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Stališča študentov pedagoških smeri do nadarjenih in njihovega izobraževanja

Prejeto 25.09.2019 / Sprejeto 10.02.2020

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KLJUČNE BESEDE: nadarjen učenec, izobraževanje nadarjenih, stališča do nadarjenosti, izobraževanje učiteljev, prihodnji učitelji

POVZETEK – V prispevku so prikazani izsledki empirične raziskave, v kateri smo na osnovi kvantitativnega raziskovalnega načrta preverili stališča študentov pedagoških študijskih smeri do nadarjenih in njihovega izobraževanja. Podatki so bili pridobljeni z anketnim vprašalnikom na vzorcu 480 študentov Pedagoške fakultete Univerze v Ljubljani. V povprečju so se odgovori študentov zgostili pri pozitivnih stališčih do nadarjenih; najbolj pozitivno so izstopala stališča o podpori programom za nadarjene. Študenti so pokazali veliko mero kritičnosti do procesa prepoznavne in izobraževanja nadarjenih. Študenti zaključnega letnika so izrazili večjo podporo programom za nadarjene, manjše zaznavanje elitizma v izobraževanju nadarjenih in nižjo toleranco do družbene hierarhije, medtem ko študij ni bil statistično pomembno povezan z zaznavanjem lastnega znanja o nadarjenih. Prepoznani nadarjeni študenti so sebe zaznavali kot bolj nadarjene in poročali o obsežnejšem znanju s področja obravnave nadarjenih, pogostejših stikov z njimi, prav tako so bili bolj naklonjeni programom za nadarjene. Sklepamo, da tako študij kot prepoznana nadarjenost prispevata k bolj pozitivnim stališčem do nadarjenih in njihovega izobraževanja.

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Scientific paper

UDC 159.924+37.01:378

KEYWORDS: gifted pupil, gifted education, attitudes towards gifted pupils, teacher education, pre-service teachers

ABSTRACT – The paper presents the results of an empirical study based on a quantitative research plan, in which we examined the attitudes of pre-service teachers towards gifted pupils and their education. The data was obtained using a questionnaire on a sample of 480 students of the Faculty of Education of the University of Ljubljana. On average, students' answers were oriented towards positive attitudes; the most positive attitudes were expressed towards support for gifted programmes. Students have shown a great deal of criticism towards the process of identifying and educating gifted pupils. The final-year students expressed greater support for gifted programmes, lower perceptions of elitism in gifted education and lower tolerance of social hierarchy, while the year of study was not statistically significantly related to the perceived knowledge of giftedness. The identified gifted students perceived themselves more often as gifted and reported more extensive knowledge in the field of giftedness, more frequent contacts with the gifted, and were fonder of gifted programmes. We conclude that both the year of study and identified giftedness contribute to more positive attitudes towards gifted pupils and their education.

1 Uvod

V strokovni literaturi stežka najdemo enotno definicijo nadarjenosti – medtem ko starejše definicije zožujejo nadarjenost na samo inteligentnost, novejše teorije v definicijo nadarjenosti vključujejo tudi dosežke in druge neintelektualne spremenljivke. Trendu širšega opredeljevanja nadarjenosti sledi večina evropskih držav (Juriševič, 2012). V Sloveniji smo nadarjene učence kot samostojno skupino učencev zakonodajno opredelili leta 2011 v dopolnitvi Zakona o osnovni šoli, in sicer: “Nadarjeni učenci so učenci, ki izkazujejo visoko nadpovprečne sposobnosti mišljenja ali izjemne dosežke

Importance of a Positive Climate for Conducting Self-Evaluation in Kindergarten

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Znanstveni članek

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KLJUČNE BESEDE: predšolska vzgoja, klima vrtca, samoevalvacija, raziskovalno delo

