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TEACHERS' VIEWS ON THE SPECIFICITY OF THE RELATIONSHIP BETWEEN DEVELOPMENTALLY APPROPRIATE PRACTICE AND SPORTS-TALENTED STUDENTS WITHIN THE INDIVIDUAL CURRICULUM

STAVOVI NASTAVNIKA O SPECIFIČNOSTI RELACIJE RAZVOJNO PRIMJERENE PRAKSE I SPORTSKI NADARENH UČENIKA UNUTAR INDIVIDUALNOG KURIKULUMA

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Abstract: The research was conducted on a sample of 102 respondents (teachers) employed in primary schools in the Zenica-Doboj Canton of the Federation of Bosnia and Herzegovina. The main objective of the research is to determine the attitudes and opinions and possible differences of the respondents on the specifics of the relationship between developmentally appropriate practice and gifted students who move from classroom to subject teaching within the individual curriculum, considering the gender, employment status, age and level of education of the respondents. The research used a five-point Likert scale questionnaire in which each statement was marked with 5 answers (1-I completely disagree, 2-I disagree, 3-I have no opinion/I am neutral, 4-I agree, 5-I completely agree). The questionnaire included general data on the respondents (gender, workplace/position, age, level of education) and 5 indicators of developmentally appropriate practice with a scale of indicators of developmentally appropriate practice in supporting students' giftedness. For all indicators of teachers' attitudes about the specificity of the relationship between developmentally appropriate practice and gifted students in sports who move from classroom to subject teaching within the individual curriculum, basic descriptive statistical parameters (arithmetic mean -AS and standard deviation -St. Dev.) were calculated and determined. To determine the statistical significance of differences between groups of respondents, the results of the t-test and analysis of variance of different groups with LSD Post Hoc comparison tests were applied. The arithmetic mean (AS) of all indicators of 3.92 shows that teachers/educators agree very well with the statements about developmentally appropriate practice.

Sažetak: Istraživanje je provedeno na uzorku od 102 ispitanika (učitelja/nastavnika) zaposlenih u osnovnim školama Zeničko-dobojskog kantona Federacije Bosne i Hercegovine. Osnovni cilj istraživanja je utvrđivanje stavova-mišljenja i eventualnih razlika ispitanika o specifičnosti relacije razvojno primjerene prakse i sportski nadarenih učenika koji prelaze iz razredne u predmetnu nastavu unutar individualnog kurikuluma s obzirom na spol, radni status, dob i stepen obrazovanja ispitanika. U istraživanju je primijenjen anketni upitnik petostepene Likertove skale u kojem je svaka tvrdnja označena sa 5 odgovora (1-uopšte se ne slažem, 2-ne slažem se, 3-nemam mišljenje/neutralan sam, 4-slažem se, 5-potpuno se slažem). Anketni list je obuhvatao opšte podatke o ispitanicima (spol, radno mjesto/poziciju, starosnu dob, stepen obrazovanja) i 5 indikatora razvojno primjerene prakse sa skalom pokazatelja razvojno primjerene prakse podržavanja učenikove nadarenosti. Za sve indikatore stavova nastavnika o specifičnosti relacija relacije razvojno primjerene prakse i nadarenih učenika u sportu koji prelaze iz razredne u predmetnu nastavu unutar individualnog kurikuluma izračunati su i utvrđeni osnovni deskriptivni statistički parametri (aritmetička sredina -AS i standardna devijacija -St. Dev.). Za utvrđivanje statističke značajnosti razlika između grupa ispitanika primijenjeni su rezultati t-testa i analiza varijanse različitih grupa sa LSD Post Hoc testovima poređenja. Aritmetička sredina (AS) svih indikatora od 3,92 pokazuje da se učitelji/nastavnici veoma dobro slažu s tvrdnjama o razvojno primjerenoj praksi. Vrijednost standardne devijacije (SD) od 0,82 ukazuje da je rasipanje oko aritmetičke

The standard deviation (SD) value of 0.82 indicates that the dispersion around the arithmetic mean is very weak, which is confirmed by the coefficient of variability (CV) of 20.92% and thus the very good homogeneity of the results obtained for this sample of respondents. The results of the T test and analysis of variance with LSD Post Hoc comparison tests indicate that there is no statistically significant difference in the attitudes of the respondents about the specificity of the relationship between developmentally appropriate practice and gifted students in sports who move from classroom to subject teaching within the individual curriculum with regard to gender, age and level of education of the respondents. The difference was determined only among the respondents with regard to employment status. In general, it can be concluded that teachers/educators have uniform attitudes about the specificity of the relationship between developmentally appropriate practice and gifted students in sports who move from classroom to subject teaching within the individual curriculum. The significance of the results obtained is that in this way, continuous and quality development of gifted students in sports who move from classroom to subject teaching can be ensured.

Key words: analysis of variance, t-test, LSD Post Hoc comparison tests, attitudes, respondents, sports talent, students.

INTRODUCTION

Quality growth and development of a child in modern society represents a great challenge for parents and teachers in educational institutions (Šagud, 2014). The foundations for quality growth and development of a child, or the conditions that enable comprehensive development, are laid early in life by encouraging physical, emotional, social and intellectual development (Valjan Vukić, 2012).

Black et al. (2017) define child development as a process of maturation and interaction that results in the advancement of motor, cognitive, linguistic, social-emotional and self-regulatory abilities. Although the developmental process is similar across cultures, children progress in different directions with respect to the acquired skills specific to their culture. The acquisition of skills and learning in middle childhood, during adolescence and in adulthood builds on the fundamental abilities acquired during early childhood. Therefore, school education can stimulate, strengthen, but also reduce the potential that a child has, which is exactly why culture and curriculum in a school institution are extremely important (Šagud, 2014).

Curriculum is defined as precisely defined and systematically planned upbringing and education that includes goals, tasks, strategies, organization, methods and evaluation of learning. The curriculum should be scientifically based on the principles of interdisciplinarity and multidisciplinary (Rosandić, 2013). Curriculum in school education represents a theoretical development concept that shapes

sredine veoma slabo, što potvrđuje i koeficijent varijabilnosti (CV) od 20,92% a time i veoma dobru homogenost dobivenih rezultata za ovaj uzorak ispitanika. Rezultati T testa i analiza varijanse sa LSD Post Hoc testovima poređenja ukazuju da nema statistički značajne razlike u stavovima ispitanika o specifičnosti relacija razvojno primjerene prakse i nadarenih učenika u sportu koji prelaze iz razredne u predmetnu nastavu unutar individualnog kurikuluma s obzirom na spol, starosnu dob i stepen obrazovanja ispitanika. Razlika je utvrđena jedino kod ispitanika s obzirom na radni status. Generalno, može se zaključiti da učitelji/nastavnici imaju ujednačene stavove o specifičnosti relacije razvojno primjerene prakse i nadarenih učenika u sportu koji prelaze iz razredne u predmetnu nastavu unutar individualnog kurikuluma. Značaj dobivenih rezultata je u tome što se na taj način može obezbijediti kontinuirani i kvalitetni razvoj nadarenih učenika u sportu koji prelaze iz razredne u predmetnu nastavu.

Ključne riječi: analiza varijanse, t – test, LSD Post Hoc testovi poređenja, stavovi, ispitanici, sportska nadarenost.

UVOD

Kvalitetan rast i razvoj djeteta u savremenom društvu predstavlja veliki izazov za roditelje i učitelje/nastavnike u odgojno-obrazovnim ustanovama (Šagud, 2014). Temelji za kvalitetan rast i razvoj djeteta, odnosno uslovi koji omogućuju cjelovit razvoj postavljaju se već u početku života tako da se potiče tjelesni, emocionalni, socijalni i intelektualni razvoj (Valjan Vukić, 2012).

Black i sar. (2017) razvoj djeteta definišu kao proces sazrijevanja i interakcije koji rezultira napredovanjem motoričkih, kognitivnih, jezičnih, socijalno-emocionalnih i samoregulirajućih sposobnosti. Iako je razvojni proces sličan među različitim kulturama, djeca napreduju u različitim smjerovima s obzirom na stečene vještine specifične za njihovu kulturu. Sticanje vještina i učenje u srednjem djetinjstvu, tokom adolescencije i u odrasloj dobi nadograđuje se na temeljne sposobnosti stečene tokom ranog djetinjstva. Stoga školsko obrazovanje može potaknuti, osnažiti, ali i umanjiti potencijale koje dijete ima, upravo zbog toga izrazito su važni kultura i kurikulum u školskoj ustanovi (Šagud, 2014).

