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IZZIVI IN TEŽAVE SODOBNE DRUŽBE

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ZBORNİK RECENZIRANIH POVZETKOV: IZZIVI IN TEŽAVE SODOBNE DRUŽBE

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POMEMBNOST PROSTE RISBE PRI OBRAVNAVI OTROK S TEŽAVAMI ZARADI PRETIRANE IZPOSTAVLJENOSTI NEPRIMERNIM VSEBINAM IN ELEKTRONSKIM NAPRAVAM

POVZETEK

V zadnjih letih se je povečalo število predšolskih otrok, ki potrebujejo dodatno strokovno pomoč zaradi pretirane uporabe elektronskih naprav in izpostavljenosti neprimernim vsebinam. To vpliva na razvoj strukture možganov in povzroča težave v jezikovnem razvoju, izvršilnih funkcijah in spanju. Namen prispevka je prikazati, da so ti otroci kljub ozaveščanju in medijskemu diskurzu pogosto spregledani, nerazumljeni in osamljeni. S pomočjo proste risbe pa lahko njihove stiske vsaj malo ublažimo. Ti otroci namreč o svojih stiskah, strahovih in doživetjih ne govorijo. Starši se kljub opozorilom praviloma ne zavedajo škodljivosti neprimernih vsebin, strokovne delavce pa s pomanjkanjem motivacije za vodene dejavnosti, z motečim vedenjem in s krutimi risbami obremenjujejo, zato so njihove risbe pogosto prepovedane. Opaziti je, da kljub pomanjkanju motivacije za vodene dejavnosti ti otroci praviloma čutijo močno potrebo po izražanju s pomočjo proste risbe. Njihove risbe so polne krutih motivov, ki izražajo strahove, stiske in druga neprijetna psihološka doživetja, ki jih ne zmorejo izraziti z besedami. Poleg tega so se ob risbi pripravljani pogovarjati in celo postavljati vprašanja v zvezi s svojimi strahovi in stiskami. Doprinos prispevka k stroki se kaže v praktični vrednosti spoznanj, saj lahko prosta risba tako postane orodje in vir informacij za strokovne delavce na eni strani in vir blaženja stisk in drugih neprijetnih emocij pri teh otrocih na drugi strani. Tako proste risbe ni za prepovedovati, ampak jo prestaviti v varno in izolirano okolje dodatne strokovne pomoči.

KLJUČNE BESEDE: zgodnja obravnava predšolskih otrok, pretirana uporaba elektronskih naprav, izpostavljenost neprimernim vsebinam, prosta risba, blaženje stisk

THE IMPORTANCE OF FREE DRAWING IN THE TREATMENT OF CHILDREN WITH ISSUES DUE TO EXCESSIVE EXPOSURE TO INAPPROPRIATE CONTENT AND ELECTRONIC DEVICES

ABSTRACT

In recent years, there has been an increase in the number of preschool children requiring additional professional assistance due to excessive use of electronic devices and exposure to inappropriate content. This impacts brain development and causes difficulties in language development, executive functions, and sleep. The aim of this article is to demonstrate that despite raising awareness and media discourse, these children are often overlooked, misunderstood, and isolated. However, their distress can be somewhat alleviated through the use of free drawing. These children have difficulty expressing their struggles and fears verbally. Parents generally remain unaware of the harmful effects of inappropriate content, while educators are burdened with children's lack of motivation for guided activities, disruptive behavior, and disturbing drawings, often resulting in the prohibition of their drawings. Nevertheless, despite the lack of motivation for guided activities, these children typically have a strong need for expression through free drawing. Their drawings are filled with cruel motifs, expressing fears and distress that they cannot articulate. Additionally, they are willing to engage in conversations and even ask questions related to their fears and struggles during the drawing process. The contribution of this article to the field is evident in the practical value of these findings. Free drawing can serve as a tool and a source of information for professionals, while also providing relief for the distress experienced by these children. Instead of prohibiting free drawing, it should be relocated to a safe and isolated environment within the context of additional professional assistance.

KEYWORDS: early intervention for preschool children, excessive use of electronic devices, exposure to inappropriate content, free drawing, alleviating distress

POZITIVNI UČINKI INTERAKCIJE PSA IN ČLOVEKA

POVZETEK

Živa bitja se prepletamo med seboj. O tem je pisal Erich Fromm že leta 1929, ko je prvič uporabil izraz biofilija, kasneje, leta 1984, pa je ta preplet podrobno predstavil Edward O. Wilson v delu *Biophilia* (prevoda knjige v slovenščino še ni). Skovanka *biophilia* dobesedno pomeni »ljubezen do življenja, do vseh oblik življenja«. Del tega prepleta je tudi človek kot najvišje razvita oblika živega bitja, med katerimi je nemalo takšnih, ki se zavedajo, kako pomembno je to prepletanje med nami. Različni deli sveta ponujajo različne skupine živih bitij z različnimi povezanosti med vrstami. Ne glede na to, v katerem delu sveta pa se bomo znašli, bo najbolj udomačena in s človekom povezana vedno ista žival – pes. Članek predstavlja številne vidike, kako lahko pes pozitivno učinkuje na človeka, družbo, okolje. Predstavlja konkretne izkušnje dela s psom, odraščanja otroka s psom, vključevanje terapevtskega psa v vzgojo in izobraževanje ter izvajanje terapij v domovih za ostarele, starejšimi nasploh. Dotakne se tudi pozitivnih učinkov psa na zdravje človeka. Izpostavi ključne momente, ko lahko v poklicnem in zasebnem življenju zaznamo pozitivne učinke psa na človeka. Vsako stališče je podprto tako s teorijo kot praktično izkušnjo avtorice. Članek je nastal v želji, da obudi zavedanje o pomenu pozitivnega odnosa do psa in predstavi konkretne ideje, kako lahko psa vključimo v vsakdanje življenje.

KLJUČNE BESEDE: pes, človek, otrok, učenec, starostnik

POSITIVE EFFECTS OF DOG-HUMAN INTERACTION

ABSTRACT

We living beings intertwine with each other. Erich Fromm wrote about this already in 1929, when he used the term *biophilia* for the first time, and later, in 1984, Edward O. Wilson presented this interplay in detail in the work *Biophilia* (the book has not yet been translated into Slovenian). The coinage *biophilia* literally means "love of life, of all forms of life". A part of this intertwining is also man as the highest developed form of a living being, among whom there are not many who are aware of how important this intertwining is between us. Different parts of the world offer different groups of living things with different relationships between species. Regardless of which part of the world we find ourselves in, the most domesticated and connected to humans will always be the same animal – the dog. The article presents many aspects of how a dog can have a positive effect on people, society, and the environment. It presents concrete experiences of working with a dog, growing up a child with a dog, the inclusion of a therapy dog in upbringing and education, and the implementation of therapies in homes for the elderly, the elderly in general. It also touches on the positive effects of dogs on human health. It points out the key moments when we can perceive the positive effects of a dog on a person in our professional and private life. Each point of view is supported by both theory and practical experience of the author. The article was written in order to raise awareness of the importance of a positive attitude towards dogs and to present concrete ideas on how to include dogs in everyday life.

KEYWORDS: dog, human, child, student, senior

PROUČEVANJE FIZIKALNIH LASTNOSTI VODE Z RAZISKOVALNIM DELOM

POVZETEK

V počastitev svetovnega dne vode, 22. marca, smo pri pouku fizike v četrtem tednu marca 2023 izvedli projektne dneve na temo voda. Razdeljeni v skupine, so dijaki proučevali fizikalne lastnosti vode. Izdelati so morali plakate ter izvajati fizikalne poskuse in meritve povezane z lastnostmi in snovnimi konstantami vode. Zahtevnejše meritve in izračune so izdelali nadarjeni dijaki. Pri skupinskem delu so bili vsi dijaki vključeni, aktivni in zaposleni. V članku je opisano teoretično in eksperimentalno delo dijakov. Podatke so poiskali s pametnimi telefoni na spletu, v fizikalnih priložnikih ali v šolskih učbenikih. Poskusi in meritve zajemajo različne pojme: gostota, vzgon, lomni količnik, specifična toplota, trojna točka vode, kapilarnost, masni pretok, vodikova vez, električna prevodnost, stisljivost, termometer ... Vloga učitelja pri projektnem in raziskovalnem delu je priprava primernih tem, vodenje, usmerjanje in koordinacija skupin ter nabava in priprava pripomočkov za eksperimente. Za vse poskuse, meritve ter izračune so morale skupine izdelati foto in video dokumentacijo ter pripraviti kviz za sošolce. Teoretične izsledke, eksperimente in kviz so skupine frontalno predstavile sošolcem. Na koncu sta sledili analiza in evalvacija dela. Dijaki so spoznali, kako pomembna je voda za obstoj življenja na Zemlji. Raziskovalni pouk je dijakom zelo všeč, ker aktivno sodelujejo v timu in skupaj odkrivajo nove pojme ter jih eksperimentalno podkrepijo po načelu Hiše eksperimentov: »Prebral sem in sem pozabil ... Videl sem in sem si zapomnil ... Naredil sem in znam!«

KLJUČNE BESEDE: projektno delo, raziskovalni pouk, fizikalne lastnosti vode

RESEARCHING THE PHYSICAL PROPERTIES OF WATER WITH FLIPPED LEARNING

ABSTRACT

To honor World Water Day, on March 22, the project work with the title "Water" was held at the physics classes in the fourth week of March 2023. The emphasis was on the physical properties of water and the experiments with water. The students were divided into groups. They had to make posters and perform experiments and measurements related to a given theme. The most demanding measurements and calculations were made by a group of talented students. All the students were actively included in the process. The article describes their theoretical and experimental work. They found appropriate information with their smartphones on the Internet, in physics encyclopedias or school textbooks. Experiments and measurements cover density, buoyancy, refractive index, specific heat, the triple point of water, capillarity, mass flow, hydrogen bond, electrical conductivity, compressibility, thermometer etc. The teacher's role in a project and research work is finding suitable topics, leading, directing and coordinating groups and purchasing and preparing equipment for experiments. Each group had to create a photo and video presentation with a quiz for their classmates. The analysis and evaluation of the work have followed at the end. The students found out the importance of water for the existence of life on the planet Earth. They all liked the different structure of lessons as they actively participate in the team and discover new concepts together and support them experimentally according to the principle of the Slovenian House of Experiments: "I read it and forgot... I saw and remembered... I did it and I know it!"

KEYWORDS: project work, flipped learning, physical properties of water

SOOČENJE S PREKOMERNO UPORABO ZASLONOV NA ZAVODU ZA GLUHE IN NAGLUŠNE LJUBLJANA

POVZETEK

Uporaba digitalnih tehnologij in interneta danes vse bolj postaja nuja v vsakdanjem življenju. Zaradi vsakodnevne uporabe informacijsko-komunikacijske tehnologije se pogosto ne zavedamo vplivov in ne razmišljamo o posledicah, ki jih prinaša. Močno je spremenila naš vsakdanji način življenja in od nas zahteva hitro reagiranje na dogodke okoli nas.

Današnji najstniki postajajo vse bolj odvisni od mobilnih naprav, saj so mobilni telefoni in tablice postali bistveni del njihovega vsakdana. Uporabljajo se lahko za hitro povezovanje s prijatelji in družino, spremljanje njihovih družbenih medijev, igranje iger in dostop do interneta. Pretirana uporaba mobilnih naprav pri mladostnikih pa lahko povzroči zasvojenost, ki lahko negativno vpliva na njihovo zdravje in počutje.

Zasvojenost z mobilnimi napravami lahko povzroči zmanjšano telesno dejavnost, slab spanec, anksioznost, depresijo, socialno izolacijo in zmanjšano sposobnost koncentracije. Zato je pomembno, da mladostniki omejijo uporabo mobilnih naprav in se osredotočijo na druge dejavnosti, ki spodbujajo njihovo zdravje in dobro počutje, kot so šport, osebno druženje s prijatelji, branje knjig ali učenje novih veščin.

Starši, skrbniki in ne nazadnje vsi strokovni delavci lahko mladim pomagajo tako, da jim postavijo jasna pravila uporabe mobilnih naprav in jim pomagajo najti druge načine preživljanja časa. Prav tako je pomembno vzpostaviti odprto komunikacijo z mladimi in jih spodbujati, da se počutijo varne in udobne pri pogovoru o svojih skrbeh in težavah.

KLJUČNE BESEDE: digitalne tehnologije, uporabe informacijsko-komunikacijske tehnologije, zasvojenost

DEALING WITH OVERUSE OF SCREENS AT THE INSTITUTE FOR THE DEAF AND HARD HEARING LJUBLJANA

ABSTRACT

The use of digital technologies and the Internet today is increasingly becoming a necessity in everyday life. Due to everyday use of information and communication technology we are often not aware of the impacts and do not think about the consequences it brings. It has significantly changed our everyday way of life and which requires us to react quickly to the events around us.

Teenagers today are becoming more and more addicted to mobile devices as mobile phones & tablets have become an essential part of their everyday life. They can be used to quickly connect with friends and family, monitor their social media, play games and access the Internet. However, excessive use of mobile devices by adolescents can lead to addiction, which can negatively affect their health and well-being.

Addiction to mobile devices can lead to reduced physical activity, poor sleep, anxiety, depression, social isolation and reduced ability to concentrate. Therefore, it is important that adolescents limit their use of mobile devices and focus on other activities that promote their health and well-being, such as sports, socializing with friends in person, reading books or learning new skills.

Parents, guardians and, last but not least, all professionals can help young people by setting clear rules about the use of mobile devices and helping them find other ways to spend their time. It is also important to establish open communication with young people and encourage them to feel safe and comfortable talking about their concerns and problems.

KEYWORDS: digital technologies, use of information and communication technology, addiction

KAKO MOTIVIRATI DEVETOŠOLCE ZA VIKEND V NARAVI BREZ UPORABE MODERNE TEHNOLOGIJE

POVZETEK

Vse več mladostnikov veliko časa preživi za štirimi stenami, bodisi so zaposleni z vse obsežnejšim šolskim delom ali pa se v prostem času ukvarjajo s socialnimi mediji in z ostalo moderno tehnologijo. Ravnotežje med delovnim in prostim časom mladostnikov se vse bolj ruši, posledično mladostniki svojega prostega časa ne preživijo dovolj aktivno, da bi bilo to še sprejemljivo za njihov zdrav razvoj. Namen mojih aktivnosti je bil, da mladostnike motiviram za aktivno preživljanje prostega časa v naravi brez uporabe moderne tehnologije, s ciljem, da bi ti mladostniki znali ločiti med aktivno in pasivno preživetim prostim časom ter da bi spoznali prednosti preživljanja prostega časa v naravi ter medvrstniškega druženja. Dva dni smo preživeli v naravi, brez vsakršne moderne tehnologije. Izvedli smo veliko socialnih iger, se orientirali v naravi, iskali skriti zaklad, se naučili osnov prve pomoči, zakurili smo ogenj, si pripravili topel obrok ter naredili evalvacijo dogodka. Spali smo v šotorih.

Z metodo opazovanja in anketiranja sem ugotovila, da se otroci zelo dobro počutijo in znajdejo v naravnem okolju, da so bili po zaključku tabora zelo zadovoljni in motivirani za aktivnosti v naravi, predvsem pa povezani med seboj. Za stroko je izjemnega pomena spoznanje, da so otroci željni novih znanj, predvsem pa aktivnosti, ki se izvajajo v naravi in so povezane z gibanjem. Po predstavitvi programa in rezultatov ankete na sestanku vodij aktivov smo na ravni šole sklenili, da v prihodnje več vsebin izvedemo na prostem, vključujoč gibanje in socialne veščine. Vikend v naravi bomo ponudili celotni generaciji devetošolcev.

KLJUČNE BESEDE: mladostniki, prosti čas, narava, druženje, moderna tehnologija

HOW TO MOTIVATE 9TH GRADERS FOR A WEEKEND IN NATURE WITHOUT USING MODERN TECHNOLOGY

ABSTRACT

More and more young people are spending a lot of time behind four walls, either busy with their ever-increasing school work or spending their free time on social media and other modern technologies. The balance between adolescents' work and leisure time is increasingly breaking down, resulting in adolescents not spending enough of their free time actively enough to be acceptable for their healthy development. The aim of my activities was to motivate young people to spend their leisure time actively in nature without the use of modern technology, with the aim that these young people would be able to distinguish between active and passive leisure time, and to learn about the benefits of spending leisure time in nature and peer-to-peer socialising. We spent two days in nature, without any modern technology. We played lots of social games, orientated ourselves in nature, searched for hidden treasure, learned basic first aid, built a fire, cooked a hot meal and evaluated the event. We slept in tents. Through observation and questionnaires, I found out that the children felt very comfortable and at ease in the natural environment, that they were very happy and motivated to be active in nature after the camp, and most of all that they were connected to each other. For the profession, the realisation that children are eager to learn new skills and, above all, to engage in outdoor activities that involve movement, is of paramount importance. After the presentation of the programme at the Heads of School meeting, we decided to do more outdoor activities involving movement and social skills in the future. We will offer a weekend in nature for the whole generation.

KEYWORDS: adolescents, leisure, nature, socialising, modern technology

JEZA, NE JEZI ME – DELOVNI ZVEZEK ZA MLADOSTNIKE

POVZETEK

Pri delu v svetovalni službi se soočam z vedno večjim številom mladostnikov, ki imajo težave pri upravljanju s čustvi, tudi z jezo oz. agresijo. Zanje je potrebno posebno vodenje in spremljanje vedenja. Tako sem oblikovala »delovni zvezek« z naslovom JEZA, NE JEZI ME. Tedensko se srečujemo in ga skupaj izpolnjujemo. Naloge vključujejo prepoznavanje sprožilcev, negativnih misli in aktivnosti upravljanja z jezo ter načine spoprijemanja. Redno sodelujem tudi s starši, razrednikom in učiteljskim zborom. Po poročanju slednjih je mogoče, pri nekaterih dijakih, opaziti razlike v vedenju pri pouku ter uporabo primernejših strategij soočanja z jezo. Pri drugih večjih sprememb še ni bilo zaznati, saj je spreminjanje vzorcev vedenja dolg proces. Kvalitativna raziskava je bila usmerjena v analizo in predstavitev »delovnega zvezka« z namenom predstavitve strukturirane oblike pomoči dijakom, ki imajo težave pri upravljanju z jezo. Delovni zvezek je lahko pomoč tudi drugim svetovalnim delavcem, ki se srečujejo s podobnimi težavami pri mladostnikih. Ključnega pomena je namreč, da mladostnike seznanimo z drugačnimi oz. primernimi načini obvladovanja jeze, ki jih bodo lahko uporabili že zdaj ali v prihodnje.

KLJUČNE BESEDE: sprožilci jeze, učinki jeze, obvladovanje jeze, negativne misli, vloga svetovalne službe

ANGRY, DON'T ANGRY ME - WORKBOOK FOR YOUNG PEOPLE

ABSTRACT

When working in the counseling service, I am faced with an ever-increasing number of young people who have problems managing their emotions, including anger or aggression. They require special management and behavior monitoring. I designed a "workbook" entitled ANGER, DON'T ANGRY ME. We meet weekly and fulfill it together. Tasks include identifying triggers, negative thoughts and anger management activities and coping strategies. I also regularly cooperate with parents, the class teacher and the teachers' council. According to the latter, it is possible to observe differences in the behavior of some students during classes and the use of more appropriate strategies for dealing with anger. In other cases, major changes have not yet been detected, as changing behavior patterns is a long process. The qualitative research was aimed at the analysis and presentation of the "workbook" with the aim of presenting a structured form of help to students who have problems with anger management. The workbook can also be of help to other counselors who encounter similar problems with adolescents. It is of key importance to introduce young people to different or appropriate anger management techniques that they can use now or in the future.

KEY WORDS: triggers of anger, effects of anger, anger management, negative thoughts, role of counseling service

VKLJUČEVANJE FOTOZGODB V VZGOJNO-IZOBRAŽEVALNEM PROCESU

POVZETEK

Fotozgodba je intenzivna fotografska dejavnost, ki zajema skupek različnih tako fizioloških kot psiholoških dejavnosti posameznika pri fotografiji in »kaže« interpretacijo le-tega v posamičnem družbenem vzorcu. Kvaliteta in moč sporočila fotozgodbe lahko pišeta zgodovino (naroda). Namen prispevka je predstaviti, kako pri predmetu izražanje s sliko in zvokom na srednji šoli likovnoteoretični problem – fotozgodbo – vključujemo v razlago in demonstracijo in je izhodišče za razumevanje medija fotografije. Narativnost v fotografiji oz. fotozgodbo smo začeli vključevati leta 2018, ko smo bili vključeni v projekt SKUM in smo sodelovali z zunanjim fotografom Lukom Dakskoblerjem. Z anketnim vprašalnikom, evalvacijo in zbirnimi mapami oz. posamičnimi fotozgodbami ugotavljamo, da omenjena vsebina pri predmetu ISZ pripomore k razumevanju medija fotografija, dijakom ponuja možnost izražanja, ne zahteva predrage fotografske opreme in vzpodbuja likovno produktivno mišljenje, kar to potrjuje sodelovanje in rezultat.

Seznanjanje narativnosti pri fotografiji še dalje vključujemo v pouk. Menimo, da s tem razvijamo spoznavno, čustveno, doživljajsko in psihomotorično plat posameznika. Seznanjanje dijakov s fotozgodbami v uvodnem delu vzgojno-izobraževalnega procesa omogoča dialog, ki ga v osrednjem delu procesa ali pri vrednotenju izdelka lahko razvijamo do te mere, da na eni strani zapolni molk, ki pri praktični uri pogostokrat ob razlagi in razumevanju nastane, na drugi strani pa se s takim konstruktivnim dialogom (pri naprednejših dijakih) proces poglobi v samo srž zgodbe. Oboje zahteva veliko znanja, a se ob uspešnih rezultatih (fotozgodbah) ponuja vpogled v mladostniško razumevanje sveta.

KLJUČNE BESEDE: dijaki, fotozgodba, likovno produktivno mišljenje, narativnost v fotografiji, vizualna podoba, vizualna komunikacija

INCLUSION OF THE PHOTO ESSAY IN THE EDUCATIONAL PROCESS

ABSTRACT

A photo essay is an intensive photographic activity encompassing different physiological and psychological activities of an individual and "shows" the interpretation of this in a social pattern. The quality and power of its message can write history. The purpose of the paper is to present how to include a photo story in the explanation and demonstration in the school subject Image and Sound Expression, which is the starting point for understanding the medium of photography. Narration in photography was started in 2018, when we were involved in the SKUM project and collaborated with a photographer Luka Dakskobler. Through a questionnaire, evaluation and collection folders or individual photo stories, we concluded that the subject helps to understand the medium of photography, offers students the opportunity to express themselves, does not require expensive photographic equipment and encourages artistic productive thinking, which was confirmed by the participation and its result.

Narration in photography can develop the cognitive, emotional, experiential and psychomotor sides of the individual. Introducing a photo story in the educational process enables dialogue, which can be developed in the central part of the process or in evaluation to the extent that it fills the silence and understanding. On the other hand, such a constructive dialogue (for more advanced students) produces a deeper process which goes into the very core of the story. Both require a lot of knowledge, as well as an insight into the adolescent understanding of the world around them.

KEY WORDS: high school students, photo story, artistic productive thinking, narration in photography, visual image, visual communication

Z REDNO VADBO DO ZDRAVE HRBTENICE

POVZETEK

Bolečina v ledvenem delu hrbtenice je zelo pogosta bolečina, ki je povezana s fizikalnimi, z biološkimi, s psihosocialnimi in z genetskimi dejavniki, predvsem pa z anatomsko napačno držo hrbtenice, ki je vsekakor povezana z vplivi okolja. Strokovnjaki ocenjujejo, da zaradi bolečine v ledvenem delu hrbtenice trpi od 15 do 20 odstotkov odrasle populacije. Prizadene lahko vse starostne skupine posameznikov — od mladostnikov do starejših, hkrati pa je tudi glavni vzrok za odsotnost z dela v delovno aktivni populaciji prebivalstva. Vsak dan je zaradi bolečin v hrbtenici z dela odsotnih povprečno 0,9 % zaposlenih v Sloveniji, kar predstavlja pravi izziv, ki se ga je v sodobni družbi potrebno lotiti. Za stabilnost hrbtenice je potrebno usklajeno delovanje hrbtnih, trebušnih, medeničnih in stegenskih mišic. V prispevku bomo naredili pregled problematike in vzroke glede bolečine v ledvenem delu hrbtenice ter se posvetili anatomiji mišic, ki so odgovorne za stabilizacijo trupa. Na podlagi različnih znanstvenih dognanj raznih strokovnjakov bomo predstavili sklop vaj, s katerimi lahko ob rednem treningu izboljšamo držo in vplivamo na zmanjšanje in odpravljanje bolečin v ledvenem delu hrbtenice. Sklope vaj smo testirali tudi na populaciji mladostnikov, ki so v našem društvu ob treningih opravili omenjeni program, ki je trajal šest mesecev. Prispevek nam ob opisu problematike bolečin v hrbtenici predstavi tudi praktični primer dobre prakse, saj lahko le-ta ugodno vpliva na lajšanje vseh opisanih težav, ki jih povzročajo bolečine v ledvenem delu hrbtenice.

KLJUČNE BESEDE: bolečine v hrbtenici, krepilne vaje, ledveni del hrbtenice

REGULAR EXERCISE FOR A HEALTHY SPINE

ABSTRACT

The pain in the lumbar part of the spine is a very common pain which is related to physical, biological, psychosocial and genetic factors and above all to an anatomically incorrect posture. Experts estimate that 15 to 20 percent of the adult population suffers from pain in the lumbar spine. All age groups of individuals can be affected — from teenagers to the elderly and it could also represent the main cause of absenteeism in the working population. Every day an average of 0.9% of employees in Slovenia are absent from work due to back pain, which represents a real challenge in modern society. For the stability of the spine coordinated action of the back, abdominal, pelvic and thigh muscles seem to be necessary. In this article we will review the problems and causes of pain in the lumbar spine and focus on the anatomy of the muscles responsible for stabilizing the spine. Based on the various scientific findings of various experts we will present a set of exercises that can improve posture and influence the reduction and elimination of pain in the lumbar spine. We have also tested the sets of exercises on the population of young people who have completed the aforementioned program during training sessions which lasted for six months. While describing the problem of back pain, the contribution also presents a practical example of good practice as it can have a beneficial effect on alleviating all the described problems caused by pain in the lumbar spine.

KEYWORDS: back pain, strength exercises, lower back

SAMOSTOJNO TIMSKO UČENJE

POVZETEK

Živimo v času, ko nove metode, načini dela, uporaba ikt tehnologije, digitalne kompetence nudijo in omogočajo enostavnejše učenje in poučevanje.

Izkušnje izobraževanja na daljavo, ki so bile pridobljene v času pandemije so vpeljale nove dimenzije poučevanja in učenja.

Pri delu na daljavo je bilo ponovno in nujno najprej učence seznaniti z ikt tehnologijo in njeno uporabo. Učenci okolja MS Teams v celoti niso poznali. Za učenje na daljavo smo uporabljali samo aplikacijo Zoom. Glavna ideja in napredek učenja na daljavo smo preselili v okolje MS Teams. Okolje ima mnogo različnih aplikacij s katerimi lažje učencem dodelimo posamezne naloge.

Učenci so dobili naloge v spletni učilnici, ki so jih morali opraviti, nato pa opravljene naloge ponovno oddati v isto okolje. Spoznali so orodje zvezka OneNote, medsebojno komunikacijo, izmenjavo sporočil, ter podati povratno informacijo, ki je sledila preverjanju osvojenega znanja. Za učence so bile to novosti, ki jih v času šolanja na daljavo niso poznali. Cilj takšne organizacije pouka je organizirati samostojno učno uro v času odsotnosti učiteljice. Učenci so učno snov predelali sami, s pomočjo posnetega gradiva, timsko sodelovali in si pomagali.

Pri izpeljavi učne ure na daljavo je prednost sprotnega spremljanja napredka učenca, ter takojšnje povratne informacije. Takšne učne ure so za popestritev pouka, utrjevanje in spodbujanje timskega dela. Uporaba Teamsov v šolah se prilagaja glede na specifične potrebe in digitalno usposobljenost učiteljev. Za izpeljavo učne ure na daljavo se bomo v prihodnje še odločili, ker kažejo pozitiven pristop, timsko sodelovanje in samostojno učenje.

KLJUČNE BESEDE: IKT tehnologija, timsko delo, digitalne kompetence

INDEPENDENT TEAM LEARNING

ABSTRACT

We live in a time when new methods, approaches, the use of ICT technology, and digital competences offer and enable easier learning and teaching. The experiences gained from distance education during the pandemic have introduced new dimensions to teaching and learning.

When working remotely, it was necessary to once again familiarize students with ICT technology and its use. The students were not fully familiar with the MS Teams environment. We used the Zoom application for distance learning. However, we transferred the main idea and progress of distance learning to the MS Teams environment. This environment has various applications that make it easier for us to assign individual tasks to students.

Students received tasks in the online classroom, which they had to complete and submit back to the same environment. They were introduced to the OneNote tool, mutual communication, message exchange, and providing feedback, which followed the assessment of acquired knowledge. These were all novelties for the students that they were not familiar with during regular in-person schooling. The goal of such lesson organization was to arrange independent study hours during the teacher's absence. Students independently covered the study material, with the help of recorded materials, collaborated as a team, and supported each other.

The advantage of conducting distance learning lessons is the ability to monitor the student's progress in real-time and provide immediate feedback. Such lessons serve to enhance the curriculum, reinforce learning, and promote teamwork. The use of Teams in schools is adapted to specific needs and the digital competence of teachers. We will continue to decide on conducting distance learning lessons in the future because they demonstrate a positive approach, teamwork, and independent learning.

KEYWORDS: ICT technology, teamwork, digital competences

ENERGIJSKE PIJAČE MED DIJAKI V NIŽJEM POKLICNEM IZOBRAŽEVANJU NA BIC LJUBLJANA, ŽIVILSKI ŠOLI

POVZETEK

Ministrstvo za zdravje je skupaj z nacionalnim inštitutom za javno zdravje, zdravstveno in športno zvezo ter ob podpori nevladnih organizacij, ki se ukvarjajo z zdravjem mladih, v tednu od 20. do 24. 3. 2023 opozorilo, da energijske pijače niso primerne za otroke in mladostnike.

