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Obrazovne prakse (posebno izdanje)

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Educational Practices (Special Issue)

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CONTENT/SADRŽAJ

INTRODUCTION TO THE SPECIAL ISSUE OF "EDUCATIONAL PRACTICES"

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This article is an introduction to the special issue of *Exceptional Children: Education and Treatment (ECET)*, entitled *Educational Practices*. The special issue consists equally of independently submitted papers and papers presented at the International conference "Contemporary Education 2020".The conference supposed to held in Novi Sad, but during the organizational process, a pandemic of the Corona 19 virus occurred, and a state of emergency declared in the Republic of Serbia. In these circumstances, the organizers decided to replace the conference venue due to the prohibition of public gatherings and traveling, and needed isolation. Because of that, the conference has held on April 3rd, 2020, in the online environment. This was the first online conference on education held in Serbia in those kinds of circumstances. The conference was organized by Alliance of Serbian Enlighteners (Subotica, Serbia) and partners: Institute for Contemporary Education (Belgrade, Serbia), Faculty of Education - University of East Sarajevo (Bijeljina, Bosnia and Herzegovina), Preschool Teacher Training College (Kikinda, Serbia), Society of Vojvodina's Special Educators (Novi Sad, Serbia), and Society of Montenegrin Special Educators (Podgorica, Montenegro).

The conference aim was to analyze the conditions of education and enlightenment in the countries of the region by considering the practical and theoretical aspects of educational work and exchanging experiences of participants in educational processes. To this aim, the conference will present the works of experts and scientists from the region, who will respond to one of the offered subtopics of the conference, regarding Theoretical foundations of the modern concept of education, The integrative approach in education, Inclusive education of students with exceptional abilities (students with disabilities and gifted students), Modern forms of cooperation of all participants in the educational process, Contemporary role of kindergartens and schools as centers of local enlightenment, Modern methods in educational practice, Non-formal and informal education, and Challenges of education and enlightenment today.

The conference presented 27 papers by 40 authors from five countries, which were distributed in three sessions. All presentations provoked and attracted the full attention of the conference participants, which they testified in the evaluation of the conference with their very high marks and highly praised comments. After the conference, the authors of 18 presentations decided to prepare their experts and scientific papers as full papers for publication. Five papers from the conference are in this special edition, four have already been published in our previous regular edition, and the remaining nine will be in our next special and regular editions which are in preparation.

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A special issue *Educational Practices* has been prepared of articles that testify to good or insufficiently good examples from practice, and to the various conditions and circumstances in which educational practices take place. Also, the papers present proposals for improving current educational practices in the country, the region, and globally. The editorial board of the publication *Exceptional Children: Education and Treatment* chose this topic because of its importance at the time of the COVID 19 virus pandemic and the special conditions in which teaching takes place in the world, but also based on its constant relevance.

Teachers urgently need to share experiences with colleagues about their teaching practice in order to improve their work. Examples of good practice are the basis for scientific confirmation of good practices in the classroom. This has been shown by research by many authors. For example, about the support practices, different authors say: "decades of research have established an array of empirically supported and proactive positive classroom behaviour support (PCBS) practices that are associated with desired social behaviour and academic outcomes (Brophy, 1988; Marzano, Pickering, & Pollock, 2003; Office of Special Education Programs [OSEP], 2015; Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008; all cited by Simonsen et al., 2019, p. 266)." But for good practices to be applied more in classrooms, teachers need to have opportunities to share their experiences or come into contact with the experiences of others through guides and other documents (Simonsen et al., 2019, pp. 266-267). It is not uncommon for young teachers to struggle to apply effective practices in certain areas or circumstances (U.S. Commission on Civil Rights, 2018, cited by Green et al., 2019, p. 184), which can lead to unintended consequences.

This lack of self-efficacy can exacerbate poor disciplinary practices, inaccurate special education referrals, and negative outcomes (e.g., school failure and dropout) for at-risk student groups (Green et al., 2019, p. 184). Experiences from evidence-based practices show that they improve success and reduce unwanted behaviors (ibidem, p. 184), and are conducive to learning about new and different concepts such as environmental (Campbell, 2018). We also emphasize the importance of transferring teaching experiences for inclusive teaching (Ouellett & Stanley, 2019; Llopart & Esteban-Guitart, 2016; Göransson et al., 2016; Hughes, 2016).

The special issue *Educational Practices* includes seven papers and this introduction article. According to the type of articles, they are: two papers are scientific review articles, four papers are experts' papers and one paper is a presentation of practical experience. All papers represent experiences from practice and/or evidence-based practice that can be applied in classrooms. Topics present are education of gifted students, inclusive education of students with disabilities, implementation of the integrative approach, project-based learning, lifelong learning, and practical class preparation and structure.

The Editorial Board expects that the special issue *Educational Practices* will be useful for both educational practitioners and researchers engaged in educational practice because this edition is a resource for the application of evidence-based learning methods, but also the data for further research related to educational practices. It is very useful to have in one place articles that are all thematically related and rich in data, such as the articles in this issue.

We are pleased to have the opportunity to recommend reading this publication and, at the same time, announce the simultaneous publishing of the second special issue *Educational and Youth Work Today*.

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MUSICAL TALENT AND COMPETENCIES OF PRIMARY SCHOOL MUSIC TEACHERS[1]

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Abstract

Speaking of a musical talent, we think of the overall psychological basis of the music success of young music talents. The aim of this study is to contribute to answering the question of what is a musical talent and how important is the role of the family in discovering and developing the musical talent.A musical talent can be detected at an early age, and when a child enrolls in a primary school, then a teacher, and especially a music teacher, has a great role.A music teacher starts teaching children since the fifth grade, when the children are eleven or twelve years old. Music teachers in general-education schools evaluate the high importance of methodological competences for successful teaching, and they pay great attention to individual work with gifted students. Teachers primarily value personal factors as the relevant ones for the outcomes of education. The educational aspect of education is more important to teachers than the pedagogical aspect. A music teacher attaches great importance to musically talented students within regular classes, and especially during leisure and extracurricular activities. During regular classes a teacher cannot teach talented students individually, but during leisure and extracurricular activities that form of work is very present. The teacher develops special musical creativity with musically talented students. Such children can, but do not have to, attend a lower music school. It would be desirable for them to attend such a school because it can only be an advantage. However, the teacher initiates music creativity, above all, composing, creating their own musical compositions. At first, the teacher gives students short supplements, and later, larger forms, musical sentences, and then even larger forms, such as two-part or three-part forms. Musically gifted children, and especially those who attend music schools, are very interested in such activities. The music teacher considers psychological characteristics of the students (musical abilities, personality and student motivation), their family background, as well as positive and negative aspects of the cooperation between students, parents and teachers.

Keywords: musical talent, music teacher, competences of music teachers

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[1] The paper was presented on the International conference „Contemporary Education 2020", held online on 3rd April 2020, organized by Alliance of Serbian Enlighteners and partners

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Introduction

In a primary school, within the subject Music culture, a music teacher pays a lot of attention to the musical development of students in different classes during regular classes. Didactic and methodical work of the teacher is very important in the regular music classes. However, there are also extracurricular activities where the teacher can perceive musical abilities of gifted students and children composers through individual work, or through frontal teaching method with the choir. It is the teacher who determines which children will take part in extracurricular activities, depending on the students` musical abilities. In my study, I will answer the question of what is a musical talent, how to recognize it and who has been studying musical talents interdisciplinary. This includes the available professional literature. This study deals with the influence of the student-teacher-family interaction in the development of the student, and in relation to our educational system; it also deals with the competences of the teachers who contribute to the work with gifted and talented students.

Musical Talent

There are numerous studies concerning musical talent within the areas of psychology, musicology, and especially noted is a scholastic research on the influence of the interaction between intra-psychological and intermediate characteristics on achieving a musical performance at the wide range of ages(Bogunović, 2008, p.15). We are interested only in the primary school children, from the fifth to the eighth grade, or from eleven/twelve to fifteen years old children.

In her monograph, Blanka Bogunović, Ph.D., deals with psychological characteristics of the students studying music, their family backgrounds and characteristics of the teachers within a specialized education of musically gifted children. Their contributions are viewed individually, merged and interactively in order to determine influence sets that could explain the process of developing a musical talent and achieving a great musical success.

Student – Family – Teacher (Interaction)

Musical success as a process of developing professional competences lasts throughout life, and the period of education, especially primary school education, is a key period which processes the beginning, flow and range of the realization of musical potential.

Many studies about musical abilities as a necessary condition for the `entrance` into the system of music education emphasize the undisputed importance of surrounding and educational factors for the development of gifts at an early school age. The

surrounding factors - parent, teacher and their cooperation are the determining factors for achieving success in the initial stage of primary education (Bogunović, 2005a, 2006a, 2007; Radoš, Kovačević, Bogunović, Ignjatović, & Ačić, 2003).

Internal motivation is the determining factor of achievement with adolescents as a part of the individual characteristics of students, and it comes before musical abilities and traits of dynamic personality (Bogunović, 2009, 2010; Pekić, 2008).

Pedagogical complementarity of music teachers in primary schools, both in junior and senior grades, is a key factor for the development of musical skills (Bogunović, 2010) and the establishment of an autonomous 'identity of the performer', i.e. the development of perceiving oneself as an expert in musical performances (MacDonald, Hargreaves, & Miell, 2002).

The expertise comes from the use of the person's ability to acquire, preserve and use at least two kinds of significance: explicit or clear knowledge of the domain of music (knowledge of factors, formulas, principles and main ideas) and implicit knowledge which relates to non-formal rules and knowledge of circumstances and procedures for a successful realization of expertise in certain social and professional field (Gembris & Langer, 2006; Subotnik & Jarvin, 2005). Going through all the phases of music education means to acquire non-formal knowledge in the field of music.

Common Characteristics of Musical Talents

The results of empirical researches indicate that musicians differ from the population of non-musicians in many aspects, in relation to abilities (Radoš-Mirković, 1998; Radoš, 2010), personality traits (Kemp, 1996), motivation (Bogunović, 2005b, 2006b), value orientations (Bogunović, 2010), and in relation to neurobiological and neuropsychological parameters (Bogunović, 2010; Hassler, 2000; Schlaug, 2001).

A typical profile of personality traits of a musician is characterized by introversion, sensitivity, independence and anxiety (Kemp, 1996), as well as an openness to new experiences (Bogunović, 2006a; Bogunović, 2012).These personality traits lead to an introvert lifestyle of musicians –the focus on self-actualization, aesthetic experiences and new knowledge, and a restraint from activities and behavior that include groups, society, management and social power (Bogunović, Dubljević, & Mirović, 2012).

The development of personal capacities, advancement, improvement of potentials, forming a complete personality and raising to a higher level are all aspirations of dedicated young artists who set other aspects of living aside (Csikszentmihalyi, Rathunde, & Whalen, 1993). It is evident that the development of intrinsic resources, started at the very beginning of music education, is the primary one (Bogunović, Radoš, & Tošković, 2006) and that the internal motivation is stably integrated in the 'personal identity' of the performer (Bogunović, Radoš, & Tošković, 2006).

Music Education for Gifted Children in Serbia

The long-term development of musical talents passes through many phases, primarily determined by general development and individual potential, and by acquiring knowledge and skills within the three-level educational system here. Such a system of special art education for gifted and talented (including music and primary schools within inclusive education of gifted and talented children) is rare in European educational area. It gives great support to the development of gifts in the fields of music, ballet and visual arts (Bogunović & Krnjajić, 2013).

Music Teachers in Primary Schools

In the system of special education of musical talents, but within primary schools, a music teacher has a special place and a great, even determining, influence on the beginning and the progress of gifted and talented students. The influence of the teacher is achieved at the very beginning, from the frontal teaching method to the highest levels of expertise.

In initial stages the teacher builds an interest in the area, and in the development stage, when the students are dedicated for the domain of growth, his role becomes important for achieving skills and competences. The relationship develops even beyond regular classes – the teacher encourages public performance, organizes meetings with experts, mastering courses, familiarizes students with relevant reference books and provides a professional context.

The perceived importance of the characteristics of teachers differs depending on the age of the students, but also on the success of the students (Gembris & Davidson, 2002).

Competences of Music Teachers in Primary Schools

The findings of researches regarding the competences of music teachers in primary schools show that they clearly and definitely affect the development of students. This issue has been investigated with primary school teachers, and the respondents expressed their views regarding musical, professional and personal competences that they consider relevant for the successful teaching (Bogunović & Stanišić, 2013). The results indicate that teachers appreciate expert knowledge and competences (concert activity and appreciation by experts), as personal and communication characteristics of teachers, and the willingness to contribute to the development of the students` abilities.

Music teachers in general-education schools evaluate the high importance of methodical competences for a successful teaching, but they dedicate their attention to the individual work with gifted and talented students. Teachers primarily value personal

factors as relevant ones for the outcomes of education. The educational aspect of education is more significant to teachers than the pedagogical aspect.

Conclusion

There is a consent along the vertical of musical education regarding the relevant competences of teachers in primary schools who work with gifted students, and teachers in musical schools – almost the same characteristics of teachers appear in students` expectations. Researches show a traditional form of desirable characteristics of teachers. It seems that it is a `self-fulfilling prophecy` of those who pass through our educational system and that it is maintained through learning by model, and due to a certain conservatism of the system, and also due to the nature of music activity. The new knowledge that we receive based on the researches is that students evaluate the capacity, knowledge, skills and personal characteristics of teachers.

