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IZZIVI IN TEŽAVE SODOBNE DRUŽBE

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X. MEDNARODNA KONFERENCA »IZZIVI IN TEŽAVE SODOBNE DRUŽBE«

ZBORNİK RECENZIRANIH POVZETKOV: IZZIVI IN TEŽAVE SODOBNE DRUŽBE

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VSEBINA

Elvis Antončič	1
TABOR ZA GIBALNO RADOVEDNE UČENCE.....	1
THE CAMP FOR PHYSICALLY CURIOUS PUPILES	1
Danica Aščič	2
DOSEGANJE UČNIH CILJEV PRI IZBIRNEM PREDMETU TURISTIČNA VZGOJA SKOZI IZKUSTVENO UČENJE.....	2
ACHIEVING LEARNING IN TOURIST EDUCATION THROUGH EXPERIENTIAL LEARNING	2
Helena Bajec	3
RAZISKOVALNO DELO DIJAKOV NA PODROČJU BIOLOGIJE	3
BIOLOGY EDUCATION RESEARCH	3
Sanja Bekrić	4
DELO Z UČENCI Z MOTNJO POZORNOSTI IN KONCENTRACIJE	4
WORK WITH STUDENTS WITH ATTENTION DEFICIT HYPERACTIVE DISORDER.....	4
Gregor Beranič	5
UPORABA MEDIACIJE KOT METODE RAZREŠEVANJA KONFLIKTA V STANOVANJSKI SKUPINI MLADINSKEGA DOMA MARIBOR.....	5
TITLE: USE OF MEDIATION AS A METHOD OF RESOLVING CONFLICT IN THE HOUSING GROUP OF MLADINSKI DOM MARIBOR	5
Anja Bizjak	6
SWOT ANALIZA V ŠOLI.....	6
SWOT ANALYSIS IN SCHOOL	6
Jurij Bizjak	7
SPREJETJE UČITELJA MED GLUHE IN NAGLUŠNE DIJAKE.....	7
ACCEPTANCE OF THE TEACHER AMONG DEAF AND HARD-OF-HEARING STUDENTS	7
Melita Blatnik	8
Z DRUGIMI NAČINI OCENJEVANJA DO KVALITETNEJŠEGA ZNANJA	8
USING DIFFERENT METHODS OF ASSESSMENT TO GAIN QUALITY KNOWLEDGE	8
Mojca Božnik	9
EKSKURZIJE V TUJINO – IZZIV ZA UČITELJE, NEPOZABNI SPOMINI ZA DIJAKE.....	9
EXCURSIONS ABROAD – A CHALLENGE FOR TEACHERS, UNFORGETTABLE MEMORIES FOR STUDENTS	9
Damjan Bratkovič	10
UPORABA GOOGLE CLASSROOM V UČNEM PROCESU OSNOVNE ŠOLE BRŠLJIN.....	10
THE USE OF GOOGLE CLASSROOM IN THE LEARNING PROCESS OF BRŠLJIN ELEMENTARY SCHOOL	10
Martina Breg	11

3D TISK MODELOV IN UPORABA PRI POUKU KOT ORODJE ZA SOUSTVARJANJE UČENJA NA PRIMERU SREDNJE ŠOLE ZA OBLIKOVANJE MARIBOR.....	11
3D PRINTING OF MODELS AND USE IN CLASSROOM AS A TOOL FOR CO-CREATING LEARNING ON THE EXAMPLE OF SECONDARY SCHOOL OF DESIGN MARIBOR	11
Ana Brejc	12
SLOVENŠČINA NA DVOJEZIČNI ŠOLI V AVSTRIJI – IZZIVI SODOBNEGA ČASA.....	12
SLOVENIAN AT A BILINGUAL SCHOOL IN AUSTRIA - CHALLENGES OF THE MODERN TIME	12
Nika Buček Čavić	13
GLASBENA UMETNOST PRVEGA TRILETJA V GIBANJU	13
MUSIC ART OF THE FIRST TRILET IN MOVEMENT	13
Klavdija Cerovšek	14
TEDEN Z VRSTNIKI BREZ MOBILNIH TELEFONOV	14
A WEEK WITH PEERS WITHOUT MOBILE PHONES	14
Martina Curk	15
PRILAGODITVE ZA UČENCE Z GOVORNO-JEZIKOVNIMI MOTNJAMI.....	15
ADJUSTMENTS FOR STUDENTS WITH SPEECH AND LANGUAGE IMPAIRMENTS	15
Simona Čamer	16
UPORABA DEMONSTRACIJE IN POLIGONA ZA PODAJANJE NOVE SNOVI V POSEBNEM PROGRAMU VZGOJE IN IZOBRAŽEVANJA	16
USE OF THE DEMONSTRATION AND POLYGON FOR TEACHING IN A SPECIAL NEEDS SCHOOL	16
Koraljka Čeh.....	17
NASILJE NI KUL	17
VIOLENCE IS NOT COOL	17
Andreja Čelan.....	18
DELO Z UČENCI TUJCI IN NJIHOV JEZIKOVNI RAZVOJ V OSNOVNI ŠOLI	18
WORKING WITH FOREIGN STUDENTS AND THEIR LANGUAGE DEVELOPMENT IN PRIMARY SCHOOL.....	18
Marija Čibej.....	19
ERASMUS+ PROJEKT MOBILNOSTI ZA OTROKE S POSEBNIMI POTREBAMI	19
ERASMUS+ PROJECT: MOBILITY FOR CHILDREN WITH SPECIAL NEEDS	19
Špela Debeljak	20
VEŠČINE TERAPEVTSKEGA ZASTAVLJANJA VPRAŠANJ V ŠOLSKEM SVETOVALNEM POGOVORU	20
THERAPEUTIC QUESTIONING SKILLS IN THE SCHOOL COUNSELLING CONVERSATION	20
Nina Divjak	21
UČENJE S POMOČJO APLIKACIJE THINGLINK	21
LEARNING WITH THINGLINK APPLICATION	21
Tanja Dobnik	22
RAZVIJANJE FINE MOTORIKE IN GRAFOMOTORIKE KOT IZZIV ZA UČENCE IN UČITELJA.....	22

RAZVIJANJE FINE MOTORIKE IN GRAFOMOTORIKE KOT IZZIV ZA UČENCE IN UČITELJA	22
Katja Draškovič	23
USTVARJALNO S KAMIŠIBAJEM	23
CREATIVE WITH KAMISHIBAI	23
Mitja Draškovič	24
UČINKOVITA GIBALNA AKTIVNOST DIJAKOV TŠC PRI POUKU ŠPORTNE VZGOJE	24
EFFECTIVE PHYSICAL ACTIVITY OF TŠC STUDENTS AT SPORTS EDUCATION	24
Vesna Eržen	25
VPELJAVA MEHKIH VEŠČIN V PRAKTIČNI POUK AVTOMATIZACIJE IN ROBOTIKE NA ŠCŠL	25
INTRODUCTION OF SOFT SKILLS IN THE PRACTICAL LESSONS OF AUTOMATION AND ROBOTICS AT ŠCŠL	25
Marta Fister	26
AKTIVNOSTI V VEČNAMENSKEM CENTRU	26
V ROMSKEM NASELJU VEJAR.....	26
ACTIVITIES AT THE MULTIPURPOSE CENTRE.....	26
IN THE ROMA VILLAGE OF VEJAR.....	26
Lovro Fižuleto	28
PROBLEMATIKA POUČEVANJA KOŠARKE V SLOVENSKIH GIMNAZIJAH	28
PROBLEMS OF TEACHING BASKETBALL IN SLOVENIAN GYMNASIUMS	28
Monika Gajsler	29
VAROVALNI DEJAVNIKI V DIJAŠKEM DOMU	29
PROTECTIVE FACTORS IN THE BOARDING SCHOOL	29
Klavdija Giodani	30
TABORI ZA NADARJENE ZA PODPORO RAZVOJA OSEBNOSTI MLADOSTNIKOV	30
CAMPS FOR GIFTED AS A SUPPORT OF DEVELOPMENT ADOLESCENTS PERSONALITY	30
Irena Gorenjak	31
VAJE SPROŠČANJA PRI URAH DSP.....	31
RELAXATION EXERCISES DURING HOURS OF ADDITIONAL PROFESSIONAL ASSISTANCE	31
Suzana Grah	32
RAZVIJANJE SOCIALNIH SPRETNOSTI IN KOMPETENC PRI SLABOVIDNEM UČENCU Z AVTIZMOM.....	32
DEVELOPING SOCIAL SKILLS AND COMPETENCIES IN A VISUALLY IMPAIRED STUDENT WITH AUTISM	32
Vesna Grgan	33
TEKMOVALNOST KOT MOTIVACIJA ZA VEČJO TELESNO AKTIVNOST DIJAKOV IN DIJAKINJ IZOBRAŽEVALNEGA CENTRA PIRAMIDA MARIBOR NA ŠPORTNEM DNEVU	33
COMPETITIVENESS AS MOTIVATION FOR HIGHER PHYSICAL ACTIVITY OF STUDENTS OF IZOBRAŽEVALNI CENTER PIRAMIDA MARIBOR AT THEIR SPORTS DAY	33

Majda Gruden Eržen	34
IZZIVI IN STRATEGIJE SKUPINSKEGA POUČEVANJA KLJUNASTE FLAVTE V ČASU ŠOLANJA NA DALJAVO	34
CHALLENGES AND STRATEGIES FOR GROUP TEACHING OF THE RECORDER DURING REMOTE EDUCATION	34
Špela Grum	35
PO PAMETI S PAMETNIM TELEFONOM.....	35
OUTSMART YOUR SMARTPHONE	35
Petra Havaj Kuharič	36
OZAVEŠČANJE UČENCEV O POMENU ČASOVNIH OMEJITEV IN NAČINU UPORABE ZASLONOV	36
RAISING STUDENTS' AWARENESS ABOUT SCREEN TIME LIMITS AND SCREEN USAGE.....	36
Stanka Hebar	37
Z GIMNASTIČNO ABECEDO IZBOLJŠAJMO GIBALNE SPOSOBNOSTI UČENCEV.....	37
IMPROVE CHILDREN'S MOTOR SKILLS WITH THE GYMNASTIC ALPHABET	37
Klemen Hleb	38
RAZISKOVALNA DEJAVNOST V UČNEM PROCESU.....	38
RESEARCH ACTIVITY IN THE LEARNING PROCESS	38
Vesna Hmelak	39
DELO Z NADARJENIMI UČENCI – IZZIV ALI TEŽAVA UČITELJA?.....	39
WORKING WITH GIFTED STUDENTS- TEACHER'S CHALLENGE OR A PROBLEM?.....	39
Majda Hočevar Pleško	40
IZZIVI IN PASTI POUKA NA DALJAVO PRI PRVOŠOLCIH – SPOŠTOVANJE OTROŠTVA	40
CHALLENGES AND PITFALLS OF DISTANCE LEARNING FOR FIRST GRADES – RESPECT FOR CHILDHOOD	40
Zdenka Holsedl Pertoci	41
S STROKOVNO EKSURZIJO DO NOVIH ZNANJ	41
NEW KNOWLEDGE OBTAINED THROUGH A PROFESSIONAL EXCURSION... 41	
Nives Horvat	42
MODEL POMOČI OTROKU S ČUSTVENIMI IN VEDENJSKIMI TEŽAVAMI V PRILAGOJENEM PROGRAMU Z ENAKOVREDNIM IZOBRAZBENIM STANDARDOM	42
MODEL OF HELPING A CHILD WITH EMOTIONAL AND BEHAVIORAL PROBLEMS IN A CUSTOMIZED PROGRAM WITH AN EQUIVALENT EDUCATIONAL STANDARD	42
Sara Horvat	43
SPODBUJANJE BRANJA IN PISANJA V SREDNJI ŠOLI.....	43
ENCOURAGING READING AND WRITING IN SECONDARY SCHOOL.....	43
Mateja Hribar	44
UČINKI PROTEKTIVNE VZGOJE NA UČENCA IN NJEGOVO ŠOLSKO DELO ...	44
EFFECTS OF THE INFLUENCE OF PROTECTIVE EDUCATION ON THE PUPIL AND HIS SCHOOL WORK	44
Matejka Hrovat	45

STOP-ANIMACIJA PRI NEOBVEZNEM IZBIRNEM PREDMETU UMETNOST ...	45
STOP-MOTION ANIMATION IN THE NON-COMPULSORY OPTIONAL SUBJECT ART.....	45
Tjaša Hrovatič	46
SOUSTVARJANJE UČENJA S KREATIVNO IGRO	46
CO-CREATIVE LEARNING WITH THE CREATIVITY GAME	46
Katja Janič	47
IKT-KOMPETENCE UČITELJEV IN UČENCEV.....	47
ICT COMPETENCES OF TEACHERS AND PUPILS	47
Maruša Jarc Stergar	48
IZZIVI IN DOŽIVLJANJE STARŠEV OTROK Z AVTISTIČNIMI MOTNJAMI.....	48
CHALLENGES AND EXPERIENCE FACED BY PARENTS OF CHILDREN WITH AUTISM SPECTRUM DISORDER	48
Bernarda Jernejc	49
GREMO V GOZD	49
LET'S GO TO THE FOREST.....	49
Tamara Jovičić	50
RAZISKOVANJE TRAJNOSTNEGA RAZVOJA SKOZI MEDGENERACIJSKO SODELOVANJE	50
SUSTAINABLE DEVELOPMENT RESEARCH THROUGH INTERGENERATIONAL COOPERATION	50
Maruša Jug	51
ČAROBNA ŠKATLA KOT UČNI PRIPOMOČEK	51
MAGIX BOX AS A DIDACTIC TOOL.....	51
Špela Kadunc	52
ZAVEDANJE NEVARNOSTI UPORABE INTERNETA NA PRIMERU NOGOMETNEGA ODDELKA	52
AWARENESS OF THE DANGERS OF INTERNET USE: THE CASE STUDY OF A FOOTBALL CLASS	52
Mateja Karneža	53
MEDPREDMETNO PROJEKTNO DELO Z NADARJENIMI UČENCI PRI SLOVENŠČINI	53
WORKING ON INTERDISCIPLINARY PROJECTS WITH TALENTED STUDENTS IN SLOVENE CLASSES	53
Vesna Keše	54
KAKO MOTIVIRATI UČENCE ZA PRAKTIČNO DELO V SODOBNEM POTROŠNIŠKEM SVETU?	54
HOW TO MOTIVATE STUDENTS FOR PRACTICAL WORK IN THE MODERN CONSUMER WORLD?	54
Simona Kirn Volf	55
KAKO POMAGATI OTROKU Z GOVORNO JEZIKOVNO MOTNJO DO BRANJA?	55
HOW TO HELP A CHILD WITH SPEECH AND LANGUAGE DISORDER TO READ?	55
Mojca Kline	56
POMEN RAZREDNIKOVEGA SODELOVANJA S STARŠI PRI UČENCIH Z MOTNJO HRANJENJA.....	56

THE IMPORTANCE OF THE CLASS TEACHER'S COOPERATION WITH PARENTS OF STUDENTS WITH AN EATING DISORDER	56
Berta Klun Mrak	57
PRETEKLOST IN IZKUŠNJE SEDAJ IN ZA PRIHODNOST	57
THE PAST AND THE EXPERIENCES NOW AND FOR THE FUTURE.....	57
Alenka Kolar	58
SOCIALNA VKLJUČENOST PRI UČENCIH, KI IMAJO DODATNO STROKOVNO POMOČ V ZADNJEM TRILETJU OSNOVNE ŠOLE	58
SOCIAL INCLUSION OF PUPILS WHO HAVE ADITONAL PROFESSIONAL ASSISTANCE IN THE LAST THREE YEARS OF PRIMARY SCHOOL	58
Sabina Kolenc	59
PLANINSTVO V SREDNJI ŠOLI.....	59
MOUNTAINEERING IN HIGH SCHOOL	59
Nina Končan	60
“ZMOREM SAM!”	60
SAMOSTOJNOST OTROK – ZAUPANJE STARŠEV IN UČITELJEV	60
“I CAN DO IT BY MYSELF”	60
CHILDREN’S INDEPENDANCY – PARENTS’ AND TEACHERS’ TRUST	60
Melita Kosaber	61
POVEZOVALNA VLOGA DNEVOV DEJAVNOSTI	61
THE CONNECTING ROLE OF ACTIVITY DAYS	61
Lidija Kosar	62
SODELOVANJE OSNOVNE ŠOLE VIDEM Z DRUŠTVOM KMETIC VIDEM PRI IZBIRNEM PREDMETU SODOBNA PRIPRAVA HRANE - PRIMER DOBRE PRAKSE	62
COOPERATION OF PRIMARY SCHOOL VIDEM WITH THE LOCAL COMMUNITY OF PEASANT WOMEN AT SCHOOL ELECTIVE COURSE MODERN FOOD PREPARATION - AN EXAMPLE OF GOOD PRACTICE.....	62
Iris Kosmatin	64
MOTIVACIJA, USTVARJALNOST IN SPROŠČENOST V PROCESU NASTAJANJA MUZIKALA	64
MOTIVATION, CREATIVITY AND RELAXATION IN THE PROCESS OF CREATING A MUSICAL	64
Antonija Krajncič	65
POZITIVNI UČINKI UČENJA Z GIBANJEM PRI VKLJUČEVANJU INOVATIVNIH PRISTOPOV V UČNI PROCES	65
POSITIVE EFFECTS OF LEARNING THROUGH MOVEMENT IN INTEGRATING INNOVATIVE APPROACHES IN THE LEARNING PROCESS	65
Saša Kralj	66
AKTIVNA DIJAŠKA SKUPNOST	66
ACTIVE STUDENT ORGANISATION	66
Karla Kramberger	67
S POMOČJO GLEDALIŠČA ZATIRANIH LAŽJE IZRAZIM SVOJA ČUSTVA IN STISKE	67
IT'S EASIER TO EXPRESS MY FEELINGS AND TROUBLES USING THE THEATER OF THE OPPRESSED	67
Sonja Kranjc Kelemina	68

VZORNIKI – POMOČ PRI ODRAŠČANJU	68
ROLE MODELS - ASSISTANCE FOR GROWING UP	68
Martina Krašovic	69
SPOZNAVANJE KULTURE, OBİČAJEV, ZNAMENITOSTI TER	
IZOBRAŽEVALNIH SISTEMOV DRŽAV V OKVIRU PROJEKTA ERASMUS+	69
DISCOVERING THE CULTURE, CUSTOMS, SIGHTS, AND EDUCATIONAL	
SYSTEMS OF DIFFERENT COUNTRIES WITHIN THE ERASMUS+ PROJECT	69
Katja Kumer	70
UPORABA APLIKACIJ PRI URAH DODATNE STROKOVNE POMOČI.....	70
USAGE OF APPLICATIONS IN ADDITIONAL PROFESSIONAL HELP	70
Nuša Lederer Pangos	71
Z VPELJEVANJEM MEDIACIJE V RAZREDNO KLIMO GRADIMO BOLJŠE	
ODNOSE ŽE MED PRVOŠOLCI	71
BY INTRODUCING MEDIATION IN THE CLASS, WE ARE BUILDING BETTER	
RELATIONS BETWEEN PRIMARY SCHOOL STUDENT	71
Valerija Lepener	72
VKLJUČEVANJE UČENCEV IZ DRUGIH JEZIKOVNIH OKOLIJ V	
EKSPERIMENTALNO DELO	72
INTEGRATING STUDENTS FROM OTHER LANGUAGE ENVIRONMENTS IN	
EXPERIMENTAL WORK.....	72
Brigita Lesjak	73
KAKO DO GLASOVNEGA ZAVEDANJA S KONKRETNIMI MATERIALI V 1.	
RAZREDU.....	73
HOW TO ACHIEVE VOICE AWARENESS WITH CONCRETE MATERIALS IN	
THE FIRST GRADE	73
Dominik Letnar	74
VKLJUČEVANJE DIJAKOV V ORGANIZACIJO TURNIRJA E-ŠPORT	74
INVOLVING STUDENTS IN THE ORGANIZATION OF AN E-SPORT	
TOURNAMENT.....	74
Marija Lisec	75
DAN ZA SPREMEMBE 2021 NA OŠ MUTA.....	75
A DAY FOR CHANGES 2021 AT OŠ MUTA	75
Maja Marin	76
PLESNO-GLEDALIŠKE DELAVNICE –	76
VKLJUČEVANJE OTROK S POSEBNIMI POTREBAMI	76
DANCE THEATER WORKSHOPS –	76
THE INCLUSION OF SPECIAL NEEDS CHILDREN	76
Vlasta Marjanovič	77
POMEN ELEMENTOV NEFORMALNEGA IZOBRAŽEVANJA PRI OBŠOLSKIH	
DEJAVNOSTIH, NA PRIMERU KULTURNEGA KROŽKA.....	77
THE IMPORTANCE OF NON-FORMAL EDUCATION ELEMENTS IN EXTRA-	
CURRICULAR ACTIVITIES, USING THE EXAMPLE OF A CULTURAL CLUB ...	77
Katja Mauko	79
UPORABA METODE BARVITE SEMANTIKE PRI UČENCIH S TEŽAVAMI NA	
PODROČJU GOVORA IN JEZIKA	79
USING COLOURFUL SEMANTICS METHOD IN STUDENTS WITH SPEECH AND	
LANGUAGE DIFFICULTIES	79

Barbara Medle	80
DOBRE BRALNE STRATEGIJE VODIJO K UČNI USPEŠNOSTI IN SAMOSTOJNOSTI	80
EFFICIENT READING STRATEGIES ENABLE GOOD TEACHING RESULTS AND INDEPENDENCY	80
Nada Medved	81
INKLUZIJA DIJAKA S POSEBNIMI POTREBAMI V REDNI SISTEM SREDNJEŠOLSKEGA IZOBRAŽEVANJA.....	81
INCLUSION OF A SPECIAL NEEDS STUDENT INTO A REGULAR SYSTEM OF HIGH-SCHOOL EDUCATION	81
Katja Medvešek	82
TEMELJNE PRVINE ODNOSA MED VZGOJITELJEM IN MLADOSTNIKI Z VEDENJSKIMI IN ČUSTVENIMI MOTNJAMI	82
FUNDAMENTAL ELEMENTS OF THE RELATIONSHIP BETWEEN EDUCATORS AND ADOLESCENTS WITH BEHAVIORAL AND EMOTIONAL DISORDERS	82
Lidija Mohor	83
URE POUKA V NARAVI	83
LESSONS IN NATURE.....	83
Tina Mojzer	84
SODELOVALNO UČENJE KOT METODA RAZVIJANJA MNOGOTERIH KOMPETENC PRI POUKU SLOVENŠČINE V GIMNAZIJAH	84
COOPERATIVE LEARNING AS A METHOD OF DEVELOPING MANY COMPETENCIES IN TEACHING SLOVENIAN IN GRAMMAR SCHOOLS	84
Viktorija Mrzelj	85
SPOZNAVNI TABOR ZA DIJAKE 1. LETNIKA SREDNJE FRIZERSKE ŠOLE LJUBLJANA	85
AN INTRODUCTORY CAMP FOR THE FIRST-YEAR STUDENTS OF LJUBLJANA SECONDARY SCHOOL FOR HAIRSTYLING	85
Tanja Naveršnik	86
SKRIB ZA DUŠEVNO ZDRAVJE OTROK IN MLADOSTNIKOV NA SPEKTRU AVTIZMA	86
CONCERN FOR THE MENTAL HEALTH OF CHILDREN AND ADOLESCENTS ON THE AUTISM SPECTRUM.....	86
Tatjana Novak	87
MEDVRSTNIŠKO VODENA USTVARJALNA DELAVNICA	87
PEER-LEADED CREATIVE WORKSHOP	87
Petra Oblak	88
ČUJEČNOST KOT SAMOPOMOČ PRI OBVLADOVANJU STRESA	88
MINDFULNESS AS SELF- HELP IN COPING WITH STRESS	88
Katarina Oblak Vidic	89
SLOVENIJA – MOJ DRUGI DOM	89
Uspešno vključevanje učencev priseljencev v slovenski izobraževalni sistem na OŠ Šmartno pod Šmarno goro	89
SLOVENIA – MY SECOND HOME	89
Successful integration of immigrant pupils into the Slovenian education system at Šmartno pod Šmarno goro Primary School	89
Vesna Obrez	90

VEDENJSKO MOTEČ UČENEC V RAZREDU	90
BEHAVIORALLY DISRUPTIVE STUDENT IN THE CLASSROOM	90
Jeanette Ozvaldič	91
JE NASILJE ODGOVOR?	91
IS VIOLENCE THE ANSWER?	91
Klaudija Pahor	92
AKTIVNO UČENJE TUJEGA JEZIKA	92
ACTIVE FOREIGN LANGUAGE LEARNING	92
Simona Painkret	93
RAZREDNO TUTORSTVO NA GIMNAZIJI CELJE – CENTER	93
CLASS TUTORING AT GIMNAZIJA CELJE – CENTER	93
Rajko Palatin	94
UPORABA SPLETNIH ORODIJ PRI PRAKTIČNEM POUKU ELEKTROTEHNIKE	94
THE USAGE OF WEB TOOLS AT PRACTICAL LESSONS OF ELECTRICAL ENGINEERING	94
Ester Palinkaš	95
SKRB ZA ZDRAVJE	95
HEALTH CARE	95
Tina Perko	96
ZNAČILNOSTI MOTENJ HRANJENJA MED OTROCI IN NAJSTNIKI V SODOBNEM ČASU	96
CHARACTERISTICS OF EATING DISORDERS AMONG CHILDREN AND TEENAGERS IN MODERN TIME	96
Petra Pernat	97
MEDVRSTNIŠKO NASILJE	97
PEER VIOLENCE	97
Mateja Petan	98
POHVALA KOT STRATEGIJA V PEDAGOŠKEM PROCESU	98
PRAISE AS A STRATEGY IN THE PEDAGOGICAL PROCESS	98
Boštjan Petučnik	99
PODJETNOST KOT SEDMA KOMPETENCA V UČNEM OKOLJU	99
ENTREPRENEURSHIP AS THE SEVENTH COMPETENCE IN THE LEARNING ENVIRONMENT	99
Primož Plazar	100
ŠPORT IN SOCIALNE VEŠČINE	100
SPORT AND SOCIAL SKILLS	100
Petra Podjaveršek	101
NADARJENI OTROCI V OSNOVNI ŠOLI	101
TALENTED CHILDREN IN PRIMARY SCHOOL	101
Marko Podpečan	102
INTERAKTIVNI VIDEO O VARNI UPORABI OGNJA ZA UČENCE	102
INTERACTIVE VIDEO ON SAFE USE OF FIRE FOR STUDENTS	102
Nataša Pogorevc Tarkuš	103
PREPREČEVANJE MEDVRSTNIŠKEGA NASILJA V 3. RAZREDU	103
PREVENTION OF PEER VIOLENCE IN 3 rd CLASS	103
Tina Pokrivač	104

VLOGA ŠOLSKE SVETOVALNE SLUŽBE PRI OBRAVNAVI DRUŽINSKEGA NASILJA (ODKRIVANJE, PREPREČEVANJE IN POMOČ ŽRTVI).....	104
THE ROLE OF THE SCHOOL ADVISORY SERVICE IN ASSOCIATION WITH DOMESTIC VIOLENCE (DETECTION, PREVENTION AND VICTIM ASSISTANCE)	104
Bojana Polak Mijović	105
NOČ S KNJIGO – KAKO UČENCE SPODBUDITI K BRANJU.....	105
BOOK NIGHT – HOW TO ENCOURAGE CHILDREN TO READ.....	105
Andrej Polanc	106
POMEN ŠPORTNE AKTIVNOSTI ZA OTROKE Z MOTNJAMI AVTISTIČNEGA SPEKTRA V OSNOVNI ŠOLI	106
THE IMPORTANCE OF SPORTS ACTIVITY FOR CHILDREN WITH AUTISM SPECTRUM DISORDERS IN PRIMARY SCHOOL.....	106
Urška Ponikvar	107
POMEN GIBANJA ZA BOLJŠE SOCIALNE ODNOSE UČENCEV V PODALJŠANEM BIVANJU.....	107
THE IMPORTANCE OF PHYSICAL ACTIVITIES FOR BETTER SOCIAL RELATIONS BETWEEN PUPILS IN AFTER-SCHOOL CLASSES.....	107
Ksenija Popošek	108
MEDVRSTNIŠKO NASILJE – PROBLEM MNOGIH OBRAZOV	108
RAZVOJNI PROJEKT NASILJE NI KUL.....	108
VIOLENCE - THE PROBLEM OF MANY FACES.....	108
Mojca Potočnik	109
POMEN ZGODNJE OBRAVNAVE OTROK S POSEBNIMI POTREBAMI PRI ODKRIVANJU MOČNIH PODROČIJ PREDŠOLSKEGA OTROKA.....	109
IMPORTANCE OF EARLY CHILDHOOD INTERVENTION AT DETECTING A CHILD'S STRENGTHS.....	109
Kristina Reberšek	111
UPORABA VEDENJSKEGA NAČRTA PRI SPODBUJANJU ŽELENEGA VEDENJA V 1. RAZREDU	111
THE USE OF A BEHAVIOURAL PLAN TO PROMOTE DESIRED BEHAVIOUR IN 1ST GRADE	111
Sara Remžgar	112
USTVARJANJE "NAJDENE" POEZIJE KOT PRISTOP K DELU Z NADARJENIMI UČENCI.....	112
CREATING FOUND POETRY AS AN APPROACH TO WORKING WITH TALENTED STUDENTS	112
Marina Ristova Firer	114
S SOCIALNIMI IGRAMI NAD PSIHIČNO NASILJE V PRVEM RAZREDU.....	114
FIGHTING PSYCHOLOGICAL BULLYING IN FIRST GRADE WITH SOCIAL GAMES.....	114
Vesna Rižnik	115
UČENJE »MASE SNOVI« V ŽIVLJENJSKIH SITUACIJAH PRI UČENCIH Z LAŽJO MOTNJO V DUŠEVNEM RAZVOJU	115
LEARNING "MASS OF MATTER" IN LIFE SITUATIONS FOR PUPILS WITH MILD INTELLECTUAL DISABILITY	115
Nina Rojnik	116

UPORABA TELEVIZIJE IN RAČUNALNIKA V INTENZIVNI STANOVANJSKI SKUPINI.....	116
USE OF TELEVISION AND COMPUTER IN AN INTENSIVE HOUSING GROUP	116
Ina Rožman	118
POZOR, GIBALNO OVIRAN UČENEC V RAZREDU!.....	118
ATTENTION, PHYSICALLY HANDICAPPED PUPIL IN THE CLASSROOM!	118
Irena Sajovic – Šuštar	119
"GLASBENA MATINEJA" V OKVIRU OBVEZNIH IZBIRNIH VSEBIN: PRIMER AKTIVNEGA DELA Z GLASBENO NADARJENIMI DIJAKI V GIMNAZIJI	119
"MUSICAL MATINEE': AN EXAMPLE OF GOOD PEDAGOGICAL PRACTICE WITH MUSICALLY -GIFTED HIGH SCHOOL STUDENTS	119
Janja Senekovič	120
PREVENTIVA IN ZAZNAVANJE VRSTNIŠKEGA NASILJA V NIŽJIH RAZREDIH OSNOVNE ŠOLE	120
PREVENTION AND PERCEPTION OF PEER VIOLENCE IN THE LOWER GRADES OF PRIMARY SCHOOL	120
Petra Slak	121
URESNIČEVANJE INKLUZIJE PRI DELU Z OTROKI S POSEBNIMI POTREBAMI V PREDŠOLSKEM OBDOBJU	121
IMPLEMENTATION OF INCLUSION WHEN WORKING WITH CHILDREN WITH SPECIAL NEEDS IN THE PRESCHOOL PERIOD.....	121
Nataša Snoj Kumlanc	122
AKTIVNO STARANJE	122
ACTIVE AGING	122
Karmen Soban	123
ALI JE IZBIRNI PREDMET ZA UČENCA LAHKO LE ŽELJA?	123
CAN AN ELECTIVE SUBJECT BE JUST A WISH FOR STUDENT?	123
Martina Sovdat	124
DIJAKI V VLOGI UČITELJA.....	124
STUDENTS IN THE ROLE OF THE TEACHER	124
Anja Sovič	125
RAZVOJ OSNOVNIH ČLOVEKOVIH PRAVIC ŽENSK SKOZI PERSPEKTIVO ZGODOVINSKIH FILMOV	125
THE DEVELOPMENT OF BASIC HUMAN RIGHTS FOR WOMEN THROUGH HISTORICAL MOVIES	125
Ada Stegnar	126
KULTURNE DEJAVNOSTI KOT GRADNIKI VREDNOT V SODOBNI DRUŽBI. 126	
CULTURAL ACTIVITIES AS CORNERSTONES OF VALUES IN MODERN SOCIETY	126
Helena Sternad	127
DIDAKTIČNA IGRA »PODJETNIK, ZNAJDI SE!« PRI UČNIH URAH	
PODJETNIŠTVA V SREDNJI ŠOLI.....	127
"ENTREPRENEUR, FIND YOURSELF!" DIDACTIC GAME FOR	
ENTREPRENEURSHIP LESSONS IN HIGH SCHOOL	127
Nina Stojakovič Kvas	128

»MOŽGANE NA PAŠO«: Z MISELNIMI PREMORI DO USPEŠNEJŠEGA UČENJA	128
BRAIN BREAKS AS AN AID FOR SUCCESSFUL LEARNING	128
Maša Stres	129
VERTIKALNO SODELOVANJE IN UČENJE O DEMOKRACIJI	129
VERTICAL COOPERATION AND LEARNING ABOUT DEMOCRACY	129
Monja Šalamon	130
DIGITALNA TEHNOLOGIJA KOT MOTIVACIJA ZA UČENJE	130
DIGITAL TECHNOLOGY AS A MOTIVATION FOR LEARNING	130
Katja Šivec	131
INKLUZIJA UČENCEV ROMOV V PRVEM RAZREDU OSNOVNE ŠOLE	131
INCLUSION OF ROMA STUDENTS TO THE 1ST GRADE OF PRIMARY SCHOOL.....	131
Jure Škraban	132
RAZVOJ PROTOKOLA VERIŽNE REAKCIJE S POLIMERAZO ZA POMNOŽEVANJE BAKTERIJSKEGA GENA 16S RDNA.....	132
DEVELOPING A POLYMERASE CHAIN REACTION PROTOCOL FOR AMPLIFYING BACTERIAL 16S RDNA GENE	132
Helena Šlebir Lekan	133
MODELI COACHINGA ZA BOLJ UČINKOVIT IN USPEŠEN RAZVOJ UČENCEV.....	133
COACHING MODELS FOR MORE EFFICIENT AND SUCCESSFUL STUDENT DEVELOPMENT	133
Mojca Šon	135
USTVARJALNE DELAVNICE ZA OTROKE IN STARŠE.....	135
V SODELOVANJU S KRAJEVNO SKUPNOSTJO IN ŠOLO.....	135
CREATIVE WORKSHOPS FOR CHILDREN AND PARENTS.....	135
IN COOPERATION WITH THE LOCAL COMMUNITY AND THE SCHOOL	135
Stanislava Šonc	136
DELO Z NADARJENIMI UČENCI PRI POUKU SLOVENŠČINE V ČASU POUKA NA DALJAVO	136
WORK WITH GIFTED STUDENTS IN TEACHING SLOVENIAN DURING THE COVID-19 DISTANCE EDUCATION PROCESS	136
Tatjana Špur	138
PODOBA DRUŽINE V SLOVENSKI LITERATURI V 1. POLOVICI 20. STOLETJA	138
THE IMAGE OF FAMILY IN SLOVENE LITERATURE IN THE FIRST HALF OF THE 20TH CENTURY.....	138
Natalija Šraml	139
UPORABA LITERATURE ZA BOLJŠO INKLUZIJO UČENCEV Z DISLEKSIJO V SREDNJI ŠOLI.....	139
USING LITERATURE FOR BETTER INCLUSION OF STUDENTS WITH DYSLEXIA IN HIGH SCHOOL	139
Metka Štraser	140
VPLIV TEHNOLOGIJE NA POUK SLOVENŠČINE IN NA DIJAKE V SREDNJEM POKLICNEM IZOBRAŽEVANJU	140

THE IMPACT OF TECHNOLOGY ON TEACHING SLOVENE AND ON STUDENTS IN SECONDARY VOCATIONAL EDUCATION	140
Tadeja Štuhec	141
TRAJNOST IZBOLJŠAVE S PODROČJA ORGANIZACIJSKE KLIME V VRTCU MANKA GOLARJA GORNJA RADGONA	141
SUSTAINABILITY OF IMPROVEMENT IN THE FIELD OF ORGANIZATIONAL CLIMATE IN THE KINDERGARTEN MANKA GOLARJA GORNJA RADGONA	141
Maja Tavčar Karlin	142
NAREDIM SAM – IN ZNAM	142
I DO IT BY MYSELF – AND I KNOW IT	142
Petra Teržan	143
NTC METODE PRI POUKU ZA USPEŠNEJŠE UČENJE TAKO UČNO NADARJENIH OTROK KOT TISTIH S POSEBNIMI POTREBAMI.....	143
NTC METHODS OF TEACHING IN A CLASSROOM – A SUCCESSFUL MEANS OF LEARNING FOR THE GIFTED AS WELL AS FOR THOSE WITH SPECIAL NEEDS.....	143
Nataša Tišlarič	144
INTEGRACIJA ROMSKIH OTROK V VRTEC	144
INTEGRATION OF ROMA CHILDREN IN TO KINDERGARTEN	144
Anica Toplak	146
INOVATIVNO MULTISENZORNO UČENJE ŠTEVIL SLEPIH IN SLABOVIDNIH	146
INNOVATIVE MULTISENSORY LEARNING OF NUMBERS OF BLIND AND VISUALLY IMPAIRED	146
Diana Trifunović	147
EDUCAPLAY KOT ORODJE PRI POUČEVANU NA DALJAVO.....	147
EDUCAPLAY AS A REMOTE TEACHING APP	147
Barbara Triler	148
»UČENJE TUJIH JEZIKOV – HITREJE IN UČINKOVITEJE?«.....	148
»LEARNING FOREIGN LANGUAGES - FASTER AND MORE EFFICIENT«.....	148
Vesna Turičnik	149
MEDVRSTNIŠKO NASILJE NA OSNOVNI ŠOLI RADLJE OB DRAVI.....	149
PEER VIOLENCE ON THE ELEMENTARY SCHOOL RADLJE OB DRAVI.....	149
Alenka Rebeka Ungar Dietinger	150
VEČ RABE ELEKTRONSKIH NAPRAV, VEČ ANGLEŠČINE	150
THE MORE USE OF ELECTRONIC DEVICES, THE MORE ENGLISH	150
Marija Urbančič Suhadolnik	151
MOBILNI TELEFON – UČNI PRIPOMOČEK ALI.....	151
OVIRA PRI UČENJU	151
MOBILE PHONE – A LEARNING TOOL OR	151
A BARRIER TO LEARNING.....	151
Tamara Vardič	152
OTROK Z MOTNJO AVTISTIČNEGA SPEKTRA: SVET SKOZI NJEGOVI OČI ..	152
A CHILD WITH AN AUTIST SPECTRUM DISORDER: THE WORLD THROUGH HIS EYES	152
Jasmina Vaupotič	153
DELO Z NADARJENIMI UČENCI PRI DODATNEM POUKU FIZIKE.....	153

WORKING WITH GIFTED STUDENTS IN ADDITIONAL PHYSICS LESSONS ..	153
Ervin Vičič	154
UPORABA INFOMACIJSKO-KOMUNIKACIJSKE TEHNOLOGIJE PRI	
POUČEVANJU STROKOVNEGA MODULA – TEHNIŠKO KOMUNICIRANJE...	154
THE USE OF INFORMATION COMMUNICATION TECHNOLOGY IN TEACHING	
THE TECHNICAL MODULE – TECHNICAL COMMUNICATION.....	154
Marko Vintar	155
RAČUNALNIK – DRAGOCEN PRIPOMOČEK UČENCEM S PRIMANJKLJAJI NA	
PODROČJU PISANJA	155
COMPUTER - A VALUABLE TOOL FOR STUDENTS WITH DEFICITS IN	
WRITING	155
Vesna Vujinič	156
KDO SEM JAZ, KDO SI TI?	156
WHO AM I, WHO ARE YOU?	156
Maja Weiss	157
INTEGRACIJA DIJAKOV S POSEBNIMI POTREBAMI V RAZREDNO SKUPNOST	
SKOZI PROJEKT »ZDRAVA ŠOLA«.....	157
INTEGRATION OF STUDENTS WITH SPECIAL NEEDS INTO THE CLASSROOM	
COMMUNITY THROUGH THE HEALTHY SCHOOL PROJECT	157
Alenka Zajec	158
IVAN CANKAR V BESEDI IN ČIPKI	158
IVAN CANKAR IN WORD AND LACE	158
Alja Zajec	159
VPLIV DELA S STARŠI NA DUŠEVNO ZDRAVJE OTROK.....	159
INFLUENCE OF WORKING WITH PARENTS ON CHILDREN MENTAL	
HEALTH.....	159
Maja Zelič	160
GIBALNE DEJAVNOSTI ZA UČENCE S POSEBNIMI POTREBAMI PRI URAH	
DODATNE STROKOVNE POMOČI	160
PHYSICAL ACTIVIES FOR CHILDREN WITH SPECIAL NEEDS AT INDIVIDUAL	
LESSONS	160
Ivanka Zupan	161
PROSTOVOLJSTVO KOT PRIMER URESNIČEVANJA INKLUZIJE NA	
PODROČJU VZGOJE IN IZOBRAŽEVANJA V SODELOVANJU Z LOKALNO	
SKUPNOSTJO	161
VOLUNTEERING AS AN EXAMPLE OF ACHIEVING INCLUSION IN THE FIELD	
OF EDUCATION IN COOPERATION WITH THE LOCAL COMMUNITY	161
Neža Zupančič Logar	162
VPLIV VOJNE V UKRAJINI NA MOTIVACIJO DIJAKOV ZA UČENJE	
RUŠČINE	162
THE IMPACT OF WAR IN UKRAINE ON STUDENT MOTIVATION IN RUSSIAN	
LANGUAGE LEARNING	162
Mateja Zupančič	163
SPREMINJATI NEMOGOČE V MOGOČE KLJUB PRISOTNOSTI SPECIFIČNIH	
UČNIH TEŽAV	163
TURNING IMPOSSIBLE TO POSSIBLE DESPITE THE PRESENCE OF SPECIFIC	
LEARNING DIFFICULTIES	163

<i>Petra Žitko</i>	165
POUK ANGLEŠČINE, KI UČENCEM OMOGOČA ENAKE MOŽNOSTI ZA USPEH.....	165
TEACHING AND LEARNING ENGLISH THAT ENABLES STUDENTS AN EQUAL OPPORTUNITY FOR SUCCESS.....	165

TABOR ZA GIBALNO RADOVEDNE UČENCE

POVZETEK

Tabor za gibalno radovedne učence je bil namenjen nadarjenim učencem 3. triletja osnovne šole in je bil izveden na področju Gorjancev. Tovrsten tabor nam je omogočil, da smo učencem lahko predstavili različne gibalne in miselne naloge, ki jih pri rednem kurikulumu veliko težje izvedemo ali pa jih sploh ne moremo. Udeleženci tabora so si širili nabor gibalnih veščin in gibalnih nalog, ki jih sicer ne bi spoznali v okviru šolanja v osnovnošolskem izobraževanju. Učenci v današnjem času mnogo manj časa preživijo pri dejavnostih, ki so bile nekoč veliko bolj zastopane v odraščanju posameznika. Učencem smo dejavnosti predstavili na način, ki je pri njih zahteval multidisciplinaren pristop ter kombinacijo iznajdljivosti in povezovanje znanja večjih področij. Temeljne dejavnosti tabora so bile: kolesarjenje in pohodništvo po pobočjih in cestah Gorjancev, met kopja in diska, orientacijski tek, lokostrelstvo, taborništvo, preživetje v divjini in ponovna socializacija po dolgem koronskem obdobju. Na gibalnem taboru za radovedne učence so se udeleženci navajali na samostojno in skupinsko opravljanje posameznih nalog, hkrati pa so na takšen način tudi tkali medsebojne vezi, ki so izredno pomembne za uspešno sobivanje v skupnosti, sočasno pa so tudi spoznavali meje samega sebe, ker so bile nekatere dejavnosti zelo naporene z vidika fizične in psihične obremenitve. Skupaj z udeleženci tabora smo ugotovili, da so strnjene vsebine v naravi tiste s katerimi si lahko gibalno nadarjeni učenci ustvarjajo motorično širino, ki jim kasneje omogoča lažje uresničevanje zastavljenih ciljev, učitelji pa dobivamo nove ideje in nove poglede na motorični razvoj današnjih otrok.

KLJUČNE BESEDE: motorično učenje, medsebojni odnosi, zabava.

THE CAMP FOR PHYSICALLY CURIOUS PUPILES

ABSTRACT

The camp for physically curious pupils was intended for talented pupils of the 3rd trimester of primary school and was held in the Gorjanci area. This kind of camp enabled us to present to the pupils various motor and mental tasks that are much more difficult or impossible to do in the regular curriculum. The participants of the camp expanded their range of motor skills and motor tasks that they would not otherwise have learned in the context of primary school education. Pupils nowadays spend much less time on activities that were once much more represented in an individual's growing up. We presented the activities to the students in a way that required a multidisciplinary approach and a combination of ingenuity and integration of knowledge in larger fields. The basic activities of the camp were: cycling and hiking on the slopes and roads of Gorjanci, javelin and discus throwing, orienteering, archery, camping, survival in the wild and re-socialization after a long corona period. At the movement camp for curious students, the participants got used to performing individual tasks individually and in groups, and at the same time they weaved mutual ties that are extremely important for successful coexistence in the community. Some activities were very strenuous in terms of physical and mental strain. Together with the participants of the camp, we found that condensed content in nature is good for pupils and teachers - pupils can create motor width, which later allows them to achieve their goals, teachers get new ideas and new perspectives on motor development of today's children.

KEYWORDS: motor learning, interpersonal relationships, fun.

DOSEGANJE UČNIH CILJEV PRI IZBIRNEM PREDMETU TURISTIČNA VZGOJA SKOZI IZKUSTVENO UČENJE

POVZETEK

Učitelji se pogosto sprašujemo “Kaj šola pomeni našim učencem?” ter “Katera znanja in veščine jim želimo prenesti znotraj učnega procesa?”. Kadar smo soočeni s takšno situacijo, se moramo zagotovo vprašati, kateri didaktični pristop omogoča večji uspeh naših učencev – ali so to tradicionalne oblike, kjer učenci usvajajo učne vsebine preko učbenikov in prevzemajo pasivno vlogo, ali jim želimo ponuditi tudi aktivne oblike učenja, ki omogočajo poglobljeno razumevanje učnih vsebin. Pristop, ki temelji na aktivnosti učenca in v ospredje postavlja njegovo subjektivno doživljanje učnega procesa, je model izkustvenega učenja. Izkustveno učenje je proces učenja z delom. Z vključevanjem učencev v praktične izkušnje in kritičnim razmišljanjem o le-teh, lahko učenci bolje povežejo teorijo in znanja, ki so se jih naučili v razred, s situacijami iz resničnega sveta. Številne teorije izkustvenega učenja se naslanjajo na model Davida Kolba, ki je tudi nam služil kot teoretični okvir pri usvajanju novih učnih vsebin pri izbirnem predmetu Turistična vzgoja pri učnem sklopu Turistično informiranje in oglaševanje. Kot rezultat je nastal vizualni izdelek, ki predstavlja naše lokalno okolje kot turistično destinacijo dostopno otrokom in mladostnikom ter služi oglaševanju. Učenci so skozi izkustveno učenje izrazili svojo ustvarjalnost, učili so se znotraj resnične situacije, hkrati pa so krepili sodelovalno in skupinsko učenje. Prav tako so imeli priložnost kritično razmisliti o svojem doživljanju učenja in uporabiti novo pridobljeno znanje v problemsko zastavljeni situaciji. Učitelj je skozi učni proces prevzel vlogo »pustvarjalca« primernih priložnosti, skozi katere so učenci pridobili izkušnje ter jih povezali z učnimi vsebinami, ki smo jih obravnavali v učilnici.

KLJUČNE BESEDE: izkustveno učenje, turistična vzgoja, osnova šola, lokalno okolje.

ACHIEVING LEARNING IN TOURIST EDUCATION THROUGH EXPERIENTIAL LEARNING

ABSTRACT

Teachers often discuss “What does school mean to our students?” and “What knowledge and skills do we want to transfer to them within the learning process?”. When faced with such a situation, we must certainly ask ourselves which didactic approach enables greater success of our students - are these, traditional forms where students learn content through textbooks and take a passive role, or do we want to offer them active forms of learning that allow in-depth understanding of learning content. An approach that is based on the student's activity and puts their subjective experience of the learning process at the forefront, is a model of experiential learning. Experiential learning is the process of learning through work. By involving students in practical experiences and thinking critically about them, students can better connect the theory and knowledge they have learned in class with real-world situations. Many theories of experiential learning are based on the model of David Kolb, which also served us as a theoretical framework for the acquisition of new learning content in the elective course Tourism Education in the learning set of Tourism Information and Advertising. The result is a visual product that represents our local environment as a tourist destination accessible to children and youth and serves advertising. Through experiential learning, students expressed their creativity, learned within a real life situation, and at the same time strengthened skills of collaborative and group learning. They also had the opportunity to think critically about their learning experience and use the newly acquired knowledge in a problem-based situation. Through the learning process, the teacher took on the role of "re-creator" of appropriate opportunities through which students gained experience and connected it with the learning content that we discussed in the classroom.

KEYWORDS: experiential learning, tourism education, elementary school, local environment.

RAZISKOVALNO DELO DIJAKOV NA PODROČJU BIOLOGIJE

POVZETEK

Biološka znanost je temeljna znanost na številnih področjih človeškega napredka. Zbujanje zanimanja za učenje biologije in naravoslovja pri dijakih je bistvenega pomena za celostno razumevanja bioloških konceptov in njihovih povezav, ki so ključni za usmeritev k trajnostni rabi naravnih virov, ohranjanjem biodiverzitete in kakovostnega naravnega okolja. Vsako leto na naši šoli spodbujamo številne zelo zainteresirane in nadarjene dijake za to področje k izdelavi raziskovalne naloge. Mentorstvo jim omogočimo s strani učitelja na naši šoli, lahko tudi dodatnega mentorja strokovnjaka specifičnega področja iz univerz in drugih raziskovalnih institucij. Raziskovalno delo vzpodbuja ustvarjalno in poglobljeno razmišljanje na specifičnem področju, razvijanje sposobnosti za reševanje kompleksnih problemov na podlagi sistematičnega, analitičnega in racionalnega razmišljanja. Pri dijakih zahteva iskanje informacij iz verodostojnih virov, kritični način razmišljanja, načrtovanje in izvedbo raziskovalnega dela ter oblikovanje objektivnega pisnega izdelka z argumentirano diskusijo. V letošnjem šolskem letu smo z dijaki pod mojim mentorstvom ali somentorstvom izdelali 5 raziskovalnih nalog. Pri tem je sodelovalo 6 dijakov. Vsi dijaki so s svojimi nalogami sodelovali na regijskem tekmovanju »Mladi za napredek Maribora« in osvojili srebrno ali zlato priznanje. Dve nalogi sta na državnem srečanju mladih raziskovalcev dosegli srebrno in zlato priznanje. Ne glede na dosežek so bili dijaki mnenja, da je bilo raziskovalno delo zelo zahtevno, vendar ga niso obžalovali, saj je zahtevalo predvsem veliko samostojnega dela in so na ta način bolj učinkovito pridobili znanje.

KLJUČNE BESEDE: biologija, kritično razmišljanje, nadarjeni dijaki, raziskovalno delo.

BIOLOGY EDUCATION RESEARCH

ABSTRACT

Biological science is a fundamental science in many areas of human progress. Arousing students' interest in learning biology and science is essential for a holistic understanding of biological concepts and their connections, which are key to focus on the sustainable use of natural resources, conserving biodiversity and a quality natural environment. Every year at our school we encourage many very interested and talented students in this field to create a research paper. We provide mentoring to them by a teacher at our school, and we can also provide an additional mentor an expert in a specific field from universities and other research institutions. Research work encourages creative and in-depth thinking in a specific field, developing the ability to solve complex problems based on systematic, analytical and rational thinking. It requires students to seek information from credible sources, to think critically, to plan and carry out research work, and to design written product which is objective with the discussion full of arguments. In this school year, we did 5 research assignments with students under my mentorship or co-mentorship. 6 students participated in this. All students participated in the regional competition "Youth for the Progress of Maribor" and won a silver or gold award. Two assignments won silver and gold awards at the National Meeting of Young Researchers. Regardless of the achievement, the students' opinion was that the research work was very difficult. They didn't regret it, as it required a lot of independent work and thus resulted in more effective knowledge.

KEYWORDS: biology, critical thinking, research work, talented students.

DELO Z UČENCI Z MOTNJO POZORNOSTI IN KONCENTRACIJE

POVZETEK

Strokovni delavci, ki izvajamo dodatno strokovno pomoč na rednih šolah, se redno srečujemo z učenci s specifičnimi učnimi težavami. Vedno bolj opažamo, da se povečuje število učencev z motnjo pozornosti in koncentracije, ki so pogosto spregledani, oziroma deležni kritik na račun svojega vedenja, dela za šolo, izhajajoč iz pomanjkljivega poznavanja specifik dela s tovrstno populacijo s strani pedagoških delavcev. Da bi se uspešno soočili z izzivi pri poučevanju učencev z motnjo pozornosti in koncentracije, ugotavljamo, da moramo poznati delovanje možganov otrok in mladostnikov z motnjo pozornosti in koncentracije, znati opazovati težave (simptome) na nivoju pozornosti, koncentracije in hiperaktivnosti, opredeliti težave na vseh treh nivojih v vzgojno – učnem okolju in vzpostaviti povezovalno strokovno okolje, ki vključuje učitelje, svetovalne delavce, strokovnjake (specialni pedagog, psiholog...), starše in otroka, kjer se išče uspešne strategije dela z učencem. Pri svojem delu smo specialni pedagogi pomemben vir informacij in nudimo oporo ter obrazložitvev, predvsem staršem in učiteljem, kako naj se soočajo s posameznimi težavami, ki se nakazujejo pri otroku, jih spodbujamo, da v učno okolje (tako v šoli kot doma), vnašajo spremembe in prilagoditve, ki so opredeljene v članku. Poslanstvo specialnih pedagogov je, da vključene v tim, ki sodelujejo v želji, da učencu pomagajo pri premagovanju specifičnih učnih težav, opolnomoči z znanjem, kako s konkretnimi pristopi pričeti oblikovati spodbudno vzgojno-izobraževalno okolje, v katerem bodo učenci z motnjo pozornosti in koncentracije uspešno osvajali znanje, se v šolskem okolju dobro počutili, bili sprejeti in dosegali optimalne rezultate.

KLJUČNE BESEDE: pozornost, koncentracija, hiperaktivnost, učne strategije, delovanje možganov.

WORK WITH STUDENTS WITH ATTENTION DEFICIT HYPERACTIVE DISORDER

ABSTRACT

Consultants in the educational process provide complementary professional assistance within primary school curriculum implementation where they're confronted with pupils with specific learning difficulties. We are constantly seeing an increasing number of pupils with attention deficit hyperactive disorders (ADHD), who are often overlooked or criticized for their behavioral deviations, indifference or insufficient effort for school diligence, and intolerance, based on the lack of knowledge and understanding of the specific characteristics and specifics of applicable working strategies with the considered population by primary school teachers. In order to successfully manage the aforementioned challenges with treating pupils with ADHD, we need to understand the brain functioning of children and adolescents with ADHD, observe problems (symptoms) at the level of attention, concentration and hyperactivity, and identify problems at all three levels in their learning environment. Finally we are required to establish an adequate cooperation between all subjects within the educational process: the teacher, the special needs and inclusive support team, psychologists, parents and not the least the pupil by which we can develop successful strategies for working with pupils who have been diagnosed or are exhibiting symptoms of ADHD. Qualified consultants are therefore an indispensable resource of knowledge, interpretation and finally support to both parents and teachers alike, about ways to approach specific child problems, encouraging them to take action, adopt necessary changes and adjustments in the learning environment (both at school and at home), as identified in this article. The mission of specialized consultants is to empower all those, who are involved in this process, with specific knowledge, approaches and tactics for creating a stimulating learning environment in which pupils with attention and concentration deficits would successfully and optimally acquire the mediated knowledge, self-confidence and acceptance in the school environment.

KEYWORDS: attention and concentration deficit, hyperactivity, teaching and learning strategies, brain functions.

UPORABA MEDIACIJE KOT METODE RAZREŠEVANJA KONFLIKTA V STANOVANJSKI SKUPINI MLADINSKEGA DOMA MARIBOR

POVZETEK

Vzgojitelji v stanovanjskih skupinah Strokovnega centra Mladinskega doma Maribor imamo odgovorno in zahtevno nalogo – vzgajamo in izobražujemo otroke in mladostnike. Stanovanjska skupina Strokovnega centra Mladinskega doma Maribor je, tako kot ostala okolja, kjer se gibljejo otroci in mladostniki, kraj, kjer prihaja do konfliktov, nesoglasij in sporov. Ti so seveda sestavni del življenja, saj ima vsak svoje mnenje, svoj pogled, vrednote in prepričanja. V konflikte so vpleteni vsi otroci, mladostniki, vzgojitelji in tudi starši. Zato je še kako pomemben način kako pristopamo k reševanju konfliktov. Upoštevamo in uporabljamo vse tehnike, ki so na voljo, da čim bolj kvalitetno opravimo nalogo, ki nam je zaupana. Ena od učinkovitih oblik konstruktivnega reševanja sporov je mediacija. Za mediacijo, kot alternativno obliko reševanja sporov, sem se odločil tudi sam. Na Pedagoški fakulteti, kjer sem opravil program izpopolnjevanja - Izvajanje specialno-pedagoške in socialno-pedagoške pomoči otrokom in mladostnikom s primanjkljaji na posameznih področjih učenja ter s čustvenimi in vedenjskimi težavami, sem se seznanil in naučil osnov mediacije. Na delovnem mestu vzgojitelja v stanovanjski skupini sem jo uporabil zato, ker se mi je zdelo smiselno rešiti konflikt na drugačen način, saj so se nesoglasja med mladostnicama nenehno ponavljala in sem smatral, da sta punca dovolj zreli za takšno obliko reševanja konflikta. Spoznal sem, da lahko s pomočjo mediacije uspešno rešimo konflikt, ki se ga drugače mogoče ne bi dalo. Mediacija je metoda, katero bi lahko vzgojitelji pri svojem delu večkrat uporabili. Sam jo zagotovo bom, saj sem dokazal, da je lahko uspešen primer dobre prakse.

KLJUČNE BESEDE: konflikti, mediacija, vzgojitelj, stanovanjska skupina.

TITLE: USE OF MEDIATION AS A METHOD OF RESOLVING CONFLICT IN THE HOUSING GROUP OF MLADINSKI DOM MARIBOR

ABSTRACT

Educators in housing groups of Strokovni center Mladinski dom Maribor have a responsible and demanding task - we raise and educate children and adolescents. The housing group of Strokovni center Mladinski dom Maribor, is, like other environments where children and adolescents move, a place where conflicts, disagreements and conflicts occur. They are, of course, an integral part of life, because everyone has their own opinions, their own views, values and beliefs. All children, adolescents, educators and parents are involved in conflicts. That why it is important in what way to resolve conflicts. We take into account and use all available techniques to perform the task entrusted to us as well as possible. One effective form of constructive dispute resolution is mediation. I have also decided for mediation as an alternative form of dispute resolution. At the Pedagoška fakulteta, where I carried out a programme of training - Implementation of special-pedagogical and socio-pedagogical assistance to children and adolescents with deficits in individual fields of learning and emotional and behavioural problems, I learned the basics of mediation. I used it in the workplace of an educator in a housing group because it made sense to resolve the conflict in a different way, because the disagreements between the two adolescent girls were constantly repeated and I felt that the girls were mature enough for this form of conflict resolution. I realized that with the help of mediation, we can successfully resolve a conflict that might not otherwise have been possible. Mediation is a method that educators could use more times in their work. I will definitely do it myself, as I have proven that it can be a successful example of good practice.

KEYWORDS: conflicts, mediation, educator, housing group.

SWOT ANALIZA V ŠOLI

POVZETEK

Učitelji lahko krepimo svoje zmogljivosti na različne načine – preko dodatnega izobraževanja, samostojnega iskanja rešitev, sodelovanja s kolegi, najbolj pomembno pa je, da analiziramo svoje delo ter delo drugih učiteljev, se učimo iz napak ter dobre ideje prenašamo v prakso. V članku bom predstavila nekaj mejnikov učiteljevega profesionalnega razvoja ter pasti, na katere lahko naletimo na naši profesionalni poti. Predstavila bom SWOT analizo, ki se sicer uporablja v poslovnem svetu, a je vsestransko uporabna in primerna tudi kot pripomoček za analizo stanja v razredu ter oblikovanje novih strategij poučevanja. V anketi, v kateri je odgovarjalo 110 učiteljev razrednega pouka, so vsi odgovorili, da SWOT analize ne uporabljajo pri načrtovanju svojega dela. Le 15 % sodelujočih učiteljev pa je SWOT analizo poznalo. Namen izvedene SWOT analize je bil ugotoviti trenutno stanje v razredu – poiskala sem prednosti, slabosti, priložnosti in nevarnosti. Z opravljeno SWOT analizo sem izluščila najbolj bistvene dejavnike, ki pozitivno in negativno vplivajo na delo v našem oddelku. Oblikovala sem konkretne ukrepe, kjer sem slabosti odpravljala s prednostmi in priložnostmi, nevarnosti pa poskušala omiliti s preventivnim delovanjem in sodelovanjem s starši. SWOT analiza se je izkazala kot uporabna matrika pri zaznavanju trenutnega stanja in iskanju možnosti, kako oblikovati najbolj učinkovito in spodbudno učno okolje. SWOT analiza predstavlja nov doprinos k stroki, saj bi bilo smiselno, da bi jo učitelji pogosteje vključevali v svoje delo. Analiza omogoča lažje razumevanje trenutne situacije in kvalitetnejše načrtovaje aktivnosti, s katerimi razvijamo in izboljšujemo učno prakso.

KLJUČNE BESEDE: osnovna šola, SWOT analiza, profesionalni razvoj, analiza stanja.

SWOT ANALYSIS IN SCHOOL

ABSTRACT

Teachers can build their skills in many ways - through further training, independent research, collaboration with colleagues, but most importantly by analysing their own work and that of other teachers, learning from mistakes and putting good ideas into practice. In this article, I will present some of the milestones in a teacher's professional development and some of the traps we may encounter along the way. I will present a SWOT analysis, which is used in the business world, but is also versatile and useful as a tool for analysing the classroom situation and designing new teaching strategies. In a survey of 110 primary school teachers (1–5 grade) all responded that they do not use SWOT analysis when planning their work. However, only 15 % of participants knew what SWOT analysis is. The purpose of the SWOT analysis was to identify the current situation in the classroom - I looked for strengths, weaknesses, opportunities and threats. The SWOT analysis helped me to extract the most important factors that positively and negatively influence the work in our department. I have formulated concrete actions where I have addressed weaknesses with strengths and opportunities, and threats with preventive action and cooperation with parents. The SWOT analysis proved to be a useful matrix to perceive the current situation and to find ways to create the most effective and supportive learning environment. SWOT analysis represents a new contribution to the profession, as it would make sense for teachers to incorporate it more frequently into their work. The analysis makes it easier to understand the current situation and to plan better activities to develop and improve teaching practice.

KEYWORDS: primary school, SWOT analysis, professional development, analysis of the situation.

