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Odkrivanje govorno-jezikovnih motenj pri petletnikih

Znanstveni članek

UDK 373.2-056.264

KLJUČNE BESEDE: govorno-jezikovne motnje, govorno-jezikovni razvoj, dejavniki govornega razvoja, govorna vsebina, petletniki

POVZETEK – V zadnjih letih govorimo o porastu govorno-jezikovnih motenj. Prav zato smo v naši raziskavi želeli ugotoviti, kateri primanjkljaji in motnje na področju govora in jezika se pojavljajo pri petletnikih in predvsem vzroke za te. Zanimalo nas je tudi, kateri so dejavniki govornega razvoja, saj so tudi ti velikokrat vzrok za govorne in jezikovne težave. Petletnike smo izbrali zato, ker so v teh letih otroci že precej samostojni, zaključeni so tudi že vsi kognitivni procesi razvoja, otrokov govor bi prav tako moral biti tekoč, usvojil naj bi že kar nekaj slovničnih oblik in imel bogat besedni zaklad, kljub temu pa sta otrokov govor in jezik še v razvoju, zato pri otrocih na teh področjih prihaja do težav. Tako kažejo tudi rezultati raziskave, s katerimi ne moremo biti preveč zadovoljni, saj je k logopedu napoteno veliko število otrok zajetih v raziskavi – kar 45 odstotkov. Posebno pozornost bo tako v bodoče treba posvetiti opozarjanju na škodljivost predolgo obdržanih sesalnih razvad pri otrocih, predvsem glede dolge rabe stekleničke.

Scientific paper

UDC 373.2-056.264

KEYWORDS: speech and language disorders, speech and language development, speech development factors, speech content, five-year-old children

ABSTRACT – In recent years there has been an increase in speech and language disorders. Due to the mentioned fact, with our study we wanted to determine which speech and language deficiencies and disorders are present in five-year-old children and what the causes are. We also wanted to find out what are the speech development factors, as they are very frequently the cause of the speech and language issues. The five-year-olds were chosen because children at this age are quite independent, all their cognitive development processes are completed, and the children's speech should be fluent enough – mastering a number of grammatical forms and having quite a substantial vocabulary. However, the speech and language skills are still developing, thus the speech and language issues can occur in this area. Our research results, which are not satisfying, actually show that a large number of children included in the study, as much as 45%, were referred to speech and language therapists. In the future, a special attention will have to be devoted to informing people about the dangers of children's long-term sucking habits, particularly regarding the prolonged use of the baby bottle.

1. Uvod

Govor je osnovno sredstvo komunikacije, z njim izražamo svoje mnenje, prenašamo znanje in zadovoljujemo socialne potrebe. Tako govor kot tudi jezik se od družbe do družbe razlikujeta zaradi različne zgodovine, kulture in navad. Prav tako pravimo, da sta "živa organizma", saj se prilagajata družbenim in kulturnim spremembam.

Dr. Andrej Kovačič, Barbara Mavri, dr. Mateja Rek

Predšolski otroci in vpliv medijev

Znanstveni članek

UDK 173.5-053.4:659.3

KLJUČNE BESEDE: medijska pismenost, predšolski otroci, medijska izpostavljenost, poučevanje

POVZETEK – Z večanjem vpliva množičnih medijev na potrošnike se povečuje tudi medijska izpostavljenost najmlajših članov občinstva. Raziskali smo nekatere medijske navade predšolskih otrok in pri tem ločevali med dvema starostnima skupinama – otroci, starimi 0–3 let in 3–6 let. Ugotavljali smo povezavo med medijsko izpostavljenostjo staršev in otrok ter pogostost nadzorovanja, medijskih navad in interpretiranja medijskih vsebin s strani staršev. Iz raziskave je razvidno, da starejši predšolski otroci gledajo televizijo skoraj eno uro na dan – medtem ko mlajši otroci (do treh let)v povprečju gledajo televizijo malo manj kot 45 minut dnevno. Starši sicer v večini postavljajo merila glede medijev, a hkrati priznavajo, da imajo le-ti velik vpliv na njihove otrok. Zaradi odsotnosti medijske vzgoje v okviru formalnega izobraževanja vse do zadnje triade devetletke pa morajo predvsem starši prevzeti aktivno vlogo zgodnjega izobraževalca na področju medijske pismenosti. Ta naloga ni lahka, saj starši sami velikokrat nimajo znanj in sposobnosti medijsko pismene osebe.

