

UDRUŽENJE ZA PODRŠKU I KREATIVNI RAZVOJ DJECE I MLADIH
EDUKACIJSKO-REHABILITACIJSKI FAKULTET
UNIVERZITETA U TUZLI

**UNAPREĐENJE KVALITETE ŽIVOTA
DJECE I MLADIH**

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PREDGOVOR

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Još od prve konferencije slijedimo naš cilj a to je uputiti poticaj i izazov stručnjacima svih profila koji su na bilo koji način vezani za rad sa djecom i mladima, da pokušaju doprinijeti njihovoj boljoj kvaliteti života.

Zbog velikog broja učesnika ove godine štampana su dva dijela Zbornika, sa istim poglavljima:

- Plenarna izlaganja
- Tema I – Unapređenje kvalitete života djece predškolskog i školskog uzrasta
- Tema II – Unapređenje kvalitete života mladih
- Tema III – Unapređenje kvalitete života djece i mladih s posebnim potrebama
- Slobodne teme

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CREATION OF INCLUSIVE CULTURE IN “DIMO HADZI DIMOV” – SKOPJE

КРЕИРАЊЕ НА ИНКЛУЗИВНАТА КУЛТУРА ВО ООУ „ДИМО ХАЏИ ДИМОВ“ – СКОПЈЕ

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ABSTRACT

Introduction: Inclusive culture involves a full and successful acceptance of diversity in the society. In this regard, schools should represent a fundamental environment where the culture of acceptance and equality is cherished, in order the inclusive practice to be facilitated. *Aim:* To gain knowledge about the creation of the inclusive culture and the realization of the inclusive process of children with special needs in the elementary school “Dimo Hadzi Dimov” from Skopje, through the attitudes and opinions of the teachers working in the school. *Method:* Qualitative research was conducted to 73 teachers from “Dimo Hadzi Dimov”. Semi-structured interview with each of the teachers was performed in order data to be obtained about their opinions in connection with the environmental conditions and organization of the study space, inclusion of children with special need in regular schools and overcoming of architectural barriers, acceptance by the peers and the teachers, implementation of individualized instructional forms, curriculum adaptations, the need of a professional (special educator and rehabilitator), production of inclusive policies, evaluation of inclusive practices. For each of the stated topics, the dominant concepts were extracted. *Results:* The concept that the regular school represents a stimulating environment for the children with special needs dominates among the teachers (50). They believe the children with special needs are accepted by their peers and the teachers (53) and Individual Education Plans should be implemented for them (65). All the teachers (73) share the opinion that there is an excellent collaboration between the members of the inclusive team. *Conclusion:* The domination of positive attitudes in all of the interviewed topics indicates the positive index of inclusion in the school and highly established inclusive culture. Meeting the basic conditions enables the implementation of the inclusive practice for the children with special needs. Even though a high level of inclusion is already achieved, the results show the few remaining barriers in the school.

