

Uvodnik

Druga števila letošnjega letnika revije Sodobna pedagogika v slovenskem delu prinaša pet raznolikih besedil z dvema skupnima točkama: pedagoški strokovnjaki in njihov profesionalni razvoj.

Članek z naslovom *Pedagoška kontinuiteta prehoda iz vrtca v šolo*, ki je nastal v soavtorstvu **Jerneje Jager, Mateje Režek in Sonje Rutar**, obravnava prehod otrok iz vrtca v osnovno šolo. Gre za aktualno vprašanje, ki se nanaša tako na systemske kot tudi na procesne pogoje za zagotavljanje uspešnega prehoda in njegovega ugodnega doživljanja s perspektive otrok. V procesu prehoda je zelo pomembno usklajeno delo vzgojitelja in učitelja v prvem razredu osnovne šole. V članku je predstavljena raziskava, ki vključuje odgovore vzgojiteljic otrok, ki obiskujejo vrtec zadnje leto, in učiteljev prvega razreda osnovne šole. Odgovori obeh skupin anketirancev, pridobljeni z vprašalniki, s katerimi so avtorice želele proučiti pristope na ravni didaktične izpeljave procesa vzgoje in izobraževanja ter strukturiranost učnega okolja v vrtcu in šoli, so bili bolj poenoteni, kot pa so bili poenoteni rezultati, ki so bili pridobljeni z opazovanjem. Večje razlike so avtorice zaznale predvsem na ravni dostopnosti in otrokove možnosti samostojne izbire in uporabe različnih materialov, razvojne primernosti učnega okolja in sodelovanja otrok pri urejanju okolja ter oblikovanju skupnih dogovorov in pravil. Skrb za pedagoško kontinuiteto prehoda iz vrtca v šolo je pomembna iz različnih razlogov, poudarimo lahko predvsem pozitiven vpliv na razvoj in učenje otrok, ki prihajajo iz deprivilegiranih okolij oz. družin, za katere je značilno šibko poznavanje šolskega sistema oz. šibko najdenje v njem, kar vpliva tudi na ustreznost njihove podpore otrokom ob prehodih. Zato je še posebej pomembno, da znamo, kot zapišejo avtorice, pravičnost in enake možnosti otrok zagotoviti skozi odzivnost na individualne razlike med njimi in tako vzpostaviti visoko raven procesne kakovosti. Slednje predpostavlja visoko raven profesionalnega razvoja vzgojiteljic in učiteljev, vključno z možnostjo za profesionalno refleksijo.

Vrednost in pomen profesionalnega razvoja dopolnjuje članek z naslovom *Učitelj raziskovalec: vpogled v raziskovalno kompetentnost učiteljev*, ki je nastal v soavtorstvu **Sabine Ograjšek in Zlatke Cugmas**. Avtorici proučujeta raznolike kompetence, ki jih danes potrebujejo učitelji, da lahko ustrezno odgovarjajo na izzive in potrebe sodobnega sistema vzgoje in izobraževanja. V raziskavi, ki je bila izvedena med osnovnošolskimi učitelji, sta se osredotočili na proučevanje vprašanja, kako učitelji ocenjujejo svoje raziskovalne kompetence in kolikšen pomen pripisujejo raziskovanju. Proučevali pa sta tudi povezanost med samooceno raziskovalnih kompetenc in pomenom, ki ga učitelji pripisujejo raziskovanju, glede na nekatere izbrane dejavnike. Ugotovili sta, da učitelji ocenjujejo, da so njihove raziskovalne kompetence dobro razvite, prepoznavajo pa tudi pomen, ki ga ima raziskovanje za njihovo poklicno delovanje. To je pomembno tudi zato, ker so

učitelji tako bolje pripravljeni na različne spremembe v vzgojno-izobraževalnem sistemu in ker, kot zapišeta avtorici, poglobljeno razumevanje procesov v vzgoji in izobraževanju razvija samozavest učitelja, ki se vključuje v različne dejavnosti in posledično bogati pedagoški proces. Opozorita pa, da raziskovanje učitelja ne ponuja rešitve za vse težave, s katerimi se soočajo sodobni učitelji.