Scientific paper

UDC 173.5-053.4:659.3

KEYWORDS: media literacy, pre-school children, media exposure, teaching

ABSTRACT – With the increased media influence on consumers, media exposure of the youngest members of the audience is also increasing. In our research, we focused on some of the media habits of two pre-school children groups: 1–3 and 3–6 years old children. The research was aimed at examining the relationship between the media exposure of parents and their children. We observed the frequency of parental supervision of children's media habits, and the frequency of interpreting the media content to children. The results showed that older pre-school children (3–6 years old) watch TV almost an hour a day, while younger (1–3 years old) a little less than 45 minutes a day. Parents mostly set the rules regarding media exposure, however, they admit that media have a great influence on their children. Since the implementation of media education in the scope of formal education is inconsistent, parents have to take an active part in early media literacy education. This task is not easy as parents themselves often lack the knowledge and skills of media literacy.

1. Uvod

Z izrazom "mediji" najpogosteje opisujemo množične medije, kot so tisk, radio, televizija ali internet. Njihova raba je postala dnevna stalnica v življenju ljudi in pomemben vzvod širjenja idej, formiranja predstav o svetu, življenjskih stilov ter vedenjskih vzorcev.

Zaradi stalne prisotnosti množičnih medijev v našem vsakdanjiku postajajo sposobnosti, znanja in razumevanja, ki uporabnikom medijskih storitev in produktov omogoča koristno, učinkovito in varno rabo medijev, definirana kot ključne kompetence vseživljenjskega učenja. Gre za sposobnosti posameznikov, da uporabljajo ter hkrati tudi avtonomno in kritično interpretirajo tok, vsebino, vrednote in učinke

Karmen Ulaga, dr. Marija Javornik Krečič

Mnenja učiteljev o izbiri in rabi učbenikov za pouk slovenščine

Strokovni članek

UDK 37.091.64=163-051

KLJUČNE BESEDE: učbenik, učiteljeva izbira učbenikov, pouk slovenščine

POVZETEK – V prispevku predstavljamo rezultate raziskave o mnenjih učiteljev o izbiri in rabi učbenikov za pouk slovenščine. V prvem delu prispevka opredelimo pojem učbenika, se osredotočamo na učiteljevo avtonomijo pri izbiri učbenikov in odgovarjamo na vprašanje, kaj je kvaliteten učbenik. V drugem delu prispevka je predstavljenih del rezultatov empirične raziskave, izvedene v maju in juniju 2014. Rezultati kažejo razlike med učitelji glede na delovno mesto (učitelji razrednega pouka in učitelji slovenščine) v njihovih mnenjih glede rabe učbenikov pri slovenščini.

Professional paper

UDC 37.091.64=163-051

KEYWORDS: textbook, teacher's choice of textbooks, teaching Slovene

ABSTRACT – The article presents the results of an empirical study that wanted to determine the opinion of teachers regarding the choice and use of textbooks for teaching Slovene. In the first part of the article, a definition of the textbook is provided. It focuses on the teachers' autonomy in choosing textbooks and answers the question of what a good textbook is. The second part of the article presents some of the results of an empirical study that took place in May and June of 2014. The results show differences among teachers according to their position (class teachers vs. subject teachers of Slovene) in terms of their opinion regarding the use of textbooks in Slovene lessons.

1. Uvod

Učbenik je pomembno učno sredstvo, saj ima pomembno vlogo pri posredovanju učnih vsebin. Učencem pomaga pri usvanju vsebin, učitelju pa pri načrtovanju in izvajanju pouka. Seveda le v primerih, če so učbeniki primerni in kvalitetni. Ker učbenike izbirajo učitelji, imajo možnost izbrati sebi primerne učbenike. Učbenik ima v šolskem sistemu pomembno vlogo, zato je prav, da se učitelji zavedajo pomembnosti izbire kvalitetnega učbenika.

Pri opredeljevanju učbenika bomo najprej predstavili različne opredelitve učbenika.

