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Vsebina Contents

Dr. Igor Nikolić, dr. Marjan Blažič, dr. Slobodan Kodela 3 **Temeljne glasbene sposobnosti učencev kot dejavnik prepoznavanja glasbenega talenta**
Basic musical abilities of pupils as a factor of identifying musical talent

Dr. Milena Letić, dr. Jovana Milutinović, dr. Radovan Grandić 21 **Osebnostne lastnosti in domensko specifična kakovost nadarjenosti**
Personality traits and domain-specific quality of giftedness

Dr. Nikola Mijanović 38 **Individualiziran pouk v funkciji razvoja nadarjenih učencev**
Personalised instruction in function of the development of gifted students

Tjaša Pucko, dr. Sonja Pečjak 55 **Primerjava učinkovitosti e-branja in branja s papirja pri učencih v srednji šoli**
Comparison of the effectiveness of e-reading and reading on paper in secondary school students

Dr. Zlatka Cugmas, Simona Dietner 70 **Navezanost rejencev na rejnike**
Attachment of foster children to foster parents

Dr. Katja Depolli Steiner 84 **Odnos med delovnimi stresorji in izgorelostjo osnovnošolskih učiteljev**
Relationship between primary school teachers' work stressors and burnout

Dr. Jerneja Herzog 98 **Hospitacijski mentor – nov subjekt v organizaciji pedagoške prakse**
Exemplary teaching mentor – new subject in organising teaching practice

Katarina Tibaut, dr. Milena Ivanuš Grmek *113* **Samoocena obremenjenosti študentov s študijem**
Students' self-assessment of the study workload

Dr. Zoran Momčilović *133* **Korelacija med interesom za šport in rekreacijo ter ostalimi interesi prihodnjih učiteljev**
Correlation between the interest in sports and recreation and other interests of future teachers

Dr. Siniša Opić, dr. Marina Đuranović, dr. Irena Klasnić *142* **Mladostniki in splet – starostne razlike pri tveganem vedenju**
Teenagers and the internet – age differences in risky behaviour

Dr. Igor Nikolić, dr. Marjan Blažič, dr. Slobodan Kodela

Temeljne glasbene sposobnosti učencev kot dejavnik prepoznavanja glasbenega talenta

Znanstveni članek

UDK 159.924:78+37

KLJUČNE BESEDE: glasbene sposobnosti, ocenjevanje glasbenih sposobnosti, glasbeni talent, prepoznavanje, nadarjenost

POVZETEK – Upoštevajoč pomen veljavnega ocenjevanja glasbenih sposobnosti za uspešno prepoznavanje glasbeno nadarjenih učencev, v prispevku izhajamo iz opredelitve strukture sposobnosti ter njenih oblik, ki jih lahko ocenjujemo pri mlajših šolskih otrocih. Upoštevali smo opredelitev glasbenih sposobnosti v ožjem smislu, kjer se osnovne oblike nanašajo na občutek za višino tona, občutek za ritem in glasbeni spomin, na njih pa se nadgrajujejo kompleksnejše oblike – harmonični sluh in sposobnost odzivanja na izrazne lastnosti glasbe. Empirična raziskava je bila izvedena na vzorcu 514 učencev prvih, drugih in tretjih razredov osnovnih šol. Kot prispevek k procesu prepoznavanja glasbenega talenta smo v okviru raziskave verificirali instrument percepcijskega tipa za ocenjevanje glasbenih sposobnosti. Rezultati so pokazali pomembno višjo stopnjo sposobnosti učencev, ki obiskujejo glasbeno šolo, prav tako pa težnjo k povečevanju sposobnosti s starostjo, ob ugotovitvi, da lahko raven motivacije pomembno vpliva na rezultate preizkusa. Rezultati niso pokazali pomembne razlike pri stopnji glasbenih sposobnosti glede na spol.

