



Prvi znanstveni kolokvij Poslijediplomskoga sveučilišnog studija Pedagogija i kultura suvremene škole

The first academic colloquium of the postgraduate university study programme Pedagogy and Contemporary School Culture



SVEUČILIŠTE JOSIPA JURJA STROSSMAYERA U OSIJEKU
FILOZOFSKI FAKULTET

Kultura suvremene škole

*Contemporary
School Culture*

Knjiga sažetaka | *Book of Abstracts*

Knjiga sažetaka

Book of Abstracts

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Plenarna izlaganja

Plenary sessions



Smart Pedagogy as a Driving Wheel for Technology Enhanced Learning

Professor, **Linda Daniela**, Dean of the Faculty of Education, Psychology and Art; Chair of the PhD Defense Board in Educational Sciences of the University of Latvia

Abstract:

It is clear that, as technology advances, it is increasingly being used in the educational environment to change different dimensions of the educational system and one of the dimensions of it is the learning process that has been using computer technology and communication network solutions (WWW) already for some time. We currently know many different ways in which Advanced Learning Technologies can be used and will inevitably continue to expand and evolve as new technological solutions emerge, so at this point in time, the term technology-enhanced learning (TEL) includes earlier terms that describe the use of technology in different ways. Technology in the learning process is believed to help students make their own decisions, develop, and diversify knowledge and skills, create diverse learning environments, and allow students to self-evaluate and provide feedback as TEL promotes an active, inclusive, ubiquitous form of learning and the formation of learning communities. TEL is a continuously changing process where different technologies are used in the learning process to support students to become smart, motivated learners who know how to construct their knowledge and are supported by competent educators who carry out predictive analyses of processes.

TEL can be divided according to the learning purpose of using these technologies:

1. Offering technologies that help to see knowledge differently, such as simulations, applications, videos, which help to expand the dimensions of perceived information, thus ensuring a more complete learning process, because the methods used help to broaden the understanding of certain concepts by offering their visualization
2. Technologies that provide active learning and allow students to work on a hands-on basis, where they actively create new knowledge by acting themselves, for example, programming robotics, or developing 3D printable objects or creating other technological solutions
3. Technological solutions that help to evaluate the acquired knowledge, ensuring the learning analytics process

Any of these types of TEL may exist in the learning process, but the pedagogical task is to ensure that a certain dimension of knowledge acquisition comes to the fore, considering whether such a learning process contributes to the development of knowledge, supports quantitative growth of knowledge, or provides access to knowledge; helps to accumulate the acquired knowledge in new thinking schemas.

Regardless of whether technology is used to build a blended, hybrid, flipped learning process, or whether technology is used to deliver remote learning, the essential is how the pedagogical process is organized.

Enhancing your professionalism through Living Educational Theory

Marie Huxtable, Visiting Research Fellow at the University of Cumbria, United Kingdom

Jack Whitehead, Visiting Professor at the University of Cumbria, United Kingdom

Abstract:

The focus of the talk will be on how participants can enhance their professionalism as educators by exploring the implications of asking, researching, and answering questions of the kind, 'How do I improve my educational practice?' through Living Educational Theory research. Papers on creating a profession of educators with the living-educational-theories of master and doctor educators can be accessed from <https://www.actionresearch.net/writings/gei2015/geicontents2016.pdf>.

Living-educational-theories are validated, values-laden explanations a practitioner-researcher creates of their educational influences in their own learning, in the learning of others and in the learning of social formations within which they live and work. Values of human flourishing, clarified as they emerge through the research, serve as explanatory principles in explanations of educational influences in learning and standards of judgment.

Participants will have opportunities to reflect on the values that motivate them to engage in continuing professional development to improve what they do as professional educators and to learn how to submit a paper to the Educational Journal of Living Theories (see <https://ejolts.net/>).

Uključivanje polaznika doktorskog studija u znanstveni projekt Hrvatske zaklade za znanost

izv. prof. dr. sc. **Branko Bognar**, Filozofski fakultet, Osijek

Sažetak:

Hrvatska zaklada za znanost podupire znanstvene projekte koji su prošli međunarodno vrednovanje i zadovoljili visoko postavljene kriterije kvalitete. Sudjelovanje u takvim projektima omogućuje mladim istraživačima upoznavanje metodologije pedagoškog istraživanja i razvoj znanstvenih kompetencija. Međutim, ulogu mladih znanstvenika u projektu ne bi trebalo shvatiti samo kao pomoć u realizaciji sporednih znanstvenih aktivnosti. Oni svojim kreativnim idejama doprinose osmišljavanju novih znanstvenih ciljeva, projektnih rješenja i teorijskih objašnjenja istraživanih fenomena. Mladi istraživači koji su uključeni u projekt Hrvatske zaklade za znanost "Stručno usavršavanje učitelja u funkciji unapređenja rezultata učenja učenika osnovne škole u prirodoslovnom i matematičkom području (IP-2018-01-8363)" doprinijeli su realizaciji stručnog usavršavanja koje se temelji na online suradnji učitelja i primjeni videozapisa nastave. Njihov doprinos ogleda se i u osuvremenjivanju postupaka prikupljanja podataka izradom online aplikacije za analizu videozapisa nastave. Osim toga, dan je i doprinos teorijskom razvoju razumijevanja fenomena stručnog usavršavanja učitelja. Sudjelujući u znanstvenom projektu s drugim znanstvenicima, mladi istraživači razvijaju suradničke kompetencije, uključuju se u znanstvene i stručne mreže te se osposobljavaju za samostalno osmišljavanje i vođenje budućih projekata.

Involvement of doctoral students in a scientific project of the Croatian Science Foundation

Abstract:

The Croatian Science Foundation supports scientific projects that have passed international evaluation and met high-quality criteria. Participation in such projects enables young researchers to get acquainted with the methodology of pedagogical research and the development of scientific competencies. However, the role of young scientists in the project should not be understood only as an aid in the realization of ancillary scientific activities. With their creative ideas, they contribute to the design of new scientific goals, project solutions, and theoretical explanations of the researched phenomena. Young researchers involved in the project of the Croatian Science Foundation "Professional development of teachers in the function of improving the learning outcomes of primary school students in science and mathematics (IP-2018-01-8363)" contributed to the realization of professional development based on online teacher cooperation and the use of teaching videos. Their contribution is also associated with the modernization of data collection procedures by creating an online application for the analysis of teaching videos. In addition, a contribution was made to the theoretical understanding of the phenomenon of teacher professional development. Participating in a scientific project with other scientists, young researchers develop collaborative competencies, get involved in scientific and professional networks, and are qualified to independently design and lead future projects.

