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Perception of the Interpretation of Early Recognition and Support of Sports Gifted Students

Percepcija tumačenja ranog prepoznavanja i podrške sportski nadarenih učenika

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Abstract: *The research was conducted on a sample of 102 respondents (teachers/professors) employed in elementary schools in the Zenica-Doboj Canton of the Federation of Bosnia and Herzegovina. The main goal of the research is to determine the attitudes and possible differences in the attitudes of teachers and professors regarding the early recognition and development of athletically gifted students who transition from classroom to subject classes, in the activities that the student engages in with regard to the gender, work status, age and level of education of the respondents. As a measuring instrument in the research, a questionnaire with a five-point Likert scale was used, in which each statement has 5 answers (I do not agree at all, I do not agree, I have no opinion/I am neutral, I agree, I completely agree). The survey questionnaire contained seven indicators for the assessment of early recognition and support for the development of sports gifted students, as well as questions related to the respondent's gender, workplace/position, age and level of education. The results of the t-test and the analysis of variance of the different groups with LSD Post Hoc comparison tests were used to determine any statistically significant differences between the groups of respondents with regard to gender, workplace/position, age and level of education. The obtained results indicate that there are no statistically significant differences in the attitudes of teachers/professors regarding the early recognition and development of athletically gifted students in the activities that the student engages in with regard to gender and age, and the differences in the attitudes of the respondents were determined with regard to work status and level of education of the respondents.*

Keywords: *respondents, perception, support, early recognition, development, sports talent*

Sažetak: *Istraživanje je provedeno na uzorku od 102 ispitanika (nastavnika/profesora) zaposlenih u osnovnim školama Zeničko-dobojskog kantona Federacije Bosne i Hercegovine. Osnovni cilj istraživanja je utvrđivanje stavova i eventualnih razlika u stavovima nastavnika i profesora o ranom prepoznavanju i razvoju sportski nadarenih učenika koji prelaze iz razredne u predmetnu nastavu, u aktivnostima kojima se učenik bavi s obzirom na spol, radni status, starosnu dob i stepen obrazovanja ispitanika. Kao mjerni instrumenat u istraživanju primijenjen je anketni upitnik petostepene Likertove skale u kojem svaka tvrdnja ima 5 odgovora (uopšte se ne slažem, ne slažem se, nemam mišljenje/neutralan sam, slažem se, potpuno se slažem). Anketni upitnik je sadržavao sedam indikatora za procjenu ranog prepoznavanja i podrške razvoja sportski nadarenih učenika, kao i pitanja koja se odnose na spol, radno mjesto/poziciju, starosnu dob i stepen obrazovanja ispitanika. Za utvrđivanje eventualnih statistički značajnih razlika između grupa ispitanika s obzirom na spol, radno mjesto/poziciju, starosnu dob i stepen obrazovanja ispitanika primijenjeni su rezultati t-testa i analiza varijanse različitih grupa sa LSD Post Hoc testovima poređenja. Dobijeni rezultati ukazuju da nema statistički značajnih razlika u stavovima nastavnika/profesora o ranom prepoznavanju i razvoju sportski nadarenih učenika u aktivnostima kojima se učenik bavi s obzirom na spol i starosnu dob, a razlike u stavovima ispitanika su utvrđene s obzirom na radni status i stepen obrazovanja ispitanika.*

Ključne riječi: *ispitanici, percepcija, podrška, rano prepoznavanje, razvoj, sportska nadarenost*

INTRODUCTION

Sports talent is a natural talent present in sports at different levels of performance, from those individuals who do not yet participate, all the way to elite competitors" (Sturza-Milić, 2009a, p. 220). According to Malina (2010, in Čoh, 2016, p.2), talent in sports is a combination of above-average biomotor skills, creativity and inner motivation. Specially gifted children have several characteristics in common. These characteristics are: gifted children have similar behavior, the environment is crucial for the realization of their giftedness, if giftedness is not adequately stimulated, motivation is lost, gifted children experience the world and the environment in a different way than their peers, their needs are different, working with them is a big challenge, but also a big effort for parents, teachers and coaches. Finally, gifted children deserve gifted coaches and teachers.

According to Čoh (2016), a special current issue of identifying gifted children for sports is that gifted children, as a rule, show above-average abilities in several areas. Sport is only one of their possible choices. Sports practice opens up numerous questions, among which stand out: Is the early inclusion of gifted children or children in general, in particular sports generally beneficial? Is early specialization useful? Sports practice does not have clear answers. (Čoh, 2016, p. 3)

The role and significance of the school and teachers in this process is extremely important. The role of the school in the upbringing and education of the child is extremely important. As Đorđević (1998) points out, the role of schools and teachers in the identification and encouragement of gifted students has long since begun to attract the attention of a large number of researchers both in our country and in the world. Taking into account the role of the school in identifying and encouraging giftedness in children, Milić (2013) points out that "the identification of gifted students is a long-term process, which includes the entire analysis of one student, which means that it cannot be based on only one indicator, the results of which are our schools, unfortunately crucial for the assessment of giftedness" (Milić, 2013, pp. 113-114).

Bearing in mind that the educational process in schools is organized, planned and systematically led by professionally-pedagogically trained teachers, this presupposes that favorable conditions and opportunities for proper and successful education have been created in schools. That is why, from a social point of view, the school represents a developed and powerful factor in educational and wider educational activity (Vukasović, 1998, p. 237). In school, teacher and student communicate creatively through teaching and build the teaching process. A teacher is a person who or-

UVOD

Sportska nadarenost je prirodna nadarenost prisutna u sportu na različitim nivoima izvođenja, od onih pojedinaca koji još ne učestvuju, pa sve do elitnih takmičara" (Sturza-Milić, 2009a, str. 220). Talentovanost u sportu je, smatra Malina (2010, u Čoh, 2016, str.2) kombinacija nadprosječnih biomotoričkih sposobnosti, kreativnosti i unutrašnje motivacije. Posebno nadarena djeca imaju nekoliko zajedničkih svojstava. Ta svojstva su: nadarena djeca su sličnog ponašanja, okolina je ključna za realizaciju njihove nadarenosti, ako nadarenost nije adekvatno potaknuta, gubi se motivacija, nadarena djeca doživljavaju svijet i okolinu na drugačiji način od njhovih vršnjaka, njihove potrebe su drugačije, rad sa njima je veliki izazov, ali i veliki napor za roditelje, učitelje i trenere. Na kraju, nadarena djeca zaslužuju nadarene trenere i učitelje.

