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Vsebina Contents

Dr. Alenka Lipovec, Jasmina Ferme

Dokončevanje – pomembna posredna karakteristika matematičnih domačih nalog

Prejeto 25.05.2020 / Sprejeto 20.11.2020

Znanstveni članek

UDK 373.3:51

KLJUČNE BESEDE: domače naloge, matematika, osnovna šola, učitelji, starši

POVZETEK – Pri proučevanju matematičnih (in drugih) domačih nalog naletimo na zelo veliko število spremenljivk oziroma karakteristik, ki so povezane z učinki domače naloge. Tudi zaradi tega prihaja do različnih napačnih interpretacij učinkov domačih nalog. Ena izmed (naj)pomembnejših karakteristik je delež domačih nalog, ki jih učenci dokončajo (opravijo, naredijo do konca). Temeljni namen prispevka je zato zaznati tiste karakteristike domačih nalog pri matematiki, ki so pomembne za to, da učenci domačo nalogo dokončajo v čim višjem deležu. V prispevku so predstavljeni rezultati dveh raziskav; vzorec prve sestavlja namenski vzorec učencev prvega triletja (N = 192), v drugi raziskavi pa je bil zajet slučajnostni vzorec učencev zadnjega triletja (N = 192) slovenskega osnovnošolskega izobraževanja. Izpostavljene so tiste karakteristike matematičnih domačih nalog, ki so statistično značilno (pozitivno ali negativno) povezane z dokončevanjem naloge, prav tako pa so navedene karakteristike, ki na osnovi rezultatov raziskave z deležem dokončanih matematičnih domačih nalog niso povezane. Na podlagi rezultatov so podani tudi napotki za šolsko prakso in napotki za vključevanje staršev v otrokovo opravljanje domačih nalog.

Received 25.05.2020 / Accepted 20.11.2020

Scientific paper

UDC 373.3:51

KEYWORDS: homework, mathematics, primary school, teachers, parents

ABSTRACT – When examining mathematics homework (and homework in other subjects), we encounter a large number of variables or characteristics related to the effects of homework. This has led to misinterpretations of the effects of homework. Among the most important is the proportion of homework that students actually complete (homework completion). The main purpose of the paper is therefore to identify those characteristics of mathematics homework that are important to ensure that students complete their homework optimally. The paper presents the results of two studies; the first sample consists of a convenience sample from the first three years in Slovenian primary school (N = 192), while the second study includes a random sample of the last three years (N = 417) of Slovenian primary school. The characteristics of mathematical homework that are related in a statistically significant way (either positive or negative) to the completion of the task are highlighted, as well as characteristics that are unrelated to the proportion of mathematical homework completed based on the research results. The results also provide guidance for school practice and guidance on how to involve parents in their child's homework.

1 Uvod

Ob prebiranju časopisov, brskanju po spletu in raznih pogovorih lahko hitro ugotovimo, da ne obstaja enoznačno mnenje družbe glede domačih nalog. Hitri in morda laični sklepi nakažejo naslednje. Učitelji se pritožujejo, ker učenci domačih nalog ne opravljajo, učenci so nesrečni, ker domače naloge kratijo čas bolj prijetnim dejavnostim, starši pa se pritožujejo zaradi družinskega stresa, ki ga povzročajo nesoglasja o tem, kdaj, kako in če sploh narediti domačo nalogo. Tudi Cooper, eden izmed vodilnih raziskovalcev na področju domačih nalog, zapiše, da "domača naloga povzroča več trenj med šolo in domom kot katerikoli drug vidik izobraževanja ter postane glavno bo-

Ljerka Jukić Matić, PhD, Diana Moslavac Bičvić, Mia Filipov

Characteristics of Effective Teaching of Mathematics

Prejeto 10.04.2020 / Sprejeto 20.11.2020

Znanstveni članek

UDK 37.091.3:51

KLJUČNE BESEDE: matematika, učinkovit pouk, prepričanja učiteljev, uspešnost učencev

POVZETEK – Sinonimi dobrega ali kakovostnega poučevanja se pogosto uporabljajo, ko govorimo o učinkovitem pouku matematike. Ni univerzalne definicije dobrega ali učinkovitega poučevanja matematike in pogledi na te koncepte so v veliki meri odvisni od izobraževalnih tradicij in vrednot v različnih državah, pa tudi od prepričanj učiteljev matematike. Pojem učinkovitega poučevanja je pomemben, saj pomembno vpliva na izobraževalne politike in oblikovalske odločitve. Namen tega prispevka je problematizirati vprašanje učinkovitega pouka matematike, določiti značilnosti učinkovitega pouka matematike in opredeliti, kako učitelji dojemajo učinkovito poučevanje matematike. Način poučevanja, ki ga uporablja učitelj matematike, je pokazatelj tistega, kar se mu zdi najpomembnejše. Učitelji so ključni pri učnem in izobraževalnem napredku učencev, zato jih je treba usposobiti za kakovostno in učinkovito poučevanje. Pouk matematike je učinkovit, ko čim bolj spodbuja uspešnost učencev. Kulturne norme vplivajo na izvajanje učinkovitega poučevanja.