SPREJETJE UČITELJA MED GLUHE IN NAGLUŠNE DIJAKE

POVZETEK

Razvoj gluhe in naglušne osebe poteka po enakih razvojnih principih kot pri slišočih, vendar izguba sluha prinaša posebnosti na posameznih področjih razvoja, in sicer na predvsem na področju razvoja jezika, govora in komunikacije. Slednje pa se odraža v specifičnostih kognitivnega, socialno-emocionalnega in motoričnega razvoja ter razvoja vedenja in osebnosti. Predvsem socialno-emocionalno področje je pri vzpostavitvi stika z dijakom še kako pomembno. V zelo podobnem položaju se znajde gluhi dijak med slišočimi ali slišoč učitelj med gluhi. V obeh primerih lahko govorimo o nekakšnem socialnem izobčenju. To privede do pomanjkanja učiteljeve avtoritete, zaradi česar je lahko ogrožen celoten proces poučevanja. Učiteljeva naloga je, da najde pot v dijakov svet preko jezika, govora in komunikacije, torej preko slovenskega znakovnega jezika. V prispevku bo predstavljena metoda poučevanja, ki se lahko izvaja skozi celotno šolsko leto, in zblíževanja učitelja, ki ne obvlada slovenskega znakovnega jezika z gluhi dijadi. Metoda lahko koristi vsem učiteljem, ki se prvič znajdejo v tujem okolju in morajo hitro zgraditi dobro razredno klimo.

KLJUČNE BESEDE: gluhi in naglušni otroci, slovenski znakovni jezik, posebne potrebe.

ACCEPTANCE OF THE TEACHER AMONG DEAF AND HARD-OF-HEARING STUDENTS

ABSTRACT

Deaf and hard-of-hearing people develop according to the same developmental principles as hearing people, but hearing loss brings with it specific features in particular areas of development, notably in the areas of language, speech and communication. The latter is reflected in specific features of cognitive, socio-emotional and motor development, as well as behavioural and personality development. The social-emotional area is particularly important in establishing contact with the pupil. The situation is very similar for a deaf pupil among hearing pupils or a hearing teacher among deaf pupils. In both cases, we can speak of a kind of social ostracism. This leads to a lack of authority on the part of the teacher, which can jeopardise the whole teaching process. The teacher's task is to find a way into the student's world through language, speech and communication, i.e. through Slovenian Sign Language. This paper will present a method of teaching that can be implemented throughout the school year and bring a teacher who does not know Slovenian Sign Language closer to deaf students. The method can benefit all teachers who are new to a foreign environment and need to build a good classroom climate quickly.

KEYWORDS: deaf and hard of hearing children, Slovene sign language, special needs.

Z DRUGIMI NAČINI OCENJEVANJA DO KVALITETNEJŠEGA ZNANJA

POVZETEK

Ocenjevanje znanja je pomemben del učnega procesa, ki mora dati objektivno in celostno informacijo o učenčevem znanju. To mora poleg poznavanja vsebin, konceptualnega razumevanja in proceduralnih znanj, zajemati tudi procesna znanja in veščine. Slednje težje ovrednotimo s pisnim in ustnim ocenjevanjem, zato je smiselno uporabiti druge načine ocenjevanja, kjer morajo učenci uporabljati kombinacijo sposobnosti, spretnosti in znanja. V prispevku bodo preko predstavitve ocenjevanja modelov, eksperimentalnega in projektnega dela pri naravoslovju v 7. in biologiji v 9. razredu prikazane izboljšave v pridobljenem znanju, odgovornosti in motivaciji učencev za šolsko delo. Hkrati pa ugotavljamo, da ti načini ocenjevanja omogočajo bolj individualen pristop, večjo možnost povezovanja znanja in razvoj življenjsko pomembnih veščin, kot so reševanje problemov, kritično mišljenje, sodelovanje in komunikacijo, ustvarjalnost, samouravnavanje ter učenje z raziskovanjem.

KLJUČNE BESEDE: učenci, znanje, drugi načini ocenjevanja, samouravnavanje.

USING DIFFERENT METHODS OF ASSESSMENT TO GAIN QUALITY KNOWLEDGE

ABSTRACT

Assessment is an important part of the learning process, which must provide objective and comprehensive information about students' knowledge. In addition to content knowledge, conceptual understanding and procedural knowledge, it should also include the knowledge of processes and skills. The latter are more difficult to evaluate through written and oral assessment, therefore, it makes sense to use different methods of assessment, where students are expected to use a combination of abilities, skills and knowledge. The paper will present the improvements in acquired knowledge, responsibility and students' motivation for school work through the presentation of model assessment as well as experimental and project work in a 7th grade Science class and in a 9th grade Biology class. At the same time, we find out that these assessment methods enable a more individual approach, a greater opportunity to integrate knowledge and the development of skills which are important for students' future life, such as problem solving, critical thinking, collaboration and communication, creativity, self-regulation and learning through research.

KEYWORDS: students, knowledge, different methods of assessment, self-regulation.

EKSKURZIJE V TUJINO – IZZIV ZA UČITELJE, NEPOZABNI SPOMINI ZA DIJAKE

POVZETEK

Namen pričujočega prispevka je predstaviti pripravo, organizacijo, izpeljavo in doprinos strokovnih ekskurzij v tujino k pouku tujega jezika, saj s kolegico anglistko za dijake Srednje šole za oblikovanje Maribor to počneva že več kot deset let. V uvodu sem nanizala nekaj razlogov, zakaj sploh organizirati ekskurzije v tujino, v nadaljevanju pa predstavila, kako poteka načrtovanje od usklajevanja programa in ogledov znamenitosti do priprave dijakov različnih letnikov in programov na samo potovanje ter informiranje staršev o ekskurziji na sestankih. Dijaki ob vsaki ekskurziji dobijo tudi zadolžitve in sicer fotografiranje, snemanje, pisanje dnevnika in podobno, saj jo ob vrnitvi domov predstavimo tudi drugim dijakom naše šole. Kljub še tako dobrim pripravam na potovanje pa lahko zmeraj gre kaj narobe – kaj vse smo že doživeli na naših izletih in na kaj naj bodo učitelji, ki še bodo pripravljali izlete v tujino, pozorni, sem opisala v nadaljevanju. Ob zaključku prispevka sem razmišljala o mnogoterih veščinah in znanjih, ki jih dijaki pridobijo ali izboljšajo na samih ekskurzijah od socializacije, učenja samostojnosti, odgovornosti, organiziranosti do seveda uporabe tujega jezika v praksi, učenja o drugih kulturah, običajih, zgodovini države... Izkušnje, ki jih dijaki dobijo na mnogih področjih ob ekskurziji v tujino, so neprecenljive, in če bo pričujoči prispevek opogumil vsaj enega učitelja za organizacijo ekskurzije za svoje dijake, je namen prispevka dosežen.

KLJUČNE BESEDE: ekskurzija, tujina, dijaki.

EXCURSIONS ABROAD – A CHALLENGE FOR TEACHERS, UNFORGETTABLE MEMORIES FOR STUDENTS

ABSTRACT

The purpose of this paper is to present the outline, organization and execution of excursions abroad, along with their contribution to foreign language classes, as my colleague and I have been organizing them for our students at the Secondary School of Design Maribor for more than a decade. In the introduction, I state some of the reasons for organizing excursions abroad, and in the following chapters, I describe the organization process – from coordinating the programme, preparing the students from different classes and programmes for the journey to informing parents at meetings. As part of every excursion, the students get specific assignments such as taking photos, filming, or writing a diary, because we prepare a presentation of the excursion for other students upon our return. Despite carefully planning ahead, we can always come across a number of difficulties – I describe what we have experienced so far and what other teachers who intend to organize similar excursions abroad should pay attention to. Finally, I discuss the variety of skills that the students acquire or improve on excursions, such as socializing, becoming independent, responsible and organized, and of course using the foreign language in practice and learning about other cultures, traditions and a country's history. The experience that the students gain in various fields are invaluable. If this paper encourages at least one teacher to organize an excursion for his or her students, its aim will be achieved.

KEYWORDS: excursion, foreign countries, students.

UPORABA GOOGLE CLASSROOM V UČNEM PROCESU OSNOVNE ŠOLE BRŠLJIN

POVZETEK

Doba globalizacije je na nek način sprožila svetovno tekmovalnost obvladovanja, ustvarjanja in implementacije novih tehnologij. Novosti so se dotaknile tudi izobraževanja. Obdobje pandemije je pospešilo razmah šolanja na daljavo. Ena izmed obstoječih možnosti Google for Education daje učiteljem svobodo, da porabijo več časa za prilagajanje učne izkušnje ter vsebine in manj časa za njeno upravljanje in reševanje tehničnih težav. Učenci se tako naučijo reševanja problemov in veščin 21. stoletja. Glavne funkcije so naravnane v smeri dostopnosti, vključevanja in sodelovanja, ki vsakemu učencu pomagajo in omogočajo, da opravi delo po svojih najboljših močeh. V prispevku bi rad predstavil uporabnost, praktičnost in zanesljivost alternativnega celostnega informacijskega sistema Google za izobraževalne ustanove, katerega uporablja naša šola od leta 2012. Osredotočil se bom na spletne učilnice Google Classroom, katere so na voljo od leta 2014. S pojavom pandemije so se svetovni šolski sistemi in njihovi informacijski sistemi znašli na kritičnem preizkusu. Naše izkušnje so pokazale, da v Sloveniji nismo bili najboljšo pripravljeni na tako veliko število uporabnikov Arnesovega sistema. Spletne učilnice uporabljajo naši učenci od 4. do 9. razreda. S spoznavanjem in uporabo spletnih učilnic učenci uporabljajo enostavno in spodbudno učno okolje. Učenci tako pričnejo z digitalnim opismenjevanjem že v 1. triletju. S pomočjo integriranih Googlovih dokumentov razvijajo sodelovalne in organizacijske sposobnosti z brezpapirnimi dokumenti pa se tudi ekološko osveščajo.

KLJUČNE BESEDE: digitalna pismenost, Google spletne učilnice, brezpapirna spletna učilnica.

THE USE OF GOOGLE CLASSROOM IN THE LEARNING PROCESS OF BRŠLJIN ELEMENTARY SCHOOL

ABSTRACT

The era of globalization has in a way triggered a global competition for the mastery, creation and implementation of new technologies. In the field of education many innovations have been done. The pandemic period accelerated the spread of distance learning. One of the existing options of Google for Education gives teachers the freedom to spend more time adapting the learning experience and content and less time managing it and solving technical problems. Pupils thus learn to solve 21st century problems and skills. The main functions are oriented towards accessibility, inclusion and cooperation, which help and enable each student to do the job to the best of their ability. In this article, I would like to present the usability, practicality and reliability of Google's alternative integrated information system for educational institutions, which our school has been using since 2012. I will focus on Google Classroom online classrooms, which have been available since 2014. European schools and their information systems have come under critical scrutiny. Our experience during pandemic has shown that in Slovenia we were not prepared well for such a large number of users of the Arnes system. Online Google classrooms are used by our students from 4th to 9th grade. By learning and using online classrooms, pupils use a simple and stimulating learning environment. Pupils start digital literacy in the first three years of schooling. With the help of integrated Google documents, they develop collaborative and organizational skills with paperless documents and also become ecologically aware.

KEYWORDS: digital literacy, Google classrooms, paperless classroom.

3D TISK MODELOV IN UPORABA PRI POUKU KOT ORODJE ZA SOUSTVARJANJE UČENJA NA PRIMERU SREDNJE ŠOLE ZA OBLIKOVANJE MARIBOR

POVZETEK

V strokovnem članku je predstavljen razvoj, metodologija, vaje in uporaba 3D tiska kot orodja za pomoč v izobraževanju pri naključno izbranih predmetih v programih medijski tehnik, tehnik oblikovanja in frizer. Predmeti, ki so bili vključeni v raziskavo so bili: matematika, umetnost, biologija, struktura las, geografija na Srednji šoli za oblikovanje Maribor. V strokovnem članku so predstavljeni, 3D tisk kot orodje in pripomoček za izobraževanje, metodologija vaj in ob koncu testiranja 3D modelov v razredu, kot soustvarjanje učenja. Končna evalvacija je podana s podatki, ki sem jih dobila iz sodelovanja na 4 letnem projektu z naslovom 3D4Kids, Erasmus+ projekta. V uvodnem delu je podrobno opisana uporaba 3D tiska, metodologija in priprava vaj za soustvarjanje učenja glede na posamezen predmet, ki je skladen s šolskim učnim načrtom. Ob koncu testiranja s 3D modelom pri pouku so dijaki rešili digitalni anketni vprašalnik, ki je predstavljen ob koncu v poglavju ugotovitve in služi kot evalvacija in kvantitativna raziskava. Ugotovitve kažejo, da si učenci ob pomoči 3D modela lažje predstavljajo problem in poiščejo rešitev. Učencem je všečna uporaba in novo znanje iz področja 3D tiska. Učencem je zanimiva uporaba 3D modelov med poukom. Pomanjkljivosti, ki so ju videli sta bili dve. Prva je izpostavljena finančna situacija na ravni šole s pomanjkanjem sredstev, da bi imeli pri vsakem predmetu možnost tiska 3D modelov. In druga dodatno znanje, ki bi ga morali osvojiti, da bi si lahko modele natisnili sami doma, da bi lahko razvijali znanje oziroma, da bi si lahko v šoli natisnili modele za domov.

KLJUČNE BESEDE: soustvarjanje učenja, metodologija, 3D tisk, sodobna družba.

3D PRINTING OF MODELS AND USE IN CLASSROOM AS A TOOL FOR CO-CREATING LEARNING ON THE EXAMPLE OF SECONDARY SCHOOL OF DESIGN MARIBOR

ABSTRACT

The article presents the development, methodology, exercises and use of 3D printing as a tool to help educate. We have chosen randomly selected subjects in our teaching programs: media technician, design technician and hairdresser. Subjects included in the research were: mathematics, art, biology, hair structure, geography at the Secondary School of Design Maribor. Furthermore, the article presents 3D printing as a tool and tool for education, methodology of exercises and pilot testing of 3D models in the classroom, as co-creation of learning. The final evaluation is given by the data received from participating in the 4-year Erasmus+ project 3D4Kids. Introduction describes use of 3D printing, methodology and preparation of exercises for co-creation of learning in relation to each subject, which is consistent with the school curriculum. At the end of the testing pilot classes, students solved a digital survey questionnaire, which is presented at the end in the chapters of the findings and serves as an evaluation and quantitative research. The findings show that students find it easier to present a problem and find a solution with the help of a 3D model. Students enjoy the use and new knowledge in the field of 3D printing. Students are interested in using 3D models during class. The shortcomings they saw were two. The first is the financial situation at the school level with the lack of resources to be able to print 3D models for each subject. And another additional knowledge that you should acquire in order to be able to print models yourself at home, to be able to develop knowledge or to be able to print models for home at school.

KEYWORDS: Co-creation in learning, methodology, 3D printing, modern society.

SLOVENŠČINA NA DVOJEZIČNI ŠOLI V AVSTRIJI – IZZIVI SODOBNEGA ČASA

POVZETEK

V prispevku bom v uvodu predstavila šoli, na katerih poučujem, in se v nadaljevanju dotaknila glavnih izzivov, s katerimi se srečujem pri svojem delu. Ti so: ne-znanje slovenščine od doma, različna nivoja sporazumevalnih zmožnosti (govorjenje in razumevanje), uporaba nemščine pri pouku slovenščine, igriv in ne prezahteven pouk, razkorak med pričakovanji sistema in dejanskim stanjem (na primeru učnih gradiv) ter težave tehnične narave. Pri vsakem izmed izzivov bom poiskala tudi rešitve. Rešitve vidim v diferenciranem pouku, izogibanju dobesednim prevodom in rabi nemščine, navajanju na kratka in jasna navodila v slovenščini, razgibanem pouku z različnimi dejavnostmi ter prilagojeni rabi učnih gradiv (s predpripravo). S svojim prispevkom želim vplivati na odločevalce, ki načrtujejo pouk slovenščine na avstrijskem Koroškem. Želim si tudi, da bi prispevek pomagal dvojezičnim učiteljem pri načrtovanju pouka slovenščine (kot tujega jezika), saj gre za zelo specifično področje, o katerem se ne govori veliko. Prispevek vidim kot odskočno desko za raziskovanje področja v prihodnje.

KLJUČNE BESEDE: slovenščina, dvojezičnost, manjšina, avstrijska Koroška, dvojezična šola.

SLOVENIAN AT A BILINGUAL SCHOOL IN AUSTRIA - CHALLENGES OF THE MODERN TIME

ABSTRACT

In the introduction, I will introduce the schools where I teach, and then touch on the main challenges I face in my work. These are: lack of knowledge of Slovene from home, different levels of communication skills (speaking and understanding), use of German in Slovene lessons, playful and not too demanding lessons, the gap between system expectations and actual situation (for example learning materials) and technical problems. I will also look for solutions to each of the challenges. I see solutions in differentiated lessons, avoiding literal translations and the use of German, getting used to short and clear instructions in Slovene, varied lessons with various activities and adapted use of learning materials (with preparation). With my contribution, I want to influence decision-makers who plan to teach Slovene in Carinthia, Austria. I would also like the paper to help bilingual teachers to plan the teaching of Slovene (as a foreign language), as this is a very specific area that is not talked about much. I see the post as a springboard for exploring the field in the future.

KEYWORDS: Slovene, bilingualism, minority, Austrian Carinthia, bilingual school.

GLASBENA UMETNOST PRVEGA TRILETJA V GIBANJU

POVZETEK

Gibanje je prva in osnovna reakcija na ritmično-melodično dogajanje. Celostna metoda ustvarjalnega giba v šolskem procesu omogoča povezovanje telesnih, socialnih, miselnih in čustveno-doživljajskih dejavnosti pri pouku glasbene umetnosti. Je učenje skozi gibalno izražanje, pri katerem je izobraževalno orodje naše telo. Učiteljeva naloga je skrbno izbiranje gibalnih vsebin, preko katerih učenci dosegajo različne cilje glasbene umetnosti. Eden izmed izzivov trenutnega šolstva in sodobne družbe nasploh je veliko pomanjkanje gibanja pri otrocih. Posledice pomanjkanja gibanja bodo dolgoročno vplivale na kasnejše obdobje življenja otrok, zato se jih je potrebno zavedati že danes. Cilj članka je ugotoviti, kakšen vpliv ima gibanje med poukom na učence, kako gibanje deluje na skupino in posameznika v njej ter kaj opaža učitelj pri sebi in pri otrocih. Ciljna skupina članka so otroci prvih treh razredov. Ti otroci se zelo naravno in z veseljem gibajo. Namen članka in prispevek k stroki je predstavitev pozitivnih vplivov gibanja na učence in motiviranje učiteljev za pouk v gibanju, ki ga izvajam pri vseh predmetih, v tem prispevku s poudarkom na glasbeni umetnosti. Po gibalnih aktivnostih, ki so v članku podrobno predstavljene in preko katerih se učenci naučijo vse pesmi pri glasbeni umetnosti je ugotovljeno, da so učenci bolj motivirani za delo, pozornost je bolj usmerjena, koncentracija je daljša, klima v razredu sproščena. Pouk je s takim načinom dela zabaven, aktiven in dinamičen. Gibanje omogoča tudi hitrejšo in trajnejšo zapomnitev informacij, kar sodobna družba in otroci potrebujejo.

KLJUČNE BESEDE: ustvarjalni gib, glasbena umetnost, gibanje, slikopis.

MUSIC ART OF THE FIRST TRILET IN MOVEMENT

ABSTRACT

Movement is the first and basic reaction to rhythmic-melodic experience. The creative movement method in the school process allows the integration of physical, social, mental and emotional-experiential activities into the teaching of music. It is about learning through movement expression, in which the educational tool is our body. The teacher's task is to carefully choose the movement activities that allow pupils achieve different aims of the music art. One of the challenges of mainstream education and modern society in general is the great lack of movement in children. The consequences will have a long-term impact in child's future (on the later life of children), so it is necessary to be aware of them today. The aim of this article is to determine the impact of movement during lessons on students, how movement affects the group and the individual in it, and what the teacher observes in himself and in children. The target group of the article are children of the first three grades. These children move very naturally and with pleasure. The purpose of the article and the contribution to the profession is to present the positive effects of movement on students and motivate teachers to teach in movement, how I teach all subjects, in this article with emphasis on the art of music art. After physical activities, which are presented in detail in this article and through which students learn all the songs in music art, it was found that students are more motivated for work, their attention is more focused, concentration is longer and classroom atmosphere more relaxed. Teaching is fun, active and dynamic with this way of working. Movement also allows faster and more lasting memorization of information, which modern society and children need.

KEYWORDS: creative movement, musical art, movement, a rebus story.

TEDEN Z VRSTNIKI BREZ MOBILNIH TELEFONOV

POVZETEK

V zadnjem desetletju se v šoli soočamo z vedno večjo nezainteresiranostjo dijakov za šolsko delo. V veliki večini se že med samim poukom težko ločijo od svojih telefonov, med odmori pa jih večina poseda po klopeh na hodnikih, kjer skoncentrirano igrajo igrice na telefonu ali pa brskajo po socialnih omrežjih. Med dijaki smo izvedli anonimno anketo, s katero smo ugotavljali koliko časa dnevno preživijo z mobilnimi telefoni, s kakšnimi razlogi ter če sami menijo, da gre za neke vrste odvisnost. Zanimalo nas je tudi, ali so pripravljeni določeno obdobje (vsaj en teden) preživeti brez telefonov. Na podlagi rezultatov ankete smo se odločili pristopiti k projektu Erasmus+ z naslovom »Youth healthy life«. Dijaki so bili soočeni s situacijo, kako kvalitetno preživeti prosti čas v družbi sovrstnikov in sicer brez mobilnih telefonov in interneta ter posledično tudi brez igranja mobilnih igrice. Prosti čas so preživljali aktivno s sovrstniki ob igranju različnih športnih iger. Sodelujoči dijaki so po enem tednu ponovno izpolnili enaku anketo. Rezultati nakazujejo, da so se že v enem tednu občutno izboljšale njihove komunikacijske sposobnosti, splošno počutje ter aktivno sodelovanje. Prišli smo do ugotovitve, da bi morali vzpodbujati namensko neuporabo mobilnih telefonov predvsem v prostem času. S tem bi zmanjševali odvisnost od uporabe mobilnih naprav.

KLJUČNE BESEDE: prosti čas, računalniške igrice, socialna omrežja, komunikacija.

A WEEK WITH PEERS WITHOUT MOBILE PHONES

ABSTRACT

Over the last decade, schools have been facing a growing disinterest in school work. The vast majority of them find it hard to tear themselves away from their phones during lessons, and during breaks most of them sit on benches in the corridors, concentrating on playing games on their phones or browsing social networks. We conducted an anonymous survey among students to find out how much time they spend on their mobile phones every day, for what reasons, and if they themselves consider it to be a form of addiction. We also asked whether they were willing to spend a certain period of time (at least a week) without their phones. Based on the results of the survey, we decided to join the Erasmus+ project "Youth healthy life". The students were faced with the situation of how to spend quality leisure time in the company of their peers without mobile phones and the internet and, consequently, without playing mobile games. They spent their free time being active with their peers, playing various sports games. After one week, the participating students completed the same survey again. The results show that their communication skills, general well-being and active participation improved significantly within a week. We concluded that we should encourage the deliberate non-use of mobile phones, especially in leisure time. This would reduce dependence on mobile devices.

KEYWORDS: leisure, computer games, social networks, communication.

PRILAGODITVE ZA UČENCE Z GOVORNO-JEZIKOVNIMI MOTNJAMI

POVZETEK

V slovenskem šolskem prostoru je približno 10 % učencev s posebnimi potrebami, ki imajo govorno-jezikovne motnje. Težave imajo pri usvajanju znanj, razumevanju vsebin in govornemu izražanju. Pri vzgojno-izobraževalnem procesu učencev z govorno-jezikovno motnjo je bistvenega pomena prilagodljiv in ustvarjalen učitelj, ki zna poiskati načine, kako učencu približati jezikovno zahtevne vsebine ter se zaveda, da je potrebno graditi na učenčevih močnih področjih in ceniti njegove jezikovne napore. Pri tem je pomembno, da učitelj pozna prilagoditve, ki jih imajo učenci z govorno-jezikovnimi motnjami in le-te tudi upošteva, saj bodo ti učenci le tako hitreje napredovali in dosegali zastavljene cilje. Opravljena je bila raziskava, katere cilj je bil ugotoviti, v kolikšni meri učitelji poznajo in upoštevajo prilagoditve učencev z govorno-jezikovnimi motnjami ter kako sprejemajo inkluzijo teh učencev. Vzorec je zajemal 33 strokovnih delavcev, ki so bili v šolskem letu 2021/2022 vključeni v vzgojno-izobraževalni proces 20 učencev z govorno-jezikovnimi motnjami. Raziskava je pokazala, da večina učiteljev pozna in upošteva prilagoditve, ki jih imajo učenci z govorno-jezikovnimi motnjami. Pri upoštevanju prilagoditev učitelji pogosto naletijo na težave kot so pomanjkanje časa, oviro pa jim pogosto predstavlja tudi preveliko število učencev v razredu. Večina učiteljev je pozitivno naravnana do inkluzije in menijo, da je potrebno vsem učencem ponuditi možnost enakovrednega izobraževanja in omogočiti prilagoditve, ki jih potrebujejo. Le s poznavanjem in upoštevanjem prilagoditev bodo imeli učenci z govorno-jezikovnimi motnjami ustrezne pogoje za uspešno napredovanje.

KLJUČNE BESEDE: otroci s posebnimi potrebami, govorno-jezikovne motnje, prilagoditve, inkluzija.

ADJUSTMENTS FOR STUDENTS WITH SPEECH AND LANGUAGE IMPAIRMENTS

ABSTRACT

In the Slovenian school environment, about 10% of children with special needs have speech and language impairments. They have difficulty acquiring knowledge, understanding content and speaking. In the educational process of students with speech and language impairments, it is essential to have a flexible and creative teacher who knows how to find ways to bring the child closer to language-demanding content and is aware of the need to support the child's strong areas and appreciate his language efforts. It is important for the teacher to know the adjustments that children with speech and language impairment have, and follows them, as this is the only way for them to make progress faster, and achieve their goals. A survey was conducted to determine the extent to which teachers know and comply with the adjustments of students with speech and language impairments and how they accept the inclusive education of these students. The study included 33 professional staff who were involved in the educational process of 20 students with speech and language impairments in the school year 2021/2022. Research has shown that most teachers know and include the adaptations that students with speech and language impairments have. When considering adjustments, teachers often encounter problems such as lack of time, and they are often limited due to having too many students in the classroom. Most teachers are positive about inclusion and believe that it is necessary to offer all students the opportunity for equal education and enable the adjustments they need. Only with the knowledge and consideration of the adjustments will students with speech and language impairments have the appropriate conditions for successful progress.

KEYWORDS: students with special needs, speech and language impairments, adjustment, inclusive education.

UPORABA DEMONSTRACIJE IN POLIGONA ZA PODAJANJE NOVE SNOVI V POSEBNEM PROGRAMU VZGOJE IN IZOBRAŽEVANJA

POVZETEK

V prispevku predstavljam pedagoško uro pri predmetu gibanje in športna vzgoja v tematskem sklopu naravnih oblik gibanj v posebnem programu vzgoje in izobraževanja. Ključni izziv predstavlja podajanje novih vsebin, saj učenci niso sposobni izvajati le nova gibanja oziroma so pri novih gibanjih neuspešni in hitro obupajo, kar pomeni, da se jih težko naučijo. Zato sem uvedla sistem, da vse ure potekajo na poligonu, kjer večino gibanj že poznajo, le ena postaja pa vključuje novo gibanje. Kot novo gibanje na poligonu so učenci spoznali plezanje po poševni podlagi. Namen tovrstnega dela je četudi so neuspešni na eni postaji poligona, so še vedno motivirani za delo, vztrajajo naprej in že na naslednji postaji so spet uspešni. Hkratna uporaba demonstracije in poligona je v posebnem programu nujna, saj si z demonstracijo učenci lažje predstavljajo, kakšno gibanje izvajajo na določeni postaji poligona. Cilj, ki ga dosežemo, ko učenci spoznajo in utrjujejo novo gibanje le na eni postaji, so motivirani učenci za delo in uspeh pri novem gibanju. Ugotavljam, da je uporaba demonstracije in poligona smotrna za podajanja nove snovi pri vseh tematskih sklopih pri predmetu gibanje in športna vzgoja, saj si učitelj zagotovi pozornost in motiviranost učencev za nova gibanja, učenci pa v gibanjih vztrajajo, kljub temu, da je gibanje zahtevnejše in se ga brez posebnega pristopa ne bi zmogli naučiti.

KLJUČNE BESEDE: poligon, učenci s posebnimi potrebami, gibanje, posebni program.

USE OF THE DEMONSTRATION AND POLYGON FOR TEACHING IN A SPECIAL NEEDS SCHOOL

ABSTRACT

In this article, I present a lesson in the thematic set of natural forms of movement in the subject of movement and physical education, in a special program of education. The key challenge is to present new content, as pupils are not only able to perform new movements or are unsuccessful and quickly give up on new movements, which means that they are difficult to learn. So I introduced a system that which all lessons take place on a polygon where most of the movements are already known, and only one station involves a new movement. As a new movement on the polygon, the pupils learned about climbing on a sloping base. The purpose of this type of work is that even if they are unsuccessful at one station of the training ground, they are still motivated to work, they persist and are successful again at the next station. The simultaneous use of the demonstration and the polygon is necessary for a special program because the demonstration makes it easier for pupils to imagine what kind of movement they are performing at a certain station of the polygon. The goal we achieve when pupils get to know and consolidate a new movement in just one station is to motivate pupils to work and succeed in the new movement. I find that the use of demonstration and polygon is useful for teaching new material in all thematic areas in the subject of movement and physical education, as the teacher ensures the attention and motivation of pupils for new movements, and pupils persist in movements, even though the movement is more demanding and they would not be able to learn it without a special approach.

KEYWORDS: polygon, pupils with special needs, movement, a special program.

NASILJE NI KUL

POVZETEK

Čustva so pomemben del našega življenja. Pri vsakodnevem delu z učenci se učitelji srečujemo z raznoliko paleto čustev, tako pozitivnih, kot negativnih. Učitelji zaznavamo, da so v postkoronskem času, v številnih primerih, na gladino privrela predvsem negativna, neproduktivna čustva z vsem svojim razdiralnim vplivom. V vzgojno-izobraževalnih ustanovah se odvija pomemben del otrokovega čustvenega in socialnega razvoja. Zavedamo se deleža svoje odgovornosti pri reševanju tovrstne problematike, zato smo povečan pojav medvrstniških nasilnih dejanj raziskali, ga poskusili razumeti in se nanj ustrezno in predvsem učinkovito odzvati. V ta namen sem med učitelji izvedla anketo o nasilju na naši šoli. Vprašanja so se nanašala na ugotavljanje prisotnosti nasilja vseh oblik ter predloge za rešitev. Vprašalnik je bil razdeljen vsem učiteljem šole, vrnjenih je bilo 36. Analiza odgovorov je podana v obliki grafov. V članku bom predstavila opažanja različnih oblik nasilnega vedenja med učenci in do učiteljev na OŠ Janka Padežnika Maribor. Odgovori učiteljev bodo v veliko pomoč pri iskanju vzrokov za porast nasilja ter načinov reševanje le tega, tako kot tudi vseh vmesnih korakov, saj je naš cilj ustvarjanja varnega okolja, tako za učence, kot tudi za delavce vzgojno izobraževalnega zavoda.

KLJUČNE BESEDE: medvrstniško nasilje, medsebojna toleranca, pokoronski čas, učitelji, vrstniška mediacija.

VIOLENCE IS NOT COOL

ABSTRACT

Emotions are an important part of our lives. In their daily work with students at school, teachers encounter a diverse range of emotions, both positive and negative. Teachers perceive that in the post-Corona period, in many cases, negative, unproductive emotions with all their destructive influence have surfaced. An important part of a child's emotional and social development takes place in educational institutions. We are aware of the share of our responsibility in solving this type of problem, so we researched the increased incidence of peer violence, tried to understand it and respond to it appropriately and, above all, effectively. To this end, I conducted a survey among teachers about violence at our school. The questions were related to determining the presence of violence of all forms and proposals for solutions. The questionnaire was distributed to all teachers of the school, 36 were returned. The analysis of the answers is given in the form of graphs. In this article, I will present observations of various forms of violent behavior among students and towards teachers at the Janko Padežnik Primary School in Maribor. Teachers' answers will be of great help in finding the causes of the increase in violence and the ways to solve it, as well as all intermediate steps, as our goal is to create a safe environment for both students and employees of the educational institution.

KEYWORDS: peer violence, mutual tolerance, post-Corona time, teachers, peer mediation.

DELO Z UČENCI TUJCI IN NJIHOV JEZIKOVNI RAZVOJ V OSNOVNI ŠOLI

POVZETEK

Inkluzija je beseda, ki jo v velikokrat slišimo na področju vzgoje in izobraževanja. Razmišljati o inkluziji danes pomeni iskati odgovore na vprašanje, kako omogočiti optimalen vsestranski razvoj učencev v skladu s potrebami in z zmožnosti posameznega otroka, ker ima vsak otrok pravico do enakopravnega življenja v družbi. Če gledamo na inkluzijo v tej luči, ni namenjena le otrokom s posebnimi potrebami, ampak tudi učencem tujcem. Proces inkluzije razvija možnosti vključevanja posameznika v delo in življenje šole, obenem pa zahteva od učiteljev veliko prilagajanja. Zaradi vse več migracij ljudi in posledično naraščajočega vse večjega števila učencev tujcev v osnovni šoli so učitelji velikokrat postavljeni pred pomembne izzive. Ko se otroci znajdejo v tujem okolju, zanje ne predstavlja velike težave samo jezik. Tudi novo okolje, menjava prijateljev in učiteljev nanje deluje stresno. Z vstopom otroka tujca v razred se spremeni tudi delo učitelja. Opravljeni razgovori z učenci tujci in učitelji, ki z njimi delajo, vodijo do spoznanja, da imajo učitelji veliko moč. S svojim delom lahko učencem tujcem nudijo oporo in jim dajejo občutek varnosti ter jim pomagajo, da se čim bolje vključijo v razred in premostijo jezikovne prepreke. Članek je primer delitve izkušenj dobre prakse. Na podlagi intervjujev z učitelji in učenci tujci predstavljamo ugotovitve o delu ter izzive in težave, ki jih intervjuvanci izpostavijo pri svojem delu in lahko prispevajo k uspešnejšemu vključevanju otrok tujcev v razred in socialno okolje.

KLJUČNE BESEDE: učenec tujec, učitelj, vključevanje, jezikovni razvoj, sprememba.

WORKING WITH FOREIGN STUDENTS AND THEIR LANGUAGE DEVELOPMENT IN PRIMARY SCHOOL

ABSTRACT

Inclusion is a word we often hear in the field of education. Thinking about inclusion today means looking for answers to the question how to enable optimal all-round development of students in accordance with the needs and possibilities of the individual child, because everyone has the right to live equally in society. If we look at inclusion from this point of view, it is intended not only for children with special needs, but also for foreign students. The process of inclusion develops the possibilities of involving an individual to the school work and life, and at the same time requires a lot of adaptation from teachers. Due to the increasing migration of people and the consequently growing number of foreign students in primary school, teachers are often faced with important challenges. When children find themselves in a foreign environment, it is not just language that is a big problem for them. A new environment, changing friends and teachers is stressful for them too. With the entry of a foreign child into the classroom, the work of the teacher also changes. Interviews with foreign students and the teachers who have worked with them lead to the realization that teachers have great power. Through their work, they can provide support to foreign students and give them a sense of security and help them to better integrate into the classroom and overcome language barriers. The article can be a suggestion with guidelines to teachers for the organization of lessons and models of help on how they can contribute to the more successful integration of foreign children into the classroom and social environment. The article is an example of sharing good practice experiences. Based on interviews with foreign teachers and students, we present findings about work and the challenges and problems that interviewees highlight in their work and can contribute to more successful integration of foreign children into the classroom and social environment.

KEYWORDS: foreign student, teacher, integration, language development, change.

ERASMUS+ PROJEKT MOBILNOSTI ZA OTROKE S POSEBNIMI POTREBAMI

POVZETEK

Otroci s posebnimi potrebami, ki obiskujejo program z nižjim izobrazbenim standardom s prilagojenim programom osnovne šole, pogosto prihajajo iz manj spodbudnega okolja in socialno-ekonomsko šibkejših družin. Zato so velikokrat prikrajšani za dejavnosti, ki spodbujajo komunikacijsko-socialni razvoj. S sodelovanjem v mednarodnem projektu Erasmus+ mobilnosti z naslovom Upam si komunicirati in uporabljati IKT smo jim omogočili spodbudno okolje za razvoj na področju ustnega in pisnega komuniciranja v maternem in tujem jeziku ter razvoj spretnosti pri uporabi informacijsko komunikacijske tehnologije. V projekt mobilnosti za učence je bilo vključenih 10 učencev iz oddelkov z nižjim izobrazbenim standardom starih od 10 do 16 let. S projektom mobilnosti za učence so bili na izobraževalnem obisku v Turčiji in na Hrvaškem. Prisotni so bili pri učnih urah v tujini, pri katerih so spoznavali in aktivno uporabljali sodobno informacijsko-komunikacijsko tehnologijo ter nove aplikacije. Z vrstniki iz tujine so se sporazumevali v maternem in tujem jeziku. Učenci s posebnimi potrebami so bili prvič vključeni v projekt mobilnosti, ki je bil zelo uspešno izveden. Otroci so se v projektu naučili veliko novega na področju digitalnih kompetenc, komunikacije in socializacije. Nova znanja in veščine bodo lahko uporabljali pri šolskem delu in jim bodo v pomoč v vsakodnevem življenju ter uspešni integraciji. V prihodnosti bomo nadaljevali s sodelovanjem z novimi projektnimi partnerji, kar bo našim učencem s posebnimi potrebami odprlo dodatne možnosti za vključevanje v širšo družbo in evropsko okolje.

KLJUČNE BESEDE: Erasmus+, mednarodno sodelovanje, nižji izobrazbeni standard, otroci s posebnimi potrebami.

ERASMUS+ PROJECT: MOBILITY FOR CHILDREN WITH SPECIAL NEEDS

ABSTRACT

Children with special needs who are enrolled in a primary school program with modified academic achievement standards often come from less supporting surroundings and from families with weaker socio-economic standing. Consequently, they tend to be deprived of activities that promote linguistic and social development. By participating in the Erasmus+ mobility project I Dare to Communicate and Use ICT, they were encouraged to improve their skills in verbal and written communication in their native and in foreign languages, and the use of information-communication technology. Ten pupils, aged 10 to 16 years, were enrolled in the project. They visited schools in Croatia and Turkey, taking part in regular schoolwork, where they learned about and used modern information-communication technology and new applications. They talked to their peers in both their native and foreign languages. This was the first time these children with special needs were engaged in a mobility project, with excellent results. Their participation gave them new experiences at digital competencies, communication, and socialisation. These new skills will be useful for their schoolwork and in everyday life. In future, we intend to take part in new projects with new partners, giving our pupils a chance to broaden their horizons and find their place in the international community.

KEYWORDS: children with special needs, Erasmus+, international cooperation, modified academic achievement standards.

VEŠČINE TERAPEVTSKEGA ZASTAVLJANJA VPRAŠANJ V ŠOLSKEM SVETOVALNEM POGOVORU

POVZETEK

V šolo sicer otrok vstopa samostojno, a kljub temu vanjo in v vse svoje interakcije vnaša svojo internalizirano družino, zato je pri delu z učencem in družino pomemben sistemski pogled na problem. Pri svetovanju staršem in družini v okviru svetovalnega dela veliko pozornosti posvečam zastavljanju vprašanj, ki je tako v psihoterapiji kot v svetovalnem pogovoru, ena od pomembnejših sredstev dela. Vprašanja lahko, glede na namero pri delu z družino ter glede na predvidevanja o naravi problema, razdelimo v štiri skupine: linearna, cirkularna, strateška in reflektivna vprašanja. V članku bom opisala in ponazorila različne vrste vprašanj in predstavila njihovo uporabnost pri svetovalnem delu z družino. Izbira ustreznih vprašanj namreč vpliva tako na stik, ki ga svetovalni delavec vzpostavi z družino kot tudi na vnos spremembe, ki ga želimo doseči. Pri raziskovanju problema uporabljamo predvsem linearna in cirkularna vprašanja. Razmerje med njima je odvisno od predvidevanja narave problema, poleg tega pa tudi cirkularna načeloma bolj pozitivno vplivajo na povezovanje z družino. Ko pa želimo v družino vnesti neko spremembo pa uporabljamo predvsem strateška in reflektivna vprašanja. V šolski situaciji opažam morda malenkost večje pričakovanje staršev po neposrednih nasvetih, vendar pa so usmeritve, ki jih starši dobijo preko reflektivnih vprašanj, načeloma bolj pripravljeni sprejeti kot svoje.

KLJUČNE BESEDE: svetovalni pogovor, linearna, cirkularna, strateška in reflektivna vprašanja.

THERAPEUTIC QUESTIONING SKILLS IN THE SCHOOL COUNSELLING CONVERSATION

ABSTRACT

Although going to school in something a child does on their own, he or she brings their internalised family with them to school and into all their interactions. Therefore, it is essential to take a systemic view of the problem when working with pupils and their parents. When talking to parents a lot of effort is put in asking questions, as this is one of the most important tools of work in both psychotherapy and counselling. Depending on our assumptions regarding the nature of the problem and our intention when working with a family, questions can be divided into four types: lineal, circular, strategic and reflexive ones. In this article we examine and demonstrate different kinds of questions and their use when working with the family. Selecting the right type of questions can influence the joining process with the family and also the desired change we want to make in the family system. When exploring a problem, lineal and circular questions are mainly used. The ratio between them depends on our perception of the problem. Besides, the circular questions usually lead to a more positive joining with the family. However, when attempting to influence a change in the family we use mainly strategic and reflexive questions. In school counselling situations, we have noticed that parents tend to expect slightly more strategic questions, but are generally more willing to accept our guidance through reflexive ones.

KEYWORDS: school counselling, lineal, circular, strategic and reflexive questions.

UČENJE S POMOČJO APLIKACIJE THINGLINK

POVZETEK

Za današnje generacije osnovnošolcev se je prijel izraz »digitalni domorodci«, saj so rojeni v digitalnem svetu, veliko časa preživijo za zaslone. Pogosto so digitalno bolj spretni od starejših generacij. Čas epidemije koronavirusa je učence še bolj priklenil pred zaslone. Učenje na daljavo je postalo izziv, tako za učitelje kot tudi za učence. Izkazalo se je, da učenci potrebujejo drugačne, modernejše pristope in načine učenja, še posebej to velja za učence s posebnimi potrebami. Strokovnjaki so mnenja, da mora biti čas, preživet pred zaslone, omejen, predvsem pa vsebinsko premišljen in nadzorovan. Na voljo je ogromno aplikacij, ki so namenjene učenju na drugačen način, na primer s pomočjo razširjene in virtualne resničnosti. Thinglink je ena izmed takšnih aplikacij, ki na enostaven način združuje vidne in slušne elemente zaznavanja, združuje sliko ali videoposnetek z besedilom, zvokom, spletno povezavo. Prispevek obravnava primer uporabe aplikacije Thinglink pri delu z učencem s posebnimi potrebami. Učencu smo predstavili prednosti učenja, pomnjenja, ustvarjanja zapiskov in povezav s pomočjo aplikacije, kar se je izkazalo za zelo uspešno – učenec je bil za delo motiviran, s sprotnim preverjanjem znanja, se je pokazalo, da je učenec podatke, ki jih je vnesel v aplikacijo, usvojil. Pri več čutnem učenju, ki ga z uporabo aplikacije Thinglink spodbujamo in krepimo, je učenec primoran aktivno (so)ustvarjati vsebine. Z uporabo aplikacije Thinglink si lahko učenci samostojno pripravijo interaktivne učne pripomočke, ki jim prav pridejo pri utrjevanju in ponavljanju snovi, sploh pri družboslovnih predmetih.

KLJUČNE BESEDE: aplikacija, virtualna slika, Thinglink, virtualna resničnost.

LEARNING WITH THINGLINK APPLICATION

ABSTRACT

For today's generations of primary school children, the term "digital natives" has been adopted, as they are born in the digital world and spend a lot of time behind screens. They are often more digitally savvy than the older generations. The time of the coronavirus epidemic has shackled students even more in front of screens. Distance learning has become a challenge for both teachers and students. It turned out that students need different, more modern approaches and ways of learning, especially for students with special needs. Experts are of the opinion that the time spent in front of the screens should be limited, but above all, the content should be well thought out and controlled. There are a huge number of applications available that are designed to teach in a different way, for example through augmented and virtual reality. Thinglink is one such application that easily combines visual and auditory elements of perception, combines an image or video with text, sound, web connection. The paper discusses the case of using the Thinglink application when working with a student with special needs. We introduced the student to the benefits of learning, memorizing, creating notes and connections using the app, which proved to be very successful - student was motivated for the work, by constantly checking the knowledge, it turned out that the student has mastered the data he entered into the application.. With more sensory learning, which we encourage and strengthen using the Thinglink application, the student is forced to actively (co) create content. Using the Thinglink application, students can independently prepare interactive learning aids that are useful for them in consolidating and repeating material, especially in social science subjects.

KEYWORDS: application, virtual image, Thinglink, virtual reality.

RAZVIJANJE FINE MOTORIKE IN GRAFOMOTORIKE KOT IZZIV ZA UČENCE IN UČITELJA

POVZETEK

Grafomotorika je spretnost, ki bi jo moral otrok usvojiti do vstopa v šolo. Ta veščina se v zadnjih letih razvija precej površno, saj je hitri tempo življenja in vabljivi svet računalniške tehnologije zamenjal nekdanjo preprosto igro v naravi in pomoč pri delu, ki so krepili le-to. Opažam, da imajo prvošolci ob vstopu v šolo vse manj razvito fino motoriko, posledično tudi grafomotoriko. Pri posnetku stanja sem ugotovila, da se težave kažejo predvsem pri pravilni drži pisala, natančnosti zapisa in orientaciji na papirju, risanje in barvanje sta manj natančni, oblikovanje z različnimi materiali pa je manj priljubljeno. Vsakdanja opravila, kot so zavezovanje vezalk, zapenjanje gumbov in uporaba jedilnega pribora, večini učencev predstavlja velik izziv. Kot učiteljica v 1. razredu se srečujem z izzivi, kako in s katerimi aktivnostmi odpraviti opisane težave. V prispevku predstavljam dejavnosti oz. izzive, s katerimi sem učence vzpodbudila in jim pomagala razvijati veščino fine in grafomotorike. Učenci so skozi pester nabor dejavnosti razvijali ročne spretnosti in se srečali z različnimi materiali in pripomočki. Papir so obrisovali, strigli, prepogibali, lepili in barvali. Gnetli so testo, plastelin in mivko ter naredili izdelek po navodilih. Šivanje gumbov in pletenje kazalk je zahtevalo natančnost in vztrajnost. Naravni material iz bližnjega gozda je predstavljal domišljijo in spretnost pri oblikovanju mandal ter vzorcev. Z različnimi pisali so ustvarjali na različno velike podlage. Učenci so bili vseskozi v aktivni vlogi, zato ugotavljam, da so dobra motivacija in načrtovane kvalitetne dejavnosti učencem pomagale razviti veščino fine motorike in izboljšati spretnost pisanja.

KLJUČNE BESEDE: fina motorika, grafomotorika, ročne spretnosti, drža pisala, orientacija, pisanje.

RAZVIJANJE FINE MOTORIKE IN GRAFOMOTORIKE KOT IZZIV ZA UČENCE IN UČITELJA

ABSTRACT

Graphomotor skills are a skill that a child should acquire by the time they enter primary school. However, this skill has been developing quite superficially in recent years, as the fast pace of life and the tempting world of computer technology have replaced the once simple game in nature and help with the work, which have strengthened graphomotorics. As a first grade teacher, I have noticed for several years that children have less and less developed fine motor skills when entering school. Consequently, the problems manifest themselves in the visual arts and in the process of initial literacy. Teachers are constantly faced with challenges on how and with which individual activities to solve the described problem. In the first grade, we set a goal to intertwine learning content with a variety of activities and to encourage and help students with effective approaches to help them develop elements of graphomotor skills as quickly as possible. In this article I present the activities or challenges in which students actively participated in order to effectively develop fine motor skills, the ability to correctly hold a pen and last but not least orientation on the sheet. Through diverse range of activities students came across different materials and accessories. They were cutting, folding, gluing and painting sheets of paper. They kneaded the dough, artificial dough and plasticine play-doh and made a product based on the instructions. Sewing buttons and knitting pointers required precision and perseverance, as did sorting colored beads with tweezers. Natural material from a nearby forest was used by the students to create mandalas. They drew patterns on different bases with different pens. Students participated and worked with interest and effort. It turned out that such good motivation and selected quality activities helped the students develop the skills of fine motor skills and consequent writing.

KEYWORDS: fine motor skills, graphomotor skills, manual skills, pen posture, orientation, writing.

USTVARJALNO S KAMIŠIBAJEM

POVZETEK

Učenci za boljše razumevanje vsebin potrebujejo njim zanimive didaktične pripomočke. Kamišibaj je učni pripomoček, ob katerem lahko učenci sprostijo svojo ustvarjalnost, razvijajo domišljijo in jim tako učenje osvetlimo kot izziv. V prispevku je predstavljena vključitev in ustvarjalna uporaba kamišibaja pri pouku slovenščine: pripovedovanje pravljice in razvijanje sposobnosti ustnega izražanja ob slikah, ki jih učenci oblikujejo sami, priprava govornega nastopa, deklamacija pesmi, obravnava nove učne snovi. Sodelovali so učenci prve in druge triade Osnovne šole Cirkovce. Raziskovali smo, katere so prednosti uporabe omenjenega didaktičnega pripomočka pri učenju. Cilj je, da bi otroci po didaktičnem pripomočku radi posegali in tako na sproščen način odkrivali novo znanje, krepili medsebojne odnose in empatijo. Ugotovili smo, da kamišibaj ne le omogoča prijaznejšo pot do učenja, temveč tudi učence spodbuja k razvoju pripovedovalne percepcije, boljšemu razumevanju, razmišljanju, čustvovanju in ustvarjanju novega domišljjskega sveta. Posebna tehnika pripovedovanja ob slikah je učence motivirala in navdušila. Predlagamo, da učitelji uporabljajo predstavljen didaktični pripomoček, saj se je kamišibaj pri pouku izkazal kot učinkovit pripomoček z mnogimi prednostmi.

KLJUČNE BESEDE: kamišibaj, ustvarjalnost, pripovedovanje, učenje.

CREATIVE WITH KAMISHIBAI

ABSTRACT

Students need interesting didactical accessories for better teaching content understanding. Kamishibai is an educational accessory, where students can express their creativity, develop imagination if we highlight that kind of study as a challenge to them. This article represents integration and creative use of Kamishibai in Slovene class: fairy tale narration and developing verbal communication by pictures that create students themselves, preparation of oral performance, declamation, new teaching content treatment. Students of first and second educational period in Primary school Cirkovce were included in this process. We researched the advantages of the use of Kamishibai in studying. Our goal is that students would love to use that didactical accessory and in relaxed way discover new knowledge, strengthen mutual relationship and empathy. We found out that Kamishibai enables nicer way to learning and encourages students to develop narrative perception, better understanding, thinking, expressing emotions and creating new imaginary worlds. Special narrative technique by pictures motivated and impressed students. We suggest that teachers use that didactical accessory as often as possible, because it really showed us its advantages.

KEYWORDS: Kamishibai, creativity, narration, learning.

UČINKOVITA GIBALNA AKTIVNOST DIJAKOV TŠC PRI POUKU ŠPORTNE VZGOJE

POVZETEK

Gibalna neaktivnost, sedeč način življenja, nereden in neuravnotežen način prehranjevanja vodijo do nezdravega življenjskega sloga mladostnikov. Primerno prehranjevanje in telesna aktivnost postajata v srednjih šolah nujna učiteljev, da dijake vzpodbudijo pri ustvarjanju samostojnega in odgovornega odnosa do oblikovanja zdravega življenjskega sloga. V gibalnem smislu so dijaki v teh časih z izjemo tistih, ki so vključeni v trenajni proces, premalo gibalno aktivni in nevajeni premagovanja težjih naporov, kar se kaže v gibalni neučinkovitosti. Pomanjkanje zadostne količine telesne aktivnosti vodi v kronične nenalezljive bolezni, ki so danes med najbolj pogostimi vzroki umrljivosti in zaradi tega morajo učitelji, ob že tako majhnem številu ur športne vzgoje v srednjih šolah, načrtovati ure tako, da so dijaki pri pouku čim bolj gibalno aktivni. Cilj izvedene aktivnosti je bil ugotoviti, katera učna oblika je bolj primerna za izvedbo ur športne vzgoje. Na podlagi fiziološkega indikatorja smo s pomočjo merilca srčnega utripa primerjali motorično učinkovitost istega dijaka pri pouku s skupinsko učno obliko z dopolnilnimi nalogami in frontalno učno obliko. Pri slednji smo uporabili delo v kolonah in ugotovili, da je gibalni učinek na dijaka pri tej obliki manjši, kar je presenetljivo saj se v praksi najbolj pogosto uporablja prav ta učna oblika. Pri urah športne vzgoje učiteljem predlagamo uporabo skupinske učne oblike z dopolnilnimi nalogami, predvsem pri posredovanju novih učnih vsebin in utrjevanju snovi, saj je v primerjavi s frontalno obliko bolj učinkovita.

KLJUČNE BESEDE: srednja šola, predmet športna vzgoja, motorična učinkovitost, oblika dela.

EFFECTIVE PHYSICAL ACTIVITY OF TŠC STUDENTS AT SPORTS EDUCATION

ABSTRACT

Physical inactivity, sitting lifestyle and un-balanced and irregular eating habits lead to individual's unhealthy lifestyle. The meaning of appropriate eating habits and physical activity in education is becoming necessary for all teachers to encourage their students of independent and responsible relationship to creating a healthy lifestyle. In a physical way, students and youth in general, besides those active in training process, are not physically active enough and not used to overcome harder efforts that is then visible in motor inefficiency. Lack of sufficient physical activity leads to chronic non-communicable diseases, which are today among the most common causes of mortality and for that reason, teachers must plan the curriculum, although with limited necessary hours of sports education in high schools, so that the students are as physically active as possible. The goal of the activity was to determine which form of learning is more effective. Based on physiological indicator and help of heart rate monitors we compared the effectiveness of the same student with group teaching method where we added some additional tasks and frontal instruction teaching method. In latter, we used column method and found out that the physical activity effectiveness in that form of teaching is lower, which is surprising since in practice this form of learning is most often used. In sports education, we suggest that teachers use the group learning form with additional tasks, especially in the transmission of the new learning content and consolidation of material, as it is more effective compared to the frontal form.

KEYWORDS: high school, sports education, motor activity effectiveness, teaching method.

VPELJAVA MEHKIH VEŠČIN V PRAKTIČNI POUK AVTOMATIZACIJE IN ROBOTIKE NA ŠČŠL

POVZETEK

Delodajalci na trgu dela iščejo kadre, ki so opremljeni z dobrim strokovnim znanjem kot tudi z mehкими veščinami. Čeprav mnogi delodajalci zelo cenijo te veščine in jih upoštevajo pri izbiri kadrov, po drugi strani pogosto poročajo, da je težko dobiti ljudi, ki imajo dobro ozaveščen njihov pomen. Omenjeni problem je vsekakor izziv sodobne družbe, ki ga je potrebno naslavlјati tudi v okviru vzgoje in izobraževanja. Prispevek opisuje ugotovitve, ki temeljijo na poučevanju s pomočjo metode reševanja problemov z vidika razvoja mehkih veščin. Sposobnost reševanja problemov se pri učencih razvija postopno. Navadno gredo skozi različne faze preden se navadijo to metodo poučevanja. Na začetku je pri učencih pogosto opaziti odpor v povezavi s tem, da ni vnaprej podane poti do rešitve. Prav tako se učenci pogosto ne zavedajo lastnih potencialov, ki jim omogočajo, da najdejo svojo edinstveno pot do rešitve. Naloga učiteljev je, da poiščejo načine, ki kljub začetnemu odporu učence spodbujajo k delovanju. Cilj je, da učenci osvojijo metodo reševanja problemov do te mere, da v problemih ne vidijo več ovir, temveč izzive, katerim so kos in jim prinašajo osebni napredek. Poučevanje s pomočjo metode reševanja problemov odpira širok spekter možnosti za vpeljavo mehkih veščin v učni proces. Doprinos k pedagoški stroki je opis konkretnega primera reševanja problema, ki podaja možnosti za krepitev mehkih veščin z namenom, da bi učencem koristile tako na njihovi karierni kot tudi na življenjski poti. Ugotovitve predstavljene v tem prispevku temeljijo na metodologiji spremljanja in opazovanja učencev pri praktičnem pouku avtomatizacije in robotike.

KLJUČNE BESEDE: avtomatizacija in robotika, mehke veščine, praktični pouk, reševanje problemov.

INTRODUCTION OF SOFT SKILLS IN THE PRACTICAL LESSONS OF AUTOMATION AND ROBOTICS AT ŠČŠL

ABSTRACT

Employers in the labor market are looking for staff who are equipped with good expertise as well as soft skills. Although many employers greatly value these skills and take them into account when choosing staff, on the other hand, they often report that it is difficult to get people who are aware of their importance. This problem is certainly a challenge of modern society, which must be addressed in the context of education. The paper describes the findings based on teaching using the problem-solving method in terms of soft skills development. Students' ability to solve problems develops gradually. They usually go through different stages before getting used to this method of teaching. At the beginning, resistance is often observed in students since there is no pre-determined path to a solution. Also, students are often unaware of their own potentials, which allow them to find their own unique path to a solution. It is the task of teachers to find ways to encourage students to act, despite initial resistance. The goal is for students to master the method of problem solving to the extent that they no longer see problems as obstacles, but as challenges they can cope with and bring them personal progress. Teaching using the problem-solving method opens a wide range of possibilities for introducing soft skills into the learning process. The contribution to the pedagogical profession is a description of a concrete example of problem solving, which provides opportunities to strengthen soft skills to benefit students both in their careers and in their lives. The findings presented in this paper are based on the methodology of monitoring and extrospection of students in the practical lessons of automation and robotics.

KEYWORDS: automation and robotics, soft skills, practical lessons, problem solving.

AKTIVNOSTI V VEČNAMENSKEM CENTRU V ROMSKEM NASELJU VEJAR

POVZETEK

Pred časom sem pet let delala z romskimi otroki, mladostniki in njihovimi starši. Najprej sem na Centru za izobraževanje in kulturo Trebnje izvajala učno pomoč za mladostnike, ki so dokončevali osnovno šolo za odrasle, nato pa sem skoraj štiri leta delala v večnamenskem centru v romskem naselju Vejar (pri Trebnjem). Zaposlena sem bila na Centru šolskih in obšolskih dejavnosti, ki je izvajal dva projekta povezana z izobraževanjem Romov. V Sloveniji je delovalo osem takih centrov. Večnamenski centri imajo nekakšno povezovalno funkcijo znotraj romskega naselja. Naloga izvajalcev v večnamenskih centrih je spodbujanje k uspešnemu vključevanju v izobraževalni proces, k izoblikovanju poklicnih ciljev, k dvigu motivacije in interesa za dokončanje osnovne šole oziroma za nadaljevanje šolanja. Če je bil v prvem projektu poudarek na učni pomoči in obšolskih dejavnostih, se je v drugem projektu začelo bolj poudarjati usmerjene aktivnosti, s katerimi smo skušali prebuditi v otrocih notranjo motivacijo za učenje in raziskovanje. Zato je bil v centrih uveden mentorski sistem dela. Mentor/mentorica je izvajalcem v centrih nudil/a strokovno pomoč pri pripravi programa dela in izvedbi aktivnosti. Skozi različne obšolske dejavnosti in usmerjene aktivnosti so otroci pridobivali dodatna znanja z različnih vsebinskih področij (naravoslovje, družboslovje, šport, glasba, ustvarjanje, dnevna rutina itd.). V večnamenskem centru Vejar sva s sodelavko vodili program družinske pismenosti (UŽU BIPS) ter individualno delali s posameznimi družinami. Večina otrok je redno prihajala v center, zmanjšalo se je izostajanje od pouka, otroci so skozi različne dejavnosti in igre bogatili besedni zaklad, organizirano so odšli na enodnevne izlete, kar se v preteklosti ni dogajalo.

KLJUČNE BESEDE: večnamenski center, romsko naselje, učna pomoč, obšolske dejavnosti, program družinske pismenosti.

ACTIVITIES AT THE MULTIPURPOSE CENTRE IN THE ROMA VILLAGE OF VEJAR

ABSTRACT

Some time ago, I worked with Roma children, adolescents and their parents for five years. At the The Trebnje Education and Culture Centre, I first provided learning support for adolescents who were finishing adult primary school, then I worked at a multipurpose centre in the Roma settlement of Vejar (near Trebnje) for almost four years. I was employed by the Centre for school and Outdoor Education, which implemented two projects related to Roma education. There were eight such centres in Slovenia. The task of the employees at the multipurpose centres is to encourage successful integration into the educational process, to develop vocational goals, to raise motivation and interest in completing primary school or continuing education. While the first project's focus was on learning support and extra-curricular activities, the second project began to emphasise directed activities, which sought to to awaken children's intrinsic motivation to learn and explore. This is why a mentoring system was introduced at the centres. The mentors provided the centres with professional support in preparing the work programme and in implementing the activities. Through various extra-curricular and directed activities, children gained additional knowledge in different subject areas (science, social studies, sports, music, creative activities, daily routines, etc.). More time and activities were also devoted to working with Roma families. At the Vejar Multipurpose Centre, my colleague and I ran a family literacy programme (UŽU BIPS) and worked individually with families. Most of the children came to the centre regularly and school absenteeism was reduced. Children enriched their vocabulary through various activities and games, and they went on organised day trips, which was not the case in the past.

KEYWORDS: multipurpose centre, Roma settlement, learning support, extra-curricular activities, family literacy programme.

PROBLEMATIKA POUČEVANJA KOŠARKE V SLOVENSKIH GIMNAZIJAH

POVZETEK

Namen dela oz. raziskave je bil ugotoviti in analizirati problematiko poučevanja košarke v gimnazijah, natančneje pogoje, vsebino in obseg poučevanja košarke ter morebitne razlike med spoloma. Želeli smo preveriti seznanjenost športnih pedagogov s košarkarskimi vsebinami v učnem načrtu in ugotoviti, kolikšen delež šol sodeluje v košarkarskih tekmovanjih. V raziskavo je bilo vključenih 202 športnih pedagogov, ki poučujejo v gimnazijah. Vprašalnik je ustrezno izpolnilo 90 športnih pedagogov. Med ustrezno izpolnjenimi vprašalniki je bilo 52 % žensk in 48 % moških. Podatke, pridobljene v raziskavi, smo obdelali s programoma Excel Microsoft 2016 in SPSS. Analiza je pokazala, da vsi športni pedagogi vsaj dve leti od štirih poučujejo košarko. Namenijo ji relativno velik obseg ur v letni pripravi na pouk. Ugotovili smo, da so pri poučevanju košarke razlike med osnovnim programom in programom izbirnih športov prihaja do razlik. Skoraj vsi športni pedagogi (98 %) ocenjujejo košarko vsaj eno leto od štirih. Glavni vpliv na oceno imata igra in znanje tehnično-taktičnih elementov. Razlike med spoloma so vidne pri obsegu ur, drugačnosti vsebin, interesu za košarko in udeležbi šolskih košarkarskih tekmovanj. Rezultati potrjujejo, da košarka predstavlja pomemben del športne vzgoje. Kljub določenim omejitvam ter oteženim okoliščinam je šolska košarka, natančneje poučevanje košarke na zmerno visokem nivoju.