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MUZIČKI TALENAT I KOMPETENCIJE NASTAVNIKA MUZIČKE KULTURE U OSNOVNOJ ŠKOLI

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Apstrakt

Kada govorimo o muzičkom talentu, mislimo na celokupnu psihološku osnovu muzičke uspešnosti mladih muzičkih talenata. Cilj ovog rada da doprinese odgovaranju na pitanje šta je muzički talenat i kolika je važna uloga prvo porodice u otkrivanju i razvoju muzičkog talenta. Muzički talenat se od malih nogu može „otkriti", a kada dete pođe u osnovnu školu, velika je uloga učitelja, a još veća uloga nastavnika muzičke kulture. Nastavnik muzičke kulture počinje da radi sa decom od petog razreda, jedanaest, dvanaest godina. Nastavnici muzičke kulture u opšte obrazovnim školama procenjuju visoku važnost didktičko-metodičkim kompetencijama za uspešno podučavanje, ali posvećuju veoma veliku pažnju, naročito individualnom radu sa darovitim učenicima. Nastavnici prvenstveno vrednuju lične činioce kao relevantne za ishode obrazovanja. Obrazovni aspect obrazovanja nastavnicima je značajniji u odnosu na vaspitni. Nastavnik muzičke kulture u okviru redovne nastave, a naročito slobodnih i vannastavnih aktivnosti pridaje veliki značaj muzički talentovanim učenicima. U redovnoj nastavi, nastavnik ne može da radi sa talentovanim učenicima individualno, ali u okviru slobodnih i vannastavnih aktivnosti taj oblik rada je veoma zastupljen. Nastavnik razvija naročito muzičko stvaralaštvo (kreativnost) kod muzički talentovane dece. Takva deca mogu, a ne moraju da pohađaju nižu muzičku školu. Bilo bi poželjno da pohađaju, jer je lakša komunikacija. Bez obzira na tu konstantaciju, nastavnik inicira muzičko stvaralaštvo, pre svega, komponovanje, stvaranje autorskih kompozicija. U prvo vreme nastavnik zadaje kratke dopunjalke, a kasnije veće forme, muzičke rečenice, a onda još veće oblike, male dvodelne, odnosno trodelne forme. Muzički talentovana deca, a pri tom deca koja idu u muzičke škole, vrlo zainteresovano pristupaju radu. Nastavnik muzičke kulture razmatra psihološka svojstva učenika (muzičke sposobnosti, ličnost i motivaciju učenika), njihovu porodičnu sredinu, kao i pozitivni i negativni aspekti saradnje između učenika, roditelja i nastavnika.

Ključne reči: muzički talenat, nastavnik muzičke kulture, kompetencije nastavnika muzičke kulture

LEVEL OF INTEGRATION OF STUDENTS WITH DISABILITIES IN MAINSTREAM SCHOOLS IN THE REPUBLIC OF CROATIA[1]

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Abstract

Inclusive education is one of the main aspirations of contemporary education and is also seen by some authors as the *fundamental paradigm* that contemporary education systems strive for and as the most important form of social equality and acceptability. All children must have the right to (equally) high-quality education, regardless of whether they are regularly developing, gifted or having difficulties. Inclusion in mainstream schools is achieved at two levels - full and partial, by which children with disabilities are included in mainstream classes. It is also important to distinguish between differences in terms of inclusion and integration, and as much as possible strive for full integration. The qualitative research methodology of this paper consists of 36 structured interviews conducted with persons with various disabilities, cognitive and physical, half of whom completed their education and the other half are currently in regular school. The aim of this research is to identify changes in integration and access to integration and inclusion that have taken place in the last few decades, as well as the current state and situation of students with disabilities in regular classes in the Republic of Croatia. The starting point is the extent to which the integration of students with disabilities into regular classes has been achieved, and the answer comes from the perspective of those who are/were at the center of this process - students with disabilities. The results showed sizable advances in the level of integration and preparedness of the environment and the perceived positive developments towards a successful existence inclusion in the full e sense of the term. Also, it was observed that there are still negative examples, and that the level of integration of students with disabilities is still far from right by inclusive education that should be the standard in contemporary education, and that is still quite far from those levels at which is expected to be.

Keywords: inclusion, integration, contemporary education, students with disabilities

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Introduction

Education is one of the fundamental pillars of society and every effort must be made to ensure that it is of the highest quality. It is the right of every child to have a quality education, regardless of their dispositions and opportunities. Because children with special needs are both those gifted and those with disabilities, this paper focuses only on children with disabilities. In order to provide them with regular education, children with disabilities are integrated into regular classes through the inclusion process. Inclusion must be in *response to the demands of the community* and is a unique concept of the importance of education for all, it must respect the diversity and inclusion of every student in the education system (Karamatic Brcic, 2011). The human right is to have free regular education for every child, the very concept of educational inclusion has only come to fruition in the last thirty years in different ways and at different rates in the educational systems of developed countries, although the foundations of educational inclusion are found in the Universal Declaration of Human Rights (1948). World Declaration on Education for All (UNESCO, 1990, 3) lists six goals that focus on the educational policies and educational practices of the participating countries, namely: to provide free primary education to every child, to expand and improve the early childhood education system, to increase the literacy rate of adults, ensure quality learning and acquisition of necessary competences for the lives of children and adults, eliminate gender differences in primary and secondary education, and ensure quality education for all children.

Communication

There are multiple definitions of communication, for example Kadushin and Kadushin (1997) define communication as the sharing of thoughts, attitudes and ideas through the exchange of verbal and nonverbal symbols, and Brooks and Heath (2004) state that communication is a process in which information, meanings and feelings are shared among persons by altering verbal and nonverbal messages (Hargie & Dickson, 2004). The communication process is studied by a specific scientific discipline - communication science. Most often, communication is divided into verbal and nonverbal (Spajić Vrkas, Kukoc, & Basic, 2001). There are three forms of verbal communication: speech, conversation and agreement, based on listening and speaking. Nonverbal communication is based on facial expression, gaze, body position, movement, spatial closeness, paralinguistic signs, etc. (Ajdukovic & Hudina, 1996). Students' communication depends on several factors and it is manifested in many forms. It is important to emphasize that the quality of such communication depends mainly on the communication skills of one student, and is influenced by many factors such as family circumstances, social status, earlier availability of communication technology, frequency

of its use, perception of the importance of quality communication, or exposure to the communication process (Markic, 2010).

Communcation in school

Communication with other people is one of the basic human needs, happening on a daily basis, consciously or unconsciously. We need to raise awareness of how we communicate. Therefore, it is necessary to know how to communicate non-violently, to choose words according to who we are communicating with. Nonviolent communication focuses on identifying the basic needs common to all human beings (Leu, 2006). Communication in education is reflected in the reception, transmission and exchange of messages, and often establishes relationships among the subjects of the educational process (Potkonjak, 1996). The modern teacher needs certain communication skills to establish a quality relationship with students, parents and professional associates. Teachers 'communication competences are the basis for developing students' communication competencies, and successful communication between teacher and student affects the student's relationship to the teacher, school, peers, parents, but also to himself (Zrilic, 2010). Reardon (1998) presents seven key elements that make up communication quality: representation of verbal and non-verbal behavior; spontaneous, rehearsed and planned behavior; developmental, not static; direct feedback, interaction and coherence or coherence; proceeding in accordance with some internal and external rules; activity; persuasion or persuasion. In modern education, the tendency is that the teacher no longer has a dominant role, no longer represents the person the students fear, but is a partner in learning, supports learning and directs students when needed, but must also be emotionally sensitive to the needs of their students (Sekulic-Majurec, 1997). Clearly, it depends on the teacher what kind of atmosphere they will make in the classroom, and by creating a supportive environment, the teacher creates an atmosphere of communicative vulnerability (Turner et al., 2002). According to Zrilic (2010) the essential determinants of communication quality and the assumptions of the development of social relations in school are empathy, tolerance, cooperativeness and mutual assistance, responsibility to oneself and others, perseverance in performing tasks, delaying satisfaction, controlling violent impulses, expressing feelings of value and uniqueness of each persons, a positive self-image.

Communication Problems

Often there are problems in communication, and in order to avoid this, you need to know how to listen, when active listening in school disappears, communication becomes one-way. In order to avoid disturbed communication and misunderstanding, the basic communication skills should be observed: listening, empathy, flexibility, inclusivity, quality interaction, openness, sensitivity to mutual cooperation and appreciation (Sejtanic, 2018). Communication skills can be viewed as tools that we use to remove barriers to effective communication (McPheat, 2010). By actively listening, the teacher encourages

the student, "opens" him / her, clarifies and asks questions to make sure he / she understands well what the student wants to say, gives an opinion about it, and repeats the main ideas and feelings that the student has expressed. In order for communication to be as successful as possible, it should be avoided to interrupt the student while speaking, but to teach the students as well as to support them with his example. The way students learn to communicate will be reflected in every area of their activity, not only in school but also beyond. When it comes to non-violent communication and communication that aims to let the student know that everything he says is worth it, even if it is not necessarily true, it is important to mention the empathy that the student himself can greatly develop. Boffo (2007) defines empathy as a genuine interest in the interlocutor, sensitivity and understanding for others, listening ability, and listening practices to the other. Empathy gives us the ability to communicate, as it should be. By empathy, we accept the other person in the fullness of who they are. Her main task is to put the speaker's emotions first, to understand the person.

Educational Inclusion

The biological and social needs of students are met by a well-established teaching process, whereby they think of the need for activity, self-esteem, security, recognition and thus contribute to the development of self-actualization (Bognar & Matijevic, 1993). The basic determinants of the education system according to Mijatovic can be expressed according to a set of elements that act in accordance with the set goal and which are interdependent. The components of the education system are technical, financial and material assumptions; personnel and regulatory assumptions; programmatic and content assumptions and control and guiding assumptions (Mijatovic et al., 1999).

The readiness of the school system for the conditions of effective educational practice is ensured by the quality application of educational inclusion (Ainscow, 2004). In addition to the school, the family is also involved in educational activities, which is a specific social group in which the child acquires the first intellectual, emotional, social and other experiences and which differs from other social forms (Vrcelj, 2000). An important way that shuttle about the selection of appropriate channels to receive information, enabling the successful reading, facilitating written expression adjustment of spoken expression, enabling the successful reading, taking care of the adequacy of resources and equipment use effective demonstration, involving students in practical work (Ivancic, 2010).

Teachers' key competences for implementing inclusion at school are defined according to research related to mapping policies and practices for preparing teachers for inclusive education in social diversity contexts (Batarelo Kokic, Vukelic, & Ljubic, 2009). Attitudes toward people with physical disabilities m can be wn on ljšati by running account of different forms of socializing and inte grativnih programs in local communities, such as larger W chance to get people out of fear toward people with physical disabilities, and increased contact should encourage and promote friendship

between different groups (Leutar, 2003). Frequent contact with people with disabilities is also important in order to enhance interaction and reduce discomfort (Pedisic, 2000).

Methodology

Objectives and Research Questions

The aim of this research is to identify changes in integration and access to integration and inclusion that have taken place in the last few decades, as well as the current state and situation of students with disabilities in regular classes in the Republic of Croatia. The second research task is to find out to what extent and in what ways the integration of students with disabilities into regular classes has been achieved, and the answer comes from the perspective of those who were / are at the center of this process - students with disabilities.

Research Methodology

For the purpose of this qualitative research, 36 guided interviews were conducted with persons with various disabilities between the ages of 8 and 49 years. For underage participants interviews were arranged the consent of parents and they was accompanied by them. The participants were guaranteed anonymity and academic ethics in the available data. Interviews were conducted individually over a period of several months. The participants were explained the purpose and aims of the research and asked for their personal consent to participate in the research. In order to maximize the quantitative approach, the questions were more open-ended. Participants were asked to describe their experiences during their time in mainstrem schools.

For the purpose of describing the results, the interview was divided into four sections. In the first part, participants said more information about themselves; gender, age, type of disability and general information about their schooling. The second part was about their experiences from school, how they were accepted, whether they encountered discrimination, rejection, abuse and similar. The third part was about their feelings during school. It is important to investigate how the whole process of integration influenced them personally and how it seemed to be going on in the fourth part where the respondents shared how they were treated by other students and teachers.

Results and Discussion

All interviews were analyzed and one was discarded due to too few responses. It is the youngest participant and it can be concluded that such research should be avoided with students under the 10 years of age. In total, 35 interviews were used for the results, and the approach to processing the results consists of conclusions drawn and summarized

from the experiences and feelings shared by the participants through their responses. For a more practical overview of the results, they are divided into four sections.

In the first part, general information on the participants is established. The age range now ranges from 10 to 49 years of chronological age. Half of the participants have finished their education, the other half are still going to school. All participants are regular school students and have been integrated into regular classes. The importance of separating participants from those who have left school and who are still leaving and selecting a sample with a wide range of years has been chosen to identify changes that have taken place in schools in terms of the level of integration, or its quality.

The second part of the interview tested a wide range of experiences from school. Most participants stated that they had a large number of negative experiences and that they had encountered discrimination on a regular basis in different ways. However, a smaller number of participants stated that they were victims of various forms of physical and psychological violence, but also they were poorly protected during their education. The experiences that the participants talk about are quite different and have a very wide range from several positive to extremely negative experiences. All participants who completed their education state that there were no assistants at the time of their education, which is a concept introduced only recently in the Croatian school system. For the most part, the participants stated that in a very large number of situations they were left to themselves, not knowing what was expected of them and not understanding their position. There was and still is a great lack of support that they constantly need.

The third part of the interview examined how the students felt during school and concluded that the participants expressed quite mixed feelings. It is difficult for younger participants to talk about feelings, since they do not understand the term so much that they can make some quality self-assessment. Still, feelings like sadness and loneliness stand out. Rare participants state that they are proud, happy and accepted, which is very worrying. Participants who completed their education mostly state that they did not feel well during their education and that this greatly influenced their failure to continue their education or to interrupt it ahead of time so they did not continued further education, although some of them could have. Negative feelings and emotions accumulate over time and leave deep traces and consequences on the person.

The fourth part of the interview is the most important to establish the level of inclusion and its progress over a long period of years. Here, respondents spoke about their social environment during school. What is clearly deduced from the answers and points out is that the situation has improved greatly over the years. The oldest participants point out that their school environment, students and teachers, did not have an understanding of their difficulties, did not understand them, and the vast majority emphasized mostly negative relationships. Some say that no one has been with them, and no one has supported or helped them. The level of environmental preparedness, which is a major precondition for inclusion, is unfortunately very low in almost all cases. Only some of the younger participants state that they are well received and understood and supported by their colleagues and teachers.

