

NEWS AND EVENTS / NOVOSTI I DOGAĐAJI

5th INTERNATIONAL CONFERENCE ON ADVANCED AND SYSTEMATIC RESEARCH – ECNSI 2011

The 5th International Conference on Advanced and Systematic Research – ECNSI 2011 was held in Zagreb, from 10th to 12th November 2011. It was organised by the Faculty of Teacher Education, University of Zagreb, and the European Centre for Advanced and Systematic Research (ECNSI). Professor Vladimir Šimović, PhD, the Dean of the Faculty of Teacher Education and the Chairman of the Conference, proclaimed the Conference open. The guests and participants were then addressed by Professor Aleksa Bjeliš, PhD, the Rector of the University of Zagreb, Professor Damir Boras, PhD, the President of the European Centre for Advanced and Systematic Research and the Dean of the Faculty of Humanities and Social Sciences, Zagreb, Professor Emeritus Vladimir Findak, PhD, the Faculty of Kinesiology, University of Zagreb. They were followed by the honourable guests, Professor Branislav Antala, PhD, the President of FIEP Europe, Professor Vlado Timoski, PhD, the Dean of the Faculty of Education, Skopje, Macedonia, and Professor Hilmi Ibar, PhD, the Dean of the Faculty of Education, University of Tracia, Turkey.

The Conference was seen as a way of presenting and discussing papers on the current systems of research in social and natural sciences, humanities, visual arts and music, other sciences, and engineering. The specialised symposia were focused on research in education, informatics, communication and economic sciences, natural sciences, kinesiology, pedagogy, psychology, visual arts and music, philosophy, management, and other related fields of the contemporary science and knowledge society. There were more than 230 participants at the Conference, coming from ten European countries (Croatia, Slovenia, Bosnia and Herzegovina, the Czech Republic, Macedonia, Turkey, France, Spain, Sweden, the United Kingdom, Germany). The official Conference languages included Croatian and English in terms of presentations, and only English in terms of papers.

The Conference programme included plenary sessions and specialised workshops centred on particular topics. It also included an international exhibition and two concerts; the best presentations were awarded.

The Conference covered the following symposia:

1. 3rd Symposium on Information and Knowledge Systems
2. 12th Symposium on Information, Communication and Economic Sciences in the Knowledge Society
3. Kinesiological Prevention in Education
4. Early Learning of the Croatian Language/ First Language
5. 3rd Specialised Artistic-and-Research Symposium
6. Roundtable – Knowledge Society
7. Early Learning and Teaching of Foreign Languages (EFLLT-2011)
8. School, Education, and Learning for the Future
9. Artistic Works in Teaching Music

5th SPECIALISED RESEARCH SYMPOSIUM: EARLY LEARNING OF THE CROATIAN/FIRST LANGUAGE (ELCL1-5)

The Symposium on *Early Learning of the Croatian/First Language-5* brought together experts who study, from different aspects, the early learning of Croatian/L1. They came from Slovenia, Macedonia and Croatia and, through their presentations, contributed to the exchange of research results and experiences, also opening new ways to further studies.

The Symposium was chaired by Professor Ante Bežen, PhD, the Vice-Dean for Teaching Issues at the Faculty of Education in Zagreb, Associate Professor Berislav Majhut, PhD, the Head of the Local Branch in Petrinja, the Faculty of Teacher Education in Zagreb, and Associate Professor Milena Mileva Blažić, PhD, the Faculty of Pedagogy in Ljubljana, Slovenia.

In her plenary session *Teaching Children's Literature in Preschool and Primary Education* **Milena Mileva Blažević** considered the Slovene preschool curriculum (1999) and the importance of literature in the field of language development.

The invited lectures were held by Ante Bežen and Berislav Majhut.

In his lecture *The Projection of the Croatian Language Curriculum in Primary Schools in Comparison with First Language Curricula in Some European Countries*, **Ante Bežen** explained that the starting points of Croatian language curricula in primary schools, as defined in the National Curriculum Framework of Preschool Education and General Primary and Secondary Education (2010), significantly changes the strategy of planning this course. *The First Croatian Course on Children's Literature* by **Berislav Majhut** presented the studies into literary procedures in children's literature

and provided a historical survey of the Croatian children's literature since the end of 19th century.

The invited lectures were followed by presentations during which authors had fifteen minutes available while another five minutes were reserved for discussions.

Katarina Aladrović Slovaček and **Bernarda Pintar**, in their presentation *The Sociolinguistic and Psycholinguistic Aspects of the Communication Competence Development in the Early Teaching of Croatian*, tried to explore in what way and how much the linguistic activities of listening, speaking, reading and writing, directly involved in developing communication competence, are included in the early teaching of Croatian.

The Relationship between Illustrations and Text in Picture Books by Melita Kraus is the title of the presentation held by **Davorka Bačeković-Mitrović**. The author paid her attention to the relationship between visual and textual components in picture books by Melita Kraus from Bjelovar to encourage teachers to consider the quality of picture books used for teaching literature. **Lidija Bakota**, dealing with *Planning Croatian Language Curricular Contents in Terms of Listening and Speaking*, suggests new curricular contents considering the linguistic activities of listening and speaking. The suggested contents should enable pupils to improve their communication, which is a prerequisite of linguistic awareness, seen as a basis of language learning at higher levels of primary education.

Lidija Bakota and **Ivana Trtanj**, in their presentation *Suggesting a New Conception of Student Books in Accordance with Changes in Curricular Contents with an Emphasis on Listening and Speaking*, considered how much listening and speaking tasks are included in Croatian language and literature student books for second, third and fourth graders, whose aim is to enable students the use of linguistic, sociolinguistic and pragmatic knowledge of language.

Ante Bežen and **Monika Hruškar**, in their presentation focused on *Primary Sources of Knowledge and Secondary Original Works Adapted for Teaching Croatian in the Primary Education of Adults*, emphasised the importance of primary education and a higher literacy rate in adults.

Vesna Budinski and **Ivona Barun**, presenting their paper *Curricular Planning of Beginning Reading and Writing – a Literacy Level at the End of the First School Year*, showed the results of research into the beginning writing of 93 first graders from the County of Požega and Slavonia. The research was conducted at the end of the school year.

The research done by **Bogdanka Conjar** resulted in the paper *Gender Differences in Using Words in an Essay Written in the Third Primary School Grade*. The author first presented the results, statistically analysed, and then

referred to the use of content and function words in essays written by third graders.

Vlasta Erdeljac and **Vendi Franc** pointed out the importance of incorporating new knowledge about dyslexia and methods of teaching dyslectic children into the preschool/primary school curriculum in their presentation *The Problem of Dyslectics in the Curriculum of Teaching Croatian/ First Language at the Early Age*.

In her presentation *The Position of Text in the Curriculum of Early Croatian Language Teaching*, **Vesna Grahovac-Pražić** dealt with the position of text in the processes of learning to read, paying a special attention to non-literary texts.

Evaluation and Assessment Standards Considering the Achievements in Early Learning of the Croatian Language and Literature in Primary Schools is the title of the paper presented by **Ružica Jemeršić**. The author emphasises the importance of the National Curriculum Framework, which supposes that teachers should collaboratively adjust their ways, procedures and elements of assessing their pupils' achievements in particular subjects, as well as teaching contents into accordance with the stated document at all levels.

In her presentation *The Curricular Approach to the Language Development of Very Young Children and Preschoolers in an Institutional Context*, **Vesna Katić** analysed the components of this approach (aims, contents, conditions, methods, evaluation) to the language development of very young children and preschoolers in an institutional context, as the first step in the entire Croatian educational system.

Ljiljana Klinger in her presentation titled *One-to-one Croatian Language Teaching in Seventh and Eighth Graders* showed the results of survey on the rate of one-to-one teaching in the population of primary school pupils, in the Republic of Croatia, with a special focus on teaching Croatian.

Andrijana Kos-Lajtman, **Ivana Buljubašić** and **Jasna Horvat**, presenting *Ivana Brlić Mažuranić and Her Lexicographical Activities*, paid their attention to the activities of the stated author while collecting words for the large lexicographical work by Vladimir Mažuranić, *Contributions to the Croatian Dictionary of Law and History (1908-1922)*.

Vladimir Kuharić presented *Suggesting Typography and Layout Standards in Case of Student Books for Beginning Literacy in Croatian in First Primary School Grades*. The author pointed out the standard, which is aimed at developing reading as a fundamental competence of students.

In their presentation *The Role of Compulsory Reading Materials in Contemporary Primary School Teaching – Messages Found in the Materials*

and Their Adequacy to Contemporary Education Needs, **Ivana Kuna** and **Kristina Čendo** asked how much compulsory reading materials, as suggested in the Croatian National Educational Standard, are in accordance with the aims stated in the National Curriculum Framework, as well as how much messages in the suggested materials promote fundamental values.

The Creative Writing Based on Using Recent Versification Forms in the Split Local Idiom in Crosscurricular Teaching by **Blanka Ljubenkov** points out the versification algorithms in creative writing, both traditional and recent forms.

The activities in the project on The Early Learning of Croatian in Lower Primary School Forms resulted in significant information and knowledge, that **Siniša Reberski** presented in his paper under the title of *Suggesting Typographical Hand-Written Standards for Teaching Literacy in the Beginning Learning of Croatian*.

In her presentation *Translation in Teaching Croatian in Primary Schools*, **Emilija Reljac Fajs** suggested the introduction of translation in teaching the Croatian language at the primary school level, along with the basic language activities (listening, speaking, reading, writing), already present.

Research into Using Drama Techniques with Primary School Teachers is the topic of the paper presented by **Roberta Rudela**. It was aimed at finding out the frequency, importance and variety of drama techniques in teaching.

In his presentation *From (St Mark's) Lamentations to (Ominous) Euis(ol)ation* **Ante Selak** considered a series of current non/curricular issues about the Croatian language and school: the day before yesterday, today, the day after tomorrow.

Mito Spasevski presented children's literature as an optimal foundation for the development of speech culture in his presentation *Children's Literature, an Educational Function of Speech Culture*.

The presentation *New Media and Beginning Reading*, held by **Marija Turk Sakač**, provided an analysis of special software for learning or practising literacy in Croatian.

Irena Vodopija and **Dubravka Smajić**, in their presentation *Linguistic Etiquette*, wanted to make us aware of the need to know the rules of language etiquette in everyday written and spoken communication between people, regardless their age.

In the paper titled *The Features of Petrinja Local Idiom in the Work by Milan Dujnić, Christmas in Petrinja. Presenting the Christmas Customs in Two Pictures*, **Božica Vuić** provided the morphological and lexical-semantic description of this text.

Zrinka Vukojević and **Silvia Rogošić** asked the question about the types of teaching methods that might increase the level of knowledge and comprehension regarding theories in tertiary level teaching and provided possible answers in their presentation *The Synthesis of Mental Maps, Role Plays and Roundtables as Teaching Methods at the Tertiary Education Level*.

The importance of contemporary approach to the Croatian language curriculum, seen as a theoretical conception that is collaboratively built, tested, changed and developed in a particular educational institution, is the central topic of the presentation *The Perspectives and Processes of Croatian Language Curriculum in Lower Primary School Grades*, held by **Božica Vuić** and **Danijela Kostadinović**.

The abstracts of the presentations were published in *The Book of Abstracts: 5th Specialised Symposium on the Early Learning of Croatian/First Language (ELCL1-5)*. Zagreb: ECNSI & Učiteljski fakultet, 2011. Božica Vuić, Siniša Reberski, Ljiljana Klinger and Monika Hruškar were awarded for their papers.

Zrinka Vukojević

INTERNATIONAL RESEARCH AND PROFESSIONAL SYMPOSIUM: SCHOOL, EDUCATION AND LEARNING FOR THE FUTURE

The Specialised Symposium on **School, Education and Learning for the Future** was held within 5th International Conference on Advanced and Systematic Research ECNSI 2011. It resulted in the Proceedings with 38 papers, reviewed by international experts and printed in 453 pages.

To be efficient, the preschool institution must become a learning organisation where all participants, practitioners, children, parents are jointly engaged in developing their competences, which helps them to adjust to future changes and challenges. The concept of learning organisation is undoubtedly becoming an increasingly frequent paradigm of contemporary educational organisations; the permanent professional development is becoming a fluid source leading to some new quality. In other words, this is a culture of continuous learning, changes and innovations. The above-stated competences can be developed only by human potentials, learning organisations. The purpose of the Symposium was thus to establish the network and cooperation between researchers, experts and practitioners who are directly or indirectly involved in education in order to exchange experiences, ideas, potentials, knowledge as well as to improve educational theories and practices.

The Symposium of experts in pedagogy started with the following plenary sessions:

Milan Matijević (Croatia) *School and Learning for the Future*

Jurka Lepičnik Vodopivec (Slovenia) *Authority, Discipline and Children's Rights – Problems of Contemporary Schools*

Lidija Pehar (Bosnia and Herzegovina) *Teacher's Personality and His/Her Competences to Teach Children*

Majda Rijavec (Croatia) *Can Life Satisfaction Be Increased?*

Dubravka Miljković (Croatia) *Family – a Factor of Education and Life Satisfaction*

Biserka Petrović-Sočo (Croatia) *Organisational Culture in Educational Institutions and Children's Living and Learning*

The Symposium was organised in two groups enabling every participant to have enough time to present his/her paper, as follows:

- o School Self-Evaluation: Pupils and Teachers' Perceptions of the Classroom Atmosphere
- o Cooperation between Parents and Teachers in the Waldorf School
- o Stereotypes of Students about Gifted Children
- o Attitudes of Pupils and Teachers to the Aspects of Teaching Quality in the Process of School Self-Evaluation
- o Open School and Teacher in the Contemporary World
- o Primary School Teachers' Attitudes to Grading in Croatia, Serbia, and Bosnia & Herzegovina
- o Indicators of Teaching Quality
- o Application of Teaching Media in Teaching Sciences
- o Teachers' Motivation to Work
- o Redefining the Educational Role of Family
- o Impact of Preschool Education and Encouragement of Visual Art Creativity in First Graders
- o ICT Competences of Preschool Teachers
- o Ethical Codex of Educators – Step to the Professionalisation of Their Job
- o Preschoolers and Their Traffic Education
- o Pedagogical and Psychological Aspects of School Start Readiness in the Czech Republic
- o Education and Learning for the Future: Challenges and Issues
- o Music Creativity in the Primary Education
- o Teaching Combined Classes

- o Celestin Freinet and Rudolf Steiner and Their Didactic Solutions in Teaching Sciences and Biology
- o Correlation between Context and Pupil's Achievement in Maths Problem Solving Tasks
- o Differences and Specificities of Using Some Post Hoc Tests in Variance Analysis (ANOVA)
- o Integration of Pupils with Visual Impairments into the Process of Education (Survey of Research)
- o Correlation between Pupils' Achievements and Teachers' Approaches at Testing and Assessing Knowledge
- o Some Pedagogical Aspects of Class Non-Attendance in Primary School Pupils
- o Relationship between Creativity and Self-Realisation at University Level
- o Multisensory Structure of Metacognitive Method of Teaching English to Dyslectic Pupils in Relation to Age Factor
- o Experience of Educational Integration – Perspective of Mother and Her Child with Visual Impairments
- o Logopedagogy - Way to Meaningful Life in 21st Century
- o Some Aspects of Teacher's Perceived Competence in the Inclusive School
- o Theory Directed to Solutions and Its Possible Application in School Practice
- o Two Sides of the Golden Film Stories
- o Interdisciplinary Integration in Visual Arts Classes with Fifth Graders

The 5th International Conference on Advanced and Systematic Research, ECNSI-2011, also the Specialised Symposium on *School, Education and Learning for the Future*, showed that theoreticians and practitioners were highly interested in participating actively to establish the exchange of ideas and experiences at a high level and thus to contribute to research activities. The reviewed papers were published in the Proceedings under the title of *School, Education and Learning for the Future* (ISBN 978-953-7210-41-0). CIP record is available in the e-catalogue at the National and University Library of Zagreb, number 782255.