Namen prispevka je predstaviti raziskavo in aktivnosti v tednu ozaveščanja v okviru projekta Specialni Zdravko. Raziskava je temeljila na kvantitativnem pristopu zbiranja podatkov z anketnim vprašalnikom. V raziskavi je sodelovalo 85 dijakov. Ugotovili smo, da manj kot tretjina dijakov ne uživa energijskih pijač, več kot polovica dijakov je prepričana o nezaželenih učinkih in odvisnosti od energijskih pijač, ne verjamejo medijem, ki pijače oglašujejo, predstavitev vrstnikov pa jih je prepričala, da energijske pijače niso primerne za otroke in mladostnike. Polovica dijakov bi se strinjala z zakonom, ki bi mladoletnim prepovedal nakup energijskih pijač.

Primeri dobre prakse ponazorijo, na kakšen način je skupina dijakov ozaveščala svoje vrstnike o energijskih pijačah. Dijaki so pripravili predstavitev, kviz Kahoot, športni energijski napitek, energijske kroglice in prikaz sladkorja v energijskih pijačah.

Zavedamo se, da je trg energijskih pijač eden najhitreje rastočih na svetu in da ima vzgojno-izobraževalni proces velik pomen za zdravje otrok. Nosimo odgovornost, da mlade ozaveščamo, da energijske pijače niso primerne za otroke in mladostnike.

KLJUČNE BESEDE: energijske pijače, mladostniki, ozaveščanje, Specialni Zdravko

ENERGY DRINKS AMONG STUDENTS IN LOWER VOCATIONAL EDUCATION AT THE BIOTECHNICAL EDUCATIONAL CENTRE LJUBLJANA – SCHOOL OF FOOD PROCESSING

SUMMARY

In the week of 20-24 March 2023, The Ministry of Health, together with the National Institute of Public Health, the Health and Sports Federation and with the support of NGOs working on young people's health, conducted activities to highlight the unsuitability of energy drinks for children and adolescents.

The aim of this paper is to present the research and the activities during the awareness-raising week of the Special Zdravko project.

The research involved 85 students and was based on a quantitative approach to data collection using a questionnaire. The survey found that less than a third of students do not consume energy drinks, more than half of students are convinced there are undesirable effects and addictions to energy drinks, and they do not believe the media advertising energy drinks. Their peers' presentation has convinced them that energy drinks are not suitable for children and adolescents. Half of the students would be in favor of a law prohibiting minors from buying energy drinks.

The good practice examples illustrate how a group of students raised awareness among their peers about energy drinks. The students prepared a presentation, a Kahoot quiz, a sports energy drink, energy balls and a demonstration of sugar content in energy drinks.

We recognize that the energy drinks market is one of the fastest growing markets in the world and that education is a key factor in children's health. We have a responsibility to raise awareness among young people that energy drinks are not suitable for children and adolescents.

KEYWORDS: energy drinks, adolescents, awareness, Special Zdravko

PRIMERJAVA VZGOJNEGA DELA V DIJAŠKEM DOMU MED DEKLIŠKO IN FANTOVSKO VZGOJNO SKUPINO NA PRIMERU DIJAŠKEGA DOMA TABOR

POVZETEK

V Dijaškem domu Tabor imamo 11 vzgojiteljev, od tega 3 vzgojitelje in 8 vzgojiteljic. Vseh 300 dijakov in dijakinj je nameščenih v 11 vzgojnih skupin, ki so v splošnem fantovske ali dekliške. V šolskem letu 2022/2023 smo zabeležili kadrovske spremembe, ki so pripeljale do tega, da je marsikateri vzgojitelj menjal svojo vzgojno skupino. Delo z mladostniki je v osnovi podobno, vendar pa prihaja do določenih razlik pri delu vzgojitelja med dekliško in fantovsko vzgojno skupino. Te razlike se kažejo predvsem na področju dojemanja vloge vzgojitelja v dijakovem vsakdanu. Zaradi številnih sprememb smo se v dijaškem domu tudi odločili, da z dijaki izvedemo anketo o zadovoljstvu s svojim vzgojiteljem. Anketa je v ospredje postavila primarne naloge vzgojiteljev, njihovo izvajanje pa so dijaki ocenili na 5-stopenjski ocenjevalni lestvici. Sklopi, ki so jih dijaki ocenjevali, so: vzgojiteljevo preverjanje prisotnosti dijakov na učnih urah in zanimanje za šolske obveznosti, splošno zanimanje za dijaka in vključevanje dijaka v domsko okolje ter zagotavljanje reda in discipline. Dijaki moje vzgojne skupine so pri prvem sklopu najvišje vrednotili trditev, da se redno zanimam za njihove ocene in delo za šolo. Pri drugem sklopu so najvišjo oceno podali pri trditvi, da se zanimam za njihov vsakdan. Pri tretjem pa so najvišje ocenili trditev, da zagotavljam nočni mir po 22. uri. Prejeti odgovori nam služijo za dobro povratno informacijo, saj smo glede na odgovore dijakov dobili informacije o tem, kako opravljamo svoje primarno delo. Takšne ankete zagotavljajo dobro samoevalvacijo vzgojitelja, hkrati pa spodbujajo dijake k podajanju mnenja in kritični presoji.

KLJUČNE BESEDE: dijaški dom, vzgojna skupina, pomen vzgojiteljev, razlike med dijakinjami in dijaki

THE COMPARISON OF TEACHER'S PEDAGOGICAL APPROACHES BETWEEN GIRLS' AND BOYS' GROUP IN THE BOARDING SCHOOL TABOR

ABSTRACT

At a Boarding School Tabor, we have a team of 11 educators, comprising 3 male educators and 8 female educators. All 300 students are assigned to 11 educational groups, categorized primarily by gender. During the 2022/2023 academic year, there were some staffing changes, resulting in several educators switching their assigned groups. While working with adolescents shares similarities, there are notable differences in the educators' approach between girls' and boys' groups. These variances primarily concern the perception of the educator's role in the students' daily lives. To gather valuable feedback, we conducted a survey among the students to assess their satisfaction with their respective educators. The survey was designed to focus on our primary responsibilities, and students were asked to rate our performance on a scale of 1 to 5, rather than providing open-ended responses. The evaluated categories were: the educator's checking of students' attendance during the period of the time in a day, scheduled for learning, and educator's interest in students' school obligations. Then second category was general interest in the student and integration of the student into the boarding school environment and the third category was ensuring order and discipline. My students' highest ranking statements included the statement that I regularly show interest in their grades and schoolwork, that I show interest in their daily lives, plans and goals and that I ensure nighttime peace after 10 p.m. The received responses serve as valuable feedback, since they provide information on how well the educators perform primary duties based on what the students indicated. Such surveys not only serve educators as a good self-evaluation, but they also encourage students to express and point out their opinion and allow them a safe place for a critical evaluations of their educator.

KEYWORDS: boarding school, educational group, significance of the educators, disparities between female and male students

TIKTOK – DRUŽBENO OMREŽJE, V KATEREM NAJSTNIKI (ZA)ŽIVIJO?

POVZETEK

Med številnimi družbenimi omrežji je TikTok najbolj priljubljeno omrežje med najstniki. Namen prispevka je raziskati, kakšno vlogo ima družbeno omrežje TikTok v vsakdanu dijakov Srednje zdravstvene šole Murska Sobota. Dijaki programov zdravstveni tehnik oziroma tehničar in kozmetični tehnik oziroma tehničar so v ta namen odgovarjali na vprašanja v anketi. Pri tem je bilo predvsem pomembno, kako pogosto ga uporabljajo, v kakšne namene in s kakšnimi vsebinami se srečujejo ter nenazadnje, kaj jim TikTok predstavlja. Ker se na družbenih omrežjih pojavljajo tudi neprimerni, sporni ter celo sovražni komentarji, so dijaki imeli možnost o tem spregovoriti pri pouku ali svoja opažanja podati v sami anketi. Rezultati ankete kažejo, da dijaki zelo veliko časa namenijo TikToku, mnogo jih ocenjuje, da celo preveč in kot glavni vzrok za to navajajo, da jim je dolgčas. Vendarle pa TikToku za najstnike predstavlja sprostitev in zabavo, okolje, kjer pozabijo na vsakdanje skrbi. Najpogosteje ga uporabljajo za to, da preženejo dolgčas, si izboljšajo razpoloženje in tudi za to, da dobijo kakšno izvirno idejo za kuhanje, ličenje ali kakšno drugo aktivnost. Ugotavljam tudi, da so večkrat naleteli na neprimerne in celo sovražne komentarje, ki posegajo globoko v posameznikovo integriteto. Posledično so nekateri dijaki svoj račun umaknili ali TikToku namenijo zelo malo časa. Z analizo raziskave ugotavljam, da je treba tudi v šolah odkrito spregovoriti o dogajanju na družbenih omrežjih, opozarjati na morebitne nevarnosti in biti vzor ustreznemu obnašanju na družbenih omrežjih in spletu nasploh.

KLJUČNE BESEDE: družbeno omrežje, komentar, anketa, dolgčas, dijaki

TIKTOK – THE SOCIAL NETWORK WHERE TEENAGERS ARE (A)LIVE?

ABSTRACT

Of all the social networks, TikTok is the most popular network among teenagers. The aim of this paper is to highlight the role of TikTok in everyday life of students at the Secondary School of Nursing Murska Sobota. For this aim, students of the Nursing and Cosmetic Technician programmes answered questions in a questionnaire. The main questions were, how often they use TikTok, for what purposes, what content they encounter and finally, what TikTok means to them. Since inappropriate, controversial and even hateful comments get posted on social networks, students had the opportunity to discuss these in class or give their observations in the survey itself. The results of the survey show that students spend a lot of time on TikTok, many of them even too much, and the main reason for this is that they are bored. Nevertheless, TikTok is a relaxing and fun environment for teenagers, a place where they can forget their everyday worries. Most often they use it to get away from boredom, for boosting up their mood and also to get an original idea for cooking, makeup or other activities. I also note that they are repeatedly confronted with inappropriate and even hateful comments that go deep into person's integrity. As a result, some students have withdrawn their account or spend very little time on TikTok. The analysis of the survey shows that schools also need to speak out about what is happening on social networks, to warn of the potential dangers and to be role models for appropriate behaviour on social networks and online in general.

KEYWORDS: social network, comment, survey, boredom, high school students

KAKO POMAGATI UČECU PRI SPECIFIČNIH MOTNJAH BRANJA IN PISANJA?

POVZETEK

Predstavila bom učenca 4. razreda, ki ima izrazite težave pri učenju branja in pisanja. Z njim izvajam 2 uri dodatne strokovne pomoči tedensko. Poskušala bom razložiti, kdaj govorimo o disleksiji in kakšna je razlika med običajnimi težavami pri branju in težavami, ki jih ima otrok z disleksijo. Omenjeni učenec je imel zelo izrazit odpor do branja in pisanja. Cilji pri najinih urah so bili povečati motivacijo, hitrost ter število prebranih in prepisanih besed v določenem času. Pri vsaki uri sva vadila branje in pisanje ter preštela število pravilno prebranih in prepisanih besed v omejenem času. Rezultate sva potem primerjala med seboj in ugotovila, da se je število pravilno prebranih in prepisanih besed včasih zmanjšalo, drugič spet povečalo. Učenec napreduje zelo počasi, vendar je pomembno, da smo zadovoljni že z manjšim uspehom ter da učenca ne primerjamo z drugimi. Omenjene vaje nameravam predstaviti tudi drugim učiteljem na strokovnem aktivu, da jim bodo v pomoč pri delu z učenci z omenjenimi težavami in s tem izboljšati pedagoško prakso.

KLJUČNE BESEDE: branje, pisanje, disleksija, motivacija

HOW TO HELP A STUDENT WITH SPECIFIC READING AND WRITING DISORDERS?

ABSTRACT

I will introduce 4th grade student who has significant difficulties in learning to read and write. With him I provide 2 hours of additional professional assistance. I will explain when we talk about dyslexia and what is the difference between normal reading problems and the problems that has a child with dyslexia. The mentioned student had very big resistance to reading and writing. The goals of our hours were to increase motivation, speed and the number of read words and transcribed in a certain time. At each lesson, we practiced reading and writing and counted the number of correctly read and transcribed words in a limited time. We then compared the results with each other and found that number of correctly read and transcribed words sometimes decreased, other times increased again. The student progress very slowly, but it is important that we are satisfied with even a small success and that we do not compare the student with others. I intend to present this exercises to other teachers in professional work, so that they will help them in working with students with the mentioned problems and so improve pedagogical practise.

KEYWORDS: reading, writing, dyslexia, motivation

KOMPETENCE DIJAKOV NA PODROČJU KIBERNETSKE VARNOSTI

POVZETEK

Kompetence na področju kibernetike lahko štejemo med temeljne digitalne kompetence 21. stoletja. Cilj strokovnega članka je osvetliti poznavanje in navade dijakov glede kibernetike varnosti z vidika uporabe večkratnega preverjanja pristnosti, posodabljanja naprav in izobraževanj. Raziskava je bila izvedena kvantitativno z metodo ankete in kvalitativno z metodo delno-strukturiranega intervjuja. Rezultati kažejo, da dijaki uporabljajo večkratno preverjanje pristnosti, a izberejo lažji način pred varnejšim. Posodobitve najraje prepustijo napravi sami; izobraževanj pa se udeležijo le, če so obvezna. Rezultati raziskave so lahko uporabni kot povratna informacija za nadaljnjo načrtovanje izobraževanja dijakov na področju kibernetike varnosti. Članek hkrati daje vpogled v kompleksno področje razvijanja digitalnih kompetenc in odpira diskusijo o kibernetiki varnosti.

KLJUČNE BESEDE: dijaki, kibernetika varnost, izobraževanje, digitalne kompetence, večkratno preverjanje pristnosti

CYBERSECURITY COMPETENCY OF HIGH SCHOOL STUDENTS

ABSTRACT

Competency of cybersecurity could be considered one of the key digital competencies of 21st century. The aim of this study is to highlight the knowledge and habits of high school students regarding specific aspects of cybersecurity, namely the use of multi-factor authentication, device updates, and education. The methods used were a quantitative survey and a qualitative semi-structured interview. The results show that high school students use multi-factor authentication but prioritize convenience over security. The majority of high school students trust device updates to the device itself and engage in cybersecurity education only if it is compulsory. The results can be used as feedback for future cybersecurity education of high school students. Finally, this study provides insight into the complex subject of developing digital competencies and opens a discussion on cybersecurity.

KEYWORDS: high school students, cybersecurity, education, digital competencies, multi-factor authentication

LEPOTA JE POVSOD OKOLI NAS, TUDI V BODOČEM POKLICU

POVZETEK

Prispevek obravnava primer dobre prakse, v katerem so bili na dijaku prijazen način doseženi različni izobraževalni in vzgojni cilji. Izkušnje nas učijo, da se mladi premalo zavedajo čara okolice in lepote bodočega poklica, zato smo se pri pouku tujega jezika osredotočili na lepe stvari njihovega vsakdana in lesarstva. Pri snovanju in izvedbi učnega procesa je bilo osnovno vodilo smiselni preplet dveh tematskih področij, ki ju največkrat ne obravnavamo istočasno. Preko obravnave strokovnih besedil smo krepili poklicne kompetence in razvijali čuječnost.

Niz štirih drugačnih učnih ur smo izvedli z različnimi učnimi oblikami in metodami. Pri raziskovanju smo načrtno zanemarili digitalne vsebine in se osredotočili le na tiskano strokovno gradivo. Dijaki so morali poiskati izhodiščno strokovno besedilo, ki je po njihovem mnenju obravnavalo njim lepo temo. Pripravili so si izpiske in nato v šoli po njih napisali kratek sestavek o lepoti v lesarstvu. Dijaki so razvijali estetsko zmožnost, bogatili so besedni zaklad strokovne terminologije ter krepili zmožnost samostojnega raziskovanja in učenja. Opisani primer dobre prakse spodbuja učitelje k drugačnemu obravnavanju jezika stroke, ki se je izkazal za zelo uspešnega. Z opisanim primerom nismo dosegli le zastavljenih pedagoških ciljev, ampak tudi okrepili odnos med dijaki in profesorjem.

KLJUČNE BESEDE: lesarstvo, čuječnost, estetska zmožnost, angleščina v stroki

BEAUTY IS ALL AROUND US, ALSO IN THE FUTURE PROFESSION

ABSTRACT

The paper deals with an example of good practice in which educational goals were achieved in a student-friendly manner. Experiences teach us that the young are not aware enough of the charm of the environment and beauty of their future profession. Therefore, at foreign language classes we focused on the beauty of students' everyday life and woodworking. When planning and implementing the learning process, the basic guideline was a meaningful intertwining of two thematic areas which are often not dealt with at the same time. We paid attention to beautiful things through the professional field of the students' future occupation. While discussing specific text we strengthened professional competences and developed mindfulness.

Through a series of four different lessons we focused on beauty and beautiful things that surround us and we devoted most of our time to finding and observing beauty in woodworking. While doing the research we deliberately neglected digital sources and focused only on printed technical literature. The students had to find a technical article that discussed a topic they found beautiful. They had to prepare notes and then at school write a short essay on the beauty in woodworking. The students developed their aesthetic ability, enriched their vocabulary of professional terminology and strengthened their ability to independently research and study. This example of good practice encourages teachers to dare and take a different approach in teaching English for specific purposes for it has proven to be very successful. With the described example we not only achieved the set goals but also strengthened the relationship between the students and the professor.

KEYWORDS: woodworking, mindfulness, aesthetic ability, English for specific purposes

STRES DIJAKOV NA SREDNJI POKLICNI IN TEHNIŠKI ŠOLI MURSKA SOBOTA

POVZETEK

Stres je v sodobnem svetu postal vsakodnevni spremljevalec našega življenja. Mladostniki so zaradi številnih razvojnih sprememb in zahtev na različnih področjih življenja izpostavljeni večji verjetnosti stresa, zato je obdobje mladostništva zelo pomembno za soočanje s stresnimi situacijami. V šolskem letu 2022/23 smo na Srednji poklicni in tehniški šoli Murska Sobota izvedli anketo o doživljanju in premagovanju stresa dijakov v šoli in v domačem okolju. V prispevku so predstavljeni rezultati ankete, na katero so se dijaki odzvali različno in pestro. V raziskavo so bili vključeni 103 dijaki od prvega do četrtega letnika srednjega strokovnega izobraževanja. Med vsemi anketiranimi je bilo 91 % fantov in 9 % deklet. Rezultati ankete so pokazali, da je skoraj polovica dijakov občasno pod stresom, okrog ena tretjina pa jih je pod stresom pogosto. Najpogostejši vzrok za doživljanje stresa pri večini dijakov predstavlja šola. Polovica vprašanih je najbolj pod stresom v času pisanja testov, saj jim v šoli največ stresa povzroča ocenjevanje znanja. Najpogostejša posledica stresa dijakom predstavlja pomanjkanje motivacije za delo. Dijaki si v stresni situaciji največkrat pomagajo sami. Učitelji bomo stresu posvečali več ur na tematskih razrednih urah, v katerih bomo mlade učili, kako se bodo znali pravilno soočiti s stresom. Dijake moramo naučiti, da se znajo umiriti, prisluhniti tišini in se poglobiti vase, da bodo postali zdravi, neobremenjeni in uravnoteženi mladostniki.

KLJUČNE BESEDE: srednja šola, mladostniki, stres, kritično razmišljanje

EXERCISE HABITS OF STUDENTS AT SREDNJA POKLICNA IN TEHNIŠKA ŠOLA MURSKA SOBOTA

ABSTRACT

Exercise is one of the basic human activities and needs of our lives. Healthy and varied exercise is especially important during the time of growing up (puberty). Exercise habits that teenagers acquire usually remain whole lifetime. Each teenager should exercise a lot and appropriate for his/her age. In the school year 2022/23 we carried out a survey about exercise habits of the students of Srednja poklicna in tehniška šola Murska Sobota and their satisfaction with the subject of physical education and sports days. In this presentation you will find the results of the survey which are varied and interesting. 100 students from 1st to 4th grade of vocational technical education were included in the survey. Among all there were 91 % of boys and 9 % of girls. The results show that more than half of the students spend their free time at home behind computer screens or on their phones. Most students spend their free time on their own and are not active together with their parents. Students are mostly satisfied with their activity during physical education, but they have some suggestions for different activities and locations for sports days. They determined that regular exercise positively affects learning and protects individuals from different illnesses and addictions. We conclude that the subject of physical education needs more variety and innovation which will additionally motivate students to exercise in school and at home. Teachers will pay more attention to the importance of healthy exercise during class lessons which will raise awareness and teach teenagers about the significance of everyday exercise.

KEYWORDS: secondary school, teenager activity, exercise activity

MOTIVIRANOST IN PROJEKTNO DELO ŠTUDENTOV PRI PREDMETU IZDELAVA SPLETNIH STRANI

POVZETEK

Eden izmed ključnih problemov sodobnega poučevanja je motivacija študentov. Izzive, ki so postavljeni pred njih, velikokrat jemljejo kot prezahtevne, hitro obupajo ali pa sploh niso zainteresirani za njihovo izvedbo. Razlogov za to je več in ključni cilj našega prispevka je kako študente motivirati za delo, da bodo projekt izvedli do konca in ne bodo na njim obupali. Projekta smo se lotili z razbitjem naloge na več manjših podnalog, pri čemer je vsaka od teh nadgradnja prejšnje. Na ta način projekt raste, študent pa dobi motivacijo za vsak naslednji korak. S takšnim načinom dela smo uvedli v šolo realne probleme s katerimi se študenti srečujejo v podjetjih. Eden izmed končnih ciljev pa je tudi višja uspešnost študentov ob koncu šolskega leta. Izvedli smo tudi deskriptivno in analitično primerjavo uspešnosti študentov pred in po uvedbi projektnega načina dela. Po uvedbi projektnega načina dela se je uspešnost študentov povečala za slabo tretjino, prav tako je višja tudi zainteresiranost za izvedbo nalog.

KLJUČNE BESEDE: motivacija, spletna stran, projekt, predavanje

STUDENTS MOTIVATION AND PROJECT WORK IN THE COURSE CREATING WEB PAGES

ABSTRACT

One of the key problems of modern teaching is student motivation. They often take the challenges that are set before them as too demanding, quickly give up or are not at all interested in their implementation. There are several reasons for this, and the key goal of our paper is how to motivate students to work, so that they will carry out the project to the end and not give up on it. We tackled the project by breaking the task into several smaller subtasks, each of which is an upgrade of the previous one. In this way, the project grows, and the student gets motivation for each next step. With this way of working, we introduced into the school real problems that students encounter in companies. One of the ultimate goals is the higher performance of students at the end of the school year. We also carried out a descriptive and analytical comparison of students' performance before and after the introduction of the project method of work. After the introduction of the project method of work, the performance of the students increased by almost a third, as well as the interest in completing the tasks.

KEYWORDS: motivation, web sites, project, teaching

SOBA POBEGA KOT INOVATIVEN NAČIN SPODBUJANJA MEDSEBOJNEGA SPOZNAVANJA IN SODELOVANJA MED DIJAKI

POVZETEK

V članku predstavljam sobo pobega kot primer dobre prakse, s pomočjo katere lahko med dijaki razvijamo delo v skupini, ki zajema skupno reševanje težavnih nalog. Soba pobega zahteva iskanje namigov in vsebuje vrsto ugank, ki so med seboj povezane in jih je potrebno rešiti v določenem času. Izkušnja je za dijake zanimiva in zabavna, hkrati pa jim ponuja priložnost, da pod časovnim pritiskom preizkusijo, kako uspešno komunicirati, razmišljati izven okvirjev, biti kreativen, uspešno voditi ali slediti, kako poslušati druge, kako logično razmišljati in delovati kot ekipa s skupnim ciljem.

Vzgojitelji v dijaškem domu se pogosto srečujemo s težavo, kako motivirati dijake za prostočasne dejavnosti in kako dijakom omogočiti, da se v okolju dijaškega doma med seboj spoznajo in vzpostavijo dobre odnose. Soba pobega je aktivnost, ki se osredotoča prav na področje, kjer dijaki lahko razvijajo čustveno inteligentnost in jim omogoča edinstven prikaz svojih sposobnosti in spretnosti. Cilji, ki jih lahko dosežemo s pomočjo sobe pobega so: zadovoljevanje ene izmed osnovnih potreb - potrebe po zabavi, širjenje socialne mreže dijakov, izboljšanje medsebojne komunikacije, izboljšanje dijakov v delovanju v timu, povečana motivacija dijakov za sodelovanje v aktivnostih. S prispevkom bi rada spodbudila vzgojitelje v dijaških domovih in tudi učitelje v šolah, da uporabijo sobo pobega kot kreativno metodo motiviranja dijakov za aktivnosti in učenje, saj si bodo dijaki lažje zapomnili snov, če bodo aktivno sodelovali, hkrati pa jih bomo s tem urili v socialnih veščinah, ki so v sodobnem svetu zelo pomembne.

KLJUČNE BESEDE: soba pobega, timsko delo, sodelovanje, čustvena inteligenca

THE ESCAPE ROOM AS AN INNOVATIVE WAY OF ENCOURAGING INTERACTION AND COLLABORATION AMONGST STUDENTS

ABSTRACT

In the article, I present an escape room as an example of good practice, with the help of which we can develop group work among students, which involves solving difficult tasks together. The escape room requires searching for clues and contains a series of puzzles that are connected to each other and must be solved within a certain time. The experience is interesting and fun for students, and at the same time it offers them the opportunity to test themselves under time pressure and teaches them how to successfully communicate, think outside the box, be creative, successfully lead or follow, how to listen to others, how to think logically and work as a team with a common goal.

Educators in the student dormitory are often faced with the problem of how to motivate students for leisure activities and how to enable students to get to know each other and establish good relationships. The escape room is an activity that focuses on the very area where students can develop emotional intelligence and allows them to display their abilities and skills in a unique way. The goals we can achieve with the help of the escape room are: satisfying one of the basic needs - the need for entertainment, expanding the social network of students, improving mutual communication, improving students' teamwork, increased motivation of students to participate in activities. My article aims to encourage educators in student dormitories and also teachers in schools to use the escape room as a creative method of motivating students to engage in activities and learning, as it will be easier for students to learn if they are actively involved, while also training them in social skills that are very important in the modern world.

KEYWORDS: escape room, team building, cooperation, emotional intelligence

UPORABA ELEKTRONSKIH NAPRAV V ČASU PO EPIDEMIJI COVIDA-19

POVZETEK

Digitalna tehnologija je v današnjih časih za družbo nepogrešljiva. Še posebej se je njena vrednost izrazila v času epidemije covid-19, ko je svetovni splet postal ključno orodje za povezovanje med ljudmi, opravljanje dela in tudi za šolanje otrok. Za varno uporabo elektronskih naprav pri otrocih smo odgovorni šola kot zavod, učitelji in svetovalna služba ter starši. Vsi moramo izkazovati občutljivost na spremembe pri posameznih otrocih, ki bi lahko nakazovale na zasvojenost s sodobnimi tehnologijami. Z vprašalnikom smo pri 118 učencih tretje triade Osnovne šole Mozirje skušali odkriti njihov odnos do uporabe elektronskih naprav v času od pojava covid-19 naprej. Povprašali smo po morebitnem vplivu uporabe elektronskih naprav na njihove učne navade, učni uspeh ter način komunikacije. Preverili smo, ali se pri učencih kažejo določeni znaki pretirane uporabe elektronskih naprav in ali jo nadzorujejo starši. Nekateri učenci naše šole že opažajo, da uporaba tehnologije negativno vpliva na njihov šolski uspeh in izpolnjevanje domačih obveznosti za šolo. Z začetkom epidemije so spletna orodja tudi zanje postala še pomembnejše sredstvo komunikacije. Zaskrbljujoče je, da nekateri splet in igre že uporabljajo za premagovanje občutkov nemoči, žalosti, osamljenosti in jeze, in pri sebi opažajo utrujenost kot posledico pretirane uporabe digitalnih medijev. Še naprej je potrebno dosledno sledenje našim pravilom šolskega reda, ki prepoveduje uporabo telefona med poukom, osveščanje staršev o pomembnosti omejevanja uporabe elektronskih naprav pri otrocih ter nudenje pomoči otrokom pri oblikovanju zdravih navad.

KLJUČNE BESEDE: uporaba elektronskih naprav, učne navade, komunikacija, kazalniki prekomerne rabe, covid-19

USE OF ELECTRONIC DEVICES AFTER THE EPIDEMIC OF COVID- 19

ABSTRACT

Digital technology is indispensable for society nowadays. Its value showed during the Covid-19 epidemic, when the internet became crucial for connecting people, working, and educating children. School as an institution, teachers, school counselors, and parents are responsible for children's healthy use of electronic devices. Special caution is required to recognize warning signs of technology addiction. We explored if epidemic influenced children's digital media use. The questionnaire was filled out by 118 students of the last triad of Mozirje Primary School. We asked how the use of electronic devices affects their accomplishments, and whether it affects their way of communication. We checked whether students already show certain signs of technology overuse, and whether parents control children's use of electronic devices. Some students notice that increased use of electronic devices affects their achievement and results in not doing their homework. Online tools have become an even more important means of communication for the children of our school since the epidemic. It is worrying, however, that some of them already use electronic devices to suppress negative emotions, i.e., feelings of helplessness, sadness, loneliness, and anger. Children notice fatigue because of digital media overuse. Mozirje Primary School established strict rules about using phones at school. It is important to raise awareness among parents about the importance of limiting children's screen time, and to help children form healthy habits.

KEYWORDS: use of electronic devices, study habits, communication, signs of technology overuse, Covid-19

EKSKURZIJA ZA NADARJENE – LITERARNI IN ARHITEKTURNI SPREHOD PO LJUBLJANI

POVZETEK

V skladu s Konceptom dela z nadarjenimi učenci na šoli posvečamo posebno skrb tudi nadarjenim učencem, torej tistim, ki so pokazali visoke dosežke ali potenciale na različnih področjih in poleg rednega šolskega programa potrebujejo prilagojene programe in aktivnosti. Prispevek se osredotoča na delo z nadarjenimi učenci na I. osnovni šoli Celje, kjer smo v šol. letu 2022/2023 spremenili način izvajanja obogatitvenih dejavnosti za nadarjene učence. Ena izmed novosti je organizacija in izvedba ekskurzije za nadarjene, pri kateri sva sodelovali učiteljica slovenščine in učiteljica likovne umetnosti. V prispevku bo podrobneje predstavljena literarno oziroma arhitekturno obarvana ekskurzija v Ljubljano, kjer sva učence popeljali po središču mesta in jim predstavili glavne baročne, arhitekturne in literarne znamenitosti. Predstavljen bo didaktičen pomen medpredmetnega povezovanja pri pripravi, izvedbi in evalvaciji ekskurzije.