Kovač idr. (2005) piše o tem, da avtorji temeljnih didaktičnih del opredeljujejo učbenik v kontekstu učnih sredstev ali pa v zvezi z učnimi metodami. Umestitev učbenika je tako povezana z njegovo funkcijo pri procesu učenja in poučevanja, ki pa ni nujno vedno enaka.

Urška Smole, dr. Branka Čagran, dr. Vlasta Hus

Preživljanje prostega časa četrtošolcev

Znanstveni članek

UDK 379.82-053.9

KLJUČNE BESEDE: prosti čas, interesne dejavnosti v šoli, interesne dejavnosti izven šole, učenci četrtega razreda

POVZETEK – Prosti čas je čas, ki ni zapolnjen z nobenimi obveznostmi. Vsak posameznik v svojem prostem času počne to, kar si sam želi. V tem času se spočijemo, zabavamo, umirimo in razvedrimo. Potrebujejo ga tako otroci kot odrasli. Je način za doseganje kakovostnega načina življenja. Zato je pomembno, kaj v tem času počnemo. V prispevku je najprej predstavljen pomen prostega časa, prostočasne dejavnosti in dejavniki, ki vplivajo na izbiro le-teh. V drugem delu prispevka predstavljamo rezultate raziskave o preživljanju prostega časa učencev 4. razredov iz izbranih šol savinjske in posavske regije. Predstavljamo obseg prostega časa, kakšne so vsebine le-tega in ali so učenci zadovoljni s preživljanjem svojega prostega časa. Preverjali smo razlike glede na spol učencev, kraj bivanja in izobrazbo staršev. Rezultati so pokazali, da učenci dokaj kvalitetno preživljajo prosti čas in ga v največji meri preživljajo z družino. Pokazale so se razlike v preživljanju prostega časa med spoloma, razlike med mestnimi in podeželskimi učenci in razlike med učenci staršev z višjo izobrazbo ter učenci staršev z nižjo izobrazbo.

Scientific paper

UDC 379.82-053.9

KEYWORDS: free time, extra-curricular activities in school, extra-curricular activities outside school, fourth-grade pupils

ABSTRACT – Free time is defined as time without any obligations. Each individual is free to choose their free time activities according to their demands, either to relax, have fun, calm down or cheer up. It is needed by children and adults alike. Free time is a means of achieving quality lifestyle, therefore the choice of free time activities is very important. This article introduces the meaning and role of free time activities and factors which influence the choice of the activities. In the second part of the article we present the results of a research which was aimed at finding out how the fourth-grade pupils of selected schools from Savinja and Lower Sava regions spend their free time. We wanted to establish the amount of free time, its content and whether the pupils are satisfied with how they spend it, while keeping in mind the pupils' gender, location and parents' education. The results showed that pupils spend their free time in a beneficial manner and mostly with their families. Our research also showed that the results differed according to gender, location and parents' education.

1. Uvod

Prosti čas je čas, ko vsak posameznik počne to, kar si sam želi, ko se spočijemo, zabavamo, umirimo in razvedrimo. Potrebuje ga vsak posameznik predvsem zato, da si "napolni baterije" za novo delo.

Prosti čas je pojav, ki se je razvijal in nastajal skozi celotno zgodovino. Prve omembe prostega časa lahko zasledimo v stari antiki. Za stare Grke in Rimljane je bil smisel prostega časa pridobivanje vrlin in individualni razvoj. Vendar je bil prosti čas privilegij vladajočega razreda. Vsebine prostega časa so bile predvsem kulturne, umetniške, športne in zabavno-razvedrilne dejavnosti (Kristančič, 2007).