Posebna je aktuelna problematika identifikacije nadarene djece za sport, smatra Čoh (2016) je ta što nadarena djeca po pravilu pokazuju nadprosječne sposobnosti na više područija. Sport je samo jedna od njihovih mogućih opredeljenja. Sportska praksa otvara brojna pitanja, između kojih se izdvajaju: Dali je rano uključivanje nadarene djece ili djece u opšte, u pojedine sportove opšte koristno? Da li je rana specijalizacija koristna. Sportska praksa nema sasvim jasnih odgovora. (Čoh, 2016, str. 3)

Uloga i značaj škole i nastavnika u ovom procesu je od izuzetne važnosti. Uloga škole u odgoju i obrazovanju djeteta je izuzetno značajna. Kako ističe Đorđević (1998), uloga škole i nastavnika u identifikaciji i podsticanju nadarenih učenika je odavno počela zaokupljati pažnju velikog broja istraživača kako kod nas tako i u svijetu. Uzimajući u obzir ulogu škole u identifikaciji i podsticanju nadarenosti kod djece Milić (2013), ističe da je „identifikacija nadarenih učenika dugotrajan proces, koji uključuje cjelokupnu analizu jednog učenika, što znači da ne može biti zasnovana na samo jednom pokazatelju, čiji su rezultati u našim školama, nažalost presudni za procjenu nadarenosti." (Milić, 2013, str. 113-114).

Imajući u vidu da je odgojno-obrazovni proces u školama organizovan, planski i sistematski vođen od strane stručno-pedagoški osposobljenih učitelja i nastavnika to pretpostavlja da su u školama stvoreni povoljni uslovi i mogućnosti za pravilan i uspješan odgoj. Zato škola sa društvenog gledišta predstavlja razvijen i snažan faktor obrazovnog i šireg odgojnog djelovanja (Vukasović,1998, str. 237). U školi, nastavnik i učenik komuniciraju stvaralačkim putem nastave i grade nastavni proces. Nastavnik je ličnost koja organizuje i formira odgojno-obrazovni proces na način koji mu istovremeno

ganizes and forms the educational process in a way that simultaneously enables him to be a partner in communication and interaction with students. The quantity and quality of learning, teaching and educational procedures, forms of leadership, class-teaching climate largely depend on the teacher's personality, which together leads to certain educational results. In order to achieve such results, teachers are expected to have a high level of knowledge, general culture, moral values, as well as personality traits that are significant for the function of a teacher. (Pedagogical encyclopedia II, 1989). A teacher is a professionally-pedagogically qualified person who plans, prepares and carries out lessons and the entire educational work in schools and other pedagogical institutions.

Psychomotor abilities are most often included in the category of abilities that are included in general physical development or are separated as talent for certain sports activities. Psychomotor abilities refer to the ability to control one's own movements. The main components in this sense are good coordination, dexterity in various athletic disciplines, prominence in motor skills, precision of movement, good manipulative skills, high level of physical energy, etc. Depending on the individual sports branch, different combinations of these components can be found (Nešković, 2003).

On the basis of all that has been stated above, it should be especially emphasized that for those who deal with children (parents, educators and school employees), it is necessary to know about the forms of giftedness and its manifestation, as well as the early recognition and development of sports-gifted students, because that is the only way it can help gifted individuals to express and direct their genius in a certain field in the right way.

METHOD OF WORK

A sample of respondents

The sample of respondents consisted of classroom teachers and physical education teachers of elementary schools from the area of the Zenica-Doboj Canton of the Federation of Bosnia and Herzegovina. The total number of teacher/professor respondents was 102, 82 classroom teachers and 20 physical education teachers.

Structure of the sample of respondents

A total of 102 respondents (teachers/professors) participated in the research.

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

In relation to work status/position, the research cov-

omogućava partnerstvo u komunikaciji i interakciji sa učenicima. Od ličnosti nastavnika u velikoj mjeri zavise kvantitet i kvalitet učenja, nastavni i odgojni postupci, oblici rukovođenja, razredno-nastavna klima, što zajedno dovodi do određenih odgojnih rezultata. Da bi se takvi rezultati mogli postići od nastavnika se očekuje visok nivo znanja, opšta kultura, moralne vrijednosti, kao i takve osobine ličnosti koje su značajne za funkciju nastavnika. (Pedagoška enciklopedija II, 1989). Nastavnik je stručno-pedagoški osposobljena osoba koja planira, priprema i izvodi nastavu i cjelokupan odgojno-obrazovni rad u školi i drugim pedagoškim institucijama.

Psihomotorne sposobnosti se najčešće ubrajaju u kategorija sposobnosti koje su uklopljene u opšti fizički razvoj ili je izdvojena kao talentovanost za određene sportske djelatnosti. Psihomotorne sposobnosti se odnose na sposobnost kontrole sopstvenih pokreta. Glavne komponente u tom smislu predstavljaju dobra koordinacija, spretnost u raznim atletskim disciplinama, istaknutost u motoričkim vještinama, preciznost pokreta, dobre manipunativne vještine, visok nivo fizičke energije itd. U zavisnosti od pojedine sportske grane mogu se naći različite kombinacije ovih komponenti (Nešković, 2003).

Na osnovu svega što je prethodno navedeno treba posebno naglasiti da je za one koji se bave djecom (roditelji, odgajatelji i zaposleni u školi) neophodno znanje o oblicima nadarenosti i njenom ispoljavanju, te ranom prepoznavanju i razvoju sportski nadarenih učenika jer se jedino na taj način može pomoći nadarenim pojedincima da svoju genijalnost u određenom području ispolje i usmjere na pravi način.