KLJUČNE BESEDE: nadarjeni učenci, obogatitvene dejavnosti, ekskurzija za nadarjene, medpredmetno povezovanje

AN EXCURSION FOR THE GIFTED – A LITERARY AND ARCHITECTURAL WALK THROUGH LJUBLJANA

ABSTRACT:

In accordance with the Concept of Working with Gifted Students at school, special attention is also given to gifted students, the students, who have demonstrated high achievements or potentials in various areas, and who require adapted programs and activities in addition to the regular school curriculum. This presentation focuses on the work with gifted students at I. osnovna šola Celje, where in the school year 2022/2023 we changed the way enrichment activities for gifted students are organized. One of the new features is the organization and the execution of an excursion for the gifted that was carried out by a teacher of Slovene and an art teacher. The presentation will provide a detailed presentation of a literary and architecturally-themed excursion to Ljubljana, where students were taken on the tour of the city centre and introduced to the main baroque, architectural and literary landmarks. The presentation emphasizes the didactic importance of cross-curricular integration in the preparation, execution and evaluation of the excursion.

KEYWORDS: gifted students, enrichment activities, excursion for gifted students, cross-curricular integration

KREPITEV SAMOPODOBE PRI UČENCIH Z MOTNJAMI V DUŠEVNEM RAZVOJU

POVZETEK

Samopodoba so prepričanja in predstave, ki jih pripišemo sebi. Razvija se vse življenje, najbolj intenzivno pa v obdobju otroštva in mladostništva. Samopodoba pomembno vpliva na številne dejavnike v času odraščanja, zato je ključno, da učitelji ozavestimo svoja ravnanja, saj z njimi pomembno vplivamo na občutke zadovoljstva pri otrocih in mladostnikih. Na šoli za otroke s posebnimi potrebami Osnovni šoli Poldeta Stražišarja učitelji krepimo samopodobo učencev z motnjami v duševnem razvoju preko različnih dejavnosti. V članku so predstavljeni konkretni primeri heterogenih dejavnosti, s katerimi na šoli uspešno krepimo celostno samopodobo učencev. Opisan je pomen vnašanja pouka socialnega učenja in spodbujanja močnih področji učencev preko raznolikih interesnih dejavnosti. V članku so predstavljeni tudi trije projekti, s pomočjo katerih krepimo celostno samopodobo učencev (Boljši sejem, Poldkova kavarna in Dan za zdravje). Sistematično vnašanje v članku opisanih dejavnosti je na šoli pomembno pripomoglo h krepitvi celostne samopodobe otrok in mladostnikov. Še posebej se je učinek dejavnosti pomembno pokazal pri učencih, ki prihajajo iz manj spodbudnega družinskega okolja, kjer ima šola veliko kompenzatorno vlogo, predvsem na področju socialne samopodobe.

KLJUČNE BESEDE: samopodoba, motnja v duševnem razvoju, socialno učenje, interesne dejavnosti, šolski projekti za krepitev samopodobe

STRENGTHENING SELF-IMAGE IN PUPILS WITH MENTAL DISABILITY

ABSTRACT

Self-image is made of beliefs and representations we attribute to ourselves. It develops throughout life, but most intensively during childhood and adolescence. Self-image has a significant impact on all factors during growing up, therefore it is crucial for teachers to be aware of their actions, as they have a significant impact on feelings of satisfaction in children and adolescents. At the school for children with special needs, Primary School Polde Stražišar, teachers strengthen the self-image of pupils with mental disabilities through various activities. This article presents concrete examples of heterogeneous activities with which we successfully strengthen the holistic self-image of pupils at school. The article describes the importance of implementing social learning lessons and encouraging pupils' strong areas through various extracurricular activities. The article also presents three projects with the help of which we strengthen the holistic self-image of pupils (Flee market, Poldes' cafe and Day for health). The systematic implementation of the activities described in the article significantly contributed to strengthening the overall self-image of children and adolescents at school. The effect of the activity was especially significant for pupils who come from a less encouraging family environment, where the school plays a large compensatory role, especially in area of social self-image.

KEYWORDS: self-image, mental disability, social learning, extracurricular activities, school projects for strengthening self-esteem

IZZIVI PRI ORGANIZACIJI IN IZVAJANJU DODATNE STROKOVNE POMOČI NA MANJŠI ŠOLI

POVZETEK

Na naši šoli opazamo, da število učencev s posebnimi potrebami z odločbami o usmeritvi narašča. Osnovna šola Raka je manjša podeželska šola z 263 učenci, od tega je 23 (8,7 %) učencev z odločbo usmerjeno v vzgojno-izobraževalni program s prilagojenim izvajanjem in dodatno strokovno pomočjo z najmanj dvema urama dodatne strokovne pomoči tedensko, predvsem specialnega in rehabilitacijskega pedagoga ter socialnega pedagoga. Ker teh dveh profilov pri nas nimamo zaposlenih, se pojavijo težave z organizacijo in izvajanjem ur dodatne strokovne pomoči. V prispevku prikazujem, kako smo to izvedli v šolskem letu 2022-2023, ko pri nas dodatno strokovno pomoč izvaja šest mobilnih zunanjih izvajalk, dve pedagoginji z naše šole ter osem učiteljev. Premostiti smo morali začetne težave z usklajevanjem urnikov in prostorov za izvajanje dodatne strokovne pomoči. Zadovoljstvo z izvajanjem so starši izrazili na sestankih strokovnih skupin za pripravo, izvajanje in spremljanje individualiziranega programa. Med učenci od 6. do 9. razreda z odločbo o usmeritvi pa sem izvedla anketo. Vprašanja so se nanašala na ugotavljanje njihovega zadovoljstva z izvajanjem dodatne strokovne pomoči. V prispevku bom predstavila tudi tri učence s posebnimi potrebami in posebnosti pri izvajanju njihove dodatne strokovne pomoči. Pridobljeni podatki nam bodo v pomoč pri iskanju morebitnih boljših rešitev. Hkrati pa naše rešitve pri organizaciji in izvajanju dodatne strokovne pomoči ter dobro sodelovanje z mobilnimi izvajalkami lahko služijo kot primer dobre prakse šolam s tovrstnimi izzivi.

KLJUČNE BESEDE: učenci s posebnimi potrebami, organizacija dodatne strokovne pomoči, izvajanje ur dodatne strokovne pomoči, zadovoljstvo z izvedbo dodatne strokovne pomoči

CHALLENGES IN ORGANIZING AND CONDUCTING ADDITIONAL PROFESSIONAL ASSISTANCE IN A SMALL SCHOOL

ABSTRACT

At our school, we have noticed that the number of students with special needs and individualized education programs is increasing. The Raka Primary School is a small rural school with 263 students, out of which 23 (8.7%) have individualized education programs that require adjusted methods of education and additional professional help with at least two extra hours of the help per week. Most of the help is provided by a special education and rehabilitation teacher, and by a social educator. Since our school does not employ these two educational profiles, we face challenges in organizing and conducting additional professional help. This article presents the way we managed the topic at hand in the school year 2022-2023 where the additional professional help is being provided by six mobile educators, two school pedagogues, and eight teachers. We had to overcome the initial difficulties with coordinating schedules and rooms. At evaluation meetings parents have expressed their satisfaction with the implementation of programs. I have also conducted a survey among students with individualized education programs of grades 6, 7, 8 and 9. The questions focused on their satisfaction with the implementation of additional professional help. The article also presents three special needs students and the specifics of conducting their additional professional help. The obtained information helps us to seek potentially better solutions. At the same time, our solutions at organizing and conducting the additional professional help, and the practice of good collaboration with mobile services can serve as an example of good pedagogical practice.

KEYWORDS: students with special needs, organization of additional professional help, implementation of the hours of additional professional help, satisfaction with additional professional help

UPORABA POVROTNE INFORMACIJE V FORMATIVNEM SPREMLJANJU

POVZETEK

Pri svojem delu z učenci sem veliko pozornosti namenila povratni informaciji. V času trajanja triletne razvojne naloge, Ustvarjanje učnih okolij za 21. stoletje, sem to področje formativnega spremljanja raziskovala in izvajala v oddelkih: šestega, sedmega, osmega in devetega razreda. Na povratno informacijo pri pouku matematike gledam kot na enega od osnovnih gradnikov tako učenčevega napredka kot uspešnega poučevanja. Za učinkovito povratno informacijo je potrebno zagotoviti varno delovno okolje, ki spodbuja učenca k njegovi aktivni vlogi v procesu učenja. Učenca je potrebno opogumiti in prepričati, da je njegova vloga v konceptu sodobne šole enakovredna učiteljevi in da samo skupaj lahko prideta do kakovostnega in trajnejšega znanja. Pri doseganju teh ciljev nam zelo pomaga uporaba elementov in metod formativnega spremljanja. Ugotovila sem, da ne samo, da so učenci pri občasnem izpolnjevanju vprašalnika za učence, obrazcev za kratko refleksijo, semaforja in še nekaterih orodij formativnega spremljanja zelo odgovorno sodelovali, ampak so celo imeli resna pričakovanja od rezultatov, kar je že bil prvi korak pri soustvarjanju njihove aktivne vloge v učnem procesu. Učenci so sporočili, da je nova oblika dela v večji meri pritegnila njihovo pozornost zaradi česar bo njihovo znanje boljše in se bodo lažje učili. Prav tako so vse podane informacije bile moje glavno vodilo pri nadaljnjem načrtovanju pouka. Navdih za svoje delo z učenci črпам v njihovih pozitivnih odzivih in aktivni vključenosti v delo v razredu. Pri tem so metode in elementi formativnega spremljanja zelo dobrodošli.

KLJUČNE BESEDE: aktivno učenje, formativno spremljanje, povratna informacija, uspešno poučevanje

THE USE OF FEEDBACK IN FORMATIVE ASSESSMENT

ABSTRACT

In my work with students, I pay a lot of attention to student feedback. During the duration of the three-year development task, Creating learning environments for the 21st century, I researched and implemented this field of formative monitoring in the sixth, seventh, eighth and ninth grade departments. I regard student feedback from mathematics lessons as one of the key building blocks for ensuring student progress as well as successful teaching. For effectual feedback, it is necessary to provide a safe working environment that encourages the student to play an active role in the learning process. Students need to be encouraged and convinced that their participative role in the concept of the modern school is equal to that of the teacher, and that only by working together can they achieve quality and more lasting knowledge. The use of elements and methods of formative monitoring helps us a lot in achieving these goals. I found that not only did the students participate very responsibly in occasionally filling in the student questionnaires, such as short reflective forms, traffic lights and other formative monitoring tools, and they had serious expectations and interest in the results, which was the first step in co-creating their active roles in the learning process. In addition, the information provided was used as my main guide in further lesson planning. I draw inspiration from my work with students, especially from their positive reactions and active involvement in class work. Here, methods and elements of formative assessment are very useful.

KEYWORDS: active learning, formative assessment, feedback, successful teaching

POSVOJITEV ZAMRZNJENIH ZARODKOV

POVZETEK

Neplodnost je bila tematika dveh razrednih ur, kjer so se dijaki tudi preko igre vlog vživeli v vlogo neplodnega in plodnega partnerja, njunih prijateljev ter zdravnika, ki je moral predstaviti diagnozo, srečali z argumentiranjem stališč posamezne vloge. Večina se je tematike dotaknila prvič in ob tem doživljala močna čustva, nihče pa ni poznal možnosti posvojitve zamrznjenih zarodkov, ki pri nas ni zakonjena. V Sloveniji se z neplodnostjo sooča vsak šesti do sedmi par, na svetu pa je neplodnih okoli 50 milijonov parov. Pogost način pomoči je in vitro fertilizacija, pri kateri se oplojeno jajčece vnese v maternico, preostale oplojene celice pa se lahko zamrznejo. V tujini obstaja možnost darovanja in posvojitve zamrznjenih zarodkov, »zamrznjenčkov«. A odpirajo se vprašanja zakonske ureditve, osebna stališča in morebitni zdravstveni vplivi na otroke. Študije ponujajo različna mnenja o teh vplivih, zato še ni jasnega zaključka. Kljub vsemu, darovanje in posvojitev zamrznjenih zarodkov ostaja možnost za neplodne pare, ki si želijo otroka. Z odkrito razpravo o tabu temi smo z dijaki razvijali empatijo in jih opolnomočili za reševanje morebitnih tovrstnih težav v prihodnosti. Za stroko tematika predstavlja novost, ki je pri nas še nepoznana.

KLJUČNE BESEDE: zamrznjeni zarodki, neplodnost, posvojitev, vitro fertilizacija

ADOPTION OF FROZEN EMBRYOS

ABSTRACT

Infertility was the topic of two class meetings, where the students, also through role-playing, took on the role of an infertile and fertile partner, the doctor who must explain diagnose of infertility and their friends, and came up with arguments for the positions of each role. Most of them have dealt with the issue for the first time and felt intense feelings, but no one knew about the possibility of adoption of frozen embryos, which is not legalized in our country. In Slovenia, every sixth to seventh couple faces infertility, and around 50 million couples are infertile in the world. A common way to help is in vitro fertilization, where a fertilized egg is placed in the uterus and the remaining fertilized cells can be frozen. Abroad, there is a possibility to donate and adopt frozen embryos. However, there is a question of legal regulation, personal point of view and possible health effects on the children. Studies offer differing opinions on these effects, so there is no clear conclusion yet. Donation and adoption of frozen embryos remains an option for infertile couples who wish to have a child. By having an open discussion about a taboo topic, we developed empathy in the students and empowered them to find information and to solve potential problems of this kind in the future. For the profession, the topic represents a novelty that is not yet well known in our country.

KEYWORDS: frozen embryos, infertility, adoption, in vitro fertilization

POSLEDICE SODOBNE TEHNOLOGIJE

POVZETEK

Čas odraščanja je čas telesnih, čustvenih, kognitivnih in psihosocialnih sprememb in je prav tako čas, ko si mladostniki oblikujejo svojo samopodobo. Na oblikovanje le – te pa vpliva več dejavnikov: okolje in čas v katerem živijo ter družina, znotraj katere naj bi mladi pridobili osnovne vrednote. Našo osebnost, razpoloženje in čustveno stanje, pa v veliki meri odraža prav telesna drža, ki je odvisna od telesne zgradbe, počutja, zdravja in časa, ki ga preživimo za mizo v šoli in doma. Živimo v času, ki ni najbolj naklonjeno vzdrževanju zdrave telesne drže in, ki nam že kaže negativne posledice že pri najmlajših. Moderna tehnologija, je po eni strani koristna in zelo vpeta v naše delovno okolje, po drugi strani pa sodobni in pretirano sedeči način življenja slabo vpliva na normalno delovanje hrbtenice in posledično na gibalne sposobnosti otrok. Namen prispevka je predstaviti negativne učinke pretirane rabe sodobne tehnologije na telesno zdravje, spoznavne procese in socialno čustveni razvoj. S pomočjo strokovno izbranih vaj za pravilno telesno držo in vajami sproščanja, smo že v kratkem času pri urah športa naredili spremembe in določen napredek, ter omili bolečine v hrbtenici, predvsem v vratnem, ledvenem in križnem delu, s katerimi se soočajo otroci in, ki so posledica pretiranega sedenja za računalniki in pametnimi telefoni. Sprememb še nisem uspela uvesti, naše ugotovitve in pridobljena znanja, pa vsekakor lahko apliciramo v učni načrt za prihodnja leta.

KLJUČNE BESEDE: odraščanje, telesna drža, moderna tehnologija, psihosocialne stiske, strokovne vaje

CONSEQUENCES OF MODERN TECHNOLOGY

SUMMARY

During adolescence, significant transformations occur in physical, emotional, cognitive, and psychosocial aspects, shaping one's self-image. Factors like environment, era, and family dynamics play a pivotal role in forming values. Body posture reflects personality, mood, and emotional state, influenced by body structure, well-being, health, and desk-bound routines at school and home. Unfortunately, modern times pose challenges to maintaining a healthy posture, impacting even the youngest. While technology benefits work environments, sedentary lifestyles harm spines and children's physical abilities. This paper highlights the negative effects of excessive technology use on physical health, cognition, and social-emotional development. By integrating targeted posture correction exercises and relaxation techniques, our sports classes have achieved notable progress in a short period. These interventions alleviate pain in the neck, lumbar, and lower back, stemming from excessive screen time and prolonged sitting. Though implementation hasn't occurred on a larger scale, the positive outcomes motivate a future plan. By prioritizing students' well-being and proactively countering technology's downsides, we aim to nurture healthier physical development, enhance cognitive abilities, and foster positive social-emotional growth. In conclusion, adolescence involves multifaceted changes, necessitating attention to the impact of technology on physical health, cognition, and social-emotional development. Introducing posture correction exercises and relaxation techniques can bring positive changes, relieving pain and promoting healthier habits. With careful planning and execution, we aspire to create an environment that supports overall youth well-being in the years ahead.

KEYWORDS: growing up, body posture, modern technology, psychosocial difficulties, professional exercises

ANALOGNO ALI DIGITALNO PRI FILOZOFIJI? KAJ PA CHATGPT?

POVZETEK

Razvpito je reklo, da je filozofija mati vseh znanosti. Po vsem svetu je vzniknila pred približno 2500 ali 3000 let in vse do danes se je njena izvorna misel ohranila nespremenjena. Najstarejša filozofska misel ionskih filozofov, Konfucija, daoizma, Sokrata, Platona in Aristotela, če jih omenim le peščico, je ostala nedotaknjena in predvsem merodajna v vsakem zgodovinskem obdobju. Filozofska misel obstaja zapisana v epu, izrečena v sokratičnem dialogu, razgrnjena v obsežni pisni zapuščini, našla je svojo agoro na YouTube kanalih, shranjena je v digitalnih knjižnicah, povzeta v digitalnih učbenikih ... Ne glede na okoliščine najde svojo pot do ljudi. Cilj prispevka je prikazati, kako se pouk filozofije, ki je večino svoje zgodovine potekal analogno, sooča z digitalnimi časi. Avtorica, ki filozofijo poučuje na programu mednarodna matura, poskuša med drugim najti odgovore na vprašanja in zadrege glede metodologije, iskanja relevantnih virov, avtorskih pravic, izvornosti filozofske misli, ohranjanja filozofskega čudenja in filozofske ljubezni. Pri tem jo zanima, če orodja kot so ChatGPT resnično pomenijo zaton človeške misli in s tem tudi filozofske misli. V raziskavi, ki jo je avtorica opravila med dijaki, ugotavlja, da ChatGPT poznajo, da pa imajo vrsto dilem glede njegove uporabe. Na osnovi izsledkov raziskave je v pouk uvedla ne le razpravo o digitalnih virih (ChatGPT), ampak tudi njihovo praktično uporabo po metodi formativnega spremljanja.

KLJUČNE BESEDE: poučevanje, dialog, pisanje, viri, orodja

ANALOG OR DIGITAL IN PHILOSOPHY? WHAT ABOUT CHATGPT?

ABSTRACT

As the famous saying goes, philosophy is the mother of all sciences. It emerged about 2,500 or 3,000 years ago, and to this day its original thought has remained unchanged. The oldest philosophical thought of the Ionian philosophers, Confucius, Daoism, Socrates, Plato and Aristotle, to mention only a handful, has remained intact and relevant in every historical period. Philosophical thought exists written in an epos, uttered in a Socratic dialogue, unfolded in an extensive written legacy, it found its agora on YouTube channels, it is stored in digital libraries, summarized in digital textbooks ... Regardless of the circumstances, it finds its way to people. The aim of the paper is to show how the teaching of philosophy, which was conducted analogically for most of its history, faces digital times. Among other things, the author, who teaches philosophy at the IB Diploma Programme, tries to find answers to questions and dilemmas regarding methodology, finding relevant sources, copyright, originality of philosophical thought, preserving philosophical wonder and philosophical love. At the same time, she is interested in whether tools such as ChatGPT really mean the decline of human thought, and thus also of philosophical thought. In the research that the author conducted among students, she discovered that they know ChatGPT, but they have many dilemmas regarding its use. Based on the results of the research, she introduced during the lessons discussions about digital resources (ChatGPT) and their practical use, using the formative learning and teaching approach.

KEYWORDS: teaching, dialogue, writing, resources, tools

KNJIGA IZOLSKIH UČENCEV KOT REZULTAT PROJEKTNEGA DELA TREH OSNOVNIH ŠOL

POVZETEK

Večina ljudi meni, da je ustvarjalnost lastnost posameznikov, vendar je lahko ustvarjalen vsak, če le ima za to dane pogoje. Ustvarjalni proces se dogaja med posameznikom in družbo, torej ni domena samo enega ali drugega. Lep primer tega je pričujoči zapis, kako smo se tri osnovne šole v mestu na pobudo župana in ob finančni pomoči občine lotile skupnega projekta – ustvarjanja knjige. Poleg primerov dobre prakse bom bralcem predstavila tudi težave, s katerimi sem se kot koordinator naše šole srečevala pri izvedbi projekta znotraj vzgojno-izobraževalnega sistema in na kakšen način sem jih preseгла. Učitelji znotraj vzgojno-izobraževalnih institucij se moramo pri prenosu znanja učencem zavedati možnosti vključevanja zunajšolskih okoliščin, v katerih naj bi učenci delovali in te okoliščine tudi pri poučevanju upoštevati. Sodobni vzgojno-izobraževalni sistemi se morajo spreminjati v smeri medpredmetnega poučevanja in aktivne vključenosti učencev v praktične delovne izkušnje (izkustveno učenje), je bilo povedano na 16. mednarodnem znanstvenem sestanku, ki ga je leta 2020 organizirala Pedagoška fakulteta Univerze na Primorskem. V pričujočem zapisu sem se poslužila deskriptivne kvalitativne raziskave, kot metodično načelo pa sem izbrala študijo primerov. Skozi primere dobrih praks in izkustvenega učenja bo prikazana pisana paleta raznolikih metod, tehnik in povezovanj, skratka dejavnikov, ki smo jih uporabili za doseg spodbujanja ustvarjalnosti pri učencih.

KLJUČNE BESEDE: projektno delo, ustvarjalnost, aktivno učenje, povezovanje

A BOOK AS A RESULT OF THE COLLABORATIVE PROJECT WORK OF THREE PRIMARY SCHOOLS IN IZOLA

ABSTRACT

Most people think that creativity is a quality of individuals, but anyone can be creative, given the right conditions. The creative process is essentially between society and the individual and is therefore not the preserve of one or the other. A good example of this is the following account of how three primary schools in the city have embarked on a joint project - writing a book, on the initiative of the mayor and with the financial support of the municipality. In addition to examples of good practice, I will also present the difficulties that I, as coordinator of our school, encountered in the implementation of the project, within the educational system, and how I overcame them. Teachers within educational institutions need to be aware of the possibility of incorporating the extra-curricular contexts in which students are expected to operate when transferring knowledge to students and to take these contexts into account when teaching. Modern education systems need to change towards cross-curricular teaching and active involvement of students in practical work experience (experiential learning), according to the 16th International Scientific Meeting organised by the Faculty of Education of the University of Primorska in 2020. In this contribution, I have used descriptive qualitative research, with case studies as the methodological approach. Through examples of good practice and experiential learning, a colourful range of different methods, techniques, and alliances, in short, factors that we have used to achieve the promotion of creativity in students will be illustrated.

KEYWORDS: project work, creativity, active learning, networking

TANKA ČRTA MED »NORMALNO« UPORABO IN ZASVOJENOSTJO S PAMETNIMI TELEFONI PRI MLADOSTNIKI

POVZETEK

V današnji digitalni družbi so pametni telefoni tako rekoč nepogrešljivi. To še posebej velja za mladostnike. Učitelji opažamo, da je med šolskimi odmori brskanje po objavah na socialnih omrežjih žal za mnoge privlačnejše od druženja in klepeta s sošolci.

Zanimalo me je, v kolikšni meri se mladostniki sploh zavedajo, kako zelo elektronske naprave krojijo njihov vsakdan. Se zavedajo, da reagirajo na vsako sporočilo oziroma novico, ki jo prejmejo, in da to moti njihovo pozornost že pri pogovoru, pravzaprav jo moti pri kateremkoli opravilu? Se zavedajo, da niti pri obrokih hrane ne odložijo telefona, da je pri učenju stalno motena njihova zbranost oziroma je zaradi stalnega pogledovanja na telefon sploh ni? Vedo, da je moteno njihovo spanje? Se zavedajo, kako hitro, neopazno lahko z nenehnim navduševanjem nad objavami na socialnih omrežjih zdrsnejo v brezno zasvojenosti?

Na zastavljena vprašanja so v anketi odgovarjali dijaki 1. letnika gimnazije (100 dijakov). Glede na relativno majhen vzorec je bilo poleg rezultatov ankete, ki jih navajam v prispevku, pomembno tudi ozaveščanje mladih o škodljivih vplivih prekomerne rabe mobilnih telefonov. Iz njihovih odgovorov je bilo pri večini zaznati prav to, da za brskanje po telefonu, ne da bi se zavedali, porabijo več časa, kot bi želeli.

KLJUČNE BESEDE: mobilni telefoni, socialna omrežja, motnja pozornosti, zasvojenost

THE FINE LINE BETWEEN »NORMAL« USE AND ADDICTION TO SMART PHONES IN TEENAGERS

ABSTRACT

In today's digital society, smart phones are practically indispensable. This is especially true for teenagers. As teachers, we notice that browsing social media posts during school breaks is, unfortunately, more attractive for many than socializing and chatting with classmates. I was interested in the extent to which young people are even aware of how much electronic devices shape their everyday life. Are they aware that they are reacting to every message or piece of news they receive, and that this disturbs their attention even in conversation, in fact it disturbs it in any task? Do they realize that they don't put down their phone even during meals, that their concentration is constantly disrupted when studying, or that their concentration is constantly disrupted due to constantly looking at the phone, that their sleep is disrupted? Do they realize how quickly, imperceptibly, they can slip into the abyss of addiction with constant enthusiasm for posts on social networks?

Students of the first year of high school (100 students) answered the questions asked in the survey. Considering the relatively small sample, in addition to the results of the survey, which I mention in the paper, it was also important to raise awareness among teenagers about the harmful effects of excessive use of mobile phones. From their answers, it was clear from the majority that they spend more time than they would like to surf the phone without realizing it.

KEYWORDS: mobile phones, social networks, attention deficit disorder, addiction

SPECIFIKE VEDENJA IN KOMUNIKACIJE UČENCA AVTISTA V OSNOVNI ŠOLI

POVZETEK

Namen prispevka je v prvi vrsti predstaviti komunikacijo učenca redne osnovne šole, ki ima avtizem. V uvodnem delu so opisane značilnosti avtizma in predstavljene specifike vedenja in komunikacije otroka z MAS. V nadaljevanju sem se osredotočila na varovalne dejavnike in dejavnike tveganja, prav tako sem predstavila vlogo strokovnih delavcev ter uspešno komunikacijo. V empiričnem delu je bil eden izmed ciljev seznanitev s problematiko avtizma, predstaviti uspešne načine komuniciranja, izpostaviti varovalne dejavnike in dejavnike tveganja ter ugotoviti razliko v načinu komuniciranja učenca s strokovnimi delavci. V raziskavi smo sodelovale učenčeva razredničarka, stalna spremljevalka in izvajalka dodatne strokovne pomoči. Z uporabljenimi deskriptivno metodo sem ugotovila, da se pojavljajo težave pri komunikaciji otroka z avtizmom. Učenec je z različnimi strokovnimi delavkami v različnih vlogah, pri razredničarki in izvajalki dodatne strokovne pomoči je bolj v vlogi govorca, medtem, ko se pri spremljevalki ta vloga zmanjša. Spoznali smo, da je zelo pomembno, da se učencu z MAS postavijo pravila in meje na začetku vzpostavljanja odnosa, saj na tak način učenec lažje in bolje komunicira in se znajde v socialnih odnosih. Razvidno je tudi, da lahko določene situacije pomenijo zanj varovalni dejavnik in hkrati dejavnik tveganja.

KLJUČNE BESEDE : avtizem, komunikacija, vedenje, strokovni delavci

SPECIFIC BEHAVIOR AND COMMUNICATION OF AUTIST STUDENTS IN PRIMARY SCHOOL

ABSTRACT

The purpose of the article is primarily to present the communication of a regular elementary school student with autism. The introductory part describes the characteristics of autism and it presents the specifics of the behavior and communication of a child with MAS. Furthermore, I focused on protective and risk factors, I also presented the role of professionals and successful communication. In the empirical part, one of the goals was to get familiar with the issue of autism, to present successful ways of communication, to point out protective and risk factors, and to determine the difference in the way students communicate with professionals. In the research participated the student's class teacher, permanent companion and provider of additional professional help. With the descriptive method I used, I found that there are problems with the communication of a child with autism. The student is in different roles with different professionals, with the class teacher and the provider of additional professional help, he /she is more in the role of speaker, while with the companion this role is reduced. We have realized that it is very important to set rules and boundaries for a student with MAS at the beginning of establishing a relationship, because in this way the student communicates more easily and better and finds himself/herself in social relationships. It is also evident that certain situations can be a protective factor for him/her and at the same time a risk factor.

KEYWORDS: autism, communication, behavior, professionals

Z DIDAKTIČNO IGRO IN SAMOVREDNOTENJEM DO USPEŠNEGA BRANJA

POVZETEK

Med temeljne izzive sodobne družbe zagotovo spada posodobljen vzgojno-izobraževalni proces. Učitelji morajo stremeti k učinkovitim in sodobnim metodam, oblikam in učnim stilom. Namen prispevka je predstaviti enega od načinov za posodabljanje vzgojno-izobraževalnega procesa, in sicer vnašanje didaktične igre v učno delo, to je igre, v kateri so pravila in vsebine tako izbrane, organizirane in usmerjene, da spodbujajo pri otrocih določene dejavnosti, ki pomagajo pri razvijanju sposobnosti in pri učenju.

Pri učenju branja sem vpeljala didaktično igro in napredek učencev pri branju spremljala s pomočjo samovrednotenja ter vrstniškega vrednotenja. Učenje z igro je hitrejše in bolj učinkovito, znanje, pridobljeno po tej poti, pa trajnejše kot znanje pridobljeno na klasičen način. Obenem je igra tudi primerno motivacijsko sredstvo, ki učence spodbudi k aktivnemu delu. Še posebej se je didaktična igra pri učenju branja izkazala za ustrezno izbiro, ko sem jo v tem letu prepletla s timskim delom ter z načrtnim vpeljevanjem samovrednotenja ter vrstniškega vrednotenja s pomočjo jasno postavljenih kriterijev uspešnosti. Predstavljena spoznanja o vpeljavi didaktične igre v učno delo predstavljajo enega od možnih doprinosov k posodobitvi vzgojno-izobraževalnega procesa v prvi triadi osnovne šole.

