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"EDUCATIONAL RESEARCH AND SCHOOL PRACTICE"

**OBRAZOVANJE U FUNKCIJI  
MODERNIZACIJE DRUŠTVA**

**ROLE OF  
EDUCATION IN  
MODERNIZATION  
OF SOCIETY**

**Knjiga rezimea**

**Book of abstracts**

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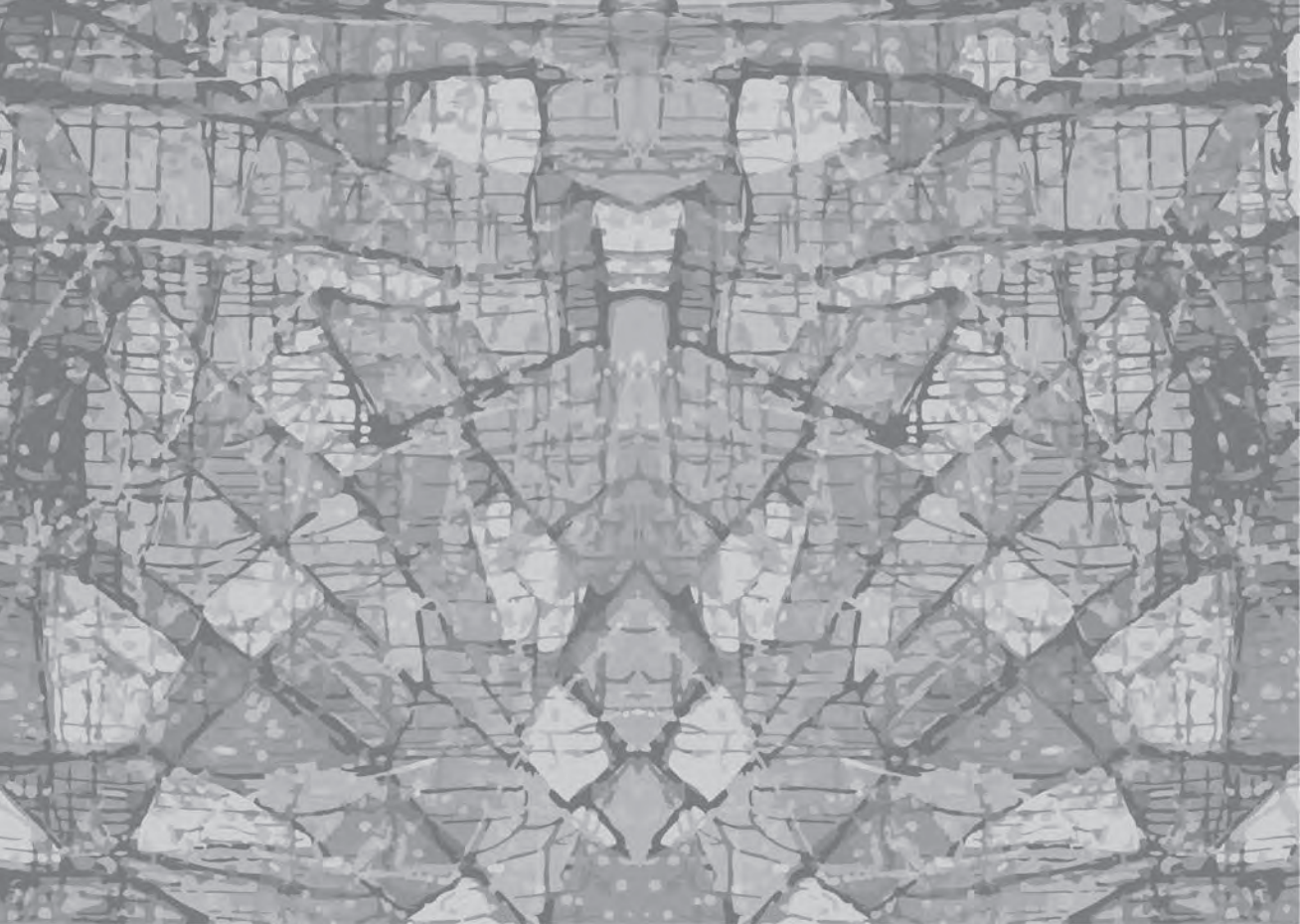
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## PARAMETRI PROFESIONALNIH AKTIVNOSTI STUDENATA

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U ovom istraživanju se polazi od pretpostavke da se aktivnost ličnosti manifestuje kroz praktičnu i direktnu interakciju osobe sa društvom. Teorijsko-metodološki okvir rada je zasnovan na istraživanjima o profesionalnim aktivnostima ličnosti koja obuhvataju: sistemsko-dinamički pristup u analizi života ličnosti (Rubinštejn, Abuljhanova-Slavska, Anciferova); analizu predstava o ličnosti kao subjektu profesionalnih aktivnosti (Uznadz, Brušlinski); akmeološki model inovativnih aktivnosti (Ribnikov, Ananjev, Kuzmina, Derkač). Ključne karakteristike profesionalnih aktivnosti su: 1. stremljenje ka razumevanju i prihvatanju novih naprednih ideja (inovativnost); 2. spremnost da se usvajaju nova profesionalna iskustva i da se neprestano profesionalno usavršava; 3. otvorenost prema eksperimentisanju; 4. usresređenost na ciljeve i upornost pri njihovoj realizaciji; 5. prepoznavanje društvenokorisnih rezultata rada; 6. nastojanje da se uspostavi konstruktivna saradnja sa drugim ljudima. Cilj ovog istraživanja se odnosi na definisanje specifičnih parametara pri ispoljavanju profesionalnih aktivnosti kod studenata sa društvenih i tehničkih fakulteta. Uzorak je činilo 200 ispitanika: 110 studenata Filološkog fakulteta (studije filologije i psihologije) i 90 studenata Inženjerske akademije. Ispitanici su studenti III, IV, V i VI godine fakulteta, uzrasta od 18 do 25 godina. Korišćeni su sledeći instrumenti: 1. upitnik „Spremnost ličnosti za promene“ (Personal change-readiness survey); 2. upitnik „Inovativnost ličnosti“; 3. upitnik „Skala tolerantnosti na neodređenost“ 4. upitnik „Dijagnostika nivoa moralno-etičke odgovornosti ličnosti“. Prilikom obrade podataka korišćen je neparametrijski Man-Vitnijev test, Spirmanov test korelacije i faktorska analiza. Rezultati istraživanja su pokazali da su parametri inovativnosti ličnosti bili više izraženi kod studenata tehničkih fakulteta, dok je nivo moralno-etičke odgovornosti i tolerantnosti za neodređenost više razvijen kod studenata sa društvenih smerova. Rezultati upućuju na to da postoje statistički značajne razlike između komponenata profesionalnih aktivnosti studenata ova dva fakulteta. Na osnovu izvršene faktorske analize definisana je struktura aktivnosti studenata: faktor socijalne odgovornosti; faktor inovativnosti; emocionalno-kreativni faktor i pozitivnoadaptivni faktor. Rezultati istraživanja su doprineli da se definišu parametri i faktori na osnovu kojih su formulisani pravci i strategija pedagoško-psihološkog praćenja razvoja profesionalnih aktivnosti studenata koja se realizuje u nekoliko faza: (a) razvoj intelektualne aktivnosti ličnosti i formiranje liderskih osobina; (b) praćenje prilagođavanja na tržištu rada i spremnost za naučnoistraživači rad; (v) razvoj efikasnih tehnologija samorealizacije potencijala ličnosti i (g) obezbeđenje naučopraktičnog rada i profesionalnog osamostaljivanja.

*Ključne reči:* aktivnost, delatnost, inovativnost ličnosti, studenti, visoko obrazovanje.

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## PARAMETERS OF PROFESSIONAL ACTIVITIES OF THE STUDENTS

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The starting point of this research is presumption that activity of a personality manifests itself through a practical and direct interaction between a person and society. Theoretical and methodological framework of the paper rests on the research of professional activities of a personality that include: dynamic system approach in analysis of a personality's life (Rubinstein, Abulhanova-Slavskaya, Anciferova); analysis of ideas about personality as a subject of professional activities (Uznadze, Bruslinsky); acmeological model of innovative activities (Rybnikov, Ananyev, Kuzmina, Derkac). The key features of professional activities are: 1. striving to understanding and accepting the new progressive ideas (inventiveness); 2. readiness to adopt new professional experiences and constantly improve oneself professionally; 3. openness to experimenting; 4. focus on goals and persistence in their fulfilment; 5. recognition of socially beneficial impact of one's work; 6. effort to establish constructive collaboration with other people. The objective of this research is to define specific parameters in demonstration of professional activities of students from humanities and technical faculties. The sample consisted of 200 respondents: 110 students of the Faculty of Philology (studies of philology and psychology) and 90 students of Engineering Academy. The respondents are students of the 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> academic years, between 18 and 25 years of age. The following instruments were used: 1. Personal change–readiness survey; 2. Personal innovativeness survey; 3. Intolerance to uncertainty scale; 4. Diagnostics of level of ethical responsibility of a personality. In data processing, the nonparametric Mann-Whitney test has been used, as well as Spearman's correlation test and factor analysis. The research results show that parameters of personal innovativeness are more evident at technical university students whereas the ethical responsibility level and tolerance to uncertainty is more developed at the students of humanities. The results indicate that there is statistically significant difference between the components of professional activities regarding the students of these two faculties. Upon the factor analysis, the structure of students' activity is defined: the social responsibility factor; the inventiveness factor; the emotional creativity factor and positive adaptation factor. The research results contributed towards defining parameters and factors that helped formulate directions and strategy of pedagogical and psychological monitoring of development of students' professional activities. This development is carried out in several phases: (a) development of intellectual activities of a personality and creating leadership qualities; (b) monitoring the adjustments to labor market requirements and readiness for scientific research work; (c) development of efficient technologies for self-realization of personality's potentials and (d) providing the practical work in science and professional independence.

*Keywords:* activity, profession, inventiveness of personality, students, higher education.

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## INFORMACIONO-OBRAZOVNA SREDINA: PROBLEMI I PERSPEKTIVE

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U radu se razmatraju promene koje su nastale poslednjih decenija u obrazovnoj politici Rusije, a koje se tiču razvijanja informatizacije obrazovne sredine. Prelazak na novi postsovjetski model sistema visokog obrazovanja, zasnovan na evropskim standardima, doveo je do promena u odnosu nastavnik–student, što se odnosi i na veću samostalnost u radu studenata i smanjenje angažovanja nastavnika i vremena koje je određeno za komunikaciju studenata sa nastavnicima. Značajan deo u sistemu ocenjivanja znanja sprovodi se putem testiranja. Ukazuje se na negativne posledice ovih promena koje se reflektuju na kvalitet budućih stručnjaka, s obzirom da interakciju u komunikaciji sa nastavnicima zamenjuju kompjuteri, odnosno formalno popunjavanje zadataka bez adekvatne refleksije. Uspon informatizacije obrazovne sredine u Rusiji preti značajnim nestankom celog niza profesija, kao i povećanjem broja nazaposlenih. Imajući u vidu značaj koji digitalne tehnologije imaju na razvoj ekonomije i privrede zemlje, njenu odbrambenu sposobnost i političke procese, ukazuje se na potrebu za usklađivanjem obrazovanja sa potrebama na tržištu rada, kao i na potrebu da se obrazuju novi profili stručnjaka koji će biti sposobni da upravljaju kompleksnom savremenom tehnikom, uređajima i robotima kako bi država sačuvala svoje pozicije na svetskom nivou. Naglašava se nedostatak interakcije i saradnje između strukovnih univerziteta sa poslodavcima i naučnim institucijama, što dovodi do smanjenja kvaliteta obrazovnih procesa, koji se najpre odnose na praktičnu osposobljenost stručnjaka. Na osnovu analize problema u informaciono-obrazovnoj sredini koji su prikazani u ovom radu možemo da zaključimo da je neophodno razmotriti načine primene informaciono-komunikacione tehnologije u funkciji unapređivanja obrazovnog sistema. Naime, savremena obrazovna sredina mora da obuhvata sistem organizaciono-metodičkih, softverskih i drugih tehničkih sredstava za čuvanje, obradu i prenošenje informacija koja obezbeđuju brži pristup materijalima, među kojima je i stručna literatura. Takva sredina je pogodna za interaktivnu komunikaciju nastavnika sa studentima i time doprinosi efikasnijem učenju i poboljšanju uvida nastavnika u samostalan rad studenta. Informaciono-obrazovna sredina se izgrađuje kao integrisani multikomponentni sistem pomoću koga se može napraviti selekcija na različitim nivoima. Razumevanje odlučujuće uloge informacija u evolucijskim procesima prirode i društva dovodi do otkrića potpuno nove, informacione slike sveta koja se značajno razlikuje od tradicionalnog tehnokratskog pristupa koji dominira u nauci.

*Ključne reči:* obrazovna politika, problemi, perspektive, informaciono-obrazovna sredina, visoko obrazovanje.

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## INFORMATION-EDUCATIONAL ENVIRONMENT: PROBLEMS AND PERSPECTIVES

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The work deliberates the changes that occurred in Russian educational policy in the last decades, concerning development of informatization of educational environment. Transition to the new post-soviet model of high education based on European standards led to changes in the teacher-student relationship. These changes involve a greater independence in work for students and reduced engagement of a teacher and the amount of time intended for communication between students and teachers. A major part of knowledge assessment is performed via tests. It points to negative consequences of these changes that are reflected in the quality of future experts, as the interaction in communication with teachers is replaced by computers i.e. formal fulfilment of tasks without adequate reflection. The rise of informatization in Russian educational environment may jeopardise a significant number of professions and increase number of unemployed. Having in mind the significance of digital technologies for the development of the country's economy and industry, its defence capability and political processes, it points to the need for harmonization of education with the labour market needs as well as the necessity to educate new profiles of experts who will be capable of managing complex modern technical solutions, devices and robots so as to enable the country to preserve its global position. It stresses the lack of interaction and cooperation between vocational universities and employers and scientific institutions, which leads to decline in quality of educational processes, primarily regarding the know-how of experts. Upon analysing the problems in information-educational environment as presented in this paper, we can conclude that it is necessary to look into the ways of implementing the information and communications technologies for the sake of improving the educational system. Namely, modern educational environment has to include the system of organizational and methodical, software and other technical methods for storing, processing and transmitting the information which provide faster approach to resources, professional literature included. Such environment is suitable for interactive communication between teachers and students and contributes to a more efficient learning and a better teacher's insight into the student's independent work. Information-educational environment needs to be formed as an integrated multicomponent system, acting as a means for making selection at different levels. Comprehension of decisive role of information in evolution processes of the nature and society leads to discovery of a completely new, informational concept of the world, which differs a great deal from the traditional technocratic approach prevailing in science.

*Keywords:* educational policy, problems, perspectives, information-educational environment, higher education.

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# MIŠLJENJE DIPLOMACA GRČKIH UNIVERZITETA O PSIHOPEDAGOŠKOJ I DIDAKTIČKOJ OSPOSOBLJENOSTI NJIHOVIH NASTAVNIKA

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Ovo empirijsko istraživanje zasnovano je na analizi literature koju je sproveo Stergiou (2017). Cilj istraživanja usmeren je na merenje kvaliteta obrazovnog rada, nastavnog materijala i aktivnosti univerzitetskih nastavnika u Grčkoj, na osnovu povratnih informacija dobijenih od njihovih diplomiranih studenata. U istraživanju je primenjen upitnik. Uzorak se sastojao od 388 diplomaca, studenata ASPETE programa iz Soluna, akademske 2017/2018. i 2018/2019. Godine. Ispitanici su, pored svojih deklariranih demografskih karakteristika, na skali od pet tačaka davali odgovore za svaku od 27 stavki koje opisuju aspekte kvaliteta obrazovnog rada, nastavnog materijala i aktivnosti, kao i nastavnih metoda svojih univerzitetskih nastavnika (1 – nimalo; 2 – veoma malo; 3 – prilično; 4 – mnogo; 5 – veoma mnogo). Rezultati pokazuju da diplomci smatraju kako njihovi univerzitetski nastavnici dobro poznaju sadržaj kurseva, te da su dosledni tokom predavanja (praćenje rasporeda i zadovoljavajuća priprema). Studenti su dali prosečne ocene svojim nastavnicima u 20 od 27 kriterijuma kvaliteta univerzitetskog nastavnika. Nastavnici su ocenjeni ispod proseka za organizaciju aktivnosti čiji je cilj aktivno učešće studenata u radu u učionici, davanje uvoda i rekapitulacija nastave u učionici, povezivanje nastavnih metoda sa profesionalnim okruženjem (sa tržištem rada), povezivanje sadržaja izučavanih kurseva sa drugim kursevima i korišćenje radnih resursa (npr. radnih listova, pokaznog materijala) koji olakšavaju učenje. Faktorska analiza pokazala je da sva pitanja imaju visoko opterećenje na jednoj faktorskoj osi – univerzitetškoj pedagogiji (F1, Kronbah  $\alpha = 0,947$ , 42% ukupne varijanse), dok su dve druge ose specijalizovane za konkretna polja: jedna za savetodavno-mentorsku ulogu univerzitetskog nastavnika (F2, Kronbah  $\alpha = 0,879$ , 24% ukupne varijanse), a druga za nauku i stručnost (F3, Kronbah 0,741, 13% ukupne varijanse). Hijerarhijskom klaster analizom izdvojile su se četiri grupe diplomaca. Prva (C1) obuhvata 16,8% uzorka, druga (C2) 33%, treća (C3) 41,5% i četvrta (C4) 8,8% diplomaca. Klaster C1 sastoji se od pojedinaca koji vrednuju pedagošku kompetenciju i pedagoško obrazovanje svojih univerzitetskih nastavnika, kao i njihovu primarno naučnu orijentaciju i profesionalizam, dok u potpunosti negiraju njihovu mentorsko-savetodavnu ulogu. Grupu C2 čine diplomirani studenti koji u dovoljnoj meri uvažavaju mentorsko-savetodavnu ulogu svojih nastavnika, ali imaju negativno mišljenje o njihovim pedagoškim i didaktičkim aspektima. Diplomci

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koji pripadaju C3 grupi daju prosečnu ocenu kako pedagogiji nastave i pedagoškom obrazovanju svojih nastavnika, tako i njihovoj primarno naučnoj orijentaciji i profesionalizmu, dok misle da njihovi nastavnici nisu uspeali u svojoj mentorsko-savetodavnoj ulozi. Najzad, najmanji klaster C4 čine diplomci koji iako smatraju da pedagogija nastave i nastavne veštine njihovih nastavnika nisu adekvatne i ne veruju u njihove naučne veštine i profesionalizam, ipak prepoznaju njihov skroman doprinos kao savetnika i mentora koji su im pomogli da steknu predstavu o profesiji kojom bi želeli da se bave i da se tome prilagode. Rezultati istraživanja pokazuju da većina studenata daje nisku ocenu nastavnicima grčkih univerziteta u gotovo svim aspektima univerzitetske pedagogije, što ukazuje na odsustvo pedagoških i didaktičkih veština nastavnika. Ovaj rezultat je očekivan, zbog nepostojanja kvalifikovane obuke za nastavnike. To, zapravo, uopšte nije preduslov za započinjanje akademske karijere i ne postoji akademska ustanova koja bi im omogućila da steknu pedagoške i didaktičke kompetencije. Usaglašenost sa dobrom praksom drugih evropskih zemalja trebalo bi da bude strateški izbor obrazovne politike u cilju modernizacije grčkih univerziteta u ovoj oblasti i da se to čini sveobuhvatnije i efikasnije.

*Ključne reči:* univerzitetska pedagogija, učenje i podučavanje, psihopedagoške i didaktičke veštine, diplomci grčkih univerziteta, visoko obrazovanje.

# GREEK UNIVERSITY GRADUATE VIEWS ON THE PSYCHO-PEDAGOGICAL AND DIDACTIC TRAINING SKILLS OF THEIR TEACHERS

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This is a questionnaire based empirical research designed to measure the quality of educational work, teaching material and activities of Greek University teachers, based on their graduates' feedback. The sample consisted of 388 graduates, all students of the ASPETE programs of Thessaloniki, for the academic years 2017-2018 and 2018-2019. The subjects, in addition to their declared demographic characteristics, answered, on a five-point scale (1 – not at all, 2 – very little, 3 – quite, 4 – much, 5 – very much), the 27 items (criteria) describing the aspects of educational work quality, teaching material and activities and teaching methods of their academic teachers. Results showed that graduates perceive that their academic teachers had a good knowledge of the courses content and they were consistent during teaching courses (timetable observation and satisfactory preparation). Students gave moderate scores to their teachers in 20 out of the 27 quality criteria of an academic teacher. Teachers were rated below average in the organization of activities aiming at actively involving the students in the classroom, providing them with the introduction and recapitulation of their classroom teaching, linking their teaching methods to the professional environment (the labour market), linking the content of the studied courses with other courses and the use of labour resources (e.g. worksheets, demonstration materials) that facilitate learning. Factor analysis showed that all questions were highly loaded on one factorial axis, University Pedagogy (F1, Cronbach's  $\alpha = 0.947$ , 42% of the total variance), while the two other axes were specialized in the fields, one in the Advisory-Mentor Role of the academic teacher (F2, Cronbach's  $\alpha = 0.879$ , 24% of the total variance) and the other in Science and Professionalism (F3, Cronbach's 0.741, 13% of the total variance). Hierarchical Cluster Analysis highlighted four groups of graduates. The first (C1) includes 16.8% of the sample, the second (C2) 33%, the third (C3) 41.5% and the fourth (C4) 8.8% of the graduates. Cluster C1 consists of individuals who appreciated the value of pedagogical competence and teaching training of their university teachers as well as their scientific background orientation and professionalism while their mentoring-advisory role was completely deprecated. C2 consists of graduates who, while appreciating enough the mentor-advisory role of their teachers, have a negative view of their pedagogical and didactic training. C3 grades moderately both the teaching pedagogy and teaching training of their

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university teachers as well as their scientific background orientation and professionalism, while they think that their teachers have failed their mentor-advisory role. Finally, the smallest cluster C4, although it considers teaching pedagogy and teaching skills of their teachers inadequate, and does not believe in their science skills and professionalism, it recognizes a modest contribution as advisors and mentors who helped them get an idea of the profession they would like to follow and adapt to it. In conclusion, Greek university teachers are low-rated by the majority of students in almost all aspects of University Pedagogy, indicating the absence of their pedagogical and didactic training skills. This result was expected, due to absence of qualified teacher training. Indeed, it is not a prerequisite for entering the academic career and there is no academic institution offering them pedagogical and didactic competence. The compliance with good practices from other European countries should be a strategic educational policy choice in order to modernize Greek universities in this area and to do so more comprehensively and effectively.

*Keywords:* university pedagogy, learning and teaching, higher education.

## ZNAČAJ JEZIČKE KULTURE U PROCESIMA MODERNIZACIJE DRUŠTVA

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Strateški cilj svakog razvijenog društva predstavlja efikasno obrazovanje. Kvalitetno obrazovanje, posebno srednjoškolsko, ima dugoročan uticaj na nivo jezičke pismenosti, budući da u savremenom društvu adekvatan nivo osnovne jezičke, matematičke i informatičke pismenosti predstavlja nužan uslov da svaki pojedinac aktivno učestvuje u društvu i preuzme svoju društvenu odgovornost. S tim u vezi, osnovu opšteg školskog obrazovanja svakog učenika u Srbiji predstavlja izučavanje standardnog srpskog jezika i njegovih normi, jer se drugačije ne mogu procenjivati znanja učenika ponaosob koja se iskazuju kroz primenjivanje pravila/zakovitosti jezičke kulture (usmeno i pisano izražavanje). Osnovu jezičke kulture, dakle, čini književnojezička norma. Imajući u vidu iznesene konstatacije, cilj rada je da se ukaže na ulogu jezičke kulture u reformisanim programima nastave i učenja, kao i da se ispita funkcionalnost primene znanja iz oblasti jezičke kulture kod srednjoškolaca i studenata, jer oni predstavljaju najprogresivniju grupu govornika srpskog jezika. U prvom delu rada biće razmatrani sadržaji koji se u aktuelnim programima nastave i učenja za srpski jezik u gimnazijama odnose na nastavnu oblast Jezička kultura. U drugom delu rada biće analizirano postignuće srednjoškolaca i studenata na testu znanja koji je koncipiran za potrebe ovog istraživanja. Test je sadržao pitanja otvorenog i zatvorenog tipa iz triju oblasti: gramatika, pravopis i leksikologija. Nivo težine zadataka usklađen je sa sadržajima nastavnog programa za srpski jezik za više razrede osnovne škole. Uzorak je prigodan i čini ga 239 ispitanika – maturanti gimnazija i srednjih stručnih škola i studenti fakulteta na kojima se ne izučavaju filološke nauke. U analizi su primenjene metode deskriptivne statistike. Istraživanje je realizovano školske 2018/2019. i 2019/2020. godine. Rezultati istraživanja pokazuju da u reformisanim nastavnim programima za gimnazije – kao i u programima koji su donedavno važili – jezičkoj kulturi nije posvećeno mnogo pažnje, jer su sadržaji naklonjeni temama iz jezika i književnosti. Istakli bismo da su izostale i različite vrste programskih vežbi (pravopisne, jezičke, leksičko-semantičke i dr.) koje se realizuju u nastavnom kontekstu u kome postoji potreba za svrsishodnim usvajanjem i primenom datih jezičkih zakonitosti i pojava u novim komunikativnim situacijama. Takođe, rezultati analize postignuća srednjoškolaca i studenata na testu upućuju na to da nijedan ispitanik nije odgovorio tačno na sva pitanja, kao i da je najveći problem predstavljala upravo funkcionalna primena znanja, posebno iz pravopisa i leksikologije. Više od polovine ispitanika nije umelo da upotrebi veliko slovo ili da primeni pravila o spojenom i odvojenom pisanju reči poštujući ortografsku normu srpskog jezika, a više od trećine ispitanika nije odgovorilo na pitanja koja se tiču osnovnih leksičkih mehanizama (metafora i metonimija) koji umnogome doprinose bogaćenju leksičkog fonda. U radu se zaključuje da bi u srednjoškolskim nastavnim programima trebalo da

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budu zastupljeniji sadržaji iz jezičke kulture, kao i da je u srednjoškolskoj nastavi srpskog jezika neophodno više pažnje posvetiti praktičnoj primeni stečenog znanja u realnim jezičkim situacijama. Pored toga, nalazi ukazuju da bi studenti, posebno na nastavničkim fakultetima na kojima je jezik struke praktično neminovan, trebalo da imaju obavezan predmet u okviru koga bi se izučavala pravila standardnog srpskog jezika, odnosno jezičke kulture, kako bi se zaustavio pad kvaliteta usmenog i pisanog diskursa mladih govornika srpskog jezika.

*Ključne reči:* jezička kultura, nastava srpskog jezika, nastavni program, srednjoškolci, studenti.