Kurikulum se definiše kao precizno definisan i sistemski planirani odgoj i obrazovanje koje obuhvata ciljeve, zadatke, strategije, organizaciju, metode i evaluaciju učenja. Kurikulum treba biti naučno utemeljen na načelima interdisciplinarnosti i multidisciplinarnosti (Rosandić, 2013). Kurikulum u školskom odgoju i obrazovanju predstavlja teorijsku razvojnu koncepciju kojom

and changes practice, in order to find the best possible way to support children's education. Through the curriculum, teachers monitor and can understand the dynamics of children's activities and evaluate the educational process (Slunjski, 2012).

An important part of elementary education is observation, monitoring of the development and progress of students. Teachers, based on careful observation, plan and define the curriculum, and thereby change and expand the ways of teaching children so that they can move more easily to the next stages of development. Careful observation can help the teacher to define the strengths and/or weaknesses of the child and thus adapt teaching to their abilities (Curtis and O'Hagan, 2003).

The main goal of a school institution is to encourage and develop all the abilities and skills of a child, but each school institution has its own program, or curriculum. Each school institution, depending on the curriculum, places greater emphasis on the social, cognitive or physical development of the child (Tatalović-Vorkapić, 2013). The curriculum is defined by the content and methods that support the development and learning of children. The curriculum answers the questions "what to teach?" and "how to teach?" (NIEER, 2007, according to Quality Matters in Early Childhood Education and Care: Sweden, 2013).

The development of educational practice and curriculum in primary school is achieved through a process of joint reflection and work, which is why the process of developing the curriculum itself is long-term and demanding and cannot be achieved partially and mechanically, without connection with other parts.

The curriculum in a primary school institution therefore represents an educational concept that is developed in cooperation with primary school institutions through the totality of educational interactions between children and adults. Each primary school institution implements the curriculum as a unique and unrepeatable theoretical concept, thus enabling autonomy and space for pluralism of pedagogical ideas and concepts, which are based on developmentally appropriate practice and humanistic ideas (Slunjski, 2012).

The school institution, with its curriculum, environment and professionals, must contribute to the child's development and respect his needs. The environment in which the child grows up must be stimulating for the child's learning, growth and development, because this is a prerequisite for the child's development in accordance with his personal potential (Mlinarević, 2000).

As stated by Katz (1990), the implications for teaching strategies and curriculum in early childhood can be found

se oblikuje i mijenja praksa, kako bi se pronašao najbolji mogući način kojim će se podržati odgoj i obrazovanje djece. Kroz kurikulum učitelji/nastavnici prate i mogu razumijeti dinamiku aktivnosti djece te evaluirati odgojno-obrazovni proces (Slunjski, 2012).

Važan dio osnovnoškolskog odgoja i obrazovanja predstavlja posmatranje, praćenje razvoja i napretka učenika. Učitelji na osnovu pažljivog posmatranja, planiraju i definišu nastavni plan i program, a samim time i mijenjaju i šire načine poučavanja djece kako bi ona što lakše prelazila u slijedeće faze razvoja. Pažljivo posmatranje može pomoći učitelju da definiše prednosti i/ili slabosti djeteta i samim time prilagodi poučavanje njihovim sposobnostima (Curtis i O'Hagan, 2003).

Osnovni cilj školske ustanove je poticati i razvijati sve sposobnosti i vještine kod djeteta, no svaka školska ustanova posjeduje vlastiti program, odnosno kurikulum. Svaka školska ustanova zavisno od kurikulumu stavlja veći naglasak na socijalni, kognitivni ili tjelesni razvoj djeteta (Tatalović-Vorkapić, 2013). Kurikulum je definisan sadržajem i metodama koji podupiru razvoj i učenje djece. Kurikulum odgovara na pitanja „šta poučavati?“ i „kako podučavati?“ (NIEER, 2007, prema Quality Matters in Early Childhood Education and Care: Sweden, 2013).

Razvoj odgojno-obrazovne prakse i kurikulumu u osnovnoj školi postiže se procesom u kojem se zajednički promišlja i radi, zbog čega je proces razvoja samog kurikulumu dugotrajan i zahtjevan te se ne može postići parcijalno i mehanički, bez povezanosti sa ostalim dijelovima.

Kurikulum u osnovnoškolskoj ustanovi zbog toga predstavlja odgojno obrazovnu koncepciju koja se razvija u saradnji sa osnovnoškolskim ustanovama kroz ukupnost odgojno obrazovnih interakcija između djece i odraslih. Svaka osnovnoškolska ustanova provodi kurikulum kao jedinstvenu i neponovljivu teorijsku koncepciju te na taj način omogućava autonomiju i prostor za pluralizam pedagoških ideja i koncepcija, koje se temelje na razvojno primjerenoj praksi i humanističkim idejama (Slunjski, 2012).

Školska ustanova svojim kurikulumom, okolinom i stručnim osobama mora doprinijeti djetetovom razvoju te uvažavati njegove potrebe. Sredina u kojoj dijete odrasta mora biti poticajna za učenje, rast i razvoj djeteta, jer je to pretpostavka za dječji razvoj u skladu sa ličnim potencijalima (Mlinarević, 2000).

Kako navodi Katz (1990) implikacije za strategije podučavanja i kurikulum u ranom djetinjstvu mogu se pronaći u brojnim istraživanjima o društvenom i inte-

in numerous studies on social and intellectual development, however, in practice it most often happens that teachers are not sufficiently educated and that the teaching method often lags behind what is known. Primary education has a positive impact on the later development of the child, it is not only teaching children cognitive skills, but also empowering the child and providing the child with the opportunity to “learn how to learn”. It also enables the child to cope with everyday challenges and difficulties and helps him understand that achievement is the result of perseverance and motivation more than intelligence (Curtis and O’Hagan, 2003).

Miljak (2005) points out that the organization, structure and pedagogical context in institutions not only reflect educational values but also shape them. The curriculum should therefore clarify pedagogical goals, take into account the child’s progress and focus on the most important aspects of child development and adequately respond to children’s needs. The curriculum acts as a link between lower and upper primary education, providing children with continuity, but also with the knowledge and skills they need in the further course of education (Quality Matters in Early Childhood Education and Care: Sweden, 2013).

Although there are many definitions of curriculum, they all include goals and plans for acquiring skills through activities, experiences and opportunities. Some refer to facilitating learning or direct teaching by the teacher, who must ensure and adapt the daily plan to early learning standards, while at the same time focusing on the individual needs of each child. The curriculum for primary education begins the moment a child walks through the door, and teachers who understand this can provide an environment and activities in which learning takes place throughout the day (Dougherty, 2017). As stated by the National Council for the Promotion of Education and Training (NKRPOO) (2014), educational practice provides the foundation for the creation of curricula, which is why their development must take place in accordance with changes in society, that is, in accordance with the development of new values, understanding and knowledge. These changes take place through educational reforms, from which it can generally be concluded that the greatest attention during the implementation of reforms was paid to the development of legal acts, curricula, documents or government and school administration, and much less to practices in education and training (Miljak, 2005).

As stated by Slunjski (2012), the curriculum and its characteristics are determined differently due to different interpretations of its goal, purpose and purpose.

Curricula are differently oriented, considering the culture and context of their creation, and there are four orientations. The humanistic orientation is based on the develop-

ment in intellectual development, međutim u praksi se najčešće događa da se učitelji dovoljno ne obrazuju te da način podučavanja često zaostaje za onim što je poznato. Osnovnoškolsko obrazovanje ima pozitivan uticaj na kasniji razvoj djeteta, ono nije samo poučavanje djece kognitivnim vještinama, već i osnaživanje djeteta i pružanje prilike da dijete “nauči kako učiti”. Takođe, omogućava djetetu da se nosi sa svakodnevnim izazovima i teškoćama te mu pomaže razumjeti da je postignuće rezultat upornosti i motivacije više nego li inteligencije (Curtis i O’Hagan, 2003).

