

## **EFFECT BETWEEN FAMILY AND SCHOOLS IN DETECTING GIFTED CHILDREN IN SPORT**

*(Professional paper)*

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### **Abstract**

*Top sports results can not be achieved without timely detection of particularly gifted children, as well as expert guidance and monitoring in specific sports group or individual sport. Therefore, working with gifted children should start as soon as it is for most sports optimum age between seven and ten years of age, so the younger school age, i.e. during the first four years of primary school. In this respect the legitimate role of teachers and physical education teachers is meaningful monitoring and directing talented children in sports. When it comes to the relationship between the family and children's sports activities is assumed to be complex, because children are primarily affected families involved in the sport and its support depends on their level of sports participation, their relationship to the values of sport and the role of sport in their lives. In the family and school collaboration we see the possibility of successful detection of gifted children for sport, but also the possibility of ongoing monitoring in this area.*

**Keywords:** *teachers, primary school, physical abilities, activities in sport, talent, physical activity, family education, educational institutions, sporting institutions*

### **INTRODUCTION**

The school can not be successful in achieving its function only if it is connected with the community and is open to all levels. The society now expects that schools respond effectively to the current far-reaching economic and social change, and see the future of the school justified in its constant change and improvement, whole and its individual parts. As the most important resources in the schools, the teachers no undoubtedly play the central role in efforts to improve the educational activity. For our topic it is of a particular importance to point to their important role in the evaluation of gifted children, especially in development of physical abilities and potential utilization and disposition of each gifted person in this area. Social need for talented individuals in all spheres of development is growing, because it has to change their attitude towards more junior primary schools in terms of efficient and continuous improvement. There is no doubt that the contribution of families in collaboration with teachers and teachers in the development of gifted individuals, reflected in their much greater success. With sporty gifted students need to be more seriously address all school stakeholders and that they become a regular goal achievable in everyday practice, which involves more meaningful and effective new methods and techniques of sports, but also a review

of the role of teachers and physical education teachers, as well as their constructive cooperation with his family.

Starting from the development of society, notably science and technology, it is necessary to strive for a modern, flexible school that will make their organizational mechanisms, teachers, financial and other resources to change in accordance with these changes, and in order to improve both knowledge and abilities of their students and playing sports. Since the school is not the only institution responsible for education because other factors (family, peers, the mass media ...) have an impact, it should be borne in mind that the more difficult the formation of a society that teaches healthy lifestyle and within which the gifted students and the sport much easier and better focus its resources in such a society function. Therefore modern teacher must know how to properly direct the release and potential abilities of their students, which is manifested in each of the positive response for which the individual is capable of, as well as the impact of dynamic exchange between the individual and his environment (Djordjević 1990: 20).

Thus arises the need for every school and every teacher in it, along with his family, carefully selected ways, methods and forms of work, I study them carefully and come up with how to reach out to every gifted individual. In doing so, the student must be a

clear objective pursued and what can be achieved if it is successfully achieved, because that stimulates interest. Therefore, in the interests of education should not be peripheral obligations, and that motivation is a family of such children should not be ignored (Ratković 2009: 131). Successful athletic programs are intended to direct and teaching gifted children at the same time providing the opportunity for the development of teachers who are working on these programs, improving the constant analysis of their attitudes and expectations, promoting the appropriate teaching strategies they collect and use materials and resources about the potential benefits of gifted children. Although the pedagogical-didactic theory does not yet have well designed and easily implemented methodology for gifted children, certainly we know that they can successfully educate and develop meaningful under the auspices of professional teachers and cooperative parents.

### **Understanding of the importance of talent**

There are different understandings and definitions of the phenomenon of talent in the history of education. Giftedness is determined and singled out as highly intellectual and mental capacity of the individual that sets it apart from the average and that is most often equated with high academic achievement. Used to describe the talent of the child using a list of properties, but this has not been enough attention to the ability to watch a lot of broad conceptual level. The definitions emphasize the qualitative and quantitative aspects, but often tries to explain the difference between genius, talent, talent and creativity. So Zarunda, understood as the ability varied set of skills that enable success in complex forms of activity. Talent development is a high level of competence and usually creative performance in one area, however, it is a genius of the highest levels in the development of capabilities and features to versatility, wide operations, the strength and depth of the impact (Zarudna 1970, by: Djordjević 1979: 32).