Conclusion

Inclusion should be a powerful tool to enable students with disabilities to attend regular schools and regular classes. It is designed to ensure fundamental rights for quality and equal education for all students. The big question that is asked was its success. At first it seems like a great model, but this research shows that this model is great in theory, but in practice there are many problems that come up. The biggest integration problem to become inclusion is unprepared integration environment. In order for the student with difficulty to successfully integrate into the regular class, it is necessary to prepare the environment. This means that other regular development students and teachers will be ready to accept that student and that he will be no different. They need to know in advance his or her difficulties and needs in order to be able to respond positively to them.

The conclusion of these interviews is that the level of integration in mainstream schools in the Republic of Croatia is still not satisfactory and that there are many difficulties that students with disabilities facing during their education. It is inclusion that should eliminate these difficulties, not create them. However, there is a clearly visible shift that has taken place over the years, and that the environment nevertheless becomes more adaptable, but still not sufficiently prepared for full inclusion to be achived. Progress is clearly visible and we can view integration as a process that is still under development. Inclusion has yet to be integrated into the Croatian school system, into its schools, classrooms, teachers and students. The beginning of this would be best accomplished in faculties where teachers need to be much better prepared to be ready to be leaders of inclusion and leaders of this process.

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RAZINA INTEGRACIJE UČENIKA S TEŠKOĆAMA U REDOVNIM ŠKOLAMA U REPUBLICI HRVATSKOJ

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Apstrakt

Inkluzivno je obrazovanje jedna od glavnih težnji suvremenoga obrazovanja te ga neki autori vide i kao *temeljnu paradigmu* kojoj suvremeni obrazovni sustavi teže te kao najvažniji oblik društvene jednakosti i prihvatljivosti. Sva djeca moraju imati pravo na (jednako) kvalitetno obrazovanje bez obzira bili oni redovnoga razvoja, daroviti ili s teškoćama. Inkluzija se u redovnim školama postiže na dvije razine – potpunoj i djelomičnoj, kojima se djeca s teškoćama uključuju u razrede redovne škole. Važno je razlučiti i razlike u pojmovima inkluzija i integracija te što više težiti postizanju potpune integracije. Metodologija kvalitativnoga istraživanja ovoga rada sastoji se od 36 vođenih strukturiranih intervjua provedenih s osobama s različitim teškoćama, kognitivnim i fizičkim, od kojih je polovica završilo svoje školovanje, a druga polovica trenutno polazi redovnu školu. Cilj je ovoga istraživanja ustanoviti promjene u integraciji te pristupu integraciji i inkluziji koje su se događale u zadnjih nekoliko desetljeća, kao i trenutno stanje i situaciju učenika s teškoćama u redovnim razredima u Republici Hrvatskoj. Polazišno je pitanje u kojoj je mjeri i na koje načine ostvarena integracija učenika s teškoćama u redovne razrede, a odgovor dolazi iz perspektive onih koji su/bili u središtu toga procesa – učenika s teškoćama. Rezultati pokazuju poveće napretke u razini integracije i pripremljenosti okoline te se uočavaju pozitivni pomaci prema uspješnom postojanju inkluzije u punome smislu toga pojma. Također, uočeno je da još uvijek postoje negativni primjeri te da je razina integracije učenika s teškoćama još daleko od pravoga inkluzivnoga obrazovanja koje bi trebalo biti standard u suvremenome obrazovanju, a koje je još uvijek dosta daleko od one razine na kojoj bi se očekivalo da bude.

Ključne riječi: inkluzija, integracija, suvremeno obrazovanje, učenici s teškoćama

TEACHING ENGLISH TO EXCEPTIONAL LEARNERS (EXAMPLES OF GOOD PRACTICE FROM SLOVAK SCHOOLS)

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Abstract

Inclusion is a big issue in all schools over Europe as well as worldwide. The paper deals with one type of included learners, in particular, with dyslectics learning English in lower- secondary schools in Slovakia. It characterizes this group of learners and some special aspects of the work with these kids within formal education. Then, it presents several case studies about different learners and their learning outcomes to share our positive experience. The paper is divided into five parts. The first part introduces inclusion in Slovakia and the way how it is carried out. In the second part, the historical background of dyslexia is described and in the third part, dyslexic children are characterized. The fourth part presents different approaches, strategies, and activities appropriate for dyslectic learners and the fifth part bring case studies of three dyslectic children; it depicts their lives, their every day struggles at school and activities which they like doing. The main focus is on English lessons.

Key words: learner, teacher, inclusion, special educational needs (SEN), dyslexia

Introduction - Inclusion in Slovakia

Inclusion is a widely discussed topic by education experts as well as general public nowadays, but there are not many empirical studies and research papers about this type of education. Inclusion stands for giving all children equal opportunities to get their education and we have to stress all children, including children with special educational needs (SEN). It involves the duty of teachers to develop learners' cognitive and non-cognitive potential in formal education. Teachers who do not like the idea of inclusion give arguments that they are unable to take care of talented students at the same time as of

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those with SEN. It is true that teachers are not ready to deal with different kinds of learners in their classrooms because of the lack of training and workshops that would prepare these teachers to cope with the current situation in schools. Then, it is often a myth in the mind of teachers to be scared of something they have never experienced or seen before.

If we go back into the history of Slovak schooling we have to look closer at the years after World War II. Our state didn´t have special schools for children with SEN and all children were included in common classes. Teachers had to deal with them and assure all of them achieve the set goals of compulsory education even though many times it was too difficult to do without any relevant knowledge at all (Petlák et al., 2005, 2011).

At present, we are in a different situation. Slovak teachers have more knowledge (see, for example, the publications: Buzan, 2002, 2007; Kormos & Smith, 2012; Ludíková et al., 2016; Portešová, 2011; Winter, 2017; Zelinková, 2015; Zelinková & Čedík, 2013; Žovinec, Krejčová & Pospíšilová, 2013) and experience but nevertheless they lack special education and practical training courses to be able to work appropriately with SEN children. It needs to be admitted that the situation the Slovak schools are currently in, is still not the time for full inclusion of children with SEN. Schools do not need just new equipment and special tools for educating these children, but they need also well trained teachers with strategies and methods that might not have been known before. Besides that, schools for sure need a closer look at and deeper analysis of material to be taught and the range of curriculum that children with SEN should or could learn.

Gradually teachers are getting ready for this process and they are looking for examples of good practice they have, for example, in Finland. The motto in Finland is that each student has the right for education and the state together with teachers, psychologists, specialists in pedagogy work together to help each child that struggles at school. This is the knowledge and experience that we, in Slovakia, need to see working and we have to find out how we can help each child to be successful. So far we are on our journey to real inclusion. Step by step we are getting closer to inclusion of learners with SEN but aren´t yet in there.

Dyslexia - Historical Background

Learning difficulties haven´t appeared just recently, these problems have been here for many years now. We can go back to Plato in the 3rd-4th century BC. He recommended teachers to plan extra time for students having problems to understand the knowledge that was presented. We can see that already at that time some philosophers were aware of the need for not pushing students fast and progressing quickly without processing the information about the world right. Plato recommended three years for learning writing and reading (old Greek language).

Later on, we can see the doctor Galén who took care of gladiators who injured their heads in a fight. At that time, there was the idea that the heart rules the human body. But Dr. Galén found out that it is the brain not the heart doing that. It was the first time someone thought brain is connected with thinking. In 1836 Mark Dax (a village doctor)

had a speech in front of his colleagues about dividing brain into left and right hemisphere. He argued that each hemisphere had different responsibilities and the left one was the centre of speech. Unfortunately, scientists and doctors laughed at him and when in 1861 Paul Broca (a French neurologist) published a study about the same topic as Mark Dax, he was listened to and had the success that Mark Dax never had. In 1881 Oswald Beckham (a German doctor) defined dyslexia as the difficulties with words or speech. From this time on, dyslexia went on a journey around the world and there were many doctors, speech specialists, neurologists that examined dyslexia on thousands of cases. This is the time when the knowledge about dyslectic children arrived also to Slovakia.

Thirty years ago, in 1996 teachers received the first instructions how to assess children with learning difficulties and behaviour problems. There are many definitions of dyslexia. One of the most common ones is the definition developed by International Dyslexia Association:

"Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge." (International Dyslexia Association, 2018)

Dyslexia is a learning disability acquisition disorder (Zelinková, 2015). Dyslexia is the best-known of the whole group of learning disabilities (dysgraphia - disrupting the acquisition of writing, dysortography - disrupting the acquisition of spelling and grammar rules, dyscalculia - disrupting the understanding of mathematical skills, dyspraxia - impaired ability to move freely), which we will mention only marginally unless they are related to an individual with dyslexia. In most cases, dyslexia is not diagnosed just alone. In medical terminology, specific learning disabilities are assigned the recognition code F81 and the specific dyslexia is recognized under the code as F81.0 (Zelinková, 2015).

Characteristics of Children with Dyslexia

Dyslexia is neither recognized nor discussed until child starts its primary school attendance, because only in this institution the child begins to have difficulties while performing individual work tasks set by the educator. Dyslexia is a specific learning disorder that is at first recognizable in learning the mother tongue in the first grade of primary school.

Children with dyslexia often respond slowly when asked to name some words, they cannot quickly recall a specific word, have smaller capacity of short-term memory and working memory, cannot remember definitions, names, numbers or exact instructions to solve a task. On the other hand, they remember stories and experience. They fail to remember work procedures, cannot describe how they reached a concrete result. It is

difficult for them to concentrate on what is happening when working with text. They quickly get tired, are unable to remember what is right or left, have a poor orientation in time, often cannot tell the time. They do not know which month it is now; they fail to recognize the notions of today, yesterday or tomorrow. They cannot determine the order of consecutive days.

Children with dyslexia can have problems with spoken language, even though they heard good language at home. They may find it difficult to talk clearly, or to fully comprehend what others want to say. Dyslexia can also affect a person's self-image. Students with dyslexia often end up feeling less intelligent and less capable than they actually are. After experiencing a great deal of stress due to academic problems, a student may become discouraged about continuing his studies at a school.

Dyslexia, however, doesn't mean one is unable to learn anything, but on the opposite, it means that one learns differently. He can learn, we just need to find ways that work for him (Krejčová & Hladíková 2019). If we teach a dyslexic child a strategy that will help them to fight and overcome their handicap, we will, probably, be able to transfer it and make use of it also in a foreign language teaching as well. In our paper we will deal with various methods and strategies that are recommended and applied in teaching dyslexics and children with specific learning disabilities. Dyslexia has many aspects that offer us a closer look at it.

Different Approaches to Children with Dyslexia

There are many approaches that come into question when we want to describe the strategies how to help children with dyslexia to learn a foreign language (Janíková et al., 2011; Pokrivčaková, 2015) in particular, English. We will mention only a few of them, but from our point of view they are essential.

Some experts care more about principles in education. Schneider and Crombie (2003) draw the attention to the following principles when working with dyslexics:
- Multisensory technique: Listen to it, look, write, play, and move. Kinetic activities are the best suited for dyslectics.
- Structure: linking older information to new information.
- A clear explanation of the parts of the whole, not to assume that the dyslexic knows them.
- Learning: create constant opportunities for repeating and automating the curriculum.
- Slower explanation, using keywords, stopping a presentation, proceeding step by step.
- Personal motivation of the student, if students signal that they do not wish to speak, allow them to walk, if necessary.
- Provide learning assistance and respect shortcomings at the moment.
- Restoring the concentration by going through the game. The dyslexic concentration is 10 minutes.

- Metacognitive understanding: learning by discovering why something is used as it is used, how reading and writing can be improved.

Other ones, as Seidler, Žovinec and Kurincová (2008) point out at Schumm's model of structured teaching: topic, content, methods and strategies of teaching, content that everyone should know (pyramid).

According to Reid and Green (2011) the most successful model of teaching is cooperative teaching, which provides an alternative to competitive teaching. For dyslectics, the work in heterogeneous groups is suitable as they find it much more convenient if they are supported by one another. This is why Reid and Green have transformed multisensory approach into specific strategies and activities among which the following ones can be found:

- Investigation in groups
- Making posters
- Brainstorming
- Sequence completion
- Quizzes and competitions
- Videoing
- Worksheet activities
- Drama and role play
- Fieldwork and enquiring
- Oral presentations
- Self-assesment
- Learning in pairs
- Cartoons and comic strips
- Completing tables
- Tape-recording
- Debating
- Computer work
- Drawing pictures
- Solving crosswords
- Journal writing
- Songs and poems.

Another author who deals with some modifications of teaching process in classes with dyslectic learners is Pokrivčáková (2015). She has suggested dividing the modifications useful for teaching dyslectic students into certain categories:

- Lesson organisation - explicit teaching procedures, guided practice, corrective feedback.
- Simplification of material - hierarchical worksheets from the easiest to the most difficult.
- Organisation - using different colours, graphic organisers, diaries.
- Additional support - extra handouts of notes and grammar structures or new vocabulary lists.
- Interaction - peer work, helping each other.

- Multisensory approach - using all senses to understand and learn.
- Individual approach to learners.
- Flexible work times, extra help and guidance.

Even this brief list of principles, strategies, activities and modifications of teaching process proves that experts in education are not indifferent to the issue and they have been trying to help teachers to cope with it. However, majority of these ideas are pure theories which many times do not work and are useless in real classes as each learner with SEN as well as each teacher is different and what works with one learner and their teacher not necessarily must work with the other learner or teacher. Moreover, reading theoretical studies is not enough for teachers; they need practical training and practical examples of a good practice to be able to implement what has been designed and developed in theory.

Case Studies

All the names in the case studies were changed.

Case Study 1: John (13 Years Old)

He is integrated in a common class of a lower-secondary school as a person with dyslexia, dysortography, and a very low attention span.

In his free time he likes to play badminton and football, he likes to meet his friends, ride a bike and do some housework. He doesn't like school. He is very slow in his work at school so he is often laughed at from the side of his intolerant classmates. He has problems to keep up with school work and he sometimes does not understand or unable to say the right word that he wants to say. He is very polite with teachers and he tries to cope with other students, but it is very difficult for him, because especially boys do not understand his difficulties. He is very slow in reading and writing and he often mispronounced words, as, for example, he changes b for d or he does not finish words (common problems for dyslectics).