METOD RADA

Uzorak ispitanika

Uzorak ispitanika činili su nastavnici razredne nastave i profesori fizičkog vaspitanja osnovnih škola sa području Zeničko-dobojskog kantona Federacije Bosne i Hercegovine. Ukupan broj ispitanika nastavnika/profesora iznosio je 102 i to 82 nastavnika razredne nastave i 20 profesora fizičkog vaspitanja.

Struktura uzorka ispitanika

U istraživanju je učestvovalo ukupno 102 ispitanika (nastavnika/profesora).

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 istraživa-

ered 82 or 80.40 classroom teachers and 20 or 19.60% of physical education teachers.

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

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

Sample variables

The measuring instruments used in the research 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-completely I agree.).

The questionnaire included general information about the respondents (gender, workplace/position, age, level of education) and 7 indicators of developmentally appropriate practice with a scale of familiarity with the phrase "developmentally appropriate practice". Respondents (teachers/professors) were given clear and precise instructions on how to answer unclear statements and questions (survey questionnaire and assessment scale).

Scale of indicators of knowledge of developmentally appropriate practice

The scale of indicators of knowledge of the characteristics of developmentally appropriate practice in order to identify and encourage giftedness in children consisted of seven positions, which teachers should rate as: 1 = I do not agree at all, 2 = I do not agree, 3 = I have no opinion/I am neutral, 4 = agree and 5 = completely agree.

Respondents were able to declare themselves or opt for one of the five modalities. The content of indicators for the identification and treatment of athletically gifted students during the transition from classroom to subject teaching in primary schools referred to:

1. Creating the program in relation to the student's abilities..... RPP 1
2. Designing activities taking into account the student's developmental age and interests..... RPP 2
3. Normative approach to student development .... RPP 3
4. General pedagogical approach to the gifted student..... RPP 4

njem je obuhvaćeno 82 ili 80,40 nastavnika razredne nastave i 20 ili 19,60% profesora fizičkog vaspitanja.

U odnosu na starosnu dob ispitanici su podijeljeni u četiri kategorije i to: do 25 godina 4 ispitanika (nastavnika/profesora) ili 3,90%, od 26-35 godina starosti 17 ispitanika (nastavnika/profesora) ili 16,70%, od 36-45 godina 59 ispitanika (nastavnika/profesora) ili 57,80% i od 46-55 godina 22 ispitanika (nastavnika/profesora) 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 7 indikatora razvojno primjerene prakse sa skalom poznavanja sintagme "razvojno primjerena praksa". Ispitanicima (nastavnici/profesori) su data jasna i precizna uputstva o načinu davanja odgovora, nejasnih tvrdnji i pitanja (anketni upitnik i skala procjene).

Skala pokazatelja poznavanja razvojno primjerene prakse

Skalu pokazatelja poznavanja obilježja razvojno primjerena praksa u cilju identifikacije i podsticanja darovitosti kod djece činilo je sedam stavova, koje bi nastavnici trebali ocijeniti kao: 1 = uopšte 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 identifikacije i tretmana sportski nadarenih učenika pri prijelazu iz razredne u predmetnu nastavu u osnovnim školama odnosio se na:

1. Kreiranje programa u odnosu na učenikove sposobnosti ..... RPP 1
2. Dizajniranje aktivnosti obzirom na učenikovu razvojnu dob i interese..... RPP 2
3. Normativni pristup učenikovom razvoju ..... RPP 3
4. Opšti pedagoški pristup nadarenom učeniku..... RPP 4

5. The student's behavior in accordance with his age ..... RPP 5
6. Adaptation of the curriculum to the gifted student..... RPP 6
7. Possibilities of enriching content and supporting student autonomy..... RPP 7

Statistical data processing

Basic status parameters were calculated and determined for all applied variables 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 statistically significant differences between groups of respondents, the t-test and analysis of variance of different groups with LSD Post Hoc comparison tests were used.

THE RESULTS

Table 1 shows the calculated values of measures of central tendency, variability and frequency distribution of developmentally appropriate practice (DPP) variables. The calculated arithmetic mean (AS) of all indicators of 4.13 shows that teachers very well recognize early sports talent in students, which is particularly important for creating programs in relation to students' abilities and their further development. The value of the standard deviation (St.Dev.) of 0.84 indicates that the dispersion around the arithmetic mean is very small, which is also confirmed by the coefficient of variability (CV) of 20.34% and thus the very good homogeneity of the obtained results for this sample of respondents.

The vast majority of respondents (91.20%) believe that the phrase "developmentally appropriate practice" means creating a program in relation to the student's abilities. 5.90% of respondents have no opinion and 2.90% disagree with the stated statement.

Analyzing the results, we see that 88.20% of the respondents agree and completely agree that the phrase "developmentally appropriate practice" means designing activities taking into account the student's developmental age and interests. 10.80% of teachers/professors are neutral and one respondent (1.00%) disagrees with the stated statement.

The respondents in the majority (75.50%) declared that under the phrase "developmentally appropriate practice" implies a normative approach to student development. 16.70% of respondents have no opinion. The percentage of negative answers is 7.80%.

From Table 1, we see that 82.30% of respondents believe that the term "developmentally appropriate prac-

5. Učenikovo ponašanje u skladu s njegovom uzrasnom dobi..... RPP 5
6. Prilagođavanje nastavnog programa nadarenom učeniku ..... RPP 6
7. Mogućnosti obogaćivanja sadržaja i podržavanja učenikove autonomije ..... RPP 7

Statistička obrada podataka

Za sve primijenjene varijable razvojno primjerene prakse izračunati su i utvrđeni osnovni statustučki parametri. Od mjera centralne tendencije izračunata je aritmetička sredina (AS), a od mjera varijabilnosti standardna devijacija (St. Dev.).

Za utvrđivanje statistički značajnih razlika između grupa ispitanika primijenjen je t-test i analiza varijanse različitih grupa sa *LSD Post Hoc* testovima poređenja.

