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Pomen čustvene inteligentnosti v profesionalnem razvoju pedagoškega delavca

Znanstveni članek

UDK 331.108.4:37

KLJUČNE BESEDE: čustvena inteligentnost, profesionalni razvoj, Mayer-Saloveyjev model čustvene inteligentnosti, pedagoški delavci

POVZETEK – V prispevku predstavljamo pomen in vlogo čustvene inteligentnosti (v nadaljevanju ČI) v profesionalnem razvoju pedagoškega delavca, kjer podrobneje analiziramo vprašanje opredelitve ČI in njene konceptualizacije v šolskem prostoru. Najprej orišemo Mayer-Saloveyjev model ČI in ga kot prvi skušamo aplicirati v šolski prostor. V besedilu izpostavljamo pomanjkanje programov za krepitev ČI pedagoških delavcev pri nas. Kljub strokovnemu prepoznavanju nujnosti krepitve ČI pedagoškega delavca do danes v Sloveniji še ni bil oblikovan in v sistem strokovnega spopolnjevanja in izobraževanja umeščen ustrezni program za razvoj ČI učiteljev in vzgojiteljev. Zato na tem področju slovenski šolski sistem še vedno ostaja v veliki meri izjemno podhranjen. Slednje dejstvo dodatno podpremo tudi z vsebinsko analizo Kataloga programov nadaljnjega izobraževanja in usposabljanja strokovnih delavcev v vzgoji in izobraževanju za šolska leta od 2005 do 2014/15 (MŠŠ), kjer smo se osredotočili predvsem na ključne besede: čustvena pismenost, čustvena inteligentnost, čustvena kompetentnost ipd. Ugotovili smo izrazito pomanjkanje programov za krepitev ČI pedagoških delavcev. V sklepnem delu predstavljamo predloge za nadaljnje izpopolnjevanje na področju ČI pedagoških delavcev v Sloveniji.

Scientific paper

UDC 331.108.4:37

KEYWORDS: emotional intelligence, professional development, Mayer-Salovey model of emotional intelligence, teachers

ABSTRACT – The paper presents the significance and the role of emotional intelligence (hereinafter EI) in the professional development of teachers. Firstly, we analyzed in detail the issue of the definition of EI and its conceptualization in the school environment. According to this we outlined the Mayer-Salovey model of EI, and administered it in the school premises. Consequently, we highlighted the lack of programmes for strengthening the EI of teachers in Slovenia. To date, in Slovenia, there has not yet been any systematic approach for the professional coaching and tuition of teachers for EI development. Although the profession clearly indicates the important role of teachers as socializers and supporters of the development of children's EI, the Slovenian education system in this area remains extremely underdeveloped. We supported this fact using a content analysis of the "Catalogue for continuing education and training for professionals in education for the school years from 2005 to 2014/15", where we focused on the key words: emotional literacy, emotional intelligence, emotional competence, etc. We found an extreme lack of programmes to enhance the EI of teachers. In conclusion, we present proposals for further training in the field of EI in the field of professional development for teachers in Slovenia.

1. Uvod

Profesionalni razvoj pedagoškega delavca je vseživljenjski proces, ki se začenja s poklicnim usposabljanjem ter nadaljuje skozi celotno poklicno pot posameznika. Gre za celovit proces rasti, kjer se na več ravneh medsebojno prepletajo tri temeljne kom-

Danijela Vasilijević, Ph.D., Nada Vilotijević, Ph.D., Goran Vilotijević, M.A.

Comparison of the model of Elkonyin and Davidov and the model of Zankov

Znanstveni članek

UDK 37.091.33

KLJUČNE BESEDE: razvijanje poučevanja in učenja, duševni razvoj učencev, območje bližnjega razvoja, empirično znanje in razmišljanje, teoretično znanje in razmišljanje

POVZETEK – V prispevku smo na kratko navedli osnovne značilnosti in pomanjkljivosti tradicionalnega poučevanja ter osnovna teoretična stališča o povezavi med učenjem in razvojem. L.S. Vygotsky ni sprejel teze, da sta učenje in razvoj neodvisna procesa, ter da mora priti do razvoja pred učenjem. Na kratko je pojasnjen njegov koncept območja bližnjega razvoja. Na podlagi njegovega teoretičnega dela in raziskav obstajajo modeli za razvijanje učenja in poučevanja, o katerih se je veliko razpravljalo v Sovjetski Rusiji, te razprave pa potekajo še danes. En model sta razvila Elkonyin in Davidov, drugega pa Zankov. Oba modela sta primerna za nižje razrede osnovne šole, za katera smo pripravili primerjavo.