KLJUČNE BESEDE: branje, didaktična igra, samovrednotenje

DIDACTIC PLAY AND SELF-ASSESSMENT FOR SUCCESSFUL READING

SUMMARY

Modernising the educational process is surely one of the fundamental challenges of modern society. Teachers must strive for effective and up-to-date methods, forms and teaching styles. The aim of this paper is to present one of the ways of modernising the educational process, namely the introduction of didactic play into teaching work, it is play in which the rules and content are chosen, organised and oriented in such a way as to stimulate in children's certain activities that help them to develop their abilities and to learn.

I have introduced didactic play in the teaching of reading and monitored pupils' progress in reading through self- and peer-assessment. Learning through play is faster and more effective, and the knowledge gained through play is more lasting than that gained through traditional means. At the same time, play is a good motivational tool to encourage students to work actively. In particular, the didactic game proved to be an appropriate choice for learning to read when I combined it with teamwork during the year and with the systematic introduction of self- and peer-assessment through clearly defined performance criteria. The findings presented here on the introduction of didactic games in teaching represent one of the possible contributions to the modernization of the educational process in the first three years of primary school.

KEYWORDS: reading, didactic game, self-evaluation

BONTON SREDNJEŠOLCEV JE POT K URAVNOTEŽENEMU MIRNEMU SOŽITJU

POVZETEK

V srednješolskih oddelkih nastajajo prijateljstva za življenje, včasih tudi ljubezni. V zadnjih nekaj letih opažam, da se dijaki med seboj prezirajo. Kaj to za njih pomeni, mi je postalo jasno, ko smo se pri pouku v 3. letniku programa frizer v okviru strokovnega jezika v nemščini pred zaključnim plesom pogovarjali o svečanih pričeskah. Pri tem sem izvedela, da se skoraj polovica dijakov iz oddelka plesa ne bo udeležila. Razlog za to je, da so konflikti v vrstniških skupinah preveliki. Njihovo medsebojno pasivno agresivno vedenje povzroča socialno izključenost nekaterih izmed njih. To je bil povod, da sem na letošnjem Festivalu oblikovanja Maribor, ki je tokrat imel naslov Aritmija mladosti, dijakom ponudila delavnico z naslovom Aritmija mladosti in bonton s podnaslovom Z oliko do samozavesti, priljubljenosti in uspeha. V tem prispevku predstavljam delavnico in dve kratki anketi, ki so ju dijaki izpolnili pred delavnico in po njej. Pokazala bom, kako je pouk o bontonu za dijake nujen tako za njihovo boljše počutje med vrstniki in sploh v družbi kot tudi za njihovo karierno pot. Kot doprinos k stroki predlagam, da se poučevanje bontona vpelje v učne načrte, saj daje dijakom varen okvir za medsebojne odnose v poklicu in na vseh ravneh medčloveškega sobivanja. Učiteljem v srednjih šolah predstavljam nekaj praktičnih primerov poučevanja bontona.

KLJUČNE BESEDE: bonton, srednješolci, spoštljivost, medsebojni odnosi, dvig samozavesti

ETIQUETTE FOR SECONDARY SCHOOL STUDENTS IS THE WAY TO A BALANCED PEACEFUL COEXISTENCE

ABSTRACT

In secondary school, friendships for life and sometimes love are made in classes. In the last few years, I have noticed that students within a class despise each other. What this means for them became clear to me when we were discussing formal hairstyles in the 3rd year of the hairdressing programme of the German language course before the prom dance. I learned that almost half of the students in the class would not be attending the dance. The reason was that the conflicts within the group were too heavy. Their passive-aggressive behaviour even leads to social exclusion of some of the students. They behave inappropriately towards each other. This was the reason why I offered a workshop entitled Arrhythmia of Youth and Etiquette with the subtitle With Image to Confidence, Popularity and Success at this year's Maribor Design Festival, which was entitled Arrhythmia of Youth. In this paper I present the workshop and two short surveys that the students completed before and after the workshop. I will show how etiquette lessons for students are essential for their well-being among their peers and in society in general, as well as for their career path. As a contribution to the profession, I propose to introduce etiquette teaching in the curricula, as it provides students with a secure framework for interpersonal relationships in the profession and at all levels of interpersonal coexistence. I present some practical examples of teaching etiquette to secondary school teachers.

KEYWORDS: etiquette, students, respectfulness, interpersonal relationships, raising self-esteem

INOVATIVNE METODE POUČEVANJA NA PODROČJU TRAJNOSTNEGA RAZVOJA

POVZETEK

Glede na način življenja in soočanja s problemi današnje družbe je vsak nov izobraževalni pristop in spodbujanje zavedanja, da spremenimo način življenja in odnos do okolja, zelo pomemben. To dosežemo tudi s čim večjim vključevanjem področij trajnostnega razvoja v pouk. V prispevku so predstavljene metode poučevanja, ki smo jih spoznali na izobraževanju v okviru projekta Erasmus+ . Različne didaktične pristope in učne metode, kot so projektno učenje, uporaba različnih računalniških aplikacij, obrnjeno učenje, oblikovalsko razmišljanje in pouk izven učilnice, smo nato preizkusili in ovrednotili pri obravnavi poglavij trajnostnega razvoja pri pouku kemije in drugih predmetov. V primerjavi z bolj tradicionalnimi metodami poučevanja našete metode spodbujajo dijake k aktivnejšemu razmišljanju, vplivajo na njihovo sposobnost življenja v probleme drugih ljudi in na večjo motivacijo pri iskanju rešitev konkretnih problemov iz vsakdanjega življenja. Dijaki pri tem razvijajo kritično mišljenje, sodelovanje, ustvarjalnost in medsebojno komunikacijo ter pridobijo trajnejše in bolj poglobljeno znanje.

KLJUČNE BESEDE: trajnostni razvoj, dijaki, projektno učenje, inovativne metode poučevanja, medpredmetno povezovanje

INNOVATIVE TEACHING METHODS FOR SUSTAINABLE DEVELOPMENT

ABSTRACT

Considering the way of life and facing the problems of today's society every new approach to education and promoting awareness to changing the way of life and the attitude towards the environment is very important and useful. This is also achieved by integrating as much as possible sustainable development topics into the classroom. This article presents the teaching methods that we learned about during the Erasmus + project. We implemented and evaluated different didactic approaches and learning methods, such as project learning, the use of various computer applications, flipped learning, design thinking and lessons outside the classroom on sustainable development topics as part of chemistry lessons. Compared to more traditional teaching methods, these methods encourage students to develop active thinking skills, they influence their ability to empathise with other people's problems and increase their motivation to find solutions to specific problems in everyday life. In doing so, students develop critical thinking, collaboration, creativity and interpersonal communication, and acquire more lasting and in-depth knowledge.

KEYWORDS: sustainable development, students, project-based learning, innovative teaching methods, cross - curricular links

RABA UMETNE INTELIGENCE PRI POUKU RAČUNALNIŠTVA

POVZETEK

Umetna inteligenca (UI) postaja vse pomembnejši del sodobnega sveta, zato je smiselno, da se jo vključi v izobraževanje pri pouku računalništva v programu Tehnik računalništva v okviru srednjega strokovnega izobraževanja. V prispevku opisujem različne vidike uporabe umetne inteligence pri pouku računalništva in raziskujem njene potenciale in koristi za učitelje in učence. S pomočjo umetne inteligence lahko dijaki pridobijo globlje razumevanje določene snovi. Umetno inteligenco lahko uporabimo pri predmetu Informatika s tehniškim komuniciranjem v prvem letniku programa Tehnik računalništva. Prav tako umetna inteligenca pomaga pri razumevanju konceptov pri predmetu Načrtovanje in postavitve podatkovnih baz v tretjem letniku programa Tehnik računalništva. Umetna inteligenca lahko popravlja napake v programski kodi, prav tako pa lahko pomaga tudi pri personalizaciji učnega procesa s prilagajanjem učnega gradiva dijakom. Poleg strokovnih predmetov se jo da uporabiti tudi pri splošnih predmetih (tuji jezik – angleščina, nemščina, matematika, kemija, fizika). Umetna inteligenca pripomore k boljšemu razumevanju računalniških konceptov in jih pripravi na prihodnost. Prav tako se ob tem porajajo določena vprašanja in izzivi, na katere je treba biti pozoren. V tem strokovnem prispevku ugotavljam, da je kljub določenim pomanjkljivostim raba umetne inteligence pri pouku računalništva smiselna in zelo koristna.

KLJUČNE BESEDE: umetna inteligenca, pouk računalništva, personalizacija učnega procesa

THE USE OF ARTIFICIAL INTELLIGENCE IN COMPUTER SCIENCE LESSONS

ABSTRACT

Artificial intelligence is becoming an increasingly important part of the modern world, so it makes sense to include it in education during computer science classes in the Computer Technician program within secondary professional education. In the paper, I describe various aspects of the use of artificial intelligence in computer science classes and explore its potential and benefits for teachers and students. With the help of artificial intelligence, students can gain a deeper understanding of a certain subject. Artificial intelligence can be used in the subject Informatics with technical communication in the first year of the Computer Technician program. Also, artificial intelligence helps in understanding concepts in the third-year Computer Science Technician course, Database Design and Layout. Artificial intelligence can correct errors in programming code, and it can also help personalize the learning process by adapting learning materials to students. In addition to specialist subjects, it can also be used in general subjects (foreign language – English, German, mathematics, chemistry, physics). Artificial intelligence helps to better understand computing concepts and prepares them for the future. It also raises certain questions and challenges that need to be addressed. In this expert contribution, I conclude that, despite certain shortcomings, the use of artificial intelligence in computer science lessons is meaningful and very useful.

KEYWORDS: artificial intelligence, computer science, personalize learning process

KAKO PRIVABITI KORISTNE ORGANIZME NA NAŠ VRT?

POVZETEK

Med organizmi, ki so koristni za naš vrt, izstopajo žuželke. Nekatere žuželke se hranijo s škodljivimi organizmi, druge so nepogrešljivi opraševalci. Te koristne organizme lahko privabimo na naš vrt s postavitvijo hotela za žuželke ter z rastlinami z veliko nektarja in cvetnega prahu. Dijaki so z ureditvijo hotela za žuželke, učenjem o medovitih rastlinah in sajenjem le-teh na šolskem ekovrtu, pri pouku in drugih dejavnostih pomembno prispevali k privlačnosti vrta za koristne organizme.

Namen pričujočega prispevka je predstaviti rastline, ki prispevajo k ohranjanju biotske pestrosti in na vrt privabljajo koristne žuželke, pri čemer poseben poudarek namenjamo medovitim rastlinam. Na osnovi tega izhodišča v nadaljevanju predstavimo primer dobre prakse, in sicer koristnim organizmom prijazen urbani šolski ekovrt na Gimnaziji Celje – Center, ki dijake in širšo javnost ozavešča o pomenu ekološko pridelane hrane ter varovanja okolja in ekosistemov za prihodnje generacije.

Dijaki so v teoriji in praksi spoznali ter se naučili, da je vrtnarjenje, pri katerem upoštevamo medsebojno povezanost vseh živih bitij in ne uporabljamo kemično-sintetičnih pesticidov, prijazno do narave in človeka. Pridobili so izkušnje in ozavestili, da ima sajenje medovitih rastlin pozitivne učinke za naš vrt, kakor tudi za življenje na planetu nasploh.

Predstavljena spoznanja lahko v praksi uporabimo pri pouku tako, da učence oziroma dijake aktivno vključimo pri urejanju šolskega ekovrta, sajenju medovitih rastlin in spoznavanju pomena čebel kot opraševalcev.

KLJUČNE BESEDE: koristni organizmi na vrtu, medovite rastline, dijaki, urbani šolski ekovrt

HOW TO ATTRACT USEFUL ORGANISMS TO OUR GARDEN?

ABSTRACT

Among the many organisms useful to gardens, insects stand out. Some insects feed on harmful organisms, while others are indispensable pollinators. We can attract useful organisms to gardens by setting up an insect hotel and growing plants with nectar and pollen. By setting up an insect hotel and learning about honey plants and planting them in the school's eco garden, the students made a significant contribution to the garden's attractiveness for useful organisms.

This paper aims to present the plants contributing to the maintenance of biotic diversity and attracting useful insects to the garden, with an emphasis on honey plants. Based on this, we demonstrate an example of good practice, namely the useful organism-friendly urban eco garden at Gimnazija Celje - Center, which raises awareness among the students and general public about the importance of organically produced food and the protection of the environment and ecosystems for future generations.

The students learned that gardening, free from synthetic pesticides and mindful of the interconnectedness of all living things, is beneficial to humans and nature. They gained experience on how planting honey plants positively affects our garden, as well as life on the planet in general.

These findings can be used in practice, with the active involvement of the students in tending the school's eco garden, planting honey plants and learning about the importance of bees as pollinators.

KEYWORDS: useful organisms in the garden, honey plants, students, urban school eco garden

POUK ZUNAJ - UČILNICA BREZ MEJA

POVZETEK

V članku predstavljam prednosti pouka zunaj učilnice, brez šolskih klopi, table, računalnika, telefonov in drugih elektronskih pripomočkov. Predstavljene dejavnosti se lahko izvajajo v učilnici, a pomemben prispevek k spodbudnemu učnemu okolju predstavlja prav izvajanje pouka zunaj, izven učilnice, šole. Poučevanje zunaj je potekalo v prvih treh mesecih šolskega leta ter v mesecu maju in juniju. Dijaki so ob koncu vsake dejavnosti, ki smo jo izpeljali zunaj, izpolnili evalvacijski list in tako podali mnenje o poteku učne ure. Odgovori dijakov so pokazali, da so radi zunaj, da so bolj sproščeni, lažje sodelujejo med seboj in so bolj motivirani za delo, kot če bi učno uro izpeljali v učilnici. Poučevanje zunaj učilnice, v naravi, nujno vključuje dijakovo aktivnost pri pouku in medsebojno sodelovanje. Gibanje in svež zrak pripomoreta k boljši koncentraciji, kot bi jo imeli v razredu, kar dijake še posebej motivira za delo, s tem pa se poveča tudi število doseženih učnih ciljev. Teoretične vsebine so predstavljene na drugačen, izkustven način. Tudi če je dejavnost zastavljena tekmovalno, je proces učenja usmerjen sodelovalno. Dijaki lahko izrazijo svojo individualnost, a se hkrati prilagajajo razredu, skupini.

KLJUČNE BESEDE: izkustveno učenje, motivacija, pouk zunaj učilnice, sodelovalno učenje, spodbudno učno okolje

TEACHING OUTSIDE THE CLASSROOM – OUTDOOR EDUCATION

ABSTRACT

In the article, I present the advantages of teaching outside the classroom, without school desks, boards, computers, phones, and other electronic devices. The activities presented can be carried out in the classroom, but the implementation of teaching outside, beyond the classroom, and the school contributes significantly to an encouraging learning environment. Teaching outdoors took place during the first three months of the school year as well as in the months of May and June. At the end of each outdoor activity, the students filled out an evaluation form to provide feedback on the lesson. The students' responses showed that they enjoyed being outside, felt more relaxed, found it easier to collaborate with each other, and were more motivated to work compared to conducting the lesson in a traditional classroom setting. Teaching outside the classroom, in nature, necessarily involves the student's active participation in the lesson and mutual collaboration. Movement and fresh air contribute to better concentration than what would be achieved in the classroom, which particularly motivates students to work, thus increasing the number of achieved learning objectives. Theoretical content is presented in a different, experiential way. Even if the activity is designed to be competitive, the learning process is oriented towards collaboration. Students can express their individuality while simultaneously adapting to the class and the group.

KEYWORDS: collaborative learning, conducive learning environment, experiential learning, motivation, teaching outside the classroom

MEDVRSTNIŠKO NASILJE V OSNOVNI ŠOLI VOLIČINA

POVZETEK

Medvrstniško nasilje v šolah je zelo prisotno in predstavlja resen problem, ki lahko negativno vpliva na življenje otrok in mladostnikov. Z namenom ugotovitve, v kolikšni meri je medvrstniško nasilje prisotno v OŠ Voličina, smo izvedli spletno anketo pri učencih II. in III. vzgojno-izobraževalnega obdobja. Zanimalo nas je, kako se učenci počutijo na šoli glede varnosti, ali zaznavajo medvrstniško nasilje ter za kakšno vrsto nasilja gre, kje se nasilje največkrat dogaja in ali so se učenci že kdaj znašli v vlogi žrtve nasilja, povzročitelja nasilja in/ali očividca nasilja ter kako so se na nasilje odzvali. Rezultati anketnega vprašalnika nakazujejo, da se učenci na šoli počutijo varno, da se medvrstniško nasilje dogaja zelo redko in da nasilje, ki se na šoli zgodi, ne ostane neopaženo. V prispevku je podana analiza izvedene ankete ter predlagani ukrepi, ki jih lahko šola izvaja za preprečevanje medvrstniškega nasilja.

KLJUČNE BESEDE: medvrstniško nasilje, osnovna šola, preprečevanje

PEER VIOLENCE IN PRIMARY SCHOOL VOLIČINA

ABSTRACT

Peer violence in primary schools is a significant issue that can have serious consequences for children and youth. We carried out an online survey on pupils from 4th to 9th class to investigate occurrence and perceptions of peer violence in primary school Voličina. We were interested in how safe pupils feel at this school, whether they perceive any peer violence and what kind of violence that is, where exactly peer violence happens, whether the pupils have ever been in the role of the victim, perpetrator or witness of peer violence and what is their immediate response to peer violence. The results of the survey show that pupils feel safe in this school environment, peer violence happens only exceptionally and it never stays unnoticed. In this article the analysis of the survey is given and some strategies for preventing peer violence are mentioned.

KEYWORDS: peer violence, primary school, prevention

PSIHOLOŠKE POSLEDICE PRESTAJANJA ZAPORNE KAZNI PRI DRUŽINSKIH ČLANIH OBSOJENCA IN RAZLOGI ZA OBRAVNAVO DRUŽIN OBSOJENCEV

POVZETEK

Posledice prestajanja zaporne kazni čutijo obsojenci in prav tako njihovi družinski člani. Družinski člani obsojencev so v veliki meri zapostavljena raziskovalna populacija, pa vendar na drugi strani predstavljajo pomembno vlogo pri resocializaciji obsojencev ter preprečevanju recidivov. Družinski člani se soočajo z različnimi psihološkimi posledicami prestajanja zaporne kazni obsojenca, kot so doživljanje travme, krivde, izgube in stigmatizacije. Biti družinski član obsojenca pomeni biti del posebne kulture, kar vodi v doživljanje sekundarnega prestajanja zaporne kazni. Če poznamo in razumemo psihološke učinke in posledice, ki jih ima prestajanje zaporne kazni obsojenca na družinske člane, lahko vidimo, kako pomembno je delo z družinami obsojencev, v formalnih in predvsem neformalnih oblikah pomoči. Družinski člani obsojencev so ranljiva populacija in pogosto ne vedo, katere so ustrezne institucije, kamor se lahko obrnejo po podporo. Družine potrebujejo varno okolje, kjer bodo slišane. Izkušnje kažejo, da družinski člani niso naklonjeni iskanju formalnih oblik pomoči oziroma državnim institucijam, saj ne verjamejo, da bodo dobili podporo, ki jo potrebujejo. Bolj se poslužujejo neformalnih oblik pomoči, ki jo dobijo s strani širše družine, prijateljev, sodelavcev, sosedov, kar posledično zmanjšuje sodelovanje z institucijami. Smiselno bi bilo opremiti institucije z ljudmi, ki bi bili usposobljeni za delo z družinskimi člani obsojencev, da bi jih lahko obravnavali celotno. V pričujočem prispevku želimo osvetliti psihološke posledice, s katerimi se soočajo družinski člani obsojencev, navesti konkretne razloge, zakaj je potrebno populacijo družinskih članov obsojencev sploh raziskovati ter kakšno pomembno vlogo imajo družinski člani obsojencev za celotno družbo.

KLJUČNE BESEDE: družina, obsojenci, zaporna kazen, psihološke posledice

PSYCHOLOGICAL CONSEQUENCES OF IMPRISONMENT FOR FAMILY MEMBERS OF PRISONERS AND REASONS FOR TREATMENT OF FAMILIES OF PRISONERS

SUMMARY

Consequences of imprisonment experienced by prisoners and their family members as well. Family members of convicts are a rather neglected research population, but on the other way, they play an important role in the resocialization of convicts and the prevention of recidivism. Family members are facing with different psychological consequences of imprisonment such as experiencing trauma, guilt, loss and stigmatization. Being a family member of a prisoner means being part of a special culture that leads to the experience of secondary prisonization. If we know and understand the psychological effects and consequences that serving a prison sentence of a prisoner has on family members, we can see how important it is to work with prisoners family members, in formal and especially informal forms of assistance. Prisoners family members are a vulnerable population and often do not know which institutions they can turn to for support. Family members need a safe environment where they can be heard. Experience shows that family members are not inclined to seek formal forms of help or to state institutions, as they do not believe that they will get the support they need. They make more use of informal forms of help, which they get from extended family, friends, colleagues, neighbors, which consequently reduces cooperation with institutions. It would make sense to equip institutions with people who are qualified to work with family members of convicts in order to treat them holistically. In this article, we want to shed light on the psychological consequences faced by family members of prisoners, give concrete reasons why it

is necessary to research the population of family members of prisoners and what important role family members of prisoners have for society as a whole.

KEYWORDS: family, prisoners, imprisonment, psychological consequences

RAZMIŠLJAJ GLOBALNO IN KUPUJ LOKALNO – EKOLOŠKO KMETIJSTVO KOT TEMELJ TRAJNOSTNEGA RAZVOJA

POVZETEK

V svojem strokovnem prispevku želim predstaviti prednosti ekološke pridelave hrane, ki so jih opazili strokovnjaki, kmetje in potrošniki. Izpostaviti želim majhne spremembe v naših nakupovalnih navadah, ki lahko znatno vplivajo na ohranjanje kmetijskih površin in čistega okolja, kar so glavne smernice sonaravnega razvoja. Pri pouku geografije smo z dijaki 3. letnika gimnazije naredili SWOT analizo o vplivu ekološkega kmetovanja na okolje in potrošnika. Glede na lastne izkušnje in svoje raziskovanje ekološkega kmetovanja v okolici svojega doma smo ugotovili prevlado pozitivnih učinkov ekološkega kmetijstva na kmeta, potrošnika in okolje.

Kupovanje lokalno in ekološko pridelane hrane direktno od kmeta pridelovalca je eden izmed enostavnejših načinov za zmanjšanje količine kemikalij, ki se uporabljajo za gojenje kmetijskih pridelkov, zmanjšanje izpustov toplogrednih plinov zaradi prevoza živil na dolge razdalje in zmanjšanje količine odpadne embalaže (predvsem plastike). Hkrati nam ta živila zagotovijo prehransko bogat obrok, ki ne vsebuje nepotrebnih kemikalij ali genetsko spremenjenih organizmov. Potrošniki torej lahko s svojo izbiro nakupa pripomoremo k sonaravni proizvodnji hrane in trajnostnemu razvoju Slovenije.

KLJUČNE BESEDE: ekološko kmetijstvo, sonaravni razvoj, lokalno pridelana hrana

THINK GLOBALLY AND BUY LOCALLY – ORGANIC FARMING AS FOUNDATION OF SUSTAINABLE DEVELOPMENT

ABSTRACT

In this paper I would like to present advantages of organic farming and organic crops that were noticed by experts, farmers and consumers and pin point small changes in our shopping habits that can effect use of farmland and help keep the environment clean. Both of those effects are in line with sustainable development.

During the geography class, together with the third-year high school students, we conducted a SWOT analysis on the impact of organic farming on the environment and consumers. Based on their personal experiences and research on organic farming in the vicinity of their homes, we found a predominance of positive effects of organic agriculture on the farmer, consumer, and environment.

Buying locally and directly from the farmer is one of the easiest ways to reduce amount of chemicals used in growing crops, amount of greenhouse gases released in transportation of produce, reducing amount of plastic packaging and at the same time those fruits and vegetables fuel our body with the best possible nutrients without unnecessary chemicals and genetically modified organisms. Consumers can contribute to sustainable way of farming and sustainable development of Slovenia by making different shopping choices.

KEYWORDS: organic farming, sustainable development, locally grown produce

SPLETNO NASILJE V NOGOMETNEM ODDELKU DIJAŠKEGA DOMA GIMNAZIJE ŠIŠKA

POVZETEK

Uporaba informacijsko komunikacijske tehnologije narašča, z njo pa tudi komuniciranje preko spleta. Med mladimi je uporaba spletnih omrežij poleg igranja računalniških igrvic najbolj priljubljena prostočasna aktivnost. Tradicionalnega druženja s prijatelji je vedno manj, zato je verjetno manj tudi fizičnega nasilja. Nasilje, ki se je preselilo na splet, ima lahko še hujše in dolgotrajnejše posledice kot fizično nasilje. Anonimno skrivanje za ekrani in neomejena možnost komuniciranja s celim svetom dajeta nasilnežem veliko moč. Nevarnost nasilja obstaja ves dan. Varni nismo niti, ko smo doma. Cilj naše raziskave je bil ugotoviti ali je med dijaki nogometnega oddelka prisotno spletno nasilje. Rezultati raziskave so pokazali, da je večina (74 %) dijakov 1. letnika nogometnega oddelka Dijaškega doma Gimnazije Šiška že obiskalo spletne vsebine, ki bi jim jih starši odsvetovali. Več kot tretjina (37 %) jih je poznalo osebo, ki je doživela spletno nasilje. Razen enega dijaka na spletu nihče drug ni bil deležen zapisa o sebi, ki ga ni želel. Večina (85 %) ni objavila nobene fotografije prijateljev brez njihovega dovoljenja, samo eden pa je objavil vsebino za katero mu je bilo kasneje žal. Čeprav so podatki pokazali dobro sliko trenutnega stanja, pa se je v bodoče potrebno o spletnem nasilju veliko pogovarjati, saj se dnevno ponavljajo nove oblike spletnega nasilja in je žrtev spletnega nasilja lahko vsak od nas.

KLJUČNE BESEDE: spletno nasilje, dijaški dom, nogometni oddelek

CYBERBULLYING AMONG STUDENTS IN THE FOOTBALL CLASS OF GYMNASIUM ŠIŠKA

ABSTRACT

Digital technology provides a new environment for interpersonal communication. Gaming and social media are the most popular activities among adolescents in the modern world. Traditional socialization and interaction are being replaced by internet communication. Because of this there is less traditional bullying and more cyberbullying, which could have even more negative effects on a victim's well-being. Hiding behind the computers and worldwide networks give perpetrators more strength and make victims more vulnerable throughout the whole day and at any time. The goal of our research was to find out if there is any cyberbullying among students of a football class. We found out that 74 % of students have already visited websites which would not be recommended by their parents. More than one third (37 %) of them knew somebody who has been the victim of the cyberbullying already. There was only one student about whom something unpleasant was written on the internet and there was only one student who has published something he regretted later. Most students (85 %) never publish any photographs without the permission of the people in the photos. Despite the fact that there is almost no cyberbullying among students of a football class, we can not be satisfied with these results. A lot of conversation about this theme is needed because new variants of bullying appear every day and everyone can be a victim of cyberbullying every second of the day.

KEYWORDS: cyberbullying, students' dormitory, football class

REŠEVANJE SPOROV S POMOČJO MEDIACIJE

POVZETEK

Čas, v katerem živimo, ni najbolj ugoden za dobro komunikacijo in uspešne odnose. Posledica slabe komunikacije pa so običajno spori. Prav pri razreševanju le-teh ima mediacija posebno vlogo. Gre za proces oziroma obliko reševanja sporov, pri kateri udeleženca oziroma udeleženci ob tretji, nevtralni osebi skozi pogovor izpostavijo sporna vprašanja z namenom oblikovanja sporazumnega dogovora. Mediator pa skozi pogovor pomaga definirati problem spora, vzpostaviti pogajanje ter rešiti spor na sporazumen način, vendar brez vsiljevanja rešitve. Mediacijska srečanja potekajo po načelih zaupnosti, prostovoljnosti in nevtralnosti. Ker pridejo udeleženci do rešitve skupaj, z dogovorom in sodelovanjem, ne moremo reči, da je ena stran zmagovalec, druga pa poraženec, pač pa sta obe strani zadovoljni z rešitvijo in tako obe zmagovalki. Prednost mediacije je v učinkovitosti, nizkih stroških, visoki stopnji uspešnosti in torej obojestranski sprejemljivosti rešitev. V svoji predstavitvi pa bi želela poudariti in predstaviti prednosti, ki jih prinaša mediacija v šoli. To so kvalitete, ki jih sodobna šola zmeraj bolj poudarja. Šolsko mediacijo vodijo običajno strokovni delavci na šoli, vrstniška pa se odvija med učenci samimi, pri čemer se tudi sami naučijo obvladovati svojo strpnost. Na naši šoli je uspešnost mediacije visoka, kar bom tudi predstavila v prispevku. Do sporov prihaja iz različnih vzrokov, predvsem pa zaradi nemoči po zadovoljitvi osnovnih potreb po pripadnosti, moči, svobodi in zabavi. Reševanje le-teh trajajo od pol ure do več dni, kar je odvisno od teže problema.

KLJUČNE BESEDE: spori, šola, medvrstniška mediacija, slaba komunikacija, odnosi

RESOLUTION OF DISPUTES THROUGH MEDIATION

ABSTRACT

We live in time which is not in favour of good communication and successful relationships and disagreements are usually the result of poor communication. Mediation plays a special role in resolving those issues. It is a process or method of dispute resolution, whereby a third neutral person consults with those involved through the discussion in order to reconcile dispute matters arising between them and create a compromise agreement. The mediator helps to define the problem of the dispute, negotiates and through the discussion recommends the solution which is not binding. Mediation meetings are conducted according to the principles of confidentiality, volunteering and neutrality. Participants come to the solution together, by agreement and cooperation, so we cannot say that there is the winner and the loser, but both sides are satisfied with the solution and thus both winners. Advantages of mediation are efficiency, low costs, a high degree of success and mutually acceptable solutions. In my presentation I would like to present the advantages of mediation in school. These are the qualities of the modern school which are lately more and more emphasized. School mediation is usually conducted by qualified people at school, while peer-to-peer mediation takes place among students themselves who also learn to manage their own tolerance. At our school, the success rate of mediation is high, which I will also present in the paper. Conflicts arise from various causes, but mainly due to the inability to satisfy the basic needs for belonging, power, freedom and entertainment. Solving them takes from half an hour to several days, which depends on the severity of the problem.

