

13. mednarodna konferenca

EDUvision 2023

**»Novi izzivi današnjega časa – priložnosti za vključevanje
inovativnih rešitev v izobraževanje 21. stoletja«**



22.-24. november 2023

Organizator

EDUvision, Stanislav Jurjevčič s.p.

13. mednarodna konferenca EDUvision 2023

»Novi izzivi današnjega časa – priložnosti za vključevanje inovativnih rešitev v izobraževanje 21. stoletja«

Zbornik prispevkov

22.-24. november 2023

Glavni uredniki: mag. Mojca Orel, Gimnazija Moste, Ljubljana, Slovenija
izv. prof. dr. sc. Jasminka Brala-Mudrovčič, Sveučilište u Zadru, Hrvaška
izv. prof. dr. sc. Josip Miletić, Sveučilište u Zadru, Hrvaška

Uredniški odbor: mag. Mojca Orel, Slovenija, dr. Miguel Ángel Queiruga Dios, Španija, prof. dr. sc. Adnan Čirgić, Črna Gora, dr. sc. Ivana Kurtović Budja, Hrvaška; doc. dr. Artea Panajotović, Srbija; dr. Miha Slapničar, Slovenija, izv. prof. dr. Tomaž Petek, Slovenija, dr. Radmila Stojanović, Srbija, prof. dr. Boban Tomić, Srbija, doc. dr. sc. Matija Varga, Hrvaška.

Programski in organizacijski odbor: mag. Mojca Orel (Vodja programskega in organizacijskega odbora), dr. Miguel Ángel Queiruga Dios, izv. prof. dr. sc. Jasminka Brala Mudrovčič, Miha Andrič, mag. Igorcho Angelov, Erika Božič, Polona Cimerman, Nina Čelešnik, Sabina Eberl, Mojca Jerala, Stanislav Jurjevčič, Marjana Jus, Blanka Karanjac, Mladen Kopasič, Olga Koplán, dr. Ana Logar, Irena Lombar, Ajda Medvešek, izv. prof. dr. sc. Josip Miletić, Nataša Muršec, Martina Omerzel, Martin Simčič, Tara Sinkovič, Alenka Slak, Tina Šetina, Božena Šmirmaul, doc. dr. sc. Matija Varga, Petra Žibert.

Jezikovni pregled:

Za jezikovno neoporečnost so odgovorni avtorji prispevkov.

Založil:

EDUvision, Stanislav Jurjevčič s.p.

Kraj in datum izdaje:

Polhov Gradec, December 2023.

Elektronska izdaja.

Spletna lokacija publikacije: <http://www.eduvision.si/zbornik-prispevkov>

Publikacija je brezplačna.

Slika na naslovnici: Krklec, A. (2019/20). *Človek je kot drevo*. Umetniška gimnazija - likovna smer, mentorica Maja Rak. Celje.

Kataložni zapis o publikaciji (CIP) pripravili
v Narodni in univerzitetni knjižnici v Ljubljani

[COBISS.SI-ID 178191619](#)

ISBN 978-961-96514-2-1 (PDF)