Goran Lapat MSc

5th SPECIAL FOCUS SYMPOSIUM: KINESIOLOGICAL PREVENTION IN EDUCATION

From 10th to 12th November 2011, 5th International Conference on Advanced and Systematic Research ECNSI 2011 was held; 5th Specialised Symposium: Kinesiological Prevention in Education was a part of the Conference. It was organised by the Faculty of Teacher Education in Zagreb, sponsored by the European Centre for Advanced and Systematic Research in Zagreb. The Four Points Hotel was the official venue. The Symposium was chaired by Professor Ivan Prskalo PhD, the Faculty of Teacher Education, University of Zagreb, Professor Janko Strel, PhD, the Faculty of Sport, University of Ljubljana, and Professor Emeritus Vladimir Findak, the Faculty of Kinesiology, University of Zagreb. Professor Branislav Antala, PhD, the President of FIEP Europe, was invited as a guest of honour. The Fifth International Conference on Advanced and Systematic Research was chaired by Professor Vladimir Šimović, PhD, the Dean of the Faculty of Teacher Education, University of Zagreb. Croatian and English were the official languages of the Conference.

The Symposium was aimed at gathering experts in the field of teaching kinesiology with diverse experiences to discuss the current development of kinesiology related to the prevention, especially in preschool and primary education. The Proceedings will contain the papers, reviewed by two independent reviewers. The Conference organisers tend to encourage the participation of researchers, professionals, students and other academics.

When the Conference officially started, Professor Ivan Prskalo, PhD, proclaimed *5th Specialised Symposium: Kinesiological Prevention in Education* open. It was followed by three invited lectures held by Professor Emeritus Vladimir Findak, PhD, the Faculty of Kinesiology, University of Zagreb (Kinesiological Prevention in the Field of Education), Professor Ivan Prskalo, PhD, the Faculty of Teacher Education, University of Zagreb (Kinesiological Diagnostic Model in the Function of Kinesiological Prevention), and Associate Professor Gregor Jurak, PhD, the Faculty of Sport, University of Ljubljana (The Influence of Kinesiological Interventions onto the Physical Condition of Children, co-authors Professor Janko Strel, PhD, and Professor Marjeta Kovač, PhD). Other participants presented their papers, research results and theoretical considerations. During the first afternoon, the presentations were held by the following authors: Mirjana Milić, Nebojša Zagorac & Dajana Jašić (Differences in Some Motor Skills and Morphological Characteristics As Well As in the Appearance of Menarche in

Participants with Different Kinesiological Treatments); Marija Lorgler, Marijana Hraski & Kornelija Čavlović (Effects of a One-Month Exercising Programme in PE Classes with the Fourth Graders); Marijana Hraski & Josipa Radaš (General Flexibility in Female Students After One-Year PE Programme); Mateja Kunješić (Parents' Expectations from Children Regarding Gymnastics); Antun Barić, Marko Badrić, Ivan Prskalo & Emir Trklja (Universal Sports Schools in the County of Sisak and Moslavina); Vatroslav Horvat, Snježana Mraković & Sanja Žuljević (Preventing the Insufficient Participation of Preschoolers' Parents in Kinesiological Activities).

In the morning session a day after, the following authors presented their papers: Srna Jenko Miholić, Ivan Prskalo & Marijan Bakran (Sports Activities in the Primary School); Dragutin Šuker, Irena Bagarić & Sanja Berlot (A Special Defence Technique in Playing Volleyball); Snježana Mraković, Sanja Žuljević & Vatroslav Horvat (Preferences of Female Students at the Faculty of Teacher Education in Terms of Sports Activities); Marijan Jozić, Miroslav Zečić & Miroslav Hrženjak (Preventing Hurts in the Classical Karate (WKF)); Ana Žnidarec Čučković (The Educational Perspective of PE).

The organisers of the Fifth Specialised Symposium: Kinesiological Prevention in Education finally awarded the best authors and their papers, as follows: Gregor Jurak, Janko Strel & Marjeta Kovač (The Influence of Kinesiological Interventions onto the Physical Condition of Children); Marijana Hraski & Josipa Radaš (General Flexibility of Female Students After a One-Year PE Programme), and Mateja Kunješić (Parents' Expectations from Children Regarding Gymnastics).

For the last five years, *the Specialised Symposium: Kinesiological Prevention in Education* has presented current issues, high quality discussions, and conclusions on their application in the contemporary kinesiology that should provide some answers to the issues in science. All the papers were internationally reviewed and published in the Proceedings in English to be widely available to international readers (ISBN 978-953-7210-47-2). CIP record is available in the e-catalogue of the National and University Library of Zagreb, No. 787207. The Symposium was a part of the research project (Kinesiological Education in Preschool and Primary Education), supported by the Ministry of Science, Education and Sport of the Republic of Croatia.

Srna Jenko Miholić

12th SPECIALISED ICESKS SYMPOSIUM: INFORMATION, COMMUNICATION AND ECONOMIC SCIENCES IN THE KNOWLEDGE SOCIETY

The 12th Special Focus Symposium on Information, Communication and Economic Sciences in the Knowledge Society was also held within the ECNSI-2011 Conference. This international symposium gathered, in Zagreb, experts and researchers from a couple of European countries who are differently engaged in the information-communication and economic sciences in the knowledge society. The participants mainly came from the following countries: the Czech Republic, Slovakia, France, Albania, and Croatia. Their presentations and discussions contributed to the exchange of ideas, experiences and research results. Some of the new ideas and interesting studies motivated the presenters to participate in lively discussions. Many possibilities for international cooperation and joint research were initiated. Although the official languages included Croatian and English, the majority of participants held their presentations in English; just a few of them were provided with the simultaneous translations from Croatian to English. The 12th Symposium on *Information-Communication and Economic Sciences in the Knowledge Society* was chaired by **Vladimir Šimović** and **Ljubica Bakić-Tomić**, the Faculty of Teacher Education, Zagreb, and **Zuzana Hubinkova**, the Department of Managerial Psychology and Sociology, Faculty of Business Administration, University of Economics, Prague, the Czech Republic).

The Symposium included four sessions, focused on the following issues:

- o Economic crisis in Europe, unemployment problems, new possibilities of economic activation at the micro level and the macro level, economical forms of life organisation, ecological awareness of citizens, lack of educated people capable for work
- o ICT in teachers' education, blog in education, systematic innovations in VET education, electronic readers.
- o Improvement of social and communication skills in children with developmental disorders, manipulation in education, communicological profile of managers, flow effect in future teachers, multicultural advisory centres for foreign students, visual code and communication, development of image and visual identity of the Croatian TV channels, theory of optimal communication area.

Twenty one papers were presented by the listed authors (see below) in their fifteen-minute presentations, followed by discussions for five minutes. In sessions, at least one of the stated authors presented the papers. The papers covered the following issues:

1. **Eva Zezulková, Zuzana Hubinková:** Precursors of Social Communication Effectiveness of Persons with mental disorders
2. **Irena Wagnerová, Barbora Straková:** Changes in Economic Activity in the Czech Republic
3. **Kateřina Vitásková:** Selected Aspects of Speech and Language Difficulties in Persons with Symptomatic Speech Disorders with Special Focus on Right-Hemisphere Deficit
4. **Barbora Straková:** Analysis of Employees' Education and Training Management in the Czech Republic in the Light of New International Trends
5. **Petr Makovský, Irena Descubes:** Main Macroeconomic Approaches to the Currency Rate – the Middle European Issue
6. **Libuše Macáková, Tomáš Pavelka, Barbora Straková:** Effect of the Economic Crises on the Czech Active Immigration Policy
7. **Zuzana Hubinková, Dagmar Schneidrová:** Multicultural Consultancy at Higher Education Institutions – a New Trend in Higher Education Consultancy in the Czech Republic (A Part of the Centralised Project 2011 – Development of Higher Education Consultancy in the Czech Republic)
8. **Irena Descubes:** Car-Sharing: What Are the Actionable Green Nudges in Urban Areas?
9. **Tereza Cimrmannová, Zuzana Hubinková:** Principles and Specific Features of Communication with People with Learning Disability
10. **Anita Jeličić, Marija Stanojević:** The Visual Code of Posters: Communication, Advertising and Publicity Interrelation
11. **Sonja Uzelac, Joško Sindik, Ljubica Bakić-Tomić:** Communication Profile of Managers in the Croatian Drug Wholesale Stores
12. **Maja Katarina Tomić, Diana Kopačević, Nataša Rogulja:** Flow among Future Teachers during Their Studies

13. **Joško Sindik, Nives Vidak:** Factors That Influence Effective Communication Process and the Theory of Optimal Communication Areas
14. **Vedran Savić, Dunja Zvonarek, Ana Globočnik Žunac:** Manipulation Tactics in the Communication Process
15. **Mateja Popović, Ana Globočnik Žunac, Ljubica Bakić-Tomić:** Development of Image and Visual Identity of TV channels
16. **Vesna Markovac, Emilie Frankova:** Blog in Education
17. **Mario Dumančić, Andreja Tominac, Lidija Eret:** Electronic Readers – The Basis for a Model of Educational Information System Development
18. **Vatroslav Zovko, Marija Valčić, Lana Domšić:** Systemic Innovation in VET Education
19. **Mario Dumančić, Ljubica Bakić-Tomić:** The Role of ICT in Teacher's Education
20. **Marija Valčić, Vinko Morović, Franjo Maletić:** Use of ICT in the Airline Industry in the EU and in Croatia
21. **Dominika Crnjac Milić, Vladimir Šimović, Oreta Salijaj:** An Interesting Proof of Weighted Cauchy-Chebyshev Type Inequality

The Symposium was officially closed by **Vladimir Šimović, Ljubica Bakić-Tomić** and **Zuzana Hubinkova**, who also awarded the best participants and announced the next symposia: 12-ICESAKS in Baden-Baden, Germany, and 13-ICESKS in Opatija, Croatia, (within the ECNSI-2012 Conference).

Professor Ljubica Bakić-Tomić, PhD

3rd SPECIALISED IKS SYMPOSIUM: INFORMATION AND KNOWLEDGE SYSTEMS

The ECNSI-2011 Conference also included 3rd Specialized IKS Symposium on Information and Knowledge Systems. This international event gathered, here in Zagreb, experts and researchers from a couple of European countries who consider different aspects of information-communication and computer sciences in the knowledge society. The

participants came mostly from the Czech Republic, Slovakia, Albania, Turkey, and Croatia to contribute to the exchange of ideas, experiences, and research results through a variety of their presentations and discussions. All of them were active in such discussions, some of them even continued till late evening hours. Further cooperation possibilities and new ideas were initiated, as well. The majority of the participants were not from Croatia, so English was used as the official language. The IKS Symposium was chaired by **Vladimir Šimović**, Faculty of Teacher Education, University of Zagreb, **Ladislav Buřita** and **Petr Hrůza**, University of Defence, Department of Communication and Information Systems, Brno, Czech Republic.

The Symposium covered four sessions dealing with the following issues:

- o Visualisation and Knowledge Management Systems, Simulations, Capabilities, Modularity, Analysis and Environment;
- o Education, Tools, Capabilities, Matching, Evaluation and Taxonomy;
- o Modules, Optimization, Excellence, Decision and Online;
- o Infrastructure, New Technologies and Media, Situational and Various Factors,

The total number of twenty five papers was presented in fifteen-minute presentations, followed by five-minute discussions. At least one of the mentioned authors presented his/her own paper; the papers covered the following issues:

- o **Renato Bariřić**: GEANIUM – Interactive Chronological Visualization System
- o **Ladislav Buřita**: The Knowledge Management Systems in the ACR
- o **Josef Časar, Alexandr Štefek**: Analysis of Decision Process in HLA Simulations
- o **Jiří Černý**: Possible Approaches to the Assessment of Military Forces' Operational Capabilities
- o **Radek Dubec, Petr Hrůza**: Military Concept of Modularity
- o **Monika Grasseová, Eva Štěpánková**: Complex Strategic Analysis of Organization
- o **Juraj Hrabovský, Pavel Pohanka**: Data Integration Middleware for Military Environment
- o **Jaroslav Hrevúř**: Project Management Project in Controlled Environment (PRINCE2)
- o **Miroslav Hrubý**: The Concept of Universal Question Object and its Possible Usage in Education
- o **Josef Kaderka**: Honey pots as Cyber Defence Research Tools

- o **Jaroslav Kozubek, Zdenek Flasar:** Possibilities of Verification the Required Capabilities According to NATO Network Enabled Capabilities Concept
- o **Tomáš Mazúrek:** Impedance Matching of the Discharge in Plasma Jets
- o **Mík J., Kovanda J., Krejčí J., Levý J.:** Evaluation of Rollover Unit eCall
- o **Oldřich Luňáček:** Taxonomy of the Security of the Organization
- o **Pavel Otřísal:** Decontamination Modules Formed by the Czech Armed Forces Chemical Corps
- o **Jaromír Pitaš, Hubert Štofko:** Knowledge Management – Decision Making Support in Project Environment
- o **Alexandr Štefek:** Distributed Optimization – Concepts, Ideas and Solutions
- o **Břetislav Štěpánek, Pavel Otřísal:** The Development and Establishment Process of Centres of Excellence in North Atlantic Organization
- o **Eva Štěpánková:** Decision Making about the Use of Environmental Management Tools for Organization Image Building
- o **Radek Tejkl:** Neuromarketing as a Basis for Online Research
- o **Predrag Oreški, Vladimir Šimović:** New Technologies and Media Education in the Republic of Croatia
- o **Hülya Pehlivan, Pinar Köseoğlu:** The Reflections of Science High School Students' Situational Factors to their Attitudes Towards Chemistry Courses and Their Academic Self-Concept
- o **Hülya Pehlivan, Pinar Köseoğlu:** An Examination of Science High School Students' Attitudes Towards Mathematics Course and Their Academic Self-Concept on the Basis of Various Factors
- o **Deniz Mertkan Gezgin, Ercan Buluş:** Infrastructure of a Wireless Local Area Network: T.Ü. Mehmet Akif Ersoy Lecture Center
- o **Dominika Crnjac Milić, Vladimir Šimović, Oreta Salijaj:** An Interesting Proof of Weighted Cauchy-Chebyshev Type Inequality

The Symposium was closed by **Vladimir Šimović, Ladislav Buřita** and **Petr Hrůza**; the best papers were awarded, and the next symposia were announced at the official closing ceremony (4-IKS Symposium in Opatija, Croatia (as a part of the ECNSI-2012 Conference next year).

Professor Ljubica Bakić-Tomić, PhD

5th SPECIALISED ART AND RESEARCH SYMPOSIUM: ARTISTIC WORK IN TEACHING MUSIC

5th International Conference on Advanced and Systematic Research – ECNSI 2011 also included 5th Specialised Art and Research Symposium, *Artistic Work in Teaching Music*. It brought together artists, researchers and practitioners, mainly from Croatia and Great Britain, who teach music and tend to apply the intervention of artistic work in the teaching process. In their papers, the authors scientifically defined the comprehensive intervention of artistic work in the process of teaching music. In terms of its contents and functions, the Symposium followed the contemporary humanistic and aesthetic approach to music education, and also offered current and appropriate strategies useful in the context of expressions through music.

In his presentation *The Art of Music Education*, **Tim Cain** viewed music as an artistic work in music education and discovers different procedures of teaching pupils how to consider and evaluate music as an art. It also provided a survey of diverse perspectives of experiencing and understanding music as aesthetic, social, developmental, and other alternative perspectives. **Jelena Blašković**, being the author of the presentation *Melody as an Element of Artistic Work in the Process of Individualisation*, emphasised the complexity of artistic work in music education, seeing it through the individualised approach to teaching. She also paid a special attention to the importance of melody which is a very relevant and expressive element of artistic work. Besides, the paper is focused on the aims of implying individualisation in music education, stressing pupils' motivation and encouragement of creativity and initiatives during the teaching process. In his paper *The Analysis of Morphological Expression of Music Piece*, **Branko Starc** presented different ways and procedures in teaching and assessing that can help students more easily and more objectively to make conclusions of artistic values in case of some vocal piece of music. The focus is put on the importance of musical and impressionistic elements, psychological and affective ones that are analysed and evaluated quantitatively and qualitatively. The paper entitled *The Influence of Listening to Artistic Pieces of Music onto the Development of Children's Music Taste through Music Education in the First Three Primary School Classes* and presented by **Dubravko Fiočić** directly relates the culture of listening to highly artistic pieces to the development of children's taste of music in classes in the first, second and third grade of the primary school. The author emphasises the importance of the quality of music teaching and its influence on the sustainability of continuous music education in future

generations with the help of good and conscious music teachers. In their paper *The Artistic Work as a Means of Musical Ear Evaluation*, **Diana Atanasov Piljek** and **Nikola Margetić** consider music in the teaching process and determine it as an artistic work when music is listened to and experienced, while they see music as a means when the music elements of composition are discussed and analysed. So, its role is here related to a means, needed in evaluating learning outcomes in teaching music. In the conducted research, the authors studied teachers' differences in their opinions about grading in terms of years spent on teaching this subject, as well as teachers' differences in terms of their level of education. The results show that teachers are willing to apply numerical grading scheme when evaluating the elements in classes, so it emphasises the complexity of docimological issues in evaluating educational outcomes in Music classes. The importance of music education and its role in an individual's life is also emphasised by **Marko Gregurić** in his paper *Multimedia Systems in Teaching Music in Lower Primary School Classes*. The author's focus is on media increasingly present in everyday life and education; the technological development is particularly pointed out here, as well as our need to redefine the paradigms of creation in music through defining the contemporary multimedia systems used in Music classes. **Heda Gospodnetić**, in her paper *Children's Singing Games – a Cultural Heritage from the Zaprešić Area*, discovers folklore as a form of the oldest music and dance achievements. The author presented a part of folklore tradition from the area surrounding Zaprešić, using the examples of various types of children's folklore with a special focus on singing games. She also offered the approach to teaching preschoolers through using folklore. In his paper *The Space of Music Time*, **Igor Peteh** deals with the relationships including rhythm, tempo and measure in the context of artistic creation and emphasises the need to consider the space of music time as one of the relevant determinants of music interpretation. **Dinka Migić Vlatković**, in her paper *Constructivism As a Method of Analysing Artistic Works*, presents a survey of theoretical concept of *constructivism* as one of the research methods of artistic work analysis in teaching music. The author emphasises the importance of knowledge construction in pupils who are active in this process, especially pointing out personal experiences with pieces of music. A focus is on the specific features of own learning organisation and music experiences as well as on the integration of personal experiences into own system of knowledge.

