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Samoučinkovitost bodočih učiteljev matematike, strokovne kompetence in karierno odločanje

Prejeto 12. 12. 2022 / Sprejeto 8. 5. 2023

Znanstveni članek

UDK 331.108.4:37.091.8

KLJUČNE BESEDE: samoučinkovitost učitelja, usvajanje strokovnih kompetenc, poklicna kariera, bodoči učitelji matematike

POVZETEK – Na podlagi teorije o samoučinkovitosti in opredelitve samoučinkovitosti učitelja je bila izvedena kvantitativna empirična raziskava, v kateri je sodelovalo 83 bodočih učiteljev matematike Pedagoške fakultete Univerze v Ljubljani. Namen raziskave je bil proučiti njihovo zaznavo samoučinkovitosti ter preveriti odnos med ocenjeno samoučinkovitostjo, oceno priložnosti usvajanja strokovnih kompetenc in namero o nadaljnji poklicni karieri. Sodelujoči so izrazili srednje veliko do veliko stopnjo učiteljske samoučinkovitosti, pri čemer je bila ocena samoučinkovitosti statistično značilno pozitivno povezana z oceno priložnosti usvajanja strokovnih kompetenc v okviru študija. Pokazale so se statistične in praktično značilne razlike v zaznavi samoučinkovitosti med študenti, ki se nameravajo zaposliti v poklicu, povezanem s poučevanjem matematike, in tistimi, ki se ne nameravajo zaposliti v pedagoškem poklicu. Prvi so v povprečju svojo samoučinkovitost ocenili višje. Kot odziv na pridobljene rezultate avtorice podajamo predloge za krepitev samoučinkovitosti bodočih učiteljev in izboljšanje kakovosti pedagoških študijskih programov s ciljem spodbujanja razvoja samoučinkovitosti pri bodočih učiteljih.

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Scientific article

UDC 331.108.4:37.091.8

KEYWORDS: teacher self-efficacy, acquiring professional competence, professional career, prospective mathematics teachers

ABSTRACT – Based on the theory of self-efficacy and the definition of teacher self-efficacy, a quantitative empirical study was conducted with 83 prospective mathematics teachers from the Faculty of Education, University of Ljubljana. The purpose of the study was to investigate perceptions of teacher self-efficacy and to examine the relationship between self-efficacy, perceptions of opportunities to acquire professional skills during studies and intentions to pursue a professional career. Participants expressed moderate to high levels of teacher self-efficacy, and the sense of teacher self-efficacy was statistically significantly positively related to the perception of opportunities to acquire professional competence during their studies. In addition, there were statistically and practically significant differences in the perceived teacher self-efficacy between students aspiring to careers as mathematics teachers and students aspiring to careers unrelated to teaching. The former rated their teacher self-efficacy higher on average. In response to the findings, the authors of the paper make suggestions for increasing the prospective teachers' self-efficacy and improving the quality of teacher education.

1 Uvod

Kanadski psiholog Albert Bandura je v okviru svoje socialno kognitivne teorije (Bandura, 1986) razvil teorijo o *samoučinkovitosti* (angl. *self-efficacy*) (Bandura, 1977, 1997). Samoučinkovitost je opredelil kot “prepričanje v lastne zmožnosti za organizacijo in izvršitev dejanj, ki so potrebna za doseg cilja” (Bandura, 1997, str. 3). Osrednjo pozornost je namenil posameznikovim prepričanjem o lastnih zmožnostih in vplivom, ki jih imajo ta prepričanja na posameznikovo delovanje. Avtor je predpostavljal, da samoučinkovitost pomembno vpliva na posameznikovo vedenje, saj za uspešno delo-

Future Primary Teachers' Knowledge about the Perimeter and Area of a Rectangle

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Znanstveni članek

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KLJUČNE BESEDE: ploščina pravokotnika, obseg pravokotnika, konceptualno in proceduralno znanje, osnovnošolski učitelji, učbenik za matematiko