Miljak (2005) ističe kako organizacija, struktura i pedagoški kontekst u ustanovama ne odražavaju samo obrazovne vrijednosti nego ih i oblikuju. Kurikulum tako treba razjasniti pedagoške ciljeve, voditi računa o napretku djeteta i usredotočiti se na najvažnije aspekte razvoja djeteta i adekvatno odgovarati na potrebe djece. Kurikulum djeluje kao poveznica između nižeg i višeg osnovnoškolskog obrazovanja, pružajući djeci kontinuitet, ali i znanja i vještine koje su im potrebne u daljnjem tijeku obrazovanja (Quality Matters in Early Childhood Education and Care: Sweden, 2013).

Iako postoje mnoge definicije kurikulumu, sve one uključuju ciljeve i planove za stjecanje vještina kroz aktivnosti, iskustva i mogućnosti. Neke se odnose na olakšavanje učenja ili direktno podučavanje od strane učitelja, koji mora osigurati i prilagoditi dnevni plan standarda ranog učenja, a istovremeno se usmjeravati na individualne potrebe svakog djeteta. Nastavni plan i program za osnovnoškolsko obrazovanje počinje u trenutku kada dijete prođe kroz vrata, a učitelji koji to razumiju mogu pružiti okruženje i aktivnosti u kojima se učenje odvija kroz cijeli dan (Dougherty, 2017). Kako navodi NKRPOO (2014) odgojno-obrazovna praksa daje temelje za stvaranje kurikulumu, zbog čega se njihov razvoj mora odvijati u skladu sa promjenama u društvu, odnosno u skladu sa razvojem novih vrijednosti, razumijevanja i znanja. Ove promjene odvijaju se kroz odgojno-obrazovne reforme iz čega se generalno može zaključiti kako se najveća pažnja kroz provođenje reformi pridavala izradi zakonskih akata, kurikulumu, dokumenata ili vladinoj i školskoj administraciji, a puno manje praksi u odgoju i obrazovanju (Miljak, 2005).

Kako navodi Slunjski (2012) kurikulum i njegove karakteristike različito su određeni zbog različitog tumačenja njegovog cilja, svrhe i namjene.

Kurikulumi su s obzirom na kulturu i kontekst nastajanja različito usmjereni te postoje četiri orijentacije. Humanistička orijentacija temelji se na razvoju kapaciteta djeteta, postmodernistička se fokusira na socijalni i

ment of the child's capacities, the postmodernist focuses on the social and political context, the technological on preparing students for work and their social role, while the developmental one focuses on the personal development of the child, their needs and interests.

METHOD OF WORK

Sample of respondents

The sample of respondents consisted of primary school teachers and physical education and health education teachers from the Zenica-Doboj Canton of the Federation of Bosnia and Herzegovina. The total number of respondents was 102 teachers, 82 primary school teachers and 20 physical education and health education teachers.

In terms of gender, the research included 80 or 78.40% of female respondents (teachers) and 22 or 21.60% (teachers) of male respondents.

In terms of employment status/job position, the research included 82 or 80.40 primary school teachers and 20 or 19.60% physical education and health education teachers.

In relation to age, the respondents were divided into four categories: up to 25 years old 4 respondents (teachers) or 3.90%, from 26-35 years old 17 respondents (teachers) or 16.70%, from 36-45 years old 59 respondents (teachers) or 57.80% and from 46-55 years old 22 respondents (teachers) or 21.60%.

In relation to the level of education, 68 or 66.70% of respondents with a university degree participated in the study, 25 respondents or 24.50% with a higher education degree and 9 or 8.80% of respondents with a master's or doctorate degree.

Sample of variables

The measuring instruments used in the study were a questionnaire and an assessment scale. The questionnaire for the assessment of attitudes was constructed according to the Likert scale model, where each statement is marked with five modalities (1-I do not agree at all, 2-I do not agree, 3-I have no opinion/I am neutral, 4-I agree, 5-I completely agree.). The questionnaire included general information about the respondents (gender, workplace/position, age, level of education) and 5 indicators of a developmentally appropriate strategy with a scale of indicators of a developmentally appropriate strategy for supporting student talent in sports.

Statistical data processing

Data processing and analysis was carried out according to the Methodology of Research on Education (Mužić, 2004). Basic descriptive statistical parameters were calcu-

politički kontekst, tehnološka na pripremanje učenika za rad i njegovu društvenu ulogu, dok se razvojna usmjerava na lični razvoj djeteta, njegove potrebe i interese.

METOD RADA

Uzorak ispitanika

Uzorak ispitanika činili su učitelji razredne nastave i nastavnici tjelesnog i zdravstvenog odgoja osnovnih škola sa području Zeničko-dobojskog kantona Federacije Bosne i Hercegovine. Ukupan broj ispitanika činilo je 102 učitelja/nastavnika i to 82 učitelja razredne nastave i 20 nastavnika tjelesnog i zdravstvenog odgoja.

U odnosu na spol istraživanjem je obuhvaćeno 80 ili 78,40% ispitanika (učitelja/nastavnika) ženskog spola i 22 ili 21,60% (učitelja/nastavnika) muškog spola.

U odnosu na radni status/radno mjesto istraživanjem je obuhvaćeno 82 ili 80,40 učitelja razredne nastave i 20 ili 19,60% nastavnika tjelesnog i zdravstvenog odgoja.

U odnosu na starosnu dob ispitanici su podijeljeni u četiri kategorije i to: do 25 godina 4 ispitanika (učitelja/nastavnika) ili 3,90%, od 26-35 godina starosti 17 ispitanika (učitelja/nastavnika) ili 16,70%, od 36-45 godina 59 ispitanika (učitelja/nastavnika) ili 57,80% i od 46-55 godina 22 ispitanika (učitelja/nastavnika) ili 21,60%.

U odnosu na stepen obrazovanja u istraživanju je učestvovalo 68 ili 66,70% ispitanika sa visokom stručnom spremom 25 ispitanika ili 24,50% sa višom stručnom spremom i 9 ili 8,80% ispitanika master ili doktor nauka.

Uzorak varijabli

Mjerni instrumenti koji su korišteni u istraživanju predstavljali su anketni list i skala procjene. Anketni list za procjenu stavova konstruisan je po modelu Likertove skale pri čemu je svaka tvrdnja označena sa pet modaliteta (1-uopšte se ne slažem, 2-ne slažem se, 3-nemam mišljenje/neutralan sam, 4-slažem se, 5-potpuno se slažem.). Anketni list je obuhvatao opšte podatke o ispitanicima (spol, radno mjesto/poziciju, starosnu dob, stepen obrazovanja) i 5 indikatora razvojno primjerene strategije sa skalom pokazatelja razvojno primjerene strategije podržavanja nadarenosti učenika u sportu.

Statistička obrada podataka

Obrada i analiza podataka izvršena je prema Metodologiji istraživanja odgoja i obrazovanja (Mužić, 2004). Za sve primijenjene indikatore razvojno primjerene prakse izračunati i utvrđeni osnovni deskriptivni statistički parametri. Od mjera centralne tendencije izračunata je

lated and determined for all applied indicators of developmentally appropriate practice. Arithmetic mean (AS) was calculated from measures of central tendency, and standard deviation (St. Dev.) from measures of variability.

To determine the attitudes and significance of any differences between teachers on the specificity of the relationship between developmentally appropriate practice and gifted students in sports who move from classroom to subject teaching within the individual curriculum, the results of the t-test and analysis of variance of different groups with LSD Post Hoc comparison tests were applied.

Scale of indicators of the level of agreement with statements about developmentally appropriate practice

The scale of indicators of the level of agreement with statements about developmentally appropriate practice in identifying and encouraging giftedness in children consisted of five attitudes, which the respondents should rate as: 1 = I completely disagree, 2 = I disagree, 3 = I have no opinion/I am neutral, 4 = I agree and 5 = I completely agree.