He has the right to write the test with a special teacher and the test should be adjusted for him, i.e. made easier for him to understand it. He should not be given long texts. He should present his work orally. He has problems with remembering presentations he learned just the day before exams and it happens that he forgets or cannot recall in his memory the words from the presentation. He is very nice and cheerful child even though he struggles at school. He attends biofeedback sessions to train his concentration span after school. In his future he would like to work in a car industry.

How can John be helped during English lessons? John and his English teacher have a nice friendly relationship between them. They meet together after school in a badminton club. He feels the support from the side of the teacher and the teacher always sits next to him if there are difficult tasks for him to solve. He likes to beat his English teacher in badminton; he is very good at it. His English teacher is interested in learning more tricks in badminton and she likes to listen to him when he speaks about his life. He

does not need to learn a second foreign language (German) because of all his difficulties. He is emotional and very sensitive to his classmates' comments. When he is upset, it takes longer time to calm him down. In that case, it is better to leave him on his own. After some time, he cooperates again with his classmates and the teacher. We have to understand that helping means being tolerant, never lost patience and kindness with in communication pupils who are not ordinary ones.

How does English lesson look like? At the beginning of the English lesson, there is always a warm up activity, as for example, pupils are standing in two rows and each of them chooses a question from a special package of cards. When it is John´s turn, he is not worried, because he knows the teacher will give him an easy question which he will be able to answer. Sometimes they play a game Word chain at the start of the lesson and John likes to participate in it with his word; the sentence can start like: I went on holiday and I took a ... He also likes to watch short videos with English subtitles. He prefers computer work more than writing down into his exercise book. He likes to draw words, new vocabulary. His teacher prepares notes for him from the lesson for the whole week and he can watch a video on You tube to improve his understanding and pronunciation of newly learnt words and word collocations. His teacher uses coloured chalk to show not only to him but everyone in the class the structural differences in sentences. The teacher uses a lot of individual work, pair work and group work during the lesson. John does not like tasks in which writing is involved because of his slower pace of work and he has problems with reading comprehension. So his teacher teaches him and the whole class as well how to find the key words in the text and some little tricks that help with writing and reading.

She teaches him how to divide text into small parts and the whole class uses the technique INSERT. When writing, he asks about words he does not understand. His grammar is simple but the text is readable. He needs a big support when he speaks and the teacher must track down his classmates who like to make fun of him. His speech is slow and he is helped by the teacher or classmates by filling the missing words he has not learned yet by heart. He likes quizzes that are kinetic. There are fewer competitions in the class because the teacher prefers learners do cooperative work. At the end of the lesson there is always a revision that helps everyone to remember what they are expected to remember. It is a long journey for John to go to become good at English but John is a responsible and hardworking person, even though his results are not always the best. As he says: „One must take English easy." The teacher admires his way of taking things, which are difficult, easy. John is a good example of a boy who struggles with English, but he takes his life as it is and he is not upset about it.

Case Study 2: Marion (14 Years Old)

Marion is integrated in a common class of a lower secondary school as child with signs of dyslexia and dysortography, and with lower concentration span.

In her free time she likes doing athletics, watches you-tubers in English, has German lessons and attends special classes in Slovak language to get ready for Slovak national testing - Monitor 9. In her future she wants to work with people and she would like to have her own business in hotel industry.

She has no problem to talk to people, but she does not look for this opportunity. Her friends often tell her their problems and secrets because they can see that she is a reliable person who can keep secrets. She works responsibly and tries to concentrate but her working pace is slow. She has problems with visual differentiation but her hearing of similar syllables is nicely developed. Her speech is clear. Her writing is slowly improving and she memorises things through hearing.

She should be given time for checking her work. The teachers and parents should motivate her to read every day in her free time to train reading comprehension.

She can do any task during English lesson, but in slower speed and sometimes she misunderstands instructions. She has no problem to present her ideas in English as she stayed in an international camp last year. However she makes mistakes in her written work and it is difficult for her to remember things right. She writes the same tests as the rest of the class and has no special advantages in English lessons. She finished her biofeedback sessions (improving attention span) four years ago.

How can Marion be helped during English lessons? There is a lot of trust between Marion and her English teacher. The teacher knows Marion struggles with grammar rules and she explains grammar to Marion again and again using different activities that she can understand. Marion loves listening to dialogues and stories and even though she is a dyslectic child, she likes reading. She prefers short texts in English and she loves watching movies in English. Her writing is very nice and neat with a few grammatical mistakes that do not distort understanding of her written work. She likes role-playing and expressing her opinion, working on presentations and she loves songs in Japanese. She has problems with understanding her German teacher lessons so she attends private German lessons in her free time.

How does English lesson look like? Marion does not need much extra work. She can cope with every task. The main work of the teacher is to check her understanding of the task and to see her written work. She sits for the same tests as the rest of the class and she does not want to have any advantages because of her learning disorder, as, for example, leaving the class while the others are wring a test or not to be graded for her performance. She has overcome the stage of nervous talking and now she is talking with confidence because of joining the international camp last year where the only language of communication was English. She is confident and she isn´t nervous or scared of making mistakes anymore. The teacher sees her bright future in learning English because of her hard work and bravery to learn.

Case Study 3 - George (13 Years Old)

George is integrated in a common class of a lower secondary school as a child with very serious dyslexia, dysgraphia, dysortography, and low attention span.

He is very talented in all kinds of sports and he is very good at drawing. In his free time he likes to go for a walk with his dog that he loves a lot and he often plays with it. He likes staying with his friends overnight at weekends or he goes fishing with the rest of his family. His classmates like him and they like to talk to him. His behaviour is nice and friendly. In his future he would like to become an electrician. He is interested in electricity. He is not keen on learning and his working memory is in a bad state. He cannot write in a normal speed and makes many mistakes in each word. He has problems with reading because he has very basic vocabulary. His speaking ability in English is on a very low level. He is not assessed with grades, but only verbally. In English lessons he likes to draw his own images or play with special things and toys that he brings from home. He is very skilled in things he likes to do. He does not need to learn a second language.

How can George be helped during English lessons? There is a lot of trust between George and his English teacher. The teacher tries to involve George as much as he can be involved in learning activities. His attention span is very short. His listening is supported by playing listening tasks more times, after the rest of the class listened to it only twice. He reads only very short texts, especially about animals as he is very interested in animals. He is unable to write anything unless the teacher provides him with the key words what helps him write short sentences or words. Many times there was a discussion at school about any benefit for George to attend English lessons, but when one looks at him, he can see the answer. He is smiling and having fun while role-playing and he likes all kinetic games. He has proved many times that he enjoys learning English despite the fact that he answers all the questions just in one or two words as it is difficult for him to express his mind freely.

His English language competence improves very slowly and he uses pictures he draws to help him with learning new vocabulary. We know that he understands a lot, but his English is poor so far and waits for more opportunities and experience to become fluent one day. We have a hope that it will happen in the right time.

How does English lesson look like? George likes pictures and kinetic activities so the teacher always introduces something about the world of animals or vehicles in the lesson. At the beginning of the lesson there is time for revision. But instead of writing words and word collocation, it is the opposite way. The teacher says the word and the learners draw the picture of the notion it represents. Then, the other activity often used is the following one: Children sit in the circle and they change their places according to the class leader. The whole class likes songs and they like filling the words into the gaps and then, they sing the song. George likes to sing the songs as well; he plays the drums in his free time. He likes to participate in telling a story one by one; word by word (each learner says just one word). He is not always successful, but he is not worried about missing his

turn. He laughs with the rest of the class. He is the clown in the class and its natural leader. If he is interested in the task, he is always willing to join in. He prefers to have texts on coloured paper as white one is too difficult for him to read.

There are some activities that do not work with him: difficult grammar structures, long words, listening without pausing with a lot of new words, not simplified tasks after reading texts, multiple choices tasks or putting the words in the correct order, too many pictures related to the text (he uses dyslectic window for reading). He is unable to write longer passages and express opinions. His English is at a very basic level. He understands more than he can say. Unfortunately, he does not have any support at home to learn English so what he learns, is done only at school. However, he can surprise everybody when there is the password „animals". His attention span is very short, so he is often tired because of all the work he has done during the day. English lesson is the sixth lesson in his time table so it is very difficult for him to cope, but for everyone in the class as well. Despite that he makes little steps forward from day to day.

These three children are nice examples of good practice that we encounter in Slovak schools every day. There are hard working teachers and parents who take care of these children and they do their best to guide them. It is a privilege to meet these children every day and when we can see how they work in every lesson, we are proud to stand by their side and help them. They have special place in our hearts.

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PREDAVANJE ENGLESKOG JEZIKA IZUZETNIM UČENICIMA (PRIMERI DOBRE PRAKSE IZ SLOVAČKIH ŠKOLA)

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Apstrakt

Inkluzija je velika tema u svim školama širom Evrope, ali i širom sveta. Rad se bavi jednom grupom uključenih učenika, onih sa disleksijom, koji uče engleski jezik u nižim razredima srednje škole u Slovačkoj. Disleksija karakteriše ovu grupu učenika, kao i posebni aspekti rada sa ovim učenicima u formalnom obrazovanju. Zatim, u radu je predstavljeno nekoliko studija slučaja o različitim učenicima i njihovim rezultatima kako bismo podelili naša pozitivna iskustva. Rad je podeljen u pet delova. U prvom delu je predstavljena inkluzija u Slovačkoj, kao i način na koji se ona odvija. U drugom delu je opisana istorijska pozadina disleksije, dok su u trećem delu date osnovne karakteristike dece koja imaju disleksiju. U četvrtom delu ovog rada predstavljeni su različiti pristupi, strategije i aktivnosti koje su pogodne za učenike sa disleksijom, dok su u petom delu predstavljene tri studije slučaja dece s disleksijom; prikazani su njihovi životi, njihove svakodnevne borbe u školi i aktivnosti koje vole da rade. Glavni akcenat stavljen je na časove engleskog jezika.

Ključne reči: učenik, nastavnik, inkluzija, posebne obrazovne potrebe (POP), disleksija

IMPLEMENTATION OF THE INTEGRATIVE APPROACH IN PHYSICS TEACHING BY STUDENT PROJECTS[1]

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Abstract

Although the idea of realizing an integrative approach in teaching physics through student projects is not new, it is necessary to point out its importance in contemporary teaching. An integrative approach involves interconnecting of teaching content across multiple subjects. In both science and teaching, interdisciplinary becomes indispensable in order to acquire comprehensive functional knowledge. In addition, it should be pointed out that the contents of not only the most related subjects, for example physics and chemistry, biology, mathematics, but also history, computer science, Serbian and foreign languages, etc. can be integrated. Student projects can help to realize an integrative approach, they can be various. Through the realization of the project, students have to solve a complex task that is based on an interesting question or problem. During the implementation of the project, students are expected to design the research, conduct it, and thus solve the task and form a "product" that they will present to the public. The aim of this paper was to propose an integrative approach in teaching physics through student projects. The proposal presented relates to the integrated contents of different subjects related to the concept lever. In the seventh grade of elementary school, after basic knowledge of body balance is mastered in physics, the concept lever is most often processed within two teaching units. Realization of the project requires more than the foreseen time, so the solution can be to organize an integrative day, or to set the project for homework. The design and implementation of such student projects is only possible if the subject teachers are willing to cooperate with each other and to invest more effort and spend more time preparing than when they are preparing traditional classes.

Keywords: integrative approach, physics teaching, student projects.

Introduciton

Ideas about an integrative approach to teaching originate from the time of Comenius, who felt that it was necessary to concentrate the teaching material on natural and logical entities, to connect the contents with nature and society. His ideas did not come into practical application and remained largely theoretical, and the integrality of teaching on the practical side began to approach much later only in the late 19th and early 20th centuries. The reasons for that lie in the fact that science has differentiated itself through its development, which is a completely natural process that aims to study a particular subject of research as closely as possible. The once unique sciences have split into more scientific disciplines. Divisions in science were followed by divisions in teaching. Special teaching subjects were distinguished, and the teaching staff was usually trained to teach one subject during their education. Advantage of such a process was that teaching is more scientific than it was earlier. However, the disadvantage of this process is that it divides a unique image of nature and society in children's consciousness. Thus, content differentiation occurred, but the problem was and still is how to accomplish the process of knowledge integration. These processes must be interconnected because only what previously has been differentiated and explained can later be integrated in a whole (Vilotijević & Vilotijević, 2016).

Many prominent educators thought that the mere disintegration of teaching content was not enough.

Rousseau sought a teaching based on the totality of experience, Pestalozzi that after decomposition, the whole should be reassembled as it alone could have a meaningful effect on the child's development. Herbart, while a private teacher in Switzerland, interpreted many phenomena in one text (Homer's Odyssey) to children - language, history, geography, the life of the people. So, in the literary text he addressed the contents of other fields. I called such classes closed, as opposed to fragmented classes. (Vilotijević & Vilotijević, 2016)

Over time, the idea emerged that is necessary to implement so-called concentration of teaching with the aim of eliminating the bad consequences of the multi-curricular system. In other words - to narrow down the teaching contents and to choose the ones that are important, to make the way of processing the school material practical and logical, to connect the contents of different subjects. Tuiscon Ziller, a student of Johan Herbart, has dealt with this problem. He believed that the central material must be such as to create the basis for the formation of a worldview. Central material serves as the key point to which all other objects are connected.