REZULTATI

U tabeli 1 prikazane su izračunate vrijednosti *m*jera centralne tendencije, varijabilnosti i distribucije frekvencije varijabli razvojno primjerene prakse (RPP). Izračunata aritmetička sredina (AS) svih indikatora od 4,13 pokazuje da nastavnici veoma dobro prepoznaju ranu sportsku nadarenost kod učenika koja je posebno važna za izradu programa u odnosu na učenikove sposobnosti i njihov dalji razvoj. Vrijednost standardne devijacije (St. Dev.) od 0,84 ukazuje da je rasipanje oko aritmetičke sredine veoma malo, što potvrđuje i koeficijent varijabilnosti (CV) od 20,34% a time i veoma dobru homogenost dobivenih rezultata za ovaj uzorak ispitanika.

Velika većina ispitanika (91,20%) smatra da se pod sintagmom „razvojno primjerena praksa" podrazumijeva *kreiranje programa u odnosu na učenikove sposobnosti.* Bez mišljenja je 5,90% ispitanika i 2,90% se ne slaže s navedenom tvrdnjom.

Analizom rezultata vidimo da se 88,20% ispitanika slaže i potpuno slaže da se pod sintagmom „razvojno primjerena praksa" podrazumijeva *dizajniranje aktivnosti obzirom na učenikovu razvojnu dob i interese.* Neutralno je 10,80% nastavnika/profesora i jedan ispitanik (1,00%) se ne slaže s navedenom tvrdnjom.

Ispitanici u većini (75,50%) su se izjasnili da se pod sintagmom „razvojno primjerena praksa" podrazumijeva *normativni pristup učenikovom razvoju.* Bez mišljenja je 16,70% ispitanika. Procenat negativnih odgovora iznosi 7,80%.

Iz Tabele 1 vidimo da 82,30% ispitanika smatra da se se pod sintagmom „razvojno primjerena praksa" podrazumijeva *opšti pedagoški pristup nadarenom učeniku*. Bez mišljenja je 8,80% nastavnika/profesora, dok

tice" means a general pedagogical approach to a gifted student. 8.80% of teachers/professors have no opinion, while 5.90% do not agree and 2.90% do not agree at all with the stated statement.

Based on the results, we see that 74.50% of the respondents agree and completely agree that the term "developmentally appropriate practice" refers to the student's behavior in accordance with his age. 17.60% of teachers/professors are neutral, while 7.80% of respondents do not agree or do not agree at all with the statement offered.

The majority of respondents (85.30%) agreed that under the phrase "developmentally appropriate practice" means adapting the curriculum to the gifted student. 5.90% of respondents do not agree with this statement, while 8.80% of respondents are neutral.

For the claim that the phrase "developmentally appropriate practice" implies possibilities 86.30% responded positively to enriching content and supporting student autonomy teacher/professor. 10.80% of respondents have no opinion and 2.90% disagree with the stated statement.

Therefore, the most positive answers were for the first claim, i.e. that under the phrase "developmental appropriate practice" implies creating a program in relation to the student's abilities.

se 5,90% ne slaže i 2,90% uopće ne slaže s navedenom tvrdnjom.

Na osnovu rezultata vidimo da se 74,50% ispitanika slaže i potpuno slaže da se pod sintagmom „razvojno primjerena praksa" podrazumijeva *učenikovo ponašanje u skladu s njegovom uzrasnom dobi*. Neutralno je 17,60% nastavnika/profesora dok se 7,80% ispitanika ne slaže i uopće ne slaže s ponuđenom tvrdnjom.

Većina ispitanika (85,30%) se složila da se pod sintagmom „razvojno primjerena praksa" podrazumijeva *prilagođavanje nastavnog programa nadarenom učeniku*. S navedenom tvrdnjom se ne slaže 5,90% ispitanika dok je 8,80% ispitanika neutralno.

Za tvrdnju da se pod sintagmom „razvojno primjerena praksa" podrazumijevaju mogućnosti *obogaćivanja sadržaja i podržavanje učenikove autonomije* pozitivno je odgovorilo 86,30% nastavnika/profesora. Bez mišljenja je 10,80% ispitanih i 2,90% se ne slaže s navedenom tvrdnjom.

Dakle, najviše pozitivnih odgovora bilo je za prvu tvrdnju tj. da se pod sintagmom „razvojno primjerena praksa" podrazumijeva kreiranje programa u odnosu na učenikove sposobnosti.

Table 1. *Measures of central tendency, variability and frequency distribution of characteristics of developmentally appropriate practice (RPP)*

Tabela 1. *Mjere centralne tendencije, varijabilnosti i distribucije frekvencije obilježja razvojno primjerena praksa (RPP)*

Indicator / Indikator	N	AS	St. Dev.	1%	2%	3%	4%	5%
RPP 1	102	4.43	.74	0.00	2.90	5.90	36.30	54.90
RPP2	102	4.32	.71	0.00	1.00	10.80	43.10	45.10
RPP 3	102	3.80	.90	3.90	3.90	16.70	58.80	16.70
RPP 4	102	3.94	.91	2.90	5.90	8.80	58.80	23.50
RPP 5	102	3.79	.87	2.90	4.90	17.60	58.80	15.70
RPP 6	102	4.32	.94	2.00	3.90	8.80	30.40	54.90
RPP7	102	4.30	.78	0.00	2.90	10.80	39.20	47.10

Legend: *RPP-developmentally appropriate practice 1-7; N-total number of respondents; AS-arithmetic mean; St. Dev.-standard deviation*

Legenda: *RPP-razvojno primjerena praksa 1-7; N-ukupan broj ispitanika; AS-aritmetička sredina; St. Dev.-standardna devijacija*

Table 2 shows the results of the t-test of the interpretation of developmentally appropriate practice in relation to the gender of the respondents. The value of t = 1.430 and its significance Sig.= .156 show us that there is no statistically significant difference in the attitudes of teachers/professors with regard to their gender in the perception of the interpretation of developmentally appropriate practice. The results indicate that the respondents (classroom teachers and subject teachers) regardless of gender. have similar attitudes in the interpretation of de-

U tabeli 2 prikazani su rezultati t-testa tumačenja razvojno primjerene prakse u odnosu na *spol ispitanika.* Vrijednost t = 1,430 i njegova značajnost Sig.= ,156 nam ukazuju da ne postoji statistički značajna razlika u stavovima nastavnika/profesora s obzirom na njihov spol u percepciji tumačenja razvojno primjerene prakse. Rezultati ukazuju da ispitanici (nastavnici razredne nastave i profesori predmetne nastave) bez obzira na spol imaju slične stavove u tumačenju obilježja razvojno primjerene što je po-

velopmentally appropriate features. which is particularly important for the development of programs in relation to students' abilities and their further development.

sebno važno za izradu programa u odnosu na učenikove sposobnosti i njihov daljnji razvoj.

