milgramova (2008) navajata, da sta samoregulacija in motivacija ključna dejavnika v preprečevanju osipa talentov (str. 49).

Znana so teoretična izhodišča Bandure (1977, 1986), Borkowksega (1996) in Zimmermana (1990), ki poudarjajo pomen vzgajanja odgovornega učenca s spodbujanjem samoregulacije njegovega učenja (ibid).

Dva aspekta samoregulacijskega učenja sta metakognicija in motivacija (Hong, Milgram, 2008). Metakognicija vključuje zavestno spremljanje procesa učenja skozi načrtovanje, oblikovanje ciljev, samoevalvacijo in izbor ustreznih strategij za doseganje ciljev.

Uspešni nadarjeni:

- uporabljajo različne strategije načrtovanja;
- konstruirajo model za reševanje problemov;
- načrtujejo strategije reševanja problemov pri preizkusih;
- pri reševanju problemov se zavedajo, katere podatke imajo, česa pa ne vedo;
- izbirajo, uporabljajo in prilagajajo strategije;
- imajo večji zavestni nadzor nad procesom reševanja;
- si vzamejo več časa za načrtovanje;
- se več učijo iz napak;
- ko naloga zahteva pomnjenje, ponavljajo, ko zahteva razumevanje, pa uporabljajo elaboracijske strategije ...

Po Pintrichu, Waltersu in Baxteru je za samoregulativno učenje značilna uporaba različnih metakognitivnih strategij, pri katerih vsaka vsebuje planiranje učnih aktivnosti, nadzor nad učnim procesom ter odločanje, katere kognitivne strategije in učna okolja uporabljati in kdaj (ibid).

Podobno ti učenci visoko ocenjujejo pomembnost, zanimivost in uporabnost učnih ciljev. Posledično postajajo motivirani tako, da regulirajo svoja prizadevanja in vztrajajo ob težavah ter dokončajo zastavljene naloge.

Študije navajajo, da notranje motivirani učenci spontano in pogosteje uporabljajo metakognitivne in kognitivne strategije pri učenju. Tako postajajo zunanje neodvisni in odgovorni za svoje učenje (ibid). Spomnimo se, da je ena izmed značilnosti nadarjenih ravno večja zastopanost notranje motivacije napram zunanji. S tem se gotovo izboljšuje njihova ocena o samoučinkovitosti.

Številna raziskovanja potrjujejo visok pomen samoregulacijskih procesov za zagotavljanje uveljavljanja potencialov nadarjenih oz. preprečevanje njihove učne neuspešnosti. Zato se zdi, da mora skrb za nadarjene otroke in mladostnike nujno vključevati spremljanje in spodbujanje njihovih samoregulacijskih učnih procesov.

Raziskave potrjujejo vpliv metakognitivnih treningov na znanje o metakogniciji, povečanje fleksibilne uporabe večjega števila strategij, izboljšanje učenja (Jaušovec po Hong, Milgram, 2008) ...

## **Metode za ugotavljanje samoregulacijskih učnih spretnosti**

V raziskovanju samoregulacijskega učenja se uporabljajo naslednje metode:

- strukturirani intervju;
- učiteljeva ocena;
- protokol »Misli-naglas«;
- metoda iskanja napak;
- metoda označevanja ter podčrtavanja;
- metoda direktnega opazovanja;
- računalniško sledenje, dnevniki učenja, mikroanalize;
- samoocenjevalni vprašalniki:
  - Learning and Study Strategies Inventory - LASSI (Weinstein, 1987).
  - Motivated Strategies for Learning Questionnaire - MSLQ (Pintrich, 1991).
  - School Attitude Assessment Survey - SAAS-R (Siegle, Del. Betsy D. McCoach, 2005).
  - Vprašalnik zavedanja pomembnosti učnih strategij (Pečjak, S., 2000).
  - Motivacijski vprašalnik (Peklaj, C., 2000).
  - Self-regulated learning inventory (Lindner, Harris, 1992).
  - Online Self-Regulated Learning Questionnaire - OSLQ (L. Barnard-Brak, W. Lan, V. Osland Paton, 2010).
  - Vprašalnik o učnih navadah (Thiel, Keller, Binder, Boben, 1999).

## **Preprečevanje osipa talentov - uspešne intervence na področju pridobivanja spretnosti samoregulacijskega učenja**

Zdi se, da večina vedenj, značilnih za nadarjene otroke z znižanimi učnimi dosežki, sodi v območje samoregulacije. Zato se zdijo ukrepi, ki spodbujajo razvoj samoregulacijskih spretnosti, dober izbor v podpiranju razvoja talentov in preprečevanju njihovega osipa.

V Sloveniji sta dostopna programa, ki vsak specifično pokriva področje samoregulacijskega učenja:

- Učenje učenja (2008). Avtor: dr. Tatjana Ažman.
- Spreminjanje učnih navad (1999). Avtorji: Thiel R.D., Keller G., Binder A.

Med starejšimi tujimi programi so »Samousmerjevalni program« avtorjev C. Weinstein in L. Hume iz leta 1977, program EXIT av. Wray in Lewis iz leta 1997,

program pojmovno usmerjanja bralnega poučevanja CORI (Pečjak, Košir, 2002) ter program avtorjev Simpson, Hydn in Burrell iz leta 1996 (Boekaerts, Pintrich, Paul, Zeidner, 2000).

Verjetno bi v okviru treningov samoregulacijskega učenja lahko uvrstili mnoge treninge veščin učenja (study skills), kritičnega mišljenja, tečaje mišljenja itd. Zagotovo pa je, da pri sestavljanju kurikuluma za nadarjene učence ne bi smeli izpustiti področja za razvijanje spretnosti samoregulacijskega učenja.

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Mag. Tanja Horvat Baum  
E-mail: tanja.horvat@guest.arnes.si

## **SAMOUČINKOVITOST NADARJENIH PETOŠOLCEV V ODNOSU DO STARŠEV, VRSTNIKOV IN UČITELJEV**

**Povzetek:** Veliko je bilo že raziskav, ki so podale odgovore na številna vprašanja glede intelektualni potreb nadarjenih oseb. V zadnjem času pa se priznava tudi pomembnost spoznavanja in razumevanja socialnega ter čustvenega razvoja nadarjenih. V raziskavi me je zanimalo, ali se nadarjeni petošolci pomembno razlikujejo od svojih vrstnikov na področju socialne samoučinkovitosti (v odnosu do staršev, vrstnikov in učitelja). Rezultati so pokazali, da se nadarjeni petošolci razlikujejo od svojih vrstnikov le na področju zaznavanja lastne učinkovitosti v odnosu do staršev.

**Ključne besede:** samoučinkovitost, intelektualne potrebe, odnos do staršev.

## **SELF-EFFICIENCY OF GIFTED 5TH GRADE PUPILS TOWARDS PARENTS, PEERS AND TEACHERS**

**Abstract:** There were already a lot of researches made on this field, that offered answers on numerous questions about intellectual needs of gifted people. An importance of realizing and understanding of social and emotional development of gifted is being admitted lately. In the research, I was interested on gifted 5Th grade pupils, if they are differed from their peers on the field of social self-efficiency (in relation to parents, peers and teachers). The results showed that gifted 5Th grade pupils are differed from their peers, but only on the field of perception of their own self- efficiency in relation to parents.

**Key words:** self-efficiency, intellectual needs, relation to parents.

### **Uvod**

#### **Vpliv afektivnih procesov na razvoj občutka lastne učinkovitosti**

Bandura navaja *afektivne procese* kot ene izmed pomembnejših dejavnikov, ki vplivajo na razvoj občutka lastne učinkovitosti. Prepričanja o sposobnosti obvladovanja dejavnosti vplivajo na količino zaznanega stresa in depresije ter na raven motiviranosti. Zaznavanje kontrole nad stresorji igra glavno vlogo pri anksioznem stanju. Anksiozni ljudje zaznavajo večino sveta kot ogrožujočega in nevarnega. Ukvarjajo se z možnimi grožnjami, skrbijo jih stvari, ki se le redko zgodijo, pri reševanju težav imajo občutek nemoči. Bandura (1988, po Bandura, 1993) je ugotovil, da se posa-

meznik v ogrožujočih situacijah raje ravna po občutku zaznane lastne učinkovitosti za soočanje s težavami, kot pa po vznurjenju, ki povzroča anksioznost.

Socialna teorija pripisuje velik pomen obvladljivim in dosegljivim ciljem. Osebo je potrebno naučiti, kako se spoprijemati s težavami in ji omogočiti, da bo pri reševanju le-teh vsaj občasno doživela tudi uspeh. Občutek uspeha namreč pozitivno vpliva na zaznavanja lastne učinkovitosti. Neuresničena pričakovanja, nizek občutek učinkovitosti na socialnem področju so vzrok za oblikovanje depresije.

Stresorji negativno vplivajo na biološki sistem osebe, zato je pomembno, da se ta nauči stresorje obvladovati in da razvije občutek kontrole nad njimi, saj le-to vpliva na imunski sistem.

Močnejši kot je občutek zaznave lastne učinkovitosti, uspešnejši so ljudje pri zmanjševanju zdravju škodljivih navad. Občutek visoke zaznave lastne učinkovitosti oblikuje občutek gotovosti v soočanju s težkimi nalogami in aktivnostmi.

Testna anksioznost je značilna za učence, ki imajo šibak občutek za učinkovitost na področju obvladovanja učnih zahtev. Meece, Wigfield in Eccles (1990, po Bandura, 1993) so dokazali, da pretekli učni uspeh in neuspeh povečata anksioznost preko zaznavanja lastne učinkovitosti. Če neuspeh poslabša občutek učinkovitosti, postane oseba glede učnih zahtev anksiozna. Učenčev prepričanje v svoje sposobnosti spoprijemanja z učnimi nalogami napoveduje njegov kasnejši učni dosežek.

## Samoučinkovitost v adolescenci

Tudi obdobje adolescence postavlja pred osebo posebne izzive in naloge na kognitivnem, fizičnem in socialnem področju. Posameznik se mora naučiti prevzemanja odgovornosti zase na skoraj vseh področjih življenja. To pa je možno le v primeru, da osvoji nove veščine in načine, ki so značilne za odraslo osebo. Ob tem posameznik začuti potrebo po eksperimentiranju. Kljub tej nevarnosti je pomembno, da je posameznik izpostavljen različnim situacijam, ker le tako krepi in razvija svoje spretnosti. Stopnja občutka lastne učinkovitosti igra pri tem pomembno vlogo. Če posameznik sebe zaznava kot neučinkovitega že v obdobju otroštva, bo le-to zaznavanje prenesel tudi v adolescenco. Schunk in Meece, (2005) navajata, da na občutek lastne učinkovitosti pri adolescentu vplivajo veščine, ki jih je razvil, inteligentnost in sposobnosti. V splošnem velja, da so visoko sposobni učenci prepričani v svoj uspeh napram manj sposobnim vrstnikom. Collins (1982, po Schunk in Meece, 2005) je v svoji raziskavi identificirala visoko, povprečno in nizko sposobne učence na področju matematike. Znotraj posamezne skupine je zaznala učence z močnim ter šibkim občutkom za lastno učinkovitost pri matematiki. Kljub temu, da so sposobnosti pozitivno povezane z dosežki, so ne glede na nivo sposobnosti, učenci, ki so imeli močan občutek za

lastno učinkovitost, dosegali višje rezultate in bili bolj vztrajni pri reševanju težkih nalog. Čeprav se občutek lastne učinkovitosti razlikuje od pričakovanega izvida, sta le-ta pogosto povezana. Učenci z visoko zaznano lastno učinkovitostjo pričakujejo, in običajno tudi dosežejo, pozitivne izvide. Toda neposredne povezave ni mogoče dokazati. Adolescenca je obdobje, ko mladostnik oblikuje svojo identiteto (Erikson, 1968, Waterman, 1999; po Schunk, Meece, 2005). V času zgodnje in srednje adolescence so mladostniki močno občutljivi na socialne standarde za vedenje in močno pod vplivom kulturnih stereotipov o sposobnostih (Harter, 2000; po Schunk, Meece, 2005).

## Vpliv šole na razvoj zaznavanja lastne učinkovitosti na socialnem področju

Mladostnikove izkušnje v šoli vplivajo na oblikovanje prepričanja o lastni učinkovitosti. Z razvojem kognitivnih sposobnosti je mladostnik sposoben uspešnejše interpretirati in integrirati številne vire informacij o njegovih spretnostih ter bolj diferenciranega zaznavanja svojih sposobnosti (Eccles et al., 1998; po Schunk, Meece, 2005). Pri adolescentih je povezava med povratno informacijo o izvedbi in prepričanju o sposobnostih močnejša, kot pri otrocih. Ko se oblikuje identiteta mladostnika, igra primanjva med vrstniki izjemno pomembno vlogo. V kolikor je na določenem področju manj uspešen od vrstnikov, ima to lahko na oblikovanje identitete negativen vpliv, še posebej, če je izvedba ocenjena s strani vrstnikov ali družinskih članov. Prehodi med stopnjami šolanja lahko povzročijo spremembe v zaznavanju občutka lastne učinkovitosti (Schunk in Pajares, 2002; po Schunk in Meece, 2005). Mlajši adolescenti pogosto izkusijo upad lastne učinkovitosti in sposobnosti, ko prestopijo iz osnovne šole na srednjo (Anderman et al. 1999; Anderman in Midgley, 1997; Eccles et al., 1983; Harter, Whitesall in Lowalski, 1992; Urban in Midgley, 2003; Wigfield et al., 1991; po Schunk in Meece, 2005), a te spremembe so mogoče pod okoljskimi vplivi in manj pod osebnostnimi. Raziskave so namreč dokazale, da so cilji, ki so pomembni v osnovni šoli drugačni, od tistih v srednji. Učenci v srednjih šolah zaznavajo učno okolje kot bolj usmerjeno na tekmovanje in na razlike med posameznikovimi sposobnostmi (Anderman et al. 1999; Anderman in Midgley, 1997; Urban in Midgley, 2003; Urdan, Midgley in Anderman, 1998, po Schunk in Meece, 2005). To pa lahko povzroči upad zaznane lastne učinkovitosti. Razred, ki spodbuja pomembnost truda, smiselnega učenja, samoizboljševanja, sodelovanja in interese, pomaga adolescentu, da ohranja pozitiven občutek lastne učinkovitosti (Anderman in Midgley, 1997; Anderman in Young, 1994; Green, Miller, Crowson, Duke in Akey, 2004; Meece 1991; Meece, Herman in McCombs, 1993; Roeser et al., 1996; Urdan in Midgley, 2003; po Schunk in Meece, 2005). Schunk (1995, po Schunk in Meece, 2005) je v raziskavi ugotovil, da na oblikovanje lastne učinkovitosti v obdobju adolescence vplivajo sledeči dejavniki: specifični učni cilji, učenje učnih strategij, socialni modeli, izvedba in atribucijske povratne informacije o napredku, nagrade, podeljene za napredek.

## Vpliv vrstnikov za razvoj zaznavanja lastne učinkovitosti na socialnem področju

V obdobju adolescence se spremeni tudi vloga vrstnikov. Schunk in Miller (2002; po Schunk in Meece, 2005) sta ugotovila, da je zaznava lastne učinkovitosti v tem obdobju močno pod vplivom vrstnikov. Opazovanje vrstnikov pri uspešnem reševanju nalog lahko poveča posameznikovo lastno učinkovitost; pri neuspehu pa jo zniža. Največji vpliv imajo prijatelji in ostali vrstniki. Ryan (2000; po Schunk in Meece, 2005) je ugotovil, da je težnja adolescentov izbiranje prijateljev in vrstniških skupin glede na podobnost. To pa poveča potencialni vpliv modeliranja. Hamm (2000; po Schunk in Meece, 2005) je dokazal, da je praviloma podobnost med vrstniki močnejša med azijskimi Američani in evropskimi Američani. Afriški Američani izbirajo prijatelje, ki so jim manj podobni, saj upoštevajo učno usmerjenost. Socialne mreže pomagajo posamezniku, da definira priložnosti za interakcijo in opazovanje vrstniških interakcij. Sporazumevanje med prijatelji vpliva na izbiro aktivnosti in prijatelji pogosto izberejo podobne odločitve (Berndt, Keefe, 1992; po Schunk in Meece, 2005). Vrstniške skupine promovirajo motivacijsko socializacijo (Schunk, Miller, 2002; po Schunk in Meece, 2005). Kinderman (1993) in Kindernam, McCollam, Gibson (1996; po Schunk in Meece, 2005) so raziskovali motivacijo v izbiri vrstnikov in socializaciji med adolescenti in otroci. Ugotovili so, da so odnosi, mreže med vrstniki adolescentov, kompleksnejše, da imajo več oblikovanih dvojic in trojic, da so mreže številnejše. Skupine sestavljata oba spola. Upad občutka lastne učinkovitosti v obdobju adolescence je deloma mogoče interpretirati z ugotovitvijo, da se nekateri posamezniki ocenjujejo negativno glede na nekatere člane skupine, ki se od njih razlikujejo (Schunk in Meece, 2005). V devetih razredih so učenci, ki so bili učno bolj motivirani, imeli več prijateljev. V raziskavi so Kinderman in kolegi (Schunk, Pajares, 2002; po Schunk in Meece, 2005) primerjali skupino visoko učno motiviranih učencev in nizko motiviranih učencev. Rezultati so pokazali, da se je zaznava lastne učinkovitosti članov skupine, ki so bili visoko učno motivirani, ob koncu leta povečala, pri učencih, ki so bili nizko učno motivirani, pa znižala. Tudi učenci, z nižjimi ocenami, v skupini učencev, ki so bili visoko učno motivirani, so ob koncu leta izražali dvig učne motivacije. Učenci v skupini z nizko učno motivacijo, kjer so bile razlike v ocenah manjše, pa so izražali še nižjo učno motiviranost. Schunk, Pajares (2002; po Schunk in Meece, 2005) zaključujeta, da smemo sklepati, da socializacija preko skupine vrstnikov vpliva na zaznavo učne lastne učinkovitost skupine in motivacijo. Ryan (2001; po Schunk in Meece, 2005) je ugotovil, da se učenci vključijo v skupine, katere člani imajo na začetku šolskega leta podoben nivo motivacije. Skozi leto si člani postajajo na področju motivacije vedno bolj podobni. Altermatt in Pomerantz (2003; po Schunk in Meece, 2005) poročata o podobnih rezultatih na področju ocen, zaznavanja sposobnosti in prepričanj o motivaciji. Steinberg, Brown in Dornbusch (1996; po Schunk in Meece, 2005) so izvedli 10-letni projekt, s katerim so dokazali razvijajoči se vzorec o vplivu vrstniškega pritiska na učno motivacijo in izvedbo. Vrstniški pritisk se veča v otroštvu in doseže vrh v os-

mem razredu. Ugotovili so tudi, da so učenci v skupini, kjer je prevladovala visoka učna motivacija, dosegali boljše dosežke.

## Vpliv družine na razvoj zaznavanja lastne učinkovitosti na socialnem področju

V obdobju adolescence ima družina še vedno pomembno vlogo. Številne raziskave so proučevale vpliv stila vzgoje na adolescentovo učno usmerjenost in učne dosežke (Steinberg, 2001; po Schunk in Meece, 2005). Pokazale so, da obstajajo štirje glavni tipi vzgoje, ki se med seboj razlikujejo po nivoju topline, odgovornosti in kontrole (Baumrind, 1967, Maccoby in Martin, 1983; po Schunk in Meece, 2005). Splošno gledano, ima avtoritativna vzgoja najbolj optimalna razmerja med toplino, odgovornostjo in kontrolo, da spodbuja otroka in adolescenta. Ključno vlogo igra tudi vključenost staršev v otrokovo izobraževanje. V času adolescence se vključenost staršev v otrokove aktivnosti praviloma zmanjša. Pomembno je, da vsaj delno ostanejo del njegovega življenja, saj imajo tako možnost vplivanja na odločitve ter da v svojem domu sprejmejo najstnikove prijatelje, da ga spodbujajo k učenju. Fan in Chen (2001; po Schunk in Meece, 2005) sta namreč ugotovila, da so starševska pričakovanja o učnih dosežkih otroka pozitivno povezana z dejanskimi učnimi dosežki. Stright, Neitzel, Sears in Hoke-Sinex, 2001; po Schunk in Meece, 2005) so ugotovili, da vključenost staršev vpliva na samoregulacijo adolescentov. Če starši posredujejo razumljive metakognitivne napotke, njihovi otroci v šoli bolj sodelujejo, nadzorujejo delo in uporabljajo metakognitiven jezik.

## Rezultati

V raziskavi so sodelovali 203 učenci (95 fantov in 108 deklet) 5. razreda devetletne osnovne šole. Od tega je bilo 93 učencev (42 fantov in 51 deklet) identificiranih kot nadarjeni učenci v skladu s Konceptom odkrivanja ter dela z nadarjenimi učenci v devetletni osnovni šoli. Aplikirali smo prilagojeno Ocenjevalno lestvico samozaznave za šolske otroke - LSŠO (2002) avtorice dr. Zlatke Cugmas.

Statistično pomembne razlike smo ugotovili na področju socialne lastne učinkovitosti, in sicer v odnosu do staršev glede na to, ali je učenec bil prepoznan kot nadarjen, ali ne ( $F = 6.888$ ,  $df = 1$ ,  $MS = 54.609$ ,  $p = 0.009$ ).

Razlika v zaznavanju samoučinkovitosti na socialnem področju - odnos do staršev gre v prid učencev, ki niso bili prepoznani kot nadarjeni učenci. Rezultat se ujema z ugotovitvami Winne, Woodlands in Wonga (1982; po Gresham, Evans, 1988), kjer so se nadarjeni učenci zaznavali kot slabše učinkovite na socialnem področju od svojih vrstnikov. Da se učenci, ki niso bili prepoznani kot nadarjeni zaznavajo kot

bolj uspešne na področju odnosa do staršev v primerjavi z nadarjeni učenci, je kar zaskrbljujoče, če upoštevamo rezultate raziskave, ki kažejo, da so uspešni odnosi z drugimi eden izmed najpomembnejših ciljev in aspiracij v življenju (Emmons, 1999; Hinde, 1997; po Capara, Steca, 2005). Predpostavljali smo, da se nadarjeni učenci zaznavajo kot samoučinkovitejši v odnosu do staršev, a so rezultati pokazali ravno nasprotno. Do teh razlik je verjetno prišlo na podlagi različnih pričakovanj staršev do svojih otrok. Starši nadarjenih otrok najverjetneje negujejo večja, višja pričakovanja do svojih otrok, da jih verjetno za nadarjene otroke značilnim vedenjem - samostojnost, organiziranost, odgovornost, ... sprožajo otroci sami. Kljub tem razlikam, so to še vedno otroci, katerih osebnostne značilnosti, sposobnosti ter spretnosti ne smemo enačiti z odraslimi osebami. Vprašanje je tudi, koliko so starši nadarjenih otrok poučeni o posebnosti njihovega otroka. Imeti otroka, ki je nadarjen, predstavlja potencialni stresor za celotno družino (Schilling, Sparfeld, Rost, 2006). Avtorji navajajo nekaj potencialnih problemov, in sicer spreminjanje vlog v družini, občutki neustreznosti in pregorelosti, pritisk prilagoditi se potrebam otroka, konflikti v šoli, nerazumevanje ali nevoščljivost v bližnji okolici, rivalstvo, previsoka pričakovanja staršev ter negativni stereotipi o nadarjenosti otrok. Zagotovo smemo trditi, da je vzgoja nadarjenih otrok zahtevnejša, in da starši potrebujejo dodatna znanja, ki jim omogočajo razumevanje razvoja njihovega otroka. Prav tako imajo nadarjeni otroci v odnosu do staršev verjetno drugačne interese od vrstnikov, kar nekateri starši težko sprejmejo, ali pa sploh ne prepoznajo. Bilo bi zanimivo aplicirati kakšno lestvico za starše nadarjenih otrok, kjer bi le-ti ocenili učinkovitost njihovih otrok v odnosu do njih. Tako bi lahko preverili realnost zaznave nadarjenih otrok in ovrgli predpostavko, da mogoče nadarjeni otroci v odnosu do staršev, v tem primeru dajejo prevelik pomen perfekcionizmu. V odnosu do staršev, in da oni sami od sebe pričakujejo preveč. Smiselno bi bilo preveriti tudi v kolikšni meri so ti učenci srečni v svojih družinah. Freemans (1994; po Richards, Encel in Shute, 2003) je namreč ugotovil, da so intelektualno nadarjeni učenci, ki so živeli v družinah, kjer so bili nesrečni, bili bolj obremenjeni ali celo moteni v svojem razvoju.

Rezultati pa niso potrdili hipoteze, kjer smo predpostavljali, da se nadarjeni učenci pomembno razlikujejo od drugih učencev na področju socialne lastne učinkovitosti, in sicer v odnosu do učitelja ( $F = 0.756$ ,  $df = 1$ ,  $MS = 2.324$ ,  $p = 0.386$ ) ter drugih učencev ( $F = 0.317$ ,  $df = 1$ ,  $MS = 2.396$ ,  $p = 0.574$ ), saj razlike med skupinama niso statistično pomembne. Obe skupini učencev sta dosegli visoke rezultate. Rezultat nasprotuje ugotovitvam Winne, Woodlands in Wonga (1982; po Gresham, Evans, 1988), kateri so v svoji raziskavi ugotovili, da so se nadarjeni učenci zaznavali kot slabše učinkoviti na socialnem področju od svojih vrstnikov. Ponovno pa poudarjamo, da smo mi socialno lastno učinkovitost razdelili na tri področja in da je na področju odnosa do staršev rezultat bil statistično pomemben. Nadarjeni učenci in učenci, ki niso bili identificirani kot nadarjeni se ne razlikujejo na področju zaznavanja lastne učinkovitosti v odnosu do učitelja ter vrstnikov. Ugotovitev mogoče lahko pojasnimo, da so učenci deležni ustrezne pozornosti ter skrbi s strani učiteljev,

da se vsakemu posamezniku prilagajajo pogoji za individualen napredek ne glede na to ali je bil identificiran kot nadarjen ali ne. Endepohls-Ulpe in Ruf (2005) sta v svoji raziskavi, v kateri je sodelovalo 192 učiteljev, ugotovili, da je le majhen delež le-teh bil obremenjen z negativnimi stereotipi glede nadarjenih učencev. Sklepati tudi smemo, da so bili zadovoljni vsi pogoji, da se vsi učenci med seboj razumejo in sodelujejo ne glede na identifikacijo nadarjenosti ter da je bilo zadovoljeno pogojem, ki jih navaja Tomlinson (2004; po Peterson, 2006), in sicer so bile izvedene prilagoditve v hitrosti, vsebini, besedni nivo, nivo abstrakcije in vzpodbujanje kritičnega mišljenja.

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## **SOCIALNE IN ČUSTVENE POTREBE VERBALNO NADARJENIH UČENCEV**

**Povzetek:** Nadarjeni otroci imajo posebne socialne in čustvene potrebe. Referat se posebej ukvarja s socialnimi in čustvenimi potrebami verbalno nadarjenih otrok. Na začetku referata se definira, kateri otroci so verbalno nadarjeni in katere so socialne in čustvene potrebe nadarjenih otrok. Dalje je navedeno, katere socialne in čustvene potrebe verbalno nadarjenih otrok se opažajo pri šolskem pouku, posebej pri pouku slovenščine. Nato je še obravnavano, katere od teh potreb so pri pouku manj zadovoljene in bi jih kazalo v večji meri upoštevati ter tako pravilno usmerjati nadarjene učence.

**Ključne besede:** verbalno nadarjeni učenci, socialne in čustvene potrebe verbalno nadarjenih učencev.

## **SOCIAL AND EMOCIONAL NEEDS OF VERBAL GIFTED STUDENTS**

**Abstract:** Gifted students have special social and emotional needs. This paper takes special interest in social and emotional needs of verbal gifted students. At the beginning of the paper stays the definition, which students are verbal gifted and which are social and emotional needs of verbal gifted students. Then is written, which social and emotional needs of verbal gifted students are less satisfied during the school lessons and teachers should take more attention on them and so show the right orientation to gifted students.

**Key words:** verbal gifted students, social and emotional needs of verbal gifted students.

### **Verbalno nadarjeni učenci**

Pri podrobnem ogledu učnih značilnosti nadarjenih lahko hitro ugotovimo, da so že na začetku omenjeni jezik, besedišče in literatura kot pomembne sestavine nadarjenosti. V šoli so izrednega pomena, saj je večina področij povezanih z oblikovanjem ustnih odgovorov, sestavljanjem pisnih nalog, branjem in iskanjem informacij po literaturi (Malajner, 2001).

O verbalni nadarjenosti je bilo do sedaj nekaj že napisanega. Ivan Ferbežer v zvezi s to vrsto nadarjenosti pravi, da nadarjeni otroci v splošnem izražajo višjo stopnjo verbalnih in besednih sposobnosti, njihov besednjak je bogatejši, slog izražanja lepši in natančnejši, bolj zgodaj znajo brati, več berejo in imajo zelo močne bralne interese (Ferbežer, 1987).



Tudi Milena Mileva Blažič pravi, da imajo verbalno nadarjeni otroci zelo razvite jezikovne sposobnosti, da imajo bogatejši besedni zaklad. Kar jih dodatno razlikuje od vrstnikov, je nenavadna uporaba besed, bogato opisovanje doživetij, občutkov in dogodkov. Verbalno in neverbalno izražanje nadarjenih otrok v vrtcu je bogato, slikovito, otroci so ponavadi vedoželjni in ustvarjalni, zaradi česar znajo samoiniciativno brati že pred vstopom v šolo.

Njihovi značilnosti sta tudi raznolikost znanj in pestrost interesov. Imajo dober spomin za pravljice, pesmi in zgodbe. Njihove ideje so izvirne, nenavadne, radi imajo ustvarjalne domišljjske igre in imajo izreden smisel za humor.

Vse našteje lastnosti imajo nadarjeni otroci v osnovni šoli, vendar s to razliko, da njihova ustvarjalnost, spontanost, sproščenost in neposrednost poniknejo z vstopom v šolo, v sistem, disciplino in red. Šolski otroci pri pouku slovenščine naj ne bi imeli časa za nadaljnje razvijanje besedne ustvarjalnosti.

Poleg tega je po mnenju Blažičeve značilnost otrok v nižjih razredih osnovne šole disharmonija med psihomotoričnim in intelektualnim razvojem. Večina nadarjenih ima zaradi te disharmonije težave s pisanjem. Nadarjen otrok s pisavo težko sledi svojim mislim, ki so hitrejši od roke. Posledica tega je krčevita pisava. V šoli se pojavi tudi neizogibna stresna situacija, kot je npr. nenehno opozarjanje otroka na napake, kar poveča njegovo stisko in ne motivira nadaljnega pisanja (Blažič, 1994).

Blažičeva torej govori posebej o literarni nadarjenosti. Srbska profesorica Zorica Cvetanović pa govori o jezikovni nadarjenosti. Po njenem mnenju so jezikovno nadarjeni otroci, ki imajo izjemne sposobnosti in interes za govorjenje, recitiranje in scensko izvajanje tekstov. Nadarjenost za te veščine vsebuje posebne komponente, ki karakterizirajo jezike in govorne sposobnosti. Te sposobnosti oziroma nadarjenost je treba najprej identificirati in zatem permanentno usmerjati. Prvi problem pri tem pa je že njihova identifikacija. Nadarjeni učenci imajo namreč na splošno bogato besedišče, logično sledijo svojim mislim in idejam ter jih tudi jasno izražajo. Otroci, nadarjeni za jezikovne veščine, se lahko identificirajo na osnovi določenih parametrov, in to v vsakodnevnem govoru ali pri urah, pri katerih se gojijo govorne veščine. Ponavadi traja kar nekaj časa, da pride do tega prvega koraka pri identifikaciji. Večinoma se opazi razvoj zgodnjega govora pri nadarjenih otrocih, otroci govorijo v celih in tako rekoč popolnih povedih. Ampak ta prvi znak ne zagotavlja, da bo otrok kasneje izkazoval nadarjenost za govor ali govorno interpretacijo.

V zgodnjih fazah razvoja je težko razlikovati otroka, ki je visoko inteligenčen, od otroka, ki je jezikovno nadarjen. Ponavadi takšni otroci izstopajo v šoli pri govornih vajah ali izvajanju dramskih besedil. Takrat lahko učitelji prepoznajo njihovo nadarjenost za govorjenje.

Jezikovno nadarjene je potrebno dalje motivirati, da pridobivajo govorno prakso, da pogosto in veliko govorijo, recitirajo in igrajo. S tem bodo namreč še izboljševali svoj govor. Posebej pomembno jim je pokazati ustrezne govorne vzorce. Ti so obstajali že od nekdaj. Primerni govorni vzori so na primer ljudje, ki jim je javno govorjenje nekaj vsakdanjega - pisci, dramski igralci, učitelji. Govor dramskih umetnikov je primer uporabe dobre dikcije in elementov neverbalne komunikacije. Pisci kot del družbene elite vplivajo na govor nadarjenih z ustnim in pisnim jezikom. Z branjem proze in poezije se bogatijo besedišče, poetično izražanje ter uporaba retoričnih figur v jeziku. Neustrezen govor se lahko koristi samo za učenje ali kot primer za napake, ki jih ni potrebno delati. Torej je potrebno, da so jezikovno nadarjeni učenci čim več govorno aktivni, da se jim pri tem dajejo navodila za čim boljši govor, da se vrednoti njihovo izražanje ter da so deležni primernih govornih zgledov. Čeprav so namreč nekateri učenci jezikovno nadarjeni, se lahko njihova nadarjenost razvija le z govorjenjem, branjem, učenjem in s poslušanjem dobrih govornikov (Cvetanović, 2009).

## **Socialne in čustvene potrebe nadarjenih**

Nadarjeni imajo posebne socialne in čustvene potrebe. Socialne potrebe, ki se oblikujejo v socialnih odnosih, so:

- potreba po zaznavanju in sprejemanju sposobnosti, interesov in pomanjkljivosti drugih,
- potreba po samostojnem delu in sodelovanju pri odločanju,
- potreba po primernih vrstniških odnosih,
- potreba po razvoju socialnih spretnosti.

Z vidika čustvenih potreb potrebuje nadarjen otrok visoko spoštovanje in potrjevanje v osebostnem smislu. To pomeni povezovanje občutka lastne vrednosti s storitvami, dosežki ali kakršnimikoli izdelki. Vendar je za nadarjene otroke lahko slabo, če jih drugi vrednotijo samo po tem, da so pametni, dobivajo visoke šolske ocene in imajo dobre kakršnekoli rezultate. Od tod lahko izvira zaskrbljenost, ali bodo še ljubljeni in sprejeti, če ne bodo imeli več tako dobrih dosežkov. Tudi ranljivost glede negativne kritike, ki jo nadarjeni otroci razvijejo, bo zanje škodljiva, dokler se ne naučijo soočati se s svojo visoko občutljivo naravo.

Pri medosebnih odnosih nadarjenih so pomembne naslednje potrebe:

- potreba po poznavanju in sprejemanju samega sebe,
- potreba po poznavanju svojih občutkov,
- potreba po pozitivnem in ne obrambnem zagovarjanju svojih potreb in občutkov,
- potreba po razvijanju ustreznih vrednot,
- potreba po ohranjanju otroškosti,
- potreba po ustreznih identifikacijskih vzorcih.

Intenzivna občutljivost in razumska odzivnost kot posebni osebnostni značilnosti nadarjenih otrok se izražata v vsaki izkušnji nadarjenega otroka. Podobno kot prekomerna občutljivost so tudi druge značilnosti izvor mnogih problemov.

Vrednote in stališča nadarjenih otrok lahko velikokrat odstopajo od povprečja. Moralne razvojne značilnosti so pomemben znanilec pospešenega razvoja nadarjenih otrok. Po mojih izkušnjah jih že zgodaj vznemirjajo problemi morale, religije in svetovnega miru, kar je videti tudi v govoru in jeziku.

Značilnosti nadarjenih otrok so še:

- težnja k perfekcionizmu ali idealizmu,
- nagnjenost k domišljajskemu svetu,
- težnja, izkušnjsko doživljati svet ponotranjeno in celostno,
- potreba po kreativnem samoizražanju,
- pogosto želijo organizirati, kontrolirati, izzivati ali voditi druge otroke,
- intenzivna radovednost oziroma vedoželjnost,
- močna notranja motivacija,
- razvojno bolj zgodaj izkazujejo željo po samostojnosti,
- imajo bogat besednjak in so verbalno izurjeni (Ferbežer, 2008).

## **Socialne in čustvene potrebe verbalno nadarjenih učencev**

Verbalno nadarjeni učenci s pospešeno razvijajočim se besednjakom in nenavadno miselno fluentnostjo se lahko pri povezovanju z drugimi znajdejo v manjših ali večjih težavah. Dokaj pogosto se zgodi, da se verbalno nadarjeni učenci neprenehoma trudijo govorno prilagoditi skupini. Obzirno se izogibajo uporabi zapletenih besed in tujk ter pogovoru o področjih, ki jih vrstniki ne poznajo oziroma jih ne zanimajo. Leta prizadevnega povezovanja z ljudmi nižjih verbalnih sposobnosti lahko preoblikujejo zgovornega in prijaznega nadarjenega učenca v sarkastičnega in ciničnega.

Verbalno nadarjeni učenci so posebno kljubovalni kot svetovanci v svetovalnem procesu. Sposobni so poimenovati in zgovorno opisati svoje težave, vendar nimajo niti najmanjše zamisli, kako jih razreševati. Verbalno nadarjeni otroci dobresedno pripovedujejo o svojih problemih ljudem, ki jim zaupajo.

Kadar so verbalno nadarjeni učenci zaradi svojih problemov napoteni k šolski svetovalni službi, bodo verjetno duhoviti, uporniški in prepirljivi. Tedaj je za svetovalnega delavca bolje, da uporabi manj verbalnih svetovalnih tehnik, sicer se brez koristi poskuša bojevati s svetovancem v njegovi lastni igri.

Verbalno nadarjeni učenci lahko tudi trpijo zaradi pomanjkanja akceleracije in intelektualnih izzivov. Njihove živahne misli in njihova želja opisati in razpravljati o

vsakem vidiku njihovega obstoja je lahko preprečena s pomanjkanjem možnosti brati intelektualno izzivalne knjige, sodelovati v pogovorih z razmišljujočimi in nadarjenimi vrstniki ter razvijati pogovore na visoki zahtevnostni ravni (Ferbežer, 2006). Nadarjeni učenci potrebujejo več socialnega učenja v zadovoljnih prijateljskih odnosih kakor v razvijanju svojih umskih sposobnosti. Iz tega razloga so začeli tudi pri nas ustanavljati klube za nadarjene učence (Težak, 2008).

Da bi se nadarjeni učenci naučili postati tolerantni in sočutni do učencev nižjih sposobnosti, je nujno, da so zadovoljni s svojim statusom. Le tako lahko razvijejo empatijo za občutke manjvrednosti in neuspešnosti večine povprečnih in podpovprečnih učencev (Ferbežer, 2006).

Klub nadarjenih imamo tudi na naši šoli. Vodi ga šolska pedagoginja.

Kot vsi drugi nadarjeni imajo tudi verbalno nadarjeni posebne socialne in čustvene potrebe. Glede na to, da imajo povečini izrazito sposobnost komuniciranja, ponavadi nimajo velikih težav pri oblikovanju vrstniških in kasneje socialnih odnosov. Ker imajo močno potrebo po samostojnem delu in igri, se velikokrat ne odzivajo pozitivno na pobude in interese vrstnikov. Tako je možno, da jih vrstniki velikokrat ne sprejmejo in ostanejo pri delu ali igri osamljeni. Pomagati jim je potrebno uravnotežiti lastno aktivnost s sodelovanjem z drugimi. Vsekakor jim je potrebno pomagati oblikovati pozitivne socialne odnose, posebej z vrstniki, saj je za verbalno nadarjene tako kot za druge nadarjene značilno, da se velikokrat družijo s starejšimi, ki so jim umsko bolj sorodni. Z njimi dostikrat lažje kot z mlajšimi vrstniki ustvarijo zaupne medosebne odnose. Verbalno nadarjenim je potrebno tudi pomagati razviti socialne spretnosti, ki so nujne za uspešno socialno prilagoditev. Razumeti morajo razliko med sodelovanjem in tekmovanjem. Glede na to, da so zmožni samostojnega dela ali igre, se morajo naučiti tudi sklepati kompromise in se prilagajati drugim v različnih okoliščinah, da ne bodo izolirani.

## **Verbalno nadarjeni učenci pri pouku slovenščine**

Ne morem se strinjati z avtorico Blažičevo, ko pravi, da šolski otroci pri pouku slovenščine naj ne bi imeli časa za nadaljnje razvijanje besedne ustvarjalnosti, ker menim, da otroci ravno v šoli še bogatijo besedni zaklad, pri obravnavi besedil spoznajo kakšne nove besede ali zveze besed, učitelji pa jih še spodbujamo k branju ali pisanju za raznorazne literarne natečaje.

Skoraj popolnoma pa se strinjam z njo, ko govori o krčeviti pisavi nekaterih nadarjenih otrok in o tem, da se v šoli pojavi neizogibna stresna situacija, kot je npr. nenehno opozarjanje otroka na napake. Sploh pri ocenjevanju so učenci pod stresom, da ne bodo naredili preveč jezikovnih napak, kar včasih blokira njihovo ustvarjalno

pisanje. Redki so učenci, ki ta pritisk popolnoma zdržijo. Za tiste pa lahko rečemo, da so ponavadi vsestransko nadarjeni in uspešni na praktično vseh šolskih področjih, zanimivo, da v zadnjih letih poleg npr. na družboslovnih in naravoslovnih tudi na športnem področju. Ponavadi so ti učenci uspešni tako pri šolskih preizkusih in nalogah kot na literarnih natečajih, v zadnjem času obstajajo celo založbe, ki njihove izdelke objavljajo v skupnih ali celo v samostojnih knjigah ali publikacijah.

Zelo pa se tudi strinjam z avtorico Cvetanovićevo, ki govori o tem, da obstaja še posebna vrsta otrok, ki so jezikovno nadarjeni. Menim, da lahko učitelji slovenščine v precejšnji meri vplivamo na razvoj njihove jezikovne nadarjenosti, posebej z gojenjem knjižne izreke, popraviljanjem otrok pri govornem nastopanju med poukom, vzpodbujanjem k dramatizaciji besedil, vzpodbujanjem k branju za bralno značko. Že pouk je razdeljen na štiri osnovne sklope, ki morajo biti dokaj enakovredno zastopani - govorjenje, poslušanje oziroma gledanje, branje in pisanje. Pri vsem tem urijo svojo jezikovno pa tudi literarno nadarjenost. Učitelji lahko organiziramo kulturne dneve, v okviru katerih si učenci ogledajo gledališko predstavo ali v sodelovanju s knjižničarji obisk kakšnega pesnika ali pisatelja v šoli ob zaključku bralne značke. Obstaja nivojski pouk, pri katerem se lahko učencem na višji ravni znanja jezika in literature bolj posvetimo, jih poslušamo, jim svetujemo in jih usmerjamo. V okviru izbirnih predmetov lahko ti učenci obiskujejo gledališki klub, bralni klub ali šolsko novinarstvo. Lahko sodelujejo na tekmovanjih, kot je tekmovanje za Cankarjevo priznanje pri slovenščini, ali pa raznoraznih literarnih natečajih. Skratka, možnosti je veliko, le izkoristiti jih moramo znati tako učenci kot učitelji. Težko je otroka v nekaj prisiliti, na primer v branje ali dramsko nastopanje, če mu ni do tega. Pa tudi rezultat tega potem ni takšen, kot bi lahko bil z otrokovo lastno notranjo motiviranostjo.

Potrdim lahko, da se večina socialnih in čustvenih potreb, ki jih v svojih delih omenja Ferbežer, in ki so značilne za verbalno nadarjene otroke, kaže tudi pri učencih pri pouku slovenščine. Navajeni so samostojnega dela, zato so velikokrat težje prilagodljivi. Imajo veliko možnosti kreativnega samoizražanja, zato zelo radi govorijo in tudi pisanje pisnih izdelkov jim ponavadi ne dela nobenih težav. Zelo si želijo pohvale, ki pa mora biti iskrena in upravičena, saj jim neupravičena pohvala ne pomeni veliko. Zelo so zadovoljni, če dosegajo visoke šolske ocene ali uspeh na tekmovanjih, sicer so lahko zaskrbljeni, da jih drugi ne bodo imeli več tako radi oziroma jih ne bodo sprejemali, kar lahko vodi celo v odklanjanje visokih šolskih ocen ali neudeležbo na tekmovanjih.

Odvisno od vzgoje in okolja, v katerem živijo, tudi šolskega okolja, se pojavljata vsaj dve vrsti verbalno nadarjenih. Tisti z visoko samopodobo, samozavestni in, lahko rečemo, celo narcisoidni, so zelo zaverovani vase, ne zmorejo prenesti poraza oziroma ga zelo težko prenesejo, ne priznajo napak in tudi težko sprejemajo druge. Popolno nasprotje pa so vase zaprti verbalno nadarjeni z nizko samopodobo, ki težko izražajo svoje mnenje, se hitro sprijaznijo s porazom, saj visokih dosežkov niti ne pričakujejo,

takoj priznajo napake, so dostikrat prav pesimistično razpoloženi in se kar hitro podredijo drugim.

Z verbalno nadarjenimi lahko razpravljáš tako rekoč o vsem, posebej o problemih morale, religije, svetovnem miru, politiki, naravnih katastrofah in drugih svetovnih problemih. Za to je pri obravnavi umetnostnih pa tudi neumetnostnih besedil več kot dovolj priložnosti. Ponavadi imajo v zvezi s temi problemi že zgodaj svoje mnenje in če se ga želi spremeniti, je treba imeti precej dobre argumente. Z verbalno nadarjenimi učenci je pravi užitek razpravljati, saj se ponavadi zanimajo za mnogo stvari, se znajo zelo dobro izražati in velikokrat prav odraslo razmišljati.

Verbalno nadarjenim učencem je treba dati občutek, da bodo sprejeti, kljub temu da ne bodo imeli najvišjih šolskih ocen ali najvišjih rezultatov na tekmovanjih. Pomagati jim moramo, naučiti se biti vztrajni in ponovno sodelovati kljub porazu. Tistim z visoko samopodobo je treba pomagati razumeti in sprejeti druge, tiste z nizko samopodobo pa bodriti, naučiti izražati svoje občutke in mnenje ter jih usmerjati, da se ne bodo podrejali drugim za ceno samoodpovedi.

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*Karin Markovič*

E-mail: karin.markovic8@gmail.com

## **RAZVOJ KREATIVNEGA MIŠLJENJA PRI NADARJENIH UČENCIH V STAROSTI 10-11 LET S POMOČJO PORTFOLIO UČENCEV**

**Povzetek:** V programu enega šolskega leta so prepoznani nadarjeni učenci petih razredov z aktivnim sodelovanjem s pomočjo portfolia prepoznavali svoje načine mišljenja, reševanja problemov, sposobnosti pomnjenja, sposobnosti pridobivanja in uporabe informacij ter se postopno miselno osamosvajali. Cilj programa je bil spodbujanje pozitivnih čustev, »čustvena pismenost«, holistični in ustvarjalni pristop k učenju, spodbujanje metaučenja in pozitivno vplivanje na samopodobo posameznika.

**Ključne besede:** čustvena pismenost, nadarjeni učenci, izobraževanje nadarjenih učencev, portfolio nadarjenih učencev.

## **DEVELOPMENT OF CREATIVE THINKING IN GIFTED PUPILS IN AGES BETWEEN 10 AND 11 YEARS WITH THE HELP OF PUPILS PORTFOLIO**

**Abstract:** Identified pupils in fifth grades of primary school have been recognizing their ways of thinking, solving problems, their memory capacity and ability to obtain and use information, thus have been gradually becoming mentally independent with the help of portfolio in the program of one school year. The aim of the program was to encourage positive feelings, »emotional literacy«, holistic and creative approach to learning, encouragement of meta learning and positive influence on self-esteem of individual.

**Key words:** »emotional literacy«, gifted pupils, education of gifted pupils, portfolio of gifted pupils.

### **Uvod**

Učenje je v različnih situacijah prepleteno s čustvi. Bodisi, da gre za čustva veselja, zadovoljstva, navdušenja ali za čustva zaskrbljenosti, strahu in jeze. Tako je šola hkrati socialni prostor, v katerem lahko učenec zadovolji čustvene potrebe, kot intelektualni prostor, kjer zadovolji potrebe po pridobivanju znanja in izgrajuje svoja močna področja. Prav za izgradnjo pozitivne samopodobe nadarjenega učenca je bistvena emocionalna komponenta, ki mu omogoča vključevanje v socialne interakcije z mentalno enako razvitimi vrstniki. S tem, ko se učenec zaveda svojih močnih področij, razvija hkrati empatijo in altruizem.

