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Vloga vzgojitelja pri razvijanju otrokove sporazumevalne zmožnosti

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Znanstveni članek

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KLJUČNE BESEDE: predšolska vzgoja, profesionalni razvoj, sporazumevalna zmožnost vzgojiteljev in otrok, razvoj poslušanja, razvoj otrokovega besedišča

POVZETEK – Predšolsko obdobje je kritično obdobje za razvoj otrokove sporazumevalne zmožnosti. Eden izmed dejavnikov razvoja otrokove sporazumevalne zmožnosti je tudi kakovosten vrtec. Pri tem ima pomembno vlogo vzgojitelj s svojo bolj ali manj razvito sporazumevalno zmožnostjo, ki jo bodoči vzgojitelji lahko v času študija pridobivajo pri predmetih, vezanih na jezik in književnost. Kljub temu raziskave kažejo, da vzgojitelji vstopajo v vrtec z določenimi jezikovnimi primanjkljaji. V prispevku predstavljamo rezultate raziskave, s katero smo ugotavljali: katere dejavnike izpostavljajo vzgojitelji kot ključne za govorni razvoj otrok, s katerimi strategijami razlagajo manj znane besede ter kako in koliko imajo vzgojitelji izaveščeno pomembnost poslušanja pri svojem delu. Rezultati so pokazali, da vzgojitelji razumejo svojo vlogo kot bistveno vlogo, ki prispeva k razvoju otrokovega govora, vendar je ne razumejo tudi v vlogi otrokovega sogovornika in enakovrednega partnerja v komunikaciji. Rezultati pri strategijah razlaganja besed kažejo na postopen prehod med različnimi načini razlage glede na starost otrok. Večina vzgojiteljev se zaveda pomena poslušanja in ga pri otrocih spodbuja z različnimi strategijami.

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KEYWORDS: preschool education, professional development, communicative competence of educators and children, development of listening, development of the child's vocabulary

ABSTRACT – The preschool period is a critical period for the development of the child's communicative competence. One aspect shaping the child's communicative competence is a quality kindergarten. The educators play an important role with their communicative competence, which is either well developed or not, and future educators can acquire it during the course of their studies in subjects related to language and literature. Nevertheless, research shows that educators enter kindergarten with certain language deficits. In the paper, we present the results of the research, which determined the following: which factors educators point out as being of key importance in the children's speech development; which strategies they utilize to explain lesser-known words; and how and to what extent listening is deemed important by educators in their line of work. The results showed that educators understand their role as essential, since it contributes to the development of the child's speech; however, they do not consider themselves to be the child's interlocutor and an equivalent partner in communication. The results of word interpretation strategies indicate a gradual transition between different explanations depending on the children's age. Most educators are aware of the importance of listening and encourage children to practise it through different strategies.

1 Uvod

Med cilji profesionalnega razvoja zaposlenih strokovnih delavcev in delavk v vrtcu je visokošolska izobrazba pomembna pridobitev. Zato imajo vse tri slovenske pedagoške fakultete (Univerza v Ljubljani, Univerza v Mariboru in Univerza na Primorskem) v svojih študijskih programih predšolske vzgoje organiziran izredni študij za že zaposlene vzgojitelje in vzgojiteljice, ki imajo dokončano le srednjo vzgojiteljsko šolo. Praviloma