POVZETEK – Zagotavljanje dostopne in visokokakovostne predšolske vzgoje je nujen pogoj, da omogočimo otroku ustrezen duševni in telesni razvoj in razvoj njegove individualnosti, zmanjšamo osip v rednem šolanju ter tveganja za revščino in socialno izključenost. V tem kontekstu se znotraj kakovostnega vrtca poudarja potreba po visoko usposobljenem kadru, saj je dokazano, da višje kot je strokovno osebe v vrtcu usposobljeno, višja je kakovost storitev, ki jo vrtec lahko ponuja. Področje predšolske vzgoje potrebuje stalno in načrtno strokovno ter znanstveno raziskovanje, ki bo prispevalo k ohranjanju dosežene in razvijanju višje ravni kakovosti vrtcev. V prispevku nas je v okviru empirične raziskave ($N = 398$ vzgojiteljev) zanimalo področje samoevalvacije vzgojiteljev predšolskih otrok v slovenskih vrtcih, ocena njihove usposobljenosti za samoevalvacijo, njihovo dojemanje klime v vrtcu in povezava med dojetjem klime v vrtcu ter pogostostjo samoevalvacije in raziskovalnega dela. Ugotovili smo, da samoevalvacija lahko postane pomemben dejavnik zagotavljanja kakovosti v vrtcu, vendar je za to potrebno v njem ustvariti ustrežno klimo.

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Scientific paper

UDC 373.2+005.962.131

KEYWORDS: pre-school education, kindergarten climate, self-evaluation, research work

ABSTRACT – Providing accessible and high-quality early childhood education is a prerequisite for enabling the child's mental and physical development, his/her individuality, reducing early school leaving, reducing the risk of poverty and social exclusion. In this context, a quality kindergarten highlights the need for highly qualified staff, as it has been proved that the more the professional staff in the kindergarten is qualified, the higher the quality of services that the kindergarten can provide. The field of pre-school education requires constant, planned professional and scientific work, which will contribute to maintaining the achieved quality of kindergartens and to developing a higher level thereof. In the empirical research ($N = 398$ educators), we were interested in the self-evaluation of the pre-school teachers in the Slovenian kindergartens, in their assessment of their self-evaluation skills, their perception of the kindergarten climate, and in the relationship between their kindergarten climate perception and their self-evaluation frequency and research work. It was established that self-evaluation could be an important kindergarten quality assurance element when a stimulating kindergarten climate is created.

1 Introduction

The process of kindergarten assurance focuses on the experiences gathered in educational settings, such as child – educator interactions, and on the types of activities in which children are engaged. High-quality kindergarten experiences enhance children's abilities to take advantage of the educational opportunities in school and reduce deficits, e.g. in speech and in the social background, which children from a socially deprived environment might have. Nowadays, educators are faced with professional challenges on a daily basis and are expected to create appropriate interactions and learning situations while taking into account the child's individuality. For this reason, educators

Educational Workshops: Positive Impact on Teaching and Learning

Prejeto 29.09.2019 / Sprejeto 10.02.2020

Znanstveni članek

UDK 37.091.33-027.22

KLJUČNE BESEDE: učne delavnice, zdravstvena vzgoja, inovativno izobraževanje, interaktivni pouk, evalvacija učnih delavnic

POVZETEK – V raziskavi, ki jo predstavljamo, smo proučevali učinke uporabe učne delavnice v okviru predmeta zdravstvena nega na srednji zdravstveni šoli. Uporabili smo model raziskovanja paralelnih skupin, v okviru katerega smo primerjali učinke učne delavnice z učinki tradicionalnega načina poučevanja. Zanimali so nas predvsem taksonomske stopnje znanja, ki so jih učenci usvojili, stopnje miselnih aktivnosti, nivo pedagoške komunikacije in možnosti individualiziranega in diferenciranega dela. Ugotovili smo, da didaktično organizirane učne delavnice omogočajo povečano miselno aktivnost učencev, kakovostnejšo učno interakcijo, boljšo didaktično izrabo učnega časa in večjo stopnjo sodelovanja učencev. Rezultati kažejo, da so rezultati v skladu z našimi predhodnimi teoretičnimi raziskavami in predstavljajo dobro osnovo za nadaljnja tovrstna raziskovanja.

