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Prejeto 8. 12. 2022 / Sprejeto 31. 3. 2023

Znanstveni članek

UDK 373.5.016:316.644

KLJUČNE BESEDE: sodobna šola, integrativni kurikulum, medpredmetni timski pouk, sodelovalno učenje, projektno učenje

POVZETEK – Sodobna šola omogoča kakovostno, trajno in uporabno znanje; razvija kritično in ustvarjalno mišljenje ter vzgaja samoiniciativnega posameznika, zmožnega najrazličnejših oblik sodelovanja. Osnovana je na integrativnem kurikulumu, ki se udejanja prek timskega in medpredmetnega pouka, projektnih, problemskih, raziskovalnih idr. oblik poučevanja. Prispevek predstavlja študijo primera, s katero smo želeli na izbrani srednji šoli preveriti stališča učiteljev in dijakov do integrativnega kurikula. Raziskava je potekala v obliki projektne dne, ki je medpredmetno povezal discipline in predmetna področja z namenom krepitve in povezovanja znanja, razvoja odnosov ter veščin. Ugotavljamo, da integrativni kurikulum pomembno doprinaša k aktivni vlogi dijaka, krepitvi veščin, odnosov in pripadnosti, pri čemer učitelji in dijaki zavzamejo drugačne vloge kot sicer. Poudarjen je pomen sodelovalnega in ustvarjalnega učenja. Kljub mnogim doprinosom integrativnega kurikula pa posamezni učitelji še vedno izražajo dvome in nestrinjanje oz. tožijo, da so preobremenjeni in zato novosti niso pripravljeni uvesti v pouk.

Received 8. 12. 2022 / Accepted 31. 3. 2023

Scientific paper

UDC 373.5.016:316.644

KEYWORDS: modern school, integrative curriculum, cross-curricular team teaching, cooperative learning, project-based learning

ABSTRACT – A modern school enables high-quality, integrated and useful knowledge; develops critical and creative thinking; educates autonomous individuals, capable of performing teamwork activities. It is based on an integrative curriculum, which is implemented through team and cross-curricular teaching, and through project-based, problem-based, research-based and other forms of learning. The article presents a case study which was carried out with the aim of exploring teachers' and students' attitudes towards an integrative curriculum in a chosen secondary school. The research took the form of a project day, which cross-curricularly linked disciplines and subject areas with the aim of solidifying and integrating knowledge, and developing relationships and skills. Findings suggest that the integrative curriculum significantly contributes to the active role of the student, to the strengthening of skills, attitudes and feelings of belonging, with teachers and students taking on different roles as they would otherwise. The importance of cooperative and creative learning is underlined. Despite the many contributions of the integrative curriculum being highlighted, individual teachers still express doubts and disagreements, or complain that they are stressed out and are therefore not ready to introduce this novelty into the classroom.

1 Uvod

Sodobna šola omogoča izgradnjo kakovostnega, trajnega in uporabnega znanja, razvoj kritičnega in ustvarjalnega mišljenja ter vzgaja samoiniciativnega posameznika, zmožnega najrazličnejših oblik sodelovanja (Rutar Ilc, 2005). Zasledovanje omenjenega predpostavlja vpeljavo integrativnega kurikula (IK), ki se udejanja prek najrazličnejših oblik in pristopov učenja in poučevanja, npr. timskega in medpredmetnega pouka, projektnih, problemskih in raziskovalnih oblik učenja in poučevanja (Eržen idr., 2008;

Scoring of Essays in L1 in the Secondary School-Leaving Exam

Prejeto 11. 10. 2022 / Sprejeto 31. 3. 2023

Znanstveni članek

UDK 373.5.091.27:82-4

KLJUČNE BESEDE: esej, maturitetni izpit, sistem ocenjevanja, književna didaktika, ocenjevanje jezika
POVZETEK – V članku predstavimo primerjalno analizo devetih različnih tipov esejev, ki so del maturitetnega izpita iz materinščine ob koncu srednješolskega izobraževanja in smo jih obravnavali z vidika njihovih sistemov ocenjevanja. Z vidika ocenjevanja smo identificirali dva različna tipa esejev: na eni strani eseje, ki dodeljujejo višji odstotek točk kategoriji jezika, ki jo razumejo kot pravilno rabo slovnice, pravopisa itd.; na drugi strani pa so eseji, ki dodeljujejo nižji odstotek točk za kategorijo jezika, ki jo tudi razumejo drugače, in sicer z vidika učinkovite komunikacije, ob tem pa višji odstotek točk dodeljujejo kategorijam, povezanim z vsebino – literarnim znanjem, argumentaciji zamisli itd. Slovenski esej uvrstimo v prvi tip esejev in za izhodišče njegovih morebitnih sprememb predlagamo značilnosti esejev drugega tipa. Predlagamo uporabo opisno-kriterijskega ocenjevanja z večjim poudarkom na literarnem znanju, argumentaciji in osebnem odzivu.