POVZETEK – Kakšna je kakovost matematičnega znanja naših učencev in naših študentov – bodočih učiteljev? Ali znajo to znanje uporabiti v realnih situacijah, znajo razložiti pojme in postopke ali pa samo vadijo in avtomatizirajo postopke brez razmišljanja? To so vprašanja, ki se pogosto zastavljajo v kontekstu poučevanja matematike in izobraževanja bodočih učiteljev. Zaradi nenadomestljive vloge osnovnošolskih učiteljev v procesu poučevanja in učenja matematike smo si zastavili sledeči cilj raziskave: preveriti kakovost znanja naših bodočih osnovnošolskih učiteljev o obsegu in ploščini pravokotnika. Učiteljevo znanje o matematičnih vsebinah mora biti predvsem konceptualno in ne proceduralno. Rezultati testiranja so pokazali, da je konceptualno znanje bodočih učiteljev šibkejšo od proceduralnega. Zaradi pridobljenih rezultatov in vloge učbenika kot osnovnega učnega vira smo se odločili predstaviti tudi rezultate analize vrst nalog o obsegu in ploščini pravokotnika v učbenikih za osnovno šolo.

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Scientific paper

UDC 378.091.3:514.1

KEYWORDS: area of rectangle, perimeter of rectangle, conceptual and procedural knowledge, primary school teachers, mathematics textbook

ABSTRACT – What is the quality of the mathematics knowledge of our pupils and our students – future teachers? Do they know how to apply such knowledge in real situations? Can they explain the concepts and procedures or do they just practice and automate the procedures without reasoning? These questions are often asked in the context of teaching mathematics and the education of future teachers. Considering the irreplaceable role of elementary (primary) schoolteachers in the process of teaching and learning mathematics, we set the goal of the research: to check the quality of our future primary school teachers' knowledge of the perimeter and area of a rectangle. Teachers' mathematical content knowledge must primarily be conceptual knowledge rather than procedural knowledge. The test results showed that the conceptual knowledge of future teachers is weaker than the procedural knowledge. Due to the obtained results and the role of textbooks as a basic learning resource, we have decided to also present the results of an analysis of the types of tasks related to the perimeter and area of a rectangle in elementary school textbooks.

1 Introduction

Although we live in a world of rapid technological development, which implies the availability of a large amount of information, the role of the teacher is irreplaceable in education, especially in the lower grades of elementary school. Effective mathematics teaching requires appropriate teacher competencies (Jukić Matić et al., 2020). This includes quality lesson planning and preparing the individual to successfully solve everyday problems even after completing formal education.

There has been a continuing interest in understanding and describing the mathematical content knowledge (MCK) and pedagogical content knowledge (PCK) of primary

Effectiveness of Physical Activity Intervention during Music Lessons

Prejeto 13. 1. 2023 / Sprejeto 8. 5. 2023

Znanstveni članek

UDK 796:78:373.3

KLJUČNE BESEDE: šola, učne ure, mlajši šolarji, merilnik pospeška, intenzivnost

POVZETEK – Veliko je bilo že objavljenih študij, ki proučujejo vključevanje gibalne aktivnosti otrok v pouk različnih šolskih predmetov. Zelo redke so študije, ki preučujejo vključevanje gibalne aktivnosti otrok v pouk glasbene umetnosti. Prav zato smo se odločili, da s pomočjo merilnika pospeška izmerimo količino in intenzivnost posameznih fenotipov gibalne/športne aktivnosti prvošolcev le med uro glasbene umetnosti brez gibalne in z gibalno intervencijo. Sto osem otrok, v starosti šest in sedem let, iz dveh slovenskih obalnih osnovnih šol je nosilo merilnik pospeška med dvema urama glasbene umetnosti. Primerjali smo fenotipe gibalne aktivnosti med urama glasbene umetnosti z in brez intervencije. Otroci so v povprečju deležni več gibalne neaktivnosti med učno uro glasbene umetnosti brez intervencije kot z intervencijo ($p = 0,001$, $d = 2,8$), poleg tega imajo večji delež časa srednje ($p = 0,001$, $d = 5,9$) in tudi visoke ($p = 0,001$, $d = 30$) intenzivnosti gibalne/športne aktivnosti med uro glasbene umetnosti z intervencijskim programom kot med običajno uro glasbene umetnosti. Otroci so med običajno uro glasbene umetnosti deležni glede na čas kar 39% več gibalne neaktivnosti kot med uro glasbene umetnosti z gibalnim intervencijskim programom. Priporočamo, da prihodnje študije vključijo večji vzorec otrok, pri čemer naj merilnike pospeška nosijo vsaj pet dni zapored.