The respondents could declare or opt for one of five modalities. The content of the indicator of the level of agreement with the statements about developmentally appropriate practice in supporting student talent and identifying and treating athletically gifted students during the transition from classroom to subject teaching in elementary schools referred to:

1. For working with gifted students, the most important thing is to set high goals within the individual curriculum TRPP1
2. The most important need of a gifted student is to socialize with peers of the same developmental age.... TRPP2
3. It is desirable that every elementary school design a curriculum for gifted students TRPP3
4. Gifted students quickly reach the set curriculum goals TRPP4
5. Pedagogical work with gifted students places high demands on the classroom and subject teachers in designing learning and teaching strategies TRPP5

During the research, the respondents (teachers/professors) were given clear and precise instructions on how to answer unclear statements and questions (survey questionnaire and assessment scale).

RESULTS AND DISCUSSION

Analysis of the basic statistical parameters of the indicators of developmentally appropriate practice and support for student giftedness and identification and treatment of gifted students in sports.

aritmetička sredina (AS), a od mjera varijabilnosti standardna devijacija (St. Dev.).

Za utvrđivanje stavova i značajnosti eventualnih razlika između učitelja/nastavnika o specifičnosti relacije razvojno primjerene prakse i nadarenih učenika u sportu koji prelaze iz razredne u predmetnu nastavu unutar individualnog kurikulumu primijenjeni su rezultati t-testa i analiza varijanse različitih grupa sa LSD Post Hoc testovima poređenja.

Skala pokazatelja nivoa slaganja s tvrdnjama o razvojno primjerenoj praksi

Skalu pokazatelja nivoa slaganja s tvrdnjama o razvojno primjerenoj praksi u identifikaciji i podsticanju nadarenosti kod djece činilo je pet stavova, koje bi ispitanici trebali ocijeniti kao: 1= uopće se ne slažem, 2 = ne slažem se, 3 = nemam mišljenja/neutralan sam, 4 = slažem se i 5 = potpuno se slažem.

Ispitanici su se mogli izjasniti odnosno opredijeliti za jedan od pet modaliteta. Sadržaj pokazatelja nivoa slaganja s tvrdnjama o razvojno primjerenoj praksi podržavanja učenikove nadarenosti i identifikacije i tretmana sportski nadarenih učenika pri prijelazu iz razredne u predmetnu nastavu u osnovnim školama se odnosio na:

1. Za rad s nadarenim učenicima najvažnije je postavljanje visokih ciljeva unutar individualnog kurikulumuTRPP1
2. Najvažnija potreba nadarenog učenika je druženje s vršnjacima iste razvojne dobiTRPP2
3. Poželjno je da svaka osnovna škola osmisli kurikulum za nadarene učenike.....TRPP3
4. Nadareni učenici brzo dostižu zadane kurikulumske ciljeve.....TRPP4
5. Pedagoški rad s nadarenim učenicima pred nastavnika razredne i predmetne nastave stavlja visoke zahtjeve u osmišljavanju strategija učenja i poučavanjaTRPP5

U toku istraživanja ispitanicima (nastavnici/professori) su data jasna i precizna uputstva o načinu davanja odgovora, nejasnih tvrdnji i pitanja (anketni upitnik i skala procjene).

REZULTATI I DISKUSIJA

Analiza osnovnih statističkih parametara indikatora razvojno primjerene prakse i podržavanja učenikove nadarenosti i identifikacije i tretmana sportski nadarenih učenika.

Table 1 shows the calculated values of the measures of central tendency, variability and frequency distribution of the characteristics of the statement about developmentally appropriate practice of supporting student giftedness (TRPP). The arithmetic mean (AS) of all indicators of 3.92 shows that teachers/teachers agree very well with the statements about developmentally appropriate practice. The value of standard deviation (SD) of 0.82 indicates that the dispersion around the arithmetic mean is very weak, which is confirmed by the coefficient of variability (CV) of 20.92% and thus the very good homogeneity of the results obtained for this sample of respondents.

Based on the results obtained (Table 1), we note that 65.70% of respondents agree and completely agree with the statement that setting goals within the individual curriculum is the most important thing for working with gifted students. 19.60% of respondents had no opinion, while 14.70% of teachers/professors responded negatively.

The majority of respondents (45.10%) were neutral regarding the second statement. 32.40% of respondents responded positively, while 22.50% of respondents disagreed and strongly disagreed that the most important need of a gifted student is to socialize with peers of the same developmental age.

The majority of respondents (93.20%) agreed that it is desirable for every primary school to design a curriculum for gifted students. 5.90% of teachers had no opinion and one disagreed with the stated statement.

The results show that 84.30% of respondents agreed that gifted students quickly reach curriculum goals. 13.70% of respondents were neutral, while 2.00% disagreed with the offered statement.

The majority of respondents (90.20%) believe that pedagogical work with gifted students places high demands on the classroom and subject teachers in designing learning and teaching strategies. 3.00% of respondents disagree with this statement, while 6.90% are neutral.

The results show that the respondents gave the most answers for the third statement, i.e. that it is desirable for every school to design a curriculum for gifted students.

U tabeli 1 prikazane su izračunate vrijednosti mjera centralne tendencije, varijabilnosti i distribucije frekvencije obilježja tvrdnje o razvojno primjerenoj praksi podržavanja učenikove nadarenosti (TRPP). Aritmetička sredina (AS) svih indikatora od 3,92 pokazuje da se učitelji/nastavnici veoma dobro slažu s tvrdnjama o razvojno primjerenoj praksi. Vrijednost standardne devijacije (SD) od 0,82 ukazuje da je rasipanje oko aritmetičke sredine veoma slabo, što potvrđuje i koeficijent varijabilnosti (CV) od 20,92% a time i veoma dobru homogenost dobivenih rezultata za ovaj uzorak ispitanika.

Na osnovu dobivenih rezultata (Tabela 1) uočavamo da se 65,70% ispitanika slaže i potpuno slaže s tvrdnjom da je *za rad s nadarenim učenicima najvažnije postavljanje ciljeva unutar individualnog kurikuluma*. Bez mišljenja je 19,60% ispitanika, dok je negativno odgovorilo 14,70% nastavnika/profesora.

Za drugu tvrdnju najviše ispitanika (45,10%) bilo je neutralno. Pozitivno je odgovorili 32,40% ispitanika, dok se 22,50% ispitanika ne slaže i uopće ne slaže da je *najvažnija potreba nadarenog učenika druženje s vršnjacima iste razvojne dobi*.

Većina ispitanika (93,20%) se slaže da je poželjno da *svaka osnovna škola osmisli kurikulum za nadarene učenike*. Bez mišljenja je 5,90% učitelja/nastavnika i jedan se ne slaže s navedenom tvrdnjom.

Rezultati pokazuju da se 84,30% ispitanika slaže da *nadareni učenici brzo dostižu kurikulumske ciljeve*. Neutralno je 13,70% ispitanika, dok se 2,00% ne slaže s ponuđenom tvrdnjom.

Ispitanici u većini (90,20%) smatraju da *pedagoški rad s nadarenim učenicima pred nastavnika razredne i predmetne nastave stavlja visoke zahtjeve u osmišljavanju strategija učenja i poučavanja*. S navedenom tvrdnjom se ne slaže 3,00% ispitanika, dok je 6,90% neutralno.

Rezultati pokazuju da su ispitanici najviše odgovorili za treću tvrdnju tj. da je *poželjno da svaka škola osmisli kurikulum za nadarene učenike*.

Table 1. Measures of central tendency, variability, and frequency distribution of features of the claim about developmentally appropriate practice

Indicator	M	AS	St.Dev.	1 %	2%	3%	4%	5%
TRPP1	102	3.65	.99	2.90	11.80	19.60	49.00	16.70
TRPP2	102	3.17	1.02	4.90	17.60	45.10	20.60	11.80
TRPP3	102	4.34	.64	0.00	1.00	5.90	51.00	42.20
TRPP4	102	4.11	.70	0.00	2.00	13.70	55.90	28.40
TRPP5	102	4.31	.77	1.00	2.00	6.90	45.10	45.10

Legend: TRPP-statements about developmentally appropriate practice 1-5; N-total number of respondents; AS-arithmetic mean; St.Dev.-Standard deviation

Analysis of differences in respondents' attitudes using T-test results and LSD Post Hoc comparison tests

Table 2 shows the results of the t-test of the interpretation of the claim about developmentally appropriate practice in relation to the gender of the respondents.

