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IZZIVI IN TEŽAVE SODOBNE DRUŽBE

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TRAJNOSTNA FIZIKA

POVZETEK

V strokovnem članku in v predstavitvi na mednarodni konferenci RIS v Dvorci Rakičan bo avtor prispevka predstavil eksperimentalno delo dijakov pri pouku fizike v srednji šoli na temo okoljske trajnosti. Dijaki so s pomočjo računalniško podprte merilne tehnike proučevali fizikalne in kemične vplive človeka na okolje in podnebje. Rezultate in dognanja fizikalnih meritev so povezali s procesi v naravi in s škodljivimi vplivi na okolje. Izdelali so model tople grede in opravili meritve temperaturnega poteka z uporabo merilne opreme Vernier. Brez tople grede ni življenja na Zemlji. Preveč topla greda pomeni segrevanje oceanov in dvig morske gladine. Vpliv povečanega izpusta trdnih delcev v ozračje so dijaki simulirali z merjenjem odbojnosti in absorpcije na beli in temni površini. Večja absorpcija sončnega sevanja pomeni hitrejšo taljenje ledenikov in dvig morske gladine. Z indikatorjem kislin so proučevali zakisanost oceanov ter s tem pojasnili škodljiv vpliv kislega dežja na okolje, rastline, živali in človeka. S simulacijo sončnega obsevanja vode in mivke so dijaki analizirali vpliv bližine morja na tip podnebja različnih krajev. S kalorimetrično metodo so merili specifični toploti vode in mivke. Proučevali so delovanje sončnih celic in izvajali meritve napetosti pri različnih svetlobnih pogojih. Analizirali so ogljični odtis proizvodnje, uporabe in reciklaže Li-baterij. V zaključku članka je avtor navedel predloge dijakov za zmanjšanje globalnega ogljičnega odtisa, globalnega segrevanja in onesnaževanja ter njihove ideje o najbolj zeleni energiji. Prednost raziskovalnega pouka z izvajanjem samostojnih eksperimentov je v tem, da dijaki sami ali v parih zvajajo poskuse in meritve ter pri tem po lastni poti pridejo do ugotovitev in sklepov, s katerimi si razjasnijo procese v okolju. Didaktična vloga učitelja pri takem načinu pouka je izbira ustreznih tem in priprava ustreznih pripomočkov ter merilne opreme. Dijaki v eksperimentalnem delu zelo uživajo in ure fizike jim hitro minevajo.

KLJUČNE BESEDE: fizikalni eksperimenti, okolje, računalniško podprte meritve, trajnostni razvoj.

SUSTAINABLE PHYSICS

ABSTRACT

In a technical paper and a presentation at the RIS International Conference at Dvorec Rakičan, the author presents experimental work on environmental sustainability by students in a high school physics class. Students use computer-aided measurement techniques to study the physical and chemical impacts of humans on the environment and climate. They relate the results and findings of their measurements to processes in nature and to the harmful effects on the environment. They build a model and simulate a greenhouse effect measuring its temperature profile using Vernier measuring equipment. Without the greenhouse effect, there is no life on Earth. Too much of a greenhouse effect means a higher average temperature of oceans and the rising of sea level. Students simulate the environmental impact of increased small particle exhausts in the atmosphere by measuring albedo and absorption on white and dark paper surfaces. Increased solar absorption means faster melting of ice in the glaciers and consequently sea level rise. To study ocean acidification students use acid-base indicators and explain the impact of acid rain on the environment, plants, animals and human beings. By measuring the specific heat of water and sand with the use of light bulb radiation, students analyze the climate of different places due to proximity to the sea. Performances of solar cells are measured under different light conditions. The carbon footprint of Li-ion battery production, use and recycling is discussed and debated by students. In the conclusion, the author gives the students suggestions for reducing the global carbon footprint, global warming and pollution. Students' ideas for green energy are described. The advantages of research-based physics lessons are huge. Students, alone or in pairs, carry out experiments and measurements to find out and explain how processes in nature work. The didactic role of the teacher is to select appropriate topics and to deliver appropriate tools and measuring equipment. The students enjoy the experimental work very much and the physics lessons pass quickly.

KEYWORDS: physics experiments, environment, computer-aided measurement, sustainability.

KAKO DIJAKOM V NIŽJEM POKLICNEM IZOBRAŽEVANJU PREDSTAVITI NEGO TEKSTILIJ

POVZETEK

Dijaki programa Pomočnik v biotehniko in oskrbi imajo v okviru odprtega kurikula predmet Vzdrževanje in izdelava enostavnih tekstilnih izdelkov. Ena izmed tem je tudi nega tekstilij. Zanimalo nas je, koliko o tej temi dijaki že vedo in posledično načrtovati obravnavo snov tako, da se bodo dijaki čim več naučili. V tem izobraževalnem programu je veliko dijakov je s posebnimi potrebami in različnimi omejitvami. Kljub temu so pri tem predmetu življenjsko pomembna znanja in veščine, ki jih ti mladostniki morajo usvojiti za vsakodnevno rabo. Na podlagi preverjenega predznanja so se dijaki učili postopek za postopkom in se na ta način seznanili s celotno vsebino. Na osnovi rezultatov pred-testa smo poznali področja, ki jih dijaki ne poznajo dobro, zato smo tem vsebinam posvetili več časa in pozornosti. Pri končnem preverjanju znanja smo ugotovili, da so se dijaki več naučili. Tako bodo lahko vso pridobljeno znanje bolj koristno uporabili v praksi. Takšen metodološki in didaktičen pristop k poučevanju v nižjem poklicnem izobraževanju je lahko strokovno vodilo tudi drugim učiteljem, ki poučujejo v podobnih programih.

KLJUČNE BESEDE: odprti kurikulum, dijaki, nega tekstilij.

HOW TO INTRODUCE TEXTILE CARE TO STUDENTS IN LOWER VOCATIONAL EDUCATION

ABSTRACT

Students in the Biotechnology and Care Assistant programme have the subject Maintenance and manufacture of simple textile products as part of the open curriculum. One of these subject topics is textile care. We were interested in finding out how much the students already know about this content and consequently addressing the subject matter in such a way that the students will learn as much as possible. There are many students in this educational programme who have special needs and various limitations. Nevertheless, there are vital knowledge and skills in this subject that these young people need to acquire for everyday use. Based on the result of the background knowledge pre-test, the students learned procedure by procedure and, in this way, became familiar with the entire content. Based on the results of the pretest, we knew the areas that the students did not know well, so we devoted more time and attention to these contents. In the final assessment, we found that the students had learned more. They will be able to put all the knowledge they have gained into practice in a more useful way. This methodological and didactical approach to teaching in lower vocational education can be a professional guide for other teachers teaching in similar programmes.

KEYWORDS: open curriculum, students, textile care.

PREPOZNAVANJE MOTENJ HRANJENJA PRI MLADIH IN SPOPADANJE Z NJIMI: PRISTOPI IN PODPORNÁ LITERATURA

POVZETEK

Motnje hranjenja pri mladih predstavljajo velik zdravstveni problem, za katerega so značilne hude motnje v prehranjevalnih navadah ter z njimi povezane misli in čustva. V prispevku skušamo zagotoviti celovit pregled, kako prepoznati motnje hranjenja v tej demografski skupini, s poudarkom na pomenu zgodnjega odkrivanja in intervencije. Ključni kazalniki motenj hranjenja vključujejo drastične spremembe telesne teže, preobremenjenost s hrano, popačeno samopodobo in vedenjske spremembe, kot so pretirana telesna vadba ali prikrite prehranjevalne navade. Učitelji, starši in vrstniki igrajo ključno vlogo pri prepoznavanju teh znakov in omogočanju pravočasne podpore.

Prispevek prav tako raziskuje učinkovite izobraževalne pristope za ozaveščanje mladih o motnjah hranjenja. Ti vključujejo vključevanje razprav o pozitivni samopodobi, duševnem zdravju in vplivu družbenih medijev v izobraževalne programe. Z ustvarjanjem odprtega in podpornega okolja lahko spodbudimo mlade odrasle, da poiščejo pomoč in spregovorijo o svojih težavah brez stigme.

Za pomoč pri procesu okrevanja priporočamo več knjig, ki ponujajo tako praktične nasvete kot čustveno podporo. Z izboljšanjem prepoznavanja, izobraževanja in razpoložljivosti virov si prizadevamo opolnomočiti mlade odrasle, da se soočijo in premagajo motnje hranjenja, ter spodbujamo bolj zdrav odnos do hrane in lastnega telesa.

KLJUČNE BESEDE: motnje hranjenja, pristopi, literature, vedenjske spremembe.

RECOGNIZING AND ADDRESSING EATING DISORDERS IN YOUNG ADULTS: STRATEGIES AND SUPPORTIVE LITERATURE

ABSTRACT

Eating disorders in young people represent a significant medical issue, characterized by severe disruptions in eating habits and associated thoughts and emotions. This article aims to provide a comprehensive overview of how to identify eating disorders in this demographic, emphasizing the importance of early detection and intervention. Key indicators of eating disorders include drastic weight changes, obsession with food, distorted self-image, and behavioral changes such as excessive exercise or secretive eating habits. Teachers, parents, and peers play a crucial role in recognizing these signs and enabling timely support.

The article also explores effective educational approaches to raising awareness about eating disorders among young people. These include incorporating discussions about positive self-image, mental health, and the impact of social media into educational programs. By creating an open and supportive environment, we can encourage young adults to seek help and talk about their issues without stigma.

To aid in the recovery process, we recommend several books that offer both practical advice and emotional support. By improving recognition, education, and resource availability, we aim to empower young adults to confront and overcome eating disorders, promoting a healthier relationship with food and their bodies.

KEYWORDS: eating disorders, approaches, literature, behavioral changes.

ENERGIJSKE PIJAČE MED OTROKI IN MLADOSTNIKI

POVZETEK

Energijske pijače niso običajne brezalkoholne pijače. Vsebujejo kofein in druge snovi za poživitev, večji delež sladkorja ali sladila, ter barvila in arome.

Namen mojega prispevka je podrobneje seznaniti pedagoške in ostale strokovne delavce o vsebnosti škodljivih in nevarnih snovi ter njihov vpliv na zdravje, še posebej na zdravje otrok in mladostnikov, pri katerih so ti napitki še posebej priljubljeni. Hkrati bi želela povabiti vse, ki delamo z mlado populacijo k ozaveščanju mladih na tem področju. V Sloveniji naj bi po nekaterih podatkih več kot ena tretjina otrok in mladostnikov redno uživala energijske pijače.

Z anketo, ki sem jo izvedla med učenci petih in devetih razredov, želim na podlagi konkretnih rezultatov in njihovo primerjavo opozoriti na resnost problema in pozvati strokovne in druge sodelavce, da se o tej pereči temi več pogovarjajo, saj menim, da gre za skrb zbujajoč problem, o katerem se še vedno premalo govori. Priložnost za pogovor vidim pri razrednih urah, organiziranju delavnic v okviru sodelovanja z zdravstvenimi institucijami in ozaveščanju staršev na izobraževalnih roditeljskih sestankih.

Prepričana sem, da bomo s sodelovanjem in ozaveščanjem med mladimi omejili uživanje omenjenih napitkov in jim hkrati predstavili smernice za zdrav način življenja.

Ključne besede: otroci, uživanje energijskih pijač, škodljivost, ozaveščanje.

ENERGY DRINKS AMONG CHILDREN AND ADOLESCENTS

ABSTRACT

Energy drinks are not typical soft drinks. They contain caffeine and other substances for stimulation, a higher percentage of sugar or sweeteners, as well as colorants and flavours.

The purpose of my contribution is to inform educators and other professionals in more detail about the harmful and dangerous substances contained in these drinks and their impact on health, especially the health of children and adolescents, among whom these beverages are particularly popular. At the same time, I would like to invite all of us who work with the young population to raise awareness among the youth in this area. According to some data, more than one-third of children and adolescents in Slovenia regularly consume energy drinks.

With a survey I conducted among fifth and ninth-grade students, I aim to highlight the seriousness of the problem based on concrete results and their comparison. I call on professional and other colleagues to discuss this pressing issue more often, as I believe it is a worrying problem that is still not talked about enough. I see opportunities for discussion during class hours, organizing workshops in collaboration with healthcare institutions, and raising awareness among parents at educational parent-teacher meetings. I am convinced that through collaboration and raising awareness among young people, we can limit the consumption of these beverages and simultaneously introduce them guidelines for a healthy lifestyle.

Keywords: children, energy drinks, harmfulness, awareness.

RAZREDNO DREVO

POVZETEK

Šola je vzgojno-izobraževalna ustanova, v kateri v medsebojnem sožitju potekata učni in vzgojni proces, vendar pa je bolj usmerjena v učno področje ter iskanje poti do znanja. Pogosto se premalo zavedamo njene vloge pri razvoju osebnosti posameznika, oblikovanju njegovih socialnih spretnosti ter njene moči pri vzpostavljanju dobrih medosebnih odnosov in posledično čuječih predstavnikov sodobne družbe. Namen pričujočega prispevka je predstaviti primer vzgojnega delovanja v oddelku, preko katerega smo se trudili zgraditi prijaznejše medosebne odnose in empatične posameznike. Učenci so skozi proces postali bolj pozorni na dogajanje okoli sebe, opaziti je bilo večje prizadevanje za prijazna ravnanja in medsebojno pomoč, predvsem pa so spoznali, da se vedno sami odločamo, kako bomo ravnali. Zunanji pokazatelj uspešnosti naših prizadevanj je bilo razredno drevo, saj je na njem za vsak teden prijaznih ravnanj zrasel nov list. Da bi učenci resnično začutili nujnost in predvsem smiselnost tovrstnih prizadevanj, smo dnevno spremljali več področij, ki prispevajo k prijetnemu počutju v razredu. Učenci so tako bolje spoznali svoja in naša skupna močna področja, ozavestili šibka ter razvijali večji nadzor nad njimi, predvsem pa so dobili možnost za izboljšanje slednjih. Skozi praktično izkušnjo so spoznali, da se moramo za dobro počutje v skupnosti truditi vsi in za prijetnejše sobivanje med seboj sodelovati. Vrednost razrednega drevesa kot učnega modela za učenje socialnih spretnosti je v njegovi uporabnosti v praksi. Za strokovne delavce predstavlja orodje in vir informacij, za učence pa motivacijsko zasnovan način učenja, ki jih vodi do spoznanja, da smo mi sami gibalo napredka.

KLJUČNE BESEDE: razredno drevo, vodenje oddelka, socialne spretnosti, empatija, čuječnost.

CLASS TREE

ABSTRACT

School is an educational institution where the learning and educational process take place in harmony, however it is more focused on the learning and the path to knowledge. We often overlook its importance for the development of a personality of an individual, creating their social skills and its power in regard to formatting good interpersonal relations and consequently mindful representatives of a modern society. The purpose of this article is to present an example of educational work in a classroom with which we tried to build a friendlier interpersonal relations and emphatic individuals. Through this process the students have become more attentive to what was happening around them, there was a noticeable increase of friendly actions and help between each other, but most importantly they realised that it is always up to an individual to decide how to act in a certain situation. An external factor of our success was a class tree that grew a new leaf for every friendly-action week. In order for the students to fully understand and feel the urgency, but most importantly the sensibility, of those actions we monitored different areas that help achieve wellbeing in a classroom every day. This helped the students recognize their own but also our common strong points and become aware of weak points and learn how to improve them. Through a practical approach they realized that we all have to contribute for the wellbeing of the group and that we need to cooperate to achieve a pleasant coexistence. The value of the class tree as a learning model for the purpose of learning social skills lies in its practical utility. For professionals it serves as a tool and as a source of information. As for the students, it serves as a motivation led tool that helps them realize that they are a part of the movement that leads to progress.