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Scientific paper

UDC 796:78:373.3

KEYWORDS: school, lessons, young children, accelerometer, intensity

ABSTRACT – There are many previously published studies that examine the integration of children's physical activity into various school subjects. However, studies that integrate children's physical activity into music lessons are very rare. Therefore, we decided to use an accelerometer to measure the amount and intensity of individual physical activity phenotypes of first graders during a music-only lesson, with and without a physical activity intervention. One hundred and eight children, aged six to seven, from two Slovenian elementary schools in the coastal region wore the accelerometer during two music lessons. We compared the physical activity phenotypes during music lessons with and without an intervention. On average, children were more physically inactive during music lessons without an intervention than during music lessons with an intervention ($p = 0,001$, $d = 2,8$) and spent a higher proportion of time doing moderate ($p = 0,001$, $d = 5,9$) and vigorous ($p = 0,001$, $d = 30$) physical activity during music lessons with an intervention than during regular music lessons. During regular music lessons, children spent 39% more time being physically inactive than during music lessons with a physical activity intervention programme. We recommend that future studies include a larger sample of children and that they wear the accelerometers for at least five consecutive days.

1 Introduction

Physical activity in childhood is an important component of a healthy lifestyle. Regular and sufficiently intense physical activity has a positive effect on the child's overall development and on maintaining and protecting health (NICE, 2007). It also reduces the risk of many chronic non-communicable diseases (Kriska et al., 2003). The lack of physical activity in childhood may contribute to the development of chronic noncommunicable diseases and the prevalence of overweight and obesity (Sardinha et al., 2008).

Interplay of Personality, Self-Efficacy and Willingness to Communicate

Prejeto 29. 12. 2022 / Sprejeto 8. 5. 2023

Znanstveni članek

UDK 316.77:811.111'271

KLJUČNE BESEDE: samoučinkovitost, pripravljenost za komuniciranje, osebnostne lastnosti, angleški jezik

POVZETEK – Raziskava ugotavlja, kako osebnostne lastnosti in jezikovna samoučinkovitost vplivajo na pripravljenost za komuniciranje pri učenju angleškega jezika. Vzorec vključuje 216 študentov Univerze v Novem Sadu, uporabljene pa so bile tri metode: vprašalnik Velikih pet plus dva, vprašalnik Pripravljenost za komuniciranje in Vprašalnik samoučinkovitosti pri učenju angleškega jezika. Študenti so pokazali samoučinkovitost na ravni malo višji od nadpovprečne in bili so pripravljeni govoriti na ravni nekoliko višji od zmerne. Samoučinkovitost in pripravljenost za komuniciranje sta v pozitivni korelaciji. Ekstravertnost in pozitivna valenca zelo povečata pripravljenost za komuniciranje. Pozitivna valenca in odprtost za izkušnje sta pomembni lastnosti v odnosu do samoučinkovitosti. Spol ne vpliva neposredno na pripravljenost za komuniciranje in samoučinkovitost, vendar pa blaži odnos z vestnostjo, odprtostjo za izkušnje, ekstravertnostjo in negativno valenco. Ekstravertnost, vestnost in odprtost za izkušnje so značilno večje pri ženskah, za moške pa je značilno večja negativna valenca. Poleg tega so predlagane tudi nekatere sorodne pedagoške vsebine.