Scientific paper

UDC 159.924:78+37

KEYWORDS: musical abilities, assessing musical abilities, musical talent, identification of musically talented pupils, giftedness

ABSTRACT – Considering the meaning of valid assessment of musical talent for successful identification of musically talented pupils, the paper starts by defining the structure of abilities as well as its forms which can be assessed on pupils of younger age. We accepted the interpretation of musical abilities in a narrow sense, where the basic aspects relate to the sense of pitch, the sense of rhythm and musical memory, and those more complex aspect upgrade them – harmonic hearing and the ability to respond to the expressive characteristics of music. Empirical research was performed on the sample of 514 pupils attending second, third and fourth classes of primary schools. As a contribution to the process of identifying musical talent, an instrument of perceptive type for assessment of musical abilities was created and verified in the scope of the research. The results indicated a significantly higher degree of abilities of pupils who attend a music school, as well as a tendency towards the increase of ability with age, noting that the level of motivation can significantly affect the test results. The results did not show any significant differences in the degree of musical abilities according to gender.

1. Teoretična izhodišča

Značilnosti glasbenega razvoja v otroštvu kažejo na potrebo po čim zgodnejšem prepoznavanju glasbenega potenciala, da bi lahko na razvoj glasbenega talenta pravočasno in ustrezno vplivali. Iz prakse poučevanja je razvidno veliko število glasbeno sposobnih otrok, za katere lahko predpostavljamo, da bi imeli vidnejše uspehe pri glasbenih aktivnostih, vendar zaradi neugodnih okoliščin pogosto ostane njihov

Milena Letić, PhD, Jovana Milutinović, PhD, Radovan Grandić, PhD

Personality traits and domain-specific quality of giftedness

Znanstveni članek

UDK 159.923.2-056.45

KLJUČNE BESEDE: nadarjenost, domene nadarjenosti, domensko specifična kakovost, osebnostne lastnosti

POVZETEK – Izhajajoč od sodobnega dojemanja nadarjenosti kot domensko specifične kakovosti, ki se kaže ne le v razvitosti določenih vrst zmožnosti, temveč tudi v različnih kombinacijah osebnostnih lastnosti, smo izvedli raziskavo s ciljem ugotoviti značilne osebnostne lastnosti dijakov, nadarjenih na različnih področjih: glasba, likovna umetnost, šport in matematika. Kot odvisne spremenljivke se pojavljajo bazične dimenzije osebnosti – "velikih pet" in nagnjenost k originalnosti. Raziskava je bila izvedena v Srbiji, na vzorcu 473 dijakov, ki obiskujejo specializirane srednje šole za nadarjene v Novem Sadu, Beogradu in Kraljevu. Rezultati so pokazali pomen osebnostnih lastnosti za nastanek specifične kakovosti nadarjenosti, ki se pojavlja na določenem področju. Sklepamo, da lahko pojav nadarjenost natančno zaznamo le, če se nahaja v okvirih posameznih področij, in da mora biti referenčni okvir raziskovanja problema definiran ne le z multidimenzionalnega vidika, temveč tudi na podlagi konkretnega področja, kjer se izvrstnost pojavlja.

Scientific paper

UDC 159.923.2-056.45

KEYWORDS: giftedness, giftedness domains, domain-specific quality, personality traits.

ABSTRACT – Starting from the contemporary understanding of giftedness as a domain-specific quality, which is not reflected only in the development of certain types of skills, but also in different combinations of personality traits, the research was conducted with the aim to determine distinctive personal characteristics of gifted students in different fields: music, arts, sports and mathematics. Dependent variables were the following: basic dimensions of personality – the "Big Five" and disposition towards originality. The research was conducted in Serbia, on a sample of 473 respondents attending specialised high schools for gifted in Novi Sad, Belgrade and Kraljevo. The results pointed to the importance of personality traits for the development of specific quality of giftedness, manifested in a particular domain. The conclusion is that the phenomenon of giftedness could be precisely perceived only if it is set in the framework of individual domains, and that in addition to the multi-dimensionality, a reference framework of the research on this issue has to be defined and placed in terms of the specific domain of manifesting excellence.