Izlaganja radova doktoranada

*Paper presentations
of PhD students*



Vidimo se online! Ili kada studenti najradije rade online

Vlatka Ivić

Sažetak:

Cilj ovog rada je proučiti koje vrijeme tijekom dana studenti samostalno odabiru za sastanak u Moodle Chatu kako bi u svojim grupama organizirali raspravu u obliku književnih kružoka, kao i vremensko trajanje njihovih sastanaka. Zahvaljujući tehnološkom napretku književni kružoci (Forum za slobodu odgoja, 2016) osmišljeni za rad u učionici, preoblikovani su za online grupni rad u sustavu Moodle. Na taj način je studentima pružena mogućnost nekonvencionalnijeg i slobodnijeg pristupa izvršenju zadatka, bez direktnog nadzora i nazočnosti nastavnika tijekom njihove provedbe. Aktivnosti su se odvijale tijekom sedam akademskih godina (2014-2021) sa studentima prve godine engleskog jezika i književnosti Filozofskog fakulteta u Osijeku. Preko 500 studenata sudjelovalo je u književnim kružocima u grupama od četiri do šest članova. Podatci će biti obrađeni kvantitativno i kvalitativno. Kvantitativno će se prikazati podatci o vremenu tijekom dana i trajanju sastanaka, a kvalitativno će biti provedeni razgovori sa studentima kako bismo saznali zašto biraju određeno doba dana za izvršenje zadatka i o čemu ovisi koliko dugo će provesti u izvršenju zadatka. Tijekom godina uočeno je da studenti najčešće biraju večernje sate za sastanke i da u raspravama provedu više vremena od onog koji je tražen u opisu zadatka.

Ključne riječi:

književni kružoci, online grupni rad, trajanje aktivnosti, vrijeme provođenja aktivnosti

See you online! or When do students prefer to work online?

Abstract:

The aim of this paper is to study what time during the day students independently choose for a meeting in Moodle Chat in order to organize a literary circles discussion in their groups, as well as the duration of their meetings. Thanks to technological advances, literary circles (Forum za slobodu odgoja, 2016) designed as a teaching method in the classroom, have been redesigned for online group work in Moodle. In this way, students are given the opportunity for an unconventional and independent approach to the task, without direct supervision and the presence of a teacher during their implementation. The activities took place during seven academic years (2014-2021) with the first-year students of the English language and literature at the Faculty of Humanities and Social Sciences in Osijek. Over 500 students participated in literary circles with four to six members per group. Data will be processed quantitatively and qualitatively. Quantitative data on the time of day and duration of meetings will be presented, and qualitative interviews will be conducted with students to find out why they choose a particular time of day to complete the task and what determines how much time they will spend in completing the task. Over the years, it has been observed that students most often choose evening hours for meetings and spend more time in discussions than it is required in the task description.

Keywords:

duration of activities, literary circles, online group work, time of implementation of activities

Korelati depresivnosti i anksioznosti adolescenata tijekom COVID-19 pandemije: analiza rizičnih i zaštitnih čimbenika

Karlo Bojčić

Sažetak:

U fokusu rada je empirijska analiza on-line ankete provedene u ožujku i travnju 2020. godine tijekom Covid-19 zatvaranja u Hrvatskoj u kojoj je sudjelovao 241 adolescent. Sudionici su bili u dobi od 18 do 30 godina. Cilj istraživanja bio je analizirati odnos između COVID-19 pandemije, sociodemografskih čimbenika, stavova i uvjerenja o COVID-19 pandemiji, anksioznosti i depresije kod adolescenata. Upitnik se sastojao od 6 glavnih dijelova: 1. sociodemografske varijable; 2. uporaba medija, interesi i povjerenje u medije; 3. stavovi i uvjerenja o pandemiji COVID-19; 4. odnosi u obitelji/školi/s vršnjacima; 5. problematično ponašanje; 6. 2 standardizirane skale o anksioznosti (Anxiety Sensitivity Index, ASI, ASI-3: Taylor i sur., 2007.) i depresiji (Depression Anxiety Stress Scales, DASS; Lovibond & Lovibond, 1995). Rezultati pokazuju višestruke značajne korelacijske odnose između anksioznosti ili depresije, stavova i uvjerenja o pandemiji COVID-19.

Ključne riječi:

adolescenti, anksioznost, COVID-19, depresija, mediji

The correlates of adolescent depression and anxiety during COVID-19 pandemic: analysis of risk and protective factors

Abstract:

This paper is focused on the empirical analysis of an online questionnaire implemented with 241 adolescent participants from Croatia during the COVID-19 pandemic lockdown in March and April 2020. The participants were 18-30 years old. The aim of the study was to analyze the relationship between the COVID-19 pandemic, sociodemographic traits, attitudes and beliefs about the COVID-19 pandemic, anxiety, and depression in adolescents. The questionnaire consisted of 6 major parts: 1. socio-demographic data; 2. media use, interests, and confidence; 3. attitudes and beliefs about the COVID-19 pandemic; 4. family/ school/ peer relationships; 5. problem behavior; 6. 2 standardized scales on anxiety (Anxiety Sensitivity Index, ASI, ASI-3: Taylor et al., 2007) and depression (Depression Anxiety Stress Scales, DASS; Lovibond & Lovibond, 1995). Results show significant multiple correlations between anxiety or depression, attitudes, and beliefs about the COVID-19 pandemic.