Vključevanje gozdne pedagogike v vzgojno-izobraževalno delo javnih vrtcev

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Znanstveni članek

UDK 373.24.013:630*0

KLJUČNE BESEDE: gozd, gozdni vrtec, gozdna pedagogika, koncept, predšolski otrok

POVZETEK – Pedagoški koncept, na katerem temeljita igra in učenje v gozdu, poznamo pod pojmom gozdna pedagogika. Gozdna pedagogika postavlja v ospredje učenje preko igre in neposredno pridobivanje izkušenj iz aktivnosti v naravi, natančneje v gozdu. Slednji tako postane osrednji vzgojno-izobraževalni prostor v naravi, v katerem otroci in vzgojitelji redno tedensko preživljajo čas. Vzgoja, zasnovana na pogostem bivanju otrok in vzgojiteljev v gozdu, pomembno vpliva na doseganje vzgojno-izobraževalnih ciljev ter na zdrav, celostni razvoj predšolskih otrok. Organizirana oblika predšolske vzgoje in izobraževanja, ki se v rednih časovnih intervalih izvaja v gozdu, pa je gozdni vrtec. Avtorici v članku najprej na podlagi izbrane znanstvene in strokovne literature opredelita izhodišča nastanka in razumevanja koncepta gozdne pedagogike, nato pa predstavita njen vpliv na razvoj predšolskega otroka ter jo umestita v vzgojno-izobraževalno delo vrtcev. Na koncu predstavita še primere uveljavljanja koncepta in različno ustrezno strokovno literaturo, ki je vzgojiteljem lahko v pomoč pri različnih aktivnostih v okviru dela po konceptu gozdne pedagogike.

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Scientific paper

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KEYWORDS: forest, forest preschool, forest pedagogics, concept, preschool child

ABSTRACT – The pedagogical concept, on which play and learning in the forest is based, is known as forest pedagogics. Forest pedagogics focuses on learning through play and directly acquiring experiences from activities in nature, more precisely in the forest. The latter becomes a central educational space in nature, where children and preschool teachers spend time on a weekly basis. Education based on the frequent presence of children and preschool teachers in the forest has a significant impact on the achievement of educational goals and on the healthy, integrated development of preschool children. An organized form of preschool education, which is carried out in the forest at regular intervals, is called a forest preschool. In the article, on the basis of selected scientific and professional literature, the authors first determine the starting points for the creation and understanding of the concept of forest pedagogics and then present its influence on the development of a preschool child and further incorporate it into the educational work of preschools. In the end, they present examples of the implementation of the concept and various relevant professional literature that can help preschool teachers with carrying out various activities according to the concept of forest pedagogics.

1 Uvod

Otroci v predšolskem obdobju kažejo veliko zanimanje za stvari z naravoslovnega področja. V kurikulumu za predšolsko vzgojo je treba zagotoviti več vsebin in dejavnosti za razvoj otrokovih naravoslovnih kompetenc (Užarevič et al., 2018, str. 91). V vrtcu, ki deluje na podlagi gozdne pedagogike, se predpostavlja redno tedensko ali celo dnevno obiskovanje bližnjega gozda in drugih naravnih okolij. Vzgojitelji pri tem uporabljajo različne metode dela, s pomočjo katerih gradijo znanje predvsem na idejah otrok in njihovih doživetjih. Biti “gozdni” pomeni odmik od današnje standardizirane

Percepcije predmeta domovinska in državljanska kultura ter etika

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Znanstveni članek

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KLJUČNE BESEDE: domovinska in državljanska kultura ter etika, DKE, percepcija učnih predmetov, priljubljenost, učbenik, didaktične metode dela

POVZETEK – Državljsanska vzgoja v osnovni šoli je v zadnjih desetletjih v Sloveniji in v širši okolici predmet žgočih razprav in pogostih reorganizacij. Raziskave dokazujejo, da je državljanska vzgoja kot učni predmet praviloma marginalizirana in da je med učenci sorazmerno neprijetna. V tej študiji smo na vzorcu 966 učenk in učencev 8. razreda ter njihovih 41 učiteljev iz vzhodne Slovenije raziskovali percepcije učencev glede DKE v primerjavi s preostalimi predmeti. Ugotovitve potrjujejo domneve, da je predmet DKE med učenci sorazmerno neprijeten, nezanimiv in nezahteven. Posebej nezadovoljni so učenci z uporabo učbenika, ki se je izkazal kot najmočnejši neposredni vzvod, s katerim lahko akterji v okviru šolskega sistema vplivajo na priljubljenost predmeta. V podrobnejših analizah se je izkazalo, da uporaba različnih učbenikov pomembno vpliva tudi na številne druge vidike izvajanja pouka pri DKE.