KEYWORDS: disputes, school, peer mediation, poor communication, relationships

JEDRSKA ENERGIJA KOT UČNI TEMATSKI SKLOP ZA NASLAVLJANJE GLOBALNEGA SEGREVANJA

POVZETEK

Radioaktivnost je tema, ki naj bi jo dijaki v gimnazijskih programih spoznali proti koncu tretjega letnika fizike, vendar velikokrat za to ni časa. Posledično dijaki s temo o radioaktivnosti in jedrski fiziki niso seznanjeni, vseeno pa so vsakodnevno preko medijev soočeni z novicami o nuklearni tematiki. Nerazumevanje zato povzroča strah in stisko. Glavna ideja predstavljenega učnega sklopa je, da dijake izobrazimo in jim s tem damo moč, da bodo zavestno in odločno sprejemali odločitve, ki bodo pozitivno vplivale na njihovo življenje in posledično tudi na planet.

Namen pričujočega prispevka je predstaviti učni sklop, v katerem so dijaki pridobili znanje o atomski fiziki, pri čemer so pridobljena znanja povezali z jedrsko energijo in pridobivanjem električne energije iz jedrskega goriva. V nadaljevanju so si ogledali tudi razstavo in poskuse o varstvu pred ionizirajočimi sevanji v informacijskem centru jedrskih tehnologij, ki deluje kot del inštituta Jožef Stefan. Nazadnje so celotno tematiko jedrske energije povezali z izpusti ogljikovega dioksida. Z uporabo spletnih aplikacij in simulacij so testirali svoje novo znanje. Nizkoogljjične vire energije so poskušali dobro izkoristiti in s tem omejiti učinke globalnega segrevanja.

Globalni prirast povprečne temperature je zelo kompleksna težava. Na koncu aktivnosti so dijaki opremljeni z znanjem o jedrski energiji, ki predstavlja mali del rešitve globalnega segrevanja. Slednja tematika in jedrska energija sta premalo vključeni v izobraževalni proces učencev in dijakov, zato je predstavljen tematski sklop pobuda, ideja in zagon za vse učitelje, ki se tega iz različnih razlogov ne želijo dotakniti.

KLJUČNE BESEDE: dijaki, ionizirajoče sevanje, jedrska energija, nizkoogljjični viri energije, globalno segrevanje

NUCLEAR ENERGY AS A LEARNING UNIT FOR ADDRESSING GLOBAL WARMING

ABSTRACT

Radioactivity is a topic that students in secondary schools should learn about towards the end of their third year of physics, but often there is no time to do so. As a result, students are not familiar with the topic of radioactivity, but unfortunately, they are confronted with news on nuclear issues every day. Therefore, misunderstanding causes fear and distress. The concept behind this teaching unit is to educate and empower students to make conscious choices that will positively impact their lives and the planet.

The purpose of this paper is to present a tested learning unit in which students acquired knowledge about atomic physics and related this knowledge to nuclear energy and the generation of electricity from nuclear fuel. They also visited an exhibition and experiments at the Nuclear Training Centre (part of Jozef Stefan Institute). Finally, they linked the topic of nuclear energy to carbon dioxide emissions. Using web-based simulations, they tested their knowledge, where they tried to make the best use of low-carbon energy sources to limit the effects of global warming.

Global average temperature increase is a very complex problem. At the end of the activity, the students are equipped with knowledge about nuclear energy, which is a small part of the solution to global warming. The latter topic and nuclear energy are not sufficiently integrated into the education process, so the presented unit is an initiative, and an idea for all teachers who, for various reasons, do not want to touch upon this topic.

KEYWORDS: students in secondary schools, ionising radiation, nuclear energy, low-carbon energy sources, global warming

DRUŽBA BREZ MORALNIH VREDNOT – DRUŽBA NASILJA

POVZETEK

Moderna družba 21. stoletja se ponaša z izrednim tehnološkim napredkom in udobnim načinom življenja. Namen pričujočega prispevka je predstaviti, kako sodoben način življenja spreminja našo družbo in kako vpliva na nas kot posameznike. V šolskem prostoru so nam zaposlenim zagotovo izziv: permissivna vzgoja, komunikacija, populariziranje lažnih idealov, različno razumevanje pravil, uporaba spleta in posledice dela na daljavo. S porastom navedenih izzivov se manjša pomen moralnih vrednot v družbi in povečuje število konfliktnih situacij in nasilja. Zato pri svojem vsakodnevnem delu v šoli dajem velik poudarek da so pravičnost, poštenje, spoštovanje, zaupanje, enaka merila za vse in jasno postavljene meje še vedno temelj uspešne, svobodne in zdrave družbe, v kateri vsak posameznik kvalitetno živi in dela, ter se počuti sprejetega in varnega. S svojim delom in nazori skušam biti zgled svojim učencem. Doprinos prispevka se kaže predvsem v pomenu ozaveščanja učencev in staršev o vlogi moralnih vrednot, upoštevanju postavljenih pravil v družbi in pomenu teh za dobro delovanje družbe in njen razvoj.

KLJUČNE BESEDE: učenci, moralne vrednote, meje dovoljenega, varnost

A SOCIETY WITHOUT MORAL VALUES - A SOCIETY OF VIOLENCE

ABSTRACT

The modern society of the 21st century boasts extraordinary technological progress and a comfortable way of life. The purpose of this paper is to present how the modern way of life is changing our society and how it affects us as individuals. In the school environment, we employees are certainly phased with many challenges: permissive education, communication, popularization of false ideals, different understanding of rules, use of the Internet and the consequences of remote work. With the increase of the mentioned challenges, the importance of moral values in society decreases and the number of conflict situations and violence increases. Therefore, in my daily work at school, I place great emphasis on the fact that justice, honesty, respect, trust, equal standards for everyone and clearly defined boundaries are still the foundation of a successful, free and healthy society in which every individual lives and works well and feels accepted and safe. I try to be an example to my students with my work and views. The engagement of the contribution can be seen mainly in the importance of raising awareness among students and parents about the role of moral values, observing the established rules in society and their importance for the good functioning of society and its development.

KEYWORDS: students, modern society, limits of what is permitted, security

DELO Z NADARJENIMI DIJAKI PRI PREDMETU LIKOVNO SNOVANJE V ČASU PO PANDEMIJI

POVZETEK

V prispevku se bomo posvetili problematiki pogosto spregledanih nadarjenih dijakov, ki pri pouku načeloma ne izstopajo z glasnim in aktivnim sodelovanjem, pri urah likovnega snovanja pa se izkažejo za nadvse razmišljujoče, kritične in ustvarjalne. Predstavili bomo opažanja ob delu z nadarjenimi, ki smo jih zaznali po letih pandemije, zaprtih šol in delu na daljavo. Izkazalo se je, da so tudi nadarjeni dijaki manj samozavestni, potrebujejo več spodbude ter časa, da se lotijo dela. Število dijakov, ki bi radi likovni izdelek dokončali doma, je po epidemiji močno naraslo. V nadaljevanju bomo navedli pristope in motivacijske strategije, ki so se izkazale za uspešne pri spodbujanju mladih ustvarjalcev.

Na primeru dobre prakse bomo pokazali, kako so se dijaki pri nalogi izdelovanja kolaža spopadli s problematiko COVID-19 pandemičnega časa in njenimi posledicami. Septembra 2021 so dijaki pri pouku likovnega snovanja ustvarjali na temi Tišina in Iskanje izgubljenega časa. Uvodna diskusija na to problematiko in samostojno razvijanje koncepta ter likovno ustvarjanje, jim je omogočalo samorefleksijo, vrednotenje preteklih izkušenj in izražanje neizrekljivega.

KLJUČNE BESEDE: nadarjeni dijaki, likovno snovanje, motivacija, samorefleksija

WORKING WITH GIFTED STUDENTS IN ART CLASSES AFTER THE PANDEMICS

ABSTRACT

The article addresses the issue of often overlooked gifted students who principally do not stand out with loud and active participation in most classes, but turn out to be extremely thoughtful, critical, and creative in art classes. It provides insights to the observations of the work with talented students after the years of pandemics, lockdown, and remote work. It turns out that even gifted students are less self-confident, need more encouragement and time to get to work. The number of students who would like to complete the art product at home has grown significantly after the epidemic. Furthermore, it presents the approaches and motivational strategies that have proven as a successful method to encourage young creators.

In the research I examine the creation of a collage as one of the good practices to show, how the students cope with the problem of the COVID-19 pandemic and its consequences. In September 2021, students created art on the topics of Silence and Searching for Lost Time during the art class. The introductory discussion on this issue and the independent development of the concept as well as artistic creation enabled them to self-reflect, evaluate past experiences, and express the inexpressible.

KEYWORDS: gifted students, art class, motivation, self-reflection

BREZ ČEBEL NI ŽIVLJENJA

POVZETEK

Brez čebel ni življenja! Malo besed, velik pomen, naše vodilo pri čebelarstvu. Na začetku šolskega leta smo si skupaj z učenci pri čebelarstvu postavili cilj, da bomo raziskovali svet življenja čebel, čebelje pridelke, uporabo le teh, bolezni in škodljivce čebel. Učili se bomo o pomenu čebel in ostalih opravevalcev za obstoj človeka. Skušala sem jih tudi motivirati k razmišljanju o tem, kako lahko sami in ostali ljudje prispevamo k varovanju okolja ter tako tudi k varovanju čebel (človek – škodljivec). O čebelah smo se učili ob učbeniku Čebela se predstavi in praktičnem delu pri čebelnjaku. Svoje znanje o čebelah in njihovem pomenu smo nato širili med učence, učitelje in tudi širše med ljudi v naši okolici. Po šoli smo nalepili plakate o čebelah in njihovem pomenu. Ob tradicionalnem zajtrku smo poleg razstave ponujali pokušino čebeljih pridelkov. Ob lokalnih prireditvah smo na tržnici in v čebelarstvu pripravili razstavo, delavnice (vlivanje svečk iz voska, izdelovanje čebelice sivke iz različnih materialov...), predstavitev čebelarstva pripomočkov, obleke. S sajenjem medovitih rastlin smo ozaveščali, kako lahko vsak naredi nekaj dobrega za opravevalce. Imeli smo dan odprtih vrat pri čebelnjaku, kjer smo predstavljali delo s čebelah in njihov pomen. V gospodinjstvi učilnici smo izvajali delavnice uporabe čebeljih pridelkov v kulinariki in njihov pozitivni vpliv na zdravje ljudi. Verjamemo, da smo bili uspešni, saj smo mi, pa tudi številni ostali sodelujoči, razvili vrednote, ki vodijo k zaščiti čebel in ostalih opravevalcev, s tem pa seveda tudi k ohranjanju narave.

KLJUČNE BESEDE: učenci, čebela, opravevalci, ohranjanje narave

THERE IS NO LIFE WITHOUT BEES

ABSTRACT

There is no life without bees! A few words, but very important, our guide at the beekeeping club. At the beginning of the school year, together with the students at the beekeeping club, we set ourselves the goal of exploring the life of the bees, bee products, their use, diseases, and bee pests. We will learn about the importance of bees and other pollinators for human existence. I also tried to motivate them to think about how we and other people can contribute to environmental protection and the protection of bees (a man-pest). We learned about bees with the help of a bee textbook (Bee is presented) and used our knowledge at the bee house. We spread our knowledge about bees and their importance among students, teachers, and the local community. We put up posters around the school about bees and their importance. In addition to the exhibition, we offered a taste of bee products at the traditional breakfast. At the local events on the market, we prepared an exhibition, workshops (casting candles from wax, making a lavender bee from various materials), presentation of beekeeping tools, and clothing. By planting honey plants, we raised awareness of how everyone can do something good for pollinators. We had an open day at the apiary, where we presented our work with bees and their importance. In the home economics classroom, we held workshops on the use of bee products in cuisine and their positive impact on human health. We believe that we have been successful. We have developed values that lead to the protection of bees and other pollinators and the preservation of nature.

KEYWORDS: pupils, bee, pollinators, nature preservation

KOMBINATORIKA IN VERJETNOST PRI IGRAH NA SREČO

POVZETEK

Kombinatorika in verjetnost je z igrami na srečo veliko bolj prepletena, kot se običajen igralec iger na srečo tega zaveda. Igre na srečo so bile namreč zgodovinsko gledano povod za razvoj verjetnostnega računa, ki bi naj igralcu takšnih iger pomagal, da si ob dovolj dolgi igri zagotovi zmago. Če se dijaki v srednješolskem izobraževanju s kombinatoriko in verjetnostjo nujno srečajo pri učnih vsebinah matematike, pa so v tem obdobju vse bolj izpostavljeni tudi igram na srečo, ki so z razvojem moderne tehnologije za dijake postale lahko dostopne. V strokovnem prispevku sem skozi vprašanja med dijaki raziskal, v katerih igrah na srečo so se preizkusili kot aktivni igralci in katere igre na srečo bi želeli igrati, če bi imeli to priložnost. Izkazalo se je, da se je največ dijakov aktivno preizkusilo v igranju športnih stav, sledi vplačilo loto listka, najbolj mikavna ob pravi priložnosti pa je ruleta v igralniških hišah. Za vse omenjene igre smo z znanjem kombinatorike in verjetnosti ter ob upoštevanju pravil posamezne igre, ki jih določa organizator igre na srečo, izračunali verjetnost za našo zmago oziroma dobitek. Izračuni so potrdili, da so naše možnosti do srečnega dobitka precej manjše, kot smo jih neuko predvidevali, hkrati pa je takšna matematično podkrepljena analiza iger odprla pogled prenekateremu dijaku o nevarnostih in pasteh igranja iger na srečo. Ugotovitve v strokovnem prispevku bi vsekakor spremenile pogled na igre na srečo tudi veliki večini odraslih igralcev in hkrati streznitev, da je dobitek veliko bolj oddaljen, kot se neukemu igralcu zdi na prvi pogled.

KLJUČNE BESEDE: kombinatorika, verjetnost, igre na srečo, verjetnost dobitka

COMBINATORICS AND PROBABILITY IN GAMING

ABSTRACT

Combinatorics and probability are much more intertwined with gambling than the average gambler realizes. Historically speaking, games of chance were the reason for the development of the probability calculus, which should help the player of such games to ensure a win if he plays for a long enough time. If students in secondary school education necessarily encounter combinatorics and probability in the learning content of mathematics, in this period they are also increasingly exposed to games of chance, which have become easily accessible to students with the development of modern technology. In the professional contribution, I investigated through questions among the students which gambling games they tried as active players and which gambling games they would like to play if they had the opportunity. It turned out that the most students actively tried their hand at playing sports bets, followed by the payment of a lotto ticket, and the most attractive at the right time is roulette in casinos. For all the mentioned games, we calculated the probability of our victory or winnings with the knowledge of combinatorics and probability and taking into account the rules of each game, which are determined by the organizer of the gambling game. The calculations confirmed that our chances of a lucky win are much smaller than we ignorantly assumed, and at the same time, such a mathematically supported analysis of the games opened the eyes of too many students about the dangers and pitfalls of gambling. The findings in the expert paper would certainly change the way most adult players look at gambling and at the same time make them realize that winning is much more distant than it seems at first glance to an uneducated player.

KEYWORDS: combinatorics, probability, gambling, probability of winning

VPLIV SOCIALNIH IN ČUSTVENIH VEŠČIN NA PRISOTNOST MEDVRSTNIŠKEGA NASILJA

POVZETEK

Razvijanje učnega potenciala je v slovenskih šolah v ospredju šolskega sistema. Nadvse pomembni so tudi vzgojni procesi, ki potekajo sočasno, na primer razvijanje socialnih in čustvenih veščin. Pri oblikovanju vedenja so čustva izrednega pomena. Razvite spretnosti zaznavanja, uporabe in izražanja čustev, predvsem neprijetnih, ki potencialno lahko vodijo k nasilnemu ravnanju, so za odraščajočega otroka bistvene ter predstavljajo pomemben dejavnik pri preprečevanju medvrstniškega nasilja. Ključno je tudi takojšnje odzivanje na sporočeno nasilno ravnanje. Na Osnovni šoli Rodica že nekaj let načrtno vpeljujemo preventivne dejavnosti, ki vplivajo na socialne in čustvene veščine učencev ter posledično na razširjenost medvrstniškega nasilja. Prisotnost le-tega smo ob koncu preteklega šolskega leta preverili z izvedbo kvantitativne empirične raziskave, v katero smo vključili učence od 4. do vključno 8. razreda. Rezultati raziskave so posredno pokazali, da so preventivne dejavnosti, ki jih na šoli izvajamo, kakovostne in učinkovite, saj se velika večina učencev na šoli počuti varno in niso oziroma so redko ali včasih deležni medvrstniškega nasilja. Rezultati so pokazali tudi možnosti za izboljšave, ki smo jih upoštevali pri pripravi na novo šolsko leto.

KLJUČNE BESEDE: preventivne dejavnosti, čustva, medvrstniško nasilje

THE IMPACT OF SOCIAL AND EMOTIONAL SKILLS ON THE PREVALENCE OF PEER VIOLENCE

ABSTRACT

Developing learning potential is at the forefront of the Slovenian school system. Educational processes that run in parallel, such as the development of social and emotional skills, are also of paramount importance. Emotions are of paramount importance in shaping behaviour. Developed skills in perceiving, using and expressing emotions, especially unpleasant emotions that can potentially lead to violent behaviour, are essential for a growing child and are an important factor in preventing peer violence. Responding promptly to reported violent behaviour is also crucial. For several years now, Rodica Primary School has been systematically introducing prevention activities that have an impact on the social and emotional skills of pupils and, consequently, on the prevalence of peer violence. At the end of the last school year, we tested the prevalence of peer violence by conducting a quantitative empirical study involving pupils from Year 4 to Year 8 inclusive. The results of the survey indirectly showed that the prevention activities carried out at the school are of high quality and effective, as the vast majority of pupils feel safe at school and are rarely or sometimes not involved in peer violence. The results also showed room for improvement, which we have taken into account in preparing for the new school year.

KEYWORDS: prevention activities, emotions, peer violence

POMANJKANJE MOTIVACIJE ZA UČENJE NEMŠČINE PRI MLADIH

POVZETEK

Nemščina ni le jezik naših sosedov, temveč tudi najpogosteje govorjeni jezik v Evropi. Učitelji nemškega jezika opažamo, da so dijaki vedno manj motivirani za učenje tega jezika in da imajo ob vstopu v srednjo šolo že izoblikovan negativen odnos do učenja nemščine. Učitelji smo zato postavljeni pred velik izziv, saj moramo prevzeti vlogo motivatorja. Zadnje raziskave kažejo, da je treba zraven nemškega jezika dijakom predstaviti tudi družbo in kulturo nemško govorečih dežel. Takšne vsebine bistveno izboljšajo motivacijo dijakov in osmislijo njihovo učenje. Namen pričujočega prispevka je predstaviti širši stroki, da lahko mladi naravni govorci vplivajo na povečanje motivacije in uspešnost učenja. V prvem delu prispevka predstavljam lastne primere dobre prakse vključevanja družbeno-kulturnih vsebin v pouk nemščine. Prikazane so tudi ugotovitve, da večji, kot je delež teh vsebin, večje je navdušenje nad predmetom. V drugem delu prispevka je opisan program Jugendfreiwilligendienst (Prostovoljna služba za mlade), ki mladim iz Nemčije omogoča opravljanje prostovoljnega dela na šolah po vsem svetu. V letošnjem šolskem letu so naši dijaki svoje znanje jezika uporabljali v avtentičnih učnih situacijah z 20-letno naravno govorko iz Berlina, ki jim je z raznolikimi in zanimivimi aktivnostmi na drugačen način približala jezik, kulturo in deželo ter jih vzpodbudila, da so prevzeli aktivnejšo vlogo pri učenju. Program predstavlja inovativen pristop k poučevanju in ustvarja dodano vrednost tako za dijake kot za učitelje. Ugotovljena spoznanja lahko učitelji tujih jezikov uporabijo v vsakdanji šolski praksi.

KLJUČNE BESEDE: dijaki, motivacija, spoznavanje družbe in kulture jezika, naravni govorci pri pouku

LACK OF MOTIVATION IN YOUTH FOR LEARNING GERMAN LANGUAGE

ABSTRACT

German is not only the language of our neighbours, but it also holds the distinction of being the most commonly spoken language in Europe. German language teachers are increasingly noticing that students are less and less motivated to learn this language and that they already have a negative attitude towards learning German when entering secondary school. Therefore, these teachers are confronted with the challenge of acting as motivators to inspire an interest in learning this language. Recent research shows that, in addition to the German language, the society and culture of German-speaking countries should also be presented to the students. Such content significantly improves the motivation of students and make learning more pleasurable. The purpose of this paper is to present to the wider profession that young natural speakers can greatly influence the increase of motivation and the success of learning. In the first part of the paper, I present my own examples of good practice of integrating socio-cultural content into German lessons. The findings are also shown that the greater the proportion of these contents, the more enthusiasm for the subject grows. The second part of the article describes the Jugendfreiwilligendienst (Voluntary Youth Service) program, which enables young people from Germany to volunteer at schools around the world. In this school year, our students were able to use their language skills in authentic learning situations with a 20-year-old natural speaker from Berlin. Through diverse and interesting activities, she brought language, culture and the country closer to them in a different way and encouraged them to play a more active role in learning. The presented program represents an innovative approach to teaching and creates added value for both students and teachers. The findings can be used by foreign language teachers in everyday school practice.

KEYWORDS: high school students, motivation, learning about society and culture, native speakers in classrooms

ODZIVANJE PEDAGOŠKIH DELAVCEV NA RAZLIČNE POJAVNE OBLIKE IZSTOPAJOČEGA VEDENJA V ŠOLI

POVZETEK

Izstopajoče vedenje v šoli običajno opisujemo kot vedenje, ki se razlikuje od pričakovanih norm obnašanja, ki veljajo v šolskih okoljih. Takšno vedenje običajno pritegne pozornost drugih dijakov in učiteljev. V nekaterih primerih lahko izstopajoče vedenje moti učni proces in škoduje učiteljevim prizadevanjem, da bi učencem zagotovil kakovostno izobraževanje.

V prispevku predstavimo rezultate raziskave izvedene na Srednji šoli za prehrano in živilstvo Maribor. Učitelji so v raziskavi definirali pomen izstopajočega vedenja zadnje, njegovo pogostost in pojavne oblike ter njihovo odzivanje na izstopajoče, moteče vedenje dijakov. Namen prispevka je pedagoškim in strokovnim delavcem približati in osmisliti ključne odzive okolja na tovrstne težave v šolskem okolju in opozoriti na pomen vloge učenca in učitelja. Predstavljanj je protokol oceno funkcije otrokovega vedenja in načrtu kontinuirane podpore mladostniku, čigar vedenje pri pouku je iz različnih razlogov moteče. S prispevkom želim opolnomočiti pedagoško osebje in jim hkrati s konkretnimi spoznanji in pripomočkom (protokolom), pomagati pri preprečevanju in zmanjševanju izstopajočih vedenj v šoli.

KLJUČNE BESEDE: dijaki, šola, izstopajoče vedenje, čustvene in vedenjske težave, usmeritve za delo

RESPONSE TO DIFFERENT FORMS OF APPEARANCE OF OUTSTANDING BEHAVIOR IN SCHOOL AS A CONSEQUENCE OF EMOTIONAL-BEHAVIORAL DISORDER

ABSTRACT

Deviant behavior in school is usually described as behavior that differs from the expected norms of behavior that apply in school settings. Such behavior usually attracts the attention of other students and teachers. In some cases, disruptive behavior can disrupt the learning process and harm a teacher's efforts to provide students with a quality education.

In this article, we present the results of research conducted at the Maribor High School of Food and Nutrition. In the research, the teachers defined the meaning of the last outstanding behavior, its frequency and forms of appearance, and their reaction to the outstanding, disturbing behavior of students. The purpose of the article is to bring to the attention of pedagogues and professionals the key responses of the environment to such problems in the school environment and to draw attention to the importance of the role of the student and the teacher. Presentation is a protocol for assessing the function of a child's behavior and a plan for continuous support for an adolescent whose behavior in class is disruptive for various reasons. With this contribution, I want to empower the teaching staff and, at the same time, help them with concrete knowledge and a tool (protocol) in preventing and reducing outstanding behaviors in school.

KEYWORDS: students, school, outstanding behavior, emotional and behavioral problems, directions for work

UČINEK GLASBE V OZADJU NA KONCENTRACIJO IN MOTIVACIJO UČENCEV S POSEBNIMI POTREBAMI

POVZETEK

V prispevku obravnavamo učinek glasbe v ozadju pri individualnih urah dodatne strokovne pomoči na koncentracijo in motivacijo učencev s posebnimi potrebami. Učenci v osnovni šoli se pogosto znajdejo v stresnih situacijah. Stres doživljajo še posebno pred pisnimi in ustnimi ocenjevanji znanja ter pri predmetih, kjer učno niso uspešni. Pri zmanjševanju stresa ima pomembno vlogo učitelj, ki lahko za izboljšanje vzdušja uporabi glasbo v ozadju. Ugotavljali smo povezanost med glasbo kot zvočnim ozadjem in pozornostjo učencev med urami dodatne strokovne pomoči. Opazovanje in spremljanje petih učencev šestega razreda osnovne šole je pokazalo, da so učenci pri pouku, kadar se v ozadju vrti instrumentalna glasba, bolj sproščeni, bolj motivirani za šolsko delo in bolj umirjeni. Po drugi strani pa se ni potrdil niti pozitiven niti negativen učinek glasbe na učno uspešnost učencev. To je verjetno posledica dolgotrajnejšega učnega procesa, ki poteka večinoma v domačem okolju, zato šola nanj nima bistvenega vpliva. Med izvajanjem aktivnosti se je pri učencih s posebnimi potrebami v odnosu do učiteljice razvilo večje zaupanje. Glasbeno ozadje je tako pripomoglo k manjšemu stresu. Ta pristop učence spodbuja k razvijanju večjega zaupanja v učitelja in ima pozitivne učinke na njihovo motivacijo, koncentracijo ter sproščenost. Samo v sproščenem vzdušju pa lahko učenci pridobijo več novega znanja in hitreje osvojijo nove učne strategije.

KLJUČNE BESEDE: doživljanje stresa, glasba v ozadju, koncentracija, učenci s posebnimi potrebami, učna uspešnost

THE EFFECT OF BACKGROUND MUSIC ON THE CONCENTRATION AND MOTIVATION OF STUDENTS WITH SPECIAL NEEDS

ABSTRACT

In this article, we discuss the influence of background music during individual lessons of additional professional help on the concentration and motivation of students with special needs. Students in primary school often find themselves in stressful situations. They experience stress especially before written and oral knowledge assessments and in subjects where they are not academically successful. An important role in reducing stress is played by the teacher, who can use background music to improve the atmosphere. We established a connection between music as a sound background and students' attention during hours of additional professional help. Observation and follow-up of five students of the sixth grade of elementary school showed that the students are more relaxed, more motivated for schoolwork and calmer during lessons when instrumental music is playing in the background. On the other hand, neither the positive nor the negative effect of music on students' learning performance is confirmed. This is probably the result of a longer learning process, which takes place mostly in the home environment, so the school has no significant influence. During the implementation of the activity, students with special needs developed greater trust in their relationship with the teacher. The background music thus helped reduce stress. This approach encourages students to develop greater trust in teachers and has positive effects on their motivation, concentration, and relaxation. Only in a relaxed atmosphere can students acquire more new knowledge and master new learning strategies faster.

KEYWORDS: experiencing stress, background music, concentration, students with special needs, academic performance

KROŽNO GOSPODARSTVO

POVZETEK

Krožno gospodarstvo je način organizacije proizvodnje in potrošnje, ki temelji na delitvi, ponovni uporabi, popravilu, prenovi in recikliranju obstoječih materialov in izdelkov, kakor dolgo je to mogoče. Princip krožnega gospodarstva podaljšuje življenjsko dobo izdelkov in zmanjšuje oz. izničuje količino odpadkov. Ko se izdelku izteče njegova življenjska pot, se komponente, materiale, iz katerih je izdelan, kolikor je le mogoče obdrži v rabi, gospodarstvu. Skrb za naravo – rastline, živali, okolje, naravne vire, ohranjati biodiverzitetu in pustiti planet našim zanamcem so samo ključne besede številnih razprav, čedalje bolj pa se dotikajo posameznikov, ki so izkusili izgubo rastlinske, živalske vrste zaradi podnebnih sprememb. Sinergijo med izrabo virov in kakovostjo življenja ponuja krožno gospodarstvo. Prehod na drugačen način gospodarjenja je proces, ki se mora najprej zgoditi v glavah posameznika, in v Sloveniji smo pri tem zelo uspešni, saj poznamo veliko dobrih primerov krožnega gospodarstva. Krožno gospodarstvo je postalo stičišče interesov tistih, ki se zavedajo njegovih prednosti: zniževanje stroškov, povečanje prihodkov in trajnosti materialov, razvojne priložnosti, nova delovna mesta in ohranjanje narave.

Krožno gospodarstvo ponuja sinergijo med izrabo virov in kakovostjo življenja. Prehod na drugačen način gospodarjenja je proces, ki se mora najprej zgoditi v glavah posameznika, in v Sloveniji smo pri tem zelo uspešni, saj poznamo veliko dobrih primerov krožnega gospodarstva. Krožno gospodarstvo je postalo stičišče interesov tistih, ki se zavedajo njegovih prednosti: zniževanje stroškov, povečanje prihodkov in trajnosti materialov, razvojne priložnosti, nova delovna mesta in ohranjanje narave.

KLJUČNE BESEDE: krožno gospodarstvo, okolje, živali in rastline, naravni viri

CIRCULAR ECONOMY

ABSTRACT

Circular economy is a way of organizing production and consumption based on sharing, reusing, repairing, refurbishing and recycling existing materials and products as long as possible. The main principle of the circular economy extends the life of products and reduces the amount of waste. When the product is no longer usable, its components and materials can still be used, mostly for economic purposes. Caring for nature, plants, animals, the environment, natural resources, preserving biodiversity and leaving the planet to our descendants are just a few points of many discussions, but they are increasingly affecting individuals who have experienced the loss of plant and animal species due to the climate change. Additionally, the circular economy offers a synergy between the use of resources and the quality of life. The transition to a different way of managing is a process that must first take place in the mindset of individuals. Moreover, in Slovenia, we are successful; we are aware of many good examples of the circular economy. The circular economy has become the intersection of the interests of those who are aware of its advantages: cost reduction, increased income and sustainability of materials, development opportunities, new jobs and nature conservation.

Circular economy offers a connection between the use of resources and the main quality of life. In Slovenia, we are successful at using various ways of management, as each individual needs to acknowledge the process from the primary stages. As a result, we can recognize excellent examples of the circular economy. Consequently, the circular economy has become the intersection of the interests of those who are aware of its advantages: reducing costs, increasing income and sustainability of materials, development opportunities, new jobs and conservation of nature.