Čustveno pismeni posamezniki imajo prednosti na različnih področjih življenja. Goleman (Goleman 1997) je bil eden izmed prvih teoretikov, ki je ugotovil, da čustveno pismeni posamezniki dosegajo tudi boljše učne in delovne uspehe ter učinkoviteje rešujejo probleme. Vemo, da so skupaj z deklarativnim in proceduralnim znanjem tudi emocije uskladiščene v možganih. Znano je tudi, da hipotalamus obarva vsako izkušnjo v čustvenem smislu, kar se dogaja še pred racionalnim razmislekom.

Druženje učencev na podlagi podobnih mentalnih sposobnosti pozitivno vpliva na razvoj njihovih socialnih in čustvenih potreb in hkratnega zadovoljevanja intelektualnih izkušenj. Boekarts je ugotovil, »če smo slabo razpoloženi, smo tudi bolj analitični in površinski pri predelavi informacij, pozitivno razpoloženje pa je osnova za bolj holistični, celosten in ustvarjalen pristop k informacijam« (Boekaerts 1993, Marentič Požarnik, B. 2000, str. 205).

Pri nadarjenosti učenca gre za interakcijo oziroma sovplivanje več dejavnikov. Ugotovljeno je, da je za razvoj umskih sposobnosti pomembna tako dedna dispozicija posameznika, okolje, ki daje možnosti in spodbude za razvoj ter stopnja lastne motiviranosti in aktivnosti. Ali povedano drugače ni razvoja nadarjenosti brez potenciala, ustvarjalnosti, notranje motivacije in vpliva okolja.

Za nadarjene učence je značilno, da so že v mladih letih pogosto izrazito samostojne, celo svojeglave osebnosti. Nadarjeni se po navadi obnašajo brezkompromisno in manj prilagojeno, kar je posledica njihovega hitrega in prožnega mišljenja ter zanesljivega, odločnega razsojanja.

## **Opredelitev problema**

**Program za delo z nadarjenimi učenci petih razredov - oblika izkušnje osnovne šole**

Zakaj nastanek - potrebe nadarjenih učencev.

Zato, ker nadarjeni učenci na določenih področjih svojega razvoja občutno prekašajo vrstnike. Pri tem ni nujno, da nadarjeni učenec presega svoje vrstnike na vseh področjih in v vseh vedenjih. Nekateri učenci močno izstopajo le v enih značilnostih vedenja. Ti učenci poleg rednega šolskega programa potrebujejo posebej prilagojene programe in aktivnosti.

Prepoznanim nadarjenim učencem smo tako poskušali nuditi stimulatívno okolje za razvoj njihovih močnih področij.



Po konceptu Odkrivanja in dela z nadarjenimi učenci je za prepoznanje nadarjenih učencev petih razredov v šolskem letu 2008-09 nastal prilagojen program, ki je bil z izboljšani v šolskem letu 2009-10, kot vrsta specializiranega vzgojno-izobraževalnega programa. V program so se vključevali prepoznani nadarjeni učenci petih razredov po svobodni izbiri.

## Razvojna vprašanja

### Cilj

Cilj edukacije je bil zasnovan v smeri celostnega osebnostnega razvoja, v smeri spoznavanja učnih strategij, kaj in kako se učimo in je upošteval načela učenja za prihodnost. Upošteval je, da učenje vključuje:

- čustveno in socialno komponento (empatija, altruizem),
- je samostojno in vseživljenjsko,
- je obšolsko, je zunajšolsko,
- upošteva notranjo motivacijo posameznika,
- uči učenca za družbeno in institucionalno sodelovanje.

Pri delu s prepoznanimi nadarjenimi učenci so bili v ospredju vzgojno-izobraževalnega procesa motivatorji kot so:

- zanimivo delo za učence,
- osebni razvoj učenca (napredovanje učenca),
- uspeh učenca pri delu,
- odgovornost za svoja dejanja do sebe in vrstnikov,
- strokovna usposobljenost vodje vzgojno-izobraževalnega programa.

### Organizacija

Delo z učenci je bilo zasnovano pretežno v smeri vseživljenjskega razvoja in samousmerjanja. Potekalo je po naprej zastavljenem programu Razvoja kritičnega mišljenja za prepoznane nadarjene učence petih razredov Osnovne šole Olge Meglič v Ptujju, v starosti 10 do 11 let. Učenci so čustveno-osebne dejavnike učenja zabeležili s pomočjo osebnih map učencev - portfolio.

Uporabljeni stili poučevanja z nadarjenimi učenci so bili usmerjeni oziroma so težili k razvijanju in pridobivanju znanja in sposobnosti, kako informacije sprejemati, ohranjati, predelovati in organizirati za reševanje problemov. Pri tem je bila upoštevana mentorjeva prilagoditev učencu glede na posebnosti in stopnjo mentalnega razvoja le-tega.

Pri delu z nadarjenimi učenci smo pazili, da nas osebnostne lastnosti učencev niso zavedle k nekritičnosti.

Izhajati smo iz njihovih močnih področij ne glede na njihovo socialno, kulturno »poreklo«, telesno oviranost, šolsko učno uspešnost oziroma neuspešnost ter ne glede na njihovo uspešno ali manj uspešno socialno prilagajanje.

Pri organizaciji in izpeljavi programa za delo z nadarjenimi učenci petih razredov smo upoštevali motivatorje, ki so učence vodili do zadovoljstva.

Pri tem so učenci pri delu:

- čutili vključenost - povezanost s sebi enakimi,
- izražali vedoželjnost,
- bili ustvarjalni,
- bili empatični drug do drugega,
- se učili sporazumevanja, čustvenega obvladanja strasti in ravnotežja,
- so spoznavali in se učili samospoštovanja,
- so izražali občutek za pravičnost in
- logično razmišljali.

## Vsebina dela

Prepoznani nadarjeni učenci so se seznanili kako pridobiti informacije in znanje, da je to trajnejše in uporabno v novih situacijah. Kako sidrati novo znanje na že osvojeno znanje - predznanje (Avsubel-siderne ideje).

Pri tem so se soočali s čustveno-osebnostnimi dejavniki učenja od učenja spretnosti v medsebojnih odnosih, do učenja samovrednotenja, dela in pripadnosti v skupini mentalno enako sposobnih učencev. Spoznavali so pomen čustvene pismenosti, stresa, napetosti in anksioznosti za vpliv na duševno zdravje.

Vsebina dela je bila naravna na izboljšanje ali ohranjanje pozitivne samopodobe učencev. Učence je vodila k močni želji po samoizpolnitvi, ki je izhajala iz učenčeve notranje motivacije.

Pri tem je učence program vodil k globljemu in intenzivnejšemu emocionalnemu doživljanju. Program je pri delu učencev iskal njihovo najvišjo zmožnost samostojnosti, učinkovitosti, prepričljivosti in večjo pogostost tveganja pri odločitvah. Program pa je spodbujal svobodna izražanja čustev, emocionalnih doživljanj in moralnega presojanja učencev, ki so jih doživljali ob izvedbi programa.

## Program

Kaj smo počeli

Tema in cilj tematskega sklopa	Št. predvidenih dejavnosti, delavnic (predvideno št. pedag. ur)	Termini dejavnosti	Št. udelež. dejavnosti, delavnice
Učenje kot reševanje problemov: - Kot oblika učenja. - Metode reševanja problemov. <i>Cilj:</i> prepoznavanje svojega načina mišljenja in reševanja problemov.	6	sept. - okt.	6 6 5 5 5 5
- Prepoznavanje svojega kratkotrajnega ali delovnega spomina. - Prepoznavanje zmožnosti sposobnosti svojega fotografskega spomina. - Seznanitev z dolgotrajnim spominom. <i>Cilj:</i> prepoznavanje svojih sposobnosti pomnjenja.	6	nov.	5 5 5 4 5 5
Inovativno učenje (na primeru - izberejo učenci): - Anticipatorno (temelji na predvidevanju prihodnosti). - Participatorno (temelji na demokratičnem sodelovanju vseh). <i>Cilj:</i> postopno miselno osamosvajanje učenca.	4	dec. - jan.	5 4 5 5
Sposobnost pridobivanja informacij (preko IKT tehnologije, medijev, literature ...). <i>Cilj:</i> sposobnost pridobivanja, razvoj sposobnosti uporabe informacij.	6	feb.- mar.	4 5 6 6 6 6
Metode spodbujanja ustvarjalnosti: - Možganske nevihte. - Matrike. - Prisilnih povezav. - 6 klobukov. <i>Cilj:</i> spodbujati pozitivna čustva - bolj holističen, ustvarjalen pristop k učenju, spodbujati metaučenje, posledično višati samopodobo učenca.	6	april-maj	6 6 5 6 6 6
Skupaj	28 pedagoških ur	Od sredine sept. do sredine maja	Št. nadarjenih učencev N = 6

Tabela 1: Načrtovani in izpeljani program dela s prepoznanimi nadarjenimi učenci petih razredov OŠ Olge Meglič v šolskem letu 2009/10.

## Zaključki

Prepoznani nadarjeni učenci petih razredov so se enkrat tedensko skozi celo šolsko leto za eno šolsko uro po pouku srečevali s pedagoginjo šole.

Edukacija je bila usmerjena v intelektualni in socialno-emocionalni razvoj posameznika, da bi le ta bolje razumel samega sebe in se lažje umeščal v vsakodnevno življenje.

Učencem so bile ponujene teme:

- učenje kot reševanje problemov,
- prepoznavanje svojega kratkotrajnega ali delovnega spomina,
- prepoznavanje svojega fotografskega spomina in seznanitev z dolgotrajnim spominom,
- inovativno učenje (anti - in participatorno),
- sposobnosti pridobivanja informacij,
- metode za spodbujanje ustvarjalnosti (možganske nevihte, matrike, prisilnih povezav, šest klobukov).

Cilj je bil ob možnosti druženja in izmenjavi izkušenj prepoznanih nadarjenih učencev petih razredov usmerjen k:

- prepoznavanju svojega načina mišljenja in reševanja problemov,
- prepoznavanju svojih sposobnosti pomnjenja,
- postopnemu miselnemu osamosvajanju učenca,
- sposobnosti pridobivanja, razvoja sposobnosti uporabe informacij,
- spodbujanju pozitivnih čustev k bolj holističnemu, ustvarjalnemu pristopu k - učenju, spodbujanju metaučenja in
- posledičnemu višanju samopodobe posameznika.

Pri izpeljavi programa smo upoštevali, da vsi nadarjeni učenci petih razredov nimajo najboljših ocen, so za kakšen šolski predmet ali področje nezainteresirani, kar je razvidno tudi iz tabele 1. Ena učenka je v začetku prišla k dejavnostim, a se ni našla. Šele v zadnjih dveh mesecih programa, ko je bila notranje motivirana za delo in obisk delavnic, jih je samoiniciativno začela obiskovati.

Nadarjeni učenci so skozi delo v delavnicah izražali emocionalno in socialno izredno čutečnost, kar je razvidno iz njihovih osebnih map - portfolio.

Učenci so spoznali, da so v nekaterih značilnostih in sposobnostih drugačni od vrstnikov, pa vendarle so prišli do spoznanja, da imajo z vrstniki veliko skupnih stičnih točk.

Uživali so v spoznavanju novega, drugačnega kot je v šolskem delu. Hkrati so bili akterji dejavnosti, ki so jih počeli.

Zelo jih je zadovoljevalo, da so se dejavnosti programa odvijale na različnih mestih, prostorih tako v šoli, kot izven nje. Še posebej jim je bilo všeč, da v šoli niso bili v šolski učilnici temveč v prostoru pedagoginje. Izven šole pa so se najraje delavnic udeleževali v bližnji mestni knjižnici Ivana Potrča, v prostoru mladinskega oddelka.

Spoznali so tudi pomen timskega dela in način kako načrtovati ter izpeljati timsko delo.

V končnem skupnem pogovoru so povedali, da so zelo radi prihajali k delavnicam in da si tudi v naslednjem šolskem letu želijo takšno dejavnost.

Svoja spoznanja, izkušnje in pridobljena znanja so si v obliki zapisov, slik, skic skozi šolsko leto spravljali v svoje osebne mape - portfolio.

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## GLAVNE ZNAČILNOSTI VANTASSEL-BASKA KURIKULUMA

**Povzetek:** V prispevku bomo izpostavili nekatere ključne momente domače šolske prakse s področja dela z nadarjenimi, ki bi nujno potrebovale prenovo.

V prispevku bomo opisali nekatere glavne značilnosti v svetu zelo uspešnega in priznanega kurikuluma za nadarjene, katerega avtorica je Joyce VanTassel-Baska. Določene komponente bomo, ob upoštevanju obstoječe šolske prakse, prenesli v slovenski šolski prostor. Tako bomo nakazali nove smernice edukacije nadarjenih, ki so na področju svetovne didaktike nadarjenih učencev že uveljavljene, preverjene in evalvirane.

**Ključne besede:** nadarjeni učenci, učitelji, kurikulumi za nadarjene, učenje, didaktika nadarjenih.

## THE MAIN FEATURES OF VANTASSEL-BASKA CURRICULUM

**Abstract:** In this paper we describe some of the main features of world renowned and highly successful curriculum for gifted children, whose author is Joyce VanTassel-Baska. Certain components will be - by considering of existing school practice - transferred to our schools. We'll suggest new directions of gifted education, which have been established, tested and evaluated worldwide in the field of gifted didactics.

**Key words:** gifted pupils, teachers, curriculum for gifted children, learning, the field of gifted didactics.

### Uvod

Že od nekdaj je družba imela ljudi, ki so zmogli več kot ostali. Pred mnogimi leti so jih častili kot bogove, ker so bili nekaj posebnega. Človeštvo se ima, v izjemno kratkem času glede na obstoj našega planeta, zahvaliti mnogoterim izumom, idejam, sistemom, ipd., ki so prišli izpod rok (ali misli) velikih umov. Torej, če so že od nekdaj vedeli, da je s tistimi bolj sposobnimi, potrebno ravnati drugače, bi to morala biti danes, že ustaljena praksa. Pa vendarle temu ni vselej tako.

Učitelji se moramo pri pouku na vse možne načine posvečati otrokom s primanjkljaji na posameznih področjih - predvsem tistim, ki imajo odločbe o usmerjanju. Zanje je, kot nam narekuje zakon, potrebno storiti vse, da napredujejo. Če se tega ne držimo, nam starši, ravnatelji ali šolski inšpektorji »povedo«, kako jim je treba zagotavljati vse možne oblike pomoči.

Kaj pa nadarjeni? Zelo zmotno je prepričanje, da bodo vse storili sami. Takšno prepričanje pušča nadarjene učence v ozadju, njihov potencial se izgublja, sami pa postanejo zagrenjeni, moteči, depresivni ... skratka ne morejo in ne znajo se uresničiti.

## **Obstoječa praksa in potrebe nadarjenih**

Postopke za otroke s primanjkljaji pričnemo že zelo zgodaj; v prenekaterem primeru že v vrtcu. To bi bilo nujno storiti tudi za tiste, ki so nadarjeni oz. potencialno nadarjeni. Evidentiranje in identifikacija nadarjenih se prične šele v 4. razredu, nato pa postopek traja še pol leta. To je dokaj pozno, saj se v tem času dovršen del nadarjenih izgubi, »uniči«, se skrije v množici, ipd. Koncept odkrivanja in dela z nadarjenimi (1999), ki je trenutno edini zakonsko veljavni dokument na področju dela z nadarjenimi v OŠ pravi, da se za nadarjene lahko uporabi pol ure individualne in skupinske pomoči na oddelek - vse ostalo je odvisno od lastne angažiranosti učitelja. V individualno in skupinsko pomoč (ISP) pa mora učitelj vključiti tudi učence, ki imajo težave pri učenju. Torej, pol ure tedensko, ko bi se učitelj lahko posvetil nadarjenim z nekaterimi drugačnimi oblikami dela, jih izzval in motiviral na področjih, ki jih zanimajo, mora poleg tega pomagati tudi tistim, ki že dobivajo tudi do 5 ur tedensko dodatne strokovne ali učne pomoči ter obiskujejo še dopolnilni pouk!

Koncept (1999) priporoča za posebno obliko poučevanja nadarjenih predvsem individualizacijo in (notranjo ali delno zunanjo) diferenciacijo. Vse te oblike dela učitelji uporabljajo že med rednim poukom in nadarjenemu učencu ne predstavljajo nikakršnih novih izzivov. V samem procesu evidentiranja, identifikacije ter poučevanja ima učenec le malo možnosti vključevanja, saj koncept govori le o upoštevanju učenčevega mnenja; torej učenec, zaradi katerega izvajamo postopek, ne sodeluje v procesu aktivno s svojimi predlogi, željami, interesi ...

Vsem, ki so kadarkoli imeli privilegij poučevati nadarjenega otroka, je znano: če nadarjeni učenci niso ustrezno zaposleni v skladu s svojimi potrebami ali če se pri poučevanju uporabljajo neustrezne didaktične strategije, se med poukom začnejo dolgočasiti, postanejo moteči, čutijo pomanjkanje izzivov, niso motivirani za delo in lahko postanejo učno neuspešni (Galbraith, 1992; Reis, 2004; Feldhusen, 2005). V svetu se je uveljavilo že veliko sodobnih definicij, ki ne zagovarjajo več načela enakosti izobraževanja za vse. Tudi Gallagher (2004) je zagovornik teorije, da imajo vsi otroci enako priložnost pridobivanja znanja, ob tem pa jim moramo ustvarjati take pogoje, da se bo lahko vsak posameznik izkazal do skrajnih meja svojih sposobnosti.

Ferbežer (2003) navaja, da se je potrebno bolj posvetiti zadovoljevanju atipičnim potrebam nadarjenih učencev in da z individualiziranim izobraževanjem lahko zadovoljimo potrebe vsakega učenca. Zato pa se je potrebno posluževati specifičnih

metod, oblik, strategij dela, ki so ustreznejše za poučevanje nadarjenih. Nekatere izmed njih so: samousmerjevalno učenje (Ferbežer, 2008), kooperativno učenje (Winebrenner, 2001; Ferbežer, 2003), individualizirano načrtovano in razvijajoče izobraževanje (Ferbežer, 2000).

Delo učiteljev je v vseh segmentih pouka, ključnega pomena. Še posebej to velja za poučevanje nadarjenih, saj potrebujejo, kot smo zapisali že zgoraj, drugačne oblike in metode dela, več prilagajanja in nenehne izzive. V raziskavi iz leta 2003, ki je bila izvedena med pedagoškimi delavci in med bodočimi pedagoškimi delavci (študenti) (Vogrinc, 2003), so pedagoški delavci izrazili težave s prilagajanjem pouka nadarjenim, saj imajo v razredih - za kvalitetno delo - preveliko število učencev, ob vsem tem pa še velik delež učencev z nižjimi intelektualnimi sposobnostmi, ki prav tako zahtevajo od učitelja veliko naporov. Med drugim pa so izrazili tudi mnenje, da je največja ovira pri delu z nadarjenimi slaba strokovna usposobljenost učiteljev. Nekateri razlogi so lahko, kot navaja tudi Grozdanka Gojkov (2008), v slabo premišljenih obstoječih visokošolskih programih, kjer je preveč nepotrebnega ponavljanja iste snovi pri več predmetih in premalo didaktičnih vsebin, pomanjkljiva komunikacija med otrokom in vzgojiteljem. V nadaljevanju pravi, da bi v toku sprememb bilo potrebno uvesti spremembe na nivoju celotne organizacije vzgojno-izobraževalnih ustanov, šol ter izobraževanje bodočih vzgojiteljev in učiteljev (prav tam). Podobno bi bilo potrebno ukrepati v slovenski šolski politiki. Prav tako kot bomo opisali v nadaljevanju, tudi Gojkova (prav tam) navaja, da je trend v izobraževanju nadarjenih ponujanje različnih izkušenj med rednim poukom in tudi v bodoče bo delo z nadarjenimi naloga vseh vzgojiteljev in učiteljev.

## **Kurikulum(i) za nadarjene**

Joyce VanTassel-Baska je na področju didaktike nadarjenih prisotna že 30 let. V knjigi *Comprehensive curriculum for gifted learners* (2006) pravi, da je uspešen kurikulum takšen, ki je načrtovan in izvajan za zgornjih 10% populacije. Če lahko kurikulum za nadarjene usmerimo proti višjim ciljem, oz. standardom znanja, bomo dosegli zviševanje produktivnosti tudi pri ostalih učencih.

Kadar načrtujemo kurikulum ali samo del kurikuluma, nas praviloma v tem vodi neko prepričanje, oz. filozofija. Prevladujoče filozofije na področju načrtovanja kurikuluma za nadarjene izhajajo iz različnih izhodišč (po VanTassel-Baska, 2006):

*Kurikulum kot razvijanje kognitivnih procesov* - izhaja iz razvijanja spretnosti, ki vodi jo v razmišljanje na višjih nivojih; kognitivne spretnosti so središče vseh učnih aktivnosti. Predpostavlja se, da se bodo kognitivne učne spretnosti razpredle vsevprek in zviševale storilnost na vseh področjih, na katerih bo učenec dejaven.



*Kurikulum kot tehnologija* - je procesno orientiran, a je v ospredju kurikulum sama organizacija vnosov (input) in končnih produktov (output) znanja. Močno se oslanja na določeno vedenje ali na cilje z merljivimi končnimi produkti, ki jih lahko testiramo, da bi lahko določili napredek ali dosežke. Kurikularni standardi morajo biti jasni, poučevani in preizkušeni.

*Osebnost kot bistvo kurikulumu* - v ospredje je postavljen otrok, kurikulum je prirejen individualnim potrebam učenca. Cilj takega kurikulumu je angažirati osebnost in ponuditi dovršene izkušnje, ki bodo privedle do zviševanja nivoja razumevanja v vsakem posamezniku. Kar nekaj kurikulumov za nadarjene izhaja iz te filozofije, prav zaradi poudarka na samousmerjevalnem učenju; npr. Renzulli, Gentry in Reis (2003), Enersen (1996), Betts in Kercher (1999) (po VanTassel-Baska, 2006). Nadarjeni učenci so sami odgovorni za svoj kurikulum tako, da sklenejo pogodbo z mentorjem (pomočnikom), ki oceni njihovo zanimanje in zmožnosti.

*Kurikulum kot socialna reforma* - namen izobraževalnih institucij je povzročiti socialne spremembe, ob tem pa naj bi na kurikulum (po)gledali znotraj širše socialne in kulturne sfere. Izbrane vsebine promovirajo delovanje lokalnih programov, ki izhajajo iz učenčeve neposredne okolice in zvišujejo individualno in kolektivno socialno odgovornost. Najvidnejše zastopano področje take vrste kurikulumu v edukaciji nadarjenih je multikulturalnost, kjer skušamo učence naučiti, kako ustvarjati boljše sobivanje vseh živih bitij na svetu.

*Kurikulum kot teoretični racionalizem* - ima korenine v zahodnjaški tradiciji racionalnega humanizma. Stremi k idealnemu izobraževanju, ki zagotavlja učencem razumevanje velikih idej in jih usposablja za analiziranje in sintetiziranje preteklih dosežkov. Izpostavlja prepričanje v strukturo znanja, ki vključuje v organizacijo tako učna, kot umetniška raziskovalna področja. Večina kurikulumov ali njegovih delov, ki so namenjeni nadarjenim, izhaja iz teh usmeritev.

*Kurikulum kot predhodnik poklicne kariere* - korenine ima v poklicnih in strokovnih šolah, ki so vplivale na ponujanje kurikulumov v zadnjih desetletjih. Močan poudarek je na praksi in uporabnosti - predvsem na srednješolskih in višjih nivojih. Ta smer je v polju edukacije nadarjenih učencem služila kot orientacija za poklicno usmeritev. Delovni programi ponujajo mentorstvo in stažiranje, ki imajo uporabno vrednost tudi v poklicu. Novi koncepti kurikulumov vključujejo močan poudarek na razvijanju spretnosti, odnosa in značajnosti v poklicu.

Med vsemi obstoječimi filozofijami pa seveda lahko prosto izbiramo - najučinkovitejši kurikulumi vsebujejo delež vsakega.

Obstoječi kurikulum, ki ga imamo v slovenskem šolskem prostoru, je nujno potrebno preveriti. Vprašati se je treba, kakšni so odnosi med zahtevami kurikularnih stan-

dardov, nato oceniti neskladnost s posebnimi potrebami populacije nadarjenih in razviti nov kurikulum, ki bo zapolnil nastale vrzeli (VanTassel-Baska, 2006, 13).

## **Načrtovanje in razvijanje kurikuluma za nadarjene**

Načrtovanje je eden najpomembnejših procesov v procesu razvijanja dobro premišljenega kurikuluma za vse učence. Praktiki morajo razumeti tri stvari: 1. celoten proces načrtovanja in medsebojne odnose med njegovimi deli; 2. uporabo pristopa dodajanja vsebin, procesov in produktov ter modele konceptov izgrajevanja kurikuluma; 3. razvijanje vsestranskega kurikuluma za nadarjene učence z uporabo preprostega pristopa načrtovanja (VanTassel-Baska, 2006, 17).

Razvijanje kurikuluma je kompleksno, dinamično, a že po naravi plodno delo. Celoten proces načrtovanja in razvoja šolskega kurikuluma za nadarjene poteka v več etapah, ki si sledijo po določenem vrstnem redu:

1. Etapa: načrtovanje
2. Etapa: ugotavljanje potreb
3. Etapa: določitev teamov in delovnih področij
4. Etapa: pristopi razvijanja kurikuluma
5. Etapa: preizkušanje, pilotske in področne raziskave
6. Etapa: izvajanje
7. Etapa: evalvacija
8. Etapa: ponovna obdelava (se vrne na 5. etapo)

Cilji programov za nadarjene - model lahko vsebuje posamezen cilj ali vse spodnje cilje:

- Zagotavljanje mojstrskega obvladovanja osnovnih spretnosti, kot sta branje in matematika s tako hitrostjo, ki je primerna zmožnostim sposobnejših učencev.
- Zviševati kreativno mišljenje in sposobnosti sklepanja.
- Zagotoviti okolje, ki spodbuja kritično mišljenje.
- Vzgajati vedoželjnost in takšen odnos do učenja, da bo predstavljalo izziv.
- Verbalne in pisalne sposobnosti razviti na visokem nivoju.
- Razvijati raziskovalne spretnosti in metode.
- Razvijati razumevanje za sisteme znanja, teme, probleme in bistvena vprašanja, ki okvirjajo zunanji svet.
- Razvijati razumevanje samega sebe.
- Omogočiti priložnosti za učenje zunaj šole, ki zagotavlja zadovoljevanje potreb nadarjenih učencev.

## Diferenciran kurikulum - kaj je to?

Ko pomislimo na besedo kurikulum, imamo najbrž v mislih organizacijo pouka po razredih in predmetih, kjer so znotraj vsakega razreda in predmeta zapisani standardi znanja, ki so primerni razvojni stopnji učencev. Kadar pa diferenciramo kurikulum za nadarjene, se moramo v pričakovanju do vsebinskih, procesnih in konceptualnih zahtev, premakniti stopničko višje. Ena možnost je izdelati naprednejši kurikulum, ki je dostopen učencem že v mlajših letih - z zagotovilom, da so v procesu zastopani vsi standardi. Potrebna je primerjava z formalnimi učnimi metodami. Kurikularni nivo za nadarjene učence mora biti usmerjen k naprednemu, poglobljenemu in kompleksnemu učenju (VanTassel-Baska 2003b, po VanTassel-Baska, 2006).

Naslednji aspekt diferenciacije, ki potrebuje razjasnitev je izbira učnih strategij. Kakorkoli pogledamo - strategij, ki bi bile primerne le za nadarjene učence, ni. So pa strategije neločljivo povezane z naravo in stopnjo danega kurikuluma. Razlog uspešnosti diagnostično-določilnega pristopa pri nadarjenih učencih je ta, da dovoljuje procese pri katerih je lahko kurikularni nivo uspešno zaznan in usmerjen v prilagojene oblike dela. VanTassel-Baska (2006) opiše nekatere strategije, ki so se izkazale za izredno učinkovite v kombinaciji z zahtevnejšim kurikulumom. Npr. *spraševanje*, oz. *zasliševanje* je lahko močno orodje za prepričljive visokokakovostne diskusije, oz. debate znotraj skupine nadarjenih - ob pravi spodbudi in izzivu. *Problemsko orientirano učenje* je učna strategija, ki je še posebej primerna pri poučevanju nadarjenih, predvsem kadar so problemi dobro in premišljeno zastavljeni.

Naslednji pomemben element diferenciacije kurikuluma za nadarjene je pazljiva izbira materialov in didaktičnih pripomočkov, ki jih uporabljamo v razredu. Apple (1991 po VanTassel-Baska, 2006) navaja, da ima močne dokaze, da v veliko razredih materiali in didaktični pripomočki določajo kurikulum. Ob tem pa je potrebno tudi dodati, da se večina materialov in didaktičnih pripomočkov ne uporablja pravilno, oz. tako, da bi predstavljalo izziv nadarjenim učencem (Johnson, Boyce in VanTassel-Baska 1995 po VanTassel-Baska, 2006). Obstajajo materiali in didaktični pripomočki, ki so primerni za diferencirano delo z nadarjenimi.

In končno je izredno pomembno spoznanje, da mora biti projektno delo, ki ga izvajamo z učenci, premišljeno izbrano, načrtovano in prilagojeno nadarjenim. Večji kot je poudarek na sodelovanju, bolj je pomembno, da učitelji nadarjenih uporabijo skuppek ciljev in standardov, s katerim ocenijo ali delo predstavlja nadarjenemu učencu dovolj velik izziv.

Kurikulum za nadarjene bi moral biti diferenciran tudi na sledečih stopnjah načrtovanja:

- cilji posameznih učnih ur,
- učenčevi zahtevani rezultati,

- aktivnosti in projekti v katerih sodelujejo učenci,
- strategije, ki jih uporabljajo učitelji,
- materiali, ki jih uporabljajo učitelji,
- na področju ocenjevanja dosežkov.

## **Proces spreminjanja kurikuluma**

Preden se lotimo spreminjanja, oz. prenove kurikuluma, se moramo zavedati, da je to proces, ki je dolgotrajen. Korenitih sprememb ne moramo izvesti od danes do jutri. Najprej pa se je potrebno vprašati ali je lokalna skupnost pripravljena na spremembe? Kako se bo odzvala? Kako se bo odzvala posamezna šola na spremembe? Nato se je potrebno vprašati, kateri so tisti programi in sredstva, ki bodo najbolj ustrezali učenčevim trenutnim potrebam in potrebam v prihodnosti. Naslednji pomembni faktor je šolsko osebje; kdo izmed njih bo znal najbolj oplemenititi programe in doseči sprejetje le-teh pri ostalih učiteljih? To so le nekateri izmed pomembnih faktorjev, ki jih je potrebno razumeti in upoštevati pred pomembnim razvojnim delom kurikuluma za nadarjene (VanTassel-Baska, 1989).

Načrtovanje kurikuluma poteka po določenih korakih: določiti nadzorno skupino in osnovno filozofijo programa (v nadzorni skupini naj bo čim več različnih strokovnjakov - administracija, učitelji, starši, identificirani nadarjeni, svetovalni delavci), določiti in voditi potrebe nadarjenih (določijo se potrebe tistih, ki bodo sodelovali v programu), zasnovati program dela in alternativne dejavnosti (okvir takega programa naj bi vseboval osnovne podatke o udeležencih, glavne cilje in naloge, pristope združevanja, urnik in organizacijo programa, vključenost osebja, evalvacijski pristop in proračunski načrt), odločiti se za kurikularni razvojni načrt (integrirati vsebino, potek, rezultate, strategije poučevanja, materiale in sredstva kurikuluma za nadarjene v obstoječi kurikulum), izvesti program, evalvirati program (določiti napredek učencev), sodelovati z lokalno skupnostjo ter z bližnjo univerzo, ustanoviti svetovalno komponento (v okviru šolske svetovalne službe ali po potrebi širše), razviti politiko programa nadarjenih učencev (ponovno preveriti, če so spremembe dobre, konstantne, širše sprejete; biti morajo na šolo usmerjene, nadzorovane in kontrolirane).

## **Sklepne misli in pogled naprej**

V prispevku smo se le na kratko dotaknili nekaterih najpomembnejših segmentov učinkovitih kurikulumov za nadarjene učence. Izpostavili smo le nekatere oporne točke v procesu načrtovanja in razvijanja kurikuluma, ki bi bil orientiran bodisi na celoten slovenski šolski prostor (nacionalni kurikulum), bodisi na šolsko usmerjen kurikulum.

Na tem mestu je nujno pojasniti, da teorije, s katerimi se ukvarja Joyce VanTassel-Baska niso edini primer načrtovanja kurikulumov za nadarjene. VanTassel-Baska je z Elisso Brown (2007) izvedla raziskavo enajstih obstoječih kurikulumov za nadarjene. Kulikulume sta med seboj primerjali po 15-ih jasno določenih kriterijih. Najbolje so se izkazali VanTassel-Baskin enoten kurikularni model (Integrated Curriculum Model), Stanlyjev model identifikacije in razvijanja talentov ter Renzullijev vsestranski obogatitveni model.

Pomembno je, da to niso le teorije. So modeli oz. programi, ki jih v ZDA redno izvajajo in kar je še pomembneje, sprotno evalvirajo. Evalvacija je eden izmed izredno pomembnih dejavnikov pri tako velikih spremembah, kot je sprememba obstoječega kurikuluma.

Na področju dela z nadarjenimi moramo še veliko postoriti, saj ne zadovoljujemo njihovih osnovnih potreb. Nujno potrebno je spremeniti zastarelo miselnost, da so nadarjeni učenci odličnjaki, da poleg rednih nalog »zmorejo« še dodatne naloge (za nagrado?), da oni zmorejo narediti vse sami, da ne potrebujejo učiteljeve razlage, itd.

V bodoče bi bilo potrebno razmisliti kako to, da imamo skoraj četrtno populacije šolskih otrok identificiranih kot nadarjene učence, nimamo pa nobenega didaktično zasnovanega programa ali modela za delo z njimi?

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*Dr. Bogomir Novak*

E-mail: bogomir.novak@pei.si

## **WHAT TYPE OF SOCIAL LEARNING IS SUITED TO THE ARTISTICALLY TALENTED?**

**Abstract:** The paper aims at remedying, at least partially, the deficit in studying artistically talented pupils. The first part of the paper explores the social development of a talented child. This development starts at home and is continued in a kindergarten and school. Such children need understanding and empathy of the adults (parents and teachers alike). Thus they feel free to talk about their problems. Moreover, in this way positive self-image and self-respect develop, the feeling of belonging is strengthened, as well as assertive behaviour; social competencies are acquired by accepting new roles.

The second part of the paper analyses motivational factors influencing the quality of art education in nine-year primary schools. There is no teaching differentiated according to the level of pupils' abilities planned, nor is cooperation amongst pupils encouraged. There is only competition at contests that is planned. The paper goes on to stress a host of so far overlooked factors/initiatives that could serve as a motivation for the artistically talented. These initiatives include art-related problem solving, development of social and emotional literacy, awareness of and overcoming their own biased opinions, flexible class schedules, creative teaching in order to activate their perception paths (VAKOG), multi-dimensional perceptions, using various learning styles, encouraging visual thinking and independent artistic expression.

**Key words:** artistically talented, social learning, social intelligence, motivation, dialogue.

## **How do parents and teachers recognise the characteristics and social needs of the artistically talented?**

First, parents and teachers can identify the characteristics of a talented child if they know what they are looking for. These characteristics are very diverse. That is why the paper focuses only on some of them. It further looks into how socio-emotional needs of a child may be satisfied. The starting point is that the talented are, in anthropological terms, vertically different from the average pupils at a perception, representation, thinking, social and spiritual levels. The artistically talented perceive, represent, think and make sense of it all in a more visually creative way than the average pupils do.

According to the most popular definition, talented pupils have either achieved or shown potential to achieve a lot in the intellectual, creative, specifically academic, management or artistic field. So, by definition (1) talented pupils have a high-level general intellectual capacity and (2) a specific talent in a given area is not precluded<sup>1</sup>.

<sup>1</sup> Differences between talented and gifted will not be analysed here since this issue is irrelevant to the issue at hand, i.e. satisfaction of social needs.

Thanks to their wild imagination, the talented are creative. They border their thinking only gradually through education and experience. This is how they stand out. Their distinguishable characteristics are independent and creative artistic thinking, the correct take on the artistic information, perception of many and varied details, spending a lot of time solving an artistic problem, testing out new materials, perfecting their work (George, 1997, Čudina-Obradović, 1991). Basically, the talented like to engage in divergent thinking by checking out various correct options, experimenting with different ideas, creating new possibilities. Elementary school teachers recognise artistically talented pupils only occasionally since this is quite difficult for them (Lep, 2008).

Talented pupils fall into the category of children with special needs since they need not only regular classes but also special classes in order to develop their capabilities. The talent sometimes seems like a curse. Often the talented seem to have poor learning habits, low motivation to do school work, achieve poor school results, are incapable to learn on their own, have a dislike for the routine work, for obedience, for authoritarian relations, for dependence and for learning by heart or convergent learning. They often find it difficult to interact with their peers or with adults, or generally to be involved in the society. Therefore, the talented often feel lonely, or even as social outcasts, bored, unsatisfied, disappointed, anxious, depressed. Later on the paper studies ways around these weaknesses.

First, let us look into the recognition of the talented. Observation and a special questionnaire hold the key. Parents and teachers alike try to establish how the child copes with his/her talent, with the jealousy and bullying by his/her peers, if the child tries to cover up his/her talent. Furthermore the questionnaire sheds some light on the parents' and teachers' attitude to talent. Once these issues are clarified, social learning may take place and the relationship between the talented and non-talented may become based on partnership.

### **Some ways to satisfy the social needs of the artistically talented**

The social learning development starts at home. The loving parents offer the child security and reassurance needed to learn and explore. The child learns by copying others, by trials and errors and, later on, by dialoguing with parents, siblings and, still later, with peers and teachers. As he/she grows, the peers gain importance since they enable the child to learn what (s)he can learn only amongst equals, i.e. cooperation, exchange of goods and services, conflict resolution etc<sup>2</sup>.

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<sup>2</sup> For more on the topic, please see the Programme of social learning in kindergartens: [http://webcache.googleusercontent.com/search?q=cache:QSBt19wh\\_AYJ:www.shrani.si/f/1O/O5/3CrD8VOd/program-soc-ucenja.doc+socialno+u%C4%8Denje+v+vrstcu&cd=1&chl=sl&ct=clnk&gl=si](http://webcache.googleusercontent.com/search?q=cache:QSBt19wh_AYJ:www.shrani.si/f/1O/O5/3CrD8VOd/program-soc-ucenja.doc+socialno+u%C4%8Denje+v+vrstcu&cd=1&chl=sl&ct=clnk&gl=si). (2 July 2010)



In the pre-school age various forms of social behaviour occur, namely socially-desirable (pro-social) behaviour and the socially-undesirable one. This is best described by the dilemma: should I interact with people or go away from them (Kren 1995). The purpose of social learning is to strengthen the child's social and emotional intelligence (as described by H. Gardner) by involving children in various social communities. In these communities, the talented may learn to communicate appropriately and, if need be, assertively, i.e. to simultaneously consider one's own and interlocutor's needs, emotions and interests.

Social competencies are as important as the individual ones in order to prevent violence in school and to resolve conflicts. Parents - who are the child's first educators and socialisers - then teachers in kindergartens and in schools need to be fluent in social competencies in order to accept new roles, tasks and changes in general and to adapt to the new educational and didactical approaches needed to achieve social constructivism. Children learning by observing thus accept their new social roles and get involved in groups of new people. They do so confidently also because of their previous experience and the capacity to cooperate. One of the methods of social learning is social games. In social games children learn social competences<sup>3</sup>. Social games enable the development of intellectual, emotional and social side of the child's personality and foster his/her creativity. Furthermore, social games enable people to get to know themselves, their needs and emotions and thus to better communicate. As we learn something about ourselves, as we feel understood, it become easier for us to accept opinions, feelings and behaviour of others. We become more tolerant. These are the factors contributing to our positive self-image.

Neurolinguistic programming (NLP) teaches having a good rapport with others, in other words better communication, agreement-seeking and cooperation with others while maintaining one's positive self-image. It's about setting up, keeping and ending a good rapport. The NLP proposes some specific steps that enable a good rapport. A good rapport is based on a combination of various perception positions, namely I, you, we and they<sup>4</sup>. The second position »you« is empathic by nature. It also comes second in the PRL (pacing, rapport, nonverbal leading and verbal leading). This is the element that gives the teacher authority while the child gets an insight into various learning styles.

To establish a real dialogue, a sincere wish for the dialogue, preparedness to listen to others, a joint interest, availability of a shared set of values and content are needed. Dialogue is a meeting of two worlds; it is a creation of mutual trust and understanding that comes about by copying body movements, maintaining eye contact, synchronised breathing rhythm and reaching the same wave-length.

<sup>3</sup> The knowledge and the skills the child has acquired enable him/her to participate in the society. A socially competent person has a positive self-image and a host of social skills (in order to cooperate with others, resolve conflicts etc.).

<sup>4</sup> To learn more about these four positions, please see the article The fourth position by Dilts, R. (found on 14 January 2010 on the webpage: <http://www.nlp.com/Articles/artic21.htm>).

It matters if the school-management or class atmosphere is open or closed, negative or positive, conducive or not to good working relations<sup>5</sup>. The atmosphere is most affected by expectations. If teachers' and pupils' expectations are met, they like school and consider the atmosphere to be good. Now more than ever pupils and adults need transformational learning since it opens the door to understanding our life and its purpose. This sort of learning requires nurturing environment, i.e. a good atmosphere that cannot be created by doubting teachers or restrained routine-inclined teachers.

A good social atmosphere in a kindergarten, school or company is a prerequisite for a positive self-image of group members. Anyone can be loved, rejected or disregarded in a group. Though, the socially accepted ones thrive best, they are open and are more cooperative in learning and working. They are not aggressive. The more one's social skills and positive self-image are developed, the easier it is for the person to get involved in a group and be accepted by it. Moreover, the person thus acquires further social skills, making his/her interactions even more successful. This is the Pygmalion principle also known as the principle of benign spiral.

## **Developing motivational factors in order to foster development of artistically talented pupils**

Pupils get two hours of arts classes a week or 70 hours a year in the first 5 years of primary school. In the 6th grade there is only one hour a week dedicated to arts. From grade 7 to 9 pupils may also choose a subject on artistic design. This subject is taught at three levels: level one is meant for pupils of either grade 7, 8 or 9; level two for pupils of grade 8 or 9 and level three only for pupils of grade 9. This optional subject is an incentive to develop the talented. Secondary schools offer subjects on art history, art theory and artistic design. These subjects aim at developing pupils' critical assessment of their own work, the work done by their peers and work done by professional artists<sup>6</sup>.

An organisational hindrance to developing the artistic creativity in the nine-year primary school is the one-hour class of arts a week. Some schools offer a two-hour class every two weeks. Some schools offer a two-hour class a week but for half a year only. This option allows for a multidisciplinary approach and thus for a multifunctional attainment of goals. This last option is relatively new and hence an exception rather than the rule. The teaching of art classes is offered only at one level, so there is no distinction between more or less talented pupils. Some schools try to remedy that by

<sup>5</sup> For more on the importance of the school climate, please see Adlešič, 1998, Bečaj, J. 2001, Zabukovec, V., 1993, 1994, Zabukovec-Boben, 2000. For more on the connection between the school climate and the school culture, please see amongst others Stoll (1999) and Rupar, B.

<sup>6</sup> For more on this, please see [http://www.mss.gov.si/fileadmin/mss.gov.si/pageuploads/podrocje/os/devetletka/predmeti\\_izbirni/Likovno\\_snovanje\\_izbirni.pdf](http://www.mss.gov.si/fileadmin/mss.gov.si/pageuploads/podrocje/os/devetletka/predmeti_izbirni/Likovno_snovanje_izbirni.pdf) (page found on 3 September 2009).

organising art competitions and (photo)galleries. The France Bevk primary school is the case in point<sup>7</sup>. External motivation factors include competition amongst peers, evaluation of the works, attracting attention, exhibiting one's works<sup>8</sup>.

The nine-year primary school arts education curricula (Tacol, et al., 2004) are based on contents, problems, objectives aiming at understanding notions, artistic expression and perceiving the world around. There are some multidisciplinary correlations and knowledge standards and special didactical recommendations.

The nine-year primary school arts education curricula take due account of the child's development stages and teachers' training. In accordance with the curricula, pupils aged 11 to 15 express and solve artistic problems. Teachers encourage individual development and social contacts. Pupils develop motor skills by handling different materials, sensibility, creativity, aesthetic expression. The prerequisite to achieve these goals is internal motivation and pupil-based constructivist process-based approach. The curricula suppose that all pupils are more or less talented, that is why there is no specific mention of the talented. The Slovene curricula imply the individual, social and content-based approaches within a general curriculum that caters for the talented and average pupils alike - unlike in the USA.

Student component	Teacher component	Content component	Setting component
<b>Society centred orientation:</b> art activities that result in <i>social development</i> .	Role of an art coordinator based on <i>social interaction</i> model strategies.	<i>Social orientation</i> to selection of art content from art history, art criticism, art production and aesthetics.	Administrative arrangements, materials and environments that facilitate <i>social development</i> .
<b>Child centred orientation:</b> art that result in <i>personal growth</i> .	Role of an art facilitator and mentor based on <i>personal sources model</i> . Strategies for personal growth.	<i>Personal orientation</i> to selection of art content from art history, art criticism, art production and aesthetics.	Administrative arrangements, materials and environments that facilitate <i>personal development</i> .
<b>Subject centred orientation:</b> art activities that result in <i>new knowledge and skills</i> .	Role of a programmer and instructor based on <i>a information processing model</i> . Strategies for conceptual perceptual inquiry in order to learn.	<i>Information processing orientation</i> to selection of art content from art history, art criticism, art production and aesthetics.	Administrative arrangements, materials and environments that facilitate <i>conceptual perception development</i> .

Table 1: Program Structure for Educating for Artistically talented Students (Clark, Zimmerman, 2004; 103).

<sup>7</sup> For more on this school's approach, please see [http://www.francebevk.net/Zgornji-OKVIR/Druzboslovni-predmeti/Likovna\\_vzgoja.htm](http://www.francebevk.net/Zgornji-OKVIR/Druzboslovni-predmeti/Likovna_vzgoja.htm) (the site found on 25 July 2010).

<sup>8</sup> For more on motivating arts education pupils in various countries and cultures, please see Prevodnik, M. (ed.). Motivacija za inovativnost in ustvarjalnost otrok in mladine : 2. mednarodni kolokvij, Ljubljana, Piran, Slovenija, 14.-17. oktober 2009.

Clark and Zimmerman (2004) suggest that in a supportive, flexible and intellectually demanding environment the artistic talent may be cultivated. Teachers should be encouraged to take on leadership roles in a variety of educational contexts. In a democratic society all three orientations must be given attention in an adequate art education curriculum. Which of the mentioned orientations teachers use most in given circumstances depends on the curriculum, talented pupils' characteristics and needs.

Teachers make it possible for pupils to become aware and to overcome their own self-limiting beliefs. They encourage pupils to be creative and autonomous. Dobrovoljc<sup>9</sup> lists a range of self-limiting beliefs that block pupils' artistic creativity. Typically, these doubts include: what if I'm not good enough; this is not for me; this is pointless; what will others say. Teachers should be aware of these doubts and should know how to dispel them. The Manifesto for Children (P. Torrance<sup>10</sup>) aims at internal motivation of the artistically creative:

- Don't be afraid to fall in love with something & pursue it with intensity.
- Know, understand, take pride in, practice, develop, exploit, & enjoy your greatest strengths.
- Learn to free yourself from the expectations of others and to walk away from the games they impose on you.
- Find a great teacher or mentor who will help you.
- Don't waste energy trying to be well rounded.
- Do what you love and can do well.
- Learn the skill of interdependence<sup>11</sup>.

Problem-solving motivates pupils to think independently because gifted learners tend to take greater responsibility for their own learning than average pupils do. The talented select learning activities, that allow them considerable freedom to pursue topics or objectives of personal interests (Borich, 2010). It is recommended that these pupils engage in auto-regulatory learning, personally-significant; experience-based, socially-constructivist and peer learning.

## How the talented may score high

To encourage the talented pupils to express themselves and to achieve high results means to open up a unilateral relation. The new bilateral, reciprocal, correlative relation is between the outside and the inside/personal world, an individual and the society, child and adult (parents, teachers, facilitators). The social environment should

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<sup>9</sup> Please see Dobrovoljc, A. Ustvarjalnost in inovativnost. Ustvarjalno mišljenje, Part 1. Also see the website: <http://www.creatoor.com/clanki/245/>. (site found on 15 March 2009).

