

Uvodnik

Prvo številko novega letnika Sodobne pedagogike sestavljajo raznoliki prispevki. V prvem delu so znanstvena besedila in ena strokovna razprava, bralec ali bralka pa lahko v tem delu revije prebere tudi poročilo o izvedbi 42. Pedagoško-andragoških dnevov *Od individualizma k skupnosti: je to še izziv?*, ki jih tradicionalno organizira Oddelek za pedagogiko in andragogiko Filozofske fakultete Univerze v Ljubljani. Ta del revije zaključuje spominski zapis o dolgoletnem nekdanjem uredniku Sodobne pedagogike **dr. prof. Metodu Resmanu**, ki se je poslovil konec leta 2024. V drugem delu sledijo dva članka v angleškem jeziku, eden pa je objavljen dvojezično.

Sabina Zorčič v prispevku za naslovom *Jezikovna zmožnost romskih otrok v slovenščini na začetku osnovne šole* predstavlja rezultate pilotnega testiranja jezikovne zmožnosti romskih otrok pred vstopom v šolo in v prvi triadi osnovne šole (5–13 let) v jeziku izobraževanja, tj. v slovenščini, s čimer pomembno dopolnjuje raziskovalno vrzel na tem področju. Raziskava je temeljila na jezikovnem testiranju (razumevanje in priklic besed, skladnja ter razumevanje besedila), ki ga je 29 romskih otrok (14 v Prekmurju na SV Slovenije, 15 na JV Slovenije) opravilo v slovenščini in romščini. Avtorica s svojimi rezultati potrjuje nekatere prejšnje ugotovitve. Znanje slovenščine je v Prekmurju boljše, a razlika med proučevanima območjema ni statistično značilna. Testiranje je pokazalo tudi, da otroci, ki so bolje opravili jezikovno testiranje v slovenščini, bolje razumejo besedila v obeh jezikih, tudi romščini. Tovrstno odkrivanje konkretnih jezikovnih težav romskih otrok pri slovenščini je zelo pomembno, saj nas usmerja pri iskanju rešitev, kot predlaga avtorica, z dodatnim izobraževanjem zaposlenih in dodatnimi didaktičnimi materiali.

Prispevek **Katarine Aškerc Zadavec** z naslovom *Internacionalizacija doma in internacionalizacija kurikula v visokem šolstvu – konceptualne razmejitve in implementacija v praksi* je objavljen dvojezično. Avtorica potrebo po ustrezni usposobljenosti diplomantov za uspešno delovaje v večkulturnem in spreminjajočem se svetu, kar med drugim spodbujamo s sistematičnim in celostnim vključevanjem mednarodne in medkulturne razsežnosti v študijske programe, povezuje s širšimi družbenimi spremembami, kot sta globalizacija in internacionalizacija. V članku na podlagi interpretativne primerjave in vsebinske analize predstavlja in utemeljuje teoretično ozadje internacionalizacije kurikula. Avtorica oblikuje tudi konkretne primere za implementacijo internacionaliziranega kurikula na podlagi teorije konstruktivne skladnosti (ang. *constructive alignment*). V sklepu pa bralca čakata kritični premislek in opredelitev nekaterih izzivov, ki se na poti uresničevanja internacionaliziranega kurikula pojavljajo v visokošolski praksi.

V dveh prispevkih, v vsakem s svoje perspektive, so kritično ovrednoteni nekateri sodobni trendi v vzgoji in izobraževanju. **Maja Kukovec** se v prispevku z naslovom *Šola kot bogato vzgojno okolje: odkrivanje subjektifikacijskega potenciala vrstniške mediacije* odziva na nekatera sodobna izhodišča, s katerih se na izobraževanje gleda predvsem (pri)merljivo naravnano. Ocenjuje, da se je

sodobna šola znašla v položaju, ko za ceno varnosti včasih postane celo nevarna, nevzgojna ter ne omogoča doseganja tako imenovanih presežnih ciljev vzgoje in vznika etičnih subjektov. Na podlagi avtopoetske paradigme vzgoje (Luhmann, Medveš) in koncepta subjektifikacijske vzgoje (Biesta) se sprašuje, kako v šoli po eni strani krepiti subjektifikacijski potencial in po drugi strani sprejeti dejstvo, da vznika etičnega subjekta ne moremo z zanesljivostjo zagotoviti. Ta paradoks skuša preseči skozi pristop vrstniške mediacije, ki jo razume kot prakso simetrične komunikacije, s katero se šola lahko vzpostavi kot dialoški prostor.