Keywords:

adolescents, anxiety, COVID-19, depression, media

Nastava prirodoslovlja u doba pandemije COVID-19

Ana Mirosavljević

Sažetak:

Obrazovanje je ključno za budući razvoj svake zemlje i sustava u cjelini. U kontekstu globalnih društvenih promjena izazvanih pandemijom COVID-19 došlo je do brojnih izmjena i izazova u obrazovnom sustavu. Učitelji su prolazili i prolaze kroz posebno nesigurno vrijeme u pogledu svog profesionalnog života i rada. Osobito se to odrazilo na način održavanja nastave prirodoslovlja koji inače podrazumijeva izvođenje praktičnih i istraživačkih aktivnosti uz mnoštvo interaktivnog rada, što je u online verziji nastave bilo otežano provoditi. Ova studija naglašava prednosti i nedostatke online nastave prirodoslovlja u vrijeme fizičkog zatvaranja škola te značajke učenja i poučavanja prirodoslovlja na daljinu. Nadalje, analizira načine na koje su se nove okolnosti odrazile na učenike, učitelje i općenito područje prirodnih znanosti te donosi moguće sugestije za učinkovitiju nastavu prirodoslovlja tijekom online nastave i nakon završetka pandemije.

Ključne riječi:

digitalne platforme, nastava prirodoslovlja, pandemija COVID-19, učenik, učitelj

Science teaching during the COVID-19 pandemic

Abstract:

Education is key to the future development of each country and the system as a whole. In the context of the global social changes caused by the COVID-19 pandemic, there have been a number of changes and challenges in the education system. Teachers have gone through and are still going through particularly uncertain times in terms of their professional life and work. This was especially reflected in teaching science, which otherwise involves performing practical and research activities with an abundance of interactive work, which was difficult to implement in online teaching. This study highlights the advantages and disadvantages of teaching science online during the time of school closures and the features of distance learning and science teaching. Furthermore, it analyzes how the new circumstances have affected students, teachers, and the natural sciences in general, and makes suggestions for possible more effective science teaching during online classes even after the end of the pandemic.

Keywords:

COVID-19 pandemic, digital platforms, science teaching, student, teacher

Stavovi učitelja i nastavnika prema e-učenju

Vlasta Svalina

Sažetak:

U današnje doba promjena, brzog tehnološkog napretka i neizvjesnosti „novog normalnog“ života, učitelji su suočeni s najvećim izazovom do sada. Posebno je potrebno naglasiti cjeloživotno učenje kao ključni dio kontinuiranog i obveznog profesionalnog razvoja učitelja, osobito u području tehnološki naprednijih pristupa poučavanju i učenju. Škola za život u Republici Hrvatskoj, koja je uvedena kao kurikularna reforma u školskoj godini 2019./2020., nudi mogućnost e-učenja kao nezamjenjiv dio suvremenog nastavnog pristupa, pa će u skladu s tim ovaj rad ispitati stavove i motivaciju učitelja i nastavnika o korištenju alata za e-učenje. Studija uključuje odgovore 228 učitelja i nastavnika u osnovnim i srednjim školama u Republici Hrvatskoj o njihovim stavovima prema e-učenju. Rezultati istraživanja pokazuju da učitelji najčešće koriste računalo u svom nastavnom procesu u školi, kao i za pripremu nastavnih materijala. Nemaju strah od tehnologije, ali većina je skeptična prema prednostima e-učenja u rješavanju nekih najčešćih obrazovnih problema. Oni preferiraju klasične metode onima e-učenja, a glavna je prepreka u provođenju e-učenja nedostatak institucionalne podrške. Najčešće su intrinzično motivirani za uporabu e-učenja jer se ono ističe među novim pristupima konceptu učenja, i formalnim i neformalnim, za sve one koji žele sudjelovati u novoj suvremenoj kulturi življenja, u školi i u slobodno vrijeme.

Ključne riječi:

e-učenje, stavovi učitelja, Škola za život

Teachers' attitudes toward e-learning

Abstract:

In today's age of change, rapid technological progress, and the uncertainty of a "new normal" life, teachers face the biggest challenge so far. Particularly, it is necessary to emphasize lifelong learning as a key part of teachers' continuous and obligatory professional development, especially in the field of technologically more advanced teaching and learning approaches. The "School for Life" in the Republic of Croatia, which was introduced as a curricular reform in the school year 2019/2020, offers the option of e-learning as an indispensable part of the modern teaching approach, and accordingly, this paper will examine the attitudes of teachers about the use of e-learning tools and their motivation to use them. The study includes the responses of 228 teachers in primary and secondary schools in the Republic of Croatia about their attitudes towards e-learning. The results of the research indicate that teachers most often use a computer in their teaching process and for the preparation of teaching materials. There is no fear of technology, but the majority are skeptical about the benefits of e-learning in solving some of the most common educational problems. They prefer traditional methods to e-learning and the major obstacle in conducting e-learning is the lack of institutional support. The teachers are most frequently intrinsically motivated to use e-learning since it is imperative to the new approaches of the learning concept, both formal and informal, for all those who want to participate in the contemporary culture of living, both in school and in their spare time.

Keywords:

e-learning, School for Life, teachers' attitudes

Suvremeni koncept obitelji i djetinjstva

Nina Erdeš Babić

Sažetak:

Društvo suvremenog svijeta uzrokuje promjene u obitelji te uvjetima odrastanja djece. U radu se polazi od poimanja koncepta suvremene postmoderne obitelji i djetinjstva te se aktualiziraju pitanja koja se odnose na prirodu djeteta, djetinjstva, međuodnos svijeta djece i svijeta odraslih te njihovo razumijevanje odgoja. Današnje globalno društvo, brzih i naglih, ekonomskih, gospodarskih, tehnoloških te znanstvenih dostignuća i promjena, implicitno utječe na preoblikovanje strukture obitelji, a samim time i djetinjstva. Promjene obiteljskih struktura utječu na (re)definiranje obiteljskih uloga, a postmoderna obitelj se sve više suočava s problemom nedostatnog vremena provedenog u komunikaciji i igri s djecom, kako zbog zaposlenja i odsutnosti obaju roditelja, tako i zbog teškoća s usklađivanjem radnih i obiteljskih uloga. Istovremeno, djeca se susreću s visokim zahtjevima roditelja i odgojno-obrazovnih ustanova, ali i cjelokupnog društva. Nadalje, vidljiva je sve veća izloženost djece medijima, ali i sve ranije institucionalizirano razvijanje i stjecanje različitih kompetencija djece. Dakle, globalizacijske promjene neminovno utječu na suvremeni koncept obitelji i djetinjstva.