KEYWORDS: class tree, department management, social skills, empathy, mindfulness.

NE SPREMINJAJMO PODNEBJA, AMPAK NAŠO METODOLOGIJO IN POTI UČENJA

POVZETEK

Erasmus+ projekt spodbuja učno mobilnost posameznikov in skupin ter sodelovanje, kakovost, vključevanje, enakost, odličnost, ustvarjalnost in inovativnost na ravni organizacij in politik na področju izobraževanja in usposabljanja. Uspešna prijava k projektu Erasmus+ z naslovom »Ne spreminjajmo podnebja, ampak našo metodologijo in poti učenja« nam je omogočila sledenje ciljem, ki smo si jih pri prijavi projekta zastavili - v mobilnost vključiti učence različnih starosti in obeh spolov ter omogočiti spoznavanje novih običajev, šolskega sistema v duhu okoljevarstva in inovativnih metod pouka. V okviru projekta smo izvedli eno izmed tridesetih mobilnosti in sicer mobilnost učencev na finski osnovni šoli Arpee v mestu Kitee na vzhodu Finske ob ruski meji. S to mobilnostjo smo omogočili učencem, da so pridobili pomembne življenjske izkušnje, hkrati pa so krepili svojo samozavest in enakopravnost.

KLJUČNE BESEDE: Erasmus+, klimatske spremembe, okoljevarstvo, mobilnost učencev.

LET'S NOT CHANGE THE CLIMATE, BUT OUR TEACHING WAYS AND LEARNING PATHS

ABSTRACT

The Erasmus+ project promotes the learning mobility of individuals and groups as well as cooperation, quality, inclusion, equality, excellence, creativity and innovation at the level of organizations and policies in the field of education and training. The successful application to the Erasmus+ project entitled "Let's not change the climate, but our methodology and learning paths" enabled us to follow the goals we set when applying for the project - to include students of different ages and both sexes in mobility and to enable them to learn about new customs, school system in the spirit of environmentalism and innovative teaching methods. As part of the project, we carried out one of the thirty mobilities, namely the mobility of pupils at a Finnish primary Arpee School in the town of Kitee in the east of Finland near the Russian border. With this mobility, we enabled the students to gain important life experiences, while at the same time strengthening their self-confidence and equality.

KEY WORDS: Erasmus+, climate change, environmental protection, student mobility.

RAZVIJANJE SOCIALNIH IN ČUSTVENIH VEŠČIN PRI UČENCIH

POVZETEK

Šola predstavlja ključen kontekst učenja in razvoja posameznika, torej prostor, kjer se otroci učijo o sebi in drugih. Pomembno je, da šola pri poučevanju otrok upošteva celosten pristop, in sicer z vključevanjem različnih učnih kontekstov in spodbujanjem ne le osnovnih akademskih veščin, ampak tudi socialnega in čustvenega razvoja ter duševnega zdravja otrok.

Namen pričujočega prispevka je predstaviti, kako smo se razvijanja socialnih in čustvenih veščin pri učencih lotili na Osnovni šoli Gornja Radgona. Po epidemiji koronavirusa smo izvedli raziskavo, ki je pokazala posledice na duševnem zdravju učencev, zato smo si kot prioriteto nalogo zadali preventivno delovanje na področju duševnega zdravja naših učencev. Dve šolski leti smo za vse učence v sklopu pouka in šolskih skupnosti aktivno izvajali preventivne delavnice, ustvarili kotiček za sprostitev, kjer so se učenci družili ob igranju družabnih iger in se seznanili s poučnim gradivom o pomenu duševnega zdravja, učence smo aktivno vključili, da so tudi sami podali predloge in pobude za boljše počutje v razredu. O pomenu razvijanja socialnih in čustvenih veščin smo izobraževali tudi učitelje, ki igrajo ključno vlogo pri vsakodnevem sistematičnem implementiranju tovrstnih veščin v učni proces.

Največji doprinos aktivnosti k pedagoški stroki je razvijanje socialnih in čustvenih veščin pri učencih, s čimer smo vplivali na to, da učenci lažje rešujejo konfliktna situacije in gradijo pozitivne odnose z vrstniki in odraslimi, izboljšajo učne dosežke, povečajo motivacijo za delo. Pri učencih smo vzpodbujali dobro počutje in preprečevali razvoj težav z duševnim zdravjem. Rezultat izobraževanja učiteljev je pokazal na spremenjene oblike in metode dela pri pouku.

KLJUČNE BESEDE: čustvene veščine, socialne veščine, duševno zdravje, preventivne dejavnosti.

DEVELOPING STUDENTS' SOCIAL AND EMOTIONAL SKILLS

ABSTRACT

School is a key context for learning and development, a place where children learn about themselves and others. It is important that schools take a holistic approach to teaching children, integrating different learning contexts and promoting not only basic academic skills, but also children's social and emotional development and mental health.

The purpose of this paper is to present how we have approached the development of social and emotional skills in pupils at Gornja Radgona Primary School. After the coronavirus epidemic, we carried out a survey which showed the consequences on the mental health of our pupils, and we made it a priority to take preventive action in the field of mental health of our pupils. For two school years, we have actively implemented prevention workshops for all pupils in the classroom and in school communities, we have created a relaxation corner where pupils could play board games and learn about the importance of mental health, and we have actively involved pupils in making suggestions and initiatives to improve their well-being in the classroom. Teachers were also educated on the importance of developing social and emotional skills, as they play a key role in the day-to-day systematic implementation of such skills in the learning process.

The greatest contribution of the activity to the teaching profession is the development of social and emotional skills in pupils, which has helped them to resolve conflict situations and build positive relationships with peers and adults, improve their academic performance, and increase their motivation to work. We have promoted pupils' well-being and prevented the development of mental health problems. Teacher training has resulted in changes in the way teachers work in the classroom.

KEYWORDS: emotional skills, social skills, mental health, prevention activities.

USVAJANJE IN UČENJE TUJIH JEZIKOV

POVZETEK

Učenje tujih jezikov je danes zaradi globalizacije in mobilnosti delovne sile zelo pomembno. Če otrok odrasča z več jeziki hkrati, govorimo o usvajanju, če pridobiva znanje drugega jezika v procesu formalnega izobraževanja, pa o učenju. Usvajanje poteka na spontan, igriv in nezaveden način, a ima tudi pomanjkljivosti, kot npr. slabša zmožnost pisanja in obvladovanja pravopisa. Formalno učenje je zaveden proces, ki enakomerno razvija vse štiri jezikovne zmožnosti in vključuje učenje slovničnih pravil ter popravljanje napak. Pri tem procesu je ključna motivacija učencev, ki jo včasih težko dosežemo. Prav tako je njihov stik z drugim jezikom omejen na nekaj ur tedensko, kar je za razvoj dobrega znanja jezika zelo malo. Za uspešno obvladovanje sporazumevalnih možnosti, razumevanje večkulturnosti in jezikovne zavesti je kombinacija usvajanja in formalnega učenja izrednega pomena. Uspešen poskus takega integriranega učenja je metodologija CLIL v vrtcih, jezikovnih tečajih in nižjih razredih osnovne šole, ki je v nekaterih deželah že zelo razširjena.

KLJUČNE BESEDE: usvajanje, nezaveden način, formalno učenje, učenje slovničnih pravil, integrirano učenje.

ACQUIRING AND LEARNING FOREIGN LANGUAGES

ABSTRACT

In this day and age of globalisation and mobility, the learning of foreign languages has become extremely important. We talk about acquiring a language if a child is brought up in a multi-lingual environment; however, if a child learns a second language in the education process, we talk about learning a language. Acquiring of a language is a spontaneous, playful, and subconscious activity, but it has its drawbacks, e.g. problems with writing skills and spelling. On the other hand, formal learning is a conscious process, which gradually develops four language skills, including the learning of grammatical rules and error correction. In this process motivation plays a crucial role but is at the same time sometimes the most difficult to find. Another problem is the contact with a language, which is limited to a few hours a week, which is very little while learning a language. The optimal solution in order to carry out the command of the language while mastering communication skills, multi-culturalism and linguistic consciousness would be the combination of the two aforementioned methods. The CLIL methodology has proven as a successful example of such integrative learning; it can be found in many countries, primarily in kindergartens, first years of primary schools and language courses.

KEYWORDS: acquiring, subconscious level, formal learning, grammatical rules, integrative learning.

LAHKO BRANJE PRI SLOVENŠČINI V NIŽJEM POKLICNEM IZOBRAŽEVANJU

POVZETEK

Pri delu z dijaki v nižjem poklicnem izobraževanju se vedno pogosteje srečujemo z raznovrstnimi izzivi, saj se raznolikost dijakov glede na znanje materinščine, razumevanje in rabo slovenskega jezika kot jezika okolja, motivacijo za delo, učne zmožnosti, vzgojno problematiko in druge osebne okoliščine kaže kot zahtevna preizkušnja za načrtovanje in izvajanje učnega procesa pri pouku slovenščine. V prispevku navedemo razloge, ki upravičujejo uporabo lahkega branja kot metodo dela na poti do zastavljenih učnih ciljev, s katero pomagamo dijakom razvijati sporazumevalno zmožnost sprejemanja, razčlenjevanja in tvorjenja umetnostnih in neumetnostnih besedil. Prikažemo primera dveh učnih situacij, v katerih smo uporabili lahko branje, in sicer primer vključevanja lahkega branja v obravnavo umetnostnega besedila pri književnem pouku in primer vključevanja lahkega branja v obravnavo neumetnostnega besedila pri jezikovnem pouku. Rezultati opravljene ankete med dijaki nižjega poklicnega izobraževanja o bralnih navadah in bralnem razumevanju potrjujejo predvidevanja, da se v delo in obravnavo besedil, zapisanih v lahkem branju, dijaki lažje in raje vključujejo. Za dijake so besedila v lahkem branju razumljivejša, pri obravnavi besedil dlje časa ohranijo pozornost, s tem pa je omogočeno uspešnejše doseganje funkcionalnih in izobraževalnih ciljev. Ugotovitve o uspešnosti vpeljevanja lahkega branja v pouk nas utrujejo v prepričanju, da je lahko branje ustrezno orodje za premostitev bralno-napisovalnih težav, omogoča in spodbuja razvijanje sporazumevalne zmožnosti ter krepi pravico do pismenosti.

KLJUČNE BESEDE: slovenščina, nižje poklicno izobraževanje, lahko branje.

EASY READING IN THE SLOVENE LANGUAGE COURSE IN TWO- YEAR UPPER SECONDARY VOCATIONAL EDUCATION

ABSTRACT

When working with students enrolled in two year upper secondary vocational courses, teachers continuously have to face various challenges, such as the diversity of students in terms of their knowledge of their native language, understanding and use of the Slovenian language as the language of the environment, motivation for school work, learning abilities, educational issues, and other personal circumstances, which all prove to be a demanding task for planning and implementing the teaching process in classes. The article lists the reasons justifying the use of easy reading as a method to achieve the set learning objectives, thereby helping students develop communicative skills in comprehending, analyzing, and creating both literary and non-literary texts. In addition, two examples of learning situations in which easy reading method was used are presented: one adopting the easy reading while discussing literary texts in literature lessons and another introducing the easy reading into the discussion of non-literary texts in language lessons. Furthermore, the results of a survey conducted among first and second-year students of two-year vocational courses on their reading habits and reading comprehension confirm expectations that students find it easier and more enjoyable to engage with texts written in easy reading. As these texts are more understandable to students, learners tend to keep their attention longer during text discussions, which leads to more successful achievements of functional and educational goals. The findings on the successful integration of easy reading into teaching reinforce our belief that easy reading can be an appropriate tool for overcoming reading and writing difficulties, facilitating and encouraging the development of communicative skills, and strengthening student rights to literacy.

KEYWORDS: the Slovenian language, two-year upper secondary vocational education, easy reading.

SIMULATORJI CNC-OBDELAVE KOT POMOČ ALI BREME DIJAKOM S POSEBNIMI POTREBAMI

POVZETEK

Nenehen razvoj tehnologij nam na prvi pogled omogoča lažje življenje. Po drugi strani pa nam lahko povzroči tudi precej težav. Z razvojem računalništva so se razvili tudi razni CNC-simulatorji, ki nam pomagajo pri izvedbi pouka. Po drugi strani pa se v srednješolskem izobraževanju pojavlja precej dijakov, ki imajo določene primanjkljaje zaradi zdravstvenih težav. Pri teh dijakih moramo biti še posebej pozorni glede uporabe teh pomagal.

Zaradi tega je potrebno kar nekaj učnih ur nameniti spoznavanju dijakov z posebnimi potrebami, da lahko na čim boljši način prilagodimo pouk njihovim potrebam. Z simulatorji obdelave lahko pomagamo večini dijakov, da lažje razumejo sam proces obdelave. Temu lahko priključimo tudi večji del dijakov s posebnimi potrebami. Pri določenih dijakih pa lahko dražljaji računalnika povzročijo poslabšanje razpoloženja oz. počutja. Zato je potrebno pri teh dijakih bistveno prilagoditi čas uporabe teh pomagal. V samem prispevku bodo navedeni primeri dela z dijaki, ki bodo lahko pomagali ostalim učiteljem za boljše prilagajanje pouka.

Zaradi tega je potrebno zelo dobro proučiti zahtevane prilagoditve. Potrebno pa je tudi pridobiti zaupanje dijakov, da se odpro in povedo na kakšen način se prilagoditi, da bo rezultat najboljši. Posebno pa moramo paziti, da s temi pomagali še dodatno ne škodujemo.

KLJUČNE BESEDE: CNC-simulator, prilagoditev, posebne potrebe, načrtovanje.

CNC MACHINING SIMULATORS AS A HELP OR A BURDEN TO STUDENTS WITH SPECIAL NEEDS

ABSTRACT

At first glance, the constant development of technologies allows us to live a more comfortable life. On the other hand, it can also cause us a lot of problems. With the development of computer science, various CNC simulators have also been developed, which help us in conducting lessons. On the other hand, there are quite a few students in secondary education who have certain deficits due to health problems. We have to be especially careful with these students regarding the use of these aids.

For this reason, it is necessary to devote quite a few teaching hours to getting to know students with special needs, so that we can adapt lessons to their needs in the best possible way. With processing simulators, we can help most students to understand the processing process itself more easily. We can also add a large part of students with special needs to this. For certain students, the stimuli of the computer can cause a deterioration in mood or feelings. Therefore, it is necessary to significantly adjust the time of use of these aids for these students. The paper itself will include examples of work with students that will help other teachers to better adapt their lessons. For this reason, it is necessary to study the required adjustments very carefully. But it is also necessary to gain the students' trust so that they can open up and say how to adapt in order to get the best result. We must be especially careful not to cause additional damage with these aids.