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Scientific paper

UDC 373.5.091.27:82-4

KEYWORDS: essay, secondary school-leaving exam, scoring system, literary didactics, language assessment
ABSTRACT – The article is a comparative analysis of nine different types of essays as a part of the secondary school-leaving exam in L1 on a literary topic from the point of view of their scoring systems. In terms of scoring, two different types of essays have been found. On the one hand, there are essays that give a higher percentage of points in the category of language that is understood as the correct use of grammar; punctuation, etc. On the other hand, there are essays that give a lower percentage of points for the category of language that is understood differently, namely as efficient communication, and give a higher percentage of points for the categories pertaining to content – literary knowledge, argumentation, etc. The Slovenian essay is categorised as the first type; possible changes are proposed for it to be based on the characteristics of the second type of essay. In other words, the use of a descriptive-criteria scoring system is proposed, with a stronger emphasis on literary knowledge, argumentation and personal response.

1 Introduction

The essay as part of the upper secondary school-leaving exam in the first language (L1) is a written assignment, most often on a literary topic, that takes place at the end of upper secondary education. It is a metatext (a text about a literary text) or the candidate's text about their reading or communication with literature, as defined by Krakar Vogel (2008, p. 359). In the essay as part of the Slovenian upper secondary school-leaving exam, the student demonstrates not only their knowledge of the given literary work(s), but also their general literacy, the competence to create a coherent text and the ability to observe, experience, analyse, explain and substantiate, compare, evaluate and actualise literary works (Ambrož, 2015, p. 210). The fundamental goal of teaching literature as part of the classes of Slovenian as L1 at the upper secondary level is the development of a cultured reader that experiences literature deeply (cf. Krakar Vogel, 2004,

Application of Teaching Strategies and Methods in Science and Social Studies Classes

Prejeto 13. 12. 2022 / Sprejeto 31. 3. 2023

Znanstveni članek

UDK 373.3.091.3(497.5)

KLJUČNE BESEDE: poučevanje, osredotočeno na učitelja, strategije in metode poučevanja, pogostost uporabe

POVZETEK – Cilj raziskave je bil preučiti preference osnovnošolskih učiteljev pri uporabi učnih strategij in metod, namenjenih učencem in učiteljem, pogostost njihove uporabe pri poučevanju narave in družbe, prav tako pa tudi povezanost med zapisanimi sprememljivkami. Raziskava je bila izvedena na vzorcu 301 osnovnošolskega učitelja z območja Republike Hrvaške. Rezultati kažejo, da imajo učitelji pozitivno mnenje o uporabi strategij in metod poučevanja, namenjenih učencem. Kljub temu učitelji v vsakdanji pedagoški praksi statistično značilno pogosteje uporabljajo na učitelja osredotočene strategije in metode poučevanja, predvsem pri uresničevanju učnih rezultatov, ki jih določa kurikulum v osrednjem delu pouka. Z raziskavo je potrjena pozitivna korelacija med mnenji učiteljev o uporabi določenih strategij in metod poučevanja ter pogostostjo njihove uporabe. V zaključku je obravnavan vpliv pridobljenih rezultatov na prihodnje raziskave na tem področju ter na izboljšanje in nadaljnjo posodobitev pouka narave in družbe.

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Scientific paper

UDC 373.3.091.3(497.5)

KEYWORDS: frequency of application, student-centred and teacher-centred teaching strategies and methods, primary school class teachers

ABSTRACT – The paper presents the results of a survey which aimed to determine the preferences of primary school class teachers toward student-centred or teacher-centred teaching strategies and methods, the frequency with which they are used in science and social studies classes, and the correlation between these variables. The research was conducted on a sample of 301 class teachers from the Republic of Croatia. The results indicate that teachers prefer student-centred teaching strategies and methods. Despite of that, in their teaching practice they employ teacher-centred teaching strategies and methods significantly more frequently in terms of statistics, especially in the realisation of the learning outcomes set by the curriculum in the main part of the lesson. Moreover, a positive correlation between the teachers' opinion about the application of certain teaching strategies and methods and the frequency of their use has been determined. The implications of the obtained results for future research on this topic, as well as for the advancement and further modernisation of primary science and social studies teaching, are considered in the conclusion.