Snježana Dubovicki, PhD, Anđelka Peko, PhD

The students' school workload from the perspective of students and parents

Znanstveni članek

UDK 373.3+159.944.4

KLJUČNE BESEDE: obremenitev, preobremenitev, starši, šola, učenci

POVZETEK – Obremenitev učenca s šolo je določena z zasnovo učnih načrtov in programov, z organizacijo pouka, številom učnih predmetov in učbenikov, z obsegom domače naloge in ocenjevanjem. Primerna obremenitev učenca je zaželena, vendar raziskave kažejo na možno preobremenitev, ki nastane, kadar so zahteve neprilagojene učencem in njihovim razvojnim možnostim. Prispevek je osredotočen na raziskavo odnosa učencev in staršev do obremenitve s šolskim delom, ki je povezana z učnimi predmeti, učbeniki in domačo nalogo kot enim od najpomembnejših dejavnikov, z zadovoljstvom s šolo, uspehom in sodelovanjem, kot tudi ocenjevanjem, slednje pa smo raziskali kot posledico njihove preobremenitve. V raziskavi je sodelovalo 1012 udeležencev iz petih osnovnih šol (Pulj, Zagreb, Osijek, Vukovar in Otok), od katerih je 538 učencev, 474 pa njihovih staršev. Rezultati kažejo, da število učnih predmetov in učbenikov veliko prispeva k pojavu preobremenitve učencev. Domača naloga prispeva k še večji obremenitvi učencev, kar se odraža v odnosu do nje ter v nezadovoljstvu z ocenjevanjem. Še zmeraj pa tako učenci kot starši izražajo zadovoljstvo s šolo, čeprav jih v omenjenih delih preobremenjuje.

Scientific paper

UDC 373.3+159.944.4

KEYWORDS: workload, overload, parents, school, students

ABSTRACT – The students' school workload is determined by the concepts of curricula, teaching arrangements, number of subjects and textbooks, the extent of homework and evaluation. An appropriate workload for students is desirable, but the researches show a possible overload when the demands are not adjusted with students and their personal development. The paper focuses on the examination of the attitudes of students and parents towards the workload of students related to school subjects, textbooks and homework, as one of the most important factors, as well as satisfaction with school, success, cooperation, and assessment, the latter also examined as a result of their overload. The study included 1,012 participants from five elementary schools (Pula, Zagreb, Osijek, Vukovar and Otok), from which 538 were students and 474 were their parents. The results show that the number of subjects and textbooks significantly contributes to the phenomenon of students' overload. Homework contributes to an even greater workload, which is reflected in the attitudes, and students' dissatisfaction with the assessment. Nevertheless, both students and their parents display satisfaction with school, although it overburdens them in the mentioned areas.

1. Introduction

The main objective of every school is the student – the one who learns. Perceiving learning as something exclusively related to students means it is necessary to ensure the optimal conditions in which they could freely deepen their knowledge, develop skills and competencies. (Over)burdening represents a significant problem, because it directly affects the quality of what was learned, as well as its application.

Irena Klasnić, PhD, Marina Đuranović, PhD, Zdenko Braičić, PhD

The assessment of students' cooperation and teachers' support – the students' perspective

Znanstveni članek

UDK 373.3.064.2

KLJUČNE BESEDE: sodelovanje, podpora učiteljev, hrvaški jezik, matematika, geografija

POVZETEK – Cilj raziskave je bil ugotoviti, kako učenci ocenjujejo sodelovanje v razredu in podano podporo učiteljev pri pouku hrvaškega jezika, matematike in geografije ter ali obstajajo razlike v ocenah učencev glede na spol in starost. V raziskavi je sodelovalo 650 učencev šestih (N = 306) in osmih razredov (N = 344) iz enajstih osnovnih šol Sisačko-Moslavačke županije (Republika Hrvaška). Rezultati so potrdili razlike v ocenah sodelovanja in podpore učiteljev med tremi navedenimi učnimi predmeti. Razlike med spoloma v korist deklet smo ugotovili na podlestvicah Podpora učiteljev – hrvaški jezik in Podpora učiteljev – geografija. Prav tako je razvidno, da mlajši učenci (šesti razred) v primerjavi s starejšimi (osmi razred), na podlestvicah Sodelovanje – hrvaški jezik, Sodelovanje – matematika, Sodelovanje – geografija, Podpora učiteljev – hrvaški jezik in Podpora učiteljev – matematika, podajajo višje ocene. Na podlestvici Podpora učiteljev – geografija se z vidika starosti med učenci niso pokazale statistično pomembne razlike.