Ključne riječi:

dijete, djetinjstvo, obiteljske uloge, suvremeni koncept obitelji

The contemporary concept of family and childhood

Abstract:

Modern society is changing the family structure and the conditions of children's upbringing. This paper is grounded on the understanding of the concept of the contemporary postmodern family and childhood, and it discusses issues related to the nature of the child, childhood, the relationship between the world of children and the world of adults, and their understanding of education. Today's global society, with its rapid and sudden economic, technological, and scientific achievements and changes implicitly affects the reshaping of the family structure, and thus childhood. Changes in the family structure affect the (re)definition of family roles, so the postmodern family is increasingly facing the problem of inadequate time spent in communication and play with children, both due to employment and absence of both parents, and difficulties in reconciling work and family roles. At the same time, children face the high demands of parents and educational institutions, and the society as a whole. Furthermore, increasing exposure of children to the media is visible, as well as the increasingly earlier institutionalized development and acquisition of various competencies in children. Thus, globalization changes inevitably affect the contemporary concept of family and childhood.

Keywords:

child, childhood, contemporary concept of family, family roles

Autentični likovni izraz djeteta rane i predškolske dobi – odmak od stereotipa i šablona u dječjim likovnim radovima

Iva Debeljak

Sažetak:

Dijete posve različito od odrasle osobe doživljava svijet oko sebe. Svoja iskustva i doživljaje interpretira i izražava kroz različite oblike ekspresije oslanjajući se na različite simboličke jezike. Likovne ekspresije djeteta izrazito su podložne različitim stereotipima, šablonama, shemama i klišejima, ovisno o kontekstualnim uvjetima u kojima nastaju. Svojim intervencijama odgajatelji mogu podupirati autentični likovni izraz djeteta ili ga pak ograničavati, sputavati i usmjeravati ka stereotipima i šablonama.

Istraživanje je provedeno postupkom analize sadržaja (sekundarnih podataka) na uzorku od 7 gradskih vrtića Grada Zagreba. Analizirali su se prijedlozi likovnih aktivnosti koji su objavljeni u vrijeme obustavljanja rada dječjih vrtića zbog Pandemije COVID-19 i to na web ili facebook stranicama gradskih vrtića.

Cilj je ovog istraživanja bio utvrditi promiču li se kroz različite prijedloge likovnih aktivnosti stereotipi i šablone u dječjem likovnom izrazu.

Dobiveni rezultati upućuju na zastupljenost stereotipa i šablona u dječjem likovnom izrazu nastalih kao rezultat nedostatnog razumijevanja autentičnih simboličkih jezika djece od strane odgajatelja, tj. usmjeravanja djece na očekivan, lako čitljiv i mahom dekorativan produkt njihovih likovnih ekspresija.

Ključne riječi:

autentični izraz, intervencija odgajatelja, likovni jezik, simbolički jezici

Authentic art expression of preschool children – a shift from stereotypes and templates in children's artwork

Abstract:

Children experience the world around them differently from adults. They interpret and express their experiences through various forms of expression relying on symbolic languages. The art expression of children is highly susceptible to various stereotypes, templates, schemes, and clichés, depending on contextual conditions in which they appear.

Preschool teachers can either support the authentic art expression of children with their interventions or limit it, constrain it, and direct it towards stereotypes and templates.

This research was conducted via content analysis (secondary data) in 7 city-owned kindergartens in the City of Zagreb. Suggestions of art activities, which were published during the suspension of kindergartens due

to the COVID-19 pandemic, were analysed. The suggestions were taken from web or Facebook pages of the kindergartens.

This research aimed to determine whether stereotypes and templates in children's expression are promoted through various suggestions of art activities.

The obtained results indicate the existence of stereotypes and templates in children's artwork due to the lack of understanding of the authentic symbolic language of children by the preschool teacher, or rather the guidance of children on the expected, readable, and largely decorative product of their artistic expressions.

Keywords:

artistic language, authentic expression, preschool teacher's intervention, symbolic languages

Percepcije odgojitelja pripravnika refleksivnom pristupu u dječjim vrtićima

izv. prof. dr. sc. **Mirko Lukaš**
Luja Zamečnik

Sažetak:

Različita su prethodna iskustva i znanja pojedinaca kao i njihovo implementiranje u odgojno-obrazovni proces djece rane i predškolske dobi. Stoga je potrebno pronaći što je moguće efikasnije i učinkovitije oblike stručnog usavršavanja i unaprjeđivanja njihovih djelatnika. Sve veću pozornost danas je potrebno uz osobne i socijalne kompetencije pridavati i unaprjeđivanju profesionalnih kompetencija odgojitelja u dječjim vrtićima. Odgojitelj je u ovim institucijama inicijator i pokretač promjena koje su usmjerene trajnom učenju i usavršavanju, brizi o svom osobnom i profesionalnom razvoju kao dijelu organizacijske kulture koja uči i mijenja se. Kako bi ovaj proces tekao što je moguće učinkovitije potrebno je prepoznati pravilne oblike i načine djelotvornog rada. Trenutno poželjan pristup u podizanju intrinzične motivacije djelatnika u dječjim vrtićima za njihov osobni rast i razvitak prepoznat je u unaprjeđivanju kompetencija refleksivnog pristupa. Ova kompetencija posebice je značajna i dominantna kod odgojitelja pripravnika koja u njihovom radu kao metoda učenja, a osobito na razini kritičke refleksije može doprinijeti promjenama u implicitnoj pedagogiji i u njihovom profesionalnom okruženju te unaprijediti odgojnu praksu usmjerenu na dijete. Rad interpretira rezultate istraživanja koje je imalo za cilj utvrditi razinu refleksivnih kompetencija odgojitelja pripravnika nakon godine dana pripravničkog staža. Za prikupljanje relevantnih pokazatelja primjenjuje se upitnik općih podataka te upitnik o ispitivanju percepcije i samoprocjene refleksivnih kompetencija. Varijable koje se promatraju istraživanjem su: razine refleksivnoga pristupa u području metodologije rada, kreiranja aktivnosti, organizacije prostora i materijala, komunikacije i interakcije, stvaranja cjelokupnog ozračja u odgojno-obrazovnim skupinama i vrednovanje ostvarenih postignuća djeteta. Uzorak istraživanja obuhvaća odgojitelje pripravnike s područja pet slavonskih županija. Za usvajanje novih znanja i vještina pripravnika značajni su voljnost i spremnost koje mijenjaju ustaljene načine promišljanja, preispituju pretpostavke te omogućuju stvaranje osobnog kritičkog mišljenja.