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Scientific paper

UDC 316.77:811.111'271

KEYWORDS: self-efficacy, willingness to communicate, personality traits, English

ABSTRACT – This research examines how Willingness to Communicate (WTC) in learning English is conditioned by personality traits and linguistic self-efficacy. The sample consists of 216 students at the University of Novi Sad. Three instruments were used: the Big Five Plus Two questionnaire, the Willingness to Communicate Questionnaire, and the Questionnaire of English Self-Efficacy. Students showed self-efficacy at a slightly above-average level and were willing to speak at a slightly higher than moderate level. Self-efficacy and WTC are in positive correlation. Extraversion and Positive valence contribute significantly to WTC. Positive valence and Openness to experience are significant traits in relation to self-efficacy. Females have higher Extraversion, Conscientiousness and Openness to experience, whereas males have higher Negative valence. Gender has no direct effect on WTC and self-efficacy, but moderates the relationship with Conscientiousness, Openness to experience, Extraversion, and Negative valence. Females have higher Extraversion, Conscientiousness and Openness to experience, while males have higher Negative valence. In addition, some pedagogical implications are proposed.

1 Introduction

Nowadays, Business English (BE) is widely used worldwide, and it has evolved into a means of becoming successful or getting outstanding outcomes in doing business on a global scale, elevating learners in terms of social class. Due to this perception, a lot of people attempt to study it, but not all of them are successful in progressing to higher levels of skill. Despite having similar starting points, some people find it easy to communicate in English, while others find it challenging. According to MacIntyre and Charos (1996), communication is a goal rather than a tool to aid in language acquisition.

Today, English for Specific Purposes (ESP) recognizes that university students need to be able to communicate in ways that go beyond being good at language and avoid-

Sekundarna analiza podatkov in masovni podatki v pedagoškem raziskovanju

Prejeto 10. 10. 2022 / Sprejeto 8. 5. 2023

Znanstveni članek

UDK 001.891+311.213.5

KLJUČNE BESEDE: sekundarna analiza podatkov, masovni podatki, rudarjenje podatkov, učna analitika

POVZETEK – Prispevek se usmerja v dva koncepta, ki se tudi na področju raziskovanja vzgoje in izobraževanja vse pogostejše pojavljata v strokovnih razpravah, nista pa bila znotraj tega področja pri nas še deležna dovolj šne pozornosti, zato sta manj poznana in razširjena ter skromno implementirana. V prvem delu prispevka se usmerjamo v sekundarno analizo podatkov, pri čemer najprej opredelimo sam koncept sekundarne analize podatkov, nato pa analiziramo potencial in zadržke pri rabi tovrstnih podatkov. V nadaljevanju predstavimo pojem masovni podatki, ki z vse večjo digitalizacijo, tudi v šolskem prostoru, postajajo vse pomembnejši vir podatkov, ki predstavljajo pomembno osnovo za načrtovanje sprememb za višjo kakovost izobraževanja. Hkrati predstavimo tudi pomembne slabosti rabe masovnih podatkov, med katerimi se zlasti usmerimo v problem varnosti podatkov na spletu ter pomanjkanja kompetentnih strokovnjakov za analizo tovrstnih podatkov. Oba koncepta skušamo tudi smiselno umestiti v polje pedagoškega raziskovanja.