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Scientific paper

UDC 373.3.016:172

KEYWORDS: Patriotic and Civic Culture and Ethics (PCCE), perception of school subjects, popularity, textbook, didactic methods

ABSTRACT – In the last decades, Citizenship Education in primary school has been the subject of fervent debates and frequent reorganisations both in Slovenia and beyond. Surveys consistently indicate that Citizenship Education is usually a marginal school subject and students consider it to be rather unpopular. Utilising a sample of 966 eighth-grade students and 41 teachers from Eastern Slovenia, the present study researched students' perceptions of the school subject of Patriotic and Civic Culture and Ethics (PCCE) compared to other subjects. The findings confirm the assumptions that PCCE is a rather unpopular subject among students and that it is considered rather uninteresting and not too difficult. Students are especially dissatisfied with the textbook which has proved to be the strongest lever used by the protagonists of the school system for increasing the subject's popularity. Detailed analyses have shown that the use of different textbooks significantly affects numerous other aspects of PCCE lessons.

1 Uvod

Intenzivne družbene, politične in ekonomske spremembe se v zadnjih treh desetletjih med drugim odražajo tudi v naraščajočem interesu izobraževalnih politik za vsebine in cilje v okviru državljanske vzgoje v osnovnih šolah. Ta interes se kaže tudi v sorazmerno pogostih reorganizacijah strateških dokumentov, smernic in vsebin na tem področju (Torney-Purta et al., 1999; Sardoč, 2005; Schulz et al., 2010).

Izobraževalni sistemi kot temeljne cilje državljanske vzgoje postavljajo oblikovanje stališč in vrednot učencev, njihovo aktivno vključevanje v življenje šole in širše skupnosti ter politično pismenost. Vse to naj bi pripomoglo k oblikovanju kompetentnih, informiranih in odgovornih ter aktivnih državljanov v odrasli dobi (Sardoč, 2005; Taštanoska in Kresal Sterniša, 2013; Učni načrt DKE, 2011, str. 21). Na oblikovanje kurikularnega jedra državljanske vzgoje v teh okvirih močno vplivajo prevladujoče druž-

Hospitiranje študentov razrednega pouka pri urah likovne umetnosti

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Znanstveni članek

UDK 378.015.31:73/76

KLJUČNE BESEDE: likovna umetnost v osnovni šoli, praktično usposabljanje, hospitacija pri mentorju, razredni pouk, poročila študentov

POVZETEK – V prispevku so predstavljeni rezultati raziskave, v katero je bilo vključenih 63 študentov četrtega letnika razrednega pouka Pedagoške fakultete Univerze v Mariboru, ki so v letu 2018 opravljali praktično usposabljanje v osnovni šoli. Študentje so s pomočjo vnaprej pripravljenega opazovalnega lista v okviru praktičnega usposabljanja opazovali pouk likovne umetnosti pri učitelju razrednega pouka. Njihove opazovalne liste smo analizirali z namenom ugotavljanja, kako je bila izvedena hospitacijska ura, do katerih spoznanj so študentje prišli, kateri so tisti elementi učne ure, ki so jih najbolj navdušili in bi jih z veseljem prenesli v svojo pedagoško prakso. Pridobljeni rezultati kažejo, da večino ur, ki so jih študentje opazovali, ne moremo označiti kot primere dobre prakse (npr. opuščanje demonstracije likovne tehnike, opuščanje vrednotenja po vnaprej zastavljenih merilih). Rezultati pa kažejo tudi na to, da obstaja resen pomislek glede stanja pouka likovne umetnosti v nižjih razredih osnovne šole, ki bi ga bilo treba v bodoče bolj celovito raziskati. Vsekakor pa je potreben tudi razmislek o načinih usposabljanja študentov razrednega pouka za poučevanje likovne umetnosti.

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Scientific paper

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KEYWORDS: art education in primary school, practical training, in-class observation with the mentor, instruction by generalist teachers, students' reports

ABSTRACT – This paper outlines the results of a survey which involved 63 final-year students of Elementary Education at the Faculty of Education in Maribor, Slovenia, who completed their practical training in primary schools in 2018. Their practical work involved in-class observation of an Art lesson conducted by a teacher, during which they made notes in a pre-prepared observation checklist. The completed checklists were then analysed, the objective of which was to identify how the lessons observed were executed, what the students' observations were, and which elements of the lessons observed the students were most impressed by and would gladly implement in their own teaching practice. The results obtained show that the majority of lessons observed by the students cannot be regarded as good practice examples (e.g. teachers failed to demonstrate the art technique, they did not evaluate the work based on pre-defined criteria, etc.). The results show, among other things, that there is reason for concern which regards the state of art education in lower grades of primary school, which should be thoroughly surveyed in the future. What is also needed is most definitely a deliberation on the methods of training generalist teachers in teaching Art.