Table 2. *Developmentally appropriate practice - comparison by gender (t-test)*

Tabela 2. *Razvojno primjerena praksa – uspoređivanje po spolu (t-test)*

Parameters / Parametri	***Sex / Spol***	***N***	***AS***	***St. Dev.***	***Differences AS / Razl. AS***	***F***	***Significance / Znač.***	***t-value / t-vrijed.***	***Sig.***
RPPZ	Ž	80	4.15	.32	.12	3.272	.073	1.430	.156
	M	22	4.03	.43					

Legend: *RPPZ-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 Sig.- value of the t-test and its significance*

Legenda: *RPPZ-razvojno primjerena praksa (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 Sig.- vrijednost t-testa i njegova značajnost*

Table 3 shows the results of the t-test of the interpretation of sports developmentally appropriate practice in relation to the work status/job of the respondents. The value t= 2.370 and its significance Sig.= .020 indicate that there is a statistically significant difference (at the level of p<0.05) in the attitudes of teachers/professors with regard to work status/position in the perception of the interpretation of developmentally appropriate practice. Based on the value of the arithmetic mean (AS=4.17). it is evident that classroom teachers have more positive opinions compared to professors' views on the early recognition of athletically gifted students. which is particularly important for creating programs in relation to students' abilities and their further development.

U tabeli 3 prikazani su rezultati t-testa tumačenja sportske razvojno primjerene prakse u odnosu na *radni status/radno mjesto* ispitanika. Vrijednost t= 2,370 i njegova značajnost Sig.= **,020** ukazuju da postoji statistički značajna razlika (na nivou p<0,05) u stavovima nastavnika/profesora s obzirom na radni status/poziciju u percepciji tumačenja razvojno primjerene prakse. Na osnovu vrijednosti aritmetičke sredine (AS=4,17) vidljivo je da nastavnici razredne nastave imaju pozitivnija mišljenja u odnosu na stavove profesora o ranom prepoznavanju sportski nadarenih učenika koja je posebno važna za izradu programa u odnosu na učenikove sposobnosti i njihov daljnji razvoj.

Table 3. *Developmentally appropriate practice - comparison by work status (t-test)*

Tabela 3. *Razvojno primjerena praksa – uspoređivanje po radnom statusu (t-test)*

Parameters / Parametri	***Sex / Spol***	***N***	***AS***	***St. Dev.***	***Differences AS / Razl. AS***	***F***	***Significance / Znač.***	***t-value / t-vrijed.***	***Sig.***
RPPZ	Nastavnik	82	4.17	.34	.21	.043	.836	2.370	.020
	Profesor	20	3.96	.35					

Legend: *RPPZ-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 Sig.- value of the t-test and its significance*

Legenda: *RPPZ-razvojno primjerena praksa (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 Sig.- vrijednost t-testa i njegova značajnost*

Table 4 shows the results of the F-test of the interpretation of developmentally appropriate practice in relation to the age of the respondents and its statistical significance. The F-test value (1.033) and its significance (Sig. .382) show that there is no statistically significant difference between teachers/professors with regard to age in the perception of the interpretation of developmentally appropriate practice.

U tabeli 4 prikazani su rezultati F-testa tumačenja razvojno primjerene prakse u odnosu na *starosnu dob* ispitanika i njegova statistička značajnost. Vrijednost F-testa (1,033) i njegova značajnost (Sig. ,382) pokazuju da ne postoji statistički značajna razlika između nastavnika/profesora s obzirom na starosnu dob u percepciji tumačenja razvojno primjerene prakse.

Table 4. *Developmentally appropriate practice - comparison by age (F-test)*

Tabela 4. *Razvojno primjerena praksa - upoređivanje obzirom na starosnu dob (F-test)*

***Parameters /* Parametri**	***N***	***df***	***F***	***Sig.***
RPPZ	102	3	1.033	.382

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

Legenda: *N-ukupan broj ispitanika; RPPZ-razvojno primjerena praksa (zbirno); 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 attitudes about developmentally appropriate practice-comparison with regard to the age of the respondents. The analysis of table 5 shows that there are no statistically significant differences between age groups when it comes to the interpretation of developmentally appropriate practices. These results indicate that there is no statistically significant difference in teachers' views on the early recognition of sports talent. which is particularly important for developing programs in relation to students' abilities and their further development. considering the age of the respondents.

U tabeli 5 prikazane su rezultati LSD Post Hoc testa stavova o razvojno primjerenoj praksi-upoređivanje s obzirom na starosnu dob ispitanika. Analizom tabele 5 vidljivo je da ne postoje statistički značajne razlike između dobnih skupina kada je u pitanju tumačenje razvojno primjerene prakse. Ovi rezultati ukazuju da ne postoji statistički značajna razlika u stavovima nastavnika o ranom prepoznavanju sportske nadarenosti koja je posebno važna za izradu programa u odnosu na učenikove sposobnosti i njihov daljnji razvoj, s obzirom na dob ispitanika.