## IMPORTANCE OF FUNCTIONAL STYLE IN MODERNIZATION OF SOCIETY

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Efficient education is a strategic goal of every developed society. High quality education, particularly high-school education, has a long-term influence on the level of linguistic literacy since, in the modern society, the satisfactory level of basic literacy in linguistics, mathematics and informatics is a prerequisite for the individual to actively participate in the society and assume their social responsibility. In this regard, studying the standard Serbian language and its norms is the basis of general education for every student in Serbia, as the students' individual knowledge, demonstrated through applying rules/laws of the functional style (written and oral expression), cannot be assessed otherwise. Therefore, the literary language norm creates the basis of functional style. Having in mind these remarks, the objective of the paper is to point to the role of functional style in the reformed teaching and learning programs as well as to examine efficiency of the applied knowledge of functional style in high-school and university students, as they represent the most progressive group of Serbian language speakers. The first part of the paper will deliberate the contents relating to functional style in the current Serbian language teaching and learning high-school programs. The second part of the paper will analyze the achievement of high school and university students through the knowledge test specifically composed for this research. The test consists of the open-ended and closed-ended questions from three fields: grammar, spelling and lexicology. The difficulty level of the task matches the contents of Serbian language curriculum for the senior primary school grades. The sample is appropriate and consist of 239 participants – high-school and vocational school graduates and philology faculty students. Descriptive statistics methods are applied in the analysis. The research was realized in the school years 2018/2019 and 2019/2020. The research results show that in the reformed high-school curriculums – as well as in the curriculums that were valid up until recently – functional style received little attention as the contents favor the topics of language and literature. We underline that different types of program exercises (spelling, linguistic and lexical semantic, etc.) that are implemented in the teaching context where there is a need for purposeful adoption and implementation of given linguistic principles and phenomena in new communication situations, were also missing. Furthermore, the results of the analysis of high-school and university students' achievements at the test show that none of the participants answered all the questions correctly. Also, the greatest problem was functional application of knowledge, especially in spelling and lexicology. More than a half of participants did not know how to use a capital letter or apply the rules for the words that are spelled together or apart, respecting the orthographic norm of the Serbian language. Also, more than a half of participants did not answer the questions regarding

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the basic lexical mechanisms (metaphor and metonymy) which contribute greatly to enrichment of lexical fund. The paper concludes that high-school curriculums should contain more functional style contents and that the high-school Serbian language teaching should pay more attention to practical application of acquired knowledge in real linguistic situations. In addition, the results show that students, especially those from teacher training faculties where the vocational language is virtually inevitable, should have a compulsory subject that would teach the rules of standard Serbian language i.e. functional style, so as to prevent the decline in quality of oral and written discourse of young Serbian language speakers.

*Keywords:* functional style, Serbian language teaching, curriculum, high-school students, university students.

## EKOLOŠKO OBRAZOVANJE U SRBIJI: TRENUTNO STANJE I PRAVCI RAZVOJA

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U radu se razmatra ekološko obrazovanje u Srbiji, kroz analizu trenutnog stanja, ukazivanje na ključne probleme u ovoj oblasti i moguće pravce daljeg razvoja. U prvom delu rada dat je prikaz razvoja ekološkog obrazovanja u našoj zemlji sa naglaskom na ključne faze u ovom procesu. Put razvoja ekološkog obrazovanja u Srbiji kretao se od izrazitog antropocentrizma i antagonizma između čoveka i prirode, preko umerenog antropocentrizma sa primesama ekoncentrizma, do dominantnog ekocentrizma. Primitno je da razvoj ekološkog obrazovanja u našoj zemlji kasni bar jednu deceniju u odnosu na društvene okolnosti, što otvara brojne implikacije za obrazovni sistem i društvo u celini. Kada je u pitanju nastavni proces, analiza stanja pokazuje pomake koji su učinjeni implementiranjem novih sadržaja iz oblasti ekologije i održivog razvoja u postojeće predmete, kao i uvođenjem izbornih predmeta koji se odnose na ekološko obrazovanje. Pomaci su učinjeni i u domenu vannastavnih aktivnosti koje su obogaćene sadržajima iz oblasti ekologije, kao i u okviru obrazovnih politika škola, uvođenjem posebnih rubrika u školske programe kojima se definišu planirane aktivnosti iz ove oblasti. U drugom delu rada napravljen je osvrt na ključne probleme do kojih se došlo analizom postojećeg stanja u oblasti ekološkog obrazovanja. Kao najveći problem izdvaja se приметni jaz između usvojenog znanja iz oblasti ekologije i individualnog delovanja pojedinca u svakodnevnom životu u pravcu očuvanja životne sredine. Pored toga, u nastavi se još uvek u nedovoljnoj meri primenjuju interdisciplinarni pristup i projektna nastava zasnovana na istraživanju čiji je doprinos u učenju ekoloških sadržaja potvrđen u nalazima brojnih istraživanja. U trećem delu rada date su preporuke za dalji razvoj ekološkog obrazovanja u našoj zemlji koje se prevashodno odnose na način učenja ekoloških sadržaja u okviru škole i koje imaju važne implikacije za kreatore obrazovnih politika, lidere u školama i praktičare. Na prvom mestu, škole bi trebalo da budu usmerene na stvaranje mogućnosti za istinski, receptivni i refleksivni odnos učenika sa prirodom. To bi značilo da se u procesu učenja ekoloških sadržaja primene pristupi čiji je uspeh već potvrđen, poput interdisciplinarnog pristupa i projektne nastave. Ostvarivanju ovog cilja pomoglo bi i intenziviranje vannastavnih aktivnosti kroz unapređivanje već postojećih (ekskurzije, nastava u prirodi) kao i uvođenjem novih, na primer ekoloških kampova i drugih organizovanih aktivnosti u prirodi koje podrazumevaju veću angažovanost učenika. Na taj način bi bilo omogućeno da se znanja stečena u nastavi povežu sa neposrednim iskustvom u prirodi. Time bi se podigao kvalitet dobijenih znanja iz ove oblasti, a ostvario bi se i pozitivan uticaj na voljni i emocionalni aspekt ličnosti učenika, što bi vodilo ka njihovoj većoj svesti o potrebi zaštite životne sredine, kao i njihovoj većoj participaciji u konkretnim aktivnostima koje se tiču očuvanja prirode i njenih resursa. Na kraju, ukazano je na važnost finansijskog aspekta, pa se kao preporuka

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za obrazovnu politiku ističe da su potrebna veća ulaganja kako bi škole mogle dobijena sredstva da iskoriste za podizanje svojih kapaciteta u oblasti ekološkog obrazovanja, obogaćivanje nastavnih resursa, kao i za obučavanje nastavnog kadra.

*Ključne reči:* ekološko obrazovanje, škola, trenutno stanje, problemi, pravci razvoja.

## ENVIRONMENTAL EDUCATION IN SERBIA: CURRENT SITUATION AND DEVELOPMENT TRENDS

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The paper deliberates environmental education in Serbia by analysing the current situation, pointing to key problems in this area and potential trends of further development. The first part of the paper is an overview of environmental education development in our country with an emphasis on key stages in this process. The developmental path of environmental education in Serbia has unfolded from strong anthropocentrism and antagonism between the man and nature, through moderate anthropocentrism with hints of ecocentrism, to dominant ecocentrism. It is obvious that development of environmental education in our country is at least a decade late vis-à-vis social circumstances, which opens a number of implications for education system and overall society. With regard to teaching process, the current situation analysis reveals the progress made by implementing new contents from the fields of ecology and sustainable development in the existing subjects, as well as by introducing elective courses related to environmental education. The progress has also been made in terms of extracurricular activities that have been enriched with ecology contents, as well as within educational policies of schools by introducing special sections in the school curricula that define planned activities in this field. The second part of the paper focuses on the key issues arising from the analysis of current situation in environmental education. The greatest problem is an apparent gap between acquired ecology knowledge and the individual's actions in everyday life regarding environmental protection. In addition, the interdisciplinary approach and research-based project teaching whose contribution to learning the environmental contents has been acknowledged by results of numerous studies are still not adequately applied in teaching. The third part of the paper provides recommendations for further development of environmental education in our country. They primarily refer to the way environmental education is taught in school and have important implications for education policy makers, school leaders and practitioners. Primarily, the schools should aim at creating opportunities for genuine, receptive and reflective relationship of students with nature. This would mean using already validated approaches to learning of environmental contents, such as interdisciplinary approach and project-based teaching. Intensifying the extracurricular activities through improvement of already existing activities (excursions, outdoor classes) and introduction of new ones, for example eco-camps and other organized outdoor activities involving a greater student engagement, would also help in achieving this goal. In this way the correlation between the classroom-obtained knowledge and immediate experience in nature would be enabled. This would improve the quality of knowledge from this field, and have a positive effect on wilful and emotional aspect of students' personality. This would also lead to their greater awareness of the need for environmental protection, as well as their

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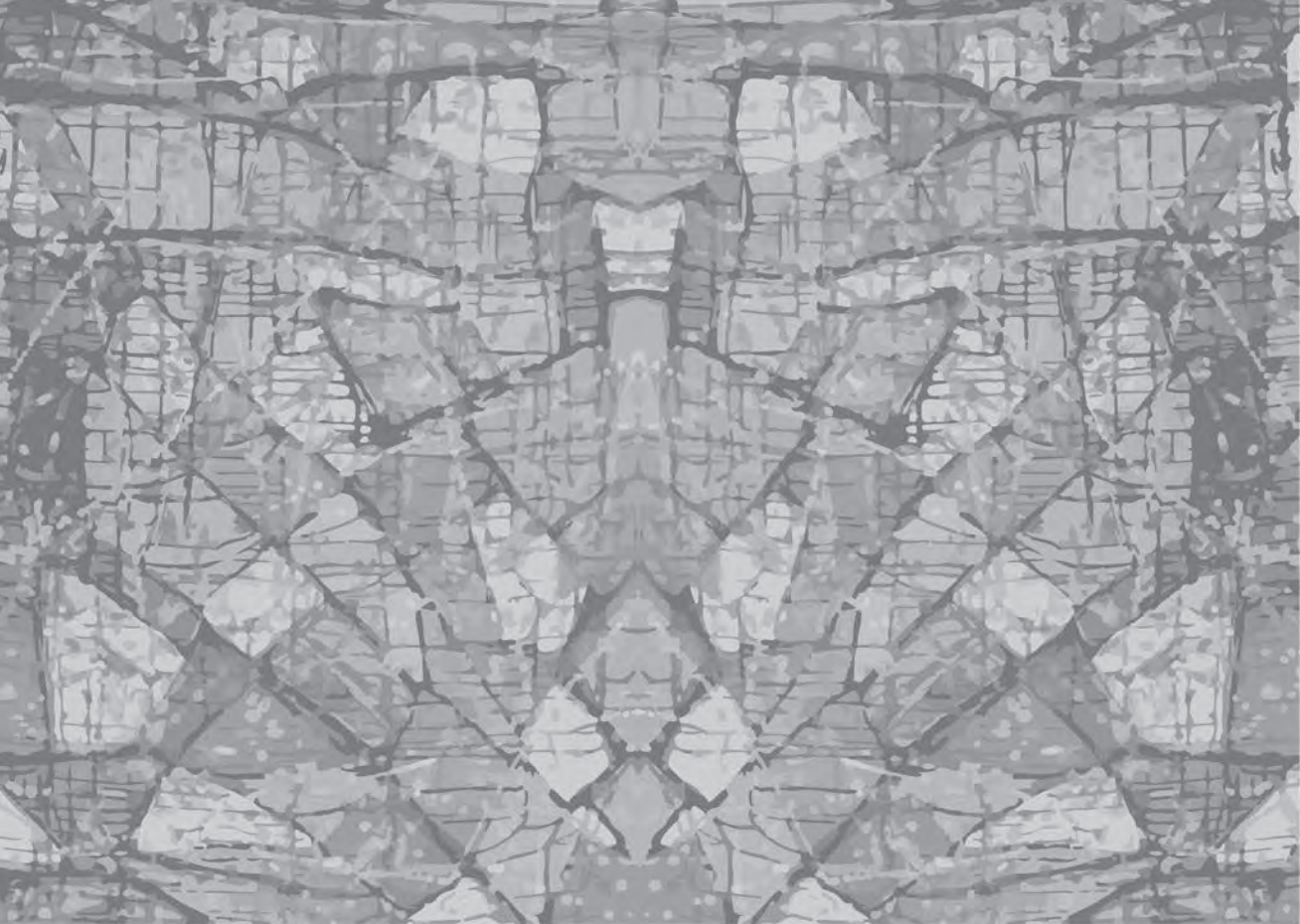
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greater participation in particular activities related to conservation of nature and its resources. Finally, the importance of financial aspect is underlined and the recommendation for education policy refers to requirement for greater investments. In this way, the schools could use the received funds for increasing their environmental education capacities, improving the teaching resources and training the teaching staff.

*Keywords:* environmental education, school, current condition, problems, development trends.





**ODNOS  
DRUŠTVA I  
OBRAZOVANJA:  
TEORIJSKA  
POLAZIŠTA**

**RELATIONSHIP  
BETWEEN  
SOCIETY AND  
EDUCATION:  
THEORETICAL  
PERSPECTIVES**

## ŠKOLA IZMEĐU IDEALA PROSVETITELJSTVA I NEOLIBERALNE EKONOMIJE

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Suočeni sa izrazito utilitarističkim stavom prema znanju koji je rezultat dugog istorijskog procesa u 20. i 21. veku, znanje, nauka i škola (obrazovne ustanove) su danas manje ili više komodifikovane i funkcionišu u skladu sa ekonomskim principima. Stalnim traženjem značenja direktne upotrebe znanja, umanjivanjem znanja o kompetencijama i slabljenjem simboličkog autoriteta znanja socijalni status znanja postaje lošiji. Kontradiktornost ponavljanja parole o društvu zasnovanom na znanju s jedne strane i neznanja i postistine s druge strane, postali su deo svakodnevnog života. U ovom radu ćemo da prikažemo fundamentalne promene koje su se dešavale u razumevanju i ulozi znanja i obrazovanja u savremenim društvima. Krićka analiza u prezentaciji biće zasnovana na otkrićima i argumentima odabranih klasićnih i savremenih autora (I. Kant, M. Fuko, M. Goše, A. Gelhard itd.). Stanovište prosvetiteljstva – koje je videlo znanje kao preduslov za proces *Bildunga* – zamenjeno je shvatanjem znanja kao nećega što postoji nezavisno od pojedinca. Znanje je sada postalo (radni) alat pojedinca, što nije deo njegove konstitucije kao subjekta. Znanje na koje se tradicionalno gledalo kao na preduslov za emancipaciju ćoveka i kao takvo je osloboćeno (Kant), danas je, naprotiv, postalo naćelo ekonomske strukture društava i, prema tome, represivno ili barem potencijalno represivno (Goše). Dakle, znanje, tesno povezano sa moći (Fuko), sada je, viće nego ikad, instrument kontrole društva. Dakle, ako je svrha škole, tradicionalno, bila oblikovanje graćanina, a znanje je bilo u sedištu procesa u kojem je pojedinac postao subjekt i emancipovan, ćini se da danas obrazovanje viće predstavlja povratak ljudskoj nezrelosti nego izlazak iz nje.

*Ključne reći:* znanje, škola, autoritet, prosvetiteljstvo, neoliberalizam.

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## SCHOOL BETWEEN ENLIGHTENMENT IDEAL AND NEOLIBERAL ECONOMY

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Confronted with a highly utilitarian attitude towards knowledge, which is the result of a long historical process in the 20th and the 21st century, knowledge, science and school (educational institutions) are today more or less commodified and functioning according to the principles of economy. By constantly searching for meaning of direct use of knowledge, reducing the knowledge on competences and weakening the symbolic authority of knowledge, the social status of knowledge is getting weak. The contradiction between repeating the catchword about the knowledge based society on one hand, and ignorance and post-truth on the other, has become a part of everyday life. Our focus in the paper will be to outline the fundamental changes which occurred both in understanding and in the role of knowledge and education in contemporary societies. The critical analysis in the presentation is based on findings and arguments of selected classical and contemporary authors (I. Kant, M. Foucault, M. Gauchet, A. Gelhard etc.). The Enlightenment perspective which perceived knowledge as a precondition for the process of Bildung, is replaced by perceiving the knowledge as something that exists independently from an individual. Knowledge has now become the individual's (working) tool, which is not a part of his constitution as a subject. Knowledge which was traditionally seen as a precondition for human emancipation and was liberated as such (Kant), today, on the contrary, became the principle of economic structure of societies and, consequently, oppressive or at least potentially oppressive (Gauchet). Thus, knowledge in close connection with power (Foucault) is being now, more than ever, a matter of the social control. So, if the purpose of school was traditionally the formation of a citizen and knowledge lied at the heart of the process in which an individual became the subject and emancipated, education today seems more like a way back to human's immaturity, than out of it.

*Keywords:* knowledge, school, authority, enlightenment, neoliberalism.

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## VISOKO OBRAZOVANJE I DRUŠTVENI RAZVOJ: FUNKCIONALISTIČKA I INSTITUCIONALISTIČKA PARADIGMA

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U savremenim društvima se smatra da visoko obrazovanje ima značajnu ulogu za ekonomski razvoj tako što obezbeđuje kvalifikovanu radnu snagu, ekonomsku konkurentnost, produktivnost, političku stabilnost i stvaranje demokratskog društva. Predmet rada je da se predstave i kritički ispituju sociološka stanovišta koja pripadaju funkcionalističkoj i institucionalističkoj paradigmi koje na različite načine tumače značaj obrazovanja za razvoj društva. Prvi cilj je da se predstavi na koji način autori koji pripadaju ovim teorijskim pravcima opisuju ulogu obrazovanja u ekonomskom i političkom razvoju. Drugi cilj je da se ispita na koji način isti autori tumače značaj visokog obrazovanja za pojedince: za zaposlenje, napredovanje i životne šanse. Funkcionalistička paradigma smatra da je visoko obrazovanje neophodno za tehnološki, ekonomski i društveni napredak, jer priprema pojedince za rad u odgovarajućem segmentu kapitalističke ekonomije i povezana je sa shvatanjem progressa i pojmova: modernist, profesionalizacija i racionalizacija. Institucionalistička perspektiva takođe pokazuje da je obrazovni sistem strukturalno povezan sa nastankom moderne privrede i nacionalne države, da ima alokativnu funkciju i da na taj način utiče na životne šanse pojedinaca. Za razliku od funkcionalističke, institucionalistička perspektiva naglašava ideološku i legitimacijsku stranu ovih procesa i značaj pridaje političkim faktorima u odnosu na ekonomske faktore. Preispitivanjem i suočavanjem različitih teorijskih polazišta ukazuje se na kompleksan odnos obrazovanja i šireg društva. Stoga je potrebno kontinuirano ispitivati suprotstavljena stanovišta koja ovoj temi prilaze na različite načine. Jedino celovito i kritičko teorijsko promatranje ovih procesa može imati značajne implikacije za kreiranje obrazovnih politika, kao i sveobuhvatnijih reformi društva.

*Ključne reči:* visoko obrazovanje, društveni razvoj, funkcionalistička paradigma, institucionalistička paradigma.

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## HIGHER EDUCATION AND SOCIAL DEVELOPMENT: FUNCTIONALIST AND INSTITUTIONALIST PARADIGM

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In modern societies, higher education is considered to be playing a significant role in economic development by providing skilled labor, economic competitiveness, productivity, political stability and building a democratic society. The subject of this paper is to present and critically review sociological standpoints belonging to functionalist and institutionalist paradigm which interpret the importance of education for development of a society in a different way. The first objective is to present how authors belonging to these theoretical concepts describe the role of education in economic and political development. The second objective is to examine how these authors interpret the importance of higher education for individuals: for their employment, promotion and life chances. The functionalist paradigm holds that higher education is necessary for technological, economic and social progress, as it prepares individuals for work in the relevant segment of capitalist economy and is linked to understanding of progress and concepts of modernity, professionalization and rationalization. The institutionalist perspective also shows that education system is structurally linked to emergence of modern economy and the nation-state, that it has an allocative function and thus affects the life chances of individuals. Unlike the functionalist, the institutionalist perspective emphasizes the ideology and legitimacy of these processes and attaches importance to political rather than economic factors. By reviewing and confronting different theoretical starting points, a complex relationship between education and wider society is revealed. It is therefore necessary to continually examine the opposing viewpoints that approach this topic in a different way. Only a comprehensive and critical theoretical observation of these processes can have significant implications for creating educational policies and far-reaching societal reforms.

*Keywords:* higher education, social development, functionalist paradigm, institutionalist paradigm.

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## POLITIČKI KORENI DIRKEMOVOG SHVATANJA ULOGE VASPITANJA I OBRAZOVANJA

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U radu želimo da ukažemo na značaj republikanske misli za Dirkemovo shvatanje vaspitanja i obrazovanja. U sekundarnoj literaturi najčešće se ističu praktični i politički razlozi njegovog interesovanja za pedagogiju. Katolička crkva u Trećoj republici je – u vezi sa njenom ulogom u obrazovanju – doživljavana kao smetnja za dugoročni opstanak Republike. Obrazovanje novih generacija postavljeno je na temelje pozitivnih nauka kako bi se građani vaspitavali u duhu vrednosti novouspostavljene Republike. Proklamovani sekularizam Treće republike se nije mogao pomiriti sa obrazovnim sistemom kojim upravlja crkva. Dirkemov naučni rad je očigledno nosio i određeni politički značaj u Trećoj republici. Zapravo, bio je svojevrsni laički katehizis u obrazovnom sistemu Francuske. Ipak, čini nam se da uloga moralnog vaspitanja u novoj, sekularnoj državi nije bila samo puko provizorno rešenje. Republikanska misao je oduvek isticala značaj obrazovanja, odnosno vaspitanja koje bi omogućilo političku i moralnu stabilnost društvenog poretka. U ovom slučaju mislimo na dela klasika filozofije – Platona, Aristotela, Makijavelija, Monteskjea i Rusoa. Ako je Dirkemova sociologija i pedagogija imala ulogu supstituta katoličke veronauke, onda se sa sigurnošću može tvrditi da je u takvoj ulozi deo i duge tradicije republikanskog vaspitanja. Pomoću heurističkog pristupa pratićemo idejni razvoj republikanske misli o vaspitanju i obrazovanju. Sve navedeno iznosimo kako bismo pokazali na koji način se republikanska tradicija podudara sa projektom izgradnje Treće republike. Dirkemov odnos prema ulozi pedagogije nije puki proizvod određenih biografskih (akademskih) ili političkih kontingentnosti. Ovakav pristup može biti interesantan zbog načina na koji pristupamo razumevanju klasika sociologije i pedagogije. Dela klasika moramo posmatrati i kao proizvod kontinuiteta, a ne samo kroz prizmu njihove originalnosti ili konteksta u kojem su stvarali. U tom slučaju možemo postaviti drugačije interpretacije i posmatrati njihova dela iz drugog ugla.

*Ključne reči:* Dirkem, republikanizam, Treća republika, obrazovanje.

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## POLITICAL ROOTS OF DURKHEIM'S UNDERSTANDING OF ROLE OF UPBRINGING AND EDUCATION

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In the paper we want to point at significance of the Republican thought for Durkheim's understanding of education and upbringing. The secondary literature usually highlights practical and political reasons for his interest in pedagogy. Catholic Church was in the Third Republic - regarding its role in education - seen as a hindrance to a long-term survival of the Republic. Education of new generations was based on positive sciences so the citizens could be educated in line with the values of newly established Republic. The proclaimed secularism of the Third Republic could not be reconciled with the educational system governed by the church. Durkheim's academic work clearly bore a certain political significance in the Third Republic. Actually, it was a form of profane catechism in the education system of France. However, it seems that the role of moral education in the new, secular state was not merely a tentative solution. Republican thought has always emphasized the significance of education, i.e. upbringing, which would enable political and moral stability of the social order. In this case we allude to the works of prominent philosophers - Plato, Aristotle, Machiavelli, Montesquieu and Rousseau. If Durkheim's sociology and pedagogy acted as a substitute for Catholic catechism, then it is safe to say that so did a long tradition of Republican upbringing. Using a heuristic approach, we will follow conceptual development of the Republican thought on upbringing and education. The purpose of the above stated is to demonstrate how the Republican tradition coincides with the project of building the Third Republic. Durkheim's attitude towards the role of pedagogy is not a mere product of particular biographical (academic) or political contingencies. This view can be interesting because of our approach to understanding of classical authors of sociology and pedagogy. We must also regard the works of classical authors as products of continuity, and not just through the prism of their originality or context within which they created. In that case, we can set different interpretations and view their works from a different angle.

*Keywords:* Durkheim, republicanism, Third Republic, education.

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## INKLUZIVNO OBRAZOVANJE U FUNKCIJI RAZVOJA DRUŠTVA

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U radu se razmatra doprinos inkluzivnog obrazovanja i njegovi potencijalni efekti na razvoj celokupnog društva, obrazovnih institucija i pojedinaca. Ukazuje se na ključne pozitivne promene u društvu koje se opredelilo za sprovođenje inkluzivnog obrazovanja: (a) unapređivanje zakonske regulative u pravcu obezbeđivanja dostupnosti, pravednosti i jednakosti u ostvarivanju prava dece i odraslih sa teškoćama u razvoju; (b) povezivanje i saradnja različitih društvenih sistema i institucija i (v) finansijska dobrobit koja se ostvaruje korišćenjem dostupnih resursa redovnih obrazovnih institucija za obrazovanje dece sa teškoćama u razvoju. Naglašavaju se značajne promene koje se usled realizacije inkluzivnog obrazovanja dešavaju unutar obrazovnih institucija, a koje pored unapređivanja obrazovne politike i kulture škola obuhvataju i promene na nivou nastavne i vannastavne prakse. Promene na nivou obrazovnih institucija razmatraju se i iz perspektive ključnih aktera i koristi koje oni imaju od realizacije inkluzivnog obrazovanja. Naglašava se potencijal koji inkluzivno obrazovanje, kao prirodno okruženje, ima za razvoj i učenje dece sa teškoćama u razvoju i otkrivanje njihovih očuvanih sposobnosti. Ukazuje se na važnost ovakvog okruženja za podsticanje tolerancije, uvažavanja različitosti i empatičnosti kod ostale dece u odeljenju. Poseban osvrt dat je na promene koje se odnose na nastavnika i njegovu praksu, kako na nivou stavova i pedagoških uverenja, tako i u domenu novih znanja i kompetencija. Kvalitet realizacije inkluzivnog obrazovanja i njegovi potencijalni efekti na razvoj društva, obrazovnih institucija i pojedinaca razmotreni su kroz prizmu različitih prepreka, problema i otežavajućih okolnosti.

*Ključne reči:* inkluzivno obrazovanje, modernizacija društva, obrazovna institucija, deca sa teškoćama u razvoju, nastavnici.

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## THE ROLE OF INCLUSIVE EDUCATION IN DEVELOPMENT OF SOCIETY

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The paper deliberates positive effects of inclusive education and its potential influence on development of entire society, educational institutions and individuals. It indicates key positive changes in the society which opted for inclusive education: (a) improvement of legislation towards providing availability, fairness and equality for children and adults with disabilities in exercising their rights; (b) networking and cooperation between different social systems and institutions; (c) financial benefit gained by using the available resources provided by the regular educational institutions for education of children with disabilities. It stresses the important changes that occur inside the educational institutions due to inclusive education which, in addition to improving educational policy and mind-set in schools, include changes in curricular and extra-curricular practices. The changes in educational institutions are also deliberated from the standpoint of key participants and their benefits from inclusive education. It stresses the potential which the inclusive education, as natural environment, has in development and learning of children with disabilities and in revealing their preserved abilities. It points to importance of such environment in nurturing tolerance, respect for diversity and empathy in other children in the classroom. A special emphasis is put on the changes that concern teachers and their practice, both in their attitudes and pedagogical beliefs and in the domain of new skills and competences. The quality of implementation of inclusive education and its potential effects on development of society, educational institutions and individuals are deliberated through the prism of various obstacles, problems and difficulties.

*Keywords:* inclusive education, modernization of society, educational institution, children with disabilities, teachers.