KLJUČNE BESEDE: košarka, gimnazija, poučevanje, učni načrt, problematika učenja.

PROBLEMS OF TEACHING BASKETBALL IN SLOVENIAN GYMNASIUMS

ABSTRACT

The purpose of the work or. research was to identify and analyze the teaching of basketball in gymnasiums, more specifically the conditions, content and scope of teaching basketball and possible gender differences. We wanted to check the familiarity of sports educators with basketball content in the curriculum and find out what proportion of schools participate in basketball competitions. The study included 202 sports educators who teach in high schools. The questionnaire was duly completed by 90 sports educators. Among the duly completed questionnaires, 52% were women and 48% were men. The data obtained in the research were processed with Excel Microsoft 2016 and SPSS. The analysis showed that all sports educators teach basketball for at least two years out of four. They devote a relatively large number of hours in annual preparation for classes. We found that when teaching basketball, there are differences between the basic program and the elective sports program. Almost all sports educators (98%) rate basketball for at least one year out of four. The game and knowledge of technical and tactical elements have the main influence on the assessment. Gender differences are visible in the number of hours, different content, interest in basketball and participation in school basketball competitions. The results confirm that basketball is an important part of physical education. Despite certain limitations and difficult circumstances, school basketball, more precisely the teaching of basketball, is at a moderately high level.

KEYWORDS: basketball, high school, teaching, curriculum, learning issues.

VAROVALNI DEJAVNIKI V DIJAŠKEM DOMU

POVZETEK

Prispevek se nanaša na varovalne dejavnike s katerimi lahko v dijaškem domu vplivamo na odsotnost dejavnikov tveganja. Obdobje mladostništva je prepleteno s številnimi stresnimi situacijami, na katere pa se mladostniki odzivajo na različne načine, ki so preplet njihovih individualnih karakteristik značilnosti in okoljskih dejavnikov. V dijaških domovih imamo šolajočo se mladino iz najrazličnejših okolij in različnimi kognitivnimi sposobnostmi. Vzgojna funkcija v dijaških domovih je specifična, ker v njih živijo dijaki, ki še dozorevajo zunaj svoje družine; vsem pa želimo nuditi optimalne možnosti bivanja in razvoja. V prispevku se bomo posebej osredotočili na dijake, ki v šoli niso uspešni oziroma ga kot neuspešnega zaznamujejo ocene in na mladostnike, ki premagujejo neugodne okoliščine, kot so nizki socio-ekonomski status, psihične ali telesne zlorabe ter alkoholizem. Za vse naštete skupine dijakov je dijaški dom prostor soustvarjanja in prostor učenja obvladovanja težav in okrevanja. Bivanje v dijaškem domu tem mladostnikom predstavlja umik iz nefunkcionalnega okolja in možnost, da se ob podpori in varovalnem delovanju pedagoškega osebja priuči spoprijemanja z danimi življenjskimi okoliščinami. Z aktivnostmi, ki jih izvajamo ugotavljamo, da dijaki izboljšujejo samopodobo, razvijajo socialne spretnosti in sprejemajo medosebno pomoč. Ugotavljamo, da je sistem aktivnosti, ki mladostnikom nudijo varovalne dejavnike izredno pomemben v vzgojno izobraževalnih institucijah, morda še toliko bolj v dijaških domovih, zagotavljanje le-teh pa bo eden izmed prednostnih nalog novega vzgojnega programa.

KLJUČNE BESEDE: mladostnik, dijaški dom, varovalni dejavniki, nefunkcionalno okolje.

PROTECTIVE FACTORS IN THE BOARDING SCHOOL

ABSTRACT

The paper refers to the protective factors that can be used to influence the absence of risk factors in the student dormitory (boarding school). The period of adolescence is intertwined with many stressful situations to which adolescents respond in different ways, which are an intertwining of their individual characteristics and environmental factors. In the student dormitories we have young people from a variety of backgrounds and with different cognitive abilities. The educational function in student dormitories is specific, because they are inhabited by students who are still maturing outside their family; we want to offer everyone optimal living and development opportunities. In this article, we will focus on students who are not successful in school or it is also marked as unsuccessful by assessments and a group of adolescents who overcome adverse circumstances such as low socio-economic status, mental or physical abuse and alcoholism. For all the listed groups of students, the student dormitory is a space for co-creation and a space for learning to cope with problems and recover. Staying in a student dormitory for these young people represents a withdrawal from a non-functional environment and the opportunity to learn to cope with the given life circumstances with the support and protective work of the teaching staff. Through the activities, we find that students improve their self-image, develop social skills and accept interpersonal helps. The system of activities that provide young people with protective factors is extremely important in educational institutions, perhaps even more in boarding schools, and providing them will be one of the priorities of the new educational program.

KEYWORDS: adolescent, student dormitory, protective factors, non-functional environment.

TABORI ZA NADARJENE ZA PODPORO RAZVOJA OSEBNOSTI MLADOSTNIKOV

POVZETEK

Mladostniki potrebujejo inovativno učno okolje, ki jim omogoča razvijati lastno osebnost ob pridobivanju novih kompetenc in znanj. Eden temeljnih ciljev dela šolskega psihologa je med drugim sodelovanje pri prilagajanju vzgojno-izobraževalnega procesa potrebam nadarjenih dijakov ter skrb za njihov celostni osebnostni razvoj, da bi lahko čim boljše razvili in realizirali svoje potenciale. V okviru vzgojno-izobraževalnega dela z nadarjenimi dijaki v srednjem izobraževanju tako pod okriljem Ekonomske šole Novo mesto vrsto let šolska svetovalna služba organizira taborne za nadarjene in prizadevne dijake, s programom, ki podpira osebnostno rast v okoljih, ki omogočajo sprostitev, dejavnosti in procese, ki jih za svoj socialni in čustveni razvoj potrebujejo. Program je zasnovan tematsko za namen pridobitve poglobljenih znanj na posameznem področju, prav tako pa dijakom ponujamo aktivnosti za krepitev duševnega zdravja, socialnih spretnosti, znotraj osebne inteligentnosti. Delavnice vsebujejo tehnike sproščanja, tehnike za razvoj ustvarjalnega in kritičnega mišljenja, pri tem pa sodelujemo z zunanjimi strokovnjaki in podpiramo mladostnike pri deljenju in sprejemanju svojih občutij in iskanju rešitev za življenjske poti. Več kot desetletna praksa nam kaže koristi programa, ki ga izvajamo. Vzgojno-izobraževalne vsebine se prenesejo v manj formalno, navdihujoče okolje. Dejavnosti v okviru Tabora za nadarjene pozitivno vplivajo na socialni in na čustveni razvoj. Učinki se pri dijakih kažejo v medsebojni povezanosti, sodelovanju tudi po zaključenem taboru na različnih področjih ter boljši šolski klimi.

KLJUČNE BESEDE: tabori, nadarjeni, mladostniki, osebnost.

CAMPS FOR GIFTED AS A SUPPORT OF DEVELOPMENT ADOLESCENTS PERSONALITY

ABSTRACT

Adolescents in high school need an innovative learning environment that allows them to develop their own personality while acquiring new competencies and knowledge. One of the basic goals of a school psychologist's work is to adapt the educational process to the needs of talented students and to take care of their whole personal development and help them discover their full potential. As part of the educational work with gifted students in secondary school education, at the Novo mesto School of Economics, we have been organizing camps for gifted and hard-working students for many years, with a program that supports personal growth in environments that enable relaxation, activities and processes they need for their social and emotional development. The program offers the opportunity to research and implement practical projects on higher knowledge level as well as being in environment that supports mental health. In addition we offer students relaxation techniques, techniques for developing creative and critical thinking, work with experts and we support young people in sharing and accepting their feelings and finding solutions for their life paths, so with enrichment activities we offer support for their personal growth in high school. More than ten year praxis shows positive outcomes. Learning environment is transferred to less formal and more inspiring. With these activities we encouraged interpersonal competences and emotional development. As a result students shows more interconnectedness, effective cooperation in different tasks and better school climate can be noticed.

KEYWORDS: camps, gifted, adolescents, personality.

VAJE SPROŠČANJA PRI URAH DSP

POVZETEK

Pri svojem delu pogosto opažam, da so otroci nemirni, slabo razpoloženi in se težko umirijo. Zbrala sem različne vaje, s katerimi jim lahko pomagamo, da se sprostijo in umirijo. Ko je otrok sproščen in umirjen, se lažje uči ter vzpostavlja boljše odnose s sošolci in učitelji. V članku je opisanih nekaj vaj in iger sproščanja, ki sem jih uporabljala pri urah dodatne strokovne pomoči. Cilji omenjenih vaj so bili predvsem sprejemanje in lažje soočenje z različnimi težavami ter fizična in psihična umiritev in sprostitev. Vaje sem izvajala z otroki na začetku ali na koncu ure dodatne strokovne pomoči. Sodelovalo je petnajst otrok starih od devet do štirinajst let. Večina otrok je vaje dobro sprejela in jih rada izvajala. Vsak otrok je napredoval v svojem ritmu. Pomembno je, da smo zadovoljni tudi z majhnim napredkom otroka.

KLJUČNE BESEDE: stres, sproščanje, tišina, mir.

RELAXATION EXERCISES DURING HOURS OF ADDITIONAL PROFESSIONAL ASSISTANCE

ABSTRACT

In my work I often observe that children are restless, in a bad mood and find it difficult to calm down. I collected a variety of exercises that can help children to relax and calm down. A relaxed child learns more easily and has better relationships with classmates and teachers. The article describes some relaxation exercises and games I used for hours of additional professional assistance. The goals of these exercises were mainly to accept and better facilitate with various problems and to calm down and relax physically and mentally. I practiced the exercises with children at the beginning or at the end of additional professional assistance. There were fifteen children between the ages of nine and fourteen years old. Each child progressed in his own rhythm. It is important to be satisfied even with the small progress of the child.

KEYWORDS: stress, relaxation, silence, peace.

RAZVIJANJE SOCIALNIH SPRETNOSTI IN KOMPETENC PRI SLABOVIDNEM UČENCU Z AVTIZMOM

POVZETEK

Socialne veščine niso prirojene, temveč naučene, zato je učenje socialnih veščin pomemben proces. Šola, kot okolje, kjer poteka otrokova sekundarna socializacija, je idealna priložnost za učenje in krepitev teh veščin, zlasti za učence s slepoto ali slabovidnostjo (tudi z več motnjami), ki socialnih veščin ne morejo usvajati na enak način kot njihovi videči vrstniki s posnemanjem. Poleg tega se informacije, dane preko nebesednega sporazumevanja, izgubijo. Da se slepi ali slaboviden otrok integrira v družbo v času šolanja in kasneje, ko odraste, je potrebno usvajanje teh veščin razvijati načrtno, sistematično in postopno. V prispevku je prikazan primer dobre prakse, kjer smo proces poučevanja socialnih veščin slepemu učencu z avtizmom v prilagojenem programu z enakovrednim izobrazbenim standardom za otroke z avtizmom, nenehno povezovali z učenčevimi interesi in močnimi področji. Proces učenja socialnih veščin med vrstniki in v interakciji z učitelji predstavimo skozi raznovrstno skrbno načrtovane dejavnosti ter igro. Z ustvarjanjem okolja, ki spodbuja socialni razvoj in z zagotavljanjem kar največ ustvarjenih socialnih učnih situacij smo naredili nadaljnji korak na poti do cilja, to je biti aktiven in enakopraven del družbe ter imeti dobro kakovost življenja. V prispevku predstavljene veščine za spodbujanje socialnega učenja učenca z okvaro vida in avtizmom, so lahko v pomoč strokovnim delavcem pri oblikovanju pedagoškega procesa, ki bo pozitivno vplival na otrokov optimalni razvoj in pomagal pri usvojitvi še ne pridobljenih ali utrjenih socialnih spretnosti.

KLJUČNE BESEDE: avtizem, slabovidni, socialne spretnosti, osebni prostor, telesna govorica.

DEVELOPING SOCIAL SKILLS AND COMPETENCIES IN A VISUALLY IMPAIRED STUDENT WITH AUTISM

ABSTRACT

Social skills are not innate but learned, therefore learning social skills is an important process. School, as an environment where a child's secondary socialization takes place, represents an ideal opportunity to learn and strengthen these skills, especially for students with blindness or visual impairment (even with multiple disabilities) who cannot acquire social skills in the same way as their sighted peers, by imitation. In addition, information given through non-verbal communication are lost. For a blind or a visually impaired child to integrate into society during school and later as an adult, the acquisition of these skills needs to be developed in a planned, systematic, and gradual way. The article presents an example of a successful practice, where we constantly linked the process of teaching social skills to a blind student with autism in an adapted program with an equivalent educational standard for children with autism, with the student's interests and strong areas. I present the process of learning social skills among peers and in interaction with teachers through a variety of carefully planned activities and play. By creating an environment that promotes social development and by providing as many created social learning situations as possible, we have taken a further step towards the goal of being an active and equal part of society and having a good quality of life. The skills of encouraging social learning of a student with visual impairment and autism that are presented in the paper can prove to be helpful for professionals in designing a pedagogical process, that shall positively affect child's optimal development as well as help them to acquire the not yet acquired or consolidated social skills.

KEYWORDS: autism, visually impaired, social skills, personal space, body language.

TEKMOVALNOST KOT MOTIVACIJA ZA VEČJO TELESNO AKTIVNOST DIJAKOV IN DIJAKINJ IZOBRAŽEVALNEGA CENTRA PIRAMIDA MARIBOR NA ŠPORTNEM DNEVU

POVZETEK

Družba, v kateri živimo, je zelo individualistično in tekmovalno naravnana na vseh področjih človekovega življenja. Tekmovalnost je prisotna tudi med dijaki in dijakinjami v šolskem okolju. Šolske ocene služijo kot splošna motivacija za njihov trud in znanje pri pouku. Kljub temu da so vsi dijaki in dijakinje pri pouku športne vzgoje ocenjeni, pa niso vedno motivirani za vadbo. Z namenom, da bi povišali motivacijo za večjo telesno aktivnost in sodelovanje vseh dijakov in dijakinj Izobraževalnega centra Piramida Maribor na športnem dnevu, smo izvedli športni dan v medrazrednem tekmovanju v atletskih disciplinah: teku na 60 metrov, teku na 600 metrov, skoku v daljino z zaletom in suvanju krogle. Rezultate dijakov in dijakinj, doseženih na športnem dnevu, smo primerjali z rezultati, ki so jih dijaki in dijakinje dosegli pri rednem pouku športne vzgoje, kjer je bila motivacija ocena. Cilj je bil izvedeti, ali tekmovalnost med dijaki in dijakinjami na športnem dnevu vpliva na večjo telesno aktivnost in izboljšanje rezultatov, ki so jih dijaki in dijakinje dosegli pri pouku športne vzgoje. Pridobljena spoznanja nakazujejo, da je medsebojna tekmovalnost med dijaki in dijakinjami prisotna in vpliva k večji aktivnosti in želji po doseganju boljših rezultatov in dokazovanju med vrstniki. Ker se je tekmovalnost pokazala kot motivacija za večjo telesno aktivnost pri dijakih in dijakinjah Izobraževalnega centra Piramida Maribor, bomo še večkrat izvedli športne aktivnosti na temo medsebojne tekmovalnosti.

KLJUČNE BESEDE: tekmovalnost, motivacija, telesna aktivnost, dijaki, dijakinje, športni dan.

COMPETITIVENESS AS MOTIVATION FOR HIGHER PHYSICAL ACTIVITY OF STUDENTS OF IZOBRAŽEVALNI CENTER PIRAMIDA MARIBOR AT THEIR SPORTS DAY

ABSTRACT

The society we live in is individualistic and competitive in all areas of human existence. Competitiveness is also present among students in the school environment. The grades serve as general motivation for effort and learning in students' classes. Despite all students receiving a grade in Physical Education classes they are not all motivated to participate in the physical activities. With the intention of increasing motivation for physical activity as well as participation of all students of Izobraževalni center Piramida Maribor a sports day was organized. The sports day consisted of inter-class competition in several athletic disciplines: 60 meter race, 600 meter race, long jump, and shot put. The results students achieved during the sports day in the named disciplines were compared to the results the students achieved in their regular Physical Education class where their motivation was a grade. The goal was to determine whether competitiveness among peers contributes to higher physical activity and improvement of results the students achieved in their regular Physical Education classes. Comparison of the results indicates that peercompetition contributes to a higher physical activity and effort among students. As the desired outcome was accomplished, a competitive environment will be created in the future to increase effort among students of Izobraževalni center Piramida Maribor.

KEYWORDS: competitiveness, motivation, physical activity, high school students, sports day.

IZZIVI IN STRATEGIJE SKUPINSKEGA POUČEVANJA KLJUNASTE FLAVTE V ČASU ŠOLANJA NA DALJAVO

POVZETEK

V času šolanja na daljavo smo bili učitelji soočeni z novimi komunikacijskimi in interakcijskimi izzivi. Ohraniti stik z dijaki je tudi med šolanjem na daljavo poglavitno, zato smo morali poiskati drugačne strategije poučevanja zunaj znanih okvirov in običajnih metod. V programu Predšolska vzgoja je igranje na inštrument ena izmed temeljnih učnih vsebin in zato se mu posveča veliko pozornosti. Pouk igranja na kljunasto flavto poteka v skupini, da poleg samostojnega igranja dijaki pridobijo tudi izkušnjo skupinskega muziciranja in spremljave petja. Poučevanje in učenje igranja na inštrument povezujemo z bližino, stikom in dotikom, prav ti so ključni za podajanje pravilnega igranja in tehnike. Medosebna dinamika med učiteljem in dijakom je pri inštrumentalnem pouku pomemben dejavnik uspešnega učnega procesa in sodobna tehnologija nam je ponudila možnosti premagovanja preprek poučevanja na daljavo. V prispevku so predstavljene strategije poučevanja in postopki, ki so bili razvijani in izvajani, da bi bili učni cilji kljub vsemu doseženi in kako je bilo delo na daljavo optimizirano, prilagojeno in obravnavano na individualni ravni. Pridobljeni rezultati kažejo, da je fizična bližina pri pouku inštrumenta nenadomestljiva, kajti čeprav so učni cilji s pravilnim pristopom, ki je bil razvit, dosegljivi, je standard znanj nižji.

KLJUČNE BESEDE: učitelj, dijak, kljunasta flavta, šolanje na daljavo, strategije poučevanja.

CHALLENGES AND STRATEGIES FOR GROUP TEACHING OF THE RECORDER DURING REMOTE EDUCATION

ABSTRACT

Due to remote teaching, teachers faced new challenges in connection with communication and interaction. Keeping close contact with students remains as vital as before, so we had to find new strategies of teaching outside the familiar frameworks and methods. In the Preschool Education programme, playing an instrument is one of the core subjects and therefore receives a lot of attention. The recorder is taught in a group setting so that, in addition to playing it individually, students gain experience of music collaboration and vocal accompaniment. Teaching and learning to play the instrument are linked to proximity, contact and touch. These elements are key to teaching correct playing technique. When teaching an instrument, the interpersonal dynamic between teacher and student is an important factor in a successful learning process, and modern technology has provided us with opportunities to overcome the barriers of remote teaching. The paper presents the teaching strategies and procedures that were developed and implemented to ensure that the learning objectives were nevertheless achieved and how the remote work was optimised, adapted and addressed at an individual level. The results obtained show that physical proximity is irreplaceable when teaching an instrument, because although the learning objectives are achievable with the correct approach that has been developed, standard of proficiency is lower.

KEYWORDS: teacher, pupil, recorder, remote teaching, teaching strategies.

PO PAMETI S PAMETNIM TELEFONOM

POVZETEK

Prispevek obravnava novodobno zasvojenost s pametnimi telefoni, ki je še posebej pereč problem med srednješolsko populacijo. V uvodnem delu je iz različnih virov zbranih nekaj najnovejših ugotovitev, ki se nanašajo na problematiko mladih in njihovo rabo pametnih telefonov. V nadaljevanju sledi primer dobre prakse pouka tujega jezika, pri katerem smo na podlagi dokumentarnega filma obravnavali pasti prekomerne rabe pametnih telefonov, ki vodijo v odvisnost od zaslona, pomankanje časa, pasivnost in asocialnost. V dveh oddelkih smo razpravljali o moči algoritmov, ki za nas izbirajo spletne vsebine in iskali načine, kako se zavestno upreti nevarni tehnološki skušnjavi. Dejstvo je, da mladina preživi preveč časa z mobilnim telefonom v roki, vendar se tega ne zavedajo. Zato so bili nagovorjeni, naj en teden opazujejo svoje navade in vedenjske vzorce povezane z uporabo pametnih telefonov, glavni izziv oziroma cilj pa je bil zmanjšati povprečni čas uporabe zaslona. S samoopazovanjem so ugotavljali, koliko ur njihovega vsakdana je povezanega z rabo pametnega telefona, katere aplikacije uporabljajo najpogosteje in najpomembneje, pazili so na to, da so znali odložiti telefon in počeli še kaj drugega. Cilj samoopazovanja je bil dosežen, saj se je veliko dijakov zamislilo nad dejstvom, da je povprečna tedenska uporaba zaslona okoli 24 ur, nekateri pa so se trudili zmanjšati število ur za zaslonu. Obravnavani primer dobre prakse je šola za življenje, ki je včasih bolj pomembna kot cilji predmetnega področja ali doprinos k stroki. Predstavljen primer dobre prakse osvetljuje problem, ki se tiče nas vseh, uporabiti pa se ga da pri marsikaterem družboslovnem predmetu.

KLJUČNE BESEDE: pametni telefon, novodobna odvisnost, srednješolci, pouk tujega jezika, samodisciplina.

OUTSMART YOUR SMARTPHONE

ABSTRACT

The paper deals with the modern addiction to smartphones which is a particularly pressing problem among the secondary school population. The introductory part discusses some recent findings collected from various sources. They mainly relate to the issue of young people and their use of smartphones. The paper continues with an example of good foreign language teaching practice that based on a documentary we watched at school. In two classes we discussed the pitfalls of smartphone overuse that can lead to screen addiction, lack of time, passivity and asociality. We discussed the power of algorithms that choose online content for us and we looked for ways to consciously resist the dangerous technological temptation. It is a fact that young people spend too much time with a mobile phone in hand but they are not aware of it. Therefore, they were encouraged to observe their habits and behavioral patterns associated with the use of smartphones for one week. The main challenge or goal was to reduce the average screentime. Through self-observation they determined how many hours of their daily lives are related to the use of a smartphone, which applications they use most often and most importantly, they made sure that they knew how to put the phone away and do something else. The goal of self-observation was achieved as many students reflected on the fact that their average weekly screentime is around 24 hours and as a result, some have tried to reduce the number of hours spent behind the screen. The discussed case of good practice is school for life which is sometimes more important than the objectives of the subject area or the contribution to the profession. The discussed case of good practice sheds light on a problem that concerns us all and it can be used in many social science subjects.

KEYWORDS: smartphone, modern addiction, secondary school students, foreign language teaching, self-discipline.

OZAVEŠČANJE UČENCEV O POMENU ČASOVNIH OMEJITEV IN NAČINU UPORABE ZASLONOV

POVZETEK

Uporaba zaslonov je dandanes sestavni del življenja ne le odraslih ampak tudi otrok. Stalna navzočnost pametnega telefona ali tablice ali računalnika, nenehno spremljanje družabnih omrežij, preverjanje všečkov, spletno nakupovanje, videoigre in drugi sodobni mediji so izrazito spremenili naš način življenja in navade. Negativnih učinkov na najmlajšo populacijo zaradi ukrepov za zamejitev epidemije novega koronavirusa ni mogoče zanikati ali prikriti. Kažejo se tudi v obliki zasvojenosti z digitalnimi napravami. Vemo, da prekomerna uporaba zaslonov povzroča težave v razvoju otrok, saj na tak način otroci pridobivajo bistveno manj veščin kot pri igri in živi interakciji z vrstniki, odraslimi. Morda posledicam pretirane uporabe informacijsko-komunikacijske tehnologije v šoli posvečamo še premalo pozornosti. V sled temu je nastal ta prispevek. V prvem delu so predstavljene prednosti in slabosti uporabe zaslonov, posledice prekomerne uporabe digitalne tehnologije in interneta pri otrocih ter priporočila oz. smernice za uporabo le-teh. V drugem delu članka so predstavljeni rezultati ankete (16 učencev), ki odgovarjajo na nekatera vprašanja, kot na primer koliko časa učenci preživijo pred zasloni in v kakšne namene uporabljajo digitalno tehnologijo. Prav tako nas je zanimalo, v kolikšni meri je pri učencih, vključenih v raziskavo, mogoče zaznati znake prekomerne uporabe zaslonov in kakšno vlogo ima pri ozaveščanju otrok šola. Podatki kažejo, da polovica učencev uporablja zaslone tri ure na dan ali več kot tri. Večino časa preživijo na socialnih omrežjih ali se pogovarjajo s prijatelji. Na osnovi povedanega bi bilo smiselno, da bi v šoli pogosteje govorili o problemih uporabe zaslonov in tako učence navajali na rabo zaslonov počasi in nadzorovano.

KLJUČNE BESEDE: zasvojenost, zasloni, ozaveščanje, učenci.

RAISING STUDENTS' AWARENESS ABOUT SCREEN TIME LIMITS AND SCREEN USAGE

ABSTRACT

The use of screens is an integral part of our lives nowadays. This is true not only for adults but also for children. The constant presence of a smartphone or tablet or computer, constant monitoring of social networks, checking likes, online shopping, video games and other modern media have significantly changed our way of life and habits. Adverse effects on the youngest population due to measures to limit the epidemic of the new coronavirus cannot be denied or concealed. They also manifest themselves in the form of addiction to digital devices. We know that excessive use of screens causes problems in children's development, in this way children gain significantly less skills in comparison to live interaction with peers, adults. Perhaps we should pay more attention to the consequences of excessive use of information and communication technology at school. The following article addresses above mentioned issue. The first part represents the advantages and disadvantages of using screens, the consequences of excessive use of digital technology and the internet on children and recommendations/guidelines for screen use. The second part of the article presents the results of the survey, which answer the questions such as how much time students spend in front of screens and for what purposes they use digital technology. We were also interested if the research participants show signs of excessive use of screens, to which extent and what role does the school have in raising children's awareness about the topic. Data show that half of the students use screens three hours a day or more than three. They spend most of their time on social media or talking to their friends. Based on that, it would make sense to talk more often in school about the problems of using screens, and thus introduce students to the use of screens slowly and in a controlled manner.

KEYWORDS: addiction, screens, raising awareness, students.

Z GIMNASTIČNO ABECEDO IZBOLJŠAJMO GIBALNE SPOSOBNOSTI UČENCEV

POVZETEK

Znano je, da gibalne sposobnosti učencev, zaradi sodobnega načina življenja, upadajo. Vedno več učencev ima prekomerno telesno težo, vedno več je učencev, ki jim gibanje pomeni napor. Posebej se je to pokazalo kot posledica pouka na daljavo in nasploh omejitve gibanja v času razglašene epidemije Covid. Učenci danes zbolevajo za boleznimi sodobnega časa, sicer značilnimi za starejšo populacijo. Po drugi strani pa imajo učenci izredno veliko potrebo po gibanju in se z navdušenjem vključujejo v gibalne aktivnosti, če le imajo možnosti za to. Gimnastika je šport za vse življenje in njene vsebine najlažje uvajamo v zgodnjem otroštvu, je predvsem šport učencev prvega in drugega triletja. Sledeč vsemu temu smo se v Osnovni šoli Ormož odločili učencem od 1. do 5. razreda ponuditi vključitev v tovrstno gibalno dejavnost. Učenci od 3. do 5. razreda so obiskovali gimnastiko v okviru interesne dejavnosti, učenci 1. in 2. razreda pa so vsebine gimnastične abecede izvajali v okviru razširjenega programa. Interes učencev za vključitev je bil izredno velik. Aktivnost je potekala enkrat tedensko. Začeli smo s preprostimi gibalnimi nalogami, da so se učenci naučili obvladovati svoje telo. Zahtevnost nalog smo skozi ure izvajanja stopnjevali. Tekom šolskega leta so se tako gibalne sposobnosti vključenih učencev zelo povečale. Iz tega izhaja, da lahko z gimnastično abecedo izboljšamo gibalne sposobnosti učencev.

KLJUČNE BESEDE: gibalne sposobnosti, gimnastika, gimnastična abeceda, gibanje, učenec.

IMPROVE CHILDREN'S MOTOR SKILLS WITH THE GYMNASTIC ALPHABET

ABSTRACT

It is well known that pupils' motor skills are declining due to modern lifestyles. More and more pupils are overweight, and more and more pupils find exercise strenuous. This was particularly evident as a result of the distance learning and general restriction of movement during the declared epidemic of Covid. Pupils today are suffering from modern diseases that are otherwise common in older populations. On the other hand, pupils have a great need to move and are very enthusiastic about taking part in physical activities when they have the chance. Gymnastics is a sport for life and its content is best introduced at an early age, it is also mainly a sport for pupils in the first and second trimesters. Following all this, at the Primary School Ormož we decided to offer pupils from 1st to 5th grade inclusion in this type of physical activity. Pupils from 3rd to 5th grade attended gymnastics as an extra-curricular activity, while pupils in 1st and 2nd grade followed the gymnastic alphabet as part of an extended programme. The interest of pupils in inclusion was extremely high. The activity took place once a week. We started with simple movement tasks so that the pupils learned to control their body. The complexity of the tasks was escalated throughout the lessons. During the school year, the motor skills of the pupils involved increased significantly. This shows that the gymnastic alphabet can improve pupils' motor skills.

KEYWORDS: motor skills, gymnastics, gymnastic alphabet, movement, pupil.

RAZISKOVALNA DEJAVNOST V UČNEM PROCESU

POVZETEK

Ko na začetku šolskega leta sprejmemo dijake, se zavedamo, da šola ni samo snov, ki je zapisana v učnih načrtih. Želimo jim ponuditi nekaj več in dodatno delati tudi z nadarjenimi dijaki. Ena od dodatnih možnosti izobraževanja je izdelava raziskovalne naloge. S tem dijake spodbujamo k raziskovanju, ustvarjalnosti in inovativnosti. Dijakom na pričetku šolskega leta predstavimo gibanje Mladih raziskovalcev, mentorje in jih usmerimo k primernim temam. Predstavil bom, kako poteka raziskovalni proces od ideje do končnega izdelka, ki je lahko samo raziskava ali pa tudi praktični izdelek. Ko je naloga končana dijaki tekmujejo med sabo na regijski in državni ravni. Članek se osredotoča na primerjavo dosežkov raziskovalnih nalog, ki so jih izdelali avtorji po lastnem navdihu in željah, ter dosežkov raziskovalnih nalog, ki so jih dijaki izdelali po ideji mentorja. Osredotočil sem se tudi na primerjavo raziskovalnih nalog, ki so jih izdelali dijaki, ki so nadarjeni na določenem področju in dijaki, ki niso nadarjeni. Izdelavo raziskovalne naloge je mogoče vključiti v izobraževalne module in s tem nadgraditi izobraževalni proces. Pri tem sem opazil, da sem nadarjene dijake s tem še dodatno motiviral. Omenjena motivacija je bila tudi povod, da so dijaki raziskovalno delo opravljali tudi v prostem času. Iz tega so nastale naloge, ki so posegle po zlatih in srebrnih priznanjih na državnem nivoju.

KLJUČNE BESEDE: raziskovanje, inovativnost, ustvarjalnost.

RESEARCH ACTIVITY IN THE LEARNING PROCESS

ABSTRACT

When we admit students at the beginning of the school year, we are aware that school is not just a subject written in the curriculum. We want to offer them something more and at the same time work with talented students. One of the additional educational options is the preparation of research assignments. This encourages students to explore, be creative and innovative. At the beginning of the school year, we present the Young Researchers movement, mentors and direct them to appropriate topics. I will present how the research process goes from an idea to the final product, which can be just research or a practical product. When the assignment is completed, students compete at the regional and national levels. The article focuses on the comparison of the achievements of research assignments made by the authors according to their inspiration and wishes and on the other hand the achievements of research assignments made by the students according to the idea of the mentor. I also focused on comparing research assignments made by students who are talented in a particular field and students who are not talented. The preparation of a research project can be included in the educational module, what at the same time upgrades the educational process. I noticed that with that I motivated the talented students even more. The mentioned motivation was also the reason why the students did some of the research work in their free time. This resulted in tasks that won gold and silver awards at the state level.

KEYWORDS: research, innovation, creativity.

DELO Z NADARJENIMI UČENCI – IZZIV ALI TEŽAVA UČITELJA?

POVZETEK

Poenotene opredelitve pojma nadarjenosti v svetu še ni. Prav tako ni enotne metodologije odkrivanja nadarjenih učencev. Zaradi tega so koncepti in modeli odkrivanja in spodbujanja razvoja nadarjenih različni od države do države, celo različni od šole do šole. Učitelji, ki izvajajo programe nadarjenih učencev, so zaradi tega pogosto postavljeni pred izzive in težave, ki jih spremljajo pri realizaciji programov. Učenci so nadarjeni na različnih področjih. Pravilno je, da se jim nudi kvaliteten pouk in dodatne dejavnosti, ki jim omogočajo dovolj manevrskega prostora, spodbujajo njihovo ustvarjalnost in originalnost. Ampak ali se jim res? Učitelj, ki je dodeljen za delo z nadarjenimi učenci, je pogosto strokovnjak na posameznem področju. V skupino prejme učence, ki so pokazali visoke dosežke ali potencialne na inlektualnem, ustvarjalnem, športnem, voditeljskem in umetniškem področju. V prispevku je opisano delo učiteljice z nadarjenimi učenci in primeri dobre prakse. Opisane so dejavnosti, ki smo jih do sedaj izvajali v okviru programa nadarjenih izven rednega pouka. Za izboljšanje dela z nadarjenimi smo med učitelji v občini Slovenske Konjice izvedli anketo na osnovnih šolah, s katero smo pridobili mnenja in stališča pedagoških delavcev o delu z nadarjenimi. V prispevku bomo predstavili rezultate ankete, ki so potrdili, da je v današnjem času skrb za učiteljevo profesionalno rast in kakovostno izobraževanje temeljnega pomena, če želimo doseči spremembe in premike na področju dela z nadarjenimi učenci. Zato smo se na šoli odločili, da bomo v prihodnje zasnovali programe za delo z nadarjenimi bolj diferencirano. Učiteljem bomo omogočili dodatna izobraževanja za delo z nadarjenimi učenci.

KLJUČNE BESEDE: nadarjenost, izziv, težava, ustvarjalnost, originalnost, profesionalost, kakovost.

WORKING WITH GIFTED STUDENTS- TEACHER'S CHALLENGE OR A PROBLEM?

ABSTRACT

The term giftedness has still not been standardized in the world. The problem is also with the common methodology of identifying gifted students. The consequence is therefore different concepts and models of identifying and motivating students' abilities in different countries as well as at schools. Teachers who work in the program with gifted students often face challenges and obstacles to realize the program. Students are talented in different fields and the programs should be adapted to offer them quality lessons and additional activities in order to encourage their creativity and authenticity. Does this hold the truth? A teacher who usually works in the mentioned program is the expert in one specific field, but he/she receives gifted students with different talents which can often be a problem because of the teacher's lack of professional competence in a certain field. The group consists of students who have reached great achievements in art, music, sports as well as academic subjects. The article discusses teachers' work with gifted students and examples of good practice. There are activities described that have been recently realized at our school. A survey has been conducted within the local community of Slovenske Konjice among teachers to improve the work with gifted students. The main intention of the survey was to obtain teachers' opinions and points of view on working with gifted students. The results have shown that the growth of teachers' professional competence and quality education is of great importance to achieve changes and shifts in the field of working with gifted students. These are the main reasons for us to decide on a new, more specific and differential programme for gifted students. Teachers will be able to attend further education for working with gifted students.

KEYWORDS: giftedness, challenge, problem, creativity, authenticity, professional competence, quality.

IZZIVI IN PASTI POUKA NA DALJAVO PRI PRVOŠOLCIH – SPOŠTOVANJE OTROŠTVA

POVZETEK

Učitelji, učenci in njihovi starši so se v Sloveniji zaradi epidemije novega korona virusa in posledično zaprtja vseh šol spomladi leta 2020 prvič spopadli s šolanjem na daljavo. Učitelji so se morali, tako rekoč čez noč prilagoditi novemu načinu poučevanja – preko računalnikov, od doma. Spopadali so se z izzivom, kako pripraviti naloge za delo na daljavo najmlajšim učencem, da jim bodo v prvi vrsti razumljive, zanimive in zabavne. Koncept poučevanja na daljavo v 1. razredu temelji na osnovi manj je več - kratka, jasna, navodila za delo. Naloge naj bi bile strukturirane tako, da otroke navajajo na samostojno delo, hitro preverjanje rešitev in tudi nagrajevanje za dobro opravljeno delo in trud. Med dejavnosti, ki od učencev zahtevajo veliko mero koncentracije in mirnega sedenja, je obvezno tudi vključevanje gibalnih odmorov in sprostitve. Tudi vloga staršev pri prvošolcih, ki še niso samostojni in večinoma še ne berejo sami, ter se šele spoznavajo z različnimi tipi nalog in s samim računalnikom, je brez dvoma velikega pomena. Ob primerih so podane prednosti in slabosti poučevanja na daljavo pri prvošolcih ter ponujene boljše rešitve za samostojno delo prvošolcev, na podlagi kvalitativne raziskave. Pouk na daljavo pri prvošolcih je le izhod v sili, saj učencem v prvem razredu prinaša veliko psiholoških in organizacijskih pasti. Poučevanje na daljavo je izziv tudi za učitelje, saj je nadgradnja klasičnega modela poučevanja z novejšimi sodobnejšimi pristopi, ki so dodani osebnemu stiku učenec – učitelj, poučevanju preko aktivne igre ter izkustvenemu učenju s konkretnim materialom.

KLJUČNE BESEDE: motivacija, šolanje na daljavo, izzivi, pasti, 1. razred.

CHALLENGES AND PITFALLS OF DISTANCE LEARNING FOR FIRST GRADES – RESPECT FOR CHILDHOOD

ABSTRACT

The epidemic of the new coronavirus and the consequent closure of all schools in the spring of 2020, teachers, pupils and their parents in Slovenia faced distance learning for the first time. Teachers had to adapt to the new way of teaching, so to speak, overnight - via computers, from home. They faced the challenge of how to prepare tasks for remote work for the youngest students so that they would be understandable, interesting and fun in the first place. The concept of distance learning in 1st grade is based on less is more - short, clear, work instructions. Tasks should be structured in such a way that children are introduced to independent work, quick checking of solutions and also rewarding for well done work and effort. Activities that require a great deal of concentration and calm sitting from students also include the need for movement breaks and relaxation. The role of parents in first-graders, who are not yet independent and mostly do not read on their own, but are just learning about different types of tasks and the computer itself, is undoubtedly of great importance. The examples give the advantages and disadvantages of distance learning for first-graders and offer better solutions for independent work of first-graders, based on qualitative research. Distance learning for first graders is just an emergency solution, as it brings a lot of psychological and organizational pitfalls to first graders. Distance learning is also a challenge for teachers, as it is an upgrade of the classic model of teaching with newer more modern approaches, which are added to personal contact student - teacher, teaching through active play and experiential learning with concrete material.

KEYWORDS: motivation, distance learning, challenges, traps, first grade of primary school.

S STROKOVNO EKSKURZIJO DO NOVIH ZNANJ

POVZETEK

Strokovne ekskurzije so del interesnih dejavnosti v vzgoji in izobraževanju. V prispevku je predstavljen primer izvedbe strokovne ekskurzije v 1. letniku programa tehnik računalništva. Namen ekskurzije je, da jo dijaki izkoristijo iz več različnih vidikov. Pri načrtovanju ekskurzije se pri splošnoizobraževalnem predmetu geografija naučijo geografske značilnosti izbrane pokrajine, ki jo bodo obiskali. Po uspešno opravljeni ekskurziji je cilj pri predmetu slovenščina, da zapišejo subjektivno besedilo o doživljanju ekskurzije. Pri strokovnem predmetu informatika s tehničkim komuniciranjem je cilj, da uredijo in zapišejo besedilo v obliki računalniškega zapisa v več različnih računalniških programih. Pri razredni uri sporočijo, kaj jim je na ekskurziji všeč in kaj ne. Ugotavljam, da je pravilni izbor ekskurzije glede na vsebino tisti, ki daje navdih za dijakovo zanimanje strokovnega in tudi splošnega znanja. Na ta način si dijaki krepijo kompetence na svojem poklicnem področju in dosežejo cilje pri pouku slovenščine. Ugotavljam, da dijakom strokovne ekskurzije omogočajo različne oblike učenja in medpredmetno povezovanje med splošnimi in strokovnimi predmeti. S strokovno ekskurzijo so dijaki uresničili izkustveno učenje, hkrati pa so se naučili več samostojnosti in odločnosti.

KLJUČNE BESEDE: strokovna ekskurzija, splošno in strokovno znanje, subjektivno besedilo, kritično razmišljanje.

NEW KNOWLEDGE OBTAINED THROUGH A PROFESSIONAL EXCURSION

ABSTRACT

Professional excursions are a part of extra curriculum activities in the field of education. In this work an implementation of a professional excursion for the 1st - year students of computer science is presented. The aim of the excursion is to enable students to make use of it in many different ways. When planning an excursion they learn about geographical characteristics of the region they are about to visit. After the implementation the aim in Slovene class is to write a subjective text about their experience. In informatics class the aim for the students is to use technical communication to edit and write a text in different computer languages. They talk about the excursion with their schoolmates and class teacher and express what they liked and what they disliked about it. I conclude that the right choice of the excursion is the reason why students enhance their interest for both professional and general knowledge. This way students strengthen the competence in their professional field and they achieve goals in Slovene classes. I can firmly state that professional excursions not only enable students to learn in different ways but also to learn through cross-curricular learning of academic and professional classes. Students have experienced experiential learning at the same time they have learnt to be independent and determined.

KEYWORDS: professional excursion, general and professional knowledge, subjective text, critical thinking.

MODEL POMOČI OTROKU S ČUSTVENIMI IN VEDENJSKIMI TEŽAVAMI V PRILAGOJENEM PROGRAMU Z ENAKOVREDNIM IZOBRAZBENIM STANDARDOM

POVZETEK

Čustveno-vedenjske motnje smo predstavili znotraj šolskega prostora, ugotavljali, s kakšnimi učnimi težavami se soočajo učenci in kako jih lahko s pomočjo različnih prilagoditev premostijo. V prispevku smo opisali značilnosti in težave učenca s čustvenimi in vedenjskimi težavami in model pomoči, ki smo mu ga nudili v prilagojenem programu z enakovrednim izobrazbenim standardom. Ugotovili smo, da je za učno-vzgojno uspešnost otroka s čustvenimi in vedenjskimi težavami ključen t. i. pedagoški odnos s strokovnimi delavci šole, vključevanje svetovalne službe in dobro sodelovanje s starši. Z obravnavanim primerom smo želeli pokazati, da je učinkovitost izvedbe modela nudenja učne pomoči učencu s čustvenimi in vedenjskimi težavami odvisna od marsičesa; učiteljevega izvajanja strategij dobre poučevalne prakse, splošnih strategij inkluzivne vzgoje in izobraževanja, od intenzivnejših strategij in modelov pomoči učencem, ki jih izvajajo strokovni delavci, ki obvladajo specialne strategije pomoči in podpore, staršev in še česa. Praksa pa prav tako kaže, da bo potrebno poiskati sistematične rešitve, ki bodo reševale podobne situacije, kot smo jo opisali tudi sami.

KLJUČNE BESEDE: čustvene in vedenjske težave, prilagojen program, primanjkljaji, model pomoči.

MODEL OF HELPING A CHILD WITH EMOTIONAL AND BEHAVIORAL PROBLEMS IN A CUSTOMIZED PROGRAM WITH AN EQUIVALENT EDUCATIONAL STANDARD

ABSTRACT

The emotional-behavioral disorders were presented within the school space, we were finding out what learning difficulties students face and how they can overcome them with the help of various adaptations. In this paper, we describe the characteristics of a student with emotional and behavioral problems and the model of help we offered him in a customized program with an equivalent educational standard. We found that it is crucial for the educational success of children with emotional-behavioral problems pedagogical attitude, involvement of the counseling service and good cooperation with parents. With the case under consideration, we wanted to show that the effectiveness of the implementation of the model of providing learning assistance to a student with emotional and behavioral problems depends on many things; teacher implementation of good teaching practice strategies, general inclusive education strategies, from more intensive strategies and models of assistance to students implemented by professionals who master special strategies of help and support, parents and more. However, practice also shows that it will be necessary to find systematic solutions that will solve similar situations as we have described ourselves.

KEYWORDS: emotional and behavioral problems, customized program, deficits, model of helping.

SPODBUJANJE BRANJA IN PISANJA V SREDNJI ŠOLI

POVZETEK

V srednji šoli se profesorji slovenščine soočamo z izzivom, kako motivirati dijake za branje leposlovja in jih spodbuditi k pisanju. Trudimo se, da bi vsak dijak napredoval in se razvijal. Namen prispevka je predstaviti, kako na naši šoli spodbujamo branje in pisanje. Aktivnosti izvajamo že šesto šolsko leto. V prispevku sta predstavljena dva pristopa, in sicer branje odlomkov pri domačem branju namesto celotnega dela in pisanje haikujev, ki dijake motivirata za tovrstne aktivnosti. V sklopu domačega branja dijaki berejo odlomke iz leposlovnega dela, ne celotnega dela. Rezultati so večja motivacija za branje, kar se odraža v tem, da vedno več dijakov prebere celo knjigo. Hkrati so lahko vsi dijaki uspešni, ker naloga ni prezahtevna. Ker dijaki vedno manj pišejo, spodbujamo tudi pisanje haikujev. Haiku je kratka japonska pesniška oblika. Ugotovili smo, da je to odličen način, ki dijakom ponuja možnost ustvarjanja in napredka. Na ta način dijaki dobijo spodbudno pozitivno povratno informacijo, njihovo delo je opaženo in nagrajeno. Ugotavljamo, da se dijaki veselijo, da bomo brali zanimive knjige in nekateri so začeli haikuje pisati tudi v prostem času. V prispevku je predstavljen pristop, ki vključuje vse dijake in jim omogoča napredek. Dijake motivira za branje in pisanje haikujev, zato menimo, da je to dobra praksa, ki bi lahko koristila še drugim učiteljem, ki se soočajo s podobnimi izzivi. Na tak način sta branje in pisanje lahko užitek v in ne nadloga.

KLJUČNE BESEDE: šola, branje, pisanje, haiku.

ENCOURAGING READING AND WRITING IN SECONDARY SCHOOL

ABSTRACT

In high school, Slovene language teachers face the challenge of how to motivate students to read literature and encourage them to write. We strive to make every student progress and develop. The purpose of this paper is to present how we encourage reading and writing at our school. We have been carrying out activities for the sixth school years. The paper presents two approaches, reading excerpts in home reading instead of the whole work and writing haiku that motivate students for such activities. As part of home reading, students read excerpts from a literary work, not the entire work. The results are a greater motivation to read, which is reflected in the fact that more and more students read the whole book. At the same time, all students can be successful because the task is not too demanding. As students write less and less, we also encourage the writing of haiku. Haiku is a short Japanese poetic form. We have found that this is a great way to offer students the opportunity to create and make progress. In this way, students receive encouraging positive feedback, their work is noticed and rewarded. We find that students are looking forward to reading interesting books and some have started writing haiku in their spare time as well. The paper presents an approach that involves all students and enables them to make progress. It motivates students to read and write haiku, so we believe this is a good practice that could benefit other teachers facing similar challenges. That way, reading and writing can be a pleasure and not a nuisance.

KEYWORDS: school, reading, writing, haiku.

UČINKI PROTEKTIVNE VZGOJE NA UČENCA IN NJEGOVO ŠOLSKO DELO

POVZETEK

Z nastankom moderne družine in sprememb v starševstvu je danes družina vse več usmerjena v svoje otroke, njihovo zaščito in blaginjo. Starševstvo postaja vedno bolj odgovorno in skrbno načrtovano, otroci pa so obravnavani kot neodvisni in samostojni posamezniki. Pri takšnem obravnavanju otrok bi pričakovali, da bodo imeli otroci več avtonomije, vendar se dogaja ravno nasprotno. Nadzor in zaščito nad otroki in njihovim odraščanjem starši vse bolj povečujejo. Takšna ravnanja pustijo pri otroku določene posledice, kot so na primer nepoznavanje življenja, pasivnost, nesamostojnost. V prispevku povežem teoretična spoznanja protektivne vzgoje ter pomen otrokovega celostnega razvoja s svojimi praktičnimi izkušnjami in izkušnjami učiteljic razrednega pouka, ki se jih izmenjujemo znotraj strokovnih aktivov in izobraževanj. Predstavila bom prisotnost in predvsem posledice protektivne oziroma zaščitniške vzgoje, ki jih opažamo pri otrocih, ter v kakšni obliki in na kakšen način se te kažejo v šoli pri njihovem šolskem delu, vedenju in sposobnostih. Pomembno je, da posledice takšnega načina vzgoje učitelji prepoznamo tudi v učilnici, ker le tako lahko razumemo vedenje teh otrok ter pomagamo oz. svetujemo staršem pri vzgoji in izobraževanju.

KLJUČNE BESEDE: protektivna vzgoja, starševstvo, učenec, šola, vedenje.

EFFECTS OF THE INFLUENCE OF PROTECTIVE EDUCATION ON THE PUPIL AND HIS SCHOOL WORK

ABSTRACT

With the emergence of the modern family and changes in parenthood, today the family is increasingly focused on their children, their protection and well-being. Parenting is becoming more and more responsible and carefully planned, and children are being treated as independent and self-sufficient individuals. With such treatment of children, one would expect children to have more autonomy, but the opposite is happening. Parents keep increasing supervision and protection of children and their while they are growing up. Actions like these have consequences for a child, such as ignorance of life, passivity, lack of independence. In this article, I connect the theoretical findings of protective education and the importance of children's holistic development with their practical experience and the experience of primary school teachers, which are exchanged within departments and education. I will present the presence and especially the consequences of protective or overprotective upbringing and education that we observe in children, and in what form and in what way they are manifested in school in their school work, behavior and abilities. It is important for teachers to recognize protective education in the classroom, since this is the only way they can recognize and understand the behavior of children that have been brought up in this manner and thus advise parents on further upbringing and education.

KEYWORDS: protective education, parenthood, pupil, school, behavior.

STOP-ANIMACIJA PRI NEOBVEZNEM IZBIRNEM PREDMETU UMETNOST

POVZETEK

V prispevku je predstavljen učni načrt za neobvezni izbirni predmet umetnost (v nadaljevanje umetnost) v 4., 5. in 6. razredu osnovne šole (v nadaljevanju OŠ). Predstavljena so glavna izhodišča ter način obravnave in izvajanja predmeta. Ker so teme pri umetnosti lahko zelo raznolike, se mora učitelj pri izvajanju le-teh prilagoditi učencem in upoštevati njihove sposobnosti, spretnosti, predznanje, interese in motivacijo. Učenci se lahko pri predmetu umetnosti spoznavajo tudi s prvimi koraki v film in animacije. Zato so v prispevku podana teoretična izhodišča animacij, različne tehnike animacij glede na način izdelave ter vloga animiranega filma na razvoj otroka in mladostnika. Predstavljen je tudi primer dobre prakse uporabe in izdelave stop-animacije pri umetnosti v OŠ od ideje do končnega izdelka. Izdelava stop-animacije je bila strukturirana kot projektno delo, saj so učenci vse komponente stop-animacije izdelali sami, pri tem pa so se tako likovno kot tudi literarno razvijali. Smernice bodo učitelje na ravni prakse usmerjale k uporabi in izdelavi animacij pri pouku.

KLJUČNE BESEDE: animacija, neobvezni izbirni predmet umetnost, risanka, računalniška animacija, stop animacija.

STOP-MOTION ANIMATION IN THE NON-COMPULSORY OPTIONAL SUBJECT ART

ABSTRACT

The paper presents the curriculum for the non-compulsory optional subject art in the 4th, 5th and 6th grade of primary school. It presents the bases of the subject and the way of implementing the subject. As the subject topics can be very diverse, the teacher must adjust them to students and consider their abilities, skills, prior knowledge, interests and motivation. Students can also get acquainted with the first steps in film and animation. The paper presents the theoretical bases of animations, various animation techniques depending on the production method and the impact of animated film on child and adolescent development. An example of good practice in the use and production of stop-motion animation from beginning to end in art as a subject in primary school is also presented. The production of stop-motion animation was structured as project work, as students made all the components of stop-motion animation themselves. This encouraged both their artistic and literary development. The guidelines will lead teachers to the practical use and production of animations in the classroom.

KEYWORDS: animation, cartoon, computer animation, non-compulsory optional subject art, stop-motion animation.

SOUSTVARJANJE UČENJA S KREATIVNO IGRO

POVZETEK

Soustvarjanje učenja ima ključno vlogo pri razvoju znanja učencev in dijakov. Kreativno razmišljanje je v šolstvu, še bolj pa v nadaljnjem življenju, zelo pomembno, saj je s kreativnostjo lažje reševati probleme. Namen prispevka je spodbuditi učence oz. dijake k igranju kreativne igre preko katere se učijo inovativnosti in soustvarjanja učenja. Cilj uporabljenega pristopa je spodbuditi vse oz. čim več udeležencev k sodelovanju pri soustvarjanju učenja. V raziskavi so bili med osnovnošolci in srednješolci opazovani naslednji parametri: število podanih idej, aktivnost udeležencev, starost, predznanje in stopnja izobrazbe. Udeleženci so soustvarjali v kreativni igri, kjer so morali za odprt problem podati čim večje število idej. V članku so predstavljene povezave in kako je mogoče s kreativno igro zvišati raven kreativnega mišljenja. Rezultati dokazujejo, da s pomočjo kreativne igre učinkovito spodbujamo inovativno mišljenje pri različnih skupinah učencev oz. dijakov. Ugotovljeno je, da so pri več iteracijah igranja kreativne igre, udeleženci podali še več idej in sodelovalo je več udeležencev v skupini. Glede na ugotovitve se doprinos članka odraža z učinkovitim pristopom, ki učencem oz. dijakom omogoča spoznavanje kreativnega soustvarjalnega mišljenja.

KLJUČNE BESEDE: učenje, kreativnost, izobraževanje, igra, inovativnost.

CO-CREATIVE LEARNING WITH THE CREATIVITY GAME

ABSTRACT

Co-creative learning plays a key role in developing students' knowledge. Creative thinking is very important in education and even more so in later life, because creativity facilitates real-world problem solving. This paper is about encouraging students to play a creative game where they learn to innovate and co-create learning. The goal of the approach used is to encourage all or as many participants as possible to engage in co-creative learning. The following parameters were observed in the elementary and secondary students in the research: the number of ideas, the activity of the participants, age, prior knowledge, and educational level. The participants participated in a creative game in which they had to contribute as many ideas as possible for an open-ended problem. The article shows the correlations and how it is possible to increase the level of creative thinking through creative play. The results prove that we can use creative play to effectively promote innovative thinking in different groups of students. It was found that when a creative game was repeated several times, participants contributed even more ideas and more participants participated in the group. According to the results, the contribution of the article is reflected in an effective approach that enables students or pupils to learn about creative co-creative thinking.

KEYWORDS: learning, creativity, education, game, innovation.

IKT-KOMPETENCE UČITELJEV IN UČENCEV

POVZETEK

V zadnjih letih se je učiteljski poklic zelo spremenil. Danes si izobraževanja ne moremo več predstavljati brez sodobne informacijsko-komunikacijske tehnologije. Hiter razvoj na področju računalništva od učiteljev zahteva veliko ustreznih znanj ter nenehno izpopolnjevanje na tem področju. Učitelj, ki želi postati tehnično primerno izobražen in iti v korak s časom, mora pokazati lasten interes za dodatno izobraževanje in delo. Čeprav priprava IKT gradiv od učitelja terja veliko časa, se trud obrestuje. Interaktivna spletna okolja v izobraževalni proces namreč prinašajo številne prednosti. Temeljijo na spodbujanju kreativnega izražanja in sodelovanja ter učence motivirajo, da so aktivneje vključeni v učni proces. S premišljeno uporabo IKT postane pouk bolj zanimiv, snov lažje razumljiva, učenci bolj motivirani itd. Posledično to prinese večji obseg znanja. Seveda pa nobena IKT ne more nadomestiti stika v živo, zato je učinkovita in smiselna le hkratna uporaba obojega. Prispevek se osredotoča na novo vlogo učitelja, učenca ter nove pristope učenja in poučevanja pri pouku slovenščine v 3. vzgojno-izobraževalnem obdobju v osnovni šoli, pri čemer bodo predstavljene izbrane dejavnosti z osmišljeno uporabo IKT. Na praktičnih primerih bodo predstavljena didaktična spletna okolja, ki pri učencih spodbujajo sodelovalno delo, ustvarjalnost in so hkrati motivacija za delo.

KLJUČNE BESEDE: novi pristopi učenja, pouk slovenščine, sodobna informacijsko-komunikacijska tehnologija, uporaba IKT.

ICT COMPETENCES OF TEACHERS AND PUPILS

ABSTRACT

The teaching profession has significantly changed in the recent years. We can no longer imagine education without the use of modern information and communication technology. The rapid development of computer science requires adequate knowledge from teachers and their continuous improvement in this field. In order to keep their tech skills up to date, teachers must show their own interest in further education. Although the preparation of ICT materials is time consuming, the effort pays off. The use of ICT brings many advantages into the educational process. It encourages creative expression and collaboration and it motivates students to be actively involved in the learning process. The judicious use of ICT makes lessons more interesting and the subject matter easier to understand. Students become more motivated. This results in a greater amount of knowledge. On the other hand, no ICT can replace live contact, so only the simultaneous use of both is effective and sensible. The article focuses on the new role of teachers and students. It also focuses on new approaches to learning and teaching Slovene language in the third educational period in Slovene primary schools. The article presents practical examples of didactic online resources that encourage students to work collaboratively and motivate them.

KEYWORDS: modern information and communication technology, new learning approaches, Slovene language teaching, use of ICT.

IZZIVI IN DOŽIVLJANJE STARŠEV OTROK Z AVTISTIČNIMI MOTNJAMI

POVZETEK

V prispevku so predstavljeni izzivi in doživljanje staršev otrok z avtističnimi motnjami. Teoretična izhodišča so povzeta po ključnih osebah, ki so v svojem življenju prve prišle v stik z otroki z avtističnimi motnjami, kasneje pa tudi z njihovimi starši. Opredelitvi avtističnih motenj, sledijo njihovi vzroki, pogostost in značilnosti. Sledi predstavitev družine otroka z avtističnimi motnjami in njenih specifik. Prispevek temelji na kvalitativnem raziskovanju in uporabi metode intervjujev. Namen pogovorov s starši je bil ugotoviti kako in s kakšnimi izzivi se soočajo ter kakšno je njihovo doživljanje. Starši otrok z avtističnimi motnjami, so v primerjavi z drugimi starši izpostavljeni večjemu stresu, nevarnostim finančne obremenitve, slabšemu duševnemu zdravju ter možnostim zakonske razveze. Z opravljeno raziskavo je bilo ugotovljeno, da se velika večina staršev otrok z avtističnimi motnjami sooča z vseobsegajočimi in zanje izredno obremenjujočimi izzivi. Ključne izzive staršem predstavlja proces soočanja z otrokovimi odstopanji, vijugasta pot k iskanju informacij glede posebnosti otrokovega stanja, pomanjkanje orientacije pri iskanju podpore zase in za otroka ter sprijaznjenje z otrokovim vplivom na družino. Ključen doprinos je priložnost, da socialni pedagogi s svojimi kompetencami predstavljajo pomemben člen podpore otrokom z avtističnimi motnjami in njihovim staršem. Pomembno lahko okrepijo in skrbijo za obstoječe vezi, nadalje poskušajo iskati nove podporne stike za družino in otroka ter s tem preprečujejo socialno izključevanje družin otrok s posebnimi potrebami.

KLJUČNE BESEDE: avtizem, doživljanje, izzivi, starši, pomoč.

CHALLENGES AND EXPERIENCE FACED BY PARENTS OF CHILDREN WITH AUTISM SPECTRUM DISORDER

ABSTRACT

In this article challenges and experience faced by parents of children with autism spectrum disorder are presented. Theoretical part is summarized after crucial experts who first came into contact with children with autism spectrum disorder and later with their parents. The definition of autism spectrum disorder is followed by its causes, frequency and characteristics. Furthermore, presentation of the family is given. Article is based on qualitative research and use of the interview method. The purpose of conversation with parents was to examine how and with what challenges parents of children with autism spectrum disorder deal and what is their experience. Parents of children with autism spectrum disorder are exposed to greater stress, financial burdens, poorer mental health and divorce options compared to other parents. With the survey carried out, it was found that the vast majority of parents face challenges that are integral and overwhelming. The key challenges for parents are process of coping with child's deviations, winding path to finding information about the specifics of child's condition, the lack of guidance in seeking support for themselves and the child and facing with child's impact on the family. A key contribution is an opportunity for social educators, who have competences to support children with autism spectrum disorder and their parents. They can care for and strengthen existing ties, further try to find new support contacts for family and children, thus preventing social exclusion of families of children with special needs.

KEYWORDS: autism, experience, challenges, parents, help.

GREMO V GOZD

POVZETEK

V članku je predstavljen namen hoje v gozd v preteklosti in v sedanjosti. Članek opisuje potrebo po odhodu v gozd pri moški nekoč in zakaj so odšle v gozd ženske. Skozi desetletja se je potreba po gibanju v gozdu zelo spremenila. Skozi anketo je raziskana razlika v gibanju v gozdu pri dijakih danes. Opisana je razlika glede na urbanistično področje življenja. Osnovni cilj naloge je spodbuditi dijake k boljšemu spoznavanju gozda, daljšemu gibanju na zraku skozi različne letne čase. Raje kot odhod v gozd so si dijaki ogledali gozd skozi literaturo. Obiskali smo bližnji gozd. Dijaki so izdelali herbarij. Bili so navdušeni nad novo pridobljenim znanjem.

KLJUČNE BESEDE: gozd, delo, gibanje, dijaki, herbarij.

LET'S GO TO THE FOREST

ABSTRACT

The article presents the purpose of walking in the forest in the past and in the present. The article describes the need for men to go to the forest once and why women went to the forest. Over the decades, the need for movement in the forest has changed greatly. The survey explores the difference in movement in the forest among students today. The difference according to urban area of life is described. The main goal of the task is to encourage students to get to know the forest better, to move longer in the air through different seasons. Rather than going to the forest, the students looked at the forest through literature. We visited a nearby forest. The students made a herbarium. They were enthusiastic about the newly acquired knowledge.

KEYWORDS: forest, work, movement, students, herbarium.

RAZISKOVANJE TRAJNOSTNEGA RAZVOJA SKOZI MEDGENERACIJSKO SODELOVANJE

POVZETEK

V prispevku predstavljamo teoretična izhodišča o medgeneracijskem sodelovanju in trajnostnem razvoju ter aktivnosti petošolcev OŠ Šmarje - Sap v projektu Društva Sobivanje. Projekt »Ti meni danes, jaz tebi jutri« se posveča socialnim odnosom, kot eni od nepogrešljivih komponent trajnostnega razvoja. Učence spodbuja k razmišljanju o odnosih s starejšimi in nadgrajuje čut za pomen medsebojnih odnosov skozi temo trajnostnega razvoja. V enomesečnem projektu so učenci s pomočjo IKT najprej raziskali termin trajnostni razvoj (Agenda 2030: odprava revščine, odprava lakote, zdravje in dobro počutje, kakovostno izobraževanje, enakost spolov, čista voda, čista energija, dostojno delo in gospodarska rast, zmanjšanje neenakosti...). Nato so v skupinah kreirali anketne vprašalnike in pri babicah ter dedkih preverili, na kakšen način so se nekoč izvajali cilji trajnostnega razvoja. Po opravljenih anketah so učenci naredili analizo odgovorov in pripravili plakate z glavnimi ugotovitvami ter predlogi za politične odločevalce, ki bi bolj učinkovito spodbujali trajnostni razvoj. Projekt se je zaključil z celodnevni medgeneracijskim druženjem v šoli, kjer so se učenci družili s starejšimi v ogledu filma in različnih delavnicah. Omenjeni projekt poleg izjemnega skupinskega dela učencev, prinaša tudi ideje o nujnem vključevanju vsebin trajnostnega razvoja v učni proces. Vključevanje tovrstnih vsebin z jasnim načrtovanjem, jasnimi cilji in vsebinami učitelja opolnomočijo za poučevanje o trajnostnem razvoju, ki postaja vse bolj pomemben segment človekovega življenja in življenja Zemlje.