The book by V. Poljak "The Integrity of Teaching" (Zagreb, 1959) depicts Ziller's conception graphically. We have taken over this scheme. The larger circle in the middle represents the central structure, and the six smaller circles around represent the other objects. The outer circles are connected to the central ones, which emphasizes that this is a harmonious whole. (Vilotijević & Vilotijević, 2016)

Figure 1
Ziller's Conception
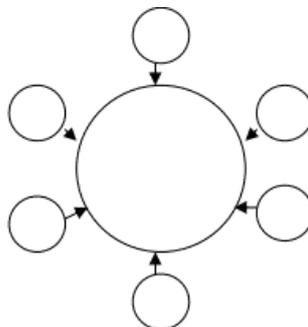
The Gestalt theory from the early twentieth century, with its main representatives Wertheimer, Koffka and Kohler provides the theoretical basis for integrative teaching to which most researchers refer. The view of this theory is summarized using the adage, "the whole is more than the sum of its parts." At the core of the Gestalt theory is the view that the most important features of psychic processes are organization and integrity. In that view, these characteristics of psychic processes would be lost in an attempt to separate them into "small pieces". In learning it is most important to understand relationships in an organized whole, students need to look at the totality of the material that they need to adopt or understand and find patterns that enable them to more easily acquire new knowledge (Vilotijević, 2006).

In addition to the Gestalt theory, there are other theories that provide the basis for developing an integrative approach to teaching, such as humanistic theories, constructivist theories and social learning theory. One of them is Gardner's theory of multiple intelligence which strongly influenced on the justification of integrative learning. Gardner believes that human beings possess the ability to intelligently behave across nine areas of activity and understanding of problems (Gardner, 1993). Gardner starts with the fact that children should be given the opportunity to try out all the many areas, those where children are strong and those where children are not that strong. Integrative learning, which requires students to relate and apply all of these areas, while also focusing on the real-life aspects that best suit the child's strengths, gives the opportunity to try and develop simultaneously in all areas of intelligent behavior (Čudina-Obradović & Brajković, 2009).

Under the influence of these theoretical foundations, new understandings of learning have developed, which have different starting points, but very often have some common characteristics. Đordjević (2007) defines integrative teaching as teaching in which the borders between different subjects or disciplines are blurred. Similar aspects of different disciplines are linked by meaningful connections in this type of teaching. In this approach the perspectives of several disciplines are integrated, interpenetrated and synthesized into a new whole that is larger and more significant than the simple sum of the constituent elements, in this case, individual disciplines or subjects (Đorđevic, 2007). According to Vilotijević (2006), the goal of integrative teaching is to connect complex problems in different subjects, which should lead to a inter-subject synthesis of

knowledge, so that students acquire a unique (holistic) picture of the world (Vilotijević, 2006).

Applying an integrative approach can contribute to increasing the quality of the teaching process. Successful implementation of an integrative approach in teaching achieves greater dynamism and an interdisciplinary approach to particular problems. Roberts and Kellough (2008) defined five levels of connections between subjects: correlation, parallel program of the same teacher, parallel program of teachers of different subjects, thematic learning, full integrative thematic learning - project. Correlation is the lowest degree of integration in which the same terms or phenomena are mentioned, described, or applied in two or more courses. The same teacher's parallel program represents the processing of the same topic in different subjects. Parallel program of different subjects, means a program in which an agreement of subject teachers (teachers) is reached to cover the same central topic in different subjects. Thematic learning is a form in which independent and active learning is organized around one central theme, and a particular concept, phenomenon or problem is approached in several aspects. Fully integrative thematic learning - the project is going beyond the curriculum to some extent, as teachers from different subjects and from different classes bring together interested students to explore a common theme to understand and explain it from all aspects and presented the results in different creative ways.

Project-Based Learning

In XX century, with big social changing came need for changes in schools and way of learning. Pedagogues Dewey and Kilpatrick introduced the term *project method*, alternatively called education into literature and educational practice. Their main idea was to include research methods into traditional education, to enhance student's activity. They thought that functional knowledge is best realized with exploration and work. Dewey's main idea was to prepare students for life, which is to educate them to use their full potential and abilities. The only right way in education is to encourage the development of innate urges, from which Dewey differ four urges: the social urge (need for communication), the urge to construct, the art urge, and a desire to explore (Dewey, 1897, according to Munjiza, 2007).

Phenomenon of project learning is also related to the understanding of economic life and work, which consists of different projects. In fact, whole everyday life is made of projects, from early age to grown up life every day is made of different tasks, and problems (Prtljaga, 2017). Very quickly this method became popular in schools and universities, due to the connection of theoretical knowledge and practical applications in solving concrete problems through cooperative student activities (Vilotijević & Vilotijević, 2010). However, it was quite complicated to implement this way of learning in regular schools and that is the reason why it was never accepted in its original form, but made impact in school modernization (practical foundation is acquired in education, so are group and individual projects that include exploration methods in teaching,…) (Prtljaga, 2017)

For modern day students it is essential to learn from experience and by solving problems, like in project method. It is fact that students spontaneously learn certain contents while working on project, but also master cognitive and social skills. Because all of that, project learning is considered as innovative approach in learning, which allows acquisition of knowledge necessary for living and functioning in XXI century (Prtljaga, 2017). This method allows students to ask questions which triggers their curiosity, and they alone put frame of project by questioning and exploring. This forms feeling of satisfaction, because students came to discoveries alone and they present their results publicly. All this is needed in the modern world, people who have developed social and communication skills and people who are able to solve the problem by working in a team and presenting discoveries afterwards. Recent research shows that project learning follows social change and is focused on the development of planning, research and teamwork (Thomas, 2000).

Term „project" appeared in literature before the World War I, and it was introduced by William Heard Kilpatrick who was inspired by John Dewey ideas. Kilpatrick in his article from 1918 starts discussion about term „project", for which he stated that it „knocks on the door of educational terminology and waits for it to be received" (Kilpatrick, 1918). His main idea is to make education holistic, which leads to integrative learning.

Thomas (Thomas, 2000) defines project learning as teaching model organized around project. For him, projects are complex tasks based on challenging and interesting questions or problems, which requires from students to set up a research, investigate, solve a problem over a long period of time and come up with a final product that is presented to the public. Essence of project method is that real problems mobilize students' interest and arouse critical thinking, and also enable the application of acquired knowledge through problem solving. In short, the value of project methods is that it gives students the opportunity to gain concrete experience, to reflect on that experience, to learn from the experience, and to apply the experience in other situations.

The project method was created at the time of the New School pedagogical movement at the beginning of the last century. This method did not succeed to remain in the original form, but it was modified to become acceptable. The original idea was a complete reform of the school system and the introduction of integrative teaching. It was the idea of forming an "open" school system without curriculum, curricula and subjects. Dewey and Kilpatrick wanted the knowledge to become integral without distinguishing the subject (Gojkov & Stojanović, 2011, p. 204). The basic notion of Dewey's philosophy is experience, which, in his opinion, connects man with nature, theory with practice, method with content (Cekić, 1970).

Some authors (Ivić, Pešikan, & Antić, 2001) think that project learning is just advanced form of learning by problem solving. This is partially correct because both methods start from a problem or question which does not have simple explanation, so students need to find a solution. Also, teachers can create some advanced problems with request for students to find link between different school subjects. During the implementation of the project, students are expected to design the research, conduct it, and thus complete the task by forming a "product" which should be publicly available.

If educational goal is to form cognitive habits for students and to develop learning autonomy, then the application of project-based learning can help on the path to that goal. Bruner (according to Lalovic, 2009) believes that such forms of work contribute to enhancing students' intellectual power, because information acquired in this way has a high transferability power both in the application of knowledge and in the development of personality as a whole. Also, students learn how to learn and how to behave in problem situations, which is difficult to achieve otherwise. All of that is required in modern way of life which traditional methods can't provide.

The organization of a project method involves the application of several stages that stem from its theoretical concept, which have been put in practice. Those are:

1. finding the theme of the project;
2. identifying project goals and objectives;
3. planning (division of work within the group; choice of place, materials and methods and time of work);
4. realization of the project, realization of research (monitoring the dynamics of realization, teacher coordination, control of student performance);
5. presentation of the project (public presentation of project results);
6. project evaluation (evaluation of results achieved, difficulties in realization, special successes, quality of presentation and publicity) (Vilotijević & Vilotijević, 2010, p.31).

The implementation of the project method is not simple; on the contrary, it is very complex and requires many skills. The skills and knowledge implied by the project method apply to both students and teachers, without whom the project work cannot be properly organized. Other skills that are required are the team work skills, without which project learning is impossible. All students must be involved in all phases of work, and ideas and solutions must be achieved in team work. Also, the teacher must be a model who, through his verbal and non-verbal actions, shows respect for all students, shows openness to the new and different and has positive expectations about the students' abilities (Munjiza, 2007).

Project learning should not be absolutized, it should be used as a supplement to a regular way of learning as an aid to accelerated student development, as a useful alternative to the class-time system (Vilotijević & Vilotijević, 2010, p. 67). First of all, project learning can provide depth of knowledge, but at the expense of width; the realization of project learning takes time and this further complicates the work of the teacher as he/she is forced to complete the overcrowded curriculum; teachers are not sufficiently trained and have little practical experience with this method.

The existence of similar problems was also indicated by the results of a study conducted by Lakala with his associates (Lakkala et al., 2005) in Finland. The results they obtained showed that in some cases teachers had trouble finding appropriate procedures to support students' research efforts. Likewise, it was the hardest thing to come up with a common research result, while many of the research products were still largely based on individual work.

Based on all of the above, it can generally be concluded that there is no ideal and perfect teaching method that is omnipotent, but a combination of different methods that

would satisfy the requirements of teaching as a complex process. In this sense, the project method is not the perfect solution for everything, but should be applied whenever the goals of the lesson and the content allow it.

Proposal of Realization of Integrative Approach in Teaching Physics

We present a proposal for implementing an integrative approach in seventh grade physics teaching. The proposal presented relates to the integrated contents of different subjects related to the concept leverage. Since, in the seventh grade of elementary school, basic knowledge of body balance is mastered in physics, the concept leverage is most often addressed within two teaching units: Leverage, force moment; Leverage balance and its application, types of leverage balance.

The educational standards that should be met are:

Basic level: the student can recognize the type of movement according to the shape of the path, for example: the movement of a child on a seesaw, the movement of a wheel on a cart.

Intermediate level: The student can recognize when the lever is in equilibrium state, can apply the equilibrium condition. Example: if two people are on a seesaw, the student knows to recognize the distance from the point of support if the ratio of their masses is given.

Advanced level: The student understands the lever equilibrium conditions, knows that the lever equilibrium condition is the equality of the moments of force with respect to the support point, knows which force gives the highest or the lowest moment relative to the support point, knows how to calculate the intensity of moments occurs with the lever in the case of forces that are normal to the lever arm, as in the case of a seesaw or auncel. The student knows what is the relationship of forces acting on a body which is stationary or moving evenly, i.e. when the body is in a state of static and dynamic equilibrium. The student independently performs experiments, asks questions and gives answers, draws conclusions.

Higher standards can be more easily achieved through the implementation of teaching through student projects. Project should be realized through the next stages: The teacher, in collaboration with the students, chooses the current problem and it can be to answer the question: "where can one find the lever?" It is very likely that students have encountered leverage so far, whether by playing on a seesaw or using some simple tools that operate on the lever principle since it's very important for the students themselves to be interested in the problem chosen and to have some experience with it.

This problem should be translated into a task that can affect different teaching areas. The chosen topic of the project is very grateful because it easily connects different subjects such as Physics, Mathematics, Biology, Physical Education, Informatics, History, Technical Education, Arts... Physics and mathematics are naturally intertwined throughout virtually all teaching topics in physics, and this is also the case with teaching units related to the term leverage. In solving computational problems, students use mathematics to reach specific conclusions. When we talk about the connection between

physics and biology on this subject, for example, we can talk about human and animal skeletons, which from the standpoint of physics represent a system composed of levers, as well as the muscles that create the forces that drive those levers. The principle of leverage is used in various physical activities and sports. It can be a paddle device used to propel a boat in rowing, and most often the body itself can serve as a lever: in martial arts when knocking down opponents; in basketball or handball when throwing a ball, the forearm serves as a lever, etc. The development of computers and computer equipment enables the increasing connectivity of informatics with other subjects. More and more teaching is being done by using computers, using various software simulations, making presentations, producing video materials and the like. Students can use a computer when designing their project. Prehistoric civilizations made various tools and weapons, and it is likely that people still used the leverage principle during this period. As civilizations evolved, the use of leverage became more diverse and, in this connection, could be traced to the historical development and use of devices operated by various levers, such as a catapult that was used as a weapon in the Middle Ages. In the course of Technical Education, students use various tools that work on the principle of levers, such as pliers, scissors and the like, through practical work.

Given the foregoing the main task can vary since the topic given is related to the various teaching subjects. It can be, for example, to make an exhibition of paintings and posters, to create models of machines using the given principle, to make an educational theater play, or some other idea that will connect various subjects through a given topic. In planning, after the students are divided into groups, they are assigned smaller tasks that help them accomplish the main task. Based on the collected and analyzed data, which are brought into mutual logical connection, conclusions are drawn and verified. After those tasks are done, correction is approached if necessary, and after the results are presented in different ways: as written reports, drafts, sketches, slides, and tables with necessary data.

Conclusion

An integrative approach involves the interconnection of teaching content from multiple subjects - it occurs in contrast to the fragmented teaching. In teaching, as well as in science, interdisciplinary becomes unavoidable in order to gain a comprehensive functional knowledge. Integrative approach can be realized by students' projects that serve to create holistic picture of the nature and society. Inter-subject correlation is not a prerequisite for successful project teaching. However student projects can help to realize an integrative approach.

Realization of the project requires more than the foreseen time, so the solution can be organizing an integrative day, or setting the project for homework. The design and implementation of such student projects is only possible if the subject teachers are willing to cooperate with each other and to invest more effort and spend more time preparing than when preparing traditional classes.