Sara Pahor pa v prispevku z naslovom *Kritični spoprijem s konceptom otrokocentričnosti* skozi analizo nekaterih izbranih besedil o otrokocentričnosti ugotavlja, da otrokocentričnost, ki danes sicer pomembno določa družinsko vzgojo, zaznamuje tudi vladajoča ideološka produkcija, ki lahko vodi k vzgoji posameznikov in posameznic, ki s svojo osebnostno strukturo ohranjajo in obnavljajo dominantna družbena razmerja. Čeprav je bila vsebina njene analize že večkrat tematizirana, kot v sklepu ugotavlja avtorica, je še vedno vredna in pomembna, saj se zdi, da je tudi danes povezava med iluzijo osebne svobode in neoliberalnim družbenim ustrojem še kako aktualna. Alternativo avtorica prepoznava v novih premislekih prevladujočih vzorcev družinske vzgoje. Ugotavlja, da je smiselno okrepiti tista izhodišča, ki bodo nove generacije podprla pri kritičnem in subverzivnem soočanju z družbenimi pričakovanji.

Urša Rozman, Katja Vrhunc Pfeifer, Matej Vuković in Mitja Krajncan so pripravili prispevek z naslovom *Sistematični pregled literature: učinkovitost programov socialnega in čustvenega učenja v šolah*, katerega namen je osvetliti področje socialnega in čustvenega učenja v šolah. Avtorji na podlagi teoretične razprave in sistematičnega pregleda 24 znanstvenih člankov razpravljajo o pozitivnih učinkih socialnega in čustvenega učenja, ki so povezani predvsem z boljšo regulacijo čustev in reševanjem težav, v daljšem obdobju izvajanja programov pa tudi z zmanjševanjem nasilja. V prispevku so identificirane tudi nekatere dileme, na primer neenotnost terminologije in teoretičnih konceptov, pa tudi težavna primerljivost meritev, ki lahko, tako avtorji, privedejo do preveč posplošenih rezultatov, četudi zdajšnje študije poudarjajo nujnost širše uporabe tega koncepta za izboljšanje splošne dobrobiti učencev, krepitev duševnega zdravja, zagotavljanje spodbudnega učnega okolja, razvoja socialnih in čustvenih kompetenc, zmanjševanja stisk in drugo, kar so hkrati dimenzije, ki so pomemben fokus znanstvenega proučevanja vzgoje znotraj pedagogike.

Sledi strokovna razprava v prispevku z naslovom *Pedagoška vrednost zborovskega petja*. **Emma Cerar** v njem obravnava izkušnjo otroškega pevskega zbora na eni od slovenskih osnovnih šol in ob tem ponazori ter ovrednoti njegov pomen za učenje prosocialnosti in oblikovanje skupnosti. Posebej poudari vlogo zborovodje. Čeprav se zdi, da je obdobje pandemije že daleč za nami, nas kritično motrenje tistega obdobja uči bolj modrih odzivov v morebitnih novih izrednih razmerah.

Poleg že omenjenega članka **Katarine Aškerc Zadavec**, ki je objavljen dvojezično, objavljamo še dva prispevka v angleškem jeziku. Prvi prispevek z naslovom *Form teachers' perceptions of the need for in-service training to manage their students' problematic behaviour* (Stališča razrednikov o potrebah po uspo-

sabljanju za obvladovanje problematičnega vedenja učencev in dijakov) je nastal v soavtorstvu **Vladimíre Zemančíkove** in **Adriane Poliakove**. Namen raziskave je bil raziskati potrebe učiteljev razrednikov po nadaljnjem izobraževanju za obvladovanje neželenega vedenja učencev, kar je naraščajoča težava v sodobnih izobraževalnih okoljih. Avtorici sta ugotovili, da učitelji enotno izražajo potrebo po takšnem izobraževanju, hkrati pa se razlikujejo glede na vrsto šole, v kateri so zaposleni, in tudi glede na leta svojih delovnih izkušenj. Učitelji z več kot 15-letnimi izkušnjami so v povprečju poročali o manjši potrebi po dodatnem izobraževanju kot tisti z manj izkušnjami. Tovrstna znanja pa je, kot zapišeta avtorici, nujno vključiti tudi v začetno izobraževanje učiteljev.