Table 5. *Developmentally appropriate practice - age comparison (LSD Post Hoc test)*

Tabela 5*. Razvojno primjerena praksa – upoređivanje obzirom na starosnu dob (LSD Post Hoc testa)*

***Age /* Dob**		***Difference AS /* Razlika AS**	***SE***	***Sig.***
Up to 25 years / Do 25 godina	*26 to 35 years /* 26 do 35 godina	-.036	.193	.854
	36 to 45 years / 36 do 45 godina	-.058	.180	.748
	46 to 55 years / 46 do 55 godina	.094	.189	.620
26 to 35 years / 26 do 35 godina	*to 25 years /* do 25 godina	.036	.193	.854
	36 to 45 years / 36 do 45 godina	-.022	.096	.818
	46 to 55 years / 46 do 55 godina	.130	.112	.251
36 to 45 years / 36 do 45 godina	*to 25 years /* do 25 godina	.058	.180	.748
	26 to 35 years / 26 do 35 godina	.022	.096	.818
	46 to 55 years / 46 do 55 godina	.152	.087	.084
46 to 55 years / 46 do 55 godina	*to 25 years /* do 25 godina	-.094	.189	.620
	26 to 35 years / 26 do 35 godina	-.130	.112	.251
	36 to 45 years / 36 do 45 godina	-.152	.087	.084

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*

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

Table 6 shows the results of the F-test of the interpretation of developmentally appropriate practice in relation to the level of education of the respondents and its statistical significance. The F-test value (5.235) and its significance (Sig. .007) show that there is a statistically significant difference (at the p<0.05 level) between teachers/professors with regard to the level of education in the perception of the interpretation of developmentally appropriate practice.

U tabeli 6 prikazani su rezultati F-testa tumačenja razvojno primjerene prakse u odnosu na *stepen obrazovanja* ispitanika i njegova statistička značajnost. Vrijednost F-testa (5,235) i njegova značajnost (Sig. ,007) pokazuju da postoji statistički značajna razlika (na nivou p<0,05 između nastavnika/profesora s obzirom na stepen obrazovanja u percepciji tumačenja razvojno primjerene prakse.

Table 6. *Developmentally appropriate practice - comparison by level of education (F-test)*

***Parameters /* Parametri**	***N***	***df***	***F***	***Sig.***
RPPZ	102	2	5.235	.007

Legend: *N-total number of respondents; RPPZ-developmentally appropriate practice (collective); df- number of steps 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 attitudes about developmentally appropriate practice-comparison with regard to 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 statistically significant differences between teachers/professors with regard to the highest achieved level of education in the perception of the interpretation of developmentally appropriate practice. Differences were found between respondents with higher and higher education. Among the other respondents. the differences are not statistically significant.

Table 7. *Comparison of significance with regard to level of education (LSD Post Hoc test)*

***Level of education /* Stepen obrazovanja**		***Difference AS / Razlika AS***	***SE***	***Sig.***
high school education / VŠS	*higher vocational education* / VSS	-.231*	.078	.004
	Master's degree and Doctor of Science / Mr i Dr	-.013	.130	.922
higher vocational education / VSS	*high school education* / VŠS	.231*	.078	.004
	Master's degree and Doctor of Science / Mr i Dr	.218	.119	.069
Master's degree and Doctor of Science / Mr i Dr	*high school education* / VŠS	.013	.130	.922
	higher vocational education / VSS	-.218	.119	.069

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*

Analyzing the obtained results. it can be concluded that there is no statistically significant difference in the perception of teachers and professors regarding the early recognition of athletically gifted students. which is particularly important for creating programs in relation to the student's abilities and their further development. considering the gender and age of the respondents.

However. the obtained results indicate that there is a statistically significant difference in the perception of teachers and professors regarding the early recognition of athletically gifted students. which is particularly important for creating programs in relation to the student's abilities and their further development. considering the work status and level of education of the respondents.

Tabela 6. *Razvojno primjerena praksa - upoređivanje obzirom na stepen obrazovanja (F-test)*

***Parameters /* Parametri**	***N***	***df***	***F***	***Sig.***
RPPZ	102	2	5.235	.007

Legenda: *N-ukupan broj ispitanika; RPPZ-razvojno primjerena praksa (zbirno); df- broj stepena slobode; F i Sig.- vrijednost F-testa i njegova značajnost*

U tabeli 7 prikazani su rezultati LSD Post Hoc testa stavova o razvojno primjerenoj praksi-upoređivanje s obzirom na stepen obrazovanja ispitanika (LSD Post Hoc test). Analizom rezultata Post Hoc testa vidljivo je da postoje statistički značajne razlike između nastavnika/profesora obzirom na najviši postignuti stepen obrazovanja u percepciji tumačenja razvojno primjerene prakse. Razlike su utvrđene između ispitanika sa višom i visokom stručnom spremom. Između ostalih ispitanika razlike nisu statistički značajne.

Tabela 7. *Upoređivanje značajnosti obzirom na stepen obrazovanja (LSD Post Hoc testa)*

***Level of education /* Stepen obrazovanja**		***Difference AS / Razlika AS***	***SE***	***Sig.***
high school education / VŠS	*higher vocational education* / VSS	-.231*	.078	.004
	Master's degree and Doctor of Science / Mr i Dr	-.013	.130	.922
higher vocational education / VSS	*high school education* / VŠS	.231*	.078	.004
	Master's degree and Doctor of Science / Mr i Dr	.218	.119	.069
Master's degree and Doctor of Science / Mr i Dr	*high school education* / VŠS	.013	.130	.922
	higher vocational education / VSS	-.218	.119	.069

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

Analizirajući dobivene rezultate može se konstatovati da ne postoji statistički značajna razlika u percepciji nastavnika i profesora o ranom prepoznavanju sportski nadarenih učenika koja je posebno važna za izradu programa u odnosu na učenikove sposobnosti i njihov daljnji razvoj, s obzirom na *spol i dob ispitanika*.

Međutim, dobiveni rezultati ukazuju da postoji statistički značajna razlika u percepciji nastavnika i profesora o ranom prepoznavanju sportski nadarenih učenika koja je posebno važna za izradu programa u odnosu na učenikove sposobnosti i njihov daljnji razvoj, s obzirom *na radni status i stepen obrazovanja i*spitanika.

DISCUSSION

Parents and schools play an irreplaceable role in the identification and support of talented students. Đorđević and Maksić (2005) believe that the opinion of many is confirmed that parents. teachers and students are very interested in creating conditions that would ensure adequate education and treatment of gifted students. Studying the role of teachers in the process of encouraging giftedness in students. Kopas-Vukašinović (2012) points out that the teacher should "create a social context in which it is possible to encourage children's interest in experiential learning and the need for each of them to be an active factor in their own development.