Acceptable definition of giftedness is the root and gave. (1989: 9), which is defined as „the resultant particularly favorable combination of inherited traits and their interactions with the environment and stimulating activity particular individual.” Dealing with the problems of giftedness and talent D. George believes that „to those students whose work is at least at the highest level or above the level that is considered normal for the corresponding period of the school, and whose abilities are so well developed and so far ahead of his peers that their school has to provide additional learning experiences which will develop, grow or expand capabilities identified “(2004: 129-130). Under the concept of giftedness Gagné (by: Djordjević 2009: 1029), implies the existence and use of untrained and spontaneously expressed natural ability in at least one skill to the extent that the individual ranks among the top ten percent of individuals his age.

By analyzing the different understandings of giftedness Maksić author (2006: 13), suggests that it is

the most general term that is defined in different ways: „as a personality trait-specific set of features among which the most important high intellectual ability, creativity, favorable opinion of themselves, possess certain personality, high motivation and commitment to a particular area of human activity, such behavior-activity whose end product is exceptionally eminent achievement, and achievement-like product that is important to the author and his environment“. So the various definitions of giftedness, but most authors agree that the identification and assessment of gifted individuals is of great importance that parents and educators have a clear conception of the nature and manifestations of giftedness. As emphasized Gojkov (2008: 130), talent is not only the result of the tests, but the description of complex interactive capabilities as a component of human behavior that develop during the life of gifted individuals, and the most important periods of childhood and adolescence.

### **Basic characteristics of gifted students in sports activities**

Sport activities are important factor in the overall health and growth of each person. It is therefore necessary to allow each child the freedom to choose and the possibility of practicing sport because it contributes to the development of physical, intellectual and moral qualities of each child. Therefore, physical education and sport are integral part of the educational content of the required classes and extracurricular sports activities, while in the daily practice of physical education and elective health unfortunately hardly implemented. Participation in numerous school sports activities allow each child and young person the satisfaction of basic human needs such as biological need to move and play, the need for security, self-esteem and self-actualization. At the same time school sports significantly affect the desirable psychosomatic development of children and young people and the promotion and preservation of their health, ensuring and improving quality of life growing up on a sound basis. The atmosphere of the current social trend of increasing dependency, and deviant social behavior of children and young people, the role of school sports activities in the prevention and control of such a habit of growing up and becoming even more important these days.

Identification of the gifted is not a new concept, since the beginnings of research dating back to the 70s of the twentieth century, but since then has done little towards the implementation of quality programs for gifted detection. Identification of gifted students is a very complex and responsible activity, as it relates to the design features that make it a talented, but also to detect the type and extent of his talent. It is critical for gifted students possess the motivational characteristics such as: a true fully surrender the resulting task, he likes to work independently, in their beliefs is determined and gritty, setting development goals, is persistent in solving problems and easily inspired (Maksić 2007 : 133). Basic social characteristics that gifted students emphasize

reliability, good accommodation to new situations, self-awareness and responsibility.

There are many conditions that are necessary for effective early identification of gifted children for sport for which recognition, tracking, and guidance should be achievable, meaningful and of special interest to the school. Top sports results can not be achieved without timely detection of gifted children, as well as expert guidance and monitoring in specific sports group or individual sports, and with respect to their motor, morphological and functional, psychological, sociological, and other features. The optimum age for identification, tracking and start directing gifted sports for most sports is between 7 and 10 years of age, so the younger school age is during the first four years of primary school. Since all children of that age involved in educational institutions is quite understandable and need to establish a professional band that will be addressed within the school discovery and content monitoring and guidance of gifted athletes. Therefore it is necessary to continue the current weakness where the teacher's role mainly applied to the training and the student just to pass, and actively reshape the creative class in which students will be the center of personality education. Regular physical activity that must be meaningful, controlled, directed, and above all continuous, is an important factor that would enable gifted bringing about the desired results. Because to be an effective means to express their abilities, talents, which, although in varying degrees. This endowed every human talent can be manifested in the form of productive and creative activities and results only with the support of family, school, environment, positive motivation, constant encouragement and nurturing .