The Symposium finished with giving awards to the best authors, as follows: Tim Cain (*The Art of Music Education*); Branko Starc (*The Analysis of Morphological Expression of Music Piece As a Means of Objective Artistic*

Evaluation), Diana Atanasov Piljek & Nikola Margetić (*The Artistic Work as a Means of Musical Ear Evaluation*), Dubravko Fiočić (*The Influence of Listening to Artistic Pieces of Music onto the Development of Children's Taste for Music through Music Education in the First Three Primary School Classes*).

All the presented papers, along with the ones presented last year, will be reviewed and published in the book.

Igor Topolovac

3rd SPECIALISED ART AND RESEARCH SYMPOSIUM ARTISTIC WORK IN TEACHING ARTS

5th International Conference on Advanced and Systematic Research, held in Zagreb from 10th to 12th November 2011, included **3rd Specialised Art and Research Symposium *Artistic Work in Teaching Arts*** as well as **the exhibition of artistic achievements made by university teachers at the Karas Gallery in Zagreb.**

The Symposium was chaired by Professor Danijel Žabčić and Assistant Professor Antonija Balić Šimrak, while the chairpersons of the exhibition presenting 25 artists were Assistant Professor Ljubomir Levačić, MA, and Assistant Professor Kristina Horvat Blažinović, MA.

The Symposium was held for the third time. This year its aim was to gather artists, researchers, and teachers, engaged in visual art mediation or general and more specific pedagogy, in order to consider more recent ideas, research results, and exchange possibilities. Artists, researchers, teachers, and students showed their interest in participating.

On the Exhibition

The specific professional position of participants can be seen as a common thread and a precondition for the presentation of artistic starting points, sometimes very different ones. We here pointed out a wide range of artistic personalities but also emphasised that different artistic approaches are equally important, so we thus supported their coexistence.

The presented authors were not limited by any specific formal, media, or topic-related factors, apart from the space that was available to each one at the gallery. Its structure is hierarchical and, consequently, suggests 'reading' some points as already complete conventional and

stereotyped meanings. We could not eliminate such a contextual determinant, so we stress that this contradicts the tendency to display exhibition items to be understood as 'a wish' and 'an appeal' for the coexistence of equal and equally valuable individual poetics of authors.

This conception of the exhibition raised some other issues and starting points, important to us. We were interested in our specific professional position – we are artists, but also teachers and pedagogues. Therefore, we naturally question the relationship between artistic creative personalities of individual authors and teaching activities that are our common framework. It also means that we question the reflections and influences of our profession onto the character of our artistic work. Besides, we necessarily consider the personal positions in our institutions and artistic associations.

It is well-known that, in any possible social organisation and system, the success of ideas depends on people who realise them; the same can be said for any educational system. A relevant pre-requisite for successful teaching is surely the avoidance of permanent trap considering fatigue that may be caused by the development of personal creative potentials. The creative activities of artists - teachers upgrade their professionalism in the field of visual arts but also make them more complete people in the most general sense. Three equal awards for artistic achievements were given to:

- o Assistant Professor Kristina Horvat Blažinović, MA (Faculty of Teacher Education)
- o Professor Peruško Bogdanić (Academy of Visual Arts)
- o Associate Professor Zoltan Novak (Academy of Visual Arts)

On the Symposium

The central topic of the Symposium was artistic work in art education, focused on the communication between child and artistic work. Seeing an artistic work is a special interactive experience for a child, pupil, person; this experience is opposite to that provided by books, media, teaching reproductions and alike. Understood as such, observing artistic works at galleries, museums and studios is a way of getting insights into visual arts that cannot be replaced by anything else.

Due to a special teaching and pedagogically justifiable approach to analysing an artistic work, it is possible to achieve hardly expected results. So, it is important to consider creative concepts and approaches to artistic works in the process of teaching and education.

1. Can a child, pupil communicate with pictures, statues, buildings?
2. How to reveal the meaning of artistic work to a child?
3. What questions to ask when we want a child, pupil to consider some artistic work?
4. Can artistic works speak? What language do they use?
5. What is the meaning of an object, what is the content of a form?

Art can contribute to the entire education with the use of some more creative approach to learning.

Tactile, experiential, visual, and kinaesthetic learning through acquiring visual art experiences is the most relevant aspect of art education which includes creative process, observation, and consideration of artistic creation. Artistic work can be a background comprising the symbols of society and time but also personal symbols; as such, it can help pupils understand past, present, and future. Museums and galleries provide better insights and encourage to further thinking, analysing, and doing projects, which encompasses all the fields of education.

The Proceedings was published, including all the categorised papers in Croatian/English. The following authors were awarded for their papers:

- o Assistant Professor **Vesna Vesela Bilić, PhD** – Visual Art Teachers Meeting Abused Children
- o **Janet Harling & Ann Larsson-Dahlin** – *How Can Works of Art Be Used in Teacher Training to Enrich Students Own Creative Experience and Support Their Professional Development?*
- o **Peter Gregory** – *Navigating Unknown Seas - Learning from an Art Gallery Based Project Working with Young People*

Special awards for their organisational contribution were given to Valentina Boc (translation), Vedran Markulin (the exhibition Catalogue design), Mario Perus (the Proceedings edition and design).

*Assistant Professor Ljubomir Levačić MA
& Assistant Professor Antonija Balić Šimrak*

**4th SPECIALISED RESEARCH SYMPOSIUM
EARLY FOREIGN LANGUAGE LEARNING AND TEACHING (EFLAT-
2011)
RESEARCH INTO EARLY FOREIGN LANGUAGE LEARNING AND
TEACHING: EXPERIENCES AND PERSPECTIVES - EFLAT-2011**

4th Specialised Symposium *Research into Early Foreign Language Learning and Teaching: Experiences and Perspectives - EFLAT-2011* was held at the Faculty of Teacher Education in Zagreb on 11th November 2011. There were some sixty participants, who either presented their papers or attended the presentations, from different parts of Croatia, Hungary, Slovenia, and Spain.

On 10th November 2011, at the same venue, there was a pre-conference evening, *The Book that Changed the World*, organised on the 400th anniversary of the Bible's translation. Excellent lecturers, without emphasising the self-explanatory importance of the Bible, pointed at its cultural and linguistic importance in the Anglophone world. In his inspired lecture *Gunpowder, Spittle and Parchment - the Curious Origins of the Greatest English Bible*, Richard Major critically presented the reign of King James VI of Scotland, who also became King James I of England, known as 'the wisest fool of the Christian world'. Quite ironically, as one of the worst kings, he succeeded in gathering the most educated theologians around the great translation of the Bible in order to unite Calvinists, Anglicans, and Catholics who were in a conflict at that time. This unification attempt failed but 47 translators, during seven years, succeeded in producing the text of *the Book that Changed the World*, based on the previous translations. It influenced the English language and literature, which was the topic of the lecture by Janet Berković, who particularly emphasised the introduction of new words, reliance on authentic Hebrew and Greek metaphors, and many aphorisms. Jutta Henner, PhD, referred to the Bible of King James as a turning point in the orientation to modern principles of translating the Bible (translated into 2,527 languages so far, the complete text existent in 459 languages).

The Research Symposium **Early Foreign Language Learning and Teaching: Experiences and Perspectives** started with the plenary session, chaired by Professor Emerita Mirjana Vilke and Professor Yvonne Vrhovac, the eminent experts in the field of early foreign language learning.

In her plenary lecture entitled *Early Foreign Language Learning and European Documents on Early Language Learning and Teaching, and on Young Learners, Milica Gačić considered the fundamental reasons for early foreign language learning, related to the age factor (acquisition of*

pronunciation, intonation, possible fluency). The author referred to the key EU documents on the early language learning, from Report on Foreign languages in primary and pre-school education (Blondin C. et al., 1998) to Early Language Learning Policy Handbook (2011).

In the second plenary lecture, **Jelena Mihaljević Djigunović** presented her paper **Early Language Learning Today: High Expectations Facing Reality**, in which she compared the current great expectations with what is known from the recent studies into the processes of learning and teaching foreign languages at the learner's early age. This comparison should suggest how to narrow the gap between expectations and reality that, according to the author, characterises early language learning today.

Marianne Nikolov, in her plenary lecture **Research on Young Learners' Classrooms: A Shift towards Mixed Methods Approaches**, pointed out two prevailing trends today. The first trend is documented by a remarkable increase in the number of studies exploring early foreign language teaching and learning around the world, while the second trend concerns the research methods applied in these studies. The author advocates an integrated approach using qualitative and quantitative research methodology because it can provide insights into both the finer details and the larger picture of the process.

In the first invited lecture **Dynamism of Childhood Multilingualism – Can We Capture It?**, **Marta Medved Krajnović** asked whether research can adequately capture the complexity of multilingual competence and metalinguistic awareness that result from dynamic interactions in the process of multilingual development. On the basis of the data from three longitudinal case studies on the sample of three siblings (her own children), the author tried to point at some teaching implications and problems the modern second language acquisition research and theories are facing.

In the second invited lecture **Croatian Cultural and National Identity in Early Foreign Language Learning and Teaching**, **Gloria Vickov** discussed different facets, the benefits as well as the need for incorporating the elements of L1 (Croatian) culture into early EFL. The author also presented the results of a study aimed at measuring EFL teachers' vocabulary (in)competence in the field of the stated extralinguistic context.

Renata Šamo, in the third invited lecture **Inside L2 Reading: Special Focus on Young Learners**, considered the construct of reading. Starting from the crucial theoretical ideas about reading as a problem solving activity, related to information processing at two levels, the author presented a range of reading strategies and skills that are relevant for young learners and their reading ability in a non-native language (EFL, in particular).

The rest of the papers were presented in three sessions:

In her presentation, **Lovorka Zergollern-Miletić** asked **Where Does Communication End?**, and tried to provide the answer on the basis of written production by Croatian primary school learners of English. Using guided essays written in English by pupils from three Croatian schools, in their sixth, seventh, and eighth forms, the author tried to identify the type of mistakes that hinder communication, contrasting them with mistakes that may be considered to be important, but which do not cause misunderstanding.

Klara Bilić Meštrić presented her paper **How to Motivate Juraj to Learn English?**, based on studies of twins' language acquisition and the action research conducted with her five-year-old sons. The obtained results pointed at the importance of motivation that can be changed according to the available conditions, as well as the importance of the relationship between motivation and individual factors. The author put a special emphasis on the role of group dynamics in the stated process.

Starting from the crucial theoretical considerations about learning strategies, **Martina Bosanac** focused on EFL learning strategies to provide an insight into the learning strategies that primary school learners of English (sixth to eighth graders) mostly use, establish gender differences in their strategy use, and find out the possible positive correlation between the age factor and the frequency of learning strategy use. **Language Learning Strategies: Age and Gender Differences in Primary Foreign Language Learners** was the title of her presentation.

The Contrastive Approach to Early English Language Learning: an Example of Teaching Word Order was presented by **Alenka Mikulec**. After providing an overview of the development of contrastive analysis and the application of this approach to contemporary foreign language learning, the author gave an overview of theories and studies dealing with the effect of mother tongue on the foreign language and vice versa. Finally, she presented some possible applications of the contrastive approach in teaching the word order in English in early EFL.

Valentina Šarac presented her paper **Attitudes and Motivation of Young English and German Learners**. It referred to a research conducted on the sample of seven primary school learners with the aim to determine their attitudes and motivation to learning English and German. On the basis of the qualitative data analysis, resulted from an interview, the author concluded that the obtained results had significant implications in the teaching context.

Sanja Vičević, in her presentation **The Contrastive Approach to Teaching Culture-Specific Gestures in the Italian Language Learning**, discussed non-verbal communication in teaching Italian as a foreign

language on the basis of culture-specific gestures, and also indicated the importance of exploring the issue in theory and practice more intensively.

In their presentation focused on **The European Multilingualism and Early Foreign Language Learning**, Siegfried Gehrmann and Željka Knežević dealt with the relevant teaching aspects, such as: foreign language sequence in early foreign language learning, duration of foreign language learning, differentiation in determining the competence levels in individual language skills, role of intercultural competence, role of the first foreign language, importance of English as the language of global communication in the concept of European multilingualism, and planning in foreign language teaching in schools. It all referred to the discussion held in the academic community in the German-speaking areas. Finally, the authors particularly emphasised the contrasting positions regarding glottodidactic and methodological implementation of the concept of *European multilingualism*, also pointing at the consequences this concept may have in the education of foreign language learners.

Jasminka Buljan Culej presented, in her paper **The Implementation of the European Research Project ESLC in Primary Schools in the Republic of Croatia**, the project aimed at providing information about foreign language learning in 14 European countries as a starting point for defining education policy in terms of early foreign language learning. In the case of the Republic of Croatia 3,625 students (eighth graders) from 151 primary schools participated in the study of acquired skills in English and German.

Eulalio Fernandez Sanchez presented his research in the paper titled **The Psycholinguistic Evidence for the Usage of Early Implicit Exposure to English Phonological Features in Order to Improve Future Oral Skills in Learners of EFL**. The author believes that this approach for children under 6 can improve their capabilities for sound recognition and reproduction. Moreover, he thinks that this early implicit exposure will make it possible for children to recognize, rather than learn, those phonological features in a subsequent explicitly guided study of English as foreign language.

In her presentation **The Revised Hierarchical Model in Early English Language Acquisition**, Jelena Hanzl tested the applicability of the revised hierarchical model (RHM) in early EFLL in Croatia. The results of the research conducted with pupils who were 8 and 9 years old showed that the participants translated correctly more words from English into Croatian in the same amount of time. The results could propose new directions in the vocabulary acquisition in early language acquisition.

Ninočka Truck-Biljan discussed **The Optimal Starting Age for Second Language Learning in Croatia – Theory, Wishes and Reality**, trying to consider where we are today, twenty years after the launch of the

Croatian project on *Research into the Process of Early Foreign Language Acquisition*. Starting from the survey including 135 teachers in 200 primary schools in Slavonia and Baranja, the author presented their attitudes to advantages and challenges of foreign language teaching in lower primary school forms, psychophysical profiles of pupils, personalities of teachers, organisation of teaching activities, evaluation and assessment, required professional training, etc.

Mateja Dagarin Fojkar and **Karmen Pižorn** dealt with **Introducing CLIL into the First Years of Primary School**, presenting a project that took place in Slovenia from 2008 to 2010 where foreign languages were implemented into the first three years of primary school. On the basis of the obtained results, the authors supported learning a foreign language through CLILL compared to learning a foreign language as a separate subject.

Rea Lujčić and **Yvonne Vrhovac** presented **Cultural Elements in French Language Textbooks *Un, Deux, Trois ... Nous Voilà!***. Since the textbook, along with the teacher, is the key mediator of culture, selected cultural references and the way they are presented seem very important. In order to show this in their analysis, the authors selected the above mentioned textbooks for learning French as an underrepresented foreign language in Croatian media.