KAZALO

PREDGOVOR	9
KONFERENČNI ODBORI	10
SODOBNI PRISTOPI IN IZZIVI V POUČEVANJU	11
Čas generacije alfa.....	12
A Case Study - Research Endeavor to Enrich the Teacher's Pedagogical Repertoire	20
Building the National Service Learning Network in Serbia – Research Results.....	29
Dosežki na nacionalnem preverjanju znanja pri matematiki	36
Navidezna učilnica: Izdelek iz lesa – križni spoj.....	45
Pomen učnega okolja v šoli in pri delodajalcu	60
Vodenje osnovne šole v 21. stoletju	75
Poslovni načrt in pot k lastni delavnici.....	80
Vpliv medsebojnih hospitacij na kvaliteto učiteljevega poučevanja	90
Interdisciplinarni sklop	97
Spodbujanje inovativnosti pri dijakih s pomočjo razvoja lastne VR aplikacije	104
Razvoj koncepta časa ob uporabi interaktivne table v 1. razredu osnovne šole	113
E-dražba – učinkovito orodje za polnjenje šolskega sklada	127
Skupaj v različnosti – vključevanje učencev priseljencev (projekt Erasmus+).....	136
Medsebojni odnosi in kulturna raznolikost v razredu.....	146
Gremo v Mursko Soboto, povej naprej!	154
Model United Nations (MUN) kot orodje za razvoj ključnih kompetenc	161
Aktivizem, aktivno državljanstvo in filozofija z otroki ter mladostniki	169
Kritično razmišljanje in medpredmetno povezovanje	178
Pametne roke in neumni telefoni ali Ko na temelju starega raste novo.....	183
Vzdrževanje pozornosti dijakov na začetku šolske ure in v njenem nadaljevanju	190
Projektni dan na temo hrana kot medpredmetna povezava angleščine in biologije	198
Poučevanje s srcem in za življenje je rešilo moje srce	205
»Moje delo in dosežki« – Interaktivna osebna mapa v osnovni šoli pri zgodovinskem krožku.....	214
Sodelovanje med šolo in muzejem	223
Zabavno učenje.....	229
Delo po koticčkih v 1. razredu in delo na daljavo	239
Šolski časopis kot besedni in likovni odraz šole.....	246
Promocija šolske knjižnice	256
Zvok malo drugače	263
Predstavitve pravilnega dihanja.....	272
Zdrav spanec – zdravo življenje	278
Vpliv spanja in telesne aktivnosti na možgane in učenje	290
Opojna sredstva med mladostniki in njihov vpliv na možgane	297

Opojna sredstva, možgani in adolescenti.....	305
Digitalna tehnologija med mladostniki.....	313
Vključevanje sodobnih ergonomskih metod in tehnik v strokovni modul zdravstvena nega za dvig ergonomskega znanja pri dijakih	322
SODOBNI PRISTOPI IN ZZIVI V POUČEVANJU JEZIKA IN KNJIŽEVNOSTI.....	330
Student Evaluation in Croatian Language Classes Conducted in the Lower Grades of Primary School	331
Teaching about Cultural Heritage through Recognizing Oral Literature Elements in Selected Stories Written by Vladimir Nazor	357
Emocionološko vođeno čitanje u nastavi književnosti (na primjeru adolescentskog romana Janje Vidmar Bucka)	379
Critical and Research Reading as Part of Reading Comprehension	396
Uporaba slikovnica za poticanje jezičnoga razvoja u ranoj dobi.....	402
Slovenščina med dvema ognjema – z gibanjem do znanja slovenščine	415
Pouk književnosti – nuja ali vrata v široki svet umetnosti in osebnostne rasti?	424
Berem, torej sem.....	433
Domače branje po strategijah za branje Monserrat Sarto	441
Antigona v 21. stoletju.....	450
Negovanje bralne kulture na Gimnaziji Celje – Center.....	459
Nega bralne kulture z bralnim klubom	468
Prisluhnimo ljudski pravljici v šolski knjižnici	474
Dostopnost literarnih del učencem v posebnem programu vzgoje in izobraževanja na primeru pesmi Franceta Prešerna.....	483
Pisanje eseja pri slovenščini s formativnim spremljanjem v gimnaziji	492
Skladenjska razgradnja povedi in nekoherentno besedilo	503
Sokratov seminar	520
Večjezičnost pri pouku slovenskega jezika	529
Od otroških pesmic do zgodb: uporaba platforme YouTube za zgodnje učenje angleščine	538
Povezava zgodbe z risanjem, filmom in plesom pri pouku angleščine	546
Učenje in poučevanje malo drugače – ko angleški jezik poda roko glasbeni umetnosti	552
"Can you spot it?" Predstavitev didaktične igre.....	558
Angleška bralna značka – kako začeti?	565
Branje v tujem jeziku – nemščina.....	572
Disleksija in učenje angleščine z montessori elementi.....	578
Nemščina? Ja, prosim!.....	587
Napake pri pouku tujega jezika	593
Učenje angleščine in nemščine s pomočjo klepetalnega robota	602
Umetna inteligenca pri pouku italijanščine	608
SODOBNI PRISTOPI IN ZZIVI V POUČEVANJU MATEMATIKE IN NARAVOSLOVJA	616
Motivacija pri pouku matematike.....	617