Scientific paper

UDC 37.091.33

KEYWORDS: developing teaching and learning, mental development of pupils, zone of proximal development, empirical cognition and thinking, theoretical cognition and thinking

ABSTRACT – In the paper, we have briefly stated the basic characteristics and weaknesses of traditional teaching, and the basic theoretical attitudes about the relation between learning and development are given. L.S. Vygotski did not accept either the thesis that learning and development are two independent processes, or that development should precede learning. His concept about the zone of proximal development is briefly explained. On the basis of his theoretical work and research, there are models of developing learning and teaching, about which there were debates in Soviet Russia, and still there have been debates. One model was developed by Elkonyin and Davidov, and the other one was developed by Zankov. Both of them are applicable in lower grades of primary school. A comparison between these two models is given.

1. Introduction

When planning teaching, revising or systematising teaching material, a teacher is always in the position to choose a teaching model according to the nature of teaching material and age and other characteristics of students in the class. What is a model? According to the dictionary of literary terms (1985), it is every creation of a man, either material or abstract, which has the role of a picture which from the object or the set of objects reflects his characteristics or the final number of his elements and relation between the elements.

An architect projected a house, and a modeller, according to the project, made a model which will show us how the house will look like. He transmitted the form to the model, and dimensions are minimised in the certain proportion. A teacher, a di-

Mag. Petra Kunc, dr. Borut Likar

Inovativnost v srednjem šolstvu – grožnja ali recept za preživetje

Znanstveni članek

UDK 373.5:005.591.6

KLJUČNE BESEDE: inovativnost, ustvarjalnost, podjetnost, profesionalni razvoj, ravnateljevanje, vseživljenjsko izobraževanje

POVZETEK – Članek se osredotoča na slabo raziskano, a aktualno področje, inovativnost v srednjem šolstvu. Raziskava, ki je temeljila na kvalitativni študiji šestih srednjih šol, je vključevala tako ravnatelje kot tudi učitelje. Najpomembnejše ugotovitve so, da je vloga vodstva pri razvoju inovativnosti ključna. Ugotavljamo tudi, da so slovenske srednje šole večinoma sledilci spremembam in si inovativnost le postopno utira pot v izobraževalni proces kot tudi v samo delovanje šole in učiteljev. Pri tem smo identificirali sistemske, organizacijske in kadrovske ovire. Šole nimajo jasne inovacijske strategije in s tem povezanih inovacijskih ciljev. Prav tako jim manjka ustreznih kurikularnih okvirov, pa tudi znanj in kompetenc glede obvladovanja ustvarjalnosti in inoviranja. V nadaljevanju prikažemo razlike med inovativnimi in povprečnimi šolami ter podamo predloge za izboljšanje stanja. Na koncu predlagamo model razvoja inovativne šole, ki vključuje sistemsko nacionalno raven, raven šole, kjer je pomembna tako vloga vodstva kot vloga učiteljev in sposobnost premagovanja odporov ter raven sodelovanja z lokalnim okoljem.

Scientific paper

UDC 373.5:005.591.6

KEYWORDS: innovation, creativity, enterprise, professional development, principalship, lifelong learning

ABSTRACT – The article focuses on the ill-researched, but nonetheless currently relevant issue of innovation in secondary education. The results of the research, which was conducted as a qualitative study of six Slovene secondary schools and included the principals as well as the teachers, point to the key role of effective leadership capacity in stimulating the process of innovation within the school system. As concluded from the study, Slovene secondary schools appear to be mere followers and not creators of changes, since the process of pedagogical and organisational innovation is slow-paced. In the process we were also able to identify systematic, organisational and workforce obstacles. It is obvious that schools do not have clear innovation strategies or objectives. They neither have clearly defined curriculum guidelines nor the knowledge or the competences needed to control and direct creativity and innovation. The differences between innovative and average schools as well as the suggestions for improvements are also presented in the research. At the end, we present a model of an innovative school, which incorporates a network of national, local, and school organisation sectors that jointly engage in improving the education system's capacity.