Članek avtorice **Sanele Hudovernik** z naslovom *Stališča učiteljev do uporabe sodobne tehnologije pri pouku matematike* je nekoliko bolj predmetno specifičen in se dotika rabe sodobne tehnologije pri pouku matematike. Avtorica v ospredje postavi nekatere prednosti, ki jih lahko računalniško podprta tehnologijo prinaša tako za učence kot učitelje, ki pa niso samoumevne in so odvisne tudi od ustrezno premišljene rabe. Na podlagi rezultatov raziskave, ki jo je izvedla med osnovnošolskimi učitelji matematike v 2. in 3. vzgojno-izobraževalnem obdobju, ugotavlja stališča učiteljev glede rabe dinamične geometrije pri pouku matematike in dejavnike, ki vplivajo na oblikovanje stališč učiteljev. Med učitelji je zaznala različno raven pripravljenosti za vključevanje sodobne tehnologije v pouk, pri čemer je pripravljenost bolj izkušenih učiteljev manjša kot pa pripravljenost učiteljev z manj izkušnjami. Avtorica zadrži odnos nekaterih učiteljev do uporabe tehnologije pri pouku matematike poveže z njihovo šibko zainteresiranostjo za profesionalni razvoj ter pokaže na povezavo med njihovo pripravljenostjo za udeležbo na bolj specifičnih izobraževanjih, povezanih z uporabo različne tehnologije pri pouku, in njihovo uporabo v razredu.

Tudi naslednji članek se dotika predmetno specifičnega področja. **Lea Železnik Mežan** v članku z naslovom *Subjektivne teorije atletskih trenerjev o ciljih tekmovalnega športa otrok v predpubertetnem obdobju* izhaja iz predpostavke, da je kakovostna zunanjska športna vadba odvisna tudi od ciljev, ki si jih zastavimo, ti pa lahko imajo pozitiven učinek na telesni, gibalni, psihosocialni in kognitivni razvoj vadečih. V raziskavi jo je zanimalo, katerim ciljem je smiselno slediti v tekmovalnem športu otrok. Preverjala je subjektivne teorije trenerjev atletike, ki so v različnih atletskih društvih vodili od devet- do enajstletne otroke. Avtorica ugotavlja, da kljub prepoznavanju različnih ciljev športne vadbe trenerjem manjkajo predvsem bolj konkretna znanja, da bi lahko v praksi izbirali ustrezne pedagoške modele ravnanja. Ker avtorica med intervjuvanimi trenerji zazna zelo pozitiven odnos do različnih vidikov pedagoškega dela, se ji zdi to smiselno podpreti tudi na področju njihovega nadaljnega izobraževanja. Drug vidik dviga kakovosti športne vadbe pa vidi v oblikovanju strokovnih smernic za pedagoško delo trenerjev z otroki v predpubertetnem obdobju.

Slovenski del revije zaključujemo s prispevkom **Irine Lešnik Jeras** z naslovom *Gledališki učni pristopi in njihova aplikacija v komunikacijskem pouku književnosti v osnovni šoli*. Avtorica predstavi osnove gledališke pedagogike, ki se v zadnjem obdobju, kot zapiše, uveljavlja na preseku gledališke umetnosti in pedagoške znanosti. Gledališko pedagogiko deli na tri stebre: *gledališko opismenjevanje*, ki vključuje vzgojo gledališke publike; *gledališko ustvarjanje*, pri katerem