Matematično nadarjeni učenci raziskujejo drevesa v okolici šole.....	627
Trije načini upoštevanja individualnih razlik pri pouku matematike	636
Prednosti uporabe grafičnega računalja pri pouku matematike v srednji šoli	646
Pametni telefon pri pouku matematike?	654
Linearni matematični zapis za slepe učence – korak k inkluziji.....	664
Binarna ura – izdelava učnega pripomočka za ponazoritev binarnega kodiranja.....	671
Lentikularna slika	678
Načrtovanje in izdelava Hi-Fi zvočnikov – projekt ZVIČNIK	685
Kaj imata skupnega matematika in Solid Edge?	694
Verižni eksperiment v prvi triadi OŠ.....	702
Drugačen pristop do poučevanja pretvarjanja merskih enot.....	711
Obrnjeno učenje pri pouku fizike	717
Uporaba diagramov gibanja pri različnih učnih tematskih sklopih	724
Eksperimentalno ugotavljanje Avogadrovega števila.....	731
Razumevanje delovanja človeškega telesa s pomočjo medpredmetnega sodelovanja	740
Obravnava krvnega obtoka na formativni način.....	756
Kako z dijaki ustvariti botanično učno pot?	764
SODOBNI PRISTOPI IN IZZIVI PRI POUČEVANJU ŠPORTA	769
Stres in regeneracija pri dijakih nogometnega oddelka Dijaškega doma Gimnazije Šiška.....	770
Minuta za zdravje kot prvi pogoj uspešnega učenja	778
Drugačen športni dan.....	785
Izzivi inkluzije avtističnega otroka pri predmetu šport	792
Enako za vse ni nujno tudi pravično za vse.....	798
Telesna teža kot pokazatelj življenjskih sprememb pri učencu s posebnimi potrebami.....	806
Kolesarjenje kot sredstvo za spodbujanje gibanja pri osnovnošolcih.....	814
Pohodništvo, interesna dejavnost v osnovni šoli	824
Gibanje otrok in prosti čas.....	832
Zaključna tekmovanja dijaških domov Slovenije.....	837
VZGOJA IN IZOBRAŽEVANJE ZA TRAJNOSTNI RAZVOJ in POUČEVANJE V	
ZUNANJEM OKOLJU	843
Experiential Learning through Japanese ‘One Village One Product (OVOP) +1’ rural development project in Kyrgyz	844
Trajnostni razvoj in »Energijski izzivi Slovenije«	853
Možnost vključevanja trajnostnega razvoja v pouk kemije.....	861
Rezultati projekta Erasmus+ omogočajo šoli spodbudno okolje za uveljavljanje trajnostnega razvoja.....	868
Z mednarodnim sodelovanjem do smernic vpeljevanja trajnostnih praks v šole in vrtce	881
Evropski teden zmanjševanja odpadkov na OŠ Šenčur.....	890
Trajnostno podjetništvo in krožno gospodarstvo.....	899
Ne zavrzi oblek, reši planet! – Vzgoja odgovornih potrošnikov	908

