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Cilji in naloge okoljske vzgoje v vrtcu

UDK 373.2:502

KLJUČNE BESEDE: cilji in naloge okoljske vzgoje, starši, vzgojitelji, vrtec

POVZETEK – V prispevku predstavljamo mnenja staršev in vzgojiteljev o nalogah okoljske vzgoje v vrtcu. Ugotovili smo, da je mogoče teoretsko konstrukcijo nalog okoljske vzgoje v vrtcu na kognitivnem področju (razvoj govora, kreativnost, delovne sposobnosti, priprava na šolo in usmerjenost v svet odraslih) v večjem delu empirično identificirati tako pri starših kot tudi pri vzgojiteljih. S postopkom faktorjske analize smo preučili razsežnosti teh nalog. Starši in vzgojitelji soglašajo, da so naloge okoljske vzgoje na kognitivnem področju naslednje: razvoj govora in delovnih sposobnosti, izbira ustreznih vsebin okoljske vzgoje ter spodbujanje usmerjenosti otrok v svet odraslih. Poleg skupnih stališč med starši in vzgojitelji smo ugotovili razlike, ki se nanašajo predvsem na razumevanje vloge okoljske vzgoje in spoštovanje razvojnih potreb otrok.

UDC 373.2:502

KEYWORDS: objectives and tasks of environmental education, parents, educators, kindergarten

ABSTRACT – In this paper, we will present parents' and educators' opinions on environmental education tasks in kindergarten. We have discovered that the theoretic construction of environmental education tasks in kindergarten pertaining to the cognitive area (speech development, creativity, ability to work, preparation for school and orientation toward the adult world) can to a large extent be empirically identified in parents as well as in educators. Through factor analysis we studied dimensions of these aims. Parents and educators agree that environmental education tasks in the cognitive area are the following: development of speech and abilities to work, selection of adequate environmental education contents and promotion of children's orientation toward the adult world. In addition to common positions of parents and educators on this subject, we also identified differences mostly relating to the comprehension of the role of environmental education and respect of development needs of their children.

1. Uvod

Na začetku sedemdesetih let 20. stoletja so na konferenci IUCD (International Working Meeting on Environmental Education and the School Curriculum) oblikovali prvo definicijo okoljske vzgoje. Po tej definiciji je okoljska vzgoja proces spoznavanja vrednot, razumevanja in spoštovanja medsebojne povezanosti človeka, njegove kulture in biofizičnega okolja. Okoljska vzgoja oblikuje odločanje, pravila obnašanja do okolja in vzpostavlja odnos do kakovosti okolja (Baines, 1988).

Pojem okoljska vzgoja (angl. Environmental Education; nem. Umwelterziehung) se je pojavil v šestdesetih letih 20. stoletja. Vendar pa smo osnovne pojme k okolju/naravi usmerjene vzgoje zasledili že v 18. stoletju. Že v delih Rousseauja, Humboldta in Montesorrijeve najdemo nasvete, kako otrokom privzgojiti ljubezen do okolja/narave.

Dr. Vida Medved, dr. Majda Cencič, dr. Mara Cotič

Spremembe pouka in kompetence učiteljev za uporabo informacijsko-komunikacijske tehnologije

UDK 37:004.72

KLJUČNE BESEDE: družba znanja, kompetence učiteljev, IKT, slovenščina, matematika

POVZETEK – Živimo v družbi nenehnih, hitrih in nepričakovanih sprememb. Te v družbi vplivajo tudi na spremembe pouka, pojmovanje znanja, učencevo vlogo pri pouku ter na učiteljevo vlogo v učnem procesu. V prispevku predstavljamo nekaj sprememb pouka, težišče pa je usmerjeno na spremenjeno učiteljevo vlogo v učnem procesu in na njegove kompetence za poučevanje. Med kompetencami izpostavljamo le eno izmed njih, ki je pogosto navedena, to je možnost uporabe informacijsko-komunikacijske tehnologije (IKT) pri pouku. Članek se nadaljuje s prikazom raziskave, ki je zajela vzorec 468 pedagoških delavcev, pretežno učiteljev razrednega pouka; raziskava se opira na njihove ocene dejanske uporabe IKT na različnih mestih ter pri pouku, posebej pa se usmerja na uporabo IKT pri pouku slovenščine in matematike. Statistično pomembne razlike v uporabi IKT pri pouku matematike in slovenščine, ki gredo v prid uporabe IKT pri slovenščini, nakazujejo kar nekaj razlogov za tako stanje, na primer, da učitelji še malo poznajo vse možnosti uporabe IKT pri pouku ter da bi jih bilo treba za to delo še nadalje usposobljati, spreminjati pa je treba tudi njihov odnos in pojmovanja IKT.