Table 2 shows the results of the t-test of the interpretation of the claim about developmentally appropriate practice in relation to the gender of the respondents. The value of $t = .853$ and its significance $Sig. = .396$ (Table 2) show us that there is no statistically significant difference in the attitudes of teachers with respect to their gender in the levels of agreement with the statements about developmentally appropriate practice. Female respondents have more positive opinions compared to male respondents. The deviation from the arithmetic mean (St.Dev.) is greater in male subjects. Based on the results obtained, we conclude that there is no statistically significant difference in teachers' attitudes about the specifics of the relationship between developmentally applied practice and gifted children within the individual curriculum, with respect to the gender of the respondents.

Table 2. Statements about developmentally appropriate practice - comparison by gender (t-test)

Parameters / Parametri	Sex / Spol	N	AS	St.Dev.	Difference AS / Razlika AS	F	Znač.	t-vrijednost	Sig.
TRPPZ	F / Ž	80	3.93	.38	.08	.086	.770	.853	.396
	M / M	22	3.85	.39					

Legend: TRPPZ-assertions about developmentally appropriate practice (collective); N-total number of respondents; AS-arithmetic mean; St.Dev.-standard deviation; Different AS-difference of arithmetic means; F and Means - Levene's test of equality of variances; t-value. and Significance - the value of the t-test and its significance

Tabela 1. Mjere centralne tendencije, varijabilnosti i distribucije frekvencije obilježja tvrdnje o razvojno primjerenoj praksi

Indicator	M	AS	St.Dev.	1 %	2%	3%	4%	5%
TRPP1	102	3.65	.99	2.90	11.80	19.60	49.00	16.70
TRPP2	102	3.17	1.02	4.90	17.60	45.10	20.60	11.80
TRPP3	102	4.34	.64	0.00	1.00	5.90	51.00	42.20
TRPP4	102	4.11	.70	0.00	2.00	13.70	55.90	28.40
TRPP5	102	4.31	.77	1.00	2.00	6.90	45.10	45.10

Legenda: TRPP-tvrdnje o razvojno primjerenoj praksi 1-5; N-ukupan broj ispitanika; AS-aritmetička sredina; St.Dev.-Standardna devijacija

Analiza razlika u stavovima ispitanika primjenom rezultata T - testa i LSD Post Hoc testova poređenja

U tabeli 2 prikazani su rezultati t-testa tumačenja tvrdnje o razvojno primjerenoj praksi u odnosu na spol ispitanika.

U tabeli 2 prikazani su rezultati t-testa tumačenja tvrdnje o razvojno primjerenoj praksi u odnosu na spol ispitanika. Vrijednost $t = .853$ i njegova značajnost $Sig. = .396$ (Tabela 2) nam pokazuju da ne postoji statistički značajna razlika u stavovima učitelja/nastavnika s obzirom na njihov spol u nivoima slaganja s tvrdnjama o razvojno primjerenoj praksi. Ispitanici ženskog spola imaju pozitivnija mišljenja u odnosu na ispitanike muškog spola. Odstupanje od aritmetičke sredine (St.Dev.) veće je kod ispitanika muškog spola. Na osnovu dobivenih rezultata zaključujemo da ne postoji statistički značajna razlika u stavovima nastavnika o specifičnosti relacije razvojno primjenjene prakse i nadarene djece unutar individualnog kurikuluma s obzirom na spol ispitanika.

Tabela 2. Tvrdnje o razvojno primjerenoj praksi – upoređivanje po spolu (t-test)

Parameters / Parametri	Sex / Spol	N	AS	St.Dev.	Difference AS / Razlika AS	F	Znač.	t-vrijednost	Sig.
TRPPZ	F / Ž	80	3.93	.38	.08	.086	.770	.853	.396
	M / M	22	3.85	.39					

Legenda: TRPPZ-tvrdnje o razvojno primjerenoj praksi (zbirno); N-ukupan broj ispitanika; AS-aritmetička sredina; St.Dev.-standardna devijacija; Razl. AS-razlika aritmetičkih sredina; F i Znač.- Levenov test jednakosti varijansi; t-vrijed. i Znač.- vrijednost t-testa i njegova značajnost

Table 3 shows the t-test values of the interpretation of the claim about developmentally appropriate practice based on work status. The value $t = 2.363$ and its significance $Sig. = .020$ shown in table 4 show that there is a statistically significant difference (at the level of $p < 0.05$) in the attitudes of teachers/professors regarding work status/position in the levels of agreement with the statements about developmentally appropriate practice. Based on the arithmetic mean (AS), we see that teachers have more positive opinions compared to professors. Based on the obtained results, we conclude that there is a statistically significant difference in teachers' views on the specificity of the relationship between developmentally applied practice and gifted children within the individual curriculum, with regard to the work status of the respondents.

Table 3. Statements about developmentally appropriate practice - comparison by work status (t-test)

Parameters / Parametri	Sex / Spol	N	AS	St.Dev.	Difference AS / Razlika AS	F	Znač.	t-vrijednost	Sig.
TRPPZ	Teacher / Nastavnik	82	3.96	.36	.22	.729	.395	2.363	.020
	Professor / Professor	20	3.74	.43					

Legend: TRPPZ-assertions about developmentally appropriate practice (collective); N-total number of respondents; AS-arithmetic mean; St.Dev.-standard deviation; Different AS-difference of arithmetic means; F and Means - Levene's test of equality of variances; t-value. and Significance - the value of the t-test and its significance

Table 4 shows the values of the F-test of the interpretation of the statement about developmentally appropriate practice based on the age of the respondents. The value of the F-test (.291) and its significance (Sig. .832) show that there is no statistically significant difference between teachers/teachers with regard to age in the levels of agreement with the statements about developmentally appropriate practice.

Table 4. Statements about developmentally appropriate practice - comparison with regard to age (F-test)

Parameters / Parametri	N	df	F	Sig.
TRPPZ	102	3	.291	.832

Legend: TRPPZ-assertions about developmentally appropriate practice (collective); N-total number of respondents; df- number of degrees of freedom; F and Sig.- the value of the F-test and its significance

U tabeli 3 prikazane su vrijednosti t-testa tumačenja tvrdnje o razvojno primjerenoj praksi u odnosu na radni status. Vrijednost $t = 2,363$ i njegova značajnost $Sig. = .020$ prikazane u tabeli 4 pokazuju da postoji statistički značajna razlika (na nivou $p < 0,05$) u stavovima nastavnika/profesora s obzirom na radni status/poziciju u nivoima slaganja s tvrdnjama o razvojno primjerenoj praksi. Na osnovu aritmetičke sredine (AS) vidimo da nastavnici imaju pozitivnija mišljenja u odnosu na profesore. Na osnovu dobivenih rezultata zaključujemo da postoji statistički značajna razlika u stavovima nastavnika o specifičnosti relacije razvojno primjenjene prakse i nadarene djece unutar individualnog kurikuluma s obzirom na radni status ispitanika.

Tabela 3. Tvrdnje o razvojno primjerenoj praksi – upoređivanje po radnom statusu (t-test)

Legenda: TRPPZ-tvrdnje o razvojno primjerenoj praksi (zbirno); N-ukupan broj ispitanika; AS-aritmetička sredina; St.Dev.-standardna devijacija; Razl. AS-razlika aritmetičkih sredina; F i Znač.- Levenov test jednakosti varijansi; t-vrijed. i Znač.- vrijednost t-testa i njegova značajnost

U tabeli 4 prikazane su vrijednosti F-testa tumačenja tvrdnje o razvojno primjerenoj praksi u odnosu na dob ispitanika. Vrijednost F-testa (.291) i njegova značajnost (Sig. .832) pokazuju da ne postoji statistički značajna razlika između učitelja/nastavnika s obzirom na dob u nivoima slaganja s tvrdnjama o razvojno primjerenoj praksi.