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## DUALNO OBRAZOVANJE I PRAVIČNOST: OSVRT IZ PERSPEKTIVE FRANCUSKE SOCIOLOGIJE OBRAZOVANJA

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Imajući na umu da je Strategijom razvoja obrazovanja u Srbiji primećeno da u obrazovanju u Srbiji postoji „problem sa pravednošću“ i da je kao jedan od ciljeva razvoja obrazovanja navedeno stvaranje „socijalno pravičnog društva“, u ovom radu se preispituje u kojoj meri su donošenje Zakona o dualnom obrazovanju i javno insistiranje na ekspanziji ovog vida obrazovanja koraci usmereni ka smanjenju nejednakosti. Oslanjajući se na ideje različitih francuskih sociologa obrazovanja (Burdije, Budon, Bodlo i Estable), kroz rad se ispituje u kojoj meri dualno obrazovanje otvara prostor za izjednačavanje obrazovnih šansi i uspostavljanje pravičnijeg društva. Iz teorijskih uvida spomenutih autora koji se tiču povezanosti klasnih struktura sa obrazovnim šansama, može se zaključiti da svako „grananje“ unutar obrazovnog sistema doprinosi većim nejednakostima, o čemu eksplicitno govori Rejmon Budon. Odluke dualnog obrazovanja podsećaju na „primarno zanatsko“ obrazovanje o kojem govore Bodlo i Estable koji pokazuju da je ovakvo obrazovanje predviđeno za učenike iz nepriviligovanih društvenih slojeva kojima se kroz ovaj vid obrazovanja ograničava mogućnost vertikalne društvene pokretljivosti. Analizirajući različite interesne optike aktera, Burdije smatra da opšte obrazovanje, nasuprot obuci u firmi, radnicima daje određeni vid slobode, jer ih čini manje vezanim za jedno preduzeće. Školski sistem povezan sa industrijom, prema mišljenju ovog autora, oblikovan je interesima poslodavaca i suprotan je interesima radnika, jer čini društvo manje pravičnim umanjujući šanse za vertikalnu i horizontalnu društvenu pokretljivost. Na osnovu navedenog se može zaključiti da dualno obrazovanje ne doprinosi smanjenju društvenih nejednakosti, te da bi u cilju stvaranja pravičnijeg društva od ovakvih obrazovnih politika trebalo odustati.

*Ključne reči:* dualno obrazovanje, obrazovne politike, pravičnost, sociologija obrazovanja, Srbija.

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# DUAL EDUCATION AND EQUITY: REVIEW FROM THE PERSPECTIVE OF FRENCH SOCIOLOGY OF EDUCATION

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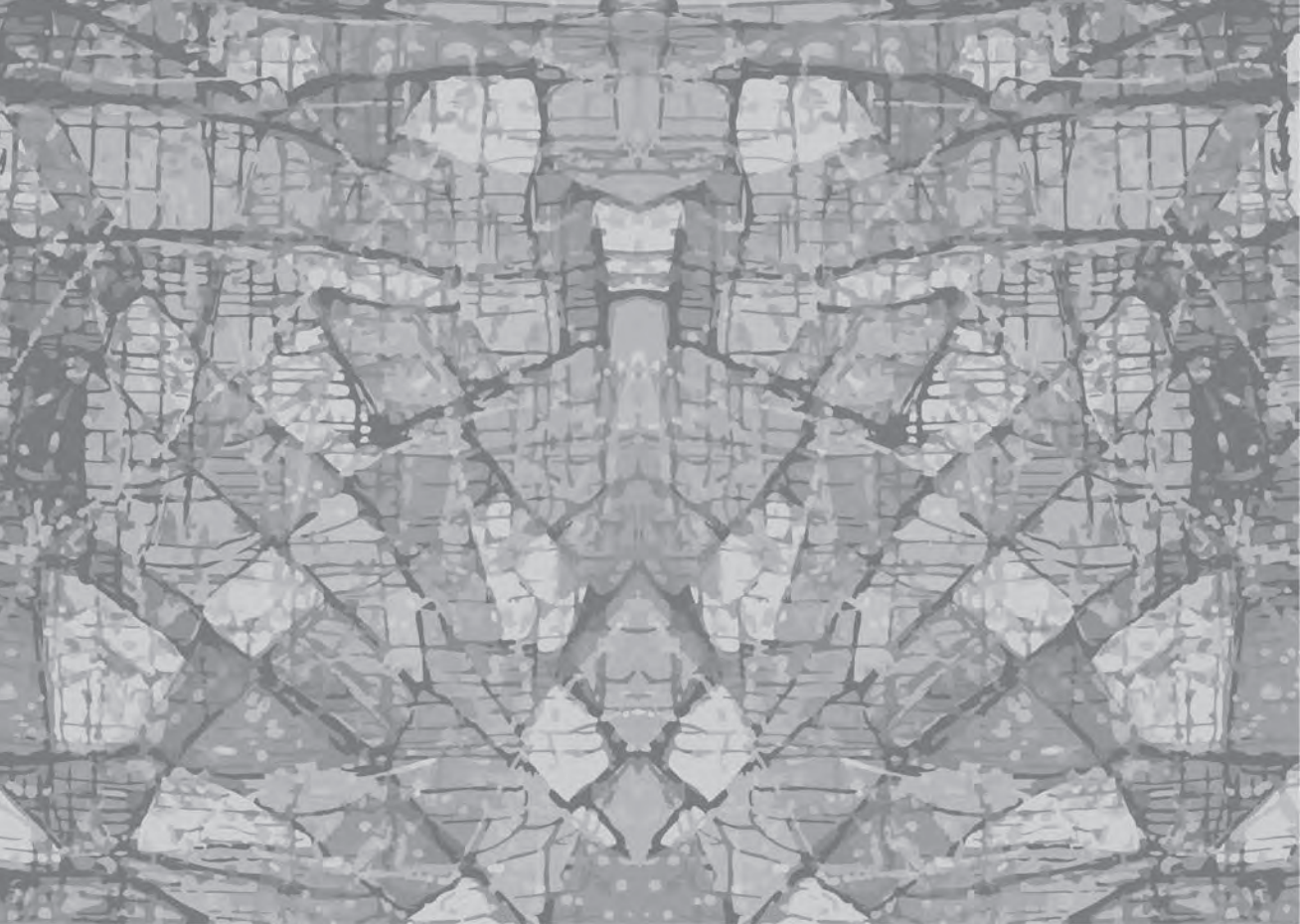
Bearing in mind that the Strategy for Education Development in Serbia perceives the existence of a “justice issue” in education in Serbia, and that one of the stated goals of education development is creating a “socially just society”, this paper explores to which extent adopting the Law on Dual Education and public insistence on expansion of this mode of education are the steps towards reducing injustice. Relying on the ideas of different French sociologists of education (Bourdieu, Boudon, Baudelot and Establet), the paper examines to which extent dual education opens up the space for balancing educational opportunities and establishing a more just society. From theoretical insights of the aforementioned authors regarding the relation between class structures and educational opportunities, it can be concluded that any “branching” within an educational system contributes to greater inequalities, as explicitly asserted by Raymond Boudon. The characteristics of dual education correlate to the “primary professional” education mentioned by Baudelot and Establet, illustrating that such education is intended for students from underprivileged social strata, who have limited opportunities for vertical social mobility due to this kind of education. By analysing various interest optics of the actors, Bourdieu finds that general education, as opposed to company training, provides workers with a certain form of freedom because it makes them less attached to a single company. The school system associated with industry, in the opinion of this author, is shaped by the interests of employers and contrary to the interests of workers, as it makes society less fair by reducing the chances of vertical and horizontal social mobility. Based on the above, it can be concluded that dual education does not contribute to reducing social inequalities, and that in order to create a fairer society, such educational policies should be abandoned.

*Keywords:* dual education, educational policies, equity, sociology of education, Serbia.

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**OBRAZOVNE    ROLE OF  
POLITIKE U    EDUCATION  
FUNKCIJI    POLICIES IN  
MODERNIZACIJE    MODERNIZATION  
DRUŠTVA    OF SOCIETY**

## STANDARDI ZA MERENJE USPEHA UČENIKA: IZAZOVI U OBRAZOVANJU

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Škole se širom sveta nalaze pred novim zahtevima, a jedan od njih, posebno izražen u neoliberalnoj eri i kulturi revizije, jeste standardizacija uspeha učenika preuzeta iz sveta ekonomije. Mišljenja o standardizaciji uspeha učenika ili škola su podeljena. Sistematski smo analizirali relevantnu literaturu kako bismo istražili različita viđenja standarda. Standardi se smatraju dobrim pokazateljima koji omogućavaju poređenje među državama i pružaju smernice za inovacije i/ili reforme, pošto su obrazovni sistemi tradicionalno zasnovani na implicitnim standardima. Postavljanje eksplicitnih standarda olakšava posao nastavnicima i učenicima jer znaju šta se od njih očekuje. Osnovu ovakvog pristupa čini verovanje političara da mogu jasno prepoznati šta bi studenti trebalo da znaju i za šta bi trebalo da budu osposobljeni. Protivnici ovakvom mišljenju smatraju da je postavljanje eksplicitnih standarda inherentno štetno jer može umanjiti kvalitet onoga što se meri. Standardi se ne odnose na potpunu valorizaciju studenata, niti na kompetencije važne za uključivanje u svet rada. Uspeh učenika ima višestruke ciljeve koji se ne odražavaju u standardizovanim testovima, a moguće je i preusmeravanje resursa s jedne grupe učenika na druge, što često nije opravdano ili transparentno. Standardizacija uspeha učenika stvorena je analogijom sa privredom po kojoj studenti postaju „proizvodi“, a njihovo ponašanje se definiše kao „izlazne veštine“, „kompetencije“ i „ishodi“. Postavljanje standarda počiva na implicitnoj pretpostavci da je obrazovni proces kulturološki neutralan i da ne uzima u obzir etničku pripadnost i društvenu klasu, ali pokušava da homogenizuje učenike stavljajući ih u kvantifikovane kategorije. Sam koncept standarda je nejasan. Stoga, standardizacija baca senku na romantičnu predstavu o poslovnom sektoru kao primeru dobre prakse i iziskuje redefinisavanje cilja i svrhe obrazovanja.

*Ključne reči:* standardi, uspeh, kultura revizije, kompetencije, ishodi.

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## STANDARDS FOR STUDENT ACHIEVEMENT - CHALLENGES FOR EDUCATION

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There are new demands for schools around the world, and one of them, particularly expressed in the neoliberal era and audit culture, is standardization of student achievements that has been transferred from the world of economics. The opinions about standardization of student or academic achievements are not united. We used systematic analysis of relevant literature to explore different perspectives on standards. Standards are considered to be a good indicator that allows cross-national comparisons and provides guidance for innovation and/or reform, since education systems are traditionally based on implicit standards. Setting explicit standards makes work easier for teachers and students because they know what is expected from them. The basic foundation of this approach is the politicians' conviction that they can clearly identify what students need to know and what they need to be capable of. The opponents believe that setting explicit standards is inherently damaging because it can reduce the quality of what is measured. Standards do not allow for full valorisation of students or competences that are important for inclusion in the world of work. Student achievement has multiple goals that are not reflected in standardized tests, and it is also possible to redirect resources from one group of students to others, which is often not justified or transparent. Standardization of student achievement was created by analogy to industry, whereby students become "products", and their behaviour is defined as "exit skills", "competences" and "outcomes". Setting standards rests on the implicit assumption that educational process is culturally neutral and does not take into account ethnicity and social class, but tries to homogenize students by placing them in quantified categories.

The mere construct standard, is not clear. For this reason, standardization casts a shadow on romantic presentation of the business sector as the example of good practice, and requires redefining the goal and purpose of education.

*Keywords:* standards, achievement, audit culture, competences, outcomes.

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## NASTAVNICI I POLITIKA CELOŽIVOTNOG UČENJA U MEĐUNARODNOM I EUROPSKOM KONTEKSTU

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U radu su predstavljeni rezultati kvalitativne analize i komparacije relevantnih sadržaja ključnih obrazovno-političkih dokumenata međunarodnih i evropskih organizacija (UNESCO, OECD, Savet Evrope i Evropska Unija) iz dva perioda razvoja koncepta celoživotnog učenja koji se odnose na nastavnike. Rezultati kvalitativnog istraživanja su prikazani kroz sledeće kategorije: uloga i funkcije nastavnika, selekcija budućih nastavnika, inicijalno i kontinuirano obrazovanje nastavnika, odnos nastavnik–učenik, timski rad, pomoć nastavnicima, status i uslovi rada nastavnika, istraživački rad i mobilnost nastavnika, kao i međunarodna saradnja. Analiza i komparacija sadržaja međunarodnih i evropskih dokumenata prve faze (sredina šezdesetih i kraj sedamdesetih godina 20. veka) pokazala je da dokumenti Saveta Evrope i UNESCO-a opširno i na vrlo sličan način govore o tome šta i kako treba promeniti i/ili ponovo uspostaviti kad su u pitanju nastavnici, njihova uloga, obrazovanje i položaj kako bi celoživotno učenje postalo stvarnost. Za razliku od toga, u dokumentu OECD-a nije data veća pažnja ulozi nastavnika u realizovanju celoživotnog učenja. U drugoj fazi (sredina devedesetih godina 20. veka) razvoja koncepta celoživotnog učenja dokumenti UNESCO-a i OECD-a opširno i detaljno razmatraju pitanje nastavnika, dok se u dokumentu Evropske Unije samo konstatuje da će nastavnici imati središnju ulogu u društvu koje uči. Na kraju rada je istaknuto da je analiza i upoređivanje međunarodnih i evropskih dokumenata pokazala da su nastavnici jedan od najvažnijih elemenata politike celoživotnog učenja i da je, stoga, nužno planirati i organizovati celoživotno obrazovanje i učenje nastavnika kako bi oni mogli da podstiču i osposobljavaju učenike za celoživotno učenje.

*Ključne reči:* nastavnici, celoživotno učenje, obrazovna politika.

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## TEACHERS AND LIFELONG LERANING POLICY IN THE INTERNATIONAL AND EUROPEAN CONTEXT

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This paper presents results of the qualitative analysis and comparison of the content of key educational policy documents of the International and European organizations (UNESCO, OECD, Council of Europe and European Union) from two developmental stages of the lifelong learning concept with regard to the teachers. Results of the qualitative research have been presented within the following categories: role and function of teachers, selection of teacher candidates, initial and continuing training of teachers, teacher-student relation, team work, assisting teachers, status and working conditions, research and mobility of teachers and international cooperation. The analysis and comparison of the content of the International and European documents from the first phase (in the middle of 1960s and beginning of 1970s) have shown that documents of the Council of Europe and the UNESCO, to a great extent and in a similar fashion, state what should be changed and/or newly established when it comes to teachers, their role, their education as well as their status, so that lifelong learning could become reality. Compared to that, the OECD document did not pay greater attention to the role of teachers in the implementation of lifelong learning. In the second phase of development of the lifelong learning concept (in the middle of 1990s) the UNESCO and OECD documents discuss the teachers to a great extent and in detail, whereas the EU document states only that teachers will play a central role in the learning society. The paper concludes that the analysis and comparison have shown that teachers are one of the most crucial elements of the lifelong learning policy. Therefore, it is necessary to plan and organize lifelong learning and educational opportunities for teachers so that they could encourage and train their students for lifelong learning.

*Keywords:* teachers, lifelong learning, educational policy.

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## AKADEMSKI PRISTUP PODUČAVANJU I UČENJU (SoTL) U HRVATSKOM SISTEMU VISOKOG OBRAZOVANJA

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Rasprave o konceptu akademskog pristupa podučavanju i učenju (SoTL) započele su devedesetih godina prošlog veka na američkim univerzitetima, a danas je to aktuelna tema u visokom obrazovanju u Evropi. Ovo je primetno u mnogim udruženjima visokoškolskih ustanova, kod akademika i studenata koji žele da unaprede istraživanje i praksu SoTL-a, kao i kroz sve brojniju literaturu na tu temu. Iako postoji nekoliko različitih pristupa definisanju ovog koncepta, zajednički element u konceptualizaciji SoTL-a jeste da bi nastavnici u visokom obrazovanju trebalo da se, sistematično i služeći se naučnim metodama, bave izučavanjem, istraživanjem, ocenjivanjem i usavršavanjem svoje nastavne prakse. Pritom, nastavnici bi potom trebalo da objave rezultate istraživanja o svojoj nastavnoj praksi kako bi se popravio opšti kvalitet obrazovanja. Stoga je cilj ovog rada da se otkrije da li se i kako koncept SoTL sprovodi u sistemu visokog obrazovanja u Republici Hrvatskoj. Kako bismo ostvarili postavljeni cilj, sprovedemo analizu dokumentacije koju su podneli Odbori za kvalitet na svim hrvatskim univerzitetima. Važno je istaći da preliminarna analiza literature ukazuje na to da, kad je reč o Hrvatskoj, ne postoji ni konsenzus o adekvatnom prevodu koji bi potvrdila akademska zajednica, a koji bi mogao omogućiti dublje razumevanje ovog koncepta. Stoga se doprinos ovog rada najpre odnosi na pokušaj da se više pažnje usmeri na veoma aktuelnu temu SoTL-a i da se u tom kontekstu pozicionira sistem visokog obrazovanja u Hrvatskoj.

*Ključne reči:* akademski pristup podučavanju i učenju (SoTL), visoko obrazovanje, nastavna praksa, strateška dokumentacija.

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## SCHOLARSHIP OF TEACHING AND LEARNING IN THE CROATIAN HE SYSTEM

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Discussions regarding the concept of Scholarship of Teaching and Learning (SoTL) have started in the 1990s at American universities, while today it is a topic of an ongoing discussion in the European area of higher education as well. This is evident in many associations of higher education institutions, with academics and students seeking to improve the research and practice of SoTL, as well as in the growing literature on the subject. Although there is a number of different approaches in defining this concept, the common element in the conceptualisation of SoTL is that higher education teachers should study, explore, evaluate and improve their teaching practice systematically and by the means of scientific methods. Additionally, the idea is that teachers should then publish the results of the research on their teaching practice in order to improve the overall quality of education. Therefore, the aim of this paper is to detect whether and how the concept of SoTL is implemented in the higher education system in the Republic of Croatia. In order to realize the set aim, we will conduct an analysis of the documents brought forward by the Quality Committees at all Croatian universities. It is noteworthy to point out that the preliminary literature analysis indicates that, in the Croatian context, there does not even seem to be consensus on adequate translation affirmed by the academic community, which would enable its deeper understanding. Therefore, the contribution of this paper is first and foremost reflected in an attempt to focus more attention on the very current topic of SoTL and to position the higher education system in Croatia within its context.

*Keywords:* scholarship of teaching and learning, higher education, teaching practice, policy documents.

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## OBRAZOVANJE ZA ODRŽIVI RAZVOJ U STUDIJSKIM PROGRAMIMA UČITELJSKIH FAKULTETA U HRVATSKOJ

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Obrazovanje za održivi razvoj (OOR) odnosi se na obrazovne programe i iskustva osmišljena da omoguće usvajanje znanja, veština i vrednosti potrebnih da se oblikuje održiva budućnost. Jednim od glavnih prioriteta obrazovanja za održivi razvoj smatra se obrazovanje budućih učitelja kao najvažnijih nosilaca promena i podsticanja održivog razvoja. U osposobljavanju i pripremi budućih učitelja za obrazovanje za održivi razvoj prepoznata je ključna uloga visokog obrazovanja te su očigledni i kvalitativni pomaci u praksi. S tim u vezi, u Hrvatskoj se sve više radi na integraciji sadržaja održivog razvoja na studijima usmerenim na obrazovanje budućih učitelja. Istovremeno nedostaju sistemski podaci o integraciji. U nacionalnom istraživačkom kontekstu ne postoji pregled zastupljenosti sadržaja i ishoda učenja za održivi razvoj u studijskim programima učiteljskih fakulteta. Retki su primeri analize programa isključivo pojedinačnih fakulteta ili univerziteta. Stoga, cilj ovog rada jeste da se analizira zastupljenost sadržaja i ishoda učenja obrazovanja za održivi razvoj u studijskim programima učiteljskih fakulteta u Hrvatskoj. Primenjena je metoda analize sadržaja. Preliminarni rezultati upućuju da su u 11 predmeta u svim studijskim programima učiteljskih fakulteta u RH uključeni sadržaji obrazovanja za održivi razvoj. Od navedenog broja samo je jedan predmet direktno usmeren na celokupan održivi razvoj, dok su preostali predmeti usmereni na partikularne teme održivog razvoja, ponajviše ekološke. Rezultati analize pokazuju da su sadržaji obrazovanja za održivi razvoj zastupljeni u vrlo malom broju u studijskim programima učiteljskih fakulteta u Hrvatskoj. Navedeno upućuje na zaključak da postojeće obrazovanje ne osposobljava buduće učitelje u dovoljnoj meri za odgovor na zahteve koje postavlja implementacija obrazovanja za održivi razvoj.

*Ključne reči:* obrazovanje za održivi razvoj, (budući) učitelji, analiza studijskih programa, obrazovanje učitelja.

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## EDUCATION FOR SUSTAINABLE DEVELOPMENT IN STUDY PROGRAMMES OF TEACHER EDUCATION FACULTIES IN CROATIA

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Education for Sustainable Development (EDS) refers to educational programmes and experiences designed to improve knowledge, competencies and values needed for building sustainable future. One of the main priorities of EDS is the education of future teachers who are the most important agents of change and advocates of sustainable development. Higher education has a significant role in training and preparation of future teachers for EDS. Numerous recent studies in the field of higher education for sustainability are focused on potential solutions for integration of EDS in curricula. Qualitative progress in practice is also visible in Croatia. Implementation of sustainable development content in educational programmes for future teachers is more frequent. However, at the same time there is a lack of systematic data on implementation of such contents. In national research context there are no data of existence of contents and learning outcomes of EDS in the programmes of teacher education faculties. The examples of programme analysis are scarce and belong exclusively to individual faculties or universities. Therefore, the aim of this paper is to analyse existence of contents and learning outcomes of EDS in the programmes of teacher education faculties in Croatia. The content analysis method was applied. Preliminary results indicate that in the study programmes of all teacher education faculties in Croatia, altogether 11 courses include the contents of EDS. Out of this number, there is only one course directly focused on overall sustainable development, while the focus of remaining courses lies on specific topics of sustainable development, mostly regarding ecology. The results of the analysis indicate that EDS contents are very poorly represented in the programmes of teacher education faculties in Croatia. This leads to conclusion that existing education does not prepare future teachers adequately so as to respond to requirements that implementation of ESD puts before them.

*Keywords:* education for sustainable development, (future) teachers, analysis of education programmes, teacher education.

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## SAMOPROCENA NASTAVNIČKIH KOMPETENCIJA I KONCEPT STRUČNOG USAVARŠAVANJA NASTAVNIKA U INKLUZIVNOM ŠKOLSKOM KONTEKSTU\*

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U većini savremenih društava – čija je zajednička odrednica pluralizam različitosti, inkluzivno obrazovanje se posmatra kao pedagoški odgovor na izazove konstantno rastućih razlika između učenika. Obrazovni sistemi većine zemalja poslednjih godina reformisani su u skladu sa inkluzivnim principom u čemu se presudnom pokazala uloga kompetentnog i osvešćenog nastavnog osoblja. Cilj istraživanja usmeren je na sagledavanje kompetencija nastavnika u našoj zemlji, kao i koncepta stručnog usavršavanja nastavnika. S tim u vezi, pokušaćemo da odgovorimo na sledeća pitanja: „Koji oblici stručnog usavršavanja nastavnika srednjih škola su najzastupljeniji i koje su najznačajnije kompetencije za organizaciju i realizaciju nastavnog procesa, imajući u vidu kvalitet inkluzivnog obrazovanja, iz perspektive nastavnika?“. Uzorak je prigodan i čini ga 107 nastavnika srednjih škola u Novom Sadu. Za potrebe istraživanja konstruisan je upitnik. Dobijeni nalazi ukazuju da je za uspešno organizovanje vaspitnoobrazovnog rada u inkluzivnoj školi neophodno da nastavnici poseduju kompetencije koje su neophodne za podršku razvoju ličnosti učenika pre svega, a potom i kompetencije za komunikaciju i saradnju, kompetencije za poučavanje i učenje i kompetencije za nastavnu oblast. Kao najfrekventniji oblici stručnog usavršavanja ispitanika izdvajaju se seminari, konferencije i vebinar. Da bi nastavnici realizovali vaspitnoobrazovni rad u najboljem interesu svakog deteta, neophodno im je pomoći i podržati ih u tom procesu. To podrazumeva da je inicijalno obrazovanje usmereno na razvijanje i unapređivanje određenih kompetencija, stručno usavršavanje u skladu sa obrazovnim potrebama nastavnika, podršku i pomoć drugih nastavnika, stručnih saradnika, menadžmenta škole, roditelja i zajednice.

*Ključne reči:* kompetencije, stručno usavršavanje nastavnika, inkluzivna škola.

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## SELF-ASSESSMENT OF TEACHER COMPETENCES AND CONCEPT OF IN-SERVICE TEACHER TRAINING IN CONTEXT OF INCLUSIVE SCHOOL\*

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In most contemporary societies - whose common determinant is pluralism of diversity, inclusive education is seen as a pedagogical response to challenges of ever-widening differences between students. The education systems of most countries have been reformed in accordance with the inclusive principle in recent years, disclosing the crucial role of competent and educated teaching staff. The aim of the research is to review competences of teachers in our country, as well as the concept of in-service teacher training. With this regard, we will try to answer the following questions: "What are the most common forms of in-service training for secondary school teachers and what are, from the teachers' perspective, the most important competences for organization and implementation of teaching process regarding the quality of inclusive education?" The sample consists of 107 high school teachers in Novi Sad. A questionnaire was constructed for research purposes. The obtained results indicate that for successful organization of educational work in the inclusive school, it is necessary that teachers primarily have competencies for supporting development of students' personalities. Other necessary teacher competences include communication and cooperation competences, teaching and learning competences and module competences. Seminars, conferences and webinars stand out as the most frequent forms of in-service teacher training of the respondents. It is essential that the teachers get assistance and support in the teaching process to be able to carry out their work in the best interest of each child. This means that initial education should aim at developing and improving particular competencies, in-service training in accordance with the educational requirements of teachers, support and assistance of other teachers, professional associates, school management, parents and community.

*Keywords:* competences, in-service teacher training, inclusive school.

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## KONCEPTUALIZACIJA RODITELJSTVA U POLITIČKOJ AGENDI MEĐUNARODNIH ORGANIZACIJA

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U sklopu internacionalizacije političke podrške porodici i roditeljstvu značajna uloga pripada međunarodnim organizacijama, kao što su Svetska banka, Organizacija za ekonomsku saradnju i razvoj i Evropska unija. Cilj ovog rada predstavlja analiza konceptualizacije roditeljstva u zvaničnim dokumentima i relevantnim publikacijama ovih organizacija u poslednje dve decenije, kao i njene pedagoške implikacije razmatrane sa stanovišta kritičke teorije. Metodom analize sadržaja u istraživanju je utvrđeno da se roditeljstvo konceptualizuje kao skup veština usmerenih na postizanje predvidivih ishoda dečjeg razvoja. Roditeljske veštine sagledavaju se kao jedna vrsta socijalne investicije. Ulaganje u učenje roditeljskih veština donosi dugoročne koristi pojedincima i društvu koje prevazilaze inicijalne troškove. Iako se teorijska orijentacija ne eksplicira u međunarodnoj političkoj agendi, jasno se može zaključiti da je zasnovana na postavkama teorije ljudskog kapitala. Na osnovu obavljenog istraživanja može se konstatovati da roditeljska uloga u pomenutoj agendi ima ključni značaj u obezbeđivanju podsticajne sredine za učenje deteta i njegov ukupni budući prosperitet, nezavisno od sistemskih ili strukturnih karakteristika društva. Ona je višedimenzionalna i može se opisati kao: (a) instrumentalna, jer predstavlja ključni faktor rešavanja društvenih problema velikih razmera; fokus nije na inherentnoj vrednosti „biti roditelj“, već na funkcionalnoj vrednosti – „obavljati posao roditelja“; (b) globalno normativno određena u smislu „pozitivnog“ ili „dobrog“ roditeljstva i (c) suštinski vulnerabilna, što znači da je svim roditeljima potrebna određena vrsta ekspertske podrške, a ne samo targetiranim grupama. Sa stanovišta kritičke teorije, pedagoška kritika ovih postavki dovodi u pitanje tendenciju instrumentalizacije, dekontekstualizacije i „profesionalizacije roditeljstva“.

*Ključne reči:* konceptualizacija roditeljstva, međunarodne organizacije, roditeljske veštine, roditeljska uloga.