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REALIZACIJA INTEGRATIVNOG PRISTUPA U NASTAVI FIZIKE PUTEM UČENIČKIH PROJEKATA

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Apstrakt

Iako ideja realizacije integrativnog pristupa u nastavi fizike putem učeničkih projekata nije nova, potrebno je ukazati na njen značaj u savremenoj nastavi. Integrativni pristup podrazumeva međusobno povezivanje nastavnih sadržaja iz više nastavnih predmeta. Kako u nauci, tako i u nastavi, interdisciplinarnost postaje nezaobilazna kako bi se steklo sveobuhvatno funkcionalno znanje. Dodatno treba ukazati na mogućnost da mogu biti integrisani sadržaji ne samo najsrodnijih predmeta, na primer fizike i hemije, biologije, matematike, već i istorije, informatike, srpskog i stranog jezika i dr. Učenički projekti mogu pomoći da bi se realizovao integrativni pristup, oni mogu biti veoma raznovrsni. Kroz realizaciju projekta učenici treba da reše složen zadatak koji je zasnovan na zanimljivom pitanju, odnosno problemu. Tokom realizacije projekta očekuje se da će učenici osmisliti istraživanje, sprovesti ga i na taj način rešiti zadatak i formirati „proizvod" koji će javno prezentovati. Cilj ovog rada je bio da se da predlog realizacije integrativnog pristupa u nastavi fizike putem učeničkih projekata. Predstavljeni predlog se odnosi na integrisane sadržaje različitih nastavnih predmeta u vezi sa pojmom poluga. Pošto se u sedmom razredu osnovne škole iz fizike savlada osnovno znanje o ravnoteži tela, pojam poluge se najčešće obrađuje u okviru dve nastavne jedinice. Realizacija projekta zahteva više od predviđenog vremena, tako da rešenje može biti organizovanje integrativnog dana, ili zadavanje projekta za domaći zadatak. Osmišljavanje i realizacija ovakvih učeničkih projekata je moguća samo ako su predmetni nastavnici spremni da međusobno sarađuju i da ulože više truda i utroše više vremena za pripremu nego prilikom pripreme tradicionalne nastave.

Ključne reči: integrativni pristup, nastava fizike, učenički projekti

EXAMPLES OF PROJECT TEACHING IN WORK WITH GIFTED STUDENTS IN THE FRAMEWORK OF PHYSICS TEACHING[1]

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Abstract

Once identified and identified, the most important element in the education and upbringing of gifted students is finding adequate forms of educational support that will encourage their development, both in terms of cognition and in the development of particular skills. The paper presents examples of projects that can be implemented with elementary school students for the purpose of vertical enrichment of teaching content in Physics. These examples offer the possibility of creative expression of the gifted, but also the opportunity for teachers to further extend the teaching content and thus create the best possible support for young people.

Keywords: gifted students, project teaching, Physics, elementary school, vertical content enrichment.

Introduction

The problem of traditional approach to teaching is often highlighted in the professional literature (Ćetković, 1994), and the most common "objections" to this approach are the position and role of students in the education system that reflected on its motivation to learn in general or learning some special groups of subjects. Student demotivation was especially noticed for a group of sciences and mathematics subjects (Osborne, Simon, & Collins, 2003; Reid & Skryabina, 2002; Saleh, 2014; Schumm & Bogner, 2016). Therefore, the task of modern didactic research is to find different teaching approaches which will change the position of teachers and students in the direction of active student participation in teaching and prepare it for the needs of modern society (Grozdanić, 2019).These approaches emphasize the importance of encouraging and applying different ways of thinking, as well as creative and critical approaches to problem solving. One such approach is project-based teaching. There are different definitions of this approach, but a common feature, which stands out in all of them, is the importance of the implementation of the project in the educational context. A project involves a complex task based on a challenging and interesting question or problem, which requires students to formulate questions, construct research, conduct it within a given time frame, and present the result. The choice of the problem should be such as to

encourage students to think, discuss, and see it more broadly and deeply. Therefore, under the influence of project-based teaching, learning goes beyond the strict memorization of facts and passes into a completely new area of understanding and application of knowledge in new situations and circumstances (Pešikan, 2003, cited by Živanović, 2019). Students take an active role in the process of solving authentic tasks and real problems and become actors who generate knowledge and skills in the dynamic interaction of physical and social environment, and thus create their own knowledge and cognitive constructs about themselves and the world around them (Vuković & Kostović, 2016). According to the above, project teaching is problem-oriented and research-oriented teaching, and it is supported by student research papers. According to Adamov and Olić (2014), gifted students have a need for a challenge and they need a program that will challenge and stimulate their abilities and interests, which project-based teaching with its characteristics fully fulfills. Learning is not only the result of cognitive processes, but it is also influenced by emotions, project teaching provides an opportunity for gifted students to develop some specific skills, such as: social and communication skills, cooperation, empathy for the characteristics of associates (ability, speed, dexterity, ideas , egocentrism), etc., but it also gives them the opportunity to express their creativity. Proper selection problem can be encouraged horizontally and/or vertically enriching teaching content. The model of enriching the teaching content is only one of the forms of upbringing and education of gifted students. These models do not require the separation and relocation of the gifted student to a new environment, i.e. it does not change his social environment and is therefore considered more suitable for gifted students (Radulović & Stojanović, 2019).

On the other hand, having in mind that gifted students learn easily and quickly and strive for challenges, it is of special importance to create activities and tasks that contain incentives for fluency, flexibility, originality, elaboration, openness to new and different as a characteristic of creative thinking and behavior (Adamov & Olić, 2014). Thus, through different division of tasks, the development of abilities can be provided, but also the realization of opportunities for individual and in-depth learning, the application of different methods, techniques and learning styles that are in line with their needs and abilities and motivation (Adamov & Olić, 2014). An additional benefit of project teaching is the absence of the classic organization of the class-subject-hour system of teaching, which leaves enough time for students to conduct an experiment and present their conclusions and discuss about them, as well as the problems that accompanied them.

According to the curriculum, physics is taught in primary school from the sixth grade with two hours a week, which is often not enough to put students in a situation to research and critically reason about the studied phenomena. Therefore, two examples of project-based teaching are given that can cause vertical enrichment of teaching content in physics.

Examples of Project-Based Teaching

Example 1 -Elasticity and Pesistance of Materials

The concepts of elasticity and resilience of materials are partially presented to students within the subject Technical and Information Education (TIE) within the teaching topics *Constructive Modeling* and *Machines and Mechanisms* in the seventh grade, and *From idea to realization* in the eighth grade, while in Physics in primary school, these concepts are not learn at all. The focus of teaching topics from TIE is placed

on the metal structure and making models of them. Due to the simplicity of material processing, metal will not be used as a basic material within the planned project, but all observations and physics laws are the same.

In order to use the concepts of elasticity and resistance of materials and concept of the project-based approach for vertical enrichment of Physics for gifted students, it is necessary to start from the definition of pressure as the ratio of force (as body weight, for example) and surface. The concepts of pressure and weight, students learn in the sixth and seventh grade. Due to the use of the necessary knowledge and correlation with the TIE, the project is designed for students of the seventh and eighth grades. The goal of the project is the construction of a bridge using dough - spaghetti. Since the material is specific (spaghetti is brittle, and fresh dough can be easily deformed), the main question is how to construct the pressure distribution. If you apply a higher pressure or force on one end of the bridge, you will cause a rotational movement, which is described by the moment of force.The moment of force is defined as the product of the intensity of the force and the distance from the axis of rotation, and due to its complexity, it is intended to be presented to students in the first grade of secondary school.In addition to potential problems with rotational motion, students will encounter a series of deformations (Figure 1) described by Hooke's law. This law shows the relationship between stress and relative deformation, and the coefficient of proportionality between them is the modulus of deformation.Stress is a tensor that is presented through its nine components,

$$\sigma = \begin{pmatrix} \sigma_{xx} & \sigma_{xy} & \sigma_{xz} \\ \sigma_{yx} & \sigma_{yy} & \sigma_{yz} \\ \sigma_{zx} & \sigma_{zy} & \sigma_{zz} \end{pmatrix}$$, and each component can be compared with the definition of

pressure.

Figure 1
Different Ways of Deformation
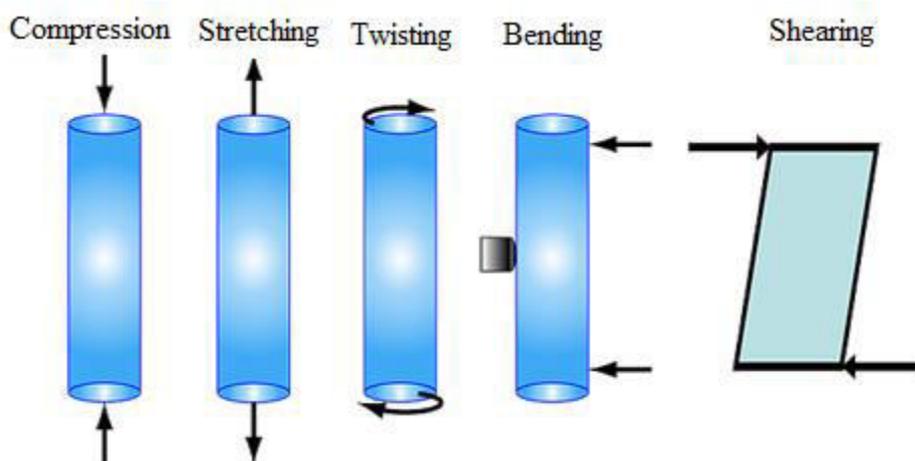
If we put the students in this situation, first they need to find a right way how to construction the bridge using characteristic of the material and deal with physical phenomena (Figure 2). Therefore, the goal of project-based teaching is not to put ready-made knowledge in front of students, but to make their own conclusions about some relations.The simplest example of deformation, stretching, can be demonstrated using fresh cylindrical dough. If we take the ends of the dough and start to stretch it, dough will elongate while narrowing the cross-sectional area.But, if the dough is twisted, then more

complex deformations are achieved.Students can empirically show different types of deformations, but since these are concepts that are completely new to students, it is necessary for the teacher to show the connection between Hooke's law for shearing and the moment of force, i.e. between the torsional constant and the shearing modulus.

Figure 2
The Bridge of Spaghetti
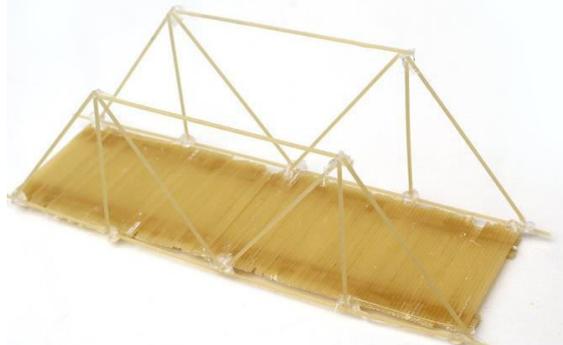
 Note: Figure is taken from Grozdanić (2019)

An additional problem that students should take into account when constructing some buildings, in general, is resonance. Resonance is a phenomenon of the sudden increasein the amplitude of oscillation.Students learn about this concept in the third grade of secondary school on physics classes, but use it in everyday life when crossing bridges. Until the accident with the Tacoma Bridge, not much attention was paid to resonance.Now, during the construction of all buildings (bridges, buildings, etc.) it is necessary to determine the frequency of oscillation of the building and the frequency of oscillation of wind or other fluid, in order to reduce or completely annulled the effect of resonance.

As it was said before, using the dough, the students can learn complex physics concepts, such as elasticity, resistance, stress, deformation, moment of force and resonance, and empirically determined certain relations. As exactly the same deformations are realized in all other materials, this example can be used to connect knowledge from physics and TIE, but also chemistry, because in order to join spaghetti, it is necessary to break the existing chemical bonds in order to upgrade new ones.Because that, this specific example was used to introduce students to the complex physical concepts, which they will taught in secondary schools.Also, it enabled further elaboration of various cases of statics and dynamics of a solid body.This example of the problem is suitable for working in the whole class. Students of lower cognitive level will not perform special relations of physical laws, such as the connections of Hooke's law and the moment of force, because more complex relations, which exceed the intended material for primary school, require more complex mathematical operations.In the case of carrying out a project with the whole class, the benefit for gifted students, beside the content, would be in the development of socio-communication skills that they would achieve in group work.

Example2 - The Force of Resistance

In the first example the focus is on solid bodies, while the second example will deal with the statics and dynamics of fluids, i.e. the stress in liquids and the resulting forces. The project is, therefore, intended for seventh and eighth grade students because

they need knowledge of Newton's second law and the influence of the Earth's gravitational field on objects. The task is to find a way to throw the egg so that it falls freely from a height of 12m, without breaking (Figure 3). Therefore, students first task is to analyze the environments in which the egg can be placed and evaluate impact of that environments in the form of the force of reaction of the substrate with the material and the transfer of pressure to the egg. Taking into account all forces, students should design an experiment to demonstrate the forces of resistance of the environment, with the purposesafety putting down the "aircraft" on the surface from a certain height (12 m).To do that, they need to assess how the force of impact can affect on the fluid, or directly on the egg.

Figure 3
Example of the Resistance Force

Note: Figure is taken from Grozdanić (2019)

This example would vertically enrich the content of Physics because students would be introduced to the barometric formula, which shows the dependence of pressure change due to the difference in the height where the body is in the atmosphere, and Archimedes' law, which shows the influence of fluid environment on apparent weight loss.Both concepts are taught in the second grade of secondary school.

Conclusion

The basic question that arises when considering the problem of education and upbringing of gifted students is related to determining adequate forms of educational support that will encourage their development (Adamov & Olić, 2014). In regular classes, which do not respond sufficiently to their cognitive requirements, gifted students can feel the boredom and frustration.Therefore, this paper presents two examples of project-besad teaching in which it is possible to achieve vertical enrichment of teaching content in Physics and thus provide new content to gifted students, but also the opportunity to express their creativity and further develop socio-communication skills, if necessary. According to Radulović and Stojanović (2019), content enrichment models are considered to be a more suitable for gifted students because they do not require the separation and relocation of students to a new environment, i.e. there is no change in his social environment.Project teaching, as a student-centered learning environment, enables him to research, use different methods and strategies, and find and select relevant information (Matijević, 2008, cited by Živanović, 2019). Due to its characteristics, project-based teaching causes the encouragement and nurturing of creativity, but also socio-communication skills. Therefore, the right choice of problems can fully meet the needs of gifted students in Physics and give them the opportunity to discover which form

of learning, technique or learning style suits them best, so that they can use it at higher levels of education.