Received 10.04.2020 / Accepted 20.11.2020

Scientific paper

UDC 37.091.3:51

KEYWORDS: mathematics, effective teaching, teacher beliefs, student performance

ABSTRACT – When referring to effective mathematics teaching, the terms good teaching and quality teaching are often used. There is no universal definition of what constitutes good or effective teaching of mathematics, and views on these concepts are largely dependent on the educational traditions and values in different countries, as well as on the beliefs of mathematics teachers. The notion of effective teaching is important because it significantly influences educational policies and teaching design decisions. The aim of this paper is to problematize the issue of effective mathematics teaching, to determine the features of effective mathematics teaching and how teachers perceive effective mathematics teaching. The way a mathematics teacher teaches is an indication of what he or she considers to be most important. Teachers are critical determinants of students' learning and educational progress, so they must be trained to deliver quality and effective lessons. Mathematics teaching is effective when it promotes students' performance as best as possible. Nevertheless, cultural norms influence the way effective features are implemented.

1 Introduction

In light of the increasing importance of international comparative studies such as TIMSS and PISA, mathematics teachers' knowledge and the impact it has on the development of student knowledge have become of particular interest. Thus, students' achievement in mathematics has become the focus of educational policies in countries around the world that use PISA and TIMSS results to identify problems in the education system and improve the quality of teaching. The mathematical literacy of the individual, examined by PISA, can serve as a starting point for reflecting on the quality of mathematics teaching. *Mathematical literacy* is the students' ability to analyze, logically infer, and effectively convey their ideas as they formulate, solve, and interpret

Dr. Alja Lipavic Oštir, Katarina Tibaut

Raznolikost relacij na jezikovnih repertoarjih petošolcev

Prejeto 04.06.2020 / Sprejeto 20.11.2020

Znanstveni članek

UDK 81'246.3 -053.5

KLJUČNE BESEDE: jezikovni portreti, večjezičnost, prvi in drugi jezik, tuji jeziki, kvalitativna analiza

POVZETEK – Prispevek predstavlja kvalitativno analizo komentarjev jezikovnih portretov petošolcev. Rezultati analize kažejo, da učenci v komentarjih izpostavljajo jezike (J1, J2 ali TJ), s katerimi se identificirajo, jih zelo dobro obvladajo in jih povezujejo s pozitivnimi konotacijami ter čustvenimi relacijami, pogosto povezanimi s svojim poreklom. Učenci znajo oceniti pomen obvladanja jezikovnih spretnosti v svojem vsakdanjiku, kar tudi problematizirajo skozi perspektivo lastnega (ne)uspeha pri usvajanju in učenju nekega jezika, lahko po posameznih jezikovnih spretnostih. O jezikih reflektirajo metajezikovno s stališča podobnosti, glasoslovja in družbene vloge jezika, izražajo pa tudi svoje želje, kar zadeva učenje jezikov. Rezultati analize kažejo tudi osebne, kulturne ali geografske izvenjezikovne dejavnike, ki utemeljujejo, spodbujajo ali pogojujejo želje po učenju jezikov. Učenci vidijo svet jezikov kot odprt prostor, v njem izražajo svoje želje, zavedajo se svojih jezikovnih kompetenc. To odprto gledanje je lahko izhodišče za jezikovno in šolsko politiko, kar zadeva izbor jezikov. Učenci nam z jezikovnimi portreti sporočajo, kaj je v njihovem jezikovnem življenju pomembno.

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Scientific paper

UDC 81'246.3 -053.5

KEYWORDS: language portraits, multilingualism, L1, L2, foreign language, qualitative analysis

ABSTRACT – In this article we present a qualitative research of language portraits' comments from fifth grade students. Results show that students cite languages with which they identify, which they master, and which they connect with positive connotations and emotional relations, often in connection with their ethnic origin. The students assess their language skills in everyday life, which they also problematize from the perspective of their own success in acquiring or learning a language, as well as regarding their individual language skills. They reflect metalinguistically on the languages from the perspectives of similarities, phonology and the social role of languages, and they also express their wishes regarding the choice of languages to be learned. The results also show personal, cultural or geographical non-linguistic factors which justify, encourage or condition the desire to learn languages. The students see the world of languages as an open space, in which they express their wishes and are aware of their language skills. This open view can be a starting point for language and school policy concerned with the choice of languages. The analyzed language portraits tell us what is important in the students' world of languages.

1 Uvod

V članku predstavljamo rezultate analize jezikovnih portretov, orodja, ki ga lahko uporabimo, če želimo ugotavljati različne relacije neke ciljne skupine do jezikov v njihovem življenju. Članek je del raziskav v okviru projekta "Jeziki štejejo" (OP20.01463, 2017–2022), kar je pogojevalo izbor osnovnih šol. Zaradi primerljivosti so v vseh udeleženih OŠ svoje jezikovne portrete izdelovali učenci petih razredov. Osnovna raziskovalna vprašanja analize raziskave so, kako učenci pojmujejo večjezičnost, katere jezike izbirajo, v kakšen odnos jih postavljajo med seboj in kako svoj izbor pojasnjujejo.