Grandić and Letić (2009) believe that the formula for a teacher's successful work with gifted students is his constant openness and focus on personal and professional development. because practice has shown that those teachers who have received some form of training or professional development for working with them they show a greater dose of patience and sensitivity when working with them. For the better position of gifted students in schools. George (2003) points out that every school should have a person who would be in charge of implementing educational forms for the needs of gifted students.

Also. the results of previous investigations indicate that the curriculum and program should be adapted for sports-gifted students that will motivate and encourage their giftedness and values. but this does not mean separating them from the peer group with similar interests and psychophysical abilities (Cvetković - Lay. Sekulić - Majurec. 1998; Raič et al. 1998; Đorđić. 2004; Trancle and Cushion. 2006).

The fact that there is very little significant research into the phenomenon of sports giftedness in our country imposes the need for a systematic study of this problem (Stojković. 2009; Bajrić et al.. 2019).

Rajović (2009) points out that the problem of identifying giftedness in general is a very difficult task and that there is still no generally accepted strategy or model on the basis of which giftedness could be identified in the right way. The same author believes that the development of giftedness depends almost entirely on the timely action of the family. school and social community (environment).

The system of regular schooling. educational process and activity is expressed for the needs of the average child - student. Gifted children are included in the regular system of upbringing and education. and for each such gifted child. an individual plan and program should be created. which would be created jointly by the classroom

DISKUSIJA

U identifikaciji i podršci talentovanih učenika nezamjenljivu ulogu imaju roditelji i škola. Đorđević i Maksić (2005), smatraju da je potvrđeno mišljenje mnogih da su roditelji, nastavnici i učenici vrlo zainteresovani za stvaranje uslova koji bi obezbijdili adekvatno obrazovanje i tretman nadarenih učenika. Proučavajući ulogu nastavnika/učitelja u procesu podsticanja nadarenosti kod učenika Kopas-Vukašinović (2012), ističe da nastavnik treba „stvoriti socijalni kontekst u kojem je moguće podsticati dječiju zainteresovanost za iskustveno učenje i potrebu da svako od njih bude aktivan činilac sopstvenog razvoja.

Grandić i Letić (2009), smatraju da je formula za uspješan rad nastavnika sa nadarenim učenicima njegova konstantna otvorenost i usmjerenost na lični i profesionalni razvoj, jer praksa je pokazala da oni nastavnici koji su bili obuhvaćeni nekim vidom obuke ili stručnog usavršavanja za rad sa njima pokazuju veću dozu strpljenja i senzibiliteta u radu sa nima. Radi boljeg položaja nadarenih učenika u školama George (2003), ističe da bi svaka škola trebala imati osobu koja bi bila zadužena za sprovođenje odgojno-obrazovnih oblika za potrebe nadarenih učenika.

Takođe, rezultati dosadašnjih istaživanja ukazuju da sportski nadarenim učenicima treba prilagoditi nastavni plan i program koji će motivisati i podsticati njhovu nadarenost i vrijednosti, ali to ne podrazumijeva izdvajanje iz vršnjačke grupe sličnih interesovanja i psihofizičkih sposobnosti (Cvetković - Lay, Sekulić – Majurec, 1998; Raič i sar. 1998; Đorđić, 2004; Trancle i Cushion, 2006).

Činjenica da je kod nas vrlo malo značajnijih istraživanja fenomena sportske nadarenosti, to nameće potrebu sistematskog proučavanja ovog problema (Stojković, 2009; Bajrić i sar., 2019).

Rajović (2009), ističe da je problem identifikacije nadarenosti uopšte veoma težak posao i da još uvijek nije ponuđena opšte prihvaćena strategija ili model na osnovu kojih bi se na pravi način mogla identifikovati nadarenost. Isti autor smatra da razvijanje nadarenosti gotovo u potpunosti zavisi od pravovrmenog djelovanja porodice, škole i društvene zajednice (okruženja).

Sistem redovnog školovanja, odgojno-obrazovnog procesa i djelovanja izražen je za potrebe prosječnog djeteta - učenika. Nadarena djeca uključena su u redovni sistem odgoja i obrazovanja, a za svako takvo nadareno dijete trebao bi se izraditi

teachers and subject teachers of the school attended by such a student. In the countries of the European Union and North America. they have long understood the importance of teaching programs based on an individual approach to the student. including an individual approach to gifted students. therefore such curricula and programs are regularly implemented for gifted students of both preschool and school age. The programs often differ. but they have a common origin. which is to use an individual approach to provide the best and most suitable contents from the school system in a way that meets the needs of such students. The regular teaching process in our schools includes all children. so even gifted children are integrated into regular. supplementary or elective classes. By identifying sports gifted students in the regular educational process. such a program should be created in an extremely individual form for each gifted student. Classroom teachers play a big role in this. because during their daily work they were able to get to know each student better. his preferences. possibilities. and also his athletic talent. Experience shows that classroom teaching has always been more student-oriented than subject teaching. and the teacher had more time to devote to the student than a strictly subject-oriented teacher in subject teaching. In this sense. the cooperation of class teachers and subject teachers is also necessary. Teachers should cooperate with each other in their work so that the interest of gifted students is not misdirected (Group of authors. 2009; according to Baier. 2012).

Karnes. Shwedel and Williams (1983) believe that teachers in working with gifted children must not be rigid and inflexible. Also. the aforementioned authors believe that it is a mistake for gifted students to learn and practice things they already know. because while working with other children. the gifted student will be bored. and that is why the enriched plan and program enables the teacher to meet the gifted student by to solve more demanding and difficult tasks. One of the mistakes that teachers often repeat when working with gifted children is that they think that a gifted child is gifted in every sense.