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## CONCEPTUALIZATION OF PARENTING IN POLITICAL AGENDAS OF INTERNATIONAL ORGANIZATIONS

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Within internationalization of political support to family and parenting, significant role belongs to international organizations such as the World Bank, the Organization for Economic Co-operation and Development and the European Union. The goal of this paper is the analysis of parenting conceptualization in official documents and relevant publications of these organizations. The parenting is conceptualized as the set of skills directed to fostering the predictable outcomes of children's development. The parenting skills are perceived as a type of social investment. The investment into learning parenting skills brings long-term benefits both to individuals and society, which surpass the initial costs. The significance of parenting competences is of a special importance in the period of early childhood and adolescence for two reasons. The first one is that there are critical periods in encouraging development of certain outcomes in children, and the second one is cumulateness of learning process due to which the missed opportunities may decrease efficiency of future learning during life cycle. It is viewed that the parenting role is of crucial significance in providing a stimulating environment for a child's learning and his/her comprehensive future prosperity regardless of the system or structural characteristics of a society. It is multidimensional and can be described as: (a) instrumental, since it represents the key factor in resolving large-scale social problems. The focus is not on inherent value of "being a parent" but on functional value – "performing a job of a parent"; (b) normatively specified on the global level in the sense of "positive" or "good" parenting and (c) essentially vulnerable, which means that all parents need a certain type of professional support and not only the targeted groups. Pedagogical critique of these postulates questions the tendency of instrumentalisation, de-contextualization and "professionalization of parenting".

*Keywords:* conceptualization of parenting, international organizations, parenting skills, parenting role.

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## PODRŠKA RODITELJIMA U NEKIM ZEMLJAMA EVROPSKE UNIJE: ISKUSTVA I TENDENCIJE

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Ideja o značaju roditeljstva i njegovog uticaja na dečiji rast i razvoj, kao i razvoj društva u celini široko je prihvaćena i priznata, o čemu govore istraživanja iz ove oblasti, kao i sve veća pažnja i značaj koji se pridaje podršci roditeljima u Evropi i svetu. U zemljama Evropske unije oblast podrške roditeljima je godinama činila segment šireg političkog konteksta koji je sadržao intervencije i korektivne mere usmerene ka „rizičnim grupama“ roditelja. U poslednje dve decenije, usled promena porodične politike u oblasti podrške roditeljima, sve više se govori o preventivnim aktivnostima koje se zasnivaju na konceptu ljudskog, odnosno društvenog kapitala. Teorija ljudskog kapitala pruža adekvatan okvir za razumevanje značaja investiranja u razvoj veština i znanja pojedinca kroz obrazovanje i podučavanje, insistirajući na odgovornosti za sopstveni status i napredak. U skladu sa tim, na podršku roditeljima se sve više gleda kao na značajnu socijalnu investiciju koja doprinosi dobrobitima dece, a roditeljske kompetencije se sagledavaju kao preduslov razvoja pojedinca i društva. Primenom analize sadržaja dokumenta – izveštaja Eurofonda i izveštaja Evropske komisije, da bismo stekli uvid u tendencije u okviru oblasti podrške roditeljima koja se razmatra sa stanovišta teorije ljudskog kapitala, sagledali smo elemente podrške i strukturu usluga, sferu politike i praktične primene u nekim zemljama EU. Integrisan pristup univerzalnim uslugama, raznovrsnost obima, organizacije, modeli usluga i finansiranje čine glavne odlike podrške roditeljima. Kritičkim sagledavanjem oblasti i postojećih tendencija, putem unapređivanja obrazovnih ishoda, definisanjem jedinstvenih kriterijuma kvaliteta i nacionalnih standarda moguće je unaprediti podršku roditeljima kako u kontekstu Evrope, tako i naše zemlje.

*Ključne reči:* politike podrške roditeljima i kontekst, ljudski kapital, unapređivanje roditeljskih veština, odlike i tendencije, obrazovanje i podučavanje.

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## SUPPORT TO PARENTS IN SOME EU COUNTRIES: EXPERIENCES AND TRENDS

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The idea of importance of parenting and its impact on children's growth and development as well as on development of overall society, is widely accepted and acknowledged, as evidenced by the research in this field. It is also maintained by increasing attention and significance attached to support to parents, in Europe and worldwide. In the EU countries, the support to parents has been a part of a broader political context for years, with implied interventions and corrective measures directed at "at-risk groups" of parents. In the last two decades, due to changes in family policy in the field of support to parents, there has been an increasing talk of preventive activities based on the concept of human and social capital. Human capital theory provides a suitable framework for understanding the importance of investment into development of the individual's skills and knowledge through education and teaching, and insists on responsibilities for own status and progress. In this regard, the support to parents is increasingly seen as a significant social investment that contributes to wellbeing of children, while the parental competencies are seen as precondition for development of an individual and society. Using the content analysis of a document - the Eurofund report and the report of European Commission to gain the insight into trends in the field of support to parents observed from the standpoint of the human capital theory, we reflected on the elements of support and structure of services, political factors and practical use in some EU countries. Integrated approach to universal services, diversity of scope, organization, service models and financing are the main characteristics of support to parents. By critically reviewing the field and current trends, by improving educational outcomes, defining unique quality criteria and national standards, it is possible to improve support to parents both in Europe and our country.

*Keywords:* policies of support to parents and context, human capital, improving parenting skills, characteristics and trends, education and teaching.

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## LEKSIČKO-SEMANTIČKE VEŽBE U UDŽBENICIMA ZA DRUGI RAZRED OSNOVNE ŠKOLE

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Jedan od najvažnijih ishoda nastave srpskog jezika jeste razvijanje i unapređivanje jezičke kulture učenika. Jezička kultura se veoma efikasno (ako ne i najsvrsishodnije) neguje primenjivanjem različitih leksičko-semantičkih vežbi. S tim u vezi, cilj rada jeste da sagledamo koliko su leksičko-semantičke vežbe zastupljene u udžbenicima za drugi razred osnovne škole, u kojoj meri su usklađene sa programom nastave i učenja i koliko su funkcionalne. Primenjena je deskriptivna i komparativna metoda koja je u ovom slučaju podrazumevala analizu sadržaja udžbenika za srpski jezik (gramatike i radne sveske) za drugi razred osnovne škole, odnosno analizu leksičko-semantičkih vežbanja u ovim udžbenicima. Korpus čine udžbenici za drugi razred osnovne škole koji su pisani u saglasju sa novim programom nastave i učenja i to udžbenici koje je odobrio za upotrebu nadležni prosvetni organ. Rezultati analize pokazuju da nisu svi autori analiziranih udžbenika predvideli leksičko-semantičke vežbe, a u udžbenicima u kojima je posvećena pažnja ovoj vrsti vežbanja njihova zastupljenost je vrlo oskudna. Takođe, date vežbe su donekle usklađene sa aktuelnim programom; najčešće se nalaze u okviru tematske celine koja je namenjena jezičkoj kulturi; ni u jednom udžbeniku nismo zapazili podnaslov koji bi direktno upućivao na leksičko-semantičke vežbe; ova vežbanja su data ili u gramatikama ili u radnim sveskama. Imajući u vidu da se primenom leksičko-semantičkih vežbi kod učenika stvara navika da promišljaju i traže adekvatan jezički izraz za ono što žele da iskažu i povećava se fond takvih izraza u njihovom rečniku, neophodno je izraditi udžbeničku literature za srpski jezik – posebno u mlađim razredima osnovne škole – u kojoj će detaljnije i organizovanije biti koncipirane različite vrste vežbanja, posebno leksičko-semantičke vežbe.

*Ključne reči:* leksičko-semantičke vežbe, jezička kultura, udžbenici, razredna nastava, učenici.

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## LEXICAL SEMANTICS EXERCISES IN TEXTBOOKS FOR THE SECOND GRADE OF PRIMARY SCHOOL

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One of the most important outcomes in Serbian language teaching is developing and improving functional style of the students. Functional style is very efficiently (and probably most beneficially) nurtured through various lexical semantics exercises. In this regard, the objective of the paper is to examine to what extent the lexical semantics exercises are: represented in the primary school second grade textbooks; harmonized with the teaching and learning curriculum; and how functional they are. The descriptive and comparative method was applied, which in this case involved content analysis of the Serbian language textbooks for the second grade of primary school (grammar books and workbooks), i.e. the analysis of lexical semantics exercises in these textbooks. The corpus is made up of textbooks for the second grade of primary school written in accordance with the new teaching and learning curriculum and approved by the competent education authority. The results of the analysis show that not all the authors of the analysed textbooks included lexical semantics exercises and that in the textbooks in which some attention was devoted to this type of exercise, their presence was rather scarce. Also, the given exercises are somewhat harmonized with the current program; most commonly they are a part of a thematic unit dedicated to functional style; in no textbook have we noticed a subtitle with direct reference to lexical semantics exercises; these exercises are provided either in grammar books or in workbooks. Having in mind that the use of lexical semantics exercises helps students create a habit of thinking and searching for the adequate linguistic expression of the idea they want to communicate, and increases the number of such expressions in their vocabulary, it is necessary to produce textbooks for Serbian language - especially for the junior primary school grades - in which different types of exercises, especially lexical semantics exercises, will be designed in a more detailed and organized way.

*Keywords:* lexical semantics exercises, functional style, textbooks, junior teaching, students.

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## ANALIZA UDŽBENIKA MATEMATIKE: PRIMENA SPUR PRISTUPA

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Udžbenički komplet je osnovni didaktički materijal u nastavi matematike i veoma je važno kakve zadatke sadrži. U radu smo analizirali udžbeničke komplete matematike za 4. razred osnovne škole kako bismo utvrdili zastupljenost zadataka primenjujući SPUR pristup. SPUR je multidimenzionalni pristup učenju matematike koji podstiče razvoj učenika kroz četiri dimenzije: veštine (Skills) podrazumevaju poznavanje procedura za rešavanje zadatka; osobine (Properties) se odnose na poznavanje matematičkih principa i činjenica; upotreba (Uses) podrazumeva primenu znanja u svakodnevnom životu, dok se predstavljanje (Representations) odnosi na upotrebu vizuelnih prikaza. Uzorak čine udžbenički kompleti matematike za 4. razred osnovne škole – tri izdavačke kuće – koji se najviše koriste na teritoriji Školske uprave Sombor. Instrument predstavlja ček lista sastavljena za potrebe ovog istraživanja, a metoda je analiza sadržaja. Zadaci su svrstani u jednu dimenziju ili u više dimenzija SPUR-a. Rezultati pokazuju da su zadaci iz svake od navedenih dimenzija podjednako zastupljeni u svim udžbeničkim kompletima. Najzastupljeniji su zadaci koji se odnose na dimenziju veštine (više od 65% ukupnog broja zadataka), zatim osobine (više od 18%), upotrebu (više od 9%) i najmanje zadaci koji se odnose na predstavljanje (manje od 4%). Udžbenički kompleti najviše podstiču razvoj veština, a najmanje sposobnost grafičkog predstavljanja postupaka i rešavanja zadataka. Nedovoljno su zastupljeni zadaci koji podstiču primenu matematičkih znanja u svakodnevnom životu. Ujednačen broj zadataka za svaku dimenziju bi omogućio učenicima lakše razumevanje i primenu matematičkih znanja kada se suoče sa realnim problemima. U budućim istraživanjima mogla biti ispitana povezanost zastupljenosti zadataka u udžbeničkim kompletima primenom SPUR pristupa i postignuća učenika na testu u kome bi bile ravnomerno zastupljene posmatrane dimenzije.

*Ključne reči:* udžbenički kompleti, matematika, SPUR, razredna nastava.

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## ANALYSIS OF MATH TEXTBOOKS BY SPUR

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A textbook is basic didactic material in teaching mathematics and it is very important what kind of tasks it contains. In this study we analysed mathematics textbooks for the 4th grade of primary school in order to determine representation of tasks according to SPUR. SPUR is a multi-dimensional approach to learning mathematics that encourages development of students through four dimensions. The "Skills" include knowledge of procedures for solving a task, "Properties" include mathematical principles and facts, "Uses" imply the application of knowledge in everyday life and "Representations" involve the use of visual representations. The sample consists of mathematics textbook sets for the 4th grade of primary school by three publishing houses that are most frequently used in the territory of the School Administration of Sombor. The instrument is a checklist compiled for the purpose of this research, and the method is content analysis. Every task is sorted in one or more SPUR dimensions. Results show that tasks from each of the given dimensions are equally represented in all textbooks. The most common tasks are those related to the dimension of Skills (more than 65% of the total number of tasks), then Properties (more than 18%), Uses (more than 9%) and the least common are the tasks related to Representations (less than 4%). Textbook sets predominantly stimulate development of skills, and most infrequently the ability to graphically present procedures and solve tasks. In textbook sets, there is insufficient number of tasks that encourage development of the ability to apply mathematical knowledge in everyday life. A uniform number of tasks in textbook sets for each dimension would enable students to better understand and apply mathematical knowledge in face of real problems. Further researches should analyse relationship between the number of tasks in textbook sets by SPUR and students' achievements in the test consisted of equal number of tasks for every dimension.

*Keywords:* textbook sets, mathematics, SPUR, junior grades of primary school.

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# INTERSEKSUALNOST I MODERNIZACIJA OBRAZOVANJA: PRILOG PROMIŠLJANJU INTERSEKSUALNOSTI IZ PEDAGOŠKE PERSPEKTIVE

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Prema definiciji Interseks zajednice Severne Amerike, pojam interseks koristi se za osobe rođene sa hormonskim, hromozomskim ili anatomskim polnim obrascima koji ne odgovaraju društvenim i medicinskim očekivanjima muških ili ženskih polnih karakteristika. Između 0,05 i 1,7% stanovništva rađa se sa nekim od interseks stanja koji imaju veliki broj oblika. Standardna medicinska procedura postupanja sa interseksualnim licima podrazumeva postupak normalizacije pola, odnosno korektivne genitalne hirurške intervencije i horomonsku terapiju, sa ciljem da definiše polne organe u skladu sa jednim od dva priznata pola i odgovori na opresivne zahteve heteronormativnosti u kojoj je interseksualno telo devijacija od „normalne telesnosti“. Rasprave o interseksualnosti posebno su aktualizovane na polju bioetike kroz radove E. Feder i A. Dreger. Uvidom u određeni broj teorijskih i empirijskih radova na temu interseksualnosti u oblasti obrazovanja, zaključujemo da je njihova zastupljenost zanemarljiva. Cilj rada bio je da se, pošavši od konceptualnog okvira kvir studija kao analitičkog modela koji locira i eksploatiše nekoherentnost hromozomskog pola, roda i seksualne želje, formulišu smernice za unapređivanje obrazovnog zakonodavstva i obrazovne prakse kojima se na bolji način reguliše status interseks dece i mladih. Osnovu za teorijsku analizu predstavljali su rezultati studije „Interseks – ka stvaranju interseksionalne platforme“ organizacije Geten LGBTIQA iz 2019. godine čiji se globalni zaključak tiče pravne nevidljivosti interseks lica u Srbiji koju prati patologizujući medicinski diskurs. Na osnovu naše možemo zaključiti da je neophodno unaprediti obrazovne politike i prakse koje prepoznajemo i kao ključne predlažemo: vidljivost interseksualnih lica u obrazovnoj legislaturi počevši od predškolskog obrazovanja, informisanje aktera školskog života o stanju interseksualnosti i njegovim varijacijama, prevencija nasilja i diskriminacije prema interseks deci i mladima, ohrabivanje prava interseks dece i mladih na samoodređenje. Ističe se potreba za osmišljavanjem i sprovođenjem kvalitativnih pedagoških istraživanja intreseksualnosti iz dečje perspektive koja mogu destabilizovati normativni diskurs polnosti/telesnosti i depatologizovati interseksualnost. Inkorporiranost zahteva iz dokumenta Promišljanje obrazovanja: ka zajedničkom globalnom dobru (UNESCO, 2015) vidimo kao dobru startnu osnovu za građenje nacrtu obrazovne politike koja se temelji na humanističkim nasuprot utilitarističkim vrednostima.

*Ključne reči:* interseks, heteronormativnost, depatologizacija, obrazovna politika, modernizacijski procesi.

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## INTERSEXUALITY AND MODERNIZATION OF EDUCATION: CONTRIBUTION TO REFLECTIONS ON INTERSEXUALITY FROM PEDAGOGIC PERSPECTIVE

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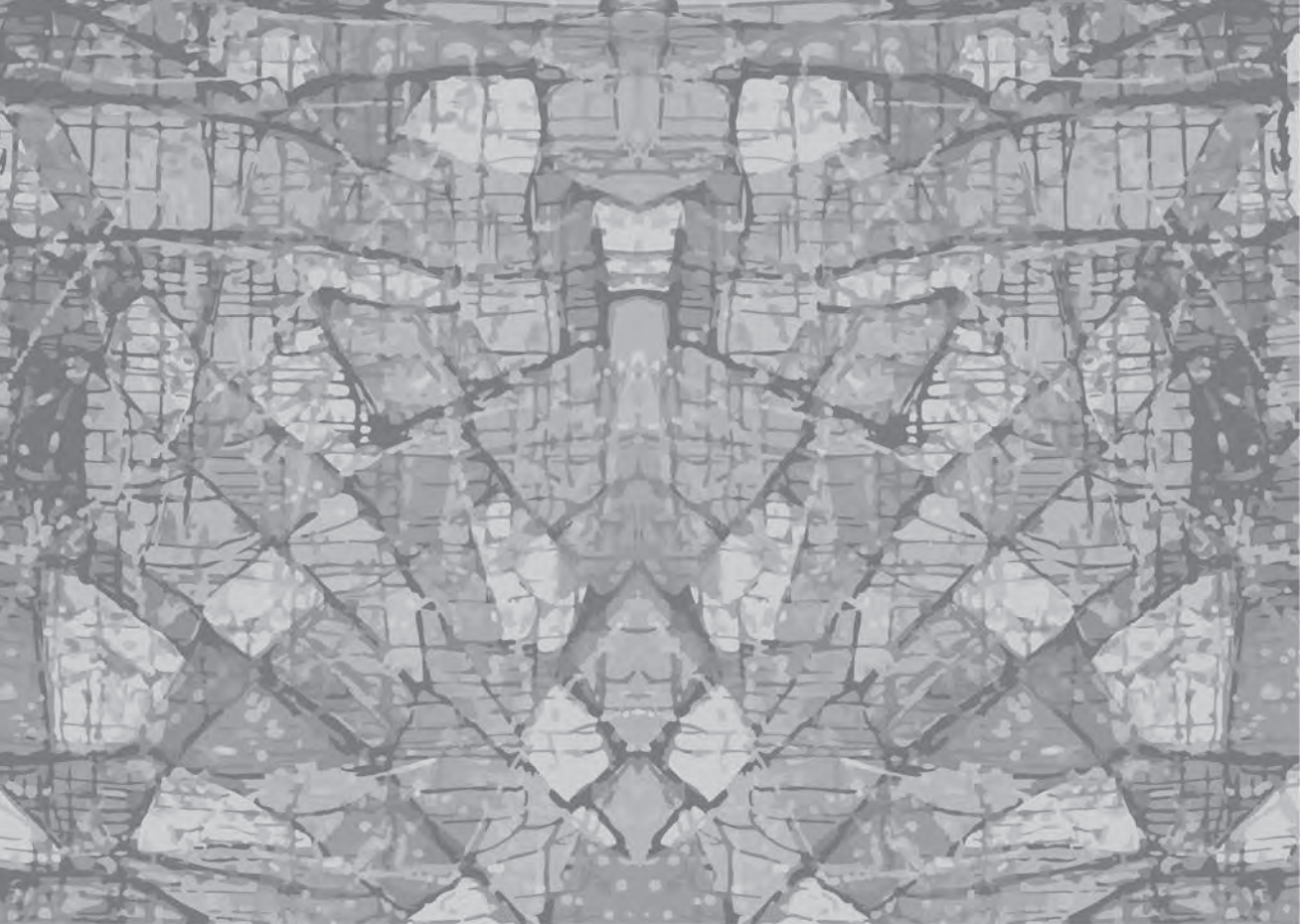
According to definition of the Intersex Society of North America, the term intersex is used to refer to persons born with hormonal, chromosomal or anatomical gender patterns which do not correspond with social and medical concepts of male or female gender characteristics. Between 0.05% and 1.7% of the population is born with an intersex condition that may take numerous forms. The standard medical procedure for dealing with intersex persons involves the gender normalizing procedure, i.e. corrective genital surgery and hormone therapy whose aim is to define sexual organs according to one of the two recognized genders and respond to oppressive demands of heteronormativity in which intersex body is a deviation from a "normal corporeality". Discussions about intersexuality have been particularly topical in the field of bioethics through the works of E. Feder and A. Dreger. By examining a number of theoretical and empirical papers on intersexuality in the field of education, we conclude that their representation is meagre. The aim of the paper is, starting from the conceptual framework of queer studies as analytical model that locates and exploits the incoherence of chromosomal sex, gender and sexual desire, to formulate guidelines for improvement of education legislation and practice so as to regulate the status of intersex children and young people better. The starting point for theoretical analysis is the result of the 2019 Geten LGBTIQ study: "Intersex – Towards Building an Intersectional Platform" whose global conclusion concerns the legal invisibility of the intersex persons in Serbia, followed by pathologizing medical discourse. Upon our analysis, we can conclude that it is necessary to improve educational policies and practices. The key improvements we propose are the following: visibility of intersex persons in education legislation starting from the pre-school education, informing the participants of school life about the state of intersexuality and its variations, prevention of violence and discrimination against intersex children and youth, encouraging the right of intersex children and young people to self-determination. The need to design and conduct qualitative pedagogic researches of intersexuality from the children's perspective that can destabilize normative discourse of sexuality/corporeality and de-pathologize intersexuality is emphasized. Inclusion of requirements from the document: Rethinking education: towards a common global good (UNESCO, 2015) is perceived as a good starting point for creating a draft of education policy which is based on humanistic and not utilitarian values.

*Keywords:* intersex, heteronormativity, de-pathologization, education policy, modernization processes.

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**OBRAZOVNA PRAKSA U  
FUNKCIJI  
MODERNIZACIJE  
DRUŠTVA**

**ROLE OF  
EDUCATION  
PRACTICE IN  
MODERNIZATION  
OF SOCIETY**

## RAZVOJ KOMPETENCIJA UČENIKA ZA MODERNO DRUŠTVO: KONSTRUKTIVISTIČKI PRISTUP NASTAVI\*

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U radu se polazi od Uneskovog Globalnog okvira domena učenja koji omogućava razvoj sledećih kompetencija učenika: socioemocionalne kompetencije, kulturno-umetničke koje se odnose na pismenost i komunikaciju, pristup učenju i kogniciju, numeričko-matematičke i naučnotehničke kompetencije. Oslanjajući se na značajnu ulogu obrazovanja u razvoju i napretku društva, cilj rada je da se ispituju mogućnosti razvoja kompetencija učenika za 21. vek kroz konstruktivističku nastavu, koja stavlja akcenat na konstrukciju znanja, polazi od interesovanja i potreba učenika, a nastavniku pripisuje ulogu facilitatora. Cilj se realizuje na teorijskom nivou, upotrebom metode teorijske analize i tehnike analize sadržaja. Rezultati teorijske analize ukazuju na mnogobrojne mogućnosti podsticanja navedenih kompetencija kroz sledeće elemente konstruktivističke nastave: socioemocionalne kompetencije (interaktivno učenje), kulturno-umetničke (učenje delanjem i manipulacijom predmeta), komunikacijske (diskusijom i dijalogom kroz kooperativno učenje), pristup učenju i kognicija (kreiranje problemskih situacija), numeričko-matematičke (rešavanje problema i aktivno učenje), naučnotehničke (nastava povezana sa realnim svetom i aktivno učenje). Izučavanjem relevantne pedagoške literature izveden je zaključak da se pomoću interaktivnog i kooperativnog učenja, samostalne konstrukcije znanja, kreiranja problemskih situacija, primene diskusije i dijaloga - obuhvata konstruktivistički zasnovana nastava, stvaraju optimalni uslovi za razvoj navedenih kompetencija. Pedagoške implikacije ukazuju na važnost poznavanja i primene strategija poučavanja i učenja koje su u službi razvoja kompetencija učenika neophodnih za funkcionisanje u 21. veku.

*Ključne reči:* kompetencije, učenik, moderno društvo, konstruktivizam, nastava.

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## DEVELOPMENT OF STUDENT COMPETENCE FOR MODERN SOCIETY – CONSTRUCTIVIST APPROACH TO TEACHING\*

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This paper is based on the UNESCO Global Learning Framework, which enables development of the following student competences: social and emotional competences; cultural and artistic competences referring to literacy and communication; approach to learning and cognitive competences; numerical and mathematical, and scientific and technical competences. Relying on the important role of education in development and progress of society, the aim of this paper is to examine the possibilities of developing the student competence for the 21st century via constructivist teaching. This teaching puts emphasis on knowledge construction, starting from the students' interests and needs, and assigns the role of facilitator to the teacher. The goal is being achieved on a theoretical level, using the theoretical analysis method and content analysis techniques. The results of theoretical analysis point to numerous possibilities for encouraging stated competences via following elements of constructivist teaching: social and emotional competences (interactive learning), cultural and artistic (learning by acting and object manipulation), communication (discussion and dialogue through cooperative learning), approach to learning and cognitive competences (creating problem situations), numerical and mathematical (problem solving and active learning), scientific and technical (teaching related to the real world and active learning). The study of relevant pedagogical literature leads to conclusion that by interactive and cooperative learning, independent knowledge construction, creating problem situations, discussions and dialogues, constructivist-based teaching is covered, and optimal conditions for development of these competences are achieved. Pedagogical implications point to importance of understanding and applying the teaching and learning strategies that encourage development of student competences necessary for the 21st century.

*Keywords:* competence, student, modern society, constructivism, teaching.

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## NASTAVA RETORIKE U OSNOVNOJ ŠKOLI: DO MODERNIZACIJE DRUŠTVA KLASIČNIM TEHNIKAMA I PRAKSOM

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U radu ćemo predstaviti karakteristike nastave retorike kao obaveznog izbornog predmeta u devetom razredu osnovne škole u Sloveniji. Ovaj predmet predstavlja jedinstveni obrazovni element jer u drugim evropskim obrazovnim sistemima (kao ni i drugde u svetu) nisu na osnovnoškolskom nivou poznati s nezavisnim predmetom koji bi učenike sistematski učio principima uspešnog ubeđivanja sagovornika. Nakon kratkog predstavljanja okolnosti uvođenja predmeta retorike u školski program slovenačkih osnovnih škola, predstavimo njegove pedagoške karakteristike i ukazaćemo na neke specifičnosti njegovog praktičnog sprovođenja od 1999. godine do danas. Glavni fokus u drugom delu našeg rada biće predstavljanje rezultata projekta „Razvoj teorijskih osnova i praktičnih smernica za nastavu retorike u osnovnoj i srednjoj školi“ koji se od 2018. godine realizuje u Pedagoškom institutu u Ljubljani. Prikazaćemo osnovne (sadržajne i didaktičke) pravce razvoja nove verzije nastavnog plana i programa za nastavu retorike u osnovnoj školi. Ovim nastojimo da pokažemo kako retorika, kao sastavni deo osnovnog obrazovanja, ne predstavlja dodatni balast ili teret, već da, upravo zbog svojih jedinstvenih (tj. klasičnih) karakteristika, omogućava kritički osvrt na znanje i podstiče demokratske procese u školskoj sredini, što predstavlja jedan od ključnih elemenata razvoja učeničkih kompetencija za efikasno učešće u savremenim demokratskim kulturama.

*Ključne reči:* obrazovanje, osnovna škola, klasična retorika, demokratsko društvo.