1. Uvod

V družbi znanja, ki je neposredno povezana z izzivi globalne konkurence, se moramo vsi zavedati pomena ustvarjalnosti ter inovativnosti za osebni, družbeni in gospodarski razvoj. Ob tem ne moremo mimo vloge šole. Inovativnost je zelo širok pojem, ki se nanaša na vsa področja življenja, pri čemer moramo poudariti, da so inovacije

Dr. Melita Puklek Levpušček

Matematična anksioznost in uspešnost pri matematiki

Znanstveni članek

UDK 37.016:51

KLJUČNE BESEDE: matematična anksioznost, učna uspešnost, učenci

POVZETEK – Matematično anksioznost opredeljujejo občutja napetosti in zaskrbljenosti v situacijah reševanja nalog, ki zahtevajo matematično znanje. Posameznik meni, da njegove zmožnosti ne dosegajo ravni zahtevanega znanja, in je zaskrbljen zaradi možne neuspešnosti. Avtorica sintezno predstavlja rezultate različnih študij, v katerih so bile proučevane značilnosti matematično anksioznih posameznikov in povezanost matematične anksioznosti z uspešnostjo pri matematiki, ter teoretske modele, ki pojasnjujejo omenjene povezanosti. Predstavljene so tudi ugotovitve raziskav o povezanosti matematične anksioznosti z vrsto in zahtevnostjo nalog ter značilnosti kognitivnega procesiranja anksioznih posameznikov. V zadnjem delu članka avtorica primerja matematično anksioznost slovenskih 15-letnikov z njihovimi vrstniki na ravni povprečja OECD ter povezanost matematične anksioznosti z matematično pismenostjo v raziskavi PISA 2012. V splošnem rezultati raziskave PISA 2012 kažejo, da so slovenski 15-letniki v primerjavi z vrstniki iz držav OECD bolj matematično anksiozni. Visoko matematično anksiozni 15-letniki v Sloveniji v povprečju dosegajo drugo (temeljno) raven od šestih ravni matematične pismenosti.

Scientific paper

UDC 37.016:51

KEYWORDS: mathematics anxiety, academic performance, students

ABSTRACT – Mathematical anxiety is defined by feelings of distress and worries in situations of solving tasks that require mathematical knowledge. An anxious individual has a low belief in his ability to achieve the required level of knowledge and is concerned about the possible failure. The author has synthesized the results of studies which explored the characteristics of mathematically anxious individuals and the relationship between mathematics' anxiety and mathematics' performance. She has also presented some findings on the relationship between mathematics' anxiety and the nature and complexity of the tasks, and the characteristics of cognitive processing of anxious individuals. In the last part of the article, the author compares levels of mathematics' anxiety of Slovenian 15-year-olds with their peers at the level of the OECD average and analysed the relationship between mathematics' anxiety and mathematical literacy as measured by PISA 2012. In general, the results of PISA 2012 showed that Slovenian 15-year-olds reported more mathematical anxiety compared to the average score of their peers from the OECD countries. On average, Slovenian highly mathematically anxious 15-year-olds reached the baseline Level 2 in the PISA mathematics' assessment.

1. Uvod

Sodobna družba je podatkovno in tehnološko usmerjena, zato je tudi cilj šolskih sistemov po vsem svetu, da izobrazijo učence na zadovoljivi ravni matematične pismenosti. Doseganje tega cilja je zahtevno, saj se v procesu pridobivanja matematične pismenosti skozi šolanje pojavljajo številne objektivne in psihološke ovire, ki negativno učinkujejo na uspešnost pri tem predmetu. Ena izmed objektivnih ovir je dejstvo,

Klavdija Jug, dr. Majda Krajnc

Vnos IKT in e-preverjanja znanja pri predmetu kemija

Znanstveni članek

UDK 37.091.26:54:004

KLJUČNE BESEDE: IKT, e-učenje, e-učno okolje, e-preverjanje znanja, Moodle, kemija