Received 10. 10. 2022 / Accepted 8. 5. 2023

Scientific paper

UDC 001.891+311.213.5

KEYWORDS: secondary data analysis, massive data, data mining, learning analytics

ABSTRACT – The paper focuses on two concepts that are increasingly emerging in professional debates in the field of educational research, but which have not yet received sufficient attention within the field and are therefore less known, less widely used and modestly implemented. The first part of the paper focuses on secondary data analysis; the concept itself is introduced, while its potential and drawbacks, such as being collected for other purposes, are analysed. We then introduce the Big Data concept which, with the shift of digitalization, has also become an important source of data in education, and a linchpin for planning changes to improve the quality of education. At the same time, we highlight the challenges of using Big Data, such as security and the lack of competent professionals for data analysis. The paper also aims to embed both concepts in the field of educational research.

1 Uvod

Če velja, da je raziskovanje načrten, sistematičen, kritičen in samokritičen proces pridobivanja novega znanja, ki izhaja iz raziskovalnih ciljev in poteka po vnaprej določenih fazah, za raziskovanje na pedagoškem področju trdimo, da je v osnovi njegov cilj pridobivanje oz. ustvarjanje znanja na pedagoškem področju (Cencič, 2009). Pedagoško raziskovanje je tudi zelo kompleksno področje, ki vključuje in združuje različne raziskovalne paradigme, številne tehnike zbiranja podatkov, raznolike udeležence raziskav in raznolike obdelave podatkov (Štemberger, 2020). Hkrati gre tudi za področje, ki mora slediti družbenim spremembam in potrebam ter se nanje tudi kar najhitreje odzivati; med njimi je tudi vse pogostejša vsakdanja raba digitalnih tehnologij za namene poučevanja in učenja, s svojim načinom delovanja pa vodi tudi v ogromne količine zbranih podatkov. Količina podatkov in dejstvo, da so ti podatki že zbrani, odpirata številne nove možnosti

Preschool Teachers' Job Satisfaction

Prejeto 3. 2. 2023 / Sprejeto 16. 6. 2023

Znanstveni članek

UDK 373.2-051:331.101.32

KLJUČNE BESEDE: vzgojitelji, poklicna identiteta, delovne izkušnje, smisel pri delu, zadovoljstvo pri delu

POVZETEK – Ključna vloga vzgojitelja se nanaša na njegove poklicne in osebne kompetence, ki jih vsakodnevno uporablja v praksi. Kot odziv učitelja na posamezne vidike njegovega dela se pojavi zadovoljstvo z delom, ki ima lahko pozitiven ali negativen predznak, odvisno od učiteljeve ocene. Cilj raziskave je vpogled v percepcijo delovne vloge in zadovoljstvo z delom vzgojiteljev v vrtcih. V raziskavi je sodelovalo 536 vzgojiteljev, dve vprašanji odprtega tipa pa sta bili sestavni del anketnega vprašalnika, v katerem so morali naštetati tri izkušnje pri delu, s katerimi so bili najbolj zadovoljni, in tri, s katerimi so bili najmanj zadovoljni. Rezultati, pridobljeni z metodo kvalitativne analize, kažejo, da vzgojitelji kot glavne vire zadovoljstva pri svojem delu navajajo neposredno delo z otroki, uspeh in napredek otrok ter odnose z drugimi vzgojitelji, strokovnimi sodelavci in starši. Največji viri nezadovoljstva vzgojiteljev so povezani z neprimernimi delovnimi pogoji in slabim položajem v družbi ter odnosom družbe do poklica vzgojitelja. Dobljeni rezultati so prispevek k profesionalnemu razvoju vzgojiteljev z namenom izboljšanja kakovosti njihovega dela in osebnega razvoja.

Received 3. 2. 2023 / Accepted 16. 6. 2023

Scientific paper

UDC 373.2-051:331.101.32

KEYWORDS: job meaningfulness, job satisfaction, preschool teachers, professional identity, work experiences

ABSTRACT – The key role of preschool teachers relates to using their professional and personal competencies in daily practice. Depending on the teachers' assessment, their job satisfaction reflects either a positive or a negative response to specific aspects of teaching. This research aims to provide insight into preschool teachers' perception of their job role and job satisfaction. A total of 536 teachers participated in the survey and answered two open-ended questions in which they were asked to list three of the most and least satisfying experiences at work. The results obtained by the method of qualitative analysis have shown that preschool teachers see the main sources of job satisfaction in their direct work with children, in the success and progress of children, and in their relations with fellow teachers, expert staff and parents. The biggest sources of dissatisfaction include inadequate working conditions, low status in society, and the attitude of society toward the teaching profession. The results obtained contribute to the professional development of preschool teachers with the aim of improving their work quality and personal development.