### **The family as a significant factor for sports-talented students**

There are those who agree that the means and scope of the numerous and diverse families and how they depend on the characteristics of the social and cultural community in which the child grows up, and qualification of the parents themselves. Family relations are the social relations of the first child where he or she is experiencing the first real social contacts, achieved the first human relationships, experiencing their psychological value, one gets an idea of the world, learned the logic of social relations and examines their position in society. In the family, the child acquires the first knowledge, learning skills, habits, develop skills, and so on.

„The family is irreplaceable as a liaison between the company and the individuals who have yet to become members of the company, appearing in the function of a mediator between personality and social system” (Kamenov 1990: 7). A child starting school enters into public life and education acquired in the first educational institutions is fundamental, almost impassable permanent significance. The primary education is acquired at an early age and it is consuming. Children starting school for the first time there is a difference between work and leisure time. It has to accept the rules that govern

school: Learning begins and ends at a certain time, a certain time and the duration of the holiday. School as strange new world, the world becomes a child, his daily life and reality. For children in this age is of great importance and help support the family, as well as constant communication and cooperation between home and school.

One of the tasks of the parent to meet the child promptly to provide the conditions and influences in the development of its resources. Parents are expected to recognize early talent and talent of the child, in order to get the benefits of an early age for the intensive development of existing potential of a child. Certainly, parents are different perceptions of ability, motivation and cooperation, but surely they only have a continuous effect on the child's life, as well as the legal, moral and social responsibility.

„The family education gifted and talented children are following important activities parents and other family members:

- timely recognition and adequate pedagogical and appreciation of talent and talent;
- providing favorable conditions for the material development of giftedness and talent (supply of materials, tools, equipment, books, tools, equ-ipment, providing private lessons ....);
- providing incentives for talent and talent outside the family, (support the inclusion of children in the work section and clubs in and out of school according to their enduring interests);
- good family atmosphere, understanding and support interest and engagement of gifted and talented children;
- balance between the ambitions of the child and family (i.e. games, fun and socialization), and the necessity of socialization and his unique inimitable individuality “(Ilić 2010: 355).

Partnership cooperation with educational institutions, parents, cultural, sporting institutions and relevant organizations to encourage growth, education and optimal development of gifted and talented personality of the child is crucial for his entire life. Experiences also show that they have high achievement talented individuals in families and create favorable conditions-appropriate material, but also a suitable environment that pulls forward. It should be noted that the gifted child should have a childhood, because it is wrong to “stifle it” just such District has a gift for you and thus take away his right to play and socialize.

### **The school's role in the development of gifted children**

Academic achievement in the field of development of gifted children in general, even for those who are talented in sports depends on several factors which are a complex system of mutual influences of different learners themselves and the specificity of the conditions under which this achievement is realized. The main initiators of these development skills, teachers can be successful in their educational work only if you take into

account the child's personality, and at the same time, their personality is defined professional and educational activities. When the detection and identification of gifted students, they can come from two basic principles. First, based on spontaneous observation, recording and describe when a student is in some way manifest, while the second takes place in an organized, systematic, identifying indications of giftedness of individuals or groups of students. The first procedure uses the method of assessing performance and behavior of students using the observations of teachers and staff, family reports, reviews comrades, self and the like. The second procedure is used for this purpose various measuring instruments designed for this purpose and requires a multidisciplinary team of experts in various fields.

Of the gifted teachers generally implemented within the regular physical education classes and organized through specific work on additional classes in the leisure activities, as well as through independent work in school and out of school. The very realization of this work undoubtedly involve a special and inventive approach to working with the talented and the best results can be expected only if they are a result of individual approach to each student, and cooperative work and cooperation. Individual teaching in the physical education is the most consistent form of differentiation in motor skills. Therefore, it is necessary to differentiate instruction based on equal motor skills (average and above average), and each is individually adjusted respecting development principles, needs and interests of students lower grades of elementary school.