1. Introduction

From the very beginning of humanity, outstanding achievements of people in different domains have opened a wide range of issues that still occupy the interest of scientific public. From historical point of view, reflection on the phenomenon of giftedness started with the discussion on the issues of origin and essence of this phenomenon, thus evolving from the conception of giftedness as a category of supernatural into empirically supported scientific demystification of its real nature. The credit for the introduction of giftedness into the repertoire of scientific problems was attributed

Nikola Mijanović, PhD

Personalised instruction in function of the development of gifted students

Znanstveni članek

UDK 37.091.3-056.45

KLJUČNE BESEDE: nadarjeni učenec, identifikacija nadarjenih, individualiziran pouk, načini individualizacije

POVZETEK – Prispevek temelji na tezi, da je mogoče razvoj naravnih potencialov nadarjenih učencev najbolj učinkovito spodbujati v procesu kvalitetno organiziranega individualiziranega pouka. Zato je treba tak pouk organizirati v okviru sodobne, a konstruktivistično utemeljene didaktično-metodične paradigme, da bo fleksibilen, raznovrsten, miselno kreativen, in za učence z nadpovprečnim inteligenčnim, psihomotoričnim, čustvenim, motivacijskim in drugim potencialom, sprejemljiv. Gre torej za potrebo o uporabi elastičnih načinov in oblik pouka, v okviru katerih se bo posledično upoštevalo predhodno objektivno ugotovljene razlike v sposobnostih, interesih in željah vsakega posameznika. Zato je v šolah treba ustvariti takšno vzgojno-izobraževalno okolje, v katerem bo mogoče za nadarjene učence (glede na njihove sposobnosti in razvojne značilnosti) prilagajati, oz. individualizirati in diferencirati cilje, dejavnosti, metode, sredstva ter oblike poučevanja in učenja.

Scientific paper

UDC 37.091.3-056.45

KEYWORDS: gifted student, identification of gifted, individualised instruction, modes of individualisation

ABSTRACT – This paper is built upon the hypothesis that the development of the natural potential of gifted students can most effectively be encouraged in the process of well-organised individual teaching instruction. Therefore, this kind of instruction should be organised in the aspect of modern, constructivist didactic-methodical paradigm, being much more flexible, more varied, more cognitively creative, and for the students of the above-average intellectual, psychomotor, emotional, motivational and other potential, acceptable. It is about the use of elastic modalities and forms of instruction, in which previously objectively identified differences in abilities, interests and aspirations of every individual will consequently be taken into account. Therefore, it is necessary to create such educational environment in schools, where gifted students (according to their abilities and developmental characteristics) will be exposed to adjusted or individualised and differentiated objectives, activities, contents, methods, means and forms of instruction and learning.

1. Introduction

The society of which we are coevals, rapidly generates the various needs, from the essence of which the explicit requirements for continuous acquisition of high-quality and mass education are arising, intended not only to young people but also to adults. Regardless of the general civilizational development regularity, in the schools of a traditional type, it is almost impossible to organise a meaningful teaching instruction to the students of the same class, and to ensure equal conditions for learning, advancement and development of their overall natural given potential. Even more

Tjaša Pucko, dr. Sonja Pečjak

Primerjava učinkovitosti e-branja in branja s papirja pri učencih v srednji šoli

Znanstveni članek

UDK 028.1:373.5

KLJUČNE BESEDE: e-branje, hitrost branja, bralno razumevanje, zaznana samoučinkovitost, interes, težave pri branju

POVZETEK – Namen raziskave je bil ugotoviti, ali pri branju s papirja in branju z računalniškega zaslona prihaja do razlik v bralni učinkovitosti. Sodelovalo je 92 gimnazijcev, ki so bili razdeljeni v dve skupini – ena je delala z natisnjenim besedilom, druga pa z digitalnim besedilom. Ugotovili smo, da pri branju s papirja in z računalniškega zaslona med dijaki ni prišlo do pomembnih razlik v hitrosti branja, bralnem razumevanju, zaznani samoučinkovitosti, interesu ter težavah pri branju. Do pomembnih razlik je prišlo le v hitrosti odgovarjanja na naloge – dijaki, ki so imeli besedilo natisnjeno, so za odgovarjanje porabili manj časa. Kot pomembni napovedniki bralnega razumevanja besedil z računalniškega zaslona so se pokazali čas odgovarjanja na bralne naloge, zaznana samoučinkovitost in interes.