UDK 37:004.72

KEYWORDS: society of knowledge, teachers' competences, ICT, Slovenian language, mathematics

ABSTRACT – We are living in a society of changes that are constant, fast and unexpected. Social changes also have a strong influence on the changes in instruction, on the concept of knowledge, as well as on the role of pupils and the role of teachers in the learning process. In this paper, we present some of the changes in instruction, where the core essence is pointed towards the changed role of teachers in the learning process and at their teaching competences. Among the competences, we singled out only one competence that is quite often mentioned, which is "the capability of using information-communication technology (ICT) in instruction". The article presents results of a study that covered 468 educational workers of which are mostly those who teach in the lower-grades of primary school. They provided their opinion on the actual usage of ICT in different locations as well as during instruction, in particular on the use of ICT in the instruction of Slovenian language and Mathematics. Statistically significant differences were found in the use of ICT in the instruction of Mathematics and Slovenian language. The results show that the use of ICT is predominant in usage for Slovenian language instruction. There are a number of reasons for such a situation, among them for example that teachers are still not fully acquainted with all the possibilities which ICT could provide for their instruction.

1. Uvod

Nenehne spremembe v družbi vplivajo na spremembe pouka. Dogodil se je zasuk v pojmovanju "poučevanjske paradigme" v "učenjsko paradigmo" (Cvetek, 2004, str. 146), ali da postaja pouk vedno manj "usmerjen v učitelja in snov" ter se vedno

Dr. Katarina Habe, Ana Delin

Uporabnost glasbe kot motivacijskega sredstva pri poučevanju v osnovni šoli

UDK 373.3:78

KLJUČNE BESEDE: učna motivacija, celostno učenje, glasba, osnovnošolsko poučevanje

POVZETEK – Namen raziskave je bil ugotoviti, v kakšni meri, na kakšen način in v kakšni obliki osnovnošolski učitelji uporabljajo glasbo kot motivacijsko sredstvo v učnem procesu. Empirična raziskava na vzorcu stotih osnovnošolskih učiteljev je pokazala, da le-ti glasbo kot motivacijsko sredstvo uporabljajo le včasih ali redko. Najpogosteje jo uporabljajo za izboljšanje vzdušja, sprostitvev, prebujanje estetike in za izboljšanje razpoloženja pri učencih. Prevladujoče uporabljana glasbena vrsta je sprostitvena glasba z naravnimi zvoki, kmalu za njo pa ljudska in meditativna glasba. Učitelji navajajo, da glasbo kot motivacijsko sredstvo najpogosteje uporabijo v obliki petja in ustvarjanja ter v obliki mentalne in telesne relaksacije. Glasbo kot motivacijsko sredstvo najpogosteje uporabijo pri uvodni motivaciji in na začetku učne enote, najredkeje pa pri ponavljanju učne snovi in pri preverjanju znanja. Izkazalo se je tudi, da učitelji razrednega pouka uporabljajo glasbo kot motivacijsko sredstvo pogosteje kot učitelji predmetnega pouka. Zaključimo lahko, da glasba kot didaktično sredstvo za spodbujanje učne motivacije še zdaleč ni izkoristila svojih možnosti.

UDC 373.3:78

KEYWORDS: learning motivation, accelerated learning, music, elementary school teaching

ABSTRACT – The aim of the presented research was to establish the use of music as a tool of enhancing learning motivation among elementary school pupils. The research was conducted on a sample of 100 elementary school teachers. The results reveal that the presence of using music as a motivational tool is occasional or rare. School teachers use music usually for enhancing positive learning atmosphere, for relaxation, for enhancing aesthetics among pupils, and for enhancing positive mood in pupils. The most frequently used music is relaxation music with sounds from nature, folk music, and meditative music. Teachers use music mainly for singing and creating or as a mental and body relaxation. The most frequent use is at the beginning of a lesson and for initial learning motivation. The least frequent use reported was for retrieval and grading and reporting. It is also evident that teachers in lower-grades (i.e., Grades 1 to 5) use it more frequently than do teachers in upper-grades (i.e., Grades 5 to 9). The conclusion would be that music with all its positive effects is not being used at its optimal level as a learning motivational tool.

1. Uvod

V sodobnem šolskem sistemu je problem motivacije eden izmed ključnih izzivov uspešnega poučevanja. Zdi se, da stari pristopi motiviranja pri sodobni populaciji otrok, ki je vsakodnevno izpostavljena poplavi informacij in nasičena z vtisi iz okolja, pogosto niso več učinkoviti. Kako podati znanje, da se bo resnično dotaknilo otroka, da se bo zasidrilo v njegovem spominu, da ga bo celo navdihovalo k odkrivanju novih načinov razmišljanja?