Tabela 4. Tvrdnje o razvojno primjerenoj praksi - upoređivanje obzirom na dob (F-test)

Legenda: TRPPZ-tvrdnje o razvojno primjerenoj praksi (zbirno); N-ukupan broj ispitanika; df- broj stepena slobode; F i Sig.- vrijednost F-testa i njegova značajnost

Table 5 shows the results of the LSD Post Hoc test of the interpretation of the claim about developmentally appropriate practice - comparison with respect to the age of the respondents (LSD). Based on the obtained results, we see that there are no statistically significant differences between the respondents regarding age in the interpretation of a developmentally appropriate strategy. Based on the obtained results of the Post Hoc test, we see that there are no statistically significant differences between the respondents regarding age in the levels of agreement with the statements about developmentally appropriate practice. Therefore, the third part of the fourth sub-hypothesis was confirmed, that there is no statistically significant difference in teachers' views on the specificity of the relationship between developmentally applied practice and gifted children within the individual curriculum with regard to gender, work status, age and level of education of the respondents.

Table 5. Statements about developmentally appropriate practice - age comparison (LSD)

Age / Dob		Difference AS / Razlika AS	SE	Sig.
up to 25 years / do 25 godina	26 to 35 years / 26 do 35 godina	-.076	.213	.720
	36 to 45 years / 36 do 45 godina	.012	.198	.952
	46 to 55 years / 46 do 55 godina	-.045	.208	.828
26 - 35 years old / 26 - 35 godina	up to 25 years old / do 25 godina	.076	.213	.720
	36 to 45 years old / 36 do 45 godina	.088	.105	.404
	46 to 55 years old / 46 do 55 godina	.031	.124	.803
36 - 45 years old / 36 - 45 godina	up to 25 years old / do 25 godina	-.012	.198	.952
	26 to 35 years old / 26 do 35 godina	-.088	.105	.404
	46 to 55 years old / 46 do 55 godina	-.057	.096	.551
46 - 55 years old / 46 - 55 godina	up to 25 years old / do 25 godina	.045	.208	.828
	26 to 35 years old / 26 do 35 godina	-.031	.124	.803
	36 to 45 years old / 36 do 45 godina	.057	.096	.551

Legend: MD – difference of arithmetic means; SE- standard error; SIG.- statistical significance; * - there is a statistically significant difference at the $p < 0.05$ level

Table 6 shows the results of the F-test of the interpretation of the claim about developmentally appropriate practice in relation to the level of education of the respondents and its statistical significance. The value of the F-test (.455) and its significance (Sig.) (.636) show that there is no statistically significant difference between teachers/professors with regard to the level of education in the levels of agreement with the statements about developmentally appropriate practice.

U tabeli 5 prikazane su rezultati LSD Post Hoc testa tumačenja tvrdnje o razvojno primjerenoj praksi - upoređivanje s obzirom na dob ispitanika (LSD). Na osnovu dobivenih rezultata vidimo da ne postoje statistički značajne razlike između ispitanika obzirom na dob u tumačenju razvojno primjerene strategije. Na osnovu dobivenih rezultata Post Hoc testa vidimo da ne postoje statistički značajne razlike između ispitanika obzirom na dob u nivoima slaganja s tvrdnjama o razvojno primjerenoj praksi. Prema tome, potvrđen je treći dio četvrte podhipoteze da ne postoji statistički značajna razlika u stavovima nastavnika o specifičnosti relacije razvojno primjenjene prakse i nadarene djece unutar individualnog kurikulumu s obzirom na spol, radni status, dob i stepen obrazovanja ispitanika.

Tabela 5. Tvrdnje o razvojno primjerenoj praksi – upoređivanje obzirom na dob (LSD)

Legenda: MD –razlika aritmetičkih sredina; SE- standardna greška; SIG.- statistička značajnost; * - postoji statistički značajna razlika na nivou $p < 0,05$

U tabeli 6 prikazani su rezultati F-testa tumačenja tvrdnje o razvojno primjerenoj praksi u odnosu na stepen obrazovanja ispitanika i njegova statistička značajnost. Vrijednost F-testa (.455) i njegova značajnost (Sig.) (.636) pokazuju da ne postoji statistički značajna razlika između nastavnika/profesora s obzirom na stepen obrazovanja u nivoima slaganja s tvrdnjama o razvojno primjerenoj praksi.

Table 6. Statements about developmentally appropriate practice - comparison with regard to the level of education (F-test)

Parameters / Parametri	N	df	F	Sig.
TRPPZ	102	2	.455	.636

Legend: TRPPZ-assertions about developmentally appropriate practice (collective); N-total number of respondents; df- number of degrees of freedom; F and Sig.- the value of the F-test and its significance

Table 7 shows the results of the LSD Post Hoc test of the interpretation of the claim about developmentally appropriate practice - comparing it with the level of education of the respondents (LSD Post Hoc test). Analyzing the results of the Post Hoc test, it is evident that there are no statistically significant differences between the teachers/teachers with regard to the highest achieved level of education in the levels of agreement with the statements about developmentally appropriate practice. Therefore, it can be concluded that there is no statistically significant difference in teachers' views on the specificity of the relationship between developmentally applied practice and sports-gifted children within the individual curriculum with regard to the level of education of the respondents.

Based on the obtained results, it can be concluded that there is no statistically significant difference in the teachers' views on the specificity of the relationship between developmentally appropriate practice and sports-gifted children within the individual curriculum with regard to the gender, age and level of education of the respondents.

Table 7. Comparison of significance with regard to the level of education (LSD)

Education Level / Stepen obrazovanja		Difference AS / Razlika AS	SE	Sig.
VŠS	VSS	.002	.089	.986
	MR i DR	.128	.148	.390
VSS	VŠS	-.002	.089	.986
	MR i DR	.126	.135	.352
MR i DR	VŠS	-.128	.148	.390
	VSS	-.126	.135	.352

Legend: Difference AS-difference of arithmetic means; SE-standard error; Sig.-statistical significance * - there is a statistically significant difference at the $p < 0.05$ level

DISCUSION

Previous research on the problem of identifying and supporting gifted students in sports has mainly dealt with determining the attitudes of teachers towards support and work with gifted students, work programs for gifted stu-

Tabela 6. Tvrdnje o razvojno primjerenoj praksi - upoređivanje obzirom na stepen obrazovanja (F-test)

Legenda: TRPPZ-tvrdnje o razvojno primjerenoj praksi (zbirno); N-ukupan broj ispitanika; df- broj stepena slobode; F i Sig.- vrijednost F-testa i njegova značajnost

U tabeli 7 prikazani su rezultati LSD Post Hoc testa tumačenja tvrdnje o razvojno primjerenoj praksi - upoređivanje s obzirom na stepen obrazovanja ispitanika (LSD Post Hoc test). Analizom rezultata Post Hoc testa vidljivo je da ne postoje statistički značajne razlike između učitelja/nastavnika obzirom na najviši postignuti stepen obrazovanja u nivoima slaganja s tvrdnjama o razvojno primjerenoj praksi. Prema tome, može se konstatovati da ne postoji statistički značajna razlika u stavovima nastavnika o specifičnosti relacije razvojno primjenjene prakse i sportski nadarene djece unutar individualnog kurikulumu s obzirom na stepen obrazovanja ispitanika.

Na osnovu dobivenih rezultata može se konstatovati da nema statistički značajne razlike u stavovima nastavnika o specifičnosti relacije razvojno primjerene prakse i sportski nadarene djece unutar individualnog kurikulumu s obzirom na spol, dob i stepen obrazovanja ispitanika.

Tabela 7. Upoređivanje značajnosti obzirom na stepen obrazovanja (LSD)

Legenda: Razlika AS-razlika aritmetičkih sredina; SE-standardna greška; Sig.-statistička značajnost * - postoji statistički značajna razlika na nivou $p < 0,05$

DISKUSIJA

Dosadašnja istraživanja problema prepoznavanja i podržavanja sportski nadarenih učenika uglavnom su se bavila utvrđivanjem stavova učitelja/nastavnika prema podršci i radu sa nadarenim učenicima, programima

dents within the individual curriculum. The largest number of such studies (Miljak, 2005; Milić, 2007; Bajrić, 2019) show positive attitudes of teachers towards gifted students in sports, especially in schools that carry out the identification of gifted students. However, there is research that generally indicates a neutral attitude and support for such students, i.e. it shows that teachers recognize the needs, support and social value of gifted students, but do not have clearly expressed attitudes towards methodological procedures with gifted students (acceleration and grouping according to abilities) or towards the consequences of positive support for gifted students (Perković Krijan et al., 2015). Also, some researchers have investigated the situation, problems and needs in the area of identification and work with gifted students in the primary school system. The results show that there is a very pronounced interest and need for professional development in the area of giftedness among primary school teachers, because identification and work with gifted students is very important at a younger developmental age (Vojnović, 2008).