1 Uvod

Kakovostno poučevanje učiteljev vključuje praktično usposabljanje bodočih učiteljev z namenom prenosa teoretičnega znanja v prakso (Roofe in Cook, 2017). Praktično usposabljanje študentov “/.../ lahko poteka v različnih oblikah glede na študijsko stopnjo in posamezni študijski program, na primer v obliki opazovalne prakse, integrirane prakse, vodene prakse, pedagoške prakse v strnjeni in razpršeni obliki, strnjene študijske projektne prakse et al.” (Rus in Ivanuš Grmek, 2016, str. 110). Znanje, ki ga študentje pridobijo na fakulteti, in izkušnje, pridobljene v času praktičnega usposabljanja, predsta-

Teachers' Perceptions of Gifted, Talented and EBD Students

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Znanstveni članek

UDK 37.064.2-056.45/.49

KLJUČNE BESEDE: nadarjenost, likovna nadarjenost, učenci z vedenjskimi motnjami, odnos, "dvojno izjemni"

POVZETEK – Pri delu z nadarjenimi učenci je pomembno izpostaviti vlogo učitelja, ki ima nalogo identificirati nadarjene učence ter jih tudi poučevati. Kakovost pouka je odvisna od tega, kako dobro zna izkoristiti potencial nadarjenih in tudi ostalih učencev. Kadar učitelji ne uspejo prepoznati nadarjenega učenca, lahko le-ta postane težaven oziroma "dvojno izjemen", saj kaže lastnosti nadarjenega učenca ter tudi tiste lastnosti, ki so značilne za učenca z vedenjskimi motnjami. Zaradi tega smo želeli raziskati, v kolikšni meri učiteljevo dojetje nadarjenih učencev sovpada z dojetjem učencev z vedenjskimi motnjami, pri čemer smo posebej izpostavili likovno nadarjene učence. Naše ugotovitve kažejo na precej stereotipen odnos do posameznih skupin učencev. Tako so nadarjeni in likovno nadarjeni učenci označeni z bolj pozitivnimi izrazi, medtem ko so učenci z motnjami vedenja z bolj negativni izrazi.

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Scientific paper

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KEYWORDS: giftedness, artistic giftedness, Emotional Behavior Disorder (EBD) students, attitude, "twice exceptional"

ABSTRACT – When working with gifted students, it is important to point out the role of the teachers who identify gifted students, as well as teach them. The quality of work heavily depends on the teachers' qualifications and their ability to enable all students, including the gifted, to employ their potential. When this need is not met, gifted students can – contrary to popular belief – become difficult in the classroom. Such students are therefore "twice exceptional", since they demonstrate the characteristics of gifted students and of students with EBD. This idea inspired us to explore to what extent teachers' attitudes towards gifted students coincide with their attitude towards students with EBD, paying particular attention to artistic giftedness. Our findings expose stereotypical attitudes teachers have towards particular groups of students: the teachers used mostly positive phrases to describe the gifted and artistically talented students and negative ones to describe EBD students.

1 Introduction

When discussing gifted students, an image that comes to mind is typically one of a hard-working and perhaps "nerdy" individual. The reality, however, could prove this viewpoint very wrong. Apart from academically thriving gifted individuals, many gifted students end up as underachievers or troublemakers, in spite of their talent (Siegle, 2013). Reasons for this may lay in boredom or lack of interest, as is suggested in literature on the gifted (Gifted and Talented Children, 2006). In the past, the definition of giftedness coincided with that of intelligence. Subsequent findings on multiple intelligences and the specific nature of creativity tests demanded a fresh definition of giftedness (Kukanja Gabrijelčič & Čotar Konrad, 2013). The Gifted and Talented Act, passed in 1978 (Stephens & Karnes, 2000), covers both general intellectual giftedness and specific talents in the area of art and creativity. As follows, individuals who are

Socialna anksioznost, moteči dejavniki in vsiljive misli dijakov pri ustnem ocenjevanju