KLJUČNE BESEDE: medgeneracijsko sodelovanje, medgeneracijsko sožitje, učenci, trajnostni razvoj, raziskava učencev.

SUSTAINABLE DEVELOPMENT RESEARCH THROUGH INTERGENERATIONAL COOPERATION

ABSTRACT

This article presents the theoretical basis of intergenerational cooperation and sustainable development, as well as the activities of class 5 students at Šmarje - Sap Primary School involved in the project by the Sobivanje (Coexistence) Association. The project called Ti meni danes, jaz tebi jutri (You for me today, me for you tomorrow) focuses on social relations as one of the crucial components of sustainable development. It encourages students to think about relationships with older people and further develops their awareness of the importance of interpersonal relationships by means of sustainable development. In a one-month project, the students first explored the term sustainable development by means of ICT (Agenda 2030: eradicating poverty, eradicating hunger, promoting health and well-being, quality education, gender equality, clean water, clean energy, decent work and economic growth, reducing inequality...). Next, they worked in groups to create questionnaires and asked their grandparents how sustainable development goals used to be implemented in the past. After doing the survey, the students analysed the answers and prepared posters presenting the results and suggestions for the government about how to promote sustainable development more effectively. The project ended with an all-day intergenerational social gathering at the school, where students and seniors watched a film together and jointly took part in various workshops. Not only does the project promote exceptional group work, it also introduces new ideas about the vital integration of sustainable development into the learning process. The inclusion of such content with clear planning, objectives and content empowers the teacher to teach about sustainable development, which is becoming an increasingly important part of human life and life on Earth in general.

KEYWORDS: intergenerational cooperation, intergenerational coexistence, students, sustainable development, student research.

ČAROBNA ŠKATLA KOT UČNI PRIPOMOČEK

POVZETEK

V okviru strokovnega dela, se konstantno srečujemo z otroki s posebnimi potrebami. Pri tem bomo pozornosti namenili otrokom z avtističnim spektrom in otrokom, ki obiskujejo program z nižjim izobraževalnim standardom. Tekom izvajanja strokovnega dela spoznamo, da klasičen način poučevanja ni tako primeren in učinkovit za otroke z motnjo avtističnega spektra. Vse to se je kazalo v slabši učnih rezultatih, zelo šibki motivaciji za učenje, hitro pozabljanje (že) usvojene snovi in nizki samopodobi. Z uvedbo čarobne škatle smo učni proces popestrili ter v sam pouk prinesli nekaj svežine. S pomočjo le-tega so učenci imeli možnost raziskovanja. Med samim procesom so bili aktivni, dovezetni ter sami iskali rešitve. Vsebina škatle je bila prilagojena za vsakega učenca posebej in glede na usvojeno učno snov. Pri tem je bilo vidno izboljšanje motivacije in učnih rezultatov.

KLJUČNE BESEDE: učenci s posebnimi potrebami, pouk, čarobna škatla, učni pripomoček.

MAGIX BOX AS A DIDACTIC TOOL

ABSTRACT

As part of our professional work, we constantly meet children with special needs. We will pay attention to children with autism spectrum disorders and children attending a program with lower educational standard. During the implementation of professional work, we realize that the classic way of teaching is not so appropriate and effective for children with autism spectrum disorder. In the class the pupils continued to achieve lower results, the motivation for learning was low, they kept forgetting what they have learnt and had a poor self-image. By introducing the so-called magic box, we enriched the learning process more exciting and brought some freshness to the lessons. With the help of this, they had a chance to test it out and explore. They were active during the learning process and made their own suggestions on how to use it. The contents of the box were adapted to each child individually, while adapting it according to the subject matter. The motivation to work was better, as were the learning outcomes.

KEYWORDS: children with special needs, learning, magic box, didactic tool.

ZAVEDANJE NEVARNOSTI UPORABE INTERNETA NA PRIMERU NOGOMETNEGA ODDELKA

POVZETEK

V zadnjih letih uporaba informacijske in komunikacijske tehnologije (IKT) med mladini hitro narašča. V času popolnega zaprtja države zaradi Covida-19 smo bili primorani ostati doma in prepovedani so bili vsi stiki izven skupnega gospodinjstva. Edini možni način za ohranjanje stikov in komunikacije nam je omogočila informacijska tehnologija, ki smo jo večina uporabljali pogosteje. Otroci in mladostniki so se šolali na daljavo in pogosto uporabljali internet tudi brez nadzora staršev. Tako so bili zaradi pomankanja znanja izpostavljeni različnim nevarnostim, ki jih prinaša nespametna uporaba interneta. Cilj naše raziskave je bil ugotoviti, ali so dijaki dovolj seznanjeni o nevarnostih, ki prežijo na njih ob nespametni uporabi interneta in ali so se o nevarnostih pogovarjali s starši oziroma v šoli. Zanimalo nas je tudi koliko časa preživijo za zasloni dijaki 2. letnika nogometnega oddelka dijaškega doma Gimnazije Šiška. Rezultati raziskave kažejo, da je večina dijakov pridobila informacije o varni uporabi interneta v šoli in da se več kot polovica dijakov zaveda vsaj treh nevarnostih, ki prežijo na njih ob nespametni uporabi interneta. Na osnovi pridobljenih informacij je v načrtu za novo šolsko leto ponuditi dijakom tekom bivanja v dijaškem domu zanimive programe, ki bi jih odvrnili od ekranov in prekomerne uporabe interneta ter jih še pogosteje seznanjali z nevarnostmi, ki jih prinaša uporaba interneta.

KLJUČNE BESEDE: dijaški dom, internet, nogometni oddelek, varnost na internetu.

AWARENESS OF THE DANGERS OF INTERNET USE: THE CASE STUDY OF A FOOTBALL CLASS

ABSTRACT

In recent years, the use of information and communication technology (ICT) among young people has been growing rapidly. At the time of the complete closure of the country due to Covid-19, we were forced to stay at home and all contact outside the common household was prohibited. The only possible way to maintain contacts and communication was provided by information technology, which most of us used more often. Children and adolescents were educated at a distance and often used the Internet even without parental supervision. Thus, due to a lack of knowledge, they were exposed to various dangers posed by the unwise use of the Internet. The goal of our research was to determine whether students are sufficiently aware of the dangers that await them when using the Internet unwisely and whether they talked about the dangers with their parents or at school. We were also interested in how much time the second-year students of the football department of the student dormitory of Gimnazija Šiška spend behind the screens. The results of the survey show that most students have obtained information about safe use of the Internet at school and that more than half of students are aware of at least three dangers that await them if they use the Internet unwisely. Based on the information obtained, students could be offered interesting programs during their stay in the dormitory, which would distract them from the screens and excessive use of the Internet, and make them even more aware of the dangers of using the Internet.

KEYWORDS: student dormitory, internet, football department, internet security.

MEDPREDMETNO PROJEKTNO DELO Z NADARJENIMI UČENCI PRI SLOVENŠČINI

POVZETEK

V prispevku je predstavljeno delo z nadarjenimi učenkami v medpredmetnem projektu, povezanem s slovenščino, ki predstavlja razširjen program dela z nadarjenimi. Delo z nadarjenimi učenci dopušča učitelju veliko svobode pri izvajanju in odpiranju priložnosti za uresničitev posameznika. Slovenščina običajno predstavlja izziv učencem, ki radi berejo, imajo bogat besedni zaklad in nenavadno domišljijo ter dobro izražajo svoje misli. V projektu so učenke na podlagi znanja iz zgodovine, slovenščine in računalništva uporabljale svoje nadpovprečno znanje v ustvarjalnem pisanju, kreativnosti, nenavadni domišljiji in pokazale, da se po svojih osebnostnih lastnostih ločijo od preostalih učencev. Pri delu so kazale veliko mero motivacije, široke razgledanosti, samostojnosti, smisla za organizacijo in empatije. Pri izbiri dejavnosti smo si prizadevali, da so aktivno vlogo prevzele učenke in postale soustvarjalke učnega procesa. Z obogatitvenimi dejavnostmi, kot so projekti, želimo na šoli omogočiti nadarjenim učencem, da lahko razvijajo svoje potenciale. Učenke so le-te razvijale in s svojim končnim izdelkom, e-knjigo, potrdile svojo nadarjenost na področju besedne umetnosti.

KLJUČNE BESEDE: e-knjiga, medpredmetnost, nadarjeni učenci, projektno delo, slovenščina.

WORKING ON INTERDISCIPLINARY PROJECTS WITH TALENTED STUDENTS IN SLOVENE CLASSES

ABSTRACT

This article discusses working on interdisciplinary projects with talented students in Slovene classes, which is an extended programme of working with the talented students. Working with such students gives a lot of freedom to the teacher who can find the best way to open possibilities for their students to reach fulfilment. Slovene as a school subject is usually a challenge to students who like to read, have rich vocabulary and extraordinary imagination, and are good at expressing their thoughts. The mentioned project combined the knowledge of History, Slovene and Computer Science. The students used their exceptional knowledge in creative writing, creativity and extraordinary imagination, and showed that they differ from other students in their personal traits. Throughout their work they exhibited great motivation, sophistication, independence, good organisational sense and empathy. When choosing the activities, we strived for the students to have the active role and thus they became the co-creators of the learning process. By special activities such as projects, the school tries to enable talented students to develop their potential. The mentioned students did exactly that and their final product, an e-book, was proof that they were talented when it came to literary art.

KEYWORDS: e-book, interdisciplinary, talented students, project work, Slovene.

KAKO MOTIVIRATI UČENCE ZA PRAKTIČNO DELO V SODOBNEM POTROŠNIŠKEM SVETU?

POVZETEK

V prispevku je predstavljena delovna praksa, ki smo jo izvajali z učenci devetih razredov v prilagojenem izobraževalnem programu z nižjim izobrazbenim standardom. Opisan je postopek izdelave lončkov za svinčnike s tehniko mozaika. Delo je potekalo po principu serijske proizvodnje. Učencem smo glede na njihove sposobnosti dodelili posamezne operacije dela. Izpostavili smo problem sodobne potrošniške družbe, kjer ročno delo ni več tako cenjeno, vendar pa so učenci našli motivacijo za delo, ker so izdelovali izdelke za zahvalo učiteljem in staršem ob koncu šolanja na osnovni šoli. S takim pristopom k delu je bilo uresničenih več ciljev: razvijanje motoričnih spretnosti, natančnosti in vztrajnosti pri delu ter spoznavanje tehnike izdelovanja mozaikov. Učenci so bili po končani praksi ponosni na svoje unikatne izdelke, saj so bili rezultat njihovega dela in truda. Spoznanje, da je učence z lažjo motnjo v duševnem razvoju težje motivirati za ročno delo v sodobnem potrošniškem svetu smo ovrgli z dobro pripravljeno in strokovno vodeno delovno prakso, ki je dala odlične rezultate dela.

KLJUČNE BESEDE: lažja motnja v duševnem razvoju, praktično delo, potrošništvo, motivacija, mozaiki.

HOW TO MOTIVATE STUDENTS FOR PRACTICAL WORK IN THE MODERN CONSUMER WORLD?

ABSTRACT

The paper presents the work practice that we carried out with ninth grade students in an adapted educational program with a lower educational standard. The process of making pencil holders with the mosaic technique is described. The work was carried out on the principle of serial production. We assigned individual work operations to the students according to their abilities. We highlighted the problem of modern consumer society, where manual labor is no longer so valued, but students found motivation to work because they made products to thank teachers and parents at the end of primary school. With such an approach to work, several goals were achieved: developing motor skills, precision and perseverance at work, and learning about the technique of making mosaics. After the work praxis, the students were proud of their unique products, as they were the result of their manual work and effort. The realization that students with mild intellectual disabilities are more difficult to motivate for manual work in the modern consumer world was refuted by well-prepared and professionally managed work practice, which gave excellent work results.

KEYWORDS: mild intellectual disabilities, practical work, consumer mentality, mosaic, motivation.

KAKO POMAGATI OTROKU Z GOVORNO JEZIKOVNO MOTNJO DO BRANJA?

POVZETEK

Branje je neprekinjen proces. Govorno jezikovna motnja in nespodbudno predšolsko obdobje vplivata nanj. Kot učiteljica v prilagojenem izobraževalnem programu z nižjim izobrazbenim standardom, sem postavljena pred izziv, kako otroka s tovrstnimi težavami naučiti brati. V prispevku bom predstavila metode in materiale, ki so se izkazali kot uspešni. Mednje sodita montessori pedagogika ter fonomimična metoda. Ugotovila sem, da lahko pripravim materiale za branje, ki so otrokom privlačni, jih motivirajo, jim omogočajo samostojno delo in preko katerih pridejo do ustrezne tehnike branja, ki je predpogoj za bralno razumevanje. Za učenje branja lahko uporabimo še marsikaj drugega kot list papirja.

KLJUČNE BESEDE: branje, govorno jezikovna motnja, materiali, glasovi, samostojnost.

HOW TO HELP A CHILD WITH SPEECH AND LANGUAGE DISORDER TO READ?

ABSTRACT

Reading is a continuous process. It is affected by unstimulating preschool environment and speech disorder. As a teacher in special education school, I am faced with the challenge, how to teach a child with such problems to read. In this paper, I will present methods and materials that have proven successful. These include Montessori pedagogy and phonomimic method. I have found that I can prepare reading materials that are attractive to children, motivate them, able them to work independently and through which they come to appropriate reading technique, which is prerequisite for reading comprehension. We can use many things other than sheet of paper to learn to read.

KEYWORDS: reading, speech and language disorder, materials, voices, independence.

POMEN RAZREDNIKOVEGA SODELOVANJA S STARŠI PRI UČENCIH Z MOTNJO HRANJENJA

POVZETEK

Šolanje na daljavo je učencem zaradi epidemije korona virusa in socialnega distanciranja prineslo veliko stresa, skrbi, obremenjenosti. S temi težavami se spopadajo še danes. Najstniki, za katere bi to naj bilo obdobje druženja in spoznavanja samega sebe, so se z različnimi psihičnimi in socialnimi stiskami soočali sami, brez strokovne pomoči. Prispevek opisuje, kako lahko razrednik sodeluje s starši, ko nastanejo motnje hranjenja kot posledica večmesečnega dela na daljavo, in na kakšen način lahko šola ter razrednik uspešno pomagata njihovemu otroku. Daljša odsotnost od pouka zaradi hospitalizacije ali mirovanja na domu pripomorejo k uspešnemu zaključku šole, če učitelji in starši pravi čas prepoznajo znake motnje hranjenja pri učencih. Zato so v prispevku opisani načini, kako spremljati učenca s temi težavami in kakšno pomoč mu ob tem ponuditi, zagotovo pa so v pomoč lahko tudi drugim razrednikom in učiteljem.

KLJUČNE BESEDE: motnje hranjenja, razrednik, sodelovanje, starši, učenec.

THE IMPORTANCE OF THE CLASS TEACHER'S COOPERATION WITH PARENTS OF STUDENTS WITH AN EATING DISORDER

ABSTRACT

Distance learning has brought a lot of stress, worries and burdens to students due to the coronavirus epidemic and social distancing. They are still facing these problems today. Teenagers, for whom this was supposed to be a period of socializing and getting to know themselves, faced various psychological and social distress on their own, without professional help. The paper describes how a class teacher can cooperate with parents when eating disorders occur as a result of months of remote work, and how the school and the class teacher can successfully help their child. Prolonged absences from classes due to hospitalization or inactivity at home contribute to the successful completion of school if teachers and parents recognize the signs of eating disorder in students at the right time. Therefore, the article describes ways to monitor a student with these problems and what help can be offered to him/her, and they can certainly be of help to other class teachers and teachers.

KEYWORDS: eating disorders, class teacher, cooperation, parents, student.

PRETEKLOST IN IZKUŠNJE SEDAJ IN ZA PRIHODNOST

POVZETEK

Medgeneracijsko sodelovanje, prenos izkušenj in znanja starejših na mlajšo generacijo nas vse bogati in nas uči za življenje. Z različnimi oblikami sodelovanja pripomoremo k zgodnji vključenosti otrok v lokalno skupnost. Krajanom damo možnost, da nam predajajo svoje znanje in jim damo vedeti, da se tudi mi od njih lahko marsičesa naučimo. V prispevku je predstavljen primer dobre prakse sodelovanja šole s krajskimi, predvsem s Turističnim društvom Menišija, s katerim je bilo izvedenih že veliko aktivnosti. V jesenskem času že več let izvajamo pohod, ki ga vodi predstavnik Turističnega društva. Sodelujemo v obliki predavanj o domačem kraju, družimo se na različnih prireditvah, dnevih druženja. Posvojili smo tudi jablano. Letos pa smo izvedli kulturni dan na temo Pustne šege in navade, kjer smo obujali pustne običaje iz naših krajev. V sodelovanju s predstavnikom turističnega društva sva več let zbirala tudi zgodbe iz preteklosti, ki so bile podlaga za postavitve krožne sprehajalne poti »Po poteh kartuzijanov«. Otrokom želimo privzgojiti zavest, da se od starejših lahko marsikaj naučimo. Od njih izvemo veliko o življenju v preteklosti. Kulturno in naravno dediščino pa na tak način prenašamo tudi naprej. S takim načinom dela odkrivamo drugačne načine poučevanja in nove možnosti za učenje. Gradimo medsebojne odnose in poskrbimo za pomembno vlogo starejših v lokalni skupnosti.

KLJUČNE BESEDE: medgeneracijsko sodelovanje, povezovanje, učenci, dediščina, kulturni dan.

THE PAST AND THE EXPERIENCES NOW AND FOR THE FUTURE

ABSTRACT

When we pass our experiences and skills on to younger generations our lives become richer; intergenerational collaboration brings benefits in every point of view. If children are encouraged to collaborate in any kind of way they soon become part of local community. We often ask our local people to share their knowledge with us and we appreciate their part very much. The article presents an example of good practice of the collaboration of our school with the tourism society *Turistično društvo Menišija*. Many activities have been carried out throughout the years. Every year in autumn we organize a hike, led by a member from the tourism society. Sometimes they present us something interesting from our local place and we invite them to attend to our school performances. Also an apple tree was handed in to us. A special cultural day dedicated to carnival was based to awaken old customs typical for carnival in our region. I have collaborated with the representative from the tourism society, we have collected stories from the past which helped us to establish a circuit called *Po poteh kartuzijanov*. Our goal is to impart values to children so they can treasure the knowledge that is given to them from elder people. Natural and cultural heritage is definitely being passed on to younger generations in this way. With this way of working we discover different ways of teaching and new possibilities for learning. We build relationships with each other and take care of the important role of the elderly in the local community.

KEYWORDS: intergenerational collaboration, integration, pupils, heritage, cultural day.

SOCIALNA VKLJUČENOST PRI UČENCIH, KI IMAJO DODATNO STROKOVNO POMOČ V ZADNJEM TRILETJU OSNOVNE ŠOLE

POVZETEK

Učenci, ki potrebujejo dodatno strokovno pomoč v razredu imajo pogosteje slabši sociometrični položaj kot njihovi vrstniki brez specifičnih učnih težav. Kljub temu pa so nekateri med njimi uspešni in so kvalitetno vključeni v svojo socialno sredino. V kvalitativno raziskavo smo vključili štiri učence, ki imajo dodatno strokovno pomoč v zadnjem triletju osnovne šole; dva imata ugoden sociometrični status, dva pa neugoden status. Z metodo polstrukturiranega intervjuja smo želeli spoznati njihove spoprijemalne strategije in doživljanje vrstniških odnosov v razredu. Rezultati so pri vseh intervjuvancih pokazali doživljanje stiske zaradi specifičnega primanjkljaja na področju učenja in stiske zaradi vrstniškega psihičnega nasilja v obliki posmehovanja. Učenca z ugodnim sociometričnim statusom imata svoje prijatelje, sproti opravljata obveznosti vendar zaradi posmehovanja vrstnikov v razredu ne sodelujeta. Učenca z neugodnim sociometričnim statusom to močno prizadene in odreagirata z izolacijo ter izbruhi jeze, obveznosti ne opravljata. Čeprav podatkov ne moremo posploševati, učenca z neugodnim sociometričnim statusom poleg neposredne obravnave v okviru dodatne strokovne pomoči vezane na specifičen primanjkljaj potrebuje tudi podporo na področju socialnega vključevanja in pri pridobivanju konstruktivnih spoprijemalnih strategij. Potrebno je spodbujati inkluzivno klimo in preprečevati vrstniško psihično nasilje.

KLJUČNE BESEDE: dodatna strokovna pomoč, socialna vključenost, spoprijemalne strategije, vrstniško zafrkavanje, podpora.

SOCIAL INCLUSION OF PUPILS WHO HAVE ADITIONAL PROFESSIONAL ASSISTANCE IN THE LAST THREE YEARS OF PRIMARY SCHOOL

ABSTRACT

Pupils who need additional professional help in the classroom are more likely to have a worse sociometric position than their peers without specific learning difficulties. Nevertheless, some of them are successful and are well integrated into their social environment. In the qualitative research we have included four pupils with additional professional help in the last three years of the primary school; two have good sociometric position and two with unfavorable position. Using the semi-structured interview method, we wanted to learn about their coping strategies and experiencing peer relationships in the classroom. The results showed that all interviewees experienced distress due to a specific learning deficit and distress due to peer psychological violence in the form of ridicule. Pupils with favorable sociometric status have their friends, they perform obligations on a regular basis, but they do not participate due to ridicule from their peers in the class. Pupils with unfavorable sociometric status are severely affected by this and react with isolation and outbursts of anger, they do not perform their duties. Although the data cannot be generalized, pupils with unfavorable sociometric status beside the direct professional help on the field of specific learning difficulties also need the support in the field of social inclusion and in the acquiring of constructive coping strategies. It is necessary to promote an inclusive climate and prevent peer psychological violence.

KEYWORDS: additional professional assistance, social inclusion, coping strategies, peer teasing, support.

PLANINSTVO V SREDNJI ŠOLI

POVZETEK

Kljub temu, da se zanimanje za planinsko dejavnost povečuje, pa se pri srednješolcih zmanjšuje zainteresiranost za hojo, pohode, planinstvo. V članku so predstavljeni razlogi za vpis dijakov v planinsko skupino. S pomočjo anketnega vprašalnika sem želela ugotoviti, kaj je glavni motiv za priključitev skupini in obiskovanje pohodov. V vseh štirih letih od ustanovitve sem individualno spremljala vsakega člana posebej in opazovala napredek na telesnem, duševnem, socialnem in emocionalnem področju. Kot športna pedagoginja sem spoznala, da je ključ do več športa in gibanja, ni v osvajanju vrhov, ampak v mreženju med udeleženci. Rezultati anketne raziskave so pokazali, da sama športna aktivnost (vzpon in sestop) ni glavni motivator za pridružitve planinski skupini. Poudarek je na druženju, možnostih navezovanja novih stikov in družabnosti. Dijake bolj kot sama fizična aktivnost dijake motivira možnost medsebojnega spoznavanja, iskanja novih prijateljstev, samostojno druženje brez staršev, izmenjava mnenj in pridobivanje novih izkušenj. Vsako leto izvedemo tudi dva večdnevna tabora, ki pripomoreta k boljši povezanosti znotraj skupine in prepoznavnosti navzven. Planinska aktivnost se ne bo končala s srednjo šolo, ampak se bo nadaljevala naprej ter bogatila njihov prosti čas in zdrav način življenja. V članku bom predstavila začetek in nadaljevanje delovanja planinske skupine, izobraževanje za mentorja planinske skupine, izpopolnjevanje in sodelovanje s planinskimi vodniki in Planinsko zvezo Slovenije. Športni pedagogi se moramo zavedati, da sama fizična aktivnost ni glavni motiv za pridružitve planinski skupini, ampak spoznanje da druženje prevlada nad fizično aktivnostjo.

KLJUČNE BESEDE: planinstvo, hoja, ture, motivacija, dijaki.

MOUNTAINEERING IN HIGH SCHOOL

ABSTRACT

Despite the fact that the interest in mountaineering is increasing, the interest in walking, hiking and mountaineering is decreasing among high school students. This article presents the reasons why students join the mountaineering group. With the help of a questionnaire, I wanted to find out what is the main motive for joining the group and attending the hikes. In four years since its establishment, I have individually monitored each members progress in the physical, mental, social and emotional field. As a sports pedagogue, I realized that the key to more sports and movement is not in conquering peaks, but in socializing among participants. The results of the survey showed that the sport activity itself (ascent and descent) is not the main motivator for joining our mountaineering group. The emphasis is on socializing, the possibility of making new contacts and sociability. Students are not motivated by physical activity, but by the possibility of getting to know each other, finding new friendships, socializing without parents, exchanging opinions and gaining new experiences. Every year we also hold two multi-day camps, which contribute to better connections within the group and recognition outside. The mountaineering activity will not end with high school, but will continue to enrich their leisure time and healthy lifestyle. In this article, I will present the beginning and continuation of the mountaineering group, training for a mountaineering group mentor, training and cooperation with mountain guides and the Mountaineering Association of Slovenia. Sports educators need to be aware that physical activity by itself is not the main motive for joining a mountaineering group, but the realization that socializing prevails over physical activity.

KEYWORDS: mountaineering, walking, tours, motivation, students.

“ZMOREM SAM!” SAMOSTOJNOST OTROK – ZAUPANJE STARŠEV IN UČITELJEV

POVZETEK

Samostojnost otrok se gradi od njihovega rojstva naprej. V literaturi najdemo večinoma podobne razvrstitve otroških spretnosti in veščin glede na starost. Vsi, ki sodelujemo pri vzgoji otrok, smo s svojim ravnanjem in pristopi ključnega pomena za to, kako samostojen bo otrok, ko bo starejši. V prvih letih življenja je najpomembnejše zaupanje staršev. Vsakdanja rutina pomaga staršem, da otroku vse bolj zaupajo, otrok pa postaja bolj samostojen in več opravljanja različnih nalog. V vrtcu in prvih razredih osnovne šole na otrokovo samostojnost pomembno vplivajo vzgojitelji in učitelji. V I. triadi osnovne šole sem razvila razredni projekt “Zmorem sam”, ki ga izvajam v 2. in 3. razredu. V prispevku predstavljam naloge za otroke, ki jih vključujem v ta projekt. Otroci vadijo ročne, socialne in miselne spretnosti (skrb zase, varnost, zdravje, vljudnost, pomoč odraslim). Naloge vsako leto prilagajam otrokom. Otroci izvajajo nalogo nekaj tednov, da jo popolnoma ponotranjijo. Vsakodnevno spremljamo napredek pri opravljanju naloge. Ugotavljam, da dolgotrajno ponavljanje nalog otrokom bistveno pomaga, da osvojijo določeno spretnost ali veščino, ob tem pa krepijo lastno samopodobo in zaupanje vase. Otroci se naučijo samorefleksije in sami iščejo načine, kako se izboljšati. Po opravljeni nalogi otroci čutijo uspeh in verjamejo, da lahko stopijo korak naprej. S tem kot učiteljica pomembno prispevam k samostojnosti otrok. Ugotavljam, da so otroci po dveh letih kontinuiranega izvajanja nalog bolj samostojni in pripravljeni na nadaljevanje šolanja in seveda življenja, kjer se od njih pričakuje veliko samostojnosti in odgovornosti.

KLJUČNE BESEDE: samostojnost, zaupanje, razvoj, spretnosti, odgovornost.

“I CAN DO IT BY MYSELF” CHILDREN’S INDEPENDANCY – PARENTS’ AND TEACHERS’ TRUST

ABSTRACT

A child's independence builds gradually from birth onwards. In the literature, we find mostly similar classifications of children's skills according to their age. Participants included in child's upbringing influence a child's independence through actions and approaches, which are crucial for child's independency later. In the early years of a child's life, a parents' trust is essential. The daily routine helps parents to trust a child more, and a child becomes more independent and skilled in performing various tasks. Educators and teachers significantly influence a child's independence in nursery school and early years of primary school. In a first triad of primary school, I developed a project called “I can do it myself”, performed in the second and third grades. In my article, I present tasks included in the project. Children practice motor, social and cognitive skills (self-care, safety, health, politeness, helpfulness). I adjust the tasks annually. The children do each task for several weeks to fully internalize it. We monitor progress daily. My findings indicate that long-term repetition helps children to acquire a certain skill significantly while strengthening their own self-esteem and self-confidence. They learn self-reflection and search for improvements by themselves. After a job well done, a child feels successful and is confident to take a step forward. As a teacher, I contribute to children's independency significantly. My research shows that after two years of continuous process, children are more independent and prepared to continue education and their life, where plenty of independency and responsibility is expected of them.

KEYWORDS: independence, trust, development, skills, responsibility.

POVEZOVALNA VLOGA DNEVNOV DEJAVNOSTI

POVZETEK

Kot učiteljica naravoslovnih predmetov na osnovni šoli sem vključena v organizacijo in izvedbo naravoslovnih dni predmetne stopnje. Organizacija teh dni zahteva vsebinsko ustreznost, dogovarjanje in usklajevanje tudi z zunanjimi izvajalci, organizacijo prevoza, določitev ustreznega normativnega števila spremljevalcev. Izvedba pa poleg organizacijskih priprav še dobro idejo in strokovno usposobljenost. Z naravoslovnimi vsebinami sem vključena v interdisciplinarne ekskurzije za predmetno stopnjo, kjer se znanje mojega področja povezuje z geografskimi, zgodovinskimi in jezikoslovnimi posebnostmi. Dnevi dejavnosti so razporejeni skozi vse šolsko leto in se vsebinsko nadgrajujejo iz leta v leto, po starostni stopnji učencev. So del obveznega programa osnovne šole, ki medpredmetno povezujejo discipline in predmetna področja, vključena v predmetnik osnovne šole. Razred predstavlja celoto odnosov med posameznikom in okoljem, razredna klima je dogajanje v razredu, ki je določeno z medosebnimi odnosi, osebnostnim razvojem učencev ter sistemskimi značilnostmi. Vsak razred se na raznolikost vsebin dni dejavnosti različno odziva, zato so ti dnevi z vsako generacijo svojevrsten izziv. Učencem omogočajo utrjevanje in povezovanje znanja, ki ga pridobijo pri posameznih predmetih in predmetnih področjih. Znanje uporabijo in ga nadgradijo s praktičnim učenjem, med seboj sodelujejo in se odzivajo na aktualne dogodke v šolskem in širšem družbenem okolju. Vrednote mladostnikov, ki se pri tem oblikujejo, so neprecenljive. S svojim prispevkom sem želela predstaviti, kako veliko vsebin nam okolje ponuja in nekaj primerov organizacije ter izvedbe dni dejavnosti. Pri tem sem opozorila na izzive in težave, ki se ob tem pojavijo, in na spomine, ki jih pustijo.

KLJUČNE BESEDE: naravoslovni dan, raznolikost vsebin, interakcija učencev.

THE CONNECTING ROLE OF ACTIVITY DAYS

ABSTRACT

As a primary school science teacher, I am involved in the organisation and delivery of science days for students at subject level. The organisation of these days requires relevant content, agreement and coordination with external providers, organisation of transport, determination of the appropriate number of accompanying persons. In addition to the organisational preparations, the implementation also requires a good idea for the science day and professional skills. I am involved in interdisciplinary excursions for the subject level with natural sciences, where knowledge of my field is combined with geographical, historical and linguistic specificities. The activity days are spread throughout the school year and build on the content from year to year, according to the age level of the pupils. They are part of the compulsory curriculum of primary school, implemented to link the disciplines and subject areas included in the primary school curriculum. The classroom represents the totality of relationships between the individual and the environment, and the classroom climate is determined by interpersonal relationships, the personal development of the pupils and systemic characteristics. Each class responds differently to the diversity of the day's activities, which makes the days a unique challenge with each generation. These days enable pupils to consolidate and integrate the knowledge they acquire in their individual subjects and subject areas. They apply and build on this knowledge through practical learning, interacting with each other and responding to current events in the school and wider social environment. The values young people form in this process are invaluable. My contribution was to show how much the environment offers us as well as I wanted to give some examples of how to organise and run an activity day. In doing so, I pointed out the challenges and difficulties that arise and the memories the students get from such activity days.

KEYWORDS: science day, diversity of content, pupil interaction.

SODELOVANJE OSNOVNE ŠOLE VIDEM Z DRUŠTVOM KMETIC VIDEM PRI IZBIRNEM PREDMETU SODOBNA PRIPRAVA HRANE - PRIMER DOBRE PRAKSE

POVZETEK

V zadnjem času učitelji pogosto ugotavljamo, da otrokom primanjkuje motivacije za osvajanje veščin, ki bi jih morali razvijati v osnovnošolskem obdobju. Učenci 7. in 8. razredov so vključeni v izbirni predmet Sodobna priprava hrane. Cilj predmeta je, da osvojijo različne postopke priprave hrane. Pri predmetu se torej navezujemo na vseživljenjsko učenje. Namen prispevka je predstaviti praktični pouk pri izbirnem predmetu sodobna priprava hrane skozi delavnice ob sodelovanju lokalnega društva kmetic Videm. S prispevkom nakažem, kako lahko razvijamo kompetenco učenja ob sodelovanju mlajše in starejše generacije. V času velikonočnih praznikov smo izvedli kuharsko delavnico in k sodelovanju povabili društvo kmetic Videm. Pekli smo velikonočni kruh, kruhove venčke, ki smo jih dopolnili tudi s pisankami. V času, ko so bile odpravljene korona omejitve, smo se zelo razveselili ponovnega sodelovanja, saj se zavedamo, da samo sožitje mladih in starejših generacij prinese doprinos k zdravemu razvoju družbe. Takšen način sodelovanja šole z lokalno skupnostjo, prinese pozitiven pogled na tretje življenjsko obdobje, ko se starostniki še vedno počutijo koristne za družbo in predvsem ostanejo aktivni v domačem okolju. Mladi pa razvijajo empatijo in socialni čut do starejših. Če bi posplošili lahko rečemo, da gre za povezovanje babic in vnukov ter za prenos znanja iz starejše na mlajšo generacijo. Izkušnje in znanje starejših bi bilo potrebno bolj sistematično vključevati v vzgojno-izobraževalni proces. Sedaj je velikokrat usoda teh znanj in veščin prepuščena iznajdljivosti posameznih učiteljev.

KLJUČNE BESEDE: sodobna priprava hrane, velikonočne jedi, izkustveno učenje, medgeneracijsko sodelovanje, lokalna skupnost.

COOPERATION OF PRIMARY SCHOOL VIDEM WITH THE LOCAL COMMUNITY OF PEASANT WOMEN AT SCHOOL ELECTIVE COURSE MODERN FOOD PREPARATION - AN EXAMPLE OF GOOD PRACTICE

ABSTRACT

Recently, teachers often find that children lack the motivation to acquire skills that they should develop in the primary school period. 7th and 8th grade students are included in the elective course Modern Food Preparation. The aim of the course is to master various food preparation procedures. The course is therefore related to lifelong learning. The purpose of this paper is to present practical lessons in the elective subject of Modern Food Preparation through workshops with the participation of the Local Community of Peasant Women Videm. With this paper, I show how we can develop the competence of learning with the participation of the younger and older generation. Before the Easter holidays, we conducted a cooking workshop and invited the Local Community of Peasant Women Videm to participate. We baked Easter bread, bread wreaths, which we also supplemented with Easter eggs. At a time when the Covid-19 restrictions were eliminated, we were very pleased to be cooperating again, as we are aware that only the coexistence of young and older generations can contribute to the healthy development of society. This way of cooperation with the local community brings a positive view on the third period of life, when the elderly still feel useful to society and, above all, remain active in the home environment. Young people, on the other hand, develop empathy and social sense towards the elderly. If we generalize, we can say that it is about connecting grandmothers and grandchildren and the transfer of knowledge from the older to the younger generation. The experience and knowledge of the elderly should be more systematically integrated into

the educational process. Now, however, the fate of these knowledge and skills is often left to the ingenuity of individual teachers.

KEYWORDS: modern food preparation, Easter dishes, experiential learning, intergenerational cooperation, local community.

MOTIVACIJA, USTVARJALNOST IN SPROŠČENOST V PROCESU NASTAJANJA MUZIKALA

POVZETEK

Vsak ustvarjalni proces poleg ustvarjalnosti vsebuje dva izredno pomembna elementa, od katerih je odvisen uspeh zastavljene naloge. Prvi element je motivacija, ki nam omogoči, da do ustvarjalnega procesa sploh pride. Drugi element pa je sproščenost, ki je prav tako neločljivo povezana z motivacijo. V prispevku bom predstavila izzive s katerimi sem se kot mentorica soočala pri nastajanju plesno-glasbene predstave z učenci tretjih, četrtih in petih razredov osnovne šole. Predstavo smo pripravili v okviru neobveznega izbirnega predmeta umetnost, interesne dejavnosti umetnost ter podaljšanega bivanja. Osredotočila se bom predvsem na moje doživljanje ustvarjanja predstave – od najbolj grobe ideje, ki se mi je porodila v glavi, do končnega izdelka, ki je požel velik uspeh. Opisala bom občutke, ki se skozi ustvarjalni proces nenehno spreminjajo, od začetne zagnanosti, do popolnega obupa v smislu »kaj mi je tega treba«, do zadovoljstva ob napredku, strahu pred neuspehom... Vrtiljak čustev, ki jih je treba urediti in obvladati, da ti učenci sledijo in soustvarjajo s tabo. Namen prispevka je na praktičnem primeru prikazati, kako učitelj doživlja ustvarjalni proces, kaj ga žene in motivira pri doseganju zastavljenih ciljev. S prispevkom želim spodbuditi tiste učitelje, ki morda dvomijo v svoje ustvarjalne sposobnosti, da vsaka ideja šteje. In da s svojo strokovnostjo in notranjo motivacijo aktivno vplivajo na dvig učenčeve ustvarjalnosti, motivacije in nenazadnje sproščenosti.

KLJUČNE BESEDE: motivacija, ustvarjalnost, sproščenost, ustvarjalni proces.

MOTIVATION, CREATIVITY AND RELAXATION IN THE PROCESS OF CREATING A MUSICAL

ABSTRACT

In addition to creativity, every creative process contains two extremely important elements, on which the success of the set task depends. The first element is motivation, which allows us to have a creative process at all. The second element, however, is relaxation, which is also inextricably linked to motivation. In this article, I will present the challenges I faced as a mentor in creating a dance and music show with students in the third, fourth and fifth grades of primary school. The play was prepared as part of the optional subject art, interesting activities art and extended stay. I will focus mainly on my experience of creating a show - from the roughest idea that came to my mind to the final product, which was a great success. I will describe the feelings that are constantly changing throughout the creative process, from initial enthusiasm to complete despair in terms of "what I need", to satisfaction with progress, fear of failure... Carousel of emotions that need to be regulated and managed to these students follow and co-create with you.

The purpose of the article is to show on a practical example how the teacher experiences the creative process, what drives him and motivates him in achieving the set goals. With this post, I want to encourage those teachers who may have doubts about their creative abilities to make every idea count. And that with their professionalism and inner motivation they actively influence the increase of the student's creativity, motivation and, last but not least, relaxation.

KEYWORDS: motivation, creativity, relaxation, creative process.

POZITIVNI UČINKI UČENJA Z GIBANJEM PRI VKLJUČEVANJU INOVATIVNIH PRISTOPOV V UČNI PROCES

POVZETEK

V prispevku smo spregovorili o pomembni vlogi gibanja v vsakdanjem življenju pri otrocih v šolah. Želeli smo opozoriti na globalno skrb za sedanje in prihodnje zdravstveno stanje ljudi povezanih z življenjskim slogom, in sicer zaradi dejavnikov tveganja, kot so: pomanjkanje gibanja, sedeči način življenja ... Na tem mestu smo izpostavili tudi škodljive posledice ukrepov (zaprtje šol) v času zajezitev širjenja epidemije koronavirusa, ki jih lahko po mnenju številnih strokovnjakov omilimo le s povečanjem dostopnosti do vsakodnevne ustrezno intenzivne telesne aktivnosti. Nekateri med njimi so prepričani, da delovanje v šolskih praksi ni skladno z delovanjem možganov, zato bi se morale učne metode spremeniti. Vsakodnevne gibalne aktivnosti bistveno vplivajo na boljše delovanje možganov in s tem učinkovitejše učenje, bolj ko so otroci pri gibanju koordinirani in uravnoteženi, boljše možgani delujejo. V prispevku smo podali tudi nekaj rezultatov raziskav, ki kažejo na pomembno vlogo učenja skozi gibanje ter povezanost gibalnih aktivnosti z učno uspešnostjo otrok. Dejstvo je, da lahko učenci skozi posamezne učne pristope usvajajo učne snovi med sprehajanjem, hojo, ritmičnim premikanjem, tekanjem, poskakovanjem ipd. Posebno pozornost smo tudi namenili predstavitvi mednarodnega projekta HAPHC, ki ga izvajamo na naši šoli in temelji na učenju skozi gibanje v osnovnih šolah. Cilj projekta je izboljšanje zdravja današnjega stila otrok zaradi sedečega načina življenja in pomanjkljivega gibanja ter povišanje stopnje telesne dejavnosti v času učnega procesa.

KLJUČNE BESEDE: učenje z gibanjem, učna uspešnost, vloga projekta.

POSITIVE EFFECTS OF LEARNING THROUGH MOVEMENT IN INTEGRATING INNOVATIVE APPROACHES IN THE LEARNING PROCESS

ABSTRACT

In this article, we talked about the important role of movement in everyday life with children in schools. We wanted to draw attention to the global concern of the current and future health status of people related to lifestyle, due to risk factors such as: lack of exercise, sedentary lifestyle ... At this point, we also highlighted the harmful consequences of measures (school closures) during the containment of the coronavirus epidemic, which, according to many experts, can only be alleviated by increasing access to daily intense physical activity. Some of them are convinced that functioning in school practices is not in line with brain function, so learning methods should change. Everyday physical activities have a significant impact on better brain function and with that more efficient learning. The more coordinated and balanced children are in movement, the better the brain works. We also presented some research results that show the important role of learning through movement and the connection between physical activities and children's learning performance. The fact is that students can learn materials through individual learning approaches while walking, rhythmic movement, running, jumping, etc.

KEYWORDS: learning with movement, academic performance, the role of the project.

AKTIVNA DIJAŠKA SKUPNOST

POVZETEK

V prispevku je opisano delovanje Dijaške skupnosti in aktivnosti v okviru le-te na Srednji gradbeni, lesarski in vzgojiteljski šoli Novo mesto, ki je ena izmed štirih šol Šolskega centra Novo mesto. Namen prispevka je bolj poglobljeno predstaviti primere dobre prakse – dijaško tržnico in nagradno ekskurzijo. Aktivnost, v katero so vključeni vsi dijaki, je zaključna prireditev, ki je namenjena razglasitvi rezultatov najboljših dijakov na državnih tekmovanjih, izbran je naj dijak, nekateri dijaki zaključnih letnikov dobijo pohvalo in lesen »lajk« (všeček), ki si ga zaslužijo z dodatnim delom v šoli, ko sodelujejo pri različnih aktivnostih in promociji šole. Tako za naj dijaka kot za zaslužne dijake zaključnih letnikov odličen uspeh ni pogoj, kar je dodana vrednost šole, ki s tem dokazuje, da ceni tudi ostale vrline poleg znanja in spodbuja različnost. Ugotavljamo, da dijaki pogrešajo druženje, saj je epidemija ustavila mnogo aktivnosti, tako je bila tudi zaključna prireditev organizirana po treh letih. Spoznali so se skozi dosežke, glasbo, ples in obilo smeha. Opisane aktivnosti so doprinos k boljši klimi na naši šoli in promociji šole, hkrati pa ideja drugim šolam, ki želijo prispevati k boljšemu počutju dijakov. Kot mentorica Dijaške skupnosti sem organizatorica dejavnosti, poskušam vključiti dijake vseh letnikov in smeri. Tako se dijaki povežejo med seboj in snujejo nove ideje. Z dijaki spodbujamo tudi medgeneracijsko sodelovanje, ko se s kulturnim programom predstavimo varovancem doma starejših občanov.

KLJUČNE BESEDE: dijaška skupnost, dijaška tržnica, nagradna ekskurzija, dijaki, povezovanje.

ACTIVE STUDENT ORGANISATION

ABSTRACT

This paper describes the activities of the Student Organisation at the Secondary School of Civil Engineering, Woodworking and Preschool Education Novo mesto, which is one of the four schools of the School Center Novo mesto. The purpose of this paper is to present examples of good practice in-depth, these are student bazaar and prize excursion. The activity which includes all the students is the closing event, where we announce the results of the best students in national competitions, we announce the best student based on special criteria, some final year students receive praise and a wooden "thumbs up emoji", which they deserve with extra work at school when participating in various activities and school promotion. Excellent success is not a condition for both, the best student and deserving final year students, which is the added value of the school, which proves that also other values matter beside knowledge and that the diversity is promoted, too. We find that students miss socializing, as the epidemic stopped many activities, so the closing event was organized after three years. They got to know each other through achievements, music, dancing and plenty of laughter. The described activities are a contribution to a better climate at our school and to school promotion, and at the same time an idea to other schools that want to contribute to the better well-being of students. As a mentor of the Student Organisation, I am the coordinator of all activities, I try to include students of all grades and courses. In this way, students connect with each other and come up with new ideas. We also encourage intergenerational cooperation, when we organise the cultural event for the residents of the home for the elderly.

KEYWORDS: student organisation, student bazaar, prize excursion, students, connecting.

S POMOČJO GLEDALIŠČA ZATIRANIH LAŽJE IZRAZIM SVOJA ČUSTVA IN STISKE

POVZETEK

V vzgojnih zavodih in mladinskih domovih se pogosto srečujemo z otroki in mladostniki, ki se niso naučili prepoznati svojih čustev in jih ne znajo izražati na ustrezen način. Večina med njimi ima pomanjkljive veščine za soočanje z napetostjo in čustvi ter pomanjkljivo socialno mrežo. Tekom svojega vzgojiteljskega dela se vedno trudim in iščem načine dela, s katerimi bi otrokom in mladostnikom omogočila učenje socialnih spretnosti, razumevanje lastnih čustev in izražanje le teh. S tem namenom sem v stanovanjski skupini pričela z izvajanjem posebne dramske metode Gledališča zatiranih, ki ga je razvil Augusto Boal. Spoznala sem, da lahko s pomočjo te metode, otroci in mladostniki razrešujejo in pojasnijo različne teme, o katerih drugače le težka spregovorijo. O njih se ne radi pogovarjajo in jih potiskajo vase, prav neizražena čustva pa pri otrocih povzročajo velike stiske. Izvedla sem raziskavo, ki je kvalitativna in eksplorativna, saj je ni mogoče posploševati na vse otroke v Mladinskem domu. Kot glavno metodo raziskovanja sem uporabila opazovanje z udeležbo, v časovnem okviru petih dni, prav tako pa opazovanje brez udeležbe, ki ga pravzaprav izvajam tekom celotnega vzgojnega dela v stanovanjski skupini delu. Raziskava je deskriptivna, zbrano gradivo je obdelano v besednih opisih. Kot metodično načelo sem izbrala študijo primera, ker je usmerjena na posameznikovo osebnost in okolje.

KLJUČNE BESEDE: učenje socialnih spretnosti, izražanje lastnih čustev, gledališče zatiranih.

IT'S EASIER TO EXPRESS MY FEELINGS AND TROUBLES USING THE THEATER OF THE OPPRESSED

ABSTRACT

In educational institutions and Youth Centers, we often meet children and adolescents who have not learned to recognize their emotions and do not know how to express them properly. Most of them have lack of skills related to tension and emotions and a lack of social network. During my educational work, I always try and look for ways to work with special children and adolescents, learn social skills, understand my own emotions and express them. To this end, I began in the housing group to implement dramatic Methods Theater of the Oppressed, developed by Augusto Boal. I realized that with the help of this method, children and adolescents can solve and explain different topics, or otherwise have difficulty speaking. Because they do not like to talk about them, they push them inside, and unexpressed emotions cause great distress in children. I conducted a research that is qualitative and exploratory, as it was not possible to generalize all the children in the Youth Home. As the main method of research, I used participatory observation, in a framework of five days, as well as observation without work, which is carried out by timers, which are carried out during the entire educational work in the housing group.

KEYWORDS: learning social skills, expressing one's emotions, theater of the oppressed.

VZORNIKI – POMOČ PRI ODRAŠČANJU

POVZETEK

Vsebina prispevka izhaja iz letošnje teme Festivala za oblikovanje Maribor: Junaki. Cilj je pokazati, da dijaki iščejo in potrebujejo vzornike ter da je vsak vzgojitelj vedno tudi vzornik. Na delavnici, ki sem jo vodila, smo se z dijaki pogovarjali o njihovih osebnih junakih in vzornikih. To so lahko bili resnični ljudje ali izmišljeni liki iz literature in filma. Najprej je podanih nekaj osnovnih premislekov o vzornikih, nato pa so obravnavani nekateri junaki, ki so jih poimenovali dijaki kot svoje vzornike. Najbolj nas pri tem zanima vpliv vzornikov na dijake po njihovih lastnih izjavah. Ugotovili smo, da vzorniki dijakom pomagajo obvladovati svoja čustva, hkrati pa jih motivirajo za konkretna dejanja. Povsem nepomembno je, ali je vzornik izmišljen ali resničen. In ni pomembno, ali ima vzornik poleg dobrih tudi slabe lastnosti. Na koncu še nekaj osnovnih premislekov o vzornikih, njihovem pomenu za mladostnike ter o tem, kako in če lahko pomagajo pri odraščanju. Prispevek pokaže, da so vzorniki potrebni in da so starši in vzgojitelji vedno vzorniki, pa če jim je to všeč ali ne. Prav tako pokaže, kako zavestno uporabljati vzornike v vzgoji in poučevanju, da bi dijake motivirali in jih spodbudili k razmišljanju o sebi.

KLJUČNE BESEDE: dijaki, vzorniki, junaki, odraščanje.

ROLE MODELS - ASSISTANCE FOR GROWING UP

ABSTRACT

The content of this article is based on this year's theme of the Maribor Design Festival: Heroes. The aim is to show that students seek and need role models and that every educator is always a role model. In the workshop I led, we talked with the students about their personal heroes and role models. These could have been real people or fictional characters from literature and film. First, some basic considerations about role models are given, and then some of the heroes that the students named for their role models will be discussed. We are most interested in the influence of role models on students according to their own statements. We found out that role models help students to manage their feelings, but also motivate them to take concrete action. It is completely irrelevant whether a role model is fictional or real. And it doesn't matter if the role model also has bad qualities. Finally, some basic considerations about role models, their importance for adolescents, and how and if they can help them grow up. The article shows that role models are necessary and that parents and educators are always role models, whether they like it or not. It also shows how to consciously use role models in education and teaching to motivate and encourage students to think about themselves.

KEYWORDS: students, role model, hero, growing up.

SPOZNAVANJE KULTURE, OBIČAJEV, ZNAMENITOSTI TER IZOBRAŽEVALNIH SISTEMOV DRŽAV V OKVIRU PROJEKTA ERASMUS+

POVZETEK

Odkrivanje novih kultur, običajev, kulturnih in naravnih znamenitosti ter različnih izobraževalnih sistemov se je na OŠ Šmarje pri Jelšah poglobilo s sodelovanjem v mednarodnem projektu z naslovom Let me tell you a story, ki se izvaja v okviru programa Erasmus+. Eden izmed ciljev je bil urjenje jezikovnih spretnosti angleščine. Hkrati smo želeli vplivati na zmanjševanje predsodkov in stereotipov, povezanih z različnimi kulturnimi in družbenimi navadami. Prvotno je bilo izvajanje vsebin namenjeno izobraževanju učencev, vendar se je le-to zaradi pandemije koronavirusa prestrukturiralo v izobraževanje učiteljev. Kljub vsemu so se do sedaj trije učenci lahko udeležili mobilnosti v Republiko Turčijo, kjer so urili veččine tujega jezika, spoznali način njihovega življenja med bivanjem pri turški družini, se družili s turškimi učenci in potovali v antični mesti Afrodiasias in Efez, kjer so se seznanili z zgodovino nastanka mest in življenja v antičnih časih. Ob prihodu v našo domovino so nova doživetja in pridobljena kulturna ter zgodovinska spoznanja predstavili na seji sveta staršev, v njihovih oddelkih in v radijskem prispevku lokalne radijske postaje. Na spletni strani šole je objavljena obsežna predstavitev opisanih dejstev. Z navedenimi dejavnostmi smo v našem okolju prispevali k zmanjšanju stereotipnih predstav in sprejemanju drugačnih kulturnih in družbenih navad. Hkrati smo širili tudi spoznanja o zgodovini omenjenih antičnih mest.

KLJUČNE BESEDE: medkulturnost, strpnost, nadarjenost, predsodki, izobraževanje.

DISCOVERING THE CULTURE, CUSTOMS, SIGHTS, AND EDUCATIONAL SYSTEMS OF DIFFERENT COUNTRIES WITHIN THE ERASMUS+ PROJECT

ABSTRACT

Activities in the area of discovering new cultures, customs, cultural and natural sites, and different educational systems have deepened at Šmarje pri Jelšah Primary School in the Erasmus+ international project called "Let me tell you a story". One of the objectives was to train English language skills. At the same time, we wanted to reduce prejudices and stereotypes related to different cultural and social practices. The content was initially intended to educate students, but it has been restructured into teacher training due to the coronavirus pandemic. However, three students were able to participate in the mobility which took place in the Republic of Turkey in 2019. They practised their foreign language skills, learned about the Turkish way of life while staying with a local family and socialised with Turkish students. They travelled to the ancient cities of Aphrodisias and Ephesus, where they learned about their history and the way of living in ancient times. When they returned home, they shared their experiences and insights at a Parents' Council meeting, in their classes, and on a radio programme at a local radio station. The school's website offers a comprehensive presentation of the facts described above. These activities contributed to the reduction of stereotypes and acceptance of different cultural and social habits within our local area. At the same time, spreading knowledge about the history of the ancient cities also took place.

KEYWORDS: interculturality, tolerance, talent, prejudice, education.

UPORABA APLIKACIJ PRI URAH DODATNE STROKOVNE POMOČI

POVZETEK

Informacijsko-komunikacijska tehnologija je postala nepogrešljiv del našega življenja. Kot učiteljica dodatne strokovne pomoči želim učencem s posebnimi potrebami predstaviti in jih naučiti uporabljati brezplačne spletne aplikacije, s katerimi si lahko vsakodnevno olajšajo učenje ter utrjujejo in nadgrajujejo svoje znanje. V tem šolskem letu sem se v Španiji in na Irskem udeležila različnih izobraževanj za dvig digitalne pismenosti, ki jo želim implementirati v svoje vsakodnevno delo z učenci s posebnimi potrebami in jih tako opolnomočiti za samostojno delo s spletnimi aplikacijami. V članku bom predstavila rezultate uspešnega vpeljevanja aplikacije Quizizz pri utrjevanju znanja besednih vrst pri slovenščini za učence s posebnimi potrebami devetega razreda. Izpostavila pa bom tudi številne prednosti, ki jih takšen način dela prinaša, kot na primer izjemna motivacija in dobro znanje rabe informacijsko-komunikacijske tehnologije. Povezovanje digitalne pismenosti in učenja učenja s pomočjo aplikacije bom prenesla tudi na druge učence ter jim delo individualizirala in diferencirala.

KLJUČNE BESEDE: učenci s posebnimi potrebami, aplikacije, digitalna pismenost, slovenščina.

USAGE OF APPLICATIONS IN ADDITIONAL PROFESSIONAL HELP

ABSTRACT

Information and communication technology have become an essential part of our lives. As an additional professional help teacher, I want to introduce and teach students with special needs how to use free online applications that they can ease their daily learning and consolidate and upgrade their knowledge. This school year I attended various training in Spain and Ireland regarding the rise of digital literacy which I want to implement in my daily work with special needs students and therefore empower them to work independently with web applications. In this article, I will present the results of the successful introduction of the Quizizz application in consolidating the knowledge of word types in the Slovenian language for special needs students in the ninth grade. I will also highlight the many advantages that this work method brings such as exceptional motivation and great knowledge of the use of information and communication technology. I will transfer the connection between digital literacy and learning learning with the help of the application to other students and individualize and differentiate their work.

KEYWORDS: Students with special needs, Applications, Digital literacy, Slovenian language.

Z VPELJEVANJEM MEDIACIJE V RAZREDNO KLIMO GRADIMO BOLJŠE ODNOSE ŽE MED PRVOŠOLCI

POVZETEK

V strokovnem prispevku se bom opredelila do učiteljeve vloge h kreiranju pozitivnih medsebojnih odnosih v prvem razredu, kot ključni temelj za nadaljnjo rast in uspeh za sobivanja s šolskimi vrstniki in zaposlenimi. Kot orodje za reševanje konfliktov sem se v letošnjem šolskem letu odločila za izvajanje mediacije. Sama sem šolski mediator že nekaj let, kar mi omogoča drugačen pogled na reševanje konfliktov. Zavedam se, da je vsak udeleženec konflikta v neprijetnem položaju, zato je mediacija tista, ki mi omogoča, da učencem prikažem reševanje konfliktov na miren način. Pri procesu mediacije sta običajno vključena dva učenca in nevtralna oseba. Pomembno je poudariti, da mediacijo lahko izvajaš le, če oba učenca pokažeta interes za rešitev težave. Pri nastali situaciji je ključnega pomena tudi reševanje na umirjen način in govorjenje resnice. V tem procesu je mediator le oseba, ki jima pomaga poiskati rešitev/dogovor s pomočjo tehnik mediacije. Na ta način učenci krepijo razumevanje stališč drugih, zmožnost opravičila, priznanje, željo k odpuščanju in s tem ponovno prijateljstvo. [4] V prispevku bo poudarek na razlagi raznolikosti in pestrosti dejavnosti preko katerih kot učitelj uresničujem svoje poslanstvo v razredu. Primeri dejavnosti bodo obogateni s fotografijami.

KLJUČNE BESEDE: mediacija, pozitivna razredna klima, otrok in reševanje konfliktov.

BY INTRODUCING MEDIATION IN THE CLASS, WE ARE BULDING BETTER RELATIONS BETWEEN PRIMARY SCHOOL STUDENT

ABSTRACT

In this professional article, I will discuss the teacher's role in creating positive peer relationships in the first grade, as a base for further growth and success in coexistence with school peers and staff. This school year, I have chosen to use mediation as a tool for conflict resolution. I have been a school mediator for a few years now and this gives me an option to have a different perspective on conflict resolution. I am aware that everyone involved in a conflict is in an uncomfortable situation; therefore it is mediation that allows me to show students how to resolve conflicts in a peaceful way. The process of mediation usually involves two students and a neutral person. It is important to note, that mediation can only be used if both students show interest in solving the problem. Dealing with a certain situation in a calm manner, speaking the truth, is of key importance when conflicts appear. In the process of mediation, the mediator is just a person helping others find a solution/an agreement, by using mediation techniques. In this way, students strengthen their understanding of other peoples' points of view, their ability to apologize, acknowledgement and their willingness to forgive and preserve friendships by doing so. [4] This article will focus on explaining the variety and diversity of activities throughout which I, as a teacher, fulfil my mission in the classroom. Examples of activities will be enriched by photos.

KEYWORDS: mediation, positive classroom climate, children and conflict resolution.

VKLJUČEVANJE UČENCEV IZ DRUGIH JEZIKOVNIH OKOLIJ V EKSPERIMENTALNO DELO

POVZETEK

Ljudje se danes vedno pogosteje selimo. Vedno več je učencev iz drugih jezikovnih in kulturnih okolij, ki se zaradi nepoznavanja slovenščine težje vključijo v učni proces. Namen prispevka je predstaviti poučevanje naravoslovja, ko se otrok še uči jezika. Učenci lahko spoznavajo in usvajajo znanje tudi s poslušanjem naravoslovno primernih zgodb. Izvedena je bila delavnica ob pripovedovanju vznemirljive zgodbe o nastanku Zemlje, na kateri živimo. Učenci se naučijo, da je vse uravnoteženo in v soodvisnosti. Postanejo zavestni aktivni udeleženci. Učenci celostno, z vsemi čuti, raziskujejo in spoznavajo okolje, ki jih obdaja. Radi imajo naravoslovne poskuse. Nad njimi so navdušeni in obenem radovedni. Zanima jih, zakaj se je nekaj zgodilo. Zelo radi sodelujejo, raziskujejo in si med seboj pomagajo. Učenci iz drugih jezikovnih in kulturnih okolij se v sam proces takšnega učenja dobro vključijo in si snov bolje zapomnijo, čeprav je še ne znajo ubesediti. Moj doprinos: Po pogovoru z učiteljicami v tretjem vzgojno izobraževalnem obdobju sklepam, da je učna snov na tak način dobro utrjena in da ti učenci kasneje dosegajo zelo dobre rezultate.

KLJUČNE BESEDE: učenci iz drugih jezikovnih okoljih, eksperimentalno delo, poskusi ob zgodbi.

INTEGRATING STUDENTS FROM OTHER LANGUAGE ENVIRONMENTS IN EXPERIMENTAL WORK

ABSTRACT

People are moving more and more today. There are more and more students from other linguistic and cultural backgrounds who find it more difficult to get involved in the learning process due to their lack of knowledge of Slovene. The purpose of this paper is to present the teaching of science while the child is still learning the language. Students can also learn and acquire knowledge by listening to science-relevant stories. A workshop was conducted while telling an exciting story about the origin of the Earth on which we live. Students learn that everything is balanced and interdependent. They become conscious active participants. Pupils explore and get to know the environment around them holistically, with all their senses. They love science experiments. They are enthusiastic and curious about them. They wonder why something happened. Love to collaborate, explore and help each other. Pupils from other linguistic and cultural backgrounds are well involved in the process of such learning and remember the material better, even though they do not yet know how to articulate it. My contribution: After talking to the teachers in the third educational period, I conclude that the teaching material is well consolidated in this way and that these students later achieve very good results.

KEYWORDS: students from other language environments, experimental work, story experiments.

KAKO DO GLASOVNEGA ZAVEDANJA S KONKRETNIMI MATERIALI V 1. RAZREDU

POVZETEK

Dobro glasovno zavedanje je pomembna faza učenja, s katero razvijamo predopismenjevalne zmožnosti v prvem razredu osnovne šole. Je predpogoj za branje in pisanje, ki temu sledi. Prispevek predstavlja pristop, kako učencem približati abstraktne pojme, kot so beseda, zlog in glas, na čim bolj konkreten način – s konkretnimi materiali, z aktivnostjo učencev, risanjem, didaktičnimi igrami in s sodelovalnim učenjem. Znanje, pridobljeno na konkretnem nivoju in z dejavnostmi, v katere so učenci aktivno vključeni, je trajnejše in trdnejše. S tem znanjem in zavedanjem o glasovih učenci lažje vstopajo v svet branja in pisanja. Rezultati dela se namreč kmalu pokažejo v naslednji fazi opismenjevanja – učenju branja in pisanja. Učenje branja poteka sočasno s pisanjem, zato imajo učenci posledično manj težav tako pri pravilnem zapisu besed kot tudi pri samem branju besed.