Scientific paper

UDC 028.1:373.5

KEYWORDS: e-reading, reading speed, reading comprehension, perceived self-efficacy, interest, reading difficulties

ABSTRACT – The purpose of the research was to determine whether there are differences in reading effectiveness between reading on paper and reading from a computer screen. The study involved 92 secondary school students in the fourth year. The students were randomly divided into two groups – one was working with the printed text and the other with the text on the computer screen. We concluded that there are no significant differences in reading speed, reading comprehension, perceived self-efficacy, interest and difficulties with reading and problem solving between reading on paper and on screen. But there are significant differences in the speed of problem solving – the students who worked with a printed text spent less time answering the questions. It was also found that the speed of problem solving, perceived self-efficacy and interest significantly predicted reading comprehension.

1. Uvod

V današnjem času smo priča izrazitemu prehodu od branja skoraj izključno tiskanih besedil k vedno pogostejšemu branju najrazličnejših besedil z zaslona. To še posebej velja za mlajše generacije, ki so že od otroštva v stiku z digitalno tehnologijo. Sedanja digitalizacija vpliva tako na proces branja kot tudi na razumevanje prebranega, čemur se mora bralec prilagoditi. Branje in bralno razumevanje sta namreč temeljni spretnosti, potrebni za uspešno učenje. Zato je ključnega pomena odgovor na vprašanje, ali je razumevanje pri branju z elektronskih medijev primerljivo z bralnim razumevanjem natisnjenih besedil, kar smo raziskovali v naši študiji. Do sedaj je bilo namreč narejenih precej tovrstnih raziskav, ni pa nam znana nobena v slovenskem prostoru.

Dr. Zlatka Cugmas, Simona Dietner

Navezanost rejencev na rejnike

Znanstveni članek

UDK 364-782.42-055

KLJUČNE BESEDE: rejništvo, navezanost, občutljivost, komunikacija, spolne razlike

POVZETEK – V teoretičnem delu prispevka opišemo razvoj navezanosti in opredelimo rejniško družino. V raziskavi je sodelovalo 61 rejencev (od tega 42 ženskega spola), v povprečju starih 28 let. Sestavili smo vprašalnik odnosov med rejencem oziroma rejenko in rejniki, ki je vključeval 37 postavk, na katera so udeleženci odgovorili z enim od naslednjih odgovorov: rejnik, rejnica, oba enako, nobeden od njiju. Postavke so vključevale občutljivost rejnika oziroma rejnice, njegovo oziroma njeno vpletenost v udeleženčevo izobraževanje, skupno druženje v prostem času, odprto komunikacijo rejenca oziroma rejenke z rejnikom oziroma rejnico ter varno in nevarno navezanost nanju. Rezultati so pokazali, da udeleženci zaznavajo, da so jim rejnice nudile več opore in spodbude ter so se več zanimale za njihove šolske dejavnosti kot rejniki, udeleženci so se več družili z rejnicami kot rejniki, z njimi so imeli več odprte komunikacije in so nanje v večjem odstotku varno navezani. V zaključku razpravljamo o teoretični in praktični uporabi dobljenih rezultatov.