KEYWORDS: circular economy, environment, animals and plants, natural resources

VPLIV ENERGETSKE SANACIJE NA KULTURNO VARSTVENO ZAVAROVANIH OSNOVIH ŠOLAH V MARIBORU

POVZETEK

V današnjem času nas na vsakem koraku nagovarjajo na ekološko ravnanje ter razmišljanje o doprinosu k bolj trajnostno naravnani družbi. Kako to perečo problematiko predstaviti učencem v osnovni šoli, kjer se ekologije in trajnostnega razvoja le dotaknemo v osnovnih pojmi? Z učencem sva se odločila, da se poglobiva v raziskavo energetske sanacije kulturno zavarovanih objektov, jo raziščeva, spoznava ovire zakonodaje pri prenovi in jo predstaviva na konkretnem primeru dveh mariborskih osnovnih šol. V raziskavo sva vključila učence in zaposlene na energetske sanirani šoli in na energetske ne sanirani šoli ter raziskala vpliv na počutje, bivanje in okoljsko ozaveščenost. V ta namen sva izvedla več anket (učenci, učitelji, vodstvo šole). Na Energetsko podnebni agenciji za Podravje v Mariboru sva pridobila podatke za primerjavo stroškov porabe energije in njen vpliv na okolje. Največji izziv je predstavljal izgled zunanosti stavbe po gradbenem posegu, saj sva predvidevala, da je Zakon o varovanju kulturne dediščine lahko velika ovira pri temeljiti energetske sanaciji, vpliva pa tudi na povečanje stroškov del. Izsledke raziskave sva predstavila pri pouku v 7., 8. in 9. razredih naše osnovne šole z namenom ozaveščati učence o vedenjskih ukrepih s katerimi lahko bistveno pripomorejo k zmanjšani porabi energije. Šele, ko sva učencem prikazala konkretne številčne podatke sedanosti ter simulacijo v prihodnost, so lahko razumeli pojme energetske učinkovitost in trajnostni razvoj. Učenci torej za ekološko osveščanje potrebujejo konkretne primere iz njim znanega okolja in priložnost soustvarjanja ciljev in aktivnosti za dobrobit vseh nas.

KLJUČNE BESEDE: energetska sanacija, ekologija, ekonomija, podnebje, kulturna dediščina

IMPACT OF ENERGY RENOVATION ON PRIMARY SCHOOLS IN MARIBOR THAT ARE UNDER CULTURAL PROTECTION

SUMMARY

Today, we are being urged at every turn to be environmentally friendly and to think about contributing to a more sustainable society. How to bring this pressing issue to the attention of students in primary school, where ecology and sustainable development are only touched upon in basic terms? With pupils and I decided to delve into the research of energy renovation of culturally protected buildings, to research, learn about the legal obstacles to renovation, and present it using the concrete example of two Maribor primary schools. We involved pupils and staff at the energy-renovated school and non-energy-renovated school and explored the impact on well-being, living, and environmental awareness. In this regard, we carried out several surveys (pupils, teachers, and school management). At the Energy Climate Agency for Podravje in Maribor, we obtained data to compare the cost of energy consumption and its impact on the environment. The biggest challenge was the appearance of the building's exterior after the construction work, as we anticipated that the Cultural Heritage Protection Act could be a major obstacle to a thorough energy renovation, and also have an impact on the increased cost of the works. We presented the results of the research in the 7th, 8th and 9th grade of our primary school in order to raise students' awareness of the behavioral measures that can make a significant contribution to reducing energy consumption. Only after we had shown the pupils concrete figures of the present and a simulation of the future, they were able to understand the concepts of energy. So, to raise environmental awareness, pupils need concrete examples and the opportunity to co-create goals and activities for the benefit of all of us.

KEYWORDS: energy rehabilitation, ecology, economy, climate, cultural heritage

PLEZANJE V ADRENALINSKEM PARKU KOT NAČIN SOCIALNEGA IN ČUSTVENEGA UČENJA NA PROSTEM

POVZETEK

Učenje na prostem je zabavno, zdravo, v skladu s trajnostnim razvojem in veliko doprinese k osebnotnem in socialnem razvoju posameznika. Kakovostne učne izkušnje v resničnih situacijah izboljšujejo dosežke pri učnih predmetih in razvijajo socialne in čustvene kompetence. Otroci se vedno učijo v zaprtih prostorih, kjer preživijo večino prostega časa. Zato je priporočljivo in pomembno spodbujati izvajanje poučevanja in učenja na prostem. Ker se močno zavedam pozitivnih učinkov tovrstnih aktivnosti, sem pri delu z mladostniki v SC Mladinski dom Maribor začela izvajati aktivnosti učenja na prostem. V prispevku predstavljam plezanje v adrenalinskem parku kot način učenja na prostem, s katerim želim doseči cilje na področju sodelovalnega, socialnega in čustvenega učenja pri otrocih in mladostnikih s čustvenimi in vedenjskimi motnjami.

Dobro skupinsko vzdušje pomembno vpliva na počutje mladostnikov, le to pa na njihovo motivacijo do učenja in dela. S to gozdno aktivnostjo razvijam in krepiam njihovo psihično odpornost, sposobnost povezovanja in vrednote kot sta prijateljstvo, pomoč ter vrline kot so sodelovanje, pogum, skrb za okolje. Mladostniki s plezanjem in gibanjem krepijo tudi svojo telesno moč, ravnotežje, koordinacijo, ročne spretnosti in gibljivost. Z gibanjem se razvijajo in krepijo tudi izvršilne funkcije, ki vplivajo na lažje in bolj kakovostno učenje, poleg tega pa tudi na regulacijo čustev in vedenja.

Aktivnost sem sistematično načrtovala, izvajala in evalvirala. Pred in med izvedbo sem upoštevala organizacijske, vsebinske in disciplinske probleme. Uporabila sem motivacijske strategije, metode razlage, viharjenja možganov, demonstracije, zaznavanja, opazovanja in občutenja, razprave in debate. Z vidika medpredmetnosti so mladostniki razvijali naravoslovno mišljenje in psihomotorične spretnosti.

KLJUČNE BESEDE: mladostniki s čustvenimi in vedenjskimi težavami, učenje na prostem, socialno in čustveno učenje, sodelovalno učenje, učenje za trajnost

CLIMBING IN AN ADRENALINE PARK AS A WAY OF SOCIAL AND EMOTIONAL LEARNING OUTDOORS

ABSTRACT

Learning outdoors is fun, healthy, in line with sustainable development and contributes to the personal and social development of an individual. Quality learning experiences in real-life situations improve achievement in academic subjects and develop social and emotional competences. Children always learn indoors, where they spend their free time. Therefore, it is recommended and important to encourage the implementation of teaching in learning outdoors. As I am keenly aware of the positive effects of such activities, I started to implement outdoor learning activities while working with adolescents in SC Mladinski dom Maribor. In the paper I present climbing in an adrenaline park as a way of learning outdoors, with that I want to achieve goals in the field of collaborative, social and emotional learning with children and adolescents with emotional and behavioural disorders.

A good group atmosphere has a significant impact on the well-being of the adolescents, that impacts on their motivation to study and work. With this forest activity I develop and strengthen their resilience, the ability to connect, and the values such as friendship, helping others, and the virtues such as cooperation, courage and environmental care. By climbing they strengthen physical strength, balance, coordination, hand skills and flexibility. Movement also develop and strengthen executive functions, that influence easier and better learning and the regulation of emotions and behaviour.

I systematically planned, implemented and evaluated the activity. Before and during the implementation, I took into account organizational, substantive and disciplinary problems. I used motivational strategies, explanation

method, methods of brainstorming, demonstrations, perceptions, observations and feelings, discussion and debate. From the point of view of cross-curricular activities, adolescents developed natural science-thinking and psychomotor skills.

KEYWORDS: adolescents with emotional and behavioural disorders, outdoor learning, social and emotional learning, collaborative learning, learning for sustainability

RAZLAGA RAZLIČNIH TIPOV POVRŠJA SLEPEMU DIJAKU VKLJUČENEMU V GIMNAZIJSKI PROGRAM

POVZETEK

V 2. členu Zakona o usmerjanju otrok s posebnimi potrebami so med otroke s posebnimi potrebami uvrščeni tudi slepi in slabovidni otroci oziroma otroci z okvaro vidne funkcije. Ti imajo okvaro vida, očesa ali vidnega polja. Pri učenju imajo pogosto probleme zaradi pomanjkanja vidnih predstav, težave pri posploševanju in s tem povezanim oblikovanjem predvsem abstraktnih pojmov.

V članku so podrobneje predstavljeni načini razlage različnih tipov površja (rečnega, ledeniškega, kraškega, vetrnega in obalnega) slepemu dijaku v gimnazijskem programu. S to temo se dijaki seznanijo pri pouku geografije v 1. letniku gimnazije. Za razlago različnih reliefnih oblik so bili uporabljeni različni pripomočki – tipne slike, narejene ročno in računalniško, ročno izdelani modeli, virtualni reliefni peskovnik in modeli, narejeni s 3D-tiskalnikom.

Ročno izdelane tipne slike so narejene iz različnih materialov, najpogosteje iz papirja z reliefnim vzorcem; modeli so iz papirja, gline, modelirne mase, lesa ipd. Virtualni reliefni peskovnik je tridimenzionalno, interaktivno raziskovalno orodje, ki s pomočjo senzorja gibanja in specializirane računalniške programske opreme omogoča virtualen prikaz reliefa na peščeni podlagi. Kljub temu da gre za orodje, ki je primerno za videče, pa je zelo uporaben tudi za slepe, saj lahko ti reliefne oblike otipajo. Modeli, narejeni s 3D-tiskalnikom, so zelo uporabni, žal pa je njihova izdelava zamudna in draga.

Vsi ti pripomočki pa niso uporabni zgolj za slepe dijake, pač pa z njimi (z izjemo tipnih slik) lahko približamo razlago tudi ostalim, videčim dijakom.

KLJUČNE BESEDE: slepi in slabovidni, tipne slike, modeli, virtualni reliefni peskovnik, 3D-tiskalnik

EXPLAINING THE DIFFERENT TYPES OF SURFACES TO A BLIND STUDENT ENROLLED IN A GYMNASIUM

SUMMARY

Article 2 of the Act on Placement of Children with Special Needs includes blind and visually impaired children or children with visual impairment in the group of children with special needs. They have an impairment of vision, eye or visual field. They often have difficulty learning because they lack visual representation, have difficulty generalising, and formulating especially abstract concepts.

This article describes methods of explaining different types of surfaces (river, glacier, karst, wind and coast) to a blind student in a gymnasium. This topic is introduced to students in the first year of geography classes. A variety of tools have been used to explain the different landforms – hand and computer created tactile images, handmade models, Artificial Reality Sandbox, and models made with a 3D printer.

The handmade tactile images are made of various materials, mostly paper with a relief pattern; the models are made of paper, clay, modelling clay, wood etc. The Artificial Reality Sandbox is a three-dimensional, interactive research tool that uses a motion sensor and special computer software to create a virtual representation of relief on a sandy surface. Although it is a tool for sighted people, it is also very useful for blind people as they can feel the reliefs. Models made with a 3D printer are very useful, but unfortunately their production is time-consuming and expensive.

However, all of these aids are not only useful to blind students, but (with the exception of the tactile images) can also be used to help other, sighted students understand the explanation.

KEYWORDS: blind and visually impaired, tactile images, models, Artificial Reality Sandbox, 3D printer

UMETNA INTELIGENCA - IZZIV ALI PRIHODNOST IZOBRAŽEVANJA?

POVZETEK

Le vprašanje časa je, kdaj bo razvoj umetne inteligence zajel tudi področje izobraževanja. V prispevku želimo odgovoriti na vprašanje, če so tehnologije umetne inteligence že na voljo in kakšna bi bila njihova uporaba v korist učiteljev, pedagoških strokovnih praks in učencev. Predstavili bomo primer dobre prakse, učno uro z uporabo orodja umetne inteligence pri matematiki v srednji šoli. V tretjem letniku so dijaki za ponovitev racionalne funkcije dobili v MS Teams učni list, ki sem ga ustvarila z orodjem H5P. Prejšnjo uro smo spoznali računsko pot, to uro pa še grafično pot za reševanje racionalnih enačb in neenačb s pomočjo orodja Mathway. Lahko so primerjali dve različni poti do rezultata, saj je to orodje, ki prikaže računsko in grafično pot. To je velik doprinos k stroki saj je to orodje umetne inteligence dober približek dodatnemu učitelju. Ne le, da prikaže pot do rešitve ampak nam ponudi več možnosti za prikaz rešitev. Dijaki imajo primanjkljaje na različnih področjih, v razredu pa je le en učitelj. Tukaj nam je umetna inteligenca v veliko pomoč. Poleg ogromno prednosti so tudi slabosti uporabe umetne inteligence, ki jih bomo v prispevku bolj natančno opisali. Premišljena uporaba teh orodij bo vsekakor velik korak naprej v načinu izobraževanja saj bo omogočila večjo individualizacijo in diferenciacijo, več samostojnega dela, hkrati pa bo novim generacijam omogočila višjo motivacijo za delo.

KLJUČNE BESEDE: učitelj, učenec, umetna inteligenca, pouk, matematika

ARTIFICIAL INTELLIGENCE - A CHALLENGE OR THE FUTURE OF EDUCATION?

ABSTRACT

It's only a matter of time when will the development of artificial intelligence come into the field of education. In this article we want to answer the question, whether the technology of artificial intelligence is already available and how could teachers and students benefit from it. We will introduce an example of a Maths lesson with the use of artificial intelligence in secondary school. Third year students got a handout for the revision of rational functions in MS Teams, which was created with HP5. Firstly, the students learned the computational way and later the graphic way for solving rational equalities and inequalities with the help of Mathway. They could compare two different ways to reach the result, because Mathway is the tool that shows computational and graphic way. This is a huge contribution to profession, because this tool of artificial intelligence is a good approximation for an extra teacher. It not only shows us a way to the solution, but it also gives us more possibilities for demonstrating solutions. There are many students with learning deficits but there is only one teacher in the classroom. Artificial intelligence can be of enormous help in this case. There are many advantages as well as disadvantages of the use of artificial intelligence, which will be described in this article. A rational use of mentioned tools can definitely be a huge step forward in education, because it enables better individualisation and differentiation, more individualised work, last but not least, it might give the next generations a better motivation for learning.

KEYWORDS: teacher, student, artificial intelligence, lesson, Maths

IZZIVI UPORABE UMETNE INTELIGENCE (UI) IN SODOBNIH TEHNOLOGIJ V IZOBRAŽEVANJU

POVZETEK

V zadnjem času se zelo povečuje vsestranskost prenosnih naprav in njihova procesorska zmogljivost. Posledično je meja med modnim dodatkom in podaljškom človeškega telesa vedno bolj zabrisana.

Umetna inteligenca (UI) je vznemirljiva tehnologija, ki je uporabna tudi v izobraževanju. Zadnja leta lahko opazimo nov zagon UI in njen vpliv na družbo, ki je vedno večji. V izobraževanju lahko UI in sodobni algoritmi: personalizirajo učenje, ponudijo najsodobnejše učne vsebine, izvajajo tutorstvo v inteligentnih tutorskih sistemih, se uporabljajo kot pomoč učencem s posebnimi potrebami, pomagajo učiteljem pri ocenjevanju, omogočajo študentom dostop do učnih vsebin itd. Sodobne tehnologije vse bolj vključujemo v naša vsakdanja življenja in velikokrat se to niti ne zavedamo. To pomeni, da bi morali učence seznaniti vsaj z osnovami takšnih tehnologij, saj bodo le tako lahko lažje sprejemali premišljene odločitve o njeni vključenosti v njihova življenja. Seveda bi morali posebno in veliko pozornost nameniti varnosti uporabe, problematiki nadzora UI in seznanjanju o vseh možnih tveganjih in pasteh, ki jih UI za človeštvo prinaša. V prispevku smo opisali različne možnosti uporabe sodobnih tehnologij v izobraževanju in predstavili vsebine, ki smo jih obravnavali z dijaki prvih letnikov pri bibliotekarski uri. Predstavili smo primer dobre prakse, ki lahko pri učencih doprinese nova znanja s področja sodobnih tehnologij (UI, nova e-gradiva in baze podatkov, interaktivno učenje, Chatboti...) ter potencialno pomoč teh tehnologij pri učenju. Ugotovili smo tudi, da so učenci slabo seznanjeni z novostmi na tem področju.

KLJUČNE BESEDE: izobraževanje, umetna inteligenca, prednosti in slabosti UI, prihodnost poučevanja, sodobne tehnologije

CHALLENGES OF USING ARTIFICIAL INTELLIGENCE (AI) AND MODERN TECHNOLOGIES IN EDUCATION

SUMMARY

In recent times, the versatility of portable devices and their processing power has greatly increased. Consequently, the line between a fashion accessory and an extension of the human body is becoming increasingly blurred.

Artificial intelligence (AI) is an exciting technology that is also useful in education. In recent years, we have seen a new wave of AI and its increasing impact on society. In education, AI and modern algorithms can personalize learning, offer the latest learning content, provide tutoring in intelligent tutoring systems, be used to assist students with special needs, help teachers with assessment, enable students to access learning materials, and more. We are increasingly integrate modern technology into our daily lives, often without us even realizing it. This means that we should at least acquaint students with the basics of such technologies, so that they can make more informed decisions about their inclusion in their lives.

Of course, special attention should be paid to the safety of use, the issue of AI control, and informing people about all the possible risks and pitfalls that AI brings to humanity. In the article we have described various options for using modern technologies in education and presented contents that we have covered with the first-year students in a library lesson. We presented good practice example that can help students gain new knowledge in the field of modern technologies (AI, new e-learning materials and databases, interactive learning, chatbots, etc.) and potentially help them with their learning. We also found that students are poorly informed about new developments in this field.

KEYWORDS: education, artificial intelligence, advantages and disadvantages of AI, the future of teaching, modern technologies

ŠOLSKI ČASOPIS KOT SREDSTVO PRI OZAVEŠČANJU STRPNOSTI

POVZETEK

V strokovnem prispevku se bomo osredotočili na nekatere težave mladih in na načine kako se lahko z njimi spoprimemo. Kot težavi bi izpostavila predvsem nestrpnost in medvrstniško nasilje. Namen je, da skozi zgodbe, ki jih pišejo sami ali le preberejo, spoznajo škodljive posledice medvrstniškega nasilja, ki je posledica nestrpnosti ali nesprejemanja drugačnosti. Kot glavni vir zgodb in sestavkov nam služi šolski časopis ter maturitetne teme, ki obravnavajo medvrstniško nasilje kot družbeni problem. Učenci med branjem in pisanjem zgodb ozaveščajemo problem, ki se jih mora dotakniti, saj se lahko zgodi komurkoli. Srednja šola je zelo intenzivno obdobje v času odraščanja, saj se posameznikov »jaz« včasih ne znajde v vrtincu ocen in odnosov med vrstniki ter ostalimi okoli njih. Pri izdelavi šolskega časopisa smo imeli rubrike namenjene tovrstnim zgodbam in pojmom, kot so (Ne)Strpnost, Medvrstniško nasilje, To se ne bi smelo zgoditi, Lepa beseda lepo mesto najde, filozofska razmišljanja Naš odnos do drugačnosti ter Pravila lepega vedenja. Delo s teksti in zgodbami v šolskem časopisu je neprecenljivo, če se približamo vsaj nekaj posameznikom, ki so se s tem že spopadli, in nekaj težavnim otrokom, ki bodo spoznali, kako škodljivo je lahko njihovo obnašanje. Dosežek takšnega dela je tudi skupinsko delo v krožku-interesni dejavnosti, pri kateri nastajajo zgodbe. S tem lahko potrdimo, da šola ni le območje znanja temveč je tudi prostor podajanja vrednot in prostor, kjer se učimo, da nasilja ne sprejemamo.

KLJUČNE BESEDE: medvrstniško nasilje, ozaveščenost, skupnost, šolski časopis, vrednote

SCHOOL NEWSPAPER AS A TOOL TO RAISE AWARENESS OF TOLERANCE

ABSTRACT

In this professional article we will focus on some problems young people face and how we can tackle them. I want to point out intolerance and peer violence in particular. The aim is that through the stories they write or just read, they learn about harmful consequences of peer violence as a result of inability to accept difference. The main source of the stories is our school newspaper and the matura topics that deal with tolerance. By reading and writing stories, the pupils face the problem that should affect them as it can happen to anyone. Secondary school is an intense period in growing up as their »self« sometimes struggles to cope with the whirlwind of grades and relationships both among peers and others around them. During the creation of our newspaper, there are sections dedicated to such stories and concepts such as: (in)Tolerance, Bullying, It shouldn't have happened, Politeness costs nothing, philosophical reflections Our attitude towards difference and Good manners. Working with texts and stories in the school newspaper is invaluable if only we approach a few individuals who have already faced intolerance and a few troubled children who will see how damaging their behaviour can be. The goal of such work is also an extracurricular activity where they have the opportunity to express themselves. Thus we can confirm that school is not only a place of acquiring knowledge, but also a place where values are obtained and where we learn that violence is not acceptable.

KEYWORDS: peer violence, awareness, society, school newspaper, values

PLES KOT SREDSTVO ZA RAZVOJ AKTIVNE UDELEŽENOSTI OTROKA V PROCESU USTVARJANJA PREDSTAVE

POVZETEK

V oddelku otrok starih 4 – 6 let, ki je sestavljen iz 13 dečkov in 7 deklic, smo preko plesa kot intenzivne gibalne prvine želeli spodbuditi otroke h aktivni udeležbi v vseh segmentih ustvarjanja predstave: načrtovanju, realizaciji, evalvaciji. Da bi predvsem pri dečkih zadostili potrebo po gibanju med samo predstavo, smo poleg plesa z ustvarjalnim gibom izbrali različne vrste družabnih plesov, ki smo jih morali prirediti razvojnim značilnostim otrok. Šlo je za večmesečni proces pri katerem smo posamezne dele predstave razvijali po posameznih etapah, ki smo jih nato združili v celoto in jo poimenovali plesna predstava. Zaradi stalnega vključevanja aktivne udeležbe otrok, smo bili ves čas primorani slediti spremembam scenarija in upoštevati predloge otrok. Na tak način se je naša predstava spreminjala in oblikovala iz dneva v dan, kar je podaljševalo rok izvedbe finalne različice. Rezultat našega skupnega dela nas je vse navdušil; vzgojitelje, otroke in starše. Ustvarili smo plesno predstavo z močnim čustvenim nabojem in sporočilom, se dodobra seznanili z različnimi vrstami plesov in glasbo, ter preko oblikovanja scenskih in plesnih rekvizitov razvijali svoj estetski čut. Sam proces ustvarjanja plesne predstave je bil dolgotrajno skupinsko delo, ki je bilo podvrženo dnevnomu spreminjanju scenarija za čim boljši končni dosežek. Preko procesa ustvarjanja smo razvijali mišljenje otrok, spodbujali skupno učenje, učenje otrok od otrok, evalvirali svoje delo, pretekle izkušnje povezovali z novimi, ter širili svoje znanje.

KLJUČNE BESEDE: aktivna udeležba otrok, ples, predstava

DANCE AS A MEANS TO DEVELOP CHILD'S ACTIVE PARTICIPATION THROUGH PROCESS OF CREATING A PERFORMANCE

ABSTRACT

In the group of children aged 4-6, consisting of 13 boys and 7 girls, we wanted to use dance as an intensive movement element to encourage active participation of the children in all aspects of creating the performance: planning, realization, evaluation. To meet the boys' need for movement during the performance, in addition to creative dance, we chose various types of social dances that we had to adapt to the developmental characteristics of the children. It was a several-month-long process in which we developed individual parts of the performance in separate stages, which we then combined into a whole and named it a dance performance. Due to the constant involvement of active participation from the children, we were constantly required to follow changes in the script and consider the children's suggestions. This way, our performance changed and evolved from day to day, which extended the deadline for the final version. The result of our collective work thrilled all of us: educators, children, and parents. We created a dance performance with a strong emotional charge and message, became well acquainted with different types of dances and music, and developed our aesthetic sense through the design of stage and dance props. The process of creating the dance performance was a lengthy group effort that was subject to daily changes in the script for the best possible end result. Through the creative process, we developed children's thinking, encouraged collaborative learning, learning from each other, evaluated our work, connected past experiences with new ones, and expanded our knowledge.

KEYWORDS: active participation of children, dance, performance

UPORABA SLIKOVNIH KART ZA DELO Z NADARJENIMI UČENCI PRI POUKU ANGLEŠČINE

POVZETEK

V svojem članku bom predstavila uporabo slikovnih kart (OH-kart) pri delu predvsem z nadarjenimi učenci pri pouku angleščine v osnovni šoli. Govor je ena od veščin, ki jo urimo pri pouku angleščine in slikovne OH-karte omogočajo uporabo in utrjevanje drugačnega in dodatnega besedišča, poleg tistega, ki ga ponuja učbenik. Poleg tega spodbujajo domišljijo in kreativnost. Opisala bom izvedbo delavnice na Taboru za nadarjene in uporabo kart pri pouku angleščine v 2. in 3. triadi. V zaključku bom predstavila svoje izsledke in kratko primerjavo uporabe slikovnih kart v skupinah nadarjenih učencev dveh starostnih skupin in kontrolnih skupinah ter potrditev teze, da imajo nadarjeni učenci bogatejši besedni zaklad v angleščini in so bolj veščji sestavljanja zgodb, a je kljub temu karte smiselno uporabljati kot učni pripomoček za vse učence.

KLJUČNE BESEDE: poučevanje angleščine, nadarjeni učenci, OH-karte, pripovedovanje, govor

THE USE OF PICTURE CARDS FOR WORK WITH GIFTED STUDENTS IN THE ENGLISH CLASSROOM

ABSTRACT

In my article, I will present the use of picture cards (OH-cards) in teaching primarily gifted primary school students in English lessons. Speaking is one of the skills taught in English lessons, and picture OH-cards allow the use of vocabulary different form and additional to that provided in textbooks. They also stimulate imagination and creativity. I will describe my workshop at the Gifted Students Camp and the use of cards in the English classroom in the second and third triad. In conclusion, I will present my findings and a brief comparison of the use of cards in the gifted groups of students of different ages and the control groups, thus confirming the thesis that gifted students have a richer vocabulary in English and are more proficient in making up stories, but the cards are nevertheless worth using as a teaching tool for all students.

KEYWORDS: teaching of English, gifted students, OH-cards, storytelling, speaking

ODVISNOST DIJAKOV OD MOBILNIH NAPRAV PRI POUKU MATEMATIKE

POVZETEK

Pred tridesetimi leti, se učitelji niso srečevali s takšnimi oblikami poučevanja in prepisovanja dijakov. Pri pisni nalogi so imeli dijaki mogoče kakšen listek, katerega so skrbno skrivali pod klopio. To pa je bila tudi edina pomoč med pisnim testom, seveda če učitelj ni odkril listka. Dijak je že s tem, da si je listek napisal sam pridobil določena znanja oziroma spoznanja...

Kaj pa danes? Dijaki ne pišejo več listkov. Uporabljajo sodobno IKT tehnologijo, natančneje mobilne naprave. Dijak poslika oziroma "poskenira" npr. matematične formule in le te shrani v svoj mobilni telefon. Med pisanjem pisne naloge, ga skriva v žep, pod mizo ali kam drugam. Tako lahko prepisuje. Še več, obstajajo sodobni programi oziroma aplikacije, ki dijaku rešijo matematične naloge, vključno z pisnimi postopki. Takšen program je na primer Photomath, kateri pa je na učiteljevo srečo in dijakovo nesrečo malce pomanjkljiv. Govorimo že o umetni inteligenci, ki reši nalogo skupaj s postopkom in rešitvijo.

Tu se potem pojavi še odvisnost najstnikov od mobilnih naprav. Tako avtomatsko med poukom uporabljajo mobilni telefoni. Ko bi ga uporabljali vsaj koristno in uporabno. Na primer, da bi preverjali rešitve nalog, postopke in pravilnost narisanih grafov. Vse to se da z aplikacijami na mobilnih telefonih. Vendar ne, dijaki raje igrajo razne igre, gledajo nepomembne videoposnetke, pišejo sporočila. Za učitelja je to kar izziv, saj mora poleg razlaganja učne snovi, še hkrati opazovati pravilno uporabo mobilnih telefonov.

Tako smo dandanes soočeni z zelo zanimivo situacijo. Po eni strani so mobilni telefoni, sodobne aplikacije in umetna inteligenca lahko v veliko pomoč, pri učenju matematike in preverjanju izračunov. Lahko pa naredijo precej škode, saj njihova nepravilna uporaba, omogoči dijakom, da niso zbrani pri pouku, ne sledijo razlagi in so popolnoma v svojem IKT - svetu.

KLJUČNE BESEDE: pisna naloga, matematika, mobilni telefon, odvisnost, prepisovanje, matematične naloge

STUDENTS' DEPENDENCE ON MOBILE DEVICES IN MATHEMATICS LESSONS

ABSTRACT

Thirty years ago, teachers did not encounter such forms of teaching and copying students. For a written assignment, they may have had a piece of paper, which they carefully hid under the bench. This was also the only help during the written test, of course if the teacher did not discover the slip. The student has already acquired certain knowledge or insights just by writing the slip himself...

What about today? Students no longer write slips of paper. They use modern ICT technology, specifically mobile devices. The student just takes a picture or "scans" e.g. mathematical formulas and just save them in your mobile phone. While writing a written assignment, he hides it in his pocket, under the table... so he can copy. What's more, there are modern programs or applications that solve math tasks for the student, including the writing process. Such a program is, for example, Photomath, which, fortunately for the teacher and unfortunately for the student, is a bit lacking. We are already talking about artificial intelligence that solves the task together with the process and the solution.

Then there is the addiction of teenagers to mobile devices. Thus, they automatically use their cell phones during class. When you would use it at least usefully and usefully. For example, to check solutions to tasks, procedures, the correctness of drawn graphs... all this can be done with applications on mobile phones. But no, students prefer

to play various games, watch trivial videos, write messages. This is quite a challenge for the teacher, because in addition to explaining the learning material, he must also observe the correct use of mobile phones.

So we are faced with a very interesting situation these days. On the one hand, mobile phones, modern applications and artificial intelligence can be of great help in learning mathematics and checking calculations. But they can do a lot of damage, because their improper use allows students to be unfocused in class, not follow the explanation and completely in their own ICT world.