1 Introduction

The fundamental role of early childhood and preschool education is to create optimal conditions that will enable the quality development of preschool-age children. According to the 2030 Agenda, every boy and girl must enjoy access to high-quality preschool education, and the preschool teacher is a decisive factor in the educational process. The teacher's key role relates to using their professional and personal competencies in daily practice, thus creating a dynamic pedagogical process. Moreover, critical attitudes toward educational practice and continuous reflection and learning provide teachers with space for their professional growth and development (Maksimović and Osmanović, 2018). In this respect, job satisfaction presents the teachers' response to specific job aspects and can be either positive or negative depending on the teachers'

Moral (Dis)engagement among Higher Education Student-Bystanders in Cyberbullying

Prejeto 15. 2. 2023 / Sprejeto 15. 5. 2023

Znanstveni članek

UDK 364.636:004.738.5

KLJUČNE BESEDE: moralna (ne)zavzetost, spletno nasilje, opazovalci, intervencijski model, študenti

POVZETEK – V študiji smo želeli ugotoviti, kako različne demografske spremenljivke (spol, starost, preživljanje prostega časa na spletu) in mehanizmi moralne (ne)zavzetosti (moralno upravičevanje, minimalizacija škodljivih učinkov, zanikanje ali razpršitev odgovornosti, razčlovečenje) napovedujejo zaznavanje spletnega nasilja pri študentih opazovalcih v skladu z intervencijskim modelom, ki predvideva, da mora opazovalec opraviti pet korakov, da posreduje pri nasilju: opazi dogodek, dogodek si razlaga kot tako resen, da nujno zahteva pomoč, sprejme odgovornost za posredovanje, ve, kako posredovati ali priskrbeti pomoč, in posreduje (Latané in Darley, 1970). Vzorec je vključeval 205 študentov opazovalcev. S pomočjo multiplih linearnih regresijskih modelov smo največ variance (27%) lahko pojasnili pri drugem koraku intervencijskega modela – tj. pri razlagi dogodka kot nujnega in potrebi po nudenju pomoči. Starejši študenti in študenti z manj izraženo dehumanizacijo so pogosteje dojemali spletno nasilje kot bolj resno in bili bolj pripravljeni pomagati. Naše ugotovitve kažejo na potrebo po večjem interesu za raziskovanje vedenja opazovalcev in oblikovanje intervencij pri spletnem nasilju tudi pri študentih.

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Scientific paper

UDC 364.636:004.738.5

KEYWORDS: moral (dis)engagement, cyberbullying, bystanders, intervention model, higher education students

ABSTRACT – In our study, we aimed to determine how different demographic variables (gender, age, free time spent online) and mechanisms of moral (dis)engagement (justification, disregarding or misrepresenting injurious consequences, diffusion of responsibility, dehumanization) predict perceptions of cyberbullying among student bystanders, according to the Bystander Intervention Model. The model proposes that a bystander must take five steps in order to intervene: notice the event, interpret the event as an emergency requiring help, accept responsibility for intervening, know how to intervene or provide help, and implement decisions to intervene (Latané and Darley, 1970). Our sample included 205 student-bystanders in cyberbullying. The most variance (27%) was explained in the second step – to interpret the event as an emergency and help. Older students and students with less pronounced dehumanization were more likely to perceive cyberbullying as serious and to help. Our findings suggest a need for greater interest and intervention in the group of cyber-bystanders among this age group of students as well.