Milica Bilić Štefan, **Ivana Cindrić** and **Marija Andranka** presented their paper **The Impact of the Teaching Practice Course on Student Teacher Self-Awareness**, dealing with the second stage of their large-scale research into the extent to which the Teaching Practice Course fulfils its role in developing teaching competences and student teacher self-awareness. The results of the comparative analysis of the reports, portfolios and questionnaires indicated that this course had a significant impact on student teacher self-awareness. It also revealed that the modifications made to the course after the first stage in 2010 proved adequate, which enabled the second generation of students studying by the Bologna standards to achieve the expected learning outcomes to a greater degree.

Ivana Carević considered teacher talk in the classroom communication, particularly emphasising the use of mother tongue, which is quite clear in the title of the presented paper **An Analysis of Teacher Talk, with a Special Reference to the Use of Mother Tongue in Classroom Communication: an Example of Novice Teacher Talk in One English Language Class Session**. The author first provided an overview of some major studies on teacher talk and mentioned the most important features of teacher talk. In the second part, however, she described the novice teacher talk in classroom communication based on the analysis of the transcripts of

one English class session (the fifth form of primary school, the fifth year of learning).

Kristina Cergol Kovačević, Ivana Cindrić and Mark Davies prepared their presentation on **Assessment of Student Writing in the Test of Language Competence at the Faculty of Teacher Education**. The authors analysed assessment of the writing part (essays) of the TLC (Test of Language Competence) in terms of text effectiveness and accuracy, considering how the criteria of text effectiveness on the one hand, and accuracy on the other, can be broken down and described to offer a reliable means of assessing student writing. Such an approach to writing assessment benefits students in helping them to analyse and improve their writing skills, to devise appropriate writing tasks, and to assess writing in an objective and principled way which they will engage as future teachers.

Ana Osman and Marina Šenjug presented their paper **Comparison and Analysis of the Appropriateness of Coursebook Sets for the First Form of Primary School (Building Block 1 & Happy House 1) Regarding Cognitive, Emotional, Social and Linguistic Aspects of Personality of a Seven Year Old Pupil**. The authors tried to find out how appropriate these coursebook sets are in terms of the cognitive, emotional, social and linguistic aspects of a seven-year-old child. They first provided an overview of theories and research into foreign language learning, and then presented the analysis of contents regarding the profile of a child in the first form. The results confirmed that the contents are quite appropriate for the stated student population.

Jakob Patekar presented his paper **The Syntactic Analysis of Texts in Textbooks for Teaching English to Young Learners**. Using textbooks published by different publishers, accredited for first, second, third, and fourth grades, the author paid much attention to the frequency of affirmative, interrogative, and encouraging sentences in them as well as to the word order. He finally concluded that the results obtained from this analysis had implications not only for considering interlanguage influences but also for suggesting some guidelines to future authors and reviewers of EFL textbooks.

The Conference participants were quite satisfied with the presented papers, discussions, and organisation.

*Professor Milica Gačić, PhD
& Assistant Professor Renata Šamo, PhD*

2nd ROUNDTABLE FOCUSED ON KNOWLEDGE SOCIETY: EDUCATION FOR ACTIVE CITIZENSHIP WITHIN 5th INTERNATIONAL CONFERENCE ON ADVANCED AND SYSTEMATIC RESEARCH ECNSI – 2011

5th International Conference on Advanced and Systematic Research ECNSI – 2011 also covered 2nd Roundtable on **Knowledge Society: Education for Active Citizenship**.

The Organisation Committee included Professor *Vjekoslav Afrić, PhD (Faculty of Humanities and Social Sciences, University of Zagreb)*, Professor *Darko Polšek, PhD (Faculty of Humanities and Social Sciences, University of Zagreb)*, and Associate Professor *Ljubica Bakić-Tomić, PhD (Faculty of Teacher Education, University of Zagreb)*. This international roundtable, held on 11th November 2011, brought together researchers from Macedonia, Slovenia and Croatia. The following issues were presented on that occasion:

Education in the contemporary society is interwoven with many controversies. Even in the most developed societies, there are doubts about the adequacy of the current educational framework to respond, at all levels, to the increasingly changing social environments. In such a context, the adequacy and efficiency of educational outcomes is being questioned. One of the crucial issues related to education and the educational process in general refers to its function in the process of developing democratic citizenship. So, it is especially important to ask ourselves how to educate next generations to become real active citizens. This challenge is usually understood as a platform of ideas required for improving the current school curricula, so that new changes should result in some more intensive participation of young people (their parents, as well) in the public space and in some more direct mediation in the processes of making socially relevant decisions. Therefore, the issues of (re) structuring the educational system, developing appropriate curricula, and (re)defining the roles of key subjects in the process are crucial. In the context of discussions on active citizenship, it is also equally important to reconsider the theoretical assumptions regarding the mechanism of public decision-making, based on the active involvement of citizens, but also the assumptions on which the concept of active citizenship is based. The above-mentioned and other related issues were discussed here.

The Roundtable was organised in three parts, covering the following:

1. Concept of Active Citizenship and Education in the Context of Social Development

Moderator: **Ljubica Bakić-Tomić** (Faculty of Teacher Education, University of Zagreb)

- 1) **Vjekoslav Afrić**: Sustainability and Education for Active Citizenship
- 2) **Karin Doolan**: Concepts of Citizen and Maximal Approach to Civil Education
- 3) **Darko Polšek**: What Are Our Mistakes with Our Children and Future Generations?
- 4) **Predrag Bejaković**: Importance of Adults' Education and Forms of Its Financing

2. Political Participation and Civil Activism – From the Croatian Society Perspective

Moderator: **Vjekoslav Afrić** (Faculty of Humanities and Social Sciences, University of Zagreb)

- 1) **Armano Srbljinović**: Structured Disharmony with the Voter: Is It Possible to Achieve a Shift from the Two-Party Standstill?
- 2) **Krešimir Žažar**: From a 'Sceptical' to an Active Citizen - Analysing Some Characteristics of (Non)Engagement of Croatian Citizens in the Public Sphere
- 3) **Pero Desović**: Karlovac City Programme for Young People 2008-2012: Creating Policy for Young People across Sectors
- 4) **Vjera Duić**: Active Citizenship and Assisted Fertilisation in Croatia

3. Adequate Approaches to Conceptualizing the Process of Education – Looking Ahead

Moderator: **Darko Polšek** (Faculty of Humanities and Social Sciences, University of Zagreb)

- 1) **Andreja Kozmus / Giovanna Kirinić**: From Classic Transmission of the Tradition to Strengthening Student's Capacity for Moral Judgement as Constant Communication with Human Values
- 2) **Svetlana Kamdzijaš**: The Concept of Personal Development in *Vedanta* Philosophy and the Familiar Approaches from Western Patterns of Thought As Tools for Human Excellence
- 3) **Vanja Borš**: Integral Education

At the end, the final discussion was guided by Professor Vjekoslav Afrić. All the participants, motivated by previously presented facts and

approaches, were largely involved. The Roundtable even exceeded the participants' expectations. The Proceedings of the first Roundtable, held last year within ECNSI-2010 Conference, was recently released and it will be officially presented in January 2012, as announced.

Professor Ljubica Bakić-Tomić, PhD

PETA MEĐUNARODNA KONFERENCIJA O NAPREDNIM I SUSTAVNIM ISTRAŽIVANJIMA - ECNSI 2011

Peta međunarodna konferencija o naprednim i sustavnim istraživanja (The 5th International Conference on Advanced and Systematic Research – ECNSI 2011) održana je u Zagrebu od 10. do 12. studenog 2011. Organizatori konferencije bili su Učiteljski fakultet Sveučilišta u Zagrebu i Europski centar za napredna i sustavna istraživanja (ECNSI). Konferenciju je otvorio dr. sc. Vladimir Šimović, predsjedatelj Konferencije, redoviti profesor i dekan Učiteljskog fakulteta Sveučilišta u Zagrebu, a pozdravne govore održali su prof. dr. sc. Aleksa Bjeliš, rektor Sveučilišta u Zagrebu, dr. sc. Damir Boras, predsjednik ECNSI-a, redoviti profesor i dekan Filozofskog fakulteta Sveučilišta u Zagrebu, dr. sc. Vladimir Findak, profesor emeritus na Kineziološkom fakultetu Sveučilišta u Zagrebu i počasni gosti Konferencije dr. sc. Branislav Antala, predsjednik FIEP Europe, dr. sc. Vlado Timovski, dekan Pedagoškog fakulteta „Sv. Kliment Ohridski“ iz Skopja, Makedonija te prof. dr. sc. Hilmi İbar, dekan Pedagoškog fakulteta Sveučilišta u Trakiji, Turska.

Konferencija je bila svojevrsan forum za prezentaciju i raspravu kratkih izvješća o aktualnim sustavima istraživanja u društvenim, humanističkim i prirodnim znanostima, kao i u likovnoj i glazbenoj umjetnosti, drugim znanostima i inženjeringu. Specijalizirani simpoziji bili su usredotočeni na istraživanja u obrazovanju, informatici, komunikacijskim i ekonomskim znanostima, prirodnim znanostima, kineziologiji, pedagogiji, psihologiji, likovnoj i glazbenoj umjetnosti, filozofiji, upravljanju te drugim srodnim područjima današnje znanosti i društva znanja. Na konferenciji je sudjelovalo više od dvjesto trideset autora iz desetak europskih zemalja (Hrvatske, Slovenije, Bosne i Hercegovine, Češke, Makedonije, Turske, Francuske, Španjolske, Švedske, Ujedinjenog Kraljevstva, Njemačke). Službeni jezici Konferencije bili su hrvatski i engleski, a za pisane priloge engleski.

Program Konferencije sastojao se od plenarnog dijela te od specijaliziranih simpozija i skupova za određene teme. U sklopu Konferencije održana je i međunarodna izložba te dva koncerta, a najbolji radovi pojedinih znanstveno-stručnih simpozija posebno su nagrađeni.

U sklopu Konferencije, održani su sljedeći skupovi:

1. Treći IKS simpozij (Information and Knowledge Systems)
2. Dvanaesti ICESKS simpozij (Information, Communication and Economic Sciences in the Knowledge Society)
3. Kineziološka prevencija u edukaciji

4. Peti simpozij Rano učenje hrvatskoga/ materinskoga jezika (RUHMJ-5)
5. Treći specijalizirani umjetničko-znanstveni skup
6. Okrugli stol – Društvo znanja
7. Rano učenje i poučavanje stranih jezika (RUIPS J-2011)
8. Škola, odgoj i učenje za budućnost
9. Umjetničko djelo u glazbenom odgoju i obrazovanju

PETI SPECIJALIZIRANI ZNANSTVENI SKUP: RANO UČENJE HRVATSKOGA/MATERINSKOGA JEZIKA (RUHMJ-5)

Simpozij *Rano učenje hrvatskoga/materinskoga jezika-RUHMJ 5* okupio je stručnjake koji se s različitih aspekata bave ranim učenjem hrvatskoga odnosno materinskoga jezika. U radu simpozija sudjelovali su predstavnici uz Slovenije, Makedonije i Hrvatske te su svojim izlaganjima pridonijeli razmjeni rezultata znanstvenih istraživanja i iskustava i otvorili nove putove u daljnjim znanstvenim aktivnostima.

Predsjedatelji Znanstvenoga skupa bili su dr. sc. Ante Bežen, redoviti profesor i prodekan za nastavu Učiteljskoga fakulteta Sveučilišta u Zagrebu, dr. sc. Berislav Majhut, izvanredni profesor i pročelnik Odsjeka u Petrinji Učiteljskog fakulteta Sveučilišta u Zagrebu i dr. sc. Milena Mileva Blažić, izvanredna profesorica na Pedagoškom fakultetu Sveučilišta u Ljubljani.

U plenarnom predavanju *Nastava dječje književnosti u predškolskom i osnovnoškolskom obrazovanju* **Milena Mileva Blažević** osvrnula se na slovenski Kurikul za predškolske ustanove (1999) i važnost književnosti kao sastavnog dijela područja jezičnog razvoja.

Pozvana predavanja održali su dr. sc. Ante Bežen, dr. sc. Berislav Majhut.

U predavanju *Projekcija kurikula hrvatskoga jezika u osnovnoj školi u odnosu na kurikule materinskoga jezika u nekim europskim zemljama* **Ante Bežen** objašnjava kako polazišta kurikula hrvatskoga jezika u osnovnoj školi, zapisana u Nacionalnom okvirnom kurikulu za predškolski odgoj i opće obrazovanje (2010), bitno mijenjaju strategiju programiranja toga nastavnog predmeta. *Prvi hrvatski kolegij o dječjoj književnosti* rad je **Berislava Majhuta** koji predstavlja izučavanje književnih postupaka u dječjoj književnosti i prikaz povijesti hrvatske dječje književnosti u Hrvatskoj od kraja 19.stoljeća.

Nakon pozvanih predavanja autori su predstavili radove u petnaestominutnim izlaganjima nakon kojih se vodila rasprava.

Katarina Aladrović Slovaček i **Bernarda Pintar** u izlaganju o temi *Sociolingvistički i psiholingvistički aspekti razvoja komunikacijske kompetencije u ranome poučavanju hrvatskoga jezika* pokušale su ispitati koliko i kako se jezične djelatnosti slušanja, govorenja, čitanja i pisanja, koje izravno sudjeluju u razvoju jezičnih kompetencija, provode u ranome poučavanju hrvatskoga jezika.

Suodnos ilustracije i teksta u slikovnicama Melite Kraus predavanje je **Davorke Bačeković-Mitrović**. U radu autorica posvećuje pozornost na suodnos likovne i tekstualne komponente u slikovnicama bjelovarske autorice slikovnica Melite Kraus, kako bi se učitelji potaknuli da sami propitaju kvalitetu slikovnica kojima se u metodičke svrhe služe na nastavi književnosti. **Lidija Bakota** u svome izlaganju *Planiranje kurikulskih sadržaja predmeta Hrvatski jezik s obzirom na jezične djelatnosti slušanja i govorenja* predlaže nove kurikulske sadržaje u odnosu na jezične djelatnosti slušanja i govorenja. Predloženi kurikulski sadržaji slušanja i govorenja u funkciji su komunikacijskoga osposobljavanja učenika kao preduvjeta jezičnom (lingvističkom) osvješćivanju koje je temelj učenja jezika u višim razredima osnovne škole.

Lidija Bakota i **Ivana Trtanj** u izlaganju *Prijedlozi nove koncepcije udžbenika u skladu s promjenama kurikulskoga sadržaja s posebnim osvrtom na jezične djelatnosti slušanja i govorenja* fokusirale su se na istraživanje zastupljenosti zadataka slušanja i govorenja u udžbenicima hrvatskoga jezika i književnosti od 2. do 4. razreda, a koji su u funkciji primjene jezičnoga (lingvističkoga), društvenojezičnoga (sociolingvisističkoga) i uporabnoga (pragmatičkoga) znanja jezika.

Ante Bežen i **Monika Hruškar** u izlaganju o temi *Primarni izvori znanja i sekundarna izvorna djela prilagođena za nastavu hrvatskoga jezika u osnovnom obrazovanju odraslih* naglasili su važnost osnovnog obrazovanja i povećanje razine pismenosti kod odraslih.

Vesna Budinski i **Ivona Barun** u izlaganju o temi *Kurikulsko planiranje početnog čitanja i pisanja-razina usvojenosti početnog pisanja na kraju školske godine u prvom razredu osnovne škole* prikazale su rezultate istraživanja u početnom pisanju na kraju školske godine u prvom razredu osnovne škole na uzorku od 93 učenika u Požeško-slavonskoj županiji.

Istraživanje **Bogdanke Conjar** rezultiralo je radom *Razlike prema spolu u uporabi riječi u pisanom sastavku u 3. razredu osnovne škole*. Nakon statističke obrade rezultata autorica se osvrnula na zastupljenost promjenjivih i nepromjenjivih riječi u sastavcima učenika 3. razreda osnovne škole.

Vlasta Erdeljac i **Vendi Franc** istaknule su važnost integriranja novih znanja o disleksiji i metodama poučavanja djece s disleksijom u kurikulum za predškolski odgoj i osnovno obrazovanje u izlaganju *Problem disleksije u kurikulumu ranog učenja hrvatskoga/materinskoga jezika*.

U radu *Položaj teksta u kurikulumu ranog učenja hrvatskoga jezika* **Vesna Grahovac-Pražić** razmatra položaj teksta u procesima učenja čitanja, posebice položaj neliterarnih tekstova.