1 Introduction

The main aim of education is the development of personality autonomy, so teaching and learning should be an interaction in which learners, supported by teachers, will come to new cognitions independently, thus developing their competencies (Klafki, 1992). Such a view of education resulted in a serious criticism of teacher-centred teaching and the actualisation of active learning and student-centred teaching strategies. The weakness of the traditional paradigm of teaching is reflected in the passive role of students, the receptive learning process and the poor applicability of knowledge in everyday life. Such an approach cannot meet students' developmental, biological, social or self-actualising needs, curiosity and desire to act.

Analysis of Student-Related Social Stressors among School Teachers

Prejeto 4. 10. 2022 / Sprejeto 31. 3. 2023

Znanstveni članek

UDK 37-057.87:331.442

KLJUČNE BESEDE: neprimerno ravnanje, učenec, osnovna šola, srednja šola, socialni stresor

POVZETEK – Učitelji, ki so vsakodnevno v stiku z učenci, so izpostavljeni neprimernemu ravnanju učencev – viru socialnega stresa, ki vpliva tudi na njihovo počutje in razpoloženje. Namen raziskave je bil identificirati najbolj pomembne socialne stresorje, povezane z ravnanjem učencev, ki prispevajo k socialnemu stresu učiteljev v osnovnih in srednjih šolah v Sloveniji, in proučiti povezanost med njimi in čustvenim doživljanjem učiteljev – afektom. Za zbiranje podatkov je bila uporabljena spletna anketa. Rezultati kažejo, da sta najbolj zaznana socialna stresorja “neprijetni učenci” in “nesorazmerna pričakovanja učencev” tako v osnovnih kot srednjih šolah. Ugotovljena je bila tudi statistično pomembna povezava med socialnimi stresorji in učiteljevim afektom. Ravnatelj in učitelj v osnovnih in srednjih šolah morajo več pozornosti nameniti kompetencam učiteljev za vodenje razreda ter jim omogočiti izobraževanja na področju kognitivnih strategij za spoprijemanje s stresorji med delom v razredu.

Received 4. 10. 2022 / Accepted 31. 3. 2023

Scientific paper

UDC 37-057.87:331.442

KEYWORDS: mistreatment, student, elementary school, high school, social stressor

ABSTRACT – Teachers who have day-to-day relations with students are exposed to mistreatment by students; therefore, they are daily exposed to social stress, which affects their moods. The purpose of the research was to identify the most perceived student-related social stressors (SSS) contributing to the social stress of school teachers in elementary and high schools. Moreover, to explore their relationship to the positive and negative teachers' affect. An online survey was employed for data collection by using publicly available addresses of elementary and high schools in Slovenia. The results show that the most often perceived SSS are disliked students and disproportionate student expectations in both elementary and high schools; a statistically significant relationship between SSS and teachers' affect was found. The principals of elementary and high schools should pay attention to maximizing teachers' competencies to improve their classroom management and enable the teachers to learn about cognitive strategies for moderating mood effects on judgements about social events.

1 Introduction

Workers in human services are exposed to mistreatment by the people that they work for (e.g., citizens, clients, customers, patients, students, etc.), which harms workers and institutions. Mistreatment is a person's deviant, disrespectful, dysfunctional or unethical behavior that disregards socially accepted standards, and can be viewed as a social hassle that these people cause to workers in the workplace (Dormann and Zapf, 2004; Skarlicki et al., 2008; Sliter et al., 2010; Grandey et al., 2012; Dudenhöffer and Dormann, 2013; Kozjek and Erčulj, 2021). Mistreatment is especially problematic for teachers who have day-to-day relations with students and are therefore daily exposed to social stress. This has been confirmed by Lasky (2005) and Lewis et al. (2005), who stated that teachers often feel vulnerable when cooperating with their students. Furthermore, Košir Lovšin

Aggressive Behaviour of Pupils towards Teachers

Prejeto 15. 5. 2022 / Sprejeto 31. 3. 2023

Znanstveni članek

UDK 364.632:37.064.2(437.6)