Nazaj k naravi – ohranimo jo čisto in zdravo – Ponovna uporaba T-shirt	916
Tabor preživetja Renče	922
Pouk na prostem na Gorjancih.....	933
Izzivi poučevanja in učenja v naravi	939
KOMUNIKACIJA IN RAZVOJ OSEBNOSTI	945
Spodbujanje grafomotoričnih spretnosti v predšolskem obdobju.....	946
Odnos šolske klime, pozitivnog razvoja mladih i otpornosti na svakodnevni akademski stres.....	961
Učitelj kot vodja razreda.....	971
Vpliv medicinskih sester učiteljic na profesionalni razvoj dijakov	989
Razlike v kognitivnih vzorcih in možnosti njihove uporabe v poučevanju in vzgoji.....	1006
Gradniki učinkovitega usmerjanja dijakov z uporabo čustvene inteligence, teorije izbire, čuječnosti in kompetenc	1015
Naučite se postati čustveno inteligentne osebe.....	1028
Učenec s čustvenimi in vedenjskimi težavami v razredu – izziv ali problem?.....	1037
Kako lahko učitelj pomaga razvijati empatijo pri učencih v prvem vzgojno-izobraževalnem obdobju?	1046
»Vsako telo ima svoje veselje« ali različni pristopi pri čezmerni razdraženosti učencev in dijakov	1053
Nevrolingvistično programiranje za otroke in mladostnike	1061
Ko vsi gledajo zraven in hkrati proč – mobing.....	1069
Trpinčenje na delovnem mestu – vpliv na žrtev	1078
Vpliv mobinga na družino	1085
Mladi mladim – o spletnem nasilju	1092
Zborovsko petje krepí prosocialno vedenje in preprečuje nasilje.....	1101
The Reflection of the Social Context on the Pedagogical Activity	1106
S socialnimi igrami do sprejemanja drugačnosti v osnovi šoli.....	1113
Različni pristopi naslavljanja multikulturalnosti, predsodkov in stereotipov na Gimnaziji Novo mesto.....	1123
Razvijanje mehkih veščin pri pouku ob uporabi slovenskega znakovnega jezika	1130
Manjši projekti kot pomembni gradniki oddelčne skupnosti in njihov vpliv na oddelčno klimo	1136
Ko otrok rad hodi v šolo	1143
Disleksija in skotopični sindrom oz. sindrom Helen Irlen – 2 težavi, ki se LAHKO prekrivata	1162
Uporaba didaktičnih pripomočkov pri delu z učenci s specifičnimi učnimi težavami	1174
Sorojenci oseb s posebnimi potrebami	1187
Krepitev socialnih veščin pri deklici, ki odklanja obiskovanje pouka.....	1194
Lutka - moja nepogrešljiva pomočnica v razredu in pri urah dodatne strokovne pomoči.....	1206
Tutorstvo učencev z dodatno strokovno pomočjo	1213
Komunikacijske veščine dijakov v zasebni šoli	1225
Nebesedna komunikacija razkriva osebnost	1231
UPORABA SODOBNIH TEHNOLOGIJ V IZOBRAŽEVANJU	1238
Strategija snovanja in razvijanja trajnostno naravnanih odprtih učnih gradiv.....	1239