Scientific paper

UDC 364-782.42-055

KEYWORDS: foster care, attachment, sensitivity, communication, gender differences

ABSTRACT – The paper is aimed at describing the attachment development and defining the foster family. The research included 61 foster children (42 were female), with the average age of 28 years. We developed the questionnaire for assessing the relationship between foster children and their foster caregivers which included 37 items. The possible answers were: male foster caregiver, female foster caregiver, both of them and none of them. Items assessed the caregivers' sensitivity, their involvement in participant's education, spending their free time with participant, participant's open communication with a foster caregiver and their secure and insecure attachment style. The participants reported that female foster caregivers gave them more support and they were more involved in their school activities than their male foster caregivers. Participants spent more free time with female than male foster caregivers, their communication with female foster caregivers was more open and their attachment to female foster caregivers was more secure. In conclusion, research and practice implications are discussed.

1. Teoretična izhodišča

Rejniška družina je vrsta družine, ki se ukvarja z varstvom in vzgojo otrok, ki zaradi različnih razlogov ne morejo bivati v biološki družini (Satir, 1995). Naloga rejnikov (razen v primerih, ko poudarimo spol, zaradi ekonomičnosti v nadaljnjem besedilu uporabljamo izraza rejnik in rejenec samo v moški obliki samostalnika) je, da omogočijo svojim rejencem zdravo rast, izobraževanje, osebnostni razvoj in da jih naučijo osnove za življenje in delo (Geč-Korošec in Kraljić, 1999). V. Rozman (2001) navaja številne prednosti rejništva pred bivanjem v zavodu, in sicer: življenje v rejniški družini deluje kot najbolj realna oblika nadomestnega bivanja, zaradi česar

Dr. Katja Depolli Steiner

Odnos med delovnimi stresorji in izgorelostjo osnovnošolskih učiteljev

Znanstveni članek

UDK 331.442:373.3

KLJUČNE BESEDE: izgorelost učiteljev, učiteljevi delovni stresorji, osnovnošolski učitelji

POVZETEK – Prispevek predstavlja ugotovitve o odnosu med različni delovnimi stresorji, kot jih zaznavajo učitelji, in dimenzijami izgorelosti učiteljev (čustvena izčrpanost, depersonalizacija, osebna izpolnitev). V raziskavi so sodelovali slovenski osnovnošolski učitelji. Uporabili smo dva instrumenta: Lestvico stresa pri učiteljih in Vprašalnik izgorelosti MBI-ES. Rezultati so pokazali, da z delovnimi stresorji lahko pojasnimo pomemben delež variance čustvene izčrpanosti ter majhna deleža variance depersonalizacije in osebne izpolnitve. Pri učiteljih, ki so izpostavljeni večjemu številu stresorjev in/ali močnejšim stresorjem, je večja verjetnost, da bodo doživeli višjo stopnjo čustvene izčrpanosti, višjo stopnjo depersonalizacije in nižjo stopnjo osebne izpolnitve. Vendar pa napovedniki za tri dimenzije izgorelosti niso enaki. Določene delovne zahteve, s katerimi se učitelji srečujejo vsakodnevno, so povezane z večjim občutenjem čustvene izčrpanosti in depersonalizacije, medtem ko so določeni vidiki nadzora in socialne opore na delovnem mestu ter fizikalnega delovnega okolja povezani z večjim doživljanjem depersonalizacije in zmanjšanjem osebne izpolnitve.

Scientific paper

UDC 331.442:373.3

KEYWORDS: teacher burnout, teacher work stressors, primary school teachers

ABSTRACT – This article presents the results of a study on the relationship between different work stress factors as perceived by the teacher, and the three dimensions of teacher burnout (emotional exhaustion, depersonalisation, and reduced personal accomplishment). Its participants were Slovenian primary school teachers. The Teacher Stress Scale and Maslach Burnout Inventory-Educators Survey were applied. The results showed that work stress factors explain a significant percentage of emotional exhaustion and a low percentage of depersonalisation and personal accomplishment. Teachers facing qualitatively and quantitatively increased stressors are more likely to experience higher levels of emotional exhaustion, higher levels of depersonalisation and lower levels of personal accomplishment. However, the predictors for the three burnout dimensions were not the same. Certain work demands that teachers face on a daily basis are related to a greater experience of emotional exhaustion and depersonalisation, whilst certain aspects of control and social support in the workplace and of teachers' physical work environment are related to a greater experience of depersonalisation and a decrease in personal accomplishment.