KLJUČNE BESEDE: začetno opismenjevanje, glasovno zavedanje, konkretni materiali, didaktične igre, slovenščina.

HOW TO ACHIEVE VOICE AWARENESS WITH CONCRETE MATERIALS IN THE FIRST GRADE

ABSTRACT

Good voice awareness is an important phase of learning, where we develop pre-literacy skills in the first grade of primary school. It is a precondition for reading and writing which follow. This paper presents a concept how to make abstract concepts closer to students, such as a word, a syllable and a voice in the most concrete way – with concrete materials, a students' activity, drawings, didactic games and a collaborative learning. The knowledge acquired at a concrete level and through activities in which students are actively involved is more lasting and firm. With this knowledge and awareness of voices it is easier to enter the world of reading and writing. The results of the work will soon be shown in the next phase of literacy – learning to read and write. Learning to read takes place at the same time as writing, so students have less problems with spelling words as well as reading words.

KEYWORDS: initial literacy, voice awareness, concrete materials, didactic games, Slovene.

VKLJUČEVANJE DIJAKOV V ORGANIZACIJO TURNIRJA E-ŠPORT

POVZETEK

Srednja poklicna in tehniška šola Murska Sobota je bila organizator turnirja v sklopu programa Erasmus+, in sicer v projektu "eSports". Projekt je sestavljen iz različnih oblik mobilnosti, v strokovnem prispevku pa bo predstavljena izkušnja pri organizaciji turnirja v Sloveniji, ki so jo lahko izkusili tudi dijaki. Priprava takšnega dogodka je zahtevna, v organizacijo pa smo vključili tudi naše dijake in dijakinje, ki so dobili svoje naloge in projekte. V sklopu projekta dijaki in mentorji igramo računalniško igro League of Legends, saj želimo ugotoviti, kako lahko igranje računalniških iger pozitivno vpliva na dijake z učnimi težavami. Dijaki so na ta način pridobili nova znanja in izkušnje, kar jim bo koristilo v zasebnem in strokovnem okolju. Za učitelja mentorja pa taka dejavnost pomeni začasno razbremenitev od ur rednega pouka, hkrati pa daje možnost za pridobivanje novih izkušenj in spremljanje napredka dijakov. Ko dijaki in dijakinje prevzamejo opravila, ki se navezujejo na njihovo strokovno področje, se lahko tudi učitelj skozi to izkušnjo nauči veliko novega in zanimivega.

KLJUČNE BESEDE: igra, e-šport, dijaki, organizacija.

INVOLVING STUDENTS IN THE ORGANIZATION OF AN E-SPORT TOURNAMENT

ABSTRACT

The Secondary Vocational and Technical School Murska Sobota was the organiser of the tournament as part of the Erasmus+ project "eSports". The project consists of different forms of mobility and the expert contribution will present the experience of organising a tournament in Slovenia, which the students were able to experience. It's a demanding event to organise and we involved our students, who were given their own tasks and projects. As part of the project, students and mentors play the computer game League of Legends to see how playing computer games can have a positive impact on students with learning difficulties. The students have gained new skills and experience that will benefit them in their private and professional lives. For the mentor teacher, this activity provides a temporary relief from regular lessons, but it also gives the opportunity to gain new experiences and monitor the progress of the students. When students take on tasks related to their field of expertise, the teacher can also learn new and interesting things through the experience.

KEYWORDS: game, e-sport, students, organization.

DAN ZA SPREMEMBE 2021 NA OŠ MUTA

POVZETEK

Prispevek predstavlja dejavnost učencev, in sicer pisanje pisem stanovalcem Doma Hmelina, ki je potekala na vseslovenski prostovoljski akciji Dan za spremembe. Namen dejavnosti je, da v učencih razvijamo občutek in smisel za zdrav odnos in povezanost s starejšo populacijo tudi v času karantene, ki so se je morali stanovalci doma strogo držati. Pomembna je ugotovitev, da imajo učenci posluš in sočutje za prostovoljno delo starimi ljudmi tudi v času težkih razmer v državi in kako so pripravljeni posredno vstopiti v kontakt s stanovalci doma. Z učenci je bila izvedena posebna oblika medgeneracijskega sodelovanja, ki je potekala tako, da so učenci v šoli pisali pisma stanovalcem doma. Učenci so dejavnost izpeljali z velikim veseljem, zanimanjem in interesom. Stanovalci doma so pisma zaradi covidnih razmer prejeli preko delovne terapevtke, ki je pisma razdelila in pomagala pri branju tistim, ki so onemogli. Pokazalo se je, da so učenci naše šole našli poti medgeneracijskega sodelovanja tudi v času epidemije Covida-19. Učenci z omenjeno dejavnostjo udeležujejo vrednote, saj so mlada človeška srca vir energije starim ljudem v domovih. Pisanje pisem učence spodbuja k prostovoljstvu ter hkrati spodbuja različne oblike solidarnosti in sožitja med generacijami.

KLJUČNE BESEDE: medgeneracijsko sodelovanje, vrednote, prostovoljno delo, Dan za spremembe.

A DAY FOR CHANGES 2021 AT OŠ MUTA

ABSTRACT

The article presents how students were involved in the volunteer program A Day for Change. Students wrote letters to the residents of the retirement home Dom Hmelina. The purpose of the activity was to develop a healthy relationship between students and the elderly population, especially during quarantine, which the residents of the home had to strictly adhere to. It was interesting to find that the students had a compassion to volunteer for the elderly, even during those difficult conditions in the country, they were willing to indirectly interact with the residents of the home. A special form of intergenerational cooperation was carried out with students in the form of writing letters in school to the residents of a retirement home. The students carried out the activity with great joy and interest. Residents of the home received letters through an occupational therapist, who distributed the letters and helped those who were disabled to read. It turned out that the students at our school found ways of intergenerational cooperation even during the Covid-19 epidemic. Pupils realized their values through this activity, as young human hearts are a source of energy for old people who live in retirement homes. Writing letters encourages students to volunteer, and at the same time, encourages them to involve themselves in various forms of solidarity and coexistence exchanges between generations.

KEYWORDS: intergenerational cooperation, values, volunteering, A Day for Changes.

PLESNO-GLEDALIŠKE DELAVNICE – VKLJUČEVANJE OTROK S POSEBNIMI POTREBAMI

POVZETEK

Gibalno ustvarjanje s sovrstniki zagotovo vpliva na področji človekovega kreativnega mišljenja in komunikacije. Ples in gledališče kot veji umetnosti v praksi delujeta tudi terapevtsko ter tako pripomoreta k razvoju osebnih značilnosti in skupinski dinamiki. Plesno-gledališke delavnice so ključnega pomena pri pripravi vsakega posameznika znotraj plesne ali gledališke skupine za skupni cilj – to je javni nastop. Omogočajo neposredne izkušnje, doživljanje sveta, ustvarjalno reševanje problemov, medsebojno komuniciranje, sodelovanje in samopotrjevanje. V prispevku želimo poudariti pomen celostnega pristopa v procesu priprave skozi delavnice ter opisati orodja – vaje, ki so lahko koristno dopolnilo in podpora inkluziji tudi na ostalih predmetnih področjih. Po več kot dveh desetletjih prakse na področju plesa in gledališča na posameznih primerih ugotavljamo, da smo z opisanimi vajami skozi učno-vzgojni proces uspeli opolnomočiti otroke s primanjkljaji na intelektualnem, emocionalnem in socialnem področju ter s tem pozitivno vplivati na njihovo vključevanje v vsakdanje življenje.

KLJUČNE BESEDE: plesno-gledališke delavnice, inkluzija, učenci s posebnimi potrebami.

DANCE THEATER WORKSHOPS – THE INCLUSION OF SPECIAL NEEDS CHILDREN

ABSTRACT

Creation through movement undoubtedly influences an individual's creative thinking and communication. Dance and theater, as two branches of art, can act therapeutically in real life and therefore support the development of an individual's character as well as the development of group dynamics. Dance theater workshops are crucial for the proper introduction and preparation of an individual to and for a dance or theater group, with the end goal being a group public performance. They support the children gaining personal experiences, positively influence their experience of the world and enable them to find creative solutions as well as develop interpersonal communication skills, learn to work with others and raise their own sense of self-assurance. The aim of this paper is to emphasize the importance of a holistic approach to the process of learning to socialize through dance theater workshops, as well as explain the tools used. The exercises described have proven to be a beneficial addition to the children's lives beyond the scope of our workshops and have shown to support inclusivity of special needs children across different school subjects and areas. Over two decades of practical experience has proven the effect of these exercises and the role they played in empowering children and developing their intellectual, emotional and social skills, consequently positively influencing the way they are included in their everyday lives.

KEYWORDS: dance theater workshops, inclusion, special needs children.

POMEN ELEMENTOV NEFORMALNEGA IZOBRAŽEVANJA PRI OBŠOLSKIH DEJAVNOSTIH, NA PRIMERU KULTURNEGA KROŽKA

POVZETEK

Izobraževanje je proces, s pomočjo katerega posamezniki vstopamo v družbo, v kateri soustvarjamo in vplivamo na okolje, družbo ter institucije v njej. Učimo se s pomočjo formalnega in neformalnega izobraževanja ter priložnostnega učenja; kombinacija vseh treh pa omogoča vseživljenjsko učenje. Neformalno izobraževanje je načrtovan in strukturiran učni proces, temelječ na prostovoljni udeležbi, potrebah vključenih, učni cilji pa so zastavljeni tako, da udeležencem omogočajo razvoj kompetenc, za katere imajo znotraj formalnega izobraževanja manj priložnosti, t. i. mehke veščine. Značilnost neformalnega izobraževanja je, da so posamezniki, ki se udeležujejo učnega procesa, akterji v procesu učenja, rezultati pa so ovrednoteni kvalitativno, pri čemer je glavna metoda samoevalvacija udeležencev. Cilj članka je preko teoretskih izhodišč prepoznati glavne elemente neformalnega izobraževanja in njihovo umeščanje v uporabo pri obšolskih dejavnostih na primeru kulturnega krožka, ter pomen kulture, s pomočjo katere vzpodbujamo kritično razmišljanje in oblikovanje vrednot, znotraj katerih je urejeno naše družbeno življenje. Z metodo refleksije, ki je pri neformalnem izobraževanju ključna za samoevalvacijo učnih izidov, vključujoč telesno, socialno, čustveno-motivacijsko, razumsko, duhovno in moralno dimenzijo, smo z dijaki spodbujali prepoznavanje dimenzij neformalnega učenja v obšolskih dejavnostih v srednješolskem izobraževanju. Ugotavljamo, da udejstvovanje v kulturnem krožku z uporabo elementov neformalnega izobraževanja pri dijakih omogoča razvoj vseh treh razsežnosti kompetence, in sicer pridobivanje novega znanja, osvajanje novih veščin ter krepitev vrednostnega okvirja posameznikov oziroma odnosa do kulture. Z uporabo elementov neformalnega izobraževanja učitelji tako vzpostavljamo stimulativen prostor učenja, temelječ na izkušnji, interesih in potrebah dijakov, s čimer dolgoročno spodbujamo njihovo osebno in družbeno emancipacijo.

KLJUČNE BESEDE: izobraževanje, neformalno izobraževanje, kultura, obšolske dejavnosti, samoevalvacija.

THE IMPORTANCE OF NON-FORMAL EDUCATION ELEMENTS IN EXTRA-CURRICULAR ACTIVITIES, USING THE EXAMPLE OF A CULTURAL CLUB

ABSTRACT

People learn through formal and non-formal education as well as through informal learning, and the combination of all three makes lifelong learning possible. Non-formal education is a planned and structured learning process based on voluntary participation, the needs of those involved and learning objectives designed to enable participants to develop competences for which they have fewer opportunities in formal education, the so-called soft skills. A characteristic feature is that the individuals involved in the learning process are actors in the learning process itself, and the results are evaluated qualitatively, the main method being self-evaluation of participants. The aim of this article is to identify: a) the main elements of non-formal education and their application in extra-curricular activities, using the example of a cultural club; b) the importance of culture in encouraging critical thinking and formation of values within which our social life is organised. Using the method of reflection, which is in non-formal education the key for the self-evaluation of learning outcomes including physical, social, emotional-motivational, intellectual and moral dimensions, participants promoted the identification of these dimensions of non-formal learning in extra-curricular activities in upper secondary education. It has been concluded that the participation in a cultural club using the elements of non-formal education gives students the opportunity to develop all three dimensions of competence. By using the elements of non-formal education,

teachers thus create a stimulating learning space based on the experience, interests and needs of students, thus promoting their personal and social emancipation in the long run.

KEYWORDS: education, non-formal education, culture, extra-curricular activities, self-evaluation.

UPORABA METODE BARVITE SEMANTIKE PRI UČENCIH S TEŽAVAMI NA PODROČJU GOVORA IN JEZIKA

POVZETEK

Govor in jezik sta spretnosti, ki nam omogočata razumevanje in izražanje, prenos in sprejemanje sporočil, udeležnost v družbi in sklepanje medsebojnih odnosov. Če se na področju govora oziroma jezika pojavi motnja ali okvara, lahko to predstavlja težavo oziroma oviro v našem vsakdanjem življenju. Strokovni delavci se v šolah vse pogosteje srečujemo z otroki, ki izkazujejo posebnosti in težave na govornem in/ali jezikovnem področju. Tako neprestano iščemo različne metode, s pomočjo katerih bi lahko ti področji pri otrocih kar se da razvijali. Ena izmed metod, ki spodbuja razvoj jezika, je metoda Colourful semantics oziroma barvita semantika. Ta metoda otrokom pomaga pri tvorjenju stavkov, jih uči o stavčni strukturi in se zato pogosto uporablja pri otrocih z jezikovnimi težavami. Predstavila bom metodo barvite semantike in različne primere njene uporabe, ki jo z namenom razvijanja govora oziroma jezika uporabljam pri urah dodatne strokovne pomoči. Ugotavljam, da metoda učencem pomaga pri tvorjenju smiselnih stavkov in povedi, prav tako lahko z njeno pomočjo otrok širi svoj besedni zaklad in se uri v uporabi dvojine in množine. Zaradi načina njene uporabe učencem predstavlja motivacijsko sredstvo, ki jih za delo zelo motivira in jo lahko uporabimo tudi v namene spodbujanja pisanja.

KLJUČNE BESEDE: govor, jezik, govorno-jezikovne motnje, barvita semantika.

USING COLOURFUL SEMANTICS METHOD IN STUDENTS WITH SPEECH AND LANGUAGE DIFFICULTIES

ABSTRACT

Speech and language are skills that enable us to understand and express ourselves, to transmit and receive messages, to participate in society and to build relationships. If a disorder or impairment occurs in the area of speech or language, it can be a problem or obstacle in our daily lives. Education staff in schools are coming across more and more children who have speech and/or language difficulties and disabilities. Therefore, we are constantly looking for different methods to help children develop these areas as much as possible. One of the methods that promotes language development is the Colourful Semantics method. This method helps children to form sentences, teaches them about sentence structure and is therefore often used with children with language difficulties. I will present the colourful semantics method and different examples of its use in my classes of additional professional assistance. I find that the method helps students to form meaningful sentences and phrases, it also helps to expand their vocabulary and practise the use of dual and plural forms. Because of the way it is used, it is a motivational tool for students, it motivates them for work and can also be used for the purpose of encouraging writing.

KEYWORDS: speech, language, speech-language disorders, colourful semantics.

DOBRE BRALNE STRATEGIJE VODIJO K UČNI USPEŠNOSTI IN SAMOSTOJNOSTI

POVZETEK

Zmožnost branja z razumevanjem predstavlja temeljno spretnost za učno uspešnost, samostojnost in boljše samopodobo. V času pouka na daljavo so bili učenci kljub prizadevanju, da bi učna gradiva zadovoljevala vse učne stile, deležni predvsem pisnih gradiv. Tako sem pričakovala, da bo dvig bralne zmožnosti izrazil, a v praksi se kaže nasprotno. Pri analizi bralne tehnike učencev 5. razreda sem zaznala, da tehnika branja ni avtomatizirana in da berejo počasi, med branjem vidno ne zajamejo daljšega dela vrstice, napačno naglašujejo, ne berejo ločil, nedosledno berejo končnice besed in posledično ne razumejo sporočila zapisa. Navedena opažanja so glavni vzrok za upad motivacije za branje, skromno besedišče in nezmožnost samostojnega poglobljenega učenja. Po priročniku *Bralne strategije* avtoric Sonje Pečjak in Mire Kramarič smo bralno zmožnost dosledno razvijali. Ob zaključku projekta sem v razredu primerjalno obravnavala dve temi s področja naravoslovja. Prvo temo smo obravnavali ob ogledu elektronske prosojnice, branju besedila v učbeniku, razgovoru in zapisu tabelske slike. Drugo temo so učenci predelali samostojno ob uporabi bralnih strategij. Po obeh obravnavah sem izvedla preverjanje znanja. Dobila sem potrditev, da so učenci s pomočjo bralnih strategij in večje lastne aktivnosti dosegli v povprečju za 10 odstotkov boljše rezultate. Rezultati raziskave so potrdili mojo domnevo, da učinkovite bralne učne strategije pozitivno vplivajo na učne dosežke, na večjo motiviranost za učenje in učenčevo samopodobo.

KLJUČNE BESEDE: branje, bralne učne strategije, samostojnost, motivacija.

EFFICIENT READING STRATEGIES ENABLE GOOD TEACHING RESULTS AND INDEPENDENCY

ABSTRACT

Reading comprehension is crucial for good teaching results, child's independency and their self esteem. In the corona lockdown students were given primarily written work instructions along with some weak efforts of including other learning styles. I expected their reading skills would improve, but it turned out quite the opposite. As I analysed the reading skills of the students in the fifth class I noticed that their reading was not fluent, it was slow, with wrong word accent, with no consideration of punctuation and without taking into account the context of words in a line. As a consequence their reading comprehension was poor. The above mentioned observations are the main reason for a low reading motivation, poor vocabulary and incapability of a more in-depth learning. We've been developing reading comprehension consistently in early primary school following the teaching manual *Reading Strategies* written by Sonja Pečjak and Mira Kramarič. At the end of the project I examined two texts dealing with natural science with my learners. As I had predicted, the procedure with the implementation of different reading strategies which included more of the students' independent active work, led to a 10% better result. The results of the research confirmed my presumption that it is necessary to elicit prior knowledge from the students first. Secondly, by learning the efficient reading strategies, students achieve better learning results, higher motivation and better self esteem.

KEYWORDS: reading, reading strategies, independence, motivation.

INKLUZIJA DIJAKA S POSEBNIMI POTREBAMI V REDNI SISTEM SREDNJEŠOLSKEGA IZOBRAŽEVANJA

POVZETEK

Vsakdanje življenje se odvija v času in okolju, kjer opazujemo nenehne spremembe na vseh področjih. Spremembe so zajele tudi področje šolstva in s tem povezanega srednješolskega izobraževanja, še posebej področja otrok s posebnimi potrebami. V svetu, kot tudi v Sloveniji se vedno bolj zavzemamo, za inkluzijo otrok s posebnimi potrebami v redne oddelke vzgojno izobraževalnih institucij. Zadnja leta se vse pogosteje srečujemo z dijaki s posebnimi potrebami, ki so bili pred srednješolsko izobrazbo vključeni v redne oddelke osnovnošolskega izobraževanja. Srečevanje teorije s prakso nas je spodbudilo k pisanju prispevka na temo inkluzije dijakov s posebnimi potrebami. Poznamo več podskupin otrok s posebnimi potrebami. Glavni cilj naloge je bilo ugotoviti, kako se kaže inkluzija naglušnega dijaka na eni izmed srednjih šol v praksi. V ta namen smo izvedli z razredničarko naglušnega dijaka intervju. Na podlagi intervjuja smo pridobili informacije o inkluziji naglušnega dijaka v srednji šoli. Ugotovili smo, da je za uspešno inkluzijo ključnega pomena usposobljenost učitelja in obenem timsko delo vsakega posameznika, tako strokovnih delavcev kot staršev in ne nazadnje dijaka samega.

KLJUČNE BESEDE: inkluzija, dijaki, gluhi in naglušni, učitelj.

INCLUSION OF A SPECIAL NEEDS STUDENT INTO A REGULAR SYSTEM OF HIGH-SCHOOL EDUCATION

ABSTRACT

Everyday-life is taking place in time and environment undergoing constant changes in all areas. These changes have also touched the area of high-school education, especially in the field of special needs students. Throughout the world, as well as in Slovenia, there is a growing trend of inclusion of special needs students into regular classes at educational institutions. In recent years, our school is enrolling ever more special needs students, who were included in regular classes during primary-school education. Implementing theory into practice encouraged us to write this article with the topic of inclusion of special needs students. There are several subgroups of special needs students. The main focus of our task was to determine implementation and effects of inclusion of a hearing-impaired student at one of the high schools. For this purpose, we carried out an interview with the class teacher of said student. Based on this interview, we gathered information regarding the inclusion of the hearing-impaired student at his high school. We determined that abilities of the teacher plays a key role at successful inclusion process, as well as teamwork between each individual – education staff, parents and even the students themselves.

KEYWORDS: inclusion, students, hearing-impaired people, teacher.

TEMELJNE PRVINE ODNOSA MED VZGOJITELJEM IN MLADOSTNIKI Z VEDENJSKIMI IN ČUSTVENIMI MOTNJAMI

POVZETEK

Namen prispevka je prikazati, katere so temeljne prvine odnosa kot glavnega vzgojnega sredstva, ki ga imamo vzgojitelji v zavodih, kamor so vključeni otroci in mladostniki s čustvenimi in vedenjskimi motnjami. Prav tako je namen prispevka orisati, zakaj je prav odnos tisti, ki nam v prvi vrsti omogoča kvalitetno in učinkovito vzgojno delo. Vzpostavljanje in vzdrževanje kvalitetnega, varnega in zaupnega odnosa je zahtevna naloga, ki vključuje na eni strani osebne kvalitete vzgojitelja, na drugi strani pa njegovo strokovno delo. Čeprav vemo, da sta za vzpostavljanje odnosa vedno potrebna oba udeleženca, pa je odgovornost in iniciativnost za vzpostavljanje tega mostu zlasti v začetnih fazah vzgoje vedno na strani odraslega, torej vzgojitelja ali učitelja. Vzgojiteljeva naloga v teh trenutkih je torej, da mladostnika sprejme z vso njegovo prtljago in začne z vzpostavljanjem odnosa, kar bo v bodoče njegovo glavno orodje vzgojnega delovanja. Temeljne prvine vzpostavljanja in vzdrževanja kakovostnega odnosa med vzgojiteljem in mladostnikom so: sprejemanje, osebna trdnost, humor, asertivna komunikacija, potrpežljivost, spoštovanje, iskrenost in empatija. Te prvine v prispevku podrobneje razčlenim in pojasnim. S svojim prispevkom želim prispevati k bolj kvalitetnemu načinu dela z mladostniki s čustvenimi in vedenjskimi motnjami, saj menim, da moramo strokovnjaki svoje delo ves čas samoevalvirati, ozaveščati svoje delovanje ter se izobraževati na področju odnosov. Le tako bomo lahko mladostnikom zagotovili varno, prijetno in strokovno okolje, kjer bodo lahko uresničili svoje potencialne.

KLJUČNE BESEDE: mladostniki, čustvene in vedenjske motnje, socialno pedagoško delo, kakovostni odnosi, vzgoja.

FUNDAMENTAL ELEMENTS OF THE RELATIONSHIP BETWEEN EDUCATORS AND ADOLESCENTS WITH BEHAVIORAL AND EMOTIONAL DISORDERS

ABSTRACT

The purpose of this paper is to show what are the fundamental elements of the relationship as the main mean of education that educators have in institutions that include children and adolescents with emotional and behavioral disorders. The purpose of the article is also to outline why the relationship is the one that primarily enables us quality and effective educational work. Establishing and maintaining a quality, safe and confidential relationship is a demanding task, which includes on the one hand the personal qualities of the educator, and on the other hand his professional work. Although we know that both participants are always needed to establish a relationship, the responsibility and initiative to establish this bridge, especially in the initial stages of education, is always on the side of the adult, ie the educator or teacher. The educator's task in these moments is therefore to accept the young person with all his mental baggage and start establishing a relationship, that will be the main mean for future work in education. The basic elements of establishing and maintaining a quality relationship between educator and adolescent are: acceptance, personal strength, humor, assertive communication, patience, respect, sincerity and empathy. I will analyze and explain these elements in more detail in the article. With my contribution, I want to contribute to a better way of working with young people with emotional and behavioral disorders, as I believe that professionals must constantly evaluate their work, raise awareness of their work and educate themselves in the field of relationships. Only in this way will we be able to provide young people with a safe, pleasant, and professional environment where they will be able to realize their potential.

KEYWORDS: adolescents, emotional and behavioral disorders, social pedagogical work, quality relationships, education.

URE POUKA V NARAVI

POVZETEK

Učenci potrebujejo vse več gibanja v naravi. Gibanje in šport sodita med pomembnejša dejavnika zdravega načina življenja mladih. Dolgotrajno sedenje v učilnicah, premalo iger in gibanja v naravi pomenijo za otroke oviro, podoživljajo strese, imajo upočasnjeno ali ovirano dozorevanje možganov in telesa ter manj kvalitetno učenje. Da bi se učenci več gibal v naravi, smo določene ure naravoslovja in tehnike, družbe, likovne umetnosti, ure športne vzgoje in nekatere dneve dejavnosti izvedli v okolici šole ali v učilnici na prostem. Učenje v naravi je učencem ponujalo priložnosti za drugačna sprejemanja ali poglobljanja učnih snovi. Raziskovanja, opazovanja in praktično delo v naravnem okolju je bilo za učence koristno. Tudi poskusi in pridobivanja novih spoznanj in ugotovitve, so bile korak bliže do reševanja določenega problema. Delo na prostem je krepilo njihov čut za skupinsko delo in jim omogočalo, da so postali bolj dovzetni za sprejemanje in razumevanje učnih snovi. Tudi z uporabo različnih pripomočkov, učnih listov in dodatne literature je bila učna snov lažja in bolj razumljiva. Učenje, povezano z gibanjem, znanjem in naravnim okoljem, je pozitivno vplivajo na njihovo zdravje, motoriko in učenje. Pomemben korak od tradicionalnega učenja v učilnici je bilo za zdravje otrok gibanje in učenje v naravi.

KLJUČNE BESEDE: gibanje v naravi, zdravje, učne ure v naravi, učilnica na prostem.

LESSONS IN NATURE

ABSTRACT

Pupils need more and more movement in nature. Exercise and sport are among the most important factors in a healthy lifestyle for young people. Sitting in classroom too long, just a few games and movements in nature are an obstacle for children, they relive stress, their maturation of brain and body is slowed or impeded, and it lowers the quality learning. In order for pupils to move more in nature, we held certain lessons of science and technology, society, art, physical education and some days of activities in the vicinity of the school or in the outdoor classroom. Learning in nature offered pupils opportunities for different acceptance or deepening of learning materials. Research, observation and practical work in the natural environment were useful for the pupils. Attempts and gaining new insights and findings were also a step closer to solving a certain problem. Working outdoors strengthened their sense of teamwork and allowed them to become more receptive to accepting and understanding learning materials. The use of various aids, worksheets and additional literature it also made the subject matter easier and more understandable. Learning related to movement, knowledge and the natural environment has a positive effect on their health, motor skills and learning. An important step away from traditional classroom learning is lesson in nature and it is also a movement for children's health.

KEYWORDS: movements in nature, health, lessons in nature, outdoor classroom.

SODELOVALNO UČENJE KOT METODA RAZVIJANJA MNOGOTERIH KOMPETENC PRI POUKU SLOVENŠČINE V GIMNAZIJAH

POVZETEK

V prispevku je predstavljenih nekaj metod sodelovalnega učenja, ki so bile izvedene pri pouku slovenščine v gimnaziji. Prikazane in opisane so različne metode, kot so sodelovalne karte, metoda več glav več ve, preverjanje v parih in okrogla miza. Gre za aktivne pristope k poučevanju, ki spodbujajo problemsko učenje. Analiza metod kaže, da dijaki v srednjih šolah pogrešajo učne ure z metodami sodelovalnega učenja, da so učinkovite, vendar le kadar gre za preverjanje in utrjevanje znanja, manj pa kadar gre za usvajanje novega znanja. V članku so prav tako predstavljeni nekateri problemi, s katerimi se učitelj srečuje pri načrtovanju učnih ur s tovrstnimi metodami. Mednje zagotovo sodijo organizacija prostora in časovna omejenost pri izvedbi, zato je članek problematizira tudi tradicionalno ukalupljenost šolskega sistema.

KLJUČNE BESEDE: sodelovalnost, učenje, dijaki, metode, sodelovalne karte, več glav več ve, preverjanje v parih, okrogla miza.

COOPERATIVE LEARNING AS A METHOD OF DEVELOPING MANY COMPETENCIES IN TEACHING SLOVENIAN IN GRAMMAR SCHOOLS

ABSTRACT

The article presents some methods of collaborative learning that were implemented in the teaching of Slovene in high school. Various methods are shown and described, such as collaborative cards, the multi-head multi-knowledge method, pair-checking, and a round-table. These are active approaches to teaching that promote problem-based learning. The analysis of methods shows that high school students miss lessons with collaborative learning methods to be effective, but only when it comes to testing and consolidating knowledge, and less so when it comes to acquiring new knowledge. The article also presents some of the problems a teacher encounters when planning lessons with such methods. These certainly include the organization of space and time constraints in implementation, so the article also problematizes the traditional moulding of the school system.

KEYWORDS: collaboration, learning, students, methods, collaborative cards, two heads are better than one, pair check, round-table.

SPOZNAVNI TABOR ZA DIJAKE 1. LETNIKA SREDNJE FRIZERSKE ŠOLE LJUBLJANA

POVZETEK

V članku so predstavljeni, cilji, pomen in vsebina spoznavnega tabora za dijake 1. letnika Srednje frizerske šole Ljubljana. Spoznavni tabor poteka v jesenskem času in traja tri dni. V članku so posebej izpostavljene socialne delavnice, ki so zasnovane izkustveno in so na taboru izvedene tako v formalni kot tudi neformalni obliki. Vsebina socialnih delavnic je zasnovana ciljno in sledi potrebam dijakov in krepitvi razrednih skupnosti. V sproščenem okolju se dijaki medsebojno spoznavajo, dobivajo nove izkušnje, gradijo in utrjujejo prijateljstva, razvijajo samostojnost in se učijo ustrezne komunikacije. Na taboru imajo pomembno vlogo tudi razredniki, ki dijake spremljajo v sproščenem in neformalnem okolju. Tako jih bolje spoznajo na osebni ravni, opazujejo razredno dinamiko, kar jim omogoča lažje načrtovanje dela tako z dijaki kot s starši. Dosedanje izkušnje kažejo, da je izkustveno učenje pristop, ki močno, vendar nevsiljivo nagovarja, hkrati pa pušča odprte možnosti in izbiro pri odločitvah. Spoznavnega tabora se udeleži večina vpisanih dijakov. Tabor doprinese k uspešnejši socialni integraciji, k izboljšanju podporne šolske klime in se konkretno kaže v zmanjšanem osipu dijakov. Kar v praksi pomeni konstantno število oddelkov od vpisa do zaključka izobraževanja, večji odstotek opravljenih interesnih dejavnosti, ki so v srednješolskem izobraževanju obvezne. Razredniki pa dobijo vpogled v razredno dinamiko in posamično ali v timu oblikujejo ideje za razredne ure, ki jih delijo s kolegi, kot primere dobre prakse.

KLJUČNE BESEDE: dijak, izkustveno učenje, komunikacija, razredna skupnost, spoznavni tabor.

AN INTRODUCTORY CAMP FOR THE FIRST-YEAR STUDENTS OF LJUBLJANA SECONDARY SCHOOL FOR HAIRSTYLING

ABSTRACT

The article presents the goals, the purpose and the content of the introductory camp for the first-year students of the Ljubljana Secondary School for Hairstyling. The camp takes place in autumn and lasts for three days. The article in particular emphasizes social workshops, which are based on experience and are conducted at the camp in both formal and informal form. The content of the social workshops is targeted and follows the needs of students as well as aims to strengthen class communities. In a relaxed setting student get to know each other, gain new experiences, build and strengthen friendships, develop autonomy and learn appropriate forms of communication. Class teachers also play an important role in the camp, accompanying the students in a relaxed and informal setting. Thus, they get to know the students better on a personal level, observe class dynamics, all of which facilitates the planning of their future activities with both students and their parents. Past experience shows that experiential learning is an approach that is strongly but unobtrusively persuasive, while leaving open options and a choice in decision-making. The majority of enrolled students attend the introductory camp. The camp contributes to a more successful social integration, a better supportive atmosphere at school and results in actual reduction of dropouts. In practice this means a consistent number of classes from the enrolment to the conclusion of schooling, a larger percentage of completed extracurricular activities, which are in the secondary education mandatory. Moreover, the class teachers gain an insight into the class dynamics and individually or in a group form ideas concerning the class meetings, which they share with their colleagues as examples of good practices.

KEYWORDS: student, experiential learning, communication, class community, introductory camp.

SKRB ZA DUŠEVNO ZDRAVJE OTROK IN MLADOSTNIKOV NA SPEKTRU AVTIZMA

POVZETEK

Avtizem kot vseživljenjsko prisotno stanje se kaže predvsem v težavah, izraženih na področju socialne komunikacije, socialne interakcije in fleksibilnosti mišljenja. Osebe z avtizmom se ob vsakodnevnih družabnih stikih pogosto soočajo z omenjenimi težavami. Posledično so izpostavljene velikemu stresu, kar negativno vpliva na njihovo duševno zdravje. V prispevku na konkretnem primeru predstavljamo opažene vidike stresa in razvoj anksioznosti. V nadaljevanju podajamo oblike pomoči, ki smo jih na šoli uporabili kot podporo učencu na spektru avtizma pri premagovanju stresa in razvijanju veščin za krepitev duševnega zdravja, in so se izkazale kot učinkovite. Izpostavljamo ključne vidike za zagotovitev uspeha: neposredno delo z učencem na spektru avtizma, sodelovanje s starši, pomen timskega dela in komunikacije med vsemi sodelujočimi pri vzgoji in izobraževanju učenca na spektru avtizma, sodelovanje z zunanjimi ustanovami, ki jih učenec obiskuje, ter stalno izpopolnjevanje znanja strokovnih delavcev in učiteljev. S prispevkom želimo podati nabor dejavnosti in ravnanj znotraj šolskega okolja, s katerimi lahko vplivamo na manjši pojav anksioznosti oziroma izboljšanje sposobnosti učencev na spektru avtizma za soočenje s stresom. Zanima nas, kako lahko predstavljeni načini dela in ozaveščanje o pomembnosti skrbi za duševno zdravje otrok in mladostnikov na spektru avtizma pozitivno vplivajo na krepitev duševnega zdravja celotne populacije.

KLJUČNE BESEDE: otroci in mladostniki na spektru avtizma, stres, anksioznost, duševno zdravje.

CONCERN FOR THE MENTAL HEALTH OF CHILDREN AND ADOLESCENTS ON THE AUTISM SPECTRUM

ABSTRACT

Autism as a lifelong state of affairs is manifested mainly in the difficulties expressed in the areas of social communication, social interaction and flexibility of thinking. People with autism often face these problems in their daily social interactions. As a result, they are exposed to high stress, which negatively affects their mental health. In this paper we present the observed aspects of stress and the development of anxiety in a specific case. The following are the forms of help that have been used at the school to support a pupil on the autism spectrum in overcoming stress and developing mental health skills, and have proven to be effective. We highlight key aspects to ensure success; direct work with a pupil on the autism spectrum, cooperation with parents, the importance of teamwork and communication among all participants in the education of a learner on the autism spectrum, cooperation with external institutions, attended by the pupil, and continuous training of the knowledge of professionals and teachers. With this paper we aim to present a collection of activities and practices within an educational/school environment, with which we can decrease the emergence of anxiety, and better the students' ability to confront stress. It is in our interest to understand how the mentioned practices, and raising awareness about the importance of mental health of children and youth on the autism spectrum, positively affect the strengthening of the mental health of the whole population.

KEYWORDS: children and adolescents on the autism spectrum, stress, anxiety, mental health.

MEDVRSTNIŠKO VODENA USTVARJALNA DELAVNICA

POVZETEK

Pomembna naloga sodobne šole je učiti učence za življenje. Poleg usvojenih znanj se pričakuje, da učenci razvijajo spretnosti, veščine in kompetence z aktivnim sooblikovanjem učnega okolja. V prispevku je predstavljen primer medvrstniško vodene ustvarjalne delavnice za učence od 2. do 4. razreda, ki je nastala na pobudo učenk izbirnega predmeta likovno snovanje 2. Osmošolke so načrtovale vse faze od ideje do izvedbe in samostojno izpeljale delavnico. Skupino dvanajstih učencev so naučile postopkov tiskanja z naravnimi materiali in gradnje likovnega izdelka s kombinirano tehniko. Sodelujoči učenci so spoznali novo likovno tehniko, bili ustvarjalni, se družili, sodelovali med seboj in tako razvijali socialne veščine, kulturo dialoga in koristno preživeli prosti čas. Izvajalke so poleg omenjenega razvijale še organizacijske in vodstvene veščine. Izvedena ustvarjalna delavnica je dokaz uspešnega medvrstniškega sodelovanja, s katerim so vsi sodelujoči uspešno nadgradili svoje znanje in krepili socialne veščine, ki jih lahko uporabijo v vsakdanji interakciji z drugimi. Tovrstne aktivnosti bi bilo smiselno nadaljevati in nadgraditi ter prenesti na druga področja.

KLJUČNE BESEDE: medvrstniško sodelovanje, spretnosti, kompetence, ustvarjalne delavnice.

PEER-LEADED CREATIVE WORKSHOP

ABSTRACT

An important task of a modern school is to teach pupils for life. In addition to the acquired knowledge, pupils are expected to develop skills, abilities and competences through active co-creation of the learning environment. The article presents an example of a peer-led creative workshop for pupils from 2nd to 4th grade, which was created on the initiative of pupils engaging the elective subject Art Design 2. Eighth-graders planned all phases from idea to implementation and independently executed the workshop. A group of twelve pupils were taught the procedures of printing with natural materials and creating an art product with a combined technique. The participating pupils learned new art technique and at the same time they were creative, they socialized, collaborated with each other and developed social skills, a culture of dialogue and spent their free time usefully. In addition, the eighth-graders also developed organizational and managerial skills. The conducted creative workshop is a proof of successful peer cooperation, with which all participants successfully upgraded their knowledge and strengthen their social skills, which can be used in everyday interaction with others. It would be meaningful to continue and upgrade such activities and transfer them on other areas.

KEYWORDS: peer collaboration, skills, competences, creative workshops.

ČUJEČNOST KOT SAMOPOMOČ PRI OBVLADOVANJU STRESA

POVZETEK

Eden od načinov zmanjšanja stresa je čuječnost. S čuječnostjo sem se srečala po naključju, ko sem iskala načine, kako stresno življenje omiliti in namesto skrbi spet najti veselje. Ko se je ponudila priložnost, sem se udeležila večtedenskega izobraževanja. Čuječnost sem izvajala s posebnimi dihalnimi vajami, pregledom telesa, kar pa zahteva veliko mero potrpežljivosti, vztrajnosti in časa. Z rednimi, vsakodnevnimi vajami sem že po dveh mesecih občutila številne spremembe v splošnem počutju, lažje sem se spopadala s psihičnimi pritiski, stresa nisem več občutila kot bremena, ampak kot nekaj, kar je možno rešiti. Odslej takoj prepoznam stres in začnem pravi čas ukrepati, saj vem, da je kroničen stres zelo škodljiv za moje telo. S čuječnostjo se mi je povrnilo zdravje, postala sem zadovoljna, sr(e)čna oseba. Naučila sem se drugačnega, prijaznega, neobsojajočega pogleda na svet. Znam se ustaviti, povezati s seboj, izstopiti iz avtopilota in uživati v tem trenutku, zdaj. Ojačala se je vsa paleta mojih zaznav, znam se uspešno izogniti stresu. Delo v razredu (kot učiteljica in razredničarka), s starši in sodelavci zame ni več tako stresno kot nekoč. S čuječnostjo odlično obvladujem stres, postala sem umirjena, strpna, empatična in razumevajoča. Naučila sem se poslušati prijazno in neobsojajoče, nekaj trenutkov počakati, šele nato odreagirati, ko se čustva, misli, umirijo in poležejo. Postala sem boljši človek in boljša učiteljica.

KLJUČNE BESEDE: stres, spopad s stresom, samopomoč, čuječnost, spremembe.

MINDFULNESS AS SELF- HELP IN COPING WITH STRESS

ABSTRACT

One way to reduce stress is mindfulness. I came across mindfulness by accident, when I was looking for ways to ease my stressful life and to find joy, instead of worries. When the opportunity arose, I took part in a multi-week training course. I have practiced mindfulness through special breathing exercises, body scanning which requires a great deal of patience, perseverance and time. With regular, daily exercises, after only two months I felt many changes in my overall well-being, I could cope with mental pressures better, stress was no longer a burden but something that could be solved. From now on I recognize stress immediately and take action the right time, because I know that chronic stress is very harmful to my body. Through mindfulness, my health was restored and I became a happy, wholehearted person. I learned a different, kind, non-judgmental way of looking at the world. I know how to stop, connect with myself, get out of autopilot and enjoy the moment, now. The whole range of my perceptions has strengthened and I can avoid stress successfully. Working in the classroom (as a teacher and class teacher), with parents and my colleagues is not as stressful as it used to be. Mindfulness has helped me to cope with stress well. I have become a calm, tolerant, empathetic and understanding person. I have learned to listen kindly and non-judgementally, to wait for a few moments and to react only when emotions, thoughts, calm down. I have become a better person and a better teacher.

KEYWORDS: stress, coping with stress, self-help, mindfulness, changes.

SLOVENIJA – MOJ DRUGI DOM
Uspešno vključevanje učencev priseljencev v slovenski izobraževalni sistem na OŠ Šmartno pod Šmarno goro

POVZETEK

V svojem strokovnem članku bom predstavila nekaj primerov dobre prakse pri vključevanju učencev priseljencev v osnovnošolsko izobraževanje na naši šoli. V zadnjih nekaj letih se je v osnovnošolsko izobraževanje na naši šoli vključilo 10 učencev priseljencev, ki prihajajo iz Bosne, Črne gore, Srbije in Anglije. Skušala sem prikazati, na kakšen način je potekalo njihovo vključevanje v naše šolsko okolje. Izpostavila sem predvsem jezikovni in socialni vidik njihovega vključevanja. Osrednjo vlogo pri integraciji učencev priseljencev smo namenili učenju slovenščine, saj je jezik osnovno orodje sporazumevanja, ki jim omogoča pridobivanje znanja in socializacijo. V članku so tako prikazane metode učenja slovenščine ter napredek učencev v tem procesu. Učenje slovenščine je potekalo na več načinov: pri rednem pouku slovenščine in drugih učnih predmetih, s pomočjo ur dodatne strokovne pomoči, na interesni dejavnosti Živim slovenščino, pri sodelovanju učencev v šolskem glasilu, na šolskih prireditvah. Kot učiteljica slovenščine sem uporabljala sodobne pristope pri učenju slovenščine učencev priseljencev, pri čemer sem vnašala tudi elemente medkulturnosti. S pomočjo delavnic, medvrstniške pomoči pri razumevanju učne snovi ter neformalnega druženja znotraj razredne skupnosti smo spodbujali tudi socialno vključevanje teh učencev. Menim, da smo v času dela z učenci priseljenci ustvarili pogoje za dobro vključitev teh učencev v slovenski šolski sistem, kar dokazuje, da učno in socialno dobro napredujejo.

KLJUČNE BESEDE: učenci priseljenci, jezikovno vključevanje, socialno vključevanje, medkulturnost.

SLOVENIA – MY SECOND HOME
Successful integration of immigrant pupils into the Slovenian education system at Šmartno pod Šmarno goro Primary School

ABSTRACT

In my professional article, I will present some examples of good practice of the integration of immigrant pupils into primary education at our school. In the last few years, ten immigrant pupils from Bosnia, Montenegro, Serbia and England have joined our school. I tried to present the way they were integrated into our school environment. I put the emphasis on the linguistic and social aspects of their integration. The central part of the integration of immigrant pupils has been teaching them Slovene because a language represents the basic tool of communication that enables one to acquire knowledge and to socialize. This article presents the methods of learning Slovene and the progress of the students in the process. The learning of Slovene was carried out in several ways: in regular Slovene lessons and other subjects, with the help of extra-curricular support team, within an extra-curricular activity called "I Live Slovene", while participating in the school newsletter and during other school events. As a teacher of Slovene, I have used modern approaches to teaching Slovenian to immigrant students, while also introducing elements of interculturalism. The social inclusion of these immigrant students has been encouraged by different workshops, peer support with the schoolwork in their everyday school environment and by informal interaction with their classmates in their classroom community during lessons. I believe that during my time working with immigrant pupils we have created the conditions for them to integrate well into the Slovenian school system. This has been proven by the fact they are progressing well both academically and socially.

KEYWORDS: immigrant pupils, linguistic integration, social integration, interculturality.

VEDENJSKO MOTEČ UČENEC V RAZREDU

POVZETEK

Učitelji v svoji vsakodnevni praksi opažamo marsikatero spremembo na področju vzgoje otrok. Včasih je bila vloga družine in vzgoja otrok zaradi enostavnejše kulture lažja, danes pa postaja zahtevnejša predvsem zaradi raznovrstne družbe v kateri živimo. V šolah je vse več učencev, ki imajo vedenjske in čustvene težave, zato s svojimi motečimi oblikami vedenja povzročajo težave učiteljem, vrstnikom, staršem in širšemu okolju. V sodobnem času se vedenjska težavnost pojavlja vzporedno s širšimi družbenimi spremembami (socialna neenakost, nezadostna skrb staršev, razvezane družine, brezposelnost...). Otroci odraščajo v obremenjenih družinskih situacijah, ob stresih in konfliktnih okoliščinah, kar še dodatno otežuje njihov razvoj. Učitelji in svetovalni delavci se tako znajdemo v situacijah, ki zahtevajo pomoč posameznim otrokom. Pozitivna pričakovanja in pozitiven odnos učitelja do učenca veliko prispevata k zmanjšanju težav. Prispevek opisuje učenca četrtošolca, ki zaradi razveze staršev doživlja hudo čustveno stisko, kar se kaže v izrazitih vedenjskih motnjah, ki negativno vplivajo na njegov vsakdanjik. Cilj prispevka je poudariti pomen prilagojenega pristopa dela s takim učencem ter vključevanje širšega strokovnega tima na šoli, seveda pa tudi staršev v reševanje težav. Namen tega prispevka je prikazati, kako pomembna je prilagodljivost učitelja in razumevanje otroka, ki se sooča z vedenjskimi težavami. Opisani so pristopi, ki zahtevajo razumevajočega učitelja, podarjajo pomen razredne klime in pozitivne samopodobe ter vključujejo prilagojen pedagoški pristop.

KLJUČNE BESEDE: vedenjske težave, ločitev staršev, pomoč učencu, prilagojen program dela.

BEHAVIORALLY DISRUPTIVE STUDENT IN THE CLASSROOM

ABSTRACT

Teachers in our daily practice notice many changes in the field of child rearing. In the past, the role of the family and raising children was easier due to a simpler culture, but today it is becoming more demanding mainly due to the diverse society in which we live. There are more and more students in schools who have behavioral and emotional problems, so with their disruptive forms of behavior they cause problems for teachers, peers, parents and the wider environment. In modern times, behavioral difficulties appear in parallel with wider social changes (social inequality, insufficient parental care, divorced families, unemployment...). Children grow up in stressful family situations, under stress and conflict circumstances, which even more complicates their development. Teachers and counselors thus find themselves in situations that require the help of individual children. Positive expectations and a positive attitude of the teacher towards the student contribute a lot to reducing problems. The article describes a fourth-grader who experiences severe emotional distress due to his parents' divorce, which is reflected in pronounced behavioral disorders that negatively affect his daily life. The aim of the paper is to emphasize the importance of a tailored approach to working with such a student and the involvement of a wider professional team at the school and of course parents in solving problems. The purpose of this paper is to show the importance of teacher adaptability and understanding of a child facing behavioral problems. Approaches that require an understanding teacher, emphasize the importance of classroom climate and positive self-image, and include a tailored pedagogical approach are described.

KEYWORDS: behavioral problems, parental separation, student assistance, tailored work program.

JE NASILJE ODGOVOR?

POVZETEK

Konflikti so nenehno prisotni v naših življenjih. Pomembno je, da se zavedamo, da vsi konflikti nimajo negativnega značaja. Kadar pa konflikti vodijo v katerokoli vrsto nasilja nad otroki, je naloga odraslih, da ukrepamo. Pri tem je pomembno, da se zavedamo, da so pomoči potrebne tako žrtve kot tudi nasilneži. Le če smo dovolj tankočutni, odprti in iskreni, lahko žrtvam pomagamo. Predvsem pa je najpomembnejše dejstvo, da nasilje ni odgovor. Na OŠ Starše se težav v zvezi z nasiljem lotevamo načrtno in sistematično. Pri tem sledimo nalogam, začrtanim v vzgojnem načrtu. Zavedamo se, da imamo učitelji pri prepoznavanju in preprečevanju nasilja pomembno vlogo in hkrati neprecenljivo možnost, da delujemo preventivno in učence ozaveščamo o nenasilnem delovanju ter jih skušamo opolnomočiti, kako se izogniti konfliktom. S tem namenom redno izvajamo razredne delavnice in socialne igre, s katerimi krepimo njihovo samozavest, spoštovanje do sebe in drugih ter razvijamo empatijo. Naš cilj je ničelna toleranca do nasilja in le preventivno delovanje nas lahko pripelje do njega. Na poti k doseganju našega cilja je izjemnega pomena, da smo dovolj tankočutni, da nasilje zaznamo. Zaznava nasilja od nas terja nujno ukrepanje v smislu ozaveščanja učencev, preventivne dejavnosti z raznovrstnimi delavnicami, prav tako pa pomoč žrtvam in nasilnežem. Zato je šola institucija, ki lahko nudi pomoč in podporo.

KLJUČNE BESEDE: medvrstniško nasilje, konflikt, reševanje konflikta, ukrepanje.

IS VIOLENCE THE ANSWER?

ABSTRACT

Conflicts are a constant part of our lives. It is important to be aware that not all conflicts have negative character traits. However, when conflicts lead to any kind of violence against children it is the adults' responsibility to take action. We have to be aware of the fact that both the victims and the bullies need help. Only if we are sensitive, open and sincere enough we can help the victims. The most important fact is that violence is not an answer. At Primary School Starše, we deal with problems concerning violence intentionally and systematically. In doing so we follow the educational plan of our school. We are conscious of the importance of our role as teachers in recognition and prevention of violence. We also have a precious possibility of working preventively and making students aware of non-violent actions as well as empower them to avoid conflicts. With this intention, we regularly prepare class workshops and social games to build up their confidence, self-respect and respect for others and along with developing empathy. Our goal is zero tolerance towards violence and we can achieve it only by taking preventive actions. It is of utmost importance when achieving our goal that we are sensitive enough to recognize violence. When we recognize violence, we have to react by making students aware of violence, preparing preventive activities with various workshops as well as helping the victims and the bullies. That is why school is an institution, which can offer help and support.

KEYWORDS: peer violence, conflict, conflict resolution, taking action.

AKTIVNO UČENJE TUJEGA JEZIKA

POVZETEK

Živimo v dobi multimedije, ki bi nam naj omogočila učinkovitejše učenje. Velikokrat je moderno učenje preveč statično in vpliva tudi na medsebojne odnose in na zmanjševanje telesna dejavnost. Igra je učinkovit način za aktivno učenje jezika, saj skozi različne dejavnosti vzbujamo pozornost otrok in jih motiviramo k dejavnostim, kar vodi k zanimivemu, razgibanemu pouku in posledično k trajnejšemu znanju. Kadar pouk poteka na ustvarjalnem in dinamičen način, je osvajanje znanja bolj sproščeno. Otroci čutijo notranjo potrebo po gibanju in jih ni treba posebej spodbujati, da izstopijo iz »območja udobja«, ki ga prinaša tako imenovani tradicionalni pouk, pri katerem je učitelj v ospredju. Aktivno vlogo prevzamejo učenci. S pomočjo iger, ki jih večinoma poznajo in igrajo tudi v zasebnem življenju, lahko na zanimiv in aktiven način utrjujejo tako besedišče kot tudi slovnico. Res je, da je slovnica običajno tisti del učenja jezika, za katerega posameznike najtežje motiviramo, pa tudi tukaj lahko uporabljamo številne igre. Besedišče in slovnico lahko utrjujejo s pomočjo namiznih iger (kot so bingo, domine, spomin, detektivi) ali gibalnih iger (kot so sadna solata, barvice, »1, 2 ali 3«, »Hatschi-Patschi«). Kadar učenje jezika poteka na zabaven način, učenci pridobivajo pogum in s tem lažje premagajo morebitni notranji strah in ne razmišljajo o napakah. Učenci se na splošno radi igrajo in se na ta način tudi povezujejo in sodelujejo kot skupina. Z igro omogočimo dinamičen in inovativen način učenja oziroma utrjevanje, ne le pri jeziku, temveč tudi pri drugih družboslovnih ali naravoslovnih predmetih.

KLJUČNE BESEDE: aktivno učenje, igra, zabavno učenje.

ACTIVE FOREIGN LANGUAGE LEARNING

ABSTRACT

We live in an age of multimedia that should enable us to learn more effectively. Many times, modern learning is too static and also affects interpersonal relationships and reduced physical activity. Play is an effective way to actively learn a language, as through various activities we attract children's attention and motivate them to activities, which leads to interesting, varied lessons and consequently to more lasting knowledge. When teaching takes place in a creative and dynamic way, the acquisition of knowledge is more relaxed. Children feel an inner need to move and do not need special encouragement to step out of the "comfort zone" brought about by the so-called traditional teaching, in which the teacher is at the forefront. Students take an active role. With the help of games, which are mostly known and played in private life, they can consolidate both vocabulary and grammar in an interesting and active way. It is true that grammar is usually the part of language learning for which we find it most difficult to motivate individuals, but even here we can use many games. Vocabulary and grammar can be consolidated through board games (such as bingo, dominoes, memory, detectives) or movement games (such as fruit salad, crayons, green crocodile, "Hatschi-Patschi"). When learning a language takes place in a fun way, students gain in courage, making it easier to overcome potential inner fears and not think about mistakes. Pupils generally like to play and in this way also connect and participate as a group. Through the game, we enable a dynamic and innovative way of learning or consolidation, not only in language, but also in other social sciences or natural sciences.

KEYWORDS: active learning, play, fun learning.

RAZREDNO TUTORSTVO NA GIMNAZIJI CELJE – CENTER

POVZETEK

V šolskem letu 2014/2015 se je na Gimnaziji Celje – Center na pobudo šolskega dijaškega razvojnega tima vzpostavil sistem delovanja t. i. razrednih tutorjev, ki predstavlja pomembno medvrstniško vez in zapolnjuje podporno vrzel ob prehodu iz osnovnega v srednješolsko izobraževanje. Mrežo tutorjev vodim od šolskega leta 2019/2020. V tem času smo vzpostavili strukturiran in kontinuiran sistem, ki se je iz spontanega delovanja razvil v dobro organizirano in usmerjeno delo. Tutorji v razredih prvega letnika izvajajo sodelovalne in povezovalne aktivnosti, sodelujejo pri izvedbi dogodkov, pomagajo pri logističnih preprekah, spodbujajo in s koristnimi napotki seznanjajo prvošolce z načini dela pri pouku ter dodatnimi aktivnostmi šole. V prispevku je predstavljen sistem izbire in delovanja razrednih tutorjev ter rezultati (samo)evalvacije dela razrednih tutorjev. Prvošolci razredne tutorje prepoznajo kot pomembno oporo ob stresnem prehodu v srednjo šolo, učinke njihovega dela vedno bolj prepoznajo tudi razredniki. Dijaki delo opravljajo prostovoljno, razlogi za tutorstvo so različni, najpogosteje navajajo, da jih pri odločitvi vodi želja pomagati sovrstnikom. Izkušnje kažejo, da sistem tutorstva dijakom omogoča razvoj in krepitev ključnih elementov socialne kompetentnosti, spodbuja prizadevnost za vzajemne odnose in krepi občutek pripadnosti. Mreža tutorjev tako pomembno prispeva k oblikovanju spodbudnega, varnega in odnosom naklonjenega šolskega okolja.

KLJUČNE BESEDE: tutorstvo, razredni tutorji, stres, prehod v srednjo šolo.

CLASS TUTORING AT GIMNAZIJA CELJE – CENTER

ABSTRACT

In the school year 2014/2015, the system of so-called class tutors started at Gimnazija Celje – Center following the initiative of the students' development team. It provides an important peer-bond and serves as a support link in the transition from elementary to middle school education. I have been in charge of the tutor network since the school year 2019/2020. During this period, we set up a well-structured and continuous system, which has developed from a spontaneous into a well-organized and goal-oriented work. The tutors carry out co-operative and connecting activities in the first-year classes, help organizing events, help overcome logistical obstacles, encourage, and inform-through useful tips- the first-year students about the learning methods in the classroom as well as about the additional activities at the school. This paper presents the system of selection and the way of acting of class tutors as well as the results of their (self)-evaluation. The first graders find the class tutors to be an important support during the stressful transition to middle school. The class teachers also appreciate their achievements more and more. The class tutors work voluntarily. The most common reason for this work is their desire to help their peers. Experience shows that the tutoring system allows students to develop and consolidate key elements of social skills, encourages efforts to build community relationships and strengthens the sense of belonging. The network of tutors thus contributes extensively to the creation of the encouraging, safe and relation based school environment.

KEYWORDS: tutorship, class tutors, stress, transition to the middle school.

UPORABA SPLETNIH ORODIJ PRI PRAKTIČNEM POUKU ELEKTROTEHNIKE

POVZETEK

Pouk na daljavo je zahteval ogromno iznajdljivosti vseh vključenih v pedagoškem procesu. Pred poseben izziv smo bili postavljeni učitelji pri praktičnih vsebinah, saj predvsem iz varnostnih razlogov in pa materialnih zahtev nismo imeli možnosti na daljavo izvajati praktičnega pouka, enakovrednega pouku v šolski delavnici. Za zelo priročno rešitev so se izkazala številna brezplačna spletna orodja, eno izmed njih, Tinkercad, bom podrobneje predstavil v tem strokovnem prispevku. V strokovnem prispevku dodatno ugotavljam, da je dijake smiselno s tem spletnim orodjem seznaniti tudi v času pouka v šolski delavnici. Uporaba spletnega orodja omogoča učitelju učinkovito demonstracijo posameznih praktičnih nalog, dijaki pa tako lažje dosegajo zastavljene učne cilje. Pred izvedbo realne naloge dijaki namreč le to najprej računalniško simulirajo in tako pozneje bolj samozavestno pristopijo k praktični izvedbi, izgubijo strah pred nenamernim poškodovanjem elektronskih komponent, prenekatera ideja pa se skozi simulacijo realizira v gotov izdelek.

KLJUČNE BESEDE: spletno orodje Tinkercad, simulacija realnih vezij, praktični pouk elektrotehnike.

THE USAGE OF WEB TOOLS AT PRACTICAL LESSONS OF ELECTRICAL ENGINEERING

ABSTRACT

Online lessons demanded a lot of inventiveness. An especially huge challenge for teachers were practical lessons, because of safety reasons and material demands we had no possibility to practice that kind of lessons online the way we would do at the workshop. Many web tools have been a very useful solution, as an example I will present Tinkercad in this article. I am also finding out that students should be educated about that web tool even while being at school. The usage of that tool enables an effective demonstration of practical exercises and students are more likely going to achieve goals. They would have the opportunity to practice the project online before trying it for real. That way they would be more confident and would lose the fear of unintentionally damaging the electronical components.

KEYWORDS: web tool Tinkercad, simulation of the real electronic circuit, practical lessons of electrical engineering.

SKRB ZA ZDRAVJE

POVZETEK

Naša šola je že vrsto let vključena v mednarodni projekt Zdrava šola. Vanj so vključeni učenci, učitelji, starši ter zunanji strokovni delavci. V okviru projekta v šoli izvajamo različne dejavnosti, s katerimi spodbujamo zavest o skrbi za zdravje in tudi zdravo živimo. Predstavimo nekaj delavnic in programov, ki jih izvajamo poleg pouka, ter dneve dejavnosti; vse to v povezavi z zdravjem. Prikažemo tudi rezultate anketnega vprašalnika, s katerim smo med učenci od šestega do devetega razreda skušali izvedeti, kako sami skrbijo za svoje zdravje in kaj jim zdravje pomeni. Na koncu prispevku opišemo dve ideji za novo šolsko leto, in sicer Pet minut do osmih v telovadnici in Pridi in povej.

KLJUČNE BESEDE: Zdrava šola, zdravje, dejavnosti, učenci.

HEALTH CARE

ABSTRACT

Our school has been involved in the international project Healthy School for many years. It includes students, teachers, parents and external professionals. As part of the project, we are carrying out various activities to promote awareness of health care and at the same time live a healthy life. We present some workshops and programs that we run within regular classes, as well as activity days; all in connection with health. In this paper, we present these activities as well as the results of a survey carried out among students from sixth to ninth grade. In the survey we tried to find out how they take care of their own health and what health means to them. At the end we give some suggestions of what the school can do for the health of children and employees and describe two ideas of healthy activities in the new school year: At Five to Eight in the Gym and Come and Tell.

KEYWORDS: Healthy School, Health, Activities, Students.

ZNAAČILNOSTI MOTENJ HRANJENJA MED OTROCI IN NAJSTNIKI V SODOBNEM ČASU

POVZETEK

Sodobna družba se srečuje z aktualno problematiko motnje hranjenja, ki je vse pogostejša bolezen pri vse mlajši populaciji in ne prizadene samo deklic, temveč tudi dečke. Oseba, ki trpi zaradi motnje hranjenja, kaže svoje težave s spremenjenim odnosom do hrane in prehranjevanja. Poleg že znanih motenj kot so anoreksija in bulimija nervosa se je v zadnjih desetletjih pojavila še ena povsem nova oblika motenj, ki je po svoji naravi nekoliko drugačna od ostalih, vendar si z ostalimi deli nekaj značilnosti poimenovana je ortoreksija, kar v dobesednem prevodu pomeni obsedenost z zdravim življenjskim slogom. Bigoreksija je motnja, pri kateri se mladi fantje pretirano usmerijo v izgradnjo mišičastega telesa, od znotraj pa so depresivni, se izolirajo od odnosov, izvajajo posebne rituale glede hranjenja, svoje mišičasto telo moteno zaznavajo kot pretirano suho, v skrajnem primeru pa so zasvojeni tudi z anaboličnimi steroidi, ki imajo mnoge zelo škodljive posledice. Bolniki z motnjo hranjenja izražajo notranje stiske kot so jeza, strah, žalost, praznino. Neustrezen pristop pri reševanju konfliktov in seveda tudi neustrezen pristop k vzgoji naših otrok veliko pripomore k razvoju motenj hranjenja. Vložiti bo potrebno še veliko časa in truda, da bomo lahko z uspešno preventivo zmanjšali dejavnike tveganja za pojav tovrstnih motenj. S prispevkom smo želeli ozavestiti in seznaniti dijake in dijakinje Izobraževalnega centra Piramida o motnjah hranjenja, o njenih telesnih posledicah.

KLJUČNE BESEDE: anoreksija nervosa, bulimija nervosa, ortoreksija, bigoreksija, faze zdravljenja.