Scientific paper

UDC 373.3.064.2

KEYWORDS: cooperation, teachers' support, Croatian language, Mathematics, Geography

ABSTRACT – The aim of this study was to examine the students' perspective of the cooperation in class and the support received from teachers in Croatian language classes, Mathematics classes and Geography classes. In addition, we wanted to investigate if there are differences in the students' assessments with regard to their gender and age. The study included 650 students, 306 sixth-grade and 344 eighth-grade students in eleven primary schools in Sisak-Moslavina County (Republic of Croatia). The results have confirmed the existence of different assessment of cooperation and teachers' support in the three subjects. Gender differences in favour of girls were determined on the subscales Teachers' support – Croatian language and Teachers' support – Geography. It was found that younger students (sixth grade) give higher estimates in comparison to older students (eighth grade) on the subscales of Cooperation – Croatian language, Cooperation – Mathematics, Cooperation – Geography, Teachers' support – Croatian language and Teachers' support – Mathematics. Age differences among students have not been found on the subscale Teachers' support – Geography.

1. Introduction

Contemporary teaching presupposes active learning, recognition of students' potential, sharing of information and experiences, developing specific interests and creativity, communication and mutual interaction among students, as well as between students and teachers (Bognar and Matijević, 2002; Previšić, 2005). Studying is a social activity, and as such it implies mutual cooperation between the subjects of the educational process.

Blerim Saqipi, PhD, Janez Vogrinc, PhD

Developing research competence in pre-service teacher education

Znanstveni članek

UDK 378.6:37+001.8

KLJUČNE BESEDE: prihodnji učitelji, raziskovalno delo učiteljev, raziskovalna kompetenca, izobraževalni kontekst, strokovni razvoj

POVZETEK – Prispevek opisuje, kako sistem izobraževanja prihodnjih učiteljev v Sloveniji in na Kosovem podpira razvoj koncepta "učitelj raziskovalec". Podatki so bili pridobljeni na vzorcu magistrskih študentov pedagoških študijskih programov v obeh državah. Podatki so bili zbrani z vprašalnikom z odprtimi vprašanji, ki so ga izpolnili študenti, na začetku izvajanja predmeta, namenjenega vsebinam s področja raziskovanja. Analiza podatkov temelji na induktivnem pristopu kodiranja in oblikovanja kategorij. Raziskava je pokazala, da je obstoječi sistem izobraževanja prihodnjih učiteljev usmerjen predvsem k poznavanju raziskovalnega procesa, manj pa k razumevanju smiselnosti raziskovalnega dela. Najmanj pozornosti se namenja motiviranju prihodnjih učiteljev za ukvarjanje z raziskovalnim delom in razumevanju prednosti, ki jih prinaša raziskovalno delo. Sporočilo raziskave je, da mora biti razvoj raziskovalne kompetence v izobraževanju prihodnjih učiteljev umeščen v širši kontekst, s ciljem izobraziti učitelje, ki znajo in so motivirani za ustvarjanje novega znanja v sodelovanju s kolegi, izobraževanje pa mora potekati v okolju, ki spodbuja izvajanje smiselnih in uporabnih raziskav.

Scientific paper

UDC 378.6:37+001.8

KEYWORDS: pre-service teachers, teacher research, research competence, education context, professional development

ABSTRACT – This paper presents how the pre-service teacher education in Slovenia and Kosovo supports the development of the "teacher researcher" concept. The sample for our study consisted of students undertaking the Master's level studies in Education in both countries. Data were collected through an open ended questionnaire when the students started attending the Master's study programme's course in research work. The analysis is based on the inductive method of data coding and forming categories. The study reveals that the current education system for future teachers is more oriented towards the processes of research work, and puts less focus on its purposes. The least attention is paid on motivating pre-service teachers to get involved in research work, as well as to the teachers' understanding of the research work benefits. The study concludes that developing the teachers' research competence at pre-service level should be seen from a broader perspective with the aim of educating teachers to become empowered, skilled and committed to creating new knowledge collaboratively with their peers. Nevertheless, the training should be organised in an environment that enables and demands the teachers to be engaged in performing purposeful and applied research.