POVZETEK – IKT omogoča netradicionalni, elektronski način dela in tako vnaša v učne vsebine inovativnost in pestrost ter bogati poučevanje in motivira učenje. Kadar vnašamo v učni proces novitete, je pomembno, da jih vnašamo počasi, saj novosti povzročajo dodatno delo in stres tako učitelju kot učencu. V prispevku bo prikazana raziskava in rezultati uporabe e-orodij, ki omogočajo e-učenje. V ta namen sta bila uporabljena e-učno okolje Moodle in dejavnost kviz, ki omogoča elektronsko preverjanje znanja. Raziskava je potekala na Osnovni šoli Šmarje pri Jelšah pri predmetu kemija. Poudarek je bil na pripravi e-nalog različnih tipov, ki zadostijo vsem ravnem znanja. Priprava nalog je v prvem letu zahtevala veliko učiteljevega truda, dela in časa, a vse to se obrestuje-jo pri nadaljnjem delu. V raziskavo sta bila vključena dva deveta razreda. E-preverjanje znanja je potekalo trikrat, to je po vsakem učnem sklopu. Svoje mnenje o novem načinu preverjanja znanja so učenci podali v vprašalniku na koncu šolskega leta. Rezultati kažejo, da tak način preverjanja znanja učenci sprejemajo, kljub temu pa pogrešajo nekatere aktivnosti, ki so jih navajeni pri tradicionalnem preverjanju.

Scientific paper

UDC 37.091.26:54:004

KEYWORDS: ICT, e-learning, e-learning environment, e-assessment of knowledge, Moodle, chemistry

ABSTRACT – ICT is intended for incorporation within the traditional work programmes because it introduces innovations into the teaching content such as innovative methods that enrich the teaching, and motivate learning. This paper presents the results of research into using e-tools. The Moodle e-learning environment and an activity quiz that allows for the electronic assessment of knowledge were used for this purpose. This research was held at the Šmarje pri Jelšah Primary School regarding the subject of chemistry. The focus was on preparing different types of electronic tasks that would meet all levels of knowledge. During the first year the preparation of e-tasks required a lot of effort, work, and time, which were remunerated in their future work. Two ninth grade classes were included in the research. The e-assessment of knowledge was held three times i.e. after each learning stage. The pupils gave their opinions about e-learning by means of a questionnaire at the end of the school year. The results showed that they accepted such a mode of working. However, they did miss some activities they were accustomed to at the traditional examinations.

1. Uvod

Tehnološki izumi dvajsetega stoletja so vnesli v naša življenja korenite spremembe, nekateri so posegli celo v naše družabno življenje. Pri tem so mišljene razne oblike informacijsko-komunikacijske tehnologije (IKT), ki so dosegle izredni razvoj in razmah v zadnjih desetih letih. Dejstvo je, da IKT posega tudi v izobraževalni proces, v katerega vnaša inovativnost in možnost širjenja znanja učenca in učitelja. IKT omogoča vseživljenjsko učenje in nas hkrati postavlja pred odgovorno nalogo, kako

Dr. Vesna Štemberger

Opravičevanje šest do deset let starih otrok pri predmetu šport

Znanstveni članek

UDK 373.3-052:796:37.091.52

KLJUČNE BESEDE: opravičevanje, športna vzgoja, starši, prvo in drugo vzgojno-izobraževalno obdobje

POVZETEK – Cilj raziskave je bil analizirati opravičevanje učencev in učenk pri športni vzgoji. Z vprašalnikom, ki so ga zaradi mladosti otrok izpolnili starši, smo ugotavljali delež otrok z zdravniškim opravičilom, razloge za zdravniško opravičilo, vrsto (delno, popolno) in trajanje (krajše, daljše obdobje) zdravniškega opravičila ter razloge za opravičevanje otrok. Prav tako smo želeli ugotoviti, ali starši sami napišejo otroku opravičilo za športno vzgojo, kako pogosto to storijo in kakšne razloge navedejo kot opravičilo. Vzorec je vključeval 685 staršev učencev 13 šol z območja celotne Slovenije, ki so obiskovali prvih pet razredov osnovne šole. Rezultati kažejo na to, da je zdravniško opravičenih učencev malo. Prevladujejo opravičila do enega meseca, največ pa jih je izdanih zaradi poškodb otrok. Največ je delnih opravičil (otrok je opravičen samo dela športne vadbe). Starši otrokom prvega in drugega triletja načeloma ne pišejo opravičil za športno vzgojo. Če ga napišejo, je le to povezano z zdravstvenim stanjem otroka. Več opravičil starši napišejo deklicam kot dečkom.