Dr. Sonja Pečjak, Tina Pirc

Ali se oblikuje bralno razumevanje pri dekletih drugače kot pri fantih?

UDK 376:028

KLJUČNE BESEDE: spolne razlike, bralno razumevanje, (meta)kognitivni dejavniki, motivacijsko-emocionalni dejavniki

POVZETEK – Bralno razumevanje je pokazatelj učenčeve bralne pismenosti, hkrati pa je pomembno povezano z učenčevimi učnimi dosežki. Zato je preučevanje dejavnikov bralnega razumevanja še kako aktualno. Ker vse študije bralne pismenosti (PIRLS, 2001, 2006; PISA, 2006) poročajo o razlikah med spoloma, nas je zanimalo, kateri (meta)kognitivni, motivacijski in emocionalni dejavniki učencev delujejo na bralno razumevanje deklet in fantov oziroma kateri so tisti, ki so z vidika spola najpomembnejši. V vzorec je bilo vključenih 205 učencev petega razreda osnovne šole (105 fantov in 100 deklet). Rezultati so pokazali, da dekleta boljše razumejo prebrano kot fantje. Med dejavniki bralnega razumevanja so se tako pri fantih kot dekletih kot pomembni pokazali (meta)kognitivni dejavniki (hitrost branja, besedišče in sposobnost povzemanja); motivacijsko-emocionalni dejavniki pa so pomembno napovedovali bralni dosežek samo pri fantih. Poznavanje teh dejavnikov ima pomembne pedagoške implikacije, saj kaže na potrebo, da učitelj diferencira pristop pri delu z besedili posebej za fante in posebej za dekleta.

UDC 376:028

KEYWORDS: gender differences, text comprehension, (meta) cognitive factors, motivational-emotional factors

ABSTRACT – Reading comprehension is an indicator of student's reading literacy and it is also significantly related to students' academic outcomes. It is therefore very important to investigate reading comprehension factors. We were interested in identifying which of the pupils' (meta) cognitive, motivational and emotional factors are the most important according to gender, based on the results of all reading literacy studies (PIRLS 2001, 2006; PISA, 2006) which show differences (in reading comprehension) between boys and girls. In the study sample there were 205 Grade 5 students (105 males and 100 females). The results showed that the female pupils' reading comprehension is better in comparison to the male group. Among factors of reading comprehension (meta) cognitive factors (i.e., reading speed, vocabulary and summarizing) were important predictors in both gender groups. Motivational-emotional factors were important predictors of reading comprehension only in the male group. Knowledge of those factors has important pedagogical implications because it shows the need for the teacher to differentiate the approach for male and for female pupils when studying new texts.

1. Uvod

Bralna pismenost oziroma sposobnost razumevanja prebranega je v procesu izobraževanja zelo pomembna, saj se večina informacij prenaša s pomočjo pisnega gradiva (tiskanega v knjigah ali v elektronski/računalniški obliki). Daneman (1996) poroča o tem, da približno tretjino variance v šolskem uspehu posameznika določa ravno raven razumevanja pri branju. Mednarodne raziskave bralne pismenosti, kot sta na primer PIRLS (pri 9- do 10-letnih učencih) in PISA (pri 15-letnih učencih)

Dr. Vida Jesenšek, Nataša Kralj

Uporaba e-gradiv pri pouku tujih jezikov – primer frazeologije

UDK 81`243:004.6

KLJUČNE BESEDE: frazeologija pri pouku tujih jezikov, EPHRAS, učenje frazeologije, e-gradiva in materiali

POVZETEK – Frazeologija je pri učenju in poučevanju tujih jezikov močno zapostavljena. Eden izmed razlogov je tudi ta, da imajo učenci in učitelji na voljo le malo posebnih frazeoloških učnih gradiv; čeprav frazemi, ki so ustaljene besedne zveze s prenesenim pomenom, pomembno sooblikujejo vsakdanje sporazumevanje. Na osnovi tovrstnih opažanj je nastalo frazeološko učno gradivo EPHRAS, dostopno v obliki zgoščenke ali spletne demo verzije. Vsebuje štiri-jezično frazeološko podatkovno zbirko (z nemščino kot izhodiščnim jezikom v primerjavi s slovenščino, slovaščino in madžarščino) s preko 4000 frazemi ter obsežno zbirko interaktivnih vaj. V prispevku so predstavljeni rezultati preverjanja možne uporabe gradiv pri izbranih dijakih z različnim predznanjem nemškega jezika. Ti so gradivo usmerjano in spremljano uporabljali in ovrednotili. Kot posebej pozitivne so izpostavili naslednje vidike tovrstnih učnih gradiv: diferencirano učenje nemških frazemov z dostopom do slovenskih ustreznikov, e-učno okolje in tipološka raznolikost interaktivnih vaj.