Key words: inclusive culture, students with special needs, inclusive practice

АБСТРАКТ

Вовед: Инклузивната култура претставува целосно и успешно прифаќање на различноста во рамките на една заедница. Во тој контекст, училиштата треба да бидат базични средини каде ваквата култура на прифаќање и еднаквост ќе се негува, со цел да ја подобри и олесни инклузивната практика. *Цел:* Стекнување сознанија за создавањето на инклузивната култура и реализацијата на инклузивниот процес на децата со посебни потреби во ООУ „Димо Хаџи Димов“ од Скопје, преку мислењата и ставовите на наставниците кои работат во училиштето. *Методологија:* Беше спроведено квалитативно истражување на 73 наставници од ООУ „Димо Хаџи Димов“. Со секој наставник беше изведено полуструктурирано интервју за утврдување на ставовите поврзани со условите во средината и организираноста на просторот за учење, вклучувањето на децата со посебни потреби во редовните училишта и надминување на архитектонските бариери; Прифатеноста од децата вршници и од наставниците; Примена на индивидуализирани наставни форми; Адаптациите на курикулумот, потребата од стручно лице, продуцирањето инклузивни политики, евалуацијата на инклузивните практики. За секоја од наведените теми беа извлекувани доминантните концепти. *Резултати:* Концептот дека редовното училиште претставува стимулативна средина за учениците со посебни потреби доминира кај наставниците (50). Тие сметаат дека децата се прифатени и од вршниците и од наставниците (53) и за нив е потребно да се изработуваат индивидуални образовани планови (65). Сите наставници (73) го делат мислењето дека помеѓи членовите од инклузивниот тим постои одлична соработка. **Заклучок:** Доминанцијата на позитивните ставови на наставниците во сите теми од интервјуата, посочува на вистински позитивен индекс на инклузија во училиштето и изграденост на инклузивната култура. Задоволувањето на основните предуслови го овозможува спроведувањето на инклузивната практика за учениците со посебни потреби. И покрај достигнатото ниво на инклузивност, резултатите го покажуваат и малиот број преостанати бариери во училиштето.

Клучни зборови: инклузивна култура, ученици со посебни потреби, инклузивна практика

INTRODUCTION

Inclusion reconstructs the usual conditions of life in a way that creates opportunities for full participation, belonging and social interaction (Hrnjica, 2004, 28). Thus, the fundamental principle of inclusive education implies respect of diversity in human society and includes identification, challenge and overcoming barriers in participation, caused by the social, cultural, ideological and physical factors (Jachova, 2004, 35-46). Seen from this perspective, it seems that inclusion is technically simple, but socially complex, due to its relation to reality of schools - to dimension called "culture" (UNESCO Cepes, 2000, 35). In the modern approach to culture in education, inclusive culture of schools has been stressed, which, despite all the listed factors for educational quality, implies respect for the diversity of all students included in the education process (Ivančić & Stančić, 2013, 139). This means that the schools with established inclusive culture should focus

on removing all barriers in education of students. Creation and maintenance of inclusive culture in school environments is a process, especially because the inclusion itself requires transformation of attitudes of people, schools, the system and the society as final (Jachova, 2008, 71). Therefore it is evident that the barriers in learning and education of children derive from many factors related to the disability, but the other part depends on the attitudes of all the persons involved in the teaching process. This is the reason why it should always be taken into consideration that the barrier removal and respect of students' uniqueness and individuality can be a huge challenge, particularly in larger classes (Skjørten, 2001, 32). Every school has its own culture of organization which enables its functioning. Therefore, according to Zollers, Ramanathan и Yu (1999), during the implementation of inclusive policies and practices, firstly should be taken into account and well understood the culture that already exists. Otherwise, the proper inclusive values could not be established. According to Booth and Ainscow, there are many indicators that can help to improve the inclusive culture. In the Index for inclusion intended for creating inclusive culture, the following indicators are listed: Everyone is made to feel welcome; Students help each other; Staff collaborates with each other; Staff and students treat one another with respect; There is a partnership between staff and parents/carers; All local communities are involved in the school. If these indicators truly are implemented in the educational system, the inclusive culture will be improved (Novacheska et. al, 2011, 8). Booth and Ainscow in 2000 published the first version of the tool called Index for inclusion, meant to perform self-assessment of activities of the school and determine if the schools contain elements of "inclusiveness". The Index represents a basis for promoting inclusive culture in schools. Furthermore, the Index is a comprehensive document for easier determination of next steps in promoting the school (Booth и Ainscow, 2010). The Index for inclusion contains three dimensions (A, B and C) with many indicators each: A – Creating inclusive cultures, B – Producing inclusive policies and C – Evolving inclusive practices.