1. Introduction

There is sufficient evidence that teacher research can be a powerful factor in the lives of teachers. Teacher researchers report learning more about their students, their schools, and about themselves, using this knowledge to modify their practice, to feel more professional, and to engage "authentically" with the profession of teaching in a

Vesna Buljubašić Kuzmanović, PhD, Senka Gazibara, MA

Evaluation of active learning in higher education teaching

Znanstveni članek

UDK 378.091.313

KLJUČNE BESEDE: aktivno učenje, visokošolsko izobraževanje, študenti, evalvacija

POVZETEK – Cilj študije je bil raziskati pedagoška načela in razvojne determinante aktivnega učenja ter kazalce kakovosti in učinkovitosti. Poudarek je bil na evalvaciji učenja in poučevanja pri seminarskih vajah iz Didaktike, ki je organizirana sodelovalno, vključenih pa je bilo 27 študentov študijskega programa Pedagogika. Namen je bil pridobiti vpogled v učinkovitost in determinante razvoja aktivnega učenja s formativno, diagnostično in sumativno evalvacijo (320 ocen). Rezultati so pokazali, da se aktivno učenje večinoma odraža v timskem delu in njegovem strukturiranju, v spodbujanju razvoja kritičnega mišljenja, ustvarjalnosti, radovednosti, v razvijanju refleksije in (samo)kritike, kot tudi v interesu za vsebino in uporabi naučenega. Upoštevali smo individualni pristop in dejstvo, da skoraj četrtina anketiranih študentov za aktivno sodelovanje potrebuje dalj časa in dodatne spodbude, vpetost in pobudo v razredu, kar pa je v pedagoški praksi pogosto prezrto ali celo zanemarjeno, čeprav dejansko predstavlja sestavni del izobraževalnega procesa.

Scientific paper

UDC 378.091.313

KEYWORDS: active learning, higher education teaching, students, evaluation

ABSTRACT – The aim of the study was to explore the pedagogical principles and development determinants of active learning, and the indicators of its quality and effectiveness. It focuses on the evaluation of learning and teaching in Didactics seminar classes, organised on a cooperative basis with the participation of 27 students of undergraduate studies in Pedagogy. The intention was to gain an insight into the effectiveness of active learning and its development determinants with the formative, diagnostic and summative evaluation (320 assessments). The results showed that active learning was mostly reflected in teamwork and its structuring, in stimulating the development of critical thinking, creativity, curiosity, reflexivity and (self-) criticism, as well as in the preference of contents and applications of lessons learned. Individual approach was respected as well as the fact that nearly a quarter of the surveyed students need a longer time and additional incentives for active contribution, involvement and initiative in the classroom, which is often neglected in educational practice but actually an integral part of the educational process.

1. Introduction

The choice of teaching methods and strategies in higher education is an important determinant of contemporary education. Unlike the traditional learning methods, based on the transmission of knowledge, contemporary teaching methods allow for active involvement of students in the teaching process and its evaluation. It is still believed for the higher education teaching that it has to be of the so-called lecturing nature and that this actually reflects its higher scientific level. It even used to be con-

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Pomen in spremljanje prostorske predstave študentov arhitekture

Strokovni članek

UDK 378:72:159.937.52

KLJUČNE BESEDE: prostorska predstava, izobraževanje, opisna geometrija, arhitektura

POVZETEK – Prostorska predstava predstavlja eno od področij človekove sposobnosti. Ključna je za razumevanje okolja, v katerem se gibamo in smo. Posebej je pomembna pri odločanju o načinu urejanja prostora, zato je ključna za vse, ki v tem procesu sodelujejo. Raziskave, katerih rezultati skušajo odgovoriti na različna vprašanja, povezana s tem področjem, hkrati odpirajo celo vrsto novih. Fakulteta za arhitekturo Univerze v Ljubljani je inštitucija, ki izobražuje ljudi za delo s prostorom. V ta namen izvajamo dva študijska programa: Magistrski študij arhitekture in Dvostopenjski študij urbanizma. Na Fakulteti za arhitekturo zato že od leta 1999 vsako leto izvajamo testiranje prostorske predstave pri začetnikih. Prispevek (ki je del širše večletne raziskave o oblikovanju kvalitetnega bivalnega okolja v Sloveniji) analizira študentsko prostorsko predstavo ter vpliv le-te v pedagoškem procesu pri predmetu opisna geometrija.