Performance and proper orientation of teaching as pedagogical work largely depends on the methods and procedures that are applied to achieve the goal, the value of which should be achieved, the methodical basics of teaching and of the basic principles on which it was based. In conjunction with these principles and the dependence of physical education special methods whose choice depends on the goals to be achieved in those hours of practice, the contents (of physical education-primary, auxiliary and supplementary), age and sex of students, physical character exercise; relationships (student-teacher) entity and a process, the number of students, school etc. material conditions. (Rodić, 2001: 120).

Therefore, it is necessary to create and edit rich, comprehensive program of learning and teaching methods in order to maximally develop the creative abilities of students. Unfortunately, in most schools, gifted students spend a year in the same class, they learn the same material in the same manner as other students, and thus stop the development. Therefore, changes in education in general through redefining the goals is derived, selecting appropriate content, methods and forms of work, requiring primarily professors' starting to notice signs of giftedness, to know their style of work, to design appropriate exercises such children and to regularly check and monitor their progress.

Professional teachers are actually the ones who work on the sports ground interaction creating optimal conditions; monitor and receive feedback from students;

affect student achievement by involving them in various sports events, by stimulating their tasks and goals, and encourage them to get better results. The fact is that these trained teachers do not have or do not have them in the number that they can meet the needs including the promotion of gifted students. Therefore, their development must be directed only to the initial training, the knowledge and skills they acquire before starting to work, but given the speed of change in schools, in a long career of most teachers and the need for upgrading and professional development, their development must be viewed as a continuous lifelong learning. In this regard, it is quite certain that there is a need to provide continuing professional development opportunities and teacher in the field of giftedness in young school children. Improvement of appropriate teaching strategies, they thereby identify, collect and use the material on the potential benefits of gifted children. For the fact is that the child can best observe and learn about the person (teachers) located in the child's activities, in which the most ideal place child development, creation of awareness and activity itself. Just as Rubenstein says „study in education and children to educate them so that they can study” (according to: Ferbežer 2002: 139), thereby contributing to their integral development while keeping the truth that there is no greater inequality than the equal treatment of unequal. Therefore, teachers must continue to seek out the highest quality programming requirements that meet the needs of gifted students in a variety of sports activities and so enable them to continuous improvement.

## CONCLUSION

Family as the primary social environment in which the person develops and forms, and schools as educational institutional representative, are important factors in the development of each individual, and therefore the domain of detecting and directing sports and gifted children. Creating appropriate conditions to provide adequate treatment of sports talented students is increasingly becoming an important and socially desirable undertaking. Schools and families in this context as one of the key factors supporting the development of talent. Younger school age is the most favorable period for the detection, identification, coaching and developing the potential of gifted students. Therefore, the school expects that relationship to gifted students not only reduce the resolution of individual cases, but to develop a system of measures to regulate the status of gifted students. What will be the work of the gifted depends largely on the commitment of teachers and physical education teachers, as well as their attitudes towards them. In addition, it is essential that their school programs provide for appropriate forms and encouraging their progress, especially those teachers who show results in working with sports and gifted students. Skill recognition and identification of gifted children, having a knowledge of their abilities, methodical work effectively with gifted students, can not only achieve good organizational forms and methods of

training, either through regular studies through seminars and lectures, through ongoing self-education teachers.

Important link in working with gifted students is reflected in constant contact with their parents, which is very important because it can provide valuable information about students, many of their characteristics, preferences, interests and the like. They are the children expected to provide supportive, stimulating, enriched environment to the best way she developed her potential. Connecting families and schools to ensure completeness and durability of educational effects on the individual. And that partner cooperation of parents with educational institutions, sports organizations and relevant institutions stimulates growth, education and optimal development of gifted and talented personality of the child for various sports activities.

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