KLJUČNE BESEDE: agresivno vedenje učencev do učiteljev, kibernetna agresija učencev do učiteljev, raziskovanje agresivnega vedenja učencev do učiteljev, preventiva v šolah

POVZETEK – Agresivno vedenje do učiteljev je zaskrbljujoče, saj ima lahko različne oblike, vključno s fizičnim nasiljem, verbalno zlorabo, grožnjami in ustrahovanjem. Tovrstno vedenje ima lahko resne posledice tako za učitelja kot za vpletene učence, zato je pomembno, da ga v šolskem okolju obravnavamo hitro in učinkovito. Ta pregledna študija se osredotoča na agresivno vedenje učencev do učiteljev na Slovaškem. Analizira aktualne znanstvene študije, izvedene od leta 2010 dalje. Rezultati raziskav kažejo, da je agresivno vedenje do učiteljev na Slovaškem zelo razširjeno. Na podlagi analize so oblikovani nekateri zaključki in predlogi za pedagoško prakso.

Received 15. 5. 2022 / Accepted 31. 3. 2023

Scientific article

UDC 364.632:37.064.2(437.6)

KEYWORDS: aggressive behaviour of pupils towards teachers, cyberaggression of pupils towards teachers, research of aggressive behaviour of pupils towards teachers, prevention in schools

ABSTRACT – Aggressive behaviour towards teachers is a concerning issue that can take many forms, including physical violence, verbal abuse, threats, and bullying. This type of behaviour can have serious consequences for both the teacher and the students involved, and it is important to address it in the school environment promptly and effectively. This overview study is focused on the aggressive behaviour of pupils towards teachers in the Slovak Republic. It analyses the current scientific studies implemented since 2010. The results of the studies show that aggressive behaviour towards teachers is widespread in Slovakia. Based on the analysis, some conclusions and suggestions for pedagogical practice are formulated.

1 Introduction

Aggressive behaviour is definitely a complex and multicausal socio-pathological phenomenon. The increase in aggressive behaviour and its occurrence among ever-younger pupils is becoming a substantial problem of today (Bellová, 2021; Emmerová, 2014; Hollá and Kurincová, 2013; Kirves and Sajaniemi, 2012; Saracho, 2017). It is manifested in various forms, including physical violence, verbal abuse, threats, and bullying. Aggression is a continuous process that can intensify – from disobeying the rules, through verbal and non-verbal threats, damaging property, up to causing physical harm to others (Daly and Sterba, 2011).

Aggressive behaviour towards teachers in the form of cyberbullying is a growing problem in the digital age, where anonymous and instant communication through social media and other online platforms has made it easier for students to harass and intimidate their teachers, as many authors have pointed out (De Wett, 2020; Espelage et al., 2013; Garrett, 2014; Kauppi and Pörhölä, 2012; Kopecký and Sztokowski, 2017; Lokmic et al., 2013).

Izgorelost učiteljev in njihovo zadovoljstvo z delom med epidemijo

Prejeto 30. 11. 2022 / Sprejeto 31. 3. 2023

Znanstveni članek

UDK 373.3-051:331.442

KLJUČNE BESEDE: učitelji, izgorelost, zadovoljstvo z delom, osnovna šola, epidemija

POVZETEK – V pričujočem besedilu obravnavamo tematico izgorelosti in zadovoljstva učiteljev z delom v slovenskih osnovnih šolah. Opravili smo kvantitativno raziskavo v času epidemije covida-19, v kateri sta bila uporabljena v slovenščino prevedena in standardizirana vprašalnika: Vprašalnik o izgorelosti na delovnem mestu in Vprašalnik o zadovoljstvu pri delu. Ugotovljali smo stopnjo izgorelosti učiteljev. Izmed treh dimenzij izgorelosti so učitelji izkazali najvišjo stopnjo izgorelosti na dimenziji čustvene izčrpanosti. Regresijski model je v naši raziskavi pokazal, da dimenziji izgorelosti (čustvena izčrpanost in osebna izpolnitev) vplivata na zadovoljstvo učiteljev z njihovim delom. Izsledki naše raziskave nudijo vpogled v učiteljevo doživljanje izgorelosti in zadovoljstva z delom ter lahko služijo kot smernice šolam in vodstvom pri oblikovanju strategij preprečevanja in spremljanja izgorelosti ter zadovoljstva učiteljev pri delu, načrtovanju in organizaciji dela zaposlenih.

