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## ***Support to Developing Giftedness in School Praxis***

### **Extended summary**

In the paper, we have discussed the term of giftedness, needs of the gifted children at school and work on developing their potentials, through the theoretical concept, and the analysis of pedagogical documents, devotedness to identification and support to developing giftedness were analysed. The review of relevant theoretical assumptions was done concerning the features some authors saw as dominant within personality of the gifted and knowledge, which implies the ways of their identification and giving support to development of giftedness. Briefly, giftedness is seen as quality of personality, which apart from the unique style of learning means existing of interests, motivation, activities and some determined socio-emotional abilities. Traditional approach to work at schools, nevertheless, in great extent devastates the development of the stated features. This is how issues about devotedness and giving support to the gifted students come form, particularly in a primary school, when students are in the critical period for development of potential giftedness, and this was the subject of this research.

The aim of the empirical Reserch was observing devotedness to developing giftedness in the primary school, through analysis of parts of annual syllabi and analysis of individual syllabi for the gifted (IOP3).

The research is of a descriptive-explorative character and it was directed to understanding the significance of devotion to giftedness developemnt. The method of analysis of pedagogical documentation, data was obtained which were qualitatively interpreted. The suitable sample included 46 primary school with 30992 students. Having completed inductive thematic analysis of the contents from pedagogical documentation, qualitative description was made.

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Although in theoretical discussions, there are more and more statements on giftedness as a significant resource of social growth and development, and it seems that the society does not give sufficient support to development of the gifted individuals. The latest approaches to support of the gifted in greatest extent stress the role and responsibilities of the teachers for recognising giftedness. They are expected to be initiators of developing giftedness, to obtain simulative surrounding and atmosphere in the classroom, to obtain means for work and to motivate students.

Results of this research tell about insufficient devotedness to gifted students in school praxis. Starting from contemporary theoretical cognition about the significance of developing giftedness, and on the other hand about the legislative frame which demands from teachers to give additional support for students, by enriching the programme, it can be said that the gifted students are neglected. Within the first research task, which included 46 primary schools in the county of Raskaa, there were 20 annual syllabi analysed, i.e. several syllabi which had materials for the gifted students. Those are Programme of work of the team for inclusive education, the programme for professional development of teachers and experts, the programme of cooperation between family and the school, the programme of work of the principal and experts, programmes of after school activities, additional classes, outdoor activities and programmes of work of class teachers. Observing the stated programmes, it can be concluded that there is a lack of planned activities in the direction of supporting the gifted. Nevertheless, essential support is not missing, but there is a problem of systematical planning and noting all the activities, which are directed to work with the gifted students.

The second research task referred to the analysis of the existing individual educational plans for the gifted students. There were 46 primary schools included in the project with 30992 students, there were only 16 IOPs<sup>3</sup>, and 13 were from the same school, and three, one each from different schools. The given results open various questions: Are the students who were obtained with individual educational syllabi gifted or talented? What are the essential outcomes of the done syllabi? In which extent are the teachers competent not only for writing the IOP<sup>3</sup>, but also for work with the gifted students, considering the fact that they did not have any pre-service training in this field, and they did not attend any professional development courses. Should teachers be blamed for mistakes, for missing enthusiasm and personal professional development in this field?

Further, on, the given results imply the need for this topic in school praxis to be placed in a better position supported by more attention, at the beginning by giving opportunities to teachers and school experts to gain competencies from this field.

**Key words:** giftedness, support to giftedness, IOP<sup>3</sup>, teacher.

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