METHOD

The aim of the research is to obtain information about the creation of inclusive culture and the implementation of inclusive process of children with special needs in the regular primary school "Dimo Dadi Dimov" from Skopje, through the opinions and the attitudes of the teachers from the school. For this purpose, qualitative research has been conducted on a sample of 73 teachers working in "Dimo Hadzi Dimov. As a basic research technique, semi-structured interview was performed with all the participants. The structure of the interview varied from an open conversation to formal discussion in previously determined topics. Audio recordings of all the interviews were provided. The interview topics were the following: Environmental conditions and organization of study space; Inclusion of children with special needs in regular schools and overcoming of architectonic barriers; Peer and teacher acceptance of children with special needs; Application of

individualized teaching forms; Application of different teaching methods and objectives for the children with special needs; Need of an expert – special educator and rehabilitator; creation of inclusive culture; production of inclusive policies; evolving of inclusive practice. The Index for inclusion by Booth and Ainscow (2011) was used as a research instrument. The last three interview topics were set according to the three dimensions from the Index. We set nine research questions for the purpose of the research: 1. Do you think the regular primary school is a stimulating environment for the children with special needs? 2. Are there any barriers to inclusion of children with special needs? 3. Are the children with special needs accepted by the peers? 4. Do the teachers make adaptations in order to meet the needs of the children with special needs? 5. Do the teachers use the same teaching methods? 6. Are the teachers supported by some professional (special educator and rehabilitator) during the classes? 7. Can you explain the building of an inclusive school community and the establishment of the inclusive values? 8. Can you explain the development of the school for all and the organization of support for diversity? 9. Can you explain the orchestrating of learning and mobilization of resources? In accordance with the qualitative methodology and after the analysis of all 73 interviews, the dominant concepts for the stated interview topics were extracted.

RESULTS

1. Environmental conditions and organization of study space

Table 1. Do you think the regular primary school is a stimulating environment for the children with special needs?

Concept	Quotations from the teachers
The regular school is a stimulation environment	There are many benefits if they are placed in regular school. It is stimulating for the most of the, because they imitate the other children and that is a sort of stimulation.
The regular school is not a stimulation environment	Regular school placement is just a desire of the parents of the child with special needs. There are still special schools meant for them.

Even though 5 concepts are extracted for this question, the dominant concept is that the regular school represents a stimulating environment for the children with special needs. This opinion is present in 50 of the teachers, but 10 of them think the very opposite.

2. Inclusion of children with special needs in regular schools and overcoming of architectonic barriers

Table 2. Are there any barriers to inclusion of children with special needs?

Concept	Quotations from the teachers
There are barriers	- Barriers exist by the peers. - There will always be barriers present. I believe one barrier is that we as teachers are not professionally trained to work with children with special needs. - At the moment, the regionalization represents a barrier.
There are no barriers	- In our school the children with special needs are accepted by everyone, so there are no barriers. - There are no barriers. They have been overcome a long time ago.
There are spatial barriers	- There are some space barriers. - A barrier is that we do not have adaptable classroom. - There are barriers. The toilet for children with physical impairments hasn't been finished yet. Until then, where will these children go to the toilet?

The results show three concepts for the question. 37 of the teachers believe there are barriers existing, but 35 of them think that the barriers to inclusion of the children with special need in the school are overcome.

3. Peer and teacher acceptance of children with special needs

Table 3. Are the children with special needs accepted by the peers?

Concept	Quotations from the teachers
The students with SN are well accepted	- Up until now, they are accepted excellently. - The children with special need initiate interaction. - I believe the students with SN are very well accepted, because the peers help them a lot. There are examples when the peers take them to classes, give them books and help them with the tasks.
The students with SN are not accepted	- My opinion is that they are not accepted because the peers talk them into saying or doing some nonsense or make fun of them.

About the peer acceptance of the students with special needs, dominates the concept that all the students with special needs in the school are excellently accepted (53 of the teachers agree with this statement).