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PRIMERI PROJEKTNE NASTAVE U RADU SA DAROVITIM UČENICIMA U OKVIRU NASTAVE FIZIKE

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Apstrakt

Nakon prepoznavanja i identifikovanja, najvažnija stavka u obrazovanju i vaspitanju darovitih učenika je pronalaženje adekvatnih oblika obrazovne podrške koji će podstaći njihov razvoj, kako u smislu kognicije tako i u smislu razvoja određenih veština. U radu su predstavljeni primeri projekata koji se mogu sprovesti sa učenicima osnovne škole sa ciljem vertikalnog obogaćivanja nastavnih sadržaja iz fizike. Navedeni primeri nude mogućnost kreativnog izražavanja darovitih, ali i mogućnost nastavnicima da dalje proširuju nastavni sadržaje i tako stvore što bolju potporu mladima.

Ključne reči: daroviti učenici, projektna nastava, nastava fizike, osnovna škola, vertikalno obogaćivanje sadržaja.

STRESSING THE IMPORTANCE OF LIFELONG LEARNING THROUGH THE IMPLEMENTATION OF THE INSTRUMENT *PASSPORT OF COMPETENCIES*[1]

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Abstract

The aim of this paper is to point out the importance of lifelong learning and those types of learning that are not evaluated through the education system, i.e. non-formal, informal and implicit learning using the Passport Competencies Instrument, whose philosophy is based on highlighting the knowledge, skills and competencies acquired through these types of learning. According to the principles of humanistic psychology, every person is viewed as an individual who can change, develop and learn throughout his life. Continuous improvement and constant lifelong learning is one of the minimum conditions for adapting to today's changes and achieving success. In addition to the formal education and knowledge, we acquire in this way, non-formal education is of great importance in the development of personal and professional skills today. Starting from the assumptions that man is an active being who constantly complements his biography, recognizing the importance of lifelong learning and finding ways to evaluate knowledge and skills acquired informally in Germany, the instrument of Passport of Competencies was developed. The competency passport is an instrument for empowering and increasing employability. It originated in Germany under the name ProfilPASS by the German Institute for Adult Education. The competency passport enables the integration of formal, non-formal and informal learning processes in a wide range of areas of life. This instrument has a clear structure and method of application. Biographical communication as a basis for refining and developing competencies begins with an open conversation about life and important biographical points in a user's life. Working with the Competency Passport is based on completing a Passport folder maintained by a certified advisor. The map consists of eight fields: education, additional training, business life and practice, household and family, hobbies and interests, military service/civilian service, political and / or social engagement, special life situations. At the very beginning of the

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work, the user gets his own folder in which, with the help of a counselor, he will write down everything he has learned in different fields of his life. The beneficiaries of this process are the beneficiary on the one hand and the licensed advisor on the other. At the very end of the counseling session, the user receives a certificate stating his/her competencies i.e. knowledge and skills person possesses. Based on the counseling process, the counselor recognizes the competencies that the user has acquired in the past work, as well as the competencies that will be listed in the certificate after the counseling is completed.

Keywords: competencies, lifelong learning, counseling, goals, skills

Introduction

The philosophy of lifelong learning is by no means a more modern date. Ancient societies around the world have emphasized the need to learn from cradle to grave. Today, in the 21st century, we are once again among those who are vocal in promoting the importance of lifelong learning. The basic principles of education as well as education-related research have long focused only on formal knowledge, ie. to knowledge and skills acquired in the context of school and schooling. In light of the global, economic and cultural changes that have taken place in recent decades, the concept of education needs to be adapted. The acquisition of new knowledge and skills does not take place solely in the context of formal education. Man learns from birth to a deep old age. Every day he acquires new knowledge and skills. Lifelong learning is a new educational reality: learning becomes a process of mental and social change that lasts a lifetime in comparison to traditional, classical schooling.

Lately, more and more individuals are gaining knowledge and skills through training and seminars or by reading certain books and watching channels for teaching. Due to the shortage of certain professions and the overload of others, an increasing number of people are not engaged in the jobs they were educated for. In such situations, formal education acquired is often insufficient. In addition to formal education, there are informal and implicit forms of learning. Although these forms of learning are acquired knowledge and skills that are used in both business and daily activities, the knowledge and skills acquired in this way do not have the same value as those acquired formally. One of the reasons is that there is no procedure or document that archives all this knowledge and competencies. The Passport Competencies Instrument was created because it recognized the need to document precisely the knowledge and skills that we mostly rely on in the broad fields of life that is not the product of the impact of formal education. A competency passport provides insight into a person's knowledge, skills, and abilities that he or she has acquired during different periods of their lives. This instrument highlights those competencies that one has acquired throughout his or her life, and therefore the importance of lifelong learning.

Methodology

Searching literature with the aim of locating available research was carried out by searching the Internet and indexed databases. Search is limited to reviewed reviews in English and Serbian. While searching the literature, we also explored the manuals intended for certified advisors to use the Passport Competency Instrument. On that occasion, keywords were used: competencies, lifelong learning, counseling, goals, skills, non-formal, and formal education. For this paper, 16 references have been selected.

Concept of Lifelong Learning

Society structure has been changing in the 21th century due to technological revolution, which has been lasted for two centuries. Especially, the revolutions, in last 50 years, facilitated mankind's improvement incredibly (Demirel, 2009). Last 50 years have constantly encouraged humanity to acquire new knowledge and laundry on a daily basis. The only way to keep up to date is to learn daily and adapt to changes that technological revolution brought.

Lifelong learning is a process in which individuals retain their development of knowledge, skills, and interest in their lives and opportunities of learning (Richardson, 1978). According to Reinsch (2007), lifelong learning can be defined in these three terms:
 • The entire educational system should focus on raising lifelong students.
 • In addition to the educational system; industries, business and organizations will also need lifelong learning processes.
 • Individuals, within this respect, should be self-directed learners.

The meaning of lifelong learning includes a process from 'cradle to grave' without constraining it to specific time periods, years, certain organizations, or institutions (Çolakoğlu, 2002).

The Importance of Non-formal and Informal Learning and Education

In addition to formal education and development where the individual is trained in one of the areas, it is very important that the individual works on their personal and professional skills, competencies and attitudes. Different programs of non-formal and implicit learning, i.e. Education, mostly aim to strengthen certain skills that we do not acquire through formal education, as well as for the individual to work on the development of attitudes and additional values.

Non-formal Learning and Education

Non-formal education takes place informally in institutions, organizations or small groups. This type of education also has a certain structure, plan and pace of learning, as

well as rules tailored to the needs of the target group. Non-formal education means courses, trainings, summer schools, seminars and similar programs that have an educational dimension, but take place outside the formal educational framework.

Non-formal education is optional, and is not compulsory unlike formal education. Completion of non-formal education usually ends with the award of certificates that are also not related to the formal education system.

Non-formal education leads to the development of 'knowledge, skills and competencies'. The European Qualifications Framework (2018) divides learning outcomes into knowledge, skills and competencies and states that knowledge can be theoretical or factual. 'Skills', on the other hand, means the ability to apply knowledge and use know-how to complete tasks and solve problems. Skills can be divided into cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments). Skills are, also often divided into academic, generic, technical and soft skills (Bimrose & Barns, 2011). Soft skills, are the most difficult to define. We use those products of non-formal education (knowledge, skills and competencies) in everyday situations and they help us to be better in our business. Mentioned acquired knowledge, skills and competencies are often more important for performing business obligations and tasks than the knowledge acquired in the formal education system.
Integrity, initiative as well as interpersonal skills belong to the so-called soft skills (soft competencies), which have a concise emotional component that reflects emotional intelligence that is not measurable, but largely reflects on the results of managers in companies. (Milosavljević et al., 2009, p. 9).

Informal Learning

Informal learning is generally understood as "widespread practices of knowledge and skill acquisition undertaken by individuals and groups studying and experimenting outside formal setting and instruction" (Jeffs & Smith, 2005). Informal learning is highly contextual and learner oriented (Colley et al., 2003, according Niemeyer, 2018).

Informal learning results from daily life activities related to work, family or leisure. It is not structured (in terms of learning objectives, learning time or learning support) and typically does not lead to certification. Informal learning may be intentional but in most cases it is unintentional (or `incidental' /random) (UNESCO 2009, p. 27).

Although it is an unintentional form of learning, the knowledge and skills acquired in this way greatly affect our work and functioning in different life situations. Informal education can help individuals learn to react to and control different situations and settings. In addition, it combines social entities that are important for learning.

Passport Competencies - the Instrument

The Passport of Competencies Instrument is actually a reflection of an individual's introspection (Andrijanić et al., 2018, p.9). It provides insight into the knowledge, skills

and abilities that a person has consciously or unconsciously acquired during his life. He emphasizes the importance of those competencies and skills that a person relies on the most when performing activities from different areas of life. The Passport of Competencies Instrument provides insight into the counselor's ability to counselor but also to the person himself who has the opportunity to raise awareness of his own values.

The ability to self-perceive (experience oneself), awareness of one's values, knowledge and understanding of one's values forms an interpersonal communication that implies a complete picture of oneself, perceived by our experiences, attitudes and experiences. Forming an image of ourselves creates a certain impression of how others see us and how and in what way we will see others (Lehman & DuFrene, 2015, p. 24).

The way of experiencing oneself and the formed image of oneself and one's abilities is in direct correlation with a person's behavior and his engagement in both private and business life. That is why it is very important to make a person aware and give him an insight into his abilities, help him recognize them, define and set a plan on how to use them. The passport of Competencies enables exactly that process. People who have gone through the counseling process with the Passport of Competencies emphasize the importance of counseling in their image of themselves they come out of the counseling process more confidently, empowered and more aware of their abilities. Thanks to the recognized importance of lifelong learning and Competencies development, the Passport of Competencies Instrument enables counselors to recognize their potentials and use them.

Conclusion

Interpersonal skills that provide the basis for the Competencies of personal success are of primary importance in all areas of work. It refers to communication, complex relationships and cooperation with others and is highly valued by business entities. Skills are reflected in participation in teamwork, the importance of interdependent relations, creativity, decision making, innovation, assertiveness. (Doljanica, 2018, p. 54)

The pace of life today is incomparably faster than before and is constantly increasing. The amount of available information is multiplying every day and represents an unstoppable process of society development, and it is up to us to keep up with changes or we will lag behind in a given process. The obligation of a modern individual is to constantly educate and learn throughout life, as well as to recognize their competencies to work more accurately on the process of validation and assessment of their skills, attitudes and knowledge. For successful development, it is crucial that during the process of personal and professional development, we work on monitoring, planning and constant lifelong learning.

The significance of the application of the Passport of Competencies Instrument can be defined through three separate parts. The first part is focused on the process of measuring competencies, as well as on the development of awareness of which competencies an individual possesses and why they are important for further personal and professional development. The second part is the affirmative side of this instrument,

which somewhere on the basis of the competencies possessed by the individual give additional support when planning further goals. The Passport Competencies Instrument is of great importance in the application in the human resources sector, where one of the basic goals is that all employees have enough competencies to perform a given job, during the application of the instrument we can measure someone's competencies and goals and create a further plan of professional development which is another important element of this instrument and learning process.

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ISTICANJE ZNAČAJA CELOŽIVOTNOG UČENJA KROZ IMPLEMENTACIJU INSTRUMENTA *PASOŠ KOMPETENCIJA*

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Apstrakt

Osnovni principi obrazovanja kao i istraživanja vezana za obrazovanja dugo su se fokusirali samo na formalno znanje, to jeste na znanja i veštine stečena u kontekstu škole i školovanja. U svetlu globalnih, ekonomskih i kulturoloških promena koje se dešavaju poslednjih decenija, koncepte obrazovanja je potrebno prilagoditi. Prema načelima humanističke psihologije, svaki čovek se posmatra kao individua koja se celi svoj život može menjati, razvijati i učiti. Neprekidno usavršavanje i konstantno celoživotno učenje jeste jedan je od minimalnih uslova za prilagođavanje današnjim promenama i postizanje uspeha. Pored formalnog obrazovanja i znanja koje stičemo na ovaj način, u razvoju ličnih i profesionalnih veština današnjice od velike je važnosti neformalno obrazovanje. Polazeći od pretpostavke da je čovek aktivan subjekt razvoja svoje biografije, u kontekstu održivosti koncepta celoživotnog učenja i iznalaženja načina vrednovanja znanja došlo je do razvoja instrumenta Pasoš kompetencija. Pasoš kompetencija je instrument za osnaživanje i povećanje zapošljivosti. Nastao je u Nemačkoj pod nazivom ProfilPASS od strane Nemačkog instituta za obrazovanje odraslih. Pasoš kompetencija omogućava integraciju formalnih, neformalnih i informalnih procesa učenja iz najrazličitijih životnih oblasti. Ovaj instrument ima jasnu strukturu i način primene.Biografska komunikacija kao osnova za preciziranje i razvoj kompetencija počinje otvorenim razgovorom o životu i važnim biografskim tačkama u životu korisnika. Rad sa Pasošem kompetencija bazira se na popunjavanju mape Pasoša vođenim od strane sertifikovanog savetnika. Mapa se sastoji od osam polja: školovanje, dodatno usavršavanje, poslovni život i praksa, domaćinstvo i porodica, hobiji i interesovanja, služenje vojnog roka/ civilno služenje vojnog roka, politički i/ili socijalni angažman, i posebne životne situacije. Na samom početku rada korisnik dobija svoju mapu u kojoj će uz pomoć savetnika upisivati sve ono što je naučio u različitim poljima svog života. Nosioci ovog procesa su sa jedne strane sam korisnik, a s druge strane licencirani savetnik. Na samom završetku savetovanja, korisnik dobija potvrdu na kojoj su ispisane njegove kompetencije tj. znanja i veštine koje poseduje. Na osnovu procesa savetovanja, savetnik prepoznaje kompetencije koje je korisnik stekao u dosadašnjem radu, kao i kompetencije koje će biti nabrojane u potvrdi nakon završenog savetovanja. Cilj ovog rada je ukazati na značaj celoživotnog učenja i onih vidova učenja koji se ne vrednuju kroz obrazovni sistem tj. neformalnog, informalnog i implicitnog učenja pomoću instrumenta Pasoš kompetencija čija se filozofija zasniva na osvetljavanju znanja, veština i kompetencija stečenih upravo tim vidovima učenja.