Standardi u vrjednovanju i ocjenjivanju postignuća ranog učenja hrvatskog jezika i književnosti u osnovnoj školi naslov je izlaganja **Ružice Jemeršić**. U radu autorica naglašava važnost Nacionalnog okvirnog kurikula kojim se predviđa da učitelji i nastavnici međusobno usklađuju načine, postupke i elemente praćenja i ocjenjivanja učeničkih postignuća za pojedine predmete i nastavne sadržaje na svim razinama.

U radu *Kurikulski pristup jezičnom razvoju djece rane i predškolske dobi u institucionalnom kontekstu* **Vesna Katić** analizira sastavnice kurikulumske pristupa (ciljevi, sadržaji, uvjeti, metode, vrednovanje) jezičnom razvoju djece rane i predškolske dobi u institucionalnom kontekstu, kao početnoj stepenici cjelokupnog odgojno-obrazovnog sustava u Republici Hrvatskoj.

Ljiljana Klinger u izlaganju pod nazivom *Raširenost privatne poduke (instrukcija) u 7. i 8. razredu osnovne škole za nastavni predmet hrvatski jezik* predstavlja rezultate anketnog istraživanja o privatnim podukama (instrukcijama) u osnovnoškolskoj populaciji u RH, kao i za predmet Hrvatski jezik.

Andrijana Kos-Lajtman, Ivana Buljubašić i Jasna Horvat u temi *Leksikografske aktivnosti Ivane Brlić-Mažuranić* pažnju su usmjerile na djelovanje i rad književnice Ivane Brlić-Mažuranić pri prikupljanju riječi za opsežno leksikografsko djelo Vladimira Mažuranića *Prinosi za hrvatski pravno-povjestni rječnik (1908-1922)*.

Vladimir Kuharić je izložio rad o temi *Prijedlog standarda tipografije i prijeloma udžbenika za početno čitanje i pisanje na hrvatskom jeziku u prvom razredu osnovne škole*. U radu ističe važnost prijedloga standarda koji je usmjeren na razvoj čitanja kao temeljne kompetencije učenika.

U radu *Uloga lektire u suvremenoj nastavi u osnovnoj školi-usklađenost poruka lektirnih djela s potrebama suvremenog odgoja* **Ivana Kuna i Kristina Čendo** postavljaju pitanje u kojoj mjeri predložena lektirna djela po HNOS-u odgovaraju postavljenim odgojno-obrazovnim ciljevima Nacionalnog okvirnog kurikula i u kojoj mjeri poruke navedenih djela promiču temeljne vrijednosti.

U izlaganju *Stvaralačko pisanje novijim oblicima versifikacije na splitskoj čakavici u razrednoj nastavi* **Blanka Ljubenković** upućuje na usvajanje

versifikacijskih algoritama u području stvaralačkog pisanja, oslanjajući se kako na tradicionalne tako i na novije oblike versifikacije.

Aktivnostima provedenim na projektu Rano učenje hrvatskoga jezika u početnim razredima osnovne škole prikupljene su značajne informacije i saznanja koje je **Siniša Reberski** izložio u svom radu *Prijedlog tipografsko-rukopisnih standarda za poučavanje pisanja i čitanja u početnom učenju hrvatskoga jezika*.

U izlaganju rada *Prevođenje u osnovnoškolskoj nastavi hrvatskoga jezika* autorica **Emilija Reljac Fajs** predlaže da se pored temeljnih jezičnih djelatnosti slušanja, govorenja, čitanja i pisanja u osnovnoškolsku nastavu hrvatskoga jezika uvede i prevođenje.

Istraživanje o korištenju dramskih tehnika među učiteljima razredne nastave tema je koju je prikazala **Roberta Rudela**. Cilj istraživanja je bio ispitati učestalost, važnost i raznolikost korištenja dramskih tehnika u nastavi.

Od (svetomarkovske) žalopojke do (zlosutne) euiz(ol)acije **Ante Selak** raspravlja o nizu aktualnih ne/kurikulskih pitanja o hrvatskome jeziku i školi. I to: prekjučer, dandanas, preksutra.

Mito Spasevski predstavlja književnost za djecu kao optimalni temelj za razvoj kulture govore u izlaganju *Književnost za djecu kao odgojno-obrazovna funkcija u kulturi govora*.

U radu *Novi mediji i početno čitanje* **Marije Turk Sakač** analiziraju se obrazovni softeri na hrvatskome tržištu namijenjeni učenju ili uvježbavanju čitanja i pisanja na hrvatskome jeziku.

Irena Vodopija i Dubravka Smajić u svom radu *Jezični bonton* žele osvijestiti potrebu za poznavanjem pravila jezičnog bontona u svakodnevnoj govornoj i pisanoj komunikaciji među ljudima svih životnih dobi.

U radu *Obilježja petrinjskoga mjesnog govora u djelu Milana Dujića Božić u Petrinji. prikaz božićnih običaja u dvie slike*, **Božica Vuić** donosi morfološki i leksičko-semantički opis teksta.

Zrinka Vukojević i Silvia Rogošić postavile su pitanje kojim nastavnim metodama povećati razinu znanja i razumijevanja teorija u sveučilišnoj nastavi, a odgovor su ponudile u radu *Sinteza misaone mape, dramske igre i okruglog stola kao nastavnih metoda u metodici sveučilišne nastave*.

Važnost suvremenog pristupa kurikulu hrvatskoga jezika, kao teorijske koncepcije koja se zajednički gradi, provjerava, mijenja i razvija unutar određene odgojno-obrazovne ustanove je tema rada *Perspektive i procesi kurikula za hrvatski jezik u nižim razredima osnovne škole* autorica **Božice Vuić i Danijele Kostadinović**.

Sažetci prezentiranih radova objavljeni su u *Knjižici sažetaka: Peti specijalizirani znanstveni skup: Rano učenje hrvatskoga/materinskoga jezika (RUHMJ-5). Zagreb: ECNSI i Učiteljski fakultet, 2011.* Priznanja Konferencije za najuspješnije radove dobili su Božica Vuić, Siniša Reberski, Ljiljana Klinger i Monika Hruškar.

Zrinka Vukojević

MEĐUNARODNI ZNANSTVENO-STRUČNI SIMPOZIJ: ŠKOLA, ODGOJ I UČENJE ZA BUDUĆNOST

U okviru 5. međunarodne konferencije o naprednim i sustavnim istraživanjima ECNSI 2011 održan je usmjereni simpozij pod nazivom **Škola, odgoj i učenje za budućnost**. Tim povodom izdan je i Zbornik u kojem je objavljeno 38 radova s međunarodnom recenzijom, tiskan na 453 stranice.

Da bi bila djelotvorna, predškolska ustanova ili škola mora postati organizacija za učenje u kojoj svi sudionici, praktičari, djeca, roditelji rade zajedno na razvijanju svojih kompetencija, što im pomaže da se prilagode mnogim promjenama i izazovima koje donosi budućnost. Koncept organizacije koja uči postaje nedvojbeno sve češća paradigma suvremenih odgojno-obrazovnih organizacija, a sposobnost kontinuiranog profesionalnog razvoja postaje fluidan izvor koji vodi prema novoj kvaliteti. Drugim riječima, to je kultura stalnog učenja, promjena i inovacija. Navedene sposobnosti mogu razvijati samo ljudski potencijali, organizacije koja uči. Stoga je svrha simpozija povezivanje i suradnja znanstvenika, stručnjaka i praktičara koji su posredno ili neposredno uključeni u odgoj i obrazovanje kako bi razmijenili iskustva, ideje, mogućnosti, znanja i unaprijedili teoriju i odgojno- obrazovnu praksu.

Simpozij pedagoga je započeo plenarnim predavanjima:

Milan Matijević (Hrvatska) *Škola i učenje za budućnost*

Jurka Lepičnik Vodopivec (Slovenija) *Autoritet, disciplina i dječja prava – problemi suvremene škole*

Lidija Pehar (Bosna i Hercegovina) *Osobnost nastavnika i njegove kompetencije u radu s djecom*

Majda Rijavec (Hrvatska) *Može li se povećati životno zadovoljstvo*

Dubravka Miljković (Hrvatska) *Obitelj - čimbenik odgoja i životnog zadovoljstva*

Biserka Petrović-Sočo (Hrvatska) *Organizacijska kultura odgojno-obrazovne ustanove i življenje i učenje djece*

Simpozij je podijeljen u dvije skupine kako bi u vremenskom trajanju simpozija mogli biti prezentirani sljedeći radovi:

1. Samovrednovanje škole: učenička i nastavnička percepcija razrednoga ozračja
2. Suradnja roditelja i učitelja u waldorfskoj školi
3. Stereotipi studenata o nadarenoj djeci
4. Stavovi učenika i nastavnika o aspektima kvalitete nastave u procesu školskog samovrednovanja
5. Otvorena škola i učitelj u suvremenom svijetu
6. Stavovi nastavnika osnovne škole o ocjenjivanju u Hrvatskoj, Srbiji i Bosni i Hercegovini
7. Indikatori kvalitete nastave
8. Primjena nastavnih medija u nastavi prirode i društva
9. Motivacija učitelja za rad
10. Redefiniranje odgojne uloge obitelji
11. Uloga predškolskog odgoja i poticaja na likovno stvaralaštvo djece u prvom razredu
12. ICT kompetencije odgajatelja
13. Etički kodeks odgojitelja – korak ka profesionalizaciji odgojiteljskog zvanja
14. Prometni odgoj djece predškolske dobi
15. Pedagoško-psihološki aspekti spremnosti za školu u češkoj republici
16. Odgoj i učenje za budućnost: izazovi i pitanja
17. Glazbeno stvaralaštvo u primarnom odgoju i obrazovanju
18. Rad u kombiniranim razrednim odjelima
19. Didaktička rješenja Celestina Freineta i Rudolfa Steinera u predmetima priroda i biologija
20. Povezanost konteksta s uratkom učenika u problemskim matematičkim zadacima
21. Diferencije i specifičnosti u korištenju nekih post hoc testova u analizi varijance (ANOVA)
22. Odgojno-obrazovna integracija učenika oštećena vida (pregled istraživanja)
23. Povezanost postignuća učenika te učiteljevih pristupa tijekom provjeravanja i ocjenjivanja znanja
24. Neki pedagoški aspekti apsentizma učenika osnovnih škola
25. Odnos između kreativnosti i samoaktualizacije u sveučilišnoj nastavi
26. Multisensorna strukturirana metakognitivna metoda podučavanja engleskog jezika učenika s disleksijom s obzirom na faktor dobi

27. Iskustvo obrazovne integracije – perspektiva majke i djeteta oštećena vida
28. Logopedagogija - put do smisljena života u 21. Stoljeću
29. Neki aspekti percipirane kompetencije za ulogu učitelja u inkluzivnoj školi
30. Teorija usmjerena na rješenje i neke mogućnosti njezine primjene u školskoj praksi
31. Dva lica zlatnih filmskih priča
32. Interdisciplinarna integracija na satovima likovne kulture u petom razredu osnovne škole

Peta međunarodna konferencija o naprednim i sustavnim istraživanjima, ECNSI-2011 i posebno usmjereni simpozij: Škola, odgoj i učenje za budućnost – pokazali su veliki interes stručnjaka i praktičara koji su aktivnim sudjelovanjem ostvarili kvalitetnu razmjenu znanja i iskustva među sudionicima te dali svoj doprinos znanstvenom radu. Recenzirani radovi objavljeni su u zborniku simpozija *Škola, odgoj i učenje za budućnost* (ISBN 978-953-7210-41-0). CIP zapis dostupan je u računalnom katalogu Nacionalne i sveučilišne knjižnice u Zagrebu pod brojem 782255.

Mr.sc. Goran Lapat

DVANAESTI SPECIJALIZIRANI ICESKS SIMPOZIJ: INFORMACIJSKE, KOMUNIKACIJSKE I EKONOMSKE ZNANOSTI U DRUŠTVU ZNANJA

U okviru Konferencije ECNSI-2011. održan je 12. specijalizirani ICESKS simpozij: Informacijske, komunikacijske i ekonomske znanosti u društvu znanja (Special Focus Symposium on 12th ICESKS: Information, Communication and Economic Sciences in the Knowledge Society). Ovaj međunarodni znanstveni skup okupio je u Zagrebu stručnjake i znanstvenike iz više zemalja Europe koji se s različitih aspekata bave informacijsko-komunikacijskim te ekonomskim znanostima u društvu znanja. U radu simpozija sudjelovali su uglavnom predstavnici iz sljedećih zemalja: Češke, Slovačke, Francuske, Albanije i Hrvatske te su svojim izlaganjima i diskusijama pridonijeli razmjeni ideja, iskustava i rezultata znanstvenih istraživanja. Neke nove ideje i zanimljiva istraživanja potakle su sudionike na bogatu i živu diskusiju. Otvorene su mnoge mogućnosti suradnje i zajedničkog znanstvenog rada na međunarodnoj razini. Iako su službeni jezici simpozija bili hrvatski i engleski, većina autora je izlagala na engleskom

jeziku, a svega nekoliko je simultano prevedeno s hrvatskog na engleski. Predsjedatelji 10. specijaliziranog ICESKS simpozija: Informacijske, komunikacijske i ekonomske znanosti u društvu znanja bili su **Vladimir Šimović** i **Ljubica Bakić-Tomić** s Učiteljskog fakulteta Sveučilišta u Zagrebu te **Zuzana Hubinkova** s Odjela za menadžersku psihologiju i sociologiju Fakulteta za poslovnu administraciju Ekonomskog sveučilišta u Pragu iz Češke (University of Economics, Faculty of Business Administration, Department of Managerial Psychology and Sociology, Prague, Czech Republic).

Simpozij se održavao u četiri sesije, koje su se bavile slijedećim problemima:

- o ekonomskom krizom u Europi, problemima nezaposlenosti, novim mogućnostima ekonomske aktivacije na makro i mikro planu, racionalnim oblicima organiziranja života, ekološkom osviještenosti građanstva, obrazovnoj dostatnosti radno-aktivnog stanovništva.
- o ICT u obrazovanju učitelja, blog u obrazovanju, sistemske inovacije u VET edukaciji, elektronički čitači.
- o poboljšanje socijalnih i komunikacijskih vještina kod djece s poteškoćama u razvoju, manipuliranje u komunikaciji, komunikološki profil menadžera, flow efekt kod budućih učitelja, multikulturalna savjetovaništa za strane studente, vizualni kod i komunikacija, razvoj imidža i vizualnog identiteta hrvatskih TV postaja, teorija optimalnog komunikacijskog prostora.

Ukupno dvadeset i jedan rad autori su predstavili u petnaestominutnim izlaganjima nakon kojih se vodila petominutna rasprava. U sekcijama barem jedan od navedenih autora je izlagao svoj rad, a radovi su obrađivali sljedeće teme, redom:

1. **Eva Zezulková, Zuzana Hubinková:** Precursors of social communication effectiveness of persons with mental disorders
2. **Irena Wagnerová, Barbora Straková:** Changes in economic activity in Czech Republic
3. **Kateřina Vitásková:** Selected aspects of speech and language difficulties in persons with symptomatic speech disorders with special focus on right-hemisphere deficit
4. **Barbora Straková:** Analysis of employees education and training management in the czech republic in the light of new international trends

5. **Petr Makovský, Irena Descubes:** Main Macroeconomic Approaches to the Currency Rate – the Middle European Issue
6. **Libuše Macáková, Tomáš Pavelka, Barbora Straková:** Effect of the economic crises on the Czech active immigration policy
7. **Zuzana Hubinková, Dagmar Schneidrová:** Multicultural Consultancy at Higher Education Institutions – A New Trend in Higher Education Consultancy in the Czech Republic (A portion of the Centralised Project 2011 – Development of Higher Education Consultancy in the Czech Republic)
8. **Irena Descubes:** Carsharing: what are the actionable green nudges in urban areas?
9. **Tereza Cimrmanová, Zuzana Hubinková:** Principles and Specific Features of Communication with People with Learning Disability
10. **Anita Jeličić, Marija Stanojević:** The visual code of posters: the interrelation between communication, advertising and publicity
11. **Sonja Uzelac, Joško Sindik, Ljubica Bakić-Tomić:** Communication profile of the managers in croatian drug wholesale stores
12. **Maja Katarina Tomić, Diana Kopačević, Nataša Rogulja:** Flow among future teachers during their studies
13. **Joško Sindik, Nives Vidak:** Factors that Influence Effective Communication Process and the Theory of Optimal Communication Areas
14. **Vedran Savić, Dunja Zvonarek, Ana Globočnik Žunac:** Manipulation tactics in communication process
15. **Mateja Popović, Ana Globočnik Žunac, Ljubica Bakić-Tomić:** Development of image and visual identity of TV stations
16. **Vesna Markovac, Emilie Frankova:** Blog in education
17. **Mario Dumančić, Andreja Tominac, Lidija Eret:** Electronic Readers – The Basis for a Model of Educational Information System Development
18. **Vatroslav Zovko, Marija Valčić, Lana Domšić:** Systemic Innovation in VET Education
19. **Mario Dumančić, Ljubica Bakić-Tomić:** The Role of ICT in Teacher's Education
20. **Marija Valčić, Vinko Morović, Franjo Maletić:** Use of ICT in the Airline Industry in EU and in Croatia

21. **Dominika Crnjac Milić, Vladimir Šimović, Oreta Salijaj:** An Interesting Proof of Weighted Cauchy-Chebyshev Type Inequality

Simpozij su na kraju zatvorili **Vladimir Šimović, Ljubica Bakić-Tomić i Zuzana Hubinkova**, uz dodjelu nagrada i prigodnu ceremoniju zatvaranja te uz najavu sljedećih simpozija: 12-ICESAKS u Baden-Badenu u Njemačkoj te 13-ICESKS u Opatiji u Hrvatskoj (u sklopu sljedeće međunarodne konferencije ECNSI-2012).