1. Uvod

Izgorelost je sindrom, ki izhaja iz dela, pri katerem posameznik doživlja visoko stopnjo dalj časa trajajočega stresa. Značilna je predvsem za poklice pomoči. Opredeljujejo jo tri dimenzije: čustvena izčrpanost, depersonalizacija in (zmanjšana) osebna izpolnitev. Čustvena izčrpanost se pri posamezniku kaže kot občutenje čustvene izpraznjenosti zaradi dela, depersonalizacija pomeni njegov nečuteč, neoseben odnos do odjemalcev, zmanjšana osebna izpolnitev pa označuje njegovo občutenje, da pri

Dr. Jerneja Herzog

Hospitacijski mentor – nov subjekt v organizaciji pedagoške prakse

Znanstveni članek

UDK 378-027.22:73/76

KLJUČNE BESEDE: mentorstvo, pedagoška praksa, primarno poučevanje, likovna umetnost

POVZETEK – Krovni problem, ki nas je spodbudil k raziskovanju, je bil izvedba hospitacijskih ur likovne umetnosti mentorjev študentom razrednega pouka. Zaznave študentov kažejo na strokovne pomanjkljivosti na področju poučevanja likovne umetnosti pri mentorjih, ki poučujejo likovno umetnost na razredni stopnji. Zato smo zasnovali model organizacije pedagoške prakse v I. in II. vzgojno-izobraževalnem obdobju osnovne šole v Sloveniji, s pomočjo katerega želimo študentom zagotoviti kakovostne hospitacijske ure posameznih predmetnih področij, ki bi jih dosegli z ustrezno usposobljenim hospitacijskim mentorjem za posamezno predmetno področje. Nov model vzpostavlja tesnejšo vez med mentorji na osnovnih šolah in organizatorji pedagoške prakse ter predmetnimi didaktiki na fakultetah preko sodelovanja in stalnega strokovnega izobraževanja.

Scientific paper

UDC 378-027.22:73/76

KEYWORDS: mentorship, teaching practice, primary education, art

ABSTRACT – The core problem that encouraged us for the research, was the performance of art classes mentors observed by students. Students' perceptions point to professional shortcomings in mentors' teaching art education. This is why we have designed a model of organising teaching practice in the first and second cycle of primary school in Slovenia with the intention to ensure quality lesson observations for students in individual subject areas, which could be achieved with adequately trained mentors, who teach lessons observed by the students. The new model establishes a closer connection between the mentors in primary schools and the organisers of teaching practice and university teachers of subject didactics at faculties through cooperation and continuing professional education.

1. Uvod

Najpogostejša je mentorjeva vloga v delu z učiteljem pripravnikom in študentom – prihodnjim učiteljem na študijski praksi, obstajajo pa še številne možnosti in situacije, v katere vstopamo kot mentorji in mentoriranci. Pogled na širšo vlogo ne le pri učenju kandidatov pa razkriva, da "mentorji niso le vir učenja za svoje kandidate, ampak igrajo ključno vlogo pri razvoju njihovega samospoštovanja in delovne identitete" (Kranjčec, 2005, str. 46). V bistvu lahko najenostavneje opredelimo mentorstvo kot "Nudenje pomoči pri učenju. /…/ Je neformalni odnos, kjer je primarni rezultat razvijanja odnosa s podrejenim" (prav tam). Kiani in Jumani (2010) opredeljujeta mentorstvo kot *one-to-one* povezavo med starejšo in mlajšo osebo, in sicer menita, da povezava med starejšo in mlajšo osebo temelji na modelu sodelovanja in interaktivnega dialoga. Avtorji (Callahan, Kyburg, 2005; Hébert, McBee, 2007; Lunsford,

Katarina Tibaut, dr. Milena Ivanuš Grmek

Samoocena obremenjenosti študentov s študijem

Znanstveni članek

UDK 378:159.944.4

KLJUČNE BESEDE: bolonjska reforma, obremenjenost, spremljanje dejanske obremenitve študentov, Filozofska fakulteta Univerze v Mariboru