4. Application of individualized teaching forms

Table 4. Implementation of differentiation

Concept	Quotations from the teachers
Teachers implement differentiation with the IEP	<ul style="list-style-type: none"> - I make differentiation to the school tasks. - I make IEP and there I point out the ways of differentiation. - We do individualized tasks for the children with special needs. - Every teacher produces IEP and monitors the student. - We create individualized materials. If the student is visually impaired, we print the materials with larger font size. - Of course I use differentiation, but what kind of differentiation, depends on the child. - We make differentiation of tasks by time and by difficulty of tasks and we make IEP.
Teachers do not use differentiation	I think there is no need of differentiating the tasks.

Most of the teachers (50) use differentiation in the teaching process by making IEPs for the children with special needs. 16 of the teachers make differentiation of the tasks in collaboration with the special educator, and only 7 of the teachers do not use differentiation at all.

5. Application of different teaching methods and objectives for the children with special needs

Table 5. Do the teachers use the same teaching methods?

Concept	Quotations from the teachers
Teachers use different methods and objectives in teaching	<ul style="list-style-type: none"> - I use different methods. Mostly I use drawing method, method of narration, and educative computer games when they are upset. - In sport classes, they make exercises for muscle tone strengthening. - We use different methods, but the special educator and rehabilitator gives us instructions how and when to use them
Teachers use the same methods and objectives in teaching	- I use the same methods for all students. The children should not be separated.

The opinions of the teachers regarding the usage of different teaching methods, two concepts appear:

1. Teachers use different methods and objectives in teaching;
2. Teachers use the same methods and objectives in teaching.

Majority of the teachers (69) in every day practice use different teaching methods according to the students' needs and make objectives appropriate for

students' abilities. Only 4 of the teachers use the same teaching methods and objectives for all students.

Table 6. Making Individual educational plans

Concept	Quotations from the teachers
The teachers make IEPs	- It is our duty to create IEPs for those students who are in need of them.
The teachers do not make IEPs	<ul style="list-style-type: none"> - Why should we make IEPs, when there are special schools? - There are too many students. If we have to make IEPs for all of them, there won't be time for anything else.
The teachers do not feel professionally prepared enough to create IEPs	<ul style="list-style-type: none"> - I have a need of professional explaining me what should I do because we did not learn how to write IEPs during the studies. - We should be additionally educated how to make IEPs.
The teachers create IEPs in support of special educator and rehabilitator	-I do the IEPs together with the special educator and rehabilitator and I am very pleased that the special educator guides us in the process of knowing what and how can the child learn from the curriculum.

The number of teachers who make IEPs for the children with special needs is 65, and this concept is the most dominant for the questions. There are 2 teachers who do not see the need of creating IEPs and the rest of them make the IEPs in support of the special educator and rehabilitator in the school.

6. Need of an expert – special educator and rehabilitator

Table 7. Are the teachers supported by some professional (special educator and rehabilitator) during the classes?

Concept	Quotations from the teachers
The teachers need the support from the special educator and rehabilitator during classes	<ul style="list-style-type: none"> - We need the professional to guide us in the work with the children with special needs. - The special educator helps us create the IEPs. - The special educator organizes workshops in order to help us recognize the children with special needs. - The special educator and rehabilitator gives practical advices. For a student in my class who had coordination problem, he suggested appropriate coordination exercises that I can implement in sport classes.

All 73 examined teachers stated that they need the support for the special educator and rehabilitator in the work with the children with special needs. Therefore, this concept has emerged as a single concept for the interview question.

7. Creation of inclusive culture

Table 8. Students help each other

Concept	Quotations from the teachers
Students help each other	<ul style="list-style-type: none"> - In our school the students always help each other. - It is very nice when during the lunch break the peers take the children's with special needs school bags or buy them lunch. - The peers help them. It has always been like this, and hopefully it will remain so. - The students help each other in the classes, and between they take the children with special needs to the appropriate classrooms, to toilet and socialize with them on the lunch breaks.
Students do not help each other	<ul style="list-style-type: none"> - It depends on the children. Some have no desire to help anyone.