Dorđević and Maksić, (2005) point out that the most important role in the encouragement, support and development of sports gifted students is played by the family and the school, because parents, teachers and students are very interested in creating conditions that would ensure adequate education and treatment of gifted students.

George (2005) points out that every school should have a person-teacher who would be in charge of implementing educational forms for the needs and support of gifted students, because this would ensure a better position and better progress of gifted students. Lazarević et al., (2020) believe that it would be necessary to study the work of teachers from the perspective of gifted students in order to gain insight into their experience and the implications it can have on the work of teachers and the quality of educational practice. Jokić (2013) believes that the problem of identification and support of athletically gifted students should be enriched to a large extent in physical education classes by applying adequate and appropriate forms of work. Sturza-Milić (2008) believes that physical education is the foundation of the sports maturation of elementary school students and that school is the environment in which the vast majority of athletically gifted children begin their sports journey, in physical education classes. Motivations for playing sports are formed very early, so playing sports in early childhood is a path to the status of a top athlete. Furthermore, Sturza Milić (2014) points out that the most important period for the motor development of students is the younger school age (from 7 to 12 years), which is why it is called the “window of opportu-

rada za nadarene učenike unutar individualnog kurikula. Najveći broj takvih istraživanja (Miljak, 2005; Milić, 2007; Bajrić, 2019) pokazuju pozitivne stavove učitelja/nastavnika prema nadarenim učenicima u sportu posebno u školama koje provode identifikaciju nadarenih učenika. Međutim, ima istraživanja koja generalno upućuju na neutralan stav i podršku takvim učenicima odnosno pokazuju da učitelji/nastavnici prepoznaju potrebe, podršku i društvenu vrijednost nadarenih učenika, ali nemaju jasno izražene stavove prema metodičkim postupcima sa nadarenim učenicima (akceleracija i grupisanje prema sposobnostima) ni prema posljedicama pozitivne podrške nadarenih (Perković Krijan i sur., 2015). Takođe, neki istraživači su istraživali stanje, probleme i potrebe u području identifikacije i rada s darovitim učenicima u osnovnoškolskom sistemu. Rezultati pokazuju da postoji vrlo izražen interes i potreba za stručnim usavršavanjem u području darovitosti i to među nastavnicima osnovnih škola jer je identifikacija i rad sa nadarenim učenicima vrlo važna u mlađoj razvojnoj dobi (Vojnović, 2008.).

Dorđević i Maksić, (2005) ističu da najvažniju ulogu u podsticanju, podršci i razvoju sportski nadarenih učenika imaju porodica i škola jer su roditelji, učitelji/nastavnici i učenici veoma zainteresovani za stvaranje uslova koji bi obezbijedili adekvatno obrazovanje i tretman nadarenih učenika.

George (2005.) ističe da bi svaka škola trebala imati osobu-nastavnika koja bi bila zadužena za sprovođenje odgojno-obrazovnih oblika za potrebe i podršku nadarenih učenika, jer bi se tako obezbijedio bolji položaj i kvalitetnije napredovanje nadarenih učenika. Lazarević i sar., (2020.) smatraju da bi bilo potrebno proučiti rad učitelja/nastavnika iz perspektive darovitih učenika kako bi se dobio uvid u njihovo iskustvo tako i implikacije koje ono može imati na rad učitelja i kvalitet odgojno-obrazovne prakse. Jokić (2013) smatra da bi problem identifikacije i podrške sportski nadarenih učenika u velikoj mjeri trebao biti obogaćen na časovima tjelesnog odgoja primjenom adekvatnih i primjerenih oblika rada. Sturza-Milić (2008) smatra da je tjelesni odgoj temelj sportskog sazrijevanja učenika osnovnih škola i da je škola sredina u kojoj velika većina sportski nadarene djece započinje svoje sportsko putovanje i to na časovima tjelesnog odgoja. Vrlo rano se formiraju motivi za bavljenje sportom pa je bavljenje sportom u ranom djetinjstvu put ka statusu vrhunskog sportiste. Nadalje, Sturza Milić (2014) ističe da je za motorički razvoj učenika najvažniji period mlađi školski uzrast (od 7 do 12 godina) zbog čega se i naziva „prozorom mogućnosti“

nity” because during this period children are more internally motivated (intrinsic motivation, which is important in the manifestation of talent), ready to learn, intellectually ready to get the best out of physical education and health education. The same author states that in order to ensure a broad basis of movement within the physical education program, and in order to develop motor experience and encourage motor creativity in students, it is necessary to organize and have an enriched environment that includes an interesting, creative and stimulating environment for students, which provides challenges and raises the standards of student success, and it is necessary to have the willingness and education of adults to engage in this part of educational work.

Findak (2011) emphasizes that when organizing and implementing physical education classes, teachers should achieve the anthropological, educational and educational tasks of physical education classes and, at the same time, arouse students' interest in and love for exercise, taking into account the age and abilities of the students.

Some research (Grandić and Letić, 2009) indicates that the openness and focus of teachers on the personal and professional development of gifted students is a formula for their successful work with such students. Practice has shown that those teachers who have undergone some form of training or professional development for working with gifted students in sports show a greater dose of patience and sensitivity in working with them.

Considering the results of the aforementioned research, it is noticeable that teachers, schools as educational institutions and parents should participate and find their place in the process of identifying, developing and supporting gifted students.

However, it should be noted that it is very questionable to what extent schools as they exist in our country today enable gifted children to express their specific abilities, development and progress, given that the traditional form of knowledge transfer and skill acquisition is still prevalent, in which students with average abilities progress at their own pace.

The progress of gifted children in sports imposes the need to develop an adequate support and development strategy in terms of developing individual plans and programs in accordance with their characteristics and abilities.

In this sense, we believe that schools should enrich the environment in which gifted children live, enrich and adapt the curriculum, techniques, methods and forms of work. It is also necessary to educate teachers in this regard, because unfortunately, a significant percentage of teachers are not trained to work and interact with gifted students.

jer su u tom periodu djeca više unutrašnje motivisana (intrinzička motivacija koja je važna kod ispoljavanja darovitosti), spremna na učenje, intelektualno spremna da izvuku najbolje iz tjelesne i zdravstvene kulture. Ista autorica navodi da bi se u okviru programa tjelesnog odgoja, a u cilju razvoja motoričkog iskustva i poticanja motoričke kreativnosti učenika osigurala široka osnova kretanja, neophodna je organizacija i prisustvo obogaćene sredine koja podrazumijeva zanimljivu, kreativnu i poticajnu okolinu za učenike, koja pruža izazove i podiže standarde uspješnosti učenika te je potrebna spremnost i edukacija odraslih da se angažuju u ovom dijelu odgojno-obrazovnog rada.

Findak (2011) ističe da bi učitelji pri organizaciji i ostvarivanju nastave tjelesnog odgoja trebali ostvariti antropološke, obrazovne i odgojne zadatke časa tjelesnog odgoja te pri tom kod učenika pobuditi interes za vježbanje i ljubav prema vježbanju imajući u vidu dob i sposobnosti učenika.

Neka istraživanja (Grandić i Letić, 2009) ukazuju da otvorenost i usmjerenost učitelja/nastavnika na lični i profesionalni razvoj nadarenih učenika predstavlja formulu za njegov uspješan rad sa takvim učenicima. Praksa je pokazala da oni učitelji/nastavnici koji su bili obuhvaćeni nekim vidom obuke ili stručnog usavršavanja za rad sa nadarenim učenicima u sportu pokazuju veću dozu strpljenja i senzibiliteta u radu sa njima.

Imajući u vidu rezultate navedenih istraživanja uočljivo je da u procesu identifikacije, razvoja i podrške sportski nadarenih učenika trebaju učestvovati i svoje mjesto naći učitelji/nastavnici, škola kao vaspitno obrazovna ustanova i roditelji.