UDC 81`243:004.6

KEYWORDS: phraseology in foreign language teaching, EPHRAS, learning phraseology, E-learning materials

ABSTRACT – Phraseology is rather neglected in foreign language learning and teaching. One of the reasons is that there is not enough emphasis in this area within the teaching and learning material available to students and teachers. Even though phraseological units, fixed word-groups with figurative meaning, are an important part of everyday communication (EPHRAS). For this purpose EPHRAS, a phraseology database in four languages (German, Slovenian, Slovak and Hungarian) with more than 4,000 idioms and interactive exercises, was created within the Socrates programme. The article presents analyses of how pupils with different proficiency levels of the German language have used the prepared material and evaluated it. They highlighted the following attributes as especially positive: the graded learning of German idioms with access to their Slovenian equivalents, the e-learning environment, and the variety of different types of interactive exercises.

1. Uvod

Čeprav se je frazeologija kot posebna jezikoslovna veda v zadnjih desetletjih zelo uveljavila (Fleischer, 1997; Palm, 1997; Burger, 2003 in Jesenšek, 2008), ostaja pri učenju in poučevanju tujih jezikov bolj ali manj zapostavljena. Frazeologi in mnogi učitelji menijo, da so frazemi kot ustaljene besedne zveze s prenesenim pomenom del vsakdanje komunikacije v pisni in govorni obliki (Jesenšek, 2006a) in predstavljajo pomemben del besedišča, zato jih pri jezikovnem pouku ne kaže spregledati. Tudi mnenje, da učenje frazemov sodi v kasnejše faze jezikovnega učenja, so empirične raziskave ovrgle (Düring, 2000). Prav tako pri učenju frazeologije ne gre zanema-

Pregled dejavnikov, povezanih z gibalno/športno aktivnostjo otrok in mladostnikov

UDK 796-053.5

KLJUČNE BESEDE: otroci, mladostniki, gibalno/športna aktivnost, dejavniki

POVZETEK – Gibalno/športna aktivnost je zelo pomembna tako za posameznikov motorični kot tudi psihični razvoj. Omogoča pridobivanje novih izkušenj, sprejemanje in izbiranje informacij iz okolja ter njihovo uporabo v različnih življenjskih situacijah. V prispevku predstavljamo pregled dejavnikov, povezanih z gibalno/športno aktivnostjo otrok in mladostnikov. Pri tem izhajamo iz sodobnih študij, ki razvrščajo dejavnike gibalne aktivnosti v sledeče skupine: demografske in biološke, psihološke, socialne in okoljske. Dejavniki gibalne/športne aktivnosti ne delujejo ločeno, temveč se med seboj povezujejo in prepletajo. Raziskovanje dejavnikov gibalne/športne aktivnosti vodi pogosto do nekonsistentnih in nezanesljivih ugotovitev. Razloge za to lahko najpogosteje iščemo v uporabi različnih metod in merskih pripomočkov, pa tudi v različnih raziskovalnih vzorcih otrok. V prispevku poudarjamo, da je treba navedene dejavnike povezati z različnimi oblikami gibalne/športne aktivnosti in ugotavljati njihov učinek v specifičnih družbenih kontekstih.

UDK 796-053.5

KEYWORDS: children, adolescents, physical/sports activity, correlates

ABSTRACT – A physical/sports activity is important for individual's motor skill and psychological development. It enables one to gather new experiences, select information from the environment and apply them in different life situations. The paper gives an overview of correlates related to physical activity of children and adolescents. Based on the analysis of the available literature, these correlates can be classified in the following groups: demographic and biological, psychological, social and environmental. We presented recent research findings for each group of correlates and emphasized their importance for active living of children and youth. The study of correlates of physical activity often resulted in inconsistent and inconclusive findings. The reasons for this lie in several methodological shortcomings – the use of different methods and instruments. The paper also highlights the need for establishing links between the correlates and different forms of physical activity and determining their impact in specific social contexts.

1. Uvod

Številne raziskave potrjujejo, da je aktivni življenjski slog, ki vključuje redno gibalno/športno aktivnost, eden ključnih dejavnikov zdravja. Gibalna/športna aktivnost namreč pozitivno vpliva ne le na zdravstveni status in telesni razvoj otroka (Biddle, Gorely in Stensel, 2004), temveč tudi na njegov kognitivni, emocionalni in socialni razvoj (Ekeland, Heian, Hagen, Abbott in Nordheim, 2004).