Even though for this question two concepts emerged, it is important that the dominant one is the first concept (the students help each other) and with it agreed 70 of the interviewed teachers.

Table 9. Team members collaborate with each other

Concept	Quotations from the teachers
The team members collaborate with each other	<ul style="list-style-type: none"> - The team members have excellent collaboration. – If they did not have good collaboration, the team would not last for 15 years. - The inclusive team is the school's backbone and there is excellent collaboration between the team members.

Regarding the collaboration between the team members, only one concept was confirmed within which all teachers (73) highlighted the remarkable collaboration that exists.

8. Production of inclusive policies

Table 10. Policies for special educational needs

Concept	Quotations from the teachers
'Special educational needs' policies are inclusion policies	<ul style="list-style-type: none"> - As much as one policy is inclusive, the society becomes more inclusive as well. The special educational needs policies are inclusive and its purpose should be the children with SN to find their place in society, after the school has finished. - All the children should be accepted, not only in the school, but in the society. That is a real inclusion.

That the 'special educational policies' are inclusive policies, indicate the results in table 10. All teaches agreed that the policies intended for the students with special needs are essentially inclusive and prepare them for the life after school.

Table 11. Coordination of support forms

Concept	Quotations from the teachers
All forms of support are coordinated	<ul style="list-style-type: none"> - In the school there is a team for assistive technology, responsible for the kind of support involving assistive devices for the children who need them. - We use all the assistive technology available. We have large keys, double click mouse and other devices. - We use and coordinate all the kinds of support for the children and that is of great help for them.

In the school, all kinds of support available are well coordinated, including the support of assistive technology. About this question, the opinions of teachers match in one single concept.

10. Evolving of inclusive practice

Table 12. Assessment of students' achievements

Concept	Quotations from the teachers
Proper assessment contributes to students' achievements, but only if it is performed by an expert	<ul style="list-style-type: none"> - If a proper assessment is made, great results will be achieved. - The assessment is an important tool for motivation and learning and if made properly, results will be achieved.
Only the proper assessment performed by the special educator contributes to students' achievements	<ul style="list-style-type: none"> - The assessment made by the special educator is the most valid for us because the other assessments have no meaning for us. - The assessment made by the special educator is the most important for me because it contains directions what and how should we work during classes.

All 73 teachers believe that the proper assessment contributes to students' achievements, with the difference that 63 of them think the assessment is useful only if it is made by a professional, and the other 10 stress that the special educator should perform it.

Table 13. Activities of students outside the classroom

All the students do not take part in activities outside the classroom	<ul style="list-style-type: none"> - It depends on the child, but there are children who are not interested in any activities.
All students take part in activities outside the classroom	<ul style="list-style-type: none"> -The students are active in many different activities and school plays. -The students are actively involved in many activities that they choose by themselves according to their affinities.

For the question regarding extra-curricular activities, dominates the concept that not all children are involved in activities outside the classroom (62). Unlike them, the other 11 teacher have the opposite opinion.