POVZETEK – V članku predstavljamo študijske obveznosti, ki vplivajo na obremenjenost študentov s študijem po uvedbi bolonjske reforme v slovenski visokošolski prostor. V teoretičnem delu so predstavljeni vzroki za (pre)obremenjenost. Navezujemo se tudi na pomen spremljanja dejanske obremenitve študentov. Spoznanja predstavljajo temeljno podstat empirične raziskave. Raziskava temelji na deskriptivni in kavzalno-neeksperimentalni metodi, kjer smo podatke zbirali s pomočjo anonimnega anketnega vprašalnika. V vzorec smo vključili 197 študentov prve (BA) bolonjske stopnje 3. letnika in druge (MA) bolonjske stopnje 2. letnika vseh ponujenih študijskih programov Filozofske fakultete Univerze v Mariboru. Pridobljena empirična spoznanja razkrivajo, da se po bolonjski prenovi študija od študentov zahteva več sprotnega individualnega dela, pri čemer izstopa zlasti izdelovanje seminarskih nalog. Ob tem ne smemo spregledati dejstva, da je študentova kvantitativna samoocena glede obremenitve s študijskim delom subjektivna.

Scientific paper

UDC 378:159.944.4

KEYWORDS: Bologna reform, workload, actual student workload monitoring, Faculty of Arts (University of Maribor)

ABSTRACT – This article examines the study obligations affecting the workload of university students after the Bologna reform has been implemented in Slovenian higher education. The theoretical part represents the causes of students' work(over)load. It also discusses the value of actual student workload monitoring. These theoretical findings represent the basic foundation of the empirical research. The research uses a causal non-experimental method in the form of anonymous survey data collection. The sample survey covered 197 students attending the 3rd year of the first (BA) Bologna cycle and the 2nd year of (MA) Bologna cycle of all programmes of study offered by the Faculty of Arts, University of Maribor. The empirical findings show that the Bologna reform study requires more constant individual work and engagement, particularly preparing numerous seminar papers. At the same time, it should not be overlooked that the quantitative workload evaluations made by students are still subjective.

1. Uvod

Filozofska fakulteta Univerze v Mariboru je v študijskem letu 2008/2009 pričela izvajati nove bolonjske študijske programe. Analiza primerjave starih univerzitetnih študijskih programov z novimi bolonjskimi študijskimi programi je pokazala, da je obremenjenost študentov po bolonjski reformi nekolika višja kot v starem sistemu študija, saj se po bolonjski prenovi študija od študentov zahteva več sprotnega individualnega dela. Povečalo se je tudi število študijskih predmetov, kar je neposredno vplivalo na večje število izpitov v časovno omejenem izpitnem obdobju. Prav tako

Zoran Momčilović, PhD

Correlation between the interest in sports and recreation and other interests of future teachers

Znanstveni članek

UDK 379.8:378.091.8

KLJUČNE BESEDE: korelacije, interes za šport in rekreacijo, študenti

POVZETEK – V prispevku izpostavljamo povezanost 29 različnih vrst interesov z interesom za šport in rekreacijo študentov pedagoških fakultet v Srbiji. Prispevek je del večje raziskave interesov mladih oz. študentov pedagoških fakultet v Republiki Srbiji, ki je bila izvedena na petih pedagoških fakultetah in je zajemala vzorec 1008 anketirancev, študentk in študentov prvih in tretjih letnikov študija. Uporabljeni sta bili metodi lestvičenja in anketiranja. Instrument je obsegal 30 sumativnih lestvic (Likertovega tipa) za merjenje 30 vrst različnih interesov. Korelacijska analiza je določila korelacijske koeficiente in ugotovili smo, da načeloma obstaja majhna povezanost med interesom za šport in rekreacijo in ostalimi interesi.