Dr.sc.Ljubica Bakić-Tomić

PETI POSEBNO USMJERENI SIMPOZIJ: KINEZIOLOŠKA PREVENCIJA U EDUKACIJI

Od 10. do 12. studenog 2011. godine održana je 5. međunarodna konferencija o naprednim i sustavnim istraživanjima ECNSI 2011 u sklopu koje se održao i 5. posebno usmjereni simpozij: Kineziološka prevencija u edukaciji. Skup je održan u organizaciji Učiteljskog Fakulteta Sveučilišta u Zagrebu i sponzoriran od ECNSI-a (Europski Centar za napredna i Sustavna Istraživanja) iz Zagreba. Konferencija se održavala u Hotelu „Four Points“, Zagreb. Predsjedatelji simpozija bili su prof.dr.sc. Ivan Prskalo s Učiteljskog Fakulteta Sveučilišta u Zagrebu, prof.dr.sc. Janko Strel s Fakulteta za šport Sveučilišta u Ljubljani i prof. emeritus Vladimir Findak s Kineziološkog fakulteta Sveučilišta u Zagrebu. Kao počasni gosti Konferencije na Simpoziju je sudjelovao i prof. dr. sc. Branislav Antala, predsjednik FIEP Europe. Predsjedatelj 3. međunarodne konferencije o naprednim i sustavnim istraživanjima je bio prof.dr.sc. Vladimir Šimović, dekan Učiteljskog Fakulteta Sveučilišta u Zagrebu. Službeni jezici simpozija bili su hrvatski i engleski jezik.

Svrha je simpozija okupiti stručnjake u kineziološkoj edukaciji s raznolikim iskustvima kako bi diskutirali o sadašnjem razvoju kineziološke spoznaje u svezi s kineziološkom prevencijom, posebice u predškolskom odgoju i primarnoj edukaciji. U zborniku radova će se objaviti radovi koje će ocijeniti dvoje neovisnih recenzenata. Konferencija namjerava privući znanstvenike, stručnjake, studente i ostale akademske građane.

Nakon svečanog otvorenja konferencije prof. dr.sc. Ivan Prskalo pozdravnom riječju otvorio je 5. posebno usmjereni simpozij: Kineziološka prevencija u edukaciji te su prezentirana tri pozvana predavanjima. Predavanje su održali prof. emeritus Vladimir Findak s Kineziološkog

fakulteta Sveučilišta u Zagrebu pod naslovom „Kineziološka prevencija u području edukacije „ potom prof.dr.sc. Ivan Prskalo s Učiteljskog Fakulteta Sveučilišta u Zagrebu prezentirao je rad pod naslovom „Kineziološki dijagnostički model u funkciji kineziološke prevencije” te izvanredni prof. dr.sc. Gregor Jurak s Fakulteta za šport Sveučilišta u Ljubljani iznio je rad u koautorstvu s prof. dr. Jankom Strelom i prof. dr. Marjetom Kovač pod naslovom “Utjecaj kinezioloških intervencija na fizičku formu djece”

Ostali sudionici skupa ukratko su predstavili svoje radove, rezultate istraživanja i teoretska razmatranja. Rad skupa u popodnevnim satima prvoga dana nastavljen je sljedećim izlaganjima: Mirjana Milić, Nebojša Zagorac, Dajana Jašić “Razlika u nekim motoričkim sposobnostima i morfološkim karakteristikama te pojavi menarhe kod ispitanica različito tretiranih kineziološkim aktivnostima”; Marija Lorger, Marijana Hraski, Kornelija Čavlović “Efekti jednomjesečnog programa vježbanja na satu tjelesne i zdravstvene kulture kod učenika 4. razreda osnovne škole”; Marijana Hraski, Josipa Radaš “Opća fleksibilnost kod studentica nakon jednogodišnjeg programa tjelesne i zdravstvene kulture”; Mateja Kunješić “Roditeljska očekivanja od djece u sportskoj gimnastici”; Antun Barić, Marko Badrić, Ivan Prskalo, Emir Trklja “Univerzalne sportske škole u Sisačko-moslavačkoj županiji”; posljednje izlaganje prvoga dana je bilo rad u koautorstvu Vatroslav Horvat, Snježana Mraković, Sanja Žuljević “Prevencija nedovoljne razine uključenosti u kineziološke aktivnosti obitelji s djecom predškolske dobi”.

U jutarnjoj sesiji sljedećeg dana izlagani su radovi redom u koautorstvu: Srna Jenko Miholić, Ivan Prskalo, Marijana Bakran “Športske aktivnosti u osnovnoj školi”; Dragutin Šuker, Irena Bagarić i Sanja Berlot “Specijalna tehnika obrane u igri odbojke”; Snježana Mraković, Sanja Žuljević, Vatroslav Horvat “Perferencije prema sportskim aktivnostima studentica Učiteljskog fakulteta”; Marijan Jozić, Miroslav Zečić, Miroslav Hrženjak “Prevencija ozljeda u klasičnom karateu (WKF)” te je posljednji predstavljen rad bio autorice Ane Žnidarec Čučković “Odgojna perspektiva tjelesne i zdravstvene kulture”.

5. posebno usmjereni simpozij: Kineziološka prevencija u edukaciji zatvoren je podjelom nagrada najboljim radovima autora Gregora Juraka, Janka Strela i Marjete Kovač “Utjecaj kinezioloških intervencija na fizičku formu djece”, Marijane Hraski i Josipe Radaš “ Opća fleksibilnost kod studentica nakon jednogodišnjeg programa tjelesne i zdravstvene kulture” te Mateje Kunješić “Roditeljska očekivanja od djece u sportskoj gimnastici”.

Već petu godinu zaredom posebno usmjereni simpozij Kineziološka prevencija u edukaciji pokazuje aktualnost teme, demonstrira kvalitetnu diskusiju i donosi znanstvene zaključke za primjenu u suvremenoj

kineziologiji koji bi trebali dati odgovore na otvorena pitanja te znanosti. Svi radovi su međunarodno recenzirani i objavljeni u zborniku simpozija na engleskom jeziku tako da su dostupni široj međunarodnoj javnosti (ISBN 978-953-7210-47-2). CIP zapis dostupan je u računalnom katalogu Nacionalne i sveučilišne knjižnice u Zagrebu pod brojem 787207. Simpozij je dio znanstvenog projekta (Kineziološka edukacija u predškolskom odgoju i primarnom obrazovanju) koji se provodi uz potporu Ministarstva znanosti, obrazovanja i športa Republike Hrvatske.

Srna Jenko Miholić

TREĆI SPECIJALIZIRANI IKS SIMPOZIJ: Information and Knowledge Systems

U okviru Konferencije ECNSI-2011. održan je 3. specijalizirani IKS simpozij: Information and Knowledge Systems. Ovaj međunarodni znanstveni skup okupio je u Zagrebu stručnjake i znanstvenike iz više zemalja Europe koji se s različitih aspekata bave informacijsko-komunikacijskim te računalnim područjima u društvu znanja. U radu simpozija sudjelovali su uglavnom predstavnici iz sljedećih zemalja: Češke, Slovačke, Albanije, Turske i Hrvatske te su svojim vrlo raznolikim područjima djelovanja, iskustva i istraživanja izlaganjima i diskusijama pridonijeli razmjeni ideja, iskustava i rezultata znanstvenih istraživanja. Svi su sudionici bili aktivni u diskusiji i razmjeni znanja i iskustva, a mnoge diskusije su nastavljane i u večernjim satima. Uslijedili su dogovori o daljnjoj suradnji, otvarane su nove ideje. Većina sudionika je bila iz inozemstva tako da je službeni jezik simpozija bio engleski. Predsjedatelji 3. specijaliziranog IKS simpozija: Information and Knowledge Systems bili su **Vladimir Šimović** s Učiteljskog fakulteta Sveučilišta u Zagrebu i **Ladislav Buřita** i **Petr Hrůza** s University of Defence, Department of Communication and Information Systems iz Brna, Češka Republika.

Simpozij je održan u četiri sesije koje su se bavile sljedećim problemima:

- o “Visualisation and Knowledge Management Systems, Simulations, Capabilities, Modularity, Analysis and Environment”
- o “Education, Tools, Capabilities, Matching, Evaluation and Taxonomy”
- o “Modules, Optimization, Excellence, Decision and Online”

- o “Infrastructure, New Technologies and Media, Situational and Various Factors,”

Ukupno dvadeset i pet radova autori su predstavili u petnaestominutnim izlaganjima nakon kojih se vodila petominutna rasprava. U sekcijama barem jedan od navedenih autora je izlagao svoj rad, a radovi su obrađivali sljedeće teme, redom:

- o **Renato Barišić:** GEANIUM – Interactive Chronological Visualization System
- o **Ladislav Buřita:** The Knowledge Management Systems in the ACR
- o **I Josef Časar, Alexandr Štefek:** Analysis of Decision Process in HLA Simulations
- o **Jiří Černý:** Possible Approaches to the Assessment of Military Forces’ Operational Capabilities
- o **Radek Dubec, Petr Hřůza:** Military Concept of Modularity
- o **Monika Grasseová, Eva Štěpánková:** Complex Strategic Analysis of Organization
- o **Juraj Hrabovský, Pavel Pohanka:** Data Integration Middleware for Military Environment
- o **Jaroslav Hrevůš:** Project Management Project in Controlled Environment (PRINCE2)
- o **Miroslav Hrubý:** The Concept of an Universal Question Object and its Possible Usage in Education
- o **Josef Kaderka:** Honeypots as a Cyber Defence Research Tools
- o **Jaroslav Kozubek, Zdenek Flasar:** Possibilities of Verification the Required capabilities According to NATO Network Enabled Capabilities Concept
- o **Tomáš Mazúrek:** Impedance Matching of the Discharge in Plasma Jets
- o **Mík J., Kovanda J., Krejčí J., Levý J.:** Evaluation of Rollover Unit eCall
- o **Oldřich Luňáček:** Taxonomy of the Security of the Organization
- o **Pavel Otřisal:** Decontamination Modules Formed by the Czech Armed Forces Chemical Corps
- o **Jaromír Pitaš, Hubert Štofko:** Knowledge Management – Decision Making Support in Project Environment
- o **Alexandr Štefek:** Distributed Optimization – Concepts, Ideas and Solutions
- o **Břetislav Štěpánek, Pavel Otřisal:** The Development and Establishment Process of Centres of Excellence in North Atlantic Organization

- o **Eva Štěpánková:** Decision Making about the Use of Environmental Management Tools for Organization Image Building
- o **Radek Tejkl:** Neuromarketing as a Basis for Online Research
- o **Predrag Oreški, Vladimir Šimović:** New Technologies and Media Education in the Republic of Croatia
- o **Hülya Pehlivan, Pınar Köseoğlu:** The Reflections of Science High School Students' Situational Factors to their Attitudes Towards Chemistry Courses and their Academic Self-Concept
- o **Hülya Pehlivan, Pınar Köseoğlu:** An Examination of Science High School Students' Attitudes Towards Mathematics Course and their Academic Self-Concept on the Basis of Various Factors
- o **Deniz Mertkan Gezgin, Ercan Buluş:** Infrastructure of a Wireless Local Area Network: T.Ü. Mehmet Akif Ersoy Lecture Center
- o **Dominika Crnjac Milić, Vladimir Šimović, Oreta Salijaj:** An Interesting Proof of Weighted Cauchy-Chebyshev Type Inequality

Simpozij su na kraju zatvorili **Vladimir Šimović, Ladislav Buřita i Petr Hrůza**, uz dodjelu nagrada i prigodnu ceremoniju zatvaranja te uz najavu sljedećih simpozija: 4-IKS u Opatiji u Hrvatskoj (u sklopu sljedeće međunarodne konferencije ECNSI-2012).

Dr.sc.Ljubica Bakić-Tomić

PETI SPECIJALIZIRANI UMJETNIČKO-ZNANSTVENI SKUP: UMJETNIČKO DJELO U GLAZBENOM ODGOJU I OBRAZOVANJU

U okviru 5. međunarodne konferencije o naprednim i sustavnim istraživanjima – ECNSI 2011 održan je Peti specijalizirani umjetničko-znanstveni skup pod nazivom „Umjetničko djelo u glazbenom odgoju i obrazovanju“. Skup je okupio umjetnike, znanstvenike i stručnjake praktičare koji se bave glazbenim odgojem i obrazovanjem te intervencijom umjetničkim djelom u samom nastavnom procesu. U radu skupa sudjelovali su uglavnom stručnjaci iz Republike Hrvatske te iz Velike Britanije. Izlagatelji su u svojim radovima znanstveno odredili cjelokupnost intervencije umjetničkim djelom u nastavnoj praksi glazbene kulture. Sadržajno i funkcionalno ovaj skup je pratio suvremeni humanistički i estetski pristup edukaciji u glazbi te ponudio aktualne i odgovarajuće strategije glazbenog izražavanja.