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# TEACHING RHETORIC IN PRIMARY SCHOOL – TOWARDS MODERNIZATION OF SOCIETY WITH CLASSICAL TECHNIQUES AND PRACTICES

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In the paper, we shall present the characteristics of teaching rhetoric as a compulsory elective subject in the ninth grade of elementary school in Slovenia. It represents a unique education feature, since in other European educational systems (as well as elsewhere in the world) at elementary level they are not familiar with an independent subject where pupils could systematically learn the principles of successful public persuasion. After a brief presentation of the circumstances surrounding the placement of the subject of rhetoric in the Slovenian elementary school curriculum, we shall outline its pedagogical characteristics and present some particularities of its practical carrying out from 1999 to the present day. The main focus in the second part of our paper shall be the presentation of the results of the project "Developing of theoretical bases and practical guidelines for teaching rhetoric in the primary and secondary school" which has been taking part at the Educational Research Institute Slovenia from 2018. We will demonstrate the main (content and didactic) directions of developing a new version of the curriculum for teaching rhetoric in the primary school, thus trying to show that rhetoric, seen as an integral part of the elementary education, does not represent an additional ballast or burden. On the contrary, precisely because of its unique (i.e. classical) features, it enables a critical reflection of knowledge and promotes democratic processes within the school environment, which represent one of the key elements in development of student competences for effective participation in modern democratic cultures.

*Keywords:* education, primary school, classical rhetoric, democratic citizenship.

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## INTEGRATIVNI PRISTUP NASTAVNIM SADRŽAJIMA U PRVOM CIKLUSU OBRAZOVANJA

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Tematskim planiranjem u nastavi i integracijom sadržaja različitih nastavnih predmeta doprinosi se celokupnom intelektualnom i moralnom razvoju učenika, formiranju celovitog pogleda na svet i razvijanju funkcionalnih znanja učenika. Cilj ovog istraživanja bio je da se ukaže na mogućnosti primene integrativne nastave u prvom ciklusu osnovnog obrazovanja, da se ispita koliko su i u kojoj meri učitelji upoznati sa integrativnom nastavom i mogućnostima njene primene, koliko je primenjuju, postoji li potreba za dodatnim usavršavanjem i inoviranjem u ovoj oblasti. U istraživanju smo koristili deskriptivnu metodu. Korišćena je tehnika anketiranja, a osnovni istraživački instrument je upitnik za učitelje. U radu je istaknuta uloga učitelja u tematskom planiranju, posebno uzevši u obzir činjenicu da učitelji sami organizuju gotovo kompletnu nastavu u svom odeljenju. Istraživanjem su prikazana mišljenja 76 učitelja o mogućnostima primene integrativne nastave u prvom ciklusu osnovnog obrazovanja. Rezultati istraživanja ukazuju da učitelji nisu u dovoljnoj meri upoznati sa teorijskim postavkama integrativne nastave i mogućnostima njene primene, te da je potrebno razvijati integrativni pristup u nastavi i podsticati osmišljavanje različitih načina za realizaciju tematskog planiranja. Integrativnim pristupom nastavnim sadržajima u prvom ciklusu osnovnog obrazovanja učitelji racionalno koriste vreme, ali je potrebno, pored boljeg teorijskog i praktičnog osposobljavanja učitelja, napraviti promene i u procesu tematskog planiranja čime bi nastavni proces dobio drugačiji smisao u odnosu na tradicionalni način rada.

*Ključne reči:* integrativna nastava, tematsko planiranje, međupredmetna integracija, nastava prirode i društva.

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## INTEGRATIVE ACCESS TO TEACHING CONTENTS IN THE FIRST EDUCATION CYCLE

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Thematic planning in teaching and integration of contents from different subjects contributes to the overall intellectual and moral development of students, forming a comprehensive view of the world and development of students' functional knowledge. The aim of the research was to point to the possibilities of applying integrative teaching in the first cycle of primary education; examine how and to what extent teachers are familiar with integrative teaching and its application; the level of its implementation; and whether there is a need for further improvement and innovation in this area. We used a descriptive method in our research. The survey technique was used and the basic research instrument was the teacher questionnaire. The paper underlines the role of teachers in thematic planning, especially regarding the fact that teachers organize almost complete lessons by themselves in their class. The research showed the opinions of 76 teachers about the opportunities of integrative teaching in the first cycle of primary education. The results of the research indicate that teachers are not sufficiently familiar with the theoretical settings of integrative teaching and possibilities of its implementation. Thus, it is necessary to develop an integrative approach to teaching and encourage creating of different ways to implement thematic planning. With integrative approach to teaching content in the first cycle of primary education, the teachers use time effectively. Nonetheless, in addition to better theoretical and practical training for teachers, changes need to be made within the thematic planning process. This would give a different meaning to the teaching process, vis-à-vis traditional way of work.

*Keywords:* integrated teaching, thematic planning, cross-curricular integration, teaching nature and society.

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## ANALIZA PRIRUČNIKA ZA UČITELJE O PROJEKTOJ NASTAVI: GDE SU NESTALI ISTRAŽIVAČKI ELEMENTI IZ PROJEKATA

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Projektna nastava je jedna od reformskih inicijativa koje su uvedene u obrazovni sistem tokom poslednje dve godine. Pored sistemske obuke za prosvetne radnike, podršku uvođenju učenja kroz projekte obezbedili su i izdavači kroz priručnike za efikasno izvođenje projektne nastave. Cilj ovog rada je da utvrdimo u kojoj meri su priručnici pouzdan i sveobuhvatan oslonac učiteljima u procesu planiranja i izvođenja projektne nastave. Analizirana su četiri priručnika za učitelje sledećih izdavača: Bigz, Kreativni centar, Eduka i Klet. Ključni elementi analize izvedeni su iz aktuelne literature o projektnoj nastavi i obuhvataju sledeće kategorije: (1) referentni okvir projektne nastave; (2) cilj, zadaci i aktivnosti u projektu; (3) metodologija projekta; (4) produkti projekta i njegove vrednosti (istraživačka, vaspitna, praktična); (5) primeri projekata i njihova povezanost sa referentnim okvirom; (6) uloga IKT-a u projektima; (7) dodatni materijali i resursi za učenike i učitelje; (8) evaluacija i refleksija. Rezultati ukazuju da priručnici retko prikazuju primere istraživačkih projekata što je neobično s obzirom na to da je razvoj kritičkog i logičkog mišljenja u fokusu nastave bazirane na projektnom učenju. Izbor tema u priručnicima jesu iz svakodnevnog života, ali nisu postavljene na problemski način kao što se to ističe u referentnim okvirima priručnika. Izostaju aktivnosti učenika koje se tiču sinteze prikupljenih iskustava i saznanja o temi koju su obrađivali, kao i o produktima projekta. Priručnici ne sadrže u velikoj meri aktivnosti i zadatke otvorenog tipa koji izazivaju kognitivni konflikt potreban da bi se savladala nova znanja i izgrađivale komeptencije. Date su preporuke učiteljima i nastavnicima o načinima pripreme i realizacije projekata koji su istraživačkog karaktera.

*Ključne reči:* projektna nastava, priručnici za učitelje, otvoreni zadaci, istraživački rad.

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# ANALYSIS OF TEACHER MANUALS ON PROJECT-BASED LEARNING: WHERE HAVE THE RESEARCH ELEMENTS FROM PROJECTS DISAPPEARED?

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Project-based learning is one of the reform initiatives introduced in the education system over the last two years. In addition to systemic training for teachers, the support for introducing the project-based learning has also been provided by publishers via manuals for efficient project-based learning. The aim of this paper is to determine to what extent the manuals present a reliable and comprehensive support to teachers in the process of planning and performing teaching based on project-based learning. Four teacher manuals from the following publishers are analysed: Bigz, Kreativni centar, Eduka, and Klet. The key analysis elements are derived from the current literature on the project-based learning and cover the following categories: (1) reference framework for project learning; (2) objective, tasks and activities of the project; (3) project methodology; (4) products of the project and its values (research, educational, practical); (5) examples of projects and their relation to the reference frame; (6) role of ICT in the projects; (7) additional materials and resources for students and teachers; (8) evaluation and reflection. The results indicate that manuals rarely display examples of research projects, which is unusual given that development of critical thinking and logical reasoning is the focus of project-based learning. The topics covered in the manuals are the ones from everyday life but not presented in a problem approach, as pointed out in the manuals' reference frames. There are no student activities involving the synthesis of collected experiences and knowledge on the topic covered and the products of the project. The manuals do not contain a great deal of open-ended activities and tasks that cause cognitive conflict necessary for mastering new knowledge and building competences. Recommendations are given to teachers on how to prepare and execute research projects.

*Keywords:* project-based learning, teacher manuals, open-ended tasks, research work.

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# EPISTEMOLOŠKA UVERENJA, CILJEVI I STRATEGIJE UČENJA I USPEH NA STUDIJAMA

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Prikazani su rezultati empirijskog istraživanja koje je bilo usmereno na ispitivanje epistemoloških uverenja studenata, ciljeva koje postavljaju i strategija koje primenjuju u učenju. Ranija istraživanja su potvrdila da uverenja o učenju i znanju utiču na načine na koje studenti pristupaju učenju, da ciljevi koje sebi postavljaju i strategije učenja koje primenjuju utiču na uspeh koji ostvaruju, kao i da samoregulacija procesa učenja doprinosi pravilnom izboru i efikasnoj primeni strategija. Ispitano je 438 studenata Ekonomskog fakulteta u Beogradu primenom Upitnika o epistemološkim uverenjima i Upitnika o ciljevima i strategijama učenja. Razmatrani su i podaci o uspehu na studijama koji je izražen pomoću proseka ocena na ispitima. Prema dobijenim rezultatima, ispitani studenti su u većoj meri usmereni na dubinske ciljeve i na postignuće, nego na površinske ciljeve. U većoj meri primenjuju dubinske, ali i površinske strategije učenja, nego strategije usmerene na postignuće. Uspješniji studenti u većoj meri izražavaju uverenja da se učenje može naučiti i da je uspeh povezan sa napornim radom, usmereni su na dubinske ciljeve i na postignuće, primenjuju dubinske strategije i izražavaju viši nivo svesnosti o sopstvenom kognitivnom funkcionisanju. Manje uspešni studenti su skloni da traže jednoznačne odgovore, da izbegavaju dvosmislenost, u većoj meri su zavisni od autoriteta, usmereni su na površinske ciljeve i primenjuju površinske strategije. Rezultati ovog istraživanja ukazuju da bi kroz nastavni proces trebalo podsticati razvoj sofisticiranih uverenja o učenju i znanju, usmerenost na sticanje kvalitetnijih znanja i primenu strategija učenja usmerenih na razumevanje. Ako se studenti osposobljavaju da efikasno organizuju učenje, oni će biti pripremljeni da upravljaju učenjem tokom čitavog života.

*Ključne reči:* epistemološka uverenja, ciljevi učenja, strategije učenja, samoregulacija, studenti.

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## EPISTEMOLOGICAL BELIEFS, LEARNING GOALS AND STRATEGIES, AND ACADEMIC SUCCESS

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The paper presents the results of empirical research aimed at students' epistemological beliefs, the goals students set and the learning strategies they use. Previous research suggests that beliefs about learning and knowledge influence the ways students approach learning, that the goals they set themselves and the learning strategies they use affect their academic success, and that self-regulation of the learning process contributes to the adequate choice and effective use of strategies. The sample of 438 students of the Faculty of Economics in Belgrade was examined by the Epistemological Questionnaire and the Questionnaire on Learning Goals and Strategies. The data on academic success measured by the average grade on exams was also included. Obtained results show students are more oriented to deep goals and to achievement goals than to surface goals. They use deep strategies, but also surface strategies, more than achievement strategies in learning. The more successful students tend to express beliefs that learning can be learned and that success is associated with hard work. They are oriented to deep goals and to achievement, use deep strategies, and express a higher level of awareness of their own cognitive functioning. The less successful students tend to seek single answers and to avoid ambiguity. They are more dependent on authority, oriented to surface goals, and apply surface strategies. The results of this research suggest that the teaching process should encourage development of sophisticated beliefs about learning and knowledge, orientation to gaining a higher quality knowledge and use of understanding-oriented learning strategies. If the students are trained to organize their learning efficiently, they will be prepared to manage it throughout their lives.

*Keywords:* epistemological beliefs, learning goals, learning strategies, self-regulation, University students.

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## NIVO EKOLOŠKOG OBRAZOVANJA UČENIKA U REPUBLICI SEVERNOJ MAKEDONIJI

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Na osnovu kvalitativne i kvantitativne analize 36 dokumenata koji se odnose na ekološko obrazovanje, Srbinovski M. (2004) je definisao pojam ekološkog obrazovanja na sledeći način: „Ekološko obrazovanje je proces razvoja aktivnog učenja u kome pojedinci i grupe stiču potrebna znanja, razumevanje, stavove i veštine za odlučno, motivisano, odgovorno i, pre svega, zajedničko delanje u smeru postizanja i održavanja dinamičke ravnoteže u životnoj sredini“. Ova definicija uključuje sve bitne komponente (stavove, razumevanje, znanje, veštine i delanje) ekološke pismenosti kao krajnjeg cilja ekološkog obrazovanja. Cilj istraživanja je da se ispita nivo ekološkog obrazovanja učenika iz Republike Severne Makedonije. Procena se vršila kroz sledeće parametre: ekološko znanje, stepen ekološke informisanosti učenika, stavovi, konativna komponenta i zadovoljstvo učenika životnom sredinom. U istraživanju je korišćeno nekoliko instrumenata sa relativno dobrim metričkim karakteristikama: test ekološkog znanja, test ekološke informisanosti učenika, skala ekološke vrednosti, skala zadovoljstva učenika životnom sredinom i skala spremnosti učenika na akciju kada je životna sredina ugrožena. U istraživanju su korišćene osnovne statističke metode: metoda uzorka i metoda srednjih vrednosti. Uzorak se sastojao od 1003 učenika iz 38 škola iz Republike Severne Makedonije. Na osnovu dobijenih rezultata može se zaključiti da su učenici iz ovih škola osvojili oko 60% poena, što govori o srednjem nivou ekološkog obrazovanja. Najbolje razvijene komponente kod učenika su ekološka orijentacija i konativna komponenta. Rezultati mogu poslužiti za prepoznavanje aktivnosti koje bi doprinele unapređivanju ekološkog obrazovanja i vaspitanja u Republici Severnoj Makedoniji. Preciznije, oni ukazuju na različitu percepciju učenika i nastavnika u procesu vaspitanja i obrazovanja koje se odnosi na zaštitu i unapređivanje životne sredine.

*Ključne reči:* ekološko obrazovanje, škole, učenici, Republika Severna Makedonija.

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## STUDENTS' LEVEL OF ENVIRONMENTAL EDUCATION IN THE REPUBLIC OF NORTH MACEDONIA

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Based on the qualitative and quantitative analysis of 36 documents related to environmental education, M. Srbinovski (2004) defined the term "environmental education" in the following way: "Environmental education is a developing process of active learning in which individuals and groups acquire the necessary knowledge, understanding, attitudes and skills for a determined, motivated, responsible, and above all, joint action towards obtaining and maintaining a dynamic balance in the environment". This definition includes all essential components (attitudes, awareness, knowledge, skills and action) of environmental literacy as the ultimate goal of environmental education. The aim of the research is to examine the level of environmental education of students from the Republic of Northern Macedonia. The assessment was carried out through the following parameters: ecological knowledge, students' level of ecological awareness, attitudes, conative component and students' satisfaction with the environment. This was done using several instruments with relatively good metric characteristics: Environmental knowledge test; Test of the students' level of environmental awareness; Scale of environmental values among the students; Scale of the students' satisfaction with some elements of environment and Scale of the students' readiness to take action to protect environment. The basic statistical methods were used in the research: method of the sample and methods of the mean values. 1003 students from 38 schools from the Republic of North Macedonia took part in the research. Based on the results obtained, it can be concluded that students from these schools earned about 60% of the points, or have intermediate level of environmental education. The best developed students' components are ecological orientation and conative component. The results can help identify the activities for improving environmental education and upbringing in our country. More specifically, they point to different positions of students and teachers in the process of upbringing and education regarding the protection and improvement of environment.

*Keywords:* environmental education, schools, students, The Republic of the North Macedonia.

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## MIŠLJENJE VASPITAČA O UČENJU U PRIRODI

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Unapređenje naučne pismenosti i povećanje svesti o ekološkim problemima ima veliki značaj za sve građane sveta. Važnu ulogu u ostvarivanju tih ciljeva imaju aktivnosti u prirodi, jer prirodna okolina nudi puno mogućnosti za istraživanje i učenje o prirodnim fenomenima. Kada se predškolska deca aktivno angažuju u istrazi svakodnevnog sveta, stvaraju čvrste i izdržljivije mentalne predstave. U stvaranju koncepta o prirodi uloga predškolskog kurikukuluma i vaspitača izuzetno je značajna. Cilj ovog istraživanja jeste da se ispita mišljenje predškolskih vaspitača o učenju u prirodi. U studiji je učestvovao osamdeset jedan predškolski vaspitač. U izraživanju je korišćen upitnik koji sadrži petnaest pitanja. Rezultati istraživanja pokazali su da vaspitači ne praktikuju često učenje u prirodi, u proseku samo od 3 časa do 5 časova nedeljno. Oni provode ovo vreme uglavnom u dvorištu vrtića, iako imaju prirodnu okolinu u blizini (livada, šuma...). Vaspitači često obavljaju aktivnosti vezane za fizičko vaspitivanje i retko učenje kroz boravak u prirodi. U studiji su prezentovana mišljenja vaspitača o prednostima i nedostacima učenja u prirodi. Zaključci su takođe pokazali da veći deo vaspitača misli da je učenje u prirodi vrlo važno, jer deca razvijaju poštovanje prema prirodi, usvajaju nova znanja putem iskustva i upoznaju se sa zdravim stilom života. Vaspitači su istakli da je potrebno da bude više zastupljeno obrazovanje o učenju u prirodi. Rezultati istraživanja upućuju na to da učenje u prirodi nije dovoljno naglašeno u vrtiću. Mislimo da je to veoma važno i da bi učenje u prirodi trebalo da bude uključeno u proces obrazovanja vaspitača i prezentovano kao efikasan nastavni metod za učenje prirodnih nauka.

*Ključne reči:* prirodne nauke, učenje u prirodi, vaspitači.

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## OPINION OF PRESCHOOL TEACHERS ON OUTDOOR LEARNING

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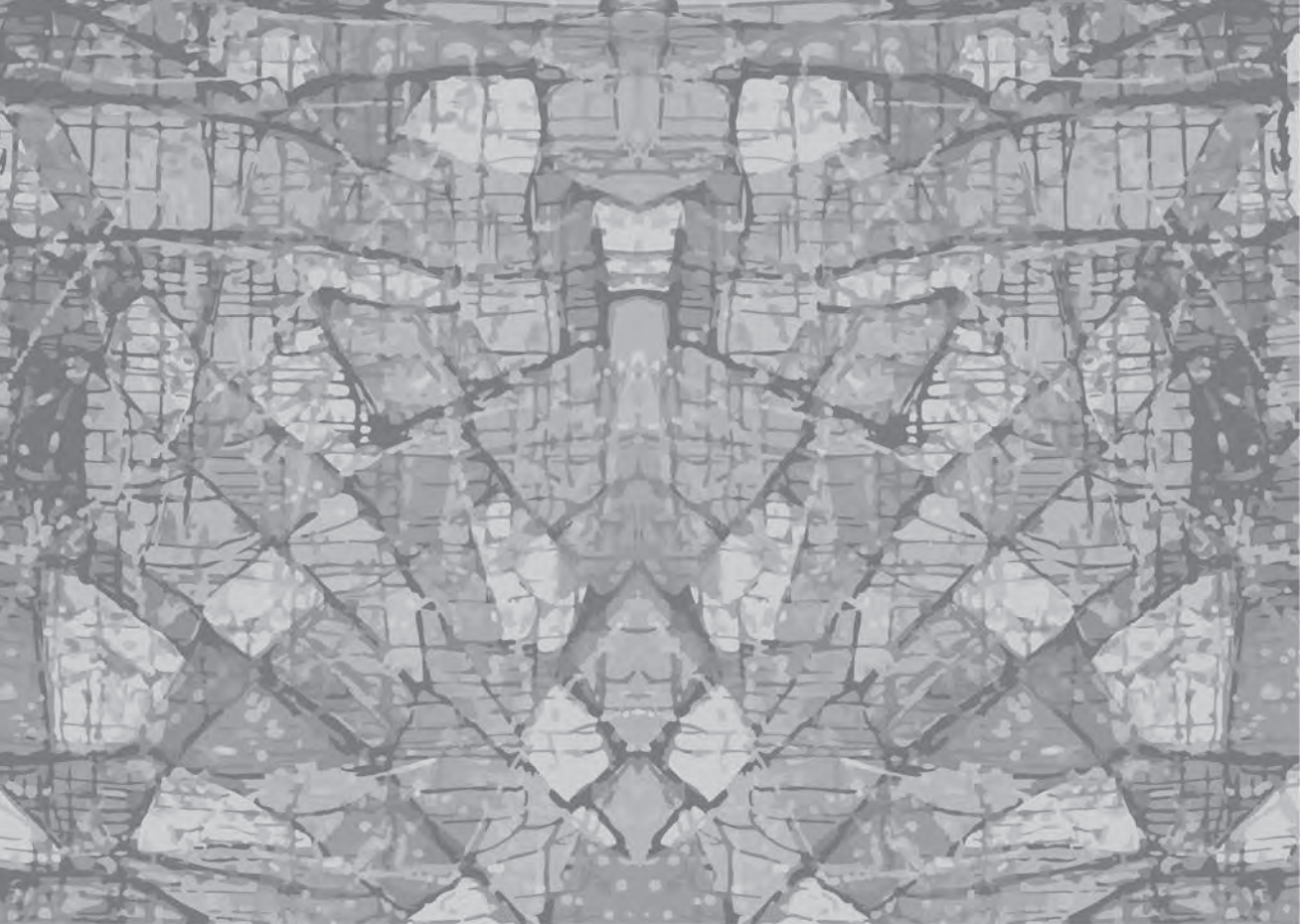
Improving scientific literacy and raising awareness on environmental issues is of a great importance to all the citizens of the world. Outdoor activities play an important role in achieving these goals because the natural environment offers numerous opportunities for exploring and learning about natural phenomena. When preschoolers are actively involved in exploring the everyday world, they create solid and more enduring mental representations. The role of the preschool curriculum and preschool teacher is crucial in creating the concept of nature. The objective of this research is to analyse the opinion of preschool teachers about outdoor learning. Eighty-one preschool teachers participated in the study. The questionnaire containing fifteen questions was used in the research. The research results show that preschool teachers do not practise outdoor learning frequently, only 3 to 5 hours a week on average. They spend most of this time in the kindergarten yard, even though they have a natural environment nearby (meadow, forest, etc.). The preschool teachers often perform activities related to physical education but seldom teach science outdoor. The study presents the opinions of preschool teachers on advantages and disadvantages of outdoor learning. The conclusions also show that most of preschool teachers think that outdoor learning is of a great importance as children develop respect for nature, acquire new knowledge through experience, and learn about healthy lifestyle. The preschool teachers underlined the need for a better education about outdoor learning. The research results indicate that outdoor learning is not sufficiently emphasized in kindergartens. In our opinion it is very important and outdoor learning should be integrated into the process of preschool teachers' education, and presented as an effective teaching method for learning the natural sciences.

*Keywords:* science teaching, outdoor learning, preschool teachers.

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**ZNAČAJ NEFORMALNOG  
OBRAZOVANJA ZA  
MODERNIZACIJU  
DRUŠTVA**

**IMPORTANCE  
OF INFORMAL  
EDUCATION FOR  
MODERNIZATION  
OF SOCIETY**

## KAKO PODSTICATI KREATIVNOST U SREDNJOJ ŠKOLI

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Kreativnost je jedan od obrazovnih ciljeva koji treba da pripremi buduće nosioce društvenog razvoja za uspešno funkcionisanje u nepoznatim uslovima. Da bi se bolje razumeli uslovi za razvoj kreativnosti u školskom okruženju, proučavaju se implicitne teorije i uverenje aktera vaspitnoobrazovnog procesa. U ovom radu ispitana su uverenja učenika srednjih škola o mogućnostima za podsticanje kreativnosti u srednjoj školi. Srednjoškolci (N=311), koji su učestvovali na početnom seminaru nekog od programa u Istraživačkoj Stanici Petnica u 2019. godini, odgovarali su na upitnik koji je sadržao pitanja o tome na koji način obrazovanje može doprineti razvoju kreativnosti. Prikupljeni podaci obrađeni su kvalitativno i kvantitativno. U odgovorima gotovo svih učenika (94,5%) pojavljuju se različite vrste doprinosa obrazovanja razvoju kreativnosti. Tema doprinosa analizirana je kroz prizmu sociokulturne teorije, oslanjajući se na koncept potpore koju je razvio Bruner sa saradnicima. Na osnovu sadržaja odgovora definisane su sledeće vrste obrazovnih potpora kreativnosti: kognitivna, socijalna, motivaciona, opšta potpora i potpora kulturološkim alatima. Rezultati ukazuju da su najviše zastupljene kognitivna (59,5% odgovora) i motivaciona potpora (22,7%). Većina ispitanih učenika uverena je da školska sredina pozitivno utiče na razvoj kreativnosti (68,4%), dok mali broj njih navodi samo negativne efekte (7,6%). Nalazi studije diskutovani su u kontekstu preovlađujuće kritike školskog učenja kao nedovoljno podsticajnog za kreativnost učenika. U zaključku se ističe značaj neformalnog obrazovanja u pružanju dodatne podrške razvoju kreativnosti.

*Ključne reči:* kreativnost, implicitna uverenja, srednja škola, učenici, koncept potpore.

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## HOW TO SUPPORT CREATIVITY IN HIGH SCHOOL

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Creativity is one of the educational goals likely to prepare the future bearers of social development for successful performance in unfamiliar conditions. For better understanding of creativity development in school setting, the educational process participants' implicit theories and beliefs related to creativity were studied. This paper is dealing with high school students' beliefs regarding possibilities for nurturing creativity during secondary education. The sample consisted of secondary school students (N=311) who participated in scientific programs of the Research Centre Petnica in 2019. The Participants responded to the questionnaire composed of questions about the ways in which education could support students' creativity. The data collected were analysed by qualitative and quantitative methods. Almost all students' (94.5%) answers included different types of educational support to development of creativity. The topic of support was analysed in the sociocultural framework using the concept of scaffolding developed by Bruner and the associates. Content analysis of participants' answers resulted in the following types of scaffolding: cognitive, social, motivational, general, and culture tools scaffolding. The most frequent types of scaffolding in participants' answers were cognitive (59.5%) and motivational (22.7%). Majority of respondents expressed belief that school setting had a positive impact on development of creativity (68.4%), while small number of them described only negative effects (7.6%). The results of the Study are discussed in relation to the prevailing criticism of school learning as not being supportive enough for the development of creativity. The conclusion emphasizes the importance of informal education for providing additional support to development of students' creativity.

*Keywords:* creativity, implicit beliefs, secondary education, students, scaffolding.