Ključne riječi:

kompetencije, kvalitetan rad, odgojitelj pripravnik, profesionalni razvoj, refleksija

Perceptions of early childhood education and care trainees to a reflective approach in kindergartens

Abstract:

The previous experiences and knowledge of individuals are different, as well as their implementation in the educational process of children of early and preschool age. Therefore, it is necessary to find the most efficient and effective forms of professional development for early childhood education and care professionals. Today, in addition to personal and social competencies, it is necessary to pay more and more attention to the improvement of the professional competencies of early childhood education and care professionals in kindergartens. The ECEC professional in these institutions is the originator and the initiator of changes that are focused on continuous learning and improvement and care for his/her personal and professional development

as part of the organizational culture that learns and changes. For this process to run as efficiently as possible, it is necessary to identify the correct forms and ways of effective work. The currently desirable approach in raising the intrinsic motivation of employees in kindergartens for their personal growth and development has been recognized in improving the competencies of a reflective approach. This competence is especially important and dominant among ECEC trainees as a method of learning and, especially at the level of critical reflection, can contribute to changes in implicit pedagogy and their professional environment, and improve child-centered educational practice. This paper interprets the results of research that had a purpose to determine the level of reflective competencies of ECEC trainees after one year of internship. A general data questionnaire and a questionnaire on the perception and self-assessment of reflective competencies are used to collect relevant indicators. The variables observed by the research include the following: levels of reflective approach in the field of work methodology, creation of activities, organization of space and materials, communication and interaction, creation of the overall atmosphere in educational groups, and evaluation of the child's achievements. The research sample includes ECEC trainees from the area of five Slavonian counties. For the acquisition of new knowledge and skills of trainees, willingness and readiness which change the established ways of thinking, re-examine assumptions, and enable the creation of personal critical thinking are important.

Keywords:

competencies, development, early childhood education and care trainee, professional reflection, quality work

Stilovi vođenja ravnatelja u ustanovama ranog i predškolskog odgoja i obrazovanja

Marijana Cmrečnjak Majstorić

Sažetak:

Istraživanju stilova vođenja i osobina ličnosti ljudi na vodećim pozicijama posvećuje se velika pozornost. Učinkovitost ravnatelja temeljna je pretpostavka za ukupnu uspješnost i razvoj predškolske ustanove. Pri proučavanju teorija o stilovima vođenja može se uočiti da su teorijski pristupi dali vrlo različite odgovore na pitanja poput: što su stilovi vođenja; što s njima postižemo; koji su im temeljni zadaci i; jesu li kriteriji uspješnosti pojedine teorije jednaki, slični ili se potpuno razlikuju jedni od drugih?

Posao ravnatelja predškolske ustanove je vrlo kompleksan i odgovoran, iz čega proizlaze potrebe za posjedovanjem mnogobrojnih vještina, znanja i sposobnosti. Od ravnatelja se očekuje uspješno obavljanje svih datih uloga u odgojno-obrazovnoj ustanovi. Razvijene interpersonalne (socijalne) vještine, kao kategorija bihevioralnog (ponašajnog) karaktera utječu na stil vođenja i sposobnost ravnatelja za uspješan rad u svom djelokrugu. Budući da se socijalne vještine većinom ostvaruju komunikacijskim putevima, važna je ravnateljeva sposobnost uočavanja vlastitog utjecaja na djelatnike kako bi mogao prepoznati i poticati razvoj njihovih potencijala. Programski ciljevi odgojno-obrazovne ustanove mogu se postići razvijanjem i njegovanjem otvorenog, konzultativnog i participativnog stila vođenja.

Cilj rada je ukazati na različitost, značaj i utjecaj pojedinih stilova vođenja ustanove za rani i predškolski odgoj i obrazovanje te njihov utjecaj na kvalitetan pedagoški razvoj. Odgojno-obrazovne ustanove u kojima je prisutna promjenjivost uloga i konteksta često ravnateljima nameću prilagodbu i redefiniranje stila vođenja kako bi mogli uspješno odgovoriti na sve izazove i očekivanja koje upravljanje predškolskom ustanovom donosi.

Ključne riječi:

interpersonalne vještine, ravnatelj, stilovi vođenja, ustanova za rani i predškolski odgoj i obrazovanje

Principals' leadership styles in early and preschool education institutions

Abstract:

Great attention is paid to the research of leadership styles and personality traits of people in leading positions. Effective principals are a fundamental prerequisite for the overall success and development of a preschool institution. When observing the theories of leadership styles, it can be noticed that they provide different answers to questions such as what the leadership styles are; what they achieve; what is their primary purpose, and are success criteria of each theory equal, similar, or completely different?

The job of a preschool principal is very complex and responsible and therefore requires the principal to possess various skills, knowledge, and abilities. The principal is expected to successfully perform all assigned roles. Developed interpersonal (social) skills, which are a behavioral character trait, affect the leadership

style and principal's ability to be successful in their working environment. Social skills are observable mostly via communication, so the principal must have the ability to notice their influence on their employees. In an educational institution, this can be achieved by developing and nurturing an open, consultative, and participative leadership style.

The aim of this paper is to point out the diversity, importance, and effect of certain leadership styles in early and preschool education institutions and their effect on quality pedagogical development. Educational institutions with constant variability of roles and contexts often require principals to adapt and redefine their leadership style so they can successfully respond to all changes and expectations that preschool management brings.