U predavanju pod nazivom „*The art of music education*“ autor **Tim Cain** promatra glazbu kao umjetničko djelo u nastavi glazbe te istražuje

različite postupke poučavanja učenika promatranja i vrjednovanja glazbe kao umjetnosti. Također donosi prikaz različitih perspektiva doživljavanja i razumijevanja glazbe poput: estetske, socijalne, razvojne i drugih alternativnih perspektiva. **Jelena Blašković** u predavanju pod nazivom „*Melodija kao element umjetničkog djela u procesu individualizacije*“ ističe kompleksnost umjetničkog djela u edukaciji glazbe promatrajući ga kroz individualizirani pristup poučavanju. Ističe važnost melodije koja je vrlo bitan i izražajan element glazbenog djela. Autorica također ukazuje na ciljeve implikacije individualizacije u edukaciji glazbe, pri čemu naglasak stavlja na postizanje motivacije i poticanje kreativnosti i inicijative kod učenika u nastavnom procesu. U radu „*Analiza tvorbene ekspresije glazbenoga djela*“ **Branko Starc** je izložio različite načine i postupke učenja i vrjednovanja koje studenti mogu primijeniti kako bi lakše i objektivnije stvorili zaključke o umjetničkoj vrijednosti nekog vokalnog djela. Osobito je istaknuo važnost glazbenih i impresionističkih elemenata, psiholoških i afektivnih koji se analiziraju, kvalificiraju i kvantificiraju. **Dubravko Fiočić** je u radu „*Utjecaj slušanja glazbeno-umjetničkih djela na formiranje dječjeg glazbenog ukusa kroz nastavu glazbene kulture u prva tri razreda osnovne škole*“ doveo u izravnu vezu kulturu slušanja glazbenih djela od izrazite umjetničke vrijednosti i kvalitete formiranja dječjeg glazbenog ukusa, kroz nastavu glazbene kulture u prva tri razreda osnovne škole. Autor stavlja naglasak na važnost kvalitete glazbene edukacije i utjecaj iste na održivost kontinuiranog odgoja i obrazovanja glazbe budućih naraštaja kroz kvalitetne i osviještene učitelje i profesore glazbe. U radu pod nazivom „*Umjetničko djelo kao sredstvo evaluacije glazbenog sluha*“ autori **Diana Atanasov Piljek** i **Nikola Margetić** promatraju glazbu u nastavnom procesu i određuju je kao umjetničko djelo u trenutku slušanja i doživljavanja glazbe, a u trenutku razgovora i analize glazbenih sastavnica skladbe, kao sredstvo. S time u vezi je i njezina uloga kao sredstva evaluacije ishoda učenja u nastavi glazbe. U provedenom istraživanju autori su ispitivali razlike između učitelja u mišljenjima prema ocjenjivanju u predmetu Glazbena kultura s obzirom na godine poučavanja, te razlike među učiteljima s obzirom na stupanj njihovog obrazovanja. Istraživanje je pokazalo da su učitelji skloniji brojčanom ocjenjivanju elemenata u predmetu Glazbena kultura te se ističe kompleksnost dokimološke problematike evaluacije obrazovnih ishoda nastave glazbe. Važnost glazbenog odgoja i njegovu ulogu u životu pojedinca ističe i **Marko Gregurić** u radu „*Multimedijski sustavi u nastavi glazbene kulture nižih razreda osnovne škole*“. Autor ističe sve veću prisutnost i ulogu medija kako u svakodnevnom životu, tako i u obrazovanju stavljajući osobit naglasak na tehnološki razvoj te potrebu redefiniranja paradigme glazbenog stvaralaštva definirajući suvremene multimedijske sustave koji se koriste u

nastavi glazbene kulture. **Heda Gospodnetić** u radu „*Dječje igre s pjevanjem – kulturna ostavština zaprešićkog kraja*“ bavila se glazbenim folklorom, kao oblikom najstarijih glazbenih i plesnih ostvarenja. Predstavila je jedan dio folklorne baštine, i to zaprešićkog kraja, prezentirajući primjere raznih vrsta dječjeg folklor s težištem na igrama s pjevanjem. Autorica je također ponudila metodički pristup radu s djecom u dječjim vrtićima kroz folklor. **Igor Peteh** u radu „*Prostor glazbenog vremena*“ problematizirao je odnose ritma, tempa i mjere u kontekstu umjetničkog izražavanja ističući potrebu promišljanja prostora glazbenog vremena kao jednog od bitnih odrednica interpretacije glazbe. **Dinka Migić Vlatković** u radu „*Konstruktivizam kao metoda analize umjetničkog djela*“ iznosi prikaz teorijskog koncepta *konstruktivizma* kao jedne od znanstvenih metoda analize umjetničkog djela u nastavi glazbene kulture. Autorica ističe važnost konstrukcije znanja učenika koji su aktivni u tom procesu učenja, pri čemu se osobit naglasak stavlja na vlastito iskustvo doživljavanja glazbenog djela. Velika važnost je stavljena na specifičnost vlastitih načina organiziranja učenja i doživljavanja glazbenih djela te integracije osobnog iskustva u vlastiti sustav znanja i spoznaja.

Skup je zatvoren uz dodjelu priznanja najboljim radovima. Nagrađeni radovi su: Tim Cain: *The art of music education*; Branko Starc: *Analiza tvorbene ekspresije glazbenog djela kao sredstvo objektivnog umjetničkog vrjednovanja*, Diana Atanasov Piljek, Nikola Margetić: *Umjetničko djelo kao sredstvo evaluacije glazbenog sluha*; Dubravko Fiolić: *Utjecaj slušanja glazbeno-umjetničkih djela na formiranje dječjeg glazbenog ukusa kroz nastavu glazbene kulture u prva tri razreda osnovne škole*.

Svi izloženi radovi bit će recenzirani i objavljeni u monografiji radova Simpozija glazbe, ECNSI 2010 i 2011.

Igor Topolovac

TREĆI SPECIJALIZIRANI UMJETNIČKO - ZNANSTVENI SKUP UMJETNIČKO DJELO U LIKOVNOM ODGOJU I OBRAZOVANJU

U okviru 5. međunarodne konferencije o naprednim i sustavnim istraživanjima, održane 10.-12. studenoga 2011. godine u Zagrebu, održan je i Treći specijalizirani umjetničko - znanstveni skup *Umjetničko djelo u likovnom odgoju i obrazovanju* i umjetnička izložba sveučilišnih profesora u Galeriji Karas Zagreb.

Predsjedatelji znanstvenoga skupa bili su Danijel Žabčić, red. prof. i Antonija Balić Šimrak, doc., a predsjedatelji umjetničke izložbe na kojoj je izlagalo 25 autora bili su mr. art. Ljubomir Levačić, doc. i mr. art. Kristina Horvat Blažinović, doc.

Umjetničko-znanstveni skup održava se treću godinu za redom. Svrha ovogodišnjeg simpozija bila je skupiti umjetnike, znanstvenike i nastavnike koji se bave likovnom medijacijom, pedagogijom u užem i širem smislu, a s ciljem promišljanja i iznošenja novih spoznaja, rezultata istraživanja i razmjene. Simpozij je privukao umjetnike, znanstvenike, profesore i studente.

O izložbi

Specifična profesionalna pozicija protagonista izložbe zajednička je poveznica i pretpostavka predstavljanja često bitno drugačijih umjetničkih polazišta. Izložbom smo ukazali na široki spektar umjetničkih osobnosti, ali i istovrijednost različitih autorskih pristupa i poetika, čime smo podržali njihovo supostojanje.

Predstavljeni autori nisu sputani posebnim formalnim, medijskim ili tematskim odrednicama, osim količinom prostora galerije koji su mogli koristiti. Prostor galerije "Karas" hijerarhijski je po svojoj konstrukciji pa sugerira "čitanje" pojedinih mjesta kao već gotovih konvencionalnih i stereotipnih značenja. Takvu kontekstualnu odrednicu nije bilo moguće izbjeći te zato naglašavamo da je ona protivna tendenciji koncepcije likovnog postava izložbe, koju treba razumjeti kao želju i "priziv" suživota jednako vrijednih i ravnopravnih individualnih poetika autora.

Ovako koncipiranom izložbom naznačili smo i otvorili još neka za nas važna pitanja i polazišta. Zanimala nas je naša specifična profesionalna pozicija - likovni smo umjetnici, ali i sveučilišni nastavnici, pedagozi. Time opravdano i prirodno ispituje odnos osobne umjetničke stvaralačke osobnosti i pedagoške djelatnosti koja nam je zajednički okvir. Posljedično propitujemo ogledanje i utjecaje našeg zvanja na karakter našeg likovnog rada. Nužno promišljamo i osobne pozicije u okvirima naših institucija i interesnih umjetničkih asocijacija.

Opće je poznato da u svim mogućim društvenim organizacijama i sustavima uspješnost zamisli i ideja ovisi o ljudima koji ih provode, što, naravno, vrijedi i za sve obrazovne sustave. Bitan uvjet kvalitete rada nastavnika zasigurno je izbjegavanje permanentne zamke zamora razvojem osobnih kreativnih potencijala. Stvaralačka djelovanja umjetnika - profesora njihova su nadogradnja kao stručnjaka na likovnom području, ali i

obogaćenje njih kao osoba u najširem ljudskom smislu. Na izložbi su dodijeljene tri jednakovrijedne nagrade za umjetničko djelo i to:

- o mr. art Kristini Horvat Blažinović, doc. (UFZG)
- o Perušku Bogdaniću, red. prof (ALU)
- o Zoltanu Novaku, izv. prof. (ALU)

O znanstvenom skupu

Znanstveni simpozij je kao temu postavio umjetničko djelo u likovnom odgoju i obrazovanju razmatrajući to s aspekta komunikacije djeteta i umjetničkog djela. Susret s umjetničkim djelom djetetu, učeniku, osobi pruža posebno interaktivno iskustvo suprotno onom koje dobiva putem knjiga, medija, nastavnih reprodukcija i slično te je promatranje umjetničkih djela u kontekstu muzeja, galerija i ateljea nezamjenjiv način likovne spoznaje.

Posebnim metodičkim i pedagoški opravdanim pristupom sagledavanja umjetničkog djela moguće je postići neočekivane rezultate. Stoga je vrijedno promišljati kreativne koncepte i pristupe umjetničkom djelu u odgojno-obrazovnom procesu.

1. Može li dijete, učenik komunicirati sa slikom, kipom, građevinom?
2. Kako djetetu prenijeti značenje umjetničkog djela?
3. Kakva pitanja postaviti djetetu, učeniku u promišljanju umjetničkog djela?
4. Mogu li umjetnička djela govoriti? Kojim jezikom govore?
5. Koje je značenje objekta, koji je sadržaj forme?

Umjetnost može pomoći cjelokupnom obrazovanju kroz kreativniji pristup učenju.

Taktilno, iskustveno, vizualno i kinestetičko učenje kroz likovno iskustvo jest najvrjedniji aspekt umjetničkog odgoja i obrazovanja, a obuhvaća stvaralački proces, promatranje i promišljanje umjetničkog stvaralaštva. Umjetničko djelo može biti nositelj simbola društva i vremena, ali i osobnih simbola, te u odgoju i obrazovanju može postati posrednik u razumijevanju prošlosti, sadašnjosti ali i budućnosti. Muzeji i galerije daju širu sliku i potiču na daljnje razmišljanje, istraživanje i projekte koji povezuju sva područja obrazovanja.

Objavljen je i zbornik radova u kojem su svi radovi kategorizirani i objavljeni na hrvatskom, odnosno engleskom jeziku te su dodijeljene i nagrade sljedećim autorima:

1. nagrada dr. sc. **Vesna Vesela Bilić, doc.** – *“Susret učitelja likovne kulture sa zlostavljanom djecom”*
2. nagrada **Janet Harling i Ann Larsson-Dahlin** – *“How can works of art be used in teacher training to enrich students own creative experience and support their professional development?”*
3. nagrada **Peter Gregory** – *“Navigating unknown seas - learning from an art gallery based project working with young people”*

Posebna priznanja za doprinos organizaciji simpozija primili su i Valentina Boc za prevoditeljski angažman, Vedran Markulin za oblikovanje kataloga izložbe, Mario Perus za uredništvo i likovno oblikovanje zbornika radova.

*mr.art. Ljubomir Levačić i
Antonija Balić Šimrak, doc.*

ČETVRTI SPECIJALIZIRANI ZNANSTVENI SKUP RANO UČENJE I POUČAVANJE STRANIH JEZIKA (RUIPSJ-2011): ISKUSTVA I PERSPEKTIVE U ISTRAŽIVANJU RANOGA UČENJA I POUČAVANJA STRANIH JEZIKA

Četvrti specijalizirani znanstveni skup **Rano učenje i poučavanje stranih jezika: Iskustva i perspektive u istraživanju ranoga učenja i poučavanja stranih jezika** - RUIPSJ-2011 (*Research into Early Foreign Languages Learning and Teaching: Experience and Perspectives - EFLLAT-2011*) održan je kao cjelodnevni skup 11.11.2011. na Učiteljskom fakultetu u Zagrebu. Na skupu je sudjelovalo aktivno ili kao slušači oko šezdeset sudionika iz svih krajeva Hrvatske te sudionici iz Mađarske, Slovenije, Španjolske i Slovenije.

Dan ranije (10.11.2011.) na Učiteljskom fakultetu, kao predkonferencijski događaj, obilježena je 400. godišnjica prijevoda Biblije kralja Jamesa pod naslovom **Knjiga koja je promijenila svijet** (*The Book that Changed the World*). Vrsni predavači, ne ističući posebno samorazumljivi vjerski značaj Biblije, istaknuli su kulturalno i lingvističko značenje Biblije u anglofonom svijetu. U nadahnutom predavanju pod naslovom *Barut, gadljivosti i pergament – neobično porijeklo najveće engleske Biblije* (*Gunpowder, spittle and parchment - the curious origins of the greatest English Bible*) Richard Major je kritički prikazao vladavinu Jamesa VI. (Škotskog) koji je postao i James I. (Engleski) te je nazivan „najmudrijom

budalom kršćanskoga svijeta“, no koji je ironijom sudbine, kao jedan od najlošijih kraljeva, uspio okupiti najučenije teologe da bi napravili sjajan prijevod Biblije koji bi ujedinio kalviniste, anglikance i katolike koji su u to doba bili u međusobnom sukobu. To mu nije uspjelo, ali je 47 prevoditelja uspjelo za sedam godina temeljem novih i starih prijevoda sastaviti tekst *Knjige koja je promijenila svijet*, a učinila je to svojim utjecajem na engleski jezik i književnost, o čemu je govorila Janet Berković koja je posebno istaknula uvođenje novih riječi i vjernost hebrejskim i grčkim metaforama te brojne aforizme. Dr. Jutta Henner govorila je o Bibliji kralja Jamesa kao o prekretnici prema suvremenim načelima prevođenja Biblije (koja je do sada prevedena na 2 527 jezika, a cjeloviti tekst postoji na 459 jezika).

Znanstveni skup **Iskustva i perspektive u istraživanju ranoga učenja i poučavanja stranih jezika** započeo je rad plenarnim izlaganjima, kojima su predsjedale istaknute znanstvenice na području ranoga učenja stranih jezika dr. sc. Mirjana Vilke, prof. emer. i dr. sc. Yvonne Vrhovac, red. prof. u miru.

U plenarnom izlaganju pod naslovom Rano učenje stranih jezika i europski dokumenti o ranom učenju i poučavanju jezika i predškolskoj djeci Milica Gačić ***osvrnula se na temeljne razloge za rano učenje stranoga jezika koji leže u faktorima usvajanja jezika osjetljivim na dob (usvajanje izgovora, intonacije te moguće tečnosti izražavanja). U izlaganju je ukazano na ključne dokumente EU-a koji se odnose na rano učenje od, Report on Foreign languages in primary and pre-school education (Blondin C. et al.) iz 1998. do Early Language Learning Policy Handbook iz 2011.***

U drugom plenarnom izlaganju **Jelena Mihaljević Djigunović** je predstavila rad pod naslovom **Rano učenje stranih jezika danas: velika očekivanja i stvarno stanje**. Autorica je usporedila postojeća velika očekivanja s onim što nam je poznato iz suvremenih istraživanja o procesima učenja i poučavanja stranih jezika u učenikovoj ranoj dobi. Navedena bi usporedba trebala ponuditi neke odgovore na pitanje kako je moguće smanjiti raskorak između očekivanja i realnosti, što je po autoričinu mišljenju prepoznatljivo obilježje ranog učenja stranih jezika danas.

Marianne Nikolov također je u plenarnom izlaganju govorila o **Istraživanju situacije u razredima u kojima se poučava strani jezik u ranoj dobi: s pomakom k zajedničkom pristupu** te je istakla dva danas prevladavajuća trenda. Prvi se prepoznaje po znatno većem broju istraživanja koja se bave pitanjima ranog učenja i poučavanja stranih jezika širom svijeta, dok se drugi odnosi na metode kojima se navedena problematika istražuje. Autorica se zalaže za povezivanje kvalitativnih i kvantitativnih metoda, smatrajući da takav integrirani pristup omogućuje stjecanje boljeg uvida u pojedinosti procesa učenja i poučavanja stranih jezika, ali i njegove šire slike.

U pozvanom izlaganju **Marta Medved Krajnović** u radu pod naslovom **Dinamika višejezičnosti u djetinjstvu – možemo li je obuhvatiti?** autorica postavlja pitanje može li istraživanje objasniti složenu strukturu višejezične kompetencije i metajezične svjesnosti koje proizlaze iz dinamičnih interakcija unutar procesa višejezičnog razvoja. Koristeći se rezultatima longitudinalnih istraživanja na uzorku svoje troje djece, autorica je nastojala ukazati na neke probleme poučavanja u razrednom kontekstu.

Gloria Vickov je u izlaganju **Hrvatski kulturni identitet u ranom učenju i poučavanju stranih jezika** govorila o različitim aspektima, prednostima i potrebi uvođenja elemenata hrvatske kulture u učenje engleskog kao stranog jezika u ranoj školskoj dobi. Autorica je također predstavila rezultate istraživanja vokabularne (ne)kompetencije nastavnika engleskog jezika u području elemenata navedenoga izvanjezičnog konteksta.

Renata Šamo je u pozvanom predavanju **Razvijanje sposobnosti čitanja na stranom jeziku s posebnim osvrtom na ranu dob** razmatrala konstrukt čitanja. Polazeći od glavnih teorijskih stajališta o čitanju kao problemskoj aktivnosti, povezanoj s dvjema razinama obrade podataka, autorica je predstavila raspon strategija i vještina unutar kojega se određuje i prepoznaje sposobnost učenika mlađe dobi da učinkovito uče i uspješno nauče čitati na engleskom kao stranom jeziku.