KEYWORDS: CNC simulator, adjustment, special needs, planning.

MLADOSTNIK, KAJ TI DA KRILA?

POVZETEK

Prispevek obravnava zgodovino in razvoj energijskih pijač, podrobno opisuje njihove najpogostejše sestavine, pogostost uživanja ter njihov vpliv na zdravje in možne zdravstvene posledice. Posebej poudarja problematiko uživanja energijskih pijač med mladimi. Po vsem svetu so mladi posamezniki, ki še nimajo povsem oblikovanega lastnega mnenja, pogosteje tarča intenzivnega oglaševanja, kar predstavlja globalen in težko obvladljiv izziv. Proizvajalci energijskih pijač pogosto ustvarjajo vtis, da gre za običajne osvežilne napitke, ki prinašajo številne koristi. Pomembno je, da se zavedamo, da ima oglaševanje danes moč ozaveščanja, zato je nujno potrebno mlade zaščititi pred škodljivimi marketinškimi prijemi. Lahko pa tudi obrnemo trženje v priložnost in mlade spodbudimo k kritičnemu razumevanju tržnih prijemov preko medijske vzgoje. Zaskrbljujoči so izsledki raziskave »Z zdravjem povezana vedenja v šolskem obdobju« (HBSC, 2023), ki je pokazala, da energijske pijače pije več kot tretjina slovenskih mladostnikov (40,9 %), od tega vsak peti 11-letnik in že vsak drugi 15-letnik. Omenjeni izsledki so iztočnica tega prispevka, v katerem sem raziskovala razširjenost energijskih pijač med učenci naše šole. Predstavljeni so rezultati ankete, dobljeni rezultati kažejo, da učenci pogosto uživajo pozitivne napitke, saj večina po njih poseže enkrat tedensko. Izsledki raziskave so bili izhodišče za naše nadaljnje aktivnosti z izvedenimi delavnicami, kjer smo z motivacijskim intervjujem in pogovorom z mladimi ozaveščali osnovnošolce o zdravih alternativah, ki lahko povrnejo energijo in vitalnost telesu. Namen prispevka je predstaviti spodbujanje kritičnega presojanja pitja energijskih pijač med učenci s posebnim poudarkom na vplivu na zdravje ter spodbujanje k zdravemu življenjskemu slogu. V prispevku je predlagana tudi rešitev, s katerim bi učence odvrnili od uživanja energijskih pijač.

KLJUČNE BESEDE: energijske pijače, zdravje, mladostniki, oglaševanje, kritično presojanje.

YOUTH, WHAT GIVES YOU WINGS?

ABSTRACT

The article discusses the history and development of energy drinks, detailing their most common ingredients, frequency of consumption, and their impact on health along with possible health risks. It particularly emphasizes the issue of energy drink consumption among young people. Worldwide, young individuals, who haven't fully formed their own opinions, are more frequently targeted by intensive advertising, presenting a global and challenging issue. Manufacturers of energy drinks often give the impression that these beverages are ordinary refreshments with numerous benefits. It's crucial to recognize the power of advertising in modern days and age to raise awareness, and thus try to protect young people from harmful marketing tactics. Alternatively, marketing can be turned into an opportunity to teach young people to assess risks of harmful marketing strategies. The findings of the "Health Behavior in School-aged Children" (HBSC, 2023) survey are concerning, as it reveals that more than a third of Slovenian adolescents (40.9 %) consume energy drinks. Among them, every fifth 11-year-old and already every second 15-year-old is a consumer of energy drinks on a regular basis. The mentioned findings serve as the cornerstone of this article, in which I investigated the prevalence of energy drinks among pupils at our school. The results of the survey are presented, indicating that pupils often consume energy drinks, with the majority consuming them at least once a week. These research findings served as the basis for our subsequent activities, including workshops where we conducted motivational interviews and discussions to raise awareness among elementary school children about healthy alternatives that can replenish energy and vitality to the body. The purpose of the article is to present the promotion of critical assessment of energy drink consumption among pupils, particularly focusing on its impact on health, and to encourage a healthy lifestyle. Additionally, solution is proposed to deter pupils from consuming energy drinks.

KEY WORDS: energy drinks, health, children, advertising, critical evaluation.

POKLICI PRIHODNOSTI

POVZETEK

Poklici prihodnosti so v nas zbudili radovednost, da smo začeli razmišljati o tem, kateri se bodo ohranili, kateri posodobili in kateri popolnoma izginili. Raziskovalna naloga je bila namenjena učencem, da spodbudijo razmišljanje o svojih poklicnih poteh. Vse mlade nagovarjamo k inovativnosti oziroma drugačnosti. Določene poklice smo spoznali v živo, na okrogli mizi z naslovom: Ženske v znanosti, kjer je bilo izbranih nekaj zgodb uspešnih žensk. V raziskavo je bila vključena anketa, kako osnovnošolci razmišljajo o poklicih. Izsledki ankete so pokazali, da učenci tretje triade o poklicih že razmišljajo. Največ informacij pridobijo pri starših, vrstnikih in na spletu, najmanj v šoli. Veliko jih želi tudi spoznati, kako določen poklic izgleda v praksi. Znanstvenice oziroma intervjuvanke so poudarile, da je za uspešno delo potrebno znanje, podpora družine in mentorjev ter da je razlika med spoloma v poklicih zanemarljiva. Za najpomembnejšo lastnost pri uspehu posameznika so izbrale vztrajnost. K stroki smo doprinesli dejanski vpogled v razmišljanje in želje mladih. Informacije in mentorstvo so ključni pri razvoju kariere. Rezultati raziskave lahko pripomorejo k izboljšanju programov poklicnega svetovanja in izobraževanja, ki bodo bolje podpirali raznolikost in enakost spolov, ne glede na družbena pričakovanja. Ponujene so ideje za izvajanje dejavnosti, ki bi mladim omogočile pridobivanje praktičnih izkušenj in vpogled v različne poklice. Raziskava pomaga bolje razumeti mlade in njihove izzive pri odločanju o poklicni prihodnosti, kar je ključno za razvoj ustreznih podpornih programov.

KLJUČNE BESEDE: znanje, poklici prihodnosti, kompetence, vztrajnost, mentorstvo.

PROFESSIONS OF THE FUTURE

ABSTRACT

The professions of the future aroused our curiosity to start thinking about which ones will be preserved, which ones will be updated and which ones will disappear completely. The research assignment was designed to get students thinking about their career paths. We encourage all young people to be innovative or be different. We learned about certain professions live, at a round table entitled: Women in Science, where a few stories of successful women were selected. The research included a survey on how primary school students think about professions. The results of the survey showed that students of the third triad are already thinking about careers. They get the most information from their parents, peers and online, and the least at school. Many of them also want to know what a certain profession looks like in practice. The scientists and interviewees emphasized that knowledge, support from family and mentors are necessary for successful work, and that the difference between the sexes in the professions is negligible. They chose persistence as the most important quality for an individual's success. We have contributed real insight into the thinking and wishes of young people to the profession. Information and mentoring are key to career development. The results of the research can help to improve career counseling and education programs that will better support diversity and gender equality, regardless of social expectations. Ideas are offered for carrying out activities that would enable young people to gain practical experience and insight into various professions. The research helps to better understand young people and their challenges in making decisions about their professional future, which is key to developing appropriate support programs.

KEYWORDS: knowledge, professions of the future, competences, persistence, mentoring.

OZAVEŠČANJE O DRUŽABNIH OMREŽJIH PRI POUKU ANGLEŠKEGA JEZIKA

POVZETEK

Namen pričujočega prispevka je predstaviti tematiko uporabe oz. neuporabe družabnih omrežij pri učencih devetošolcih pri pouku angleškega jezika ter predstaviti predloge, kako se teme lotiti v razredu, da se učence čim bolj učinkovito opolnomoči in ozavešči na tem področju. Predstavljene so ugotovitve analize vprašalnika o uporabi družabnih omrežij med devetošolci, predlogi devetošolcev o načinih za zmanjšanje uporabe družabnih omrežij ter nasveti za starše. Prav tako so predstavljeni izsledki enotedenskega izziva "Teden brez družabnih omrežij", kjer se učenci prostovoljno odločijo, da bodo en teden preživeli brez družabnih omrežij, svojo izkušnjo pa opišejo v videodnevniku, kjer vsakodnevno poročajo o izkušnji: koliko časa po navadi preživijo na družabnih omrežjih, kaj so počeli namesto uporabe družabnih omrežij, kako so se počutili, s kakšnimi izzivi so se soočili, kaj so spoznali. Pričujoči prispevek, poleg ozaveščanja učencev, s sodobnimi metodami prispeva k napredku pedagoške stroke, saj spodbuja razvoj kritičnega mišljenja, digitalne pismenosti, socialnih veščin in inovativnih pedagoških praks.

KLJUČNE BESEDE: družabna omrežja, izziv, nasveti, angleški jezik.

RAISING SOCIAL MEDIA AWARENESS IN THE ENGLISH CLASSROOM

ABSTRACT

The purpose of this contribution is to present the topic of using social media among pupils in the English language classroom and to provide suggestions on how to approach the subject in class to efficiently empower and raise awareness among pupils in this area. Findings from an analysis of a questionnaire on social media usage among ninth graders are presented, along with suggestions from ninth graders on ways to reduce social media usage and advice for parents by pupils are provided. Additionally, the results of "One week without social media challenge" are presented, where pupils voluntarily decide to spend a week without social media and document their experience in a vlog (video blog), reporting on their typical time spent on social networks, activities undertaken instead of using social media, their feelings, challenges they were faced with and their findings. This paper, in addition to raising pupils' awareness, contributes to the advancement of the pedagogical field by promoting the development of critical thinking, digital literacy, social skills, and innovative pedagogical practices.

KEYWORDS: social media, challenge, advice, English language.

DAN BREZ INFORMACIJSKE KOMUNIKACIJSKE TEHNOLOGIJE

POVZETEK

V zadnjem obdobju imajo mladi vse manj časa, saj sodoben način življenja narekuje vse hitrejši tempo, z vedno več zahtevami. Hkrati številne ugotovitve kažejo, da mladi veliko svojega časa porabijo za informacijsko komunikacijsko tehnologijo (IKT), kjer v povprečju izgubijo tudi več ur dnevno. Problem pri IKT tehnologiji ni v njihovi uporabi, temveč v vprašanju vsebine, predvsem pa časa, ki ga temu namenijo.

Temu vprašanju sem se posvetil tudi v dijaškem domu, kjer sem preveril, koliko časa so dijaki pripravljene preživeti brez IKT naprav. Hkrati sem tudi preveril, koliko časa dnevno preživijo na pametnih napravah in katerim vsebinam se posvečajo. Glavni namen ni bil v moraliziranju o prekomerni uporabi IKT tehnologije, temveč v vprašanju, kako bi bil ta čas lahko bolj produktivno prerazporejen. Njihovo pripravljenost sem preveril tako, da so dijaki na pobudo in izziv prostovoljno prinesli svoje telefone matičnemu vzgojitelju, ki je zabeležil, koliko časa so zdržali brez IKT naprav, nato pa sem združil vse podatke. Informacijo o tem, koliko časa v povprečju preživijo na telefonu in katere aplikacije uporabljajo, pa sem pridobil tako, da so dijaki (prostovoljno) preverili in mi tudi pokazali svoje podatke. Prvi del akcije ni prinesel vidnejših sprememb oziroma premislekov mladih. Zato pa so dijaki pri drugem delu s slabo vestjo preverjali statistiko in vsebino porabe časa na svojih pametnih telefonih. Akcija je nekoliko drugačna kot preostale, ker ni šlo zgolj za statistično ugotavljanje, ampak so ob vsakem sodelovanju sledili pogovori. Tudi v nadaljevanju bodo podobni pogovori še sledili.

KLJUČNE BESEDE: Mladi, Dijaški dom, Informacijsko-komunikacijska tehnologije.

A DAY WITHOUT INFORMATION COMMUNICATION TECHNOLOGY

ABSTRACT

In the last period, young people have less and less time, because the modern way of life dictates an ever faster pace, with more and more demands. At the same time, many findings show that young people spend a lot of their time on information and communication technology (ICT), where on average they lose several hours a day. The problem with ICT technology is not in their use, but in the issue of content, and above all, the time they devote to it.

I also addressed this question in the student dormitory, where I checked how much time the students were willing to spend without ICT devices. At the same time, I also checked how much time they spend daily on smart devices and what content they devote themselves to. The main purpose was not to moralize about the excessive use of ICT technology, but rather to ask how this time could be redistributed more productively. I checked their readiness by having the students voluntarily bring their phones to the primary teacher, who recorded how long they lasted without ICT devices, and then I combined all the data. I obtained information about how much time they spend on average on the phone and which applications they use by having the students (voluntarily) check and show me their data.

The first part of the campaign did not bring significant changes or considerations among young people. That is why, in the second part, the students checked the statistics and content of the time spent on their smartphones with a bad conscience. The action is a bit different from the rest, because it was not just a matter of statistical determination, but each participation was followed by discussions. Similar conversations will follow in the future as well.

KEYWORDS: Youth, Student Dormitory, Information and Communication Technologies.

PREVENTIVNE DEJAVNOSTI NA PODROČJU MEDVRSTNIŠKEGA NASILJA V OSNOVNI ŠOLI IN NJENI UČINKI

POVZETEK

Ko gre za nasilje v šolskem prostoru, govorimo o medvrstniškem nasilju. Lahko gre za enkraten dogodek ali pa namerno ponavljajoče se fizično, psihično, spolno ali spletno nasilje nad drugim vrstnikom. Na vsako obliko nasilja smo se šolski delavci dolžni odzvati. Namen prispevka, v katerem bom izhajala iz konkretnega primera, je predstaviti sistematične preventivne delavnice za preprečevanje medvrstniškega nasilja na osnovni šoli, kjer sem zaposlena ter njihove učinke. Učenci v teh delavnicah ozavešajo svoje pravice, naučijo se prepoznavati znake nasilja ter veščin zaščite. Nezanemarljiv poudarek v delavnicah je prav tako spodbujanje spoštovanja do drugih ter razumevanje čustev in izkušenj drugih. Učinki delavnic so zelo presenetljivi, pokažejo se že neposredno po sami izvedbi. Preko njih smo odkrili primere nasilja, tudi družinskega, za katere v šoli nismo vedeli in lahko smo primerno ukrepali. Zagotovo ta oblika dela prispeva neprecenljiv del k varnemu in spodbudnemu učnemu okolju, v katerem lahko učenci kar se da optimalno razvijajo svoje znanje, svoja močna področja ter krepijo šibka in razvijajo svojo osebnost. Kot se je izkazalo v našem primeru, pa lahko s preventivnim delovanjem v šoli, pripomoremo tudi k otrokovemu prepoznavanju nasilja nad njim samim v družini.

KLJUČNE BESEDE: medvrstniško nasilje, prepoznavanje in preprečevanje nasilja, nasilje v družini, vloga šole.

PREVENTIVE ACTIVITIES AND ITS EFFECTS IN THE FIELD OF PEER VIOLENCE IN PRIMARY SCHOOL

ABSTRACT

When it comes to violence in school space, we talk about peer violence. It can be a one-time event or deliberately repeated physical, mental, sexual, or online violence against another peer.