Scientific paper

UDC 373.3-052:796:37.091.52

KEYWORDS: excusing, physical education, parents, first and second triennium

ABSTRACT – The aim of the research was to analyse pupils' excuses for not wanting to participate in physical education. Because of the age of the children the questionnaire was filled in by their parents. We tried to find out how many pupils had a medical excuse for not participating in physical education. We also wanted to find out the reasons for excusing physical education and also how much and in what way the pupils of the first and second triennium of primary school made excuses for physical education. We also tried to find out if parents wrote some excuses for their children, how often did they write some kind of excuse and what were the reasons for not participating in physical education. There were 685 parents that participated in the research (13 primary schools from Slovenia, pupils from the 1st to the 5th grade). The results showed that there were very few pupils who had a medical excuse for participating in physical education. Most of the excuses were up to one month and most of them were because of injuries to the pupils. A lot of excuses were just partial (the child was not allowed to participate in some contents of the physical education). Parents of the pupils generally did not write excuses for the pupils. But if they did, they were related to the health status of the child. More excuses were written for girls than for boys.

1. Uvod

Gibanje je otrokova naravna potreba, ki jo odrasli zaradi različnih razlogov hote ali nehote pogosto omejujemo. Vendar pa ima gibanje na otroka tako pozitivne vplive, da bi ga morali spodbujati in ne zavirati. Gibanje pozitivno vpliva na razvoj telesa (kosti, mišice), zadovoljstvo s telesnim videzom, samopodobo, samozavest,

Dr. Ljiljana Mitić

Potrebe in zanimanje učencev za izbor okoljskih vsebin pri pouku

Znanstveni članek

UDK 37.016:51

KLJUČNE BESEDE: okoljske zahteve, okoljska vzgoja, okoljska vprašanja, učenci

POVZETEK – Predmet te študije so potrebe in zanimanje učencev in učiteljev kot odločujočega merila za izbiro ekološke vsebine pri pouku narave in družbe, kar ni le praktično uporabno, temveč ima tudi teoretično in širšo družbeno vrednost in pomen. Z raziskavo nismo želeli le teoretično opozoriti na pomen ugotavljanja okoljskih potreb in interesov, temveč tudi praktično prispevati k okrepitvi izobraževalne dejavnosti v šolah, predvsem okoljske vzgoje in izobraževanja. Namen raziskave je bil zagotoviti pogoje za izdelavo ustreznih programov za učne predmete v osnovni šoli, in to ne samo narave in družbe, kjer so bile že zastopane okoljske vsebine. Med drugim je cilj te raziskave ugotoviti temeljne okoljske potrebe in interese osnovnošolcev, to pa je odvisno spola, starosti in uspeha anketirancev. Raziskava je pokazala, da je to zelo aktualna tema, ki pa je odvisna od več dejavnikov, med katerimi zaseda posebno mesto, kot je bilo že omenjeno, izviren pristop k modeliranju programa okoljske vzgoje in izobraževanja.

Scientific paper

UDC 37.016:51

KEYWORDS: Ecological needs, ecological education, ecological contents, students

ABSTRACT – The topic of this research are the needs and interests of students and teachers as the determining criteria for the choice of ecological contents in teaching. Not only is this applicable in practice, it also has theoretical and a wider social importance and value. The objective of the research was not only to theoretically emphasize the importance of determining ecological needs and interests, but also to intensify pedagogical activities in schools. The purpose of the research was to provide conditions to draft suitable curricula with ecological contents for elementary school subjects, not only Science and Social Studies. Additionally, the goal of this research is to determine basic ecological needs and interests of elementary school students and to functionally link these results to the gender, age and achievements of the subjects. The research has shown this topic is very current and is influenced by numerous factors, especially by an original approach to adapting the programme for ecological education.