Planinšec (2003) je koristne učinke gibalne/športne aktivnosti za zdravje na podlagi spoznanj številnih raziskav z omenjenega področja združil v pet sklopov:

- učinki na nekatere razsežnosti telesne sestave (preprečevanje debelosti, zmanjšanje maščobnega tkiva, spodbude za razvoj okostja, naraščanje

Melita Puklek Levpušček, Ph.D., Milena Valenčič Zuljan, Ph.D.,
Jana Kalin, Ph.D., Sonja Pečjak, Ph.D., Cirila Peklaj, Ph.D.

Primary and secondary school students' motivation and achievement in math

UDC 37.091.8:51

KLJUČNE BESEDE: motivacijske ciljne usmerjenosti, zaznana samoučinkovitost, skepticizem, strategije samooviranja, učna uspešnost

POVZETEK – V študiji smo proučevali različne vidike splošnih in predmetno specifičnih motivacijskih prepričanj pri matematiki ter njihovo povezanost z učno uspešnostjo pri učencih in dijakih. Cilj študije je bil tudi proučiti, ali med učenci in dijaki obstajajo razlike v motivacijskih spremenljivkah. V študiji je sodelovalo 470 sedmošolcev (231 fantov, 239 deklet) in 437 dijakov tretjega letnika (176 fantov, 261 deklet). Za merjenje motivacijskih spremenljivk smo uporabili merski pripomoček Vzorci prilagojenega učenja (Patterns of Adaptive Learning Scales, PALS, Midgley idr., 2000). Dve lestvici omenjenega pripomočka merita splošna prepričanja in strategije v zvezi s šolo (skepticiem o pomembnosti šole, strategije samooviranja), štiri lestvice pa predmetno specifična motivacijska prepričanja pri matematiki (usmerjenost v obvladovanje, usmerjenost v izkazovanje lastnih zmožnosti, usmerjenost v izogibanje izkazovanja lastnih nezmožnosti, zaznana učna samoučinkovitost). Rezultati so pokazali, da so srednješolci v našem vzorcu imeli nižje rezultate pri usmerjenosti v obvladovanje, usmerjenosti v izkazovanje lastnih zmožnosti ter usmerjenosti v izogibanje izkazovanja lastnih zmožnosti.

UDC 37.091.8:51

KEYWORDS: motivation belief, achievement goal orientations, self-efficacy, scepticism, self-handicapping, achievement

ABSTRACT – This study was designed to examine various aspects of general and course specific motivation beliefs in Math and their relation to academic achievement at two school levels. We also tried to determine if there are any differences in motivational variables between primary and secondary school students. The participants were 470 Grade 7 students (231 males and 239 females) from primary school and 437 Grade 3 (176 males and 261 females) from secondary schools. Six subscales of Patterns of Adaptive Learning Scales (PALS; Midgley et al., 2000) were used in the study. Two of them measure general school-related beliefs and strategies (scepticism about the relevance of school and self-handicapping behaviours) while four of them measure course-specific motivational dimensions in math (mastery, performance-approach and performance-avoidance goal orientation, self-efficacy). Results showed that secondary-school students had lower score in mastery, performance-approach and performance-avoidance goal orientations in Math than primary-school students.

1. Introduction

Motivation is an important psychological process that relates to student's engagement and persistence in learning and plays an important role in students' academic achievement. Motivational problems, such as lack of participation, low effort, giving up quickly in the face of difficulty, unwillingness to take on challenging tasks, and so forth, can seriously undermine learning. Many motivational scholars agree that academic motivation is a multidimensional construct. Wigfield and Eccles (2001)

Dr. Alenka Divjak

Srednješolci med materinščino in angleščino

UDK 373.5-052:811

KLJUČNE BESEDE: slovenska jezikovna politika, širjenje angleščine v svetu, problem esperanta

POVZETEK – Pouk tujih jezikov, zlasti angleščine, zahteva tudi ozir na materinščino, oboje pa odgovoren odnos do nacionalne identitete. Učitelji jezikov naj bi iskali poti in sredstva, da bi učence na eni strani motivirali za skrbno učenje tujih jezikov, na drugi strani pa da bi gojili ljubezen in odgovornost do slovenskega jezika. Akcijska raziskava med srednješolci je pokazala, da se mladi zavedajo sedanje in bodoče vloge angleščine pri nas, v EU in v svetu pa tudi poti in stranpoti pri ohranjanju, varovanju in razvijanju slovenskega jezika okviru EU. Dijaki(inje) so pokazali pričakovan odnos do problematike, pokazala pa se je potreba, da bi v šolah tem vprašanjem posvečali še večjo pozornost. Pri pouku materinščine in tujih jezikov se vedno bolj uveljavlja večjezični pristop, pri čemer imajo vedno večji pomen spoznanja iz interlingvistike in esperantologije. Raziskava je ugodno vplivala na pouk, na odnos do jezikov in na učno kolje.