Fizika malo drugače: razvoj in evalvacija i-učnega gradiva za učence s posebnimi potrebami	1261
3D animacija in AR aplikacija kot didaktično orodje za razumevanje delovanja kože pri predmetu biologije.....	1271
Informacijsko komunikacijska tehnologija kot učinkovito orodje za pripravo prilagojenih gradiv za učence z motnjo avtističnega spektra.....	1290
Uporaba mobilne aplikacije Actionbound pri predmetu družba v 5. razredu osnovne šole	1295
GPT-4 kot učiteljev digitalni pomočnik	1303
Uporaba umetne inteligence pri pouku.....	1312
Kako s pomočjo filmskih planov in montažnega reda ustvariti video posnetke, ki bodo pritegnili pozornost?	1321
Računalniško opismenjevanje v prvem triletju.....	1329
Metode poučevanja programiranja v srednjih šolah	1338
Digitalna učilnica: študija IKT orodij za aktivno učenje	1345
Spletna učilnica kot učni pripomoček za razvoj kompetence učenje učenja	1353
Hej ti, vem, kdo si! Varno uporabljajmo splet.....	1360
UPORABA DIGITALIZACIJE PRI POUKU IN ŠOLSKIH PROJEKTIH (povzetki)	1372
Matematički bingo	1373
Jabuka – kraljica voća, kraljica kodiranja.....	1376
Računalno razmišljanje – novi način razmišljanja	1377
Računalno razmišljanje bez računala.....	1379
Eksperiment kao baza IKT-a u nastavi kemije	1380
Primjena umjetne inteligencije u nastavnem procesu.....	1381
Tajna molekule DNA.....	1382
OKROGLA MIZA 1: Podpora vzgojno-izobraževalnemu sistemu pri delu z nadarjenimi učenci	1384
OKROGLA MIZA 1: Podpora vzgojno-izobraževalnemu sistema pri delu z nadarjenimi učenci.....	1385
Potpora odgojno-obrazovnog sustava radu s darovitim učenicima	1386
OKROGLA MIZA 2: KRITIČNO RAZMIŠLJANJE – Poučevanje učencev, kako naj razmišljajo, in ne, kaj naj razmišljajo	1387
OKROGLA MIZA 2: KRITIČNO RAZMIŠLJANJE – P oučevanje učencev, kako naj razmišljajo, in ne, kaj naj razmišljajo	1388
CRITICAL THINKING: Teaching Students how to Think not what to Think.....	1389
Introduction to Debate Methodology.....	1390
Debate as a Tool for Teaching Critical Thinking and De-radicalisation	1391
Strategies and Techniques for Teaching Communication	1392
Teaching Critical thinking to Kids and Younger Students	1393
Communication and Content Integrated Learning.....	1394
Preparing Future Citizens through Rhetorical and Democratic Education.....	1395
OKROGLA MIZA 4: Nove teme v izobraževanju STEAM	1396
OKROGLA MIZA 4: Nove teme v izobraževanju STEAM	1397

Astronomy: Interdisciplinarity in Science Teaching	1399
Educational Approaches: an Example of Activities with tudents of Chile.....	1402
New Topics in STEAM Education: Group Projects	1404
The World of Biology YouTube Channel	1405
STEAM and SDGs	1406
The 5E Model Applied in a Higher Education Laboratory	1408
Emerging Technologies in the Design and Communication of Inclusive Content during the Visit to Historical Ruins	1409
Working on Multiple Intelligences	1410
Title of the Presentation.....	1411
Art and Science in Primary Education.....	1413
The Sea Begins in my Neighbourhood: F ollowing the Path of the Project - March to December 2023.....	1414
Development of Transversal Skills through the STEAM Project: Arduino Application for Plant Growth Monitoring	1418
Philosophy and STEAM.....	1421
Beautiful wild Animals.....	1423
OKROGLA MIZA 5: Trajnostno izobraževanje v okviru ciljev trajnostnega razvoja	1424
OKROGLA MIZA 5: Trajnostno izobraževanje v okviru ciljev trajnostnega razvoja.....	1425
Citizen Science and the United Nations Sustainable Development Goals: How can Schools Contribute	1427
Towards a Waste-wise School.....	1430
Solar Energy Systems in Remote Areas and Women's Education in the North and Northeast Regions of Brazil.....	1431
Our Kitchen Garden.....	1436
Sustainable Education in the Framework of the SDGs.....	1437
“Train the AI”: How to Understand Better how AI is Changing the World.....	1438
Environmental Education Programme.....	1439
#180°forward. Education within the Framework of the SDGs	1440
Aerospace Project in the Framework of the SDGs	1442
Improve Students' Soft Skills through Challenges	1445
SDG Achievement through Citizen Science: Plastic Pirates Project.....	1446
New Technologies Applied to Education	1447

PREDGOVOR

“Kar lahko otrok danes naredi s pomočjo, bo jutri zmogel sam..”