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Znanstveni članek

UDK 373.5+159.922.8

KLJUČNE BESEDE: socialna anksioznost, moteči dejavniki, vsiljive misli, učna uspešnost, dijaki

POVZETEK – V članku prikazujemo povezanost socialne anksioznosti z negativnimi vsiljivimi mislimi ter zunanji in notranji dejavniki, ki jih dijaki zaznavajo kot ovirajoče v situaciji ustnega ocenjevanja pri slovenščini, ter kako se omenjeni psihološki dejavniki povezujejo z učno uspešnostjo pri slovenščini. V raziskavi je sodelovalo 120 dijakov, ki so na začetku ocenjevalnega obdobja poročali o doživljanju socialne anksioznosti, nato pa med šolskim letom ocenili vsiljive misli in moteče dejavnike neposredno po ustnem ocenjevanju znanja pri slovenščini. Ugotovili smo, da se dijaki z višje izraženim strahom in zaskrbljenostjo zaradi možnega socialnega vrednotenja v večji meri ukvarjajo z vsiljivimi mislimi pri ustnem ocenjevanju, prav tako jih pri odgovarjanju ovirajo različni notranji in zunanji dejavniki. Doživljanje bolj intenzivnih vsiljivih misli in motečih dejavnikov se je pri dijakih povezovalo z nižjo ustno oceno in pričakovano zaključno oceno pri slovenščini, socialna anksioznost pa z učno uspešnostjo ni bila povezana.

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Scientific paper

UDC 373.5+159.922.8

KEYWORDS: social anxiety, disturbing factors, intrusive thoughts, academic achievement, students

ABSTRACT – In the study we investigated the relationship between social anxiety, negative intrusive thoughts, and external and internal disturbing factors during oral assessment in a Slovenian Language class. We were also interested how these psychological factors relate to academic achievement in the class. At the beginning of the second school term, 120 secondary school students reported social anxiety. During the school term, they reported their intrusive thoughts and disturbing factors immediately after being assessed by the teacher. Students with a greater fear of negative social evaluation had more intrusive thoughts and perceived more disturbing factors during oral assessment. More intense negative intrusive thoughts and disturbing factors were related to lower marks, while social anxiety was unrelated to academic achievement in the Slovenian Language class.

1 Uvod

Učenci in dijaki se pri opravljanju učnih obveznosti pogosto soočajo z vrednotenjem znanja. Zlasti ocenjevanje znanja, ki zaradi svoje narave izpostavlja učence in dijake pred razredom in učiteljem (ustno ocenjevanje, govorni nastop, predstavitev seminarske naloge ipd.), lahko spodbudi doživljanje socialne anksioznosti, ki se izraža v tesnobnosti, fiziološki vznemirjenosti, negativnih vsiljivih mislih in vedenjih umika.

V članku prikazujemo značilnosti socialne anksioznosti in njeno povezanost z doživljanjem učnih situacij in učno uspešnostjo. V nadaljevanju predstavljamo rezultate raziskave, v kateri smo ugotavljali povezanost vidikov socialne anksioznosti z oceno pri ustnem ocenjevanju pri slovenščini ter pričakovano zaključno oceno pri tem predmetu. Prav tako nas je zanimala pojavnost doživljanja vsiljivih misli in motečih dejavnikov v situaciji ustnega ocenjevanja ter njuna povezanost z ustno oceno in pričakovano za-

Group Work and Application of Material Influence Students' Achievements

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Znanstveni članek

UDK 378.091.31-059.2

KLJUČNE BESEDE: skupinsko delo, reševanje učnih nalog, uporaba usvojene snovi v praksi, dosežki študentov

POVZETEK – Namen raziskave je bil ugotoviti vpliv skupinskega dela študentov na reševanje učnih nalog v procesu učenja in uporabe znanja, pridobljenega v praksi, na njihove dosežke. V raziskavi smo uporabili metodo mešanega pristopa: strukturirane vprašalnike in polstrukturirane intervjuje. Uporabili smo naključni vzorec anketirancev. Raziskava je pokazala, da obstajajo med reševanjem nalog v predavalnici in dosežki študentov negativne korelacije, vendar te niso bistvene. Obenem pa uporaba znanja, pridobljenega v praksi, pozitivno in vsebinsko korelira z dosežki študentov. Sklepamo lahko, da dosežke študentov lahko pojasnimo z uporabo usvojene snovi, pridobljene v praksi. Ta raziskava je ena redkih, ki kažejo podobne rezultate.