Prispevek z naslovom *A Systematic Scoping Review of Female Teachers Working in Risky Areas in South Africa* (*Sistematični pregled položaja učiteljic, ki delajo na tveganih območjih v Južni Afriki*) je nastal v soavtorstvu **Onoriada Collinsa Potokrija**, **Sulaimona Adewala**, **Tunjija Onakoya** in **Trevorja Zwana**. To območje, kot pišejo avtorji, zaznamujejo visoka stopnja nasilja nad ženskami, socialni nemiri, kriminal in nestabilnost. V prispevku so analizirali, kako varne so učiteljice na svojih delovnih mestih. Uporabili so metodo sistematičnega pregleda literature in v analizo vključili 17 raziskav. Kot ugotavljajo, se učiteljice, ki delajo na tveganih območjih, soočajo s številnimi izzivi, tudi z omejenimi viri in stalno izpostavljenostjo nasilju, kar vpliva na njihovo poklicno rast in zadovoljstvo pri delu. Kljub temu avtorji ugotavljajo, da učiteljice ostajajo predane svojim učencem in učenkam ter poklicu. Kot kaže, pa bo treba v prihodnje poskrbeti za sistemske ukrepe in podporo, ki bodo zagotavljali večjo varnost vseh, tako učiteljev kot učenk ter učencev ter ostalih članov šolske skupnosti.

Vabljeni k branju!

Dr. Katja Jeznik
Glavna urednica

Editorial

The first issue of this volume of the *Journal of Contemporary Educational Studies* is composed of contributions from a wide range of backgrounds. The first section contains scholarly articles and a professional paper. In addition, readers will find a report from the 42nd edition of Pedagogical and Andragogical Days (*From individualism to community: Is this still a challenge?*), traditionally organised by the Department of Educational Sciences, Faculty of Arts, University of Ljubljana. This section of the journal concludes with a tribute to the long-standing former editor of the *Journal of Contemporary Educational Studies*, **Prof Dr Metod Resman**, who passed away at the end of 2024. The second section contains two articles in Slovenian and one in both English and Slovenian.

Sabina Zorčič's paper, "Linguistic competence in Slovene of Roma children at the beginning of primary school in Slovenia", presents the results of a pilot testing of the linguistic competence of Roma children before entering school and in the first three years of primary school (5–13 years of age) in the language of education, i.e. Slovenian, thus significantly contributing to the research gap in this area. The study was based on a language test (vocabulary recall and understanding, syntax and text comprehension), which 29 Roma children (14 in the north-eastern part of Slovenia and 15 in the south-eastern part of Slovenia) took in both Slovenian and Romani. The author's results largely confirm previous findings. The knowledge of Slovenian is better in the Prekmurje region, but the difference between the two regions is not statistically significant. The testing also showed that the children who performed better in the Slovenian language test understood texts better in both languages, that is, also in Romani. This kind of identification of concrete language problems of Roma children in Slovenian is very important, because it guides us in finding solutions, as the author suggests, through further training of staff and additional didactic materials.

Katarina Aškerc Zadavec's article "Internationalisation at home and internationalisation of the curriculum in higher education – conceptual demarcations and implementation practice" is published bilingually. The author links the need for graduates to be adequately equipped to function successfully in a multicultural and changing world – which is promoted, among other things, through the systematic and comprehensive integration of an international and intercultural dimension into study programmes – to broader societal changes such as globalisation and internationalisation. Based on interpretative comparison and content analysis, Aškerc Zadavec presents and justifies the theoretical background of curriculum internationalisation. The author also develops concrete examples for the implementation of an internationalised curriculum based on the theory of constructive alignment. In the conclusion, there is a critical reflection and an identification of some of the challenges that arise in higher education practice on the path towards the implementation of an internationalised curriculum.