<sup>10</sup> Torrance, P. (2001): Manifesto: A Guide to Developing a Creative Career. <http://hercules.gcsu.edu/~cbader/Torrance.html> (Site found on 25 July 2010).

<sup>11</sup> To learn more on Torrance's creativity tests, see: [http://en.wikipedia.org/wiki/Ellis\\_Paul\\_Torrance](http://en.wikipedia.org/wiki/Ellis_Paul_Torrance) (Page found on 23 July 2010).

recognise all the needs of the talented in order to satisfy them. Teachers should be trained to stand by the talented and show them how to be assertive (Ferbežer, 2006).

Since the social and emotional developments of the talented do not go hand in hand<sup>12</sup>, this causes some conflicts. The reformed curriculum provides for an encouraging learning environment<sup>13</sup>. The paper has shed some light on the shortcomings in considering the special emotional and social needs of the talented through the education process.

Some talented Slovene pupils - whose talent has been scientifically proved - do not achieve the results they could. This is the underachievement syndrome (UAS). An answer to the suppressed or frustrated talent is offered by Dabrowski's theory of positive disintegration that consists of five manifestations of over-excitability. This theory (Dabrowski, et al., 1970) is also a theory of moral development ensuing from personal life motivation and leading to empathy and altruism. Teachers should be familiar with the theory since it refers to the undervalued social, emotional and moral development in the framework of the education of gifted children.

Another way of working with underachieving pupils is provided by three types of strategies (Whitmore, 1980):

1. *Supportive Strategies*. Classroom techniques and designs that allow pupils to feel they are part of a »family« versus a »factory«. Curriculum activities are based on the needs and interests of the children; and allow pupils to bypass assignments on subjects in which they have previously shown competency.
2. *Intrinsic Strategies* incorporate the idea that pupils want to get good academic results (Purkey and Novak, 1984). Teachers encourage pupils to try it out, and do not focus only on the end result; they value pupils' input in creating classroom rules and take on responsibilities; and they allow pupils to evaluate their own work before the teacher marks it.
3. With *remedial strategies*, pupils are given a chance to excel in their areas of strength and interest while opportunities are provided in specific areas of learning deficiencies. This remediation is done in a safe environment in which mistakes are considered a part of learning for everyone, including the teacher.

These three strategies work only if the underachieving talented pupils get all the support of the school management, counsellors, parents and teachers alike.

Personal counselling may play a big role since it shows the talented how to interact with others, resolve their emotional problems, assess oneself in amore positive light, develop personal views and values, the feeling of belonging and of being loved and develop stress-management techniques.

12 There are many books on emotional intelligence on the Slovene market (e.g. Bisquerra Alzina, R., 2010, Panju, 2010) but there is none on the social intelligence development.

13 For more on that please see Pevec Semec (2009).

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## VPLIV UMETNOSTNE TERAPIJE NA PREPOZNAVANJE SOCIALNIH IN ČUSTVENIH POTREB NADARJENIH

**Povzetek:** Osnovni cilj raziskave je bil integracija pomoči z umetnostjo v vzgojno-izobraževalno ustanovo in preučevanje učinkov metod umetnostne terapije. Akcijska raziskava je potekala sedem mesecev in je zajemala pretežno metode s področja likovne terapije, v manjšem obsegu tudi gibalno in glasbeno izražanje ter izražanje prek drame.

Članek podrobno predstavi delavnico »Stoli«. Iz evalvacije delavnice je razviden vpliv umetnostne terapije na prepoznavanje socialnih in čustvenih potreb nadarjenih. Delavnice so omogočale razvijanje likovnega izražanja in s tem zadovoljevanja potreb po ustvarjanju. Udeleženkam so povečale veselje do likovnega izražanja in jih obogatile z novimi tehnikami. Dijakinje, ki so pokazale večjo zainteresiranost in nadarjenost na likovnem področju, so se lahko večplastno razvijale. Skupna srečanja, na katerih je prevladovalo sproščeno vzdušje in skupinska povezanost, so vplivala na izboljšanje počutja in omogočala zadovoljevati temeljne psihološke potrebe po moči, ljubezni, zabavi in svobodi. Skupinsko delo je dijakinjam dajalo možnost različnih izkušenj, ki so pripomogla k povezovalnim navadam. Kakovost odnosov se je izboljšala. Raziskava je pokazala tudi, da so srečanja razvijala osebno rast dijakinj in imela pomembno vlogo pri preventivnem varovanju zdravja mladostnic. Rezultati raziskave so pokazali, da so delavnice koristno zapolnile prosti čas dijakinj in odigrale pomembno vlogo pri spoznavanju samega sebe v multidisciplinarnem in holističnem pristopu k skupini in posamezniku.

**Ključne besede:** skupinska oblika pomoči z umetnostjo, likovna terapija, dijaški dom, adolescenca, zdravje, preventiva in ranljivost mladostnika, teorija Williama Glasserja, nadarjeni.

## THE INFLUENCE OF ART THERAPY ON SOCIAL AND EMOTIONAL NEEDS OF GIFTED STUDENTS

**Abstract:** The main aim of the research was the implementation of arts therapy in educational institutions and the study of the effects of arts therapy methods. The action research project continued for seven months during the year 2007/2008. Art therapy methods were used primarily, supplemented to a certain extent with dance, music and drama therapies.

The article describes workshop »Chairs« in details. From the evaluation of the workshop is clear the influence of art therapy on social and emotional needs of gifted students. The organised creative arts workshops enhanced the participants' development of creative expression and thereby the satisfaction of their creative needs. By teaching them new art techniques, the workshops increased the participants' enjoyment of artistic expression. Those female students who showed a greater interest and aptitude for art expression made good progress on different levels. The group gatherings, marked by a relaxed atmosphere and group spirit, contributed positively to the improvement of the well-being of the participants as well as the



satisfaction of their psychological needs for power, love, fun and freedom. Group work provided female students with opportunities for different experiences, influencing their cooperation skills. Moreover, the quality of interpersonal relations improved. In addition, the research also showed that group art therapy played an important role in personal growth as well as in preventive health care of the young women. The results of the study show that the creative arts workshops enriched the free time of the participants and positively influenced their learning about themselves in a multidisciplinary and holistic approach to the group and the individual.

**Key words:** group art therapy, art therapy, dormitory (residence hall for students), adolescence, health, prevention and vulnerability of youth, the theory of William Glasser, gifted students.

## Uvod

» ...Spremljam tudi dijakinjo, ki se obremenjuje s Zoisovo štipendijo in v povezavi s tem, da je ne bi izgubila, potihno v sebi trpi: »Kaj če ne bom dovolj dobra? Kaj si bodo le mislili o meni?« Fašmon (2008, 123).

Ugotovila sem, da so delavnice *Pomoči z umetnostjo* za nadarjene prepotrebna sprostitev, ker so pogosto vključeni v doživljanje globokih čustvenih reakcij. Pogostokrat med izjemno sposobnimi dijakinjami opažam brezvoljnost, negotovost, zasvojenost z računalniki, hipersenzitivnost, samomorilske misli ... To odražajo v procesu dela in v izdelkih. Nekaj nadarjenih dijakinj prihaja k likovno terapevtskim dejavnostim, kjer opažam, da prelijejo v barve in oblike »nerazumljenost«. Ker so metode takšne, da nikogar v nič ne silijo, obenem pa dajejo vsakemu udeležencu možnost, da lahko odkrito spregovori o sebi, svojih spominih, doživetjih, izkušnjah, razmišljanjih ali sanjarjenjih, prelijejo udeleženke paleto bolečin nemalokrat tudi v besede ... Preventivne terapevtske delavnice *Pomoči z umetnostjo* izvajam že več let in so novost v slovenskem okolju. Na podlagi dolgoletnega dela z nadarjenimi menim, da lažje napredujejo, če se dobro poznajo. Edwards (2004) ugotavlja, da lahko umetnostna terapija pospeši osebnostno rast, samozavest ter psihološko in socialno integracijo. Pucihar in Kobal (2004) pišeta, da lahko z likovno govorico mladostnikom na lažji, neverbalni način omogočimo izražanje njihovih občutij ter s tem izražanje samega sebe. Cugman (1994) trdi, da oblikovanje pozitivne zaznave samega sebe predstavlja enega izmed najpomembnejših vidikov razvoja nadarjenih otrok. Strmčnik (1994) piše, da mora biti skrb za razvoj nadarjenih na vseh ravneh. Ferbežar (2008) poudarja, da se holistični pristop k nadarjenosti nanaša na razvijanje inteligentnosti, spodbujanje emocionalne zrelosti in zagotavlja socialne interakcije.



## Predstavitev primera dobre prakse

V raziskavi »Skupinske oblike pomoči z umetnostjo v dijaškem domu« sem v šol. l. 2007/2008 integrirala *umetnostno terapijo* v vzgojno-izobraževalno ustanovo in preučevala učinke umetnostne terapije na manjšem vzorcu dijakinj med katerimi je bilo tudi nekaj likovno nadarjenih. Proučevala sem naslednje raziskovalne probleme:

- vpliv ustvarjalnih umetnostnih delavnic na likovno izražanje udeleženk,
- vpliv ustvarjalnih umetnostnih delavnic na počutje in zadovoljitev osnovnih duševnih potreb (po moči, ljubezni, zabavi in svobodi, W. Glasser),
- učinki metod pomoči z umetnostjo na kakovost odnosov,
- učinki pomoči z umetnostjo na osebno rast,
- vpliv metod skupinske oblike pomoči z umetnostjo na preventivno varovanje zdravja mladostnic.

Akcijska raziskava je zajemala pretežno metode s področja likovne terapije, v manjšem obsegu tudi gibalno in glasbeno izražanje ter izražanje prek drame. Skupinska oblika pomoči z umetnostjo je bila dobro sprejeta in obiskana dejavnost (poprečje trinajst dijakinj).

### Terapevtska delavnica »Stoli«

Spodnji zapis odstira potek ene izmed delavnic izvajanih v raziskavi.

Udeleženke sem pozvala, da stopijo na stole in si zamislijo drevo. Zatem sem rekla, naj si v stopalih predstavljajo korenine tega drevesa ter da so noge deblo, preostalo telo pa krošnja. Predlagala sem gibanje ob zvokih glasbe *The woman of the wheel-maker* R. Abererja. Namen ogrevalne vaje je bil občutenje *osebnega prostora*, krepitev stabilne telesne drža, zaznavanje lastnega telesa in ustvarjalno gibanje ob glasbi. Sledila je *likovna naloga*.

Ko se akrilne barve posušijo, jih voda ne raztaplja več. Zaradi teh lastnosti sem se odločila, da tehniko slikanja z akrili dijakinje izkusijo na trideset let starih stolih in jim dajo mladostni pridih. Udeleženke so najprej dobile gobo (spužvo) in navodilo, da na stol spontano nekaj naslikajo, ne da bi kaj dosti razmišljale. Pomembno je bilo navodilo, da stol poslikajo tako, da bi na njem *z veseljem sedele*. Ko so vse udeleženke »končale svoj izdelek«, je prišlo drugo navodilo. Ob zvoku gonga so se dijakinje prestavile za eno mesto v desno in dobile nepričakovano navodilo, da z belo barvo prekrivajo na »sosedini sliki« tiste dele, *ki jim na stolu niso všeč*. Ob zvoku gongov so se dijakinje zatem zaporedoma predstavljale v desno in pri vseh slikah »radirale« z belo akrilno barvo. Slikanje z menjavanjem podlag se je končalo, ko je bil krog sklenjen. Po nekaj sekundah tišine sem dala navodilo, da udeleženke delavnice operejo gobice in vzamejo čopiče. Dijakinjam sem dejala, naj poiščejo na sliki (stolu) jedro in ga z

eno barvo poudarijo. Zatem sem jim dala možnost, da stol poslikajo do konca, tako da bodo z njim zadovoljne. Stole so na koncu postavile na sredino ateljeja in se pripravile za pogovor.

Izkušnje kažejo, da se v delavnici posamezniki srečajo z *negativnimi čustvi* (npr. z jezo, ker se nekdo drug preseli v njihovo sliko), zato mora biti pomirjujoč in pozitiven zaključek, ki prispeva k sožitju in pomiritvi. Zaključno vajo so dijakinje izvedle sede. Usedle so se v krog in se obrnile v desno. Noge so razširile, nato so se premaknile bolj v sredino, kar je povzročilo, da so bile v tesnejšem stiku druga za drugo. Vsaka članica skupine je trepljala osebo pred seboj po hrbtu in pri tem pazila, da ni bila pregroba. Zatem so po hrbtu pritiskale s prsti, gnetle hrbtenico, gladile gor in dol ter krožile z roko. Na koncu masaže so dlani za nekaj trenutkov obmirovale na hrbtu. V tej vaji je vsak *zmasiran* in vsak *masira*.

## Evalvacija delavnice

Glasbena dobrodošlica je trinajst dijakinj takoj spravila v igrivo razpoloženje. Glasba, ob kateri so kasneje stale na stolih in se vživljale v gibanje drevesa, je bila po mnenju ene izmed udeleženk lepa, zasanjana, umirjena in morda malo žalostna. Kot sem opazila v neverbalni govorici, je bilo razpoloženje v skupini na začetku in na koncu delavnice prijetno, med glavno dejavnostjo pa rahlo zaostreno, napeto. Udeleženke so spoznale, da ljudje različno razmišljamo in da nam v usode večkrat posežejo nepredvidene situacije. Srečevale so se z nepričakovanim. Likovno izražanje jim je omogočalo *raziskovanje lastnih občutkov*. Dijakinje so lahko slikale domišljjsko, ekspresivno, abstraktno ali realistično ter razvijale občutljivost za barvno skladnost in krepile občutljivost za likovni jezik. Na delavnici so občutile »občutljivost« do del drugih. V pogovoru so pripovedovale o jezi in razočaranjih, ki so jih doživele, ko so posegle v tuj prostor. Glavna vaja je sprožila *proces razmišljanja v doživljanju konflikta*. Pri mnogih konfliktnih pričakovanja niso vidna, na papirju pa lahko postanejo vidna in o njih lahko govorimo. Spoznamo lahko različne poglede in različne rešitve. Dijakinje so razmišljale, kaj storiti v konfliktnem primeru v resnični življenjski situaciji. Nekatere so rekle, da bi jokale, druge bi se borile, ene rešile, kar bi se rešiti še dalo, tretje bi ostale brez besed, spet druge bi iskale pomoč pri prijateljih ... V skupini je bila dobra zaupnost, saj so dijakinje v pogovoru povedale tudi za negativna čustva, ki so jih doživele med slikanjem. Analiza Anonimnega anketnega vprašalnika »Samoevalvacija« je pokazala, da so dijakinje čutile naslednja čustva: ljubosumje, jezo, veselje, žalost, veselje in drugo. Tudi v tej delavnici so imele udeleženke veliko odgovornost do pravil skupine. (Mobitele ugasnejo in vse govorijo o svojih doživljanjih, ne o dožitvju drugih. Med delavnico ne klepetajo po nepotrebem. Ne vtikajo se v stavke drugih. Pozorno poslušajo. Nobena ne prihaja na delavnice s hrano.) Ena dijakinja je o sebi zapisala: »Spoznala sem, da ne maram, da mi uničujejo slike.« Ta dijakinja je sprva težko »radirala druge slike«, pri tretjem stolu pa je rekla,

da si je dala že duška in samozavestno »*radirala in rušila*« pred seboj vse, kar ji je bilo napoti. Dijakinje so izpovedi drugih poslušale z veliko zanimanja. Ena dijakinja je povedala, da je prav uživala pri radiranju (prekrivanju). Opazila sem, da so ob tej izjavi tri dijakinje široko izbuljile oči, rekle pa zaradi upoštevanja pravil niso nič. Dijakinjam je bilo ogrevanje prijetno. Ena dijakinja je rekla, da se je počutila, kakor da bi »lebdela«, ko je na stolu ponazarjala drevo. Zaključna vaja je dijakinje zabavala. V »sedeči krožni masaži« so se nasmejale in sprostile breme napetosti.

Za razumevanje ali nerazumevanje likovnega izdelka s terapevtskega vidika je pomembna *razlaga vsebine*. Terapevti pridemo do vsebin na različne načine, o njih spregovorijo predvsem udeleženci sami. To metodo sem uporabila tudi na tej delavnici. Upoštevala sem pravilo, da terapevt ne sili in ne pritiska. Pri poslušanju sem bila pozorna na način pripovedovanja in še posebej na telesno govorico. Dijakinje sem spodbujala k pogovoru in izražanju sebe prek likovnega medija, saj je bilo to tudi spodbujanje k »*samoraziskovanju*« in »*samointerpretaciji*« njihovih likovnih izdelkov.

Barvo so nekatere dijakinje nanašale v tankih nanosih, druge pa v debelejših, pastoznih. Slikovna površina, ki je ponavadi ravna ploskev, je bila na tej delavnici rahlo upognjena. Pri slikanju so se izražale v avtorski poetiki in reakcije so bile kar burne, ko je bilo treba poseči v polje drugega. Ena izmed dijakinje je zapisala: »*Najboljša delavnica mi je bila ... ko smo ustvarjali na stol, hkrati pa mi je bila najbolj naporna. Najboljša mi je bila zaradi tega, da smo lahko svojo domišljijo izrazili na malo drugačno podlago, da to ni bil navaden list ali karton ... Najbolj naporna pa zaradi tega, ker so trpeli moji živci.*«

Delavnica je posegla na področje oblikovanja identitete s pomočjo skupinskega dela in pokazala, da so se udeleženske, med katerimi so bile tudi identificirane likovno nadarjene dijakinje, izražale v varnem okolju in bile poslušane, ko so razpravljale o svojih čustvenih in socialnih reakcijah.

## **Ugotovitve raziskave**

V sleherni delavnici (osemindvajset delavnic) so udeleženske spoznavale *socialne in čustvene potrebe*, likovno pa so posegle na več področij. Dijakinje so na prvi uvodni delavnici posegale predvsem po nasičenih, čistih, pestrih barvah, ko so slikale na temo Jesenski list. V drugi delavnici, ki sem jo poimenovala »Delo z grafiti in risanje z omakami«, so se podale najprej v igro točk in črt. S področjem kiparstva so se srečale prvič na tretji delavnici, kjer so oblikovale posode iz testa. Na četrti so iz korundov izdelovale mandale. Pri peti delavnici so bili likovni cilji svobodno eksperimentiranje, integracija drugega umetniškega medija, pa tudi učenje neobremenjenosti s končnim rezultatom, ko so slikale z akrili na steklo. Navdih je bila ljubezenska poezija. Na šesti delavnici so uporabile žico, ki so jo zvijale, prepletale, navijale ... Motivi na sedmi

delavnici, ki je potekala v botaničnem vrtu, so zajemali pokrajino, arhitekturo, rastlinske motive in portrete. Likovni cilj osme delavnice je bil predvsem pridobivanje izkušenj v izdelavi scene. Deveta delavnica je temeljila na pridobivanju izkušenj v obvladovanju fotografiranja portretov in spodbujanju kreativnosti v preoblikovanju. Na deseti delavnici, ki je nosila naslov Potovanje po voščeni pokrajini, so dijakinje najprej risale s prsti po hrbtih, zatem so izdelale skupinsko sliko in v nadaljevanju z improvizacijo odigrale dramski prizor. Na enajsti delavnici so se izražale s papirjem. Kreirale so krila in se vprašale, kam bi z njimi odletele. Na dvanajsti delavnici »Jaz in lutka« so udeleženke zavzeto izdelovale izdelke. Na trinajsti delavnici so slikale svoje telo. Na štirinajsti delavnici, na kateri so slikale na stole, se je pokazal precej spremenjen odnos do izražanja z barvami glede na prve delavnice. Petnajsto srečanje je temeljilo na spoznavanju avstrijskega mesta Gradca, ki je bil leta 2003 evropska prestolnica kulture. Likovni cilj šestnajste delavnice je bil pridobivanje izkušenj v obvladovanju modelirne mase. Na sedemnajsti delavnici, ki sta jo obiskali le dve dijakinji, sta le ti iz odpadnega aluminija in snemalnih trakov izdelali likovna izdelka na temo Najboljša prijateljica. Na osemnajsti delavnici so se udeleženke izrazile v linorezu. Devetnajsta delavnica je potekala v mešani tehniki. Dvajseta je zajemala nadgradnjo scenografije. V enaindvajseti so tri dijakinje likovno delo postavile na oder in se srečale s problematiko učinkovitega postavljanja likovnega izdelka v prostor. Dvaindvajseta delavnica je potekala na Valentinovo in izdelki so večinoma vsebovali simbol srca. Triindvajseta delavnica je bila s področja oblikovanja. Modni dodatki iz fimo mase so nastali na podlagi fantazijskega sveta in sanjarjenj dijakinj. Štiriindvajseta delavnica je temeljila na opazovanju fotografij in notranjih predstav. Opazovanje podob je bilo povezano z natančnim in občutljivim zaznavanjem, ki se je preneslo v haiku poezijo. V petindvajseti delavnici so dijakinje razmišljale koliko katere barvne ploskve bi namestile in katere barve bi uporabile, da bi končni izdelek deloval zanimivo. Šestindvajseta delavnica je bila precej drugačna od prejšnjih delavnic, saj je bila slikarska površina koža. Dijakinje so slikale z barvami za telo. Druženje je bilo pestro, saj dijakinje še niso bile v podobni učno doživljajski situaciji. Na delavnici »body art painting« je sodelovalo dvajset dijakinj. Sedemindvajseto delavnico so zaznamovali odtisi stopal. Dijakinje so v procesu dela razmislile ali zaradi prisotnosti na delavnicah bolj trdno stojijo na nogah. Na zadnji osemindvajseti delavnici so dijakinje prisostvovala odprtju razstave in spoznale umetniško družino.

S pomočjo raziskave sem prišla do naslednjih sklepnih ugotovitev:

### **Kako bodo ustvarjalne umetnostne delavnice vplivale na likovno izražanje udeleženk?**

Dijakinje so sposobnost za likovno izražanje *uspešno razvijale*. V času trajanja delavnic so opazovale bolj poglobljeno. Razvijale so likovni spomin in krepile občutljivost za likovni jezik. Posameznice so iskale nove likovne rešitve. Udeleženke so prek likovne-

ga izražanja spoznavale in razvijale vrednote estetskega oblikovanja, pridobivale izkušnje o sebi, razvijale sposobnost za ustvarjanje v timu. Likovno izražanje jim je omogočalo raziskovanje lastnih občutkov. Ob samostojni izvedbi likovne naloge so razvijale samopodobo in samozavest. Likovno nadarjene dijakinje, ki so obiskovale delavnice, so se izražale tudi z zahtevnejšimi likovnimi tehnikami, njihova dela so bila pogosto *izvirna, likovno čista, kompozicijsko pretehtana in bogato pripovedna*. Likovne ekspresije so, še posebej v procesih likovnih delavnic, ki so potekale v drugi polovici raziskave, udeleženkam prinesle spoznanja, da je likovno izražanje nekaj, kar jih osrečuje. Zadnje delavnice so pokazale, da so znale udeleženke prepričljivo predstaviti svoje likovne zamisli tudi drugim v skupini. Razveseljivo je spoznanje, da so dijakinjam delavnice povečale veselje do likovnega izražanja in bi se delavnic s podobno vsebino še udeležile.

V raziskavo so bile vključene *identificirane likovno nadarjene dijakinje* (sedem dijakinj), ki so se likovno izražale skupaj z manj likovno nadarjenimi srednješolkami. To ni bilo moteče. Pomešane med druge udeleženke, so včasih izstopale (bogastvo idej, končni izdelek ...), po drugi strani pa so bile to dijakinje, ki so se ves teden že v šoli ukvarjale z likovno problematiko, zato so včasih preostale (srednješolke, ki so obiskovale druge šole) z večjim veseljem in navdušenjem prisostvovala delavnicam kakor omenjena sedmerica.

### **Kako bodo ustvarjalne umetnostne delavnice vplivale na počutje dijakinj in na zadovoljitev osnovnih duševnih potreb (po moči, ljubezni, zabavi in svobodi, W. Glasser)?**

Pokazalo se je, da so delavnice pomembno in opazno vplivale na izboljšanje počutja dijakinj. Počutje dijakinj se je *med delavnicami* relativno izboljšalo za 46%, glede na počutje dijakinj pred delavnicami. Počutje dijakinj pa se je *ob koncu delavnic* relativno izboljšalo kar za 61%. Delavnice so odlično zadostile potrebam po ljubezni, svobodi in zabavi, malo manj so zadostile potrebi po moči. Ena izmed dijakinj je zapisala: *»Z veseljem bom še kdaj sodelovala pri teh delavnicah, saj je to najboljši način, da izraziš svoje občutke in se bolje počutiš.«*

### **V kolikšni meri imajo metode pomoči z umetnostjo v projektu Preprosto bogastvo vpliv na kakovost odnosov?**

Delavnice so pripomogle k povezovalnim navadam med posameznimi delavnicami in po posameznih delavnicah. Na vseh delavnicah je bila zastopana povezovalna navada *»sprejemanje«*. Sprejemanju sledijo: *»spodbujanje«*, *»poslušanje«*, *»zaupanje«*, *»podpiranje«*, *»skrbnost«* in povezovalna navada *»prispevanje«*. Večina dijakinj je lahko delila dileme, izkušnje, razmišljanja, poglede z drugimi. Krepila se je solidar-

nost in tolerantnost. Komunikacija je bila sproščena. Udeleženke so pokazale veliko odgovornost do pravil skupine. Raziskava je pokazala tudi, da lahko skupina posameznikom spremeni ustaljene poglede. Na vseh delavnicah se je odražala skupinska povezanost (kohezivnost) ter sinergija. V eseju udeleženke beremo: *»Nāše naloge so na mene vplivale zelo uspešno, saj se je začela komunikacija tudi s tistimi, s katerimi mogoče nikoli ne bi spregovorila. Lahko sem se sprostila v pogovorih in govorila v svojem narečju, saj ni bilo strogo določeno, kot je ponavadi v šoli med poukom, da ne smemo uporabljati narečja. Druženje, veselje, žalost, razočaranje, zaupanje, vriskanje, pozitivna poraba prostega časa, spoznavanje samega sebe in drugih. Večere ponedeljkov, ki so se vlekli v neskončnost, smo uporabili koristno ...«*

### **V kolikšni meri učinki pomoči z umetnostjo vplivajo na osebno rast udeleženk?**

Iz rezultatov raziskave je očitno, da so učinki pomoči z umetnostjo pripomogli k oblikovanju pozitivne zaznave samega sebe, k zaupanju v sposobnosti in v lastno uspešnost. Delavnice so nudile *večplastno razvijanje*. Skupinsko delo je dijakinjam dajalo možnost različnih izkušenj. Večina dijakinj se je lahko vživljala vase in v druge. Udeleženke so bolj spoznale delček sebe, dvignila se je samozavest, samopodoba ter veselje do dela in življenja. Raziskava je tudi pokazala, da večina dijakinj meni, da je dobro, da razmišljajo o sebi s pomočjo likovnega izdelka. V eseju dijakinje beremo: *»Upam, da se bodo te delavnice ponovile, saj mislim, da so nam pomagale pri dozorevanju. Čas sem porabila koristno, saj sem na vsaki delavnici spoznavala neodkrit delček sebe.«*

### **Kako z metodami skupinske oblike pomoči z umetnostjo preventivno vplivamo na varovanje zdravja mladostnic?**

Počutje se je na vseh delavnicah izboljšalo, po delavnicah pa je prevladovalo sproščeno počutje. Delavnice so bile občasno zabavne in zaradi tega zdravilne. V eseju udeleženke beremo: *»Delavnice so mi predvsem pomagale pri premagovanju ovir in prebolevanjih dosedanjih šokov. To nepozabno doživetje bo ostalo za zmeraj.«*

## **Zaključek**

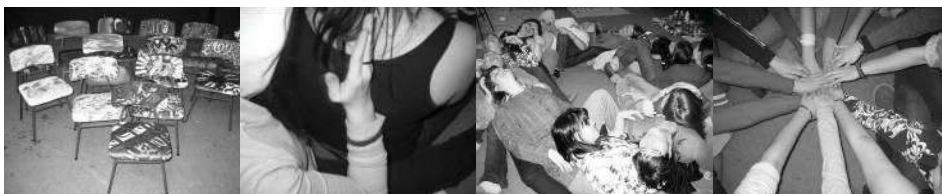
Pričujoča raziskava je eden prvih kamenčkov v mozaiku širjenja likovne terapije na področje preventive, vzgoje in izobraževanja v Sloveniji. Upam, da se bodo podobne terapevtske delavnice razširile v pedagoške pokrajine, saj lahko v procesih dela prepoznavamo socialne in čustvene potrebe nadarjenih.



Predstavitve delavnice »Stoli« v fotozgodbi (fotografije: Rasta Fašmon)



*Začetek slikanja. Prvič poslikani stol. »Zakaj radirati?« Poseg v delo drugega. Stol v končni izvedbi.*



*Vsi končni izdelki. Sprostitev. Sedeča krožna masaža. Pozitiven zaključek.*

Fotozgodba iz drugih delavnic v sklopu raziskave



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## NADARJENI IN TALENTIRANI UČENCI V ODDELKIH PODALJŠANEGA BIVANJA

**Povzetek:** V oddelku podaljšanega bivanja imam učence različnih starosti (6, 7 in 8 let), z različno stopnjo razvoja, znanja, zanimanja in iz različnega družinskega okolja. Zato prihaja do velikih razlik med učenci. Spodbujam jih k medsebojni igri, sodelovanju in pomoči tako, da lahko vsi napredujejo, pridobivajo na znanju in razvoju, utrjujejo, razvijajo, nadgrajujejo veščine in spretnosti. Sodobna šola je usmerjena na celovit razvoj učenca, na sprejemanje in razumevanje njegovih posebnih potreb, interesov in težav. Učitelji v oddelkih podaljšanega bivanja smo usposobljeni za izvajanje raznolikih oblik in dejavnosti za delo z nadarjenimi učenci. Učenci lahko svoja močna področja razvijajo v času samostojnega učenja, ustvarjalnega preživljanja prostega časa in v času sprostitvenih dejavnosti.

**Ključne besede:** dejavnosti, možnosti za vzpodbujanje, aktivnosti v podaljšanem bivanju.

## GIFTED AND TALENTED PUPILS IN CLASSES OF EXTENDED STAY

**Abstract:** Pupils in the classes of extended stay come from different age groups (6, 7 and 8 years old), at different stages of development, knowledge, interests and from different family environments. That is why there are huge differences between the kids. I encourage them to play, cooperate and help each other so that everybody progresses, acquires knowledge, develops, practices, takes his or her skills to the next level. Contemporary school is focused on the comprehensive development of the pupil, it accepts and understands his/her special needs, interests and problems. Teachers in the classes of extended stay are trained for implementation of varied forms and activities into the work with gifted pupils. Pupils can develop their strong fields in the time of individual learning, creative free time or during recreational activities.

**Key words:** activities, opportunities for promotion, activities in extended stay.

### Uvod

Sodobna šola je usmerjena v celovit razvoj vsakega posameznega otroka, na sprejemanje in razumevanje njegovih potreb, interesov, sposobnosti in želja. Sem učiteljica v kombiniranem oddelku podaljšanega bivanja, v katerega so vključeni učenci, ki se med seboj razlikujejo po starosti, po sposobnostih, po pripravljenosti za učno delo, po interesih. Z dobrim opazovanjem in spremljanjem učencev lahko opazimo marsikatero posebnost.

Vzgojno izobraževalno delo, ki poteka v OPB, mora učencem nuditi poleg splošnega dela tudi možnosti za dodatne aktivnosti, ki jih bogatijo razvijajo, sproščajo ... Nadarjeni učenci poleg običajnih programov potrebujejo dodatne dejavnosti, da lahko razvijajo svoje sposobnosti.

## **Delo z učenci v podaljšanem bivanju**

Po definiciji so nadarjeni tisti učenci, ki so v času svojega šolanja prikazali dosežke ali potenciale na intelektualnem, ustvarjalnem, specifično akademskem, vodstvenem ali umetniškem področju. Nadarjenost lahko imenujemo skupek več talentov in sposobnosti otroka, da dosega nadpovprečne rezultate na enem ali več področjih.

V 1. triadi poteka delo z nadarjenimi učenci v okviru matičnega razreda in v podaljšanem bivanju v oblikah notranje diferenciacije pouka, občasno ločevanje pri dodatnem pouku, v raznih interesnih dejavnostih, v času ustvarjalnega preživljanja prostega časa. Ustvarjalno preživljanje prostega časa učencem omogoča ukvarjanje z različnimi vsebinami, ki omogočajo razvoj interesov in sposobnosti na spoznavnem, telesno gibalnem, socialnem, čustvenem, motivacijskem, estetskem, moralnem področju ter ustvarjanje na kulturnem, umetniškem področju.

## **Aktivnosti za spodbujanje nadarjenosti**

Delo v OPB glede na svojo strukturo omogoča predvsem v času ustvarjalnega preživljanja prostega časa, samostojnega učenja in sprostitvenih dejavnosti obilo možnosti za vzpodbujanje nadarjenosti. Učitelji in vzgojitelji v teh oddelkih smo usposobljeni za izvajanje raznolikih oblik in dejavnosti. Vsak učitelj se trudi po svoje.

## **Ustvarjalno preživljanje prostega časa**

Pri ustvarjalnem preživljanju prostega časa je poudarek na zadovoljevanju in razvijanju interesov pri učencih. Z različnimi vsebinami, oblikami in metodami spodbujamo in usmerjamo osebni razvoj.

Temeljni cilji so:

- učenci razvijajo ustvarjalnost na kulturnem, umetniškem, športnih in drugih področjih,
- razumejo in doživljajo pomen aktivno preživetega časa za osebni razvoj,
- naučijo se izbirati in soorganizirati aktivnosti glede na interese,
- naučijo se usklajevati mnenja z vrstniki in sprejemati različne vloge v skupini,
- spoznavajo sebe in druge, učijo se sprejemati in ceniti drugačnost,

- soočajo se z rezultati osebnega in skupnega dela in jih v obliki predstavitev, nastopov in razstav prikažejo tudi drugim.

Za učence pripravljam različne aktivnosti:

- likovno - oblikovalne dejavnosti,
- dramsko - lutkovne dejavnosti,
- gibalno - športne dejavnosti,
- plesne dejavnosti,
- kvize in uganke,
- igre z vlogami po kotičkih ...

## Interesna dejavnost v času PB

Otroci radi nastopajo. Ko otrok nastopa pred ljudmi, dobi njegovo delo smisel in vrednost. Zavedati se prične, da njegovo početje ni le igra, ampak ima pomen tudi za druge. To mu daje veljavo.

V času PB izvajam lutkovno - dramatizacijsko interesno dejavnost, v katero se otroci vključujejo prostovoljno. Pripravljamo preproste uprizoritve za različno občinstvo. Učenci se najraje predstavijo svojim staršem. Namen dejavnosti ni, da se učenci pokažejo navzven, ampak, da pridobijo notranjo veljavo in zadovoljstvo, da aktivno sodelujejo pri pripravi in izvedbi na svojem *močnem področju*: izdelujejo rekvizite in sceno, preko plesnih in govornih vaj zaigrajo predstavo.

Temeljni cilji so:

- obogatitveni program podaljšanega bivanja,
- iskanje novih idej za delo glede na izkušnje,
- skrb za razvijanje močnih področij pri učencih,
- soočanje učencev z rezultati osebnega in skupnega dela in jih v obliki predstavitev prikažejo tudi drugim, ...

## Samostojno učenje

Samostojno učenje je dejavnost, v okviru katere poteka usmerjanje in navajanje učencev na samostojno opravljanje različnih učnih aktivnosti. Učenci znanje, ki so ga pridobili pri pouku in izven pouka, dodatno utrdijo, razširijo, poglobijo, sistemizirajo in uporabijo v novih situacijah.

Za nadarjene učence, ki hitro napišejo domače naloge, pripravim druge dejavnosti: obisk v knjižnici, delo v računalniški učilnici, križanke, rebusi, leksikoni, otroške revije, didaktične igre ...

Temeljni cilji so:

- širiti in poglobljati znanje,
- spodbujanje samostojnosti in odgovornosti,
- uči se različnih oblik učenja, načrtovati delo in aktivnosti,
- razvija logično mišljenje in sklepanje, ...

## Sprostitutvene dejavnosti

Namenjene so sprostitvi, obnavljanju psihofizičnih moči učencev, ki zadovoljujejo potrebo po socialnih stikih. V situaciji igre se učijo in utrjujejo znanje, različne intelektualne spretnosti, socialne veščine, sprejemajo pravila in norme, razvijajo domišljijo, telesno gibalne in organizacijske spretnosti. Učenci spoznavajo sebe, širijo izkušnje s področja narave, športa, umetnosti, varnosti, kulture, ... Nadarjeni učenci velikokrat vodijo, izbirajo vsebine, igre, sredstva za igro in so soorganizatorji in izvajalci.

Temeljni cilji so:

- ustvarjanje možnosti za druženje glede na interese in posebne potrebe,
- raznovrstnost ponudbe omogoča možnost izbire,
- navezovanje stikov in iskanje svojega mesta v skupini,
- razvijanje spretnosti, ustvarjalnosti, domišljije, ...

## Zaključek

Vsak posameznik ima pravico do razvoja svojih telesnih in duševnih danosti. Tako so vsa ustvarjanja različnih situacij in aktivnosti neizmerno dobrodošla in pomembna pri skrbi za nadarjene. Sistematično delo nas lahko pripelje do vidnejših rezultatov. Prav tako pa je sistematično spremljanje otrok pomembno za odkrivanje in vzpodbujanje močnih področij pri učencih.

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Petra Korošec

E-mail: petra.korosec@guest.arnes.si

## THE TALENTED AND MONTESSORI PEDAGOGY

**Abstract:** The Montessori method is based on the child's development needs, which are realized in a carefully prepared environment, where the child meets different materials and acquires experience. A child learns by absorbing from the environment and learns for life. The wish to work is used for learning. The Montessori method includes sensitive periods, inner motivation and self-discipline.

Children learn to write and later to read by themselves with the help of the offered materials. The child is able to do that during the preschool period. The first six years of the children's lives are the most important for their development. Unconscious learning gradually turns into conscious. Three important factors are to be considered in this process: a child, who absorbs the knowledge unconsciously, the development-type material that is self-controlled (according to Maria Montessori) and a teacher, who watches over the child and offers the supportive environment as soon as necessary. Learning is realized through the senses.

The aim of Montessori pedagogy is to raise children to become independent responsible and creative individuals, who are able to promote their needs and interests but at the same time comply with the opinion of the others and who can cooperate with other people.

**Key words:** the talented, the Montessori method, sensitive periods, absorbing mind, unconscious learning, an independent and motivated child, supportive environment, development material, senses.

## NADARJENI IN MONTESSORI PEDAGOGIKA

**Povzetek:** Montessori metoda temelji na otrokovih razvojnih potrebah, ki jih uresničuje v skrbno pripravljenem okolju, preko katerega se otrok srečuje z materiali in pridobiva izkušnje. Otrok se uči tako, da vsrkava iz okolja in se uči za življenje. Svojo željo po delu izkoristi za učenje. Metoda vključuje občutljiva obdobja, notranjo motivacijo ter samodisciplino.

Otrok se sam od sebe s pomočjo ponujenega materiala nauči najprej pisati in kasneje še brati. To je sposoben že v predšolskem obdobju. Prvih šest let otrokovega življenja je najbolj pomembnih za razvoj. Nezavedno učenje postopoma spreminja v zavedno. Pri tem so zelo pomembni trije dejavniki: otrok, ki znanje nezavedno srka, material, ki je razvojnega tipa, kot temu pravi Maria Montessori, saj ima tudi samokontrolo ter učitelj, ki otroka opazuje in mu v pravem času ponudi spodbudno okolje. Spoznavanje poteka skozi uporabo čutil.

Cilj Montessori pedagogike je vzgojiti otroke v samostojne, odgovorne in ustvarjalne osebnosti, ki znajo uveljaviti svoje potrebe in želje, ob tem pa upoštevajo bližnjega in znajo sodelovati z njim.

**Ključne besede:** nadarjenost, metoda Montessori, občutljiva obdobja, srkajoči um, nezavedno učenje, samostojen in motiviran otrok, spodbudno okolje, razvojni material, čutila.

## Introduction

Maria Montessori was amongst pioneers with her proof of sensitive or critical periods in children's intellectual development (Crain, 2005).

Nowadays, these periods are dissected as the time when an organism possesses the highest level of comprehension for development in a specific way, supposing that there are suitable stimuli in the environment (Kordeš Demšar, 2007).

According to M. Montessori's studies the sensitive periods complement with children's ability to absorb from the environment. She used the term »the absorbent mind«. The ability to absorb and absorbent mind disappear after the age of 6 and are replaced by the new learning methods (Montessori, 2008). (Montessori 2. izdanje)

M. Montessori believed that deep concentration is of vital importance for children to develop their personality and that deep concentration is obtained with manual work, namely materials (Montessori, 2008).

These materials are structured, they are specially formed and offer error control and also offer the possibility to upgrade. The talented children thus have the opportunity to upgrade and widen the materials and in this way express their need for research. Using this method children perform their own projects, research in accordance with their interests and come to conclusions which are further debated on with their schoolmates and teachers.

## Who is Maria Montessori

Maria Montessori was born on August 31 1879 in the small town of Chiaravalle in Italy. She lived in the environment which was a mixture of modern science and religiousness.

At the age of twelve Maria decided to become an engineer and enrolled for a technical school in 1883, being the first girl in a boys' school and showing great courage. She finished school in 1886 with distinction.

She continued to study, her father's wish was for her to become a teacher, but Maria decided to study medicine and again set a step into the world ruled by men who were sure that science can contribute towards social development.

In July 1896 Maia Montessori graduated in medicine and reached what seemed to be unreachable in the beginning.

She started her professional way as an assistant at the University's Psychiatric Clinic in Rome where she was working with children »with special needs«, who were practically isolated from the society and locked in the so-called mental institutions together with the mentally-ill adults. She realized that the question of »children with special needs« is to be dealt with pedagogically and not through medicine.

National Association for protection of Children with Special Needs was established in 1899 in Italy and Maria Montessori was offered the position of a teacher trainer. She studied the work of French doctors - Itardo and Senguino and the aids which they themselves used and developed.

She cooperated in teaching a class of »children with special needs« which was integrated into »normal school« and using different materials managed to teach them how to read and write, moreover, they even achieved the same results at the State exam as their healthy peers. Her success saw great public admiration, but Maria Montessori found the fact that her mentally disabled children could be brought to the level of the healthy ones, who should according to their »normal abilities« exceed the level of knowledge of mentally disabled children, worrying.

She acknowledged that her methods could bring better development and knowledge to healthy children as well.

In 1902 she studied philosophy, science and anthropology, which she later lectured at the University of Rome. In 1910 she published a book »*Pedagogical Anthropology*«.

In 1907 she was offered the position of a manager of a kindergarten for pre-school children in one of the poorest districts of Rome - San Lorenzo. The first House of Children was founded and only two years later the first course of Montessori Pedagogy, which was later (in 1909) also described in a book »*The Method of Scientific Pedagogy as applied to infant education in the Children's Houses*«.

She became well-known and admired in Italy and abroad. In 1912 she visited the USA for the first time. She published some books and the interest for Montessori method increased after the interesting experiment in San Francisco - a glass »House of Children« was set in an exhibition and the visitors could admire her newly-found child - a serious, working, concentrated and most of all, cultivated.

By 1916 there were 100 Houses of Children in the USA.

In 1916 she published »*Self-Education in Primary School*«, with which she upgraded her method for primary schools.

The first international course for Montessori teachers was organized in Rome in 1934. In the time of fascism Maria left Italy and her schools were gradually closed. The Montessori movement survived illegally with the help of its supporters.

Maria Montessori moved to Spain in 1934, where she published two important books from the field of mathematics: »*Psicoaritmética*« in »*Psicogeometría*«. After five years in Spain she moved to India with her son and stayed there until 1946. In 1936 she published »*The Secret of Childhood*«.

In 1949, three years before her death, she published one of her most important books »*The Absorbent Mind*« - a book about the special kind of mind, which children possess in the first years. Maria Montessori died on 6 May 1952 in the Netherlands. Her worldly movement was continued by her son Mario Montessori.

### **Contributions of the Montessori pedagogy towards teaching the talented pupils in a traditional class**

The Montessori method is a pedagogical concept helping a natural development of a child, following him through different stages, named by M. Montessori »the sensitive periods« and leading towards maturity or in other words towards a person who is able to build peace in the world and who will be able to live in harmony with himself, the society and nature.

A Montessori teacher has trust in abilities and inner energy of a child (physical and mental), whose intelligence starts to develop with the help of motion and senses. The main aim of education is to develop child's energy and abilities in order to help the child develop optimally and set step towards independence. The main supposition of the Montessori method is that a child possesses the ability to self build and to self educate himself, with the help of a teacher who is qualified to research and monitor children, who helps children to work and learn individually in a carefully prepared environment.

Environment is of core importance with creation of child's mind. Until the age of five a child goes through »the sensitive period«, giving him a truly miraculous ability to assimilate images from the environment. In order to develop their potentials completely, the talented children need stimulating environment in addition to their inner potential (Ferbežer, 2008).

The environment and developing materials enable individual progress and growth.

Scientific, developing materials for the children in their reach are prepared by the teacher. On the basis of carefully chosen materials the children can freely search the



world on their level of development. Materials and exercises are prepared to stimulate individual research. The prepared environment stimulates the child to research and work in his own pace, ranging from easy exercises to more complicated ones. Based on such processes a child's natural curiosity is satisfied. When unveiling the world around him, a child is satisfied.

The Montessori materials enable us to lead the child through the process of self-evaluation and self-assessment, consequentially creating a responsible and effective personality.

Children usually do not choose all the materials, so to say, they leave some untouched. Usually they choose the same items, they prefer some over others (Montessori, 2009).

These materials serve as the basis to create and research as long as they feel the need to. When the work is finished, they put the materials back to the original spot.

Spontaneous repetition of the same exercises is a reflection of a biological need of a child.

*Interest and concentration* appear when the environment is free from chaos and everything abundant (Montessori, 2009).

Creativity, motivation and inspiring environment are important in development of child's talent (Nagel, 1987).

The Montessori pedagogy emphasizes child's *uniqueness* and speaks in favor of the idea that children ought to be *free*, as this is the only way for them to succeed and successfully learn without limits and criticism.

It emphasizes *individuality of each child*, his *interest* and his own *pace*. A child himself controls pace, contents and revisions of the lessons independently of the other children in the classroom or the teacher. The joy of learning is inherent to every child; it only needs to be stimulated at the right time.

If a child is given a free choice, his work becomes pleasant and fulfills his needs. He enjoys it, persists and becomes the leader of himself, his movements and action. He functions as an autonomous creature, measures himself with his own work and is disciplined.

»Being talented« means being different regarding a quality development of a particular field of talent. The higher the level of talent, the higher the difference from the average (Ferbežer, 2008).

In his book Wolfgang Nagel points out that the talented like to act independently, because this way they are given enough time to individually think about the problem (Nagel, 1987).

Montessori pedagogy in elementary schools stimulates more team work, but is still based on an individual as the leader and the guardian of an individual intellectual development (Manner J. C., 2006).

### **Some concrete examples of work with the talented in a classroom**

My first grade pupils were acquainted with the Montessori materials in the first days of the new school year. I introduced the materials gradually and allowed the children to use them. We talked about the place of each material and the rules when using them. Order and discipline are of core importance.

The children showed great interest for the »toys« which they hadn't used before.

When using Montessori materials, all the activities are based on the senses. The children were realizing things through their own action. Outer influence affected their inner activity.

I emphasized learning how to read and write, as I acknowledged that children are keen to learn that.

Preparations for reading and writing are either direct or indirect. (Lectures Prisca Melucco, Opera Nazionale Montessori 2009-10) Direct preparation means preparing child's mind and his speaking apparatus (stories, songs, sound analysis and descriptions of a picture ...) and preparing hands and eye-hand coordination (pincer grip, iridescence, gluing with a brush, sewing and learning of the senses). Indirect preparation is using sand letters, metal shapes, moving alphabet and reading words.

At the very beginning there was a boy who stood out in the group, he immensely enjoyed the work and was not distracted by anything. He had no problems with sounds analysis. In his own way he upgraded the simple Montessori materials for practical life, showing his extreme creativity. For example, he did not only pour out water from one jug into another, but also measured the amount of water, counted drops etc. He wrote down the numbers.

Maria Montessori stressed out that if we spot any sort of intellectual activity of a child, we are not allowed to interrupt him. A child must always have the possibility to finish his activity the way he imagined it (Montessori, 2009).

The boy showed the ability of strong concentration, he was tranquil, obedient and showed intellectual progress.

While other children were still using the materials following the initial presentation, he was immensely creative using the same materials. He wanted to discuss his findings and achievements with others, but they could not follow, that is why he often consulted me.