Međutim, treba istaći da je vrlo upitno koliko škola kakva je danas u našoj zemlji, omogućava nadarenoj djeci da iskažu svoje specifične mogućnosti, razvoj i napredovanje obzirom da je još uvijek zastupljen tradicionalni oblik prenošenja znanja i usvajanja vještina u kome učenici osrednjih sposobnosti napreduju svojim tempom.

Napredovanja sportski nadarene djece nameće potrebu izrade adekvatne strategije podržavanja i razvoja u smislu izrade individualnih planova i programa u skladu sa njihovim karakteristikama i sposobnostima.

U tom smislu smatramo da bi škola morala obogatiti sredinu u kojoj borave nadarena djeca, obogatiti i prilagoditi nastavni plan i program, tehnike, metode i oblike rada. Takođe, neophodno je edukovati nastavnike u tom pogledu jer nažalost, značajan procenat nastavnika nije osposobljen za rad i djelovanje sa nadarenim učenicima.

CONCLUSION

Analysis of the arithmetic mean (AS) of all indicators of 3.92 shows that teachers/professors agree very well with the statements about developmentally appropriate practice. The standard deviation (SD) value of 0.82 indicates that the dispersion around the arithmetic mean is very weak, which is confirmed by the coefficient of variability (CV) of 20.92% and thus the very good homogeneity of the results obtained for this sample of respondents.

Based on the results obtained, it can be concluded that there is no statistically significant difference in the attitudes of teachers and professors about the specificity of the relationship between developmentally appropriate practice and sports-gifted children within the individual curriculum with regard to the gender, age and level of education of the respondents. The value $t = 2.363$ and its significance $\text{Sig.} = .020$ show that there is a statistically significant difference (at the $p < 0.05$ level) in the attitudes of teachers/professors with regard to their working status/position in the levels of agreement with the statements about developmentally appropriate practice. Based on the arithmetic mean (M), we see that teachers have more positive opinions compared to professors.

In general, it can be stated that there is no statistically significant difference in the attitudes of teachers and teachers about the specificity of the relationship between developmentally applied practice and sports-gifted students within the individual curriculum with regard to the gender, work status, age and level of education of the respondents.

The determination to study the identification and encouragement of sports talent in students implied research of a theoretical-empirical character. Such an approach creates a good basis for overcoming certain vagueness and one-sided understandings regarding the possibility of cooperation between classroom teachers in the lower (class teaching) and physical and health education teachers in the upper (subject teaching) classes of primary schools in the identification, encouragement and development of sports talent in students. Research on this issue is very complex because work with gifted children is still viewed with suspicion and with great reserve.

Based on this fact, this paper should offer a link between the theoretical approach to the problem and empirical research, in order to penetrate the essence and character of the identification, encouragement and development of giftedness in children in the best possible way, using an inductive-deductive way with as much success as possible. The results of theoretical-empirical research on the identification, encouragement and developmentally appropriate practice of sports-gifted children are based on these

ZAKLJUČAK

Analiza aritmetičke sredine (AS) svih indikatora od 3,92 pokazuje da se nastavnici/profesori veoma dobro slažu s tvrdnjama o razvojno primjerenoj praksi. Vrijednost standardne devijacije (SD) od 0,82 ukazuje da je rasipanje oko aritmetičke sredine veoma slabo, što potvrđuje i koeficijent varijabilnosti (CV) od 20,92% a time i veoma dobru homogenost dobivenih rezultata za ovaj uzorak ispitanika.

Na osnovu dobivenih rezultata može se konstatovati da ne postoji statistički značajna razlika u stavovima učitelja i nastavnika o specifičnosti relacije razvojno primjerene prakse i sportski nadarene djece unutar individualnog kurikuluma s obzirom na spol, dob i stepen obrazovanja ispitanika. Vrijednost $t = 2,363$ i njegova značajnost $\text{Sig.} = ,020$ pokazuju da postoji statistički značajna razlika (na nivou $p < 0,05$) u stavovima nastavnika/profesora s obzirom na radni status/poziciju u nivoima slaganja s tvrdnjama o razvojno primjerenoj praksi. Na osnovu aritmetičke sredine (M) vidimo da učitelji imaju pozitivnija mišljenja u odnosu na profesore.

Generalno, može se konstatovati da ne postoji statistički značajna razlika u stavovima učitelja i nastavnika o specifičnosti relacije razvojno primijenjene prakse i sportski nadarenih učenika unutar individualnog kurikuluma s obzirom na spol, radni status, dob i stepen obrazovanja ispitanika.

Opredjeljenje za proučavanje identifikacije i podsticanja sportske nadarenosti kod učenika podrazumijevalo je istraživanje teorijsko-empirijskog karaktera. Takav pristup stvara dobar temelj da se prevaziđu određene nedorečenosti i jednostrana shvatanja u pogledu mogućnosti saradnje profesora razredne nastave u nižim (razredna nastava) i profesora tjelesnog i zdravstvenog odgoja u višim (predmetna nastava) razredima osnovnih škola u identifikaciji, podsticanju i razvoju sportske nadarenosti kod učenika. Istraživanja ove problematike su veoma složena jer se još uvijek rad sa nadarenom djecom gleda sa podozrenjem i veoma rezervisano.

Polazeći od te činjenice ovaj rad bi trebao ponuditi sponu između teorijskog pristupa problemu i empirijskog istraživanja, kako bi se na najbolji mogući način induktivno-deduktivnim putem sa što više uspjeha proniklo u suštinu i karakter identifikacije, podsticanja i razvoja nadarenosti kod dece. Na ovim osnovama temelje se i rezultati teorijsko - empirijskog istraživanja o identifikaciji, podsticanju i razvojno primjerenoj praksi sportski nadarene djece. U ovom radu pažnja je prvenstveno usmjerena na utvrđivanje stavova-mišljenja i eventualnih razlika ispitanika o specifičnosti relacija razvojno pri-

foundations. In this paper, the attention is primarily focused on determining the attitudes-opinions and possible differences of respondents on the specificity of relations between developmentally applied practice and sports-gifted students who move from classroom to subject teaching within the individual curriculum with regard to the gender, work status, age and level of education of the respondents. What is of particular importance are the basic needs of children during primary school education and the way in which these needs are met through plans and programs for primary school education.

The results of this research provided insight into the attitudes and differences of teachers and subject teachers regarding the specifics of the relationship between developmentally appropriate practices and gifted students who move from classroom to subject teaching within the individual curriculum in the Federation of Bosnia and Herzegovina, with regard to the gender, employment status, age and level of education of the respondents. However, the authors of this paper believe that in future research on this topic it would be desirable to include a larger sample of respondents in order to potentially obtain broader and more diverse attitudes and possible differences in the attitudes of classroom teachers and subject teachers regarding the creation and implementation of developmentally appropriate practices for supporting gifted students in sports.

mjenjene prakse i sportski nadarenih učenika koji prelaze iz razredne u predmetnu nastavu unutar individualnog kurikulumu s obzirom na spol, radni status, dob i stepen obrazovanja ispitanika. Ono što je od posebnog značaja jesu osnovne dječje potrebe tokom osnovnoškolskog odgoja i obrazovanja te način na koji se te potrebe zadovoljavaju kroz planove i programe za osnovnoškolski odgoj i obrazovanje.

Rezultati ovog istraživanja pružili su uvid o stavovima i razlikama učitelja i nastavnika o specifičnosti relacija razvojno primjenjene prakse i sportski nadarenih učenika koji prelaze iz razredne u predmetnu nastavu unutar individualnog kurikulumu u Federaciji BiH s obzirom na spol, radni status, dob i stepen obrazovanja ispitanika. Međutim, autori ovog rada smatraju da bi u budućim istraživanjima ove tematike bilo poželjno obuhvatiti veći uzorak ispitanika kako bi se potencijalno dobili širi i različitiji stavovi i eventualne razlike u stavovima učitelja u razrednoj i nastavnika u predmetnoj nastavi o izradi i primjeni razvojno primjerene prakse podržavanja nadarenih učenika u sportu.

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