Two further contributions critically evaluate contemporary trends in education, each from its own perspective. **Maja Kukovec**'s article "School as a rich educational environment: discovering the subjectification potential of peer mediation" responds to some contemporary perspectives from which education is primarily seen as something to be measured and compared. She finds that modern school has found itself in a situation where, prioritising safety, it sometimes ends up being dangerous and non-educational, and does not allow for the achievement of the so-called transcendent goals of education and the emergence of ethical subjects. Using the autopoietic paradigm of education (Luhmann, Medveš) and the concept of subjectification (Biesta), Kukovec examines how to strengthen the subjectification potential in school while accepting that the emergence of an ethical subject cannot be guaranteed with any certainty. The author seeks to overcome this paradox by proposing peer mediation, which is understood as a practice of symmetrical communication that can establish the school as a space for dialogue.

Analysing selected texts on child-centredness in her article "A critical engagement with the concept of child-centredness", **Sara Pahor** concludes that child-centredness, while an important determinant of family education today, is marked by a dominant ideological production that can lead to the education of individuals whose personality structure maintains and reproduces dominant social relations. Although the topic she addresses has been frequently discussed, as the author notes in her conclusion, it is still worthwhile and relevant, because the link between the illusion of personal freedom and the neoliberal social order continues to be highly relevant. The author identifies an alternative in a rethinking of the prevailing patterns of family upbringing. She argues that it is important to reinforce the foundations that will support new generations in critically and subversively confronting societal expectations.

Urša Rozman, Katja Vrhunc Pfeifer, Matej Vuković and Mitja Krajnčan present "Effectiveness of social and emotional learning programmes in schools", aiming to shed light on the field of social and emotional learning in schools. Based on a theoretical discussion and a systematic review of 24 scientific articles, the authors discuss the positive effects of social and emotional learning that are mainly related to better emotion regulation and problem-solving, as well as a reduction in violence over a longer period of time. Additionally, the paper identifies certain dilemmas, such as the lack of consistency in terminology and theoretical concepts, as well as the difficulty of comparability of measurements, which can lead, as the authors suggest, to over-generalised findings. Recent studies, however, highlight the need for a wider application of this concept to improve students' general well-being, promote mental health, provide a supportive learning environment, develop social and emotional competences, reduce adversity, etc. – indeed, the dimensions that are an important focus of the scientific study of education in the field of pedagogy.

Following is the professional paper "Children's choral singing is an important part of individual personality formation and of social cohesion". **Emma Cerar** discusses the experience of a children's choir in a Slovenian primary school, illustrating and evaluating its importance for prosocial learning and community

building. She particularly emphasises the role of the choirmaster. Although the pandemic period seems to be far behind us, a critical reflection of that period can teach us to respond more wisely in the event of new emergencies.

In addition to the above-mentioned article by Katarina Aškerc Zadavec, which is published bilingually, two further articles are published in English. First, “Form teachers’ perceptions of the need for in-service training to manage their students’ problematic behaviour” was co-authored by **Vladimíra Zemančíková** and **Adriana Poliaková**. The aim of the study was to identify the needs of form teachers for in-service training to manage undesirable student behaviour, which is a growing problem in modern educational settings. The authors found that teachers uniformly expressed the need for such training, but they varied in relation to the type of school they worked in and the years of experience they had. The teachers with more than 15 years of experience reported, on average, less need for further training than those with less experience. According to the authors, it is essential to include such knowledge in the pre-service training of future teachers.

The article “A systematic scoping review of female teachers working in risky areas in South Africa” was written by **Onoriode Collins Potokri, Sulaimon Adewale, Tunji Onakoya** and **Trevor Zwane**. The areas under discussion, the authors write, are characterised by high levels of violence against women, social unrest, crime and instability. The paper analyses how safe female teachers are in their workplaces. A systematic literature review was used, and 17 studies were included in the analysis. As the authors observe, female teachers working in risky areas face many challenges, including limited resources and constant exposure to violence, which affects their professional growth and job satisfaction. Nevertheless, the authors find that the teachers remain committed to their students and to their profession. However, it seems that in the future systemic measures and support will have to be put in place to ensure greater safety for both teachers and students, as well as for other members of the school community.

We invite you to explore our latest issue.

Dr Katja Jeznik,
Editor-in-chief