He created the way of a presentation of a new Montessori material. I took him into consideration and offered him more.

If offered classical, frontal lessons, such a child would be bored, but here he was given the possibility to create more demanding tasks, to research and to feel like a scientist in his own laboratory.

He quickly reached for letters. Sounds analysis presented no problem for him, he asked for presentations of individual letters, which he wrote into the corn meal with his finger. He already knew block letters, however, lower case letters presented a challenge for him.

He quickly moved on from the first moving alphabet on the second, where he formed words.



*Sand letter.*

*Writing into corn meal.*

*A record with the  
1st moving alphabet.*

*Forming words.*

The child's hand was not completely ready for writing, but he was able to form words. When learning to write like this »the friend mistake« disappears, attention and self-control are stimulated. The child is on the verge of »the explosion into writing«. He starts to write and materialize his thoughts.

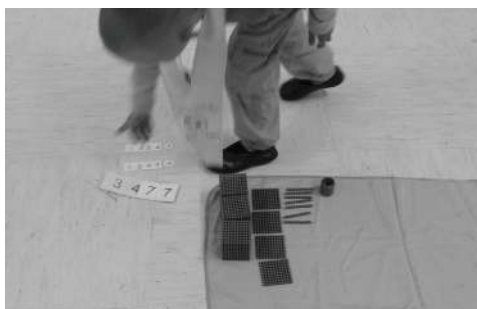
»A child's intelligence feels strong interest at the beautiful fact that words can be represented by putting together symbols - letters of the alphabet. In the beginning forming words is more interesting than reading them and easier than writing them, because writing requires mechanisms which are not completely developed by then. As an introductory exercise we thus offer a spelling book. A child forms words choosing letters from the spelling book and placing them one next to the other. His work includes only taking a known shape from the box and putting it on the carpet. A word consists from a letter, followed by a letter, responding to the sounds. Because letters are movable objects, it is easy to correct the composition of letters - we only move them. This kind of word analysis is an excellent way to improve spelling (Montessori, 2000, pp. 236-237).

After four months of school, the boy was already reading books in small case letters. I prepared the books myself as they cannot be bought.

He showed great progress and interest on the field of mathematics. He was already acquainted with numbers and their writing, adding and subtracting with numbers to 10 presented no problem either. What can a child do during math lessons if he had reached the goals of the first class in the first month?

When offered Montessori materials, a child develops his abilities and we should enable him to use these experiences and upgrade them with new knowledge.

The talented boy from my class enjoyed himself while counting with the so called »golden pearls«. He was counting numbers to 10,000, he multiplied and divided.



*Adding*

## **Conclusion**

It is very important for the child to do things which are of interest to him. He performs such activities well, even perfectly.

We should trust the abilities and the energy of a talented child. Using Montessori materials a child's intelligence develops through motion and the senses.

The main aim of education is to develop energy and abilities of a child for him to optimally proceed. A teacher's task is to monitor the child thoroughly and help him to work and learn in a carefully prepared environment. When monitored, a child self builds and self educates himself.

The primary aim of the school is to transmit culture from one generation to another. In the past children were educated indirectly, through experience in real life. Today we explain, think about and tell about our experience.

Montessori material offers the children instruments to perform practical tasks with actual results, whereby they are developing their skills and abilities for life. They get direct feedback from the environment, which they take into consideration when performing next. Success depends on their concrete activity. Children set their own pace of progress of a particular skill.

Hughes Mearns said: »Everybody possesses a gift. It can be a tortoise's gift of persistence, a fox's gift of cunningness, a dog's gift of loyalty, a sparrow's gift of happiness or a swan's gift of elegant movement.« Let's leave children to create, research and learn, this way creating their gift. We should let them enjoy that!

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*Urška Repinc*

E-mail: [urska.repinc@guest.arnes.si](mailto:urska.repinc@guest.arnes.si)

*Dr. Primož Južnič*

E-mail: [primoz.juznic@ff.uni-lj.si](mailto:primoz.juznic@ff.uni-lj.si)

## SCHOOL LIBRARIAN AND GIFTED PUPILS

**Abstract:** School librarians like other educational workers (teachers, psychologists) contribute to work with gifted pupils. Possibilities for this kind of work can be collaboration in school research work and school projects. As one of the mentors in research assignments, a librarian can guide pupils in searching for literature and other sources, evaluating gained information, correct quoting of literature and writing abstracts. Gifted children are expected to be more interested and more successful in research assignments/studies. Gift itself does not guarantee a higher level of informational literacy; pupils must learn and experience, for example the use of information for creative writing. They can then more and more successfully use this competence in practical situations. Diversity of information sources, especially those on the internet, presents a special challenge in this process. This article presents a case study of project assignment at a Slovenian primary school. The theme is preserving the cultural and natural heritage of the local community. The project is also a contribution to the educational aims of the school year plan. Project assignments provide pupils (and mentors) opportunities for emotional and social experiences throughout the school year: the dynamics of relationships in team working, experience in public presentations, persistence at work, and a healthy measure of competitiveness among pupils. After successful work they will receive a recognition award. Motivation for this kind of work is not self-evident. We should constantly take care of it. Special interest of this contribution is a question how gifted children and other mentors see a school librarian as a professional with specific competences, which can be transmitted to pupils through the process of the whole year project.

**Key words:** gifted pupils, research assignments, project work, motivation, school librarian.

## ŠOLSKI KNJIŽNIČAR IN NADARJENI UČENCI

**Povzetek:** Šolski knjižničar se kot ostali strokovni delavci na šoli enakovredno vključuje in prispeva k delu z nadarjenimi učenci. Možnosti za tako delo so (tudi) naslednje: sodelovanje pri raziskovalnem delu in celoletnih projektnih nalogah. Pri mentorstvu raziskovalnih nalog šolski knjižničar usmerja učence: pri navajanju na zahtevnejše iskanje informacijskih virov, vrednotenju pridobljenih informacij, pravilnem navajanju virov in pisanju povzetkov. Od nadarjenih učencev upravičeno pričakujemo, da bodo prav za takšne dejavnosti bolj zainteresirani kot drugi in pri njih dosegali boljše uspehe. Sama nadarjenost po sebi še ne zagotavlja tudi višje stopnje informacijske pismenosti, temveč se je posameznih elementov, kot npr. raba informacij za kreativno pisanje, potrebno naučiti. Ta znanja pa lahko potem tudi bolj uspešno uporabljajo. Raznovrstnost informacijskih virov, še posebej uporaba tistih na svetovnem spletu, predstavlja poseben izziv. Prispevek predstavlja študij primera na slovenski osnovni šoli.

Tema nalog je ohranjanje naravne in kulturne dediščine domačega kraja, s čimer se šolska knjižnica vključuje tudi v vzgojni načrt šole. Projektna naloga skozi celo šolsko leto nudi učencem (in mentorjem) priložnosti za pridobivanje tako čustvenih kot socialnih izkušenj, in sicer: dinamika odnosov v timu, navajanje na javno predstavljanje in nastopanje, vztrajnost pri delu, zdravo tekmovalnost in po uspešnem delu priznanje okolice. Motivacija za tako delo ni samoumevna, zanjo si je potrebno prizadevati. Preverili smo hipotezo, da je uspešno dokončana projektna naloga tudi že motivacija za nadaljnje delo. Posebej nas zanima tudi to, koliko nadarjeni učenci in mentorji-učitelji njihovih nalog, vidijo šolskega knjižničarja kot strokovnjaka s specifičnimi znanji, ki jih lahko na te učence prenaša.

**Ključne besede:** nadarjeni učenci, raziskovalne naloge, projektno delo, motivacija, šolski knjižničar.

## Introduction

It used to be thought that knowledge was a cognitive dimension, which has nothing to do with feelings and values. But it is a complex category containing cognitive, emotional and moral components, so the process of gaining knowledge is very complex (Plut-Pregelj, 2008). This complexity should be understood, when work with children is planned. Interests and feelings are psychological energy and essentially influence learning process and quality of knowledge. Children ought to see the meaning of their learning activities, so they can be more motivated. One of the ways to achieve this is through project work. This process is very complex, so a school librarian and other teachers join and guide children as a team.

We offer and encourage for this kind of work for gifted pupils as an activity in addition to regular classes although the theme can be developed from one or more school subjects. Initial and essential part of the project is a research assignment.

*Research assignments as the parts of the school projects* are the opportunity for (gifted) children to develop informational literacy as part of the research skills, those skills and strategies essential to find and utilize information sources as part of the research process.

What are research skills? The research skills are those abilities needed to find out about a particular topic. Research skills usually utilize books, media, and the internet. The purpose of doing research, for the elementary school children, are to do a project, write a report, or conduct an experiment. Those are all possibilities for school librarians and other teachers to teach children a model of the research process and in guiding them through inquiry-based learning activities. While it might be possible to learn research skills and information literacy separate of any specific researching, learning it while doing a particular project surely make more sense and might be more successful. The elementary school child will be able to understand definite reasons to research rather than abstract reasons, given them in classroom.

## Project work with gifted pupils

Project based learning (PBL) has been shown to provide realistic and thought-provoking problem solving opportunities (Marx, Blumenfeld, Krajcik & Soloway, 1997, Thomas, 2000, David, 2008). They have shown the benefits of such a learning for students, as compared with rote learning.

Chu et al (2008) in their study report two phases of research inquiry based learning projects that were led by general studies teachers and heavily supported by the Chinese-language teachers, information technology (IT) teacher, and the school librarian. Each phase had 141 grade 4 students working on a research project lasting for two to three months. Through students' self directed learning and support from the various teachers, school librarian, and parents (see Figure 1 (Chu, 2008)), childrens' research skills gradually developed. Study showed that a collaborative approach involving three kinds of teachers and the school librarian in equipping students with the knowledge and skills they needed to conduct projects works effectively. Teachers should take a supporting role as facilitator, advisor, and guide in the students' inquiry learning process. Recent study among apprentice teachers show how important is a special training for teachers regarding project based learning and project based instructions (Petrosino et al, 2010).

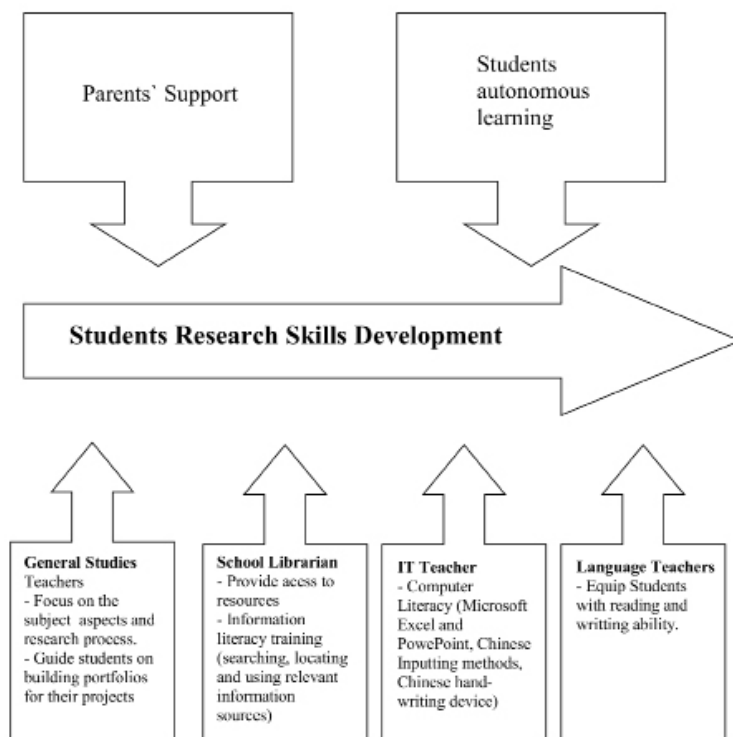


Figure 1 (Chu, 2008)



So research assignment can become a part of a bigger school project for gifted children. It can be offered to children in upper classes; mentors wanted to motivate gifted children, because they need and deserve different challenges and opportunities. Here a project is meant as an activity beside regular classes. In this kind of projects we want to find ways to support asking meaningful questions related to actual life. There is enough space for different kinds of pupils' gifts and talents in the whole process lasting all school year. Long time ago Platon said that early education should be sort of fun. And that in this way we can most easily find out children's gifts. If we see the project as a process and if we take enough time for it, there would be situations for children (and mentors) to have fun.

### **Gaining competences through project work**

Gifted children with different characters and different talents have opportunities to realize their potential through the process of whole year's project work.

From the school librarian's point of view the most important goal is *improving information literacy* gained mostly in the beginning part, when research assignment is in progress. It means teaching children a model of research process and guiding them through inquiry - based activities. It is a process where children formulate questions, investigate widely and then build new understandings, meanings and knowledge. That knowledge is new to the children and may be used to answer a question, to develop a solution, or to support a position or point of view. The knowledge is presented to others and may result in some sort of action (Oberg, 2004). The emphasis (from a librarian's point of view) is on thinking about information and using information within a problem - solving perspective. Learning from information is not a routine or standardized task, and it involves the affective as well as the cognitive domains.

Through the process children develop *emotional literacy*. They need to be helped to recognize as natural the waves of optimism and frustration that accompany complex learning (Kuhltau, 2004). They are becoming aware of phenomena like library anxiety and information overload. Children experience different feelings, thoughts, and actions at each phase of the project. This calls for different kinds of teacher's and school librarian's (mentor) involvement - support. And in the end when a librarian and other teachers talk to children, they can help them see things from new perspective, make connections between previous and new knowledge, and see patterns of their learning.

It is very welcome that the assignment is a part of a bigger project. So it has more chances to be presented in different situations. Pupils are more motivated this way. High achievement is only reached when the right opportunities are in place and when pupils are confident and motivated enough to respond to them (Eyre, 2007).

And there are more situations for gifted pupils to spend time together and exchange their ideas (Strmčnik, 1998).

*Motivation* for additional work is not easy to achieve. Mentors try to keep it through whole year's project.

Successful presentations are strong motivation for similar work in the next school year. Analysis of focus groups, done with involved gifted children, shows that they want to be part of similar activity also in the next school year. It was most difficult to motivate children the first year, when we did not have necessary experiences.

Not only involved gifted pupils benefit from the project. Presentations at school (and elsewhere) are interesting and educational also for other pupils. Some of them identify with this kind of work; they want to read the whole assignment and they may want to take an active role at school project the following year.

*Managing time* is another competence important in the project. More time is needed in early stages of the process for exploration, for building content knowledge, for developing a personal interpretation. Another thing is to be *persistent at work*; so that the whole activity is brought to a meaningful conclusion.

Pupils also experience healthy measure of competitiveness because everything is prepared also for the competition. There they have a chance to see what children from other schools have prepared, they are gaining experiences.

*Intercultural dialogue* and *learning foreign languages* are also competences being developed through the process. Children communicated with pupils from some British schools and they translated things for foreign tourists. While doing these things they were also improving the use of *informational and communicational technology (ICT)*. Related to use of ICT is *media literacy* (Vilar, 2010). This competence is being developed as different events of the project are promoted in different media. Children also answer to journalists' questions and write short notes for a local newspaper.

Looking at the theme of the project, it concerned *the appreciation of cultural and natural heritage*. In order to achieve these goals, children communicate with older people a lot: grandparents, uncles, aunts, people from the villages, who are known to possess a lot of common knowledge. These events also offer opportunities which develop children's *social and emotional literacy*.

In the final part, more *artistic* dimensions of children's *creativity* come to forefront. Their creations attract attention of their schoolfriends, commissions at competitions, visitors of exhibitions, tourists ...

The whole activity connects the school with the local and also distant environment. This communication is becoming deeper every year. There is a possibility of so called School partnership - international project, where at least three different countries are involved.

Being part of a project can be seen as participating in an extra learning opportunity, which is not obligatory, but recommended to gifted children.

Most competences being developed through the project are not concern (or responsibility) of one particular teacher, but of everyone involved - also a school librarian. Here librarians have a chance to take an active teaching role in working with teaching colleagues, because an inquiry model is difficult to implement by oneself (Oberg, 2004).

The description of our last project assignment (school year 2009/10) follows.

### **Bohinj - place of inspiration**

At Primary School Dr. Janez Mencinger there is a tradition of projects in which the theme is preserving cultural and natural heritage of the local community (Bohinj). Goals of our researching (in this stage) is not to discover something completely new, more to see things with »new eyes« (Marcel Proust).

Basic aim of the project is participation at organised competition called Tourism helped with own ideas. Theme of this competition is different every year. Last year's theme was »My place - my pride«. But from the beginning we wanted the project to be suitable also for other opportunities (local needs). We used brainstorming to define our theme.

What can we be proud of? Children realised that Bohinj was and still is an inspiration for people with different talents; writers, poets, scientists, researchers, painters, photographers, musicians, film producers, mountain admirers ... Their creative works show us Bohinj in all its magnificence.

And the idea was: if Bohinj was and is an inspiration for so many people, it can inspire also us and our visitors - tourists. So in the beginning children researched (with mentors' help) who these people are. Together we decided who will take place in our assignment<sup>1</sup>. We wanted all areas of creation to be covered (art, science, sport, mountains ...).

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<sup>1</sup> Bohinj – vir navdiha (The school assignment [http://www.bohinj.si/razno/bohinj\\_vir\\_navdiha\\_os\\_janez\\_mencinger2.pdf](http://www.bohinj.si/razno/bohinj_vir_navdiha_os_janez_mencinger2.pdf))

We met some of these people (those ones who live near), some of them we reached through mail, or found information in different sources. Most of early activities took place in the school library. In December our »writing activities« were coming to conclusion and the next step was how to promote or communicate our results in different situations: at school, on competition, in local community, at tourist events, exhibitions ...

There was the opening of a new public library in our area in February and it was the first chance to present our work. Some children chose pieces of Bohinj writers and presented them to the audience.

In April we had to be ready for a competition. Beside the assignment we had to prepare an exhibition stand. Children created it like a mountain garden decorated by reproductions of Bohinj artists ... In the garden there were girls wearing white Muses inviting visitors to come to Bohinj and be inspired by it ... In the final part of project more creative and artistic dimensions took place (in sense how everything will look like). It is satisfying to see how imaginative and creative pupils can be. (See picture 2; Photo Jana Vilma Proje<sup>2</sup>)



*Picture 2*

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<sup>2</sup> Jana Vilma Proje was a mentor for art creative activities.

In May, there is the International Wild Flower festival taking place in Bohinj and the organizers are always glad if we collaborate there with our project. The aim of the Festival<sup>3</sup> is also the interpretation of the cultural and natural heritage of Bohinj in order to raise awareness of these assets and be of interest to visitors. And it is a good and pleasant experience for all of us. We also contribute to exhibitions taking place in local tourist agencies.

## Conclusion

Evaluation of the work is very important. Research findings provide further motivation, guidance, and input to better future work (Južnič, Urbanija, 2003).

This kind of project is a good opportunity for a school librarian to take an active role with other teachers in school, because an inquiry model is difficult to implement fully. There is more space for creative and imaginative learning experiences; teachers (and a librarian) share norms and values that promote children's learning. The aim is to develop children's abilities to monitor and adjust their own performance and to become more self-reliant learners; to learn to cope with problems that may not have a clear solution, to deal with challenges to understandings and to shape their search for solutions, now and in the future.

As already said, the school librarian's motive to take part in a project like the presented one is also promoting informational literacy. *Informational literacy* is a focus of many studies nowadays. It concerns a school librarian and all other teachers. The benefits of teaching for informational literacy extend far beyond constructing knowledge and developing strategies for information seeking and use. Rather, pupils seem to develop personally and socially on a wide range of fronts that affect ability to benefit from responsive learning environments (Moore, 2005).

In this project four mentors were involved; three besides a school librarian (who was also a coordinator of the project). One of them was a mentor for artistically creative activities, one was a history teacher and another one was a school psychologist, who was teaching children how to perform in front of an audience. We have learnt a lot one from each other through the year, mostly different aspects and possibilities of the use of ICT (Informational and communicational technology). For a school librarian it is an opportunity to be seen not only as one who serves others but as a competent professional (Južnič, 2001). School librarians are prepared for collaboration with other teachers, for developing of children's leisure and academic interests, to contribute to the overall excellence of the school (Mardis, 2009).

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<sup>3</sup> International Wild Flower Festival (Google)

Here our last project was described. If I can compare it with previous ones; we could see what is important through the whole work. One important thing is the relationship between members of a team. There may occur some conflict situations between mentors and also between pupils. These situations are accompanied by emotional reactions. We experience tension, fear, prejudice, impatience, intolerance to different



Picture 3



Picture 4



standpoints. Communication is important here. Our previous projects themes were food and water<sup>4</sup>, both seen from heritage point of view. (See pictures 3 and 4, photo Jana Vilman Proje). We could see that there was more satisfaction at work, where mentors could see work as a process from the beginning. We were ready to take time for some activities; for example Saturday walks beside small rivers, meetings with Bohinj people ... Some mentors are more motivated for this kind of activities, some find it interesting, so they are ready to take necessary time; others are less interested. We all (mentors and pupils) can learn from conflicts if we are ready.

Also through this kind of work a school librarian tries to contribute to develop a positive school ethos that celebrates success and ensures that social and emotional needs of pupils is priority.

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<sup>4</sup> School assignment: [http://www2.arnes.si/~ojmbohistrkr/bohb/08\\_09/naloge/bohinj\\_dez\\_mlade.pdf](http://www2.arnes.si/~ojmbohistrkr/bohb/08_09/naloge/bohinj_dez_mlade.pdf)

*Dr. Oto Težak*  
E-mail: oto.tezak@guest.arnes.si

## **RESEARCH PROJECT: INSTITUTE FOR DEVELOPMENT OF GIFTEDNESS**

**Abstract:** The present paper describes the implementation of the idea of how to found an institute dealing with the question of giftedness. It has turned out that the best way was to begin with the Institute for Development of Giftedness within the framework of a research project carried out by the Regional Higher Education Centre Ptuj (REVIVIS Ptuj). The work schedule conceived by the colleagues from the Institute as well as current activities are presented in details.

**Key words:** giftedness, gifted pupils, research institute.

## **RAZISKOVALNI PROJEKT: INŠTITUT ZA RAZVIJANJE NADARJENOSTI**

**Povzetek:** V tem prispevku je opisano, kako je realizirana ideja o inštitutu, ki se ukvarja s problematiko nadarjenosti. Izkazalo se je, da je najprimerneje začeti z delom Inštituta za razvijanje nadarjenosti v obliki raziskovalnega projekta v okviru Regijskega visokošolskega središča na Ptuju. Podrobno je predstavljen program dela, ki so ga zastavili sodelavci inštituta in aktualne aktivnosti.

**Ključne besede:** nadarjenost, nadarjeni učenci, raziskovalni inštitut.

### **Introduction**

The idea to establish a Slovene Institute dealing with giftedness has been present for several years. It took shape during the conference on the Holistic View of Giftedness in Ptuj in 2008. Several participants then endorsed the idea to establish this type of institute and largely contributed their views on its functioning and on the performance of interesting activities. The idea was growing and was finally realised in 2010.

### **Formal position of the Institute**

In 2010, the Regional Higher Education Centre Ptuj (REVIVIS) formed a research institute named the Research Institute REVIVIS Ptuj led by Oto Težak, Ph.D (2009). Operating assets are guaranteed by REVIVIS Ptuj, and therefore it has been



decided to carry out the following research projects set out in the annual working plan of the research institute (2010,1):

- *To research the student profile for 2009/2010 generation.*

The research will comprise certain parameters concerning pedagogical and socio-economical status of students enrolled in higher educational programmes of 1st and 2nd levels in Ptuj.

Research leader: Oto Težak, Ph.D.

- *To prepare a scientific monograph: Complex Systems 3.*

The monograph will, as such, round off the trilogy of Complex Systems.

Author of the monograph: Adolf Žižek, Ph.D.

- *Project activities at the Institute for Development of Giftedness.*

Project leader: Ivan Ferbežer, Ph.D.

The Institute for Development of Giftedness is set as a project in the framework of the Research Institute REVIVIS Ptuj in order to enable the operating of the Institute despite the fact that final and formal organisational form has not been clearly defined yet. It has been agreed upon to find the most appropriate organisational form in an evolutionary way.

## **Work schedule of the project: Institute for Development of Giftedness**

Colleagues at the Institute are all volunteers showing strong interest to work within the framework of the Institute. Among them are university professors, consultants working at different school levels, teachers, nursery school specialists, parents of gifted children, responsible for personnel in various enterprises. They mostly come from entire Slovenia, and some of them also from Croatia.

At their first meeting on 22<sup>nd</sup> January 2010, they adopted the work schedule and decided on the following working principles:

- the expertise and competence resulting from the work done by researchers and colleagues working on the project,
- a constructive cooperation with individuals and institutions,
- an interdisciplinary approach,
- the up-datedness.

The research project - Institute for the Development of Giftedness, as a result of practical, operative and theoretical experiences, has been taking care of gifted pupils/students in Slovenia as from 1900, basing itself on:

- the experimental work with gifted pupils and students, their parents, tutors, teachers, consultants working in nursery, elementary, secondary and higher schools, and with the talented employees in different businesses in the Ptuj region as well as in entire Slovenia;

- a long-term professional and scientific study of the gifted and talented; on comprehensive sources published in Slovenia and abroad; on the organised basic documentation and library archives related to the area of giftedness;
- the expressed needs for international expert and scientific networking formally stated at the international scientific conference in Ptuj, 21<sup>st</sup> - 22<sup>nd</sup> November 2008, entitled *Holistic Views of Giftedness*, and attended by a hundred participants from entire Europe;
- the expressed needs to sensitise parents of gifted children to the help offered to families endeavouring to form their children;
- the ongoing successful and close expert collaboration with the European Council for High Ability (ECHA), the World Council for Gifted and Talented Children (WCGTC), the Research Intervention Laboratory of Talent and Giftedness, University of Pavia, Italy, the Connie Belin and Jacqueline Blank International Centre for Gifted Education and Talent Development, Iowa University, USA, and with the Österreichisches Zentrum vor Begabten Forderungen und Begabung Forschung, Salzburg, Austria.

Interdisciplinary operations of the Institute for Development of Giftedness carried out in the communal, regional, national and international environment pursue the following aims in terms of content and organisation (2010, 2):

- to sensitise general, professional and political public as well as parents of gifted children to the recognition of the gifted and talented for benefits of the general development of society, and for their own self-realisation by means of popular and specialised media, as well as through pedagogical and seminar activities;
- to realise all capacities potentials beginning with the family and school system to the economic activities (creativeness in working units, lectures at the Chamber of Commerce and Industry of Styria on the importance of creativity and giftedness);
- to organise and co-organise international scientific conferences on giftedness and to publish all scientific papers of the conference (ex. *Holistic View of Giftedness*, Ptuj, 2008);
- to develop a scientific methodology for the studying of giftedness, the elaboration of ethical questions and the evaluation of programmes intended for the gifted;
- to organise and actively participate in expert activities closely related to giftedness with emphasis on contemporary but research-deficient areas of action, such as clubs for the gifted, socialising of gifted students and their mentors, Saturday Schools, work systemisation for pre-school talented children, social and emotional programmes to meet the needs of gifted pupils, gifted pupils and curricula subjects (history, mathematics, etc), family and gifted children, the formation of the self-image of the gifted, metacognitive teaching of the gifted, monitoring of the gifted, self-oriented learning of gifted children, etc.;
- to organise, co-organise and actively implement programmes of continuous professional training of staff responsible for gifted pupils (parents, educators, teachers, mentors, consultants, etc.);

- to offer advice at diagnostic tests of gifted pupils and carry out the tests;
- to publish didactic material for the education of gifted pupils and for the work with the gifted intended for educators, teachers, consultants, parents;
- to be in touch with different public and private institutions responsible for the talented in Slovenia: the National Education Institute, the National Employment Services, the Centre for Information and Vocational Counselling, consultant centres for children, youngsters and parents, the Scientific research Centre Bistra Ptuj, human resource centres, the Science for the Young Movement, MiB d. o. o., etc;
- to conceive an expert and scientific methodology for educational needs of specific talented populations: culturally deprived, the gifted in a rural environment, the gifted in a bilingual environment, the gifted in a marginal environment, gifted girls, twice special children, gifted pupils - failures in the learning process (suffering from growth and/or development problems), etc.;
- to create a network of support for all those who work in the field of talent development (ex. Cogito programme, London Gifted and Talented Website, etc.);
- to formulate judicial expert opinions;
- to interconnect potentials of all interested experts and institutions working in the field of giftedness in Slovenia and beyond;
- to offer individual or group consultancy to parents, educators, teachers, school authorities, researchers, students, graduates of various levels, and different consultations and seminars;
- to exchange professional and consulting experience between the institute and interested public;
- to cooperate with associations of gifted pupils and their parents (such as clubs for the gifted), and to organise their meetings;
- to work with documents and libraries;
- to help create an international scientific-expert advisory council in the field of giftedness;
- to organise accreditation of the ECHA diploma as a specialised study programme work with the gifted;
- to set up a web site of the Institute for the gifted;
- to plan lectures every three months to be followed by the members of the Institute;
- to strive for a systematic establishment of work management of the gifted;
- to create an entry-exit model of reflexion with core qualities of personal competences of gifted pupils (environment, attitude, competence, beliefs, identity, etc.) based on the integration and formative follow-up (change of view on giftedness);
- to form a structured and strategic framework of relations and activities of a school system in terms of working with the gifted.

The programme is rather ambitious; however the realisation of the majority of set goals is expected in two years time, while some goals bear a mark of sustainability.

## **Current activities**

The most important work are meetings of workers at the Institute who shall meet four times a year. The meetings which have already been carried out dealt with current topics: Family and Gifted Children (16<sup>th</sup> April 2010), Modern Education of Gifted Pupils (27<sup>th</sup> August 2010).

The work is carried out also in teams formed around a specific topic, such as team for elementary schools, team for talents in economic branches, team for parents, and other; the teams convene according to expressed needs or on their own initiative to deal with current topics.

There is a systematic research of institutions in Slovenia and abroad to create synergies in the field of giftedness.

The Institute has already proposed several interesting topics to be addressed at seminars and which would undoubtedly represent practical and theoretical help in all three major thematic groups related to giftedness: conception and understanding of giftedness, recognition and identification of gifted children and students, education and formation of gifted children and students.

Seminars will be open to the interested public as well.

The Consultancy Office for Giftedness, open every last Friday of the month, is well attended.

## **Conclusion**

The expressed interest and operations within the framework of the Institute for Development of Giftedness has proved, up to now, that such an institute is needed on the national level, for it covers quite a few elements pertaining to the area of the gifted and giftedness which have been neglected until recently.

The project will be evaluated after one year of operations. But it seems obvious that an adequate organisational frame of the Institute for Development of Giftedness will have to be thought of as well as the allocation of sufficient financial funds for its operations. Only then the Institute will be able to perform its activities in order to satisfy the gifted, their parents, pedagogues and employers.

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Dr. Ante Kolak, Snežana Prtljaga  
E-mail: vsvasbiblioteka@hemo.net

## VALUE SYSTEM OF STUDENTS WITH HIGH ACADEMIC ACHIEVEMENTS

**Abstract:** The paper is an outline of the findings of a research on the correlation between academic achievements and value system of students whose average mark is above 8.5. The research aimed at checking the hypothesis that students with high academic achievements are morally gifted as well, i.e. that it is possible to consider academic giftedness as an indicator of empathy and altruism.

The research was carried out in 2010 in Vrsac at a sample consisting of students attending Teacher Training Faculty, Belgrade (50 students) and Preschool Teacher Training College, Vrsac (50 students).

The research was undertaken through a questionnaire. Two instruments were used: MSV and IVP.

It has been concluded that high academic achievements of students are in correlation with generally accepted moral values.

**Key words:** value system, academic giftedness, moral giftedness.

## SISTEM VREDNOSTI STUDENATA SA VISOKIM AKADEMSKIM POSTIGNUĆEM

**Rezime:** U radu se izlažu rezultati ispitivanja povezanosti akademskog postignuća i sistema vrednosti kod studenata koji imaju prosek ocena iznad 8,5. Želeli smo da proverimo hipotezu da li su studenti sa visokim akademskim postignućem i moralno daroviti, odnosno da li možemo akademsku darovitost smatrati kao indikator empatije i altruizma.

Istraživanje je realizovano 2010. godine, u Vršcu, na uzorku koji su činili studenti odeljenja Učiteljskog fakulteta iz Beograda (50 studenata) i Visoke škole strukovnih studija iz Vršca (50 studenata).

Ispitivanje je sprovedeno tehnikom anketiranja. Korišćena su dva instrumenta: MSV i IVP. Zaključeno je da su visoka akademska postignuća kod studenata u korelaciji sa opšte prihvaćenim moralnim vrednostima.

**Ključne reči:** sistem vrednosti, akademska darovitost, moralna darovitost.

*If knowledge is not transformed into wisdom  
and wisdom not expressed in person's character  
nursing and education turn out to be  
an unsuccessful process.*

Having in mind its great social importance, the field of social-moral education has become completely defined and stabilized in our part of the world during 1970ies. Awareness of the fact that there has been a prolonged crisis of values system imposes the need to define a main goal, which is: to encourage moral development of children and youth, i.e. to form humane personalities who will function in society in a successful way.

Since various factors (family, school, mass media, peer groups, religious institutions) have influence on the development of moral personality, i.e. on forming of a value system, special attention is to be paid to emphasize the agent which will be most efficient and most persistent. It can be heard nowadays that a great number of parents do not feel they are able and competent enough to help their children deal with problems they face every day. A question is raised: is school the one that can have the strongest influence on the formation of value systems with children, having in mind that a school is the most stable organization offering organized experiences to children for a number of successive years and controlled by the mediator of socialization (Djordjević, 2002). If pupils are not offered, in a certain form and a certain way, concrete and clear moral values, we cannot be sure that they will develop their own, at the same time proper value system. Having in mind that the time we live in unfortunately dominated by various fashionable trends lacking moral as their primary aim, the only salvation is in pedagogical help which could moderate the influence of popular movements which, it could be said, deter moral development of children to a great extent. So, knowing that moral development is a complex process involving a great number of mediators, with the emphasized quality of being interwoven, it seems that only when they are completely considered in all their complexity and become purposefully »intertwined«, we can expect moral action, i.e. children and youth adopting moral values (Djordjević, 2002).

## Values in Moral Education<sup>1</sup>

The interest of any society is to pass on future generations its civilization, historical and cultural heritage, as well as certain norms of mutual life, important not only for society but also for an individual itself as a future active member of the society. So, it could be said that moral education is at the same time social education, since its task is to prepare an individual for a shared life within a society. Furthermore, social education is always moral education, since it represents a preparation for the respect of the adopted values in life. It seems important to mention here that moral education is not to be based solely on preparation of man for life in a specific society; the essence of moral education is in preparing a man for his comprehensive relation towards him/herself, social community and nature (Stojanović, 2003).

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<sup>1</sup> From: Stojanović, A., (2003): *Metode uveravanja u moralnom vaspitanju [Persuasion Methods in Moral Education]*, Viša škola za obrazovanje vaspitača, Vršac

Majority of authors understand moral education as organized process of forming a moral personality, while in Pedagogy Dictionary moral education has been defined as an organized activity of a society with an intention for young generations to accept basic ethic principles of the society (Ibid).

We are aware of the fact that moral attitudes are only a part of a complex whole of moral phenomena, but they certainly are significant indicators of morality. Furthermore, being familiar with moral norms, along with a strive to act in accordance to them, still does not mean that in a concrete situation a person will act according to these norms. Significant social crisis has caused value crisis, which is especially true for young people, who are still searching for their own identity and value system. For that reason we have to pay special attention to the problem, and according to J. Djordjevic this can be achieved with the help of adequate pedagogic help, i.e. moral education. What is the aim of moral education? According to A. Stojanovic, »the aim of moral education is not only knowledge and understanding of moral principles, but moral behaviour which implies manifestation of a whole personality of the one who is being educated, rather than his/her restraint from errors and fear of consequences (Stojanović, 2003, p. 189). Djordjevic emphasizes that what is necessary is to draw students' attention to proper values in adequate form and in an acceptable way, so that they could develop their own moral principles. Of course, it is not sufficient only to define the system of values, it is necessary to behave and life in accordance to it.

There are various classifications and categories of values, but what is most important in education are moral values, since they represent principles and standards according to which we make judgements whether certain actions are right or wrong. Furthermore, moral values are a whole which encompasses all personal preferences, personal and essential contributions. It has to be emphasized, as it has been pointed out by Bakic, that values are not inherent, but acquired, i.e. they are adopted from the immediate setting. In other words, it is a process which lasts and is carried out through education (Stojanović, 2003).

It has already been mentioned that there are many factors influencing the formation of one's own value system, and that, apart from family, school has an important role to play in the process. In order to ensure proper professional help it is necessary to have adequate teachers, i.e. teachers who have adopted altruistic values, who are just and show understanding for students, who encourage them to cooperate, to always express tolerance and solidarity.



## Research Problem

It is common knowledge that there is no moral education as a subject in our primary and secondary schools; instead, special tasks related to moral education are to be done within other subjects. Having in mind that the curricula are overloaded, and that the teachers are mostly not motivated and not sufficiently trained, a question is raised if we can develop a proper value system with children without more serious work in the field of moral education and whether it is enough to only insist on adoption of the proscribed contents with the assumption that children will develop almost independently. In other words, is it that academic achievement implies successful moral development?

That is the reason why we have chosen students, future preschool and primary school teachers to be the subjects of our research, i.e. those students who have the average mark above 8,5.

We wanted to check the hypothesis that students with high academic achievements are morally gifted, i.e. that we can consider academic giftedness to be an indicator of empathy and altruism. Apart from this, since we are dealing with future preschool and primary school teachers, we wanted to find out whether they have acknowledged which are, in their opinion, the most important educational procedures for successful moral education of children.

The research has been undertaken during 2010 in Vrsac at the sample of students of Teacher Training Faculty, Belgrade - department in Vrsac (50 students) Pre-School Teacher Training College in Vrsac (50 students) with the average mark above 8,5.

The instruments used in the research have been designed for the needs of the research: the list of moral values, to be filled by the subjects, i.e. the subjects stated the values they consider most important orienting points in life, and the evaluation scale stating educational procedures as well as five-grade scale according to which the students assessed their value.

## Research Results

Descriptive analysis of the obtained results has shown the following:

1. In the first part of the process of data processing we were interested in what is the percentage of individual moral values considered to be most important guidelines for life by the total number of subjects:

Moral values stated by students as important	%
<b>Humanity</b>	<b>58,6</b>
Trust	25,7
<b>Honesty</b>	<b>75,7</b>
<b>Truthfulness</b>	<b>77,1</b>
Modesty	5,7
Solidarity	20
Understanding	35,7
Persistence	42,9
Patience	12,9
Bravery	14,3
Care for others	12,9
<b>Tolerance</b>	<b>51,4</b>
Being moderate	15,7
Feeling for justice	25,7
Being well-intentioned	24,3
Objectivity	4,3
Being honourable	8,6
Self-criticism	14,3
Responsibility	31,4
Show respect to colleagues	17,1
Ready to sacrifice	20
<b>Respectfulness</b>	<b>47,1</b>
Self-respect	8,6
Loyalty	4,3
Ambition	11,4
Affability	12,9

The values most often stated by students as the most important guidelines for life are truthfulness (77,1%), honesty (75,7%), humanity (58,6%), tolerance (51,4%) and

respectfulness (47,1%). It can be concluded according to the data given in the Table, the subjects have adopted certain system of values. However it cannot be checked whether the offered values determine their behaviour, or it is only the case that they have knowledge on norms and expectations.

2. In the second part of the data processing process we were interested in which moral values are most important orienting points in life and in what ratio the subject choose them as the most important (1<sup>st</sup> place ranking).

<b>1<sup>st</sup> place ranking moral values</b>	<b>%</b>
Honesty	37
Truthfulness	32,1
Justice	27,8
Humanity	17,1
Trust	16,7
Respect	15,2
Ambition	12,5
Care for others	11,1
Responsibility	9,1
Understanding	8
Tolerance	5,6
Persistence	3,3

It can be seen from the table that majority of subjects have stated honesty as a first place ranking value, to be followed by truthfulness (32,1%), justice (27,8%), humanity (17,1%) and finally persistence (3,3%). It is interesting that some values are completely forgotten or stated at the very end of the list, which are also significant for self-development and development of a proper value system, like, for example - modesty, self-criticism, being fair towards colleagues, etc. A question imposes itself at this point if the subjects are really so altruistically intended or this is a reflection of their social intelligence along with the help that they precisely know what answers are generally expected.

3. In the third part of the data processing process we were interested in which educational procedures, according to the opinion of future preschool and primary school teachers, are most efficient in education of children. Out of the offered 10 procedures, the subjects were supposed to chose 5 (five) and rank them. The following results have been obtained:

<b>Educational procedures</b>	<b>%</b>
Counselling	95,7
Personal example	94,3
Encouragement	91,4
Reward	64,3
Warning	48,6
Control	45,7
Criticism	28,6
Persuasion	12,9
Order	7,1
Punishment	2,9

According to the responses of students, future preschool and primary school teachers, it can be seen that, according to their opinion, the most efficient educational procedure is counselling (95,7%), which is (according to previous studies) the most frequent educational procedure applied by teachers, and, which pupils also consider most effective. It is followed by personal example (94,3%), while encouragement is at the third place (91,4%). The educational procedure ranking the last place is punishment, with low percentage (2,9%), which is very encouraging.

## **Conclusion**

It can be concluded that our research has confirmed the hypothesis according to which high academic achievement is in correlation with generally accepted moral values.

What imposes a dilemma is whether knowledge, i.e. being aware of moral norms and demands implies their application. In other words, would the same students, who have in the research shown that they are aware of moral values, behave in accordance with them. At the same time, there is a possibility that students gave socially and morally acceptable answers on purpose, which do not have to be their own real attitudes.

We conclude that the development of logical and critical thinking is necessary, but not sufficient condition for morality development, since some earlier studies have shown that logical reasoning of majority of people is at higher level than their moral reasoning (Momčilović, 2004). Again, cognitive development is necessary, but it is not sufficient condition for moral development. It is the case that, like the whole personality of a man, morality is considered three-aspect phenomenon, consisting of cognitive, conative and affective. Cognitive component of morality involves knowl-

edge on moral norms and principles and ability of proper reasoning and application of principles in concrete situations. Affective, or emotional refers to feelings related to moral conduct - satisfaction and self-respect or the sense of guilt and remorse. Conative component refers to readiness to behave in accordance with the accepted norms, behaviour and consistency in behaviour. In other words, all three components are relevant for developed moral awareness, as it has been pointed out by Rot (1987).

As for educational procedures, an important problem seems to be how to realize the desired aim, and in what way, what are the means that develop features and behaviour considered desirable. For talking about the aim of education to make sense, it is important to know where educational procedures lead. Without this knowledge even best intentions can have bad and unpredictable outcomes. In our research future pre-school and primary school teachers have chosen those educational procedures which have already proven to be successful in education, implying that they are on the right course and that we can trust them with the education of our children in the future.

The results of the empirical part of the paper open up new fields of research interest for the authors of the paper. It would be interesting to identify variables which could have influence on attitudes on moral values and make a sample of subjects who did not make great academic achievement and establish a link. It also seems useful to identify the factors influencing the development of generally accepted moral values in society, and establish a connectedness between attitudes and behaviour. It would be interesting to take a profile of subjects (e.g. family, socio-economic status and similar indicators) and confirm the link between the offered characteristics and the system of moral values. In such a way we would give significant contribution to this narrow field of work with gifted individuals and open new areas of pedagogic action, which is considered rather important and relevant by the authors of the paper.

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## IZOBRAŽEVANJE ODRASLIH TER PREPOZNAVANJE NADARJENOSTI V IZOBRAŽEVANJU ODRASLIH

**Povzetek:** V Enoti za izobraževanje odraslih na Šolskem centru Novo mesto se že nekaj časa zavedamo, da so udeleženci izobraževanja odraslih mnogokrat glede na svoje sposobnosti in določena vedenja boljši od ostalih. Ugotavljamo namreč, da so nekateri izmed njih zelo nadarjeni, vendar se tega pogosto tako učitelji kot oni sami ne zavedajo. Socialni vidik je namreč pri njih tako močan, da so pogosto prepričani, da pri njih nihče od učiteljev ne išče nadarjenosti, saj če bi bili nadarjeni, bi že opravili redno srednjo šolo.

Podjetja imajo željo čim bolj izobraziti svoje zaposlene, zato jih motivirajo za nadaljnje izobraževanje po osnovni šoli, in sicer jih usmerjajo na srednje strokovno izobraževanje. Zaposleni, ki vedo, da če hočejo obdržati delovno mesto, se morajo izobraževati, pogosto izobraževanje sprejmejo kot nekaj nujnega. Nekateri se ne zavedajo, da če se izobražujejo ob delu, to ne pomeni, da so manj sposobni, včasih je ravno obratno. Zaposleni pa se moramo zavedati, da jim moramo približati pomen izobraževanja in njihove lastne vrednosti - kar se kaže kot posebne čustvene potrebe, zato so se tudi odločili izobraževati, saj so nekateri izmed njih tudi nadarjeni in kot takim jim svetujemo po končanem izobraževanju pri nas tudi nadaljnje šolanje.

**Ključne besede:** nadarjenost, odrasli, sposobnosti.

## ADULT EDUCATION AND TALENT IDENTIFICATION IN ADULT EDUCATION

**Abstract:** The Adult Education Unit at the School New City Centre for some time now know that adult learners often according to their abilities and certain behaviours better than others. We find in fact that some of them very talented, but this is often by teachers and they themselves are unaware. The social aspect of them is so strong that they are often convinced that none of them, teachers are not looking for talent, as if they were talented, had already made regular secondary vocational school.

Companies have the utmost desire to educate their employees, and motivate them for further education at the basic school, guiding them through the medium of vocational training. Employees who know that if they want to keep the job should be to educate, education is often taken as essential. Some are not aware that if part-time education, this does not mean that they are less able, and sometimes the other way around. Employees, however, we must recognize that we must bring the importance of education and their own values - as shown by the specific emotional needs, so have decided to educate, because some of them are talented and as such they are advised on completion of education in the U.S. further education.

**Key words:** Adult Education, Talent identification in Adult Vocational Education.

## Uvod

Kaj pravzaprav potrebujejo nadarjeni?

V Slovarju slovenskega knjižnega jezika je pojem nadarjenosti opredeljen kot »sposobnost hitro, brez večjega napora si pridobiti potrebno znanje, spretnost za dobro opravljanje kakšne dejavnosti.«

Kakšne so njihove čustvene in socialne potrebe?

Izobraževanje odraslih predstavlja velik izziv. Odraslost je najdaljše obdobje v človekovem življenju, vendar se z odraslostjo niso veliko ukvarjali, ker so jo pojmovali kot razmeroma stabilno obdobje, ki sledi obdobju razvoja, a sodobne raziskave kažejo, da se tudi odrasli spreminjajo na različnih področjih, osebno, statusno, telesno (Ličen, 2006, str. 30).

Vemo, da je človek celostno bitje, pa vendar zelo kompleksen. Sam pojem odraslosti še vedno nima enotnega pomena. Največkrat ga povezujejo s pojmom zrelosti. Andrilović (1976, str. 11-12) govori o štirih najpomembnejših vrstah zrelosti:

- *biološka zrelost* (gre za zrelost posameznikovih organov, predvsem senzoričnih);
- *psihološka zrelost* (pomeni delovanje motorike in psihomotorike, zmožnost presojanja);
- *socialna zrelost* (pomeni njegovo svobodo odločanja, kje vidi smisel življenja, od govornosti, gre za tisto raven, ki se odraža v posameznikovih odnosih z drugimi ljudmi);
- *poklicna zrelost* (pomeni zmožnost za pravilno izbiro poklica in uspeh v poklicu).

Te razsežnosti se od posameznika do posameznika razlikujejo in nekako nimamo enotnih meril, s katerimi bi lahko razmejili mladostnika od odraslega.

Andragoška definicija odraslega v izobraževanju je: »Katera koli oseba, ki je prekinila redno šolanje in je prevzela nove družbene vloge, poleg tega pa se še od časa do časa izobražuje ali pa se neprekinjeno izobražuje, obravnavamo v vzgojno - izobraževalnem procesu kot odraslega.« (Krajnc, 1979, str. 46).

## Opredelitev pojma izobraževanje odraslih

Izobraževanje je dejavnost, ki zajema vsa obdobja človekovega življenja. Začnemo se učiti v otroštvu, nato z učenjem kot temeljno dejavnostjo nadaljujemo v obdobju mladostništva vse dotlej, ko izstopimo iz sistema rednega izobraževanja in prevzamemo druge družbene vloge (po S. Jelenc, 1996).



Izobraževanje kot družbena dejavnost in dejavnost posameznika je ključnega pomena za razvoj vsake družbe. Nenehnim spremembam lahko posameznik sledi le z vseživljenjskim učenjem.