Lev S. Vygotsky

Dragi udeleženci mednarodne konference EDUvision 2023 in bralci,

predstavljamo vam zbornik prispevkov, ki ga je obogatila predanost izkušenih učiteljev ter raziskovalcev z vsega sveta. Skozi te prispevke boste prebrali, kako so se soočali z izzivi in izpopolnjevali svoje veščine poučevanja ter raziskovali njihov ključni vpliv na uspeh pri svojem delu. Čustvena inteligenca nam omogoča, da razumemo ne le lastna čustva, temveč tudi čustva drugih, kar pripomore k boljšim medosebnim odnosom in uspešnemu vodenju. Komunikacija je orodje, ki nam omogoča, da učinkovito izmenjujemo informacije in ideje ter skupaj oblikujemo boljše rešitve. Sodelovanje v timu je ključ do dosežkov, saj združevanje različnih perspektiv omogoča doseganje skupnih ciljev.

Prispevki, ki jih boste prebrali, ponujajo praktične primere in učinkovite rešitve za poučevanje in vrednotenje znanja. Ti prispevki odražajo tudi pomen vključevanja mehkih veščin v izobraževalne procese, saj se zavedamo, da so to ključne spretnosti, ki jih potrebujejo študentje in učenci za uspešno prihodnost.

Sodelovanje učiteljev, njihova vnema in raziskovalni duh bogatijo izobraževalno skupnost ter razširjajo obzorja, kako poučevati in pripravljati nove generacije na izzive prihodnosti. Poučevanje ni zgolj prenos znanja, temveč tudi oblikovanje karakterja in razvoj veščin, ki bodo posameznikom omogočile, da se prilagajajo in uspevajo v nenehnem spreminjajočem se svetu.

Zato ne pozabimo, da je kvaliteta izobraževalnega sistema v veliki meri odvisna od nas samih. Vsak prispevek, vsako izkušnjo in vsako spoznanje, ki ga delimo na tej konferenci, prispeva k obogatitvi našega izobraževalnega okolja in posledično k izboljšanju družbe in sveta, v katerem živimo.

V zborniku je zbranih **149 znanstvenih in strokovnih prispevkov, 40 povzetkov predavanj ter predstaviti dveh okroglih miz** na temi: *Podpora vzgojno-izobraževalnemu sistema pri delu z nadarjenimi učenci* ter **KRITIČNO RAZMIŠLJANJE: Poučevanje učencev, kako naj razmišljajo, in ne, kaj naj razmišljajo.**

Zahvaljujemo se vam za vašo predanost, delitev izkušenj in kvalitetno delo na področju izobraževanja.

S spoštovanjem,

*Programski in organizacijski odbor
mednarodne konference EDUvision 2023*

CONFERENCE COMMITTEES

KONFERENČNI ODBORI

Programski in organizacijski odbor konference

mag. Mojca Orel, Gimnazija Moste, Ljubljana Vodja programskega in recenzentskega odbora

dr. Miguel Ángel Queiruga Dios, University of Burgos, Španija

Izv. prof. dr. sc. Jasminka Brala Mudrovčič, Odjel za nastavničke studije u Gospiću
Sveučilišta u Zadru, Hrvaška

Izv. prof. dr. sc. Josip Miletić, Sveučilište u Zadru, Odjel za kroatistiku i slavistiku, Hrvaška

doc. dr. sc. Matija Varga, Sveučilište Sjever, Koprivnica / Veleučilište Baltazar Zaprešić, Hrvaška