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# MOGUĆNOSTI RAZVOJA PROFESIONALNIH KOMPETENCIJA NASTAVNIKA KROZ AKREDITOVANE E-LEARNING INSET PROGRAME\*

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Kontinuirano stručno usavršavanje nastavnika kroz različite oblike formalnog i neformalnog obrazovanja (INSET), danas je imperativ modernizacije i osiguranja kvaliteta obrazovanja. Iako je u Srbiji pitanje stručnog usavršavanja nastavnika stavljeno u zakonski propisan okvir, izbor programa zavisi od više faktora (načina realizacije, obaveznosti, definisanih prioritetnih područja nastavničkih kompetencija, materijalnih mogućnosti, interesovanja nastavnika, mesta održavanja...). Prilikom izbora programa, neretko presudnu ulogu mogu imati periferni činioci, poput materijalno-tehničkih mogućnosti i praktičnih razloga, naspram realnih potreba i interesa nastavnika. Da li mogućnosti koje otvaraju e-learning programi stručnog usavršavanja nastavnika mogu da doprinesu da intrinzični motivi budu prioritetni, samo je jedno od mnogih, važnih pitanja. Cilj ovog rada predstavlja analiza zastupljenosti akreditovanih e-learning programa stručnog usvršavanja nastavnika kod nas u odnosu na: obim (brojnost, raznovrsnost, trajanje) i sadržaj (ciljevi, prioritetne oblasti i područja kompetencija). U istraživanju je primenjena kombinacija kvantitativne i kvalitativne metode. U kvantitativnom delu istraživanja analizirani su navedeni indikatori dimenzije obim INSET e-programa, dok su kvalitativnom analizom ispitani indikatori dimenzije sadržaj (Katalog 2018/19). Rezultati pokazuju skroman broj e-programa, svega 11%; neravnotežu između područja kompetencija na koje se odnose; duže trajanje u odnosu na konvencionalne programe; koncentraciju e-programa oko prioritetne oblasti „digitalne kompetencije učenika i nastavnika” i predmetne oblasti informatika što ukazuje da su benefiti tih programa pretežno dostupni nastavnicima čiji je profesionalni fokus već u domenu IKT-a. Zaključuje se da je povećan broj e-programa u odnosu na prethodni Katalog važan korak u modernizaciji INSET-a, ali da je za značajniji napredak neophodan: brži tempo u kreiranju e-programa, raznovrsnija ponuda u svim oblastima kompetencija, kao i poznavanje autentičnih potreba i nivoa informacione pismenosti nastavnika.

*Ključne reči:* profesionalni razvoj, stručno usavršavanje, kompetencije nastavnika, elektronski INSET program.

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## POSSIBILITIES FOR DEVELOPING PROFESSIONAL COMPETENCIES OF TEACHERS THROUGH ACCREDITED E-LEARNING INSET PROGRAMS\*

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Permanent professional development of teachers through various forms of formal and non-formal education (INSET) is nowadays an imperative to modernization and quality assurance of education. Although in Serbia the matter of teachers' professional development lies within a legal framework, selection of the program depends on several factors (manner of implementation, commitment, defined priority areas of teacher competencies, economic conditions, teachers' interests, venue...). It is not uncommon that selection of programs depends on marginal factors, such as material and technical conditions and practical reasons, contrary to the real needs and interests of teachers. Whether the e-learning programs of professional teacher education can contribute to prioritization of intrinsic motives, is just one of many important questions. The aim of this paper is to analyse the presence of accredited e-learning programs of teacher professional development in our country in relation to volume (number, diversity, duration) and content - the areas of competence to which they relate. In the research we applied the combination of quantitative and qualitative methodology. The quantitative analysis examines dimension indicator scope, while qualitative analysis examines dimension indicator content, of the INSET e-programs (Catalogue 2018/19). The results show a modest number of e-programs, only 11%; imbalance in areas of competence to which they relate; a longer duration in comparison with the conventional programs; concentration of e-programs around the priority area of "digital competence of students and teachers" and the school subject of informatics - indicating that benefits of these programs are predominantly available to teachers whose professional focus is already within ICT domain. It is concluded that increased number of e-programs in comparison with the previous Catalogue is an important step in modernization of INSET, but to achieving a significant progress in this area requires: a faster pace in creating e-programs, more diverse offer in all areas of competence, as well as knowledge of teachers' authentic needs and ICT literacy levels.

*Keywords:* professional development, professional training, teacher competencies, electronic INSET programs.

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## POVEZIVANJE SADRŽAJA IZ OBLASTI HEMIJE I ETNOLOGIJE: UČENJE PUTEM ISTRAŽIVANJA

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Interdisciplinarni pristup učenju usmeren je na sadržaje i metode iz više različitih disciplina koje imaju zajedničke problem ili teme. Ideja je da učenici usvajaju različite perspektive i dolaze do rešenja koja su usmerena na strategije i principe a ne sadržaje jedne discipline. Mogućnosti primene interdisciplinarnog pristupa ispitane su u okviru empirijskog longitudinalnog istraživanja obrazovnog programa „Dete i tradicija“. U okviru ovog programa, u saradnji Etnografskog muzeja i Hemijskog fakulteta u Beogradu, organizovane su edukativne radionice, „Po zrno, po zrno“ i „Vidljivo i nevidljivo o jajetu“ za učenike uzrasta od 9 do 11 godina. Cilj ovih radionica predstavljalo je povezivanje sadržaja iz oblasti hemije i etnologije. U ovom radu biće prikazan deo rezultata koji se odnosi na mišljenje učenika i nastavnika o ovakvom načinu rada. U istraživanju je učestvovalo 240 učenika trećeg razreda i sedam učitelja osnovnih škola iz Beograda. Na osnovu intervjua sa učesnicima programa možemo da zaključimo da su njihova mišljenja o primeni ovog programa veoma pozitivna. Učenici ističu da im je rad u radionicama vrlo zanimljiv, jer tragaju za odgovorima na pitanja i u tom procesu uče u saradnji sa drugom decom, eksperimentišući i isprobavajući različita rešenja. Poseban doprinos ovih radionica nastavnici vide u razvijanju samostalnog zaključivanja učenika jer se, tokom izrade i diskusije svih ogleada u radionici, kao i u toku demonstracionog ogleada, učenici pitanjima podstiču da prave različite pretpostavke i da iznose činjenice za i protiv. Interdisciplinarni pristup određenim fenomenima iz svakodnevnog života putem neformalnog obrazovanja u vidu igre, u prostoru muzeja, ima višestruku korist. Ključni zaključak našeg istraživanja odnosi se na pozitivna iskustva učenika i nastavnika o učenju kroz interdisciplinarno povezivanje sadržaja iz oblasti hemije i etnologije. Budući da rezultati ukazuju na to da ovaj pristup ima pozitivne efekte na interesovanje učenika i njihovu motivacije za učenje, preporučuje se njegova šira primena u nastavi i vanškolskim aktivnostima.

*Ključne reči:* interdisciplinarni pristup, sadržaji iz oblasti hemije i etnologije, edukativne radionice, učenje, istraživanje.

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# CONNECTING THE CONTENTS FROM CHEMISTRY AND ETHNOLOGY: LEARNING THROUGH RESEARCH

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Interdisciplinary approach to learning is focused on contents and methods from a number of different disciplines that share common problems or topics. The idea is that students take different perspectives and come up with solutions that are focused on strategies and principles rather than on the content of a single discipline. The potentials of using the interdisciplinary approach were examined within empirical longitudinal research of education program "Child and Tradition". Within this program, in cooperation with the Ethnographic Museum and Faculty of Chemistry in Belgrade, the education workshops "By grain, by grain" and "Visible and invisible about the egg" were organized for students aged 9 to 11. The aim of these workshops was to connect the contents from the fields of chemistry and ethnology. This paper will present a part of the result regarding the students' and teachers' opinions about this approach. The research involved 240 third-grade students and seven primary school teachers from Belgrade. Using the interviews with program participants, we can conclude that they have positive opinion about implementation of this program. The students point out that workshop activities are very interesting because they search for answers to the questions and, in this process, learn in collaboration with other children by experimenting and testing various solutions. In the teachers' opinion, these workshops particularly contribute to development of independent reasoning as, during preparation and discussion of all the workshop experiments, as well as during the demonstration experiment, students are encouraged to make different assumptions and communicate all the pros and cons. An interdisciplinary approach to some everyday-life phenomena via non-formal education in the form of a game, located in a museum, has multiple benefits. Key conclusion of our research involves positive experiences of students and teachers about learning through interdisciplinary connection of contents from the fields of chemistry and ethnology. Since the results indicate that this approach has positive effects on students' interests and motivation to learn, its wider use in teaching and extracurricular activities is recommended.

*Keywords:* interdisciplinary approach, contents in the field of chemistry and ethnology, educational workshops, learning, research.

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## KVALITET ŽIVOTA BRAĆE I SESTARA U PORODICAMA SA DECOM SA TEŠKOĆAMA U RAZVOJU

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Promenom sa medicinskog na socijalni model poimanja invaliditeta, menja se gledište i shvatanje invaliditeta i teškoća jer se invaliditet više ne posmatra kao problem sam po sebi, već se razmatra kako se društvo i okolina mogu menjati da bi pojedinac mogao optimalno da funkcioniše. Stoga se više ne posmatra samo teškoća deteta, već je u fokusu celokupno funkcionisanje deteta i kvalitet života porodice. Kako bi kvalitet života porodice bio zadovoljavajući, važno je da se unapređuje kvalitet života svih njenih članova. S tim u vezi, u ovom radu će se razmatrati kvalitet života braće i sestara dece sa teškoćama u razvoju. Istraživanja upućuju na to da odnos braće i sestara tipičnog razvoja sa braćom i sestrama sa teškoćama u razvoju može imati niz povoljnih i nepovoljnih karakteristika. Kako bi se smanjile nepovoljne karakteristike takvog odnosa i unapredio kvalitet života braće i sestara dece sa teškoćama u razvoju, kao i da bi im se pružila podrška, u Udruženju za ranu intervenciju Varaždinske županije, organizovane su radionice za braću i sestre. Tokom radionica se kroz vođene aktivnosti razvijala pozitivna slika o sebi, podsticalo se prihvatanje različitosti, kao i deljenje iskustva. U radu radionica učestvovalo je sedmero korisnika, a nakon šestomesečnog rada sprovedeno je istraživanje. Cilj istraživanja bio je da se dobije uvid u promišljanja roditelja dece sa teškoćama u razvoju o tome da li pohađanje radionica za braću i sestre (dece bez teškoća) utiče na kvalitet života braće i sestara dece sa teškoćama. U istraživanju je učestvovalo sedam majki čija su deca polaznici Udruženja. Istraživanje se sprovedeno putem intervjua. Intervju je sniman audio-zapisom i kasnije su napravljeni transkripti. Korišćen je polustrukturirani intervju. Rezultati ispitivanja ukazuju na to da braća i sestre dece sa teškoćama u razvoju imaju niži kvalitet življenja nego njihovi vršnjaci tipičnog razvoja. Takođe, kod njih se često javljaju negativna osećanja poput manje vrednosti, krivice, ljubomore i srama jer je izražen nedostatak psihosocijalne podrške celoj porodici. Pored toga, u istraživanju je potvrđen pozitivan uticaj organizovanih radionica na braću i sestre dece sa teškoćama u razvoju i to najviše na razvoj samopouzdanja, veštine komunikacije i pozitivne slike o sebi, ali i na razumevanje i prihvatanje teškoća brata ili sestre.

*Ključne reči:* kvalitet življenja, braća i sestre dece sa teškoćama u razvoju, podrška braći i sestrama dece sa teškoćama u razvoju, porodica.

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## THE QUALITY OF LIFE OF SIBLINGS IN FAMILIES WITH CHILDREN WITH DEVELOPMENTAL DIFFICULTIES

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Switching from medical to social model in understanding disability altered the standpoint and perception of disability and difficulties. The disability is no longer observed as a problem per se: it is now being considered how society and environment can change for an individual to function optimally. Therefore, the focus is not only on the child's difficulties but on the overall functioning of the child and the quality of life of a family. For a satisfying quality of life of a family, it is important to improve the quality of life of all its members. In this regard, this paper deliberates the quality of life of the siblings of children with developmental difficulties. According to the available researches, the relationship between typical siblings with a sibling with developmental difficulties has both positive and adverse traits. In order to reduce the adverse qualities of such a relationship and improve the quality of life of siblings of children with developmental difficulties, as well as to offer the support, the workshops for siblings have been organized in the Early Intervention Association of Varaždin County. During the workshops, the guided activities helped in developing a positive self-image and encouraged accepting diversity and sharing experiences. There were seven users involved in the workshops, and after a six-month period the research was conducted. The aim of the research was to gain an insight into the parents' view whether the typical siblings' participation in the workshops affected the quality of life of siblings with disabilities. The research included 7 mothers whose children participated in the Association. The research was conducted through interviews which were audio recorded and afterwards transcribed. A semi-structured interview was used as a framework analysis method. The research results suggested that siblings of the children with developing disabilities had a lower quality of life than their typical peers. They also often had heavy emotions such as inferiority, guilt, jealousy and shame because there was a lack of psychosocial support for the entire family. The study also confirmed the positive effect of the organized workshops on the siblings of children with disabilities, primarily in developing self-confidence, communication skills and positive self-image, but also in understanding and accepting the difficulties of a sibling.

*Keywords:* quality of life, siblings of children with developmental difficulties, support to siblings of children with developmental difficulties, parents.

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# KORIŠĆENJE ROBOTA LEGO-TIPA ZA UČENJE SOCIJALNIM VEŠTINAMA U NEFORMALNOM INKLUZIVNOM OKRUŽENJU: AKCIONO ISTRAŽIVANJE

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Da bi obezbedila jednakost, modernizovana društva „su dužna“ da primenjuju efikasnu inkluzivnu praksu u nastavnim i vannastavnim edukativnim aktivnostima. Pored toga što motivišu tipičnu decu da pristupe naučnim konceptima, roboti mogu biti i snažan motivator za učenje u inkluzivnom okruženju jer je dokazana njihova korist za decu s posebnim obrazovnim potrebama, a naročito s poremećajem autističnog spektra (ASD). Robote Lego-tipa može na kontrolisan način lako programirati dete s ASD poremećajem, što smanjuje stres, čak i u okolnostima koje zahtevaju rešavanje složenih situacija. Cilj ove studije bio je procena učenja socijalnih veština u grupi inkluzivne dece uz korišćenje robota Lego-tipa kao „kolaborativnog motivatora“. Metodologija istraživanja prati principe akcionog istraživanja. Učestvovalo je šestoro dece stare 10 godina, od kojih su četivoro tipična deca, a dvoje s ASD dijagnozom. Projekat je trajao tri meseca i odvijao se jednom sedmično. Za prikupljanje podataka korišćeni su protokoli posmatranja i intervjui. Prema nalazima, programiranje robota Lego tipa privuklo je interesovanje sve dece. Razvile su se pozitivne interakcije između članova tima i deca sa ASD-om su razvila komunikacione i socijalne veštine kojima su ih učili. Tipična deca su, s druge strane, razvila pozitivan stav prema deci s ASD-om i imala snažnu motivaciju da ih uključe u svoje aktivnosti. Roboti Lego-tipa ne samo da mogu maksimalno iskoristiti pun potencijal novih tehnologija, već dovode do saradnje tipične dece i dece s ASD-om u inkluzivnoj edukativnoj sredini. Prednosti integracije robota prilagođenih korisnicima u inkluzivnu sredinu treba dodatno istražiti.

*Ključne reči:* Roboti Lego-tipa, socijalne veštine, atipično inkluzivno obrazovanje, akciono istraživanje, poremećaj autističnog spektra.

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## USING LEGO-TYPE ROBOTS TO TEACH SOCIAL SKILLS IN NON-FORMAL INCLUSIVE ENVIRONMENT: AN ACTION RESEARCH STUDY

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In order to ensure equality, modernized societies are “obliged” to apply effective inclusive practices at schools or in the after-school learning environments. Robots, besides motivating the typical children to approach scientific concepts, can also be used as a strong learning motivators in inclusive environments, since their benefits for the SEN and especially Autism Spectrum Disorder (ASD) children have been demonstrated. Lego-type robots can easily be programmed in a controlled manner by the ASD child, minimizing the stress even in circumstances where the resolution of complex situations is required. The aim of this study was to evaluate the results of teaching social skills in an inclusive group of children, using a Lego-type robot as “collaborative motivator”. The research methodology followed the principals of action research. The participants were six 10-year old children, four of which were typical and two were diagnosed with ASD. The project lasted for three months, at once-per-week frequency. Observing protocols and interviews were used for data collection. According to the findings, Lego-type robot programming attracted the interest of all children. Positive interactions developed among the team members, and the children with ASD developed the communication and social skills that they have been taught. Typical children, on the other hand, developed positive attitudes towards children with ASD and had a strong incentive to include them in their activities. Lego-type robots not only can maximize and exploit the full potential of new technologies but can also bring together typical and ASD children to collaborate in inclusive learning environments. The benefits of integrating user friendly robots in inclusive environments could be further investigated.

*Keywords:* Lego-type robots, social skills, non-typical inclusive education, action research study, Autism Spectrum Disorder.

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## TEHNIKA FILCANJA VUNE U RADU SA DECOM I MLADIMA SA PROBLEMIMA U PONAŠANJU

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Osnovni cilj rada predstavlja prikaz alternativne terapijske tehnike filcanja vune u radu sa decom i mladima sa problemima u ponašanju. Posmatrano sa teorijskog aspekta senzorne integracije, tehnika je usmerena na ostvarivanje sledećih ciljeva: smanjivanje psihofizičke napetosti, opuštanje, razvoj samokontrole, jačanje samopouzdanja, razvijanje komunikacijskih i socijalnih veština, razvijanje motoričkih, senzornih i kognitivnih veština, razvijanje istrajnosti i fokusa u radu, povećanje obrazovnih postignuća, uvođenje inovativne metode rada u vaspitnoobrazovni proces. Mokro filcanje vune podrazumeva stiskanje vune dlanovima i stopalima u toploj vodi i sapunu na različitim taktilnim podlogama, pri čemu se oblikuju različiti ukrasni predmeti. Filcanje vune je učenicima zabavno i prijatno i omogućava im zbližavanje, izgrađivanje odnosa u pozitivnoj atmosferi (filcama uz opuštajuću muziku i miris eteričnih ulja). Osim mokrog filcanja rukama, koristi se i mokro filcanje nogama čime se dodatno stimuliše osnovni senzorni sistem (vestibularni, proprioceptivni, taktilni) na koji se nadograđuju samokontrola, samopoštovanje, motoričke veštine i više kognitivne funkcije. Podaci za ovaj rad prikupljeni su metodom intervjua sa učenicima (licem u lice). Aktivnost filcanja vune sprovodi se u Osnovnoj školi „Fran Franković” poslednjih pet godina. U ovoj aktivnosti učestvuju učenici koji se školuju u posebnom odeljenju za učenike sa problemima u ponašanju. Pošto je maksimalan broj učenika u posebnom odeljenju deset, tokom poslednjih pet godina u ovu aktivnost bilo je uključeno trideset učenika. Rezultati pokazuju napredak učenika na području personalnih i interpersonalnih odnosa, a vidljiv je i pozitivan učinak u obrazovnim postignućima. Rezultat rada predstavljaju i predmeti nastali primenom ove tehnike (tapiserije, torbe, činije) koji se izlažu na sajmovima čime se, između ostalog, podstiče preduzetnički potencijal kod učenika.

*Ključne reči:* filcanje, vuna, senzorna integracija, podsticanje kreativnosti.

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## WOOL-FELTING TECHNIQUE IN WORKING WITH CHILDREN AND YOUNG PEOPLE WITH BEHAVIORAL PROBLEMS

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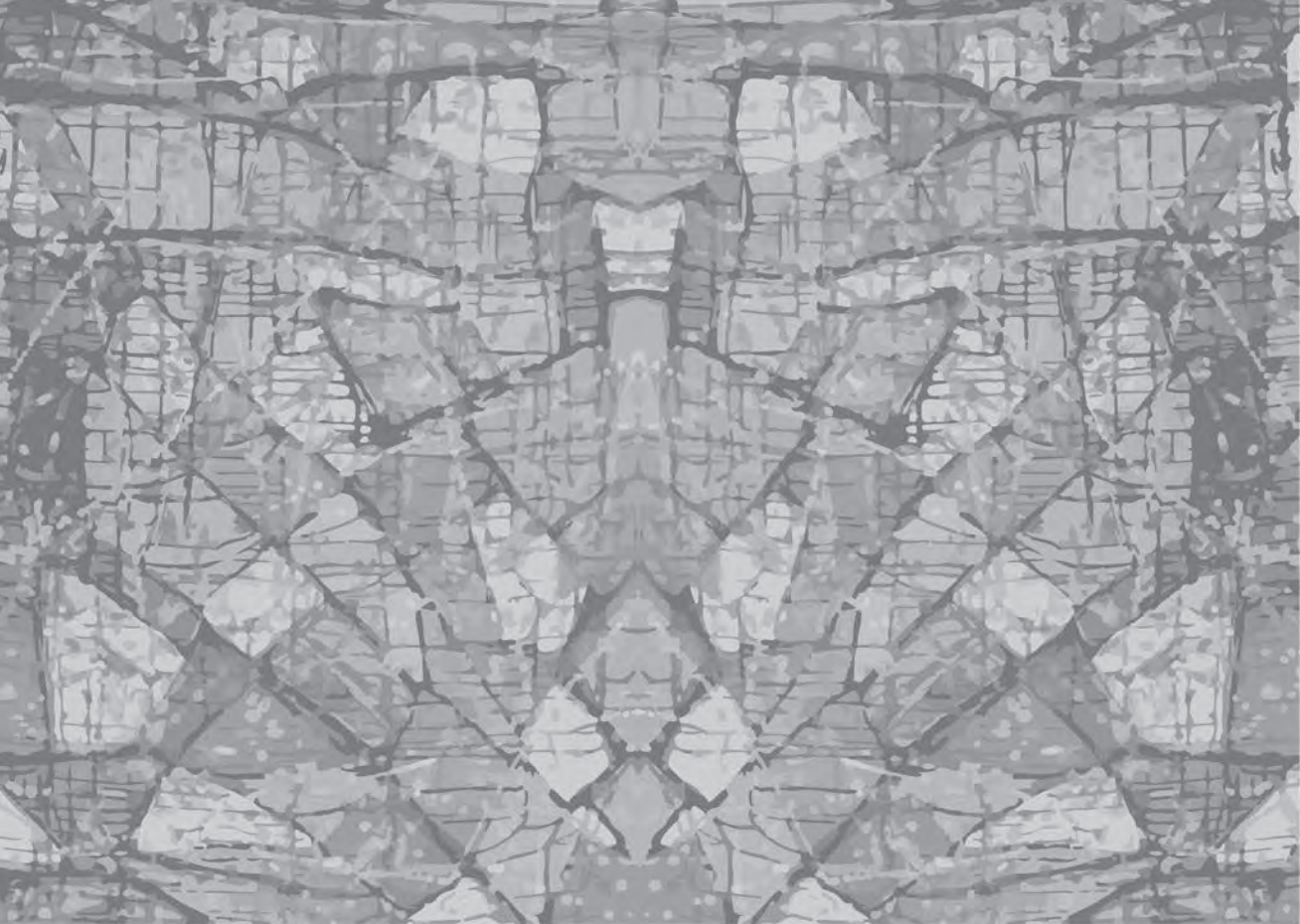
The main aim of this paper is to present alternative therapeutic technique: wool-felting, in work with children and young people with behavioural problems. Within the theoretical framework of sensory integration, this technique aims at achieving the following goals: reducing psychophysical tension, relaxation, developing self-control, strengthening confidence, developing communication and social skills, developing the motor, sensory and cognitive skills, developing persistence and focus in work, and innovative working methods in educational process. Wet wool felting involves squeezing the wool both with hands and feet in warm water and soap on various tactile bases. As a result of the process, different decorative items are shaped. Wool felting is fun and comfortable for the students, and enables bonding and building relationships in a positive atmosphere (listening to relaxing music and breathing in the essential oils). In addition to the wet wool felting with hands, it is also performed with feet for additional stimulation of the basic sensory system (vestibular, proprioceptive, tactile). It is further relating to self-control, self-respect, motor skills and higher cognitive functions. The data for this paper are collected by interviewing the students (face to face method). Wool-felting activities have been carried out in the primary school "Fran Franković" in Rijeka for the last five years. These activities are exclusively intended for the children and teenagers educated in the special class for students with behavioural problems. As the maximum number of students in the special class must not exceed ten, thirty pupils have attended this activity in the course of the past five years. The results show the students' progress in the field of personal and interpersonal relationships, and a positive effect on academic success is also evident. The decorative objects created via this technique (tapestries, bags, bowls) also present the result of this work and are exhibited at creative fairs, thus encouraging entrepreneurial potential in students.

*Keywords:* felting, wool, sensory integration, encouraging creativity.

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**VASPITNA ULOGA ŠKOLE I PORODICE U PROCESIMA MODERNIZACIJE DRUŠTVA**

**EDUCATIONAL ROLE OF SCHOOL AND FAMILY IN THE PROCESSES OF MODERNIZATION OF SOCIETY**

## KAKAV SAM U ŠKOLI: NARATIVI UČENIKA OSNOVNE ŠKOLE O SEBI

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Razvoj identiteta pojedinaca usklađenog sa vrednostima moderne društvene zajednice predstavlja ključan uslov modernizacije društva. Za mlade, ovaj razvoj se, na prvom mestu, odvija kroz participaciju u školskom životu. Pošavši od procesne teorije kokonstrukcije identiteta u okviru narativne psihologije, prema kojoj se identitet konstruiše kroz konarativizaciju autobiografskih događaja u interakcijama unutar porodičnog i vršnjačkog kruga, pokušale smo da identifikujemo koji se aspekti participacije učenika u školskom okruženju mogu prepoznati kao ključni za konstruisanje doživljaja sebe u školi. Na prigodnom uzorku učenika osmog razreda (N=93) primenjen je upitnik koji je sadržao pitanja otvorenog tipa o događaju koji ih dobro opisuje u kontekstu škole. Izvedena je narativna analiza induktivnog tipa koja je rezultirala definisanjem četiri oblasti: školski uspeh i disciplina, odnosi sa drugovima, odnosi sa nastavnicima i opšti doživljaj škole. Najveći broj učenika osvrnuo se na svoj školski uspeh i vladanje i to, uglavnom, na stereotipan i neelaborisan način (solidni đaci; neproblematični), a u ukupnom doživljaju školskog učenja dominantna je monotonija i afektivna zaravnjenost. Najdetaljnije su opisani odnosi sa drugovima, u kojima se ističe važnost imanja dobrih prijatelja, uloge sebe kao dobrog druga („uvek pokrивam leđa prijatelju”) i prihvaćenosti uopšte, čije odsustvo jedan deo učenika čini uznemirenim i nesigurnim. Najsnažnije su emocionalno zasićeni opisi odnosa sa nastavnicima koji govore o nedoslednosti u zahtevima i neočekivanim ponašanjima nastavnika. U celini, odnosi sa drugovima i sa nastavnicima boje učenikov sveukupan doživljaj škole. Podaci ukazuju na veliku važnost kvaliteta socijalnih odnosa za kokonstruisanje sopstvenog identiteta i celokupnog vrednosno-afektivnog odnosa prema školi. Zaključeno je da postoji potreba za posvećivanjem pažnje „mekim” relacionim aspektima života mladih u školskoj zajednici.

*Ključne reči:* osnovna škola, učenici, narativna analiza, kokonstrukcija identiteta, socijalni odnosi.

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## WHO AM I AT SCHOOL: SELF-NARRATIVES OF ELEMENTARY SCHOOL STUDENTS

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The development of individual identity in line with the values of modern society represents an essential condition for its modernization. For the young, that development occurs primarily through their participation in the school life. Relying on the process theory of identity co-construction within narrative psychology, which proposes that identity is constructed through the process of co-narration of autobiographical events in interactions with family members and peers, we have tried to identify those aspects of students' participation in the school life that are crucial to constructing the experience of oneself in school. The study was conducted on convenient sample of eight-grade students (N=93) who completed an open-ended questionnaire. Students were asked to describe an event that faithfully portrays who they are when they are at school. Narrative analysis was applied to collected data using inductive approach. This resulted in defining four content areas: academic achievement and discipline, peer relationships, relations with teachers and general view on the school. Majority of students spontaneously reported their academic achievement and discipline, and did so mostly in stereotypical and non-elaborate manner ("average students", "trying not to make trouble"), while boredom and emotional flatness dominated their general school experience. The most elaborated descriptions were given for the peer relationships. Students emphasized the importance of having good friends and being a good friend ("I always have my friends' back") and those who lacked peer acceptance reported feeling upset and insecure. Parts of the students' narratives that bore the strongest emotional saturation addressed their relations with teachers and referred to inconsistent demands and unexpected behaviour of teachers. On the whole, relations with peers and teachers shaped students' general school experience. Findings point to a substantial influence of the nature of social relations for co-construction of student identity and their overall evaluative and emotional stance toward school. It was concluded that considerable attention should be paid to „soft“, relational aspects of the students' life in the school community.