## **Izkušnje v našem Zavodu**

Na Enoti za izobraževanje odraslih na Šolskem centru Novo mesto izobražujemo vse tiste kandidate, ki zaradi različnih vzrokov niso končali rednega srednješolskega programa. Delo je individualno, saj ima vsak udeleženec, ki se k nam vpisuje, svoje izkušnje in svojo življenjsko zgodbo. Vsakega posameznika povabimo na pogovor, kjer ugotovimo, zakaj se želi izobraževati, za katero smer in kaj od šole pričakuje. Pokazalo se nam je za dobro, da vložimo veliko energije za izmenjavo mnenj, da spregovorimo o pričakovanjih, pravicah in dolžnostih kandidatov že pred začetkom šolanja.

Kandidate, ki se vpisujejo k nam, lahko razdelimo na dve veliki skupini, in sicer na tiste, ki zaradi vzgojnih ukrepov ali negativnih ocen niso končali rednega izobraževanja, in na odrasle, ki se k nam po večini vpisujejo zato, da si pridobijo zeleno izobrazbo. Slednji so k nam napoteni tudi s strani podjetij, ki želijo imeti izobražen kader in ki se zavedajo pomena vseživljenjskega učenja. Taki udeleženci praktične procese že poznajo, nimajo pa teoretičnega znanja na posameznih tako strokovnih kot na splošnoizobraževalnem področju. Velikokrat si pridobijo formalno stopnjo izobrazbe, vendar šolanja nekateri ne končajo. Ko se udeleženci izobraževanja odraslih zavejo pomena izobraževanja in ko sebi, podjetju in drugim uspejo dokazati, da so sposobni tudi kasneje, čeprav jim vedno zaradi različnih vzrokov ni uspelo, končati šolanje, se pri nas pozanimajo o možnostih nadaljnjega izobraževanja.

Največ težav pri izobraževanju pa tako njim kot nam, ki jim svetujemo, predstavlja soočenje z novo nastalo situacijo. Počutijo se nekako degradirane, prisiljene, da se šolajo. Nekateri vzamejo šolanje kot ponujeno priložnost, ki jim jo podjetje nudi, saj si je sami ne finančno ne motivacijsko ne bi mogli privoščiti. Zopet drugi imajo občutek, da jih v podjetju ne marajo, da so nepotrebni in da jih silijo v izobraževanje brez potrebe, saj delo, ki ga opravljajo, že tako ali tako znajo in se posebej zato ne rabijo izobraževati.

Zaposleni ugotavljamo, da je zagotavljanje čustvenih potreb naših udeležencev za njih in za nas večji problem kot samo izobraževanje. Ker so to udeleženci, ki imajo prakso v delovnem procesu in veliko življenjskih izkušenj, učitelji ugotavljamo, da je delo z njimi drugačno. Pogosto namreč odkrijemo, da so za posamezno strokovno področje zelo nadarjeni, da imajo usvojene ročne spretnosti in delovne navade za strokovno področje, za katerega se šolajo. Med rednimi pogovori, ki jih izvajamo kot obliko spremljave izobraževanja vsakega posameznika, jim poskušamo predvsem poudariti

njihovo dodano vrednost, ki jo lahko manifestirajo med samim učnim procesom, zlasti pri praktičnem pouku. Delijo lahko izkušnje tudi z vsemi ostalimi udeleženci. Po pregledu zapisnikov narejenih razgovorov z udeleženci in učečimi učitelji ugotavljam, da je 38% vseh udeležencev takih, ki po učiteljevem mnenju izkazujejo nadarjenost za strokovno področje, za katerega se šolajo. Pri splošnoizobraževalnih predmetih je te nadarjenosti seveda manj.

Pri delu z udeleženci, ki jih prepoznamo kot nadarjene, ugotavljam, je najpomembnejše, da razumemo njihove čustvene potrebe, ki se izkazujejo predvsem v pomanjkanju samozavesti in lastne vrednosti, za katero menijo, da je ni ali je zelo nizka. Zanimivo je tudi spoznanje, da jim ocene ne pomenijo edinega kriterija, s katerim bi bili zadovoljni s svojim uspehom. V nekaterih primerih je ravno obratno. Zelo uspešni udeleženci, ki jih vodimo kot nadarjene, če dobijo dobro oceno, le-to velikokrat sprejmejo, a so prepričani, da je niso zaslužili, da bi za tako visoko oceno gotovo morali pokazati več znanja.

V takih primerih so pogovorne ure z udeleženci več kot potrebne in tu nastane vrzel, ki se kaže v vodah svetovalnega dela z odraslimi. Od razvitega svetovalnega dela imata korist tako stroka kot družba. Malokje se tako jasno kot pri delu strokovno podkovanega, na pravo mesto postavljenega, aktivnega in zavzetega svetovalca v spoznanjih in izkušnjah, ki si jih tekoče pridobiva, pokažejo značilnosti nekega področja dejavnosti, njegov razvoj v družbi, dileme, nerešena vprašanja, dosežki in slabosti. Skozi svetovalno delo se v zgoščeni obliki kažejo odsevi, zrcalne podobe in odmevi različnih objektivnih okoliščin, ki označujejo dejavnost, ki ji je namenjeno (po Krašovec-Jelenc, 2009).

Svetovalne delavke Enote izobraževanja odraslih smo njihovi »razredniki«, svetovalci in moderatorji pri reševanju problemov, ko se pojavijo v odnosu z učitelji.

## Sposobnosti odraslih

Sodobne raziskave kažejo, da pojmovanje o sposobnostih odraslih za učenje, ki so veljale nekoč, že dolgo ne ustrezajo več. Jelenčeva (1996, str. 21) govori o zapletenosti naših možganov in o tem, da se možganske celice z uporabo razvijajo in nasprotno, ob slabšem delovanju postajajo zaradi propadanja celic manj učinkoviti. Tako lahko z učenjem, mišljenjem, povezovanjem novega znanja s starim učinkovito ohranjamo možganske celice, ki so ključne za ohranjanje duševne čilosti. (ibid).

Navadno psihologi omenjajo tri vrste ključnih lastnosti, ki so pomembne za učenje:

- *senzomotorične* (gre za lastnosti, ki s staranjem upadajo, sluh, vid ...);
- *emocionalnomotivacijske* (so najbolj določene z zrelostjo, gre za emocionalno stabilnost, motivacijo, cilje posameznika, interese ipd.);

- *intelektualnospoznavne* (pomenijo sposobnost učenja, hitrost in kakovost, intelektualnost in mentalno kondicijo, miselni procesi, spomin. Velja mnenje, da s starostjo upada hitrost, ne pa toliko moč intelektualnega funkcioniranja (po Marentič-Požarnik, 1980).

Danes velja, da si odrasli ravno tako kot mladina zapomnijo stvari ali snov. Lažje si zapomnijo smiselne ali logične vsebine. Pri merjenju hitrosti reševanja nalog so odrasli pri zapletenih, sestavljenih nalogah, ki so v skladu z njihovimi izkušnjami, boljši od mladostnikov, ti imajo prednost v preprostejših, manj smiselnih nalogah (po Jelenc, 1996).

Delo z nadarjenimi udeleženci na Enoti za izobraževanje odraslih, še posebno prepoznavanje le-te, je naporno in individualno. Vsebuje veliko svetovanja udeležencem, zlasti pa zagotavljanja potreb, ki se izkazujejo na čustvenem ali socialnem področju. Socialni vidik je namreč tudi zelo pereče področje.

Kot že omenjeno, odraslemu izobraževanje ne predstavlja primarno socialno vlogo v družbi, saj so v prvi vrsti, možje/žene, starši, sekundarna vloga pa je zagotovo zaposlitev in dejavnosti, povezane s službo oziroma poklicem.

Udeleženci pogosto zaradi finančnih težav čutijo tekom svojega šolanja hud pritisk, saj so vezani na to, da šolanje poleg redne službe, ki jo opravljajo, pravočasno končajo. Sprotno delo ni nekaj, kar bi predstavljalo le zadovoljstvo njim samim, ampak ga morajo izkazovati tudi v podjetju, ki jih je napotilo na izobraževanje. To pa je vidik, ki zanje predstavlja vrsto kontrole, kar jim zmanjšuje samozavest, ki je že tako zelo nizka. Pri nadarjenih udeležencih je to še toliko težje, saj se velikokrat zgodi, da z višino ocene niso zadovoljni, zlasti pri strokovnih predmetih, za katere se šolajo in jo želijo popraviti, kar pa jim predstavlja še hujšo bitko s časom, da v enem letu opravijo zahtevano število izpitov in tako upravičijo pričakovanja delodajalca.

Nekoliko drugačno izkušnjo imamo pri delu s tistimi udeleženci, ki so brezposelni, ali tistimi, ki niso uspeli končati rednega šolanja zaradi vzgojnih ukrepov ali negativnih ocen.

Udeleženci, ki niso uspeli končati rednega izobraževanja zaradi negativnih ocen ali vzgojnih ukrepov in so vpisani k nam, imajo velike socialne potrebe, ki se izkazujejo na različne načine. Velik problem predstavlja njihov finančni status, saj so se naenkrat znašli v položaju, ko jim šola predstavlja veliko finančno breme. Nekateri udeleženci se zato bolj potrudijo kot so se med rednim izobraževanjem, zopet na druge, ki finančnih težav nimajo, to ne vpliva.

Zelo redko pa se zgodi, da udeleženci, ki so k nam vpisani zaradi vzgojnih ukrepov, npr. izključitve, pridno obiskujejo predavanja in nadaljujejo šolanje. Znotraj te sku-

pine udeležencev v zadnjih letih ne beležimo nikogar kot nadarjenega. Velikokrat se sprašujemo o vzrokih, zakaj je temu tako, prišla pa sem do ugotovitve na podlagi zapisnikov opravljenih razgovorov, da jim zlasti ožje okolje, družina oz. starši niso nudili in jim še vedno ne nudijo moralne opore, jim ne dajo možnosti do drugačnega mišljenja in manifestiranja lastnih želja v smislu izbire poklica. Pri takih udeležencih bi, če bi se, preden je prišlo do situacije, da niso mogli nadaljevati rednega šolanja, v Enoti za izobraževanje odraslih lahko prepoznali tudi nadarjeni udeleženci, katerim bi, ko bi jim pomagali poiskati in realizirati njihove želje v zvezi z izobraževanjem, lahko pravočasno pomagali. V svoji nemoči pa so začeli izstopati od družbe že s svojimi vedenjskimi vzorci, kar je povzročilo le velik odpor med učitelji in v njihovem okolju.

Tudi delo z učitelji, ko so le-ti isti kot pri rednem izobraževanju, je včasih zelo naporno, saj se ne vživijo v vlogo udeležencev, še posebej ne pri prepoznavanju njihove nadarjenosti. Nekateri učitelji so namreč prepričani, da o nadarjenih udeležencih v Enoti za izobraževanje ne moremo govoriti, saj če bi bili res nadarjeni, bi šolanje redno že končali. Pogosto pozabljajo na njihove socialne ali čustvene težave, s katerimi so se v preteklosti srečevali in zato niso mogli rednega šolanja tudi končati.

Zopet drugi učitelji pa so mnenja, da je delo z nadarjenimi udeleženci v naši enoti še posebej zanimivo. Na razgovoru z učitelji so le-ti izpostavili, da nadarjeni udeleženci:

- se sami zelo angažirajo tudi med predavanji;
- radi delijo svoje izkušnje z ostalimi in veliko bolj suvereno povezujejo teorijo s prakso;
- vedo več od učitelja samega, zlasti na področju stroke s stališča prakse,
- pogosto prevzamejo vlogo moderatorja v razredu ali skupini in povezujejo različna mnenja med udeleženci,
- največkrat v skupini zelo pozitivno in motivacijsko delujejo na vse ostale;
- znajo sprejeti drugače misleče ljudi;
- cenijo svoje učitelje, če se ti zavedajo pomembnosti in njihove pripravljenosti sooblikovati učno uro.

Zanimivo je, da se tudi učitelji, ki ugotovijo in prepoznajo nadarjenega udeleženca, v takem razredu zelo dobro počutijo. Zgradijo z udeležencem poseben odnos, ki temelji na enakopravnem in suverenem podajanju izkušenj in znanj.

V Enoti za izobraževanje odraslih pri ugotavljanju nadarjenosti sem se odločila zaradi narave dela in pretežno individualnega pristopa predvsem za ugotavljanje dejstev s pomočjo intervjujev in anketnih vprašalnikov. Na začetku šolskega leta sem na andragoškem zboru vsem učiteljem predstavila pomen prepoznavanja nadarjenih udeležencev tudi v naši enoti. Odločili smo se, da ne bomo prepoznavali nadarjenih s priznanimi vprašalniki, ki jih uporabljajo osnovne šole, pač pa da bo vsak učitelj zase za svoj predmet podal oceno vsakega posameznika, ki ga prepozna kot nadarjenega, in oceno tudi argumentiral.

Po zbranih mnenjih vseh učiteljev smo sklicali oddelčne učiteljske zbere, kjer so učitelji, ki posameznega kandidata izobrazujejo, o njem tudi spregovorili in izoblikovali skupno mnenje. Na podlagi tega mnenja in zapisnika, ki sem ga napisala po razgovoru s kandidatom ob vpisu, sem naredila seznam prepoznanih nadarjenih. Ugotovila sem, da so 3 % vseh udeležencev prepoznani kot nadarjeni, v več kot 75 % na strokovnem področju, za katerega se izobrazujejo. Le nekaj udeležencev je bilo takih, ki so svojo nadarjenost izkazovali skoraj na vseh področjih.

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## MATEMATIČNA DELAVNICA ZA NADARJENE UČENCE

**Povzetek:** Nadpovprečno sposobni otroci so največje naravno bogastvo. Za preživetje in razvoj vrste se v veliki meri lahko zahvalimo sposobnosti ustvarjalnega reševanja problemov. Med otroke z visoko zmožnostjo doseganja rezultatov štejemo otroke z dejanskimi in potencialnimi dosežki na področjih kot so: splošna umska sposobnost, specifična akademska sposobnost, kreativno in produktivno mišljenje, sposobnosti vodenja, sposobnosti za vizualne in odrske umetnosti ter psihomotorične spretnosti. Za učence, ki imajo matematične sposobnosti, je pomembno, da so pozitivno naravnani do matematike in samozavestni pri njeni uporabi. Previsoka pričakovanja povzročijo strah in blokado, prenizka pa vzamejo zaupanje v otrokove sposobnosti. Otroci, ki so deležni prenizkih pričakovanj izstopajo s plahostjo in negotovostjo. Za oblikovanje pozitivne identitete je pomemben uspeh. Če je učenec deležen pohval in vzpodbud, pa tudi ustreznih zahtev, so možnosti za oblikovanje pozitivne identitete veliko večje. Ob upoštevanju vseh teh dejstev, smo na naši šoli izvedli matematično delavnico za učence višjih razredov, katero bo tudi predstavila v prispevku.

**Ključne besede:** nadpovprečno sposobni učenci, nadarjenost, matematična delavnica, krožni kolobar.

### Uvod

Nadarjenost je prirojeno nagnjenje oziroma sposobnost, s katero pojasnimo, zakaj nekdo doseže nadpovprečne rezultate na znanstvenem, praktičnem, tehničnem ali umetniškem področju. K posebnim sposobnostim pripomorejo prirojene zmožnosti in okolje. Razmerje med tema dvema je pri različnih vrstah nadarjenosti različna. Pri inteligentnosti je to razmerje 70 odstotkov dednosti in 30 odstotkov okolja. Kako močno se bo izrazila, je odvisno od številnih dejavnikov, zlasti pa od raznolikih medsebojnih vplivov in vzajemnega delovanja med dednostjo in okoljem. V javnosti prevladuje zmotno mišljenje, da se nadarjenost pokaže sama od sebe in da jo je sposoben opaziti vsak. Učitelji denimo odkrijejo zgolj 20 do 30 odstotkov zelo nadarjenih otrok. Daleč najboljše orodje za prepoznavanje nadarjenih otrok so standardizirani vprašalniki. Z njimi odkrijejo 70% nadarjenosti. Ko je psihologija napredovala, se je izluščilo nekaj področij, na katerih je sposobnosti mogoče izmeriti s preizkusi inteligentnosti. Mednje sodijo logično razmišljanje, jezikovne sposobnosti, prostorska predstava in deloma ročne spretnosti.

Nemški znanstvenik William Stern je leta 1911 skoval dobro znan inteligenčni kvocient IQ. Izpeljal ga je iz naslednjega obrazca: inteligenčno starost (določi se s preizkusom) je delil z dejansko in jo pomnožil s 100. Če je bila inteligenčna starost

višja od biološke, je inteligenčni količnik presegal povprečje in nasprotno. Lestvica je razdeljena na standardne odklone po 15 točk. Ta razdelitev je uporabna za vsa področja nadarjenosti in vse osebnostne lastnosti.

Najpomembnejša merila kakovosti za znanstveno priznan, standardiziran vprašalnik so objektivnost, zanesljivost in veljavnost. Pomembno je tudi normiranje preizkusa. Če želimo nekaj izmeriti, moramo določiti primerjalno vrednost. Rezultat lahko ovrednotimo šele, ko poznamo rezultate drugih iz iste skupine.

Sposobnost prostorskega razmišljanja pomeni, da smo si sposobni predstavljati oblike in predmete v pravilni perspektivi, vključno z deli, ki jih v danem trenutku ne vidimo. Ta sposobnost nam tudi omogoča, da v spominu ohranimo, prepoznavamo, uredimo in opišemo zapletene vzorce. Otroci, ki dobro prostorsko razmišljajo, znajo dobro risati v perspektivi. Druga značilnost občutka za prostorsko predstavbo je dobra orientacija. Sposobnost prostorske predstave se razvija do vrhunca med 12. in 18. letom. Pri manj nadarjenih učencih se razvoj lahko ustavi že prej. Dobro zna izdelovati modele in popravljati tehnične naprave. Včasih ga zanima notranja arhitektura in načrtovanje stavb. Sposobnost prostorske predstave lahko spodbujamo pri otroku na različne načine, npr. z risanjem tlorisa svoje sobe, ocenjevanjem razdalje, načrtovanjem daljše poti ob zemljevidu, postavljanjem vprašanj v zvezi z arhitekturo, optiko, astronomijo ali zemljepisom, tehničnim risanjem, igranjem z lego kockami, izdelovanjem modelov iz različnih materialov,. Tudi računalnik ponuja možnosti za urjenje v prostorski predstavljenosti z mnogimi trirazsežnostnimi igrami, satelitskimi posnetki. Primerne so vse trirazsežnostne igre in kompleti za sestavljanje, s katerimi otrok gradi, sklada in zлага. Otrok naj sestavlja škatlice in druga telesa iz kartona in drugih materialov, šiva obleke, ki bodo tudi uporabne, uporablja origami, ...

Logično razmišljanje pomeni razmišljanje v pravilnem vrstnem redu, tako da iz enega primera sklepamo na splošno situacijo in obratno. Poleg tega zajema tudi spretno in smiselno uporabo abstraktnih simbolov in števil ter pomnjenje abstraktnih pravil in zakonov. Če ima učenec poleg tega še dober smisel za kombinacije, dober spomin in vztrajnost, lahko postane odličen šahist. Mladi logiki imajo zelo radi računanje, kasneje algebro in geometrijo. Navdušeni so nad tehniko. Naučijo se programiranja v različnih zahtevnih računalniških jezikih. Nadarjenost za logiko in navdušenje nad njo sta dobro izhodišče za številne poklice: matematike, fizike, filozofe, kriminaliste, psihologe, ... Otrokovo logično razmišljanje bomo izostrili, če ga bomo spodbujali, da se igra s številkami, načrtuje, preizkuša, zavestno razmišlja in pravilno sklepa. Otroci naj rešujejo zahtevne uganke in naloge. Učenje je hitrejše, če vanj vključimo več čutil. Logično mišljenje je mogoče spodbuditi tudi z naravoslovjem. Sploh pa lahko pomagamo otroku osmisлити svet:

- Uglasimo se s svojim otrokom, odzivajmo se na njegove pobude in ga izzovimo, da se odziva na nas.
- Zagotovimo čas za številne dolge pogovore z njim.

- Izzovimo ga, da govori smiselno, kadar so njegovi odgovori nesmiselni.
- Pomagajmo mu primerjati njegove preference pri knjigah.
- Vprašajmo ga po enem ali več razlogih, več kot enem pogledu na vprašanje.
- Ko razpravljamo o mnenjih, sprašujemo po stopnjah.
- Pustimo mu, da sam presoja vedenje, svoje argumente. Omogočimo mu vajo iz samovrednotenja in poskrbimo, da bo konstruktivna in da ga neuspehi ne onemogočijo.

Otrok ne glede na svojo starost sprejema informacije iz okolja in poskuša v njih odkriti smisel tako, da svoj pogled na stvari prilagaja svežim informacijam. V tem procesu odkriva svet in si ustvarja predstave. Te sheme omogočajo otroku doumeti smisel tega, kar se dogaja okoli njega. Ko vse teče gladko, sta procesa sprejemanja in prilagajanja v ravnovesju. Ko pa je informacija v nasprotju z njegovimi prepričanji, nastanejo motnje in ravnovesje se poruši. Otrok je prisiljen korenito spremeniti svoje mišljenje.

V času, ko vstopijo v svet logičnega mišljenja in povezovanja svojih čustev z zamislimi, lahko osvajajo vse višje stopnje čustvenega in intelektualnega razvoja. Ko dosežejo odraslost, se gibljejo skozi predvidljive stopnje, bolj prefinjeno razmišljanje in samozavedanje. V poznih najstniških letih in zgodnji odraslosti njihovo sposobnost za kritično mišljenje preizkuša vse širši razpon izkušenj: biološke spremembe, intimnejši odnosi, nova prijateljstva, konkurenca pri vpisu na fakulteto. Razum se v tem obdobju bliskovito razvije. Mladostnik razmišlja na povsem nov način. Prvič je sposoben abstraktno-logičnega mišljenja in hkrati spoznava, da ne obstaja samo ena resničnost. To je vrhunec v intelektualnem življenju posameznika. Mnoga največja odkritja v matematiki so dela najstnikov.

Značilnosti kreativnega otroka:

- Otrok je poln idej, ki jih zna med seboj povezati.
- Ima bujno domišljijo in uživa v izmišljanju.
- Pri svojih zamislih in mišljenju je fleksibilen.
- Spopada se z več idejami hkrati.
- Pripoveduje drugim o svojih zamislih.
- Rad počne stvari drugače kot ostali.

Kaj lahko storijo starši?

- Upoštevajo, da se večina učenja odvija v okviru vsakdanjega življenja.
- Cenijo učenje zaradi učenja samega.
- Pozorni so na doživljanje toka v vsakdanjem življenju otrok.
- Pri učenju spoštujejo otrokove želje.

Kaj lahko stori učitelj?

- Pri delu uporablja raziskovalne dejavnosti.



- Delo izvaja tudi v skupinskih dejavnostih in spodbuja analitično, kritično, ustvarjalno mišljenje. Individualno učenje omogoča prilagoditev učne snovi učenčevim interesom.
- Razvija pozitivno samopodobo, vrednote, motivacijo.
- Razvija kreativno mišljenje in domišljijo. Spodbuja samostojne projekte, podpira divergentno mišljenje in razmišljanje preko meja inteligenčnega kvocienta.
- Spodbuja iskanje več rešitev. Npr.: Domisli se čim več možnih načinov za ...; Zamisli si, kako bi ...; Navedi čim več možnih poti za ...
- Spodbuja mišljenje v različnih kategorijah in z različnimi pristopi. Npr.: Navedi čim več različnih razlogov za ...; Domisli si čim več možnosti, kako bi ...; Katere različne vrste poznaš ...
- Spodbuja izvirnost. Npr.: Domisli si, kako bi na nove, nenavadne načine ...; Domisli se idej, ki ne bi nikomur prišle na misel, da bi ...
- Sposobnost za obdelovanje, dodajanje podrobnosti in razvijanje idej. Npr.: Izmisli si podrobnosti, ki dopolnjujejo tvojo zamisel o ...; Dodaj dopolnilna pojasnila, ki bodo razjasnila tvojo glavno misel ...

Učitelju se ponuja priložnost, da za nadarjenega učenca ustvari pogoje, v katerih se bo razvijal in dozorel. Naj bo naklonjen, čuteč in senzibilen, tako, da je sposoben zaznati morebitna neskladja, ki se pojavijo pri otrocih. Učitelj naj poskuša razumeti občutek frustracije in osamljenosti, ki ni redek pojav, ko intelektualni razvoj prehiteva čustvenega. Pozoren naj bo na neskladja med intelektualnimi in družbenimi potrebami (potrebami po hitrem intelektualnem napredovanju na eni strani in osnovnimi človeškimi potrebami na drugi strani). Dovolj mora biti zrel in sposoben sprejemati otroke z vrhunskimi sposobnostmi. Pripravljen mora biti postaviti se v vlogo učeče se osebe. Pripraviti mora zanimiva in fleksibilna gradiva. Spreten mora biti pri razlaganju in spraševanju.

## Matematična delavnica

Povezava med ploščino krožnega kolobarja in razliko kvadratov dveh sosednjih zaporednih naravnih števil.

Z vsemi učenci v razredu obravnavamo učno snov o ploščini krožnega kolobarja. Nadarjeni učenci pa z matematično preiskavo pridejo do povezave med ploščino krožnega kolobarja in razliko kvadratov dveh sosednjih naravnih števil. Ta povezava ne sodi med obvezno učno vsebino v 8. razredu devetletne osnovne šole.

Na splošno razumemo matematični problem kot situacijo, kjer bi radi nekaj dosegli, pa ne vidimo poti. To problemsko situacijo dojemamo subjektivno. Problem je sestavljen iz treh delov: izhodišča, poti in cilja. Reševanje problemov je preiskovanje.

Cilj je tako v globino kot v širino nedoločen. Pot ni povsem določena, izhodišče ni povsem jasno. Obstaja več možnih odgovorov. Reševanje zahteva čas in vztrajnost.

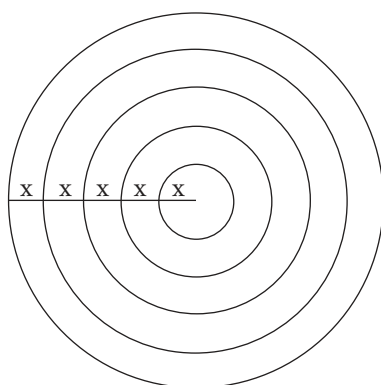
Matematična preiskava je zgrajena iz naslednjih delov:

- izziv,
- izvedba,
- opis,
- razlaga,
- predstavitev preiskave.

Bistvo matematične preiskave je učenje procesov, vsebina je drugotnega pomena. Vloga učitelja je bistveno drugačna kot med običajnimi urami. Učitelj je poslušalec in opazovalec v razredu, sodelavec in raziskovalec, ki raje nakaže možne poti v raziskovanju z vprašanji, kot pa pripoveduje matematična dejstva. Učitelj in učenci so sodelavci v razredu.

Učenci imajo vlogo raziskovalcev. Sposobni so različnih matematičnih veščin in imajo dovolj matematičnega znanja, ki ga je treba uporabiti. Odločajo o problemu, ki ga želijo rešiti, o ciljih, ki jih želijo doseči, o metodah in strategijah, ki jih bodo uporabljali, da bi dosegli zahtevane cilje. Problem se obravnava skupinsko. Sodelovanje in izmenjava matematičnih idej povečujeta samozavest vseh sodelujočih v skupinskem raziskovanju.

Izbrani matematični izziv predstavlja naloga iz učbenika mag. Milene Strnad Presečišče za 8. razred devetletne OŠ. Pet krožnic z istim središčem in polmerom, ki se pri vsaki večji krožnici poveča za isti  $x$ .



Slika 1: Krožni kolobar

Učenci iz slike razberejo naslednja vprašanja.

Razišči, za koliko se povečuje ploščina vsakega naslednjega večjega krožnega kolobarja! Ali bi lahko zapisali splošno pravilo?

Kaj se dogaja s ploščino kroga, če se polmer 2-krat, 3-krat poveča? Kako je z obsegom kroga, če se polmer 2-krat, 3-krat poveča?

Kako je s ploščino in obsegom krožnega kolobarja, ki ima zunanji polmer  $2x$ , za notranji pa  $x$ ? Kako je s ploščino in obsegom krožnega kolobarja, ki ima zunanji polmer  $3x$ , notranji pa  $2x$ ?

Sledi sistematično poskušanje in zbiranje podatkov, predstavitev podatkov, strukturiranje podatkov in iskanje splošnih zakonitosti. Učence razdelimo v skupine. Vsaka skupina dobi učni list, na katerem je označen eden izmed kolobarjev. Zgornja vprašanja prilagodijo svojemu primeru in nanje odgovorijo. Na tablo narišemo tabelo:

Polmer	Ploščina kroga	Obseg kroga	Ploščina krožnega kolobarja	Obseg krožnega kolobarja
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Ob poročanju učenci prikažejo rezultate v tabeli na tabli in učnem listu.

Polmer	Ploščina kroga	Obseg kroga	Ploščina krožnega kolobarja	Obseg krožnega kolobarja
$x$	$\pi x^2$	$2\pi x$	$\pi x^2$	$2\pi x$
$2x$	$4\pi x^2$	$4\pi x$	$3\pi x^2$	$6\pi x$
$3x$	$9\pi x^2$	$6\pi x$	$5\pi x^2$	$10\pi x$
$4x$	$16\pi x^2$	$8\pi x$	$7\pi x^2$	$14\pi x$
$5x$	$25\pi x^2$	$10\pi x$	$9\pi x^2$	$18\pi x$
$6x$	$36\pi x^2$	$12\pi x$	$11\pi x^2$	$22\pi x$

Učenci med seboj primerjajo rezultate in oblikujejo splošna pravila. Pravila formulirajo po skupinah. Sledi poročanje, izmenjava in dopolnitev idej. Lahko se razvije kratka diskusija.

Ugotovitve:

- Ploščina narašča s kvadratom polmera.
- Vsak naslednji obseg se poveča za  $2x$ .
- Ploščina vsakega naslednjega krožnega kolobarja se poveča za  $2\pi x^2$ .

- Obseg vsakega naslednjega krožnega kolobarja se povečuje za  $4\pi x$ .
- Razlika kvadratov dveh sosednjih zaporednih naravnih števil se povečuje za 2.

Na koncu učenci izdelajo poročilo in ga predstavijo. Poročilo zajema celoten potek raziskave. Izdela ga vsak učenec. Iz poročila mora biti razvidno, da so v preiskavi zajeti miselni, komunikacijski, operacijski, dokumentacijski in matematični procesi. Nekatere odvisnosti lahko prikažejo z grafom. Na osnovi ugotovitev izdelajo plakat ali miselni vzorec. Hkrati pa pripravijo nove naloge kot so:

- Brez računanja poišči kvadrat naravnega števila, ki sledi številoma 625 in 626!
- Ugotovi kolikokrat se poveča ploščina kroga, če se polmer 3-krat poveča!
- Obseg krožnega kolobarja je 26a. Kolikšna je ploščina kolobarja?

## MATH ANIMATIONS FOR EXCEPTIONAL STUDENTS

**Abstract:** Exceptional students are our greatest treasure. For the survival and development of our species, we can largely thanks to ability of solving problems creatively. Among children with high ability to produce results are children with potential and actual achievements in areas such as: general mental ability, specific academic ability, creative and productive thinking, leadership skills, abilities for visual and performing arts, and psychomotor skills. For students who have mathematical skills, it is important to have positive attitude towards mathematics and are confident in its use. High expectations lead to fear and blockade but too low expectations take confidence in the children's abilities. For children who face too low expectations are common trepidation and uncertainty. To create a positive identity is important success. If a student is commended and encouraged but also relevant requirements are the chances for positive identity bigger. Taking into account all these facts, we implemented mathematical animations at our school for students of higher grades, which will be presented in this paper.

**Key words:** exceptional students, talent, a math animation, a circular ring.

### Introduction

Talent is innate tendency or capacity which explains why someone achieves better results in the scientific, practical, technical or artistic fields. Effect of environment and innate abilities help us to develop those skills. The relationship between them is different for different types of talents. For intelligence is this ratio 70 percent genetic and 30 percent environmental. How much will develop depends on many factors, especially from the variety of interactions between heredity and the environment. The prevailing public mistakenly thinking is that the talent shows itself and that everyone is able to observe it. Teachers find only 20 to 30 percent of very talented children. The best tools for identifying gifted children are standardized questionnaires. They find 70% of talented children. When psychology was developing were formed few areas where abilities can be measured by intelligence test. Among them are logical thinking, language skills, spatial concepts and partly manual skills.

William Stern, a German scientist, invented in 1911 the well-known IQ. He formed it by the following formula: intelligent age (determined with a test) divided with actual and multiplied it with 100. If intelligence age was higher than the biological age the IQ was above the average and vice versa. Scale is divided into standard deviations of 15 points. This division is useful for all areas of talent and the personality traits.

The most important quality criteria for scientifically recognized, standardized questionnaire are objectivity, reliability and validity. Important is also to standardize the test. If we want to measure something, we need to set a benchmark. The result can be evaluated only when we know the results of the others in the same group.

The ability of spatial thinking means that we are able to imagine shapes and objects in the correct perspective including the parts that we cannot see at given moment. This ability also allows us to keep in mind, recognize, arrange and describe complex patterns. Children who are well-spatial thinking are able to draw very well in perspective. Another characteristic of a sense of spatial orientation is a good orientation. Ability to develop spatial perceptions reaches its peak between age of 12 and 18. At less talented pupils development stops earlier. Student is good at model assembling and repairing technical equipment. Sometimes he is interested in architecture and interior design of buildings. We may encourage child's ability of spatial performance in different ways like drawing the layout of his room, measuring distances, planning longer journeys on a map, asking questions relating to architecture, optics, astronomy or geography, technical drawing, playing with LEGO blocks and making models of different materials. Either computer offers training opportunities for the spatial imagination with many dimensional games and satellite imagery. Eligible are all dimensional games and kits for assembly with which children builds, conforms and stows cubes. The child should consist boxes and other bodies of cardboard and other materials, seam dresses, which will be useful and use origami ...

Logical thinking means thinking in the correct order, so that from one case we conclude the general situation and vice versa. In addition, it covers the skills and sensible use of abstract symbols, numbers and remembering abstract rules and laws. If a student has a good sense of combination, good memory and inertia he can become a great chess player. Young logics like computation, later algebra and geometry. They are excited about technique. Learn programming in different complex computer languages. Talent for logic and enthusiasm about it are good starting point for many professions: mathematics, physicists, philosophers, investigators, psychologists ... Child's logical thinking will be sharpened if we encourage him to play with numbers, plan, test, conscious think and make correct decisions. Children should solve complex puzzles and tasks. Learning is faster if we implement more senses. Logical thinking can be stimulated with science and it can make sense to the child's world:

- Get on with our children, respond on his initiatives and challenge him to respond us.
- Ensure time for many long talks with him.

- Challenge him to talk with sense when his answers don't make sense.
- Help him to compare his preference at books.
- Ask him about one or more reasons, more than one view on the issue.
- When discussing the opinion ask in stages.
- Leave him to assess behaviour, his arguments. We allow him self-assessment exercise and make it sure to be constructive and that failures are not going to disable him.

Children regardless of their age receive information from the environment and try to find meaning in them in the way that he adapts his view on the things with up to date information. In this process discovers the world and creates images it. These schemes allow the child to understand the meaning of what is happening around him. When all is running smoothly, the process of adoption and adaptation are balanced. But when the information is contrary to his beliefs it disturbs and ruins the balance. Child is forced to radically change his thinking.

When they enter the world of logical thinking and to connecting his emotions with ideas they can reach higher and higher levels of emotional and intellectual development. When they reach adulthood, they move through a predictable rate, more sophisticated thinking and self-awareness. In late teenage years and early adulthood, their capability of thinking critically examines the broad range of experience: biological changes, intimate relationships, new friendships, competition for enrolment in college ... Mind develops rapidly in this period. The teenager thinks in a completely new way. He is able of abstract-logical thinking and also realizes that there is not only one reality for the first time. This is the peak of the intellectual life of the individual. Many of the greatest discoveries in mathematics are the works of teenagers.

Characteristics of the creative child:

- The child is full of ideas that can be linked.
- It has a vivid imagination and enjoys in inventing.
- He has a flexible idea.
- Works with several ideas at same time.
- Talks to others about his ideas.
- Likes to do things in a different way.

What can parents do?

- Take into account that most learning takes place in the context of everyday life.
- Appreciate learning because of learning itself.
- Watch over the events children are experiencing in their daily lives.
- While studying respect children's wishes.

What can teacher do?

- Uses research activities.
- Works performs in group activities and promotes analytical, critical and creative

- thinking. Individual learning teaching material adapted to a learner's interest.
- Develops a positive self-esteem, values, motivation.
  - Develops creative thinking and imagination. It encourages independent projects, supports divergent thinking, and thinking beyond students IQ.
  - Encourages finding of more solutions. Ex.: Think of as many possible ways to ...; Imagine what would ...; List as many possible ways to ...
  - Encourages thinking in different categories and with different approaches. Ex.: List as many different reasons ...; Imagine as many ways to ...; What different types you know ...
  - Encourages creativity. Ex: Think of new and unusual ideas ...; Think of ideas that no one would ...
  - Ability to process, add details and develop ideas. Ex: Imagine details that complement your idea of ...; Add explanations that will clarify your main point ...

The teacher has an opportunity to create conditions for student in which will he develop and mature. Teacher should be favourable, sensitive and sentient so he is able to detect any discrepancy that occurs at children. Teacher should try to understand the feeling of frustration and loneliness, which is not uncommon, when intellectual development exceeds emotional. He should pay attention to discrepancy between intellectual and social needs (needs of rapid intellectual progress on the one hand, and basic human needs on the other). He must be mature enough and able to teach children with high-end capabilities. He must be ready to put himself into position of learner, prepare interesting and flexible studying materials. The teacher should be ingenious in interpreting and questioning.

## **A math animation**

Surface of circular ring in relation to difference of squares of two consecutive natural numbers.

Education material about the surface of circular ring is presented to the all children in classroom. Talented children with mathematical investigation come to the links between the area of circular ring and difference of squares of two consecutive natural numbers. This is not among the compulsory teaching content of the 8<sup>th</sup> year of primary school.

Generally, mathematical problem is understood as a situation when we want to achieve something but we can't see a path. Situation is perceived subjectively. Problem consists of three parts: starting point, route and objective. Solving problems is researching. The aim is both in depth and width open. Path is not completely fixed, starting point entirely clear. There are several possible answers. Problem solving demands time and perseverance.

Mathematical investigation is made of following components:

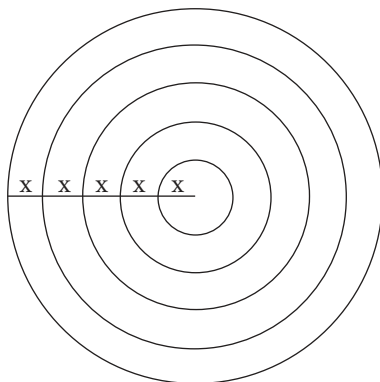
- Challenge.
- Implementation.
- Description.
- Interpretation.
- Presentation of investigation.

The essence of mathematical investigation is learning of processes, content is of secondary importance.

Teacher's role is completely different from that in classroom. Teacher is the listener and observer in classroom, assistant and researcher who indicates possible ways in researching with questions, rather than telling mathematical facts.

Students are investigators. They are capable of different mathematical skills and have enough useful knowledge. They decide about the problem they want to solve, objectives and strategies they will choose to achieve required goals. Problem is treated collectively. Cooperation and exchange of ideas increase confidence of participants in group researching.

Selected mathematical problem is from Milena Strnad's textbook *Presečišće* for 8 year of nine-year elementary school. Five circles with same centre and radius, which increases for each bigger circle for same  $x$ .



*Picture 1: Circular ring*

Students find out from picture next problems.

Find out for how much does the surface of each next circular ring increases! Can we write down a general rule?



What happens to a surface of circle if radius is increased for 2 or 3 times?

What happens to surface and extent of circular ring, whose outer radius is  $2x$  and inner  $x$ ?

What happens to surface and extent of circular ring, whose outer radius is  $3x$  and inner  $2x$ ?

Therefore, follows systematic attempts and data collection, data presentation, structuring data and search for general rules. Students are divided into groups. Each group receives working sheet on which is marked on of the circular rings. They adopt the questions above to their case and answer them. There is a table drawn on the board:

Radius	Circle surface	Circle extent	Circular ring surface	Circular ring extent
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While reporting pupils represent results in worksheets and in the table.

Radius	Circle surface	Circle extent	Circular ring surface	Circular ring extent
$x$	$\pi x^2$	$2\pi x$	$\pi x^2$	$2\pi x$
$2x$	$4\pi x^2$	$4\pi x$	$3\pi x^2$	$6\pi x$
$3x$	$9\pi x^2$	$6\pi x$	$5\pi x^2$	$10\pi x$
$4x$	$16\pi x^2$	$8\pi x$	$7\pi x^2$	$14\pi x$
$5x$	$25\pi x^2$	$10\pi x$	$9\pi x^2$	$18\pi x$
$6x$	$36\pi x^2$	$12\pi x$	$11\pi x^2$	$22\pi x$

Students compare their results and formulate general rules. They formulate rules in groups. After that follows reporting, sharing of ideas and their additions. Short discussion can develop.

Findings:

- Surface increases with the square of the radius.
- Each next extent increases for 2 times.
- Surface of each next circular ring increases for  $2\pi x^2$ .
- Extent of each next circular ring increases for  $4\pi x$ .
- Difference of two adjacent consecutive natural numbers increases for 2.

At the end students make a report and present it. The report covers the entire course of research. Each child makes it. From the report must be seen that there are covered thought, communication, operational, documentation and mathematical processes. Some dependence can be shown with graphs. On the base of findings they draw a mind map or a poster. At same time they establish new tasks such as:

- Without computation find the square of natural number that follows numbers 625 and 626!
- Find out for how much does the surface of circle increases if radius is three times bigger!
- The extent of a circular ring is 26a. Find out its surface!

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## RAZVOJ TALENTIRANOSTI PRI OTROCIH Z MOTNJAMI AVTISTIČNEGA SPEKTRA TER NJIHOVE SOCIALNE POTREBE

**Povzetek:** V članku bom predstavila otroke z motnjami avtističnega spektra (MAS), njihove socialne in čustvene značilnosti, pa tudi prepoznavanje in razvijanje talentiranosti pri tej posebni skupini. Definicij nadarjenosti in talentiranosti je zelo veliko, vedno pa gre za neke vrste odstopanje od povprečja oziroma izkazovanje nečesa posebnega. Nekateri otroci z MAS se odlikujejo predvsem na matematičnem in umetnostnem področju (slikarstvo, kiparstvo, ...), drugi imajo izredne spominske sposobnosti. Predstavila bom načine obravnave učencev z MAS v osnovnošolskem izobraževanju in pomen ustreznega oblikovanja individualiziranega programa.

Menim, da je odkrivanje talentiranosti pri osebah z MAS zelo pomembno, saj omogoča vključitev posameznika v okolje, njegovo uveljavljanje, samopotrjevanje in neodvisnost.

**Ključne besede:** nadarjenost, motnje avtističnega spektra, socialne potrebe.

## DEVELOPMENT OF TALENTS AT CHILDREN WITH AUTISM SPECTRUM DISORDERS AND THEIR SOCIAL NEEDS

**Abstract:** In this text I want to represent the children with autism spectrum disorders (ASD), their social and emotional characteristics and recognizing and developing of talents at this special group. There are a lot of definitions of talents, but they always show some kind of difference from average talents, or show something special. Some children with ASD are better especially in mathematical and artistic area (painting, sculpturing ...). I will represent the ways of treatment of the children with ASD in primary school education and the sense of creating the individualized program.

I think that discovering talents at children with ASD is very important, because it realizes including of the child into the environment, his self-realization and promotion. In this text I also want to represent concrete samples of treatment in primary school education.

**Key words:** talent, autism spectrum disorder, social needs.

### Nadarjenost in talentiranost

O nadarjenosti so govorili mnogi znanstveniki in znanih je vrsta različnih definicij, ena najuporabnejših in najbolj razširjenih je Ogilviejeva (1973): »Biti nadarjen pomeni izstopati po splošnih ali specifičnih sposobnostih na širokem ali ozkem področju udejstvovanja. Pri tem naj bi upoštevali šest področij: fizični talent, mehan-

ske spretnosti, vizualne sposobnosti in sposobnosti nastopanja, izjemno sposobnost vodenja in družbeno ozaveščenost, kreativnost ter visoko inteligentnost.« (Nadarjeni otrok kot izziv, str. 16). Podobna tej definiciji je definicija ameriškega Urada za vzgojo in izobraževanje (1972), ki pa vsebuje še novo dimenzijo - med otroke z zmožnostjo doseganja visokih rezultatov je potrebno šteti tako tiste z dejanskimi kot tudi tiste s potencialnimi dosežki. Torej se moramo zavedati, da sposobnosti in zmožnosti mnogih učencev v šoli sploh ne pridejo do izraza.

Nekateri strokovnjaki pa so mnenja, da ima pravzaprav vsakdo svoje posebne sposobnosti, zato bi teoretično vsak lahko veljal za nadarjenega ali talentiranega. Seveda pa je potrebno talent odkriti in ga razvijati.

Najpogosteje se izraz »nadarjen« uporablja za osebo, ki izkazuje nadpovprečne uspehe na celi vrsti področij dejavnosti, izraz »talentiran« pa je vezan na izkazovanje nadpovprečnih uspehov na enem področju dejavnosti.

Zaradi posebnosti pri osebah z motnjami avtističnega spektra (MAS) lahko govorimo o talentiranosti in odkrivanju, razvijanju te, težje pa o nadarjenosti.

## **Osebe z motnjami avtističnega spektra (MAS)**

Motnje avtističnega spektra (MAS) so najhitreje naraščajoča razvojna motnja tako v svetu kot v Sloveniji. Gre za kompleksne razvojne motnje, ki se kažejo kot kakovostno spremenjeno vedenje na področju socialne interakcije, besedne in nebesedne komunikacije ter imaginacije.

MAS delimo na tri osnovne oblike, med katerimi pa ni jasnih meja:

- *avtizem*: Klinična slika avtizma je zelo raznolika, odvisna od starosti osebe in njenih intelektualnih sposobnosti. Vedno pa gre za težave v socialni interakciji (nezmožnost navezovanja socialnih stikov), težave pri komunikaciji (ni govora ali je zelo okrnjen), neustrezen odnos do predmetov, odpor do sprememb, težave pri zaznavanju (pretirana občutljivost na določene zvoke, vonje, dotike, ...).
- *Aspergerjev sindrom ali visokofunkcionalni avtizem*: Za Aspergerjev sindrom so značilne boljše govorne sposobnosti kot pri avtistih, boljše učne sposobnosti, tudi sposobnost abstraktnega mišljenja, vendar več težav na področju fine motorike in pri skupinskih športih. Osebe z Aspergerjevim sindromom naj bi imele višje intelektualne sposobnosti kot avtisti.
- *pervazivna razvojna motnja*: O tej motnji govorimo najpogosteje takrat, ko osebe po diagnostičnem postopku ne moremo uvrstiti v kategorijo »avtizem« ali »Aspergerjev sindrom«.

Zelo pomembna je čim bolj zgodnja diagnoza in obravnava otroka, najpogosteje se diagnosticira otroke z MAS okoli tretjega leta starosti (otroke z Aspergerjevimi sindromom nekoliko kasneje). Nekatere simptome lahko omilimo ravno z zgodnjo obravnavo.

## Odkrivanje in razvijanje talentiranosti pri otrocih z MAS

Otroci z MAS se razvijajo drugače in z drugačno hitrostjo kot njihovi vrstniki, razlike se kažejo predvsem na področju motorike, jezika ter pri kognitivnih in socialnih veščinah. Strokovnjaki ugotavljajo, da so lahko zelo dobri pri naprednih in kompleksnih veščinah, na primer reševanju matematičnih težav, nekateri kažejo izjemne motorične sposobnosti, drugi se uveljavijo na umetnostnem področju. Mnogi imajo tudi zelo dober mehanični spomin ali pa celo fotografski spomin.