Scientific paper

UDC 379.8:378.091.8

KEYWORDS: correlations, interest in sports and recreation, students

ABSTRACT – In this paper we point out a connection of 29 different types of interests with interest in sports and recreation of students attending teacher education faculties in Serbia. The paper is a part of an extensive research of young people's interests, i.e. students of education faculties in the Republic of Serbia, which was conducted on five education (pedagogical) faculties. The sample comprised 1008 respondents of both genders, attending first and third year of studies. Methods of scaling and interviewing were used in the research, and the instrument consisted of thirty summation scales (Likert type) for measuring 30 different types of interests. With correlation analysis the coefficients of correlations were determined and it was established that, in principle, there is a small connection between the interest in sports and recreation and other interests.

1. Introduction

Interests of young people, future teachers in particular, are of great significance for psychology because they can be considered, in a general sense, as one type of attitude (Momčilović, 2006). Certain attitudes can appear as isolated ones, but usually they appear in connection with other attitudes, together forming a system of attitudes. It is a rare occurrence that all the attitudes of an individual are completely connected and harmonised with all his other attitudes (Rot, 1977).

A term interest has been defined by many psychologists. According to one of the definitions, interests are a form of values (mostly terminal) for which a prepossession of consciousness with favourite content and/or partaking in selected activities is char-

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Teenagers and the internet – age differences in risky behaviour

Znanstveni članek

UDK 004.738.5-053.6

KLJUČNE BESEDE: mladostniki, starostne razlike, tvegano vedenje na spletu

POVZETEK – Cilj raziskave je bil ugotoviti, katere so kompozitne spremenljivke manifestiranja tveganih vedenj na spletu in v kolikšni meri prispevajo k starostni razliki med učenci prvih in tretjih letnikov srednje šole. V vzorec smo zajeli 2395 učencev iz 18 srednjih šol Sisačko-Moslavačke in Zagrebške županije (Republika Hrvaška). Uporabljena je bila multivariatna diskriminantna analiza v bootstrap modelu, ki je pokazala statistično pomembno kanonično diskriminantno funkcijo Nedovoljena in neodgovorna vedenja. Gre za težja nedovoljena in nevarna vedenja na spletu, ki lahko resno ogrozijo telesno in čustveno dobrobit mladih, v primeru zakonskega sankcioniranja njihovih spletnih dejavnosti, pa lahko imajo dolgotrajne posledice za njihovo kasnejše življenje. Spremenljivki tveganega vedenja na spletu: Z Zakonom nedovoljena vedenja in Osebno in družbeno neodgovorno vedenje sta diskriminatorni glede na starost anketirancev.

Scientific paper

UDC 004.738.5-053.6

KEYWORDS: adolescents, age differences, risky behaviour on the Internet

ABSTRACT – The aim of this research was to explore what are the composite variables of manifestation of risky behaviour on the Internet, and to what extent they contribute to age differences between students of first and third grades of secondary school. The sample of respondents consisted of 2,395 students from 18 secondary schools in the Sisak-Moslavina County and Zagreb County (Republic of Croatia). A multivariate discriminant analysis in a bootstrap model was applied, resulting in one statistically significant, canonical discriminant function, named Prohibited and irresponsible behaviour. It represents serious prohibited and threatening behaviour on the Internet that can endanger the physical and emotional well-being of teenagers. Moreover, in the case of legal sanctioning of such behaviour, it can have long-term consequences for their future life. Two variables of risky behaviour on the Internet: Legally prohibited conduct and Personally and socially irresponsible behaviour are discriminatory with regards to the respondents' age.

1. Introduction

Millions of years passed from cave graffiti to the first written characters; it took thousands of years for the printing press to be invented; three centuries passed from the invention of the high-print printing press to the invention of the planar printing press; it took another century for the invention of the rotary printing press, and 60 years for inventing the first computer being the size of a whole room. About 30 years after that event, the first personal computers occurred, and 10 years later, first laptops. Today, you can fit a tablet into your pocket (Laniado & Pietra, 2005). The changes