Received 30. 11. 2022 / Accepted 31. 3. 2023

Scientific paper

UDC 373.3-051:331.442

KEYWORDS: teachers, burnout, job satisfaction, primary school, epidemic

ABSTRACT – In the paper, we discuss the topic of teacher burnout and job satisfaction in Slovenian primary schools. We conducted a quantitative survey during the COVID-19 epidemic in which two Slovene-translated and standardised questionnaires were used, namely the Maslach Burnout Inventory and the Job Satisfaction Questionnaire. We determined the burnout level of teachers. Regarding three dimensions of burnout, teachers highlighted the highest burnout rate in the emotional exhaustion dimension. The results of the research confirm that teachers experience different levels of burnout according to their length of service, and illustrate differences according to their field of work. At the same time, the results of our research show that teachers in Slovenia are the most satisfied with their relationships with colleagues, and the least satisfied with their salary. The results of our research provide insight into teachers' experiences of burnout and job satisfaction. They can serve as guidelines for schools and management in developing strategies to prevent and monitor burnout and teacher satisfaction with their job, and in planning and organising the work of employees.

1 Uvod

Veliko raziskav dokazuje, da je opravljanje učiteljskega poklica izjemno stresno delo (Kyriacou in Sutcliffe, 1978, v Slivar, 2008; Travers in Cooper, 1996). Učitelji doživljajo višje stopnje stresa in izgorevanja v primerjavi z drugimi poklici, zato naj bi bili med najbolj ogroženimi (Mojsa-Kaja, 2015; Slivar, 2009). Zaposleni v šolstvu poročajo o visoko prisotnem stresu na pedagoških delovnih mestih in o ogroženosti učiteljev, da doživijo izgorelost (Rutar, 2019; Pšeničny, 2008). Učitelji se namreč mesečno spopadajo z znaki izgorelosti (Šimonka, 2016).

Z razglašeno epidemijo covida-19 je spomladi 2020 izobraževanje čez noč začelo potekati na daljavo. Vsi udeleženci pedagoškega procesa so se znašli v novi situaciji

Teachers' Work with Children with Special Needs in Kindergarten

Prejeto 3. 11. 2022 / Sprejeto 31. 3. 2023

Znanstveni članek

UDK 376-053.4

KLJUČNE BESEDE: otroci s posebnimi potrebami, vzgojitelj in pomočnik vzgojitelja, naloge, usposobljenost, vrtec

POVZETEK – Predšolsko obdobje je za otrokov razvoj še posebej občutljivo obdobje in zato je nujno, da je za svoj optimalen razvoj v tem obdobju deležen vseh potrebnih spodbud. Še posebej to velja za otroke s posebnimi potrebami. V našem prispevku predstavljamo pomen vzgojitelja in pomočnika vzgojitelja pri zagotavljanju optimalnih pogojev za razvoj otrok s posebnimi potrebami. Izvedli smo raziskavo, v kateri je sodelovalo 148 vzgojiteljev in pomočnikov vzgojiteljev, ki so poročali o svojem opravljanju splošnih nalog pri delu z otroki s posebnimi potrebami. Rezultati pričajo o tem, da strokovni delavci sicer opravljajo različne naloge, povezane z otroki s posebnimi potrebami, pri tem tudi sodelujejo s svetovalno službo, starši in zunanji sodelavci, a se za delo z otroki s posebnimi potrebami ne počutijo kompetentne. Med vzgojitelji in pomočniki vzgojiteljev prihaja do razlik, ki govorijo v prid vzgojiteljev.

Received 3. 11. 2022 / Accepted 31. 3. 2023

Scientific paper

UDC 376-053.4

KEYWORDS: children with special needs, early childhood education teacher, tasks, competence, kindergarten

ABSTRACT – The preschool period is a susceptible stage of children's development, and it is essential that children receive the necessary support for their optimal development during this period. This is especially important for children with special educational needs. The present study highlights the importance of early childhood education teachers and teacher assistants to provide optimal conditions for the development of children with special educational needs. Our research includes 148 early childhood education teachers and teacher assistants, who completed a questionnaire about the general tasks they perform when working with children with special educational needs. The results show that while teachers perform various tasks intended for children with special educational needs and cooperate with the kindergarten counselling service, parents and other professionals, they do not feel competent to work with children with special educational needs. Additionally, the results indicate that there are differences between early childhood education teachers and teacher assistants, as the results are more favourable for the former.