Talente pri otrocih z MAS odkrivamo na različne načine, tako kot pri ostalih otrocih je pomembno zgodnje odkrivanje (prva triada osnovne šole):

- *inteligentni testi in testi uspešnosti*: Rezultate inteligentnih testov lahko uporabljamo za merjenje intelektualne nadarjenosti. Slabost inteligentnih testov je dokaj ozka usmerjenost in samo visok IQ še ne pomeni resnične nadarjenosti, velja pa tudi obratno (kljub nizkemu IQ je lahko učenec nadarjen). Testi uspešnosti so širše usmerjeni in nam omogočijo večji vpogled v učenčeve sposobnosti.
- *opazovanje in beleženje strokovnih delavcev, ki delajo z otrokom*: Učitelj je pogosto tisti, ki zazna otrokovo odstopanje od povprečja - njegova šibka in močna področja. Pomembno je tudi to, da ga lahko primerja z vrstniki. Obstajajo različni formularji, s katerimi si strokovni delavci pomagajo.
- *sodelovanje s starši*: Starši običajno najbolj poznajo svojega otroka, zato nam lahko posredujejo dragocene informacije. Te informacije so sicer subjektivne, vendar jih moramo upoštevati in preveriti.

Za vsakega otroka, ki ima diagnozo MAS, mora tim strokovnjakov (najpogosteje ga sestavljajo psiholog, specialni pedagog, otrokovi učitelji) v sodelovanju s starši izdelati individualizirani program (IP). IP je ključno orodje, ki pomaga pri individualizaciji vzgojno-izobraževalnega procesa in pomeni prilagajanje vseh sestavin vzgoje in izobraževanja razvojnim potrebam posameznega otroka. V IP-ju morajo biti upoštevana otrokova šibka/močna področja ter načini, na katere bo otrok najlažje in v čim večji meri kompenziral primanjkljaje in razvijal svoje potenciale. Za učence z MAS je potrebno posebno pozornost nameniti funkcionalnim ciljem na kognitivnem področju ter na področju socializacije in komunikacije. Predvideti je potrebno prilagoditve in posebne strategije, zelo pomembno pa je, da ne zanemarimo močnih področij, kar se pogosto dogaja. Evalvacija je del IP-ja. Vsaj trikrat letno se mora strokovni tim sestati in ugotoviti ustreznost vsebin in značilnosti izvajanja programa ter predlagati spremembe, prilagoditve, nove pristope.

Učence z MAS, pri katerih odkrijemo talent na določenem področju, moramo skrbno spremljati in jim omogočiti, da svoj talent čim bolj razvijejo in mogoče tudi na ta način kompenzirajo primanjkljaje na drugih področjih.

Talentiranost lahko razvijamo z različnimi prijemi:

- *v okviru pouka* (ustrezen in redno evalviran individualiziran program, dodatne naloge, dodatni pouk, stalno vzpodbujanje, usmerjanje v ustrezne interesne dejavnosti, šolske projekte, ...);
- *vključevanje v programe zunaj šole* (glasbena šola, jezikovni tečaji, športna društva, ...);
- *vključevanje v projekte na različnih nivojih* (v okviru krajevne skupnosti, mesta, države ali mednarodno);
- *sodelovanje s Centrom za avtizem, Centrom za kulturo avtizma* in podobnimi nevladnimi organizacijami.

Velikega pomena je tudi ustrezno sodelovanje staršev, strokovnih delavcev šole in ostalih, ki delajo z učencem, saj lahko le tako zagotovimo učenčev optimalen razvoj.

## **Socialne potrebe učencev z MAS**

Socialne potrebe so temeljne psihološke potrebe in njihovo zadovoljevanje je pogoj za zdravo delovanje osebnosti. K tem potrebam sodijo potreba po varnosti, po sprejetosti, po ljubezni, prijateljstvu, ugledu, uspehu, uveljavljanju ...

Za učence z MAS so značilne motnje v socialnem funkcioniranju, ki se pogosto kažejo od zgodnjega otroštva. Ostalim otrokom se pridružijo pri igri le ob pomoči odraslih, raje se igrajo sami, težko navezujejo stike, slabo razumejo čustva drugih in imajo težave z lastnim izražanjem čustev, niso empatični, imajo slab očesni stik.

Ti znaki so lahko bolj ali manj izraženi, z leti nekateri zbledijo, nikoli pa popolnoma ne preidejo, saj je socialni deficit pri osebah z MAS primarna motnja.

Dolgo je veljalo prepričanje, da osebe z MAS ne potrebujejo pristnejših socialnih stikov oziroma so zadovoljne v svojem svetu. Novejša dognanja pa so pokazala, da osebe z MAS, predvsem tiste z visokofunkcionalnim avtizmom, iščejo socialne stike in jih skušajo navezovati, vendar pogosto na neprimeren način. Torej se moramo zavedati, da je za polno življenje in delo teh oseb velikega pomena tudi zadovoljevanje njihovih socialnih potreb. Mnoge osebe z MAS se slabo znajdejo že v vsakdanjih življenjskih situacijah (ustrezno vedenje na pošti, v trgovini, v restavraciji, ...), saj imamo ljudje v socialnih stikih veliko nepisanih pravil. Poleg verbalnega izražanja uporabljamo tudi neverbalno - obrazno mimiko, kretnje, držo telesa. Osebam z MAS pogosto manjka senzibilnosti, da bi zaznale različne nianse v komunikaciji.

Center za avtizem izvaja delavnice za učenje socialnih veščin in komunikacije, kjer se osebe priučijo ustreznega vedenja in reagiranja v določenih situacijah.

Posebno področje pa je navezovanje pristnejših socialnih stikov. Osebam z MAS lahko pomagamo tako, da jih usmerjamo v njim primerne aktivnosti in okolje osveščamo o njihovih potrebah in posebnostih. Nekateri potrebujejo v začetni fazi »prevajalca«, osebo, ki jim pove, kaj okolje od njih pričakuje, ki jim pomaga ustrezno navezati prvi stik in ki tudi nasprotni strani razloži nekatere posebne reakcije. Ljudje smo različni in nekatere osebe so zelo dojemljive za drugačnost - dojemajo jo kot kvaliteto. Take osebe veliko lažje sprejemajo posebnosti oseb z MAS oziroma jih nekoliko okorno navezovanje stikov, nerodnosti v pogovoru, ne odbijejo. Vidijo pod površje in zaznajo osebo celovito.

V svetu je uveljavljen program TEACCH (Treatment and Education of Autistic and Communication Handicapped Children), pri katerem gre za individualno in skupinsko psihoterapevtsko delo. To je metoda, filozofija, ki jo je v zgodnjih 70. letih razvil Eric Schopler na Univerzi v Severni Karolini, ZDA. Stališče TEACCH je, da se je potrebno osredotočiti na osebo z MAS - na vsakega posameznika posebej - in v okviru posameznikovih veščin ter znanj, interesov in potreb, razviti ustrezen program. Poudarek je na razumevanju posameznika in seveda tudi kulture avtizma.

Talentirane osebe z MAS imajo podobne težave kot ostale osebe z MAS, zaradi njihovih talentov pa je toliko pomembnejše, da jim nudimo socialno podporo. Brez ustrezne pomoči se tudi talenti ne morejo razviti v polni meri. Potrebne so aktivnosti na različnih nivojih:

- *individualno svetovanje*: Takšno svetovanje lahko nudijo terapevti v Centru za avtizem, pomemben pa je tudi ustrezen pristop razrednika in ostalih strokovnih delavcev, ki prihajajo v stik z učencem. Terapevt mora z osebo vzpostaviti odnos zaupanja, skušati razumeti njeno doživljanje in ji pomagati pri vključevanju v okolje. Individualno svetovanje je pomembno tudi za pogovore o preteklih dogodkih, razlaga le-teh in njihovo umeščanje v širši kontekst.
- *skupinsko delo*: V skupini učenec z MAS osvaja socialne veščine in jih izpopolnjuje v spontanih socialnih razmerah.
- *aktivnosti z razredom/oddelkom*: Sošolce je potrebno seznaniti z učenčevimi posebnostmi, jim podrobneje razložiti značilnosti oseb z MAS, nujno je sprotno razreševanje konfliktov in nesporazumov, do katerih lahko pride. Tu imata pomembno vlogo razrednik in šolska svetovalna služba.
- *seznanitev strokovnih delavcev*: Vsi strokovni delavci šole morajo poznati osnovne značilnosti otroka.
- *pomoč pri vključevanju v dejavnosti šole in v širše okolje*: Kljub talentu se ti učenci pogosto ne znajo uveljaviti in jim je potrebno pomagati. Svetujemo jim lahko pri ustrezni izbiri interesnih dejavnosti, jim omogočimo sodelovanje na šolski prireditvi (nastop, razstava učenčevih izdelkov, ...), jih prijavljamo na razpise in podobno.

## Primeri talentiranih oseb z MAS v svetu

V svetu je veliko oseb, ki so kljub motnjam avtističnega spektra razvile talente in se uveljavile na svojem področju. Naj omenim samo nekatere:

- pianist *Derek Paravicini*: Derek je slep in ima avtizem. Že zelo mlad je pokazal veliko nadarjenost za glasbo. Klavir je začel igrati pri dveh letih, s pomočjo fizične demonstracije in imitacije je z velikim trudom osvojil osnove tehnik, potrebnih za to, da je lahko napredoval. Derekov prvi večji koncert je bil v Barbican Hallu v Londonu leta 1989, ko je bil star samo 9 let. Sledili so številni nastopi v Veliki Britaniji in tujini. Ima absoluten posluš in lahko zaigra vsako skladbo, če jo sliši samo enkrat. Je tudi izjemen improvizator.
- *Gilles Trehin* (1972) je francoski umetnik, pisatelj in ustvarjalec imaginarnega mesta Urville z 12 milijoni prebivalcev, kakor nosi naslov tudi njegova knjiga, ki temelji na zapisih o fiktivni zgodovini, geografiji, kulturi in ekonomiji mesta Urville ter vsebuje preko 300 njegovih risb različnih predelov tega mesta. Gilles ima avtizem in je izjemno talentiran na mnogih področjih: matematika, glasba, jeziki in umetnost. Risati je začel s petimi leti, svojo vizijo mesta Urville pa ustvarja od svojega 15. leta.
- *Henriett Seth F.* (1980) je madžarska pisateljica, pesnica in likovna umetnica. Že pri osmih letih je znala pesmi Attile Jozsefa, igrala flavto in pogosto nastopala na koncertih. Leta 2005 je izdala knjigo »Zaprta vase zaradi avtizma«, leto kasneje pa še znanstvenofantastično zgodbo »Avtizem - drug svet«. V srednji šoli je bila najboljša učenka (IQ ima 140). Študirala je na fakulteti za psihologijo in sociologijo, leta 2002 pa se je zaradi komunikacijskih in vedenjskih težav upokojila.
- *Stephen Wiltshire* je britanski likovni umetnik. Diagnozo »avtizem« so mu postavili, ko je bil star tri leta. Ni se pogovarjal, odzival na klice, živel je popolnoma v svojem svetu. Pri petih letih je začel risati različne objekte in njegove skice so bile že takrat izredno natančne in realistične. Njegov talent so učitelji spodbujali, začeli so ga opogumljati, naj spregovori o svojih občutkih in jih deli s svetom okoli sebe. Njegova prva beseda je bila »papir«, svoj govor pa je dokončno izoblikoval, ko je bil star devet let.

## Primeri obravnave talentiranih učencev z MAS

Predstavila bom nekaj obravnav učencev z MAS - imena učencev so spremenjena, ostali podatki so pravi.

*Nina, stara 9 let*, obiskuje posebni program vzgoje in izobraževanja. Ima zmerno motnjo v duševnem razvoju in motnje avtističnega spektra. Kljub dokaj nizkim intelektualnim sposobnostim pa so učiteljice odkrile, da ima zelo rada knjige in zelo dober spomin - besedilo pesmi si zapomni po dvakratnem poslušanju, natančno obnovi prebrano zgodbo, jo dramatizira. Pesmi in zgodbe tudi razume, ne gre samo



za mehaničen spomin. V šolskem letu 2009/2010 je obiskovala slovenščino v programu z nižjim izobrazbenim standardom in brez težav sledila pouku. Opravila je tudi bralno značko, redno hodi v knjižnico in je vključena v dramski krožek. Nastopa v šoli in širšem okolju. Starši so sodelovali pri pripravi individualiziranega programa in nadaljujejo šolsko delo doma. Pri Nini skušamo doseči napredek na šibkejših področjih s pomočjo njenega velikega interesa za knjige, zgodbe.

Težave na socialnem področju se kažejo predvsem v slabšem vključevanju v skupino, potrebi po izoliranosti (ne prenese dotikov, potrebuje čas zase), odkrenljivi pozornosti in slabšem sprejemanju pravil. Pri Nini je potrebno iskati dobre dneve in jih čim bolj izkoristiti. Pomagati ji je potrebno, da se bo uveljavila in izkoristila svoj potencial.

*Peter, star 10 let*, obiskuje program z nižjim izobrazbenim standardom. Ima lažjo motnjo v duševnem razvoju in motnje avtističnega spektra. Zaradi odsotnosti govora je bila prognoza ob vstopu v šolo zelo slaba, danes je slika bistveno drugačna. Njegovo močno področje je likovno ustvarjanje, pravzaprav v veliki meri z risbo komunicira z zunanjim svetom. Njegove risbe so polne detajlov, zelo čustvene, izrazno bogate. Učiteljica, ki ga spremlja že tri leta, je s starši navezala zelo dober odnos in zato je tudi viden napredek. S Petrom delamo v šoli in doma po PECS metodi - sistem komunikacije z izmenjavo slik. Tako Peter lahko izrazi svoje potrebe in dobi ustrezno povratno informacijo. Zaradi boljše komunikacije se je izboljšala tudi vključenost v skupino, sodelovanje s sošolci, viden je napredek na ostalih področjih (slovenščina, matematika). V lanskem šolskem letu je učiteljica prijavila njegov likovni izdelek na natečaj znane slovenske revije. Petrova risba je bila izbrana kot ena najboljših in bila objavljena v priložnostnem koledarju.

*Matej, star 14 let*, je leta 2010 uspešno zaključil prvi letnik srednje šole. Že v prvi triadi osnovne šole so mu postavili diagnozo »avtizem«, zato je dobil dve uri dodatne strokovne pomoči. Matej je učno povprečen učenec, njegovo izrazito močno področje je likovno ustvarjanje, kar so ugotovile že učiteljice v nižjih razredih osnovne šole. Izredno dobro opazuje predmete in osebe, si zapomni mnoge podrobnosti in je sposoben po spominu natančno narisati tudi zapletene objekte. V višjih razredih se je naučil zelo dobro fotografirati in delati z računalnikom.

Zaradi slabšega sodelovanja s starši, ki niso imeli posluha za sinovo umetniško žilico in so bili bolj usmerjeni na izboljšanje splošnega učnega uspeha, tudi šola ni mogla narediti kaj veliko. Učiteljica likovne vzgoje mu je omogočila razstavljanje likovnih del na šoli in v krajevni skupnosti, socialna pedagoginja pa mu je svetovala vpis na srednjo šolo, v program »medijski tehnik«, kjer bo lahko prišel njegov talent bolj do izraza.

Pri urah dodatne strokovne pomoči sva veliko pozornost namenjala težavam na socialnem področju. Matej se je slabo vključeval v razred, sošolci ga niso sprejemali in

pogosti so bili konflikti. Z redno obravnavo, ki je obsegala delo z razredom (predstavitev Matejevih težav in njegovih talentov, sprotno reševanje nesporazumov) in individualno svetovanje, se je stanje ob koncu osnovne šole močno izboljšalo. Sošolci so se na Mateja navadili, znali ceniti njegove sposobnosti, Matej pa se je naučil tudi bolj kontrolirati. Ni imel več čustvenih izbruhov, na najinih urah mi je razložil, kaj ga moti, česa v odnosih ne razume ... in potem sva se pogovorila in analizirala posamezne situacije.

Matejev napredek spremljam tudi sedaj, ko je v srednji šoli. Po začetnih težavah (novi sošolci, učitelji, nove zahteve okolja) se je dobro vključil v srednješolsko dogajanje in upam, da bo uspešen tudi naprej.

## Zaključek

Talentiranost pri osebah z MAS je še dokaj neraziskano področje, saj se pogosto preveč ukvarjamo s primanjkljaji in skušamo osebam pomagati predvsem z odpravljanjem oziroma omilitvijo le-teh. Potreben je drugačen miselni pristop in izhajanje iz človekovih močnih področij, talentov. Z razvijanjem talentov lahko vplivamo tudi na šibka področja, omogočimo osebi izboljšanje samopodobe, vključevanje v okolje, večjo mero samostojnosti in neodvisnosti.

Socialne potrebe talentiranih oseb z MAS so specifične in zahtevajo strokoven pristop, vendar ustrezen pristop prinese tudi rezultate. Zavedati se je potrebno, da imajo osebe z MAS ravno zaradi specifičnega pogleda na svet drugačne kvalitete, ki jim jih moramo pomagati razviti. Namesto, da bi bili ti ljudje breme družbe, so lahko ustvarjalci novega sveta. Le priložnost jim moramo dati.

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*Mojca Bečan*

E-mail: mojca.becan@guest.arnes.si

*Majda Zupan*

E-mail: majda.zupan@guest.arnes.si

*Lea Torkar*

E-mail: lea.torkar@guest.arnes.si

## **SOBOTNE ŠOLE**

**Povzetek:** V šolskem letu 2009/2010 smo na Osnovni šoli Tržič delo z nadarjenimi učenci izvajali v okviru sobotnih šol, ki smo jih nadgradili z okroglo mizo na temo odvisnosti z naslovom »Ne začni, ker ni konca«. V sobotne šole so bili vključeni učenci druge in tretje triade. Naša družjenja ob sobotnih dopoldnevih so bila posvečena različnim temam, ki so zajemale medsebojne odnose, moč besed, sodelovanje, revščino in socialno izključenost. Ena izmed sobotnih šol pa je bila namenjena razvoju keativnosti in ustvarjalnosti (mozaik).

Sobotne šole so bile ciljno usmerjene. Poseben poudarek smo namenili krepitvi medsebojnih odnosov ter razvijanju socialnega in čustvenega področja. Skozi socialne igre so se učenci medsebojno spoznavali, povezovali in učili učinkovite komunikacije, saj so imeli mnogi težave z izražanjem občutkov, mnenj in pogledov. Hkrati so z individualnim in skupinskim delom osvajali veščine, ki so pomembne v vsakdanjem življenju (sodelovanje, dogovarjanje, vodenje, sprejemanje različnosti, prevzemanje pobude, podajanje svojih idej in mnenj).

Sobotna šola je priložnost, da svetovalne delavke spoznamo učence tudi na drugačen način in prepoznavamo področja, na katerih posebej izstopajo, z različnimi dejavnostmi (literarne, likovne in kreativne delavnice, učenje dramatizacije, uporaba računalniške tehnologije ipd.) pa jih imajo možnost dodatno razvijati in krepiti.

**Ključne besede:** nadarjeni učenci, sobotne šole, socialne igre, medsebojni odnosi, kreativne delavnice.

## **SATURDAY SCHOOL**

**Abstract:** In the academic year 2009/10, Tržič Primary School decided to carry out its programmes for gifted pupils in the framework of Saturday School workshops, upgraded to include a round table on addictions entitled »Don't start because there's no end.« Saturday School included the pupils of the second and third triads.

A variety of topics was covered at our Saturday morning get-togethers, including interpersonal relations, the power of words, cooperation, poverty, and social exclusion. One Saturday School workshop was dedicated to developing creativity (mosaic).

Saturday School workshops were target oriented. Special emphasis was placed on strengthening interpersonal relations and enhancing the social and emotional side of the pupils. Through social games, the pupils learned more about each other, established relations, and learned to communicate effectively, as many of them found it hard to express their feelings, views, and

opinions. Individual and group activities carried out in the course of Saturday School helped pupils acquire skills which are of high importance in everyday life (working together, making agreements, leading, accepting differences, taking initiative, giving opinions and ideas). Saturday School is an opportunity for school advisers to meet the pupils in a different setting and identify their individual areas of giftedness, which pupils are then able to further develop and enhance through a variety of activities (writing, arts and creativity workshops, drama classes, use of computer technology, etc.).

**Key words:** gifted pupils, Saturday Schools, social games, reciprocal relations, creative workshops.

## Uvod

S Konceptom o odkrivanju in delu z nadarjenimi učenci<sup>1</sup> (1999) se je v šoli doreklo področje dela z nadarjenimi učenci, hkrati pa je Koncept postavil pred nas nov izziv in priložnost, kako drugače in pestrejšje delati z nadarjenimi učenci.

Brinar Huš (2006, str. 91) opozarja, da je nadarjenost lahko s strani okolja občudovana, lahko pa tudi osmešena in kritizirana, saj so nadarjeni učenci v razvoju mišljenja pred vrstniki. Imajo občutek za pravičnost, radi razpravljajo o temah: lakota v svetu, revščina/bogastvo, osebni problemi, konflikti med starši, droge, delikventnost ... Ravno zaradi tega avtorica opozarja (prav tam), da je ena izmed pogostih težav nadarjenih učencev lahko tudi težava v socialnih odnosih z vrstniki. »Imeti razum odraslega in otroško telo, je samo po sebi seveda lahko problem.« je zapisala Leta Hollingworth (v Brinar Huš, 2006, str. 91) in nakazala pomembno vlogo, ki jo imamo ŠSD pri delu z nadarjenimi učenci.

Gaberšek (2006, str. 75) navaja avtorje VanTassel Baska, Olszewski Kubilius in Kuilieke (1994, str. 186 - 191), ki so na osnovi pregleda raziskav z inventariji samopodobe poročali, da celotna strokovna literatura s tega področja nakazuje, da imajo nadarjeni učenci bolj pozitivno samopodobo na učnem kot na socialnem področju. O tem razmišlja tudi Ferbežer (v Gaberšek, 2006, str. 75), ki meni, da bi morali starši in učitelji skrbno spremljati socialni in emocionalni razvoj nadarjenih učencev, ker le-ta lahko ogrozi ali pospeši razvoj inteligentnosti oz. celotne osebnosti.

V Konceptu (1999) je predlaganih nekaj izhodišč za delo z nadarjenimi učenci. V drugi in tretji triadi so med drugim priporočeni programi za delo na socialnem področju v obliki delavnic. Ker delavniške oblike dela v dopoldanskem času, ko poteka pouk, težko izvajamo, smo se odločili, da pripravimo program sobotnih šol, ki bo temeljil na naslednjih ciljih:

- spoznavanje in povezovanje nadarjenih učencev druge in tretje triade;
- krepitev medsebojnih odnosov;
- razvijanje socialnega in čustvenega področja.

<sup>1</sup> (v nadaljevanju Koncept)

V nadaljevanju se bomo osredotočili na naše delo z nadarjenimi učenci v sobotnih šolah, ki so bile obogatitveni del programa za nadarjene učence.

## **Delo v sobotnih šolah**

V šolskem letu 2009/10 smo izvedli 5 sobotnih šol in okroglo mizo Ne začni, ker ni konca.

Program smo izvajali ločeno za učence 2. in 3. triade, v zadnji sobotni šoli smo povezali vse učence.

Sobotne šole omogočajo spoznavanje in povezovanje nadarjenih učencev, hkrati pa odpirajo priložnost za pogovore. S tem namenom smo vsako naše druženje pričeli s socialnimi igrami, ki so učence povezale med seboj. Na ta način so premagali zadržanost in pričeli komunicirati tudi s člani skupine, ki jih niso dobro poznali.

Preden smo pričeli z izvajanjem sobotnih šol, smo vse učence povabili na uvodno srečanje, kjer smo jim predstavili program. Učenci so lahko sami prispevali svoje ideje in predloge. Na vsako srečanje smo povabili vse nadarjene učence, za sodelovanje pa so se odločali prostovoljno. S programom so bili seznanjeni tudi starši.

Pri delu v sobotni šoli smo želeli ustvariti prijetno in varno okolje, zato smo v začetku postavili *nekaj pravil*:

- Govori le eden, ostali ga poslušajo.
- Govorim le o sebi.
- Priložnost za izražanje mnenja dobi vsak učenec.
- Posmehovanje, žaljenje in norčevanje ni dovoljeno.
- Sodelovanje je prostovoljno.

*Cilji sobotnih šol:*

- spoznavanje in povezovanje nadarjenih učencev druge in tretje triade;
- krepitev medsebojnih odnosov;
- razvijanje socialnega in čustvenega področja.

*Metode dela:*

- pogovor (diskusije, nedokončani stavki),
- aktivno poslušanje,
- socialne igre,
- igre vlog,
- ustvarjalne delavnice (izdelava stripa, plakata, lutke, slikanje panjskih končnic, literarno ustvarjanje, risanje, mozaiki ...),
- dramatizacija.

## Aktivnosti v okviru sobotnih šol

Vsaka sobotna šola je imela svojo temo, ki je bila namenjena določeni *starostni skupini otrok* (2. in 3. triada). Delavnice so potekale od 9 do 12 ure. Vmes so učenci imeli kratek odmor z malico in to je bila priložnost za neformalno druženje učencev.

### Prva sobotna šola: Strpnost

V prvi sobotni šoli smo največji poudarek namenili *spoznavanju in oblikovanju skupine*. Za sproščeno vzdušje je bilo potrebno pripraviti *prostor*. Učenci in vodje delavnic smo sedeli na blazinicah v krogu, v ozadju je bila sproščujoča glasba.

Pri vodenju delavnic v sobotnih šolah smo sodelovale tri pedagoginje, zato smo jih vodile izmenično in v njih tudi aktivno sodelovale.

*Krog povezovanja*: Učenci se primejo za roke, zaprejo oči, pri tem ne govorijo. Eden od udeležencev pošlje gib v smeri urinega kazalca. S to vajo se učenci umirijo, povežejo in vzpostavijo začetni kontakt. Tu gre za neverbalno komunikacijo.

*Predstavitve imena z gibom*: Vsak učenec pove svoje ime in zraven izvede poljuben gib (ploskne, se zavrti, počepne ...). Ostali udeleženci ponovijo njegovo ime in gib. Preko delavnice smo spoznavali imena, z gibanjem pa smo ustvarjali sproščujoče ozračje.

*Osebni znak*: Vsak učenec dobi svojo kartico. Na sprednjo stran napiše svoje ime in nariše osebni znak, na hrbtno pa zapiše, kaj pričakuje od sobotne šole. Nato vsak učenec pove svoje ime in obrazloži osebni znak. Ob zaključku učenci povedo, ali so se jim zapisana pričakovanja uresničila. V tej delavnici so se učenci spoznali, se predstavili, se otresli zadržanosti pred nastopanjem v skupini, hkrati pa so tudi izrazili svoja pričakovanja.

Preko uvodnih socialnih iger smo prešli na osrednjo temo - prijateljstvo. Za izhodišče smo izbrali zgodbo pisateljice Weninger (2007): *Žoga za vse*. Po prebrani zgodbi je sledila vodena diskusija:

- Katere živali nastopajo v zgodbi in kakšne so njihove vloge?
- Katere živali imajo pozitivno in katere negativno vlogo?
- Katero žival si si najbolj zapomnil?
- Kaj ti je zgodba povedala?
- Kako so živali rešile problem?

Z diskusijo o prebrani zgodbi razvijamo komunikacijske veščine, sposobnost aktivnega poslušanja, vživljanja v situacije iz zgodbe, sposobnost kritičnega mišljenja in presojanja in sposobnost prepoznavanja vpliva različnih situacij na vedenje drugih.

V drugem delu sobotne šole je delo potekalo v treh skupinah, in sicer so morali učenci pripraviti sceno, lutke in dramatizacijo prebrane zgodbe. Pri oblikovanju scene in lutk so učenci uporabljali jesenske plodove in naravni material. S svojo domišljijo in ustvarjalnostjo so pripravili vse potrebne rekvizite za dramatizacijo. Pri delu v manjših skupinah so prišle do izraza vloge, ki jih posamezniki prevzemajo v skupini (vodja skupine - alfa pozicija, pomočnik vodje - beta pozicija, molčeča večina, izvajalci nalog - gama pozicija).

Učenci so odigrali dve dramatizaciji. Pokazali so veliko mero kreativnosti in izvirnosti, saj sta nastali dve različni dramatizaciji, čeprav sta obe skupini izhajali iz iste zgodbe.

V opisani delavnici smo pri učencih razvijali kreativnost, ustvarjalnost, sposobnost življenja v vloge, javno nastopanje, sposobnost sodelovanja, tolerance do drugih.

Ob zaključku smo namen in aktivnosti delavnic evalvirali s pogovorom o ustreznosti vsebine, dolžine, uporabnosti delavnic in počutju udeležencev. Vsak učenec je povedal, v kolikšni meri so se uresničila njegova pričakovanja, ki jih je v prvi delavnici zapisal na kartonček.

## Druga sobotna šola: Moč besed

Namenjena je bila učencem 3. triade. Tudi za to delavnico smo uvodoma namenili več časa spoznavanju in oblikovanju skupine preko socialnih iger.

Osrednja tema te sobotne šole je bila moč besed. Izhajale smo iz zgodbe Madonna (2003): *Jabolka gospoda Peabodya*. Učenci so si morali sami izmisliti zaključek zgodbe in ga zapisati ter predstaviti skupini. Šele nato se je prebral zaključek iz knjige. Sledil je voden pogovor o zgodbi:

- Kakšen je bil nauk te zgodbe?
- Kaj je vplivalo na to, da je prišlo do napačne sodbe?
- Kako bi vi ocenili, kolikšno moč imajo besede za vas?

Opisana aktivnost je spodbujala sposobnost iskanja alternativnih rešitev, aktivno poslušanje, prispevala k razvijanju komunikacijskih veščin ter izražanju lastnih mnenj in empatije.

Naslednja aktivnost je bila delavnica *prvi vtisi*: Na polovico lista nalepimo različne slike ljudi z zanimivimi/vpadljivimi obrazi. Učenci sedijo v krogu in vsak dobi svoj list papirja s sliko. Sliko si ogleda in na dnu lista napiše svoj prvi vtis o osebi na sliki. Ta del papirja prepogne, tako da naslednji učenec ne vidi, kaj je napisal. Nato list poda naprej. Vaja traja toliko časa, da vsak list obide celoten krog in vsak udeleženec dobi vse slike na ogled. Nato učenci te vtise preberejo. Sledi diskusija:

- Kakšne so posledice (napačnega) prvega vtisa?
- Česa smo se s to vajo naučili o nas samih?

Namen te delavnice je primerjati različne vtise ob prvem srečanju, razmišljanju o tem, kako lastne izkušnje vplivajo na prvi vtis ter kako prvi vtis vpliva na naše vedenje do drugih.

Osrednja delavnica te sobotne šole je bila *izdelava stripa* na temo moč besed. Učenci so v računalniški učilnici na računalnik izdelali vsak svoj strip. Nato so predstavili stripe tisti, ki so to želeli in na koncu smo stripe tudi razstavili.



Slika 1: Strip

Pri tej delavnici so učenci pokazali veliko mero ustvarjalnosti in izvirnosti, tudi kritičnega in objektivnega gledanja na situacije.

Ob zaključku smo namen in aktivnosti delavnic evalvirali s pogovorom o ustreznosti vsebine, dolžine, uporabnosti delavnic in počutju udeležencev. Vsak učenec je povedal, v kolikšni meri so se uresničila njegova pričakovanja, ki jih je v prvi delavnici zapisal na kartonček.



## Okrogla miza: Ne začni, ker ni konca

Učenci tretje triade so v novembru pripravili okroglo mizo z naslovom Ne začni, ker ni konca. Opozorili so na težave mladostnikov v času odraščanja in se dotaknili različnih odvisnosti, goste so odpeljali na »Odštekanu poletno zabavo«, za katero so sami pripravili scenarij. Ob diskusiji in vodenem pogovoru s predsednikom Lokalno akcijske skupine so iskali vzroke in pasti odvisnosti. Priprava in izvedba okrogle mize je bila velika priložnost, da so učenci lahko pokazali svoje voditeljske, kreativne, igralske in literarne sposobnosti.

## Tretja sobotna šola: Čebele

Pri pripravi delavnic za učence druge triade smo izhajali iz smernic natečaja Čebelice, naše prijateljice. Vse aktivnosti, ki smo jih izvajali, so bile v znamenju čebel.

Tako smo začetno zadržanost učencev razgibali s socialno igro *atomčki*, prirejeno v *čebelice*. Sledilo je izražanje *pesniške ustvarjalnosti*: Učenci so dobili barvne lističe. Na listič zelene barve so morali napisati samostalnik, na modrega glagol in na rumenega pridevnik. Vse lističe so nato pomešali med seboj in vsak je povlekel tri lističe različnih barv. Iz besed, napisanih na njih, je vsak učenec sestavil kratko pesmico, ki jo je nato prebral skupini.

Učenci so se urili v iskanju ustreznih besednih vrst in sestavljanju rim. Razvijali so svojo kreativnost in ustvarjalnost.

Nadaljevali smo z *vajo sodelovanja*: Učenca sta v paru narisala drevo, čebelnjak in čebele. Na razpolago sta imela samo en svinčnik in list papirja; pri tem sta morala oba hkrati držati svinčnik in risati. Svoj izdelek sta pokazala skupini in v diskusiji povedala:

- Ali je bilo težko risati skupaj?
- Kdo je vodil in kdo se je podredil?
- Bi bilo lažje, če bi se lahko pogovarjala?

Pri tej aktivnosti so otroci razvijali večšine sodelovanja in timskega dela ter sposobnosti prilagajanja oz. vodenja.

Sledila je vaja *sestavimo čebelo*: Vsak učenec dobi košček sestavljanke, ki predstavlja del celote. Skupaj morajo sestaviti sliko čebele.

Pri tej aktivnosti je bilo pomembno skupinsko delo. Učenci so sodelovali med seboj, se dogovarjali in skupaj iskali ustrezne rešitve. Nekateri učenci so pri sestavljanju takoj prevzeli vodilno vlogo, drugi pa so bili bolj zadržani.

V nadaljevanju smo učence naključno razdelile v tri skupine. Ker so že imeli nekaj predznanja o čebelah, smo zanje pripravile kviz o življenju čebel in njihovem pomenu za človeka. Skupine so tekmovala med seboj, zato so vsi učenci aktivno sodelovali.

Glavni del sobotne šole je bil namenjen ustvarjanju v likovni, ustvarjalni in literarni delavnici. V likovni so učenci risali čebele ali čebelnjak v poljubni tehniki, v ustvarjalni so izdelovali panjske končnice, v literarni pa so pisali spis z naslovom *Čebelica Berta potuje v preteklost*.

Namen teh delavnic je bil predvsem dati domišljiji prosto pot in pustiti učencem, da poletijo na krilih svoje ustvarjalnosti, zato jim nismo postavljali preveč omejitev, ampak smo jim pustili izražati sebe.

### Četrta sobotna šola: Revščina in socialna izključenost

Namenjena je bila učencem 3. triade. V uvodu so učenci na samolepilne listke zapisali svoje prve asociacije na temo revščina in socialna izključenost.

Naslednja delavnica je bila *stopi korak naprej*: Vsak učenec povleče kartico, na kateri piše, v katero osebo se mora vživeti (brezdomec, manekenka iz Ukrajine, hči ameriškega veleposlanika, ilegalni pribežnik iz Kurdistana, nezaposlena mati samohranilka ...).

Vodja bere različne trditve, npr.: V življenju še nikoli nisi imel resnih finančnih težav. Imaš možnost študirati in si izbrati poklic, ki te veseli. Ni te strah, da te bo ustavila policija. V kino greš lahko vsaj enkrat na teden.

Če trditev za izbrano osebo velja, stopi korak naprej, če pa ne, obstane na mestu. Tako nekateri stopajo naprej korak za korakom, drugi pa ne. Po prebranih trditvah sledi diskusija:

- Kaj si občutil, če nisi mogel napredovati?
- Če si napredoval korak za korakom, ali si resnično razmišljal, kaj zate to pomeni?
- Ali si po tej preizkušnji začel razmišljati o pravici biti drugačen?
- Kaj to pomeni?

Namen te delavnice je bil vživljanje v različne vloge, prijetne in manj prijetne. Učenci so razmišljali o neenakosti, o pravici biti drugačen in o odnosu do sočloveka.

V nadaljevanju smo z elektronskimi prosojnicami predstavili revščino, da bi učenci bolje razumeli problematiko revščine in socialne izključenosti.

*Delavnica kontinenti* - učence razdelimo v več skupin po 3 - 4 učence. Vsaka skupina dobi en list, ki predstavlja en kontinent (list je z ene stran povsem bel, na drugi strani pa ima slike, ki so tipične za posamezno celino), kontinenti so Evropa, Avstralija, Amerika, Afrika in Azija. Celotna skupina stopi na svoj kontinent. Stojijo na strani s slikami. Revščina in socialna izključenost se širita na vsakega od njihovih kontinentov in da bi le-to preprečili, se morajo s problemom spopasti in ga premagati. Ta problem pa lahko premagajo le tako, da svoj list obrnejo naokoli (na belo stran), ne da bi se pri tem dotaknili površine zunaj njihovega lista, saj bi pri tem utonili v oceanu. Opozorimo jih, da trganje listov ni dovoljeno. To nalogo je mogoče opraviti le s sodelovanjem skupin. Dve skupini se lahko zelo približata druga drugi, da bi si pomagali, pri tem pa je zaradi pomanjkanja prostora potrebno nekaj udeležencev držati ali dvigniti, da lahko obrnejo list, na katerem zdaj nihče ne stoji. Enako velja tudi za druge liste - kontinente. Po zaključku igre sledi pogovor o tem, kako je posamezna skupina obrnila svoj list, kakšne so bile možne rešitve. V tej igri so zmagovalci vsi, prav tako v boju proti revščini in socialni izključenosti, kjer bo zmanjšanje ali končanje revščine pomenilo zmago nas vseh. Zelo težko bomo namreč to dosegli brez sodelovanja.

Namen te delavnice je krepiti čut za sočloveka in solidarnost do ljudi, ki živijo v revščini. Spoznali naj bi, kako pomembno je sodelovanje v boju proti revščini in socialni izključenosti.

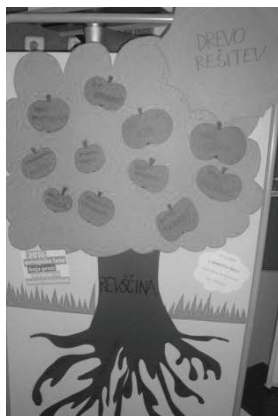
Preberemo zgodbo *Ptica v vodnjaku*, ki govori o tem, da ima vsak izmed nas v sebi določeno moč, vir moči, da si pomaga sam ter da ne smemo samo čakati na pomoč drugih.

Učenci v paru v eni minuti predstavijo, na kaj so ponosni pri sebi, drugi v tem času poslušajo in na koncu ponovi npr. zadnje tri stavke. Nato se zamenjata.

Vaja spodbuja učence k razmišljanju o lastnih virih moči ter zavedanju in sprejemanju lastnih močnih področij. Prav tako so morali učenci pokazati veliko mero aktivnega in pozornega poslušanja.

Naslednja delavnica je bila *problemsko drevo*. Učence smo razdelili v tri skupine, kjer je vsaka skupina dobila svoje gradivo in izdelala svoje problemsko drevo, ki je zajemalo naslednja izhodišča: vpliv na posameznike in družbo - krošnja drevesa, kaj je problem - deblo, vzroki za nastanek problema - korenine drevesa. Nato je sledila predstavitev in pogovor. V drugem delu te delavnice so učenci oblikovali *drevo rešitev*, kjer so v krošnji predstavljeni pozitivni učinki sprememb in v koreninah spremembe, ki bi se morale zgoditi v družbi kot celoti in tudi pri posamezniku, da bi se zmanjšala revščina ter socialna izključenost.

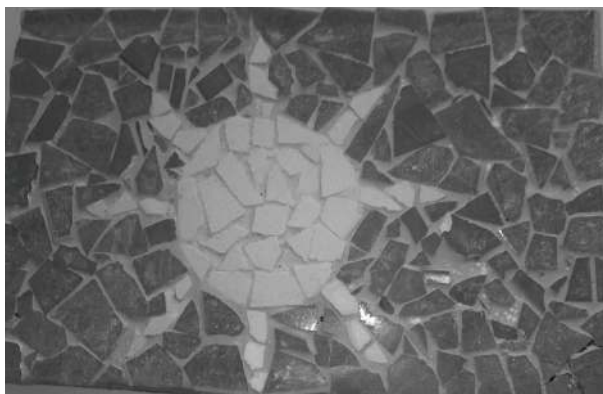
Cilj te delavnice je bil, da so se učenci zavedali, kakšni so obseg in posledice revščine in socialne izključenosti, da so razvijali kritično mišljenje in izražali lastnega mnenja.



*Slika 2: Drevo rešitev*

### Peta sobotna šola: Mozaik

Ob koncu šolskega leta smo pripravili zahtevnejšo kreativno delavnico, kjer so učenci druge in tretje triade izdelovali mozaik iz keramičnih ploščic, stekel in ogledal. Nastali so čudoviti izdelki. Ob ustvarjanju so krepili prijateljstvo. Na koncu smo naredili razstavo in zaključili naša srečanja v krogu, kjer je vsak učenec potegnil kartonček z nedokončanim stavkom in dodal svoja občutja. Naša srečanja smo zaključili z zelo lepimi občutki v želji, da jih v novem šolskem letu nadaljujemo. Nastal je lep »mozaik sobotnih šol«, ki smo ga gradili celo šolsko. Udeležba, sodelovanje in povratne informacije učencev so dokaz, da so tovrstna srečanja v sobotnih šolah potrebna in pripomorejo k večji povezanosti učencev med seboj, k prepoznavanju in razvijanju njihovih talentov. Sobotne šole so bile nov veter in jadrnih učencev, prav tako pa tudi voditeljic.



*Slika 3: Mozaik*

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## NADARJENI UČENCI V OSNOVNI ŠOLI

**Povzetek:** Delo z nadarjenimi v osnovni šoli je pomembno. Veliko časa je bilo delo z visoko sposobnimi v šolski praksi potisnjeno v ozadje. O nadarjenih v šoli nismo govorili in jim nismo posvečali posebne pozornosti. Pri pouku se je izvajala notranja diferenciacija, obiskovali so dodatni pouk, bili aktivni pri raznih krožkih, se izpopolnjevali pri tujem jeziku. V šolskem prostoru je vladalo prepričanje, da se visoke sposobnosti in zmožnosti razvijajo naravno, brez zunanje pomoči in vplivov. V članku me je zanimala zlasti samopodoba nadarjenih ter svetovanje nadarjenim učencem s slabo samopodobo. Sodelovanje med šolo in starši je pomembno. Predstavila sem tudi svetovalni model, ki govori o štirih različnih tipih sodelovanja med šolo in starši nadarjenega otroka.

**Ključne besede:** nadarjeni, samopodoba, samoučinkovitost, model sodelovanje s starši.

### Samopodoba

Samopodoba je celota predstav, stališč in sodb o samem sebi. Z drugimi besedami je to posameznikovo doživljanje samega sebe. Igra pomembno vlogo v življenju vsakega posameznika. Pri samopodobi se ukvarjamo z vsebinskimi in s procesnimi vidiki doživljanja sebe ter z vplivom doživljanja na vedenje. Psihološki pomen proučevanja samopodobe je predvsem v napovedovanju vedenja. Od tega, kakšna je naša samopodoba, je odvisna kakovost odnosa do samega sebe. Gre za nekaj podobnega, kot v odnosu do drugih ljudi. Če imamo do drugega pozitiven odnos, se bomo do njega obnašali drugače kakor do tistega, do katerega imamo negativen odnos. Prav tako je odnos do nas samih drugačen, kadar imamo o sebi pozitivno samopodobo, kakor če je ta negativna.

Splošna samopodoba je sestavljena iz več področji (Kobal, 2000, Kobal Grum, 2003):

- *Šolska ali akademska samopodoba* je zaznava lastnih spretnosti in sposobnosti za učenje. Nanaša se na prepričanje o tem, koliko je nekdo zmožen biti uspešen ter na zaznavanje lastnega uspeha.
- *Telesna samopodoba* se nanaša na prepričanja in sodbe o svoji telesni privlačnosti, telesni kondiciji ter primerjava lastnega videza z drugimi. S telesno samopodobo se zelo veliko ukvarjajo mladostniki, saj se njihovo telo zelo hitro spreminja in je zato v središču lastnega in medsebojnega vrednotenja.
- *Medosebna ali socialna samopodoba* zajema zaznave, prepričanja in presoje o odnosih z vrstniki in drugimi pomembnimi osebami. Nanaša se na zaznave o lastnih sposobnostih sklepanja prijateljstev, o lastni priljubljenosti ter o kakovosti odnosov z bližnjimi. Mladostniki, ki imajo dobre odnose z vrstniki, imajo

navadno pozitivno samopodobo. Mladostniki z negativno socialno samopodobo se doživljajo kot nezanimivi, imajo manj socialnih stikov. Poudarjajo predvsem negativne vidike socialnih odnosov in negativne izkušnje v stiku s soljudmi. V skrajnem primeru lahko postanejo depresivni in izolirani od drugih ljudi.

- *Čustvena samopodoba* so zaznave in prepričanja o izražanju in obvladovanju čustev.
- *Verska samopodoba* je doživljanje in ocena lastne vernosti, pobožnosti in duhovnosti.

Glede na samopodobo posameznik uravnava in usmerja svoje ravnanje, zato je pomembno, da je njegova samopodoba ustrezna (zdrava). Za osebo z ustrezno samopodobo je značilno, da realno zaznava svojo osebnost, svoje sposobnosti in potrebe. Skrbi zase, se spoštuje in ne dovoli, da bi jo drugi razvrednotili in ji odvzeli pravice, ter ne zanemara svojih sposobnosti. Zdrava samopodoba je pozitivna, vendar tak posameznik ni domišljav.

Človek s pozitivno samopodobo ceni svoje osebnostne lastnosti, telesne, temperamentne in značajske ter prav tako tudi svoje sposobnosti. Zanj je značilno:

- se bolj konstruktivno spoprijema z duševnimi obremenitvami;
- laže razvija zdrave in medsebojno zadovoljujoče medosebne odnose;
- je bolj sočuten z drugimi;
- je bolj neodvisen, ker ne potrebuje nenehnega odobravanja drugih;
- je odgovornejši za svoja dejanja;
- je pogumnejši in bolj radoveden pri sprejemanju novih izkušen in izzivov;
- si postavlja visoke vendar dosegljive cilje.

Elementi otrokove samopodobe po Youngsu (2000, pov. po Ferbežer, 2008) pa so naslednji:

- *Fizična varnost*: ko se otrok čuti varnega pred zunanjim svetom, se uči odprtosti in zaupanja do ljudi.
- *Čustvena varnost*: če otrok čuti, da ga ne bo nihče poniževal in prizadel, bo razvil visoko stopnjo čustvene varnosti. Nauči se skrbeti za druge, je sočuten, empatičen in spoštljiv. Pri nadarjenih je čustvena varnost toliko pomembnejša, saj so zelo ranljivi zaradi zunanjih pritiskov in negativnih informacij, ki jih posreduje družbeno okolje.
- *Otrokova identiteta*: otrok, ki se dobro pozna, razvije zdrav občutek identitete. Verjame, da je cenjen, spoštovan in vreden vsakršne pohvale. Nadarjen otrok pa ima lahko pri zavedanju in razvijanju lastne identitete veliko težav, saj je občutljiv na razlike, ki jih opaža med seboj in vrstniki, teže potrjuje in sprejema svojo drugačnost in svoje sposobnosti.
- *Pripadnost*: otrok, ki čuti, da ga je okolica sprejela, tudi sam spoštuje druge in sodeluje ter se prilagaja večji družbeni skupini. Nadarjen otrok ima lahko pri vključevanju med vrstnike težave zaradi etikete, ki ga spremlja ali pa zaradi lastnih osebno - socialnih ovir, ki ga silijo k izoliranosti, odmaknjenosti in samoti.

- *Kompetentnost*: s tem, ko otrok čuti, da je uspešen na nekem področju, ga to ustrezno motivira, da se z veseljem udeležuje tudi na drugih področjih, saj uspeh rodi uspeh. Zaveda se področij, na katerih je uspešen in tistih, na katerih ima težave. Uspeh ga spodbuja k reševanju in premagovanju novih ovir.
- *Poslanstvo*: pomeni občutek, da ima življenje svoj smisel in svojo smer.

Pšunderjeva (2003) opozarja na velik pomen prvih let življenja, ki jih vsak otrok preživlja v družinskem okolju, za razvoj in socializacijo, za oblikovanje identitete. Razvoj identitete in integritete je prisoten v vseh fazah družinske vzgoje, pri čemer je ključnega pomena razvoj občutkov, čustev, stališč in vrednot. Potencialno nadarjen otrok potrebuje spodbudno in razumevajočo družino, ki ga bo spodbujala pri razdovednosti, storilnosti in odločnosti.