Ostala izlaganja bila su podijeljena u tri sekcije:

Lovorka Zergollern-Miletić je u svom izlaganju postavila pitanje **Gdje prestaje komunikacija?**, a svoj je odgovor temeljila na pisanim radovima hrvatskih učenika koji uče engleski jezik. Analizirajući vođene sastavke koje su učenici triju škola pisali u šestom, sedmom i osmom razredu, autorica je pokušala utvrditi koje pogreške ometaju komunikaciju, kontrastirajući ih s pogreškama koje mogu biti važne, ali ne dovode do prekida razumijevanja teksta.

Klara Bilić Meštrić predstavila je rad **Kako Juraja potaknuti na učenje engleskoga jezika**, zasnovan na akcijskom istraživanju učenja i usvajanja engleskog kao stranog jezika što ga je autorica provela sa svojim petogodišnjim blizancima. Rezultati istraživanja su ukazali na važnost motivacije, podložne promjenama ovisno o raspoloživim uvjetima, kao i odnosa motivacije s individualnim čimbenicima. Autorica osobito ističe ulogu grupne dinamike u navedenom procesu.

Polazeći od glavnih teorijskih tumačenja strategija učenja, **Martina Bosanac** razmatrala je strategije učenja engleskog kao stranog jezika da bi utvrdila kojima se od njih najviše koriste učenici viših razreda osnovne škole, postoje li razlike u njihovu korištenju između dječaka i djevojčica te utječe li dob na njihovo učestalo korištenje. Izlaganje je bilo naslovljeno **Strategije**

učenja engleskog kao stranog jezika: koriste li ih učenici od petog do osmog razreda i u kojoj mjeri?

Kontrastivni pristup u ranome učenju engleskoga jezika na primjeru obrade redoslijeda riječi naslov je izlaganja **Alenke Mikulec**. Autorica je najprije dala pregled razvoja kontrastivne analize i primjene kontrastivnog pristupa u suvremenoj nastavi stranoga jezika, a zatim pregled teorija i istraživanja o utjecaju materinskoga jezika na strani i obrnuto, da bi se konačno poslužila obradom redoslijeda riječi u ranome učenju engleskoga jezika kao mogućim primjerom u navedenom kontekstu.

Valentina Šarac je izlagala o **Stavovima i motivaciji učenika koji uče engleski i njemački jezik u ranoj dobi**. Dala je pregled istraživanja provedenoga na uzorku od sedam osnovnoškolaca s ciljem utvrđivanja njihovih stavova i motivacije pri učenju i usvajanju navedenih jezika. Zahvaljujući kvalitativnoj analizi podataka, dobivenih korištenjem intervjua, zaključila je da dobiveni rezultati imaju bitne praktične implikacije u nastavnom kontekstu.

Sanja Vičević u svom je izlaganju, **Kontrastivni pristup u poučavanju gestovnih pragmeta u nastavi talijanskog jezika**, tematizirala poučavanje neverbalne komunikacije u nastavi talijanskog jezika na primjeru gestovnih pragmeta te je ujedno upozorila na potrebu intenzivnijeg bavljenja tim problemom na teorijskoj i praktičnoj razini.

Siegfried Gehrman i **Željka Knežević** su u radu pod naslovom **Europska višejezičnost i rano učenje stranih jezika** govorili o bitnim glotodidaktičkim i metodičkim aspektima: o redoslijedu stranih jezika u sklopu ranog učenja stranih jezika, trajanju učenja stranih jezika, diferencijaciji pri određivanju kompetencijskih razina u pojedinim jezičnim vještinama, ulozi interkulturalne kompetencije, ulozi prvoga stranog jezika, značenju engleskoga kao jezika globalne komunikacije za koncept europske višejezičnosti te o planu učenja jezika u školama, sve to oslanjanjem na znanstvenu diskusiju njemačkoga govornog područja. Istaknuli su prijepore vezano za glotodidaktičku i metodičku primjenu koncepta *europske višejezičnosti*, te ukazali na posljedice toga koncepta za obrazovanje učitelja stranih jezika.

Jasminka Buljan Culej u izlaganju **Provedba europskog istraživačkog projekta ESLC u osnovnim školama Republike Hrvatske** predstavila je projekt čiji je glavni cilj prikupljanje podataka o načinu i metodama poučavanja stranih jezika u 14 europskih zemalja koje kao polazište definiraju obrazovne politike ranog učenja stranih jezika. U hrvatskom dijelu projekta sudjelovalo je ukupno 3625 polaznika osmih razreda iz 151 škole, a utvrđivale su se njihove stečene kompetencije iz engleskog i njemačkog jezika.

Eulalio Fernandez Sanchez predstavio je svoja istraživanja pod naslovom **Psiholingvistički pokazatelji u prilog ranom implicitnom izlaganju fonetološkim obilježjima engleskog jezika radi poboljšanja govornih vještina učenika engleskoga kao stranog jezika**. Autor smatra da navedeni pristup u prvih šest godina djetetova života može pozitivno utjecati na njegovu sposobnost prepoznavanja i reprodukcije glasova te mu daje prednost nad eksplicitnim usvajanjem takvoga znanja.

Jelena Hanzl je u izlaganju **Revidirani hijerarhijski model u ranom učenju engleskog jezika** govorila o provjeri primjenjivosti toga modela u hrvatskim uvjetima. Rezultati istraživanja provedenoga na uzorku učenika trećeg i četvrtog razreda jedne osnovne škole pokazali su da su ispitanici u istom vremenskom roku točno preveli više riječi s engleskog na hrvatski nego s hrvatskog na engleski jezik. Dobiveni bi rezultati mogli ukazati na nove smjernice poučavanja vokabulara u ranom učenju stranog jezika.

Ninočka Truck-Biljan govorila je o **Optimalnoj dobi za početak učenja stranog jezika u Hrvatskoj – između teorije, želja i stvarnosti**, nastojeći odgovoriti na pitanje gdje smo danas, dvadeset godina od početka hrvatskog znanstvenog projekta *Istraživanje procesa učenja i usvajanja stranih jezika u ranoj školskoj dobi*. Temeljem ankete provedene na uzorku od 135 učitelja u 200 osnovnih škola u Slavoniji i Baranji, autorica razmatra stavove učitelja o prednostima i izazovima poučavanja stranoga jezika u razrednoj nastavi, psihofizičkom portretu učenika, osobnosti učitelja, organizaciji nastave, praćenju i ocjenjivanju te potrebama stručnog usavršavanja.

Mateja Dagarin Fojkar i **Karmen Pižorn** izlagale su na temu **Uvođenje kroskurikularnog pristupa u niže razrede osnovne škole** predstavljajući slovenski projekt (2008-2010) uvođenja stranih jezika u prva tri razreda osnovne škole. Autorice polaze od rezultata provedenoga istraživanja te zaključno daju potporu konceptu nastave na stranom jeziku kao sredstvu integriranog usvajanja različitih sadržaja, a ne samo cilju poučavanja u sklopu samostalnog nastavnog predmeta.

Rea Lujčić i **Yvonne Vrhovac** izlagale su o **Elementima kulture u udžbenicima francuskog jezika za niže razrede osnovne škole *Un, Deux, Trois ... Nous Voila!***. Budući da je udžbenik, osim učitelja, glavni medijator kulture, smatraju da su odabir kulturnih referenci i načina njihova predstavljanja vrlo bitni. Da bi to pokazale u svojoj analizi, odabrale su navedene udžbenike za rano učenje francuskog kao nedovoljno zastupljenog jezika u hrvatskim medijima.

Milica Bilić Štefan, **Ivana Cindrić** i **Marija Andraka** predstavile su, u izlaganju pod naslovom **Utjecaj kolegija Metodичke vježbe nastave engleskog jezika na samosvijest studenata**, drugi dio opsežnoga istraživanja

o važnosti kolegija Metodičke vježbe nastave engleskog jezika u razvijanju učiteljskih kompetencija i samosvijesti studenta. Kvalitativna i kvantitativna analiza rezultata potvrdila je važan utjecaj navedenog kolegija na samosvijest studenata. Također, promjene koje su unesene u program kolegija nakon prve faze istraživanja 2010. godine pokazale su se opravdanim, što je drugoj su generaciji studenata prema Bolonjskom sustavu studiranja omogućilo postizanje očekivanih ishoda.

Ivana Carević problematizirala je nastavnikov govor u razrednoj komunikaciji, pri čemu osobitu pozornost posvetila uporabi materinskog jezika, što se jasno očituje u samom naslovu izlaganja **Analiza nastavnikova govora s posebnim osvrtom na uporabu materinskog jezika u razrednoj komunikaciji: primjer govora nastavnika-početnika na jednom satu engleskog jezika**. Autorica je u prvom dijelu dala pregled važnijih istraživanja nastavnikova govora i opisala glavna obilježja nastavnikova govora, dok je u drugom dijelu opisala govor jednog nastavnika-početnika na temelju prijepisa sata engleskog jezika s učenicima petog razreda.

Kristina Cergol Kovačević, Ivana Cindrić i Mark Davies pripremili su izlaganje pod naslovom **Vrednovanje pismene produkcije na testu znanja engleskog jezika provedenom među studentima Učiteljskog fakulteta**. Autori su analizirali pismenu produkciju (eseje) u smislu učinkovitosti teksta i njegove točnosti, razmatrajući mogućnosti raščlambe i opisa kriterija na tim dvjema razinama, da bi vrednovanje učinili pouzdanim. Navedeni bi pristup trebao pomoći studentima pri analizi i usavršavanju vlastite vještine pisanja, sastavljanju odgovarajućih zadataka te objektivnom i principijelnom vrednovanju pismenih uradaka, što će im kao budućim učiteljima itekako trebati.

Ana Osman i Marina Šenjuga govorile su o **Usporedbi i analizi primjerenosti udžbenika za prvi razred osnovne škole (*Building Block 1 i Happy House 1*) s obzirom na kognitivne, emocionalne, socijalne i jezične aspekte ličnosti sedmogodišnjeg učenika** nastojeći odgovoriti na pitanje koliko ti udžbenici odgovaraju kognitivnim, emocionalnim, društvenim i jezičnim obilježjima sedmogodišnjaka. Najprije su dale pregled teorija i istraživanja procesa učenja stranog jezika što je poslužilo kao podloga za analizu prilagođenosti sadržaja profilu učenika prvog razreda. Rezultati su potvrdili da su odabrani udžbenici primjereni navedenoj populaciji.

Jakob Patekar predstavio je rad **Sintaktička analiza tekstova u udžbenicima za rano učenje engleskog jezika**. Koristeći se udžbenicima različitih izdavača, odobrenim za uporabu u prva četiri razreda osnovne škole, autor najviše pažnje posvetio zastupljenosti izjavnih, upitnih i poticajnih rečenica te redosljedu riječi. U zaključku je naveo da dobiveni rezultati imaju implikacije ne samo za promišljanje međujezičnog utjecaja,

nego i za razmišljanje o mogućim smjernicama namijenjenim autorima i recenzentima udžbenika za rano učenje engleskog jezika.

Sudionici konferencije bili su iznimno zadovoljni njenim sadržajem, diskusijama i organizacijom.

*Prof. dr. sc. Milica Gačić
i doc. dr. sc. Renata Šamo*

DRUGI OKRUGLI STOL O TEMI: DRUŠTVO ZNANJA- EDUKACIJA ZA AKTIVNO GRAĐANSTVO

U okviru 5. Međunarodne konferencije o naprednim i sustavnim istraživanjima ECNSI – 2011. održan je i 2. okrugli stol o temi Društvo znanja: edukacija za aktivno građanstvo.

Organizacijski odbor okruglog stola predstavljali su: *Dr. sc. Vjekoslav Afrić, red. prof. (Filozofski fakultet Sveučilišta u Zagrebu), dr. sc. Darko Polšek, red. prof. (Filozofski fakultet Sveučilišta u Zagrebu) i dr. sc. Ljubica Bakić-Tomić, izv. prof. (Učiteljski fakultet Sveučilišta u Zagrebu)*. Okrugli stol je održan 11.11.2011. kao međunarodni skup na kojem su sudjelovali znanstvenici iz Makedonije, Slovenije i Hrvatske sa sljedećom tematikom:

Obrazovanje u suvremenom društvu prožeto je brojnim prijedlozima. Čak i u najrazvijenijim društvima prisutna je dvojba da li postojeći obrazovni okviri, na svim razinama, na primjereni način odgovaraju zahtjevima rapidno mijenjajućeg društvenog okruženja. U takvom se kontekstu propituje adekvatnost i svrsishodnost obrazovnih ishoda. Jedno od ključnih pitanja vezanih uz tematiku obrazovanja, ali i općenito edukacijskog procesa, jest njegova funkcija u procesu formiranja demokratskog građanstva. U tom smislu, osobito istaknuto pitanje jest kako obrazovati naredne generacije na način da pripadnici istih postanu doista aktivni građani? U pravilu se ovaj izazov uglavnom shvaća kao idejna platforma za unapređivanje postojećih školskih kurikula čije bi preinake u perspektivi trebale rezultirati intenzivnijim uključivanjem mladih ljudi (ali i njihovih roditelja) u javni prostor i neposrednim sudjelovanjem u procesima donošenja društveno relevantnih odluka. Stoga su pitanja (re)strukturiranja obrazovnog sustava, razvijanja primjerenih kurikula i (re)definiranje uloga nositelja obrazovnih procesa od ključnog značaja. U kontekstu debate o aktivnom građanstvu jednako je tako vrlo bitno ispitati teorijske pretpostavke mehanizma donošenja javnih odluka zasnovanog na aktivnoj participaciji građana, ali i pretpostavke na kojima se uopće temelji koncept aktivnog građanstva.

Okrugli stol je sadržavao tri tematska bloka:

1. Koncept aktivnog građanstva i obrazovanje u kontekstu društvenog razvitka

Moderatorica: **Ljubica Bakić-Tomić** (Učiteljski fakultet Sveučilišta u Zagrebu)

- 1) **Vjekoslav Afrić:** Održivost i edukacija za aktivno građanstvo
- 2) **Karin Doolan:** Konceptije građanina i maksimalni pristup građanskom obrazovanju
- 3) **Darko Polšek:** U čemu smo pogriješili prema našoj djeci i budućim generacijama?
- 4) **Predrag Bejaković:** Važnost obrazovanja odraslih i načini njegovog financiranja

2. Politička participacija i civilni aktivizam – iz perspektive hrvatskog društva

Moderator: **Vjekoslav Afrić** (Filozofski fakultet Sveučilišta u Zagrebu)

- 1) **Armano Srbljinović:** Strukturirano nesuglasje s medijanskim biračem: je li moguć pomak iz dvostranačkog zastoja?
- 2) **Krešimir Žažar:** Od „skeptičnog“ prema aktivnom građanstvu – analiza nekih obilježja (ne)uključenosti hrvatskih građana u javnu sferu
- 3) **Pero Desović:** Gradski program za mlade grada Karlovca 2008.-2012.: intersektorsko kreiranje politike za mlade
- 4) **Vjera Duić:** Aktivno građanstvo i potpomognuta oplodnja u Hrvatskoj

3. Adekvatni pristupi konceptualizaciji edukacijskog procesa – pogled unaprijed

Moderator: **Darko Polšek** (Filozofski fakultet Sveučilišta u Zagrebu)

- 1) **Andreja Kozmus / Giovanna Kirinić:** From Classic Transmission of the Tradition to Strengthening Student's Capacity of Moral Judgment as Constant Communication with Human Values
- 2) **Svetlana Kamdzijaš:** The concept of personal development in *vedanta* philosophy and the familiar approaches from western patterns of thought as tools for human excellence
- 3) **Vanja Borš:** Integralna edukacija

Završnu diskusiju vodio je prof. dr. sc. Vjekoslav Afrić. Rasprava je bila bogata i plodna, a u njoj su sudjelovali svi izlagači, potaknuti brojnim činjenicama i stavovima iznijetim tijekom izlaganja. Okrugli stol ne samo da je zadovoljio sudionike, već je i nadmašio njihova očekivanja. Promocija zbornika 1. okruglog stola, održanog prošle godine na ECNSI 2010., koji je upravo izašao iz tiska, najavljena je za siječanj 2012. godine.

Dr. sc. Ljubica Bakić-Tomić