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Scientific paper

UDC 37.091.33-027.22

KEYWORDS: educational workshop, health care education, innovative education, interactive teaching, educational workshop evaluation

ABSTRACT – The research discussed in this paper sought to explore the effects of the implementation of an educational workshop in the Health Care course at a vocational medical school. We applied the parallel group design where we compared the effects of the educational workshop with the effects of the traditional teaching mode in the Health Care course. In this study we investigated the levels of knowledge acquisition, the students' active thought process, pedagogical communication, and the process of individualization and differentiation in the teaching of professional medical school subjects. By means of an empirical study, we sought to learn whether there are differences in the quality, efficiency and impact of the educational process. We observed an increase in the participants' active thought process, interaction, pedagogical organization and collaboration. The results of our study are partly in accordance with our preliminary assumptions and they can be the basis for further research in the field of teaching.

1 Introduction

Health Care is a basic course in the professional education of nurses at a vocational medical school. It is an obligatory course extending through four years of secondary nursing education. In the first two years of professional nursing education, the course setting involves school cubicles, which are equipped with all the necessary apparatuses needed for practical training. In the third and fourth year of nursing education, the Health Care course is essentially organized at primary, secondary and tertiary health-care institutions. During these courses, students are primarily introduced to the theoretical background, and later, they are guided by a healthcare teacher through the practical implementation (Ranković Vasiljević, 2003). However, in past decades, the traditional form of teaching Health Care courses was criticized and some other interactive models

Medkulturnost pri pouku – učenčeve preference likovnih del

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Znanstveni članek

UDK 37.015.31:7:316.7

KLJUČNE BESEDE: kultura, medkulturnost, preference, učenci

POVZETEK – Da bi otrok razvil pozitiven odnos do ljudi različnih kultur, je treba medkulturno občutljivost spodbujati že od zgodnjega otroštva. Cilj tega raziskovanja je bil preučiti preference učencev do japonske, kitajske, indijske in afriške umetnosti ter aboriginske umetnosti v povezavi z umetniškimi usmeritvami zahodne kulture. Raziskava, v kateri je sodelovalo 130 učencev, starih šest, deset in štirinajst let, je potekala v osnovni šoli ter v predšolski ustanovi v Sinju. Glede na rezultate raziskave je statistično pomemben vpliv starosti in kulture ter njune interakcije. Pri ugotavljanju razlik v preferencah otrok do likovne umetnosti različnih kultur glede na spol smo ugotovili, da v preferencah ni razlike med spoloma, vendar se dekleta in fantje znotraj skupin razlikujejo glede na preference do različnih likovnih umetnosti. Otroci imajo od umetnostnih smeri zahodne kulture raje renesanso kot realizem ter impresionizem kot realizem, predromaniko kot realizem, raje imajo barok, renesanso, impresionizem in predromaniko kot abstraktne umetnosti ter renesanso.

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Scientific paper

UDC 37.015.31:7:316.7

KEYWORDS: culture, interculturalism, preferences, students

ABSTRACT – In order for a child to develop positive attitudes towards persons from different cultures, it is necessary to promote intercultural sensitivity from an early age. The aim of this research was to examine students' preferences for Japanese, Chinese, Indian, African and Aboriginal art, in relation to the artistic directions of Western culture. The study was conducted in one primary school and one preschool in Sinj, and involved 130 pupils aged six, ten and fourteen. We found that there are statistically significant influences of age and culture, as well as their interactions. In determining the differences in the children's preferences in the fine arts of different cultures with regard to gender, it was determined that there were no differences between the genders as regards their preferences, but that the girls and boys differed within the group according to their preferences for different fine arts. Of the Western cultural arts, children prefer Renaissance to Realism, Pre-Impressionism to Realism and Pre-Romanticism to Realism. They also prefer Baroque, Renaissance, Impressionism and Pre-Romanticism to abstract art, and prefer Renaissance to Baroque.