Every form of violence must be dealt with by school workers. The purpose of this paper, which is based on a concrete case, is to present systematic preventive workshops for the prevention of peer violence at the primary school where I work. I will also deal with their effects. In these workshops, pupils become aware of their rights, learn to recognize signs of violence and learn protection skills. An important focus of the workshops is also the promotion of respect for others and understanding of the feelings and experiences of others. The effects of the workshops are seen right after the implementation and they are very surprising. By doing that we have discovered cases of violence, including domestic violence, that we didn't know about and were able to take appropriate actions. Certainly, this form of work makes an invaluable contribution to a safe and stimulating learning environment in which pupils can optimally develop their knowledge, strengths, personality and they strengthen weak areas. As has been shown in our case, preventive action at school can also help children to recognize violence against themselves in the family.

KEY WORDS: peer violence, recognizing and preventing violence, domestic violence, the role of school.

INKLUZIJA IN OTROCI V BOLNIŠNIČNEM VRTCU

POVZETEK

Inkluzija je v izobraževanju ključnega pomena za zagotavljanje enakih možnosti za vse otroke. Ne gleda se samo otrokovih težav, motenj in primanjkljajev, ampak se ugotavlja, kaj otrok potrebuje, da je lahko vključen, uspešen in da lahko prispeva k skupnim dosežkom. Enako velja za hospitalizirane otroke, kateri potrebujejo individualno obravnavo ob socialnem in čustvenem doživljanju v novem okolju. Inkluzija in sprejetost vsakega posameznika je v bolnišničnem vrtcu še posebej izrazita. Vključuje tudi obravnavo staršev, ki so v teh trenutkih še posebej ranljivi, saj najpogosteje izražajo občutek krivde, prekomerne zaskrbljenosti in ob enem prekomerno negujejo svojega otroka. V prispevku je najprej nekaj besed namenjenih inkluziji, bolnišničnemu vrtcu, otrokom s posebnimi potrebami, nato pa so podani nekateri primeri iz prakse. V nadaljevanju se prispevek dotika doprinosa stroke tudi širše, izven vzgojno-izobraževalnih ustanov.

KLJUČNE BESEDE: inkluzija, bolnišnični vrtec, dejavnosti v bolnišničnem oddelku, otroci s posebnimi potrebami.

INCLUSION AND CHILDREN IN HOSPITAL KINDERGARTENS

ABSTRACT

Inclusion in education is key to ensuring equal opportunities for all children. It looks not only at the child's difficulties, disabilities and deficits, but also at what the child needs to be included, to be successful and to contribute to overall achievement. The same applies to children who are hospitalised and need individualised attention as they experience socially and emotionally their new environment. The inclusion and acceptance of each individual is particularly pronounced in a hospital kindergarten. It also includes the treatment of parents, who are particularly vulnerable at these moments, as they most often express feelings of guilt, excessive anxiety and, at the same time, over-nurturing of their child. The paper starts with a few words on inclusion, the hospital kindergarten, children with special needs, and then gives some examples from practice. The paper then goes on to look at the contribution of the profession beyond educational settings.

KEYWORDS: inclusion, hospital kindergarten, activities in the hospital kindergarten, children with special needs.

SODELOVANJE I. OSNOVNE ŠOLE CELJE Z MEDIJI

POVZETEK

Na I. osnovni šoli Celje posvečamo posebno skrb tudi medijem, s katerimi že vrsto let uspešno sodelujemo. Namen prispevka je predstaviti sodelovanje I. osnovne šole Celje z mediji (tiskom, radiem in televizijo). Ena izmed dejavnosti, ki bo podrobneje predstavljena, so radijske novinarske delavnice, ki jih na šoli izvedemo enkrat letno, povezane pa so z nastopom učencev v živo na Prvem programu Radia Slovenija. V okviru teh delavnic učenci spoznajo delo radijskega novinarja in se v njegovi vlogi preizkusijo tudi sami. Predstavljeno bo tudi sodelovanje šole s Televizijo Slovenija (sodelovanje učencev pri snemanju različnih prispevkov za informativno oddajo Infodrom, obisk studia in spoznavanje dela televizijskih novinarjev) in z lokalnimi mediji (TV Celje, Novi tednik – predstavitev nastajanja muzikala, dosežkov učencev, dejavnosti šole ipd). Takšno sodelovanje uresničuje naslednje cilje: učenci spoznajo medije, krepijo samozavest, veščine javnega nastopanja, razvijajo kritično mišljenje, učijo se razumeti, analizirati in ustvarjati medijske vsebine, pripravijo se na pogovor z novinarji, nastopijo/pojavijo se tako na radiu kot na televiziji in v časopisu, šola in tudi njeni posamezniki pa lahko širši javnosti predstavijo svoje dosežke, dejavnosti in vrednote.

KLJUČNE BESEDE: mediji, tisk, radio, televizija, šola, sodelovanje.

THE COLLABORATION OF THE FIRST PRIMARY SCHOOL CELJE WITH THE MEDIA

ABSTRACT

At 1st Primary School Celje we also pay special attention to the media, with which we have been successfully cooperating for many years. The aim of this paper is to present the cooperation between 1st Primary School Celje and the media (press, radio and television). One of the activities that will be presented in more detail is the radio journalism workshops that are held once a year at the school and are linked to the pupils' live appearances on Radio Slovenia's First Programme. In these workshops pupils get to know the work of a radio journalist and try their hand at it themselves. The school's cooperation with Television Slovenia (students taking part in the filming of various stories for the Infodrom news programme, students visiting the studio and getting to know the work of TV journalists) and with local media (TV Celje, Novi tednik – presentation of the making of the musical, pupils' achievements, and various school activities) will also be presented. This type of cooperation achieves the following objectives: students learn about the media, build self-confidence and public speaking skills, develop critical thinking, learn to understand, analyse, and create media content, prepare for interviews with journalists, and appear both on radio and television and in newspapers. The school and its individuals can also showcase their achievements, activities, and values to the broader public.

KEYWORDS: media, press, radio, television, school, cooperation.

MEDNARODNO PROJEKTNO SODELOVANJE – IZZIV ZA UČITELJE IN UČENCE

POVZETEK

Spoznavanje tujih držav, njihovih kultur, jezika, znamenitosti, kulinarike in običajev. Mednarodno projektno sodelovanje omogoča vse navedeno in še mnogo več. Omogoča razvijanje različnih kompetenc, izmenjavo praks, znanja ter posledično izboljšave šolskega dela in prostora. Sliši se lepo. Kako pa to poteka v praksi?

Namen prispevka je predstaviti primere dobrih praks mednarodnega projekta Erasmus+ ter njegovo vključevanje v ostale dejavnosti šole. Brez ovir in izzivov pri tako obsežnem projektnejem delu seveda ne gre. Iskanje primerne partnerje, izmenjave učiteljev in učencev ter trajnostno vključevanje novih praks in znanj v dejavnosti šole, so le najbolj izpostavljeni izzivi. Projekt je namenjen vsem učencem šole ter zaposlenim. Sprva so le redki med njimi pokazali zanimanje za sodelovanje. Največjo oviro predstavlja strah pred neznanim in pomanjkljivo znanje tujega jezika. Prve izkušnje mednarodnega sodelovanja so dokazale, da so ti strahovi odveč. Učenci in učitelji so, poleg pridobitve novega znanja, primerov dobrih praks, izboljšali jezikovne kompetence, samozavest, odgovornost in samostojnost. Njihove izkušnje so spodbudile ostale k večjemu zanimanju za sodelovanje, kar omogoča lažje trajnostno vključevanje novih znanj in praks v šolski prostor. S pomočjo projekta Erasmus+ sledimo ciljem razvojnega načrta šole. Obogatili smo dejavnosti razširjenega programa in izboljšali digitalne kompetence učencev in učiteljev. Nove prakse, izkušnje so nam v pomoč pri izvajanju medpredmetnega sodelovanja, spodbujanju trajnostne mobilnosti ter razvijanju socialnih veščin učencev in zaposlenih.

KLJUČNE BESEDE: mednarodno sodelovanje, projektno delo, razvoj kompetenc, izmenjava praks.

INTERNATIONAL PROJECT COLLABORATION – A CHALLENGE FOR TEACHERS AND STUDENTS

ABSTRACT

Getting to know foreign countries, their cultures, languages, sights, cuisine and customs. International project cooperation enables all of the above and much more. It offers the development of various competencies, practice exchange, knowledge and, as a result, the improvement of school work. It sounds nice. But how does this work in practice?

The paper presents examples of good practices of the Erasmus+ project and its integration into other school activities. Of course, such extensive project work cannot be without obstacles and challenges. Searching for a suitable project partner, the exchange of teachers and students and the sustainable integration of new practices into the school's activities are only the most exposed challenges of the project. It is intended for all students and teachers. At first, only a few of them showed interest in participating. The biggest obstacle is the fear of the unknown and deficient knowledge of a foreign language. The first experiences of international cooperation proved that these fears are unnecessary. Students and teachers improved their language competence, self-confidence, responsibility and independence. Their experiences encouraged others to take a greater interest in cooperation, which facilitates the sustainable integration of new knowledge and practices into the school. With the help of the Erasmus+ project, we follow the goals of the school's development plan. We enriched the extended program and improved the digital competencies of students and teachers. New practices help us to implement interdisciplinary cooperation, promote sustainable mobility and develop the social skills of students and employees.

KEYWORDS: international collaboration, project work, competence development, exchange of practices.

UČENJE POZITIVNEGA RAZMIŠLJANJA V NIŽJE POKLICNEM IZOBRAŽEVANJU PRI RAZREDNIH URAH

POVZETEK

Dijaki v razredu se močno razlikujejo med seboj, kljub enaki kronološki starosti. Prvi, ki opazimo razlike med njimi smo razredniki – dijaki so si različni v sposobnostih, telesnih lastnostih, socializaciji, učnih in spoznavnih ciljih ter v čuječnosti in samovrednotenju. Razredništvo je pedagoška naloga, povezana z vzgojno-izobraževalnim delom. Verjamem, da je razrednik tisti, ki lahko učence spodbudi k samorefleksiji in doprinese k zavedanju pomembnosti znanja, kar pripomore k temu, da dijak postane aktiven državljan in kar omogoča njegov nadaljnji razvoj veččin vseživljenjskega učenja. Po teoriji Jacquesa Delorsa bi moral razrednik upoštevati predvsem zadnja dva stebra vzgoje in izobraževanja, in sicer učiti se, da bi znali živeti skupaj in učiti se biti. Kot razrednik sem v sklopu razrednih ur tri mesece poučevala pozitivno psihologijo s pomočjo tehnik pozitivnega razmišljanja. V razredu se je izboljšala skupinska dinamika razreda in medsebojno spoštovanje, predvsem pa se je začela razvijati med dijaki konstruktivna debata. Namen izobraževanja pozitivne psihologije je bil, da bi razvila njihovo dožemanje čuječnosti. Verjamem, da morajo dijaki za uspešno kariero nižje poklicnega izobraževanja usvojiti primarne temelje, med katere spada tudi pozitivno razmišljanje.

KLJUČNE BESEDE: pozitivna psihologija, nižje poklicno izobraževanje, razrednik, reflektirajoč razrednik, profesionalna identiteta.

TEACHING POSITIVE THINKING IN LOWER VOCATIONAL EDUCATION DURING CLASS HOURS

ABSTRACT

Students in the class are very different to each other, despite being of the same chronological age. The class teachers are the first to notice the differences between them - students differ in abilities, physical characteristics, socialisation, learning and cognitive goals, as well as in alertness and self-evaluation. Class management is a pedagogical task related to educational work. I believe that it is the class teacher who can encourage students to self-reflect and contribute to the awareness of the importance of knowledge, which helps the student become an active citizen and which enables his further development of lifelong learning skills. According to the theory of Jacques Delors, the moral class teacher would mainly use the last two pillars of upbringing and education, namely learning to know how to live together and learn to be. As a classroom teacher, I taught positive psychology with the help of the positive thinking technique. In the class, the group dynamics of the class and mutual respect improved, and above all, a constructive debate began to develop among the students. The purpose of the positive psychology education was to develop their awareness of mindfulness. I believe that for a successful career in lower vocational education, students must acquire the primary foundations, which include positive thinking.

KEYWORDS: positive psychology, lower vocational education, class teacher, reflecting class teacher, professional identity.

ČE NE BOMO BRALI, NAS BO POBRALO

POVZETEK

Branje pri učencu spodbuja intelektualni, čustveni in jezikovni razvoj, hrani domišljijo, pripomore k razvoju empatije in širi besedni zaklad, kar ugodno vpliva na celostni razvoj.

Zavedanje, da je branje pomembna življenjska veščina, nespodbudni rezultati PISE, zaznava, da s strani učencev na predmetni stopnji ni prave motivacije za branje, me je prepričalo, da moram nekaj narediti, da motiviram učence za branje in dvignem raven bralne pismenosti.

Da bi se stanje izboljšalo, sem učencem ponudila več dejavnosti, povezanih z branjem. Z učenci sem izvajala bralni klub s cilji vzpodbuditi jih k branju ter na nevsiljiv način privzgojiti pozitiven odnos do knjig. Organizirala sem Noč branja v knjižnici, kjer smo dolgo v noč skupaj brali, se vživljali v različne svetove in vrednotili prebrano. V okviru Unesco projekta Menjaj branje za sanje smo si izmenjali knjige, opremljene s posvetili, mislimi ali citati. Obeležili smo dan poezije z literarnim natečajem, dan evropskih avtorjev z branjem besedil evropskih literarnih ustvarjalcev, kjer smo mlajšim učencem prikazali bogastvo evropske književnosti. Ure slovenščine sem začejala z branjem misli o branju, sreči, prijateljstvu ter organizirala bralno uro na šoli. Skozi šolsko leto sem učence spodbujala k slovenski bralni- in eko bralni znački, da so z branjem v prostem času krepili in bogatili besedni zaklad ter razvijali kritično mišljenje.

Vse bralne aktivnosti so učence motivirale za branje, izboljšale njihov odnos do knjig, besedni zaklad, kritično mišljenje ter dvignile njihovo raven bralne pismenosti.

KLJUČNE BESEDE: branje, bralna pismenost, dejavnosti za učence, povezane z branjem.

IF WE DON'T READ, WE'LL FADE AWAY

ABSTRACT

Reading encourages intellectual, emotional, and linguistic development, nurtures imagination, contributes to the development of empathy, and expands vocabulary, which positively impacts the overall development of students.

Awareness that reading is an important life skill, the unfavourable PISA results, and the perception that there is no real motivation for reading among students at the upper level convinced me that we need to do something to motivate students to read and raise the level of reading literacy.

To improve the situation, various reading-related activities were offered to students. A reading club with the students was conducted to encourage them to read and subtly foster a positive attitude toward books. Also, a Reading Night in the library was organised, where they read together late into the night, immersed themselves in different worlds, and evaluated what they had read. As part of the UNESCO project "Exchange Reading for Dreams," books with inscriptions, thoughts, or quotes were exchanged. Poetry Day was marked with a literary competition and European Authors' Day by reading texts by European literary creators, showcasing the richness of European literature to younger students. Slovenian language classes were established with readings of thoughts on reading, happiness, and friendship, and a reading hour was implemented. Throughout the school year, students were encouraged to participate in the Slovenian Reading Badge and Eco Reading Badge to strengthen and enrich their vocabulary through leisure reading and develop critical thinking.