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Scientific paper

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KEYWORDS: group work on class assignments, applying material learned in practice, students' achievements

ABSTRACT – The purpose of the study is to investigate the influence of group working on class assignments and of applying the material learned in practice on students' achievements. The mixed approach is the method used in the study. A cluster random sample of respondents, structured questionnaires, and semi-structured interviews were used in the study. The study demonstrated that the group work on class assignments correlates negatively but not substantially with students' achievements. At the same time, applying material learned in practice correlates positively and substantially with students' achievements. It can be concluded that students' achievements are influenced strongly by applying material learned in practice. This study is one of a very small number of studies reporting similar results.

1 Introduction

Group work on class assignments and application of material learned in practice are supposedly two significant variables that influence students' achievements. Nathan and Poulsen (2004) found that the primary foci are the significance of the differences in participants' personal aims for participation in the group, the impact of the composition of participants on the group process, and the professional learning through the group experience. Thomson (2012) argued that adult school leaders need to find time to work with students on assessing student leadership and that such work might provide experience useful for other pedagogical changes. The aim of the study is to investigate the influence of the group work on class assignments and of applying material learned in practice on students' achievements. The research questions include:

- Is there a significant difference in the mean students' achievement scores for Economics and Social Sciences?
- How much of the variance in students' achievement scores can be explained by the group work on class assignments and applying material learned in practice?

Pupils' Learning Aspirations and the Perceived Influence of Their Parents

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KLJUČNE BESEDE: učenec v zgodnjem šolskem obdobju, starši, šolski rezultati, aspiracije, raziskava

POVZETEK – V zgodnji šolski dobi na otrokove učne aspiracije kot zahteve glede težavnosti ciljev v zvezi z rezultati učenja bistveno vplivajo dejanja njihovih staršev. Ta empirična študija predstavlja rezultate raziskave, katere cilj je bil ugotoviti, kakšne učne aspiracije imajo učenci, kako zaznavajo delovanje svojih staršev, zanimalo pa nas je tudi, katerih hobijev in poklicev si želijo. Predlagani vprašalnik s 55 trditvami je po validaciji obsegal 27 trditev. Izpolnilo ga je 332 učencev nižje stopnje osnovne šole, starih od 7 do 12 let, iz šol, ki so želele sodelovati v raziskavi in so iz regij Vzhodna Češka in Moravska. Raziskovalni zaključki kažejo, da imajo učenci v zgodnji šolski dobi razmeroma visoke učne aspiracije glede na raven, ki ustreza njihovim zmožnostim za razvoj in socializacijo. Za vključene učence je pomembno, da v šoli dosežejo dobre rezultate in dojemajo, da imajo starši enako stališče.

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ABSTRACT – At the early school age, children's learning aspirations, which influence the difficulty of objectives in regard to learning results, are significantly determined by the actions of their parents. This empirical study presents the results of our research survey, whose objective was to ascertain which learning aspirations pupils declare and how they perceive determination in the actions of their parents; we were also interested in the pupils' preferred hobbies and professions. A 55-item scaled questionnaire was proposed in the research plan; after validation, it came down to 27 statements. 332 pupils at the lower level of elementary school, aged 7–12, filled in the questionnaire, after being chosen from accessible schools in the East Bohemia and Moravia region. The research conclusions suggest that early-school-age pupils have learning aspirations at a level corresponding to their development and socialisation opportunities, which appears to be relatively high. The pupils surveyed find it important to achieve good results in school, and they perceive their parents to have the same attitude.

1 Introduction

The selection of a particular lifestyle model is undoubtedly determined in part by one's attitude towards education. Today's individualised postmodern society requires first from the parents, and then from the children in tandem with their parents, and finally from the individual, to reflect on his or her conditions and declare his or her education and subsequently career objectives. Education represents a significant stratification criterion for today's society and differences in the levels of education achieved also establish differences in opportunities for employment on the labour market and within society in general (Vojtíšková, 2008).

Regardless of the social situation in which the early-school-age pupils we shall be focusing on in the submitted study are growing up, their learning aspirations reflect