1 Uvod

Svako ljudsko biće je vizualno biće. Naša vizualnost ogleda se u svakodnevnom životu, u svijetu koji nas okružuje. Paić (Paić, 2008) navodi kako je bit vizualnih komunikacija u interakciji suvremene informacijske tehnologije i vizualne kulture, što znači da su vizualne komunikacije rezultat društva i kulture odnosno da se u suvremenom društvu dogodio "slikovni zaokret". U skladu s tim možemo govoriti o vizualnoj konstrukciji kulture, a to znači da je "kultura kao slika zamijenila paradigmu kulture kao teksta" (Paić, 2008, str. 58). S obzirom da u suvremenom društvu prevladava "vizualno historično okružje", Huzjak (Huzjak, 2009) tvrdi da se vizualna kvaliteta treba ostvariti u likovno-umjetničkom djelu.

Vključevanje šolskih svetovalnih delavcev v različne oblike supervizije

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Znanstveni članek

UDK 37:364-785+159.964

KLJUČNE BESEDE: šolski svetovalni delavci, individualna supervizija, skupinska supervizija, timska supervizija, intervizija

POVZETEK – Šolski svetovalni delavci zaradi pogoste preobremenitve na delovnem mestu, ki je rezultat nenehnega stika in dela z ljudmi, potrebujejo različne oblike pomoči. V zadnjih letih se v Sloveniji vse bolj uveljavlja supervizija kot metoda strokovne pomoči, s katero udeleženci reflektirajo lastno delo, prepoznajo pomanjkljivosti v svojem delu, hkrati pa iščejo in spoznavajo nove strategije za nadaljnje delo. V Sloveniji do zdaj še ni bila izvedena raziskava, ki bi ugotavljala vključevanje šolskih svetovalnih delavcev v različne oblike supervizije. Namen prispevka je raziskati vključevanje šolskih svetovalnih delavcev v supervizijo, kjer nas je predvsem zanimalo, katerih oblik supervizije se šolski svetovalni delavci udeležujejo in ali obstajajo razlike glede na izobrazbo in ustanovo zaposlitve. Rezultati so pokazali, da se tisti šolski svetovalni delavci, ki se udeležujejo supervizije, po večini udeležujejo skupinske supervizije, individualna supervizija pa je nasprotno najmanj obiskana oblika supervizije. Prav tako so se v raziskavi pokazale nekatere razlike v udeležbi supervizijskih oblik glede na izobrazbo in ustanovo zaposlitve.

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Scientific paper

UDC 37:364-785+159.964

KEYWORDS: school counselors, individual supervision, group supervision, team supervision, intervision

ABSTRACT – Owing to the frequent work overload because of continuous contact and work with people, school counselors need various kinds of support. In recent years, supervision has become an increasingly common type of professional support. It helps the participants to reflect on their own work, identify the shortcomings and find new strategies for further work. To date, no studies have been carried out that would investigate the inclusion of school counselors in various forms of supervision. The aim of the article is to research the inclusion of school counselors in supervision. The study first and foremost wanted to determine in which types of supervision school counselors participate and potential differences depending on their education and the institution for which they work. The results showed that school counselors mostly participate in group supervision; in contrast, individual supervision is used the least. The study also showed that education and institutional background also have an influence on the form of supervision in which the counselors participate.

1 Uvod

Delo šolskih svetovalnih delavcev je razgibano, psihično utrujajoče, stresno in predvsem nepredvidljivo, kajti pri svojem delu se srečujejo z raznolikimi situacijami, katerih rešitve vedno ne poznajo. Njihova temeljna naloga je sodelovanje pri oblikovanju kakovostnega vsakdanjega življenja otrok, kar pa od njih zahteva ogromno energije, znanja in potrpežljivosti. Zaradi omenjenega lahko pride do razvoja slabše samopodobe, ki po mnenju T. Strniša in M. Juriševič (2018) usmerja naše razmišljanje o sebi in svetu, naše čustvovanje ter vpliva na odnose z drugimi, zato ima ključni pomen pri spoprijemanju s problemi in izzivi v življenju. Prav tako so svetovalni delavci zaradi