DISCUSSION

About the first interview topic, it is important the results show that in "Dimo Hadzi Dimov" the basic preconditions for implementation of inclusive practice have been met, and that is created positive climate for acceptance of children with special needs in the school. This can be confirmed by the results from table 1 and the number of teachers believing that the regular school is a stimulating environment for the children with special needs. 50 teachers or 68,5% share this opinion. Comparison of interest with this results are the results gained by the research made by Jachova (2011) conducted in the same school by which the practical implementation of the inclusive process was researched. The sample in the research of Jachova consisted of 30 parents of children from the school (15 parents of children with SN and 15 parents of peers). It is significant that even by the parents dominates the attitude that there are remarkable stimulating conditions for the teaching process in the regular school (20). Regarding the barrier existence about including the children with special needs, the opinions are divided. From total of three concepts, dominate two opposed. 37 of the teachers think there are still barriers. The group of teachers supporting this view state that the attitudes of the peers and teachers' professional readiness are still an issue. These stated barriers from our research overlap with the results of Pivik, Mccomas и Laflamme (2002) who researched the barriers and the facilitators of inclusive practice. Even though the subjects in their research were parents of children with special needs from one regular school, they pointed out that the negative attitudes of all participants in the educational process, including the attitudes of peers, were the basic barrier in the education of their children. Beside this, insufficient preparation of staff for inclusive education and lack of physical accessibility of the building, were pointed out as barriers as well. In the research of Jachova from 2011, the parents stated that barrier which should be overcome is the access to the national curriculum through implementation of IEPs (12). Beside them, 9 of the parents think the coordination of the team will ensure smooth realization of inclusive practice. Smaller part of the parents has the opinion that the lack of care about the children with needs by the community also represents a barrier. In our research, the second dominant concept with which agree 35 of the teachers, is that all the barriers are already overcome due to the application of appropriate strategies by the inclusive team. In addition to this come the results from the question about the acceptance of the children with special need by the peers. Table 3 shows that teachers believe the children with special needs are completely accepted by their peers. The teachers mostly observe positive communication between the children. The inclusive education requires appropriate didactical preparation and organization of the teaching process. Positive thing is the fact that in all of the questions referring to this part, dominate the most favourable concepts. 60 teachers use differential approach in teaching by themselves and other 16 use differentiation, but in support of special educator. The teachers use different teaching methods (69) in accordance to children's needs and create individual educational plans. Also, all 73 teachers from the school emphasized the importance of the instructional support by the special educator in the work with the children with special needs (table 7). The opinions of examined parents in 2011, completely match with the opinions of the teachers from the current study. All 30 parents highlighted the necessity of special educator's support in inclusive education (Jachova 2011). Indicators from the Index for inclusion

engaged in this research, suggest positive results in the first two dimensions. The creation of inclusive culture form dimension A is ensured by the remarkable collaboration between the members from the inclusive team (Table 9) and the mutual support among the students (Table 8). Solid data confirming the team member collaboration is the appearance of one single concept about the question in all 73 interviewed teachers. Positive examples of support among the students were pointed out by 70 teachers. These results are the opposite from the results that Moliner, Sales, Ferrandez и Travever (2011) got researching the inclusive policies and practices in secondary schools in one region in Spain. The results from their research indicate that the inclusive culture is not completely established. Even though there was solid collaboration between the school team members, most of the teachers still believe the diversity hinders the teaching process and the knowledge acquisition. Regarding dimension B about the production of inclusive policies, the results about the inclusiveness of the 'special educational needs' policies and the coordination of support forms were taken into consideration. For this dimension the results suggest that the policies which are implemented by the inclusive team in the school are directed towards improvement of inclusive practice. Also, all the teachers confirmed their awareness of all forms of support for the students with special needs and the coordination of the implementation. This is the reason why the opinions of the teachers, coincide again in one concept (Table 11). The evolution of inclusive practice, form dimension C, shows slightly different results. According to 62 of the teachers the students do not participate enough in activities that are not directly connected to the teaching process. This is an area which requires greater examination of students' interests and proper direction towards activities according to their aspirations. However, it is positive that all teachers recognized the need for adequate assessment which will contribute to students' achievements. But, there are attitude differences concerning which professional should perform the assessment. 10 of the teachers consider the special educator's assessment to be the most useful, unlike the 63 other teachers who take into account the assessment performed by other professionals. The teachers who participated in the study of Kratochvílová (2013) conducted in Czech primary schools, also devoted much attention to students' assessment and understood the need of their adequate evaluation. Besides evaluating their knowledge and skills, Czech teachers considered the proper assessment as a means for enhancement of students' competencies.