Tjaša Drovenik Adamec, Marjan Blažič, PhD, Bojan Kovačič, PhD

Influence of Factors on the Development of Outstanding Musical Talent – a Case Study

Prejeto 04.09.2020 / Sprejeto 20.11.2020

Znanstveni članek

UDK 78.071:159.924

KLJUČNE BESEDE: nadarjenost, glasbeni talent, dejavniki razvoja glasbenega talenta, orgelski virtuoz, študija primera

POVZETEK – Namen študije je bil raziskati vpliv devetindvajsetih dejavnikov na razvoj glasbenega talenta v različnih življenjskih obdobjih (od 3. do 35. leta) skozi študijo primera. V raziskavi je sodeloval mednarodno priznani glasbenik, orglavec, Aleksey Vylegzhanin. Rezultati kažejo, da je različnost vpliva dejavnikov pogojena z različnimi življenjskimi obdobji razvoja glasbenega talenta ter osebnostnimi lastnostmi. V otroštvu ima med drugimi dejavniki velik vpliv na glasbeni razvoj družina, v kasnejših življenjskih obdobjih pa tudi učitelj inštrumenta, kakovost pouka in osebnostne lastnosti.

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Scientific paper

UDC 78.071:159.924

KEYWORDS: giftedness, musical talent, factors of musical talent development, organ virtuoso, case study

ABSTRACT – The purpose of the study was to investigate the influence of twenty-nine factors on the development of musical talent in different stages of life (from 3 to 35 years of age) through a case study of an internationally renowned musician, the organist Aleksey Vylegzhanin. The results show that the diversity of the influence of factors is conditioned by different stages of the development of musical talent and personality traits. In childhood, the family, among other factors, has a great influence on musical development, whereas in later life, the development is influenced also by the music teacher, the quality of lessons and personality traits.

1 Introduction

The organ playing profession in Europe boasts a very rich and varied tradition, enriched by many outstanding organ virtuosos. The latter are usually not only active in concerts, but also establish themselves as organ pedagogues and teach at internationally eminent music universities, academies and conservatories, which offer opportunities for organ education at a high artistic level. Such studies are the so-called crown of music education, but the earlier stages of life and the beginnings of musical development play a key role and can later lead to the emergence of an organ virtuoso. Systems of formal music education at the primary and secondary level (up to about the age of 19) differ throughout Europe. In any case, an entrance exam is mandatory for enrolling in studies in Slovenia and abroad. High-quality music education is one of the key factors in the development of musical talent, which is also influenced by various other factors that will be discussed later in this article. There are many possible factors that can be implicitly or explicitly included in the context of dealing with outstanding musical talent and that can be drawn from developmental models of giftedness. In essence, these are mostly predictors, noncognitive personality characteristics and environmental conditions. Among many others, the Munich Model of Giftedness (Heller et al., 2005)

Jelena Maksimović, PhD, Zoran Stanković, PhD, Jelena Osmanović

Application of Didactic Teaching Models: Teachers' and Students' Perspectives

Prejeto 15.07.2020 / Sprejeto 20.11.2020

Znanstveni članek

UDK 37.026:37.064.2

KLJUČNE BESEDE: aktiven pristop k učenju, pouk, didaktični modeli, šolski kontekst

POVZETEK – Inovacije pri pouku imajo prioritetno vlogo, uporaba sodobnih vsebin, metod, oblik in sredstev pa predstavlja novo filozofijo vzgoje in izobraževanja. Da bi našli rešitve za potrebe novih generacij, se številni raziskovalci osredotočajo na preučevanje postmodernih družbenih izzivov v izobraževanju. Z raziskavo želimo ugotoviti, kako učitelji in učenci dojemajo uporabo didaktičnih modelov pri pouku. Z uporabo tehnik skaliranja in anketiranja je najlažje odkriti najpogosteje uporabljene modele v praksi. V ta namen smo uporabili Likertovo ocenjevalno lestvico (SUNPIMN), ki vsebuje 30 postavk, ki preučujejo 18 didaktičnih modelov pouka. Raziskavo smo izvedli v Srbiji na vzorcu 325 anketirancev (219 učencev in 106 učiteljev). Rezultati kažejo statistično pomembne razlike v dojemanju učiteljev in učencev, učiteljev družboslovnih in naravoslovnih ved ter učiteljev z različnimi leti delovnih izkušenj.