The Context-Sensitive Processes of School-Family Partnership

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Znanstveni članek

UDK 37.064.1-051

KLJUČNE BESEDE: partnerstvo med šolo in družino, procesno usmerjeno delo, kontekst, učitelji

POVZETEK – Konstruktivno sodelovanje med šolo in družino je pomemben dejavnik otrokovega razvoja in njegove uspešnosti v šoli. Starši in učitelji prepoznajo to sodelovanje kot pomembno, vendar raziskave pogosto kažejo nezadovoljstvo z ene ali druge strani. Namen članka je pojasniti temeljne koncepte znotraj partnerskega modela, ki prispevajo k učinkovitemu sodelovanju med šolo in družino. Omenjeni model predstavlja z vidika dveh temeljnih teoretičnih izhodišč: kontekstualizma in procesno usmerjenega dela. Predstaviva pregled teoretskih konceptov v povezavi s podatki, ki sva jih pridobili pri predmetih in usposabljanjih na temo procesnega sodelovanja med šolo in družino. Predstavljeni koncepti so: enakovreden odnos in predpogoji zanj, vloga otroka v procesu soustvarjanja, reflektirano ravnanje z močjo in vloga dialoga. V zaključkih predlagava, da naj prevladujejo instrumentalni pristop nadomesti bolj prožen in za kontekst občutljiv pristop tudi že na preddiplomski stopnji študijskih programov, ki izobražujejo študente za pedagoške poklice, in (posledično) v praksi.

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Scientific paper

UDC 37.064.1-051

KEYWORDS: school-family partnership, process-oriented work, context, teachers

ABSTRACT – Constructive school-family collaboration is an important factor of a child's development and school achievement. Parents and teachers identify school-family collaboration as significant, but the research findings often show dissatisfaction on one or both sides. The aim of the paper is to explicate the main concepts that contribute to an efficient school-family collaboration within the partnership model. It is presented from the viewpoint of two basic theoretical foundations: contextualism and process-oriented collaboration. We present the overview of theoretical concepts linked to the empirical data which we obtained in the courses and trainings on the process of collaboration with parents and families. The presented concepts are: equal relationship and its preconditions, the role of the child in the co-creation process, reflective dealing with power and the role of dialogue. In the conclusions we suggest that the predominant instrumental approach should be replaced with a more flexible and context-sensitive approach already on the undergraduate level of educational study programmes and (consequently) in practice.

1 Introduction

“School-family partnership” is a concept in which at least three big spheres of everyday life interact, i.e. school, family and community (Epstein, 2011). Two and a half decades of research into the cooperation between school and family (ibid.) has shown the importance successful cooperation has in a child's development (Moorman Kim & Sheridan, 2015). During that time, different concepts and models of cooperation with parents emerged. In the paper we present the partnership from two basic dimensions: contextualism and process-oriented collaboration. Our perspective is based on Bronfenbrenner's theory which takes into account that within and among each of the ecological levels depicted one may conceive of bi-directional relationships existing

Fazaniranje dijakov novincev z vidika spola fazanerjev

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Znanstveni članek

UDK 364-632:373.5

KLJUČNE BESEDE: fazaniranje, fantje in dekleta, fazaniranje, šolska klima pri medvrstniškem nasilju

POVZETEK – V prispevku prikazujemo iniciacijski obred sprejema dijakov novincev v srednjo šolo, znan pod nazivom fazaniranje. Zanimale so nas razlike med fanti in dekleti pri izvajanju t. i. neuradnega fazaniranja, ki poteka izven okvira šol. V raziskavi, v kateri je sodelovalo 458 dijakov 4. letnika srednjih šol, smo ugotavljali, ali obstajajo med spoloma razlike v pogostosti in trajanju vloge fazanerja, v aktivnostih, s katerimi so fazanirali novince, in v njihovi zaznavi šolske klime, povezane z medvrstniškim nasiljem. Ugotovili smo, da dekleta in fantje največ fazanirajo v drugem letniku; da fantje ostajajo v vlogi fazanerja skozi vsa štiri leta šolanja, medtem ko se število deklet fazanerj v tretjem in četrtem letniku pomembno zmanjša. Rezultati nadalje kažejo, da tako dekleta kot fantje največ fazanirajo z nedolžnimi aktivnostmi, da pa fantje v primerjavi z dekleti pogosteje fazanirajo z bolj nasilnimi aktivnostmi ter da zaznavajo šolsko klimo kot takšno, ki dopušča več agresivnosti. Na koncu izpostavljamo pedagoške implikacije dobljenih ugotovitev.