se učenci sami preizkušajo v različnih gledaliških vlogah, in *učenje z gledališkimi pristopi*, kjer lahko poleg specifičnih ciljev zasledujemo tudi vzgojno-izobraževalne cilje. Gledališče in dramo avtorica postavlja kot najbolj uveljavljena gledališka učna pristopa, v prispevku pa pristop drame v izobraževanju aplicira v književnem pouku slovenščine v osnovni šoli. V raziskavi jo je zanimalo, kako dramo v izobraževanju umestiti v obstoječi književnodidaktični model obravnave besedila v osnovni šoli in kakšna je skladnost gledaliških pristopov z že uveljavljenim komunikacijskim poukom književnosti. Povezavo potrdi z manjšim številom udeležencev v raziskavi. Ugotovi, da je učni pristop drame v izobraževanju združljiv s komunikacijskim poukom književnosti. Učinkuje predvsem na razvoj segmentov recepcijske zmožnosti, povezanih s književno osebo, časom in prostorom. Prav tako ugotovi, da lahko s takšnimi pristopi učencem omogočamo globlje vživljanje v književne osebe ter višjo taksonomsko stopnjo doživljanja, razumevanja in vrednotenja obravnavanih književnih besedil, potencial pa vidi tudi na drugih predmetnih področjih, kar pa bi bilo, kot zapiše, treba v prihodnje tudi ustrezno raziskovalno ovrednotiti.

Angleški del revije sestavljajo trije članki. Prvi je nastal v sodelovanju hrvaških avtorjev **Vesne Bilić**, **Ivane Jurčević** in **Petra Smontara** in ga objavljamo pod naslovom *Dejavniki vpliva na učiteljevo ravnanje v primerih medvrstniškega nasilja*. Avtorji se osredotočijo na raziskovanje vse bolj aktualne tematike medvrstniškega nasilja, izhajajo pa iz proučevanja stališč učiteljev. V raziskavi, ki je bila izvedena med hrvaškimi učitelji, so proučevali razmerje med stališči do vrstniškega nasilja in percepcijo o resnosti nasilja, stopnjo empatije in verjetnostjo učiteljeve intervencije v primerih neposrednega in posrednega medvrstniškega nasilja. Ugotovili so, da so z zaznavo resnosti medvrstniškega nasilja, empatijo in verjetnostjo posredovanja le v primerih posrednih oblik medvrstniškega nasilja povezani nekateri demografski dejavniki. Kot najpomembnejši napovedovalec percepcije resnosti neposrednih oblik medvrstniškega nasilja in empatije ter verjetnosti intervencije v primeru obeh oblik nasilja, posrednih in neposrednih, so se izkazala stereotipna stališča. Obvladljivost nasilja se zdi učiteljem najpomembnejši napovedovalec percepcije resnosti posrednih oblik nasilja. Avtorji v zaključku opozorijo tudi na pomen ozaveščanja o preprečevanju vseh oblik medvrstniškega nasilja ter na nujnost profesionalnega razvoja učiteljev na tem področju.

Ljiljana Jerković v prispevku z naslovom *Vpliv individualno načrtovanega pouka na razvoj samopodobe in besedne ustvarjalnosti učencev* obravnava koncepte sodobnih didaktičnih paradig, didaktičnih teorij in izobraževalnih sistemov kot temelja individualno načrtovanega pouka za učence. Avtorica predstavi rezultate enoletne eksperimentalne in akcijske raziskave med učenci v Banjaluki. Namen raziskave je bil ugotoviti vpliv individualno načrtovanega pouka na razvoj samopodobe in besedne ustvarjalnosti učencev. Po uporabi didaktično zasnovanega individualno načrtovanega pouka so učenci iz eksperimentalne skupine dosegli bistveno boljše rezultate pri preverjanju znanja v primerjavi s svojimi začetnimi rezultati in učenci, ki so obiskovali pouk v kontrolni skupini. Pričujoča raziskava

ponuja celovito analizo razširjanja in inovativne uporabe individualno načrtovanega pouka, ki je bil eksperimentalno potrjen.

Zadnji članek z naslovom *Proučevanje povezanosti med zavzetostjo za branje, uživanjem v branju, zaznavanjem lastne kompetentnosti pri branju, zahtevnostjo preizkusa in bralnimi dosežki*, ki je nastal v soavtorstvu **Gjylë Totaj** in **Fatmirja Mehmetija**, izhaja iz analize rezultatov PISE 2018 na Kosovu. Avtorja sta se osredotočila na proučevanje zavzetosti za branje, zaznavanje lastne kompetentnosti pri branju in težav pri tem. Ugotovila sta, da imajo nekateri dejavniki šibkejši vpliv, drugi, kot sta na primer uživanje v branju in zaznavanje lastne kompetentnosti pri branju, pa imajo pomembno povezavo s šolskim uspehom. Avtorja skleneta, da lahko s spodbujanjem bralne kulture izboljšamo tudi uspehe učencev na Kosovu.