1 Introduction

The number of children with special educational needs (children with SEN) is increasing (Resolution on the National Health Care Plan 2016-2025, 2016). The definition of children with SEN in the Slovenian Placement of Children with Special Needs Act (2011) includes nine groups of children with SEN as follows: children with intellectual disabilities, blind children or children with visual impairments, deaf children and children with hearing impairments, children with speech and language problems, children with physical disabilities, children with long-term illnesses, children with deficits in individual learning areas, children with autism, and children with emotional and behavioural disorders.

Vzgojni stili staršev

Prejeto 18. 12. 2022 / Sprejeto 31. 3. 2023

Znanstveni članek

UDK 37.018:173.5

KLJUČNE BESEDE: vzgoja, vzgojni stili, starši, otrok, osnovna šola

POVZETEK – Članek govori o vzgojnih stilih staršev. Primarno vlogo pri vzgoji imajo starši. Vzgoja staršev je odvisna od vzgojnega stila: permisivnega, avtoritarnega ali avtoritativnega. Ugotavljali smo, kakšen je vzgojni stil staršev, ki imajo otroka v tretjem razredu osnovne šole. Rezultati raziskave, v kateri je sodelovalo 968 staršev, so zaskrbljujoči. V Sloveniji imamo več kot 52,4% staršev, ki uporabljajo permisivni vzgojni stil. Najmanj staršev se poslužuje avtoritativnega vzgojnega stila, čeprav je v številnih raziskavah poudarjen kot najbolj primeren. Avtoritarni vzgojni stil je srednje zastopan. Starši poudarjajo številne probleme, s katerimi se srečujejo pri vzgoji otrok, po drugi strani pa skoraj tretjina staršev ne bi nič spremenila pri svoji vzgoji. Menimo, da odgovor lahko iščemo v hitrem tempu življenja, saj starši nimajo časa za svoje otroke, zato svojo fizično odsotnost opravičujejo s tem, da otroku vse dovolijo. Lahko smo celo pikri in rečemo, da otroka ne postavljajo na prvo mesto. Zmanjka jim časa, da bi otroku postavili meje, določili jasna pravila, se med seboj pogovarjali in otroke naučili prevzemanja odgovornosti za svoja dejanja.

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KEYWORDS: raising children, parenting styles, parents, child, primary school

ABSTRACT – Raising children depends on the parenting style. There are three main styles of parenting: permissive, authoritarian and authoritative. We tried to find out which parenting style parents choose for their children in Year 3 of primary school. The results of the research, in which 968 parents participated, are alarming. In Slovenia, 52 per cent of parents use the permissive parenting style. Even though the authoritative style is highlighted in many studies as the most appropriate, the least parents use it. Some parents use the authoritarian parenting style as well. Parents stress many problems which they face in bringing up their children, while on the other hand almost a third of parents would not change their parenting style. We believe the reason lies in the fast pace of life, as parents do not spend enough time with their children. They use their physical absence as an excuse for letting their children do whatever they want. We may even be sarcastic and say that their child is not their top priority. They lack the time to set limits and implement clear rules. They also do not have time to talk and to teach their children to take responsibility for their actions.

1 Uvod

Vsak starš zase meni, da svojega otroka vzgaja najbolje. Realnost pa je lahko dostikrat drugačna od našega mnenja, zato je čas, da se v hitrem tempu življenja ustavimo in pogledamo vase ter premislimo, kako vzgajamo. Bitje, ki ga imamo najraje na svetu (naš otrok), mora biti vredno najboljše vzgoje, da mu za življenje damo najboljšo popotnico. Kako vzgajamo, pa je odvisno od našega vzgojnega stila.

Vzgojni stil lahko preprosto opredelimo kot odnos med vzgojiteljem in vzgajancem. Če temu odnosu pripišemo tudi določen namen, je namen vzgojnega stila, da preko odnosa vzgoji posameznika z določenimi osebnostnimi lastnostmi (Peček Čuk in Lesar, 2009).

Darling in Steinberg opredelujeta vzgojni stil kot čustveno ozračje, v katerem otrok odrasča. Vzgojni stil je opredeljen kot značilnost staršev, ki s primerno socializacijo,

NAVODILA AVTORJEM

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