Od vseh prepričanj, ki odločajo, kako uspešni bomo v življenju, je med pomembnejšimi prepričanje v lastno učinkovitost. Bandura (1994) opredeli pojem samoučinkovitost kot prepričanje ljudi o njihovih sposobnostih, da bodo uspešno izvedli neko aktivnost. Prepričanja o samoučinkovitosti določajo človekovo čustvovanje, mišljenje, motivacijo, vedenje in so ključni determinatorji za samousmerjanje. Močan občutek samoučinkovitosti poveča učinkovitost in dobro počutje na različne načine. Osebe, ki so močno prepričane v svoje sposobnosti, se lotevajo težkih nalog kot izziv, ki ga je potrebno sprejeti in rešiti. Postavljajo si visoke cilje in so pri doseganju zelo vztrajne. V primeru poraza povečajo svojo aktivnost, da rešijo nalogo. Po porazu hitro spet vzpostavijo občutek samoučinkovitosti. Vzrok za poraz vidijo v premajhni količini vloženega navora ali v napačnem znanju in slabših spretnostih, ki pa jih lahko v prihodnosti pridobijo. Tovrstni pogled na reševanje problemov zmanjšuje stres, odpornost za depresivno razpoloženje je večja in povečujejo se osebni dosežki. V nasprotju pa se osebe, ki dvomijo v svoje sposobnosti, izogibajo težkim nalogam, saj jih doživljajo kot grožnje. Imajo nizko stopnjo aspiracij in so nevtrajne. Ko se morajo soočiti s težko nalogo, se ukvarjajo z dvomi v svoje sposobnosti, s preprekami, namesto, da bi se osredotočile na uspešno rešitev. Hitro obupajo pri reševanju težav. Po doživetem porazu zelo počasi ponovno vzpostavijo normalno raven občutka samoučinkovitosti, okrepi se njihovo prepričanje o lastni nesposobnosti. Pogosto tudi trpijo za stresom in depresijo.

Razlogi, zakaj nadarjen otrok razvije negativno samopodobo, so različni; nezmožnost doseganja družbeno cenjenih spretnosti, nezmožnost uporabe spretnosti in sposobnosti, ki jih imajo ter previsoke želje po uspehu in zunanji pritiski (npr. previsoka pričakovanja staršev).



## Naloga odraslih v primeru negativne samopodobe nadarjenih učencev

Naloge odraslih so v tem primeru sledeče:

- Spodbujanje k otroku pomembnim ciljem.
- Dajanje povratnih informacij o otrokovem napredku, pri tem mora biti informacija iskrena, usmerjena na proces ter ne na končni rezultat, vsebovati pa mora tudi pomankljivosti, ki jih lahko izboljša.
- Otroka ne smemo pretirano hvaliti, saj postane preveč odvisen zgolj od zunanjih dražljajev in nagrad, ne razvije pa notranje motivacije.
- Pohvaliti moramo njegovo prizadevanje namesto njegove izjemne sposobnosti, prav tako pri kritiki grajamo vedenje otroka ter ne otroka samega. Pri tem je pomembno da uporabljamo jaz sporočila, namesto ti sporočil.
- Razumeti moramo otrokove občutke, ki so spremljevalec neuspeha. Zavedati se moramo, da je dovolj samo en neuspeh, da ga otrok posploši na vsa življenska področja. Z otrokom se je potrebno odkrito pogovoriti o čustvih, ki jih doživlja in o spremembah pri aktivnosti, v kateri je doživel neuspeh. Otroku moramo povedati, da so neuspehi del življenja, s katerimi se moramo vsi soočiti.
- Otrokova nerealna pričakovanja, ki jih goji do samega sebe, je potrebno urediti. Otroci so navadno zelo strogi do samega sebe. Pomembno je, da prisluhnemo otroku. Ne smemo ga prepričevati, temveč mu zgolj obrazložiti, kakšna pričakovanja naj bi imel otrok njegove starosti.
- Otroku moramo dopuščati napake in ne zahtevati, da vse napake ustrezno popravi. Nadarjen otrok je pogosto pod pritiskom zunanjih dejavnikov, družba ga pogosto sili k perfekcionizmu. Če ga želimo obvarovati pred zunanjimi pritiski, ga moramo zgodaj naučiti, da nihče ni popoln ter da se napake dogajajo. Pri otrokovem neuspehu moramo vselej poudariti uspeh, kaj je že dosegel, kje so spremembe opazne.

## Sodelovanje med šolo in starši

Nadalje bom še predstavila sodelovanje med starši in šolo. Colangelo in Dettman (1982, pov. po Ferbežer, 2008) sta razvila zanimiv svetovalni model, ki govori o štirih različnih tipih sodelovanja med šolo in starši nadarjenega otroka.

### Sodelovanje

Sodelovanje med starši nadarjenega učenca in šolo sloni na prepričanju, da mora biti šola dejavna na področju izobraževanja nadarjenega učenca. Sodelovanje je obojestransko, komunikacija je odprta. Tovrstno sodelovanje zagotovo pripomore

k razvoju otrokovih izjemnih sposobnosti, saj so otrokove potrebe zaznane ter upoštevane v pri delu z njim.

## Konflikt

Pojavlja se konflikt med aktivnimi starši ter pasivno šolo, ki ni dovolj dejavna na področju izobraževanja ter razvoja nadarjenega otroka. Starši so prepričani, da njihov otrok nujno potrebuje prilagojene programe, s katerimi bomo razvijali njegove potencialne, na drugi strani pa je šola, ki je zadovoljna s trenutnim šolskim programom. Šola je v tem primeru usmerjena predvsem v razvoj in zadovoljevanje potreb drugih skupin otrok s posebnimi potrebami in prepričana je, da so starši nadarjenih otrok prezahtevni in preobčutljivi. Ker se starši ne čutijo slišane, lahko delujejo precej napadalno in vztrajno. Mnenja so, da šola zanemarja nadarjene učence.

To je zagotovo najzahtevnejši vidik sodelovanja med starši in šolo. Starši navadno skušajo poiskati pomoč drugje, v drugih institucijah in programih, ker želijo, da se otrok razvija v skladu s svojimi sposobnostmi in željami. Pri tem lahko celo podprejo otroka, ki se upre šolskemu načinu dela. Starši se lahko v nastali konfliktni situaciji odločijo za dolgoročen boj s šolo, lahko samoiniciativno pripravijo izobraževalne programe za svojega otroka zunaj šolskega okolja, obupajo in se prepustijo občutkom nemoči ali pa prešolajo svojega otroka na kakovostnejšo šolo.

## Prepletanje

Tudi v tem primeru se pojavlja konflikt med starši in šolo, vendar so tu vloge obrnjene - starši so pasivni in ne želijo prilagojenih pristopov izobraževanja nadarjenega otroka, ki jih ponuja šola. Starši dvomijo o nujnosti in potrebi posebnih programov za nadarjene, skrbi jih etiketiranje ter morebiten neuravnovešen razvoj otroka. Prav tako jih skrbi, da se bo otrok oddaljil od vrstnikov, kar bo slabo za njegov nadaljni socialni razvoj in samopodobo.

## Naravni razvoj

Prepričanje tako staršev kot šole je, da se visoke sposobnosti in zmožnosti razvijajo naravno, brez zunanje pomoči in vplivov. Po njihovem mnenju lahko šola in družina lahko zelo malo storita pri razvijanju visokih otrokovih sposobnosti. Oboji se strinjajo, da je otrokov razvoj visokih sposobnosti naravno pogojen in se bo samostojno razvijal brez pomoči zunajjih dejavnikov.

## Zaključek

Razvoj družbe pričakuje in zahteva od šole, da učencem nudi možnosti za optimalni razvoj. Sodelovanje med šolo in starši je pri tem zelo pomembno. Šola ni dolžna samo izobraževati, temveč tudi vzgajati zdrave osebnosti. Nadarjeni otroci so otroci s posebnimi potrebami. To pomeni, da imajo posebne izobraževalne potrebe, ki morajo biti usklajene z njihovimi intelektualnimi kot tudi socialnimi in čustvenimi lastnostmi. Kot vsi učenci, tudi nadarjeni učenci ne morejo doseči svojih potencialov, če ni poskrbljeno za primerno okolje. V skladu s holističnim modelom nadarjenosti ne smemo razvijati samo kognitivnih, ampak tudi nekognitivne osebnostne komponente nadarjenih.

## GIFTED STUDENTS IN PRIMARY SCHOOL

**Abstract:** Working with the gifted in primary school is important. For a long time, working with the highly capable was pushed aside in school practice. We didn't talk about the gifted in school and we didn't pay them any special attention. An internal differentiation was developing in class, they were taking some extra classes, were being active at different clubs, and were perfecting their knowledge of a foreign language. In the school environment there was a conviction that high abilities and capabilities develop naturally, without any external help or influence. In the article I especially focused on the self-image of gifted children and the counselling of gifted students with poor self-image. Cooperation between the school and the parents is important. I also presented an advisory model, which talks about four different types of cooperation between the school and the parents of a gifted child.

**Key words:** gifted, self-image, self-efficiency, model, cooperation with the parents.

### Self-image

Self-image is a whole of ideas, opinions and judgements about yourself. In other words, this is an individual's perception of himself. It plays an important role in the life of every individual. With self-image we deal with content and procedural aspects of perception of ourselves and with the effect of perception on behavior. The psychological meaning of researching the self-image is in predicting the behavior. The quality of the relationship with ourselves depends on what our self-image is like. It is something similar to relationships with other people. If we have a positive attitude towards another person, we will act differently with him, that with a person towards which we have a negative attitude. Also, our attitude towards ourselves is different, when we have a positive self-image about ourselves, rather than the self-image being negative.

The general self-image is composed of several fields (Kobal, 2000, Kobal Grum, 2003):

- *School or academic self-image* is the perception of our own skills and abilities for studying. It applies to the conviction about how much can someone be successful and to the perception of our own success.
- *Body image* applies to the conviction and judgements of our own physical attraction, physical condition and to the comparison of our appearance with others. Adolescents are very concerned about their body image because their bodies change quickly and that is why it is in the center of their own and mutual evaluation.
- *Interpersonal or social self-image* contains perceptions, beliefs and judgements about relationships with peers and other important people. It applies to perceptions about their own abilities at making friends, about popularity and quality of the relationships with important people in their lives. Adolescents, which have good relations with their peers, usually have a positive self-image. Adolescents with a negative social self-image consider themselves as boring and have less social relations. They usually emphasize the negative aspects of social relations and negative experience in relations with other people. They can even become depressed and isolated from other people.
- *Emotional self-image* is composed of perceptions and beliefs about expressing and controlling emotions.
- *Religious self-image* is perception and evaluation of your own religiousness and spirituality.

An individual's behavior depends on his self-image, that is why it is important that his self-image is suitable (healthy). A person with a healthy self-image realistically senses his/her own personality, capabilities and needs. He takes care of himself, respects himself and does not allow others to devalue him or take away his rights, and does not neglect his abilities. Healthy self-image is a positive one, but the individual is not conceited.

A person with a positive self-image appreciates the characteristics of his own personality, physical, temperamental, character and also his own capabilities. Such a person usually:

- more constructively deals with psychological strains;
- more easily develops healthy and mutually satisfying relationships with other people;
- is more compassionate to others;
- is less dependent, because he does not need constant approval of others;
- is more responsible for his actions;
- is braver and more curious at accepting new experiences and challenges;
- sets high but achievable goals for himself.

Elements of a child's self-image according to Youngs (2000, summarized after Ferbežer, 2008):

- *Physical security*: when a child feels secured from the outside world, he learns to open himself and thrust others.
- *Emotional security*: if a child feels that there is no fear of someone humiliating or hurting him, he will develop a high level of emotional security. He learns how to take care of others, is compassionate, empathetic and respectful. Emotional security is that much more important with gifted children, because they are very vulnerable due to external pressures and negative information, which are created by the social environment.
- *Child's identity*: a child, who knows himself well, develops a healthy feeling of an identity. He believes that he is appreciated, respected and worthy or any praise. A gifted child can however have a lot of problems at developing his own identity because of his sensitiveness to changes, which he notices amongst him and his peers and has a harder time accepting his differences and his abilities.
- *Need for affiliation*: a child, who feels accepted by the community, also respects others and cooperates and adjusts to a bigger social group. A gifted child can have some problems at fitting in with his peers because of the label that is connected to him or because of his own personal and social obstacles, which force him to be isolated, remote and lonely.
- *Competence*: when a child feels that he is successful at some specific field, this motivates him to take an active part in other fields because success comes brings more success. He knows which fields he is successful at and which he has some problems with. Success encourages him to solve and overcome new obstacles.
- *Mission* is feeling that life has its meaning and its course.

Pšunder (2003) emphasizes the importance of the first few years of life, which each child spends in a the circle of family, for development and socialization and for the molding of identity. The development of identity and integrity is present in all phases of family upbringing, where the development of feelings, emotions, opinions and morals is crucial. A potentially gifted child needs an encouraging and understanding family that will encourage him to being curious, productive and determined.

The most important belief of all, which determines our success in life, is belief in our own effectiveness. Bandura (1994) defines the concept of self-efficiency as people's belief in the own capabilities to successfully complete an activity. Beliefs about self-efficiency determine a person's way of expressing emotions, opinions, motivation, behavior and are key determinators for self-direction. A strong feeling of self-efficiency increases effectiveness and well-being in different ways. People, who strongly believe in the own abilities, take on more difficult tasks as a challenge that has to be accepted and solved. They set high goals for themselves and are very persistent at reaching them. In case of a defeat they increase their activity in order to solve the task. After a defeat they quickly establish the feeling of self-efficiency. They believe that they failed because they didn't

do enough work or didn't have enough knowledge and skills, but those can be gained in the future. This kind of outlook on solving problems reduces stress, the tolerance to feeling depressed is greater and personal achievements get bigger. On the contrary, people, who doubt their abilities, stay away from more difficult tasks because they see them as threats. They don't have high aspiration and aren't persistent. When they have to face a difficult tasks, they deal with doubts about they abilities and with obstacles instead of focusing on a successful solution. They quickly give up at solving problems. After a defeat they very slowly reestablish a normal feeling of self-efficiency, their conviction of their own incompetence gets stronger. They often suffer from stress and depression.

The reasons for a negative self-image of a gifted child are different; inability to reach socially valued skills, inability to use skills and abilities that they posses, very high hopes of success and external pressures (for example high expectations of parents).

### **What adults should do in the case of negative self-image of gifted students**

In such a case the tasks of adults are as following:

- Encouraging to achieve goals important to the child.
- Giving feedback about the child's progress; the information has to be sincere and focused on the process and not the end result, and it also has to contain flaws, which can be improved.
- Do not overpraise the child because he can become too dependent on the external factors and rewards, which could reflect in a lack of internal motivation.
- We have to praise his effort instead of his extraordinary ability and when criticizing, we should point out the behavior, not the child himself. It is important to use me messages instead of you messages.
- We have to understand the child's feelings, which come with the failure. We have to realize that just one failure is enough for a child to generalize it to all fields of life. We have to talk sincerely to a child about emotions, which he goes through and about changes in activities in which he he experienced failure. A child must know that failures are a part of life, which we all have to deal with.
- A child's unrealistic expectations, which he has for himself, have to be cleared up. Children are often very strict towards themselves. It is important to listen to what a child has to say. We can not convince him, but just explain what his realistic expectations should be like for a child his age.
- We have to let a child do mistakes without having to correct them. A gifted child is often under pressure of external factors, the society often makes him strive for perfection. If we want to protect him from external pressure, we have to teach him that nobody is perfect and that mistakes happen. When a child fails at something we have to always emphasize the success that he has already achieved and the noticeable changes.

## **Cooperation between the school and the parents**

Colangelo and Dettman (1982, summarized after Ferbežer, 2008) developed an interesting advisory model, which talks about four different types of cooperation between the school and the parents of a gifted child.

### **Cooperation**

The cooperation between the school and the parents of a gifted child is based on the belief that the school has to be active in the educational field of the gifted child. Cooperation is mutual, communication is open. This kind of cooperation helps in developing the child's extraordinary abilities because the child's needs are known and considered.

### **Conflict**

Sometimes there is a conflict between active parents and a passive school, which isn't active enough in the field of education and development of the gifted child. Parents believe that their child needs adjusted programs, which will increase his potential, and on the other side there's the school, which is satisfied with the current program. In this case, the school is focused on developing and satisfying the needs of other groups of children with special needs and believes that the gifted children's parents are too demanding and sensitive. Because the parents feel like the school doesn't listen to them, they can act pretty aggressive and persistent. Some think that schools neglect gifted children.

This is certainly the most demanding aspect of the cooperation between the parents and the school. Parents usually try to find help elsewhere, in other institutions and programs because they want their child to develop according to their abilities and wishes. By doing that they can even support their child, who rebels against the school's way of work. In a conflict situation parents can decide for a long-term battle with the school, they can self-initiatively prepare educational programs for the child outside the school environment, they can give up and feel helpless, or they can transfer the child to a more better school.

### **Interweaving**

This is also a case of conflict between the parents and the school, but here the roles are reversed - the parents are passive and don't want adjusted approaches of education

of a gifted child, which are offered at school. The parents doubt the necessity and the need for special programs for gifted children, they are worried about labeling and a possible disrupted development of the child. They are also worried that the child might distance himself from his peers, which will affect the child's further social development in a negative way.

## Natural development

The school and the parents both believe that high abilities and capabilities develop naturally without any external help and influences. In their opinion both the school and the parents can't do much when it comes to developing children's high abilities. They both agree that the development is naturally determined and that it will independently evolve without the help of external factors.

## Conclusion

Society's development expects and demands that schools offers options to the students for optimal progress. The cooperation between the school and the parents is very important. Education is not the only obligation of the school, but it also has to raise healthy personalities. Gifted children are children with special needs. This means that they have special educational needs, which have to be aligned with their intellectual, social and emotional characteristics. As all students, the gifted students also can't reach their potentials, if the right environment isn't provided. In accordance with the holistic model for the gifted, we are not only supposed to develop cognitive, but also the non-cognitive components of personalities of the gifted children.

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## ZADOVOLJNI NADARJENI DIJAKI V SREDNJI ŠOLI

**Povzetek:** V prispevku predstavljam predvsem problematiko poučevanja predmeta likovna umetnost kot kontinuirano delo z nadarjenimi učenci ob prehodu iz osnovne v srednjo šolo. Prav tako so obravnavana tudi pričakovanja in želje nadarjenih dijakov, ponudba programov za nadarjene na dveh mariborskih srednjih šolah, kjer se učenci izobražujejo v programu tehnik in strokovna gimnazija ter primerjava z dijaki, ki obiskujejo umetniško gimnazijo. Zaključek povzema analizo ankete, izvedene med dijaki, ki v anketi predstavijo realizacijo svojih pričakovanj in zadovoljevanja potreb na področju izražanja osebne nadarjenosti v sistemu srednješolskega izobraževanja. Prispevek je grajen na osnovi osebne izkušnje pri poučevanju likovne umetnosti na štirih srednjih šolah v preteklem šolskem letu.

**Ključne besede:** likovna umetnost, pričakovanja in želje nadarjenih dijakov, srednja šola.

## CONTENT AND GIFTED STUDENTS IN HIGH SCHOOL?

**Abstract:** The main idea of this article is to introduce the problems of teaching art lessons continuously to talented students during their transition from primary to secondary school. The talented students' expectations and wishes as well as different programmes available at two technical secondary schools in Maribor and the comparison to the High School of Art are also discussed and compared. Furthermore, the results of the survey on expectations and needs satisfaction of gifted students enrolled in secondary school system are also evaluated. The article is based on the author's personal experience gained during teaching art lessons at four different schools during the past academic year.

**Key words:** art lessons, the talented students' expectations and wishes, secondary school.

V prispevku predstavljam svoje delo z nadarjenimi dijaki v okolju, kjer nadarjenost ni ravno tipična, logična in splošno pričakovana vrlina. Pri tem seveda mislim na ožje poklicno usmerjene izobraževalne programe.

Moje iskanje nadarjenih oziroma talentiranih dijakov, moj način dela in iskanje ustreznih oblik in metod dela z nadarjenimi, so rezultat iskanja novih izzivov, ki so z leti službovanja tudi meni postali nujno potrebni, zato, da zapolnim vrzeli v svojem hotenju po kvalitetnejšem delu z dijaki in iskanju drugačnih poti izražanja osebnih sposobnosti posameznikov.

Z leti poučevanje lahko prerase v rutino, tega sem se vedno bala, in tudi zato, ker sem več let poučevala zgolj dijake v 1. letniku srednje strokovne šole, sem likovne naloge

zastavljala kompleksno in glede na predpisane vsebine iskala navdih v eksperimentiranju v različnih kombiniranih tehnikah ali poiskala navdihujoč motiv, s katerim sem pritegnila dijake k ustvarjanju.

V zadnjih letih sem, zaradi zmanjšanja števila oddelkov, pričela poučevati sprva na dveh, sedaj pa kar na štirih srednjih šolah v Mariboru.

Nova izkušnja je sprva zame pomenila strah pred neznanim, kasneje pa je v meni spodbudila radovednost in odprtost do dijakov s specifičnimi znanji, veščinami in sposobnostmi, ki jih je bilo potrebno oblikovati in usmerjati v kreativno izražanje pri likovni umetnosti.

Nekako sočasno je stopil v veljavo tudi nov učni načrt, ki določa in predvideva razvijanje strokovnih kompetenc pri dijaku, kar je seveda pomenilo tudi zame prilagajanje likovnih nalog dijakom glede na njihovo poklicno usmeritev.

Poučevanje je tako postalo še bolj zanimivo in pestro, a tudi bolj naporno. Vsako šolsko leto je prineslo kakšen izobraževalni program več in tako trenutno poučujem ekonomske tehnike, ekonomske gimnazijce, logistične tehnike, tehnike varovanja ter dijake strokovne gimnazije na glasbenem konzorciju. Dijake teh programov sem zajela v svoj vzorec za analizo in raziskovanje.

Poučujem še na IC Piramida živilske tehnike ter program PTI, ki zajema tri različne poklice (pek, slaščičar in mesar), vendar teh dijakov nisem zajela v vzorcu.

Prav poučevanje na tako različnih šolah in raznolike sposobnosti dijakov so me vodile v to, da sem pričela razmišljati o delu z nadarjenimi dijaki na likovnem področju. Pri rednem pouku nas obvezuje učni načrt in omejuje preveliko število dijakov v oddelku (v povprečju še vedno 32), obšolske dejavnosti pa pritegnejo manjše število resnično zainteresiranih otrok.

Pri pouku se pogosto ukvarjam oziroma namenjam več časa dijakom, ki imajo težave ali primanjkljaje na področju likovnega ustvarjanja, neredko tudi primanjkljaje na psihosocialnem področju. Več časa, namenjenega manj nadarjenim dijakom, seveda pomeni manj razpoložljivega časa za tiste dijake, ki pokažejo nadpovprečne sposobnosti na likovnem področju.

Vendar je realnost našega dela takšna - ne le razvijanje sposobnosti, štejejo ocene, in predmet umetnost v srednješolskih programih, kjer poučujem, sodi med splošnoizobraževalne, nematuritetne predmete, ki imajo zastavljena merila in standarde znanja tako, da lahko vsi povprečni dijaki dosežejo vsaj minimum in kjer se povprečno sposobni dijaki lahko potrdijo tudi z odlično oceno, če seveda dosegaajo vse zastavljene cilje, ki pa so prav tako prilagojeni normativom in standardom za splošnoizobraževalne predmete.

Dijake, ki izkažejo nadpovprečne sposobnosti in rezultate na področju likovnega ustvarjanja, seveda ocenim z najvišjo oceno, ki po vseh šolskih merilih sicer ustreza, vendar pa menim, da dijaku ne daje osebnega zadovoljstva, ne nudi mu realnega vpogleda v osebno rast in razvoj na tem specifičnem področju, saj nima primerljivih del in rezultatov drugih, podobno nadarjenih dijakov in mu ne nudi potrditve in ne daje možnosti za nadgradnjo nadarjenosti v okviru rednih ur pouka.

Morda je primerno, da tukaj izpostavim dejstvo, da na nobeni od srednjih šol, kjer poučujem, uradno ni vpisanega dijaka, ki bi bil v osnovni šoli prepoznan in obravnavan kot nadarjen učenec na likovnem področju vsaj zadnja tri leta.

Z gotovostjo pa lahko zatrdim, da poučujem dijake, ki so že v OŠ dosegali nadpovprečne rezultate in se potrjevali s svojimi deli na različnih tekmovanjih in likovnih natečajih, organiziranih na regijskem, državnem in celo mednarodnem nivoju.

Njihova dela tudi v srednješolskem izobraževanju izstopajo od povprečja kot celostni izdelek, ki zadovolji tako z vsebinsko kot tehnično dovršenostjo ter tudi s samim pristopom k delu in načinom izvedbe zadane likovne naloge.

Nadarjeni dijaki se pogosto soočajo s posledicami lastnih posebnih emocionalno-socialnih značilnosti, ki jih okolica ne sprejema nujno pozitivno.

Tako pri mladih nadarjenih najpogosteje opažam občutljivost, ranljivost, težnje po dovršenosti ob zastavljanju in realizaciji likovne naloge, močno oblikovan osebni pristop k delu, neredko samosvojost in tekmovalnost. Te njihove lastnosti lahko vodijo v osamljenost, nesprejemanje s strani okolja. Ostali dijaki v razredu namreč težko sprejemajo diferenciacijo pri delu, zahtevajo dodatne utemeljitve ocen, pričakujejo nižje kriterije pri ocenjevanju izdelkov zase, pričakujejo lažje likovne naloge ipd.

Vendar pa je potrebno dodati, da tudi dijaki, ki sicer nimajo specifičnih lastnosti likovno nadarjenih, hitro prepoznajo nadpovprečne sposobnosti sošolcev in jih ob ustrezni interpretaciji tudi cenijo in spoštujejo.

Vsa ta pestrost in raznolikost dijakov, združenih v določenem razredu, zahteva fleksibilnost učitelja, vsebin in obsega dela, skratka, diferenciacijo na vseh področjih dela z mladimi.

Ker v času rednega pouka tega ni možno vedno in v celoti realizirati in zadostiti potrebam nadarjenih dijakov, se je porodila in razvila ideja, da nadarjenim dijakom v svojem in njihovem prostem času ponudim nekaj več - možnost, da spoznajo druge nadarjene mlade ljudi in svoja dela med seboj primerjajo in postavijo na ogled širši javnosti.

Nastal je projekt Strah - noč na šoli.



*Slika 1: Strah - noč na šoli (Premagali smo strah in oblekli korantovo oblačilo).*

Zamisel se je porodila spontano, tudi iz moje osebne potrebe po dodatni motivaciji in v preprostem iskanju novih izzivov in novih možnosti, ki nam jih nudi likovno ustvarjanje mladih.

Novo razsežnost za ustvarjalno delo nam je najprej ponudil izbrani čas - praznični december in 24 ur nepretrganega ustvarjanja.

Drugi izziv je ponudil šolski prostor, namenjen 1.200 dijakom, ki si ga je za eno noč prilastila skupina 30 dijakov, nekaj študentov, mentorjev in zunanjih sodelavcev.

Pri projektu smo tako sodelovali: vodja projekta, klinični psiholog, ki je poskrbel za uvodno motivacijo, s pomočjo vodenega potovanja v magični svet otroštva, učiteljica slovenskega jezika, ki je lektorirala nastale zapise v našem dnevniku vtisov, informatik, ki je poskrbel za tehnično plat oblikovanja brošure in tri moje bivše dijakinje, že tretje in četrto leto študentke likovne pedagogike.

Med potekom projekta smo objavili na šolski spletni strani nastalo brošuro, klepetali v spletni klepetalnici s sošolci, ki so nas spremljali od doma in dokumentirali vso našo ustvarjalnost.

Poudarek je bil seveda na likovnem ustvarjanju. Odrinili smo še zadnje pomisleke o naši likovni nadarjenosti in poprijeli za čopiče in velike kartone. Nastale slike so pozitivno presenetile celo avtorje same, še posebej pa obiskovalce, ki so v jutru naslednjega dne obiskali otvoritev razstave izdelkov.

O samem projektu so dijaki - udeleženci zapisali: »Takšni projekti so mi všeč, ker se lahko veliko naučiš od drugih, so koristni in pripomorejo k večji ustvarjalnosti. Spoznaš nove ljudi, njihov način komunikacije, mišljenja, vedenja, spodbujajo osebno rast na likovnem področju.« Po mnenju dijakov taki projekti tudi razvijajo kreativnost in pomagajo razvijati individualnost na zabaven način, nudijo posebne izkušnje, primerjavo med delom in izdelki drugih udeležencev, odkrivajo nove meje sposobnosti ...

Prav to so bili tudi moji cilji ob oblikovanju projekta. Sodelovanje pri projektu je dijakom-udeležencem omogočilo, da skozi igro usvojijo zahtevnejšo učno snov, vpleteno v likovno in verbalno izraženo nalogo, sočasno konzultirajo z več učitelji in somentorji, aktivno sodelujejo in tako nudijo kot tudi prejemale pomoč vrstnikov, samostojno prilagodijo potreben čas za realizacijo lastnega dela - izdelavo izdelka.

Prvo leto (leta 2008) sem izbrala dijake-udeležence pri projektu zgolj naključno, pri čemer se nisem strogo ozirala na to, ali dosega dijak nadpovprečne rezultate in ali torej kaže izrazite znake nadarjenosti na likovnem področju. Pomembnejše merilo mi je bilo to, da je dijak osebno motiviran za nov pristop k delu, za raziskovanje svojih sposobnosti in kaže odprtost za moderne oblike dela ter želi razvijati nove odnose in stike z drugimi, dotlej nepoznanimi udeleženci. Med drugim je bil moj cilj tudi to, da tudi dijaki, ki sicer niso kazali nadpovprečnega talenta, uspešno dosežejo končni rezultat - osebno zadovoljstvo ob pogledu na lastno, kvalitetno likovno delo in s tem spodbudo, da vztrajajo pri razvoju svojih sposobnosti.

Naslednje leto (leta 2009) sem izbirala dijake - udeležence z večjim poudarkom na njihovi likovni nadarjenosti, ki so jo izkazali vsaj v preteklem šolskem letu pri pouku umetnosti, prav tako sem razširila krog sodelujočih dijakov na vse štiri šole, kjer poučujem, saj sem tako resnično pritegnila k sodelovanju po mojem mnenju najbolj nadarjene dijake, ki sem jih v tekočem letu poučevala. Delo je bilo zastavljeno podobno kot prejšnje leto, le nekaj več časa smo namenili medsebojnemu spoznavanju (dijaki so bili popolni neznanci ob začetku projekta), pri čemer je izdatno pomagal klinični psiholog. Z njegovo pomočjo smo se učili sprostitvenih tehnik in tehnik medsebojnega zaupanja, ki so posledično vplivale na kreativnost in spodbudile notranjo motivacijo pri dijakih.

Nastala likovna dela so v celoti dosegala pričakovanja, realizirani so bili vsi zastavljeni cilji.

Skupna, konstruktivna analiza likovnih del in voden ogled razstave ob zaključku projekta, s komentarji avtorjev, mentorice in študentov likovne pedagogike, ki so pri projektu sodelovali, je postregla s povratno informacijo mladim ustvarjalcem.



*Slika 2: Strah - noč na šoli 2009 (Upodobitev strahu v sliki, tehnika akril na karton).*

Ob zaključni prireditvi (otvoritev s čajanko) sem želela k sodelovanju pritegniti tudi starše in sorodnike nadarjenih. Prejeli so posebna vabila na otvoritev, ki so se je tudi v velikem številu udeležili. Ob ogledu razstavljenih del so dobili priložnost, da svojemu in drugim otrokom izrazijo podporo in zadovoljstvo ob njihovih izdelkih ter neposredno od mladih avtorjev slišijo analizo del in se pogovorijo o minulem projektu takoj, dokler je spomin še živ in vtisi močni.

Namen je bil dosežen.

Ob pogovoru s starši se je izkazalo, da le-ti redko sodelujejo s svojim otrokom na likovnem področju. Redko obiskujejo javne otvoritve razstav in sorodnih prireditev, velika večina pa je sploh prvič imela priložnost videti likovnega dela svojega otroka kot javno razstavljen eksponat, izpostavljen kritični analizi obiskovalcev.

Posamezni dijaki, ki so sodelovali pri projektu, se vračajo s predlogi o samostojnih razstavah, prihajajo z izdelki po nasvet in mnenje ter aktivno sodelujejo pri pripravi enakega projekta v novem šolskem letu (2010/11), čeprav predmet likovna umetnost ni več uvrščen med njihove predmete. Prav dijaki so dali pobudo, da bi bilo takšnih projektov še več.

Neredko prihajajo tudi po nasvet o nadaljevanju šolanja - študija - prav z likovnega področja in se za takšen študij neredko tudi odločajo.

## Analiza ankete

V raziskovalni vzorec sem zajela naključno izbranih 99 dijakov treh srednjih šol iz Maribora: 33 dijakov Srednje ekonomske šole Maribor (v nadaljevanju SEŠ), 33 dijakov Srednje prometne šole Maribor (v nadaljevanju SPŠ) in 33 dijakov Glasbenega in baletnega konzorcija Maribor (v nadaljevanju GBK). Povprečna starost anketiranih je 16,5 let.

Že pri prvem vprašanju, kjer sem želela pridobiti informacijo o dijakih, ki so bili že v osnovni šoli obravnavani kot nadarjeni učenci, sem dobila pričakovane rezultate. Na SEŠ in SPŠ je bilo takih dijakov približno 30 %, na GBK pa kar 65 %. Rezultat je pričakovan, saj se na GBK vpisujejo izključno dijaki, ki se ukvarjajo z glasbo ali baletom, kar že v osnovi govori o predispozicijah in razvijanju nadarjenosti od zgodnjega otroštva.

Ob tem se seveda poraja vprašanje, potrebno nadaljnje obravnave, kam je večina teh dijakov poniknila v času šolanja na srednji šoli, saj razen redkih dijakov, ki uveljavljajo status športnika, niso več obravnavani kot nadarjeni dijaki. Izjema je seveda GBK, kjer so vsi dijaki obravnavani kot nadarjeni in imajo posledično temu prilagojen tudi pouk ter vse šolske in obšolske dejavnosti.

Pri drugem vprašanju sem želela doseči, da dijaki sami okvirno ocenijo svoje sposobnosti na vseh 10 področjih, ki jih v analizi obsega Ocenjevalna lestvica nadarjenosti učenca (OLNADO7), oblikovani s strani Zavoda za šolstvo RS Ljubljana. Lestvico sem popolnoma prilagodila vprašalniku, namenjenemu dijaku, iz nje pa sem želela pridobiti predvsem podatek, na katerem področju izmed navedenih se anketirani dijaki povprečno počutijo najbolj in na katerem najmanj sposobni.

	Srednja ekonomska šola	Srednja prometna šola	Glasbeni in baletni konzorcij
Splošno intelektualno področje	X	X	X
Učno področje			
Ustvarjalno področje			
Voditeljsko področje	X		
Telesno - gibalno področje		X	
Tehnično področje			
Likovno področje			
Glasbeno področje			X
Literarno področje			
Dramsko področje			X

Tabela 1: Področja z najvišjo oceno dijakov



Iz tabele je razvidno, da na nobeni od šol dijaki niso izbrali kot močno področje *likovno*, ki je sicer predmet te obravnave, vendar pa so tudi ostali rezultati sprejemljivi, saj so pričakovane sposobnosti dijakov za posamezno šolo v bistvu enake doseženim rezultatom ankete. Tako za poklic ekonomskega tehnika oz. gimnazijca pričakujemo sposobnosti na splošnem intelektualnem področju ter večine samostojnosti in javnega nastopa, ki so jih anketirani dijaki tudi izbrali kot bolj izrazita. Na Srednji prometni šoli se prav tako razvijajo in pričakujejo sposobnosti na splošnem intelektualnem področju, močno poudarjeno pa je tudi telesno-gibalno področje, še posebno za dijake, ki obiskujejo program Tehnik varovanja, kjer je zelo pomembna dobra psihofizična usposobljenost dijaka.

Specifika Glasbenega in baletnega konzorcija se je izkazala tudi tukaj, strokovno usmerjeni dijaki se čutijo najmočnejši na področju glasbe in dramske igre. Skoraj identičen rezultat na dramskem področju je dosegalo tudi splošno intelektualno področje.

	Srednja ekonomska šola	Srednja prometna šola	Glasbeni in baletni konzorcij
Splošno intelektualno področje			
Učno področje			
Ustvarjalno področje			
Voditeljsko področje			
Telesno - gibalno področje			
Tehnično področje			X
Likovno področje			
Glasbeno področje	X	X	
Literarno področje	X		X
Dramsko področje		X	

Tabela 2: Področja z najnižjo oceno dijakov

Tudi ti rezultati kažejo na logično sosledje pričakovanih odgovorov, vezanih na izbrano smer šolanja. Glasbeno in dramsko področje nista med pričakovanimi pri dijakih na SPŠ in SEŠ, tehnično področje pa ni pričakovano pri dijakih BGK. Nekoliko preseneča literarno področje, ki je v bistvu osnova srednješolskega izobraževanja, vendar bi lahko sklepala, da je vprašalnik na tem področju bolj zajemal nadpovprečne aktivnosti (pisanje pesmi in proze, objavljanje teh besedil), kot pa redno obravnavo šolske snovi pri slovenskem jeziku.

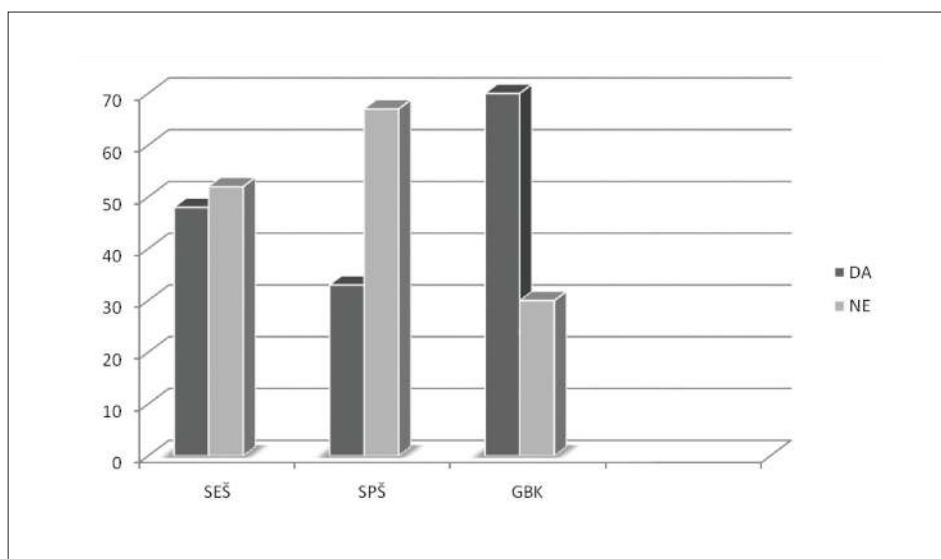
V nadaljevanju ankete sem ugotovila, da je skupno kar 77% vseh anketiranih izbralo srednjo šolo zato, ker menijo, da bodo v njej lahko razvijali svoj talent, največ, kar 90%, je takih dijakov na GBK.

Pri četrtem vprašanju sem pridobila podatke, da uveljavlja pravico do posebnega statusa dijaka le malo dijakov. Na SEŠ 6,5 % dijakov - izključno na področju športa, na SPŠ 14 % prav tako na področju športa. Tukaj je izrazita izjema GBK, kjer imajo vsi dijaki na področju glasbe ali plesa poseben status ter 7 % status športnika.

Pri petem vprašanju sem dijake pozvala, naj zapišejo predlog o področjih, kjer čutijo nadarjenost, pa v izbranem programu šolanja le-te nimajo možnosti razvijati, nadgrajevati.

Tukaj so zanimivi rezultati GBK, kjer je večje število dijakov izrazilo potrebo po razvijanju dramske igre, sodobnega plesa, javnih nastopov in likovnega področja. Odgovori SEŠ in SPŠ govorijo zgolj o individualnem interesu na posameznih področjih.

Pri šestem vprašanju sem postavila konkretno vprašanje: »Ali meniš, da si nadarjen na likovnem področju?«



Graf 1: Nadarjenost na likovnem področju

Dobljeni odgovori prikazujejo sliko sposobnosti dijakov, ki jih lahko primerjam s podatki o številu likovnih del, ki jih npr. izbiram kot dela, ki dosegajo dovolj visoko kvaliteto, da jih lahko uporabim kot vzorčna dela za priložnostne razstave. Kriteriji, po katerih izbiramo likovna dela, najverjetneje dosegajo kriterije za nadarjene dijake na likovnem področju - seveda z določenim odstotkom tolerance.

V nadaljevanju ankete sem dijake spodbujala k podajanju konstruktivnih predlogov, s katerimi bi lahko šole, ki jih obiskujejo, bistveno prispevale k razvoju in podpori njihovega talenta, seveda s poudarkom na likovnem področju. Tako so dijaki SEŠ ugotavljali, da na njihovi šoli že izvajamo veliko projektov, delavnic, krožkov in razstav, kjer te sposobnosti lahko razvijajo, seveda, v kolikor se kateri od teh dejavnosti tudi pridružijo. V prostem času se dijaki ukvarjajo z različnimi likovnimi zvrstmi, v šoli pa predlagajo možnost izbire predmeta likovna umetnost tudi v višjih letnikih (izvaja se namreč samo v obsegu 68 ur v prvem letniku). Na SPŠ projektov, ki se izvajajo na šoli, ne omenjajo, v prostem času pa posamezniki ustvarjajo na likovnem področju. Na GBK dijaki ugotavljajo, da lahko na likovnem področju delujejo le v času pouka likovne umetnosti (obseg 35 ur v tretjem letniku), zato predlagajo likovno umetnost tudi v ostalih letnikih, zanimajo jih tudi razne tečajne oblike izobraževanja, konzultacije, strnjeni seminarji, razstave, izbirne vsebine z likovnega področja.

Kar polovica anketiranih dijakov, bi predmet likovna umetnost izbrala za izbirni predmet na maturi, če bi seveda imeli to možnost.

Vsi dijaki so enotnega mnenja, da so osebni interes, vaja, vztrajnost in trdo delo odločilni za razvijanje talenta. Prav vsi si želijo pri doseganju dobrih rezultatov še več podpore in spodbude v šolah kot tudi s strani družinskih članov. Pogrešajo več sodelovanja med različnimi šolami in izmenjavo izkušenj z vrstniki. Dobrodošla bi bila medšolska tekmovanja in obiski strokovnjakov pri učnih urah.

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## SOCIALNA INTELIGENCA UČITELJA NADARJENEGA UČENCA

**Povzetek:** Nadarjen otrok potrebuje veliko več kot samo učitelja ... nadarjen otrok potrebuje Učitelja! Tako kot drugod, tudi v slovenskem šolskem prostoru velja, da imamo veliko dobrih, a kljub temu še vedno (pre)malo odličnih Učiteljev. Pri tem se seveda ne osredotočamo zgolj in samo na njihovo strokovno usposobljenost, saj imamo ogromno strokovnjakov na različnih področjih, temveč na osebnostne lastnosti, ki so v tem poklicu izrednega pomena. Izhajamo iz predpostavke, da samo socialno-čustveno zrel učitelj lahko utre pot h kakovostnejšemu poučevanju, saj so pri učitelju kot tudi pri učencih socialno-emocionalne spretnosti temeljno povezane s kognitivnimi. Temeljni pogoj za to ni samo dobra strokovna usposobljenost v metodah in tehnikah vzgojno-izobraževalnega dela, temveč bogate življenjske izkušnje, pozitivne moralne lastnosti, bogata pedagoška praksa, življenjska socialno-emocionalna zrelost ter uravnoteženost.

V prispevku bomo prikazal, zakaj je socialna inteligenca učitelja pomembna pri delu z nadarjenimi učenci, ki imajo svojevrstne in komplekse potrebe na socialno-emocionalnem in učnem področju. Nadarjen otrok ne potrebuje zgolj ozko usmerjenega strokovnjaka na predmetnem področju, temveč mentorja, vodiča, poslušalca in predvsem socialno-emocionalno inteligentnega učitelja, ki mu bo prvovrstno znal prisluhniti, mu bo zaupal in pomagal, svetoval, usmerjal in predvsem sprejel kot »normalnega otroka« in ne kot »nadarjenega« otroka. Socialno inteligentnega učitelja namreč ima vse lastnosti, ki so nujno potrebne pri delu z nadarjenim otrokom; umetnost komuniciranja, odkritosrčnost, sposobnost za reševanje nesoglasij ter sposobnost za sočutje in skrb za druge.

Nadarjen otrok potrebuje učitelja, ki mu poučevanje nadarjenih predstavlja privilegij!

**Ključne besede:** socialna inteligenca, učitelj nadarjenega učenca, kompetence.

## SOCIAL INTELLIGENCE OF GIFTED STUDENT TEACHER

**Abstract:** Gifted child needs a lot more than just a teacher ... a gifted child needs a Teacher! Like elsewhere, also in the Slovenian school system we have a lot of good, but still a few excellent teachers. Here we don't focus only on the professional qualifications - because we have a lot of experts in various fields, but on personal qualities that are extremely important in this profession. Based on the assumption that only a mature social-emotional teacher can pave the path to more quality teaching, because as student's also teacher's social-emotional skills are associated with their cognitive skills. The basic condition for this is not only a good professional training in the methods and techniques of educational work, but rich life experiences and positive moral qualities, a good teaching practice, social-emotional life maturity and balance. In this paper we show why social intelligence is important for teachers who are working with gifted students which require a unique and complex needs in the socio-emotional and learning field. Gifted children not only need a highly focused specialist of the subject area, but a mentor and socially-emotionally intelligent teacher who will be able to listen, trust,

help, advise, guide and above of all accept gifted child as »normal child«. Socially intelligent teacher contains all the elements that are necessary for working with gifted children: art of communication; the ability to resolve conflicts; capacity for compassion and concern for others (empathy).

Gifted child needs a teacher for whom teaching gifted children is a privilege!

**Key words:** teacher, gifted child - student, social intelligence.

## Uvod

Učitelj je hote ali nehoti vpleten v proces vseživljenjskega učenja, ki se mu v tem poklicu ni moč izogniti. Spremembam, ki se v šolskem sistemu nenehno porajajo, mora slediti in jih v svojo poklicno sfero vgrajevati ter vzporedno z njimi osebnostno in poklicno rasti. Najpomembnejše pri temu je, da je učitelj dovolj odprt, fleksibilen in predvsem motiviran za sprejemanje zahtev in sprememb šolskega in širšega, družbenega sistema. Aktualni šolski sistemi pa poleg naštetega postavljajo v ospredje tudi pojem učitelja kot »socialno inteligentnega« *pedagoškega vodje*. Veščine, ki jih mora na svojem poklicnem področju obvladati, se ne tičejo le raziskovalnega in strokovnega področja, temveč tudi kompetenc, ki si jih pridobi na področju medosebnih odnosov, vodenja in osebnostno pogojenih veščin (Kaufhold, 2005). Poleg vseh sposobnosti, znanj in spretnosti, ki jih mora imeti za opravljanje vse manj zavidljivega in spoštovanega poklica, mora biti tudi socialno inteligenten. Edukatorji, ki imajo dobro razvito socialno inteligenco, so po prepričanju številnih strokovnjakov, strokovno usposobljeni, psihično močni profesionalci, ki se v svojem poklicu z lahkoto spopadajo z različnimi ovirami (Day, 1999; Child, 2004). Poleg socialne inteligence pa moramo opozoriti na njen koherenten del, ki jo imenujemo čustvena inteligenca. Čustvena inteligenca je namreč odločujoča pri izgrajevanju zdrave osebnosti, ki je duševno uravnovešena in harmonična, zanesljiva, odgovorna in uspešna na različnih življenjskih področjih. Ryback med prednosti čustvene inteligence postavlja v ospredje zmožnosti posameznika, da dosega uspehe na podlagi visokega samozavedanja, pozitivne samopodobe, obvladovanja čustev, notranje motivacije, sposobnosti vodenja in obvladovanja stresa (1998, str. 34).

Nova družba znanja terja od učiteljev nekatere nove »vloge« med katerimi zasledimo tudi zahteve po usposobljenosti za delo za različnimi učenci. Med slednje spadajo tudi nadarjeni in talentirani. Vendar vsak učitelj ni dovolj dober učitelj za zadovoljevanje in razumevanje različnih potreb in značilnosti raznolikih otrok. Pri tem izhajamo iz predpostavke, da lastnosti dobrega učitelja niso enako interpretirane, pomembne in enako vrednotene pri vseh učencih. Učitelja bomo v nadaljevanju predstavili iz drugega vidika, ki ga v slovenskem prostoru velikokrat spregledamo; t.j. iz njegovih osebnostno-socialnih lastnosti, ki so veliko bolj cenjene kot njegove intelektualne (Vialle, 1998). Podobno prikazuje tudi starejša raziskava, ki kaže, da je

najpomembnejši element pri realizaciji različnih programov za nadarjene in talentirane ravno učitelj (Renzulli, 1968).