Vabljeni k branju!

Dr. Katja Jeznik
glavna urednica

Editorial

The second issue of this year's *Journal of Contemporary Educational Studies* brings together five diverse texts in Slovenian with two shared themes – educators and their professional development – and three articles in English.

The article entitled *The pedagogical continuity of the transition from preschool to school*, co-authored by **Jernej Jager**, **Mateja Režek** and **Sonja Rutar**, examines the transition of children from preschool to primary school. This is a topical issue, concerning both the systemic and procedural conditions for ensuring a successful transition and a positive experience of it from the perspective of the child. The coordinated work of the preschool teacher and the teacher in the first year of primary school is crucial in the transition process. This article presents a survey of responses given by the preschool teachers of the children attending the last year of preschool and the teachers in the first year of primary school. The responses of the two groups of respondents to the questionnaires, which were designed to investigate the didactic approaches to the educational process and the structuring of the learning environment in preschool and school, were more uniform than the results obtained through observation. The authors found major differences mainly at the level of accessibility and children's ability to choose and use different materials independently, the developmental appropriateness of the learning environment, and children's participation in the organisation of the environment and in the development of agreements and rules. The pedagogical continuity of the transition from preschool to primary school is important for a variety of reasons, not least the positive impact on the development and learning of children from underprivileged backgrounds or families characterised by a weak knowledge of, or familiarity with, the school system, which also influences the appropriateness of their support for children during transitions. It is therefore particularly important, the authors argue, to ensure fairness and equal opportunities for children by responding to their individual differences and thus establishing a high level of process quality. The latter presupposes a high level of professional development for (preschool) teachers, including opportunities for professional reflection.

The value and importance of professional development is further discussed in the article *The teacher researcher: Insights into teachers' research competence* by **Sabina Ograjšek** and **Zlatka Cugmas**. The authors examined the various competences that today's teachers need in order to respond adequately to the challenges and needs of the modern education system. Their study, which was carried out among primary school teachers, focused on the question of how teachers evaluate their research competences and how much importance they attach to research. The authors also examined the relationship between the teachers' self-assessment of research competences and the importance they attached to research according to some selected factors. They found that the teachers considered their research competences to be well developed and recognised the importance

of research for their professional practice. This is particularly important because it better prepares teachers for the various changes in the education system and because, as the authors maintain, a deeper understanding of the processes in education develops the teacher's confidence to engage in various activities and, as a result, enriches the pedagogical process. They do point out, however, that teachers' research does not offer solutions to all the problems facing teachers today.

The article by **Sanela Hudovernik**, *Teachers' attitudes towards the use of modern technology in mathematics education*, is subject-specific and deals with the use of modern technology in mathematics education. The author highlights some of the benefits that computer-assisted technology can bring to both students and teachers and that are not self-evident; rather, their efficacy depends on a well-thought-out use. Based on the findings of a study she conducted among primary-school mathematics teachers in years 4–6 and 7–9, the author identifies teachers' attitudes towards the use of dynamic geometry in mathematics lessons and the factors that influence the formation of teachers' attitudes. She finds varying levels of willingness among the teachers to integrate modern technology into their lessons, with more experienced teachers showing lower levels of willingness than those with less experience. The author links the reluctance of some teachers to use technology in mathematics lessons to their low interest in professional development and shows a link between their willingness to participate in more specific training related to the use of different technologies in teaching and their use of technology in the classroom.