1. Uvod

Ubrzano uništavanje prirode naterali su čoveka da se zamisli nad svojom budućnošću. Nekontrolisano korišćenje neobnovljivih izvora energije, uvećavanje ljudske populacije do kontigenta kad Planeta postaje pretesna, a količine hrane nedovoljne, su činjenice koje obavezuju čoveka da uskladi ne samo potrebe već, pre svega, svoje životne aktivnosti sa prirodom, tj. da se prema njoj odgovornije odnosi. Zbog nemarnog i okrutnog čovekovog odnosa prema prirodi sa Planete su nestale, i sve ubrzanije nestaju, mnoge biljne i životinjske vrste.

Emina Kopas Vukašinović, Ph.D., Ružica Petrović, Ph.D.

Educational discussion as a teaching method in the system of university education

Znanstveni članek

UDK 378.6:37.091.3:005.573

KLJUČNE BESEDE: razprave, univerzitetno izobraževanje, kognitivni vidiki, etični vidiki, komunikacijske sposobnosti

POVZETEK – V prispevku je predstavljen teoretični okvir za razpravo kot učno metodo v sistemu univerzitetnega izobraževanja. Preučevali smo njene značilnosti in posebnosti, ki lahko prispevajo k učinkovitejši organizaciji izobraževalne dejavnosti s študenti, spodbujajo pa tudi razvoj njihovih sposobnosti, da povežejo svoje znanje in izkušnje ter jih uporabijo pri razumevanju in sprejemanju učnih vsebin. Cilj te teoretične raziskave je bil prikazati razvoj idej o uporabi razprave v izobraževalni dejavnosti in dokazati osnovne razvojne učinke te učne metode. Ugotovili smo naslednje: razprava ima v sistemu univerzitetnega izobraževanja pomembno mesto, saj razvija kognitivni potencial študentov; razprava v izobraževalni dejavnosti prispeva h konkretizaciji etične razsežnosti izobraževanja in vzgoje; z razpravo lahko spodbujamo razvoj komunikacijskih sposobnosti študentov.

Scientific paper

UDC 378.6:37.091.3:005.573

KEYWORDS: educational discussion, university education, cognitive aspects, ethical aspects, communicative competence

ABSTRACT – This paper presents a theoretical context of educational discussion as a teaching method in the system of university education. Its characteristics and specifics have been considered, that may contribute to the organization of more efficient educational activities with students, encourage the development of their ability to link knowledge with experience, and transfer it to the process of understanding and the adoption of educational content. The purpose of this theoretical study was to present the development of ideas for the implementation of educational discussion in educational activities and to determine the basic developmental effects of this teaching method. The conclusions were drawn from the following constatations: educational discussion in the system of university education has an important place and function in the development of students' cognitive potential, educational discussion in class activities contributes to the realization of the ethical dimensions of education, implementation of educational discussion encourages the development of the communicative competence of students.

1. Introduction

The phenomenon of education and upbringing, as a complex process of self-change, is based on the knowledge that has been built throughout the development of civilization and the possibilities of developing the potential of human nature. What connects these two dimensions is a method that acts as a mediator between the reception of existing and the creation of new knowledge and the development of the overall potential of every person. In addition to modern teaching methods that are the product of technological innovations, there are a number of traditional methods that

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Uses and motives for playing online video games – specificities of university students

Znanstveni članek

UDK 37.091.212.5:794-028.23

KLJUČNE BESEDE: spletne videoigre, študenti, čas igranja, pogostost igranja, virtualne skupnosti

POVZETEK – Dostopnost interneta na "skoraj na vsakem koraku" in njegova uporaba v študentskih kampusih omogoča nemoteno igranje spletnih videoiger, predvsem iger MMORPG. Priljubljenost teh iger med študenti kaže, da le-ti preživijo vse več časa za računalnikom. V teoretičnem delu tega prispevka so prikazane raziskave o spletnih videoigrah na različnih področjih človekovega delovanja. Poudarek je na igrah MMORPG (Massive Multi user Online Role Playing Games) med študentsko populacijo. V empiričnem delu članka pa so predstavljeni rezultati pilotne raziskave o spletnih videoigrah med študenti glede na spol na vzorcu 136 anketirancev. Rezultati so pokazali, da obstajajo statistično pomembne razlike med študenti in študentkami v igranju spletnih videoiger, ugotovljene pa so tudi statistično pomembne razlike v spremenljivkah o pogostosti igranja, času, porabljenem za igranje, številu virtualnih prijateljev, članstvu v določenih klanih, materialnih sredstvih, ki jih porabijo za igranje nekaterih spletnih videoiger, itd.