All the reading activities motivated students to read, improved their attitude toward books, enhanced their vocabulary and critical thinking, and raised their level of reading literacy.

KEYWORDS: reading, reading literacy, reading activities for students.

TURISTIČNI KROŽEK – IZZIV ZA UČENCE

POVZETEK

Na OŠ Gornji Petrovci že vrsto let deluje turistični krožek, ki ga obiskujejo učenci od 6. – 9. razreda. Vsako leto sodelujemo v projektu Turizmu pomaga lastna glava in sodelovanje na festivalu vključuje izdelavo turistične naloge na razpisano temo, predstavitev na turistični tržnici in izdelavo promocijskega spota. Pri samem delu je pomembno medsebojno povezovanje in sodelovanje učencev. Prvi izziv učencem predstavlja iskanje ideje za turistični produkt. V večletnem odkrivanju turističnih potencialov domače pokrajine smo že spoznavali bogato kulturno dediščino naših babic, iskali možnosti zelenega turizma in kulinarične zaklade, organizirali tabore in športne prireditve, oblikovali kulinarični spominek. S turističnim produktom izkazujemo spoštovanje do dediščine in tradicije goričke krajine in raziskovanje možnosti, s katerimi bi zaklade naših krajev predstavili čim širšemu krogu ljudi. Goričko je prava zakladnica, ki ponuja možnosti športnega, kulinaričnega in kulturnega turizma.

Učenci se pri turističnem krožku seznanijo z osnovami za razvoj turizma v domačem kraju in pokrajini, spoznavajo naravno in kulturno dediščino v domačem okolju, odkrivajo in vrednotijo zanimivosti, ki bi pritegnile njih same in obiskovalce, spoznavajo različne nove ljudi, društva, lokalne ponudnike in ustanove, spoznavajo načine pridobivanja in posredovanja informacij, razvijajo sposobnost kulturnega komuniciranja in javnega nastopanja.

KLJUČNE BESEDE: turistični krožek, turizem, turistična naloga, Goričko, pokrajina.

TOURIST CLUB – A CHALLENGE FOR STUDENTS

ABSTRACT

For many years, a tourist club has been operating at the Gornji Petrovci Primary School, which is visited by pupils from grades 6 – 9. Every year we participate in the project Tourism helps its own head, and participation in the festival includes also the preparation of a tourist assignment on the announced topic, a presentation at the tourist market and the creation of a promotional video. In the activity itself, it is important to connect and cooperate with students. The first challenge for pupils is finding an idea for a tourist product. Over many years of discovering the tourist potentials of our local region, we have already learned about the rich cultural heritage of our grandmothers, searched for green tourism and culinary treasures, organized camps and sports events and have designed a certain culinary souvenir. With the tourist product we show respect for the heritage and tradition of Goričko region and explore the possibilities, with which we would present the treasures of our region to the widest possible range of people. Goričko is a real treasury that offers opportunities for sports, culinary and cultural tourism.

During the tourist club, pupils get acquainted with the basics for the development of tourism in their hometown and landscape, learn about the natural and cultural heritage in the domestic environment, discover and value interesting facts that would attract them and visitors, meet various new people, societies, local providers and institutions, learn about ways of obtaining and transmitting information, develop the ability for cultural communication and public appearance.

KEYWORDS: tourist club, tourism, tourist task, Goričko, region.

MOBILNI TELEFONI V ROKAH PETOŠOLCEV

POVZETEK

Uporaba naprav z zasloni se implementira v vedno več ravni življenja in postaja pomemben del vzgojno-izobraževalnega procesa. Starost, pri kateri učenci začnejo z uporabo mobilnih naprav, se vztrajno niža, obenem pa so učenci pri spremljanju digitalnih vsebin vedno bolj samostojni. Posledično je pomembno, da najmlajše uporabnike na digitalnem področju usmerjamo in primerno omejujemo – v skladu s Časovnimi priporočili za uporabo zaslonov v prostem času je zgornja priporočena meja za učence druge triade uro in pol na dan. Neupoštevanje smernic lahko negativno vpliva na otrokovo šolsko delo in kognitivni razvoj, kot tudi na telesno in duševno zdravje. Ključni elementi problematike uporabe mobilnih telefonov z vidika vzgoje in izobraževanja se nakazujejo predvsem v kontekstu zmanjšanje pozornosti, sposobnosti učenja, razvijanja abstraktnega mišljenja in kreativnosti, kar rezultira v nižji učni učinkovitosti. Namen pričujočega prispevka je predstaviti analizo podatkov raziskave, ki sem jo opravila na 57 učencih 5. razreda, in aktivnosti z učenci, izvedenih po evalvaciji ankete. Izstopa predvsem podatek o dnevni uporabi telefona, ki pri petini učencev presega meje časovnih priporočil, prav tako se slaba tretjina učencev ne zaveda negativnih posledic uporabe. Zaskrbljujoč je tudi podatek o pojavnosti neprimerne komunikacije, žaljenja in nadlegovanja – kar 40 % učencev se je z njimi že srečalo. Relevantna informacija, ki odpira potencial za snovanje pedagoških intervencij, je visok delež zavedanja učencev o negativnem vplivu mobilnih telefonov na učno učinkovitost in vzporedna majhna utilizacija mobilnih telefonov za usvajanje šolskih učnih vsebin.

KLJUČNE BESEDE: mobilni telefoni, odvisnost, čas za zasloni.

MOBILE PHONES IN THE HANDS OF FIFTH GRADERS

ABSTRACT

The use of screen devices is being implemented in increasingly more aspects of life and is becoming an important part of the educational process. The age at which students begin using mobile devices is steadily decreasing, while students are becoming increasingly independent in monitoring digital content. Consequently, it is important to guide and appropriately limit the youngest users in the digital domain – according to Screen Time Recommendations for Leisure Time, the upper recommended limit for students in the second three grades of primary school is an hour and a half per day. Disregarding these guidelines can negatively impact a child's academic performance and cognitive development, as well as their physical and mental health. The key issues of using mobile phones in the context of education are primarily indicated in the context of reduced attention, learning abilities, development of abstract thinking, and creativity, resulting in lower learning effectiveness. The purpose of this article is to present an analysis of the research data conducted on 57 fifth-grade students, and activities with students conducted after the survey evaluation. Particularly noteworthy is the data on daily phone usage, which exceeds the time recommendations for a fifth of the students, and likewise, a third of the students are unaware of the negative consequences of usage. Also concerning is the prevalence of inappropriate communication, insults, and harassment – 40% of students have encountered them. A relevant piece of information, opening the potential for pedagogical interventions, is the high awareness among students of the negative impact of mobile phones on learning effectiveness and the parallel low utilization of mobile phones for acquiring school learning content.

KEYWORDS: mobile phones, addiction, screen time.

DELO Z NADARJENIMI – PROJEKTNO DELO IN MEDPREDMETNO POVEZOVANJE

POVZETEK

V osnovni šoli je delo z nadarjenimi učenci ključnega pomena za izražanje njihovega potenciala, ki zahteva prilagojen pristop k poučevanju. Pri učencih krepimo motivacijo, samozavest, spodbujamo ustvarjalnost in spoštujemo raznolikost. Kot učiteljica zgodovine in geografije nadarjene učence aktivno vključujem v različne projekte, kjer nadgradijo osvojeno znanje pri pouku, izrazijo svojo kreativnost in jo pokažejo širši javnosti. Sodobna šola temelji na raziskovalnem, projektnem in ustvarjalnem delu učencev. Z aktivnimi metodami učence motiviramo k večji aktivnosti, ki prinaša trajnejše in kvalitetnejše znanje. Pri takšnem delu je pomembno tudi medpredmetno povezovanje ter iskanje znanja in veščin na različnih področjih.

Nadarjenim učencem omogočim sodelovanje v različnih projektih.

Prvi projekt nosi naslov "Spoznavajmo države Evropske unije". V projektu, ki ga organizira Turistično društvo Ptuj, sodelujemo že več kot desetletje. Vsakoletni projekt zaključimo v začetku maja z osrednjo prireditvijo pred Mestno hišo na Ptuj, kjer obeležimo vstop Slovenije v EU. Letošnja tema raziskovanja so bili naravni viri držav in ekologija. Mi smo predstavili Romunijo.

Drugi projekt z naslovom "Z ustvarjalnostjo in inovativnostjo do podjetnosti" je potekal v koordinaciji z Javno agencijo SPIRIT Slovenija. Učenci so razvijali zavest o podjetništvu in izvedli poslovni načrt. Končni cilj je bila izdelava promocijskih izdelkov, ki smo jih ponudili na stojnicah v času kurentovanja.

Učitelji nadarjenim učencem pogosto omogočijo zgolj abstraktne izzive, ki ne izkoriščajo njihovih praktičnih spretnosti. Predstavljene metode projektne dela se od tega razlikujejo, saj omogočajo učencem nadgradnjo teorije s svojimi idejami. Povezava praktičnega znanja z vsakdanjim življenjem pa jih bolje pripravi na izzive prihodnosti.

KLJUČNE BESEDE: nadarjeni učenci, Evropska unija, podjetnost, projektno delo, medpredmetna povezava.

WORKING WITH THE GIFTED PUPILS - PROJECT WORK AND INTERCURRICULUM CONNECTION

ABSTRACT

In primary school, working with gifted students is crucial for the expression of their potential, which requires an adapted approach to teaching. We strengthen students' motivation, self-confidence, encourage creativity and respect diversity. As a teacher of history and geography, I actively involve gifted students in various projects, where they build on the knowledge they have acquired in class, express their creativity and show it to the general public. The modern school is based on the research, project and creative work of students. With active methods, we motivate students to be more active, which brings more lasting and better knowledge. In this kind of work, interdisciplinary integration and the search for knowledge and skills in various fields are also important.

I enable talented students to participate in various projects.

The first project is entitled "Let's get to know the countries of the European Union". We have been participating in the project organized by the Ptuj Tourist Association for more than a decade. The annual project ends at the beginning of May with a central event in front of the Town Hall in Ptuj, where we mark Slovenia's entry into the EU. This year's research topic was the natural resources of countries and ecology. We presented Romania.

The second project, entitled "From creativity and innovation to entrepreneurship", took place in coordination with the Public Agency SPIRIT Slovenia. The students developed an awareness of entrepreneurship and implemented a business plan. The final goal was the production of promotional products that we offered at the stands during the carnival.

Teachers often present gifted students with abstract challenges that do not address their practical abilities. In contrast, the proposed method of project-based work allows students to extend theoretical knowledge with their own ideas. Linking practical knowledge to everyday life better prepares students for future challenges.

KEY WORDS: gifted students, European union, entrepreneurship, project work, cross-curricular connection.

IZDELAVA PROJEKTNEGA PREDLOGA ŠTUDENTOV VIŠJE STROKOVNE ŠOLE ŠOLSKEGA CENTRA ŠENTJUR

POVZETEK

Podjetja se morajo danes spoprijeti z izzivi nenehne konkurenčnosti in upoštevati spremembe, ki so značilne za njihovo poslovno okolje. Potrebujejo nove strategije in nove projekte, ki zagotavljajo različne oblike financiranja in tako lahko zagotovijo obstanek v svojem okolju. Zato se morajo nenehno lotevati novih projektov, ki so usmerjeni k ustvarjanju edinstvenega rezultata, novega izdelka ali storitve v določenem časovnem obdobju, ob uporabi omejenih virov, kot so čas, finance, material in kadri. Projektni management je del organizacijske strukture podjetja, ki skrbi za uspešno izpeljavo projekta. Projektni vodja je odgovoren za delo projektne skupine, zato morabit strokoven in diplomatski, da skupaj s projektno skupino uspešno izpelje nov projekt.

Namen prispevka je predstaviti, kako so študenti 1.letnikov biotehniških višješolskih programov Šolskega centra Šentjur pri predmetu »Ekonomika in menedžment podjetij« razvili lastno podjetniško idejo za nov proizvod oziroma storitev ter na osnovi le-te izdelali projektni predlog. Pri tem so se srečali z vsemi fazami načrtovanja, izdelave, nadzora in evalvacije projekta, s projektnim vodenjem in timskim delom. Ob uporabi različnih orodij kot so SWOT analiza, problemsko drevo in Ganttov diagram so se usposobili za učinkovito načrtovanje in vodenje projektov. Ta znanja jim bodo prišla prav ob soočanju izzivov na svoji podjetniški poti po zaključku študija.

KLJUČNE BESEDE: projekt, projektni management, projektni vodja, študenti.

DEVELOPMENT OF PROJECT PROPOSAL BY STUDENTS OF THE HIGHER VOCATIONAL SCHOOL OF THE SCHOOL CENTER ŠENTJUR

ABSTRACT

In today's dynamic market landscape, businesses grapple with relentless competition and must adapt to the ever-evolving dynamics that characterise their business environment. This necessitates the development of new strategies and projects that incorporate diverse funding avenues to ensure their survival amidst changing conditions. Consequently, there is a constant need to launch new projects aimed at generating unique results, introducing new products or services within specified timelines, and optimising limited resources, like time, finances, materials, and human resources. Project management is a part of a company's organisational structure which ensures successful completion of project. Project managers oversee their project teams' activities and must possess the expertise and skills to navigate successful completion of projects in collaboration with their project teams.

This article aims to demonstrate how first-year students in biotechnical higher education programmes at the School Center Šentjur, within the "Economics and Management of Enterprises" course, developed their own entrepreneurial concepts for new products or services, subsequently translating them into actionable project proposal. They underwent comprehensive training in every aspect, from project planning and production to supervision, evaluation, project management and teamwork. Through the utilisation of various tools, such as SWOT analysis, problem trees and Gantt charts, they honed their abilities in efficient project planning and management. These acquired skills will prove invaluable as they confront the challenges of their entrepreneurial journey post-graduation.

KEYWORDS: project, project management, project manager, students.

MEDVRSTNIŠKO NASILJE NA II. GIMNAZIJI MARIBOR

POVZETEK

Medvrstniško nasilje je vse bolj prisotno v šolskem okolju in predstavlja resen problem celotnemu izobraževalnemu sistemu, zato mu je treba nameniti veliko pozornosti. Vzgojno-izobraževalna ustanova bi morala biti prostor, kjer se mladostnik počuti varnega, a slovenske šole postajajo ravno nasprotno. Namen pričujočega prispevka je predstaviti prisotnost medvrstniškega nasilja na II. gimnaziji Maribor. S pomočjo anketiranja, ki smo ga izvedli v aprilu 2024 smo ugotavljali, kako pogosto prihaja do različnih oblik nasilja na šoli po mnenju dijakov in učiteljev in ali je šola še vedno varno okolje. Podatke smo primerjali s položajem pred osmimi leti. Rezultati so pokazali, da se dijaki in učitelji na šoli počutijo varno, da je medvrstniško nasilje sicer prisotno, a je v okviru slovenske statistike. V prispevku je podana analiza ankete in predlagani ukrepi, kako se lahko mladostniki sami zaščitijo pred medvrstniškim nasiljem in kaj lahko šola naredi za preprečevanje medvrstniškega nasilja.