UDC 73.5-052:811

KEYWORDS: Slovene language policy, English in the world, the problem of Esperanto

ABSTRACT – Foreign language learning cannot be conducted without paying attention to one's mother tongue, which, thus, raises the issue of one's national identity. Language teachers should be trying to find new ways and means with which they could motivate students for attentive and conscientious language learning on one hand and the love and responsibility for their mother tongue on the other. Action research carried out among secondary students has revealed that this schooling population understands the present and future role of English in Slovenia, the EU and worldwide as well as traps in preserving, protecting and developing the Slovene language within the EU. Students' responses to this problem were to be expected, there is also a need to pay even more attention to this issue. A multilingual approach enriched with the advances in interlinguistics and esperantology is more and more widely used by Slovene and foreign language teachers.

1. Uvod

Učitelji slovenskega in tujih jezikov lahko spremljamo živahne razprave o jezikovni politiki doma in v Evropski uniji (EU). Opozarjajo nas, kako pomembna je materinščina za našo identiteto, razvoj in obstoj, na drugi strani pa čutimo pritisk na učenje tujih jezikov, zlasti angleščine. Vprašujemo se, kako naj gojimo ljubezen in spoštovanje do domačega jezika, ne da bi zmanjšali motivacijo za učenje tujih jezikov in narobe. Pri vsakoletnih maturah iz angleščine, tu imamo v mislih zlasti splošno, gimnazijsko maturo, opažamo, da mora večina dijakov vložiti veliko truda, da zadostijo zahtevam predmeta, manjšina pa dosega celo boljše uspehe pri tujih jezikih kot pri slovenščini. Zato smo z akcijskimi raziskavami, ki so bile umerjene k didaktičnim vprašanjem, poskušali dijake motivirati za bolj intenzivno učenje angleščine ter k izboljšanju učnega okolja in odnosov.

Grozdanka Gojkov, Ph.D.

Metacognition as a link between ability and successful (executive) intelligence

UDK 37.02:159.928

KLJUČNE BESEDE: konstruktivizem, metakognicija, inteligenca, didaktika

POVZETEK – Avtorica poroča o raziskovanju metakognitivnih sposobnosti, s katerim je bil opravljen poskus empirične validacije instruktivskega pristopa k proučevanju sposobnosti in spodbujanju učenja. Najprej posreduje kratek pregled sodobnega epistemološko-teoretičnega koncepta v pedagogiki, oziroma participativno epistemologijo kot pomembno določilnico razumevanja znanja v okviru postmoderne didaktične paradigme. Ugotavlja, da sodobni didaktični modeli niso uspeli razrešiti značaj metakognicije in njenega vpliva na operativnost in in mobilnost posredovanja znanja. V svojem prispevku se v nadaljevanju ukvarja s poskusom oblikovanja teoretičnega prostora, ki bi omogočil konstruktivizmu, participativni epistemologiji, ali vsaj nekaterim njihovim delom, ustrezno praktično uporabo.

UDC 37.02:159.928

KEYWORDS: constructivism, metacognition, intelligence, didactics

ABSTRACT – The author reports on the metacognitive skill research that was used to conduct an experiment of empirical validation of instructional approach to the study of skills and learning promotion. She begins her paper with a brief overview of the contemporary epistemological-theoretical concept in the field of pedagogy, and participatory epistemology as an important determinant of understanding knowledge within the framework of postmodern didactic paradigms. She notes that contemporary teaching models have failed to resolve the nature of metacognition and its impact on the operational and mobility efficiency of passing on knowledge. Later on in her paper, the author deals with an attempt to create a theoretical space which would enable a suitable practical use of constructivism, participatory epistemology, or at least some of their work.

1. Introduction

Constructivism as a contemporary epistemological-theoretical concept in pedagogy along with participatory epistemology as an important turning point in knowledge comprehension is nowadays considered to be the basis of postmodern didactics. Constructivism goes beyond former traditions of learning with some of its elements as precursors of modern concepts. Having in mind that traditional concepts of learning and didactic models have already been discussed in other papers (Gojkov, 2002), it seems appropriate here to remind the reader only of participatory epistemology as a pattern of learning comprehension viewed as predominant ontology in pedagogy and having a set of accepted practical endeavours based on this learning concept, i.e. in accordance with this epistemology.