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Scientific paper

UDC 37.026:37.064.2

KEYWORDS: active learning approach, teaching, didactic models, school context

ABSTRACT – Innovations in teaching have become very important in education, whereas the application of novel contents, methods and tools in teaching has emerged as a new educational philosophy. Various researchers have focused on the study of the postmodern challenges in education with the purpose of envisaging new ideas for new generations. This research examined the teachers' and students' perceptions of the application of didactic models in teaching. The scaling technique and the survey method were used to determine which didactic models were most frequently applied in teaching practices. The Likert-type assessment scale (SUNPIMN) containing 30 items that examined 18 didactic teaching models was used. The research was conducted in the territory of the Republic of Serbia with 325 respondents (219 students and 106 teachers). The research results prove statistically significant differences regarding the perceptions of the application of didactic teaching models in schools between the following participants: teachers and students, teachers of social sciences and teachers of natural sciences, and teachers with different years of teaching experience.

1 Introduction

The improvement of the education system by introducing innovations into school contexts represents the basis that is essential for any social progress. The participants in school activities are thus regarded as the implementers of innovations and initiators of changes, which provides new roles and the development of new competencies. Consequently, the teacher is no longer a teacher in the traditional sense of the word, but rather an innovator, advisor, coordinator, etc. The teacher has to face new challenges that require the acquisition of professional, pedagogical, psychological, didactic, social and emotional competencies.

Larysa Zaitseva, PhD, Maxym Lukianchykov, PhD

Technological Approach to the Formation of Mathematical Competence in Preschool Children

Prejeto 19.04.2020 / Sprejeto 20.11.2020

Znanstveni članek

UDK 373.2.016:51

KLJUČNE BESEDE: izobraževalni postopek, posplošen način dela, posplošeni postopki, izobraževalne in praktične situacije

POVZETEK – Članek obravnava težave z oblikovanjem matematičnih idej pri predšolskih otrocih. Predlaga združevanje posameznih komponent izobraževalnega procesa (vsebine, metod, načinov in oblik) v dosledni pedagoški postopek. Tehnološki pristop bo zagotovil kakovost matematičnega izobraževanja predšolskih otrok. Avtorja sva razvila izobraževalni postopek "Oblikovanje matematične kompetence", ki je sestavljen iz sistema izobraževalnih in praktičnih situacij. Med študijo primera so otroci usvojili matematične koncepte in pridobili znanje v obliki posplošenih postopkov. Posplošeni postopki prispevajo k oblikovanju strukture simbolnega in logičnega mišljenja, ki omogoča lahek prehod od vizualnega in simbolnega k verbalnemu in logičnemu mišljenju. Praktične situacije nudijo priložnost za pridobivanje matematične kompetence in za oblikovanje sposobnosti uporabe pridobljenega znanja pri reševanju življenjskih situacij.

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Scientific paper

UDC 373.2.016:51

KEYWORDS: educational procedure, generalized course of action, generalized procedural ideas, educational and practical situations

ABSTRACT – The article discusses the problems of the formation of mathematical ideas in preschool children. It proposes to combine the individual components of the educational process (content, methods, means, forms) into a coherent pedagogical procedure. The technological approach will ensure the quality of mathematical education of preschool children. The authors developed the educational procedure "The Formation of Mathematical Competence", which consists of a system of educational and practical situations. During the case study, the children learned mathematical concepts and acquired knowledge in the form of generalized procedural ideas. Generalized procedural ideas contribute to the formation of a structure of figurative and logical thinking, which provides a smooth transition from visual and figurative to verbal and logical thinking. Practical situations give the opportunity to acquire mathematical competence; to form the ability to use the acquired knowledge to solve life situations.

1 Introduction

The development of science and production requires of a modern person to master a large amount of knowledge and practical skills. In a short time, the child must learn the culture of previous generations. In this regard, the teachers are faced with the task of increasing the effectiveness of teaching and raising children at all age levels. Preschool education is the first stage in which the learners begin to master knowledge. Their further development depends on the result which will be obtained at this stage.

The analysis of the experience of teachers at preschool educational institutions showed that they have significant difficulties in organizing the mathematical development of preschool children. One of the reasons is the teachers' insufficient knowledge of

Dr. Jana Krivec, Tjaša Popovič

Vpliv interakcije in vzgojnega stila na koncentracijo predšolskih otrok

Prejeto 19.07.2020 / Sprejeto 20.11.2020

Znanstveni članek

UDK 159.938.363.4-053.4

KLJUČNE BESEDE: koncentracija, trajanje pozornosti, vzgojni stil, interakcija

POVZETEK – Koncentracija je sposobnost, ki ima v življenju pomembno vlogo in se odraža pri uspešnosti na različnih življenjskih področjih, kot je uspeh v šoli in pri delu. Sposobnost koncentracije se razvija tekom otrokovega odraščanja. V raziskavi smo ugotavljali, kako je koncentracija pri predšolskih otrocih povezana z različnimi vrstami interakcij z odraslimi in vzgojnimi stili staršev. To smo preverjali s pomočjo intervjuja z vzgojiteljicami v vrtcu, vprašalnika vzgojnih stilov za starše in eksperimenta z otroki, kjer smo variirali vrsto interakcije med izvajanjem dejavnosti (brez, verbalna, fizična), pri čemer smo merili čas vzdrževanja pozornosti. Rezultati so pokazali, da so interakcija in vzgojni stili povezani s trajanjem pozornosti pri predšolskih otrocih. Vzdrževanje pozornosti najbolj spodbuja fizična interakcija. Najboljšo koncentracijo imajo v povprečju otroci, ki so vzgojeni v izrazito avtoritativnem vzgojnem stilu, najslabšo pa otroci, ki so vzgojeni v permisivnem načinu.