1 Introduction

In recent years, the expansive use of electronic devices in the daily lives of higher education students has prompted researchers to look at the darker side of ICT communication – cyberbullying.

Cyberbullying is defined as an aggressive act carried out repeatedly by an individual or group of individuals through an electronic medium (Kowalski et al., 2014). Most studies (e.g., Cappadocia et al., 2013; DeSmet et al., 2016) focused on adolescents, leaving out another important group – higher education students. The reason may be that students at this age are perceived as adults capable of taking care of themselves,

Mechanisms for the Formation of Empathic Culture of Students

Prejeto 18. 4. 2023 / Sprejeto 30. 6. 2023

Znanstveni članek

UDK 159.942-057.875

KLJUČNE BESEDE: empatija, empatična kultura, študent, učitelj, pedagoška univerza, medicinska univerza

POVZETEK – Avtorici v svoji raziskavi poročata o posledicah nezadostne metodološke razvitosti mehanizmov in metod za oblikovanje empatije med študenti pedagoških in medicinskih univerz, ki je pomembna poklicna kompetenca bodočih učiteljev in zdravnikov. Empatična kultura učiteljev in zdravnikov je sestavni del osebne kulture, sestavni del poklicne spretnosti, ki zahteva namensko oblikovanje in razvoj. Namen študije je teoretično utemeljiti in eksperimentalno preizkusiti mehanizme oblikovanja empatične kulture pri študentih pedagoških in medicinskih univerz. Glavna raziskovalna metoda temelji na izbrani diagnostiki. Pri poklicih zdravnik in učitelj smo dokazali, da je empatija pomembna poklicna kvaliteta. Večina študentov pedagoških in medicinskih univerz je pokazala povprečno raven empatične kulture. Pri učiteljih so bolj razviti čustveni dejavniki in dejavnostni kanali empatije, pri zdravstvenih delavcih pa kognitivni dejavniki. Rezultati študije se lahko uporabljajo pri strokovnem usposabljanju študentov pedagoških in medicinskih univerz.

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Scientific paper

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KEYWORDS: empathy, empathic culture, student, teacher, pedagogical university, medical university

ABSTRACT – The relevance of this study is caused by the insufficient methodological development of the mechanisms and methods for empathy formation in students of pedagogical and medical universities, which is an important professional competence of future teachers and doctors. The empathic culture of teachers and doctors is an integral part of personal culture, a component of professional skills that requires targeted training and development. The aim of the study is to theoretically justify and experimentally test the mechanisms of empathic culture formation in students of pedagogical and medical universities. The main research method is based on the selected diagnostics. We have proved that empathy is an important professional trait in the profession of doctors and teachers. Most students of pedagogical and medical universities showed an average level of empathic culture. The emotional and active channels of empathy are more prominent in teachers, and the cognitive channels are more prominent in physicians. The results of the study can be used in the professional training of students of pedagogical and medical universities.

1 Introduction

In the process of professional training of future teachers and doctors, it is especially important to develop an empathic culture as a basic professional quality for a modern specialist (Lepičnik-Vodopivec, 2003). Communication plays a crucial role in pedagogical practice as it is a fundamental component of successful pedagogical practice that enables a more engaging, collaborative, and fulfilling learning experience for everyone involved (Klopčič et al., 2016). In addition, empathic communication involves both accepting and allowing different perspectives and emotions in others and sharing them with them to provide encouragement and support. Teachers, doctors and other healthcare workers do activities in the person-to-person system, where they try to liken themselves to another person to “understand” another person’s experiences and feelings

NAVODILA AVTORJEM

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

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

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 - Za članke v revijah: priimek in ime avtorja, leto objave, naslov revije, letnik, številka, strani. Primer: Strmčnik, F. in Kramar, M. (2017). Reševanje problemov kot posebna učna metoda. Didactica Slovenica – Pedagoška obzorja, 12(5), 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, 234–247.
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