CHARACTERISTICS OF EATING DISORDERS AMONG CHILDREN AND TEENAGERS IN MODERN TIME

ABSTRACT

Modern society is facing the current problem of eating disorders, which is an increasingly common disease among younger population, and affects not only girls but also boys. A person suffering from eating disorder shows a changes attitude towards food and eating. In addition to the well known disorders such as anorexia and bulimia nervosa, another new form of disorder has emerged in recent decades. It may slightly differ from other eating disorders, but has also some features. It is called orthorexia, which literally means obsession with a healthy lifestyle. Bigorexia is a disorder in which young boys focus excessively on building a muscular body, are depressed, they isolate themselves from relationships, perform special eating rituals, perceive their muscular body as disturbed and excessively thin, and in extreme cases are also addicted to anabolic steroids, which have many detrimental effects. Patients with an eating disorder express internal distress such as anger, fear, sadness and emptiness. An inappropriate approach to conflict resolution and upbringing of our children contributes to the development of eating disorders. A lot of time and effort will be needed to successfully reduce the risk factors for such disorders through successful prevention. With this article we wanted to raise awareness about eating disorders and their physical consequences among students of Education Centre Piramida.

KEYWORDS: anorexia nervosa, bulimia nervosa, orthorexia, bigorexia, treatment stages.

MEDVRSTNIŠKO NASILJE

POVZETEK

Kako odgovoriti na vrstniško nasilje, ki smo mu priča? Odrasli smo se nasilju dolžni upreti zaradi lastne varnosti in varnosti naših otrok. Dolžni smo se naučiti prepoznati tudi manj izrazite oblike nasilja in morebitne posledice, naučiti se moramo braniti pred nasilneži in vedeti, kje poiskati pomoč. Ko iščemo možne načine reševanja in preprečevanja vrstniškega nasilja, se moramo zavedati, da je vsak otrok enkratno, pa tudi situacije, ki sprožajo reakcije otrok, se razlikujejo, zato ustaljeni in pogosto uporabljeni načini reševanja problemov, povezanih z vrstniškim nasiljem, niso vedno učinkoviti pri vseh otrocih. Ko se je na šoli pojavilo psihično nasilje v enem izmed razredov, je bilo potrebno takoj ukrepati. Potrebno je bilo razmisliti, kako delovati v razredu, da bi dosegli spremembo mišljenja in vedenja pri dijakih v zvezi s pojmom nasilja. V sklopu razrednih ur se je zato izvedla dvournica z naslovom »Kaj je vrstniško nasilje in kako ukrepati?«. Po izvedbi delavnice je po besedah dijakinj in razredničarke psihično nasilje v razredu popolnoma prenehalo, obenem pa se je izboljšala razredna klima ter medosebni odnosi. V prispevku je predstavljen pojem medvrstniško nasilje in njegove posledice ter delavnica, ki se je izvajala pri urah oddelčne skupnosti v primeru pojava nasilja v oddelku. Namen prispevka je predstaviti primer delavnice, ki se lahko uporabi za delo z razredno skupnostjo v primeru pojava nasilja in jo lahko uporabijo tudi drugi strokovni delavci (učitelji, razredniki, svetovalni delavci) na drugih vzgojno izobraževalnih ustanovah.

KLJUČNE BESEDE: izvedba delavnice, konflikt, medvrstniško nasilje, posledice nasilja.

PEER VIOLENCE

ABSTRACT

How to respond to the peer violence we are witnessing? We adults have a duty to resist violence for our own safety and the safety of our children. We are obliged to learn to recognize less distinctive forms of violence and possible consequences, we must learn to defend ourselves from bullies and know where to seek help. When looking for possible ways to solve and prevent peer violence, we must be aware that every child is unique, and situations that trigger children's reactions are different, so established and commonly used ways of solving problems related to peer violence are not always effective with all children. When psychological violence occurred in one of the classes at school, immediate action was needed. It was necessary to consider how to work in the classroom in order to achieve a change in the thinking and behaviour of female students regarding the concept of violence. As part of the class meetings, a two-hour workshop with the title "What is peer violence and how to take action?" was organised. After the workshop, according to the students and the class teacher, the psychological violence in the classroom completely stopped. Moreover, the classroom climate and interpersonal relationships improved. The article presents the concept of peer violence and its consequences, as well as a workshop conducted during the classes of classroom community in the event of violence in the classroom. The purpose of this paper is to present an example of a workshop that can be used to work with the class community in the event of violence and can also be used by other professionals (teachers, class teachers, counsellors) at other educational institutions.

KEYWORDS: conflict, consequences of violence, peer violence, workshop implementation.

POHVALA KOT STRATEGIJA V PEDAGOŠKEM PROCESU

POVZETEK

Znotraj pedagoškega procesa se odvija veliko aktivnosti, ki zahtevajo veliko mero sodelovanja, angažiranosti in predvsem motivacije s strani vseh udeležencev. Učenci, ki se srečujejo z različnimi težavami, učni proces pogosto motijo in iščejo pozornost na neprimeren način. Učitelji želimo učence voditi k željenemu vedenju z zgledom, razlago in žal v našem prostoru pogosto tudi z ostro kritiko. V prispevku smo osvetlili pomen pozitivne spodbude pri učencih s ciljem sodelovanja pri pouku oziroma krepitve zelenega vedenja. Predstavili smo principe pohval, prikazali nekaj konkretnih primerov osredotočenja na izražanje pohval znotraj učnega procesa ter ovrgli dvom, da pohvale razvadijo. Ugotavljamo, da je pomembno, da so pohvale konkretne, aktualne ter predvsem pristne. Pohvala kot strategija v pedagoškem procesu se izraža v prijetnejši razredni klimi, razvoju učenčeve pozitivne samopodobe in pogostejšemu zelenemu vedenju.

KLJUČNE BESEDE: pohvala, pozitivna spodbudba, pozitivna samopodoba.

PRAISE AS A STRATEGY IN THE PEDAGOGICAL PROCESS

ABSTRACT

Within the pedagogical process, many activities take place that require a great deal of cooperation, commitment and, above all, motivation of all participants. Students who face a variety of problems often disrupt the learning process and seek attention in an inappropriate way. As teachers, we want to lead students to the desired behavior by being a role model, explanation and, unfortunately, in Slovenia, often with sharp criticism. In this article, I highlighted the importance of positive encouragement in students with the aim of participating in lessons or strengthening the desired behavior. I presented principles of praise and different approaches. I find it important that praise is concrete, at the moment, and above all genuine. Praise as a strategy in the pedagogical process is shown in a more pleasant classroom climate, the development of the student's positive self-image and more frequent desired behavior.

KEYWORDS: praise, positive encouragement, positive self-image.

PODJETNOST KOT SEDMA KOMPETENCA V UČNEM OKOLJU

POVZETEK

Svet Evropske unije je opredelil osem kompetenc vseživljenjskega učenja. Vsaka kompetenca je kombinacija znanja, spretnosti in odnosov, pri čemer se ena kombinacija nanaša na podjetnost in govorimo o podjetnostni kompetenci. Ta je ključna tudi za razvoj podjetnosti in inovativnosti pri dijakih, pa vendar še zmeraj opažamo, da pri implementaciji te veščine v šolski prostor ostajamo preveč na površini. Na šoli smo tako zbrali 40 dijakov ter se lotili prijave na razpis za spodbujanje inovativnosti in podjetnosti med mladimi, kjer z izven šolskimi dejavnostmi krepimo veščine podjetnosti in inovativnosti. Glavni namen in hkrati cilj izvajanja programa je tako dijakom omogočiti celosten vpogled v svet podjetništva. Ključni dejavnik tako predstavlja sodelovanje podjetnika v pedagoškem procesu. Tako spodbujamo razvoj lastnih idej dijakov oz. rešujemo izzive podjetij kot avtentičnih problemov iz okolja. Čez celotno šolsko leto izvajamo obšolsko dejavnost za krepitev veščin podjetnosti in priredimo Start – up vikend za dijake. S tem želimo zagotoviti celostno obravnavo ključnih kompetenc v 21. stoletju ter poudarjamo aktivno vlogo posameznika v tem procesu, kar bom v prispevku podrobneje opisoval in nanizal nekaj vidikov dejavnikov uspeha pri tem. Le tako ustvarjamo spodbudno okolje za podjetnost ter strokovne delavce šole opolnomočimo s tandemskim poučevanjem.

KLJUČNE BESEDE: medpredmetno povezovanje, kreativno razmišljanje, kurikulum, podjetnost, projekt.

ENTREPRENEURSHIP AS THE SEVENTH COMPETENCE IN THE LEARNING ENVIRONMENT

ABSTRACT

The Council of the European Union has identified eight competences for lifelong learning. Each competence is a combination of knowledge, skills and attitudes, one combination of which refers to entrepreneurship and we talk about entrepreneurship competence. This is also crucial for the development of entrepreneurship and innovation in students, but we still notice that in the implementation of this skill in the school space we remain too superficial. We gathered 40 students at the school and started applying for the tender for the promotion of innovation and entrepreneurship among young people, where we strengthen entrepreneurship and innovation skills through extracurricular activities. The main purpose and at the same time the goal of the program is to provide students with a comprehensive insight into the world of entrepreneurship. The key factor is the entrepreneur's participation in the pedagogical process. Thus, we encourage the development of students' own ideas or we solve the challenges of companies as authentic problems from the environment. Throughout the school year, we carry out extracurricular activities to strengthen entrepreneurial skills and organize a Start - up weekend for students. With this we want to ensure a holistic treatment of key competencies in the 21st century and emphasize the active role of the individual in this process, which I will describe in more detail and list some aspects of success factors in this. Only in this way do we create a stimulating environment for entrepreneurship and empower the school's professional staff with tandem teaching.

KEYWORDS: cross-curricular integration, creative thinking, curriculum, entrepreneurship, project.

ŠPORT IN SOCIALNE VEŠČINE

POVZETEK

V življenju posameznika vseskozi krepimo različne zmogljivosti, a včasih nekatere stvari težko zmoremo sami. V okviru projektnega tedna, v katerem je sodelovalo sedemindvajset dijakov drugega in tretjega letnika Gimnazije Novo mesto, smo želeli v praksi prikazati, kako je pomembno znati prevzemati odgovornost, znati sodelovati, biti empatičen, spoštljiv in spoštovan. Zelo pomembno je tudi slediti zastavljenemu cilju. Skozi štiridnevne delavnice, ki so bile izvedene v naravi, izven sedeža zavoda ter že v sami pripravi na izvedbo, ki je trajala slaba dva meseca, smo s pomočjo vzdržljivostnih športnih dejavnosti, socialnih iger ter veščin krepili svoje odnose, da bi se zavedali pomena slehernega posameznika in prispevka, ki ga nameni za skupni cilj. Spoznali smo, da motivacija ob varnem in spodbudnem učnem okolju ni problem, vsak posameznik pa ima zagotovo še veliko prostora za napredek in razvoj. Pokazalo se je namreč, da je mnogo najstnikov, ki so kljub doseganju izvrstnih dosežkov na področja znanja nekoliko slabše opremljeni s praktičnimi znanji, ki jih bodo potrebovali v življenju. Spoznali so, da brez težav preživijo svoj dan brez mobilnih aparatov, še več, bilo jim je celo všeč. V kolikor so mladostniki psihično ali fizično zaposleni jim takšen izziv ni težko opraviti. Krepitev socialnih veščin skozi igro bi bilo tako smiselno vpeljevati v vsakodnevni pouk oziroma dneve dejavnosti. Delavnico bi lahko nadgradili, če bi sleherni aktivnost v njej pripravili dijaki sami. Za spremembe je dovolj majhen korak.

KLJUČNE BESEDE: zmogljivost, projektni teden, vzdržljivostne športne dejavnosti, socialne veščine.

SPORT AND SOCIAL SKILLS

ABSTRACT

In the life of an individual, we always try to strengthen all kind of capacities, but sometimes we find it difficult to do it on our own. As part of the project week, in which participated twenty-seven students of second and third year from Gimnazija Novo mesto, we wanted to show in practice, how important it is to know how to take responsibility, how to cooperate, be empathetic and respectful and also how to be respected. In the mentioned project we also wanted to show that it is very important to follow the set goal. Through four-day workshops, which were performed in nature, outside of the institution, we were in full preparation for performance which lasted less than two months. We were preparing ourselves with all kind of endurance sport activities, social games and skills, so that we strengthened our relationships in order to be aware of the importance of each individual and the pros that each individual brings for the common goal. We realized that motivation in a safe and stimulating learning environment was not a problem, because each individual certainly has a lot of space for progress and development. This project has shown that many teenagers, despite the high theoretical knowledge, have somehow less practical skills which they will need in their life. Students who cooperated in this project realized that they can easily spend their day without mobile devices and moreover they even liked that. If young people are mentally or physically occupied, it is not difficult for them to complete such a challenge. We believe that social skills can be improved with games which should be included in lessons or activity days. Project could be improved if students would prepare activities on their own. Small step is what it takes for a change.

KEYWORDS: capacity, project week, endurance sports activities, social skills.

NADARJENI OTROCI V OSNOVNI ŠOLI

POVZETEK

Nadarjeni otroci, definicije ni, kdo je nadarjen. Pa vendarle vemo, da je nadarjenost skupek danih in pridobljenih dejavnikov, ki omogočajo nadpovprečne rezultate. Naloga učitelja je iskati talent in nadarjenost ter pomagati otroku, da se optimalno razvije. Nadarjeni otroci hrepenijo po izzivih na svojem močnem področju, ki pa jih pri pouku ne morejo uresničiti. Cilj dela profesorja je razvijanje močnih področij nadarjenega učenca, govornih in literarnih. V prispevku so predstavljeni načini in aktivnosti, kako nadarjene otroke vključiti v pouk, dati dodatne možnosti in spodbude ter konkretni primeri. V okviru pouka zaradi velikega števila učencev in pridobivanja ocen in znanja ni mogoče posvetiti veliko časa močnim področjem nadarjenih učencev. Zapisani so načini, kako lahko nadarjenemu učencu damo več znanja in možnosti za razvoj pri učnih urah, združevanje ciljev in nalog ter način dela pri pouku. Predstavljene so tudi dejavnosti, ki potekajo po pouku: tabori v naravi, delavnice, projekt Stisni roko v pest, »Šola, da se ti zrola«, sodelovanje z radiem Slovenija in delavnice z novinarji ter izdelovanje glasila. Doprinos k stroki je razvoj učenčevih literarnih in govornih sposobnosti. Spoznavanje poklica novinarja in njegovega dela. Učenec, ki je nadarjen, na tak način spoznava svoje zmožnosti, jih razvija in pridobiva izkušnje, ki jih pri pouku ne more. Doprinos k stroki je inovativen način dela in vključevanje različnih dejavnosti, ki pripomorejo k razvoju nadarjenega otroka in tudi k njegovemu znanju.

KLJUČNE BESEDE: nadarjeni otroci, višji standardi in cilji pri pouku slovenščine, individualiziran načrt, močna področja.

TALENTED CHILDREN IN PRIMARY SCHOOL

ABSTRACT

Talented children, there is no definition of who's talented. However, we do know that talent is a set of given and gained factors that allow above-average results. The professor's job is to find the talent and help the child to develop it optimally. Talented children crave challenges in their strong field, but they cannot be fulfilled in class. The aim of my work is to develop strong fields of talented student, speech and literary. The task presents ways and activities in how to involve talented children in lessons, give additional opportunities and incentives and concrete examples. In the context of lessons, due to the large number of pupils and the acquisition of grades and knowledge, it is not possible to devote a great deal of time to the strong areas of talented pupils. It is written about ways in which we can give a talented student more knowledge and opportunities to develop in lessons, combine goals and tasks, and how to work in school. Activities that take place after school are also presented: camps in nature, workshops, the Project Stisni roko v pest, »Šola, da se ti zrola«, cooperation with radio Slovenia and workshops with journalists and the production of newsletters. Contribution to the profession is the development of the student's literary and speech skills. A student who is talented, learns about his abilities, develops them and acquires experiences that he cannot learn in class. Contribution to the profession is an innovative way of working and engaging various activities that contribute to the development of a talented child and also to his knowledge.

KEYWORDS: talented children, higher standards and goals in Slovenian lessons, individualised plan, strong fields.

INTERAKTIVNI VIDEO O VARNI UPORABI OGNJA ZA UČENCE

POVZETEK

Klasično obliko poučevanja lahko nadomestimo z uporabo ustrezne informacijske tehnologije, ki učence motivira in spodbudi k razmišljanju. Namesto da bi učitelj predvajani videoposnetek ustavil in poskušal učence spodbuditi k razpravljanju na podlagi njegovih vprašanj, lahko ustvarimo interaktivne učne vsebine. Učiteljeva vloga pri poučevanju je, da učencem predstavi različne možnosti učenja in spletna orodja, ki mu bodo pomagala pri doseganju zastavljenih učnih ciljev. Edpuzzle je spletno orodje, s katerim izboljšamo lasten ali spletni videoposnetek za poljubno učno vsebino. Spletno orodje daje učencu nadzor, da si lahko videoposnetek ponovno pogleda, odgovori na pisna vprašanja ali kvize, klikne na spletne povezave, pregleda pisne komentarje. V prispevku je prikazana uporaba spletnega orodja za preverjanje predznanja učencev. Spletno orodje lahko uporabljamo skozi celoten učni proces (obravnavo učne enote, preverjanje usvojenega znanja, domača naloga). S pomočjo spletnega orodja želimo prikazati preventivne ukrepe, kjer učenci pridobijo znanje, kako se izogniti požaru.

KLJUČNE BESEDE: klasična oblika, informacijska tehnologija, interaktivnost, spletna orodja, Edpuzzle.

INTERACTIVE VIDEO ON SAFE USE OF FIRE FOR STUDENTS

ABSTRACT

The classic form of teaching can be replaced by the use of appropriate information technology that motivates and encourages students to think. Instead of the teacher stopping the video being played and trying to encourage students to discuss based on his questions, we can create interactive learning content. The teacher's role in teaching is to introduce students to various learning opportunities and online tools that will help him achieve the set learning goals. Edpuzzle is an online tool to improve your own or online video for any learning content. The online tool gives the student control so that they can watch the video again, answer written questions or quizzes, click on web links, review written comments. The paper presents the use of an online tool for checking students' prior knowledge. The online tool can be used throughout the learning process (learning unit, checking the acquired knowledge, homework). With the help of the online tool, we want to show preventive measures where students gain knowledge so as not to cause a fire.

KEYWORDS: classic design, information technology, interactivity, web tools, Edpuzzle.

PREPREČEVANJE MEDVRSTNIŠKEGA NASILJA V 3. RAZREDU

POVZETEK

Letošnji šolski koledar je bil močno prežet z mnogimi ukrepi, ki so preprečevali množično širjenje korona virusa, ob enem pa omogočali šolam, da so učenci ostali pri pouku v šoli. Učenci letošnjih tretjih razredov so tisti, ki, odkar obiskujejo šolo, še niso imeli pouka v prostorih šole celo šolsko leto. Mnogi naši učenci so tudi sami preboleli korona virus in po vrnitvi iz samoizolacije smo opazili, da so nemirni, se težje zberejo in so medsebojno hitro v konfliktu. Ob koncu leta smo na šoli pričeli beležiti porast medvrstniškega nasilja v prvi triadi, največ v tretjih razredih. V mesecu januarju je svetovalna služba najprej pričela z individualnimi obravnavami z nemirnimi učenci. Kmalu pa smo pričeli z delom v manjših učnih skupinah in s celotnimi razredi v obliki delavnic. Nekatero konflikte smo reševali tudi z mediacijo. Bolje so spoznali svoja čustva, čustva sošolcev in možnosti nenasilne komunikacije. Vseskozi je šola tesno sodelovala tudi s starši.

KLJUČNE BESEDE: porast medvrstniškega nasilja, hitra individualna intervencija, skupinsko delo z razredi, delo s starši.

PREVENTION OF PEER VIOLENCE IN 3rd CLASS

ABSTRACT

This year's school calendar was heavily imbued with many measures that prevented the mass spread of the coronavirus, while at the same time allowing schools to keep students in school. This year's third-graders are those who, since attending school, have not had classes on the school premises for the entire school year. Many of our students also overcame the corona virus themselves, and after returning from self-isolation, we noticed that they are restless, have a harder time coming together, and are in conflict with each other quickly. At the end of the year, we at the school began to record an increase in peer violence in the first triad, mostly in the third grade. In January, the counseling service first began individual treatments with restless students. Soon, however, we started working in small study groups and with whole classes in the form of workshops. We also resolved some conflicts through mediation. They got to know their emotions better, the emotions of their classmates, and the possibilities of nonviolent communication. Throughout, the school also worked closely with parents.

KEYWORDS: increase in peer violence, rapid individual intervention, group work with classes, work with parents.

VLOGA ŠOLSKE SVETOVALNE SLUŽBE PRI OBRAVNAVI DRUŽINSKEGA NASILJA (ODKRIVANJE, PREPREČEVANJE IN POMOČ ŽRTVI)

POVZETEK

Zaposleni v šolski svetovalni službi se pogosto srečujemo z nasiljem v družini. Cilj prispevka je ugotoviti in prikazati, kakšna je vloga šolske svetovalne službe pri obravnavi otrok, žrtev nasilja v družini, oz. natančneje, kako poteka obravnava otroka, od trenutka, ko šolska svetovalna služba izve za sum na nasilje v družini otroka naprej. V središču bo torej preučevanje kurativnega vidika dela šolske svetovalne službe v zvezi s problematiko nasilja v družini, zavedati pa se moramo, da delo šolske svetovalne službe nedvomno vključuje tudi vidike preventivnega delovanja na tem področju. V prispevku je opisana opredelitev nasilja v družini in različne oblike znotraj le-tega ter načini pomoči žrtvi. Poudarek dajem vlogi šolske svetovalne službe v srednji šoli s poudarkom na prikazu poteka obravnave otroka, ki je žrtev nasilja v družini. Gre za navedbo in opis ukrepov od trenutka, ko šolska svetovalna služba izve za (sum na) nasilje v družini naprej : predstavitev korakov od zaznave do prijave suma na nasilje v družini, neposredno delo z otrokom (žrtvijo nasilja v družini) in njegovimi starši, sodelovanje z drugimi udeleženci v vzgojno izobraževalnem procesu (učitelji, vodstvom šole in oddelkom) ter z zunanjimi institucijami (predvsem strokovnimi delavci CSD). Šola je pomemben varovalni dejavnik za otroke, ki so deležni nasilja v družini, zato je pomembno, da smo strokovni delavci usposobljeni za delo s to ranljivo skupino.

KLJUČNE BESEDE: nasilje, nasilje v družini, šolska svetovalna služba.

THE ROLE OF THE SCHOOL ADVISORY SERVICE IN ASSOCIATION WITH DOMESTIC VIOLENCE (DETECTION, PREVENTION AND VICTIM ASSISTANCE)

ABSTRACT

Employees of the school advisory service often encounter domestic violence. The aim of this article is to determine and present the role of the school advisory service in the treatment of children – victims of domestic violence – more precisely, how the child is treated from the moment the school advisory service encounters the suspicion of violence in child's family. The focus will be on studying the curative aspect of the work of the school advisory service in relation to domestic violence. However, we must be aware that the work of the school advisory service undoubtedly includes aspects of preventive actions in this area. The article describes the definition of domestic violence and the various forms within it, as well as ways to help the victim. I emphasize the role of the school advisory service in Secondary school on showing the progress of the treatment of a child who is a victim of domestic violence. It is a list and description of measures from the moment the school advisory service detects the (suspected) abuse: presentation of steps from detection to reporting suspected domestic violence, direct work with the child (victim of domestic violence) and his parents, cooperation with other participants in the educational process (teachers, school management and departments) and with external institutions (especially Social Services experts). School is an important protective factor for children who are involved in domestic violence, therefore it is important that we, professional employees, are trained to work with this vulnerable group.

KEYWORDS: violence, domestic violence, school counselling service.

NOČ S KNJIGO – KAKO UČENCE SPODBUDITI K BRANJU

POVZETEK

Pravijo, da zanimanje za branje povsod po svetu upada, da otroci v osnovnih šolah premalo berejo. Da se trend pri prihajajočih generacijah ne bo nadaljeval, se s tem intenzivno ukvarjajo v ta namen usposobljeni strokovnjaki. Ti svoje znanje predajajo strokovnim delavcem, ki učence z najrazličnejšimi metodami spodbujajo k branju. Z namenom, da bi učence na kar se da zanimiv način spodbudili k branju, se je naša šola ob svetovnem dnevu knjige pridružila mnogim knjižnicam in šolam po svetu in za naše učence pripravila ustvarjalno-izobraževalno noč. Posvetili smo jo življenju in delu Hansa Christiana Andersena. K sodelovanju smo povabili učence prvih in četrtih razredov, saj smo hkrati želeli povezati različne generacije in s tem utrditi medvrstniško sodelovanje. Cilj našega prispevka je na praktičnem primeru prikazati, kako lahko z nekoliko drugačnim pristopom, kot smo ga vajeni v osnovnih šolah pri rednih urah pouka, učence motiviramo za branje. Program, ki smo ga pripravili za ta projekt, je vseboval različne aktivnosti – branje s terapevtskimi psi, kamišibaj gledališče, izvedbo dveh strategij motiviranja za branje, branje v naravi s pomočjo pohodniških svetilk in pravljico za lahko noč. Vse so imele skupni imenovalac: spodbuditi učence k branju. Zastavljen dolgoročni cilj projekta bo dosežen, če bodo učenci s podobnimi aktivnostmi nadaljevali v šolskem kot tudi domačem okolju.

KLJUČNE BESEDE: branje, motivacija, pravljice.

BOOK NIGHT – HOW TO ENCOURAGE CHILDREN TO READ

ABSTRACT

It is said that the interest in reading is declining around the world and that children in primary schools are not reading enough. To ensure that this trend does not continue with the future generations, experts trained for this purpose are working intensively on this issue. They pass on their knowledge to practitioners who use a variety of methods to encourage pupils to read. In order to encourage pupils to read in the most interesting way possible. On World Book Day our school joined many libraries and schools around the world by organising a creative and educational night for our pupils. It was dedicated to the life and work of Hans Christian Andersen. We invited pupils from the first and fourth grades to take part, as we wanted to bring together different generations and strengthen peer-to-peer cooperation. The aim of my contribution is to show on a practical example, how we can motivate pupils to read by taking a slightly different approach to the one we are used to in regular lessons in primary schools. The programme I prepared for this project included various activities - reading with therapy dogs, kamishibai theatre, the implementation of two reading motivation strategies, reading in nature with the help of hiking lanterns and a bedtime story. All of them had a common denominator: to encourage pupils to read. The long-term goal of the project will be achieved if pupils continue with similar activities in their school and home environment.

KEYWORDS: reading, motivation, fairy tales.

POMEN ŠPORTNE AKTIVNOSTI ZA OTROKE Z MOTNJAMI AVTISTIČNEGA SPEKTRA V OSNOVNI ŠOLI

POVZETEK

Motnje avtističnega spektra so vse življenje trajajoče kompleksne razvojno-nevrološke motnje, za katere je značilno kakovostno spremenjeno vedenje na področju komunikacije, socialne interakcije in domišljije ter prilagodljivosti mišljenja. Glede na to, da imamo pri pouku športa med učenci tudi fanta z izrazito izraženo avtistično motnjo, se je bilo nujno potrebno seznaniti z vsemi zakonitostmi, metodami dela, omejitvami, priporočili in primernosti telesne aktivnosti za tega in ostale otroke. Naša želja je bila, da ob pomoči sodelavcev, predvsem svetovalne službe ugotovimo, kako v praksi najustrezneje pristopiti pouku športa in ostalim gibalnim aktivnostim. Seveda vse zapisano velja tudi za prostčasne dejavnosti. Določili smo mu sošolca mentorja, podrobno smo ga seznanili z dejavnostjo, izbirali vsebine, ki so mu všeč, pri pouku smo vzdrževali rutino, poenostavljali verbalna navodila in upoštevali njegove pomanjkljivosti pri motoričnih nalogah. Hitro so se pokazali boljši rezultati v smislu odzivnosti, pravilne izvedbe nalog in predvsem zadovoljstva pri športni aktivnosti. Ob prebiranju strokovne literature, konzultiranja s sodelavci, opazovanja praksi in analize vedenja je nastal tale prispevek. Upam, da bodo opisane prilagoditve prispevale lažjemu in kvalitetnejšemu delu vsem, ki kakorkoli sodelujejo pri delu z otroki, ki imajo izraženo opisano motnjo.

KLJUČNE BESEDE: motnje avtističnega spektra, gibalne aktivnosti, prilagoditve.

THE IMPORTANCE OF SPORTS ACTIVITY FOR CHILDREN WITH AUTISM SPECTRUM DISORDERS IN PRIMARY SCHOOL

ABSTRACT

Autism Spectrum Disorders are lifelong complex developmental and neurological disorders characterized by qualitatively altered behaviors in the areas of communication, social interaction and imagination, and flexibility of opinion. Given that we also have a boy with a pronounced autistic disorder in sports lessons, it is imperative to be aware of all the laws, methods of work, restrictions, recommendations and the suitability of other physical activities for him and other children. Our wish was to find out, with the help of my colleagues, especially counseling services, how to approach the teaching of sports and other physical activities in the most appropriate way in practice. Of course, everything written also applies to leisure activities. We assigned him a classmate mentor, acquainted him in detail with the activity, chose the content he liked, maintained a routine in class, simplified verbal instructions and took into account his shortcomings in motor tasks. Better results were quickly shown in terms of responsiveness, correct execution of tasks and, above all, satisfaction with sports activities. This paper was created by reading professional literature, consulting with colleagues, observing practice and analyzing behavior. I hope that the described adjustments will contribute to easier and better work for all those who in any way participate in working with children who have a described disorder.

KEYWORDS: Autism Spectrum Disorders, physical activities, adjustments.

POMEN GIBANJA ZA BOLJŠE SOCIALNE ODNOSE UČENCEV V PODALJŠANEM BIVANJU

POVZETEK

V prispevku obravnavamo vpliv telesne aktivnosti na socialne odnose učencev v oddelku podaljšanega bivanja drugega razreda. Poleg kosila, samostojnega učenja in ustvarjalnega preživljanja časa predstavlja pomemben del bivanja v času po pouku tudi sprostitvena dejavnost. Ugotavljali smo povezanost med gibanjem in socialno interakcijo učencev. Spremljanje je pokazalo, da so po aktivni sprostitveni dejavnosti vsi učenci bolj umirjeni, pripravljeni narediti domačo nalogo ter bolj motivirani za samostojno učenje. Tisti učenci, ki so se več vključevali v skupinske aktivnosti, so bili med seboj bolj povezani in sproščeni. Pri njih so se v večji meri razvile socialne spretnosti, kot na primer osebna odgovornost, timsko delo, pripravljenost pomagati, empatija ter sklepanje kompromisov. Pri učencih, ki so se manj vključevali in iskali individualne zaposlitve, pa je bilo opaziti več nesproščenosti, prav tako so se manj vključevali v komunikacijo z drugimi. Ta pristop učence spodbuja k razvijanju socialnih kompetenc in s tem pozitivno vpliva na povezovanje skupine, tako v podaljšanem bivanju kot tudi pri rednem pouku.

KLJUČNE BESEDE: sprostitvena dejavnost, socialni odnosi, podaljšano bivanje.

THE IMPORTANCE OF PHYSICAL ACTIVITIES FOR BETTER SOCIAL RELATIONS BETWEEN PUPILS IN AFTER-SCHOOL CLASSES

ABSTRACT

In this article, we discuss the impact of physical activities on social relations between pupils in after-school classes of the second grade. In addition to eating lunch, doing independent studying and finding creative ways to spend their time, relaxing activities are also an important part of after-school classes. We looked for a connection between physical activities and social interaction between pupils. Observing this correlation showed that, after doing an active relaxing activity, all pupils appear to be calmer, more ready to do their homework and more motivated to do independent studying. Those pupils who were more involved in group activities were also more connected and relaxed around each other. They seem to have developed more pronounced social skills, such as personal responsibility, teamwork, willingness to help, empathy and compromise. However, pupils who were less involved and preferred involvement in individual activities were more uneasy and less involved in interaction with others. This approach encourages students to develop social competencies and has a positive effect on connecting the group, both in after-school classes and in regular classes.

KEYWORDS: relaxing activity, social relations, after-school classes.

MEDVRSTNIŠKO NASILJE – PROBLEM MNOGIH OBRAZOV RAZVOJNI PROJEKT NASILJE NI KUL

POVZETEK

Nasilje je kršenje človekovih pravic in človekovih osebnih mej. Vsak človek ima pravico živeti varno, brez nasilja, in vsak človek ima pravico, da postavi svoje osebne meje. Zaradi ukrepov za preprečevanje širjenja virusa so otroci in mladostniki postali tisti, ki jih je koronakriza verjetno najbolj prizadela. Občutno so se povečale čustveno vedenjske težave učencev, zaznane so vse oblike nasilja med vrstniki in nad njimi, ki se ne dogaja samo na šolskih hodnikih in dvoriščih, ampak je to vedno pogosteje preneseno na splet in socialna omrežja. Vsi deležniki vzgojno izobraževalnega procesa smo podprli projekt na predlog šolske svetovalne službe. Gre za razvojni projekt OŠ Janka Padežnika Maribor, ki smo ga poimenovali »NASILJE NI KUL«. Projekt vključuje celoletno kontinuirano delo učencev, učiteljev in staršev. Pred nami je bila nujna in prioritarna naloga oblikovanja temeljev, ki bodo prispevali k zmanjšanju nasilja med vrstniki. Sestavili smo tim, ki je projekt imenoval, si zastavil naloge in korake dela. Projekt sestavlja osem korakov. Začetni koraki zahtevajo posnetek trenutnega stanja v obliki delavnic in dodatnega izobraževanja. Naslednji koraki predstavljajo ukrepanje z oblikovanjem zaščitne mreže, sodelovanja in vključevanja učencev v različne aktivnosti, graditve zaupanja in iskanja pomoči ter poznavanja možnosti iskanja rešitev. Zadnji korak predstavlja refleksijo dela. V prispevku predstavljamo posamezne korake izvajanja projekta in dosedanje rezultate. Predstavljen projekt prinaša dodano vrednost v delo vseh deležnikov šole, saj vnaša zaupanje, varnost in uresničitev priložnosti nadaljnjega kariernega cilja učencev. Gre za krepitev in postavitev temelja – kvalitetnih in spoštljivih medosebnih odnosov. Projekt je možno vnesti v šolsko prakso vsake osnovne šole.

KLJUČNE BESEDE: nasilje, stiske, razvojni projekt.

VIOLENCE - THE PROBLEM OF MANY FACES

ABSTRACT

Violence is a violation of human rights and human personal boundaries. Every human being has the right to live safely, without violence, and every human being has the right to set his or her own personal boundaries. As a result of measures to prevent the spread of the virus, children and adolescents have become the ones most affected by the corona crisis. Pupils' emotional and behavioral problems have significantly increased, and all forms of peer-to-peer violence have been detected, not only in school corridors and courtyards, but also increasingly on the Internet and social networks. Everyone involved in the educational process supported the project suggested by the school counseling service. This is a development project of the Janko Padežnik Primary School in Maribor, which we have named "VIOLENCE IS NOT COOL". The project includes year-round continuous work of students, teachers and parents. Before us was the urgent and priority task of laying the foundations that will contribute to reducing peer violence. We put together a team that named the project, set tasks and steps for the work. The project consists of eight steps. The initial steps require a snapshot of the current situation in the form of workshops and additional training. The next steps consist of creating a safety net, participating and involving students in various activities, building trust and seeking help, and knowing how to find solutions. The last step is a reflection on the taken actions. In this article, I would like to present the steps of the project implementation and interesting results so far. The described project brings added value to the work of all stakeholders of the school, as it brings confidence, security and the realization of opportunities for further career goals of students. It is about strengthening and laying the foundations for quality and respectful interpersonal relationships. The project can be introduced into a school practice of any primary school.

KEYWORDS: violence, distress, development project.

POMEN ZGODNJE OBRAVNAVE OTROK S POSEBNIMI POTREBAMI PRI ODKRIVANJU MOČNIH PODROČIJ PREDŠOLSKEGA OTROKA

POVZETEK

Termin "Zgodnja obravnava otrok s posebnimi potrebami" se nanaša na celostno obravnavo predšolskih otrok s posebnimi potrebami in njihovih družin. Pravno-formalno podlago je zgodnja obravnava dobila leta 2017 z Zakonom o celostni zgodnji obravnavi otrok s posebnimi potrebami (Zakon, 2017), čeprav so mnogi vrtci že pred tem časom bolj ali manj celostno izvajali obravnavo otrok s posebnimi potrebami in njihovih družin. Obravnave so večinoma vključevale delo specialnih pedagogov neposredno z otroki v obliki ur dodatne strokovne pomoči ter sodelovanje z otrokovimi starši in vzgojiteljicami, ki je vključevalo predvsem izmenjavo pomembnih informacij o otroku ter svetovanje. V individualni načrt pomoči družini lahko specialni pedagog in drugi člani strokovne skupine vključijo tudi detekcijo močnih področij otroka. Namen in cilj članka je pokazati, kako poteka evidentiranje močnih področij otroka s posebnimi potrebami v vrtcu. Ugotovili smo, da je ta proces v vrtcu veliko bolj učinkovit kot kasneje v šoli ter da ima zgodnje evidentiranje močnih področij otroka s posebnimi potrebami poleg tega še druge prednosti kot na primer boljše možnosti za razvoj pozitivne šolske samopodobe ter kasnejše lažje in bolj kvalitetno načrtovanje prilagoditev in ciljev pri pripravi individualiziranega programa za otroka s posebnimi potrebami v šoli. Ugotovitve na podlagi dolgoletnih praktičnih izkušenj specialnega pedagoga pri delu z otroki s posebnimi potrebami tako v vrtcu kot v šoli dokazujejo, kako pomembna je čim zgodnejša obravnava otrok s posebnimi potrebami ter kako pomembno je, da čim bolj zgodaj v razvoju otroka identificiramo njegova močna področja.

KLJUČNE BESEDE: otrok s posebnimi potrebami, zakonska podlaga, zgodnja obravnava, močna področja otroka, pozitivna šolska samopodoba, transfer med vrtcem in šolo.

IMPORTANCE OF EARLY CHILDHOOD INTERVENTION AT DETECTING A CHILD'S STRENGTHS

ABSTRACT

The term early childhood intervention for preschool children with special needs applies to entirely treatment of preschool children with special needs and their families. Legal standing for early intervention was set in 2017 with the Act Regulating the Integrated Treatment of Preschool Children with Special Needs (Act, 2017), but several kindergartens performed more or less entirely early childhood intervention of children and their families even before the Act. The intervention mostly included special educators working with children at additional professional assistance lessons and cooperating with children's parents and preschool teachers in a sense of consultancy and exchanging important information about children. A special educator and other professional workers in a professional team for early childhood intervention can include a child's strengths in planning help for the child and his family. The purpose of the article is to show, how the process of searching for strengths in a child with special needs runs out and the objective of the article is to show, that that process is much more affective at kindergarten than later at school. We are going to present other advantages of detecting a child's strengths which a special educator notices when working with preschool children with special needs such as better possibilities for a child to develop higher self-image on field of education and better and easier setting of educational goals as well as adjustments of educational process for a child later at primary schools. Findings of this article - on the grounds of many years of experience of a special educator working with preschool and school children - prove the importance of early childhood intervention and also, how important it is to record a child's strengths as soon as possible.

KEYWORDS: a child with special needs, legal standing, Early Childhood Education, child's strengths, positive self-image in field of education, transference between preschool education and primary education.

UPORABA VEDENJSKEGA NAČRTA PRI SPODBUJANJU ŽELENEGA VEDENJA V 1. RAZREDU

POVZETEK

Učitelji pri učencih v razredu pogosto zaznavamo vedenje, ki ga opisujemo kot neustrezno. Učiteljeva naloga je prepoznavanje in reševanje težav, ki nastajajo v oddelku zaradi neprimernega vedenja. Prav tako mora učitelj izvajati preventivne aktivnosti, ki spodbujajo zeleno vedenje pri učencih. S svojim delovanjem na tak način pomaga razvijati učenčev kognitivni, čustveni in socialni razvoj. V okviru izobraževanja Vodenje razreda za učitelje, ki je potekal v sklopu programa Neverjetna leta, nam je bilo predstavljeno oblikovanje vedenjskih načrtov za učence. Vedenjski načrt je pripomoček, ki pomaga učitelju preprečevati učenčeve vedenjske težave in ga spodbujati k zelenemu vedenju. Vedenjski načrt vsebuje opis neželenega vedenja, učiteljeva pričakovanja (zeleno vedenje) ter strategije, ki bodo učencu pomagale pri napredku na kognitivnem, čustvenem in socialnem področju. Vedenjski načrt smo v letošnjem letu oblikovali za pet učencev. Trije so imeli izstopajoče vedenjske težave, dva učenca sta redko sodelovala pri pouku in se nista vključevala v igro s sošolci. V vedenjskem načrtu smo opisali takratno vedenje vsakega izbranega posameznika, svoja pričakovanja – zeleno vedenje in strategije, ki smo jih predvideli za izboljšanje njihove funkcionalnosti v šolskem okolju. Načrt nam je pomagal, da smo predvideli nekatere neugodne situacije za svoje učence in preventivno intervenirali. Učenca, ki sta se manj vključevala v pouk, sta postala aktivnejša člana oddelka. Vedenjski načrt po tej izkušnji ocenjujemo kot učinkovit pripomoček za spodbujanje zelenega vedenja in za preprečitev nekaterih vedenjskih težav.

KLJUČNE BESEDE: vedenjski načrt, Neverjetna leta, razredna klima, proaktivni učitelj, vodenje razreda.

THE USE OF A BEHAVIOURAL PLAN TO PROMOTE DESIRED BEHAVIOUR IN 1ST GRADE

ABSTRACT

Teachers often perceive behaviour in pupils in the classroom that we describe as inappropriate. The teacher's task is to identify and solve problems that arise in the classroom due to inappropriate behaviour. The teacher must also carry out preventive activities that promote the desired behaviour in pupils. By acting in this way, he helps to develop pupils' cognitive, emotional and social development. As part of the Classroom Management for Teachers training course, which took place as part of The Incredible Years program, we were introduced to the design of behavioural plans for pupils. A behavioural plan is a tool that helps the teacher prevent a pupil's behavioural problems and encourage him or her to the desired behaviour. The behavioural plan contains a description of the unwanted behaviour, the teacher's expectations (desired behaviour), and strategies that will help the pupil make progress in the cognitive, emotional, and social areas. We designed a behavioural plan for five pupils this year. Three had outstanding behavioural problems, two pupils rarely participated in class, and did not engage in play with classmates. In the behavioural plan, we described the behaviour of each selected individual at that time, their expectations - the desired behaviour and strategies that we envisioned to improve their functionality in the school environment. The plan helped us anticipate some adverse situations for our pupils and intervene preventively. Pupils who were less involved in the lessons became more active members of the classroom. After having this experience, we assess the behavioural plan to be an effective tool for promoting the desired behaviour and for preventing certain behavioural problems.

KEYWORDS: behavioural plan, The Incredible Years, classroom climate, proactive teacher, classroom management.

USTVARJANJE “NAJDENE” POEZIJE KOT PRISTOP K DELU Z NADARJENIMI UČENCI

POVZETEK

Nadarjeni učenci potrebujejo od učiteljev drugačne didaktične pristope, da lahko krepijo svoja znanja, sposobnosti in odnose ter skupaj z njimi soustvarjajo prostor za učenje. Tiste, ki so usmerjeni predvsem v nadgrajevanje na besednem in književnem področju, spodbujamo v obravnavo vsebin, ki niso predvidene v učnih načrtih osnovnošolskih predmetov, temveč se realizirajo kot dodatno strokovno delo učiteljev oziroma interesna dejavnost za učence, ki jih to zanima. Literarno dejavnost ustvarjanja poezije smo na Osnovni šoli Alojza Gradnika Dobrovo vključili v različne nacionalne in šolske projekte, pri tem pa gre posebej izpostaviti inovativni pristop v okviru izvedene delavnice ustvarjanja “najdene” poezije (“found poetry”), ki je na kompleksen način zajemala več umetniških področij, ob tem pa spodbujala delo v večjezičnem okolju, saj se je ustvarjalo tako v slovenščini kot angleščini. “Najdena” poezija je sestavljanje poetičnih stvaritev iz verzov, besednih zvez ali besed, ki jih najdemo v vsakdanjem življenju ali v že obstoječih umetnostnih in neumetnostnih besedilih. Ustvarjanje takšnih pesniških del zaobsega sestavljanje, dopolnjevanje, brisanje in izpostavljanje besedila ter igranje z besedami, ob tem pa gre predvsem za iskanje novih, drugačnih pomenov in poti do lasnega, avtorskega sporočila. Takšne umetniške dejavnosti so pripomogle k doseganju širine in večplastnosti usvojenega znanja in novih veščin izražanja, odkrivanja lastne identitete in predstav o svetu. Učenci so tako napredovali na področju razumevanja besedil in so(ustvarjanja) lastnih, kot tudi na področju izražanja, vrednotenja in kritičnega razmišljanja. Pričujoči napredek so učitelji predmetov umetnostnih ved, maternega in tujih jezikov pri pouku opazili in ustrezno opisno in številčno ovrednotili.

KLJUČNE BESEDE: nadarjeni učenci, ustvarjanje poezije, “najdena” poezija, učne sposobnosti, kritično razmišljanje.

CREATING FOUND POETRY AS AN APPROACH TO WORKING WITH TALENTED STUDENTS

ABSTRACT

Talented students require different didactic approaches from their teachers in order to strengthen their knowledge, abilities and attitudes. Therefore, they are able to co-create a certain learning environment. The ones that are motivated especially towards verbal and literary learning skills tend to work with subject matters that are not included in the primary school curriculum, but are accomplished by additional teachers' involvement as extracurricular activities for interested students. The primary school in question (Osnovna šola Alojza Gradnika Dobrovo) has included literary activities of creating poetry into various national and international school projects. The most notable innovative approach was carried out by a found poetry creative workshop that not only encompassed several artistic areas, but also encouraged working in a multilingual environment with languages such as Slovene and English. Found poetry can be defined by constructing poems out of outlined verses, word phrases and words that people find randomly in everyday life or already published literary and non-literary texts. Creating such poems covers composing, complementing, erasing or blacking out texts together with word plays. Moreover, it emphasises searching for new, different meanings and giving way to creating new messages. Artistic involvement as such has aided in the improvement of expanding one's horizons and the complexity of adopted knowledge, new expression skills and discovering one's identity within global matters. Students have advanced in the fields of reading and listening comprehension, as well as in (co-)creating their own texts. They have also achieved an upgrade in their manner of expression, evaluation and critical thinking. Thus, art teachers and those that teach Slovene and foreign languages have noticed, assessed and graded positively all this mentioned progress and increase in knowledge.

KEYWORDS: talented students, creating poetry, found poetry, study skills, critical thinking.

S SOCIALNIMI IGRAMI NAD PSIHIČNO NASILJE V PRVEM RAZREDU

POVZETEK

Nasilje kot splošen pojem lahko razdelimo na različne vrste, v družbenih praksah so določene vrste večinoma prepletene. V prispevku se osredotočamo na psihično nasilje v 1. razredu osnovne šole, ki je bilo izraženo v obliki žaljenja, groženj, preprečevanja stikov z drugimi sošolkami in širjenja lažnih govoric z namenom, da bi bila žrtev izločena iz skupine. Psihično nasilje je bilo zelo težko prepoznati, saj je potekalo v času odmorov, na stranišču, na kosilu ipd., deklica, ki je nasilje izvajala, pa se je skrivala pod podobo pridne in ubogljive učenke. V prispevku opisujemo, kako smo se lotili reševanja nasilja v razredu; najprej se osredotočimo na kurativne dejavnosti. Opišemo pogovor z žrtvijo; njenimi starši; deklico, ki je izvajala nasilje; seznanitev šolske psihologinje in drugih učiteljev, ki so poučevali v oddelku. V nadaljevanju podajamo opise različnih preventivnih dejavnosti, ki smo jih v razredu izvedli z namenom v otrocih vzbuditi ničelno toleranco do nasilja, kot jo ima šola. V času razrednih ur smo tako izvajali različne socialne igre: presedejo naj se vsi, ki ...; pantomima; rad/-a bi bil/-a; nordijski voz; žakelj; vodenje; kaj je spremenjeno; igra z ruto. V prispevku je vsaka od iger natančno opisana. Po več mesecih smo ugotovili, da je izvajanje socialnih iger izboljšalo komunikacijo med učenci in da je pripomoglo k spoštovanju individualnosti ter osebnosti posameznika, prav tako je pripomoglo k temu, da se psihično nasilje do konca šolskega leta ni več pojavilo.

KLJUČNE BESEDE: psihično nasilje, prvi razred, ničelna toleranca do nasilja, socialne igre.

FIGHTING PSYCHOLOGICAL BULLYING IN FIRST GRADE WITH SOCIAL GAMES

ABSTRACT

In general, violence can be divided into various categories; however, certain types of violence are mostly intertwined in social practice. This paper focuses on psychological violence or bullying in the first grade of a primary school. It was expressed in insults, threats, preventing contact with peers, and spreading false rumours to exclude the victim from the group. The psychological violence was very difficult to recognize, as it took place during breaks, in the bathroom, at lunch, etc. The girl who perpetrated the bullying hid behind the image of a good and hard-working student. This paper describes how we tackled violence in the classroom by first focusing on addressing the problem. We describe the interview with the victim, her parents, the perpetrator of the bullying, the briefing of the school psychologist, and other teachers who taught in the department. We then describe the various prevention activities that were carried out in the classroom to encourage students to have the same zero-tolerance for bullying as the school has. This was done through different social games: Change Seats If ..., pantomime, I wish I were ..., Gordian knot, the sack game, leadership, What's the Difference, and the scarf game. Each of the games is described in detail. After several months, we found that the implementation of social games improved communication between the students and contributed to the respect for individuality and personality, helping to ensure that psychological bullying did not occur again by the end of the school year.

KEYWORDS: psychological bullying, first grade, zero tolerance for bullying, social games.

UČENJE »MASE SNOVI« V ŽIVLJENJSKIH SITUACIJAH PRI UČENCIH Z LAŽJO MOTNJO V DUŠEVNEM RAZVOJU

POVZETEK

Učenci z lažjo motnjo v duševnem razvoju imajo večji zaostanek v spoznavnem razvoju kot njihovi vrstniki, zato je nujno, da jim pri usvajanju zahtevnejših in abstraktnjših vsebin pri matematiki nudimo več podpore. Matematika je za mnoge učence eden izmed najtežjih predmetov. Sklop matematične teme »masa snovi« mora biti učencem predstavljen tako, da upoštevamo načelo uporabnosti in predvsem postopnosti usvajanja novega pojma. V vsakdanjem življenju se otroci že zelo zgodaj srečajo s tehtanjem ter primerjanjem dveh mas, zato jim je pri usvajanju novega znanja potrebno ponuditi čim več povezav na že poznane situacije. Eden pomembnejših dejavnikov, ki vpliva na usvajanje nove snovi, je tudi primerno učno okolje, ki mora biti organizirano tako, da učence usmerja k učenju, hkrati pa jim dopušča dovolj prostora in časa za sodelovanje v učnem procesu. V prispevku so na kratko predstavljene značilnosti in funkcioniranje otrok z lažjo motnjo v duševnem razvoju ter načini obravnave težje razumljivega matematičnega pojma »masa snovi«, ki so podkrepljeni s konkretnimi in praktičnimi situacijami iz vsakdanjega življenja. Aktivnosti in dejavnosti, ki so predstavljene v prispevku, so lahko v pomoč učiteljem in strokovnim delavcem pri pripravi učnih vsebin za lažje razumevanje abstraktnjše matematične teme »masa snovi«.

KLJUČNE BESEDE: matematika, masa snovi, osebe z lažjo motnjo duševnem razvoju, učno okolje.

LEARNING "MASS OF MATTER" IN LIFE SITUATIONS FOR PUPILS WITH MILD INTELLECTUAL DISABILITY

ABSTRACT

Pupils with mild intellectual disabilities have a greater delay in cognitive development than their peers, so it is essential that we offer them more support in acquiring more demanding and abstract content in mathematics. Mathematics is one of the most difficult subjects for many students. The set of mathematical topics "mass of matter" must be presented to students in a way that takes into account the principle of applicability and, above all, the gradual acquisition of a new concept. In everyday life, children encounter weighing and comparing two masses from a very early age, so when acquiring new knowledge, they need to be offered as many connections as possible to already known situations. One of the most important factors influencing the acquisition of new material is the appropriate learning environment, which must be organized in such a way as to guide students to learning, while allowing them enough space and time to participate in the learning process. The paper briefly presents the characteristics and functioning of children with mild intellectual disabilities and ways of dealing with the difficult-to-understand mathematical concept of "mass of matter", supported by concrete and practical situations from everyday life. The activities and activities presented in the paper can help teachers and professionals in preparing learning content to facilitate understanding of the more abstract mathematical topic of "mass of matter".

KEYWORDS: learning environment, »mass of matter«, mathematics, pupils with mild intellectual disability.

UPORABA TELEVIZIJE IN RAČUNALNIKA V INTENZIVNI STANOVANJSKI SKUPINI

POVZETEK

V prispevku pišem o uporabi televizije in računalnika v intenzivni stanovanjski skupini. Najprej opredelim intenzivno stanovanjsko skupino ter otroke in mladostnike s čustvenimi in vedenjskimi motnjami, nato opišem vpliv sodobnih medijev (predvsem se osredotočam na televizijo in računalnik), ki jih uporabljajo otroci in mladostniki. V zadnjih letih sem delala z več otroki in mladostniki, starimi med 10 in 14 let. Z njimi sem vodila veliko pogovorov o uporabi računalnika in televizije, v smeri prepoznavanja težav/e, soočanja z odvisnostjo od ekranov. Občasno je kakšen mladostnik dobil tudi izziv, npr. da bo sam pazil na čas, ki ga bo preživel pred računalnikom/TV in on mene spomnil na to in ne obratno (razen izjemoma tega niso zmogli realizirati). Izziv je bil tudi, da sam izbere eno vsebino (računalniško igrico), ki jo bo igral naslednjih 15 minut, brez da bi vmes spremljal druge vsebine (npr. igral drugo igrico, gledal YT, brskal po spletu itd.) (največkrat neuspešno) ter da po gledanju vsebine po TV podajo povzetek videnege in to predstavijo kot da druga oseba ni gledala istih vsebin (neuspešno – mladostniki so navajali premalo konkretne podatke, opise). Cilj pogovorov ni bil zgolj zanimanje za aktivnosti otrok in mladostnikov, ampak predvsem ali uporabniki s katerimi delam prepoznavajo razliko med fikcijo in realnostjo, ter v smeri iskanja nadomestnih aktivnosti. Na več primerih prikažem uporabo omenjenih sodobnih medijev v stanovanjski skupini in na kratko orišem težave, ki se pri tem lahko pojavljajo. Izpostavim tudi primer postavljanja meja pri uporabi računalnika in televizije, ki je eskaliral do fizičnega nasilja nad vzgojiteljico. Uporaba računalnika in televizije je nekaj vsakdanjega, četudi jo mladostnikom v stanovanjski skupini omejujemo bolj kakor v domačem okolju. Glede na pretekle izkušnje ugotavljam, da tisti, ki v domačem okolju uporabljajo zaslonsko tehnologijo brez večjega nadzora (omejitev oz. pregled nad vsebino, čas preživet pred ekranom), imajo tudi večje težave v skupini – tako v komunikaciji, kakor pri socialnih stikih, ter tudi pri dojemanju realnosti.

KLJUČNE BESEDE: mladostniki, intenzivna stanovanjska skupina, računalnik, televizija.

USE OF TELEVISION AND COMPUTER IN AN INTENSIVE HOUSING GROUP

ABSTRACT

In this article, I write about the use of television and computers in an intensive housing group. I first identify the intensive housing group and children and adolescents with emotional and behavioral disorders, then describe the impact of modern media (mainly focusing on television and the computer) used by children and adolescents. In recent years, I have worked with several children and adolescents between the ages of 10 and 14. I had a lot of conversations with them about using a computer and television, in the direction of recognizing problems, dealing with screen addiction. Occasionally, a young person also got a challenge, e.g. that he will take care of the time he will spend in front of the computer / TV and he will remind me of that and not the other way around (except exceptionally they were not able to realize it). It was also a challenge to choose one content (computer game) to play for the next 15 minutes without watching other content in the meantime (eg playing another game, watching YT, browsing the web, etc.) (usually unsuccessful) and that after watching the content on TV, they give a summary of what they saw and present it as if the other person did not watch the same content (unsuccessfully - young people provided too little concrete information, descriptions). The aim of the conversations was not only interest in the activities of children and adolescents, but above all whether the users I work with recognize the difference between fiction and reality, and in the direction of finding alternative activities. In several cases, I show the use of the mentioned modern media in the housing group and briefly outline the problems that may arise. I also highlight the example of setting boundaries in the use of computers and television, which escalated to physical violence

against the educator. The use of computers and television is commonplace, even if it is more restricted to adolescents in the housing group than in the home environment. Based on past experience, I find that those who use screen technology in their home environment without much control (restriction or review of content, time spent in front of screens) also have greater problems in the group - both in communication and social contacts, and also in the perception of reality.

KEYWORDS: adolescents, intensive housing group, computer, television.

POZOR, GIBALNO OVIRAN UČENEC V RAZREDU!

POVZETEK

V prispevku predstavljamo delo z gibalno oviranim učencem v prvem in drugem razredu redne osnovne šole. Dobra priprava strokovnih delavcev na sprejem otroka v šolo in zagotovitev varnega učnega okolja sta ključnega pomena, zato predstavljamo vtise, strahove in izzive strokovnih delavcev pri poučevanju učenca s posebnostjo. Prilagojen pristop poučevanja, ki temelji na učenčevih karakternih značilnostih, telesnih zmožnostih in njegovih močnih področjih, mu omogoči redno osvajanje akademskih ciljev. Z upoštevanjem prostorskih, časovnih in didaktičnih prilagoditev, prilagojenega poučevanja in podajanja navodil ter uporabe posebne opreme in pripomočkov ohranjamo pri otroku dobro počutje v razredu in motiviranost za delo.

KLJUČNE BESEDE: gibalna oviranost, prilagoditve, močno področje.

ATTENTION, PHYSICALLY HANDICAPPED PUPIL IN THE CLASSROOM!

ABSTRACT

In this article, work with a physically handicapped pupil in the first and second grade of regular primary school is presented. Good preparation of primary school staff for the admission of a child to school and ensuring a safe learning environment are crucial, therefore we present primary school staff's impressions, fears and challenges in teaching a disabled pupil. Personalised teaching approach, based on pupil's character traits, physical abilities and his strengths, enables him achieving academic goals on a regular basis. By taking into account spatial, temporal and didactic adjustments, personalized teaching and giving instructions and the use of special equipment and aids, we maintain the pupil's well-being in the classroom and motivation for work.

KEYWORDS: physical disability, adjustments, strong suit.

"GLASBENA MATINEJA" V OKVIRU OBVEZNIH IZBIRNIH VSEBIN: PRIMER AKTIVNEGA DELA Z GLASBENO NADARJENIMI DIJAKI V GIMNAZIJI

POVZETEK

Na Gimnaziji Šentvid poteka vzgojno – izobraževalno delo z glasbeno nadarjenimi dijaki kot del konceptualnega okvira za razumevanje, odkrivanje in spodbujanje razvoja nadarjenih v srednjem izobraževanju (ZOFVI, 2. člen). Izvajamo ga v obliki individualnega pouka ali krožkov in je del tradicije šole, ki pri delu z nadarjenimi upošteva temeljna načela ter oblike dela, kot so npr. širitev in poglobljanje temeljnega znanja, razvijanje ustvarjalnosti, samostojnosti in odgovornosti. Osrednji del programa z nadarjenimi predstavlja niz koncertov, ki nosi ime »Glasbena matineja« in je pravzaprav končen rezultat sodelovanja mentor - dijak. Program koncertov je del v naprej dogovorjenega sodelovanja vseh udeležencev. Predstavlja glasbeno med-dijaško sodelovanje; to pomeni, da sodelujejo na pripravah za koncerte dijaki različnih letnikov. Vse vaje glasbenikov potekajo skupaj z mentorjem, pripravo na koncert pa mentor le koordinira, dijaki pa so zadolženi, da po priporočilih mentorja samostojno pripravijo za nastop koncertno dvorano, oblikujejo plakate, fotografirajo prireditve, asistirajo tonskemu mojstru ipd. Običajna so tudi glasbena povezovanja z drugimi srednjimi šolami in organizacija skupnih koncertov.

KLJUČNE BESEDE: spodbujanje razvoja nadarjenih, individualni in skupinski pouk, med - šolsko sodelovanje.

"MUSICAL MATINEE": AN EXAMPLE OF GOOD PEDAGOGICAL PRACTICE WITH MUSICALLY -GIFTED HIGH SCHOOL STUDENTS

ABSTRACT

Part of our educational work at the Šentvid Grammar School focuses on working with musically gifted students within a conceptual framework for understanding, discovering and promoting the development of talent in secondary education (ZOFVI, paragraph 2). The programme is carried out in the form of individual instruction or clubs and is a part of the school tradition, which, in working with our gifted students, follows basic forms and principles, such as expanding and deepening basic knowledge, developing creativity, autonomy and a sense of responsibility, developing individual potential, individual and group work and inter-school cooperation. The centrepiece of this programme for the musically gifted is a set of concerts under the heading of "Musical Matinee", which is at the same time also the final result of the mentor – student collaboration. The concerts in the "Musical Matinee" are the culmination of the collaboration of all the participants in which agreement is first achieved in advance regarding all activities. As the "Musical Matinee" is an inter-student collaboration, students of all grades participate in the preparations for the concerts. All the rehearsals of the performers are carried out under the direct supervision of the mentor. However, the mentor only coordinates the organisational preparations and is careful to give no more than recommendations to the students, who are tasked with preparing the concert hall, designing the posters, photographing the event and assisting the sound technician on their own. Inter-school musical collaboration with other secondary schools and the organisation of joint concerts are also common within this programme.

KEYWORDS: promoting the development of talent, individual and group instruction, inter-school collaboration.

PREVENTIVA IN ZAZNAVANJE VRSTNIŠKEGA NASILJA V NIŽJIH RAZREDIH OSNOVNE ŠOLE

POVZETEK

Nasilje nad vrstniki predstavljajo različne oblike namernih agresivnih ravnanj, ki jih vrstnik ali skupina vrstnikov izvaja nad posameznim otrokom oziroma mladostnikom. Zgodi se, ko nekdo, ki ravna, kot da je močnejši, odvzame pravico do varnosti drugi osebi, tako, da jo prizadene, prestraši, jo žali, poškoduje ali povzroči, da se počuti šibko, nemočno. Nasilje se običajno ne zgodi samo enkrat. Nasilja ne smemo ignorirati, nanj se je potrebno odzvati z odločnim »NE«. Na šolah prihaja do napetosti, negativnih čustev. Zato je naloga šole, da učence uči uravnavati negativna čustva, jih izražati na zdrav, funkcionalen način in da jih nauči strpnih, spoštljivih odnosov. Pri medvrstniškem nasilju je pomembno preventivno delovanje, ki temelji na sistematičnem pristopu šole za odkrivanje nasilja. K tovrstnemu ravnanju sodijo tudi delavnice, ki se izvajajo na naši šoli v drugi triadi. Namen le teh je opolnomočiti učence in krepiti varovalne dejavnike otrok, da bi se znali zaščititi pred nasiljem in da ne bi povzročali nasilja. Namen delavnic je poudariti pomembno podporno vlogo vrstnikov in vrstnic, ki so priče vrstniškemu nasilju, informirati, ozaveščati in aktivno vključevati tudi druge učitelje, kot podporne osebe za preprečevanje vrstniškega nasilja. Rezultati so vidni neposredno po izvedbi delavnic in imajo dolgoročen učinek, pri čemer je zelo pomembna kontinuiteta preventivnega delovanja na šoli. Z implementacijo delavnic v čim več razredov osnovne šole in vključevanjem vseh pedagoških delavcev in staršev, ki imajo pomembno vlogo pri ustavljanju medvrstniškega nasilja, bi še povečali občutljivost za nasilje in zmanjšali strpnost do nasilja.