Ključne reči: kompetencije, celoživotno učenje, savetovanje, ciljevi, veštine.

HISTORY LESSON: "STEREOTYPES, PREJUDICES, AND DISCRIMINATION"[1]

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Abstract

The lesson is designed to encourage students to become more aware of their attitudes and behaviors towards people, as well as to see diversity among people as a positive rather than a negative component of life, to explore their own identity, as well as to get to know different identities, culture and customs, to see the danger of prejudices and discrimination, to think critically, and to encourage them to be part of an active and responsible society. This curriculum seeks to provide students with the opportunity to broaden their understanding of human rights in their complexity, and thus seeks to stimulate their curiosity and interest in the topic. The lesson is interactive. First, a short film showing stereotypes, prejudices and discrimination we encounter in everyday situations, is analyzed by students. Then we discuss the situations in which they occur and the consequences. The consequences of discrimination are always severe. They are sometimes obvious and sometimes not visible and that is why they are dangerous. Discrimination against individuals and groups can disrupt relationships in society in the long run. We conclude that the best approach is assertive. Assertive behavior means expressing thoughts, feelings and beliefs in a direct, honest and adequate way while respecting the rights of other people. An assertive message is uttered without dominating, humiliating, or degrading the other person. Assertion includes self-respect equal to respect for the rights of another person, respect, but not condescension that leads to subordinate behavior from the belief that the other person has greater rights because he is in the role of power (more experienced, learned, opposite sex, nationality or race). Apart from the assertive, we can react passively (when we withdraw) or aggressively (when we attack another), but the other two ways of reacting do not lead to a solution to the situation, at least not in an adequate way.

Keywords: history lesson, stereotypes, prejudices, discrimination, human rights.

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Introduction

The topic of the lesson is stereotype, prejudice and discrimination, so in the introductory part I define these terms with the students and discuss their consequences for society. The lesson is designed to encourage students to become more aware of their attitude and behavior towards people, and to view diversity among people as a positive rather than a negative component of life. In addition to encouraging students to explore their own identities, they are also encouraged to learn about different identities, cultures and customs. Through interactive work, they can see the dangers of prejudice and discrimination. They are motivated to think critically and to be encouraged to be part of an active and responsible society. This curriculum seeks to provide students with an opportunity to broaden their understanding of human rights in their complexity, stimulating their curiosity and interest in the topic.

The Structure and Content of the Lesson

The goals of the lesson are to get acquainted with the concepts of prejudice, stereotype, discrimination, anti-Semitism. At the same time, students will build critical thinking through examples and discussion. The aim of the lesson is also to promote solidarity and humanity as universal human values. Special emphasis is placed on raising awareness of the responsibility and consequences of personal actions. Through discussion and material analysis we intend to develop students debating and public speaking skills. Interactive participation in the activities of all students is the ultimate goal of the lesson so that all students contribute and bring a part of the atmosphere with them and pass it further.

The learning outcomes of this lesson imply that students can identify forms of discrimination. They will also be able to critically evaluate and identify the source of serious discrimination. Students can discuss the multiple consequences of prejudice and discrimination.

The material and equipment needed to realize the lesson are a projector, a computer, and speakers. Necessary material is the Law on non-discrimination. The 45 minutes lesson has three parts: introductory, central, and final. In the introductory part, which lasts for 10 minutes, we first define the terms stereotype, prejudice, discrimination. After the students have adopted new concepts, we continue the lesson with the screening of a short film, which we shot with one of the previous generations on the topic of anti-Semitism.

The central part of the lesson lasts about 25 minutes. After the movie, we split into three groups. The first group should distinguish stereotypes from the film, the second prejudices, and the third forms of discrimination. After consultation with each other, each group selects a representative to present the completed assignment to other students. After

the presentation, we highlight the discriminator, the victim, and the observer. Discrimination can be perpetrated by anyone and it can happen anywhere - at work, at school, at college, in hospital, in the stadium, in proceedings before a public authority, in court, in public transport, on the street ... Discrimination can happen to anyone: to individuals, groups of people, but also to legal entities. A person who is discriminated in one social situation may, in some other circumstances, become a discriminator, and that is a person who discriminates. Observers are important because they can prevent discrimination, but also approve or encourage discrimination, and are then considered passive discriminators. Often, observers do not respond because they fear that they themselves will be discriminated against. Afterwards, I read to students the severe forms of discrimination in the Anti-Discrimination Act. Severe forms of discrimination are:

1. provoking and inciting inequality, hatred and intolerance on the basis of national, racial or religious affiliation, language, political orientation, gender, gender identity, sexual orientation and disability;

2. propagating or discriminating against public authorities and in proceedings before public authorities;

3. propagating discrimination through the media;

4. slavery, human trafficking, apartheid, genocide, ethnic cleansing and their propagation;

5. discrimination against persons on the basis of two or more personal characteristics (multiple or cross discrimination);

6. discrimination that has been committed repeatedly (repeated discrimination) or which appears over a longer period (prolonged discrimination) against the same person or group of persons;

7. discrimination leading to grave consequences for the discriminated person, or property, and especially in the case of a criminal offense in which the predominant or exclusive motivation for execution was hatred, or intolerance towards the injured party, based on his personal capacity.

We then discuss the situations in which they arise and their consequences. The consequences of discrimination are always severe. They are sometimes obvious and sometimes not visible and therefore dangerous. Discrimination against individuals and groups can disrupt relationships in the long term. It should be remembered that one person may be discriminated against on multiple grounds in one area (so-called "multiple discrimination") or on one basis in more than one area.

We conclude that the best performance is assertive. Assertive behavior means expressing thoughts, feelings, and beliefs in a direct, honest, and appropriate way while respecting other people's rights.

An assertive message is uttered without dominating, degrading, or degrading another person. Assertion involves self-esteem equal to respect for another person's rights, respect but not condescension that leads to subordinate behavior from the belief that the other person has greater rights because he or she is in the role of power (more experienced, learned, of another gender, nationality or race). Aside from being assertive, we can react passively (when retreating) or aggressively (when attacking another), but the other two ways of responding do not lead to a solution to the situation, at least not in an adequate manner.

In the final part of the class, which lasts ten minutes, the teacher questions students to recall their observations from the discussion: What have they learned? What did they like about their work? What will they apply in their environment?

Students are also given homework so they can express their views, their thoughts, and give their judgment on the topic we have covered. Students are tasked with writing an essay on the subject: "When one child laughs, the whole world laughs." Homework is a very important segment of learning, so students can express themselves, creatively present a solution to a problem and apply the knowledge gained.

Assessment evaluates students' development and progress. The lesson is designed to actively engage all students. Although some students may show more interest than others, they should all participate in discussions. The achievement of learning outcomes in students can be checked at the beginning of the next hour orally by asking or in a five-minute written check where students should define stereotypes, prejudices and discrimination, anti-Semitism, consequences of anti-Semitism, and assertive behavior.

Conclusion

Talking about the stereotypes, prejudices, and discrimination is the easiest to start with a simple story about the everyday situations that lie ahead. Some of these concepts are also part of everyday communication in the form of jokes, but they are also becoming more common in the media. The media and education should cooperate in the segments of spreading the values of tolerance, solidarity, multiculturalism, but unfortunately this has not been the case for some time. To prevent students from growing up with inappropriate content on TV channels that promote hate speech and violence in realities, or by reading texts in print media that are increasingly based on stereotypes, prejudices and discrimination, this type of teaching involves interactivity and engaging participants in educational process based on questions, exchanges of views and dialogue. By analyzing everyday situations, students develop critical thinking, learn to view the case from multiple angles, and understand the harmfulness of stereotypes, prejudices, and discrimination on society as a whole, which has lasting consequences for all actors. Through this type of work, we learn that being free is very important for each of us, but it also carries responsibility, so we must behave responsibly in our environment and with an assertive approach to be a role model to others.

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ČAS ISTORIJE: „STEREOTIPI, PREDRASUDE I DISKRIMINACIJA"

Branislav Tođer
Osnovnaškola „Sveti Georgije" Uzdin

Apstrakt

Čas je osmišljen da podstakne učenike da postanu svesniji svog odnosa i ponašanja prema ljudima, kao i da na različitost među ljudima gledaju kao pozitivnu, a ne negativnu komponentu života; da istražuju sopstveni identitet, kao i da upoznaju različite identitete, kulture i običaje; da uvide opasnost predrasuda i diskriminacije; da kritički razmišljaju i da ih podstaknemo da budu deo aktivnog i odgovornog društva. Ovaj nastavni plan učenicima nastoji pružiti priliku da prošire razumevanje ljudskih prava u njihovoj složenosti, te time želi podstaknuti njihovu znatiželju i zanimanje za temu. Čas je interaktivan. Prvo se analizira kratak film koji su učenici snimili i prikazali stereotipe, predrasude i diskriminaciju sa kojima se susrećemo u svakodnevnim situacijama. Potom diskutujemo o situacijama u kojima one nastaju i njihovim posledicama. Posledice diskriminacije uvek su teške. One su nekada očigledne, a ponekad nisu vidljive i zato su opasne. Diskriminacija pojedinaca i grupa može dugoročnije narušiti odnose u društvu. Zaključujemo da je najbolji nastup asertivan. Asertivno ponašanje označava izražavanje misli, osećanja i uverenja na direktan, iskren i adekvatan način uz uvažavanje prava drugih ljudi. Asertivna poruka izrečena je bez dominiranja, ponižavanja ili degradiranja druge osobe. Asertacija uključuje samopoštovanje jednako poštovanju prava druge osobe, uvažavanje, ali ne i snishodljivost koja vodi u podređeno ponašanje iz uverenja da druga osoba ima veća prava jer je u ulozi moći (iskusnija, učenija, drugog pola, nacionalnosti ili rase). Osim asertivnog mi možemo reagovati pasivno (kada se povlačimo) ili agresivno (kada napadamo drugoga), međutim druga dva načina reagovanja ne dovode do rešenja situacije, bar ne na adekvatan način.

Ključne reči: čas istorije, stereotipi, predrasude, diskriminacija, ljudska prava.

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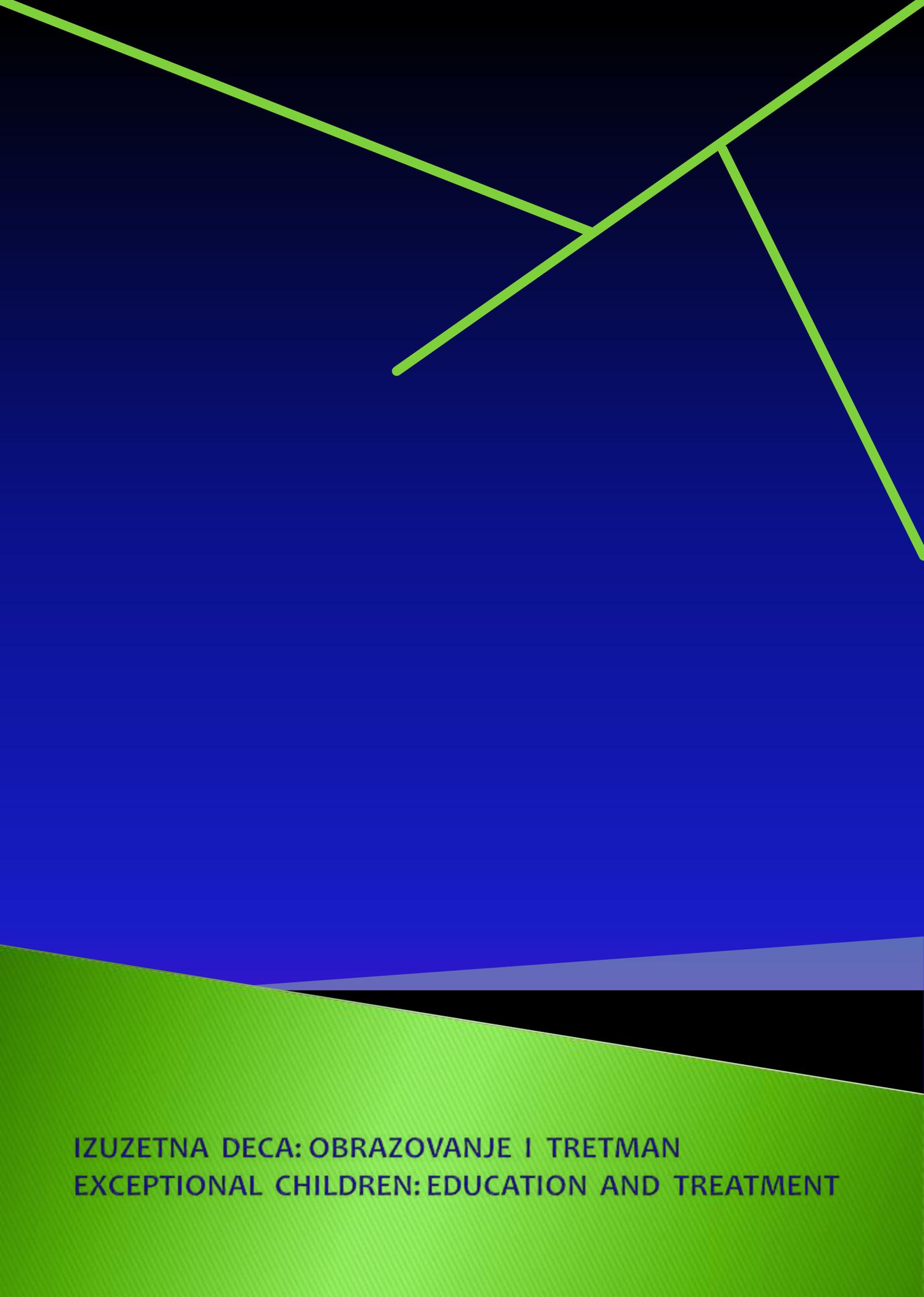
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