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„PEDAGOŠKA ISTRAŽIVANJA I ŠKOLSKA PRAKSA“

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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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MIŠLJENJE VASPITAČA O UČENJU U PRIRODI

Nataša Dolenc Orbanic* i Petra Furlan

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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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