KLJUČNE BESEDE: vrstniško nasilje, preprečevanje nasilja, vloga šole.

PREVENTION AND PERCEPTION OF PEER VIOLENCE IN THE LOWER GRADES OF PRIMARY SCHOOL

ABSTRACT

Peer violence represents various forms of intentional aggressive behavior committed by a peer or group of peers against an individual child or adolescent. It happens when someone who acts as if they are stronger takes away another person's right to safety by hurting, intimidating, insulting, hurting, or making them feel weak, powerless. Violence does not usually happen just once. Violence must not be ignored, it must be responded to with a resounding "NO". There is tension in schools, negative emotions. Therefore, the task of the school is to teach students to manage negative emotions, to express them in a healthy, functional way, and to teach them tolerant, respectful relationships. In the case of peer violence, preventive action based on the school's systematic approach to detecting violence is important. This kind of behavior also includes workshops that are carried out at our school in the second triad. The purpose of these is to empower students and strengthen the protective factors of children in order to be able to protect themselves from violence and not to cause violence. The purpose of the workshops is to emphasize the important supportive role of peers who witness peer violence, to inform, raise awareness and actively involve other teachers as support persons for the prevention of peer violence. The results are visible immediately after the workshops and have a long-term effect, with the continuity of preventive action at school being very important. Implementing workshops in as many primary school classes as possible and involving all educators and parents who play an important role in stopping peer violence would further increase sensitivity to violence and reduce tolerance of violence.

KEYWORDS: peer violence, violence prevention, the role of school.

URESNIČEVANJE INKLUZIJE PRI DELU Z OTROKI S POSEBNIMI POTREBAMI V PREDŠOLSKEM OBDOBJU

POVZETEK

Predšolsko obdobje je pomembno za vsakega otroka, saj v tem obdobju gradi svoje zmožnosti in sposobnosti. Spodbuja se ga k pridobivanju novih izkušenj, doživetij in spoznanj. V to obdobje so vključeni tudi otroci s posebnimi potrebami (v nadaljevanju OPP), pri katerih razvoj poteka drugače, v drugačnem tempu in smeri. Ob tem se moramo zavedati, da so tudi oni samo otroci, ki potrebujejo sprejetost, ljubezen, varnost, razumevanje in okolje, kjer so sprejeti, se dobro počutijo in tako lahko razvijajo svoje potenciale. Z uvedbo pojma integracija in inkluzija je poskrbljeno, da so ti otroci vključeni v program predšolske vzgoje. Potrebno je uresničevanje pojma inkluzije, ki je odgovoren in zahteven proces, ki ga morajo uresničevati vsi, ki delajo z OPP. V prispevku bo predstavljeno delo z OPP v predšolskem obdobju. Podrobneje bosta opisana pojem inkluzija in delo z OPP, od prepoznavanja in vključenosti v vrtec. Ugotovljeno je, da zgodnje odkrivanje in prepoznavanje ter dobro sodelovanje vseh vključenih v delo z OPP pomaga, da se otroku pomaga pri optimalnem razvoju in napredku, po svojih zmožnostih.

KLJUČNE BESEDE: otroci s posebnimi potrebami, inkluzija, vključevanje v vrtec, zgodnje odkrivanje in nudenje pomoči.

IMPLEMENTATION OF INCLUSION WHEN WORKING WITH CHILDREN WITH SPECIAL NEEDS IN THE PRESCHOOL PERIOD

ABSTRACT

The preschool years are significant for all children, as it is during this period that their abilities are being developed. They are encouraged to acquire new experiences and learn. During this period, the development of children with special needs takes place at a different pace and in a different direction. It is crucial to be aware that, like any child, they too simply need acceptance, love, security, understanding and an environment where they are accepted, feel comfortable and can fulfil their potential. Introducing the concepts of integration and inclusion ensures these children are included in the preschool education program. It is necessary to implement the concept of inclusion, which is an important and demanding process that must be implemented by all those working with children with special needs. This paper will present working with children with special needs in the preschool period. In further detail, it will describe the concept of inclusion and the work with children with special needs, including identification and inclusion in preschool. It has been concluded that early identification and good collaboration of all those who surround children with special needs encourage the children to progress and develop optimally.

KEYWORDS: children with special needs, inclusion, inclusion in preschool, early identification and offering help.

AKTIVNO STARANJE

POVZETEK

Zaradi izjemnih demografskih sprememb na svetovni ravni sta odkrivanje in uporaba strategij za kakovostno življenje starejšega človeka zelo pomembna. Posredno prispevata k samostojnosti starega človeka v ožjih in širših dnevni aktivnostih. Raznoliki dopolnilni programi socialnega varstva, varovanja zdravja, športa, kulture in izobraževanja spodbujajo in pozitivno vplivajo na ohranjanje gibalnih in procesnih spretnosti starih ljudi. V prispevku so predstavljeni različni načini aktivnega staranja, ki omogočajo ljudem, da uresničujejo svoje možnosti za dobro telesno, socialno in duševno počutje skozi celoten tok življenja. Pomembno je, da v družbi delujejo v skladu s svojimi potrebami, željami in zmožnostmi. Ustvarjati moramo pozitivno podobo aktivnega staranja in se nanj skrbno pripraviti, kajti vključevanje v raznolike dejavnosti bo pripomoglo k daljši življenjski dobi in samostojnosti. Velikokrat pa se starejši človek zaradi oviranosti, poškodb ali bolezni ne more udeležiti zelenih pristočasnih aktivnosti, zato ugotovljamo, kako ključno vlogo imajo pri tem delovni terapevti. Delovni terapevti raziščejo pomen in interes posameznika, ga informirajo in poiščejo zanj ustrezne načine za izvedbo zelene aktivnosti.

KLJUČNE BESEDE: staranje, star človek, aktivno staranje, dopolnilni programi za stare ljudi.

ACTIVE AGING

ABSTRACT

Because of the amazing demographic changes on the worldwide level, discovering and using different strategies are highly important to improve the quality of an older person's life. It directly contributes to an independence of a person in all kinds of daily activities. Researches show that different complementary programs of social protection, protection of health, sport, culture, encourage the elderly and also have a positive income on maintaining their physical and processing skills. In my article my goal was to present different ways of active aging, which enable people to fulfill their chances for a good physical, social and mental well-being throughout the whole life. It's important that they participate in a society based on their needs, wishes and abilities. we have to create a positive image of active aging and carefully prepare for it because integrating into different activities is going to aid in the life span and independency. Frequently an older person can't participate in the desired free time activities because of their physical impairment, illnesses or injuries and we realized how important the role of occupational therapists is. Occupational therapists research the meaning and the interest of an individual inform them and find different ways to perform the desired activities.

KEYWORDS: aging, old people/ an old individual, active aging, complementary programs for the elderly.

ALI JE IZBIRNI PREDMET ZA UČENCA LAHKO LE ŽELJA?

POVZETEK

Izbirni predmeti so način prilagajanja osnovne šole individualnim razlikam in interesom učencev. So priložnost, da učenci ob lastni izbiri teh predmetov poudarijo in razvijajo svoje močne strani in sposobnosti ter se pri njih dokažejo. Izbirni predmet šolsko novinarstvo nadgrajuje predmet slovenščina. Tako učenec pod učiteljevim vodstvom dograjuje svojo zmožnost sprejemanja in tvorjenja neumetnostnih besedil, posebej publicističnih. A izzivi pri učitelju nastanejo takrat, kadar si učenec izbere predmet, za katerega nima ustreznega predznanja in sposobnosti oz. je to le njegova želja. Takrat so pred učitelja postavljeni številni izzivi, katerim splošnim ciljem se bo vredno posvetiti, da bo učenec zadostil izbranim kriterijem. V prispevku bom opisala delo učencev izbirnega predmeta šolsko novinarstvo, ko se je na šoli zaključil projekt Erasmus+, in vlogo učitelja pri dodeljevanju nalog skladno z njihovimi zanimanji in sposobnostmi, saj so s svojim delom pokrivali aktualno dogajanje na šoli.

KLJUČNE BESEDE: novinarstvo, neumetnostno besedilo, Erasmus+, aktualno dogajanje.

CAN AN ELECTIVE SUBJECT BE JUST A WISH FOR STUDENT?

ABSTRACT

Elective subjects are a way of adapting primary school to the individual differences and interests of students. They are an opportunity for students to highlight and develop their strengths and abilities by choosing these subjects and to prove themselves in them. Elective subject school journalism upgrades the subject Slovene. Thus, under the teacher's guidance, the student builds on his / her ability to accept and create non-fiction texts, especially journalistic ones. However, challenges for the teacher arise when the student chooses a subject for which he /she does not have the appropriate prior knowledge and abilities or it's just his /her wish. At that time, the teacher is faced with a number of challenges, the general goals of which will be worth focusing on, so that the student will meet the selected criteria. In this paper, I will describe the work of students in the elective subject school journalism, when the Erasmus + project ended at school, and the role of a teacher in assigning tasks according to their interests and abilities, as their work covered current events at school.

KEYWORDS: journalism, non-fiction text, Erasmus +, current events.

DIJAKI V VLOGI UČITELJA

POVZETEK

Gimnazija Tolmin uspešno sodeluje z Osnovno šolo Franceta Bevka Tolmin na različnih področjih. Dijaki Gimnazije Tolmin izvajajo eksperimentalne vaje iz kemije za učence devetih razredov. Na eksperimentalnih vajah so sodelovali dijaki, ki so za maturitetni predmet izbrali kemijo. Vključeni so bili tisti dijaki, ki so pri kemiji izstopali po svoji nadarjenosti, sposobnostih in ustvarjalnosti. Predvideni čas za izpeljavo eksperimentalne vaje je bil tri šolske ure. Dijaki so eksperimentalno vajo samostojno pripravili in vodili. Pred izvedbo delavnice so obnovili znanje o destilaciji, alkoholih, ločevanju snovi ter delovanju kvasovk. Za devetošolce so pripravili eksperimentalno vajo pridobivanja alkohola iz jabolok. Vaja je zajemala pripravo jabolok in izvedbo alkoholnega vrenja s pomočjo kvasovk ter dokaz nastalih produktov. Učenci so pod vodstvom dijakov pred izvedbo destilacije z uvajanjem v apneno vodo dokazali ogljikov dioksid – pri fermentaciji nastali plin. Postavili so destilacijske aparature, pripravili alkoholno mešanico in izvedli destilacijo alkohola. S sežigom destilata so učenci posredno dokazali prisotnost alkohola. Učenci so vajo v manjših skupinah izvedli samostojno, vodil jih je dijak – učitelj. Ugotovili smo, da je opisan način ponavljanja in utrjevanja snovi maturantom zanimiv, ker se razlikuje od tradicionalnega. Dijaki s poučevanjem devetošolcev snov ponovijo in utrdijo.

KLJUČNE BESEDE: nadarjeni, učenje s poučevanjem, eksperimentalna vaja.

STUDENTS IN THE ROLE OF THE TEACHER

ABSTRACT

The Tolmin Secondary School successfully cooperates with the France Bevk Primary School Tolmin in various areas. Students of the Tolmin Secondary School are performing experimental exercises in Chemistry for the ninth-grade students. These experimental exercises were attended and performed by students, who chose Chemistry as a Matura subject. The students included were the ones who stood out in Chemistry due to their talent, skills and creativity. The estimated time for completing the experimental exercise was three lessons. The students prepared and managed the experimental exercise independently. Before the workshop, the students revised their knowledge of distillation, alcohols, filtration and the function of yeasts. They prepared an experimental exercise for the ninth-grade students about producing alcohol from apples. The exercise consisted of preparing apples and achieving alcoholic fermentation through the use of yeasts and proving the presence of products made in the process. Under the tutelage of secondary school students, the ninth-grade students proved the presence of carbon dioxide (gas, by-product of fermentation) before distillation by introducing produced gas to limestone water. They set up distillation equipment, prepared the alcoholic mixture and distilled the alcohol. By burning the produced distillation, students indirectly proved the presence of alcohol. The ninth-grade students performed the exercise independently, under the lead of a student – teacher. We discovered that the secondary school graduates found the described way of revising and consolidating the subject matter to be interesting, as it differs from the traditional way. The students revise and consolidate the subject matter by teaching ninth-grade students.

KEYWORDS: talented, learning by teaching, experimental exercise.

RAZVOJ OSNOVNIH ČLOVEKOVIH PRAVIC ŽENSK SKOZI PERSPEKTIVO ZGODOVINSKIH FILMOV

POVZETEK

Dandanes delujemo v svetu, kjer so nam osnovne človekove pravice nekaj samoumevnega, vsakdanjega. Pa vendar je bila pot za doseg le-teh vse prej kot enostavna. V zgodovini so ljudje izgubljali svoja življenja, da so lahko zagotovili naslednjim rodovom osnovne pravice, predvsem pravice žensk. To dejstvo je velikokrat v očeh učencev/dijakov nepredstavljivo. Za vzpostavitev čuta družbene odgovornosti in predanosti, za zavedanje bitk bork za doseg tega, je v okviru družboslovnih predmetov uporabljena metoda poučevanja s filmi. S pomočjo predstavljenih filmov se izpostavi volilna pravica žensk (Sufražetke – Suffragette (2015), Iron Jawed Angels – Angeli železnih čeljusti (2004); pravica do istospolnega zakona (Elissa&Marcela (2019); pravica do splava (Vera Drake (2004); pravica do varnega/nediskriminatornega delovnega okolja (Strike-Protest (2006), Radium Girls-Dekleta radija (2020), Made in Dagenham – Narejeno v Dagenham-u (2010), Hidden Figures-Skriti Faktorji (2016); pravica do izražanja/ustvarjanja pod svojim imenom (Big Eyes-Velike Oči (2014), Collete (2018), Paula (2016), Mozart's sister-Mocartova sestra (2010); pravica do nediskriminacije žensk znotraj političnega prostora (On the basis of sex – Na podlagi seksa (2018), Železna lady -The Iron Lady (2011). Filmi so učencem/dijakom vzpostavili oziroma poglobili zavedanje, da osnovne človekove pravice skozi zgodovino niso bile del življenja prednic in jih ne moremo sprejeti kot samoumevne.

KLJUČNE BESEDE: osnovne človekove pravice, spolna diskriminacija, filmi, zgodovina.

THE DEVELOPMENT OF BASIC HUMAN RIGHTS FOR WOMEN THROUGH HISTORICAL MOVIES

ABSTRACT

Today we live in a world where we take basic human rights for granted. The path to establish basic human rights was far from easy. Through the history people lost their lives to establish basic human rights especially women's. Students find this fact really very hard to imagine. We can use film during social studies to help them establish and imagine how women devoted their lives to fight for their rights. Films which emphasize women's fight for the right to vote (Suffragette (2015), Iron Jawed Angels (2004); the right for bisexual marriage (Elissa&Marcela (2019); the right for abortion (Vera Drake (2004); the right for healthy and equal working environment (Strike (2006), Radium Girls (2020), Made in Dagenham (2010), Hidden Figures (2016); the right for creating and expressing under your own name (Big Eyes (2014), Collete (2018), Paula (2016), Mozart's Sister (2010); the right for women's equality in politics (On the basis of sex (2018), Iron Lady (2011). Films definitely establish or deepened knowledge that basic human rights were not always the part of our ancestors' lives and that we should not take them for granted.

KEYWORDS: basic human rights, sex discrimination, films, history.

KULTURNE DEJAVNOSTI KOT GRADNIKI VREDNOT V SODOBNI DRUŽBI

POVZETEK

Človek in sodobna družba se v današnjem času soočata z mnogimi izzivi. Vsakodnevno smo priča razpadanju sistema osebnih vrednot, pomanjkanju komunikacijskih veščin, motivacije in empatije med ljudmi, razvrednotenju znanja, šibkim delovnim navadam in izogibanju odgovornosti. Hkrati pa učitelji pri delu srečujemo mladostnike, ki premorejo mnogo talentov, a jih žal ne razvijejo v celoti. Šola, predvsem pa učitelj, v vseh svojih segmentih dela predstavljata izjemno pomemben temelj, na katerem lahko pozitivno in vzpodbudno gradimo na razvoju vseh prej naštetih vrednot pri vsakem posamezniku in tako posredno spreminjamo tudi širšo družbo. V prispevku bom predstavila kulturne dejavnosti, ki jih ponujamo učencem na šoli, s poudarkom na šolskem glasbeno-gledališkem projektu, muzikalu Svoboda. Kulturne dejavnosti namreč omogočajo realizacijo nadarjenosti na mnogih predmetnih področjih, hkrati pa učenci lahko izrazijo svojo ustvarjalnost, razvijajo sodelovalnost in odgovornost, krepijo samopodobo in sposobnost timskega dela, razvijajo svoj talent in gradijo sistem prej omenjenih osebnostnih vrednot. Učitelji opažamo, da so učenci, ki se teh dejavnosti udeležujejo, tudi na drugih področjih bolj samostojni, uspešni, sposobni sodelovanja, ustvarjalni in imajo oblikovan, trden in trajen sistem osebnih vrednot. Široka paleta kulturnih dejavnosti je stalnica na naši šoli že več kot 20 let in kot koordinatorica kulturnih dejavnosti se zavedam, da učitelji nismo samo strokovnjaki, ampak predvsem motivatorji in navduševalci, subtilnost in empatija pa sta nepogrešljivi sestavini našega dela. Menim, da bi se morali učitelji bolj zavedati zmožnosti vplivanja na otrokovo osebnost, zanimivo pa bilo izvesti tudi raziskavo, s katero bi ta individualna opažanja potrdili tudi v širšem šolskem prostoru.

KLJUČNE BESEDE: vrednote, osebna rast, nadarjenost, samopodoba, motivacija.

CULTURAL ACTIVITIES AS CORNERSTONES OF VALUES IN MODERN SOCIETY

ABSTRACT

Nowadays, man and modern society face an abundance of challenges. Every day we observe the collapse of personal values, lack of communication skills, motivation and empathy among people, devaluation of knowledge, poor work habits and avoidance of responsibility. However, at the same time as teachers we come across adolescents with numerous talents that remain wasted and skills that do not develop to the fullest. School, but foremost teachers in all our segments of work represent a cornerstone that enables a positive and stimulative growth of all the above-mentioned values in each and every individual, thus indirectly changing the wider society as well. The article presents cultural activities offered to pupils at my school, the emphasis being on the school musical theatre project Freedom. Cultural activities enable realization of talent in numerous curriculum areas by providing the pupils the opportunity of expressing their creativity, cultivating collaboration and responsibility, building up their self-image, promoting teamwork, developing their talent, and last but not least, building a system of the previously mentioned personal values. Teachers have noticed that pupils participating in such activities have improved their independence, success, collaboration and creativity in other fields whilst developing a solid and permanent system of personal values. Diverse cultural activities have been a regular feature at our school for more than 20 years. As the coordinator of cultural activities, I am aware that the role of a teacher is not only to pass on our knowledge, but mainly to motivate and enthuse pupils whilst bearing in mind that subtlety and empathy are essential ingredients of our work. I strongly believe that teachers should be more aware of the impact we have on a child's personality. It would be interesting to carry out a research that would prove such individual observations in a wider school area as well.

KEYWORDS: values, personal growth, talent, self-image, motivation.

DIDAKTIČNA IGRA »PODJETNIK, ZNAJDI SE!« PRI UČNIH URAH PODJETNIŠTVA V SREDNJI ŠOLI

POVZETEK

V prispevku predstavljamo didaktično igro z naslovom »Podjetnik, najdi se!«, ki je načrtovana tako, da dijakom pri učnih urah podjetništva, skozi igro, približa vsebine podjetništva in jih na zabaven, a hkrati poučen način sooči z dejanskimi izzivi podjetništva. Z didaktično igro želimo pri dijakih razvijati smisel za podjetništvo ter jih soočiti s poslovanjem podjetja. Skozi igro so dijakom na razumljiv, ustvarjalen, izviren, privlačen in praktičen način predstavljeni osnovni pojmi podjetništva: prihodki, stroški, material, delo, kupci ... Omenjene pojme tako povežemo z dogodki v podjetju na osnovi vodenja delujočega podjetja. Predstavljena didaktična igra na preprost način prinaša podjetniška znanja, spodbuja družbeni razvoj, uporabo in spoznavanje strokovnega izrazoslovja na področju podjetništva, hkrati pa predstavlja metodo učenja, s katero učitelji dosežemo načrtovane učne cilje. Z igro izboljšujemo učno okolje, spodbujamo dijake k reševanju problemov, k tekmovalnosti kot obliki sodelovanja, učenju, tveganju, zabavi, komunikaciji, pozitivni razgibanosti ter izidu igre, ki dijaku prinese doživetje zmage ali poraza, učitelj pa lahko tako lažje opazi sposobnost dijaka ter nivo doseženega znanja.

KLJUČNE BESEDE: didaktična igra, podjetništvo, podjetnik, poslovanje.

"ENTREPRENEUR, FIND YOURSELF!" DIDACTIC GAME FOR ENTREPRENEURSHIP LESSONS IN HIGH SCHOOL

ABSTRACT

In this article, we present a didactic game entitled "Entrepreneur, find yourself!". The game is designed to bring students closer to the contents of entrepreneurship in entrepreneurship lessons through the game and confront them, in a fun but instructive way, for the real challenges of entrepreneurship. With this didactic game, we want to develop students' sense of entrepreneurship and confront them with the flow of business in the company. The basic concepts of entrepreneurship are presented understandable and in creative, original, attractive and practical way to students through the game: revenue, costs, materials, work, customers ... We connect these concepts with events in the company based on running a company. The presented game in a simple way brings entrepreneurial knowledge, promotes social development and the use and knowledge of professional terminology in the field of entrepreneurship, and at the same time represents a learning method by which teachers achieve their planned learning goals. The game improves the learning environment, encourages students to solve problems, competition, in terms of developing forms of cooperation, learning, risk, fun, communication, positive mobility and the outcome of the game, which brings students victory or defeat, so the teacher can more easily notice the student's ability and the level of knowledge achieved.

KEYWORDS: didactic game, entrepreneurship, entrepreneur, business.

»MOŽGANE NA PAŠO«: Z MISELNIMI PREMORI DO USPEŠNEJŠEGA UČENJA

POVZETEK

Miselni premor je strukturirana, namerna prekinitvev procesa učenja, ki učencu pomaga, da si odpočije možgane, jih 'resetira' oz. ponastavi z zmanjšano oziroma drugačno kognitivno dejavnostjo, najsi bo to z vajami za sproščanje, gibalnimi vajami ali vajami za pozornost. Vse to v nadaljevanju učenja po koncu premora pripomore k večji pozornosti, boljši osredotočenosti, učinkovitejšim kognitivnim procesom (hitrejše usvajanje in razumevanje snovi), boljšemu pomnjenju učne snovi in posledično k boljši učni uspešnosti. Miselni premori pripomorejo tudi k povečanju motivacije za učenje in šolsko delo, izboljšajo vedenje v razredu, krepijo socialne veščine med učenci in odnose med učiteljem in učenci. Vaje lahko uporabimo v razredu, na individualnih urah ali pa jih učenec kasneje izvaja sam v domačem okolju. Raven zahtevnosti je mogoče prilagoditi starosti in zrelosti učencev ter njihovim individualnim potrebam. Miselni premori se izkazujejo za učinkovito orodje pri delu z učenci s posebnimi potrebami, kar je še posebej prišlo do izraza v času korona krize in šolanja na daljavo. Tako v prispevku predstavimo tudi primer učenca s posebnimi potrebami in opišemo način izvajanja in koristnost miselnih premorov v okviru dodatne strokovne pomoči.

KLJUČNE BESEDE: miselni premori, učinkovito učenje, učenci s posebnimi potrebami.

BRAIN BREAKS AS AN AID FOR SUCCESSFUL LEARNING

ABSTRACT

Brain break is a structured and deliberate intermission in the learning process, that aids student's mental recovery and 'resets' brains due to either changing or decreasing cognitive activity, with use of relaxation exercises, physical exercises or exercises for attention. This contributes to better attention and focus and more efficient cognitive processes (faster assimilation and understanding of the learning material) and better retention of the material when learning resumes after the brain break. Brain breaks also help increase motivation for learning, improve classroom behavior, strengthen social skills among students and improve teacher-student relationships. Such exercises can be used in classroom, in individual lessons or at home by students themselves. Level of their difficulty can be adjusted to the age, maturity and individual needs of the students. Brain breaks are proving to be an effective tool when working with students with special needs. This was especially evident during the Corona crisis and distance learning. The article also includes a case study of a special needs student and a description of how to implement brain breaks and of their usefulness in the context of additional teaching support.

KEYWORDS: brain breaks, successful learning, children with special needs.

VERTIKALNO SODELOVANJE IN UČENJE O DEMOKRACIJI

POVZETEK

Medgeneracijsko povezovanje je izrednega pomena. S pomočjo njega se razvija celotna družba. Učitelji se tega pomena še kako zavedamo, zato v pouk med šolskim letom večkrat vključujemo vertikalno sodelovanje. V prispevku je predstavljeno sodelovanje in učenje o demokraciji med prvim in osmim razredom. Namen in glavni cilj prispevka je dokazati, da se lahko mlajši učenci učijo od starejših in obratno. Ob takšnem načinu poučevanja učenci usvojijo veliko znanja in znajo o določeni temi povedati veliko več. Ugotavljamo, da si učenci želijo več vertikalnega povezovanja. S takšnim načinom se namreč urijo v sodelovanju, v pomenu učenja učencu in v potrpežljivosti. Vse te komponente kažejo na to, da so pri takšnem načinu učenja učenci povedali in izvedeli veliko več o učni snovi, kot če bi jih spraševal in poučeval zgolj učitelj. Vertikalno sodelovanje z elementi formativnega spremljanja bomo prav zaradi vseh teh kompetenc vključevali v pouk še naprej, saj si želimo, da bodo naši zanamci demokratično osveščeni in aktivni. Vsekakor se je pokazal pomen in uspeh vertikalnega sodelovanja pri uresničevanju ciljev. V prihodnje bomo več časa namenili tudi predpripravi na takšen način dela, saj se moramo zavedati učenčevega predznanja in pripravljenosti. Ugotavljamo namreč, da je tako vertikalno sodelovanje kot tudi formativno spremljanje nekaj, kar potrebuje postopnost in prav temu bomo v prihodnje namenili še več časa.

KLJUČNE BESEDE: vertikalno sodelovanje, formativno spremljanje, demokracija.

VERTICAL COOPERATION AND LEARNING ABOUT DEMOCRACY

ABSTRACT

Intergenerational integration is extremely important. With its help, the whole society develops. Teachers are well aware of this importance, so we often include vertical cooperation into the lessons during the school year. The paper presents cooperation and learning about democracy between the first and the eighth grade. The purpose and main goal of the paper is to prove that younger students can learn from older ones and vice versa. With this way of teaching, students acquire a lot of knowledge and know much more about a certain topic. We note that students want more vertical integration. In this way, they are trained in cooperation, in the meaning of teaching a student and in patience. All these components indicate that in this way of learning, students talked and learned a lot more about the subject matter than if they were questioned and taught by the teacher alone. Due to all these competencies, we will continue to include vertical cooperation with elements of formative assessment in the lessons, as we want our descendants to be democratically aware and active. The achievement of goals has certainly been demonstrated through the importance and success of vertical cooperation. In the future, we will also spend more time and the same way of work for the preliminary preparation, as we need to be aware of the student's prior knowledge and readiness. Namely, we find that both vertical cooperation and formative assessment is something that needs gradualness, and we will devote even more time to this in the future.

KEYWORDS: vertical cooperation, formative assessment, democracy.

DIGITALNA TEHNOLOGIJA KOT MOTIVACIJA ZA UČENJE

POVZETEK

Digitalna tehnologija se danes s pridom uporablja v šolah, pomembno vlogo pa ima tudi digitalna pismenost, saj učence pripravi na nova delovna mesta in močno vpliva na motivacijo za učenje. Danes pa šolanje v prostorih šole ni več edina možnost. Zaradi virusa COVID-19 in šolanja na daljavo smo iskali različne načine, s katerimi bi motivirali učence za delo in učenje. Največkrat smo bili učitelji prepuščeni sami sebi in svojemu digitalnemu znanju. Programi, kot so Kahoot!, Genially, ThingLink, Canva, Wordwall, Bamboozle in drugi, so v učencih spodbudili zanimanje za učno snov, da so uspešno in redno reševali naloge ter se učili. Sobe pobega in kvizi so učencem ponudili izzive, ki so jih motivirali k samostojnemu raziskovanju tako na daljavo kot v živo, hkrati pa jim je takšen način omogočil takojšen vpogled v rezultate njihovega dela. Z raznimi programi lahko v živo in na daljavo spodbujamo tudi njihov pozitiven odnos do dela in do sošolcev ter jih motiviramo za sodelovanje v parih in skupinah. ClassDojo je spletno orodje, s katerim smo predvsem v živo spodbujali učence k pozitivnemu odnosu do dela in k dobrim medsebojnim odnosom. Pokazalo se je, da je delo z digitalnimi orodji učencem blizu in dobro motivacijsko sredstvo za učenje. Splet pa nam ponuja še ogromno drugih možnosti, s katerimi lahko popestrimo delo v razredu ali na daljavo. Če bodo torej učenci videli povezavo med digitalnim orodjem in vsebinami, ki so pomembne za njihovo življenje, bodo bolj motivirani za vseživljenjsko učenje.

KLJUČNE BESEDE: digitalna tehnologija, digitalna pismenost, učenje na daljavo, odnosi, motivacija.

DIGITAL TECHNOLOGY AS A MOTIVATION FOR LEARNING

ABSTRACT

Digital technology is being used successfully in schools today, and digital literacy also plays an important role, as it prepares students for new jobs and has a strong impact on motivation to learn. Today, however, schooling on school premises is no longer the only option. Because of the COVID-19 virus and distance learning, we were looking for different ways to motivate students to work and learn. Most of the time, we were left to ourselves and our digital knowledge. Programs such as Kahoot!, Genially, ThingLink, Canva, Wordwall, Bamboozle and others have stimulated students' interest in the subject matter and they have successfully and regularly solved tasks and learned. Escape rooms and quizzes offered students challenges that motivated them to explore independently both remotely and live, while at the same time giving them immediate insight into the results of their work. With various programs, both live and remotely, we can also encourage their positive attitude towards work and classmates and motivate them to participate in pairs and groups. ClassDojo is an online tool with which we encouraged students to have a positive attitude toward work and good interpersonal relationships, especially in live. Working with digital tools has proven to be close to students and a good motivating tool for learning. The web offers us many other options that can be used to diversify work in the classroom or remotely. Therefore, if students see the connection between digital tools and content that is important to their lives, they will be more motivated for lifelong learning.

KEYWORDS: digital technology, digital literacy, distance learning, relationships, motivation.

INKLUZIJA UČENCEV ROMOV V PRVEM RAZREDU OSNOVNE ŠOLE

POVZETEK

Romski učenci imajo z uvajanjem v prvi razred osnovne šole pogosto kar precej težav. Njihova navezanost na družino in slaba socializiranost do vstopa v šolo jim vse skupaj še otežuje. Pogosto so zaradi tega v razred slabo sprejeti, težko se vključijo v igro s sošolci in se spoprijateljijo. V letošnjem šolskem letu smo želeli to izboljšati. Predvidevali smo, da bo boljše poznavanje romskega življenja ostalim učencem pomagalo k boljšemu razumevanju težav, ki jih imajo učenci Romi pri uvajanju v šolski prostor, v razred kot skupino in tudi pri samem učenju, predvsem opismenjevanju. S tem prispevkom želimo pozitivno izkušnjo predstaviti širšemu šolskemu prostoru in učiteljem približati načine za boljšo vključitev učencev Romov. Preko različnih dejavnosti smo učencem predstavili romski jezik, njihovo kulturo in običaje. Dejavnosti smo sproti prilagajali zanimanju učencev in njihovem sodelovanju pri posamezni dejavnosti. Pozitivni rezultati so se v razredu začeli hitro pojavljati. Sošolci romskemu učencu večkrat pomagajo pri šolskem delu in ga pogosteje vključijo in povabijo k igri. Šolo obiskuje bolj redno. Pred izvedbo projekta je učenec povprečno manjkal enkrat na teden, v mesecu maju je do sedaj brez odsotnosti. Njegovo znanje je zelo napredovalo. Ob pomoči druge učiteljice v razredu učenec sledi pouku in ne potrebuje prilagoditev v učnem procesu. To nam je dalo zagon in potrditev za delo v prihodnje. Dejavnosti bi bilo v prihodnje dobro izvajati že od začetka šolskega leta in jih še obogatiti (slovar romskih besed, pisanje knjižice, učenje kakšno romskih pesmi,...).

KLJUČNE BESEDE: učenci Romi, inkluzija, romski jezik, romska kultura, dejavnosti.

INCLUSION OF ROMA STUDENTS TO THE 1ST GRADE OF PRIMARY SCHOOL

ABSTRACT

The Roma students encounter many problems when entering the 1st grade of primary school. Their attachment to the family and a low level of socialisation makes it even more difficult. These are the reasons for them not being accepted by their classmates, for having difficulties while playing with them and making friends. We have decided to try to make the situation better this school year. We have assumed that a better understanding of Romani life could help other students with understanding the difficulties of Roma students with integration and also their learning difficulties, especially those involving developing literacy. With this article we would like to share our positive experience with other schools and show the teachers some ways of how to improve the inclusion of the Roma students. We used different activities to show the students the Romani language, their culture, customs and traditions. The activities were adjusted to the interest and engagement of the students regularly. The positive results were seen very quickly. We have noticed a better attitude toward the Roma student from our class. The other students helped him and played with him more often. The Roma student has started to attend school more regularly. Before the activities, the student was usually absent once a week, however in May he has never missed a day. His knowledge has improved. With the help of the second teacher he is able to follow the lessons and does not need special adjustments. This proves that these types of activities are a way of helping the Roma students with inclusion and it also gives us the motivation to continue with this type of work. In the future, the activities should be done from the beginning of the school year and should involve different types for example writing a Romani dictionary and a short booklet or learning a Romani song.

KEYWORDS: Roma students; inclusion; Romani language; Romani culture; activities.

RAZVOJ PROTOKOLA VERIŽNE REAKCIJE S POLIMERAZO ZA POMNOŽEVANJE BAKTERIJSKEGA GENA 16S RDNA

POVZETEK

V okviru učnega načrta biologije za splošno gimnazijo dijaki na teoretičnem nivoju spoznavajo molekularne metode in zlasti metodo verižne reakcije s polimerazo za pomnoževanje DNA. Med pandemijo koronavirusa je moralo veliko dijakov opraviti test z verižno reakcijo s polimerazo, da bi ugotovili, ali so okuženi. To je samo po sebi povečalo zanimanje med dijaki za to kako deluje test in kako so bili obdelani njim odvzeti vzorci brisov. Da bi potešili njihovo radovednost, smo organizirali praktično delavnico, ki je zainteresiranim dijakom omogočila, da razvijejo lasten PCR protokol in ga preizkusijo v šolskem laboratoriju. Praktična uporaba znanja je študentom omogočila, da ne le spoznajo metodo verižne reakcije s polimerazo, ampak tudi prvič izkusijo proces iskanja informacij po znanstveni literaturi, uporabijo bioinformatična orodja, kot je BLAST NCBI in na koncu spoznajo pomembnost pravilnega ravnanja z laboratorijsko opremo.

KLJUČNE BESEDE: verižna reakcija s polimerazo, laboratorijska oprema, bioinformatična orodja.

DEVELOPING A POLYMERASE CHAIN REACTION PROTOCOL FOR AMPLIFYING BACTERIAL 16S RDNA GENE

ABSTRACT

As part of biology curriculum, students learn about molecular methods and in particular the Polymerase Chain Reaction method for DNA amplification which is taught on a theoretical basis. During the Coronavirus pandemics, a lot of students had to take a Polymerase Chain Reaction test to see if they are infected. That by itself increased the interest of how the test works and how their swab samples were processed. To satisfy their curiosity we organized a practical workshop to enable the interested student to develop their own Polymerase Chain Reaction protocol and test it in the school lab. The practical application of their knowledge enabled the students not only to learn about the method but also to experience for the first time the process of searching the information through scientific papers, to use bioinformatic tools like BLAST NCBI and finally to learn about the importance of correct handling of laboratory equipment.

KEYWORDS: Polymerase Chain Reaction (PCR), laboratory equipment, bioinformatic tools.

MODELI COACHINGA ZA BOLJ UČINKOVIT IN USPEŠEN RAZVOJ UČENCEV

POVZETEK

Coaching je ena od metod, ki je v izobraževalnem prostoru že delujoča, mlada in široka veda (Van Kessel, 2010). V Sloveniji ima kratko zgodovino, pojavljati se je začel desetletje nazaj predvsem, kot sredstvo za solidarno pomoč nečesa ali pri uvajanju najrazličnejših sprememb zaposlenih, ne pojavlja pa se, kadar gre za učence. Opredeljuje se, kot mešanica konceptov in metod razvojnega procesa, značilnosti coachinga pa se razlikujejo glede na model, ki jih v nadaljevanju tudi obravnavamo. Na začetku, v prvem poglavju bomo obravnavali GROW model coachinga, pri čemer je bistvena realna postavitev ciljev posameznika, učenca. GROW model dopolnujemo z SOS modelom pri čemer je bistveno izločanje vplivov zunanjega okolja in usmerjanje učenca v močna področja. Na koncu dodamo še PVM in CES model kot dopolnitev z njegovimi vrednotami. Zaključimo z ključnim NARATIVNIM MODELOM, pri čemer je bistveno povezovanje celote v zgodbo. V drugem poglavju bomo strnili modele v celoto, v smislu vključevanja najpomembnejših elementov (cilji, močna področja, vizija, poslanstvo, učinkovitost in uspešnost) pri tem. Poglavje sklenemo z lastnim modelom in primerom. Cilji članka je praktična uporaba modelov na podlagi primera, prikaz razvojnega procesa učencev na sodobnejši način, učinkovit in uspešnejši šolski proces. Namen članka je, da na podlagi poglobljene predstavitve modelov dobimo razvojno orodje coachinga za učinkovitost in uspešnost učenčevega razvoja (učnega, športnega in drugo). V tej smeri želimo tudi podrobnejšo obravnavo, pri čemer bo potrebno natančnejše povezovanje in poglobljeno obravnavane teorije managementa, coachinga in izobraževalnega prostora ter na osnovi različnih raziskav in člankov domačih in tujih avtorjev razširiti teoretični koncept. Iz navedenih razlogov želimo še posebno pozornost posvetiti prenosu teorije v prakso. Uresničevanje coaching procesa v izobraževalnih institucijah je lahko zelo pomemben del razvoja posameznika. Doprinese lahko k večji uspešnosti in učinkovitosti posameznika, posledično podjetja in tako lahko sledi potrebam gospodarstva in hitremu razvoju tehnologij.

KLJUČNE BESEDE: coaching, izobraževalni prostor, modeli, učinkovitost, uspešnost.

COACHING MODELS FOR MORE EFFICIENT AND SUCCESSFUL STUDENT DEVELOPMENT

ABSTRACT

Coaching is a method that is already active, young and broad science in the educational space (Van Kessel, 2010). It has a short history in Slovenia, starting a decade ago mainly as a means of solidarity assistance, as the introduction of various changes of employees. It does not appear, however, when it comes to students. It is defined as a mixture of concepts and methods of the development process. The characteristics of coaching vary according to the models. At the beginning, in the first chapter, we will discuss the GROW model of coaching, where the realistic setting of student goals is essential. The GROW model is complemented by the SOS model, where it is essential to eliminate the influences of the external environment and directions to strong areas. Finally, we add the PVM and CES and conclude with a NARRATIVE MODEL, where the connection to the story is essential. In the second chapter, we will summarize the models as a whole, with the the most important elements (goals, strengths, vision, mission, efficiency and success). We conclude the chapter with our own model and example. The goals of the article are the practical applicability of the models, the presentation of the development process of students in a more modern way, and efficient and successful school process. The purpose of the article is to develop a coaching tool for the effectiveness and efficiency student development (learning, sports and others). We want a more detailed discussion. More precise integration of management theory, coaching and educational space will be needed. Based on various researches and articles of domestic and foreign authors also expand the theoretical

concept. For these reasons, we want to pay special attention to the transfer of theory into practice. Implementing the coaching process in educational institutions can be a very important part of an individual's development. It can contribute to greater performance and efficiency of the individual, the needs of the economy and the development of technologies.

KEYWORDS: coaching, educational space, models, efficiency, successful.

USTVARJALNE DELAVNICE ZA OTROKE IN STARŠE V SODELOVANJU S KRAJEVNO SKUPNOSTJO IN ŠOLO

POVZETEK

Podružnična osnovna šola Trje že mnogo let uspešno sodeluje in se povezuje s krajem in Krajevno skupnostjo Galicija. V zadnjih dveh letih, torej v obdobju pandemije in številnih karanten, je bilo to povezovanje zelo okrnjeno. Ko pa so bili ukrepi, ki so prepovedovali združevanje in zbiranje ljudi, ukinjeni, smo na pobudo predsednice Likovne sekcije Galicija v šoli organizirali brezplačne prostovoljne ustvarjalne delavnice, katerih namen je bil, da se ponovno vzpostavi povezava s starši, otroci, krajem in šolo ter s tem oživi ustvarjalnost posameznika in skupine. Ker imajo velikonočni prazniki v kraju velik pomen, smo se odločili, da prvo ustvarjalno delavnico namenimo izdelovanju velikonočnih dekoracij, povabljeni pa so bili učenci prve triade in njihovi starši. Druga delavnica s poletno tematiko je bila namenjena učencem 4. in 5. razredov. Ustvarjali smo slike iz kamnov in s poljubnimi motivi poslikali vrečke iz blaga. Rezultati, vidni v prečudovitih izdelkih in zadovoljstvu vseh sodelujočih, so nas spodbudili k načrtovanju še več podobnih ustvarjalnih druženj v naslednjem šolskem letu, ki naj bi potekala tudi na prostem v ožji in širši okolici šole. Poleg vidnih rezultatov predstavljajo bogat doprinos v vzgojno-izobraževalnem procesu tudi medgeneracijsko druženje, pogovori, izmenjava različnih izkušenj in sodelovanje ob ustvarjanju.

KLJUČNE BESEDE: krajevna skupnost, sodelovanje, šola, ustvarjalne delavnice, ustvarjalnost.

CREATIVE WORKSHOPS FOR CHILDREN AND PARENTS IN COOPERATION WITH THE LOCAL COMMUNITY AND THE SCHOOL

ABSTRACT

Trje Branch Primary School has been successfully cooperating and connecting with the town and the Galicija Local Community for many years. In the last two years, during the pandemic and numerous quarantines, this integration has been severely curtailed. When the measures prohibiting people from gathering together were abolished, we organised free voluntary creative workshops at the school, at the initiative of the President of the Galicija Art Section, with the aim of reconnecting parents, children, the local area and the school, and thus reviving individual and group creativity. As Easter is a very important holiday in the town, we decided to dedicate the first workshop to making Easter decorations and invited the pupils of the first triad and their parents. The second workshop, with a summer theme, was aimed at 4th and 5th graders. We created pictures with stones and painted cloth bags with motifs of choice. The results, visible in beautiful products and the satisfaction of all barrels. The second workshop, with a summer theme, was aimed at 4th and 5th graders. We created pictures with stones and painted cloth bags with any motifs we wanted. The results, visible in the beautiful products and the satisfaction of all participants, have encouraged us to plan more similar creative gatherings in the next school year, which should take place outdoors. In addition to the visible results, intergenerational socialising, conversations, exchanges of experiences and collaborative creative work make a rich contribution to the educational process.

KEYWORDS: local community, cooperation, school, creative workshops, creativity.

DELO Z NADARJENIMI UČENCI PRI POUKU SLOVENŠČINE V ČASU POUKA NA DALJAVO

POVZETEK

V strokovnem prispevku bomo predstavili delo z nadarjenimi učenci v času pouka na daljavo. Po Zakonu o osnovni šoli so nadarjeni učenci kar učenci s posebnimi potrebami. Šola in učitelji smo jim zato dolžni prilagoditi metode in oblike dela, jih vključevati v delavnice, dodatni pouk, jim pripravljati dodatno in zahtevnejše gradivo. Nadarjeni učenci imajo pogosto osebnostne lastnosti, ki jih ostali učenci nimajo oziroma so pri nadarjenih učencih bolj izrazite. Prav zato smo za nadarjene učence pripravili tedensko po dve dodatni uri pouka slovenščine – besedne igre. Namen teh ur je bil, da bodo učenci tako na govornem kot pisnem področju uporabljali bolj bogato in slikovito besedišče. Dodatnih učnih ur so se redno udeleževali in aktivno sodelovali. Ker smo v tem času pri pouku književnosti obravnavali poezijo, smo se lotili nalog, kjer so doživljali, vrednotili, razumeli pesemska besedila in jih ustvarjali. Pri potrjenih nadarjenih učencih smo ob koncu šolskega leta opazili, da imajo bolj kot ostali razvito logično mišljenje, nenavadno domišljijo, odličen spomin, bogato besedišče, razgledanost, hitro branje, samostojnost, vztrajnost, storilnost in da uživajo v dosežkih. Nastale so čudovite pesmi. Eno smo poslali na literarni natečaj Pavčkove vitice in učenec je bil v svoji starostni skupini izbran s pesmijo Življenje za najboljšo pesem. Vsak učitelj s svojimi učenci vzpostavlja odnos. Da pa je ta odnos uspešen, si moramo biti medsebojno naklonjeni, se velikokrat vživeti v učence in jih razumeti. Prava pot vodi do cilja. Ta pristop, ki smo ga opisali, je možno uporabiti pri vseh predmetih rednega pouka, interesnih dejavnostih, skupinskem delu, različnih tekmovanjih ... Nadgradnjo pa vidimo v tem, da bi strokovna skupina pripravila obsežnejšo raziskavo o delu z nadarjenimi učenci v času pouka na daljavo, da bi predstavili rezultate ter predlagali oblike in dejavnosti dela z nadarjenimi učenci.

KLJUČNE BESEDE: nadarjenost, pouk na daljavo, pouk književnosti, odnos, uspeh.

WORK WITH GIFTED STUDENTS IN TEACHING SLOVENIAN DURING THE COVID-19 DISTANCE EDUCATION PROCESS

ABSTRACT

In this paper, we will present work with gifted students during the COVID-19 distance education process. According to the Primary School Act, gifted students are students with special needs. The school and therefore the teachers are obliged to adapt methods and forms of work, include them in workshops, additional classes, and prepare additional and more demanding material for such students. Gifted students often have personality traits that other students lack. In other words, they are usually more pronounced in gifted students. In order to make talented students use richer and more colourful vocabulary in speaking as well as in writing, we had two additional classes of Slovenian (word games) per week with them. They all regularly attended and actively participated in the classes. Dealing with poetry in our literature lessons at the time, we tackled tasks where they experienced, valued, and comprehended the words of the poems, as well as created some of their own. At the end of the school year, we noticed that our identified gifted students have a more developed logical thinking, unusually vivid imagination, excellent memory, rich vocabulary, wide range of general knowledge, speed reading, independence, perseverance, productivity, and enjoy their own accomplishments. Some wonderful poems were created. One of my student's poem »Life« was submitted to the Pavček Vine literary competition, and later the author won the award for best poem. Every teacher establishes a relationship with their students. However, in order for this relationship to be successful, we need to be mutually supportive, often empathize with students, and understand them. Being as we are, we have managed to find a way to reach out to them. Only the right path leads to success. The approach we have described, can be used in all regular classes, extracurricular activities, group work, or various competitions. We see the upgrade in the fact that the expert group could prepare a more extensive research on working with gifted students during distance education process, to present the results and suggest forms and activities of working with talented students.

KEYWORDS: gift, distance education process, literature classes, attitude, success.

PODOBA DRUŽINE V SLOVENSKI LITERATURI V 1. POLOVICI 20. STOLETJA

POVZETEK

V strokovnem prispevku predstavimo podobo družine v slovenskem leposlovju v 1. polovici 20. stoletja, kot jo spoznamo skozi z učnim načrtom predpisana besedila. Namen je, da s pomočjo literarnih besedil spoznamo različne oblike družin, predvsem v tradicionalni družbi. Tema družine, še posebej v ruralnem okolju, je pogosta v slovenski književnosti. Ob besedilih spoznamo oblike družin, odnose v družini, vlogo staršev, konflikte v družini, osamosvajanje otrok, pravice otrok. Spoznamo tudi odnos družbe do posameznih družin, predvsem takrat, kadar družine ne izpolnjujejo pričakovanj družbe. Cilj je, da raziskovalno delo nadgradimo s teorijo o družini, njeni funkciji in s pojmi socializacija, kulturni in socialni kapital. Tako medpredmetno povežemo dva predmeta: slovenščino in sociologijo. Pišemo naloge esejskega tipa, v katerih predstavimo družine, jih primerjamo, ovrednotimo odnose v družinah, aktualiziramo, primerjamo tradicionalno družino s sodobno. Izpostavimo predvsem položaj otrok v tradicionalni družini, ki se najbolj ne sklada s predstavo o otrokovih pravicah. Takšno delo omogoči, da za najstnika pogosto občutljivi temi spregovorimo najprej posredno, s komentarji pa izrazimo pogled na družino. Dosežek takšnega dela je tudi, da ozavestimo, da so tudi literarna besedila dokument določenega prostora in časa ter da jih lahko raziskujemo tudi s sociološkega vidika. Metodo dela, analiza literarnega besedila s sociološkimi pojmi, lahko uporabimo ob različnih literarnih besedilih in ob drugih socioloških temah, kot so identiteta, družbena neenakost.

KLJUČNE BESEDE: oblike družin, funkcija družin, odnosi v družini, pravice otrok, socializacija.

THE IMAGE OF FAMILY IN SLOVENE LITERATURE IN THE FIRST HALF OF THE 20TH CENTURY

ABSTRACT

In this professional article we present the image of family which is taught in Slovene literature in the first half of the 20th century and whose topic is integrated in the school curriculum through literary texts. The end goal is to get acquainted with various types of families especially in traditional society by means of literary texts. The family topic-especially the rural one-is often found in Slovene literature. The texts provide types of families, relationships within families, the role of parents, conflicts in families, children's independence, children's rights. We get familiarized with the attitude of society towards different types of families mainly related to the society's attitude where families do not fulfill society's expectations. The aim is to upgrade our research with the theory of what a family is, its function and different terms such as: socialization, cultural and social capital. Slovene and sociology subjects are thus interdisciplinary connected. We write essay assignments in which we present and compare families, evaluate relationships within families, actualize and compare the traditional family with the contemporary one. We concentrate on the situation of children in a traditional family where children's rights do not meet our expectations. The work enables us to speak openly about such a sensitive topic for teenagers. Another achievement of such work is to become aware that literary texts are the document of a certain time and place and as such they can be researched from the sociology aspect, as well. The method of work, the analysis of a literary text with sociological concepts, can be used with various literary texts and other sociological topics, such as identity, social inequality.

KEYWORDS: types of families, family functions, relationships within families, children's rights, socialisation.

UPORABA LITERATURE ZA BOLJŠO INKLUZIJO UČENCEV Z DISLEKSIJO V SREDNJI ŠOLI

POVZETEK

V srednji poklicni šoli je vse več učencev z določenimi posebnimi potrebami. Uspešno inkluzijo jim pogosto otežujejo sovrstniki, ki jih zaradi drugačnosti ne sprejemajo. Nesprejemanje je mnogokrat posledica nepoznavanja njihovih težav. Učitelj slovenščine lahko uporabi literarna dela, ki prikazujejo književne osebe s posebnimi potrebami, kot izhodišče za ozaveščanje učencev o drugačnosti. Branje in pogovor o tovrstnih literarnih delih učencem omogoča razumevanje določenih težav in posledično sprejemanje drugačnosti svojih vrstnikov. Prav tako pozitivno deluje na učence s posebnimi potrebami, saj jim daje sporočilo, da niso edini. Tako z različnimi pisnimi in ustnimi dejavnostmi, ki jih je mogoče uporabiti na izbranih kvalitetnih besedilih, poskrbimo za inkluzijo. Eno takšnih besedil je Črviva luna, na primeru katere je predstavljena izvedba strategije za inkluzijo učencev z disleksijo. Z branjem in vodenimi dejavnostmi po branju učenci skozi zgodbo spoznajo življenje najstnika s primanjkljajem, kar jim omogoča boljše razumevanje in sprejemanje sošolcev z disleksijo. Na tak način usvojeno znanje je trajnejše, trdimo lahko, da smo s pogovorom o disleksiji, občutkih in težavah, ki jih prinaša ta primanjkljaj, izboljšali razredno klimo in inkluzijo posameznika v skupino.

KLJUČNE BESEDE: inkluzija, mladinska literatura, disleksija, srednješolci.

USING LITERATURE FOR BETTER INCLUSION OF STUDENTS WITH DYSLEXIA IN HIGH SCHOOL

ABSTRACT

There are a lot of students with special needs especially in vocational high school. Successful inclusion is often hampered by peers who do not accept them because of their differences. Nonacceptance is often the result of ignorance of dyslexia. A Slovene language teacher can use a literary work depicting literary persons with special needs as a starting point for raising students' awareness of otherness. Reading and talking about all the literary works of students allows us to understand certain problems and consequently accept the differences of their kinds. It also has a positive effect on students with special needs, as it gives them the message that they are not the only ones with the problem. Thus, through various written and oral activities that can be used on selected quality texts, we ensure inclusion. One text is Maggot Moon, on the example of which the implementation of a strategy for the inclusion of students with dyslexia is presented. Through reading and guided post-reading activities, students learn about the lives of adolescents with disabilities through storytelling, which allows them to better understand the acceptance of classmates with dyslexia. In this way, knowledge is more lasting, we can say that by talking about dyslexia, feelings and problems brought about by deficit, we have improved the classroom climate and included the individual in the group.

KEYWORDS: inclusion, youth literature, dyslexia, high school students.

VPLIV TEHNOLOGIJE NA POUK SLOVENŠČINE IN NA DIJAKE V SREDNJEM POKLICNEM IZOBRAŽEVANJU

POVZETEK

»Klasične« oblike zasvojenosti dohiteva novodobna zasvojenost z različnimi oblikami informacijske tehnologije, ki se kaže tudi v populaciji šolajočih se mladostnikov. V 24 letih poučevanja na srednji strokovni šoli sta se precej spremenila tako način poučevanja kot zanimanja srednješolcev. Danes se učitelji trudimo podajati snov na zanimiv, drugačen način in slediti številnim primerom učnih gradiv na spletu, pri tem pa ne smemo izgubiti kompasa za naše poslanstvo: pripraviti posameznike za samostojno, ustvarjalno in uspešno vklapljanje v družbo. Tehnologija je bila namreč razvita z namenom, da pomaga posamezniku in družbi pri napredku, rasti in učinkovitosti ter da olajša opravljanje težjih ali neprijetnih del. Če tehnološke dosežke uporabljamo s tem namenom, so naša pomoč in moč, kar se kaže tudi v šolskem prostoru. Z vodenim pristopom lahko tehnologija kakovostno vpliva na potek in raznolikost učnega procesa, daje vzpodbude za branje, ponuja dijakom s posebnimi potrebami prilagojeno gradivo in mnoge druge prednosti. Dijaki so danes tako močno povezani s telefoni in spletom, da je okrnjena njihova koncentracija med poukom in informacije pogosto sprejemajo zgolj površinsko. Kljub temu da veliko časa preživijo za ekrani, pa je bolj malo tega namenjeno dodatnemu učenju in urjenju veščin. Naš namen je predstaviti nekatere možnosti uporabe tehnologije pri pouku slovenščine in primere dobre prakse, z anketo raziskati, koliko populacija dijakov drugega letnika srednjega poklicnega izobraževanja uporablja tehnologijo v izobraževalne namene, in poiskati za šolsko okolje primerne spodbude, ki bi dijake odvrnile od pretirane, predvsem pa nekoristne uporabe tehnologije.

KLJUČNE BESEDE: tehnologija pri pouku slovenščine, srednje poklicno izobraževanje, uporaba tehnologije med dijaki.

THE IMPACT OF TECHNOLOGY ON TEACHING SLOVENE AND ON STUDENTS IN SECONDARY VOCATIONAL EDUCATION

ABSTRACT

The so-called "classic" forms of addiction are catching up by modern addiction to various forms of information technology, which is also manifesting in the population of young schoolchildren. After 24 years of teaching at a vocational high school, I notice that both the way of teaching and the interests of high school students have changed a lot. Today teachers are trying to present learning materials in an interesting and different way and follow many interesting materials available online, without losing the sight of our mission: to prepare individuals for independent, creative and successful integration into society. This technology was developed with the aim of helping the individual and society to achieve progress, growth and efficiency, and with the aim of making it easier to perform difficult or unpleasant tasks. If we use technological achievements for this purpose, they offer us help and give us strength and this is also reflected in the school environment. With a guided approach, technology can have a qualitative impact on the course and diversity of the learning process, it can further provide incentives for reading and offer students with special needs adapted materials and offer many other benefits. Students are so connected to their phones and the internet today that their concentration is impaired during lessons and they often receive the information only superficially. Although much of their time is spent in front of the screens, less of it is spent on additional learning and skills training. Our purpose is to present the possibilities of using this technology in teaching Slovene and to support my claims with examples of good practice and to conduct a survey to explore the extent of technological addiction in the population of vocational education students and find solutions acceptable to the school environment.

KEYWORDS: technology in teaching Slovene, secondary vocational education, use of technology in teaching stud.

TRAJNOST IZBOLJŠAVE S PODROČJA ORGANIZACIJSKE KLIME V VRTCU MANKA GOLARJA GORNJA RADGONA

POVZETEK

Z razvojnim timom Vrtca Manka Golarja Gornja Radgona smo v okviru projekta Šole za ravnateljce, Mreže učecih se šol in vrtcev, pred štirimi leti izvedli posnetek stanja zadovoljstva zaposlenih na različnih področjih (komunikacija, reševanje konfliktov, vloga in naloge zaposlenih, karierni razvoj, nagrajevanje in motivacija, ...) z namenom vnosa izboljšave na področju organizacijske klime. Ožje področje izboljšave osebnostna in profesionalna rast, ki najbolj konkretno podpira željeno področje izboljšave, smo uresničevali preko individualnih akcijskih načrtov skozi triletni razvojni načrta vrtca s strategijo, ki podpira cilj zadovoljnih in odgovornih zaposlenih z razvito pripadnostjo kolektivu. S ponovnim posnetkom stanja organizacijske klime želimo ugotoviti, ali smo z aktivnostmi razvojnega tima vrtca izboljšali stanje izpred štirih let ter pridobiti mnenje kolektiva o pogledih na organizacijsko klimo v našem zavodu z opredelitvijo vloge posameznika in poiskati glavne kazalce, ki na organizacijsko klimo vplivajo najbolj negativno in tiste, ki vplivajo najbolj pozitivno. Evalvacija rezultatov ankete je osnova za nadaljnje dolgoročno načrtovanje vrtca, kar šteje kot doprinos k stroki. Tako se izrišejo področja, ki bodo v naslednjih letih deležna največ pozornosti, saj je področja, na katerih kolektiv ne vidi priložnosti za izboljšave, brezpredmetno izboljševati. Pri predstavitvi bodo predstavljeni rezultati raziskave na vzorcu celotnega kolektiva.

KLJUČNE BESEDE: organizacijska klima, trajnost, izboljšave.

SUSTAINABILITY OF IMPROVEMENT IN THE FIELD OF ORGANIZATIONAL CLIMATE IN THE KINDERGARTEN MANKA GOLARJA GORNJA RADGONA

ABSTRACT

Four years ago, the development team of the Kindergarten Manka Golarja Gornja Radgona recorded a state of employees' satisfaction in various fields (communication, solving conflicts, roles and tasks of employees, career development, rewarding and motivation, ...) in order to implement improvements in the field of organizational climate. This was done as a part of the project of the School for Headmasters, called Network of learning schools and kindergartens. The narrower area of improvement, personal and professional growth, which most concretely supports the desired area of improvement, was implemented through individual action plans through the kindergarten's three-year development plan with a strategy that supports the goal of satisfied and responsible employees with a developed sense of belonging to the collective. By re-recording the state of the organizational climate, we want to determine whether the activities of the kindergarten's development team improved the situation from four years ago and obtain the opinion of the staff on views on the organizational climate in our institution by defining the role of the individual. We also wanted to find main pointers that affect most negatively on the organizational climate and those that affect most positively. The evaluation of the survey results is the basis for further long-term planning of the kindergarten, which is considered a contribution to the profession. This outlines the areas that will receive the most attention in the coming years and areas where the team does not see opportunities for improvement are thus pointless to improve. The results of the research on a sample of the entire collective will be presented during the presentation.

KEYWORDS: organizational climate, sustainability, improvements.

NAREDIM SAM – IN ZNAM

POVZETEK

Pri pouku neobveznih izbirnih predmetov se srečujemo z nižjo motivacijo učencev za učenje, kar je tudi posledica neugodne umestitve teh predmetov v urnik pred ali po rednem pouku. Še posebej se to odraža pri pouku tujih jezikov. Ker danih možnosti ni mogoče spremeniti, je avtorica želela najti načine, kako z drugačnimi motivacijskimi strategijami povečati notranjo motivacijo učencev za učenje. Za zelo učinkovite metode so se izkazali učenje z gibanjem, pouk z elementi improvizacijskega gledališča, učne ure, kjer so učenci kreativno ustvarjali (pisno ali likovno), sodelovanje v projektih, učenje preko igre in pesmi, skupinsko delo ter ustvarjanje lastnih učnih gradiv. Učenci so pri teh dejavnostih radi sodelovali in si še želijo takšnega načina dela. Izziv v bodoče predstavlja obravnavanje čim večjega števila tematskih sklopov na ta način.

KLJUČNE BESEDE: neobvezni izbirni predmeti, tuji jeziki, motivacija.

I DO IT BY MYSELF – AND I KNOW IT

ABSTRACT

In the teaching of optional subjects we encounter lower motivation of pupils to learn, which is also due to the unfavourable placement of these subjects on the schedule before or after regular classes. This is especially reflected in foreign language teaching. Since the given possibilities cannot be changed, the author wanted to find ways to increase the internal motivation of pupils to learn with different motivational strategies. Learning through movement, lessons with elements of improvisational theatre, lessons where pupils creatively created (written or art), participation in projects, learning through play and songs, group work and also creating their learning materials proved to be very effective methods. The pupils loved to participate in these activities and still want this way of working. The challenge for the future is to address as many thematic areas as possible in this way.

KEYWORDS: optional subjects, foreign languages, motivation.

NTC METODE PRI POUKU ZA USPEŠNEJŠE UČENJE TAKO UČNO NADARJENIH OTROK KOT TISTI S POSEBNIMI POTREBAMI

POVZETEK

Ključni izziv poučevanja predstavlja, kako v učni proces čimbolj vključiti na eni strani učno nadarjene in na drugi strani učence, ki imajo šibko predznanje ali celo učence s posebnimi potrebami. Učenci razredne stopnje v šoli preživijo dnevno najmanj pet šolskih ur, nekateri celo do devet. Če je pouk narejen za povprečnega učenca, potem učno nadarjeni in šibki učenci pri pouku »izgubljajo svoj čas«. Za kvaliteten potek izobraževalnega sistema in doseganje pričakovanih rezultatov je pomembno vključevanje ustreznih učnih metod, ki k delu vzpodbujajo in miselno aktivirajo tako učno šibke kot učno močne učence. V prispevku so predstavljeni primeri različnih NTC tehnik, ki jih izvajam pri svojem pouku. S pomočjo teh tehnik si učenci hitreje in bolje zapomnijo učno snov. Predstavljene so metode dela, kjer se snov naučijo skozi asociacije, igro in smeh. NTC tehnike omogočajo otroku, da postane samozavestnejši in se ne boji več delati napak, saj ve, da so napake pot do rešitve. Napredek je bil merjen in prepoznan pri vseh učencih. Pri učno nadarjenih je bilo zaznati še večjo željo po novih informacijah, učenci s posebnimi potrebami pa so skozi NTC metode dela skozi igro, brez stresa, dosegli napredek in željene učne cilje. Pri pouku poleg aktivnega sodelovanja vseh učencev s takšnimi načini poučevanja razvijamo povezave med sinapsami, kot pravi dr. Ranko Rajović, in učimo otroke uspešnih strategij učenja, ki jim pomagajo pri učenju šolske snovi. To je posebej pomembno v višjih razredih, ko je snovi in informacij, ki jih mora otrok osvojiti, zelo veliko.