The authors believe that the sporting talent of students represents a great capital of a society that should be recognized. encouraged and developed in a timely manner. in which teachers/professors. schools and families should take part. That is why it is very important to develop good and fundamental programs for the early identification of sports-gifted students so that they can later be encouraged and properly developed. which imposes the need to leave the framework of the current work system that is "turned" towards the average student.

individualni plan i program koji bi zajedno izradili učitelji razredne nastave i nastavnici predmetne nastave škole koju pohađa takav učenik. U zemljama Europske unije i Sjeverne Amerike odavno su shvatili važnost nastavnih programa koji se temelje na individualnom pristupu učeniku, pa tako i individualnom pristupu nadarenim učenicima, stoga se takvi nastavni planovi i programi redovno provode za nadarene učenike kako predškolske tako i školske uzrasne dobi. Programi se često razlikuju, ali imaju zajedničko ishodište, a to je individualnim pristupom dati najbolje i najprikladnije sadržaje iz školskog sistema na način koji odgovara potrebama takvih učenika. Redovni nastavni proces u našim školama uključuje svu djecu, pa su tako i nadarena djeca integrisana u redovnu, dopunsku ili izbornu nastavu. Identifikacijom sportski nadarenih učenika u redovnom odgojno-obrazovnom procesu, takav program bi u izrazito individualnom obliku trebalo načiniti za svakog nadarenog učenika. Tu veliku ulogu imaju učitelji razredne nastave jer su tokom svakodnevnog rada mogli bolje upoznati svakog učenika, njegove sklonosti, mogućnosti, pa tako i sportsku nadarenost. Iskustva govore da je razredna nastava uvijek bila više orijentisana na učenika nego predmetna nastava, a i učitelj je imao više vremena da se posveti učeniku od strogo predmetnog učitelja u predmetnoj nastavi. U tom smislu neophodna je i saradnja razrednih učitelja i predmetnih nastavnika. Učitelji trebaju međusobno sarađivati u radu kako se interes nadarenih učenika ne bi pogrešno usmjerio (Grupa autora, 2009; prema Baier, 2012).

Karnes, Shwedel i Wiliams (1983), smatraju da učitelji i nastavnici u radu sa nadarenom djecom nikako ne smeju biti kruti i nefleksibilani. Takođe, pomenuti autori smatraju da je greška da nadareni učenici uče i vježbaju stvari koje već znaju, jer za vrijeme rada sa ostalom djecom nadarenom učeniku će biti dosadno, te zato obogaćeni plan i program omogućava učitelju da nadarenom učeniku izađe u susret tako što će mu dati da rješava zahtjevnije i teže zadatke. Jedna od grešaka koju učitelji/nastavnici često ponavljaju u radu sa nadarenom djecom jeste ta da smatraju da je nadareno dijete nadareno u svakom smislu.

Autori smatraju da sportska nadarenost učenika predstavlja veliki kapital jednog društva koju treba pravovremeno prepoznati, podsticati i razvijati u kojoj učešće trebaju uzeti nastavnici/profesori, škola i porodica. Zato je veoma važno razraditi dobre i temeljne programe za ranu identifikaciju sportski nadarenih učenika kako bi

CONCLUSION

The calculated and established basic statistical parameters of all indicators (AS=4.13; St.Dev.=0.84 and CV=20.34%) show that the respondents very well recognize early sports talent in students. which is especially important for creating programs in relation to the student's abilities and their further development.

Analysis of T test results and analysis of variance of different groups with LSD Post Hoc comparison tests indicate that there are no statistically significant differences between teachers/professors in the perception of early recognition and support of athletically gifted students in relation to gender and age. and the differences were determined in relation to work status and level of education.

Due to the importance of the problem of early identification and support of athletically gifted students. the involvement of all participants in educational institutions and other institutions of the social community is necessary.

Bearing in mind the significance of the problem of identification and support of sports gifted students. the main problem of defining the methodology of identification of such students arises. which could be offered by some future research on this issue.

It is obvious that we need to leave the framework of the current work system that is "focused" on the average student and that does not include the early identification of gifted children and their better treatment in terms of motivation and creating better conditions for the development of the necessary anthropological characteristics and abilities.

Experiences and previous research indicate the need to create individual teaching programs that are based on an individual approach to the student. including an individual approach to gifted students. which should be implemented regularly. The programs are often different. but they have a common origin. which is to use an individual approach to provide the best and most appropriate contents from the school system in a way that meets the needs of gifted students.

ZAKLJUČAK

Izračunati i utvrđeni osnovni statistički parametri svih indikatora (AS=4,13; St.Dev.=0,84 i CV=20,34%) pokazuje da ispitanici veoma dobro prepoznaju ranu sportsku nadarenost kod učenika koja je posebno važna za izradu programa u odnosu na učenikove sposobnosti i njihov dalji razvoj.

Analiza rezultata T testa i analize varijanse različitih grupa sa *LSD Post Hoc* testovima poređenja ukazuju da između nastavnika/profesora nema statistički značajnih razlika u percepciji ranog prepoznavanja i podrške sportski nadarenih učenika u odnosu na spol i starosnu dob a razlike su utvrđene u odnosu na radni status i stepen obrazovanja.

Zbog značaja problema rane identifikacije i podrške sportski nadarenih učenika neophodna je uključenost svih učesnika odgojno obrazovnih i drugih ustanova društvene zajednice.

Imajući u vidu značajnost problema identifikacije i podrške sportski nadarenih učenika nameće se glavni problem definisanja metodologije identifikacije takvih učenika što bi mogla ponuditi neka buduća istraživanja ove problematike.

Očigledno je da treba napustiti okvire dosadašnjeg sistema rada koji je „okrenut'' prosječnom učeniku i koji ne obuhvata ranu identifi kaciju nadarene djece i njihov kvalitetniji tretman u smislu motivacije i stvaranja boljih uslova za razvijanje potrebnih antropoloških karakteristika i sposobnosti.

Iskustva i dosadašnja istraživanja ukazuju na potrebu izrade individualnih nastavnih programa koji se temelje na individualnom pristupu učeniku, pa tako i individualnom pristupu nadarenim učenicima koje treba redovno sprovoditi. Programi se često razlikuju, ali imaju zajedničko ishodište, a to je individualnim pristupom dati najbolje i najprikladnije sadržaje iz školskog sistema na način koji odgovara potrebama nadarenih učenika.

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