Keywords:

an institution for early and preschool education, interpersonal skills, leadership styles, principal

Cjeloživotno učenje kao ključna sastavnica uspjeha modernog čovjeka

Sanela Mandić Vidaković

Sara Dodiković

Tea Čarapović

Sažetak:

Cilj rada je objasniti značaj procesa cjeloživotnog obrazovanja i učenja, kao ključne komponente uspjeha suvremenog čovjeka i održavanja kvalitetnog načina života. Uvodni dio rada objašnjava što cjeloživotno obrazovanje znači za našu današnjicu i razvoj suvremenog društva te zbog čega je nastala potreba za istim. U školama u kojima je nastava usmjerena na učenika ističe se potreba za oblicima i formalnog i neformalnog učenja kao cjeloživotnog obrazovanja te će se stoga nastojati objasniti razlike između formalnog, neformalnog i informanog obrazovanja te značajna uloga e-učenja u provođenju istih. Ističe se sve zastupljenije e-učenje koje je u odgojno-obrazovnim institucijama prisutno od najranijih početaka formalnog obrazovanja, kao i u daljnjim primjerima neformalnog i informalnog obrazovanja koje se proteže kroz proces cjeloživotnog obrazovanja. E-učenje postalo je jedna od glavnih sastavnica cjeloživotnog obrazovanja i jedan od ključnih razloga za kontinuirano unapređenje znanja jer sam proces više nije dovoljan za uspješno funkcioniranje u razvijenom društvu. Pregledom različitih istraživanja, osim teorijskih spoznaja, bit će istaknuti i rezultati istih kao najbolji pokazatelj uloge e-učenja za odgojno-obrazovni proces i cjeloživotno učenje.

Ključne riječi:

cjeloživotno učenje, e-učenje, obrazovanje odraslih, odgojno-obrazovna ustanova, osposobljavanje

Lifelong learning as a key component of the success of a modern man

Abstract:

The aim of this paper is to explain the importance of the process of lifelong education and learning, as key components of the success of a modern man. The paper first explains what lifelong learning implies for the development of modern society and why the need for it arose in the first place. Nowadays, student-centered teaching emphasizes the need for both formal and informal learning as methods of lifelong learning. Thus we will therefore seek to explain the difference between formal, informal, and non-formal education followed by the importance of e-learning in all three forms of education. E-learning is increasingly being represented and has been present in educational institutions since the earliest beginnings of formal education, as well as in informal and non-formal education that extends through the process of lifelong learning. E-learning has become one of the main components of lifelong learning and one of the key reasons for the continuous improvement of knowledge because the process itself is no longer sufficient for successful functioning in a developed society. The review of various research and their results, in addition to theoretical knowledge, will highlight the role of e-learning in the educational process and lifelong learning.

Keywords:

adult education, e-learning, educational institution, lifelong learning, training

Učinkovite interakcije u online zajednici učenja

Ana Mirosavljević

Sažetak:

U težnji za djelotvornim pristupom profesionalnom razvoju online zajednice učenja stvaraju mogućnosti učenja za učitelje, presudnog za njihov kontinuirani razvoj i poboljšanje ishoda učenja učenika. Učinkovitost online zajednica profesionalnog učenja značajno ovisi o opsegu i motivaciji učenja učitelja. Ubrzani razvoj tehnologije je promijenio način rada i komuniciranja ljudi u mnogim segmentima društva. Digitalna transformacija obrazovanja dodatno je pospješena krizom uzrokovanom pandemijom COVID-19. Slijedom toga, interakcija i suradnja učitelja, osobito ona u online zajednicama učenja je poprimila druge oblike. Primat su preuzeli digitalni alati kao što su videokonferencije, chatovi, forumi za raspravu, društvene mreže, e-pošte, itd. Putem njih učitelji ostvaruju međusobnu suradnju koja dovodi do razmjene ideja, rješavanja problema, kritičkog osvrtu i unaprjeđivanja nastavne prakse. Važnost takvih zajednica je i u tome što omogućavaju suradnju koju inače otežavaju geografske ili institucionalne barijere.

Ključne riječi:

kommunikacija, online učenje, suradnja, učitelj, zajednica profesionalnog učenja

Effective interactions in online learning communities

Abstract

In pursuit of an effective approach to professional development, online learning communities create learning opportunities for teachers, crucial to their continued development and improvement of student learning outcomes. The effectiveness of online professional learning communities depends significantly on the scope and motivation of teacher learning. The rapid development of technology has changed the way people work and communicate. Digital transformation of education has been further enhanced by the crisis caused by the COVID-19 pandemic. Consequently, teacher interaction and collaboration, especially in online learning communities, have taken other forms. Digital tools such as video conferencing, chats, discussion forums, social networks, emails, etc. have taken precedence. Through them, teachers collaborate, which leads to the exchange of ideas, problem-solving, critical review, and improvement of teaching practice. Furthermore, the importance of such communities is that they enable cooperation that is otherwise hampered by geographical or institutional barriers.

Keywords:

collaboration, communication, online learning, professional learning community, teacher

Stručno usavršavanje učitelja temeljeno na videozapisima nastave

Mia Filipov

Sažetak:

U svjetskom kontekstu učenje učitelja u stručnom usavršavanju uvelike se temelji na videozapisima nastave. Snimanje nastave omogućuje analizu strategija učenja i poučavanja, razrednog ozračja, učiteljeva javnog nastupa, uređenja učionice i ostalih aspekata važnih za razumijevanje učioničkog konteksta. Analizom videozapisa može se pospješiti refleksiju učitelja o vlastitoj nastavi, doprinijeti razvoju mogućnosti zapažanja različitih čimbenika nastavnoga procesa te primijeniti novostečeno znanje prilikom planiranja nastave. Učenje učitelja na temelju videozapisa nastave moguće je ostvariti kontaktom licem u lice te mrežnim putem, kao i kombinacijom tih dvaju pristupa. Analiza videozapisa trebala bi biti usmjerena na značajke kvalitetne nastave određenoga predmeta, a ne samo na generičke aspekte nastave. Važno je da se stručno usavršavanje učitelja provodi u vođenim zajednicama praktičara kako bi se pospješilo suradničko učenje. Ovim se radom želi naglasiti različite mogućnosti primjene videozapisa nastave u stručnom usavršavanju učitelja s ciljem izgradnje njihovih profesionalnih kompetencija. Takvo učenje uglavnom nije zastupljeno u uobičajenom profesionalnom učenju učitelja u Hrvatskoj, stoga se ovim radom želi istaknuti nove perspektive u cjeloživotnom obrazovanju učitelja.