KLJUČNE BESEDE: nadarjeni, posebne potrebe, NTC metode, miselna aktivnost.

NTC METHODS OF TEACHING IN A CLASSROOM – A SUCCESSFUL MEANS OF LEARNING FOR THE GIFTED AS WELL AS FOR THOSE WITH SPECIAL NEEDS

ABSTRACT

The key challenge of teaching process is how to include as many students as possible in the learning process, on the one hand the gifted ones, and on the other hand, students with weak prior knowledge or even students with special needs. Grade-level students spend at least five hours a day in school, some up to nine. If the lesson is designed for an average student, then the gifted and the weak learning students "lose their time" in the lesson. For the quality course of the educational system and the achievement of expected results, it is important to include the appropriate learning methods that encourage and mentally activate both learning-weak and learning-strong students. The article presents examples of different NTC teaching methods that I am currently implementing in my lessons, as a third grade teacher. By using the mentioned teaching methods the results show a better, and a faster memorization of the gained knowledge. The emphasis is on the learning process that includes associations, play and the elements of fun. NTC techniques enable students to gain self-confidence; they lose the fear of making mistakes, and gain the awareness that mistakes are the ways to solutions. Learning progress has been measured, and recognized with all students. The gifted ones show a greater motivation for gaining new information and knowledge, and weak-learning students learn new and more efficient methods of learning. In addition to the active participation of all students in the classroom, with such methods of teaching, we develop connections between the brain synapses, according to Dr. Ranko Rajović, and we teach children more successful learning strategies that help them learn school material more efficiently. Moreover, this is very important, especially for the upper-grade students that face a greater amount of learning materials and information that need to be acquired.

KEYWORDS: gifted students, students with special needs, NTC methods of teaching, mental activity.

INTEGRACIJA ROMSKIH OTROK V VRTEC

POVZETEK

V vrtcih se srečujemo z izzivom kako romskim otrokom omogočiti enake možnosti in jih integrirati v vrtec ter ob tem upoštevati romsko kulturo, tradicijo in drugačen način življenja. Vključenost otrok v vrtec je nizka, saj se romski starši ne odločajo za vpis, zaradi neosveščenosti o pomenu vključevanja otrok v vrtec, njihove zaščitniške vloge do otroka in brez lastnih izkušenj z vrtcem. Vpis romskih otrok preko medijev ali pisanih vabil, kljub temu, da so tudi v romščini ne prinašajo rezultatov, zato smo se odločili, da bomo vstopili v naselja, spoznali družine, starše in otroke in jih spodbudili, da se odločijo za vpis v vrtec. Ob tem pa je bil cilj, da smo v naseljih prisotni kontinuirano, zato smo izvajali delavnice z otroki enkrat tedensko. Delavnice smo načrtovali, izvedba dejavnosti, pa je bila odvisna od materialnih in prostorskih pogojev ter števila in starosti prisotnih otrok. Z otroki smo risali, peli, se žogali, pripovedovali zgodbe, itd., s starši pa smo se veliko pogovarjali, jim prisluhnil, hkrati pa smo jim predstavljali življenje v vrtcu, jih vključevali v dejavnosti in jim skušali predstaviti pomen vključitve otroka v vrtec. Zaradi rednih izvajanj aktivnosti v romskih naseljih nas starši poznajo in nam zaupajo, otroci pa nas že nestrpnost čakajo. Vpis otrok v vrtec, tako v osnovni program, kot v krajši program, se povečuje, saj smo imeli v šolskem letu 2018/2019 pred izvajanjem aktivnosti v naseljih vključenih 5 romskih otrok v osnovni program in 5 otrok v krajši 240 urni program, v šolskem letu 2021/2022 imamo vključenih 18 otrok v osnovni program in 9 otrok v krajši 240 urni program. Praksa kaže, da je z romskimi starši in otroki nujno vzpostavljati in vzdrževati stika na terenu, kar nam zagotavlja zaupanje staršev in lažji ter hitrejši način reševanja situacij in komuniciranja. Romskih staršev in otrok ne moremo enačiti z ostalo populacijo, saj so s svojo kulturo, načinom življenja, vrednotami in jezikom drugačni in do tega imajo pravico. Naloga vzgojnoizobraževalnih ustanov ni samo, da rečemo, saj imajo enake možnosti, kot vsi ostali, ampak je poglobljena naloga po vsej vertikali, da najdemo načine, kako se jim približati in jih opolnomočiti za vključevanje v vzgojnoizobraževalne programe, ki jih tudi uspešno zaključijo.

KLJUČNE BESEDE: vrtec, predšolska vzgoja, romski otrok, romska naselja, integracija.

INTEGRATION OF ROMA CHILDREN IN TO KINDERGARTEN

ABSTRACT

In kindergartens, we face the challenge of providing equal opportunities for Roma children and integrating them into the kindergarten, while taking into account Roma culture, traditions and a different way of life. The involvement of children in kindergarten is low, as Roma parents do not decide to enroll, due to lack of awareness of the importance of including children in kindergarten, their protective role towards the child and without their own experience with kindergarten. Enrollment of Roma children through the media or written invitations, despite the fact that they are also in Roma settlements, do not bring results, so we decided to enter the settlements, meet families, parents and children and encourage them to decide to enroll in kindergarten. At the same time, the goal was to be present in the settlements continuously, so we conducted workshops with children once a week. We planned the workshops, and the implementation of the activities depended on the material and spatial conditions and the number and age of the children present. We drew, sang, played ball, told stories, etc. with the children, and we talked with parents a lot, listened to them, and at the same time introduced them to life in kindergarten, included them in activities and tried to show them the importance of including children in kindergarten. Due to the regular activities in Roma settlements, our parents know and trust us, and the children are already looking forward to us. The enrollment of children in kindergarten, both in the basic program and in the shorter program, is increasing, as in the school year 2018/2019 we had 5 Roma children included in the basic program and 5 children in the shorter 240-hour program in the school year. In 2021/2022 we have 18 children included in the basic program and 9 children in the shorter 240-hour program. Practice shows that it is necessary to establish and maintain contact with

Roma parents and children in the field, which provides us with the trust of parents and an easier and faster way to resolve situations and communicate. Roma parents and children cannot be equated with the rest of the population, as they are different with their culture, way of life, values and language, and they have the right to do so. The task of educational institutions is not only to say that they have the same opportunities as everyone else, but the main task across the vertical is to find ways to approach them and empower them to join educational programs, which they also successfully complete.

KEYWORDS: kindergarten, preschool education, Roma child, Roma settlements, integration.

INOVATIVNO MULTISENZORNO UČENJE ŠTEVIL SLEPIH IN SLABOVIDNIH

POVZETEK

S prispevkom želimo predstaviti pomembnost tipnega učnega pripomočka za slepe in slabovidne otroke. Še posebej je pomemben pri opismenjevanju, saj dodatno motivira slepega otroka za branje in učenje. Predstavljen tipni pripomoček se je zelo dobro izkazal pri prehodu učenja iz črk na števila. Kot vemo je pri opismenjevanju slepih otrok odločilnega pomena za komunikacijo brajeva pisava. Z njo se otrok sreča neformalno že pred vstopom v šolo. Ob vstopu v šolo pa se začne učiti brajice postopno s pomočjo Abecednika z vajami, ob prilagojenih elektronskih pripomočkih in računalniški opreми ter različnimi drugimi pripomočki, prilagojenimi za slepe otroke. Tipna slika sicer ne more nadomestiti slikovnega gradiva, vendar je za slepe otroke dostikrat edini vir spoznavanja. Ker je v Sloveniji zelo malo tipnih slikanic in učnega gradiva za slepe, smo se odločili izdelati in preizkusiti predstavljen učni tipni pripomoček za pomoč pri opismenjevanju slepih otrok, še posebej pri učenju števil. V veliko zadovoljstvo nam je bilo, ko se je s preizkusom potrdilo, da pozitivno vpliva na učno motivacijo in koncentracijo, pomaga pri širjenju besednega zaklada, zahteva slušno pozornost, otroku nudi igro ali zahtevo po aktivnosti. Nudi nam veliko možnosti in variacij pri učenju, saj lahko otroku izdelamo nove bralne liste za utrjevanje in mu tako omogočamo multisenzorno učenje. Razmišljamo, da bi priročnik prevedli v angleški jezik in bi tako omogočili otrokom še lažji uvod v začetni tuji jezik.

KLJUČNE BESEDE: števila, brajica, opismenjevanje, tipni pripomočki, motivacija.

INNOVATIVE MULTISENSORY LEARNING OF NUMBERS OF BLIND AND VISUALLY IMPAIRED

ABSTRACT

With this paper we want to present the importance of a tactile learning tool for blind and visually impaired children. It is especially important in literacy, as it additionally motivates a blind child to read and learn. The tactile tool presented proved to be very good in the transition of learning from letters to numbers.

As we know, in literacy of blind children, Braille is crucial for communication. The child meets with it informally before entering school. Upon entering school, however, children begin to learn Braille gradually with the help of the speller with exercises, with adapted electronic aids and computer equipment, and various other aids adapted for blind children. A tactile painting cannot replace pictorial material, but it is often the only source of study for blind children. Since there are very few tactile picture books and teaching materials for the blind in Slovenia, we decided to make and test the presented learning tactile tool to help in the literacy process of blind children, especially in learning of numbers. We were very pleased when the test confirmed that it has a positive effect on learning motivation and concentration. Furthermore, it helps expand vocabulary, requires auditory attention, offers children a time for play and stimulates activity. It offers us many possibilities and variations in learning, as we can create new reading worksheets for exercises and thus enable children a multisensory learning. We are considering translating the handbook into English to enable children an easier introduction to the foreign language.

KEYWORDS: numbers, braille, literacy, tactile aids, motivation.

EDUCAPLAY KOT ORODJE PRI POUČEVANU NA DALJAVO

POVZETEK

Ogljični odtis je merilo, koliko porabimo vode in zemlje za pridobivanje dobrin v primerjavi z obnovitveno sposobnostjo zemlje. Ali so 12-letniki sposobni to razumeti? Kako jim pojem čim bolj približati in ozavestiti na način, da bodo pripravljeni narediti spremembe v svojih nakupovalnih navadah? Vsako živilo (oblačilo, predmet), ki ga kupimo, je bilo nekje pridelano, vzrejeno, predelano in pripeljano do trgovin v katerih nakupujemo. Učencem je potrebno predstaviti pot določenega izdelka od pridelave do trgovine in ob tem upoštevati količine porabljene vode, zemlje, surovin, fosilnih goriv ter na koncu nastanek odpadkov. V ta namen sem uporabila spletno aplikacijo Educaplay, ki sem jo spoznala na izobraževanju v programu Erasmus plus. Aplikacija je primerna za poučevanje v razredu in tudi na daljavo. Tako lahko učencem zapleteno problematiko predstavimo s kratkimi filmi, igrami, zgodbami, znotraj katerih so ves čas aktivni, v nadaljevanju pa tudi praktično delo - samostojno vodenje potrošniškega dnevnika.

KLJUČNE BESEDE: Educaplay, ogljični odtis, ekologija, poučevanje na daljavo.

EDUCAPLAY AS A REMOTE TEACHING APP

ABSTRACT

The carbon footprint is a measure of how much water and land we use to extract goods compared to the earth's regenerative capacity. Are 12-year-olds able to understand this? How can we bring them closer to the concept and make them aware in such a way that they will be ready to make changes in their shopping habits? Every food (clothing, item...) we buy has been grown somewhere. Breeded, processed and brought to the stores where we shop. Students need to be introduced to the path of a particular product from production to trade taking into account the overall amount of water, land, raw materials, fossil fuels used and finally the generation of waste. For this purpose, I used the online application Educaplay which I come across during my education in the Erasmus Plus program. The application is suitable for teaching in the classroom and also can be used in distance learning. Therefore, we can present students with complex issues using short films, games and stories within which they are always active in addition also apply it to practical work - independent management of the consumer diary.

KEYWORDS: Educaplay, Carbon footprint, Ecology, distance teaching.

»UČENJE TUJIH JEZIKOV – HITREJE IN UČINKOVITEJE?«

POVZETEK

Zdravstvena kriza v zadnjih dveh letih je nedvomno pustila pečat, šolstvo pri tem ni nobena izjema. Obdobje, v katerem so se učenci in dijaki šolali na daljavo, je za marsikoga predstavljalo velik izziv, številni so bili do določene mere prepuščeni sami sebi. Mnogi so v tem obdobju izgubili svojo »učno kondicijo« in so opustili večji del učnih strategij, ki so si jih do te točke izoblikovali. To se je jasno pokazalo, ko so učenci in dijaki spet sedli v šolske klopi. Še posebej pri tem izstopajo tisti, ki so v tem šolskem letu začeli svoje šolanje na srednjih šolah in gimnazijah. Kot razrednik 1. letnika gimnazije sem zaznala stiske dijakov, saj se številni pri učenju niso znašli in niso vedeli, kako se le-tega sploh lotiti. Da bomo pri učenju uspešni, učinkoviti, da se bomo bolje znašli in usvojili trajno znanje, nam lahko pomagajo številne učne strategije. S tem prispevkom smo želeli najprej ugotoviti, v kolikšni meri dijaki učne strategije sploh poznajo, katere uporabljajo in kako pogosto. V ta namen smo pripravili vprašalnik, ki so ga izpolnili dijaki 1. letnikov. Pri tem smo se osredotočili na učenje tujih jezikov. Rezultati vprašalnika so bili izhodišče za pripravo delavnice, ki smo jo nato izvedli v razredu z namenom, da dijake ozaveštimo o smislu in namenu uporabe učnih strategij in jim pokažemo možnosti, kako so pri učenju lahko bolj učinkoviti. V prispevku je na kratko opisana tudi delavnica, kjer smo skupaj z dijaki iskali načine, kako se snov naučimo inovativno, hitreje in temeljito.

KLJUČNE BESEDE: učenje, učne strategije, tuji jeziki.

»LEARNING FOREIGN LANGUAGES - FASTER AND MORE EFFICIENT«

ABSTRACT

The past two years' health crisis has undoubtedly left an impact in more than one area, education being no exception. The time students spent studying remotely represented an immense challenge to many, leaving a number of individuals to deal with the situation more or less on their own. Many learners lost their "stamina for learning" during this time, abandoning most of the learning strategies they had previously developed. This became even more evident as students returned to their classrooms. Those who stand out, in particular, are the learners who started their schooling in secondary and grammar schools in 2021. As a Year 1 high school homeroom teacher, I noticed my students' distress when many of them did not know how to study or even approach the learning process. In order to succeed in our learning, be efficient, cope with issues and acquire lifelong knowledge, one can make use of a number of learning strategies. While working on the research paper, I first wanted to find out how familiar students are with learning strategies, which ones they use and how frequently. For that purpose, Year 1 students completed a second language acquisition learning questionnaire. The results helped me prepare and deliver a workshop to raise students' awareness about the meaning and purpose of using learning strategies, as well as to show them how learn more efficiently. In this article, I will briefly describe the workshop, which helped my students and me find ways for innovative, efficient, and deeper learning.

KEYWORDS: learning, learning strategies, foreign languages.

MEDVRSTNIŠKO NASILJE NA OSNOVNI ŠOLI RADLJE OB DRAVI

POVZETEK

Medvrstniško nasilje je težava, ki se pojavlja na vseh šolah po svetu. Običajno se pojavlja skrito pred očmi učiteljev oziroma drugih odraslih. Lahko se pojavlja v različnih oblikah in ima hude posledice za vse vpletene. V teoretičnem delu prispevka smo na kratko navedli značilnosti medvrstniškega nasilja, v empiričnem delu pa smo navedli rezultate ankete, ki smo jo izvedli med učenci 5. in 9. razreda Osnovne šole Radlje ob Dravi. Zanimalo nas je, koliko učencev je bilo v tem šolskem letu v vlogi opazovalca, žrtve in nasilneža. Ugotavljali smo, kako pogosto se je medvrstniško nasilje dogajalo, komu so se žrtve najraje zaupale in kje se je to dogajalo. V raziskavi je sodelovalo 290 učencev. Ugotovili smo, da je bilo v vlogi opazovalca že dve tretjini učencev, v vlogi žrtve malo manj kot tretjina ter za polovico manj v vlogi nasilneža. Rezultati kažejo, da po pogostosti med vsemi tremi akterji izstopajo kletvice. Kar 41 % učencev je večkrat na teden slišalo, da je nekdo izrekel kletvico drugemu učencu. Večkrat na teden je takšno nasilje doživelo 20 % učencev, 16 % učencev pa je priznalo, da v enakem časovnem obsegu tovrstno nasilje izvaja. Ugotovili smo, da se nasilje najbolj pogosto dogaja v učilnici in na šolskih hodnikih ter da se učenci najraje zaupajo staršem, prijateljem in učiteljem. Rezultate bomo primerjali še glede na razred, saj bi radi ugotovili, kje je največ težav. Prav tako bomo za naslednje šolsko leto pripravili natančen program boja proti nasilju.

KLJUČNE BESEDE: medvrstniško nasilje, opazovalec, žrtev, nasilnež, šola.

PEER VIOLENCE ON THE ELEMENTARY SCHOOL RADLJE OB DRAVI

ABSTRACT

Peer violence is a problem that is faced in schools all over the world. Usually, it is hidden from the eyes of teachers and other adults. It can appear in various forms and can have devastating consequences for all persons involved. In the theoretical part of this contribution we briefly summarize the characteristics of peer violence, whereas in the practical part we analyze the results of a survey done among students of the 5th and 9th grade of the Radlje ob Dravi elementary school. Specifically, we focused on the frequency of peer violence, who the victims confided in and where it took place. In total, 290 students participated in the study. The results show that two thirds of students are observers, less than a third are victims and a sixth of the students are perpetrators. Additionally, we found that among the three factors, the most common form of peer violence is the use of swear words, where 41 % of the students reported hearing a student swearing against another student. 20 % of the students were victims of this form of violence multiple times a week, whereas 16 % admitted that they use this form of violence in the same time period. Additionally, we found that violence is most frequent in classrooms and school hallways, and that students prefer to confide in their parents, friends, and teachers. The results will also be compared with respect to the grade of the students, with the aim of determining in which grade the problem is the most prevalent. Finally, a detailed program against peer violence will be prepared for the following school year.

KEYWORDS: peer violence, observer, victim, bully, school.

VEČ RABE ELEKTRONSKIH NAPRAV, VEČ ANGLEŠČINE

POVZETEK

Čas moderne tehnologije nam omogoča številne ugodnosti in prednosti v smislu hitrejšega in lažjega načina življenja. Na drugi strani pa se v tem svetu najde tudi veliko pasti. Med mladimi je raba elektronskih naprav še posebej priljubljena in še narašča v primerjavi z ostalimi. Bistvena razlika med otroki in starejšimi pa je, da se najmlajši srečajo z omenjenimi napravami že v zgodnjem otroštvu in posledično tudi s tujim jezikom oziroma z angleščino. V prispevku je obravnavana vsebina o količini rabe elektronskih naprav in digitalnih aplikacij v vsakdanu učencev in ključno vprašanje, ali več rabe digitalnih naprav res izboljša znanje angleščine pri mladih. V empiričnem delu so predstavljeni rezultati izvedene spletne ankete med učenci sedmih razredov. Namen ankete je bil potrditi, da z več rabe elektronskih naprav in digitalnih aplikacij učenci boljše obvladajo angleščino oziroma imajo več globalnega znanja kot tisti, ki le-te manj uporabljajo. Rezultati ankete so to vprašanje potrdili, kar je za učitelja pozitivno, saj s takšnimi otroki učitelj lažje, hitreje in uspešneje dela, ker je njihovo znanje produktivnejše. Ta rezultat tudi pokaže, da se globalno znanje jezika pogosto pridobi še iz drugih virov in ne samo iz šolskega učenja angleščine. Zadnji del prispevka je namenjen primeru dobre prakse, ki prikaže, kako lahko tudi v šoli z ustreznimi aplikacijami motiviramo in pridobimo večje zanimanje za jezik tudi pri otrocih, ki so šibkejši na tem področju. V prihodnje bomo na podlagi teh rezultatov in ostalih projektov, vezanih na digitalizacijo, organizirali še dodatne delavnice, ki bodo namenjene učiteljem tujih jezikov za sodobnejši pristop k poučevanju.

KLJUČNE BESEDE: elektronske naprave, digitalne aplikacije, angleščina, spletna raziskava, motivacija.

THE MORE USE OF ELECTRONIC DEVICES, THE MORE ENGLISH

ABSTRACT

The time of modern technology offers us many favors as well as the advantages regarding faster and easier way of life. On the other hand, there are many traps that someone can fall into. The use of electronic devices is prevalent and increased among young people in comparison to others. The main gap between children and the older population is that the young get in touch with electronic devices early in their childhood and consequently with the English language. The article discusses the amount of using electronic devices and various digital applications in children's everyday lives and the main question of whether the more use of digital devices improves their knowledge of the English language. In the empirical part, there are the results of the survey shown, which was conducted among the students aged twelve to thirteen. The purpose of the survey was to find out or to confirm that children, who spend more time in front of electronic devices and use more apps, have more global knowledge of English. The results have verified the question, which means that those students understand and speak English better than the others. A teacher can consequently work easier and more successfully with such students. The results show that students often gain global knowledge of English from other sources than only from learning English at school. In the last part of the article, there are some practical examples of including digital applications that can be used in a classroom for more motivation and also for those children who are weaker in this field. Furthermore, we are planning to organise workshops for foreign language teachers to involve modern methods in the field of digital applications.

KEYWORDS: electronic devices, digital applications, English, survey, motivation.

MOBILNI TELEFON – UČNI PRIPOMOČEK ALI OVIRA PRI UČENJU

POVZETEK

V času epidemije je pouk potekal v videoklicih ali s pomočjo gradiv v spletnih učilnicah, hkrati sta se tudi preživljanje prostega časa in druženje preselila v zaprte prostore in pred zaslone, zato smo na šoli izvedli dan brez zaslonov kot izziv, priložnost za refleksijo lastne uporabe zaslonov in možnost za drugačno preživljanje časa. Cilj ankete, ki smo jo nato izvedli med dijaki šole, je bil raziskati, koliko časa v dnevu in za katere namene dijaki uporabljajo mobilni telefon, ali imajo dogovorjena pravila uporabe in koliko časa so že bili brez mobilnega telefona. Vprašali smo jih tudi, če pred spanjem pravočasno prenehajo z uporabo mobilnega telefona in ga odložijo izven prostora, v katerem spijo. Rezultati so pokazali, da velika večina anketirancev uporablja mobilni telefon več kot je priporočeno in tudi neposredno pred spanjem. Uporabljajo ga predvsem za socialna omrežja in veliko manj za potrebe pouka. Dijake je potrebno ozavestiti o priporočilih uporabe zaslonov, jih vzpodbujati, da mobilni telefon uporabljajo kot učni pripomoček za iskanje podatkov, raziskovanje, učenje, utrjevanje in preverjanje znanja in jih hkrati navajati, da mobilni telefon občasno ugasnejo. Po raziskavi smo na šoli izvedli dan brez mobitela in ga evalvirali. Med poukom so bili dijaki, ki so oddali mobilni telefon, bolj zbrani in odzivni, med odmori je bilo več pogovora in druženja. Med učitelji bi lahko raziskali, kako vzpodbujajo uporabo mobilnih telefonov za namen učenja, in izmenjali primere dobre prakse. Raziskavo bi lahko razširili na druge šole in raziskali še vpliv stopnje izobraževanja na uporabo mobilnega telefona.

KLJUČNE BESEDE: mobilni telefon, učenje, dijak.

MOBILE PHONE – A LEARNING TOOL OR A BARRIER TO LEARNING

ABSTRACT

During the epidemic, classes were held in video calls or with the help of materials in online classrooms, and at the same time, spending free time and socializing moved indoors and in front of screens. A day without screens at school was a challenge, an opportunity to reflect on your own use of screens and a chance to spend time differently. The aim of the survey conducted among students was to find out the amount of time and purposes of using a mobile phone, whether they have any agreed rules and how long they have ever been without a mobile phone. They were also asked if they stop using their mobile phone in time before going to bed and if they put it outside the room, where they sleep. The results showed that the large majority of respondents use their mobile phone more than recommended and also just before bedtime. They use it mostly for social networks and much less for learning purposes. We should raise awareness among students about recommendations for using screens, encourage them to use it as a learning tool for data searching, research, learning, revising and testing knowledge and accustom them to turn it off from time to time. After the research, we organized a day without a mobile phone and evaluated it. Students who handed in their mobile phones were more focused and responsive during the lessons, and there was more conversation and socializing during the breaks. We could make a research among teachers about using mobile phones for learning purposes and share examples of good practice. Other schools could also take part in the research to find out more about the impact of the level of education on mobile phone use.

KEYWORDS: mobile phones, studying, students.

OTROK Z MOTNJO AVTISTIČNEGA SPEKTRA: SVET SKOZI NJEGOVI OČI

POVZETEK

Avtizem je najhitreje rastoča razvojna motnja. Prispevek se osredotoča na delo z otrokom z motnjo avtističnega spektra v prvem in drugem razredu v rednem vzgojno-izobraževalnem programu. Predstavljeni so izzivi strokovnega delavca pri poučevanju učenca s posebnimi potrebami. Otroci z avtistično motnjo pri vzgojno-izobraževalnem procesu zaradi razvojnih značilnosti potrebujejo prilagojene metode dela in drugačen pristop. S pomočjo jasno strukturiranega učnega prostora, ki si ga je učenec ustvaril po svoji meri, je bivanje v razredu dobro potekalo. Opisana je dnevna rutina, ki je otroku nudila predvidljivost in varnost. Predstavljeni so tudi didaktični pripomočki, organizacija časa, druge prilagoditve in način dela, ki je otroku omogočil, da se je imel možnost razvijati in dosegati svoje cilje.

KLJUČNE BESEDE: avtizem, osnovnošolsko izobraževanje otrok z avtizmom, primer dobre prakse.

A CHILD WITH AN AUTIST SPECTRUM DISORDER: THE WORLD THROUGH HIS EYES

ABSTRACT

Autism is the fastest growing developmental disorder. This paper describes working with a child with autistic disorder during the first and second year of primary school. Presented in this paper are the challenges of the teachers teaching a student with a disorder. Children with autistic disorder need adapted methods of work and different approach during their educational process due to their developmental characteristics. With the help of clearly structured learning environment, which the student has created himself, the time in the classroom went by well. Described in here is the daily routine which offered predictability and safety to the child. It also includes the didactic aids, time management, other adjustments and a manner of work, which gave the child chances to develop and achieve his goals.

KEYWORDS: autism, primary school education of the children with autism, best practices.

DELO Z NADARJENIMI UČENCI PRI DODATNEM POUKU FIZIKE

POVZETEK

Pri pouku kateregakoli predmeta je zelo pomembno, da učitelj prepozna potencial in nadarjenost posameznih učencev. Nadarjeni učenci potrebujejo dodatno delo, kjer lahko raziskujejo in odkrivajo nekaj novega. Učitelj je tisti, ki nadarjene učence vzpodbudi in motivira k dodatnemu delu. Učenci, ki so nadarjeni za naravoslovje, imajo kar nekaj možnosti za vključevanje v najrazličnejše dodatne aktivnosti v okviru razširjenega programa osnovne šole. Ena izmed dodatnih aktivnosti je dodatni pouk fizike, kjer se učenci pripravljajo na tekmovanja, krepijo svojo motiviranost za delo in ambicioznost. Namen prispevka je prikazati aktivne metode dobre učne prakse pri dodatnem pouku fizike. Skupina nadarjenih učencev se je odločila, da bi s programom PhET samostojno pripravila ter izvedla učno uro o elektriki. V prispevku je predstavljena konkretna izvedba učne ure, od začetnih pripravah in konzultacijah z učiteljico, do načrtovane učne ure in nazadnje do kvalitetne in učinkovite izpeljave učne ure. Rezultat znanja učencev po izpeljani učni uri je učiteljica preverila na kratkem preverjanju znanju. Rezultati so bili pozitivni. Prispevek ni le prikaz zmožnosti nadarjenih učencev, vendar tudi drugačen in učinkovit pristop k zanimivejši učni uri fizike. Vsaka sprememba tradicionalne učne ure prinese učencem večjo motivacijo za delo, zato so učni rezultati dela boljši.

KLJUČNE BESEDE: fizika, nadarjeni učenci, program PhET, učna ura.

WORKING WITH GIFTED STUDENTS IN ADDITIONAL PHYSICS LESSONS

ABSTRACT

In teaching any subject, it is important for teachers to recognise the potential and talents of individual students. Gifted students need additional work where they are able to explore and discover new things. Teacher is the one who encourages and motivates gifted students to additional work. Students, who have a talent for science, have many opportunities to take part in a wide range of additional activities within the extended primary school curriculum. One of the additional activities are extra physics lessons where students prepare for competitions, boost their motivation for work and ambitions. The aim of this paper is to show active methods of a good teaching practice in supplementary physics lessons. A group of gifted students has decided to use PhET programme to independently design and perform a lesson on electricity. This paper presents the concrete presentation of the lesson, from the initial preparations and consultations with the teacher to the planned lesson and finally to the quality and effective delivery of the lesson. The result knowledge acquires that students after the lesson was tested by the teacher on a short knowledge test. The results were positive. The paper is not only a demonstration of the potential of gifted students, but also a different and effective approach to make physics lessons more interesting. Every change in the traditional lesson brings students more motivation to work, so the learning outcomes of work are better.

KEYWORDS: gifted students, lesson, PhET program, physics.

UPORABA INFOMACIJSKO-KOMUNIKACIJSKE TEHNOLOGIJE PRI POUČEVANJU STROKOVNEGA MODULA – TEHNIŠKO KOMUNICIRANJE

POVZETEK

V strokovnem članku je predstavljen primer dobre prakse uporabe informacijsko-komunikacijske tehnologije (IKT) pri poučevanju strokovnega modula Tehniško komuniciranje, ki se izvaja na srednjem strokovnem izobraževanju – strojni tehnik. Razlaga z risanjem prostorskih projekcij na klasično šolsko tablo je temeljna, vendar nemalokrat nerazumljiva in abstraktna za dijake z nižjo kognitivno sposobnostjo prostorske vizualizacije. S pomočjo IKT-ja pa dijaki prejmejo še dodatno razlago na drugačen način – z nazorno animacijo, povezano z obravnavano prostorsko projekcijo. S projiciranjem animacij z videoprojektorjem se lahko enostavno predstavi animacije, kot so: animacija »prevračanja« 3D-modela po pravokotnih projekcijah (naris, tloris, stranski ris), animacija nastanka 2D pravokotne projekcije na podlagi izometrične projekcije, animacija razgrinjanja tlorisne in narisne ravnine, animacija rotiranja 3D-modela itd. V strokovnem članku je predstavljeno, kako lahko učitelj kombinira risanje na šolsko tablo s projiciranjem animacij z videoprojektorjem o prostorskih projekcijah. Glavni doprinos strokovnega članka je predstavitev dobre prakse, kako lahko učitelj poda še dodatno nazorno razlago s pomočjo animacij o prostorskih projekcijah, da bodo dijaki čim bolj okrepili svojo kognitivno sposobnost prostorske vizualizacije.

KLJUČNE BESEDE: poučevanje, prostorske projekcije, IKT.

THE USE OF INFORMATION COMMUNICATION TECHNOLOGY IN TEACHING THE TECHNICAL MODULE – TECHNICAL COMMUNICATION

ABSTRACT

The technical article presents an example of good practice in the use of information communication technology (ICT) in teaching the technical module – Technical communication, which is carried out in secondary vocational education – mechanical technician. The explanation by drawing spatial on a classical school blackboard is fundamental, but often incomprehensible and abstract for students with lower spatial visualization cognitive ability. With the help of ICT, they would receive an additional explanation in a different way – with an illustrative animation related to the spatial projection under discussion. By projecting animations with a video projector, it is easy to present animations, such as: 3D model flipping animation by the orthographic projections (front view, top view, side view), animation of the creation of 2D orthographic projection based on isometric projection, animation of the unfolding of top view's and front view's plain, 3D model rotation animation, etc. The technical article presents how a teacher can combine the use of a school blackboard with the projection of animations with a video projector on spatial projections. The main contribution of the technical article is the presentation of methods how the teacher can provide an additional illustrative explanation through animations on spatial projections so that students will strengthen their spatial visualization cognitive ability.

KEYWORDS: teaching, spatial projections, ICT.

RAČUNALNIK – DRAGOCEN PRIPOMOČEK UČENCEM S PRIMANJKLJAJI NA PODROČJU PISANJA

POVZETEK

Na osnovnih šolah poleg rednega izobraževalnega programa poteka izobraževalni program s prilagojenim izvajanjem in dodatno strokovno pomočjo. Namenjen je učencem s primanjkljaji na posameznih področjih učenja. Primanjkljaji se kažejo kot zaostanki v zgodnjem razvoju in/ali izrazitih težavah na več področjih, kot so: pozornost, pomnjenje, mišljenje, koordinacija, komunikacija, branje, pisanje, pravopis, računanje, socialna kompetentnost in čustveno dozorevanje. Učenci, ki imajo primanjkljaje na področju pisanja, lahko imajo težave z držo svinčnika ali s položajem roke, z orientacijo, z velikostjo črk, s presledki in z oblikovanjem črk. Težave se začnejo kazati na začetku opismenjevanja in kljub treningu ne izzvenijo. Zapiski teh učencev so težje čitljivi, lahko celo nečitljivi. V članku bomo predstavili, kako z uporabo računalnika pomagati učencem z disleksijo, disgrafijo in ostalimi motnjami, pri katerih se pojavljajo težave z zapisovanjem. K uporabi računalnika učence običajno spodbudimo proti koncu druge triade, ko ne morejo več znatno izboljšati pisave. V tem obdobju je tudi količina zapiskov v zvezkih vse večja, kar jim povzroča vedno večjo stisko. Na podlagi praktičnih izkušenj bomo opisali natančen postopek uvajanja računalnika kot pripomočka za učence s primanjkljaji na področju pisanja.

KLJUČNE BESEDE: računalnik, primanjkljaji, pisanje.

COMPUTER - A VALUABLE TOOL FOR STUDENTS WITH DEFICITS IN WRITING

ABSTRACT

In primary schools, in addition to the regular educational program, there is an educational program with adapted implementation and additional professional assistance. It is intended for students with deficits in individual areas of learning. Deficits manifest themselves as early developmental delays and / or marked difficulties in several areas, such as: attention, memory, thinking, coordination, communication, reading, writing, spelling, arithmetic, social competence, and emotional maturation. Students who have deficits in writing may have difficulty with pencil posture or hand position, orientation, letter size, spaces, and letter formatting. Problems begin to show at the beginning of literacy and do not go away despite training. The notes of these students are more difficult to read, they may even be illegible. In this article, we will present how to use a computer to help students with dyslexia, dysgraphia and other disorders that cause writing problems. Students are usually encouraged to use a computer towards the end of the second triad, when they can no longer significantly improve their font. During this period, the amount of notes in notebooks also increases, which causes them increasing distress. Based on practical experience, we will describe the exact process of introducing a computer as a tool for students with writing disabilities.

KEYWORDS: computer, deficits, writing.

KDO SEM JAZ, KDO SI TI?

POVZETEK

O med vrstniškem nasilju v šolah si marsikdo zatiska oči. Uspešno spopadanje z njim zahteva veliko strokovnega znanja, motivacije in empatije. Na naši šoli, kjer delamo s pomočjo različnih metod in oblik dela, nam reševanje nasilnih vedenj predstavlja predvsem izziv in ne toliko problem. Na šoli imamo specifično sestavo učencev, namreč šolo obiskuje veliko otrok, ki prihajajo iz Mladinskega doma Maribor (vključeni v vzgojne skupine Slivnica), učence tujce ter veliko populacijo romskih otrok. Takšna heterogenost učencev je hitro pripeljala do povečane nestrpnosti in posledično nasilnih vedenj. S pomočjo pozitivne psihologije smo negativna dejanja bistveno omejili. Z namenom doseganja dolgotrajnega učinka smo izvajali različne delavnice tekom rednega pouka in pri razrednih urah. Vključenost v projekt Stop nasilju nam omogoča različna predavanja za učitelje, starše in učence. Na primerih dobre prakse smo uporabljene metode tudi podrobneje prikazali. S pomočjo uporabe ankete pred in po uvedbi delavnic smo učinke lahko izmerili. Zaznali smo izboljšanje v komunikaciji in medsebojnem zaupanju. Hitreje zaznamo, ko ali če prihaja do nasilnih vedenj. Lažje jih lahko preprečimo oziroma ustavimo. Znanja, ki smo jih pridobili, uspešno implementiramo v praksi.

KLJUČNE BESEDE: motivacija, empatija, nestrpnost, komunikacija, metoda.

WHO AM I, WHO ARE YOU?

ABSTRACT

Peer violence in schools is a topic that many people close their eyes to. Successfully dealing with it requires a lot of expertise, motivation and empathy. At our school, where we use various methods and forms of work, so solving violent behaviours is primarily a challenge and not so much a problem. We have a specific composition of students at the school. The school is attended by many children coming from the Youth Home, foreign students, and a large population of Roma children. Such heterogeneity of students quickly led to increased intolerance and consequent violent behaviours. With the help of positive psychology, we significantly limited negative actions. In order to achieve a long-lasting effect, we conducted various workshops during regular and homeroom classes. Involvement in the Stop Violence project allows us to conduct various lectures for teachers, parents and students. We also presented the methods used in more detail on examples of good practice. Using the survey before and after the introduction of the workshops, we were able to measure the effects. We noticed an improvement in communication and mutual trust. We are able to detect when or if the violent behaviours occur quicker. They are easier to prevent or stop. We successfully implement the knowledge we have acquired in practice.

KEYWORDS: motivation, empathy, impatience, communication, method.

INTEGRACIJA DIJAKOV S POSEBNIMI POTREBAMI V RAZREDNO SKUPNOST SKOZI PROJEKT »ZDRAVA ŠOLA«

POVZETEK

Učitelji se v današnjem času spoprijemamo z različnimi izzivi in težavami. Eden največjih izzivov v letošnjem šolskem letu je bilo poučevanje in razredništvo v oddelku, kjer ima skoraj polovica dijakov posebne potrebe in imajo odločbo Zavoda za šolstvo o dodatni strokovni pomoči. Ti dijaki imajo različne primanjkljaje, različna predznanja in različne zmožnosti. Za lažje delo v razredu sem natančno preučila vse odločbe dijakov s posebnimi potrebami, se dodatno izobraževala in se vključila v projekt *Zdrava šola*, ki promovira dobre medsebojne odnose in zdrav življenjski slog. Letošnja rdeča nit tega projekta je bila: *Krepim (oblikujem) sebe in svojo skupnost*. Projekt smo v oddelku izvajali enkrat tedensko pri razrednih urah. Dijaki so se predstavljali, svojo predstavitev pa so tedensko nadgrajevali z novimi informacijami. Po vzpostavljenem zaupanju so dijaki spregovorili tudi o osebnih stiskah in težavah. Prispevek skuša pokazati, da je imelo sodelovanje v projektu pozitiven učinek na dijake, saj so se skozi projekt spoznali, se povezali in se učili strpnosti ter sprejemanja drugačnosti. Prav tako so pridobili samozavest in se znebili občutka manjvrednosti. Projekt *Zdrava šola* lahko v šoli uporabimo tudi pri športni vzgoji.

KLJUČNE BESEDE: dijaki s posebnimi potrebami, projektno delo, spoznavanje sebe in drugih, sprejemanje drugačnosti.

INTEGRATION OF STUDENTS WITH SPECIAL NEEDS INTO THE CLASSROOM COMMUNITY THROUGH THE HEALTHY SCHOOL PROJECT

ABSTRACT

Teachers are facing different challenges and problems these days. One of the biggest challenges this year was teaching in a class where almost half of students have special needs. These students have different deficits, different skills and different abilities. To facilitate working in the class, I carefully read all documentation about students with special needs, went further educated and enrolled in the Healthy School project, which promotes good relationships and a healthy lifestyle. This year's topic of this project was "I strengthen (I design) myself and my community". The project was carried out once a week at class meetings. The students talked about themselves and they updated their presentation with new information. This contribution shows that participation in the project has had a positive impact on students, as they got to know each other, connect and learn tolerance and accept diversity throughout the project. They also gained self-confidence and got rid of the sense of inferiority. The Healthy School project can also be used in sports education at school.

KEYWORDS: students with special needs, project work, getting to know themselves and others, accepting differentness.

IVAN CANKAR V BESEDI IN ČIPKI

POVZETEK

Dnevi dejavnosti so del obveznega programa osnovne šole, ki povezujejo različna predmetna področja, mednje spadajo tudi kulturni dnevi. Naš kulturni dan je medpredmetno povezal slovenščino in izbirni predmet klekljanje. Za temo kulturnega dne smo izbrali pisatelja slovenske moderne Ivana Cankarja. Dejavnosti smo razdelili v dva dela. Z učenci smo se v prvem delu seznanili s pisateljevim življenjem in njegovim delom, posebej smo se osredotočili na njegovi črtici *Skodelica kave* in *Pehar suhih hrušk*. Besedili smo prebrali, ju doživeto interpretirali in nekatere odlomke zaigrali. Sledil je drugi del, ki je povezal slovenščino s klekljanjem. Z učenci smo najprej narisali vzorce peharja, različnih oblik hrušk in glavo s pisateljevimi značilnimi brki, poiskali smo vzorec skodelice, ki je ponazarjala Cankarjevo črtico. Po narisanih vzorcih smo se lotili izdelovanja čipk v različnih klekljarskih tehnikah. Ob izteku kulturnega dneva smo postavili klekljarsko razstavo izdelanih čipk. Učenci so bili stalno ustvarjalni, inovativni, razvijali so ročne spretnosti, krepili samozavest in osebnostno rasli. Ob vsem tem pa spoznali, da lahko pridobljeno znanje dveh različnih predmetov, ki na prvi pogled nimata veliko skupnega, med seboj povežemo. Ob pripravi dejavnosti raziščem druga strokovna področja, jih skušam implementirati v svoj predmet, pri tem bogatim svoje znanje in vedenje ter se osebnostno razvijam. Po zaključeni dejavnosti opravi tudi samorefleksijo. Na podlagi novo pridobljenih spoznanj gradim in ustvarjam nove priložnosti za medpredmetno povezovanje klekljanja ali glasbene umetnosti s slovenščino oziroma z drugimi predmeti.

KLJUČNE BESEDE: Ivan Cankar, slovenščina, klekljanje, medpredmetno povezovanje.

IVAN CANKAR IN WORD AND LACE

ABSTRACT

Activity days are part of the compulsory primary school curriculum, linking several subject areas, including cultural days. Our cultural day linked Slovenian and the elective school subject of lace-making. The theme of the cultural day evolved around the Slovenian writer Ivan Cankar. We divided the activities into two parts. In the first part, the pupils were introduced to the writer's life and work, focusing in particular on his poems *Skodelica kave* (Eng. *A Cup of Coffee*) and *Pehar suhih hrušk* (Engl. *A Basket of Dried Pears*). We read the texts, interpreted them and acted out several passages. The second part of the workshop linked the Slovenian language with lace-making. First, we drew patterns of a basket, various shapes of pears and a head with the writer's characteristic moustache, and we also found a pattern of a cup which illustrated Cankar's short story. After drawing the patterns, we started making lace in various lace-making techniques. At the end of the cultural day, we set up an exhibition of the lace they had made. The pupils were creative and innovative throughout, developing their manual skills, building self-confidence and growing as individuals. All the while, we realised that we could perfectly combine the knowledge we had acquired at the two separate school subjects which, at first sight, seemed to have little in common. Whenever I prepare an activity like this, I explore other areas of expertise, try to implement them in my own work, expanding my experiences and personal growth. After the activity, I self-reflect and analyse the activities to look for ways to improve my work. Based on the newly acquired knowledge, I am building and creating new opportunities for cross-curricular integration of knitting or music art with the Slovenian language course and other school subjects as well.

KEYWORDS: Ivan Cankar, the Slovenian language, knitting, cross-curricular integration.

VPLIV DELA S STARŠI NA DUŠEVNO ZDRAVJE OTROK

POVZETEK

V prispevku predstavljamo delovanje mobilne službe v Strokovnem centru Višnja Gora. Izhodišče za delo je predpostavka, da je posameznik aktiven in dinamičen sistem, ki se spreminja v interakciji z okoljem. Dejavniki tveganja in varovalni dejavniki za zagotavljanje duševnega zdravja posameznika so individualni, vezani na družino, šolsko okolje in vrstnike ter na širšo skupnost. V kolikor želimo krepiti duševno zdravje otrok in mladostnikov, je najbolje, da krepimo varovalne dejavnike na vseh področjih. Izkušnje kažejo, da je delo s starši oziroma družinami precej nerazvito področje, tako da je potreba po tovrstnem svetovanju precej velika. Posledično mobilna služba v največji meri izvaja svetovanje staršem ali strokovnim delavcem, ki delajo z otrokom. Osredinja se na opremljanje otroku pomembnih oseb z znanji, ki bi pripomogla pri izbiranju primernejših odzivov na izraženo vedenjsko problematiko pri otroku in opolnomočenje staršev v starševski vlogi. Starši preko razumevanja vedenja in čustvovanja otroka, primernih vzgojnih odzivov in lastne regulacije, otroku nudijo spodbudno okolje za napredek. V prispevku so teoretična izhodišča prepletena z izkušnjami iz dela ter izseki vprašalnikov, ki jih uporabniki izpolnijo po zaključku procesa svetovanja, z namenom evalvacije sodelovanja z mobilno službo in ocene doseganja ciljev. Iz odgovorov izhaja, da svetovalno delo z družino in strokovnimi delavci, ki so vpeti v otrokov vsakdan pomembno vpliva na napredke otrok na področju vedenja in čustvovanja, prav tako pomembni drugi opažajo pozitivne spremembe v duševnem zdravju otrok. Da bi tovrstno obliko pomoči lahko še naprej razvijali, je potrebno mobilne službe kadrovske okrepiti in redno evalvirati delo, z namenom prepoznavanja možnosti nadgradnje sistema pomoči.

KLJUČNE BESEDE: otroci/mladostniki, starši, duševno zdravje, svetovanje, odnos, sistemi.

INFLUENCE OF WORKING WITH PARENTS ON CHILDREN MENTAL HEALTH

ABSTRACT

This paper discusses the function of the mobile services at Strokovni Center Višnja Gora. The disposition for the work is an assumption that an individual is active and there is a dynamic system that changes depending on the environment. Both risk factors and protective factors for ensuring the mental health of an individual depend on the person, their family, school environment, their peers, and the wider community. In order to strengthen the mental health of children, it is best to strengthen protective factors in all these areas. Experience show that the field of working with parents or families is mainly undeveloped, which means there is a big need for this. Due to this the mobile service mostly provides counseling to parents or professionals working with children. It focuses on equipping the people in the child's life with knowledge that will help them choose more appropriate responses to the child's behavioral problems and empower parents in their parenting role. Through understanding the child's behavior and emotions, appropriate parental responses and self-regulation, parents provide the child with an appropriate environment for progress. In this paper, the theory is supported with work experience and questionnaires, which participants completed after the counseling process was completed in order to evaluate the success of working with the mobile service and to mark their achievement of their goals. The questionnaire shows that counseling work with family and professionals involved in children's daily lives has a significant impact on children's progress in behavior and emotions. Furthermore, others can notice the positive changes in the children's mental health. In order to further develop this form of counseling, it is necessary to strengthen the resources of the mobile services and regularly evaluate the field in order to identify the chances of improving the process of this type of service.

KEYWORDS: Children/adolescents, parents, mental health, counseling relationship, systems.

GIBALNE DEJAVNOSTI ZA UČENCE S POSEBNIMI POTREBAMI PRI URAH DODATNE STROKOVNE POMOČI

POVZETEK

Učenci s posebnimi potrebami imajo primanjkljaje na izobraževalnem, socialnem, organizacijskem in gibalnem področju. Z gibalnimi dejavnostmi pri urah dodatne strokovne pomoči lahko odpravljamo primanjkljaje na teh štirih področjih. Opisali bomo konkretne gibalne dejavnosti, njihove pozitivne učinke in odzive učencev nanje. Zanimalo nas je tudi, v kolikšni meri in na kakšen način izvajalci dodatne strokovne pomoči vpletajo gibalne dejavnosti v svoje ure. Skoraj polovica anketirancev jih izvaja pogosto in opažajo številne pozitivne učinke na učence. Najpogosteje izpostavljajo, da so učenci manj nemirni in bolj motivirani za nadaljnje delo. 72 % anketiranih razpolaga tudi z dodatnimi znanji programov, ki vključujejo gibalne dejavnosti. S prispevkom želimo izpostaviti pomen izvajanja teh dejavnosti in zanje motivirati tudi tiste izvajalce dodatne strokovne pomoči, ki se teh aktivnosti poslužujejo redkeje. Glede na spodbudne rezultate ankete bi bilo smiselno enako anketo izvesti tudi med razrednimi in predmetnimi učitelji, saj oni lahko pozitivno vplivajo na kognitivne sposobnosti učencev, ki nimajo dodatne strokovne pomoči. Glede na pridobljeno teoretično znanje bi lahko oblikovali konkretna priporočila za učitelje ter oblikovali program z gibalnimi dejavnostmi, ki bi ga kot interesna dejavnost izvajali za učence z učnimi težavami, ki niso usmerjeni v prilagojeni program z dodatno strokovno pomočjo.

KLJUČNE BESEDE: učenci s posebnimi potrebami, gibalne dejavnosti, premagovanje primanjkljajev.

PHYSICAL ACTIVITIES FOR CHILDREN WITH SPECIAL NEEDS AT INDIVIDUAL LESSONS

ABSTRACT

Children with special needs have deficits in education, social life, organization and mobility. We can overcome deficits in these four areas through physical activities during individual lessons. We will describe certain physical activities, their positive effects and students' reactions to them. We were also interested in the extent to which and in what way special education teachers include physical activities in their classes. Almost half of the respondents implement them frequently and observe positive effects on students. They most often point out that students are calmer and motivated to continue working. 72% of respondents also have additional knowledge of programs that include physical activity. With this article, we want to emphasize the importance of implementing these activities and motivate special education teachers who use these activities less frequently. Given the encouraging results of the survey, it would be sensible to conduct the same survey among class and subject teachers, as they can have a positive effect on the cognitive abilities of students who do not have individual lessons. Based on the acquired theoretical knowledge, we could formulate recommendations for teachers and create a program with physical activities, which would be implemented as lessons for students with learning difficulties who are not part of an adapted program.

KEYWORDS: children with special needs, physical activities, overcoming deficits.

PROSTOVOLJSTVO KOT PRIMER URESNIČEVANJA INKLUZIJE NA PODROČJU VZGOJE IN IZOBRAŽEVANJA V SODELOVANJU Z LOKALNO SKUPNOSTJO

POVZETEK

Zdi se, da je kljub označevanju sodobnih družb kot odprtih inkluzija še vedno precej oddaljena vrednota. Tako osebe s posebnimi potrebami in ostale ranljive družbene skupine pogosto ostajajo prezrte, izključene. Ker so mladi pogosto negotovi, kako se odzivati na take okoliščine, lahko prostovoljstvo dijakov predstavlja priložnost za večjo participacijo mladih do teh ranljivih skupin in hkrati omogoča zmanjševanje izključevanja. Prispevek prikazuje različne načine prostovoljstva s poudarkom na modni reviji, ki so jo v sodelovanju s Centrom Korak za osebe s pridobljeno poškodbo glave izpeljali dijaki Gimnazije Kranj na dobrodelnem bazarju na Brdu pri Kranju. Sodelovanje dijakov pri oblikovanju, načrtovanju in izvedbi dobrodelnega dogodka je dobra priložnost za krepitev empatije in odpravljanje stereotipov do spregledanih skupin. Poleg teh je pomemben rezultat tudi pridobitev številnih socialnih veščin dijakov za interakcijo z osebami s posebnimi potrebami, medgeneracijsko povezovanje kot tudi vrstniško nudenje pomoči. Pridobljene izkušnje že vključujemo v nadaljnje prizadevanje pri skrbi za moralno in čustveno odgovornost dijakov in tudi širšega lokalnega okolja. Tako uspešno širimo mrežo možnih načinov za izvajanje prostovoljstva v okviru pedagoške prakse pri predmetu pedagogike, Mepi dejavnosti in seveda medsebojne pomoči med dijaki. Pozitivni odzivi dvigujejo občutek koristnosti na eni strani in sprejetosti na drugi, zato bo širjenje inkluzivne kulture tudi v prihodnje pomembno vodilo.

KLJUČNE BESEDE: prostovoljstvo, inkluzija, posebne potrebe, dobrodelnost.

VOLUNTEERING AS AN EXAMPLE OF ACHIEVING INCLUSION IN THE FIELD OF EDUCATION IN COOPERATION WITH THE LOCAL COMMUNITY

ABSTRACT

Despite the labelling of modern societies as open, inclusion still seems to be a distant value. Thus, people with disabilities and other vulnerable social groups often remain ignored, excluded. As young people are often unsure how to respond to such circumstances, student volunteering can provide an opportunity to increase young people's participation towards these vulnerable groups, while at the same time reducing exclusion. This article presents different ways of volunteering, with a focus on a fashion show held by students from Kranj Grammar School in cooperation with the Korak Centre for people with acquired head injuries at a charity bazaar in Brdo pri Kranju. The participation of students in the design, planning and execution of the charity event is a good opportunity to strengthen empathy and eliminate stereotypes towards overlooked groups. In addition to these, an important outcome is the acquisition of a number of social skills by students for interaction with people with special needs, intergenerational networking as well as peer-to-peer support. The experience gained is already being incorporated into further efforts to ensure the moral and emotional responsibility of the students and the wider local environment. In this way, we are successfully expanding the network of possible ways to volunteer in the context of teaching practice in the subject of pedagogy, Mepi activities and, of course, peer support among students. Positive reactions increase the feeling of usefulness on the one hand and acceptance on the other, so spreading an inclusive culture will continue to be an important guiding principle in the future.

KEYWORDS: volunteering, inclusion, special needs, charity.

VPLIV VOJNE V UKRAJINI NA MOTIVACIJO DIJAKOV ZA UČENJE RUŠČINE

POVZETEK

Učenje tujih jezikov je v današnjih časih izjemno pomembno. Znanje dodatnega tujega jezika, poleg angleščine, nam odpira marsikatera vrata in pomaga pri iskanju zaposlitve. Seveda pa na izbor, katerega tujega jezika se učiti, vplivajo različni dejavniki: lasten interes in želja po učenju, sošolci, starši in druge pomembne osebe, prisotnost jezika v okolju, bližina držav, kjer se jezik govori, želja po potovanju v tuje dežele, večja možnost zaposlitve. Pomembni dejavniki so torej tudi družbeni, kulturni, geografski, ekonomski, pa tudi zgodovinski in politični. Vse to vpliva na motivacijo za učenje določenega jezika. Motivacija je lahko notranja, torej izvira iz učenca, ki si jezika želi naučiti, ga razumeti, ali pa zunanja, kjer spodbude za učenje prihajajo od zunaj. V članku s pomočjo raziskave med dijaki, ki se učijo ruščine kot drugega ali tretjega tujega jezika, prikažemo dejavnike, ki so pri njih vplivali na izbiro ruščine, kaj jih motivira za učenje tega jezika in zakaj se jim zdi pomembno, da se ruščine naučijo. V nadaljevanju raziščemo, kako trenutna vojna v Ukrajini vpliva (ali je vplivala) na motivacijo dijakov za učenje ruščine. Zanima nas, kako dijaki doživljajo in koliko spremljajo aktualno dogajanje. Predstavimo tudi, kako smo na šoli odreagirali na dogajanje v Ukrajini in kako smo se z dijaki pogovorili o trenutni vojni.

KLJUČNE BESEDE: tuji jeziki, učenje ruščine, notranja in zunanja motivacija dijakov, vojna v Ukrajini.

THE IMPACT OF WAR IN UKRAINE ON STUDENT MOTIVATION IN RUSSIAN LANGUAGE LEARNING

ABSTRACT

Learning a foreign language is essential nowadays, as knowing a language aside from English can open many a door for us or helps us find a job. Selecting which foreign language to learn is undoubtedly influenced by numerous factors. For example, by our interest and desire to learn, by important figures such as parents, classmates and others, by the presence of a language in our environment, proximity to countries where the language is spoken, as well as our desire to travel to a particular foreign country, or greater employment opportunities. Some further factors affecting one's motivation for language acquisition are social, cultural, geographical, economic, and historical or political ones. Motivation can be intrinsic or extrinsic. While the first one comes from within a student wishing to learn or understand a language, the latter uses encouragement for learning from outside. In this article, I will interpret the results of a survey conducted among students acquiring Russian as a second or third language to show what influenced their choice of learning this language, what motivates them and why they believe Russian language acquisition matters. In addition, the article explores how the ongoing Ukraine war has affected students' motivation for Russian language learning, how students experience and to what extent they even follow the current news. Lastly, I will present our school's response to latest events in Ukraine and how the issue was discussed with Gimnazija Kranj students.

KEYWORDS: language acquisition, Russian language learning, intrinsic and extrinsic student motivation, war in Ukraine.

SPREMINJATI NEMOGOČE V MOGOČE KLJUB PRISOTNOSTI SPECIFIČNIH UČNIH TEŽAV

POVZETEK

Specifične učne težave (SUT) so tema, ki bi jo morali dobro poznati vsi, ki delajo s šolajočo se mladino. Dejstvo je, da so učenci s SUT pogosto zaradi različnih razlogov zapostavljeni in jim pouk ni prilagojen, zato ne morejo dosegati rezultatov, ki bi jih ob primernih prilagoditvah lahko. V prispevku najprej predstavimo vrste učnih težav in se še posebej specifičnih učnih težav (SUT) – disleksije, diskalkulije, nebesednih motenj učenja, dispraksije in motenj pozornosti. Nato se dotaknemo pomena učitelja in odnosa, ki ga zgradi z učencem. V nadaljevanju opišemo potrebe, ki jih imajo učenci s SUT in načine, na katere jim lahko prilagajamo vsakodnevne naloge v šoli – z navezovanjem novega znanja na že znano, s povezovanjem z življenjskimi izkušnjami, sprotim preverjanjem navodil, pa tudi s pomočjo pri organizaciji zapiskov, z delitvijo nalog in besedil na manjše enote ter prilagajanjem količine in zahtevnosti nalog. V drugem delu podamo praktične primere, s pomočjo katerih smo preko iger in drugačnih načinov dela pri pouku, pa tudi urah ISP in DSP prilagajali vsebine za lažje pridobivanje znanja, pa tudi za utrjevanje in preverjanje znanja. Opisani so podajanje interpretacije besedil skozi gledališke tehnike, družabne igre, ki jih dobimo na trgu - Tabu®, Tik tak bum®, Pictureka®, Ubongo®, pa tudi iger, ki smo jih izdelali sami. Prikazani so primeri obravnave literarnih besedil, predvsem pesmi, skozi strip in zabrisovanje besedila. Prispevek zaključimo s prikazom dveh plati otrok in mladostnikov s SUT in dejstvom, da moramo za kvalitetno delo s temi otroki poznati obe plati in jim delo prilagoditi na način, da bomo zanje kljub prisotnosti specifičnih učnih težav nemogoče spreminjali v mogoče.

KLJUČNE BESEDE: specifične učne težave (SUT), disleksija, močna (učna) področja, drugačne tehnike poučevanja, utrjevanje znanja, prilagoditev nalog.

TURNING IMPOSSIBLE TO POSSIBLE DESPITE THE PRESENCE OF SPECIFIC LEARNING DIFFICULTIES

ABSTRACT

Specific learning difficulties (SpLD) is a topic that should be well known to all those who work with young people in education. The fact is that pupils with SpLD are often disadvantaged for a variety of reasons, and are not given the personalised instruction they need to achieve the results they could with the right adjustments. In this paper, we first introduce the types of learning disabilities and in particular the specific learning difficulties (SpLDs) - dyslexia, dyscalculia, non-verbal learning disabilities, dyspraxia and attention disorders. We then discuss the importance of the teacher and the relationship he/she builds with the pupil. Next, we describe the needs of pupils with SpLD and the ways in which we can adapt their daily tasks at school - by relating new knowledge to what is already known, by linking it to life experiences, by checking instructions regularly, but also by helping them to organise their notes, by breaking tasks and texts into smaller units and by adapting the amount and complexity of tasks. In the second part, we give practical examples of how we have adapted content to facilitate knowledge acquisition, as well as reinforcement and revision, through games and other ways of working in the classroom, as well as in additional group and individual lessons. These include the interpretation of texts through theatre techniques, board games available on the market - Taboo®, Tik tak bum®, Pictureka®, Ubongo®, as well as games we have made ourselves. Examples are given of how literary texts, especially poems, are treated through comics and vanishing text. The paper concludes by showing the two sides of children and adolescents with SpLD and the fact that in order to work with these children in a quality way, we need to know both sides and adapt our work to them in a way that turns the impossible into the possible, despite the presence of specific learning difficulties.

KEYWORDS: Specific Learning Difficulties (SLD), dyslexia, areas of strength, different teaching techniques, consolidation of knowledge, adapting tasks.

POUK ANGLEŠČINE, KI UČENCEM OMOGOČA ENAKE MOŽNOSTI ZA USPEH

POVZETEK

V prispevku je opredeljeno zgodnje učenje tujega jezika in značilnosti učenja tujega jezika pri mlajših učencih. Opisana je strukturirana in ciljna metoda diferenciacije pouka angleščine in njeni elementi. Raziskava o všečnosti elementov diferenciranega pouka, ki je tudi del doktorske raziskave, je bila opravljena na osnovni šoli Antona Martina Slomška Vrhnika. Ugotovljen učinek kontinuirane diferenciacije pouka bo predstavljal strokovni in znanstveni prispevek v slovenskem in mednarodnem raziskovalnem prostoru na področju poučevanja tujega jezika v otroštvu. V raziskavi je sodelovalo 140 učencev drugega in tretjega razreda. Rezultati anketnega vprašalnika, ki je meril všečnost elementov strukturirane diferenciacije pouka angleščine, so pokazali, da sta učencem in učenkam drugega razreda najbolj všeč diferenciranje učnega procesa in vsebine. Analiza anketnih vprašalnikov, ki so jih izpolnjevali učenci tretjega razreda, je pokazala, da sta učencem najbolj všeč diferenciacija izdelka oziroma rezultata in diferenciranje vsebine.

KLJUČNE BESEDE: mlajši učenci, tuj jezik angleščina, diferenciacija.

TEACHING AND LEARNING ENGLISH THAT ENABLES STUDENTS AN EQUAL OPPORTUNITY FOR SUCCESS

ABSTRACT

The present paper defines early foreign language learning and some characteristics of young foreign language learners. We presented a structured and target method of differentiation and its elements. The research, which is also a small part of doctoral research, took place at the Anton Martin Slomšek Elementary School, with 140 second and third-grade English learners. The research will be an important professional and scientific contribution in the field of early language learning and teaching. With the questionnaire, we measured the likeability of all four elements of structured differentiation of English lessons. Results showed that second-graders like the most the differentiation of process and differentiation of content. Meanwhile, the third-graders rated the highest on the differentiation of the product or result and the differentiation of the content.

KEYWORDS: young learners, English as a foreign language, differentiation.