Received 19.07.2020 / Accepted 20.11.2020

Scientific paper

UDC 159.938.363.4-053.4

KEYWORDS: concentration, attention span, parenting style, interaction

ABSTRACT – Concentration is a skill that plays an important role in life and is reflected in performance in various areas, such as success at school and at work. The ability to concentrate develops as the child grows up. The study investigated how concentration in preschool children is related to different types of adult interactions and parenting styles. This was tested by interviewing kindergarten teachers, questionnaires on parenting style, and experiments in which the type of interaction was varied during the child's activity (no interaction, verbal, physical interaction), while at the same time the sustaining of attention over time was measured. The results showed that interaction and parenting styles are related to the attention span in preschool children. The sustaining of attention is most strongly promoted by physical interaction. On average, children educated in a highly authoritative parenting style have the highest concentration, and children educated in a permissive style have the lowest.

1 Uvod

Področje pozornosti in koncentracije pri otrocih je eno tistih, ki se mu strokovnjaki in raziskovalci v zadnjem času vedno bolj posvečajo (Yu in Smith, 2016). Prav pozornost in koncentracija bosta v času šolanja vplivali na otrokov uspeh v šoli, posledično pa bosta lahko vplivali tudi na vsa druga področja v življenju mladostnika in kasneje odraslega. Porast raziskav lahko pripišemo tudi porastu različnih motenj pozornosti in težav s koncentracijo, ki so odraz bolezenskih stanj (npr. ADD, ADHD).

Pozornost lahko definiramo kot predmetno usmerjenost naših psihičnih procesov. Pozorni smo lahko na informacije, ki jih naši možgani dobivajo preko čutil, oz. na tisto, kar zaznavamo, ali pa na druge duševne procese (na svoje spomine, znanje, mišljenje, sodbe, misli) (Musek in Pečjak, 2001). Trajanje je po mnenju nekaterih avtorjev (Pečjak, 1977) ena izmed dimenzij pozornosti, mnogi (Mravlje, 1999; Filley, 2002; Keller,

Dr. Zlatka Cugmas, Janja Perko, dr. Mateja Pšunder

Občutljivost za otrokove potrebe pri mamah dveh generacij

Prejeto 22.07.2020 / Sprejeto 20.11.2020

Znanstveni članek

UDK 159.922.7-053.4

KLJUČNE BESEDE: občutljivost, navezanost, spanje, telesni stiki, dojenje

POVZETEK – Mamina občutljivost za otrokove potrebe pomembno prispeva k otrokovemu razvoju varne navezanosti. Pogojena je z njenimi delovnimi modeli navezanosti (Ainsworth in sod., 1978; Bowlby, 1969). V raziskavi smo preučili medgeneracijske razlike v zadovoljevanju otrokovih potreb. Sestavili smo vprašalnik, ki so ga izpolnile mame in stare mame predšolskih otrok iz vseh slovenskih regij (654 udeleženk). Poleg vprašanj o odzivih na otrokov jok, spalnih navadah, telesnih stikih in dojenju je vseboval Vprašalnik medosebnih odnosov (Bartholomew in Horowitz, 1991) tudi merjenje slogov navezanosti udeleženk. Ugotovili smo, da se je v času med obema generacijama povečala (ali vsaj ohranila) intenzivnost stikov med mamo in otrokom. Upadla je zastopanost ne-varnih slogov navezanosti, ki so bili v pričakovani smeri povezani z občutljivostjo. Rezultati so pokazali porast naklonjenosti mam do vzgojnih pristopov, ki naj bi pozitivno prispevali k psihofizičnemu razvoju mlajšega otroka in kažejo občutljivost za njegove potrebe.

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Scientific paper

UDC 159.922.7-053.4

KEYWORDS: sensitivity, attachment, sleep, physical contact, breastfeeding

ABSTRACT – A mother's sensitivity to her child's needs significantly contributes to the child's development of secure attachment and is conditioned by her working models of attachment. Our research examined intergenerational differences in meeting a child's needs. We compiled a questionnaire, which was completed by mothers and grandmothers of preschool children from every Slovenian region (number of respondents was 654). In addition to questions on their responses to the child's crying, their sleeping habits, physical contact, and breastfeeding, the questionnaire also included The Relationship Questionnaire to establish the respondents' attachment style. We have found that, between the two generations, the intensity of mother/child contacts has increased. The number of non-secure attachment styles, which are expectedly negatively correlated with the mother's sensitivity, has declined. Results have revealed an increase in the mothers' proclivity towards child-rearing approaches that have a supposedly positive impact on young children's psychophysical development and display sensitivity to their needs.