Ključne riječi:

analiza nastave, učenje učitelja, stručno usavršavanje učitelja, videozapisi nastave, zajednice prakse

Video-based teacher professional development

Abstract:

In the global context, teacher learning in their professional development is largely video-based. Recording of teaching facilitates the analysis of learning and teaching strategies, classroom atmosphere, teachers' classroom management, classroom arrangement, and other aspects important for understanding the classroom context. Video analysis can enhance teachers' reflection on their teaching and help in developing professional vision, as well as in applying newly acquired knowledge when planning upcoming instruction. Video-based teacher learning can be achieved through face-to-face contact and online, as well as by combining the two learning methods. Video analysis should focus on the effective characteristics of a particular subject, rather than on generic aspects of teaching. Teacher professional development needs to be conducted in facilitated communities of practice in order to enhance collaborative learning. The purpose of this paper is to analyse various possibilities of video-based teacher professional development aimed at building their professional competencies. In general, such learning is not common in teacher professional development in Croatia. Therefore, this paper seeks to highlight new perspectives on lifelong teacher education.

Keywords:

analysis of teaching, communities of practice, teacher learning, teacher professional development, videos of teaching

Konzumerizam u pedagoškim časopisima

Nemanja Spasenovski

Sažetak:

Ovaj se rad bavi otkrivanjem zastupljenosti fenomena konzumerizma u pedagojskoj teoriji. Konzumerizam je potpuno neistraženo pitanje u pedagojskoj literaturi, a to će biti potvrđeno empirijskim dijelom ovoga rada. Pored toga konzumerizam postaje prevladavajuća kulturalna i društvena ideologija zavođenja djece i mladih i zbog toga on ne smije biti isključivo ekonomski fenomen i predmet istraživanja ekonomije. U radu je konstatirano da je konzumerizam društveni fenomen koji se očituje u trenutku kada potrošnja dolazi visoko na listu ljudskih prioriteta ili postaje i sama svrha ljudskog postojanja i samim time ga moramo što prije dovesti u interes pedagojske znanosti. Svrha ovog istraživanja je stoga utvrditi zastupljenost tema koje se dotiču fenomena konzumerizma u hrvatskim znanstvenim pedagoškim časopisima, te ustanoviti koliko su se u razdoblju od 2010. do posljednjih brojeva koji su izašli 2020. godine znanstvenici bavili ovom tematikom. Analizirani su aktivni znanstveni časopisi Školski vjesnik, Život i škola, Metodički ogled, Metodički obzori, Hrvatski časopis za odgoj i obrazovanje, Napredak te trenutno neaktivna Pedagojska istraživanja koja su izlazila do 2015. godine. U analizi podataka koristila se kvantitativna analiza sadržaja primjerena za ovu analizu jer se njome sistematično sažima velik broj riječi teksta u manje kategorije sadržaja. Utvrđeno je da postoji malen broj teorijskih i empirijskih radova koji se bave pedagoškim implikacijama konzumerizma. Pitanje konzumerizma stoga moramo aktualizirati kao važno pedagoško pitanje, a pedagojska znanost mora postaviti snažne teorijske okvire s ciljem razvijanja pedagoške prakse osnaživanja djece da ne budu žrtve svakodnevnog konzumerističkog okruženja u kojemu odrastaju.

Ključne riječi:

analiza sadržaja, komercijalizacija djetinjstva, konzumerizam, pedagojska teorija, pedagoške implikacije konzumerizma

Consumerism in pedagogical journals

Abstract:

This paper analyzes the representation of consumerism in pedagogical theory. The empirical part of this paper will confirm that consumerism is a completely unexplored issue in the pedagogical literature. In addition, consumerism is becoming the predominant cultural and social ideology of manipulating children and young people. Therefore, it should not be exclusively an economic phenomenon and the subject of economic research. The paper concludes that we promptly need to discuss and study consumerism in the interest of pedagogical science because it is a social phenomenon that manifests itself when consumption climbs high on the list of human priorities or becomes the very purpose of human existence. Thus, the purpose of this research is to determine the representation of topics related to the phenomenon of consumerism in Croatian scientific-pedagogical journals and to establish how much from 2010 to the last issues published in 2020, scientists have dealt with this topic. Active scientific journals Školski vjesnik, Život i škola, Metodički ogled, Metodički obzori, Hrvatski časopis za odgoj i obrazovanje, Napredak and currently inactive Pedagojska istraživanja which was published until 2015, were analyzed. Quantitative content analysis was used in the data analysis because it systematically summarizes a large number of text words into smaller content categories. It has been found

that there is a small number of theoretical and empirical papers dealing with the pedagogical implications of consumerism. The issue of consumerism needs, therefore, be represented as an important pedagogical issue, and pedagogical science needs to set strong theoretical frameworks with the aim of developing the pedagogical practice of empowering children not to be victims of the everyday consumerist environment they grow up in.

Keywords:

commercialization of childhood, consumerism, content analysis, pedagogical implications of consumerism, pedagogical theory

Nastava glazbe u kontekstu upoznavanja tradicijske kulture Roma

Sanja Nuhanović

Sažetak:

Predmet je ovoga rada upoznavanje tradicijske kulture Roma u okviru nastave glazbe u odgojno-obrazovnome sustavu Republike Hrvatske. Sadržaji i aktivnosti redovne nastave glazbe, ali i izvannastavnih i izvanškolskih aktivnosti, otvoren i fleksibilan kurikulum temeljen na načelima interkulturalnosti i inkluzivnosti, pogodni su za upoznavanje kultura drugih naroda. Analizom Kurikuluma nastavnog predmeta Glazbene kulture za osnovne škole i Glazbene umjetnosti za gimnazije (2019) detektirana je zastupljenost tradicijskih sadržaja romske kulture u Preporučnome (neobveznome) popisu pjesama, brojalica i glazbenih djela. Koristeći neke od preporučenih sadržaja, ali uključujući i nove, u okviru ovoga rada osmišljene su i prikazane nastavne jedinice čiji je cilj upoznavanje, razumijevanje i prihvaćanje tradicije romskoga naroda te stjecanje interkulturalnih kompetencija i razvijanje interkulturalne osjetljivosti učenika.