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Scientific paper

UDC 364-632:373.5

KEYWORDS: hazing, boys and girls, hazing activities, school climate of school bullying

ABSTRACT – In our paper we present the initiation rite of admission of student-novices to secondary school, which is known as pheasanting/hazing. We were interested in the differences between boys and girls in unofficial hazing that takes place outside schools. 458 4th year secondary school students participated in our study. Our aim was to find out whether there were gender differences in the frequency and duration of the role of hazer, in the hazing activities aimed at newcomers, and in their perceptions of school climate regarding peer bullying. We found that both girls and boys most frequently perform hazing in their 2nd year; that boys remain in the role of hazers throughout the four years of schooling, while the number of girls who perform hazing declines significantly in the 3rd and the 4th year. The results further show that both girls and boys mostly perform innocent hazing activities, but boys are more likely to be more violent than girls, and they perceive the school climate as one that allows more aggression than the girls do.

1 Uvod

V prispevku prikazujemo psihološke vidike iniciacijskega obreda sprejema novincev v srednjo šolo, v Sloveniji znanega kot fazaniranje (v nadaljevanju: F). Beseda fazaniranje ima svoj izvor v vojaški terminologiji, ko je bilo obvezno enoletno služenje vojaškega roka. Nove vojake, ki so prišli na to služenje, so stari vojaki, ki so bili že dalj časa v vojski, klicali "fazani". Sam obred pa ima korenine v različnih iniciacijskih obredih, namen katerih je omogočiti posameznikom prehod iz ene skupine v drugo, praviloma iz nižjega na višji socialni položaj. Bauer Raposo, Nunes Caldeira, Martins, Mendes in Osvaldo (2015) v svojem preglednem članku pišejo, da lahko tovrstne iniciacijske obrede beležimo v šolskem prostoru povsod po svetu, največ jih najdemo v anglosaškem prostoru (kjer gre za sprejem v različne bratovščine in sestriščine), pa tudi ponekod v Evropi (npr. praxe na Portugalskem) in drugod (npr. trote v Braziliji). Ti ini-

Kompetence in potrebe po izobraževanju direktorjev slovenskih bolnišnic

Prejeto 25.10.2019 / Sprejeto 10.02.2020

Znanstveni članek

UDK 614.21+005.336.2

KLJUČNE BESEDE: kompetenca, izobraževanje, bolnišnica, menedžment, zdravstvene organizacije

POVZETEK – Menedžerske kompetence so uporabne za spremljanje in izboljšanje uspešnosti menedžerjev zdravstvenih in drugih organizacij. Ker ne obstaja študija o menedžerskih kompetencah direktorjev slovenski javnih bolnišnic, je skušala ta raziskava zapolniti raziskovalno vrzel. Cilj študije je bil ugotoviti, katere menedžerske kompetence so direktorjem slovenskih javnih bolnišnic pomembne, kako direktorji zaznavajo svojo menedžersko usposobljenost, kako se zaznana usposobljenost direktorjev razlikuje po njihovih sociodemografskih značilnostih in katere potrebe po dodatnem znanju imajo direktorji slovenskih javnih bolnišnic. Uporabljena je bila deskriptivna metoda s spletnim anketnim vprašalnikom. Končni vzorec vključuje vse direktorje slovenskih javnih bolnišnic razen enega ($N = 25$). Raziskava je pokazala diskrepanco med pomembnostjo menedžerskih kompetenc in dojemanjem menedžerske usposobljenosti. Medtem ko so direktorji kot najpomembnejši kompetenci ocenili odločanje na podlagi dokazov in vodenje, so kot najvišjo zaznano usposobljenost ocenili komunikacijo, najmanj pa ekonomsko kompetenco upravljanje in poslovanje zavodov.