Strategy, metacognition and executive control are significant terms for the subject we are dealing with in the paper, i.e. they facilitate understanding of the title itself.

Dr. Šefika Alibabić, dr. Dragana Čamilović, dr. Kristinka Ovesni

Razvijanje samoizobraževalnih kompetenc studenata

UDK 378.147

KLJUČNE BESEDE: društvo znanja, vseživljenjsko izobraževanje in učenje, samoizobraževanje, samoizobraževalna kompetentnost, visokoškolski pouk

POVZETEK – V raziskavi smo proučevali samoizobraževalne kompetence studenata in aktivnosti visokoškolskega pouka, ki so usmerjene v njihov razvoj. Namen raziskave je večplasten in spodbujen s spoznanji o pomenu samoizobraževanja pri uresničevanju koncepta vseživljenjskega učenja in družbe znanja in z rezultati predhodnih raziskav, ki so pokazale da študenti niso v zadostni meri usposobljeni za samostojno učenje, pa tudi s formalno usmerjenostjo visokoškolskega pouka na razvoj samostojnosti in neodvisnosti pri učenju. V članku smo z empirično raziskavo na vzorcu 392 studenata pretežno z beograjske fakultete poskušali odgovoriti na vprašanje, ali se sploh in na kakšen način v visokoškolskem pouku razvijajo samoizobraževalne kompetence studenata. Respondente so se v anketnem vprašalniku na osnovi svojih stališč in sodb opredelili do številnih vidikov proučevanega problema. Kvantitativna in kvalitativna analiza rezultatov sta omogočili vpogled v zastopanost posamičnih aktivnosti v okviru visokoškolskega pouka, ki so v funkciji razvijanja samoizobraževalnih kompetenc studenata in vpogled v razvitost samoizobraževalnih kompetenc studenata ter njihovih stališč do prispevka visokoškolskega pouka k razvoju te vrste kompetenc.

UDC 78.147

KEYWORDS: knowledge society, lifelong education and learning, self-education, self-education skill, higher education

ABSTRACT – The research topic of this study explores students' self-education skills and higher education activities focussed on the development of students. The purpose of the research is multi-layered and motivated by the importance of self-education in the realization of the concepts of lifelong learning and knowledge society; by the results of earlier researches showing that students are undertrained to undertake self-learning; as well as by the officially reformed higher education which is oriented towards the development of self-reliance and independence in learning. Students were given the opportunity to evaluate numerous aspects of the investigated problem based on their own opinion and judgement. We gathered numerous findings with the help of a non-experimental descriptive research involving 392 students, most of which attended the University of Belgrade. Based on the quantitative and qualitative analyses of the findings, we gained an insight into the degree of presence of individual activities supporting the development of self-education skills in higher education; the advancement of students' self-education skills, and students' position on the contribution of higher education to the development of this kind of skills.

1. Uvod

Namera ovog uvoda je da polazeći od “opšteg” – od *društva učenja*, naglasi “posebno” – *doživотно obrazovanje i učenje*, a potom elaborira “pojedinačno” – *samoobrazovanje*, te tako trasira put ka razumevanju značaja problema istraživanja i locira ga u jednu širu društvenu i naučnu ravan.

Naime, danas su u naučno-stručnim i društveno-političkim krugovima vrlo popularne, upotrebljavane u različite svrhe, najčešće na najvišem nivou opštosti, dve

Danijela Zdravković, Ph.D.

Global education: education for peace and less violence

UDK 364.632:37

KLJUČNE BESEDE: globalno izobraževanje, mir, nasilje v šolah

POVZETEK – Članek temelji na idejah, ki poudarjajo izbruh in povečanje nasilja v postkonfliktnih družbah. Sodobne šole v Srbiji preko izobraževalnega procesa reproducirajo vrednote, ki prevladujejo v kulturi srbske družbe v tranziciji. Odsotnost družbeno sprejemljivih vrednot (etičnih norm in pravnih predpisov) in vrednot, pomembnih za družbeno življenje v Srbiji, ki ga zaznamujejo bogastvo in kakovost, je povzročila porast nasilja med šoloobveznimi otroki. Osnovno težavo, ki je predmet raziskave tega članka, je mogoče opredeliti, kot sledi: pri določanju socialnih, kulturnih, političnih, osebnih in pedagoških ciljev v osnovnih šolah se ne sme prezreti globalnih izzivov sodobnega življenja in načel civilne družbe. Članek opozarja na dejstvo, da je povečanje nasilja med šoloobveznimi otroki pogojeno z ovirami v strukturi in vsebini izobraževalnega sistema.