The next contribution touches on another subject-specific area. **Lea Železnik Mežan**'s article *Athletic coaches' subjective theories regarding the goals of competitive sport for preadolescent children* starts from the assumption that the quality of extracurricular sports training depends on the goals we set for ourselves, which can have a positive effect on the physical, motor, psychosocial and cognitive development of the athletes. In her research, she was interested in what goals it makes sense to pursue in children's competitive sport. She analysed the subjective theories of athletics coaches working with 9- to 11-year-olds in different athletics clubs. The author concludes that, although the coaches recognise the different goals of sport training, they mainly lack more concrete knowledge to be able to select appropriate pedagogical models in practice. As the author detects a very positive attitude among the interviewed coaches towards different aspects of their pedagogical work, she feels that it makes sense to support this in their further training. Another aspect of improving the quality of sports coaching is the development of professional guidelines for coaches' pedagogical work with children in the pre-adolescent period.

The Slovenian-language section of the journal concludes with the article by **Irina Lešnik Jeras** *Theatre learning approaches and their application in communicative literature education in primary school*. The author presents the basics of theatre pedagogy, which, as she writes, has recently been gaining ground at the intersection of theatre and education. She divides theatre pedagogy into three pillars: *theatre literacy*, which involves educating the audience; *theatre making*, where students try out different theatrical roles on their own; and *learning through the-*

atrical approaches, where educational objectives can be pursued alongside more specific ones. The author presents theatre and drama as the most established theatre learning approaches, and in this paper she applies the drama in education approach to Slovenian literature lessons in primary school. In her study, she was interested in how drama in education fits into the existing literary-didactic model of text analysis in primary school, and how theatrical approaches fit into the already established communicative literature classes. She confirms the link by a smaller number of participants in studies. She concludes that the drama approach to education is compatible with the communicative approach to literature classes. It has a particular effect on the development of the segments of the reception ability related to the literary character, time and space. Moreover, she notes that such approaches can enable students to empathise more deeply with literary characters and to experience, understand and appreciate literary texts at a higher taxonomic level. She also sees potential in other subject areas, which, she notes, should be subject to future research evaluation.

The English section of this issue consists of three articles. *The role of attitudes and empathy in the interventional behaviour of teachers in cases of peer violence* was written by **Vesna Bilić**, **Ivana Jurčević** and **Petar Smontara**. The authors focus on research into the increasingly topical issue of peer violence, starting from a study of teachers' attitudes. The study, conducted among Croatian teachers, examined the relationship between attitudes towards peer violence and perceptions of the severity of violence, the level of empathy and the likelihood of teacher intervention in cases of direct and indirect peer violence. They found that certain sociodemographic factors are correlated with the perception of the severity of violence, empathy and the likelihood of intervention only in the case of indirect forms of peer violence. Stereotypical attitudes emerged as the most important predictor of the perception of the severity of direct forms of violence and of empathy and the likelihood of intervention in the case of both direct and indirect forms of violence. The controllability of violence appears to be the most important predictor of teachers' perceptions of the severity of indirect forms of violence. In conclusion, the authors stress the importance of raising awareness about the prevention of all forms of peer violence and the need for teachers' professional development in this area.

Ljiljana Jerković's article *The impact of individually planned instruction on the development of self-image and verbal creativity of pupils* discusses the concepts of contemporary didactic paradigms, didactic theories and educational systems as the foundations of individually planned instruction. The author presents the findings of a year-long experimental action research among schoolchildren in Banjaluka. The aim of the study was to determine the impact of individually planned instruction on the development of students' self-image and verbal creativity. After the use of didactically designed individually planned instruction, the students from the experimental group scored significantly higher on the knowledge assessment compared to their baseline results and to the students who attended instruction in the control group. The present study offers a comprehensive

analysis of the dissemination and innovative use of individually planned instruction, which has been experimentally validated.

The last article in this issue, *Exploring the relationships among reading engagement, enjoyment, perceived competence, perceived difficulties and reading achievement* by **Gjylë Totaj** and **Fatmir Mehmeti**, is based on an analysis of the PISA 2018 results in Kosovo. The authors focused on the study of reading engagement, self-perceived competence in reading and difficulties in reading. They found that some factors have a weaker impact, while others, such as enjoyment of reading and self-perceived competence in reading, have a significant correlation with school performance. The authors conclude that promoting a culture of reading can have a positive impact on student achievement in Kosovo.

The articles await you!

Dr. Katja Jeznik
Editor-in-chief