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Scientific paper

UDC 614.21+005.336.2

KEYWORDS: competence, education, hospitals, management, health organization

ABSTRACT – Managerial competencies are useful for monitoring and improving the performance of managers of health and other organizations. As there is a lack of studies on the managerial competencies of the directors of Slovenian public hospitals, this research tried to fill the research gap. The study aimed to find out which managerial competencies are important to the directors of Slovenian public hospitals, how the directors perceive their competencies, how the perceived competence of directors differs according to the socio-demographic characteristics, and what their needs for additional knowledge are. A descriptive method was used with an online survey questionnaire. The final sample included all directors of Slovenian public hospitals except one ($N = 25$). The survey revealed a discrepancy between the importance of managerial competencies and the perceptions of managerial competence. While directors evaluated evidence-based decision-making and leadership as their most important competencies, they rated communication as the highest perceived competence, while the least perceived was the economic competence of managing and administrating an organization. The majority of directors stated that they needed additional training in the field of managing and administrating an organization.

1 Uvod

Med znanstveniki in praktiki na področju menedžmenta obstaja soglasje, da so menedžerske kompetence uporabne za spremljanje in izboljšanje uspešnosti menedžerjev različnih organizacij (Levenson in sod., 2006), tudi menedžerjev zdravstvenih organizacij (Steffl, 2008; Kovač in Maze, 2019). Kompetence menedžerjev na področju zdravstva se zaradi številnih izzivov stalno spreminjajo. Najpomembnejši dejavniki, ki spodbujajo potrebo po razvoju menedžerskih kompetenc v Evropski uniji, so: drugačna pričakovanja nove generacije zaposlenih, reforma organizacij na področju zdravstvenega varstva glede zagotavljanja zdravstvenih storitev, naraščajoče zahteve po izboljšanju

Quality of Education – Ukrainian Experience

Prejeto 13.08.2019 / Sprejeto 10.02.2020

Znanstveni članek

UDK 37:005.336.3

KLJUČNE BESEDE: kakovostna izobrazba, poklicne kompetence, mednarodna merila kakovosti izobraževanja, kontinuiteta izobraževanja, izobraževalni sistem

POVZETEK – Članek obravnava problematiko kakovosti izobraževanja v kontekstu sodobne globalizacije in evropskih integracijskih procesov. Koncept kakovosti izobraževanja, analiziran na temelju različnih znanstvenih pristopov v pedagoški literaturi, je raziskan na naslednji način: kot kompleksna lastnost, ki odraža obseg in raven izobraževalnih storitev in izobraževalnega procesa; kot skupek lastnosti osebe z visokošolsko izobrazbo, ki je značilna za njene poklicne kompetence; kot sistemska kategorija, ki zajema pojma “kakovost izobraževanja” in “kakovost usposabljanja”; kot ocena stopnje znanja, veščin in sposobnosti, ki jih pridobijo študenti; kot eden glavnih kazalcev kakovosti življenja in gospodarske rasti v državi; kot človeški kapital. V okviru raziskave je bila izvedena pedagoška diagnostika za identifikacijo pomena dejavnikov, ki vplivajo na kakovost znanja v srednjih in visokih šolah.

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Scientific paper

UDC 37:005.336.3

KEYWORDS: qualitative education, professional competences, international criteria of quality of education; continuity of education; education system

ABSTRACT – The article deals with the problem of the quality of education in the context of modern globalization and European integration processes. The concept of “quality of education”, analyzed on the basis of various scientific approaches in pedagogical literature, is considered in the following ways: as a complex characteristic that reflects the range and level of educational services and the educational process; as a set of qualities of a person with a higher education characterizing his/her professional competences; as a system category that covers the concept of “quality of education” and “quality of training”; as an assessment of the level of knowledge, skills and abilities obtained by students; as one of the main indicators of a country’s quality of life and economic growth; as human capital. In the course of the research, pedagogical diagnostics was implemented to determine the importance of the factors influencing the quality of knowledge in institutions of secondary and higher education.