KEYWORDS: written task, mathematics, mobile phone, addiction, copying, math tasks

UPORABA ChatGPT-ja PRI POUKU TUJIH JEZIKOV

POVZETEK

Prispevek obravnava, kako lahko učitelji tujih jezikov učinkovito sodelujejo s klepetalnim robotom ChatGPT ter kako lahko pri učencih spodbujajo osnovne kompetence kljub uporabi omenjene tehnologije oziroma prav zaradi nje. Predstavljamo ugotovitve, pridobljene med raziskovanjem tega orodja, ter načine, kako ga kreativno, produktivno in kritično uporabiti pri pouku tujih jezikov. Poleg tega se dotaknemo morebitnih sprememb, ki se lahko zgodijo v načinu poučevanja tujih jezikov. Ugotavljamo, da učno uspešnejši učenci bolje izkoristijo interakcijo s klepetalnim robotom ter postavljajo bolj kakovostna in natančna vprašanja. Zato postaja sposobnost pisanja učinkovitih pozivov, poleg samoregulativnih spretnosti in digitalnih kompetenc, vse bolj pomembna veščina za učenje s pomočjo umetne inteligence. Prav tako opažamo, da učno uspešnejši učenci izkoriščajo UI za pridobivanje dodatnega časa za druge aktivnosti, medtem ko učno šibkejši učenci uporabljajo UI, da bi se še manj učili. Na podlagi naših dosedanjih izkušenj z orodjem ChatGPT ugotavljamo, da ga lahko učinkovito uporabimo za spodbujanje učenja in kot pripomoček pri načrtovanju in izvajanju pouka. Tehnologija klepetalnih robotov se namreč vse bolj uveljavlja med učenci, zato se moramo učitelji tujih jezikov prilagajati in izkoristiti prednosti tehnologije.

KLJUČNE BESEDE: klepetalni robot, umetna inteligenca, veščina pisanja pozivov

USING ChatGPT IN FOREIGN LANGUAGE CLASSES

ABSTRACT

The article discusses how foreign language teachers can effectively collaborate with the chatbot ChatGPT and how they can encourage basic competencies in students, despite or precisely because of the use of this technology. The findings obtained from researching this tool are presented, along with the ways to use it creatively, productively, and critically in foreign language teaching. Furthermore, potential changes in the way foreign languages are taught are addressed. It is observed that academically successful students make better use of the interaction with the chatbot, asking higher-quality and more precise questions. Therefore, the ability to write effective prompts, along with self-regulatory skills and digital competencies, is becoming an increasingly important skill for learning with artificial intelligence. We also observe that academically successful students utilize AI to gain additional time for other activities, whereas academically weaker students use AI to study even less. Based on our experiences with the ChatGPT tool, we conclude that it can be effectively used to promote learning and as a resource for lesson planning and implementation. Chatbot technology is gaining popularity among students, so foreign language teachers need to adapt and leverage the advantages of this technology.

KEYWORDS: chatbot, artificial intelligence, prompt writing skills

PODKASTI, PRILOŽNOST ZA SOUSTVARJANJE UČENJA V ŠOLAH

POVZETEK

Podkasti v zadnjih letih postajajo vse bolj priljubljen vir za prenos in pridobivanje informacij in s tem širitev znanja. Gre za digitalno zvočno ali video datoteko, ki jo najdemo na spletu. Uporabniki si jo lahko preko spleta naložijo na eno od naprav (računalnik, tablica, telefon) ali pa jo predvajajo pretočno. Zaradi raznolikosti in zanimivosti vsebin ter visoke dostopnosti in uporabnosti tega medija, so podkasti postali priljubljeni tudi v šoli. Prispevek izhaja iz ugotovitev več raziskav, ki so pokazale, da je uporaba podkastov v procesu učenja in poučevanja priložnost za nadgradnjo že obstoječega znanja dijakov ter tudi za izgradnjo novega znanja in soustvarjanja učenja. Vendar to niso edine prednosti, ki jih te digitalne vsebine prinašajo. Prispevek predstavlja primer iz prakse kako z vključevanjem podkastov v učni proces (ustvarjanje lastnih podkastov) spodbujamo ustvarjalnost dijakov, razvijamo različne spretnosti in veščine ter omogočamo sodelovalno učenje.

Prikazan bo proces izdelave zvočnega podkasta za šolske namene ter učinki procesa na motiviranost in angažiranost dijakov, timsko delo, razvoj slušnih veščin in inovativnosti. Spoznanja o vplivu izdelave podkastov je mogoče uporabiti za izboljševanje kakovosti pouka in angažirano ter ustvarjalno delo dijakov kakor tudi za krepitev ustvarjalnosti in sodelovanja strokovnih delavcev in s tem razvoj učeče se skupnosti. Na ta način lahko nastaja novo didaktično gradivo, ki ga je mogoče smiselno uporabljati pri pouku različnih predmetov. Nastajajo lahko tudi umetniška "dela". Poleg tega izdelava podkastov spodbuja digitalno in medijsko pismenost dijakov. S pomočjo vsebin v podkastih se lahko krepí sodelovanje dijakov v skupnosti (šoli, lokalnem okolju, ...).

KLJUČNE BESEDE: Podkast, soustvarjanje učenja, izobraževanje, avdio produkcija, inovativnost

PODCASTS, AN OPPORTUNITY FOR CO-CREATION OF LEARNING IN SCHOOLS

ABSTRACT

In recent years, podcasts have become an increasingly popular source for downloading and acquiring information, thereby contributing to the spread of knowledge. Podcasts are a digital audio or video file found online. Users can download them from the web onto devices such as computers, tablets, or phones, or they can stream them. Due to the diversity and interesting content, as well as the high accessibility and utility of this medium, podcasts have also gained popularity in schools. This article is based on findings from multiple studies that have shown the use of podcasts in the learning and teaching process, as an opportunity to enhance students' existing knowledge and build a new one through co-creation of learning. However, these digital resources offer more than previously stated advantages. The article provides a practical illustration of the benefits that arise from the inclusion of podcasts in the learning process, including the creation of their own podcasts. It highlights how this integration promotes students' creativity, enhances the development of various skills and abilities, and facilitates collaborative learning. Insights into the impact of creating podcasts can be used to improve the quality of teaching and engage students in creative and meaningful work, as well as strengthen the creativity and collaboration of educational professionals, thus fostering the development of a learning community. In this way, new didactic materials can be created, which can be effectively utilized in teaching various subjects. Artistic works can also emerge as a result. Additionally, podcast production promotes digital and media literacy among students. Through the content of podcasts, student engagement within the community (school, local environment, etc.) can be enhanced.

KEYWORDS: Podcasts, co-creation of learning, education, audio production, innovation

PEKA PECIVA V ANGLEŠČINI KOT INTERESNA DEJAVNOST

POVZETEK

Vsaka interesna dejavnost ne pritegne enako, čeprav je njen namen, da učence za nekaj navduši, utrjuje njihovo znanje ali jim preprosto širi obzorje. Namen je bil izvajati interesno dejavnost, pri kateri bodo učenci imeli priložnost več prosto govoriti v angleškem jeziku – predvsem med seboj pa tudi z učiteljem. Do izraza ob tem pridejo vsi. Tako učenci, ki jezik »izven pouka« zelo obvladajo, pa tudi tisti, ki ga srečajo le v šoli. Z namenom, da jim postane bolj domač, ga uporabljajo še bolj suvereno in brez strahu. Pa se je nazadnje izkazalo, da je interesna dejavnost lahko še mnogo več. Je varen prostor za druženje, za spoznavanje s sošolci in učiteljem, dovoli več svobode v izražanju, zaposluje roke, sprosti misli, uči pospravljanja in pomivanja. V času od septembra do maja so učenci zelo napredovali pri opravih kuhanja, peke, sodelovanja v skupini, branja recepta v angleščini, in velikokrat spregledanega pospravljanja in pomivanja, ter ostalih opravih, ki jih bodo spremljala celo življenje. Tekom dejavnosti so se otroci spoznali s praktično uporabo angleškega jezika, ter ga samostojno uporabljali v simulaciji vsakodnevne dejavnosti. Interesna dejavnost je postala užitek in učni poligon tako za učitelja kot za učence.

KLJUČNE BESEDE: angleščina, peka peciva, interesna dejavnost, motivacija za govor v angleškem jeziku, izkustveno učenje

ENGLISH BAKING ACTIVITY

ABSTRACT

Not every activity appeals in the same way, even if it aims to excite students, reinforce their knowledge or simply broaden their horizons. I wanted to do an activity where students had the opportunity to speak more freely in English - especially with each other, but also with the teacher. Where all those who are very proficient in the language "outside the classroom", as well as those who have mostly learnt it at school, would come out to make it more familiar to them, to use it even more confidently and without fear. But in the end, it turned out that an extra-curricular activity can be so much more: it is a safe place to socialise, a place to get to know your classmates and your teacher, it allows more freedom of expression, it keeps your hands busy, it frees your mind, it teaches you to tidy up and clean up. It is a pleasure and a learning ground for both teacher and pupils.

KEYWORDS: English, baking, activity of interest, motivation to speak English, experiential learning

SPODBUJANJE MORALNEGA RAZVOJA

POVZETEK

Vsi ljudje imamo predsodke, pomembno pa je, koliko se jih zavedamo. Predsodki običajno delujejo mimo zavestnega nadzora, zato je najpomembneje, da jih ozavestimo, kar nam omogoči večji nadzor nad njimi. Raziskave kažejo, da se je javno izražanje predsodkov zelo zmanjšalo predvsem zaradi spremenjenih družbenih okoliščin. Na delavnicah spodbujanja moralnega razvoja smo se osredotočili na ozaveščanje predsodkov in njihov nadzor ter njihov izrazni vpliv na družbeno ravnanje. Poseben poudarek smo namenili vlogi šole kot ključnega dejavnika v spodbujanju moralnega razvoja mladostnikov. Skozi informiranje o psiholoških fenomenih in problemskih nalogah smo mladostnikom omogočili spoznavanje procesa moralnega presojanja, oblikovanja stališč ter prepoznavanja skupinske polarizacije. Rezultati kvalitativne analize delavnic in samopresoje mladostnikov so izkazali manjše izražanje negativnih stališč, povečano sprejemljivost za medsebojne razlike, povečano povezanost skupine ter večjo senzitivnost dijakov do stisk vrstnikov. Izpostavljamo tudi pomemben doprinos učiteljev in svetovalnih delavcev, ki s svojim delom prispevajo k pozitivnemu osebnostnemu razvoju učencev ter spodbujanju moralnega razvoja v šolskem okolju. Ta delavnica predstavlja dragocen prispevek k stroki, saj poudarja vlogo šole pri oblikovanju moralnih vrednot in odprtemu ter spoštljivemu pogledu na raznolikost.

KLJUČNE BESEDE: moralni razvoj, predsodki, stališča, socializacija.

MORAL DEVELOPMENT WORKSHOP

ABSTRACT

We all have prejudices, but what matters is how much we are aware of them. Prejudices tend to operate outside conscious control, so it is essential to be aware of them, so that we can have more control over them. Research shows that public expressions of prejudice have declined significantly, mainly due to changes in social circumstances. In the workshops on promoting moral development, we focused on raising awareness of prejudices and their control, as well as their expressive influence on social behavior. We put special emphasis on the role of the school as a key factor in promoting the moral development of young people. By providing information on psychological phenomena and problem tasks, we enabled young people to learn about the process of moral judgment, the formation of attitudes and the recognition of group polarization. The results of the qualitative analysis of the workshops and the self-examination of young people showed a lower expression of negative attitudes, increased acceptance of mutual differences, increased group cohesion and greater sensitivity of students to the plight of their peers. We also highlight the important contribution of teachers and counselors, whose work contributes to the positive personal development of students and the promotion of moral development in the school environment. This workshop represents a valuable contribution to the profession as it emphasizes the role of the school in shaping moral values and an open and respectful view of diversity.

KEYWORDS: moral development, prejudices, attitudes, socialisation.

SODOBNI PRISTOPI PRI POUKU ŠPORTNE VZGOJE

POVZETEK

Izkušnje izobraževanja na daljavo, ki so bile pridobljene v času epidemije covid-19, so vpeljala v poučevanje nove dimenzije. Dodaten motiv za učitelja je bilo nadgraditi strategijo poučevanja, ki bi omogočila napredek. Vzpostaviti je bilo potrebno učinkovit način poučevanja na daljavo, ki naj bi bil smiseln in racionalen. Sistem naj bi omogočal, da bo imel učitelj čim več možnosti, da vzpostavi dober odnos s posameznimi dijaki, odkriva njihove potencialne in jih spodbuja na njihovi poti odkrivanja življenja.

V času poučevanja na daljavo je velik izziv ohranjanje stika z dijaki ter spremljanje njihovega sprotnega dela. Prehod na takšen način dela ni bil preprost, saj je imel kar nekaj omejitev. Nujna pri delu na daljavo je bila seznanitev z IKT tehnologijo in njena uporaba. Pri tem je bilo pomembno, da je učitelj dovolj usposobljen in da je seznanjen z novostmi na tem področju. V okolju Teams so dijaki dobivali posamezne naloge, ki so jih morali opraviti, poročila o opravljenem delu pa oddati v isto okolje. Najprej so izvajali vadbo s pomočjo aplikacije Sports tracker na pametnem telefonu, kjer so lahko izbirali med hojo, tekom ali kolesarjenjem. Nadalje so izvajali kardio trening in vadbo s pomočjo videoposnetkov na You tubu.

Na osnovi poslanih nalog so bili dijaki ustrezno ocenjeni. Cilj takšne organizacije pouka je bil organizirati vadbo z uporabo sodobnih naprav in aplikacij, ki bo dijakom v aktualnih razmerah omogočila ohranjanje telesne pripravljenosti in zdravja, pridobivanje znanja, prispevala več energije za opravljanje drugih šolskih obveznosti in pomagala pri premagovanju stresa

KLJUČNE BESEDE: dijaki, IKT, pouk na daljavo, športna vzgoja, vadba

MODERN APPROACHES IN TEACHING PHYSICAL EDUCATION

ABSTRACT

Distance education experiences gained during the covid-19 epidemic are introduced a new dimension to teaching. An additional motive for the teacher was to upgrade the teaching strategy, which would enable progress. It was necessary to establish an effective method of distance learning, which should be sensible and rational. The system should allow the teacher to have as many opportunities as possible to establish a good relationship with individual students, discover their potential and encourage them on their journey of discovery life.

During distance teaching, maintaining contact with students and monitoring their progress is a big challenge ongoing work. The transition to this way of working was not easy, as it had quite a few limitations. It is essential when working remotely was familiarization with ICT technology and its use. It was important that the teacher was enough trained and that he is familiar with the latest developments in this field. In the Teams environment, students were given individual tasks that they had to complete and reports on what they had completed and submit the work to the same environment. First, they exercised using the Sports tracker application on their smartphone, where they could choose between walking, running or cycling. Furthermore, they performed cardio training and exercise with the help of YouTube videos.

On the basis of the tasks sent, the students were assessed accordingly. The goal of such organization of classes was to organize training using modern devices and applications, which will enable students to maintain physical fitness and health, gain knowledge, contribute more energy to fulfill other school obligations and help to overcome stress

KEYWORDS: exercise, distance learning, ICT, physical education, students

RISANJE KOT UČNA METODA PRI POUKU KNJIŽEVNOSTI V 3. TRIADI

POVZETEK

V prispevku je predstavljeno risanje kot učna metoda pri pouku književnosti v zadnji triadi osnovne šole. Metodo risanja smo začeli uporabljati v času pouka na daljavo (koronavirus). Ob vrnitvi učencev v šolo se je izkazalo, da so si učenci dobro zapomnili tiste vsebine, ki do jih doma narisali.

Predstavili bomo, kako lahko učenci določene učne cilje pri pouku književnosti v 3. triadi usvojijo z risanjem. Na kratko so opisani primeri obravnave posameznih literarnih del z metodo risanja.

V času adolescence risanje nadomesti verbalni izraz, zato nas je zanimalo, v kolikšni meri učencem risanje predstavlja težavo in ali imajo učenci težavo upodobiti svoje mentalne podobe. Predvsem nas je zanimalo, ali si učenci vsebine, ki so jih obravnavali z metodo risanja, bolje zapomnijo in ali jim v spominu ostanejo tudi risbe sošolcev.

Analiza ankete je pokazala, da si večina učencev iz spomina lažje priključuje vsebine, ki so jih risali. O vsebinah, ki jih narišejo, učenci bolj poglobljeno razmišljajo in podatkov/pojmov ne obdelajo zgolj površinsko. Izkazalo se je, da se učenci ob svojih risbah lažje spomnijo, o čem je pri pouku tekla debata ter hkrati so jim risbe v veliko pomoč ob učenju doma. Na drugi strani jim risbe sošolcev ne ostanejo v spominu oz. v manjši meri.

Risanje se je izkazalo kot uspešna občasna učna metoda za doseganje učnih ciljev pri pouku književnosti. Metodo risanja imajo učenci radi in je dobrodošla sprememba tudi v zadnji triadi OŠ, ko risanje ni več primarni izraz otroka.

KLJUČNE BESEDE: književnost, risanje, učenje, spomin

DRAWING AS A LEARNING METHOD IN LITERATURE LESSONS IN THE 7th, 8th AND 9th GRADE OF ELEMENTARY SCHOOL

ABSTRACT

Drawing as a learning method was first used during the time of distance learning due to coronavirus. When the students returned to school it turned out that they remembered better the content that they had drawn at home.

The actual examples of literature lessons, according to the curriculum, using the drawing method in the 7th, 8th and 9th grade are presented.

Given the fact that during adolescence, drawing is replaced by verbal expression, we were interested to which extent drawing presents a problem for students and whether they face difficulty transferring mental images on paper. The main focus was on whether the students remember better the content that they had drawn and whether they can recall their classmates' drawings.

The analysis of the survey showed that the majority of students easily recalls the contents they had drawn. When drawing, students think more deeply about the content they have to draw and they process the concepts into details. It turned out that when the students see their own drawings they can recall what the lesson was about and the drawings also offer a great deal of help when they are revising. On the other hand, the drawings of their classmates are not remembered or are remembered briefly.

Drawing turned out to be a successful occasional learning method in achieving learning objectives. The method is liked by students and is a welcoming change in the last three years of primary school, when drawing is not the primary expression of the child.

KEYWORDS: literature, drawing, learning, memory

MEDNARODNI DAN STRPNOSTI – DAN ZA STRPNOST IN PRIJATELJSTVO: PROJEKT IZOBRAŽEVALNEGA CENTRA EKSENA ZA SPODBUJANJE STRPNOSTI, SODELOVANJA IN PRIJATELJSTVA MED MLADIMI V SREDNJEŠOLSKI PRAKSI

POVZETEK

V prispevku predstavljam človekoljuben, nepridobiten projekt za vrtce, osnovne in srednje šole Izobraževalnega centra Eksena z naslovom Mednarodni dan strpnosti – dan za strpnost in prijateljstvo. Z namenom ozaveščanja pomena strpnosti med otroki in mladimi ter spodbujanja spoštljivih medsebojnih odnosov, razumevanja, sodelovanja, prijateljstva in sožitja poteka že od leta 2015. Od takrat ga uspešno izvajamo tudi na naši šoli in v prispevku kot primer dobre prakse preventive pred nestrpnostjo predstavljam učinke vsebin projekta, uresničene cilje, odzive dijakov po delavnici in prenos vsebin projekta v vsakodnevno življenje mladih.

Projekt vsako leto poteka na točno določeno temo, povezano z izobraževanjem o strpnosti in prepoznavanjem različnih pojavnih oblik nestrpnosti. Vključene šole prejmemo razdelano učno pripravo, ki jo izvedemo na poučno-ustvarjalni delavnici v tednu mednarodnega dneva strpnosti (16. 11.). Dijaki sodelujejo tudi na literarnem natečaju projekta, ki se zaključí s slavnostnim dogodkom z razglasitvijo zmagovalcev natečaja in odprtjem skupne likovno-literarne razstave izdelkov.

V Izobraževalnem centru Eksena so prepričani, da je strpnost v sodobnem času še toliko bolj pomembna in ključna za zdrav in tvoren razvoj posameznika in družbe, in menijo, da je zato bistveno, da se zavedamo, da strpnost ni nekaj samoumevnega, ampak si je zanjo treba prizadevati, se o njej izobraževati in jo trajno negovati. S tem se ne bi mogla bolj strinjati in spričo skrb zbujajoče problematike nestrpnosti med mladimi, ki iz dneva v dan narašča, menim, da je odgovornost nas pedagogov, da jim v šoli obvezno ponudimo tudi tovrstne izobraževalne vsebine in jih implementiramo v učne načrte kot nujno potrebno vseživljenjsko znanje.

KLJUČNE BESEDE: strpnost, nestrpnost, prijateljstvo, sodelovanje, medvrstniški odnosi

INTERNATIONAL DAY OF TOLERANCE – DAY FOR TOLERANCE AND FRIENDSHIP: PROJECT OF EDUCATIONAL CENTER EKSENA TO ENCOURAGE TOLERANCE, COOPERATION AND FRIENDSHIP AMONG YOUNG PEOPLE IN SECONDARY SCHOOL PRACTICE

ABSTRACT

In this paper, I present a philanthropic, non-profit project for kindergartens, primary and secondary schools of the Education Center Eksena, entitled International Day of Tolerance – a day for tolerance and friendship. With the aim of raising awareness of the importance of tolerance between children and young people and promoting respectful mutual relations, understanding, cooperation, friendship and coexistence, it has been held since 2015. Since then, it has also been successfully implemented at our school, and in the paper I present the effects of the content as an example of a good practice in prevention of intolerance, realized goals, student's reactions after the workshop and the transfer of the project's content to the everyday life of young people.

Each year, the project takes place on a specific topic related to tolerance education and recognition of various forms of intolerance. Participating schools receive elaborate teaching preparation, which will be carried out at an educational and creative workshop during the week of the International Day of Tolerance (November 16). Students also participate in the project's literary competition, which ends with a celebratory event with the announcement of the competition winners and the opening of a joint artistic and literary exhibition of products.

At the Educational Center Eksena, they are convinced that tolerance is even more important in modern times and is the key to the healthy and creative development of individuals and society, and they believe that it is therefore essential that we realize that tolerance is not something to be taken for granted, but it is necessary for us to strive for it, educate about it and nurture it permanently. I could not agree more with this, and in view of the worrying issue of intolerance among young people, which is growing day by day, I believe that it is the responsibility of us teachers to offer them this kind of educational content in school and to implement it in the curriculum as a matter of necessary lifelong knowledge.

KEYWORDS: tolerance, intolerance, friendship, cooperation, peer relations

VPLIV VIDEO IGER NA ANGAŽIRANOST ZA ŠOLO PRI UČENCIH NA RAZREDNI STOPNJI

POVZETEK

V strokovnem prispevku smo obravnavali vpliv video iger na angažiranost za šolo pri učencih od 2. do 5. razreda. Ugotavljali smo ali obstaja korelacija med količino časa, ki ga učenci tedensko porabijo za igranje video iger in med stopnjo angažiranosti za šolo. Predstavili bomo rezultate kvantitativne raziskave, ki smo jo izvedli s pomočjo anketnega vprašalnika, na katerega so odgovarjali učenci od 2. do 5. razreda na osnovni šoli v osrednjeslovenski regiji. Ugotovili smo, da višji razred kot obiskujejo učenci, več časa na teden porabijo za igranje video iger. Učenci, ki ne igrajo video iger, namenijo delu za šolo več časa kot učenci, ki igrajo video igre. Učenci, ki video igre igrajo več kot 7 ur na teden, šolskemu delu namenijo manj časa v primerjavi z ostalimi učenci, ki za video igre porabijo manj časa. Ugotovili smo tudi, da učenci, ki ne igrajo video iger, raje hodijo v šolo kot učenci, ki igrajo video igre. Šolo najmanj radi obiskujejo učenci, ki igrajo video igre več kot 7 ur na teden v primerjavi z učenci, ki za video igre porabijo manj časa. Prav tako učenci, ki ne igrajo video iger, menijo, da so v šoli uspešnejši, kot učenci, ki igrajo video igre. S prispevkom želimo opozoriti učitelje, starše in otroke na negativen vpliv prekomernega igranja video iger na odnos do vzgojno-izobraževalnega procesa in uspešnost otrok na razredni stopnji v šoli. Kot priporočila za prakso predlagamo sistematično ozaveščanje staršev, učiteljev in otrok o škodljivosti prekomernega igranja video iger in spodbujanje kakovostnejše rabe zaslonov z omejenim časom.

KLJUČNE BESEDE: video igre, angažiranost za šolo, učenci na razredni stopnji

THE INFLUENCE OF VIDEO GAMING ON THE SCHOOL ENGAGEMENT AMONG STUDENTS IN PRIMARY EDUCATION

ABSTRACT

In our expertise, we will discuss the impact of video gaming on school engagement among students from 2nd to 5th grade. We will identify if there is a correlation between the amount of time students spend playing video games per week and the level of engagement for school. We will present results of the quantitative research, that we conducted using responses to the questionnaire of 2nd-5th grade students at an elementary school in Central Slovenia. We found that the higher the grade the students attend, the more time per week they spend playing video games. Students who do not play video games spend more time on schoolwork than students, who do play video games. Students who play video games more than 7 hours per week spend less time on schoolwork than other students, who spend less time playing video games. We also found that students who do not play video games prefer to go to school than students, who play video games. Students who play video games more than 7 hours per week are less likely to enjoy going to school than students, who spend less time playing video games. In addition, students who do not play video games believe they are more successful in school than students, who do play video games. With this article, we would like to warn teachers, parents and children about the negative effects of excessive video game playing on attitudes toward the educational process and on children's academic achievement. As recommendations for practice, we propose systematic awareness-raising among parents, teachers and children about the harmfulness of excessive video game play and promotion of better quality use of limited-time screens.

KEYWORDS: video gaming, school engagement, students in primary education

MOTNJE HRANJENJA MED SREDNJEŠOLCI

POVZETEK

Motnje hranjenja so kompleksne duševne bolezni, ki prizadenejo ljudi vseh starosti, tudi mladostnike. V raziskavi, v kateri so sodelovali dijaki Gimnazije Bežigrad, sem želela ugotoviti, v kolikšni meri so srednješolci seznanjeni z vrstami motenj hranjenja. Zanimalo me je, katere so najpogostejše motnje hranjenja, za katerimi trpijo mladostniki ter koliko sovrstnikov s tovrstnimi motnjami dijaki poznajo. Ugotovila sem, da je ta bolezen veliko bolj prisotna med mladimi, kot si marsikdaj priznamo. V začetnih fazah je nemalokrat prikrita, vzroki zanjo pa so pogosto kombinacija številnih dejavnikov, ki določeno osebo vodijo v eno izmed motenj hranjenja. Najbolj pogosta je anoreksija, dekleta pa so bolj dovzetna za motnje hranjenja kot fantje. Motnje hranjenja se pojavljajo tudi pri športnikih. Sodelujoči v raziskavi so potrdili, da se srednješolci pogosto ne zavedajo, kako resen problem predstavljajo motnje hranjenja in kakšne posledice lahko pustijo na posamezniku. Pogosto motenj hranjenja niti ne jemljejo kot bolezen. Posledice, ki jih ta bolezen povzroči, pa niso samo kratkotrajne, lahko so tudi življenjske ali se celo končajo s smrtjo. Nekatere vrste motenj hranjenja prizadenejo tudi zobe. Anketiranci se strinjajo, da si starši velikokrat zatiskajo oči in podcenjujejo resnost te bolezni. V okviru preventive naj šola skozi različne socialne igre in delavnice vzpodbuja dijakovo samopodobo, starši pa naj s svojim zgledom otrokom privzgojijo zdrave vedenjske vzorce in življenjske navade. Z ozaveščanjem lahko zmanjšamo stigmatizacijo motenj hranjenja, s pogovori z dijaki s tovrstnimi izkušnjami pa jim sporočamo, da niso sami. Prijatelji namreč velikokrat predstavljajo prvo zatočišče osebam, ki trpijo za tovrstnimi motnjami.

KLJUČNE BESEDE: motnje hranjenja, srednješolci, pogostost obolenja, posledice, zobje

EATING DISORDERS AMONG HIGH SCHOOL STUDENTS

ABSTRACT

Eating disorders are complex mental illnesses that affect people of all ages, including adolescents. In my research involving students from Bežigrad Grammar School, I wanted to find out to what extent high school students are familiar with the types of eating disorders. I was interested in finding the most common eating disorders that adolescents suffer from and how many peers with these types of disorders high school students know. I found out that this disease is much more prevalent among young people than we often admit. In the early stages, it is often hidden, and its causes are often a combination of many factors that lead a person to develop an eating disorder. Anorexia is the most common, and girls are more susceptible to eating disorders than boys. Eating disorders also occur in athletes. Participants in the study confirmed that high school students are not often aware of how serious of a problem eating disorders can be and what consequences they can leave on an individual. They often do not even consider eating disorders as a disease. The consequences that this disease causes are not only short-term, but they can also be lifelong or even end in death. Some types of eating disorders also affect teeth. Respondents agree that parents often turn a blind eye and underestimate the severity of this disease. As part of prevention, schools should encourage a student's self-esteem through various social games and workshops, and parents should instil healthy behaviour patterns and habits through their example. By raising awareness, we can reduce the stigma of eating disorders, and by talking to students with such experiences, we let them know that they are not alone. Friends often provide the first refuge for people suffering from such disorders.

KEYWORDS: eating disorders, high school students, prevalence, consequences, teeth

AGRESIVNO VEDENJE NAŠA VSAKDANJOST

POVZETEK

Znanstvene raziskave, ki so strokovno neoporečne trdijo, da dva tipa vzgoje visoko kolerirata z agresivnim vedenjem in sicer - ali je vzgoja hudo nasilna in so otroci žrtve nasilja ali pa je preveč permissivna, brez prepovedi, brez postavljanja jasnih in zdravih mej. Trend razvajenih otrok je v porastu. Strokovnjaki v vzgojnih zavodih govorijo o tem, da dobivajo vse več otrok brez občutkov krivde, vesti, občutij, morale. Vsi ti so bili do tedaj vzgajani z deklariranimi pedagoškimi metodami: prepričevanje, dopovedovanje, sočutje, empatija, pogovor, požrtvovalnost, odgovornost, čakanje. To so otroci, kjer nič ne zaleže, ki so terapevtsko neodzivni.

Hkrati je vse več duševnih bolezni med otroki in mladostniki.

Kaj lahko storimo?