Renzulli je s sodelavci stremel k temu, da se pri delu z nadarjenimi ne osredotočamo toliko na učiteljeve osebne lastnosti, vendar bolj na njegovo vedenje, ki je kombinacija *osebnostnih lastnosti, znanja in spretnosti, strokovnosti ter načina poučevanja* (1980).

Socialno inteligenco bomo v nadaljevanju predstavili kot temelj, na kateremu se prične graditi zanje in spretnosti učitelja - strokovnjaka.

## **Prostranost in pomembnost socialne inteligence**

Thorndike kot začetnik na področju analiziranja socialne inteligence, le-to definira kot sposobnost preudarnega ravnanja v medčloveških odnosih. Med oprijemljive indikatorje socialne inteligence sodijo medosebne veščine in spretnosti, empatija, zmožnost vplivanja na osnovi medsebojnega razumevanja, izogibanje problemom, sklepanje kompromisov, zmožnost »drugačnega« vpogleda na določene problemske in druge situacije, prepričljivost, uspešnost v timske delu, samoiniciativno raziskovanje ter opravljanje drugih nalog (Kihlstrom, Cantor, 1998; Ryback, 1998).

Socialno inteligentni ljudje imajo torej visoke sposobnosti komuniciranja, razumevanja (verbalne in neverbalne govornice) ter poslušanja. Poleg omenjenega je pomembna lastnost takšnih ljudi tudi ta, da so zelo sposobni na področju pogajanja, razpravljanja, reševanja konfliktnih situacij, problemov in iskanja divergentnih rešitev pri izpeljevanju zaključkov (Buzan, 2002). Poleg naštetega so značilnosti socialno inteligentnega učitelja; zmožnost vpogleda v kognitivne, socialne in čustvene potrebe otrok, ustvarjalno mišljenje, odlične komunikacijske sposobnosti, smisel za humor in izjemna navdušenost nad delom, ki ga opravlja (Hansen, Feldhusen, 1994; Bernal v Vialle, 1998). Socialna inteligenca je najpomembnejša komponenta za umske dejavnosti, ki jo lahko negujemo in razvijamo, hkrati pa nas tudi sama spreminja, razvija in dopolnjuje. Socialno inteligenco potemtakem lahko interpretiramo kot skupek univerzalnih sposobnosti individuuma, ki se kažejo v odločnosti, racionalnosti in učinkovitosti njegovega delovanja v okolju. Bistvo razvijanja socialne inteligence je v prvotnem in primarnem smislu naravnano k prepoznavanju samega sebe. Z osebnim zadovoljstvom in samozaupanjem odsevamo navzven veliko energije, ki jo občutijo vsi okoli nas. Osebno zadovoljstvo pa lahko vodi tudi v izredno kvalitetno delo na poklicnem področju; svetovalnem področju in delu s starši, učitelji in predvsem nadarjenimi ter drugimi učenci.

Kot smo že omenili, socialno inteligenco ne smemo obravnavati popolnoma ločeno od emocionalne inteligence, saj delujeta povezano in koherentno, se dopolnjujeta in nadgrajujeta v številnih vidikih. Emocionalna inteligenca se kot pojem uveljavi v 90-ih letih prejšnjega stoletja, pri čemer so jo avtorji povezovali predvsem v sklopu različnih emocionalnih dejavnikov kot zaupanje, pozitivne in negativne emocije, empatičnost ipd. Zaradi številnih avtorjev, ki so emocionalno inteligenco preučevali iz različnih zornih kotov je nastalo veliko definicij in konceptov s področja emocionalne inteligence in njenih ključnih faktorjev (Weisinger, 1998; Ryback, 1998; Mayer, 2001). Delo z ljudmi, bodisi otroki ali odraslimi, zahteva določene socialne kompetence, ki so po Huges-u opredeljene kot naloge posameznika, da pravilno interpretira določeno situacijo in se nanjo primerno odzove ter nadaljnje učinkovito implementira svoj odziv v slednjo (Huges v Topping et al, 2000, str. 31).

V nadaljevanju podajamo splošne značilnosti socialno inteligentne osebe, ki jih bomo podkrepili s primeri iz pedagoškega okolja (Buzan, 2002; Ryback, 1998; Vialle, 1998):

*Umetnost učiteljevega poslušanja.* Najlažja in hkrati najbolj učinkovita pot odražanja nekega interesa do druge osebe je poslušanje. Poslušanje v kontekstu socialne inteligence pomeni, dajati nekomu občutek, da je vreden naše pozornosti, kar nam povrne s pozitivno naravnostjo. Narava učiteljskega poklica je vključena v nenehen proces poslušanja in konstruktivne izgradnje omenjene kompetence, ki se odraža kot vrsta umetnosti. Poslušanje nadarjenih učencev je zaradi njihovih »svetu nerazumljivih težav« veliko pomembnejše, saj nadarjeni potrebujejo osebo, ki jih bo resnično razumela in jim pomagala.

*Navezovanje stikov z učenci, starši in sodelavci.* Razvoj socialne inteligence je pogojen s številom in intenzivnostjo medosebnih interakcij, ki jih imamo v vsakdanu na področju poklicnega in osebnega življenja. Socialno inteligentni ljudje z veseljem navezujejo stike, so odprti, prijazni, topli, pozitivni in se nam z lahkoto prikupijo že po prvem srečanju.

*Razpoloženje in osebna sreča.* Da bomo lahko premagali vse življenjske ovire in si nenehno krepili socialno inteligenco, sklepali prijateljstva, bili priljubljeni in uspešni nasploh, moramo življenje gledati skozi optimističen pogled. Učitelj ima izjemno moč, da otroke osreči ali onesreči, veliko njegovi moči namreč izvira iz njegovega razpoloženja. Ker so nadarjeni učenci v veliki večini veliko bolj dojemljivi za spremembe, empatični ter razviti na čustveno-socialnem področju, se lahko zelo burno odzovejo na spreminjajoče se razpoloženje učitelja, veliko bolj pa se jih dotakne, če je le-to negativno naravnano.

*Pogajanje - kako preprečiti vpliv druge osebe na naše mnenje.* Naša naloga je ta, da vsakomur dovolimo, da svobodno izrazi svoje občutke in videnja. Pri pogajanju moramo izraziti svoje mnenje brez kakršnega koli prepričevanja drugih, vsiljevanja svojega

mnenja in poniževanja. Na koncu razgovora moramo biti vsi sodelujoči zadovoljni, ne glede na raznolikost idej in zaključkov. Omenjena problematika je v šolskem prostoru zelo razširjena, saj velja nenapisano pravilo, da je učitelj tisti, ki ima zadnjo besedo. Takšne vzorce vedenja prenašamo med kolege, prijatelje in v družinsko okolje.

*Vljudnost in spoštovanje.* Vljudnost in poznavanje določenih oblik ter pravil lepega vedenja je ena ključnih karakteristik socialne inteligence. Primerno obnašanje, toleranca, odprtost, odkritosrčnost, dostojanstvo, sprejemanje vseh in neobsojanje so izjemno pomembne vrline, saj so učitelji s svojimi vzorci obnašanja pod nenehnim drobnogledom s strani učencev, staršev in drugih kolegov. Že s tem, ko smo vzor drugim učencem, smo naredili pomemben korak v izgrajevanju tistih vrednot pri otroku, ki so vse manj zastopane in v življenju naše mladine precej nepomembne.

## **Nova »vloga« socialno inteligentnega učitelja in delo z nadarjenimi učenci**

Nadarjeni učenci so učenci s posebnimi potrebami in kot takšne jih moramo tudi nujno obravnavati. Vendar pri delu s takšnimi učenci nastopijo težave, saj so učitelji premalo strokovno podkovani in usposobljeni v primerjavi s specialnim pedagogom ali šolskim psihologom.

V mnogih razvitih državah širom sveta si morajo učitelji za nadarjene učence pridobiti ustrezne certifikate, ki so plod daljšega strokovnega izpopolnjevanja in dokaz o ustrezni kompetenci za nadaljnje delo na področju razvoja in edukacije nadarjenih otrok. V Sloveniji imamo na področju odkrivanja in dela z nadarjenimi organizirane seminarje in posvete, ki pa so splošno usmerjeni in ne zadovoljujejo specifičnih potreb in informacij, ki jih terjajo predvsem predmetni učitelji nadarjenih in talentiranih učencev/dijakov, ki so v prepletu hevristično usmerjenih izobraževalnih smernic, splošnih teorij in konceptov, v precej nelagodnem položaju. Sistemska organizacija na področju edukacije nadarjenih in talentiranih učencev je v našem osnovnošolskem in srednješolskem prostoru še vedno preozko usmerjena na področju edukacije nadarjenih, kjer je pomen razvoja posebnih talentov premalo upoštevan in skorajda zanemarjen. Prav tako je zanemarljivo zastopano področje edukacije učiteljev, mentorjev nadarjenih otrok - predvsem iz vidika uporabe ustreznih, bogatih, metodično pestrih strategij, svetovanja in nudenja pomoči nadarjenim otrokom predvsem na osebnostnem in socialno-emocionalnem področju (ne zgolj na učnem).

Ko govorimo o »novi vlogi«, se osredotočamo predvsem na nove »nianske«, smernice, poudarke ipd. in ne toliko na spreminjajoče se vloge učitelja. Gre predvsem za to, da se učitelji prilagajajo novim spremembam in potrebam družbe, novim spoznanjem na področju stroke, izpopolnjevanju na področju metod in organizacije pouka, novim tehnologijam, učno in vedenjsko težavnim učencem idr.



*Med novimi »vlogami učitelja« je moč zaslediti predvsem naslednje: usposobljenost za delo z različnimi učenci (različne sposobnosti, posebne potrebe, multikulturne razlike); usposobljenost za refleksijo, raziskovanje in evalvacijo lastnega dela; odprtost za spreminjanje; mentorstvo; timsko delo; vključevanje IKT v pouk; večja mobilnost, inovatorstvo; učitelj kot spodbujevalec učenja; skrb za osebni in profesionalni razvoj; učitelj kot del razvijajoče (učee) se organizacije itd. (Day, 1999).*

Učitelj mora sprva nadarjenemu učencu nuditi okolje, kjer se bo počutil varnega, sprejeta, ljubljena in razumljena. Poznati mora njegove osebne značilnosti, da bo skladno s temi zanj pripravil program dela in razvijal tiste interese in potencialne, ki pri nadarjenemu najbolj izstopajo. Pri tem pa ne sme pozabiti, da je njegova funkcija zgolj mentorska, usmerjevalna, pri čemer mora dopuščati učencu popolno svobodo in graditi na njegovi samostojnosti in pozitivni samopodobi. Učitelj ne sme zadrževati učenčevega napredovanja in ga ovirati, ter mu jemati svobode izražanja idej, vendar ga mora v heterogenem oddelku dodatno zaposliti in motivirati za delo (Ferbežer, Kukanja, 2008).

*Za optimalen razvoj učenčevih sposobnosti in pri zadovoljevanju njegovih želja in interesov, mora učitelj uporabiti pestrost strategij in pristopov: reševanje problemov z različnimi ustvarjalnimi tehnikami in spodbujanjem domišljije; zagotoviti mora dostop do najrazličnejših virov in spodbuditi, da otrok sam išče informacije, analizira in vrednoti uporabnost virov; spodbujati mora divergentno mišljenje in postavljanje najrazličnejših vprašanj, brez kakršnihkoli zadržkov; učencem mora omogočiti delo z avdio-vizualnimi sredstvi in informacijsko tehnologijo; navajati mora na izkustveno učenje z igrami vlog in simulacijami; spodbujati mora raziskovalno dejavnost z delom na terenu; za nadarjene si mora določiti št. ur, kjer jim bo v heterogenem oddelku sestavil individualiziran program; nadarjene mora spodbujati k izražanju idej, različnim pristopom učenja, h komuniciranju ipd.; težiti mora k spodbujanju samozavesti, zaupanju in sodelovanju z drugimi; učence mora razumeti in voditi, ne pa obsojati in ocenjevati; učenca mora obravnavati kot enakovrednega partnerja v vzgojno-izobraževalnem procesu (Kukanja, 2005).*

Učitelj potemtakem ni zgolj usposobljen predstavnik predmetne stroke, temveč tudi mentor, poslušalec, prijatelj, motivator, usmerjevalec in vodič. Vendar pa je, kot pravi Kalin(ova), razvoj učitelja odvisen tudi od šolske kulture, šolske klime in vodenja šole (2003, str. 242). Učitelj brez pomoči vodstva, šolske svetovalne službe in drugih, ne bo zmožni opravi celotne organizacije in dela z nadarjenimi, ne glede na to koliko si bo to sam želel. Ker sodobni tokovi in šolska prenova prinašajo spremembe v učiteljevi vlogi, jim moramo omogočiti nenehno permanentno izobraževanje. Učitelj, ki bo težil k lastnemu razvoju, učenju, izpopolnjevanju in rasti, bo to prenesel tudi na učence in delo v razredu. Šole morajo pri opredeljevanju in zahtevah dela z nadarjenimi sprva poskrbeti za razvoj lastnega kadra, ga ustrezno motivirati in spodbuditi, nuditi varno učno okolje, in šele nato pričakovati, da bo prišlo do

želene realizacije ciljev pri delu z nadarjenimi. Učitelj mora poleg svoje strokovne usposobljenosti imeti še psihološko - pedagoške in organizacijske sposobnosti. Projektna skupina strokovnjakov Pedagoške fakultete v Kopru bo v sklopu projekta »Socialna kohezivnost v vzgoji in izobraževanju<sup>1</sup>« na podlagi temeljite analize oblikovala strokovne podlage in gradiva za razvoj pristopov pri delu z nadarjenimi otroki in mladostniki, kar predstavlja pomemben prispevek k nadaljnjemu permanentnemu izobraževanju in spopolnjevanju strokovnih kadrov na področju dela z nadarjenimi.

## **Kompetence socialno inteligentnega učitelja nadarjenih in talentiranih učencev**

Nacionalno združenje za nadarjene otroke (NAGC) je v svojem poročilu zapisalo, da se zavzemajo za nacionalne cilje, ki zagovarjajo odličnost in pravičnost za vse učence in dijake ter, da bodo pri realizaciji le-teh sledili različnim didaktičnim pristopom in virom, s katerim bodo spodbudno delovali na razvoj njihove mladine (Position statement: Competences needed by teachers, [www.nagc.org/](http://www.nagc.org/), julij 2010). NAGC je prepričano, da vsi otroci zaslužijo najvišjo kakovost izobraževanja in da je le-to možno doseči šele z ustrežno usposobljenim kadrom. Najvišjo kakovost na področju vzgoje in izobraževanja lahko dosežemo takrat, ko se učitelji zavedajo svoje plemenite in temeljne odgovornosti pri poučevanju nadarjenih, poznavanju njihovih sposobnosti in lastnosti ter različnih potreb. Pri tem se nam poraja dodatno zapleteno vprašanje; Kako naj učitelj zagotavlja ustrežno oskrbo na različnih področjih dela z nadarjenim učencem, če za slednjo ni dovolj odprt, dovzeten, pozitivno naravnani, enostavneje povedano, če njegova socialna inteligenca ni dovolj visoka za delo s tovrstno skupino otrok? Učitelj nadarjenega učenca bi namreč prvovrstno moral biti socialno inteligenten, šele na to dobro strokovno podkovan in usposobljen na metodično-didaktičnem področju.

*Nadarjeni učenci so poseben, svojevrsten izziv in pogosto nezadostne izkušnje učiteljev vodijo v pasivno spoprijemanje z njihovimi izobraževalnimi in socialno-emocionalnimi zahtevami. Za zagotavljanje ustreznih učnih in drugih izkušenj nadarjenih, morajo imeti učitelji le-teh: znanje in vrednotenje izvora in narave nadarjenosti in talentiranosti; znanje in razumevanje kognitivnih, socialnih in emocionalnih značilnosti, potreb in morebitnih težav, s katerimi se srečujejo nadarjeni učenci; znanje, uporabo in dostop do naprednih vsebin, informacij in idej; sposobnost razvijanja diferenciranih učnih načrtov za delo z edinstvenimi intelektualnimi in čustvenimi potrebami in interesi nadarjenih učencev; zmožnost za ustvarjanje varnega in spodbudnega okolja, v katerem lahko nadarjeni in talentirani izrazijo svojo edinstvenost (Position statement: Competences needed by teachers, [www.nagc.org/](http://www.nagc.org/), julij 2010).*

<sup>1</sup> Projekt: Strokovne podlage za oblikovanje socialne kohezivnosti v vzgoji in izobraževanju - SKVIZ. Operacijo delno financira Evropska unija iz Evropskega socialnega sklada ter Ministrstvo za šolstvo in šport. Operacija se izvaja v okviru Operativnega programa razvoja človeških virov za obdobje 2007-2013, razvojne prioritete: Razvoj človeških virov in vseživljenjskega učenja; prednostne usmeritve: Izboljšanje kakovosti in učinkovitosti sistemov izobraževanja in usposabljanja.

Raziskave v osemdesetih in devedesetih letih nazorno pričajo o tem, da so *pri učiteljih nadarjenih učencev najbolj pogosto izpostavljene naslednje kompetence oz. značilnosti dobrih učiteljev*: zrelost in izkušnje; intelektualna nadpovprečnost in izjemna razgledanost; zadovoljstvo s svojim delom; doseganje različnih visokih dosežkov (uspešnost); pozitiven odnos do učencev, dela; urejenost, sistematičnost, organiziranost; ustvarjalnost in domišljija; smisel za humor; vseživljenjski učenec; ustvarja spodbudno učno okolje ter spodbuja učence pri njihovem delu (Vialle, 1998).

Druge študije, ki so jih opravili v Združenih državah Amerike, so pokazale, da imajo pri učiteljih nadarjenih učencev prednost osebnostne značilnosti pred intelektualnimi. Pri tem so izpostavili predvsem potrpežljivost, razumevanje, poštenost in ustvarjalnost.

Sposobnosti in znanje učiteljev pri poučevanju nadarjenih učencev so najpomembnejši vir šole, ki s svojo odgovornostjo in pogumom znajo slediti potrebam učencev in jih popeljati v drugačen svet. Bianchi(jeva) pravi, da je etična odgovornost vsakega učitelja ta, da spodbuja učence, jih motivira in jim nudi ustvarjalno učno okolje za njihov uspešen razvoj (2002). Zanimive rezultate kaže tudi študija Kalin(ove) s soavtorji, kjer je z raziskavo učiteljeve presoje lastne usposobljenosti za strokovno delovanje na posameznih področjih, prišla do pomembnih zaključkov. Učitelji so namreč ocenili najboljšo usposobljenost na svojem strokovnem področju (poznavanje učnih vsebin) in didaktiki pouka, najmanj pa pri integraciji otrok s posebnimi potrebami, kamor sodijo tudi nadarjeni učenci (2003 a, str. 236-244). Ker je po raziskavi sodeč, usposobljenost učiteljev pri delu z nadarjenimi premajhna, bi se morali s tem problemom spoprijeti že pri izobraževanju bodočih učiteljev, študentov, vendar do takšnih premikov žal še ni prišlo.

## **Socialno inteligen ten učitelj in področja dela z nadarjenimi učenci**

Nadarjeni učenci imajo svojevrstne, kompleksne, posebne potrebe, ki se v mnogih vidikih razlikujejo od vrstniških ter terjajo dobro pripravljenost učitelja, da jih ustrezno prepozna in otroka nadaljnje usmerja, mu pomaga, svetuje. Tipične karakteristike, ki jih nadarjeni otroci izkazujejo na socialno-emocionalnem področju in na katere mora biti še posebej pozoren učitelj so naslednje:

- *Čustvena intenzivnost*. Nadarjeni otroci doživljajo čustveno izkustvo veliko globlje od sovrstnikov.
- Imajo dobro razvit *občutek za pravičnost in poštenost*. Nadarjenega otroka zelo razjezi nepravilno ravnanje (v šoli, med vrstniki), krivičnost, ki se je komu zgodila ali nepoštenost. V takšnih primerih se bo zoperstavljal tako učitelju kot tudi drugemu odraslemu.
- *Empatičnost* - zmožnost vživljanja v čustva nekoga drugega.
- *Nezadovoljstvo in razočaranje ob spoznanju, da sovrstniki ne uživajo v učenju*, branju, raziskovanju.

- *Izrazit, poseben in »zrelejši« občutek za humor* - v primerjavi z vrstniki, katerega ima raje v verbalni obliki in manj v stripih ali vizualni obliki.
- *Raje se družijo z nekoliko starejšimi učenci*, prijateljstvo oz. vrstniško druženje jim pogosteje predstavlja drugačne razsežnosti in pričakovanja kot drugim, zelo radi se navežejo na enega ali največ dva prijatelja ter sklepajo trdne prijateljske vezi v ozkih krogih pri čemer odklanjajo druženje v večjih vrstniških skupinah.
- Nadarjeni otroci doživljajo *velike pritiske pri vključevanju in sprejetju v družbo vrstnikov*.
- So izredno *občutljivi, razdražljivi in čustveno dovzetni* (Gross, 2004).

Socialno inteligenten učitelj je torej empatičen, dober poslušalec, odprt, topel, fleksibilen, človeški in predvsem dober svetovalec. Kot takšen lahko sodeluje pri usmerjanju, svetovanju in razvoju na pomembnih področjih otrokovega razvoja, pri čemer bomo izpostavili predvsem osebno-socialno: svetuje, pomaga, usmerja - pri razvijanju občutljivosti za lasten razvoj, podobnosti in razlike z drugimi; prilagajanju in tolerantnosti; uveljavljanju lastnega mnenja in občutkov; sodelovanju z drugimi; pozitivnem mišljenju; pri razvijanju sposobnosti moralnega presojanja in odločanja, sposobnosti reševanja konfliktnih situacij; pri razumevanju sprememb v razvoju in sprejemanja le-teh, razumevanje osebnih stisk in problemov ter samoiniciativno iskanje rešitev; spodbujanju samostojnost in odgovornost (Ferbežer, Kukanja, 2008). Svetovalni proces, ki je interdisciplinarno timsko zasnovan s temeljnim, prvim svetovalcem - učiteljem, pomaga odkrivati, ugotavljati učenčeve sposobnosti, interese in osebne značilnosti. Prav tako pomaga usmerjati nadarjene in talentirane učence, da znajo in hočejo uresničevati svoje potenciale, se realistično soočijo s svojo življenjsko situacijo in sprejmejo osebno odgovoren odnos do razvijanja svojih zmožnosti in talentov (prav tam).

## **Učitelj v vlogi zaveznika in svetovalca nadarjenega učenca**

Poglavitna učiteljeva odgovornost v vlogi svetovalca je v tem, da zaobseže vse vidike učenčevega življenja ter pomaga pri uresnitvi potencialnih zmožnosti učenca v talente in nadarjenosti. Socialno inteligenten učitelj zmore slednje doseči le s pravšnjo mero nudenja pomoči in nepretiranemu vsiljevanju oz. nasprotovanju učenčevim odločitvam. Tudi na učnem področju so učitelji v slovenskem prostoru še vedno premalo seznanjeni s pestrostjo didaktičnih strategij, metod in pristopov ter specifičnimi znanji, ki bi lahko zadovoljevala intelektualne potrebe nadarjenih otrok. Pri tem poudarjamo pomen programiranega in individualiziranega pouka ter ustrezne mentorske pomoči učitelja in drugih sodelavcev, kjer je ponovno v ospredju sodelovanje z zunanjimi in notranjimi sodelavci vzgojno-izobraževalne ustanove. Kot smo omenili že v uvodu, je plodnega timskega dela zmožen le socialno inteligenten učitelj, ki se zaveda svojega poslanstva, pomena strokovne pomoči drugih kolegov ter zna uspešno »krmariti« med različnimi individuami, idejami in potrebami. Av-

torji Karnes, Teska in Hodquins (v Ferbežer, Kukanja, 2008) poročajo o svetovalnem usposabljanju posebnih pol-profesionalcev, ki pomagajo uresničevati obogatitveni program za oblikovanje predšolsko nadarjenih in talentiranih otrok. Program zajema vsebine kot: usposabljanje v učnih metodah in tehnikah; usposabljanje v opazovanju otrok; osebno svetovalno pomoč otrokom.

*Temeljni cilji učiteljevega svetovalnega dela z nadarjenimi in talentiranimi učenci so:*

- Usposobiti nadarjenega in talentiranega učenca, da bo sam sebe uspešno postavljaj v sedanje in prihodnje širše življenjske okoliščine.
- Pomagati nadarjenemu otroku, da doseže svojo lastno, uspešno in zadovoljno »samouresničitev«.
- Pomagati nadarjenemu otroku, da razvije pristne čustveno-socialne odnose do soljudi in družbe.
- Pomagati nadarjenemu otroku, da si sam pomaga na poti do uresničevanja lastne svobode in zastavljanja lastnih življenjskih ciljev.
- Pospeševati čim zgodnejše spoznanje in pravilno razumevanje sposobnosti, talentov in potreb nadarjenega otroka.
- Zagotoviti okoliščine, ki bi prikazale šoli, družbi in zunanjemu svetu, da je študij nadarjenih otrok željen, potreben in nujen.
- Povezati in zagotoviti razpoložljive vire s posameznikovimi potrebami in sposobnostmi.
- Pomagati nadarjenemu otroku, da razvija pozitivno samopodobo, občutek lastne vrednosti, samozaupanje in odgovornost za lasten razvoj.
- Pomagati in usmerjati nadarjenega otroka po poti začrtanih življenjskih ciljev, ki ga navdajajo z občutki zadovoljstva in pozitivnega potrjevanja.
- Razvijati nadarjenega otroka v celovito osebnost - na intelektualnem, emocionalnem in socialnem področju (Ferbežer, Kukanja, 2008).

Poleg naštetega je pomembno, da učitelj pomaga nadarjenemu učencu z usmerjanjem na poti uresničevanja svojih visokih potencialov; mu nudi pomoč pri objektivnejšem spoznavanju in razumevanju samega sebe ter svojega položaja v družbi; pri šolskem in življenjskem načrtovanju ter nadaljnjem poklicno-kariernem odločanju. Z usmerjanjem nadarjenega učenca v samoopazovanje, samoocenjevanje in samovrednotenje pa lahko poveča odgovornost do lastnega razvijanja in samouresničevanja. Socialno inteligenten učitelj je veliko bolj dovzeten za čustveno-socialni razvoj nadarjenega otroka in mu pomaga pri izboljšanju njegovega odnosa do samega sebe, do vrstnikov, učiteljev, vzgojiteljev, staršev in drugih.

## **Učitelj in spodbujanje pozitivne samopodobe nadarjenih otrok**

Samopodoba je definirana kot skupek idej in predstav, ki jih ima individuum o samemu sebi. Posledično je ta lahko pozitivna ali negativna. Otrok s pozitivnim

vrednotenjem samega sebe se lahko odraža izredno negativno in povzroča nepopravljive posledice, ki se kažejo na osebnem in medosebnem področju. Neihart (1999 v Ferbežer, Kukanja, 2008) pravi, da ne obstajajo temeljne razlike v samopodobi nadarjenih in ostalih otrok, Dawes pa nakazuje na tesno prepletenost med pozitivnim mentalnim zdravjem in samopodobo otroka (1998). Veliko raziskav in študij, ki so bile opravljene v zadnjih dveh desetletjih, kaže na razlike v prid nadarjenim, ki se pojavljajo pri ocenjevanju in dosežkih učnega in šolskega področja. Raziskave so bile usmerjene na: primerjavo med samopodobo nadarjenih in drugih učencev; ugotavljanje izvora samopodobe kot razvojnega konstrukta; učinke programov na otrokovo pojmovanje in izgrajevanje samopodobe.

Dejstvo je, da imajo nadarjeni učenci izredno mešane občutke o svoji posebnosti. Tisti otroci, ki imajo do svojih izjemnih sposobnosti in etikete nadarjenega učenca pozitiven odnos, se pogosto soočajo z negativnimi odzivi, ki jih imajo v odnosih z ostalimi vrstniki in učitelji. Študije so namreč pokazale, da imajo učenci pozitiven odnos do nadarjenosti, ki se kaže na šolskih področjih, osebni rasti in izjemnih dosežkih, negativne posledice pa le-ta izkazuje v medosebnih stikih in socialnem življenju (Assouline, Colangelo, 2000, str. 597). Takšni učenci so podvrženi zunanjim dejavnikom in različnim situacijam, ki lahko ovirajo in prekinjajo njihov kognitivni in afektivni razvoj. Občutljivost se kaže predvsem na učnem področju (učno neuspešni nadarjeni učenci), nedoseganju določenih ciljev in nizkih ambicijah. Čeprav so razlogi za učno neuspešnost nadarjenih učencev kompleksni, jih moramo kot take prepoznati in otroku pomagati pri premikih, ki jih mora pri tem storiti.

Elementi otrokove samopodobe po Youngsu (2000), na katere mora biti pozoren učitelj nadarjenega, so:

- *Fizična varnost*: s tem, ko otrok čuti, da je varen pred zunanjim svetom, se uči odprtosti in zaupanja do ljudi.
- *Čustvena varnost*: otrok razvije visoko stopnjo čustvene varnosti, če čuti, da ga ne bo nihče poniževal in posledično prizadel njegova čustva. S tem se nauči skrbeti za druge, je sočuten, empatičen in spoštljiv. Pri nadarjenemu otroku je čustvena varnost toliko pomembnejša, saj so otroci izredno ranljivi zaradi zunanjih pritiskov in negativnih informacij, ki jih posreduje družba (etiketiranje, posmehovanje, zavist ipd.).
- *Otrokova identiteta*: otrok, ki se dobro pozna, razvije zdrav občutek identitete. Verjame, da je cenjen, spoštovan in vreden vsakršne pohvale. Nadarjen otrok ima pri zavedanju in razvijanju lastne identitete veliko težav, saj je občutljiv na razlike, ki jih opaža med seboj in vrstniki, težje potrjuje in sprejema svojo drugačnost in svoje sposobnosti.
- *Pripadnost*: otrok, ki čuti, da ga je okolica sprejela, tudi sam spoštuje druge in sodeluje ter se prilagaja večji družbeni skupini.
- *Kompetentnost*: s tem, ko otrok čuti, da je uspešen na nekem področju, ga to usretno motivira, da se z veseljem udeležuje na ostalih področjih. Uspeh ga spodbuja k reševanju in premagovanju novih ovir.

- *Poslanstvo*: občutek, da ima življenje svoj smisel in svojo smer, lahko pomaga nadarjenemu otroku premagati marsikatero osebno težavo.

## **Socialno inteligenten učitelj in kvalitetno sodelovanje s starši**

Najpomembnejše področje pri svetovanju in edukaciji nadarjenega učenca je aktivno sodelovanje med šolo in starši otroka. Colangelo in Dettman (1982) sta razvila svetovalni model, ki obsega štiri različne tipe sodelovanja med šolo in starši nadarjenega otroka. Ti so:

- *Kooperacija*: sodelovanje je obojestransko in stremi k odprtemu pretoku informacij o razvoju, napredku ter potrebah otroka v šoli in doma. Na takšen način imajo nadarjeni otroci večje možnosti za optimalni razvoj, saj izmenjava informacij med starši in šolo pripomore k specializiranim pristopom in možnosti nadgradnje, spreminjanju izobraževalnih programov in razvijanju le-teh.
- *Konflikt*: najzahtevnejši in najbolj problematičen vidik sodelovanja med starši in šolo. Starši morajo poiskati pomoč drugje, če želijo, da se otrok razvija v skladu s svojimi sposobnostmi in željami, saj šola ni dovolj angažirana na področju izobraževanja in razvoja otrokovih izjemnih sposobnosti.
- *Prepletanje*: gre za aktivno šolo in pasivne starše, ki ne želijo prilagojenih pristopov izobraževanja nadarjenega otroka. Šola je zaradi zavrnitve staršev po aktivni vključenosti otroka v različne programe zelo pogosto razočarana.
- *Naravni razvoj*: popolno strinjanje staršev in šole, da je njihova ključna vloga zgolj pasivna, saj naj bi se visoke sposobnosti in zmožnosti razvijale samodejno - brez zunanje pomoči in vplivov (več o modelu in tipih sodelovanja med starši in šolo v Ferbežer, Kukanja, 2008).

Socialno inteligenten učitelj lahko zelo uspešno naveže stike s starši nadarjenega otroka, pri čemer si mora prizadevati za skupno reševanje problemov in longitudinalno sodelovanje. Vendar tega ni zmožen opravljati vsak učitelj. Ravno pri slednjem se ključne kompetence socialno inteligentnega učitelja pokažejo v vsej svoji razsežnosti, saj (kot smo že na začetku navedli) so najpomembnejše zastopane tudi pri navezovanju stika s starši; sodelovanju, poslušanju, pogajanju, osebnem zadovoljstvu in konstruktivni komunikaciji.

## **Namesto zaključka**

V Sloveniji imamo veliko dobrih učiteljev. Manj je takšnih, ki so navdušeni nad poučevanjem nadarjenih otrok, zato ne moremo zaobiti problematike, ki postavlja v ospredje osebnostno zrelega, čustveno-socialno inteligentnega strokovnjaka - Učitelja. Učitelji zelo dobro poznajo vsebinska izhodišča dela z nadarjenimi, vendar to ni dovolj za delo s skupino otrok, pri katerih so kombinacije intelektualnih



in socialno-emocionalnih sposobnosti veliko bolj zapletene. Pri tem jim moramo pomagati s širokim interdisciplinarnim znanjem na področju strategij poučevanja, svetovanja in nudenja psihološke oskrbe. Smoter našega poslanstva - poučevanja nadarjenih učencev, mora biti usmerjen v pomoč nadarjenemu, da se bo nenehno trudil za napredek v razvoju, optimalen izkoristek svojih zmožnosti in visokih sposobnosti ter da bo s svojim delovanjem spreminjal sebe in širše družbeno okolje. K predstavljenim, izjemno pomembnim kompetencam socialno inteligentnega učitelja, lahko zaključimo z apelom in tremi S-i, ki so avtorici prispevka vodilo pri pedagoškem delu: delajte Strokovno - Samozavestno - Strastno, kajti ... *predan in izjemen Učitelj ni neprecenljiv samo za nadarjene, temveč za vse učence.*

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## **SPODBUJANJE SOCIALNO-ČUSTVENEGA RAZVOJA NADARJENIH UČENCEV - NUJA ALI IZZIV?**

**Povzetek:** V devetletni šoli se tudi pri nas kaže vedno večja skrb za razvoj socialno-čustvenih potreb nadarjenih otrok, za težave pri delu z nadarjenimi in ustvarjanju pogojev za negovanje in spodbujanje socialno-čustvenega razvoja. Prispevek govori o socialno-čustvenem razvoju nadarjenih otrok, predvsem se osredotoča na spodbujanje socialno-čustvenega razvoja v šolskem prostoru. Poudarjena je vloga šolskega svetovalnega delavca pri spodbujanju socialno-čustvenega razvoja, kjer se osredotočamo na težave na tem področju. Nakazanih je nekaj strategij in dejavnosti, s katerimi nadarjeni lahko razvijajo in krepijo svoje socialno-čustvene potrebe, saj le primeren način dela z nadarjenimi omogoča optimalen razvoj posameznika.

**Ključne besede:** opredelitev socialno-čustvenega razvoja, težave pri delu z nadarjenimi, oblike dela z nadarjenimi, ustvarjanje pogojev za razvoj socialno čustvenih potreb, vloga učitelja in šolskega svetovalnega delavca, učenje socialnih veščin.

## **ENCOURAGING SOCIAL EMOTIONAL DEVELOPMENT OF GIFTED CHILDREN - IS IT A NECESSITY OR IS IT A CHALLENGE?**

**Abstract:** In Slovenia, the nine-year primary school reveals a greater care for development of social-emotional needs of gifted children, for problems in the work with gifted children and creating conditions for nurturing and encouraging social emotional development. The article discusses social emotional development of gifted children and focuses on the encouraging social emotional development. The emphasis is on the role of school counsellor in taking place in social emotional development of gifted children. The paper presents strategies and activities which can help gifted children to develop and strengthen their social emotional needs. Only an appropriate way of working with the gifted enables them their optimum development.

**Key words:** detecting social-emotional development, problems working with the gifted, working with the gifted, creating conditions for development of social-emotional needs, the role of a teacher and school counsellor, learning the social skills.

## Uvod

Utemeljitelj osnovne šole Komensky je pred skoraj 400 leti v Veliki didaktiki zapisal, da so nadarjeni posamezniki dar narave in da sta »vzgoja in učenje potrebna topoglavim in nadarjenim ... Nadarjenim je pouk še bolj potreben, kajti bister duh se bo ukvarjal z marsičem nekoristnim, nenavadnim in škodljivim, če ni zaposlen s koristnimi stvarmi.« (Komensky, 1995, 49).

Zakon o osnovni šoli uvršča nadarjene učence v skupino otrok s posebnimi potrebami ter tako nalaga šoli, da tem učencem prilagodi oblike in metode dela. Pomembno izhodišče razvoja celovitega koncepta za delo z nadarjenimi učenci predstavlja šolska zakonodaja. Med temeljnimi cilji vzgojno-izobraževanega sistema 2. člen Zakona o osnovni šoli še posebej izpostavlja pomen razvijanja nadarjenosti. V 12. členu Zakona o osnovni šoli opredeljuje, da mora šola posebej nadarjenim učencem prilagoditi metode in oblike dela ter jim omogočiti vključitev v dodatni pouk in v druge oblike individualne in skupinske pomoči. Kljub temu, da je zakonodaja postavila skrb za nadarjene med pomembnejše cilje, smo s Konceptom - Odkrivanje in delo z nadarjenimi učenci v devetletni šoli, zagotovili trdnejše temelje. Koncept v svojih izhodiščih opredeljuje, da je potrebno nadarjenim učencem omogočiti dodatne dejavnosti, ki bodo omogočile celovit psihosocialni razvoj posameznika. V okviru tega je potrebno nadarjenim učencem zagotoviti dejavnosti, ki bodo negovale in spodbujale socialno-čustveni razvoj ter odpravljale ali zmanjševale najpogostejše težave nadarjenih učencev.

## Težave pri delu z nadarjenimi učenci

Avtorji kot so Delisle (1992), Landrum (1987), Silverman (1983) izpostavljajo najpogostejše probleme nadarjenih:

- težave v socialnih odnosih, socialna izolacija;
- prikrivanje talentov, da bi jih vrstniki sprejeli;
- anksioznost in depresivnost;
- nezmožnost sprejemanja kritike;
- neprilagodljivost in odpor do avtoritet;
- pomanjkanje motivacije za šolsko delo;
- odklanjanje vsake rutine, ponavljajočih se nalog;
- izrazita tekmovalnost;
- slabe učne navade;
- težave v razumevanju narave in značilnosti intelektualnih razlik;
- stalne intelektualne frustracije v vsakdanjih življenjskih situacijah;
- težave pri izbiri poklica;
- težave v oblikovanju lastne življenjske filozofije.

Na naših šolah se težave pogosto pojavljajo pri nadarjenih učencih, kjer je nadarjenost kot takšna še vedno žarišče problemov otroka ali mladostnika, v odnosu sprejemanja sebe ali sovrstnikov. Potrebno je omeniti, da čim večja je nadarjenost, temveč svetovanja, vodenja in svetovalnih pristopov potrebujejo, ki spodbujajo njihov socialno-čustveni položaj. Med prvimi, ki je omenila pomembnost svetovalnega dela z nadarjenimi je bila Leta Hollingworth, ki je dejala: «Imeti razum odraslega in otroško telo, je samo po sebi seveda lahko problem.» (Hollingworth, 1942, v: Davis in Rimm, 1998).

V okviru svetovanja je Colangelo (Colangelo, 1997 v: Davis and Rimm, 1998, str. 409) izpostavil dva temeljna pristopa v svetovanju, in sicer razvojno-preventivnega in kurativnega. Razvojno-preventivni model spodbujanja socialno-čustvenega razvoja smo razvili tudi na naši šoli ter si zastavili naslednje cilje *na področju osebno-socialnega razvoja*:

- razvijati občutljivost za podobnosti in razlike med seboj in drugimi;
- razvijati veščine prilagajanja;
- prepoznati in sprejeti lastne sposobnosti in svoje meje;
- sodelovati in »shajati« z drugimi;
- oblikovati pozitivna stališča do šole, učenja, skupnosti in družbe;
- spoznati lastne vrednote in reševati moralne konflikte;
- razumeti in naučiti se ravnati z intelektualnimi, socio-emocionalnimi ter telesnimi spremembami v obdobju adolescence;
- raziskovati svoje interese;
- analizirati osebne probleme;
- postati samostojen in odgovoren za svoje ravnanje;
- razvijati socialne veščine.

Tongi Yewchuck (1996, v: Davis in Rimm, 1998) sta v raziskavi ugotovila, da imajo nadrejeni učenci na intelektualnem področju zelo visoko samopodobo, na socialnem področju pa zaradi odnosov in nesprejetosti in nerazumevanje, zelo nizko. Čemu je tako, je vprašanje, na katerega je potrebno poiskati pravi odgovor. V procesu svetovanja je potrebno nadarjenim razvijati njihovo identiteto in razumeti tudi odnose z drugimi. Nadarjenim je potrebno pokazati strategije, kako se obnašati v določenih situacijah, jih naučiti tehnik ter socialnih veščin.

## **Svetovalne aktivnosti na področju socialno-čustvenega razvoja**

Na naši šoli izvajamo svetovalno aktivnost »Biseri« že tretje leto, kjer povabimo vse nadarjene učence od 4. do 6. razreda ter po programu oblikujemo načrt dela, ki je usmerjen v osebni razvoj otroka s pridobivanjem socialnih veščin in znanj. Z učenci se dobivamo enkrat na štirinajst dni, kjer v heterogeni skupini izvajamo trening socialnih veščin. Na začetku se vedno odločimo za socialno veščino, katero želimo

razvijati glede na konsenz med učenci. Prednost takšne odločitve je, da je skupina heterogena po spolu, starosti in razredu - šolski sredini, saj omogoča večjo ustvarjalnost, a hkrati povezovanje s strani učencev. Temeljne prvine samopodobe, o katerih tudi spregovorimo, so pomembne za videnje učenčeve podobe o sebi.

Delavnice so sestavljene iz socialnih iger, ki jih na začetku namenimo sprostitvi ter ogrevanju skupine, prav tako pa želimo skupino povezati, zato nadaljujemo s tehnikami skupinske dinamike. Pogovor z analizo je ključnega pomena, saj otrok ob tem razmišlja o sebi, s svojim vedenju ter o vedenju sebe do drugih. Teme določamo sproti, saj pogosto opazimo večje primanjkljaje na določenem področju, kar želimo izboljševati. Socialne igre in trening pripomorejo k temu, da se učenci učijo iz igre vlog ter primerov, v katerih so aktivni.

## **Strategije za spodbujanje socialno-čustvenega razvoja - načrt delavnic**

### **Razvijati dobro samopodobo in zaupanje vase**

Večina nadarjenih učencev ima v tem šolskem prostoru predvsem negativna sporočila o sebi. Težko popravljamo tisto, kar se je z učenci dogajalo, preden smo stopili z njimi v stik, lahko pa naredimo vse, kar je v naši moči, da jih vzpodbujamo v njihovi samopodobi in samovrednotenju v času, ko so v naši šoli. Osebe, ki imajo višje ali visoko samovrednotenje, imajo tudi boljše socialne stike ter so med drugimi tudi bolj sprejeti in priljubljeni.

### **Razvijati sprejemanje in dajanje pohval**

Otroci, ki imajo do življenja pozitiven odnos puščajo v drugih pozitivne sledi, so na vseh področjih življenje veliko uspešnejši od ostalih, ki tega ne zmorejo ali pa preprosto ne znajo. Pozitivni odnos omogoča otrokom večjo priljubljenost, napredovanje, boljše sposobnost za delo in boljše spoprijemanje tudi z negativnimi izkušnjami. Ostali učenci jih večkrat izberejo za sogovornike.

### **Razvijati strategije sodelovanja**

Veščine, ki jih razvijamo na področju sodelovanja so:

- Pogajati se.
- Ravnati s spori in z nestrinjanji.

- Predlagati in prepričevati namesto ukazovati.
- Odločati v skupini.
- Upoštevati mnenja drugih.
- Deliti.
- Vključiti druge.

## Razvijati strategije krepitev samopodobe

Nadarjeni učenci se srečujejo z različnimi situacijami, v katerih se ne bodo srečevali le s številnimi okoliščinami, v katerih bodo morali sodelovati z drugimi, naleteli bodo tudi na takšne, v katerih se bodo morali postaviti zase. Veščine, ki jih razvijamo so:

- Kako nekemu povedati, da neha?
- Spre gledati tistega, ki dela težave.
- Reči ne.
- Poprositi odrasle za pomoč.
- Mediacija.

V procesu svetovanja pomagamo graditi boljšo samopodobo ter hkrati razumeti odnose z drugimi. Razprava, ki je vedno del aktivnosti je usmerjena v pojem nadarjenosti (Kaj pomeni biti nadarjen? Kaj pravijo sošolci, da pomeni biti nadarjen? Kaj mislijo učitelji? Kaj misliš ti? Ali je prednost ali slabost biti nadarjen? Ali skrivaš nadarjenost? Ali bi želel skriti? Kakšne so razlike med dečki in deklicami? Ali opaziš razlike, ko si bil prepoznani kot nadarjen in prej? Kakšno je tvoje sodelovanje v skupini? Ali lažje delaš sam ali v skupini? Česa te je najbolj strah?) ter v občutja, ki jih imajo učenci ob teh vprašanjih.

## Vloga šolskega svetovalnega delavca

Svetovalno delo z nadarjenimi je le en del za delo z nadarjenimi učenci v šolskem prostoru. Landrum (1987, v: Davis in Rimm, 1998) svetuje izvajanje programa za osebnostno-socialni razvoj, svetovanje za učno-izobraževalno področje in poklicno orientacijo. Pri svojem delu se v programu »Biseri« osredotočam na področje osebnostno-socialnega razvoja. Nadarjeni učenci pokažejo zelo veliko zanimanje za druženje, kar je vodilo tudi za razmislek o nadaljnjih aktivnostih. Prednost in šibkost programa je, da se kontinuirano izpeljuje, kar je v šoli lahko veliko težava zaradi natrpanega urnika (odpadanja ur), predvsem nadarjenih učencev. V evalvacijah učenci povedo, da si želijo druženja med počitnicami in sobotami ter da želijo sodelovati in delati na sebi. Spodbujanje socialno-čustvenega razvoja je nujno potrebno ne samo s strani šolskega svetovalnega delavca, ampak vseh učiteljev, ki poučujejo nadarjene učence. V kolikšni meri je učitelj pozitivno naravnani za delo z nadarjenimi učenci pa je drugo vprašanje, izrednega pomena. Problemi, ki se pojavljajo pri

pouku (neprilagodljivost, odpor do avtoritete, z dolgočasnost, prekinitve pouka ...) so rešljivi le, v kolikor otrok in učitelj poskusita reševati problem, ki ga imata. A vendar še vedno ostaja veliko vprašanje opremljenosti učitelja za delo in komunikacijo z nadarjenimi učenci, v kolikor ni podpornega sistema v šoli. Vloga učitelja pa je za delo z nadarjenimi učenci ključna, predvsem za razvoj socialno-čustvenega področja.

## Zaključek

V okviru dela z nadarjenimi učenci in spremljanja aktivnosti in dejavnosti za razvijanje in spodbujanje socialno-čustvenega razvoja, naletimo kljub vsemu na veliko težav, ki so povezane s tem, da imamo raznovrstno paleto nadarjenih učencev, ki imajo zelo različne osebne lastnosti, samopodobo in čustvene potrebe. Težava programa »Biseri« in ostalih dejavnosti (sobotne šole, dodatne ekskurzije, naravoslovni tabori) je prav v tem, da nadarjeni učenci želijo sodelovati predvsem na področjih znanja, kjer imajo zelo visoko samopodobo. Področja svetovanja, vodenja in treninga socialnih veščin je zanimiva zanje v tem obdobju (4.-6. razred), vendar opažamo, da imajo nadarjeni učenci kasneje veliko težav, ki bi jih tudi bilo potrebno reševati. V tistem obdobju pa večinoma želijo sodelovati le na področjih znanja.

Pri delu z nadarjenimi je pomembno, da prepoznamo njihove socialno-čustvene potrebe, ki vplivajo ne samo na doživljanje samega sebe, temveč tudi ostalih in sobivanja z drugimi. Delo na področju spodbujanja socialno-čustvenega razvoja bi moralo biti usmerjeno v učenje za življenje in treninge, v katerih bi si nadarjeni učenci pridobili izkušnje in znanja, ki jim primanjkujejo. Prav tako, pa je potrebno za to »opremiti« učitelje, ki so v dnevni interakciji z njimi. Načini komuniciranja, reševanja problemov, sodelovanja, dajanje pohval in kritik so ključne strategije za vsakega otroka, za nadarjenega pa toliko bolj. A vendar, kdo je tisti, ki prevzema to nalogo in kako jo prevzema?

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