1 Introduction

The spread of globalization and European integration processes to all areas of public life at the beginning of the 21st century has determined the need to reorient education as the leading social institution to the needs of the market for educational services, and to organize it on the basis of continuous education. In the context of Ukraine as a balanced European educational choice, the scientific community faces problems concerning the development of the quality of education, stemming from basic European education documents. These documents include the World Declaration on Higher Education for the Twenty-First Century (1998), the Lisbon Recognition Convention (the Convention on the Recognition of Qualifications concerning Higher Education in the European Region) (1997), the Sorbonne (1998) and Bologna (1999) Declaration on Harmonization of the Architecture of the European Higher Education System, and the UNESCO Guidelines on Intercultural Education (2006).

NAVODILA AVTORJEM

Didactica Slovenica – Pedagoška obzorja, znanstvena revija za didaktiko in metodike, objavlja članke, ki so razvrščeni v naslednji dve kategoriji: znanstveni članek in strokovni članek.

Kategorijo članka predlaga avtor, končno presojo pa na osnovi strokovnih recenzij opravi uredništvo oziroma odgovorni urednik. Članki, ki so objavljeni, so recenzirani.

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1. Članke v tiskani obliki z vašimi podatki in povzetkom v skladu z navodili pošiljajte na naslov: Uredništvo revije Didactica Slovenica – Pedagoška obzorja, Na Loko 2, p.p. 124, 8000 Novo mesto, Slovenija. Članke sprejemamo tudi po elektronski pošti na elektronski naslov uredništva. Prejetega gradiva ne vračamo.
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5. Znanstveni in strokovni članki morajo imeti povzetek v slovenskem (od 1.000 do 1.200 znakov s presledki) in v angleškem jeziku. Povzetek in ključne besede naj bodo napisani na začetku članka. Priložiti je treba tudi razširjeni povzetek (10.000 znakov s presledki) v angleškem jeziku.
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 - Za knjige: priimek in ime avtorja, leto izdaje, naslov, kraj, založba. Primer: Novak, H. (2020). Projektno učno delo. Ljubljana: DZS.
 - Za članke v revijah: priimek in ime avtorja, leto objave, naslov revije, letnik, številka, strani. Primer: Strmčnik, F., Kramar, M. (2017). Reševanje problemov kot posebna učna metoda. Pedagoška obzorja, 12, št. 5, str. 3.
 - Za članke v zbornikih: priimek in ime avtorja, leto objave, naslov članka, podatki o knjigi ali zborniku, strani. Primer: Razdevšek Pučko, C. (2013). Usposabljanje učiteljev za uvajanje novosti. V: Tancer, M. (ur.). Stoletnica rojstva Gustava Šiliha. Maribor: Pedagoška fakulteta, str. 234–247.
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Za vsa dodatna pojasnila ter informacije glede priprave in objave člankov, za katere menite, da niso zajeta v navodilih, se obrnite na glavnega in odgovornega urednika. Za splošnejše informacije ter tehnično pomoč pri pripravi članka pa se lahko obrnete na uredništvo oziroma na naš elektronski naslov info@pedagogika-obzorja.si.

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3. Scientific papers may include up to 30,000 characters.
4. Each paper should have a cover page on a separate sheet, containing the author's name and surname, year of birth, home address, telephone number, title, academic and professional title, the address of the institution where the author works and the email address. If there are several authors, the form should include the required information for each author separately. The primary author must be written in the first place.
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9. In the case of online references, it is compulsory to state the exact website together with the title of the document and the date of extracted information. For example: Brcar, P. (2018). How do the health of schoolchildren. Institute of Public Health. Retrieved on 28.08.2019 from world wide web: <http://www.sigov.si/ivz/vsebine/zdravje.pdf>.

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