*Keywords:* primary school, students, narrative analysis, co-construction of identity, social relationships.

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## POZITIVNA DISCIPLINA U PORODICI I ŠKOLI: ZNAČAJ ZA RAZVOJ SAMOPOŠTOVANJA ADOLESCENATA

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Porodica i škola, kao ključna razvojna okruženja u opštem razvoju adolescenata, umnogome utiču i na razvoj njihovog nivoa samopoštovanja. Jedan od načina da se stvori plodno tlo za razvoj samopoštovanja adolescenta jeste primena pozitivne discipline. Reč je o vaspitnom pristupu koji stvara osnovu za uspostavljanje jasnih pravila i ravnopravan dijalog između roditelja/nastavnika i dece/učenika, što može da bude važan protektivni faktor u prevazilaženju brojnih rizičnih situacija u periodu adolescencije. Imajući u vidu potencijal koji sa sobom nosi primena pozitivne discipline, sprovedeno je istraživanje čiji cilj predstavlja utvrđivanje povezanosti između procene primene pozitivne discipline u porodici i školi i nivoa samopoštovanja adolescenata. Za potrebe istraživanja korišćena je Skala procene primene pozitivne discipline u porodici, Skala procene primene pozitivne discipline u školi i Rozenbergova skala za procenu nivoa samopoštovanja. Istraživanje je sprovedeno na prigodnom uzorku od 195 učenika srednjih škola sa teritorije Novog Sada. Utvrđeno je da sa porastom procene primene pozitivne discipline raste i procenjeni nivo samopoštovanja adolescenata. Pokazalo se da je pozitivna disciplina više prisutna u porodici nego u školi, što je bilo i očekivano jer porodica pruža veće mogućnosti za primenu individualizovanog pristupa i pružanje emocionalne podrške, kao temeljnih principa pozitivne discipline. Dobijeni nalazi implikuju potrebu osnaživanja roditelja i nastavnika u primeni pozitivne discipline, jer se efekti ovakvog pristupa reflektuju ne samo na razvoj samopoštovanja individue, već i na razvoj samostalnosti, odgovornosti, istrajnosti, empatije, osećaja zajedništva i samoeфикаsnosti. Pritom je posebno važno raditi na stvaranju uslova za primenu pozitivne discipline u školskom kontekstu, jer su ranija istraživanja pokazala da blagi, ali ujedno odlučni, vaspitni postupci pozitivno utiču na školski uspeh i na manje uključivanje mladih u rizične oblike ponašanja.

*Ključne reči:* porodica, škola, pozitivna disciplina, samopoštovanje, adolescenti.

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## POSITIVE DISCIPLINE IN FAMILY AND SCHOOL: IMPORTANCE FOR DEVELOPMENT OF ADOLESCENTS' SELF-ESTEEM

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Family and school, as key developmental environments in adolescents' overall development, greatly influence the development of their self-esteem level. One way to create fertile ground for developing self-esteem in adolescents is to apply positive discipline. It is an educational approach that creates the basis for establishing clear rules and equal dialogue between parents/teachers and children/students, which can be an important protective factor in overcoming numerous risky situations during adolescence. Bearing in mind the potential of positive discipline, the research has been conducted to determine correlation between assessment of positive discipline in family and in school, and adolescents' self-esteem. For the purpose of the research, the following was used: the positive discipline assessment scale in family, the positive discipline assessment scale in school, and the Rosenberg self-esteem scale. The survey was conducted on a suitable sample of 195 high school students from the territory of Novi Sad. It has been perceived that with increase in the assessment of applied positive discipline, the estimated level of adolescents' self-esteem increases. Positive discipline is perceived to be more present in family than at school. This result is expected as family offers greater opportunities to apply individualized approach and provide emotional support. These are considered to be fundamental principles of positive discipline. The results obtained imply the need to empower parents and teachers in applying positive discipline, as the effects of this approach are reflected not only in development of the individual's self-esteem, but also in development of independence, responsibility, perseverance, empathy, a sense of community and self-efficacy. Particularly important is working to create the conditions for applying positive discipline in the school context, as previous research has shown that kind, but at the same time firm educational practices have a positive effect on academic success and less involvement of the young in risky behaviours.

*Keywords:* family, school, positive discipline, self-esteem, adolescents.

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## AFEKTIVNO VEZIVANJE I EKSTERNALIZOVANI PROBLEMI KOD UČENIKA SREDNJIH ŠKOLA

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Afektivno vezivanje za roditelje jedan je od porodičnih faktora koji se najčešće povezuje sa eksternalizovanim problemima u ponašanju. Iako se afektivne veze uspostavljaju na ranom uzrastu, u adolescenciji dolazi do specifičnih promena u njihovom kvalitetu, što je posebno izraženo u kontekstu ispoljavanja eksternalizovanih problema. Cilj istraživanja predstavlja utvrđivanje povezanosti dimenzija afektivnog vezivanja za majku i oca (Poverenje, Komunikacija, Otudženost) sa sindromima eksternalizovanih problema (Agresivno ponašanje i Ponašanja kojima se krše pravila). Uzorak je činilo 507 učenika beogradskih srednjih škola uzrasta od 15 do 19 godina oba pola ( $AS= 16,69$ ,  $SD= 1,119$ ). Podaci o eksternalizovanim problemima prikupljeni su putem Ahenbahovog sistema empirijski zasnovane procene (ASEBA), verzija za mlade (YSR/11–18), a o afektivnom vezivanju za roditelje putem Inventara afektivnog vezivanja za roditelje i vršnjake (IPPA). Dimenzije afektivnog vezivanja za majku i oca objašnjavaju ukupno 24,9% varijanse Ponašanja kojima se krše pravila ( $F(6,500)=27,67$ ,  $p<0,001$ ) i 17% varijanse Agresivnog ponašanja ( $F(6,500)=17,10$ ,  $p<0,001$ ). Jedini značajan prediktor Agresivnog ponašanja je Otudženost od majke ( $\beta= 0,204$ ), dok Poverenje u oca ( $\beta= -0,321$ ), Otudženost od majke ( $\beta =0,161$ ) i Poverenje u majku ( $\beta= -0,149$ ) predviđaju Ponašanja kojima se krše pravila. U skladu sa pretpostavljenim, afektivne veze sa oba roditelja važne su za psihosocijalno funkcionisanje srednjoškolaca, uz uočene razlike u ulogama majki i očeva u vezi sa ispoljavanjem eksternalizovanih problema. Date su preporuke za unapređivanje odnosa roditelj–dete uz prikaz najdelotvornijih programa za prevenciju eksternalizovanih problema.

*Ključne reči:* afektivno vezivanje, eksternalizovani problemi, Agresivno ponašanje, Ponašanja kojima se krše pravila.

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## PARENTAL ATTACHMENT AND EXTERNALISING PROBLEMS AT HIGH SCHOOL STUDENTS

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Parental attachment is one of the family factors most frequently associated with externalising problems. Although attachment is established at an early age, there are specific changes in quality of parental attachment in adolescence, especially in the context of externalising problems. The aim of the study is to determine the nature of relationship between the dimensions of attachment to mother and father (Trust, Communication, Alienation) and externalising problems syndromes (Aggressive Behaviour and Rule-breaking Behaviour). Sample of 507 Belgrade high school students of both genders aged from fifteen to eighteen ( $AS = 16.69$ ,  $SD = 1.119$ ) were administered self-report measures. For the assessment of externalising problems, a part of the Achenbach System of Empirically Based Assessment – ASEBA, Youth Self-Report – (YSR/11-18) was used. The Inventory of Parents and Peer Attachment, (IPPA) was used to collect data about parental attachment. The dimensions of attachment to mother and father explain for a total of 24.9% of the variance in Rule-breaking behaviour and 17% of the variance in Aggressive Behaviour. The only significant predictor of Aggressive Behaviour is Maternal Alienation ( $\beta = .204$ ), whereas Trust in the Father ( $\beta = -.321$ ), Maternal Alienation ( $\beta = .161$ ), and Trust in the Mother ( $\beta = -.149$ ) predict Rule-breaking Behaviour. As assumed, attachment to both parents is important for the psycho-social wellbeing of Belgrade high school students, with spotted differences in the mothers' and fathers' roles with regard to externalising problems. Recommendations for enhancing parental attachment and the most effective programs for prevention of externalising problems are provided.

*Keywords:* attachment to parents, externalising problems, aggressive behaviour, rule-breaking behaviour.

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## PROCENA KAPACITETA ŠKOLE ZA PREVENCIJU VRŠNJAČKOG NASILJA

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U domenu prevencije vršnjačkog nasilja neophodno je kontinuirano sagledavanje snaga škole koje bi bile u funkciji razvoja kapaciteta učenika za uspostavljanje adekvatnih odnosa u širem sociokulturnom kontekstu. Pored toga, značajno je i unapređivanje odnosa školskog sistema sa okruženjem, posebno sa porodicom, što u mnogome oblikuje iskustava za međuvršnjačke interakcije. Polazeći od navedenih tvrdnji, cilj rada je usmeren na ispitivanje percepcija učesnika istraživanja o karakteristikama školskog konteksta relevantnih za prevenciju vršnjačkog nasilja. Za potrebe šireg istraživanja kreiran je instrument – koji ispituje značaj preventivnih intervencija škole i nastavnika, kojim su obuhvaćeni i podaci o relevantnim sociodemografskim karakteristikama, a uzorak je činilo ukupno 480 ispitanika: 170 roditelja, 94 nastavnika i 206 učenika. Iz istraživačkih nalaza je moguće uočiti nesklad u percepciji o najznačajnijim aktivnostima škole koje bi doprinele prevenciji vršnjačkog nasilja, te prebacivanje odgovornosti, umesto partnerskog delovanja. Nastavnici procenjuju da najveći doprinos može dati uprava škole boljom organizacijom celokupnog vaspitnoobrazovnog procesa, dok učenici i roditelji daju veću važnost organizaciji nastave od strane nastavnika, nego sami nastavnici ( $F=5,69$ ,  $p=0,01$ ). Značaj kvalitetnih vannastavnih aktivnosti u najvećoj meri ističu učenici ( $F=4,79$ ,  $p=0,01$ ), posebno oni u čijim školama se realizuje program Škola bez nasilja, dok su školske aktivnosti koje podrazumevaju povezivanje škole sa porodicom generalno procenjene kao najmanje važne. Dobijeni nalazi upućuju na to da je neophodno razvijati svest o značaju zajedničkog delovanja porodice i škole i ukazuju na potrebu preispitivanja sopstvenog delovanja nastavnika kako u školskom kontekstu, tako i u široj zajednici.

*Ključne reči:* vršnjačko nasilje, prevencija, uloga škole.

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## ESTIMATION OF THE SCHOOL'S CAPACITY TO PREVENT PEER VIOLENCE

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As regards the prevention of peer violence, a continuous monitoring of school assets that could help developing the students' capacities for maintaining adequate relations in broader socio-cultural context, is much needed. Besides, improved relations between the school system and environment, particularly family, are also important as they act as a mould for interactions among peers. Based on the previous statements, the aim of the paper is to examine the respondents' perceptions of the school context features relevant for prevention of peer violence. The broader research has imposed a need for creating the instrument which examines the importance of preventive school and teacher interventions. It comprises the data on relevant socio-demographic characteristics, and the sample consisted of 480 examinees total – 170 parents, 94 teachers and 206 pupils. The collected results show discrepancy in perception of the most significant school activities which would contribute to prevention of peer violence, including the shift of responsibilities instead of partner interaction. Teachers estimate that by better organization of educational process, the school management could contribute most, whereas pupils and parents consider class and lecture organization provided by teachers to be the most relevant factor ( $F=5,69$ ,  $p=0,01$ ). Pupils emphasize the importance of extracurricular activities ( $F=4,79$ ,  $p=0,01$ ), especially in schools conducting the School without violence program, whereas the school activities focusing on connecting school with family are estimated to be the least important. The gathered data imply the need for strengthening the awareness of mutual action of both family and school, and suggest the need for reconsideration of teachers' own acting, both within the school context and broader community.

*Keywords:* peer violence, prevention, role of school.

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## STRUKTURA VREDNOSNIH ORIJENTACIJA STUDENATA

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U radu se analiziraju vrednosne orijentacije studenata. U istraživanju u kome su učestvovali studenti (N=635) Univerziteta u Rijeci primenjena je anketa. Glavna teza teorije modernizacije jeste da se promene u socioekonomskoj sferi društva reflektiraju na njegov sistem vrednosti. Zato u savremenim društvima slabe tradicionalne a jačaju moderne i postmoderne vrednosti. Specifičnost bivših socijalističkih društava odnosi se na to da je u njima, nakon protivrečnog procesa polumodernizacije, došlo do intenzivnog procesa retradicalizacije. Tranzicija mlade generacije u odraslo doba događa se u konkretnom društvenom kontekstu za koji je karakterističan „sukob“ suprotstavljenih vrednosti. Stoga je važno ispitati koje društvene vrednosti mladi prihvataju. Najpre se to odnosi na studentsku populaciju, s obzirom na to da je to resurs iz kog će se u budućnosti regrutovati društvena elita. U radu se problematizuju sledeća pitanja: U kojoj meri suprotstavljeni procesi modernizacije i retradicalizacije društva ostavljaju traga na vrednosne orijentacije studenata? U kojoj meri se stavovi studenata razlikuju s obzirom na socijalne karakteristike njihovih porodica? Statistička obrada je obuhvatila univarijatnu, bivarijatnu i multivarijatnu analizu. Rezultati pokazuju da većina studenata prihvata postmoderne vrednosti (multikulturalnost), a vrlo malo njih prihvata tradicionalne vrednosti (klerikalizam i etnocentrizam). Utvrđena je veza između tradicionalnih vrednosnih orijentacija i konzervativnih porodičnih obrazaca. S tim u vezi je zaključak da su rezultati u saglasnosti sa hipotezom o liberalizujućem efektu obrazovanja.

*Ključne reči:* vrednosne orijentacije, studenti, tradicionalne vrednosti, moderne vrednosti, postmoderne vrednosti.

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## THE STRUCTURE OF VALUE ORIENTATIONS OF STUDENTS

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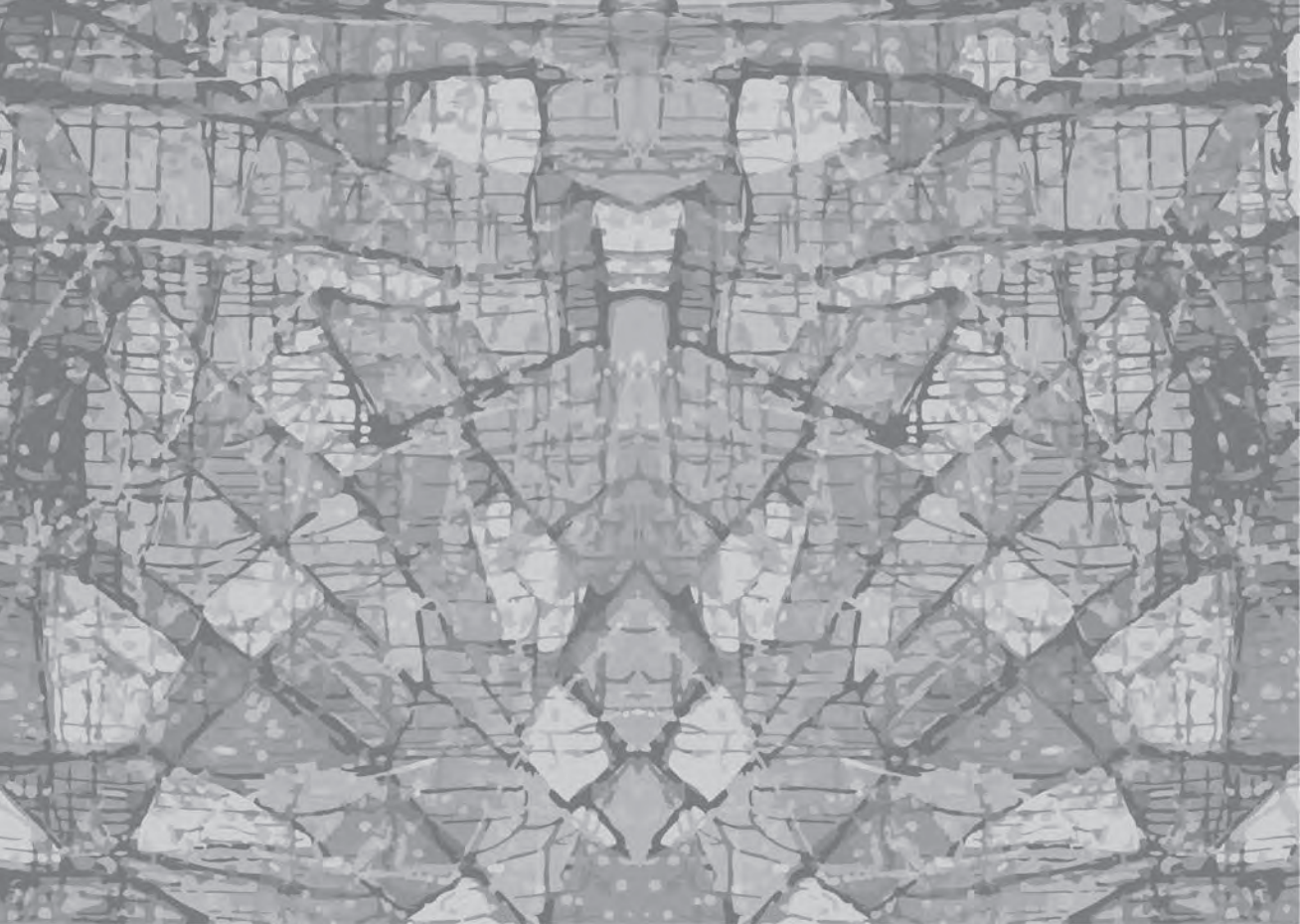
This paper analyses the students' value orientations based on the survey conducted at the University of Rijeka (N=635). The main thesis of the theory of modernization is that changes in the socioeconomic sphere of society generate changes in its predominant value system. Therefore, in the modern societies, the weakening of the traditional and the strengthening of modern and postmodern values can be observed. This was particularly noticeable in the ex-socialist societies whose social and political transitions were generally followed by the process of intensive retraditionalization. The transition of younger generation to adulthood is taking place in the specific context of the post-socialist and post-war transformation of a society, which is characterized by the "clash" of opposing social values. Therefore, it is important to explore which social values are embraced by the young people. This is particularly important in the context of student population, because many of them will become representatives of the future social elites. The paper seeks to address the following questions: To what extent the opposing processes of modernization and re-radicalization of post-socialist societies effects students' expectance of different value orientations? To what extent different family backgrounds effect students' adoption of traditional, modern or postmodern values? Data analysis was carried out through univariate, bivariate and multivariate statistical procedures. The results of our research show that students chiefly support the postmodern values (multiculturalism) and chiefly do not support the traditional values (clericalism and ethnocentrism). Furthermore, the analysis has established a link between students' orientation to traditional values and existence of conservative patterns in their family background. The findings of our research support the main hypothesis of the theory of liberalizing effect of education.

*Keywords:* value orientations, students, traditional values, modern values, postmodern values.

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**POJEDINAC    AN INDIVIDUAL  
KAO            AS A  
AKTER        PROTAGONIST  
OBRAZOVNE   OF EDUCATION  
I DRUŠTVENE   AND SOCIAL  
PROMENE      CHANGE**

## STILOVI PONAŠANJA UČENIKA SREDNJE ŠKOLE U KONFLIKTNIM SITUACIJAMA SA VRŠNJACIMA

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Učenici kao budući kreatori društvenih promena trebalo bi u interpersonalnim odnosima da neguju kulturu dijaloga i uvažavanja različitosti. Sposobnost komunikacije i saradnje su veštine koje se uče i čijim ovladavanjem se može naći adekvatan način postupanja u konfliktima. Stilovi postupanja u konfliktima jesu saradnja, nadmetanje, udovoljavanje, izbegavanje i kompromis. Konstruktivnom razmenom mišljenja u konfliktu učenici se uče da brane svoje stavove, ali i da sagledavaju i uvažavaju tuđe. Ukoliko se ne razreše, konflikti mogu dovesti do nasilničkog ponašanja. Cilj rada je da se ispituju stilovi ponašanja učenika srednje škole u konfliktnim situacijama sa vršnjacima. Uzorak istraživanja čini 195 učenika prvog i drugog razreda srednje škole u Nišu. Za prikupljanje podataka korišćen je Rahimov inventar organizacijskog konflikta. Za obradu podataka upotrebljen je Pirsonov hi kvadrat test, t test i ANOVA. Rezultati pokazuju da kod manje od polovine učenika preovladava saradnja kao stil ponašanja u interakciji sa vršnjacima. Pored saradnje najčešće se konfliktu pristupa nadmetanjem, izbegavanjem i kompromisom, dok je udovoljavanje drugima najmanje zastupljeno. Zaključuje se da učenici u odnosima sa drugima uvažavaju sopstvene i tuđe potrebe, da školski uspeh utiče na stil postupanja u konfliktima, dok pol učenika ne utiče na razlike u nadmetanju i udovoljavanju kao stilu postupanja u konfliktnim situacijama. Učenici čiji je školski uspeh odličan i vrlo dobar najčešće konfliktu pristupaju saradnjom, dok učenici čiji je školski uspeh dobar i dovoljan najčešće pristupaju nadmetanjem. Realizacija programa vršnjačke medijacije u školi jedan je od načina prevencije konflikata. Kako rezultati pokazuju da učenici čiji je školski uspeh bolji adekvatnije postupaju u konfliktima, potrebno je angažovati ih kao vršnjačke medijatore koji će raditi na prevenciji vršnjačkih konflikata.

*Ključne reči:* vršnjački konflikti, stilovi postupanja u vršnjačkim konfliktima, komunikacijske kompetencije, kompetencije za saradnju, učenici.

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## STYLES OF BEHAVIOR OF SECONDARY SCHOOL STUDENTS IN CONFLICT SITUATIONS WITH PEERS

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As future creators of social changes, the students should nurture the culture of dialogue and respect for differences in interpersonal relationships. Communication and cooperation are the skills that can be learnt, and by mastering them one can find the appropriate way to behave in conflicts. Styles of behaviour in conflicts are cooperation, competition, pleasing, avoiding and compromise. By constructive exchange of opinion in conflicts, the students are taught to defend their attitudes and, in addition, to identify and respect other students' attitudes. Unless they are resolved, the conflicts can lead to violent behaviour. The objective of this paper is to examine the styles of behaviour of secondary school students in conflict situations with peers. The sample of the research comprises 195 the first and second grade students of a high school in Niš. Rahim Organizational Conflict Inventory was used to collect data. Pearson's Chi-square test, t test and ANOVA were used for data processing. The results indicate that cooperation, as a style of behaviour in interaction with peers, prevails in less than a half of students. Beside cooperation, the conflict is chiefly approached by competition, avoidance and compromise, whereas pleasing others is least represented. It can be concluded that in interactions, students respect their own and other people's needs, that academic performance affects the style of behaviour in conflicts, whereas the students' gender makes no difference to the competing and pleasing others as a style of behaviour in conflicts. The students who have excellent and very good academic performance mostly resolve conflicts by cooperation, whereas the students with good and sufficient academic performance mostly resolve conflicts by competition. Implementation of peer mediation programme in the school is one of the ways of preventing conflicts. Since the results indicate that students with better academic performance approach the conflicts more appropriately, it is necessary to engage them as peer mediators working on prevention of peer conflicts.

*Keywords:* peer conflicts, styles of behaviour in peer conflicts, communicative competence, cooperation competence, students.

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## PROCES RAZVOJNOG PLANIRANJA I HORIZONTALNO UČENJE NASTAVNIKA I VASPITAČA

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Razvojno planiranje škole i predškolske ustanove predstavlja jedan od ključnih koraka u procesu decentralizacije obrazovnog sistema čiji je cilj da se poveća delotvornost ustanova kroz podsticanje procesa njihovog internog razvoja. U radu se razmatraju problemi koji se odnose na aktuelnu praksu timova za razvojno planiranje u kontekstu horizontalnog učenja nastavnika i vaspitača. Cilj istraživanja bio je da se utvrdi kako nastavnici i vaspitači vide efekte procesa razvojnog planiranja, i koliko se, prema njihovom mišljenju, kroz učešće u radu tima za razvojno planiranje ostvaruje horizontalno učenje. U istraživanju je učestvovalo 60 nastavnika i vaspitača zaposlenih u različitim školama i predškolskim ustanovama u nekoliko gradova u Republici Srbiji. Za potrebe istraživanja konstruisan je upitnik koji je sadržao pitanja otvorenog tipa. Primenjena je kvalitativna analiza prikupljenog materijala. Nalazi istraživanja pokazuju da nastavnici i vaspitači kao najveće dobiti procesa razvojnog planiranja prepoznaju: pokretanje promene vaspitnoobrazovne prakse ustanove, unapređivanje organizacione klime, kao i efikasniju saradnju ustanove sa roditeljima i lokalnom zajednicom. Oni uviđaju da se kroz učestvovanje u radu tima za razvojno planiranje ostvaruje horizontalno učenje, razmena profesionalnih znanja, veština i stavova učesnika procesa, kroz zajedničko razumevanje problema i traganje za mogućim rešenjima, deljenjem zajedničkih vrednosti, vizije i ciljeva razvoja. Postoji potreba za unapređivanjem njihovih kompetencija za saradnju i timski rad, strateško i projektno planiranje. Proces razvojnog planiranja može obezbediti kontinuirani organizacioni proces učenja, doprineti građenju kulture obrazovne ustanove u kojoj se neguje dijalog, pozitivan stav prema promenama i razvoj prakse delovanja kroz deljenje resursa i odgovornosti učesnika procesa.

*Ključne reči:* tim za razvojno planiranje, razvoj ustanove, razvojno planiranje, horizontalno učenje, profesionalni razvoj nastavnika i vaspitača.

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## DEVELOPMENT PLANNING PROCESS AND HORIZONTAL LEARNING OF TEACHERS AND PRESCHOOL TEACHERS

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School and preschool development planning represents one of the key steps in the process of decentralization of educational system with the aim of increasing institutional efficiency by encouraging the internal development of institutions. This article studies problems related to current practice of development planning teams in the context of teachers' and preschool teachers' horizontal learning. The aim of research is to determine how teachers and preschool teachers see the effects of development planning process as well as the extent to which the horizontal learning is accomplished via participating in development planning team, in their opinion. The study included 60 school and preschool teachers employed in schools and preschools in different cities in Serbia. For research purposes, a questionnaire which included open-end questions was developed. Qualitative analysis of the collected material was applied. The research results show that teachers and preschool teachers recognize the most valuable benefits of development planning process to be: initiating the change in institutional educational practice, improvement of organizational ambience, and better cooperation of educational institutions with parents and local community. They recognize that horizontal learning, as well as the exchange of professional knowledge, skills and attitudes of process participants is accomplished by participating in development planning team. This is attained through mutual understanding of problems and searching for potential solutions, sharing the common values, visions and development goals. There is a need for improving their competencies for cooperation and team work, strategical and project planning. Development planning process can provide continuous organisational process of learning, contribute to building institutional culture which nurtures dialog, positive attitude to changes and development of operating practice through sharing resources and responsibilities between process participants.

*Keywords:* development planning team, development of institution, development planning, horizontal learning, professional development of school and preschool teachers.

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## NASTAVNIČE, ŠTA JE SA VAŠOM ULOGOM?