KLJUČNE BESEDE: medvrstniško nasilje, srednja šola, preprečevanje, ukrepi.

PEER VIOLENCE AT II. GIMNAZIJI MARIBOR

ABSTRACT

Peer violence is becoming increasingly present in the school environment. It represents a serious problem for the entire education system, which is why it needs to be given a lot of attention. An educational institution should be a place where young people feel safe; however, Slovenian schools are becoming the exact opposite. The purpose of this article is to present to what extent peer violence is present at II. gimnazija Maribor. We were interested in how often various forms of violence occur according to the students and teachers, and whether the school is still a safe environment. We compared the data with the situation eight years ago. The results showed that the students and teachers at the school feel safe, and that peer violence is present, but it is within the scope of Slovenian statistics. In this article, there is an analysis of the surveys as well as suggested measures for how teenagers can protect themselves from peer violence and what the school can do to prevent peer violence.

KEYWORDS: peer violence, high school, prevention, measures.

KO TE STRESE STRES

POVZETEK

Živimo v družbi, ki vedno bolj hiti, želi storiti čim več stvari naenkrat. Zato veliko ljudi doživlja stres. Stres je ena največjih zdravju škodljivih nevarnosti 21. stoletja. Stresu smo izpostavljeni vsi, pogosto tudi mladostniki.

Z učenci sem izvedla kratko anketo. Z njo sem želela izvedeti, v kolikšni meri so učenci naše šole podvrženi stresu in kaj so glavni dejavniki, ki ga povzročajo. Zanimalo me je tudi, katere telesne znake občutijo učenci, ki so pod stresom in na kakšen način se z njim spopadajo. Z anketo sem tudi ugotovila, da ima lahko določena mera stresa tudi pozitivne učinke. Eden takih je bolj učinkovito učenje, ki s sabo prinese kvalitetno znanje.

Moja anketa naj služi kot opozorilo in vodilo, da moramo na tem področju nekaj storiti. Menim, da bi se mladi s pomočjo različnih tehnik lahko bolje spopadali s stresom. Zato bom predstavila tudi nekaj vaj čuječnosti, ki jih uporabljam v svojem razredu. S temi vajami poskušam zmanjšati fizične simptome stresa in izboljšati duševno zdravje in pozornost pri svojih učencih. Vaje čuječnosti izvajam načrtno in so namenjene sproščenemu, prijetnemu in zabavnemu vzdušju.

KLJUČNE BESEDE: stres, mladostniki, šola, problemi, vaje čuječnosti.

WHEN YOU ARE SHAKEN BY STRESS

ABSTRACT

We live in society, where people are constantly in a rush and want to do as much as they can all at once. Owing to this, many people go through stress. Stress is one of the biggest hazards for our health in the 21st century. We all are exposed to stress, very often also the young.

I have carried out a short questionnaire with the pupils. My purpose was to find out in what extension are pupils at our school exposed to stress and what are the main factors that cause the stress. I was also interested about the physical signs that pupils feel and how do they deal with it. The questionnaire also helped me to find out how specific amount of stress has positive effects as well. One of this is to learn more effectively and therefore assimilate quality knowledge.

My questionnaire should use as a warning and guide for us to do something at this field. I think that young people should know how to better deal with stress with the help of various techniques. I am going to present a few vigilance exercises which I also use in my classroom. With these exercises I try to reduce physical stress symptoms and improve mental health and attentiveness of my pupils. I do the exercises with intention to relax in the pleasant and amusing atmosphere.

KEY WORDS: stress, the young, school, problems, vigilance exercises.

UČENJE NENASILNE KOMUNIKACIJE DIJAKOV S POSEBNIMI POTREBAMI

POVZETEK

Učenje socialnih veščin, čustvenega opismenjevanja in nenasilne komunikacije so teme, ki jim v Srednji šoli in v domu Zavoda za gluhe in naglušne Ljubljana pripisujemo velik pomen. Zato tem temam posvetimo čas znotraj vsebin odprtega kurikula, interesnih dejavnosti in drugih vzgojno izobraževalnih vsebin. Naši dijaki s posebnimi potrebami spadajo v rizično skupino teh, ki imajo težave na področju vedenja, socialnih veščin, doživljanja in izražanja čustev. Pogosto se dijaki zapletejo v neustrezno komunikacijo s svojimi sovrstniki kot tudi učitelji in drugimi strokovnimi delavci na šoli, kar se kaže v verbalnem nasilju, uničevanju šolskega inventarja ali celo v fizičnem napadu. Naši dijaki so v odločbah o usmerjenju prepoznani kot gluhi in naglušni, z govorno-jezikovnimi motnjami in motnjami avtizma. Večina dijakov ima opredeljenih več motenj, tudi čustvene, vedenjske ali lažjo motnjo v duševnem razvoju. Delo s tako raznoliko populacijo mladostnikov nam je v izziv in od prvega sprejemnega tima dalje individualno skrbimo za dijaka, da bi osebnostno in socialno napredoval v času šolanja pri nas. Prav tako pa z učnimi vsebinami in cilji učimo nenasilne komunikacije.

KLJUČNE BESEDE: nenasilna komunikacija, učenje, dijak, posebne potrebe.

LEARNING NONVIOLENT COMMUNICATION OF SECONDARY SCHOOL STUDENT WITH SPECIAL NEEDS

ABSTRACT

Learning social skills, emotional literacy and nonviolent communication are topics that we attach great importance to in the Secondary School and Dormitory for the Deaf and Hard-of-Hearing Ljubljana. Therefore, we devote time to these topics within the contents of the open curriculum, extracurricular activities and other educational content. Our secondary students with special have been perceived as a high-risk group of individuals with the potential of suffering from behaviour and emotional disability or problems in the field of social skills. Often, students become entangled in inadequate communication with their classmates, as well as teachers and other professional staff at the school, which is manifested in verbal violence, destruction of school inventory, or even physical assault. Our secondary students have been identified as individuals with a complete or partial hearing impairment, individuals with speech-language impairment, or individuals with autism spectrum disorders. However, the majority of special educational needs Guidance Orders refer to these students as 'individuals with multiple disabilities' - including emotional, behavioural or intellectual disabilities. Working with such a diverse population of adolescents is a challenge for us, and from the first reception team onwards we individually take care of the student in order to make personal and social progress during his education with us. We also use learning content and goals to teach nonviolent communication.

KEYWORDS: nonviolent communication, learning, secondary school student, special needs.

INOVATIVEN NAČIN SPAJANJA ALUMINIJA PRI PRAKTIČNEM POUKU

POVZETEK

Eden od načinov prehoda za razogljičenje družbe je tudi uporaba aluminija kot trajnostnega materiala. Namen prispevka je prikazati enega od načinov spajanja aluminija in njegovih zlitin pri praktičnem pouku v programih srednjega strokovnega izobraževanja. Po postopku varjenja s trenjem in mešanjem smo z dijaki zavarili plošči iz aluminijeve zlitine. Zaradi svoje vsestranskosti se postopek pogosto uporablja v letalski in avtomobilski industriji, saj se z njegovo uporabo zmanjšajo napake, ki nastanejo pri talilnem varjenju. Dijaki so se v prvem delu raziskovalne naloge seznanili z lastnostmi aluminija in izdelali orodje za postopek varjenja ter določili varilne parametre. Po uspešnem varjenju izvedejo natezni preizkus materiala. Na osnovi izvedbe nateznega preizkusa pridejo dijaki do zaključka, kako varilni parametri vplivajo na mehanske lastnosti, ki so ključnega pomena pri določanju praktične uporabnosti materiala.

V programih srednjega strokovnega izobraževanja je delež praktičnega usposabljanja manjši. Dijaki izvedejo raziskovalno delo na povsem praktičen način v delavnici, kjer praktično zavarijo aluminij po postopku, ki se uporablja zgolj v industrijske namene in se v šolstvu pri praktičnem pouku ne izvaja. Gre torej za nov oziroma inovativen pristop praktične izvedbe postopka varjenja pri praktičnem pouku. Na osnovi pridobljenih izkušenj oziroma znanja, ki ga pridobijo skozi raziskovalno delo, lahko v prihodnje pri praktičnem pouku izvedejo postopke varjenja z izbiro različnih parametrov in materialov. Na osnovi mehanskega preizkusa lahko sami pridejo do rezultata, kako kvaliteten zvarni spoj so naredili oziroma kako uspešni so bili pri varjenju.

KLJUČNE BESEDE: aluminij, spajanje, natezni preizkus, mehanske lastnosti, trajnost

AN INNOVATIVE WAY OF JOINING ALUMINUM IN PRACTICAL LESSONS

ABSTRACT

One of the transition methods for the decarbonization of society is also the use of aluminum as a sustainable material. The purpose of the paper is to show one of the methods of joining aluminum and its alloys in practical lessons in secondary professional education programs. After the friction and stir process, the students and I welded aluminum alloy plates. Due to its versatility, the process is widely used in the aerospace and automotive industries, as its use reduces the defects that occur in fusion welding. In the first part of the research project, the students learned about the properties of aluminum and made a tool for the welding process and determined the welding parameters. After successful welding, they perform a tensile test of the material. Based on the performance of the tensile test, the students come to the conclusion of how the welding parameters affect the mechanical properties, which are of key importance in determining the practical utility of the material.

In programs of secondary professional education, the share of practical training is smaller. Students carry out research work in a completely practical way in the workshop, where they practically weld aluminum according to a process that is used only for industrial purposes and is not carried out in schools during practical lessons. It is therefore a new or innovative approach to the practical implementation of the welding process in practical lessons. On the basis of the acquired experience or the knowledge they acquire through research work, in the future they can perform welding procedures by choosing different parameters and materials during practical lessons. On the basis of the mechanical test, they can come to their own conclusion about the quality of the welded joint they made or how successful they were in welding.

KEY WORDS: aluminum, joining, tensile test, mechanical properties, durability

ZANIMIVA GEOGRAFIJA – JA, PROSIM

POVZETEK

Učilnica je šolski prostor za učenje in poučevanje. Sodobni čas, sodobno okolje in današnji učenci učitelju postavljajo izzive, da stremi in išče učinkovite inovativne metode ter pristope k poučevanju ter osvajanju znanja. Poleg tega mora biti ura tudi zanimiva in razgibana.

V prispevku je predstavljen primer dobre prakse pri pouku geografije, ko geografska učilnica postane prostor, kjer učenci na različne načine osvajajo geografska znanja, pridobivajo veščine sodelovanja, vrstniškega vrednotenja ter kritičnega presojanja. Učna ura temelji na upoštevanju različnih učnih stilov, diferenciacije, vsebuje oblike sodelovalnega učenja, učenja skozi igro ter gibanje. Ura je zastavljena kot potovanje (gibanje) po koticčkih, kjer učenci v obliki izzivov rešujejo zastavljene naloge povezane z obravnavanim učnim sklopom. Izzivi učence vodijo, da se urijo v orientaciji na zemljevidu, iščejo na spletu različne posnetke razlage geografskih pojmov in z didaktičnimi igrami utrjujejo znanje o naravnih in družbenogeografskih značilnostih Evrope.

Predstavljena učna ura je uspešen primer dobre prakse, s katero lahko učitelj geografije v okviru pouka z različnimi aktivnostmi motivira učence za delo, naredi učni proces bolj aktiven, zanimiv, zabavnejši ter tako učencem približa geografske vsebine in pokaže različne oblike pridobivanja znanja ter veščin.

KLJUČNE BESEDE: inovativne metode, diferenciacija, didaktične igre, geografija.

INTERESTING GEOGRAPHY – YES, PLEASE

ABSTRACT

The classroom is a school space for learning and teaching. Modern times, the modern environment and today's pupils challenge the teacher to strive for and seek effective innovative methods and approaches to teaching and acquiring the knowledge. In addition, the lessons should also be interesting and varied.

This article presents an example of good practice in geography lessons, when the geographical classroom becomes a place, where pupils acquire geographical knowledge in various ways and the skills of collaboration, peer evaluation and critical judgment. The lesson is based on taking into consideration of different learning styles, differentiation, it contains forms of collaborative learning, learning through playing and moving. The lesson is conceived as a journey (movement) around the corners, where pupils solve the set tasks, related to the study section in the form of challenges. Those challenges lead pupils to practice orientation on the map, search online for various recordings of the interpretation of geographical concepts and consolidate their knowledge of the natural and socio-geographical characteristics of Europe through didactic games.

The presented lesson is a successful example of good practice, with which the geography teacher can motivate students to work with various activities within the lesson, make the learning process more active, interesting, and fun, and thus bring geographical content to students and demonstrate different forms of acquiring knowledge and skills.

KEYWORDS: innovative methods, differentiation, didactic games, geography.

PSIHOLOŠKA PODPORA VARUHOV V USTANOVNI ZA OTROKE Z MOTNJAMI V DUŠEVNEM RAZVOJU

POVZETEK

V vzgoji in izobraževanju se pogosto srečujemo z zahtevno populacijo učencev, še posebno v ustanovah, ki izobražujejo otroke z motnjo v duševnem razvoju. V Osnovni šoli Roje se v posebnem programu vzgoje in izobraževanja šolajo učenci, ki imajo zmerno, težjo ali težko motnjo v duševnem razvoju, temu pa se pridružujejo še druge težave: posamezni učenci imajo motnje avtističnega spektra, nekateri so gibalno ovirani, posamezni učenci so dolgotrajno bolni, slepi ali slabovidno, gluhi ali naglušni, posamezni učenci imajo tudi zelo zahtevno zdravstveno situacijo, npr. epilepsijo. Vzgoja in izobraževanje teh učencev je izziv, saj znižane kognitivne sposobnosti vplivajo tudi na njihovo razumevanje socialnih situacij in sporočanje njihovih potreb. Varuhi se vsakodnevno vključujejo v vzgojno izobraževalno delo, skrbijo za osnovno nego teh učencev, jim nudijo fizično pomoč in oporo ter sodelujejo z razredniki pri učnem procesu. Zaradi kompleksnih razvojnih težav in zahtevnosti populacije je njihovo delo fizično in čustveno zelo zahtevno. V prispevku je predstavljen primer dobre prakse, kako prek podporne skupine za varuhe razvijamo njihovo medsebojno podporo in zaupanje. V podporni skupini varuhi krepijo medsebojne vezi, kar pozitivno vpliva na njihovo duševno zdravje in s tem posredno vplivajo na pozitivno klimo celotnega kolektiva.

KLJUČNE BESEDE: vzgoja in izobraževanje, učenci s posebnimi potrebami, duševno zdravje zaposlenih, varuhi otrok s posebnimi potrebami.

PSYCHOLOGICAL SUPPORT FOR CAREGIVER IN AN INSTITUTION FOR CHILDREN WITH INTELLECTUAL DISABILITIES

ABSTRACT

In education, we are often faced with a challenging student population, especially in institutions educating children with intellectual disabilities. At Roje Primary School, pupils with moderate, severe or profound intellectual disabilities are educated in a special education programme, and this is compounded by other difficulties: some pupils have autistic spectrum disorders, some have physical disabilities, some pupils have long-term illnesses, blindness, visual impairment, deafness or hearing impairment, and some pupils have very challenging medical conditions, such as epilepsy or epilepsy. Educating these pupils is challenging, as their reduced cognitive abilities also affect their understanding of social situations and the communication of their needs. The Guardians are involved in the educational work on a daily basis, taking care of the basic care of these pupils, providing them with physical assistance and support, and working with class teachers in the learning process. Due to the complex developmental difficulties and the complexity of the population, their work is physically and emotionally very demanding. This paper presents a good practice example of how to develop support and trust between them through a support group for guardians. In the support group, guardians strengthen their bonds with each other, which has a positive impact on their mental health and indirectly influences the positive climate of the whole team.