Ključne riječi:

interkulturalne kompetencije, interkulturalna osjetljivost, nastava glazbe, tradicijska kultura Roma

Music education in the context of the introduction of traditional Roma culture

Abstract:

The subject of this paper is to get acquainted with the traditional culture of the Roma within teaching Music in the educational system of the Republic of Croatia. The contents and activities of regular Music classes, but also extracurricular and out-of-school activities, an open and flexible curriculum based on the principles of interculturalism and inclusiveness, are suitable for introducing cultures of other nations. The analysis of the Curriculum of Music culture for primary schools and Music art for Gymnasiums (2019) revealed the representation of traditional contents of Roma culture in the Recommended (optional) list of songs, rhymes, and musical works. In this paper, by using some of the recommended contents, and including new ones as well, teaching units were designed and presented with the aim to introduce, understand, and accept the traditions of the Roma population and to acquire intercultural competencies and develop students' intercultural sensitivity.

Keywords:

intercultural competencies, intercultural sensitivity, music teaching, Roma traditional culture

Pregled istraživanja o funkcijama državne mature u Hrvatskoj

Amanda Glavaš

Sažetak:

Ispiti Državne mature u Hrvatskoj su ispiti visokog uloga jer daju potvrdu o završenosti srednjoškolskog obrazovanja (gimnazijskim programima) te su preduvjet za nastavak obrazovanja na visokoškolskim ustanovama. Radi toga, predmet su interesa ne samo znanstvene zajednice, nego i šire populacije. U ovom je radu dan pregled istraživanja koji se bave problematikom Državne mature kroz prizmu njezine izlazne i/ili ulazne funkcije.

Ključne riječi:

državna matura, ulazna i izlazna funkcija, vanjsko vrednovanje

Overview of research on Croatian state graduation exam functions

Abstract:

State graduation exams in Croatia are considered to be high-stakes exams because they provide the certificate of secondary education completion (grammar school programs). They are also compulsory for the continuation of education at higher education facilities. Therefore, they are the subject of much interest, not only of the scientific community but of a broader audience as well. This paper provides an overview of the research dealing with the issue of the State graduation exam and its entrance and/or exit function.

Keywords:

entrance exam, exit exam, external assessment, state graduation exam

Proces enkulturacije u očuvanju baštinske tradicije

izv. prof. dr. sc. **Mirko Lukaš**
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Sažetak:

Kultura je naslijeđe koje društvo ostavlja budućim naraštajima, a ogleda se i u obrascima mišljenja, ponašanja i djelovanja ljudi. Ona je utkana u povijest i pamćenje svakog društva jer ju ono svojim postojanjem stvara i čuva od zaborava. Kultura svoj život i opstojnost zahvaljuje procesu enkulturacije koji se manifestira usvajanjem pravila, normi, vrijednosti i običaja kulture određenog društva. Svaka jedinka procesom enkulturacije postaje dio vlastite kulture, upoznaje ju, usvaja, prihvaća i poštuje te prenosi dalje novim naraštajima. Suvremeni sveprisutni trend globalizacije polako, ali sigurno preuzima dominantnost u društvima i djeluje kao proces koji usporava, a ponegdje i potpuno briše širenje lokanih kultura i tradicijskih pojava kao i prenošenje baštinske ukorijenjenosti. Kako bi se upoznavanje i usvajanje vlastite tradicijske baštine ojačalo, mnogi istraživači prepoznaju važnost povezivanja škole i obitelji sa sadržajima tradicijske baštine. Ovim radom donosi se pregled dostupne literature u kojim su zabilježeni oblici enkulturiranja djece predškolske i mlađe školske dobi. Rad komparativnom metodom interpretira spoznaje koje dominiraju enkulturacijskim procesima u Americi, Rusiji, Turskoj, Makedoniji, Slovačkoj, Mađarskoj i Hrvatskoj. Djeca i mladež značajni su u preuzimanju i diseminiranju kulturnih i tradicijskih vrijednosti koje se osim u obiteljima, mogu usvajati i u školama putem obrazovanja usmjerenog prema društvenim stremljenima očuvanja nacionalnih i baštinskih te tradicijskih vrijednosti.

Ključne riječi:

enkulturacija, identitet, kultura, tradicijska baština

Process of enculturation in the preservation of heritage tradition

Abstract:

Culture is the heritage left by a society to future generations, which is also reflected in the ways people think, behave and act. It is ingrained in the history and memory of every society because society, through its existence, creates culture and keeps it alive. Culture owes its life and existence to the process of enculturation, visible in the adoption of rules, standards, values, and customs specific to the culture of a particular society. Through the process of enculturation, every individual becomes a part of their own culture, becomes familiar with it, fosters, accepts, and respects it, passing it on to those who come after them. The modern, ever-present trend of globalisation slowly but surely establishes dominance in societies, acting as a process that decelerates, and in some places even eliminates the spread of local cultures and traditional phenomena as well as the passing deep-rooted heritage on. For the purpose of greater familiarity with and acceptance of one's traditional heritage, many researchers have recognised the importance of joining schools and families with traditional heritage. This paper provides an overview of available scientific literature identifying the forms of enculturation of preschool and early school-age children. Using the comparative method, the paper interprets the most important findings regarding the enculturation processes in the USA, Russia, Turkey,

North Macedonia, Slovakia, Hungary, and Croatia. Children and young people are important when it comes to holding onto and disseminating cultural and traditional values. These values can be fostered not only within a family but also in schools, in the form of education focused on social tendencies to preserve national, heritage, and traditional values.

Keywords:

culture, enculturation, identity, traditional heritage