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U učionici je nastavnik prvenstveno prepoznat kao neko ko je odgovoran za kreiranje i upravljanje procesom učenja, ali to mu nije jedini zadatak. U vremenu brzih promena i sve dubljih socijalnih razlika, nastavnik je taj koji može pomoći učenicima da prevaziđu prepreke i nedostatke i ostvare svoj puni potencijal. Podučavanje se smatra glavnim zadatkom svakog nastavnika, ali ono mora imati i obrazovne, etičke i moralne karakteristike. Zato se nastavnik smatra i pedagoškim stručnjakom koji stavlja akcenat na odnose, vrednosti, moralne i emocionalne faktore. U našem istraživanju u kome je učestvovalo 345 nastavnika iz 16 slovenačkih srednjih škola, proučavali smo različite uloge nastavnika, a posebno smo bili zainteresovani za ono što nastavnici smatraju svojim ključnim ulogama u učionici. Da bismo prikupili podatke, napravili smo upitnik u kome se nalaze izjave koje se odnose na konkretan i specifičan rad nastavnika, i zamolili smo nastavnike da upotrebe četvorostepenu skalu da bi procenili koliko je za njih istinita svaka od navedenih izjava. Kao polaznu tačku za izjave postavili smo tri dimenzije rada nastavnika (sadržajna, didaktička i pedagoška izvrsnost), što potvrđuju i rezultati potvrđujuće faktorske analize. Međutim, naši nalazi upućuju na to da uloga nastavnika nije samo trodimenzionalni konstrukt kao što smo prvo pretpostavili. Razlog leži u tome što se svaka od tri „teorijske“ uloge sastoji od dve ili tri dodatne uloge koje su međusobno povezane. Dakle, više ne govorimo o trodimenzionalnom konstrukt, već o sedmodimenzionalnom konstrukt uloge nastavnika (više u Makovec, 2018). Takođe smo saznali da većina nastavnika prati najnovija kretanja u svojoj stručnoj oblasti i smisleno uključuje nova dostignuća u svoja predavanja. Nastavnici takođe ističu da prilikom planiranja časa pored obrazovnog efekta nastavnih sadržaja, naglašavaju i njihovu vrednosnu dimenziju. Rezultati našeg istraživanja pokazuju da nastavnici obavljaju svoje uloge profesionalno, etički i najbolje što mogu, što znači da oni učenike i obrazuju i uče (moralnim) vrednostima.

*Ključne reči:* uloga nastavnika, sadržaj, didaktička i pedagoška izvrsnost.

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## TEACHER, WHAT ABOUT YOUR ROLE(S)?

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In the classroom, the teacher is primarily recognised as the one who is responsible for designing and managing the students' learning process, but this is not their only task. In the time of rapid change and deepening social differences, he or she is also the one who can help students overcome obstacles and deficiencies, and realize their potential. Teaching is considered to be the teacher's principal task but it must include educational, ethical and moral qualities too. That is why the teacher is also seen as a pedagogical expert who highlights relations, values, moral and emotional factors. In our research which included 345 teachers from 16 Slovenian high schools, we have studied different roles of teachers, with a special interest in what teachers consider to be their key roles in the classroom. To collect data, we created a questionnaire which included statements relating to the teachers' actual and particular work and asked the participating teachers to use the four-point scale to assess how true each of the statements was for them. As a starting point for statements, we set three dimensions of the teacher's work (content, didactic and pedagogical excellence), which is also confirmed by the results of the confirmatory factor analysis. However, our analysis established that a teacher's role is not just the three-dimensional construct as we first assumed. This is because each of the three "theoretical" roles consists of two or three further roles that are interrelated. Thus, we no longer speak of the three-dimensional construct but about a seven-dimensional construct of the teacher's role (more in Makovec, 2018). We also found out that majority of teachers keep up with the progress in their field of expertise and meaningfully include new developments in their teaching. The teachers also point out that, when planning a lesson, they not only take into consideration educational effect of the learning contents but also emphasize their value dimensions. Our research findings indicate that the teachers perform their roles professionally, ethically, and to the best of their ability, which means that they also educate students and teach them (moral) values.

*Keywords:* teacher's role, content, didactic and pedagogical excellence.

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## OBRAZOVANJE NASTAVNIKA I NJEGOVA USKLAĐENOST SA TRŽIŠTEM RADA

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Imajući u vidu Strategiju za razvoj obrazovanja 2018–2025, kao i indikativni strateški dokument 2014–2020. (koji sadrži glavne ciljeve za pružanje pomoći preko IPA II u sektoru obrazovanja) cilj našeg istraživanja jeste da se utvrdi koje su kompetencije studenata, budućih nastavnika, najsvrsishodnije za tržište rada. S obzirom na to da nastavnici predstavljaju ključni faktor i imaju najvažniju ulogu u unapređivanju obrazovne prakse i pripremanju svakog deteta za ostvarivanje punog potencijala za život i rad u 21. veku, u istraživanju je učestvovalo 36 nastavnika razredne nastave. Organizovane su četiri fokus grupe. Primenjena je kvalitativna metodologija, odnosno tematska analiza. Rezultati pokazuju da su za uspešan rad nastavnika danas, između ostalog, potrebni jasno određeni ciljevi školskog časa, integracija sadržaja različitih nastavnih predmeta, implementacija projekata, realizacija akcionih istraživanja u učionici, kao i priprema individualnog obrazovnog plana za učenike koji imaju posebne obrazovne potrebe. Da bi ovo bilo uspešno realizovano, neophodna je uža saradnja između fakulteta i škola, tj. praktičara, jer je njihovo mišljenje prilikom izrade studijskih programa veoma važno. Ciljeve nastavnog programa za obrazovanje nastavnika trebalo bi odrediti u odnosu na postignuće učenika i njihove veštine i kompetencije, odnosno znanje (ono što su naučili i razumeli) i praktične kompetencije (ono što znaju i umeju da urade). Dakle, potrebno je preći sa takozvanog studijskog programa orijentisanog na input (definisano time šta nastavnik predaje) na tzv. studijski program orijentisan na output (definisano veštinama i kompetencijama koje će studenti steći) koji će im obezbediti konkurentnost na tržištu rada.

*Ključne reči:* obrazovanje nastavnika, tržište rada, kompetencije.

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## TEACHER EDUCATION AND ITS COMPLIANCE WITH LABOUR MARKET

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With the view of the Education Development Strategy 2018-2025, as well as the indicative strategic document 2014-2020 containing the main goals for providing assistance via IPA II in the education sector, the objective of our research is to determine what competencies of the students, future teachers, are most desired by the labour market. As the teachers are considered to be key factor and have the most important role in improving educational practice and preparing each child to develop their full potential for living and working in the 21st century, the research involved 36 primary school teachers. Four focus groups were organized. The qualitative methodology, i.e. thematic analysis was applied. The results of the data analysis show that successful teaching today, among other things, requires: clearly set objectives of a lesson, integration of contents belonging to different teaching subjects, implementation of projects, implementation of action research in the classroom, as well as development of the individual educational plan for students with special educational needs. For successful implementation, a closer collaboration between faculties and schools i.e. practitioners is required, as their opinion in the process of designing study programs is very important. The objectives of the teacher education curriculum should be specified with regard to the students' achievements and their skills and competences i.e. knowledge (what they have learned and understood) and practical competences (what they know and can do). Namely, it is necessary to move from the so-called input-oriented study program (defined by the teachers' lecturing) to the so-called output-oriented program (defined by the skills and competencies that students will acquire) which will ensure their competitiveness in the labour market.

*Keywords:* teacher education, labour market, competencies.

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## ODNOS ALTRUIISTIČKI MOTIVISANIH NASTAVNIKA PREMA VRŠNJAČKOM NASILJU

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U radu se ukazuje na značaj koji motivacija za izbor nastavničke profesije ima na rad nastavnika i njihovo suočavanje sa različitim problemima u nastavničkoj praksi. Istraživanja potvrđuju da u populaciji nastavnika ima najviše onih koji su altruistički motivisani, pa je zanimljivo ispitati njihov odnos prema izazovima sa kojima se suočavaju u svom poslu. Bavljenje problemima vršnjačkog nasilja u osnovnim školama u Crnoj Gori jedan je od najvažnijih zadataka odeljenskih starešina. S tim u vezi, cilj istraživanja jeste da utvrdimo kakav odnos prema vršnjačkom nasilju imaju altruistički motivisane odeljenske starešine. Primenjen je miks-metodski pristup. U kvantitativnom delu istraživanja korišćena je skala procene motiva za izbor nastavničke profesije, što je poslužilo da se iz celokupnog uzorka izdvoje altruistički motivisane odeljenske starešine. U kvalitativnom delu istraživanja primijenjena je tematska analiza sadržaja. Analizirani su odgovori dobijeni tokom polustrukturiranih intervjuja u kojima je učestvovalo 48 odeljenskih starešina iz 5 osnovnih škola iz Podgorice, kako bi se sagledao njihov odnos prema vršnjačkom nasilju. Rezultati ukazuju na to da su odeljenske starešine najčešće suočene sa verbalnim vršnjačkim nasiljem među svojim učenicima i da pokazuju inicijativu i spremnost da identifikuju, spreče i rešavaju pojedinačne slučajeve vršnjačkog nasilja. Prevenciju vršnjačkog nasilja planiraju kroz konkretne aktivnosti u okviru posebnih programa rada odeljenskih starešina. Da bi sprečili i razrešili slučajeve vršnjačkog nasilja, ohrabruju učenike da govore o ovom problemu. Nalazi upućuju i na to da odeljenske starešine pokazuju inicijativu za lični profesionalni razvoj, birajući akreditovane programe stručnog usavršavanja iz oblasti vršnjačkog nasilja. Implikacije istraživanja se odnose na selekciju budućih studenata nastavničkih fakulteta, dalje stručno usavršavanje i sistemsku podršku koju bi trebalo da dobiju u školi u kojoj su zaposleni.

*Ključne reči:* altruistička motivacija, odeljenske starešine, vršnjačko nasilje, učenici, izazovi u poslu nastavnika.

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## RELATIONSHIP OF ALTRUISTICALLY MOTIVATED TEACHERS TOWARDS PEER VIOLENCE

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The work points to significance of motivation when choosing a profession of a teacher for the teachers' work and the way they handle various problems that occur in teaching practice. Research confirms that majority of the teaching population is altruistically motivated, so it is interesting to analyse their attitude to challenges they face in their work. Dealing with peer violence in schools in Montenegro is one the most important tasks of class-masters. Therefore, the goal of this research is to determine the relationship of altruistically motivated class-masters to peer violence. We applied mix-method approach. In the quantitative part of the research, we used the scale of estimating the motivation for choosing the profession of a teacher, which served to single out altruistically motivated class-masters from the total sample. In the qualitative part of the research, we applied thematic analysis of the contents. We analysed responses gained through semi-structured interviews in which 48 class-masters from 5 elementary schools in Podgorica took part, with a goal of gaining insight into their standpoints regarding the peer violence. The results point to the fact that the class-masters often witness verbal peer violence among their students, and that they demonstrate initiative and readiness to identify, prevent and resolve individual cases of peer violence. They plan the prevention of peer violence through particular activities within the special programs within a class-masters' work. In order to prevent and resolve peer violence, they encourage the students to talk about their issues. The results point to the fact that they also demonstrate personal initiative for professional development, choosing accredited professional training programmes in the area of peer violence. The key implications of the research refer to selection of the future students of teaching faculties, further professional development and systemic support they should receive in schools where they work.

*Keywords:* altruistic motivation, class-masters, peer violence, students, challenges in teaching profession.

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## SPREMNOST ZA USPOSTAVLJANJE BLISKIH ODNOSA I SAMOPROCENJENA AGRESIVNOST KOD BUDUĆIH NASTAVNIKA I VASPITAČA

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Osnovni cilj istraživanja predstavljao je utvrđivanje uočene spremnosti za uspostavljanje bliskih odnosa i samoprocenjene agresivnosti kod budućih učitelja i vaspitača, kao i njihove povezanosti. Istraživanje je sprovedeno na uzorku od dvesta devedeset i jednog ispitanika, studenata Učiteljskog fakulteta u Rijeci. Podaci su prikupljeni na dva studijska programa: na Učiteljskim studijama (160 ispitanika) i na Ranom i predškolskom vaspitanju i obrazovanju (125 ispitanika). Koristili smo dva merna instrumenta: Upitnik o agresivnosti (Buss i Perry, 1992) i Upitnik o odnosima (Griffith i Bartholomew, 1994). Faktorskom analizom dobijene su četiri dimenzije agresivnosti (fizička agresija, verbalna agresija, ljutnja i neprijateljstvo) i tri stila uspostavljanja bliskih odnosa (sigurnost, plašljivost i odbacivanje). Rezulti ukazuju na nizak do srednji nivo samoprocenjene agresivnosti kod studenata, kao i, teorijski uglavnom poželjnu, uočenu sposobnost za uspostavljanje bliskih odnosa u istoj grupi. Postoji pozitivna korelacija između plašljivog stila pri uspostavljanju bliskih odnosa i četiri dimenzije agresije (niska korelacija sa fizičkom i verbalnom agresijom, umerena korelacija sa ljutnjom i visoka korelacija sa neprijateljstvom). Takođe, postoji i niska pozitivna korelacija između sigurnog stila pri uspostavljanju bliskih odnosa i verbalne agresije i napokon, uočena je i niska pozitivna korelacija između odbacivanja kao stila za uspostavljanje bliskih odnosa i neprijateljstva. Ovi rezultati mogu biti interesantni za negovanje poželjnih osobina ličnosti i ponašanja u školi i obdaništu.

*Ključne reči:* agresivnost, odnosi, privrženost, učitelji, vaspitači, učenici, deca.

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## READINES TO ESTABLISH CLOSE RELATIONSHIPS AND SELF-ESTIMATED AGGRESSION AMONG FUTURE TACHERS IN SCHOOLS AND KINDERGARDENS

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The basic goal was to determinate the perceived readiness to establish close relationships and self-estimated aggression among future teachers and preschool teachers, as well as their connection. The study was conducted on a sample of 291 respondents, students of the Faculty of Teacher Education in Rijeka. The data were collected within two courses of study - Teacher's study with 160 respondents and Early and Preschool education with 125 respondents. We used two measuring instruments: The Aggression Questionnaire (Buss & Perry) and Relationship Questionnaire (Griffith & Bartholomew). Using factor analysis, we got four dimensions of aggression (physical aggression, verbal aggression, anger, and hostility) and three styles of establishing close relationships (secure, fearful, and dismissing). The results show low to medium level of self-estimated aggressiveness of the students, as well as theoretically mainly desirable perceived readiness to establish close relationships in the same group. There are positive correlations between fearful style of establishing close relationships and four dimensions of aggression (low correlations with physical and verbal aggression, moderate correlation with anger, and high correlation with hostility). Also, there is a low positive correlation between secure style of establishing close relationships and verbal aggression, and finally, there is low positive correlation between dismissing style of establishing close relationships and hostility. Those results should be interesting for maintaining desirable personality traits and behaviour in school and kindergarten.

*Keywords:* aggression, relationships, teachers, preschool, school.

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## DIGITALNE KOMPETENCIJE UNIVERZITETSKIH NASTAVNIKA\*

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Tehnologija se danas nalazi u svakom aspektu čovekovog delanja i menja način na koji učimo, komuniciramo i stvaramo znanje. Promene se primećuju i u obrazovanju, budući da postoji tendencija da se kreiraju nove metode učenja, da se kreira nov kontekst učenja i razvijaju kompetencije učenika za funkcionisanje u digitalnom svetu. Nivo digitalnih kompetencija učenika zavisi od nivoa kompetencija koje poseduje nastavnik. Kreiranjem Okvira digitalnih kompetencija za nastavnike i razvojem učenja uz tehnologiju, tzv. hibridne nastave javlja se potreba za razvojem digitalnih kompetencija nastavnika. Korpus istraživanja koja se tiču ove teme nalazi se najviše u sferi osnovnog i srednjeg obrazovanja, dok je znatno manji broj orijentisan na visokoškolsko obrazovanje. Polazeći od toga, cilj rada jeste da se prikažu rezultati stranih istraživanja o nivou digitalnih kompetencija univerzitetskih nastavnika i o upotrebi tehnologije u nastavi. Primenjena je deskriptivna metoda i metoda analize relevantne literature. Dobijeni rezultati ukazuju na nizak nivo digitalnih kompetencija univerzitetskih nastavnika, a kao glavni uzrok toga ističe se neadekvatna obučenosť nastavnika tokom inicijalnog obrazovanja. Uprkos niskom nivou digitalnih kompetencija, univerzitetski nastavnici imaju pozitivne stavove prema upotrebi informaciono-komunikacione tehnologije u nastavi, budući da uglavnom koriste vizuelne prezentacije, dok je upotreba društvenih mreža najmanje zastupljena. U zaključku je ukazano na uzroke niskog nivoa digitalnih kompetencija univerzitetskih nastavnika, kao i na tehnologije koje se najčešće koriste u nastavi. Takođe, naglašava se da je potrebno u budućim istraživanjima razmatrati ovu tematiku u okviru našeg sistema visokog obrazovanja.

*Ključne reči:* univerzitetski nastavnici, digitalne kompetencije, visoko obrazovanje, tehnologija, nastava.

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## DIGITAL COMPETENCES OF UNIVERSITY TEACHERS\*

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Technology is nowadays present in every aspect of human activity and changes the way we learn, communicate and create knowledge. Changes are also visible in education, where there is a tendency to create new learning methods, new learning context and develop students' competencies for functioning in digital world. The level of students' digital competencies depends on the level of the teacher's competences. By creating the Digital Competence Framework for Teachers and development of learning via technology, so-called blended learning, the need for developing digital competencies of teachers arises. The research corpus on this topic is found mostly in primary and secondary education, while a significantly smaller number is oriented towards higher education. Starting from this, the aim of the paper is to present the results of foreign researches on the level of digital competencies of university teachers and use of technology in teaching. The descriptive method and analysis of relevant literature were used. The results obtained point to the low level of digital competencies of university teachers; the main reason for this being the inadequate training of teachers during initial education. Despite the low level of digital competence, university teachers have positive attitude towards using information and communication technologies in teaching, as they mostly use visual presentations, while the use of social networks is least represented. In the final review, the causes of the low level of digital competencies of university teachers are identified as well as the predominantly used technologies in teaching. Also, the need for future research on this topic in our higher education system is underlined.

*Keywords:* university teachers, digital competencies, higher education, technology, teaching.

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## PREDŠKOLSKI PEDAGOG KAO POKRETAČ PROMENE

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Osnovna uloga pedagoga u dečjem vrtiću odnosi se na unapređivanje vaspitnoobrazovnog rada, uvođenje inovacija i savremenih metoda i oblika rada. Pedagog učestvuje u svim fazama odvijanja vaspitnoobrazovnog procesa: od planiranja i programiranja do vrednovanja postignutih rezultata i saraduje sa svim subjektima vaspitnoobrazovnog procesa – od dece do šire zajednice. U ovom radu se teorijski i iskustveno razmatraju brojne uloge pedagoga u dečjem vrtiću. U empirijskom delu istraživanja primenjena je kvalitativna metodologija, odnosno metoda standardiziranog intervjua koji sadrži pitanja otvorenog tipa. U ispitivanju je učestvovalo 5 osoba ženskog pola. Cilj istraživanja jeste da se ispituju i interpretiraju iskustva pedagoga koji rade u dečjim vrtićima na području Istarske i Primorsko-goranske županije, imajući u vidu 4 kategorije: uslovi rada, programski zahtevi, specifična uloga pedagoga, kao i obrazovanje i stručno usavršavanje. Uslovi rada kod svih učesnica istraživanja su zadovoljavajući. Programske zahteve ostvaraju u odnosu na dete, u odnosu na roditelje, u odnosu na vaspitače, u odnosu na razvojno-pedagošku službu i širu društvenu zajednicu. Osnovna uloga pedagoga u vrtiću jeste uloga stručne osobe koja unapređuje kvalitet predškolskog vaspitanja i obrazovanja stručnim radom i delovanjem u odnosu na decu, roditelje, vaspitače i društvenu sredinu u saradnji sa stručnim timom. Pored toga, pedagog ima i brojne specifične uloge. Jedna od takvih uloga je savetodavna, ali je samo jedna učesnica izjavila da je vrlo kompetentna na tom polju. Pedagozi su najzastupljeniji profil stručnog saradnika u dečjim vrtićima u Republici Hrvatskoj. Kako bi kvalitetno ostvarivali svoje programske zadatke, nužno je da imaju timsku saradnja sa ostalim članovima stručnog tima, direktorom i vaspitačima. Da bi unapredili vaspitnoobrazovni rad, učesnice istraživanja najčešće koriste akciona istraživanja u kojima pedagog pomaže, prati, učestvuje, inicira, dokumentuje i evaluiira proces rada zajedno sa vaspitačima. Sve učesnice su potvrdile tezu o nužnosti celoživotnog obrazovanja i konstantnog unapređivanja kompetencija jer ih tokom studija ne stiču dovoljno, ali su izrazile i nezadovoljstvo ponudom stručnih usavršavanja u domenu ove profesije. U Republici Hrvatskoj nedostaju istraživanja, naučni i stručni radovi koji se bave pedagozima u ustanovama za rano i predškolsko vaspitanje i obrazovanje, pa se ovim radom nastoji dati doprinos i povod za dodatna istraživanja u ovoj oblasti i pomoći predškolskim pedagozima da kvalitetnije obavljaju svoju profesiju.

*Ključne reči:* pedagog; stručni saradnici; vaspitanje i obrazovanje; dečji vrtić; promena.

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## EARLY CHILDHOOD PEDAGOGUE AS A DRIVER OF CHANGE

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The fundamental role of a pedagogue in the kindergarten is to improve the educational work, introduce innovations, and modern methods and forms of work. A pedagogue participates in all the phases of educational process, from planning and programming to evaluation of achievements, and cooperates with all subjects of educational activity, from children to the wider community. This paper discusses theoretical and empirical considerations of numerous pedagogical roles in kindergarten. In the empirical part of the research, a qualitative methodology was used by the means of a standardized interview with open type questions. Five female respondents participated in this study. The aim of the research is to examine and interpret the experiences of pedagogues working in kindergartens in the area of regions Istria and Primorje-Gorski Kotar County, observed in 4 categories: Working Conditions, Program Tasks, Specific Role of Pedagogue, and Education and Professional Training. All the respondents perceive working conditions as satisfactory. Program tasks are performed considering the child, considering the parents, considering the educators, considering the developmental pedagogical service and the wider social community. The key role of a pedagogue in kindergarten is the role of a professional who improves the quality of pre-school education through professional work and action considering the children, parents, educators and social environment, in cooperation with the professional team. In addition, a pedagogue also has numerous specific roles. One of them is the consulting role, but only one respondent proclaims to be very competent in that field. Pedagogues are the most commonly represented profile of professional associates in kindergartens in the Republic of Croatia. In order to successfully accomplish their program tasks, it is necessary that they have team collaboration with other professional team members, the principal and educators. In order to improve the educational work, the respondents most commonly use action research in which a pedagogue helps, monitors, participates, initiates, documents and evaluates the working process together with preschool teachers. All respondents confirmed the thesis on the necessity of a lifelong learning and constant improvement of competences as they lacked them in the course of study but expressed dissatisfaction with the offer of the in-service vocational training for their profession. The Republic of Croatia lacks research, scientific and professional activities dealing with pedagogues in institutions for early and pre-school education. This is why this work aspires to provide the contribution and basis for further research in this area, as well as the assistance to pre-school pedagogues for performing their professional tasks better.

*Keywords:* pedagogue; education and training; kindergarten; change.

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## ULOGE I ZADACI DIREKTORA ŠKOLE U SRBIJI: NEKAD I SAD

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Standardi kompetencija direktora ustanova obrazovanja i vaspitanja u Srbiji (2013), kao i zakonska regulativa koja se odnosi na direktore, propisuju kompleksne i raznovrsne uloge i zadatke. Novija istraživanja u oblasti obrazovnog liderstva pokazuju da su direktori veoma opterećeni, zbog čega im je posebno teško da uspostave ravnotežu između dve najvažnije uloge: pedagoškog lidera i menadžera škole. Cilj ovog rada je da utvrdimo da li je pomenuti problem, na koji direktori ukazuju, nov ili je postojao i u prošlosti. S tim u vezi, analizirale smo radove o direktorima škola koji su objavljeni u časopisu *Nastava i vaspitanje* u periodu od početka izlaza časopisa (1951. godine) do osamdesetih godina 20. veka. U tekstovima smo tragale za opisima uloga direktora, za sadržajem zadataka putem kojih se ove uloge ostvaruju, kao i za iskazima autora koji potencijalno ukazuju na problem balansa između dve najvažnije uloge. Na osnovu analize sadržaja 14 tekstova utvrdile smo da su autori značajno više pažnje posvetili razmatranju pedagoško-instruktivne uloge direktora, nego razmatranju uloge direktora kao menadžera škole. Pedagoško-instruktivnu ulogu opisuju kroz sledeće zadatke: planiranje i programiranje nastavnog procesa, posete časovima, praćenje rada nastavnika i pružanje neophodne pomoći posebno mlađim nastavnicima, praćenje učeničkog znanja i napredovanja, planiranje i organizacija individualnog i kolektivnog stručnog usavršavanja nastavnika, stvaranje uslova za efikasnu saradnju sa školskim pedagogom i tako dalje. Na osnovu istraživanja i iskustava iz školske prakse autori su ukazivali na to da je pedagoška uloga direktora zapostavljena, zbog njihove opterećenosti poslovima koji pripadaju menadžerskoj ulozi. Pored toga, ukazivali su i na nedostatak istraživanja u oblasti pedagoškog liderstva, kao i na potrebu za organizovanjem seminara koji bi se programski zasnivali na stvarnim interesovanjima i potrebama direktora škola. Dakle, rezultati naše analize upućuju na relativno dug vremenski period postojanja sličnih problema u oblasti obrazovnog liderstva u Srbiji, što bi trebalo da predstavlja dodatni podsticaj za istraživače i kreatore obrazovnih politika u pronalaženju adekvatnih strategija podrške direktorima škola u balansiranju ključnih uloga. U radu se diskutuje o rešenjima – kao što su distributivno liderstvo, mentorstvo i facilitacija prilikom uvođenja novih direktora u posao – koja su se u drugim obrazovnim sistemima pokazala kao efektivna za unapređivanje kvaliteta rada škole.

*Ključne reči:* uloge direktora škole, pedagoški lider, menadžer škole, časopis *Nastava i vaspitanje*.

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## ROLES AND TASKS OF A PRINCIPAL IN SERBIA: NOW AND THEN

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Standards of competencies for principals of educational institutions in Serbia (2013), as well as the legislation related to principals, stipulate complex and diverse roles and tasks. Recent research in the field of educational leadership shows that principals are overburdened, and therefore have difficulties in balancing out the two most important roles: of educational leader and school manager. The objective of this paper is to determine whether this problem, signalled by the principals, is new or has existed in the past as well. In this regard, we analysed the articles on principals published in the journal *Teaching and education* from the beginning of its publication (1951) till 1980s. In the articles, we searched for descriptions of the principals' roles, the content of their professional tasks, as well as for authors' statements that potentially point to the problem of balancing the two most important roles. Based on the content analysis of 14 articles, we found that the authors paid much more attention to educational and instructive role of the principal than to the principal's role of a school manager. They describe the educational and instructive role through the following tasks: planning and programming of the teaching process, visits to classes, monitoring the work of teachers and providing necessary assistance particularly to younger teachers, monitoring of students' knowledge and progress, planning and organization of individual and collective in-service teacher trainings, creating conditions for efficient cooperation with a school counsellor and so on. Based on the research and experience from the school practice, the authors indicated that the educational role of principals was neglected due to burden of tasks belonging to managerial role. In addition, they pointed to the lack of research in the field of educational leadership, as well as to the need for organizing seminars which would be topically based on real interests and needs of principals. Therefore, the results of our analysis point to a relatively long period of similar problems in the field of educational leadership in Serbia, which is supposed to provide additional motivation to researchers and educational policy makers for finding adequate strategies for supporting the principals in balancing their key roles. The paper discusses solutions - such as distributed leadership, mentoring, and facilitation in introducing new principals into job - that have proven effective in other education systems in improving quality of school's operation.

*Keywords:* roles of principal, educational leader, school manager, journal *Teaching and education*.

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