Nezaželene oblike vedenja lahko odpravljamo in preprečujemo v dveh modelih. Prvi je medicinski model, v katerem popravljajo ali zdravijo otroke strokovnjaki za duševno zdravje. Vendar je zelo majhen odstotek otrok deležnih pomoči strokovnih služb. Na potezi je Ministrstvo za izobraževanje, ki je pristojno za zavode, skupaj z Ministrstvom za zdravje, ki bi moralo poskrbeti za zdravstveni del ureditve. Naj se obe ministrstvi nujno vključita v pripravo »Nacionalnega programa vzgoje in izobraževanja za obdobje 2023 – 2033«.

Drugi model je socialni model. Šola mora učiti otroke tisto kar starši doma ne morejo, to je skupinske odgovornosti, pomoči sočloveku, solidarnost, pogovora, reševanja stisk, razvijanja empatije, sprejemanja drugačnosti.

Težave na zavodu rešujemo s spremljevalci. Spremljevalec je oseba, ki ima občutek za delo z ljudmi, sploh za delo z otroki s posebnimi potrebami. Pomaga jim pri vseh aktivnostih, ki jih zaradi svojih težav ne zmorejo sami.

KLJUČNE BESEDE: agresivno vedenje, čustveno vedenjska motnja, duševne bolezni, spremljevalec

AGGRESSIVE BEHAVIOR IN OUR EVERYDAY DAYS

ABSTRACT

Scientific research that is professionally unobjectionable claims that two types of raising children are highly correlated to aggressive behaviour, specifically – either the upbringing is extremely violent, making children victims of violence or it is too permissive, with no prohibitions and without setting clear and healthy boundaries. The trend of spoiled children is on the increase. Professionals in educational institutions speak about receiving more and more children without conscience, sense of guilt, morals and emotions. Until now, all were raised with professional pedagogical methods: persuasion, explanation, compassion, empathy, conversation, self-sacrifice, responsibility and waiting. With these children it's no use as they are unresponsive to therapy. On the other hand, the number of mental illnesses among children and teenagers is increasing.

What can we do?

Unwanted forms of behaviour can be addressed and prevented in two models. The first is a medical model in which mental health experts correct or treat children. However, only a small percentage of children receive help from professional services. It is now up to the Ministry of Education, responsible for educational institutions, together with the Ministry of Health, which should take care of the healthcare aspect of the regulation. Both ministries should be involved in the preparation of "National program of upbringing and education for the period 2023 – 2033".

The second model is the social model. School must teach children what parents cannot teach at home, such as collective responsibilities, helping others, solidarity, communication, problem-solving, developing empathy, and accepting differences.

We solve problems at the institution with the help of an assistant. An assistant is somebody who has a sense for working with people, especially for work among children with special needs. They assist them with activities they are unable to do on their own due to their disorder.

KEYWORDS: aggressive behavior, emotional and behavioural disorder, mental illnesses, an assistant

VKLJUČEVANJE NUMERIČNIH TRDNOSTNIH SIMULACIJ K REDNIM ŠOLSКИM URAM STROKOVNEGA MODULA – TEHNIŠKA MEHANIKA

POVZETEK

V strokovnem članku je prikazan primer dobre prakse, kako dodatno motivirati nadarjene dijake z uporabo numeričnih trdnostnih simulacij v sklopu redne šolske ure strokovnega modula Tehniška mehanika, ki se izvaja v srednjem strokovnem izobraževanju za program strojni tehnik v sklopu odprtega kurikula. To je tudi ena izmed tematik mednarodne konference Izzivi in težave sodobne družbe, in sicer vzgoja in izobraževanje ter delo z nadarjenimi dijaki. Da bi se najbolj nadarjene dijake v razredu čim bolj motiviralo in navdušilo za obravnavano strokovno področje, je bil izbran praktičen primer mostnega dvigala, za katerega se je preračunal upogibek nosilca – IPBI profila. Izračun je bil narejen na dva načina: v prvem delu šolske ure na analitični način (s pomočjo računskih enačb), v drugem delu šolske ure pa se je nosilec preračunal z rabo numeričnih trdnostnih simulacij, ki temeljijo na metodi končnih elementov. Trdnostne simulacije so se izvedle v računalniškem programu PTC CREO 8.0. Glavni cilj učne ure je primerjanje rezultatov, ki so jih prejeli na analitični in numerični način in primerjava odstopanja rezultatov. Poleg tega pa je bil cilj učne ure tudi ta, da dijaki na podlagi osnovnega temeljnega znanja iz področja statike in trdnosti spoznajo in ozavešajo še druge sodobne metode, ki so dandanes nepogrešljive v strojništvu pri konstruiranju strojnih in konstrukcijskih delov. Glavni doprinos strokovnega članka k stroki je predstavitev načina, kako lahko učno uro mehanike obogatimo z vsebinami sodobnih inženirskih metod, ki so zanimive predvsem za najbolj nadarjene dijake.

KLJUČNE BESEDE: mehanika, trdnostne simulacije, mostno dvigalo, upogibek nosilca

INTEGRATING NUMERICAL STRUCTURAL SIMULATIONS INTO THE REGULAR SCHOOL LESSONS OF THE TECHNICAL MODULE – ENGINEERING MECHANICS

ABSTRACT

This paper presents an example of good practice of how to further motivate talented students by using numerical structural simulations in the regular school lessons of the technical module Technical Mechanics, which is carried out in the secondary vocational education in the Mechanical Engineering Technician programme as part of the open curriculum. This is also one of the themes of the international conference Challenges and Problems of Modern Society, namely education and working with talented students. In order to motivate and encourage the most talented students in the classroom in the chosen field of expertise, a practical example of a bridge crane was selected for which the beam displacement – the IPBI profile – was calculated. The calculation was carried out in two ways: in the first part of the lesson, in an analytical way (using analytical equations), and in the second part of the lesson, the beam was calculated using numerical structural simulations based on the finite element method. The structural simulations were carried out using the PTC CREO 8.0 computer programme. The main objective of the lesson is to compare the results obtained by analytical and numerical means and to compare the deviation of the results. In addition, the aim of the lesson was to give the students (on the basis of their basic fundamental knowledge of statics and structure), an understanding and awareness of other modern methods that are nowadays indispensable in mechanical engineering for the design of mechanical and construction parts. The main contribution of the paper to the profession is the presentation of how the mechanics lessons can be enriched with modern engineering methods intended particularly for the most talented students.

KEYWORDS: mechanics, structural simulations, bridge crane, beam displacement

UPORABA OCENJEVALNE LESTVICE PRILAGODITVENEGA VEDENJA ZA OSEBE Z VEČ PRIMANJKLJAJI NA PODROČJU DUŠEVNEGA RAZVOJA

POVZETEK

Individualiziran program je zelo pomemben dokument posameznega učenca z motnjami v duševnem razvoju, ki ga strokovni delavci pripravimo ob začetku šolskega leta. V njem je pomembna globalna ocena oziroma ocena funkcioniranja posameznika, ki vsebuje funkcionalnost učenca na področju učnih, socialnih in praktičnih spretnosti. Pozorni moramo biti tudi na individualnost posameznika in njegovo funkcioniranje. V strokovnem članku bo z ocenjevalno lestvico prilagoditvenega vedenja za osebe z motnjami v duševnem razvoju ocenjen izbran učenec na področju funkcionalnih akademskih veščin, komunikacije, socialnih spretnosti, samostojnosti, zdravja in varnosti, vključevanja v širše okolje, življenja doma ter s področja dela, prostega časa in motorike. S tem lahko izboljšamo že obstoječo globalno oceno v individualiziranem programu pomoči, ki je podlaga za načrtovanje dela v šolskem okolju in nadaljnji pomoči. Z ocenjevalno lestvico učenca oceni njegova učiteljica in na drugi strani mama, ki svojega otroka najboljše pozna. Otroka daljše obdobje opazujemo in spremljamo učitelji na učnem, starši pa v domačem okolju. Na nekatera področja učitelji nimamo takega vpogleda, kot ga ima družina. Ocene pridobivamo na podlagi opazovanj. Skozi raziskavo smo ugotovili, da so področja v lestvici dobro opredeljena in se poglobijo v smeri, ki smo jih v globalni oceni spregledali. Individualizirane programe pomoči lahko po raziskavi dopolnimo, saj pridobimo jasnejšo oceno otrokovega funkcioniranja.

KLJUČNE BESEDE: globalna ocena, individualiziran program, ocenjevalna lestvica, učenec z motnjo v duševnem razvoju

USE OF THE ADAPTIVE BEHAVIOUR RATING SCALE FOR PEOPLE WITH MULTIPLE DEFICITS IN INTELLECTUAL AND DEVELOPMENTAL DISABILITIES

ABSTRACT

The Individualised Programme is a very important document for each pupil with an intellectual disability, and it's drawn up by the school's professional staff each year at the start of the school year. It is an important global assessment or assessment of the individual's functioning, which includes the student's functionality in the areas of learning, social and practical skills. We also need to pay attention to the individuality of the person and how they function. In this expert article, a selected pupil will be assessed using the Adaptive Behaviour Rating Scale for people with intellectual disabilities in the areas of functional academic skills, communication, social skills, independence, health and safety, integration into the wider environment, home life and work, leisure and motor skills. This can improve the existing global assessment of functioning in the individualised support programme, which is the basis for planning work in the school environment and further support. The pupil is graded on the rating scale by his teacher and, on the other hand, by the mother who knows her child best. The pupil is observed and monitored for an extended period of time by teachers in the classroom and by parents in the home environment. In some areas, teachers do not have the insight that families do. Assessments are based on observations. Through the survey we found that the areas in the scale are well defined and precise areas that were overlooked in the global assessment. Individualised support programmes can be updated after the survey to provide a clearer assessment of the pupil's functioning.

KEYWORDS: global assessment, individualised programme, pupil with an intellectual disability, rating scale

VKLJUČEVANJE AKTIVNOSTI IN MOTIVIRANJE DIJAKOV NA PODROČJU UČENJA TRAJNOSTNEGA RAZVOJA IN KROŽNEGA GOSPODARSTVA S PRIMERI

POVZETEK

V strokovnem prispevku se osredotočamo na nove izzive vključevanja poučevanja strokovnih vsebin trajnostnega razvoja, ekologije in podjetništva v srednješolskem izobraževanju v programu Ekonomski tehnik pri dijakih. Predstavljamo ideje in rešitve kako lahko mladim udeležencem izobraževanja skozi različne projekte med seboj in s poučevanjem trajnostne ekonomije v času pouka aktivno približamo te vsebine. Z motivacijo učenja v zunanjem učnem okolju, medsebojni interakciji učiteljev, mentorjev ter dijakov lahko v sodelovanju z gospodarstvom stopimo korak bližje do bolj kakovostnega poučevanja podjetništva in ekologije v luči trajnostnega razvoja v srednjih šolah.

Namen vključevanja teh vsebin je, da dijaki v stimulativnem in varnem okolju, pridobijo motivacijo in poglobljen, kakovosten ter celovit pogled na vsebine: reševanja izzivov trajnostnega podjetništva, pomena recikliranja in ponovne uporabe, zavesti o omejenih dobrinah in virih za proizvodnjo dobrin ter spodbujanju ponovne uporabe dobrin.

Cilj je, da dijaki pridobijo prvo konkretno, poglobljeno in novo realno izkušnjo z vsebinami trajnostnega razvoja, zelenim podjetništvom v varnem okolju, ki jim bo omogočila osebno rast ter lažje razumevanje in reševanje trajnostnih izzivov ter uspešno podjetniško delovanje v kasnejšem kariernem razvoju in življenju.

V članku predstavljamo pozitivne učinke in prednosti izobraževanja in vključevanja vsebin trajnostnega razvoja skozi pouk in mednarodne projekte, ki so na voljo v Sloveniji. Prav tako načine za motiviranje dijakov s primeri. Opisani so številni konkretni praktični primeri, ki lahko omogočajo spodbujanje trajnostnega razvoja v šolskem sistemu.

KLJUČNE BESEDE Ekologija, trajnostni razvoj, projektno delo, srednja šola, izobraževanje

INTEGRATING ACTIVITIES AND MOTIVATING STUDENTS IN THE FIELD OF LEARNING SUSTAINABLE DEVELOPMENT AND CIRCULAR ECONOMY WITH EXAMPLES

ABSTRACT

In this article, we focus on new challenges of combining the teaching of sustainable development, ecology and entrepreneurship in secondary education in the Economic Technician program for students. We present ideas and solutions on how we can combine different projects with teaching sustainable economics during school courses and at the same time motivate employees and students to step closer to better and quality teaching of entrepreneurship in the light of sustainable development in secondary schools.

The purpose of the connection is for students in a stimulating and safe environment to gain motivation and an in-depth, high-quality and comprehensive view of the content: solving the challenges of sustainable entrepreneurship, the importance of recycling and reuse, awareness of limited goods and resources for producing goods, and promoting the reuse of goods.

The goal is for students to gain their first concrete, in-depth and new real experience with the contents of sustainable development, green entrepreneurship in a safe environment that will enable them personal growth and easier understanding and solution of sustainable challenges and successful entrepreneurship in later career development and life.

In the article, we present the positive effects and advantages of education and the inclusion of sustainable development content through lessons and international projects available in Slovenia. Also it shows ways to motivate students with examples Many concrete practical examples are described, which can enable the promotion of sustainable development in the school system.

KEYWORDS: Ecology, sustainable development, project work, high school, education

POMOČ UČENCEM PRI OBVLADOVANJU STRESA

POVZETEK

Današnji otroci so pogosto pod stresom, v naglici, po šolskih obveznostih hitijo še na številne popoldanske dejavnosti, aktivnosti. Otroci prihajajo v šolo iz različnih okolij, izpostavljeni so različnim stresnim dejavnikom, tekom dneva se v njih nakopiči veliko energije, ki je ne znajo pravilno usmeriti. Otroci ves ta stres zaznavajo, vsrkajo in postajajo napeti.

Stres je stanje, v katerem se posameznik nahaja in je psihološki, fiziološki ter vedenjski odgovor na različne dražljaje iz okolja.

Glede na to, da smo mu vsi – tako učitelji kot učenci, vsakodnevno izpostavljeni, je dobro, da poznamo načine, kako se s stresom lahko učinkovito spopadamo in ga obvladujemo.

In prav to je tudi naloga učiteljev, da zberejo energijo in pozornost učencev, še pred tem pa jim pomagajo, da se znebijo dnevnega stresa in odvečne energije.

To lahko naredijo s kratko pet do desetminutno dejavnostjo na začetku ure – s preprostimi dihalnimi tehnikami, vizualizacijo ali krajšo igro in od tu otroke vodijo k večjemu miru, zbranosti, pozornosti, sedanjosti. Pomembno je, da otroke privedejo od nemira k miru, od raztresenosti k pozornosti in dojemanju danega trenutka. Kratke meditacije z dihanjem ob rednem izvajanju krepijo koncentracijo in pozornost, umirjajo in sprostijo učence in so zato odličen uvod v šolsko uro.

Tudi joga je lahko odlična protiutež stresnemu vsakdanjiku, saj se na njej otroci lahko preko čuječih aktivnosti oddahnejo, prizemljijo in najdejo povezavo s sabo in svojim telesom.

Zelo pomembno je tudi, da se znajo razbremeniti tudi učitelji, da prakticirajo različne dihalne tehnike, jogo, meditirajo, se sproščajo v naravi ali kar koli drugega, da pridejo v stik s sabo. Če je učitelj notranje miren, to čutijo tudi otroci in so posledično tudi oni bolj mirni.

Cilj prispevka je opolnomočiti bralce, učitelje, vzgojitelje in starše o pasteh stresa, kako ga prepoznajo in kako se lahko z njim učinkovito spopadejo z uporabo dokaj preprostih tehnik in vaj ter tako poskrbijo ne le za otroke, ampak tudi zase. Zlasti slednje je v današnjem času, ko se srečujemo z vedno več izgorelosti, še kako dobrodošlo.

KLJUČNE BESEDE: stres, spopadanje s stresom, učenci, učitelji, dihalne tehnike

HELPING SCHOOL KIDS COPE WITH STRESS

ABSTRACT

Today's children are often under stress in a hurry, after their school obligations they rush to many afternoon activities. Children come to school from different backgrounds, they are exposed to different stress factors, during the day they accumulate a lot of energy, which they do not know how to direct properly. Children perceive all this stress, absorb it and become tense.

Stress is a state in which an individual finds himself and is a psychological, physiological and behavioral response to various stimuli from the environment.

We are all - teachers and students - exposed to it on a daily basis, so it is good to know ways to effectively deal with and manage stress.

And this is the task of the teachers, to gather the energy and attention of the children, and even before that, to help them get rid of daily stress and excess energy. They can do this with a short five to ten minute activity at the beginning of the lesson – with simple breathing techniques, visualization or a short games, and from there they lead the children to greater peace, concentration, attention, and the present moment. It is important to bring children from restlessness to peace, from distraction to attention and perception of given moment. Short meditations with

breathing, when they are practiced regularly, strengthen concentration and attention, calm and relax children and are therefore an excellent introduction to the school lesson.

Yoga can also be an excellent counterbalance to stressful everyday life, as it allows children to relax, ground themselves and find a connection with themselves and their body through mindful activities.

It is also very important that teachers also know how to relax themselves, practice different breathing techniques, yoga, meditate, relax in nature or anything else to get in touch with themselves. If the teacher is calm inside, the children feel that too, and as a result, they are calmer too.

The aim of the article is to empower readers, teachers, educators and parents about the pitfalls of stress, how to recognize it and how they can effectively deal with it by using simple techniques and exercises, and on that way taking care not only of children, but also of themselves. Especially the last is very welcome in these days, when we are faced with more and more burnout.

KEYWORDS: stress, coping with stress, school kids, teachers, breathing techniques

ŠOLA – EDEN OD TEMELJEV SODOBNE DRUŽBE

POVZETEK

Že dlje časa se v splošni javnosti opozarja na potrebe po spremembah v šolskem sistemu. Vsekakor se primarna vzgoja začne doma. Vzgoja in oblikovanje osebnosti pa se nadaljuje tudi z vstopom v institucionalno obliko varstva in izobraževanja. Osnova delovanja in sobivanja so vrednote, empatija, socialne veščine in druge sposobnosti, ki jih otrok, mladostnik razvija. Pri izoblikovanju človekove osebnosti, morajo biti, predvsem otroci, ustrezno usmerjeni. Vzgoja z zgledom in pristnim odnosom je največ, kar lahko odrasli nudimo otrokom. Slednje ne pomeni, da se otroke vzgaja brez mej in zahtev, temveč, da ob jasno postavljenih mejah odrasli poznajo otroke in jih razumejo v njihovih stiskah. Reforme bi morale celostno vključevati področje dela z učenci, spremembe učnih načrtov, skrbnega kadrovanja, obveznega dodatnega izobraževanja in rednega spremljanja delovanja, hkrati pa ponovno zagotoviti avtonomijo pedagoških delavcev. V prispevku so predstavljene ugotovitve praktičnega dela, analize stanja in polstrukturiranih intervjujev z učenci in učitelji. Kratka analiza pogovorov, kot polstrukturiranih intervjujev, ponuja uvid v možnosti prihodnjega razvoja šolstva. Učenci pogosto poročajo o nerazumevanju, neenakopravni obravnavi in ne soočanju s težavami. Učitelji nasprotno izpostavljajo težave na področju vedenja, vzpostavljanja reda in osnovnih pravil ter pomanjkanje medsebojnega sodelovanja. Z vsakim strokovnim, znanstvenim in drugim prispevkom v povezavi z izkušnjami iz praktičnega dela, lahko doprinesemo k razmisleku in načrtovanju nadaljnjih sprememb na področju šolstva. S tovrstnimi reformami lahko prispevamo, v širšem kontekstu, k bolj strpni, spoštljivi in razumevajoči družbi, katere razumevanje bi se kazalo na pomembnih področjih človekovega življenja in ne z odvrčanjem pozornosti s težav.

KLJUČNE BESEDE: šola, reforme v šolstvu, družba

SCHOOL – ONE OF THE FOUNDATIONS OF MODERN SOCIETY

ABSTRACT

Last years the general public put attention in changes of school system. Upbringing definitely begins at home. Later upbringing and formation of the personality continues with the entry into kindergarten and school. Base of functioning in society are values, empathy, social skills and other abilities that children and adolescents develop. When developing a person's personality, especially children, they must be properly oriented. Education by example and genuine attitude is the most important thing that adults can offer children. This doesn't mean that children are brought up without limits and demands, but rather that, with clearly set limits and understanding in their difficulties. Reforms should comprehensively include the area of work with students, changes in curriculum, careful staffing, mandatory additional education and regular work monitoring and ensuring the autonomy of pedagogical workers. The paper presents findings of practical work, analysis and results of semi-structured interviews with students and teachers. A short analysis in semi-structured interviews, offers an insight into the possibilities for the future development of education. Students often report misunderstanding, unequal treatment and not facing problems. Teachers, on the other hand, highlight behavioral problems, establishing order and a lack of mutual cooperation. With every professional, scientific and other contribution in connection with experience from practical work, we can participate in planning future changes in the field of education. With reforms, in a wider context, society can become more tolerant, respectful and understanding, this understanding would be shown in important areas of human life and not by distracting attention from problems.

KEYWORDS: school, reforms in education, society

DELO RAZREDNIKA Z UČENCI Z NAMENOM PREPREČEVANJA KONFLIKTOV IN USTVARJANJA VARNE ŠOLE

POVZETEK

Najpomembnejša naloga osnovne šole je, da poleg poučevanja zagotovi varen šolski prostor. Šola ima tudi nalogo, da učence vzgaja. Učenci imajo različne vzorce vedenja, ki so posledice vzgoje doma. V šoli se učijo komunikacije in sobivanja z večjo skupino različnih ljudi. Učenci, ki niso veščer komunikacije ali se ne znajdejo dobro pri delu v skupini, morda ne zmorejo ustrezno ukrepati, ko se pojavijo problemi, zato je včasih njihova reakcija neprimerna. Po drugi strani pa obstajajo tudi učenci, ki povzročajo konflikte namenoma, z željo po vzbujanju pozornosti.

V tem članku je predstavljeno delo razrednika, predvsem na razrednih urah, ter na tematskih dnevih dejavnosti, z željo po zagotavljanju varnosti vseh otrok in po razreševanju konfliktov, preden ti konflikti eskalirajo. Predstavljeno so oblike dela in opisani primeri problemov iz prakse, ter primeri dobre prakse pri reševanju le teh. Prikazana je tudi uporaba različnih socialnih iger, ki so se izkazale za uspešne pri reševanju problemov. Namen teh aktivnosti pa je, da se učenci naučijo, da ljudje različno odreagiramo v različnih situacijah in da ni nujno, da reakcija ustreza, njihovemu dejanskemu počutju. Naloga razrednika je, da učence opolnomoči, da se bodo v danih situacijah lahko ustrezno odzvali, oz. jih naučiti, da poiščejo pomoč, če niso kos situaciji.

Delo razrednika na predmetni stopnji tako poteka skozi vsa štiri leta, to je od 6. do 9. razreda osnovne šole. Če želimo zagotavljati varno okolje za vse učence je potrebno ves čas slediti dinamiki učencev, ter se z njimi pogovarjati, ter jim dati možnost sodelovanja pri reševanju problemov. Naš namen je dosežen, če učenec, ki je storil napako to uvidi in sam predlaga, kako bi lahko to napako popravil. Ko dosežemo to, da učenci vidijo, da posameznih neustreznih vedenj ne toleriramo, da se na njih pravočasno odzovemo, tudi sami, v večini primerov poskušajo spremeniti svoje vedenje in tako prispevajo, k varnosti vseh v učnem procesu.

KLJUČNE BESEDE: varna šola, reševanje konfliktov, razredništvo, socialne igre

PREVENTING CONFLICTS AND CREATING A SAFE SCHOOL ENVIRONMENT THROUGH THE CLASS TEACHER – STUDENT INTERACTION

ABSTRACT

In addition to teaching, the most important task of a primary school is to provide a safe school. The school also has the task of educating students. Students have different behavioral patterns that are the consequences of the home upbringing. Students who are not well-versed in communication or do not function well in large groups, may not be able to act appropriately when the problems arise. Their reaction to a certain stimulus might be inappropriate. On the other hand, there are also students who cause conflicts on purpose, with the desire to attract attention.

This article presents the work of a classroom teacher, especially in class meetings and on activity days, with the desire to ensure the safety of all children and to resolve conflicts before the conflicts escalate. The article presents different types of activities used for problem solving. Also examples of real-life problems are described, as well as examples of good practice with the successful solutions. The use of various social games that have proven to be successful in solving problems is also shown. The aim of the activities is, that the students learn that people react differently in different situations and that the reaction does not necessarily correspond to their actual feelings in that moment. The main task of the class teacher is to empower the students, that they will develop the ability to respond appropriately in conflict situations, or to teach them to seek help if they are not able to resolve the situation alone.

The work of the class teacher of the higher-grade students takes place throughout all four years, i.e. from the 6th to the 9th grade of primary school. However, if we want to ensure a safe environment for all students, it is necessary to constantly follow the dynamics of the students, to talk with them, and to give them the opportunity to participate in problem solving. It is important to react in time when the problem is still solvable. When we achieve that the students see that individual inappropriate behaviors are not tolerated, that we respond to them in time, even themselves, in most cases, try to change their behavior and thus contribute to the safety of everyone in the learning process.

KEYWORDS: safe school, conflict resolution, classroom management, social games

SPROŠČANJE PRI POUKU PSIHLOGIJE, KI JE POSTALO VSAKDANJIK

POVZETEK

Meditacija in sproščanje omogočata večjo umirjenost in s tem bolj uravnoteženo delovanje simpatičnega in parasimpatičnega živčevja, kar je v današnjih stresnih časih nujnost za uspešno preživetje brez izgorelosti. Tudi nevroznanstvene raziskave dokazujejo dobrobiti meditacije, sproščanja, čuječnosti na psihično in fizično delovanje človeka. V kratki raziskavi na srednješolskih poklicnega in strokovnega programa izobraževanja smo dokazali, da 3-5 minutna meditacija ob nežni glasbi na začetku šolske ure omogoča udeleženi dijakom boljše počutje, razpoloženje, veselje do šole, zdravje, uspeh pri pouku, odnos med sošolci, odnos do sebe, samozavest. Profesorji pa so ocenjevali še naslednje tri parametre: disciplina v razredu, odnos dijaka do profesorja in razredna klima. Raziskava, je kljub majhnosti vzorca uspela pokazati na pozitivne učinke preproste meditacije, največ je bilo opaziti učinkov pri večjem veselju do šole, pri odnosu med sošolci, pri disciplini v razredu in v odnosu do profesorja.

KLJUČNE BESEDE: meditacija, pozitivni učinki, izobraževanje, disciplina v razredu, srednja šola

RELAXATION DURING THE CLASSES OF PSYCHOLOGY, WHICH BECAME AN EVERYDAY HABIT

ABSTRACT

Meditation and relaxation enable higher peacefulness and more regulated function of autonomous nervous system, which nowadays is a must have against burnout. The neuroscience also proves the positive effects of meditation, relaxation and mindfulness on our psychological and physical wellbeing. In a short research in high school on pupils of professional education, we have proved that 3-5- min of meditation accompanied with gentle music at the beginning of classes enables better everyday mood, good feelings towards school, health, success in class, relationships between pupils, relationship towards self, self-confidence. The professors also evaluated the parameters of discipline in class, the relation of pupil towards the professor and the climate in entire class. The research, despite of the smallness of the sample succeeded to prove the positive effects of simple meditation mostly on higher good feelings towards school, relationships among pupils, discipline and relationship towards the professors.

KEYWORDS: meditation, positive effects, education, discipline in class, high-school

KREPITEV PODJETNIŠKIH VEŠČIN Z METODO OBLIKOVALSKEGA RAZMIŠLJANJA

POVZETEK

Vsakodnevne novosti motivirajo učitelja, da se redno izobražuje, sledi trendom ter spodbuja svoj profesionalni razvoj. Učinkovite metode poučevanja niso le metode s področja didaktike in pedagogike, učiteljem podjetništva koristijo tudi metode, veščine in znanja, ki jih uporabljajo uspešna podjetja. V prispevku predstavljamo metodo oblikovalskega razmišljanja (izvirno poimenovanje metode v ang. design thinking), ki smo jo spoznali skozi oči učeečega na strokovnem usposabljanju učiteljev v projektu Erasmus+ in smo jo kot primer dobre prakse iz gospodarstva prenesli v razred. Metoda oblikovalskega razmišljanja temelji na iskanju in kreiranju rešitev, ki ustrezajo dejanskim potrebam uporabnikov, pri čemer oblikovalec izvede pet korakov: vživljanje, definiranje, iskanje idej, izdelava prototipa in testiranje. Kasneje smo z uporabo te metode pri pouku podjetništva z dijaki razvijali poslovne ideje in pripravljali vitke poslovne modele, podobno kot jih pripravljajo podjetja pri razvijanju svojih idej. Dijaki so razvijali poslovne ideje ob upoštevanju zakonitosti krožnega gospodarstva. Predstavljena metoda je uporabna in prenosljiva na različne ravni vključevanja podjetniških vsebin v profesionalni razvoj posameznika. Z vključevanjem dobrih praks iz podjetij v pouk podjetništva dijaki razvijajo podjetniške veščine, krepijo podjetniško razmišljanje in začnejo graditi svoj profesionalni razvoj, učitelji pa nadgrajujejo svoj profesionalni razvoj ter se opolnomočijo za sodoben pouk.

KLJUČNE BESEDE: profesionalni razvoj, podjetniške veščine, oblikovalska metoda

STRENGTHENING ENTREPRENEURIAL SKILLS WITH THE METHOD OF DESIGN THINKING

ABSTRACT

The daily advancements inspire teachers to pursue regular education, follow trends, and promote their professional development. Effective teaching methods go beyond didactics and pedagogy; entrepreneurial teachers also benefit from the methods, skills, and knowledge used by successful businesses. In this article, we present the method of design thinking, which we encountered through the eyes of a learner during a professional teacher training in Erasmus + project and transferred it to the classroom as a good practice example from the business sector. The method of design thinking is based on the search and creation of solutions that meet the actual needs of users, with the designer going through five steps: empathize, define, ideate, prototype, and test. Later on, we used this method with students in entrepreneurship classes to develop business ideas and prepare lean business models, similar to what companies do when developing their own ideas. The students developed business ideas while considering the principles of the circular economy. The presented method is useful and applicable to various levels of incorporating entrepreneurial content into individual professional development. By integrating best practices from companies into entrepreneurship education, students develop entrepreneurial skills, strengthen entrepreneurial thinking, and begin to build their professional development. Teachers, on the other hand, enhance their professional development and empower themselves for modern teaching practices.

KEYWORDS: professional development, entrepreneurial skills, design thinking