CONCLUSION

In accordance with the results gained from the semi-structured interviews about the attitudes and opinions of teachers, we can generally conclude that in Dimo Hadzi Dimov the inclusive culture is already established. The domination of positive attitudes in 80% of the interviewed topics indicates the positive index of inclusion in the school. Even though a high level of inclusion is already achieved, the results show the few remaining barriers in the school for creating the inclusive practice. Therefore, it is necessary to take further measures which will additionally contribute to the development of the inclusive culture in the school: The implementation of active teaching strategies by the teachers is the base for the inclusive approach; The "automatic inclusion" is unacceptable; The acceptance of children with special needs by the peers is one of the basic preconditions in the

inclusive education; Defining the special needs and giving an appropriate early intervention; Determining the specific needs with official estimation by a commission; System of the success evaluation of students with special needs; The responsible inclusion means net creating for coordination between the involved parties; Establishing a national framework of competency at initial teaching; Establishing a system of mobile special teachers' net; Development of service for expertise and supervision; Overcoming of architectonic barriers; Multidisciplinary approach (Jachova, 2004). For successful inclusion, among other things, should be provided: appropriate support and specialized services for the students; well-designed IEPs; professional development of the teachers in the regular and special education; time for the teachers for planning, meetings, creativity and evaluation of the students with all team members; reducing classes and precise the student's needs; professional development of skills regarding cooperative learning, peers tutoring, curriculum adaptation, different learning styles; cooperation between parents and teachers (Jachova, 2011, 564).

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MODELI VREDNOVANJA SITUACIJSKE AKTIVNOSTI SREDNJEG VANJSKOG NAPADAČA U RUKOMETU

EVALUATION MODELS OF SITUATIONAL ACTIVITIES IN THE CENTAR-BACK ATTACKERS IN HANDBALL

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APSTRAKT

U ovom istraživanju prikazani su različiti modeli vrednovanja situacijske aktivnosti srednjeg vanjskog napadača u rukometu. Jedan je model zasnovan na subjektivnoj ekspertnoj procjeni, a drugi na objektivnim zabilježenim parametrima situacijske aktivnosti u natjecateljskim uvjetima. Rezultati ukazuju da nema značajnih razlika između važnosti realizacijskih i organizacijskih aktivnosti srednjeg vanjskog napadača, kako prema ekspertnoj procjeni, tako i prema zabilježenim parametrima. Sukladno tome nisu prisutne ni značajne razlike između rezultata dobivenih ekspertnom procjenom i objektivnim zabilježenim indikatorima. Srednji vanjski napadač u rukometu objedinjuje realizacijsku i organizacijsku tehničko-taktičku aktivnost. Kompleksnost i nedjeljivu integriranost individualnog tehničko-taktičkog djelovanja u potpunosti potvrđuju i rezultati ovog istraživanja. Rezultati ukazuju na nužnost specifičnog pristupa treningu ovog igrača koji mora podjednako sadržavati elemente organizacije i provedbe završnice napada, kao i na pravilnost odabira igrača za ovu poziciju.

Кljučне riječi: modeli, eksperti, rukomet, realizacija, organizacija

ABSTRACT

In this research, we studied different models of evaluation activities situational centre-back in handball. One model is based on a subjective expert estimate, and the other on objective parameters recorded situational activities in competitive conditions. The results indicate that no significant differences between the importance of an realizational and organizational activities of the centar-back attackers, according to expert judgment, and the recorded parameters. Accordingly have little significant difference between the results obtained by expert judgment and objective indicators recorded. Centre -back attacker in handball combines realizational and organizational technical-tactical activity. The complexity and the indivisible integrity of the individual technical and tactical actions fully confirmed by the results of this research. The results indicate the need for specific training approaches this player who has both contain elements of the organization and performance of attack, as well as the regularity of the selection of players for this position.

Key words: evaluation, expert, handball, realization, organization.