1 Uvod

Bowlby (1969, 1982) in Ainsworth (glej Ainsworth, Blehar, Waters in Wall, 1978) sta postavila temelje teorije navezanosti. Navezanost sta opredelila kot čustveno vez, ki jo dojenček oz. dojenčica (v nadaljnjem besedilu je rabljena moška oblika samostalnika kot spolno nevtralna) razvije z objektom navezanosti (običajno mamo) v prvem letu starosti in je stabilna v prostoru in času. Otrok uporabi objekt navezanosti kot varno podlago za raziskovanje in kot varno pribežališče v okoliščinah, ki mu povzročajo čustveno stisko (Ainsworth in sod., 1978).

Otrok na podlagi zgodnjih izkušenj z objekti navezanosti razvije spoznavne modele sebe, objekta navezanosti in sveta (Bowlby, 1969, 1973, 1988). To so notranji delovni modeli navezanosti, ki vključujejo pričakovanja in predstave odzivov staršev v oko-

Dr. Alenka Tratnik, Anja Vidmar

Študent demonstrator kot soustvarjalec pedagoškega procesa v visokem šolstvu

Prejeto 20.07.2020 / Sprejeto 20.11.2020

Znanstveni članek

UDK 378.147-057.875

KLJUČNE BESEDE: študent demonstrator, sistem študentov demonstratorjev, univerzitetno poučevanje, kakovost visokošolskega izobraževanja

POVZETEK – V članku se osredotočamo na predstavitev vzpostavitve sistema študentov demonstratorjev oz. demonstratorstva v visokošolskem pedagoškem procesu. Opisana so temeljna izhodišča za tovrstno delo, poglavitne naloge in oblike sodelovanja ter izzivi, prednosti in pomanjkljivosti tega sistema. Podrobneje so analizirani rezultati raziskave o zadovoljstvu in izkušnjah študentov demonstratorjev s sodelovanjem v pedagoškem procesu na Univerzi v Mariboru, Fakulteti za organizacijske vede. Kot kažejo rezultati raziskave, je sistem demonstratorstva dobrodošla novost v univerzitetnem poučevanju, ki prinaša številne oprijemljive koristi tako za študente demonstratorje kot aktivne soustvarjalce pedagoškega procesa kakor tudi za študente, ki sodelujejo v pedagoškem procesu. K ugodnim in pozitivnim učinkom študenti demonstratorji štejejo pridobivanje novega in poglabljanje že pridobljenega znanja, boljšo učno klimo, tvorno sodelovanje s profesorjem in študenti ter pridobivanje novih izkušenj. Prispevek zaključimo z nekaterimi pogledi na razvoj sistema študentov demonstratorjev v prihodnosti, nasveti za delo bodočih študentov demonstratorjev in predlogi za izboljšanje sistema demonstratorstva.

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Scientific paper

UDC 378.147-057.875

KEYWORDS: student demonstrator, student demonstrator system, university teaching, quality of higher education

ABSTRACT – The paper focuses on the introduction of a student demonstrator system or demonstration into the educational process in higher education. It presents basic starting points for this type of work, the main tasks and forms of cooperation as well to the challenges, advantages and disadvantages of such a system. The results of the study among student demonstrators on the satisfaction and experience with the system of student demonstrators in the educational process at the University of Maribor, Faculty of Organizational Sciences are analysed in more detail. According to the research findings, the demonstrators represent a welcome novelty in university teaching, which brings many tangible advantages both for demonstrators as active co-creators of university teaching and for the students involved in the educational process. Among the beneficial and positive effects for the student demonstrators are the acquisition of new and the deepening of already acquired knowledge, a more positive learning environment, a fruitful cooperation with the teacher and the students, and the acquisition of new skills and experiences. The paper concludes with some views on the future development of the demonstrator system, ideas for the work of future student demonstrators and suggestions for improving the student demonstrator system.

1 Uvod

V sodobnem izobraževalnem procesu so snovalci kurikulov in izvajalci učnega procesa nenehno iščejo inovativne in raznolike metode dela ter poti do podajanja in usvajanja znanja. V želji, dvigniti kakovost učenja in poučevanja, izboljšati motivacijo učencev in zadovoljiti njihove raznolike učne potrebe ter stopnje zmožnosti, smo bili v zadnjem desetletju priče vpeljevanju različnih inovativnih oblik dela in pristopov pri

Dr. Maja Hmelak, Aljoša Rudaš, dr. Jurka Lepičnik Vodopivec

Vključevanje študentov v razvoj inovativnih izobraževalnih modelov

Prejeto 02.09.2020 / Sprejeto 20.11.2020

Znanstveni članek

UDK 378.147-057.875

KLJUČNE BESEDE: aktivna participacija, študenti, model inovativnega učenja, družbene spremembe, kakovosten študij, interkulturno izobraževanje