Scientific paper

UDC 37.091.212.5:794-028.23

KEYWORDS: online video games, students, time of playing, the frequency of playing, virtual communities.

ABSTRACT – The availability of the Internet to use it almost everywhere and the use of the same in college campuses allow uninterrupted playing online video games, especially MMORPG games. The popularity of online video games in the student population shows that students spend more and more time at the computer. In the theoretical part of the paper there are shown the research on online video games in different spheres of human activity. Emphasis is on MMORPG games in the student population. The empirical part of the paper presents the results of a pilot study on online video games in the student population between the sexes on a sample of 136 respondents. The results showed that there were statistically significant differences between male and female students in playing online video games. It found the variables on the frequency of playing online video games to be statistically significantly different, the time spent on playing, the number of virtual friends, membership in a particular clan, material resources spent on playing some online video games and more.

1. Introduction

Internet access is no longer a limiting factor and online video gaming is becoming more and more popular among an increasingly younger population, frequently continuing throughout secondary and university education. The positive and negative impacts of video games on the young generation have been discussed by numerous researchers in various fields of science. The results of a research published in 1995 by Griffiths and Hunt indicated that an individual plays video games primarily for fun, for competition or because their friends do so. Apart from entertainment, learning and

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Improving the teaching staff's professional competence in non-formal education

Strokovni članek

UDK 37.011.3-051:331.546:374

KLJUČNE BESEDE: podiplomska izobrazba, formalno izobraževanje, neformalno izobraževanje, ciljna skupina, poklicne kompetence

POVZETEK – V zadnjih desetletjih se je zahvaljujoč razvoju informacijske tehnologije povečala uporaba različnih oblik, namenjenih izboljšanju poklicnih kompetenc, vključno s tistimi s področja neformalnega izobraževanja. Na izobraževalnem trgu so dobro zastopani brezplačni in komercialni tečaji, njihova ciljna skupina pa je učno osebje. Obenem pa obstajajo določene razlike v razumevanju učinkovitosti področja formalnega in neformalnega izobraževanja, njunih prednosti in slabosti, ki jih je treba upoštevati pri izbiranju vsebine, oblik in metod, s katerimi bi želeli povečati raven poklicnih kompetenc. Namen študije je ugotoviti vtise učiteljev, ki so udeleženi v neformalnem izobraževanju, in njihovo subjektivno oceno učinkovitosti tovrstnega usposabljanja. Članek ponuja kratek pregled značilnosti neformalnega izobraževanja, razlike v primerjavi s formalnim in priložnostnim izobraževanjem, razloge za izbiro v študiji uporabljene metode ter njene rezultate.

Professional paper

UDC 37.011.3-051:331.546:374

KEYWORDS: post-graduate education, formal education, non-formal education, focus group, professional competences

ABSTRACT – During the last decades the use of different forms of improvement of professional competence has increased due to the development of information technology, including those in the non-formal education sector. In the education market both free and commercial courses are well represented, and their target group is teaching staff. At the same time, certain differences exist in the understanding of efficiency of both formal and non-formal education sectors, their advantages and disadvantages that must be considered when choosing the content, forms and methods to increase the level of professional competence. The purpose of this study is to determine the impressions of teachers who participate in non-formal education and their subjective assessment of the effectiveness of such training. The article provides a brief overview of the features of non-formal education, its difference from formal and informal education, the grounds for choosing the method of study, as well as its results.

1. Introduction

Specific uses of different forms of education in vocational education and professional development have been well described in the studies conducted during the last 10-15 years. The development of information technology has created the conditions for the active learning of teachers outside the existing formal postgraduate education system (Ivashnova S., 2012). However, some reasons remain outside researchers' consideration concerning the reasons why pedagogical workers choose non-formal education as the most important method of improving their professional competence. There is a lack of empirical evidence for the efficiency of non-formal education in the