KEYWORDS: education, pupils with special needs, staff mental health.

POZNAVANJE UMETNE INTERLIGENCA KOT PRIPOMOČEK ZA PROFESIONALNI RAZVOJ UČITELJA

POVZETEK

V strokovnem prispevku smo v prvem delu raziskali, zakaj je učiteljem pomemben profesionalni razvoj in vseživljenjsko učenje. Obravnavali smo načine, na katere lahko pridobivajo nova znanja in veščine, ter ključne elemente profesionalnega razvoja. Ugotovili smo tudi, da je zelo pomembno, da učitelji in drugi strokovni delavci poznajo nove izobraževalne tehnologije. Te vključujejo pametne table, učne platforme in aplikacije za upravljanje razreda, ki lahko izboljšajo učinkovitost poučevanja in omogočajo bolj prilagojene učne izkušnje. Umetna inteligenca lahko pomaga pri personalizaciji učenja, analizi podatkov in avtomatizaciji administrativnih nalog, kar učiteljem omogoča, da se osredotočijo na pedagoško delo, profesionalni razvoj in osebni razvoj. V nadaljevanju smo raziskali različne vrste umetne inteligence in podali primere njihove uporabe. V prispevku smo predstavili praktične primere uporabe različnih vrst umetne inteligence kot pripomočka za poenostavitev raznih administrativnih in praktičnih nalog učitelja. Po preizkusih smo ugotovili, da je orodje uporabno, vendar podaja rešitve, ki jih je potrebno preveriti in popraviti. Ugotovili smo tudi, da ima umetna inteligenca potencial za izboljšanje na mnogih področjih izobraževanja, vendar je pomembno biti seznanjen z možnimi nevarnostmi njene uporabe, kot so pristranskost, pomanjkanje transparentnosti, težave s prekomernim zanašanjem na umetno inteligenco, varnost in zasebnost podatkov ter etična vprašanja. S pridobljenimi informacijami in prikazanimi primeri prispevamo k stroki na način, da krepimo zavedanje o tem, da poznavanje umetne inteligence omogoča številne rešitve in prednosti za učitelje na področju profesionalnega razvoja, vključno s poenostavitvijo vsakodnevnih nalog.

KLJUČNE BESEDE: profesionalni razvoj, umetna inteligenca, izobraževanje, vseživljenjsko učenje.

UNDERSTANDING ARTIFICIAL INTELLIGENCE AS A TOOL FOR THE PROFESSIONAL DEVELOPMENT OF TEACHERS

ABSTRACT

In the first part of this professional paper, we explored why professional development and lifelong learning are important for teachers. We discussed the ways in which they can acquire new knowledge and skills, as well as the main elements of professional development. We also found that it is crucial for teachers and other professional staff to be familiar with new educational technologies. These include smart boards, learning platforms, and classroom management applications, which can enhance teaching efficiency and provide more personalized learning experiences. Artificial intelligence can assist in personalizing learning, data analysis, and automating administrative tasks, allowing teachers to focus on pedagogical work, professional development, and personal growth. Furthermore, we investigated different types of artificial intelligence and provided examples of their applications. In this paper, we presented practical examples of using various types of artificial intelligence as tools to simplify various administrative and practical tasks for teachers. After testing, we found that the tool is useful, but it provides solutions that need to be checked and corrected. We also found that, although artificial intelligence has the potential to improve many areas of education in various ways, it is important to be aware of the possible dangers of its use, such as bias, lack of transparency, issues with over-reliance on artificial intelligence, data security and privacy, and ethical concerns. With the information obtained and the examples provided, we contribute to the field by raising awareness that understanding artificial intelligence offers numerous solutions and advantages for teachers in the area of professional development, including speeding up and simplifying daily tasks.

KEYWORDS: professional development, artificial intelligence, education, lifelong learning.

'THE WAY OF JEANS' – E-UČBENIK ZA KONSTRUIRANJE IN MODELIRANJE OBLAČIL IZ JEANSA

POVZETEK

V sklopu Erasmus+ strateškega partnerstva med Srbijo, Turčijo in Slovenijo, ki jo je zastopala Srednja šola za oblikovanje Maribor, je za področje konstruiranja in modeliranja krojev za oblačila iz jeansa v sklopu projekta 'THE WAY OF JEANS' nastal e-učbenik z naslovom 'TEHNIKE KONSTRUIRANJA, MODELIRANJA IN KOMPLETIRANJA OTROŠKIH, ŽENSKIH IN MOŠKIH OBLAČIL IZ JEANSA'. Omenjeni e-učbenik je edinstven primer tovrstnega učbenika na Slovenskem, v Srbiji in Turčiji. E-učbenik je namenjen dijakom v srednjih strokovnih in poklicnih šolah in študentom na fakultetah na področju tekstila ter oblikovanja tekstilij in oblačil, kakor tudi vsem drugim organizacijam in podjetjem, ki se ukvarjajo z izdelavo oblačil iz jeansa in oblačil nasploh. Cilj e-učbenika je doprinos k izboljšanju veščin in znanja dijakov na področju konstruiranja in modeliranja oblačil iz jeansa, ki pomenijo specifično na področju izdelave oblačil. Dijaki pri konstruiranju in modeliranju klasičnih ženskih, moških in otroških oblačil uporabljajo omenjeno gradivo, specifično za oblačila iz jeansa. Konstruiranje in modeliranje slednjih je polno specifik, ki so drugačne kot pri klasičnih konstrukcijah. Učbenik je zelo dober pripomoček pri pouku konstrukcije in modeliranja oblačil ter pri praktičnem pouku modnega oblikovanja, hkrati pa tudi dobrodošla pomoč pri samostojnem delu dijakov doma tako pri pripravi krojev kot tudi pri samostojnem učenju in pripravi na pouk.

KLJUČNE BESEDE: e-učbenik, konstrukcija in modeliranje oblačil, oblačila iz jeansa, Erasmus+ strateška partnerstva.

'THE WAY OF JEANS' - E-TEXTBOOK FOR CONSTRUCTION AND MODELLING DENIM CLOTHING

ABSTRACT

Within the Erasmus+ strategic partnership among Serbia, Turkey and Slovenia, represented by the Maribor Secondary School of Design, an e-textbook entitled 'TECHNIQUES OF CONSTRUCTION, MODELLING AND COMPLETING OF CHILDREN'S, WOMEN'S AND MEN'S CLOTHES IN DENIM' was developed for the field of construction and modelling denim clothing as part of the project 'THE WAY OF JEANS'. This e-textbook is a unique example of this type of textbook in Slovenia, Serbia and Turkey. The e-textbook is aimed for students in vocational and technical secondary schools and students at faculties in the field of textiles as well as textile and clothing design, but also for all other organisations and companies involved in the production of denim clothing and clothing in general. The aim of the e-textbook is to contribute to improve students' skills and knowledge in the construction and modelling of denim clothing, which are specific to the field of clothing manufacture. The students use the already mentioned denim-specific material in the construction and modelling of classic women, men and children's clothing. The construction and modelling of the latter is full of specifics that differ from classical constructions. The textbook is a very useful tool for teaching clothing construction and modelling and for practical fashion design classes. It is also a welcome aid for students' independent work at home, both for preparing patterns as well as for self-study and preparation for classes.

KEYWORDS: e-textbook, clothing construction and modeling, denim clothing, Erasmus+ strategic partnerships.

Z GIBANJEM IN IGRO DO ZNANJA SLOVENŠČINE

POVZETEK

Osnovnošolski učitelji opažamo, da sta se apatičnost pri pouku in nemotiviranost za delo v zadnjih letih povečala, kar je učitelje usmerilo v iskanje novih pristopov pri poučevanju slovenščine. Na začetku šolskega leta je bil izveden vprašalnik o pouku, s katerim smo prišli do zanimivih ugotovitev, npr.: ali učenci radi hodijo v šolo, kako poteka njihov pouk, kaj si za lažje razumevanje snovi želijo vključiti v pouk, kako si predstavljajo zabaven pouk. V sam proces pridobivanja znanja smo zato vključili doma pripravljene didaktične igre na književne in jezikovne teme ter gibanje kot glavni element vsake šolske ure, vezane na pridobivanje znanja slovenščine, npr. igra dan noč za ponovitev snovi. Z rednimi evalvacijskimi vprašalniki smo pri učencih spremljali učinkovitost novih pristopov, ki so povečali individualno ali skupinsko reševanje napak in raziskovanje lastnih sposobnosti in omejitev, kar jih je vodilo k obvladovanju različnih nalog. Po vpeljavi drugačnih pristopov so učenci pri urah slovenščine zbrano razmišljali, iskali rešitve ter bili vsi vključeni v delo. Opazili smo, da sta vključevanje gibanja in didaktičnih iger v pouk slovenščine pripomogla k zabavi, ki so jo učenci v vprašalniku izpostavili kot ključen element pouka, ter motiviranosti za delo pri urah slovenščine. Rezultati pri ocenjevanju znanja so pokazali višjo stopnjo funkcionalnega znanja.

KLJUČNE BESEDE: didaktične igre, gibanje, zabava, znanje.

LEARNING SLOVENE THROUGH GAMES AND MOVEMENT

ABSTRACT

Elementary school teachers have noticed that the number of apathetic and unmotivated students has been on the rise in recent years, which has steered teachers towards new approaches to teaching Slovene. At the beginning of the school year, a questionnaire on class activities was handed out, which led to some interesting findings through questions such as: do students like going to school, what their lessons look like, what would they like included in the lessons to facilitate understanding, how they picture fun learning. The learning process itself thus included home-made didactic games tailored to topics such as literature and language. Movement was included as a main element of every lesson in which students acquired knowledge of Slovene, for instance, a game of Nighttime-Daytime for revising subject matter. The new approaches increased individual and group error correction and enabled students to discover their own abilities and limitations, which led them to mastering various assignments. The efficiency of these new approaches was checked with regular evaluation questionnaires. After these new approaches were introduced, students were more focused in their thinking, looking for solutions to problems and everyone was included in the classwork. We noticed that including movement and didactic games into Slovene lessons made lessons more fun, which the students pointed out as a key element of the lessons, along with being more motivated for work during Slovene lessons. Formal assessment showed a higher level of functional knowledge.

KEYWORDS: didactic games, movement, fun, knowledge.

USPEŠNO VKLJUČEVANJE DIJAKOV PRISELJENCEV V SREDNJO ŠOLO

POVZETEK

Priseljevanje vpliva na izobraževalne sisteme, ki se morajo soočiti z izzivi integracije. Strokovni prispevek obravnava uspešno vključevanje dijakov priseljencev v srednješolski sistem, poudarjajoč pomen inkluzije in medkulturnosti. Pedagoške prakse, ki temeljijo na inkluziji, so ključnega pomena za uspešno integracijo vseh učencev, vključno z dijaki priseljenci. Šole se morajo zavzeti za ustvarjanje medkulturnega okolja, ki spodbuja bogatenje šolskega prostora z različnimi kulturami, jeziki in etničnimi ozadji. Pomembno vlogo pri vključevanju imajo učitelji in sodelovanje šole s starši. Namen prispevka je predstaviti dobre prakse vključevanja dijakov priseljencev v srednješolski sistem, ki je osredotočena na njihove posebne potrebe in vključuje širok spekter podpore ter prilagoditev. Glavne ugotovitve so, da je učinkovit samo celosten pristop, ki vključuje medkulturnost in sodelovanje vseh udeleženi. S spoznanji prispevamo k izboljšanju razumevanja ter izvajanju vključevanja dijakov priseljencev v izobraževalni sistem.

KLJUČNE BESEDE: dijaki, šola, priseljenci, integracija.

SUCCESSFUL INCLUSION OF IMMIGRANT STUDENTS IN SECONDARY SCHOOL

ABSTRACT

Immigration affects education systems, which have to face the challenges of integration. This article discusses the successful integration of immigrant students into the secondary school system, emphasizing the importance of inclusion and interculturality. Pedagogical practices based on inclusion are crucial for the successful integration of all students, including immigrant students. Schools must be committed to creating an intercultural environment that encourages the enrichment of the school space with different cultures, languages and ethnic backgrounds. Teachers and the school's cooperation with parents play an important role in inclusion. The purpose of the paper is to present good practices of integrating immigrant students into the secondary school system, which is focused on their special needs and includes a wide range of support and adaptations. The main findings are that only an integrated approach is effective, which includes interculturalism and the cooperation of all participants. With our findings, we contribute to improving the understanding and implementation of the integration of immigrant students into the education system.

KEY WORDS: students, school, immigrants, integration.

KORISTI UPORABE TEHNIK SPROŠČANJA V OSNOVNI ŠOLI: OD TEORIJE DO PRAKSE

POVZETEK

V članku so v uvodnem delu najprej predstavljene koristi, ki jih imajo različne tehnike sproščanja za učence, kot izhaja iz številnih objavljenih znanstvenih raziskav. To je še posebej pomembno, upoštevajoč naraščajoče težave z duševnim zdravjem pri mladostnikih. Nato sledi predstavitev tehnik sproščanja, ki smo jih uporabljali v okviru interesne dejavnosti sproščanje, namenjene učencem 5. in 6. razreda, ter kot uvodno dejavnost pri pouku angleščine. V zadnjem delu bodo predstavljeni rezultati krajše ankete o sproščanju med učenci. Namen prispevka je spodbuditi še druge učitelje, da se v čim večji meri poslužujejo tehnik sproščanja kot uvodne motivacije pri učni uri in kot dodatne dejavnosti za učence v osnovni šoli.

KLJUČNE BESEDE: tehnike sproščanja, duševno zdravje, učenci, uvodna motivacija, interesna dejavnost.

BENEFITS OF THE USE OF RELAXATION TECHNIQUES IN PRIMARY SCHOOL: FROM THEORY TO PRACTICE

ABSTRACT

In the introductory part of this article, first the benefits of different relaxations techniques will be presented, based on the evidence from numerous published academic research studies. This is particularly important in view of increasing mental health problems among adolescents. This is followed by a presentation of the relaxation techniques used in the school club, called Relaxation, for interested students of the 5th and 6th grade of primary school and as a motivational introductory activity in English lessons. Finally, the results of a survey on relaxation among students will be presented. The aim of this article is encouraging other teachers to use relaxation techniques as much as possible, both as part of an introductory motivation and as a separate activity for primary school students.

KEYWORDS: relaxation techniques, mental health, primary school students, introductory motivation, school club.