POVZETEK – Študij je vedno odvisen od časa in prostora, v katerem poteka, ter načina organizacije dela profesorjev. Postmoderna družba je družba nenehnih sprememb, ki zahtevajo prilagajanje le-tem tako s strani posameznikov kot organizacij. Zato je tudi študij, še posebej kakovost njegove izvedbe, močno odvisen tako od širših družbenih dogajanj kot tudi osebe (profesorja), ki je neposredno odgovorna za njegovo izvedbo. Kot protiutež profesorju je študent, torej oseba, željna novega znanja in dokazovanja svojih sposobnosti, spretnosti in znanja. Kot primer avtorji navajajo proces vključevanja študentov v razmislek in razvoj novih pristopov oz. modelov, ki sledijo družbenim spremembam in od njih hkrati terjajo nenehno prilagajanje in izpopolnjevanje. Tako v članku na podlagi relevantne literature in mednarodnih priporočil za interkulturno izobraževanje avtorji predstavijo poskus oblikovanja interkulturnega pristopa k vzgoji predšolskih otrok. Model je še vedno v nastajanju, strukturno pa temelji na štirih stebrih izobraževanja v 21. stoletju, ki so jim bile dodane nove vsebine in drugačen pogled na predšolsko vzgojo.

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Scientific paper

UDC 378.147-057.875

KEYWORDS: active participation, students, innovative educational model, social changes, quality study, intercultural education

ABSTRACT – Academic studies depend on the time and the space in which they are carried out, and on how professors organise their work. The post-modern society is a society of constant change to which individuals and organisations have to adapt. That is why higher education, especially its implementation, strongly depends on broader social events and the person (professor) that is directly responsible for its implementation. The professor's counterpoint is the student, the person with the desire for new knowledge and the intent to prove his or her skills, abilities and knowledge. As an example, the authors present the process of the integration of students into the consideration and development of new approaches or models that follow social changes and, at the same time, require continuous adaptation and improvement. So, on the basis of relevant literature and international recommendations for intercultural education, the authors of the article present the example of the development of an intercultural approach to educating preschool children, which has been created in close cooperation with a student of the preschool education programme. The model is still in progress, but is based on the four pillars of education in the 21st century which we have supplemented with new content and a different take on preschool education.

1 Uvod

Resnik Planinc, Ilc Klun in Puklek Levpušček (2015, str. 5) izpostavljajo v letu 1988 sprejeto Resolucijo o evropski dimenziji v izobraževanju, ki poudarja spodbujanje zavesti o evropski identiteti, pripravo mladih na aktivno vlogo v družbi itd. "Zavedanje o globalni dinamiki in aktivno sodelovanje pri razvoju trajnostne družbe je pogojeno z vključitvijo izobraževanja za trajnostni razvoj v kurikul ter dejavnosti v vrtcih in osnovnih šolah. Ključnega pomena je, da otroci že v zgodnjih letih primarne in sekundarne

Mirela Müller, PhD, Vlasta Svalina

Effectiveness of the Moodle System in Acquiring the Academic Skills of Students

Prejeto 14.05.2020 / Sprejeto 20.11.2020

Strokovni članek

UDK 004.6:37.09-057.875

KLJUČNE BESEDE: sistem Moodle, tehnološke posledice, akademske spretnosti, inovativne metode v procesu učenja in poučevanja

POVZETEK – Sistematično uvajanje e-učenja prispeva h kakovosti visokošolskega izobraževanja, ki temelji na učnih rezultatih, s študenti v središču izobraževalnega procesa, pa tudi razvoju ustreznih inovativnih metod poučevanja in učenja, ki lahko dvignejo motivacijo študentov za študij, razvoj akademskih veščin ter ustvarjalnih in raziskovalnih del. Trg dela se nenehno spreminja, prav tako pa tudi potrebne spretnosti, sposobnosti in kvalifikacije. Tako študenti z razvojem veščin pridobivajo in razvijajo svoje življenjske in poklicne kompetence, zavzemajo svoje mesto v družbi in postanejo konkurenti na trgu dela. Akademske spretnosti so potrebne, da lahko študentje uspešno zaključijo študij, ustvarijo kariero in so sposobni vseživljenjskega učenja, delujejo na trgu dela in imajo motivacijo za razvoj podjetniškega učenja. Raziskava ugotavlja, katere kategorije akademskih veščin se pri učencih najbolj razvijajo z uporabo sistema Moodle pri poučevanju. Glavni cilj te raziskave je prikazati odnos študentov pedagogike na Filozofski fakulteti v Osijeku do uporabe sistema Moodle.

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Professional paper

UDC 004.6:37.09-057.875

KEYWORDS: Moodle system, technological consequences, academic skills, innovative methods, learning and teaching

ABSTRACT – The systematic introduction of e-learning contributes to the quality of higher education and is based on learning outcomes, with students in the center of the educational process; the development of appropriate and innovative teaching and learning methods, which can stimulate student motivation for learning; and academic skills development and creative and research work. The labor market is constantly changing, as are the skills, abilities and qualifications required. Academic skills are necessary for students to successfully complete their studies, build a career, be capable of lifelong learning, enter the labor market, and be motivated for developing entrepreneurial learning. The research will determine which categories of academic skills are most developed by students while using the Moodle system in their classes. Thus, the main purpose of this research will be to show the attitudes of students of Pedagogy at the Faculty of Humanities and Social Sciences in Osijek, according to the use of the Moodle system in teaching.