Professional paper

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KEYWORDS: spatial perception, education, descriptive geometry, architecture

ABSTRACT – Spatial perception is an area of human abilities. It is vital for understanding the environment in which we move and exist. It is particularly important in decision-making on methods of spatial organisation, therefore, it is crucial for all the participants in the process. The research results, focused on answering a range of questions related to this phenomenon, also open up a series of new questions. The Faculty of architecture at the University of Ljubljana is an institution educating people to work with space. To this end, it performs two study programmes: a Master's study programme in Architecture and a 2-level study programme in Urban planning. Since 1999, every year the Faculty of architecture has tested first-year students for spatial perception. The paper (which is part of a wider several-year-long research study on designing a quality living environment in Slovenia) analyses the students' spatial perception and its influence in the education process, i.e. in the subject of Descriptive geometry.

1. Uvod

Zagotavljanje kvalitetnega bivalnega okolja je primarni cilj vsake družbe. To je vrednota, ki jo je treba stalno razvijati. Vsak rad živi, biva in dela v urejenem, človeku prijaznem okolju. Čeprav je splošno pričakovano, da so glavni kreatorji urbanisti in arhitekti, naj bi v demokratičnih razmerah pri oblikovanju le-tega sodelovali vsi. Žal imamo ljudje različne poglede in kriterije za to, kaj je lepo, kvalitetno. Zato je gradnja v demokratičnih razmerah bolj zahtevna. Ljudje v demokratični družbi imajo namreč za dosego svojih ciljev različne pravne možnosti. Lahko ustavijo gradnjo, zahtevajo spremembe in podobno. Takih primerov je v Sloveniji v zadnjih letih bilo kar precej. Če k temu dodamo še možnost lažnih računalniško generiranih predstavitev ter željo

Andreja Sinjur, PhD

Citizenship education in Great Britain

Strokovni članek

UDK 37.016:172(410)

KLJUČNE BESEDE: državljanska vzgoja, nacionalni kurikulum, Crickovo poročilo, T.H. Marshall-ov koncept, Velika Britanija

POVZETEK – Namen prispevka je predstaviti filozofsko, politično in psihološko razpravo o državljanski vzgoji v Veliki Britaniji. Ključni argument prispevka je, da je bila uvedba državljanske vzgoje politično dejanje, ki zahteva podporo vseh sektorjev družbe. Kljub temu, da državljanska vzgoja predstavlja pomemben cilj šolanja, obstaja razkorak med načelnim in dejanskim izvajanjem. Da bi podprli slednjo trditev, je v prispevku uporabljena teoretično deskriptivna in empirično komparativna metoda. Razprava o sodobni državljanski vzgoji v Veliki Britaniji je pokazala, da še vedno obstajajo pomisleki v kontekstu zahodnih liberalnih demokracijah, kjer univerzalna ideja državljanstva zagotavlja prostor za demokratično udeležbo v družbi, in verjetnost, da bodo nekatere etnične skupine še vedno spregledane, marginalizirane in diskriminirane.

Professional paper

UDC 37.016:172(410)

KEYWORDS: Citizenship Education, National Curriculum, Crick Report, T.H. Marshal's Concept, Great Britain

ABSTRACT – The aim of the study is to discuss philosophical, political and psychological debates concerning citizenship education in Great Britain. The key argument of the study is that the introduction of citizenship education was a political act requiring the support of all sectors of society and even when civics and citizenship education is recognised as an important aim of the school, there is a gap between declarations of principle and actual implementation of civic-related policies. To support this argument, we will draw on relevant research literature as well as contemporary research findings from major studies. In the discussion of contemporary citizenship education in Great Britain, the study has shown that these considerations are still very relevant in the context of Western liberal democracies where universalist notions of citizenship certainly ensure a space for democratic co-participation in society. However, the study has pointed out that there is likely to be a majoritarian bias in this approach that will discriminate certain groups in society.

1. Introduction

The report, entitled "Education for Citizenship and the Teaching of Democracy in Schools" (Advisory Group on Citizenship 1998, widely known and hereafter referred to as the Crick's Report) was issued in September 1998. The report proved influential and the subsequent launch of citizenship education in schools, on a pilot basis from 2000 and with a permanent status in secondary schools from September 2002, drew on many of the report's recommendations. The Crick Report defines citizenship education in terms of social and moral responsibility, community involvement and political literacy and argues that citizenship can be taught as a separate subject or as