UDC 364.632:37

KEYWORDS: global education, peace, violence in schools

ABSTRACT – The article is based on ideas emphasizing the outbreak and increase of violence in post-conflict societies. Contemporary schools in Serbia reproduce values that dominate the culture of the Serbian society in transition through education process. The absence of socially acceptable values (ethic norms and legal regulations) and values relevant to the social life in Serbia, characterised by wealth and quality, has resulted in the rise of violence among school children. The basic problem explored in this article can be identified as follows: the determination of social, cultural, political, personal and pedagogical goals in elementary schools should not ignore global challenges of contemporary life and civil society principles. The article reminds of the fact that the rise of violence among school children is conditioned by obstacles in both the structure and the content of education system.

1. Introduction

The speed at which socio-economical changes occur, open conflicts in the Balkans, blocked transition in contemporary Serbia and a ruined system of values have caused discrepancy between the needs and possibilities in all spheres of contemporary Serbian life. This discrepancy, in its most complex form, results in a social crisis. Sociology defines socio-economic crisis as a global phenomenon and at the same time refers to particular segments of society caught by it, such as morality, culture and education. The consequences of the social crisis have a devastating effect on the society in general and on the educational and pedagogic institutions. Long-lasting and exhausting changes in the social life of post-conflict societies in the Balkans are accompanied by the rise of violence at school – a social pandemic of the modern school era. The problem of violence should be viewed as a social problem widely

Murat Gökdere, Ph.D., Muammer Çalik, Ph.D.

A cross-age study of Turkish students' mental models: an "atom" concept

UDK 37(560):539.18

KLJUČNE BESEDE: atom, naravoslovje, medgeneracijski, mentalni model, sestavni deli atoma

POVZETEK – Cilj te študije je preučiti mentalne modele pri turških učencih in študentih v zvezi s pojmom "atom". Za doseg tega cilja je 325 anketirancev (tj. 104 učenci iz 8. razreda, 114 dijakov iz 11. razreda in 107 študentov naravoslovja) izpolnilo vprašalnik z dvema postavkama. Ta študija je pokazala, da imajo vsi anketirani učenci podobne težave pri oblikovanju pojma "atom". Ugotovili, da so imeli starejši študenti učitelji naravoslovja kljub višjemu številu odstotkov v primerjavi z učenci iz 8. in 11. razreda podobna alternativna pojmovanja kot njihovi bodoči učenci. Nadalje smo prišli do zaključka, da ni nobene očitne povezave med modeli učencev in študentov ter njihovo razredno stopnjo. Na podlagi študije lahko predlagamo, da se zaradi nedavnih revizij učnih načrtov in učnih sredstev za naravoslovje, ki jih je izvedlo Ministrstvo za šolstvo, več pozornosti posveti pojmu "atom" in njegovemu oblikovanju v povezanih učbenikih, in sicer z medsebojnim razlikovanjem atomskih modelov.

UDC 37(560):539.18

KEYWORDS: Atom, science education, cross-age, mental model, constituents of "atom"

ABSTRACT – This study aims to investigate Turkish students' mental models of the "atom" concept. To achieve this aim, a two-item questionnaire was administered to a total of 325 students (i.e., 104 Grade 8 students, 114 Grade 11 students, and 107 science student-teachers). The present study showed that all students under investigation have similar difficulties in modeling the concept of "atom". In addition, it was found that even if senior science student-teachers' percentages were higher than those of Grade 8 and Grade 11 students they possessed similar alternative conceptions to those of their future students. Further, it was concluded that there is no clear link between students' models and their grades. In the light of the study, it can be suggested that due to the Ministry of National Education's recent revisions of the science education curricula and instructional materials, further emphasis should be given to the concept of "atom" and its modeling in related course books by differentiating atomic models from each other

1. Introduction

Teaching science concepts effectively has an important role by enabling and facilitating communication between people. Also, it allows us to classify and organize knowledge systematically (Driver & Erickson, 1983). The related science literature shows that students bring their pre-existing knowledge to the classroom, but often this is inconsistent with the scientific ones. Furthermore, these ideas are resistant to change through traditional instruction as they are well structured in their minds (referred to as *hard-core*) (c.f., Anderson, 1986; Bodner, 1986; Driver and Erickson, 1983; Griffiths & Preston, 1992; Tsai, 1998; Wandersee, Mintzes & Novak, 1994). Such views are called misconceptions, alternative conceptions, children sciences, pre-existing knowledge, and so forth (c.f., Gonzalez, 1997; Nakhleh, 1992; Nicoll, 2001).