1 Introduction

We live in a fascinating time which shows a swift progress in technology and an information revolution, during which it is necessary, now more than ever, for each individual and for the entire society to continuously and quickly adjust to any changes. Knowledge derived from the STEM fields (Science, Technology, Engineering and Mathematics) turns the wheel of change soaring on the wings of technological progress. Any society which does not want to remain on the margins of progress in the modern world must understand the importance of investing in STEM disciplines because the key to the progress of every country and nation lies in them. Nowadays, we are witnesses of an invisible hand of the market which simply erases the traditional industries and

Polona Gradišek, PhD, Katarina Habe, PhD

Calling at Work – Important Predictor of Job Satisfaction in University Teachers

Prejeto 20.08.2020 / Sprejeto 20.11.2020

Znanstveni članek

UDK 331.101.32:378-051

KLJUČNE BESEDE: zadovoljstvo pri delu, poslanstvo, pozitivni psihološki kapital, delovni zanos, visokošolski učitelji

POVZETEK – V raziskavi sva proučevali povezanost občutka poslanstva pri delu, psihološkega kapitala in poslanstva pri delu z delovnim zadovoljstvom na vzorcu visokošolskih učiteljev in asistentov. Raziskave kažejo, da je zadovoljstvo zaposlenih eden izmed pomembnih napovednikov uspešnosti organizacij, tudi vzgojno-izobraževalnih. Visokošolski učitelji in sodelavci so redko proučevana skupina, ki pa ima pomemben vpliv na kakovost visokošolskega izobraževanja. Namen raziskave je bil proučiti, kako posamezni notranji pozitivno-psihološki viri visokošolskih učiteljev (občutek poslanstva pri delu, pozitivni psihološki kapital in delovni zanos) prispevajo k njihovemu delovnemu zadovoljstvu. Na vzorcu 142 visokošolskih učiteljev in sodelavcev različnih habilitacijskih nazivov (od asistentov do rednih profesorjev) sva ugotovili, da se vse proučevane spremenljivke statistično pomembno pozitivno povezujejo z delovnim zadovoljstvom. Izmed vseh spremenljivk pa se je izkazal kot najpomembnejši napovednik delovnega zadovoljstva občutek poslanstva pri delu.

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Scientific paper

UDC 331.101.32:378-051

KEYWORDS: job satisfaction, calling, psychological capital, work flow, university teachers, higher education

ABSTRACT – We examined the relationship between the sense of calling at work, psychological capital, work flow and job satisfaction among university teachers. Job satisfaction influences organizational quality and leads to positive organizational outcomes in educational institutions. In Slovenia, research on the university population is rare, so we wanted to study some characteristics of a specific population of university teachers. We wanted to investigate how some internal psychological resources (a calling at work, positive psychological capital and work flow) can contribute to the job satisfaction of university teachers. The sample consisted of 142 university teachers of different affiliations, namely 91 women and 51 men from the University of Ljubljana, the largest university in Slovenia. All internal psychological resources were significantly related to the job satisfaction of university teachers, with the sense of calling being the most important predictor.

1 Introduction

When observing a trend in the research studies on teachers, there is an interesting finding that the number of studies decreases as we move up the educational vertical (Habe & Tement, 2016b). University teachers are rarely studied as a specific research population, although the nature of their work is specific and consists of several work tasks. According to Oshagbemi (2000), their main tasks are teaching, research, administration and management, while, according to Aškerc (2014), they are scientific research, teaching, and professional work. Another interesting observation is that research on university teachers focuses mainly on competencies and less on the core characteristics that define excellent teachers. Attention in educational research has been focused mainly on

NAVODILA AVTORJEM

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Kategorijo članka predlaga avtor, končno presojo pa na osnovi strokovnih recenzij opravi uredništvo oziroma odgovorni urednik. Članki, ki so objavljeni, so recenzirani.

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   - Za članke v zbornikih: priimek in ime avtorja, leto objave, naslov članka, podatki o knjigi ali zborniku, strani. Primer: Razdevšek Pučko, C. (2013). Usposabljanje učiteljev za uvajanje novosti. V: Tancer, M. (ur.). Stoletnica rojstva Gustava Šiliha. Maribor: Pedagoška fakulteta, str. 234–247.
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   - For articles in journals: the author's surname and name, year of publication, title, information about the book or the journal, pages. For example: Razdevšek Pučko, C. (2013). Usposabljanje učiteljev za uvajanje novosti. V: Tancer, M. (Ed.). Stoletnica rojstva Gustava Šiliha. Maribor: Pedagoška fakulteta, pp. 234–247.
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