UČNI USPEH UČENCEV IZ TUJINE V 7-LETNEM OBDOBJU TER KLJUČNI ELEMENTI PODPORE PRI DELU S STARŠI OB PREŠOLANJU V PROGRAM Z NIŽJIM IZOBRAZBENIM STANDARDOM

POVZETEK

V prispevku obravnavamo ugotovitve šolske svetovalne službe o učnem uspehu učencev priseljencev, napredovanju, ponavljanju in prešolanju v 7-letnem obdobju. Navajamo kvantitativno analizo učnega uspeha učencev ter kvalitativno analizo svetovanja s starši ob prešolanju učenca v program z nižjim izobrazbenim standardom. Kvantitativno analizo smo opravili na osnovi zaključenih ocen učencev, kvalitativno na osnovi osebnih map učencev priseljencev ter poročila učiteljice za delo z učenci priseljenci. Ugotavljamo veliko število staršev učencev priseljencev z visoko stopnjo neznanja slovenskega jezika in šibko motivacijo za učenje slovenščine, tudi po več letih bivanja v Sloveniji. Posledično se pojavlja večje število otrok s splošno šibko učno motivacijo, z učno neuspešnostjo, učnimi težavami, kar jih umešča v zelo ranljivo skupino. Pri tem ugotavljamo še visoko stopnjo fluktuacije učencev priseljencev, ki je 20-%. Kot doprinos k stroki pojasnujemo tovrstne ugotovitve in izkušnje iz primerov dobre prakse s pomočjo prostovoljnih prevajalcev. Ugotavljamo pomen dajanja preprostih, nazornih, enoznačnih povratnih informacij o učnem uspehu (neuspehu) učencev in ugotavljamo pomen čustvene ter operativne podpore staršem v primeru zahtevnejše odločitve – prešolanju otroka v program z nižjim izobrazbenim standardom.

KLJUČNE BESEDE: učenci priseljenci, učna neuspešnost, nižji izobrazbeni standard, podpora ob prešolanju, prostovoljni prevajalci.

ACADEMIC SUCCESS OF STUDENTS FROM ABROAD OVER A 7- YEAR PERIOD AND KEY ELEMENTS OF SUPPORT WHEN WORKING WITH PARENTS DURING TRANSFER TO A PROGRAM WITH A LOWER EDUCATIONAL STANDARD

ABSTRACT

This article presents the findings of the school counselling service on the academic success, progression, year repetition, and transfer of immigrant students over a 7-year period. We provide a quantitative analysis of students' academic performance and a qualitative analysis of counselling with parents during the transfer of students to a program with a lower educational standard. The quantitative analysis was based on the final grades of the students, and the qualitative analysis was based on the personal files of immigrant students and reports from the teacher working with immigrant students. We find a high number of immigrant students' parents with a low familiarity with the Slovene language and weak motivation to learn Slovene, even after several years living in Slovenia. Consequently, there is a higher number of children with learning difficulties and academic failure, placing immigrant children in a vulnerable or highly vulnerable group. We also find a high rate of fluctuation and dropout among immigrant students (20 %). As a contribution to the field, we present an example of good practice with the help of volunteer translators. We find that providing simple, clear, and unambiguous feedback on children's academic success (or failure) to their parents is crucial. Providing appropriate emotional and operational support to parents is also relevant in the case of more demanding decisions, such as transferring the child to a program with a lower educational standard.

KEYWORDS: immigrant students, academic failure, lower educational standard, support during transfer, volunteer translators.

OBLIKOVANJE SKOZI OČI MLADIH

POVZETEK

Festival oblikovanja Maribor je festival, ki iz perspektive mladih predstavlja različne novosti oblikovanja. Dijaki v sklopu festivala na razgiban način spoznavajo svojo stroko, se seznanjajo z najnovejšimi trendi in dognanji ter srečujejo z mnogimi gosti. Med ključnimi nameni festivala izstopata prenos dobre prakse z uspešnih strokovnjakov na nadobudne dijake in motivacija mladih za poklice, za katere jih izobražujemo na Srednji šoli za oblikovanje Maribor. Mladostniki se lahko v okviru natečaja predstavijo s svojimi izdelki v kar 9 različnih kategorijah. Na tak način jih želimo motivirati, da pokažejo svojo inovativnost, hkrati pa s tem pridobijo možnost prepoznavnosti na trgu dela. Letos je festival potekal že devetič in prav vsako leto v Maribor privabi veliko gostov iz tujine. Kot zmeraj smo tudi tokrat bili priča živahnemu, neenakomernemu srčnemu utripu mladih, ki so prepričljivo dokazali, da diha v ritmu oblikovanja: prepričali so nas z modno revijo, animacijami, s filmi, fotografijami, plakati in z različnimi inovativnimi izdelki.

KLJUČNE BESEDE: oblikovanje, motivacija, poklici, festival.

DESIGN THROUGH THE EYES OF YOUNG PEOPLE

ABSTRACT

The Maribor Design Festival is a festival which presents various design innovations from the perspective of young people. As part of the festival, students get to know their profession in a varied way, get acquainted with the latest trends and developments and meet many guests. The key objectives of the festival are to transfer good practice from successful professionals to budding students and to motivate young people to enter the professions which they are trained for at the Maribor Secondary School of Design. Young people can present their products in 9 different categories. In this way, we want to motivate them to show their innovativeness, while at the same time they can gain recognition on the labour market. This year, the festival took place for the ninth time and every year it attracts many guests from abroad to come to Maribor. As always, we witnessed the vibrant, uneven heartbeat of the youth who convincingly demonstrated that they breathe in the rhythm of design: they impressed us with a fashion show, animations, films, photographs, posters and various innovative products.

KEYWORDS: design, motivation, professions, festival.

IGRANJE JE BRANJE V PRVEM RAZREDU OSNOVNE ŠOLE

POVZETEK

Aktivno učenje s pomočjo različnih oblik in metod dela ima v vzgojno-izobraževalnem procesu čedalje večji pomen. V zadnjem obdobju se močno spreminja strategija poučevanja in učenja vseh predmetov. Učitelji morajo stremeti k učinkovitim in sodobnim metodam, oblikam in učnim stilom. Učenca je treba oskrbeti ne zgolj z znanjem, ampak tudi s spretnostmi in stališči, torej ga morajo učitelji celostno usposobiti za nadaljnje izobraževanje in poklicno delovanje. Eden od načinov za posodabljanje vzgojno-izobraževalnega procesa je vnašanje več didaktične igre v učno delo kot sem to poskusila pri učenju branja. Izvedla sem igro, v kateri so pravila in vsebine tako izbrani, organizirani in usmerjeni, da spodbujajo pri otrocih veselje do branja. Učenje branja z igro je bilo hitrejšo in bolj učinkovito, učenci so branje vzljubili in se nevede učili.

KLJUČNE BESEDE: metode dela, aktivno učenje, didaktična igra, branje, trajno znanje.

PLAYING IS READING IN THE FIRST CLASS OF PRIMARY SCHOOL

ABSTRACT

Active learning has more and more meaning in the educational process with the help of different forms and methods of work. In the last period, the strategy of learning and teaching has been changed. Teachers have to promote the effective and advanced methods and forms, learning styles. Pupils have to be provided not only the knowledge, but also by skills and statements, so there has to be the integrate training for their further training and occupational function. One among the ways of modernization of educational process is placing more didactic game into the learning task as I tried to learn how to read. I have implemented a game in which the rules and contents are selected, organized and directed in such a way that they encourage the joy of reading in children. Learning to read with the game was faster and more effective, students fell in love with reading and learned unknowingly.

KEY WORDS: methods of work, active learning, didactic game, reading, permanent knowledge.

OKOLJSKA ETIKA IN PRIMERI DOBRIH PRAKS DRUŽBENE ODGOVORNOSTI MED MLADIMI

POVZETEK

Eden večjih problemov današnje družbe je, da se čut za sočloveka in ohranjanje narave v zadnjih letih vse bolj zmanjšuje. Učitelji skušamo dijakom privzgojiti odnos do okolja in sočloveka skozi različne projekte. Eden izmed njih je Eko šola, kjer se pri zbiranju odpadnih surovin povežujemo s podjetniki. Izkupiček od zbranih surovin se nameni za ranljive skupine ljudi.

V prispevku bodo natančno opisane aktivnosti tako v šolskem kot širšem okolju, ki smo jih v preteklih letih izvedli za namene čistejšega okolja, krepitev podjetnosti med mladimi in skrbi za sočloveka. Mlade se skozi tovrstne aktivnosti na praktičen način izobražuje, kako iz odpadnih surovin ustvarjati denar za družbeno dobro.

KLJUČNE BESEDE: trajnost, povezovanje, podjetništvo, humanitarnost, prostovoljstvo.

ECOLOGICAL ETHICS AND EXAMPLES OF GOOD PRACTICE OF SOCIAL RESPONSIBILITY AMONG YOUNG PEOPLE

ABSTRACT

One of the major problems of today's society is that the sense for fellow human beings and the preservation of nature has been decreasing in recent years. As teachers, we try to instill in students an attitude towards the environment and fellow human beings through various projects. One of them is the Eco School, where we connect with entrepreneurs when collecting waste materials. Proceeds from the collected raw materials are allocated to vulnerable groups of people.

The article describes in detail the activities both in the school and in the wider environment, which we have carried out in the past years for the purpose of a cleaner environment, strengthening entrepreneurship among young people and caring for fellow human beings. Through these kinds of activities, young people are educated in a practical way how to generate money for social good from waste materials.

KEY WORDS: sustainability, integration, entrepreneurship, humanitarianism, volunteerism.

SPODBUJANJE EMPATIJE, POVEZOVANJA IN OBČUTKA PRIPADNOSTI S ŠOLSKIM PROJEKTOM

POVZETEK

Na Osnovni šoli Ljudski vrt Ptuj je v šolskem letu 2022/2023 potekal izvirni celoletni projekt »Vezi med nami«, ki so si ga v celoti zamislili ter izvedli učitelji in učenci naše šole. Cilji projekta so bili spodbujanje empatije in povezovanja (v oddelku, med oddelki, med sodelavci) ter krepitev pripadnosti šoli. Namen prispevka je na primeru dobre prakse predstaviti načrtovanje in izvedbo izvirnega šolskega projekta ter številne dejavnosti, ki so omogočile povezovanje in aktivno sodelovanje vseh učencev in učiteljev šole. Učitelji so velikokrat izvajalci projektov, ki jih ne izberejo sami. Na cilje in aktivnosti nimajo veliko vpliva. Uspešna izvedba projekta »Vezi med nami« dokazuje, da lahko šole same ustvarjajo in izpeljejo kakovostne projekte, ki pomembno prispevajo k varnemu okolju ter spodbujajo ustvarjalnost tako učencev kot učiteljev.

KLJUČNE BESEDE: šolski projekt, povezovanje, sodelovanje, varno okolje.

PROMOTING EMPATHY, BONDING, AND A SENSE OF BELONGING THROUGH A SCHOOL PROJECT

ABSTRACT

In the school year 2022/2023, an original one-year project "Bonds Among Us" took place at Ljudski vrt Ptuj Primary School, which was entirely designed and implemented by the teachers and students of our school. The project aimed to promote empathy and bonding (within classrooms, between classes, among colleagues) and to strengthen the sense of belonging to the school. The purpose of this paper is to present a good example of the planning and implementation of the original school project as well as numerous activities that facilitated the bonding and active participation of all students and teachers in the school. Teachers are often the executors of projects that they have not chosen themselves. They do not have much influence on the goals and activities. The successful implementation of the project demonstrates that schools can develop and deliver high quality projects that contribute significantly to a safe environment and encourage creativity among both students and teachers.

KEYWORDS: school project, bonding, collaboration, safe environment.

NAČRTUJEM IN IZDELAM

POVZETEK

Kot učiteljica sem razmišljala izven svojih okvirjev, v ospredje postavila ustvarjalnost, izkustveno poučevanje, preko katerega lahko učence opolnomočim za življenje, in njim ter okolici dokažem, da zmoremo vsi, tudi tisti, ki nam okolje včasih prilepi znamko »drugačni«. Vesela sem, da poučujem predmet, ki po svoji naravi dovoljuje in spodbuja praktično delo, kar lahko povežem z njihovim vsakdanjim življenjem. Snov pri pouku tehnike in tehnologije obravnavamo tako, da aktiviram otrokov razum in uporabim izkustven pristop k učenju. Zavedam se, da poučujem otroke s posebnimi potrebami, ki jim je potrebno oblike in metode poučevanja prilagoditi, saj lahko napačna izbira bistveno vpliva na uspešnost učenca in razvoj njegovih zmožnosti.

Pri vsem tem pa uporabljamo materiale s katerimi se učenci vsakodnevno srečujejo in jih preko predmeta učim, kaj vse lahko naredimo iz različnega materiala, če se le malo ozremo okoli sebe, preden se odpravimo v trgovino. Les je pri našem pouku tehnike in tehnologije nepogrešljiv material iz katerega učenci ustvarijo marsikaj. Pri projektu Pogum so naši možgani še posebej dobili zagon, da smo začeli razmišljati, kaj lahko doprinesemo šoli, če učence prepustimo lastnemu ustvarjanju in pri tem upoštevamo njihove želje. Želja, da si naredimo udobno, funkcionalno garderobo je bila za učence neomajna, saj jim hkrati to predstavlja prijazen, topel prostor, ki jih pričaka ob vstopu v šolo. Vse to je nujno potrebno za učence, ki so drugačni, a hkrati tudi uspešni, če učitelji, ki jih poučujemo, preženemo strah in občutek njihove nemoči. Ni več pomembno, ali si gluhi, ali slabo bereš, ali težko sediš, v delavnici so pridne roke sposobne ustvariti čudež.

KLJUČNE BESEDE: tehnika in tehnologija, ustvarjalnost, izkustveno učenje, praktičen pouk, izdelki učencev.

I PLANE AND MAKE

ABSTRACT

As a teacher I was thinking outside the box and I put creativity and experiential teaching at the forefront. In this way students are empowered and can prove to themselves and others that we are all able to create, even those labelled by the society as different.

I am glad that I am teaching a subject which allows and encourages practical work that can be connected with students' everyday life. The syllabus of Design and Technology subject includes development of psychomotor skills, acquiring skills and views which will help students in social integration, resolving disagreements, forming social values and development of career interests. This is the main objective I try to reach with my students but the path I am taking is a bit different. We teach the contents of the subject Design and technology by activating children's minds and using experiential approach to learning. At the same time, we use materials students see every day and can learn how to use materials around them before deciding to go to a store. Wood is an indispensable material in school subject Design and Technology and can be used for many different products. During the project Pogum (courage) we were especially challenged in finding ways to contribute to our school by letting students create and use their own ideas. A need for a comfortable and functional school wardrobe was an excellent inner motivator for students because such a wardrobe represents a warm and cozy place welcoming them every morning. For many, the idea to use construction pallets was unrealistic. Wood is an indispensable material in school subject Design and Technology and can be used for many different products. During the project Pogum (courage) we were especially challenged in finding ways to contribute to our school by letting students create and use their own ideas. And development of career interests. All of the above mentioned is crucial for students who are different but can still be successful if teachers help them overcome their fears and insecurities.

We have to realize that children surprise us when least expected. I have experienced that many times when teaching Design and technology to special needs children.

I realize I am teaching special needs students who need adjustments in teaching methods and when we choose the wrong approach it strongly affects students' success and skills development. The fact you are deaf, have language difficulties or problems sitting, hard-working hands create miracles in the workshop.

KEY WORDS: Design and Technology, creativity, experiential learning, practical lessons, students' work.