Miha Andrič, Izobraževalni center Argument

mag. Igorcho Angelov, Osnovna šola Hinka Smrekarja, Ljubljana

Erika Božič, Gimnazija Moste, Ljubljana

Polona Cimerman, Gimnazija Šentvid, Ljubljana

Nina Čelešnik, Osnovna šola Polje, Ljubljana

Sabina Eberl, Srednja zdravstvena in kozmetična šola Maribor

Mojca Jerala, Srednja šola za gastronomijo in turizem Ljubljana

Stanislav Jurjevčič, EDUvision

Marjana Jus, Gimnazija Moste, Ljubljana

Blanka Karanjac, Osnovna šola Stična

Mladen Kopasič, Osnovna šola Poljane, Ljubljana

Olga Koplan, Osnovna šola Ivana Groharja, Škofja Loka

dr. Ana Logar, Osnovna šola Metlika

Irena Lombar, Osnovna šola Kolezija, Ljubljana

Ajda Medvešek, Osnovna šola Ivana Skvarče, Zagorje ob Savi

Nataša Muršec, Osnovna šola Trnovo, Ljubljana

Martina Omerzel, Šolski center Celje

Martin Simčič, Šolski center Postojna

Tara Sinkovič, II. gimnazija Maribor

Alenka Slak, Gimnazija Moste, Ljubljana

Tina Šetina, Osnovna šola Kašelj, Ljubljana

Božena Šmirmaul, Osnovna šola Sveta Ana

Petra Žibert, Šolski center Novo mesto, Srednja zdravstvena in kemijska šola

Prispevki objavljeni v zborniku so najmanj dvakrat recenzirani.

The Reflection of the Social Context on the Pedagogical Activity

Daniela Koceva

*Faculty of Educational Science, Goce Delcev University, Stip
daniela.koceva@ugd.edu.mk*

Abstract

The social context in which pedagogical activity takes place has a significant impact on the teaching and learning process. The social context includes cultural norms, values, beliefs, and socio-economic conditions that shape how people think, behave, and interact with each other. Pedagogical activity is deeply intertwined with the social context, and educators must understand how it influences their practices. The reflection of the social context on pedagogical activity can have significant impacts on the effectiveness and outcomes of education. Cultural norms and values shape pedagogical practices in many ways. For instance, cultures that prioritize conformity, obedience, and respect for authority may prioritize rote memorization and strict adherence to rules and authority figures. In contrast, cultures that value creativity, critical thinking, and individuality may prioritize experiential learning and student autonomy. Socio-economic conditions also impact the way the pedagogical activity is carried out. The content and curriculum of educational programs are also shaped by the social context. Educators must understand the social context in which they operate to design effective educational experiences that meet the needs and aspirations of their students. By doing so, educators can promote values and beliefs that support creativity, critical thinking, and social justice. The aim of this study is to determine the societal factors that influence pedagogical activity and how they impact educational achievements. To achieve this goal, we will use analysis as well as conducted research to identify the influencing factors.

Keywords: Beliefs, cultural norms, education, effectiveness, learning, outcomes, pedagogical activity, social context, socio-economic conditions, teaching, values.

1. Introduction

Pedagogical activity represents a complex and highly relevant issue that is of vital importance for social development. Writing about the pedagogical activity as one of the invaluable factors for personal and societal development as a whole is a challenge. Pedagogy itself is determined by numerous factors, conditions, and relationships that are dynamic, variable, and developmental. Therefore, the need for constant monitoring and study of these factors is inevitable. The effort represents a form of observation and presentation of the factors that influence the quality of the pedagogical activity.

It is clear that children may arrive at school ready to learn in a number of different ways. One way is to have high levels of language, emergent literacy, and world knowledge acquired at home or in preschool. Equally important, though, is a readiness in the emotional, social, and motivational realms: the ability to adapt to the new constraints of the classroom, the social skills that are needed to participate effectively in classroom discourse, and the self-esteem and sense of agency required to work hard and learn intentionally.

The social context within the classroom plays a crucial role in shaping educational experiences and outcomes." (Mehan, 1979). School learning is a social as well as a cognitive process, one influenced by the relationships between student and teacher and among students. Furthermore, what children learn at school is not exclusively academic content; schools are

designed to make children productive citizens who are respectful of the diversity of their society. While there has been a great deal of research on the social and motivational determinants of school success for mainstream children, attention to these matters with regard to language-minority children has focused more on issues of mismatch between the social rules these children bring from home and those that obtain in the classroom.²⁸

2. Pedagogical activity as a societal phenomenon

Pedagogical activity as a social phenomenon refers to the various educational and instructional practices and processes carried out within a society. It encompasses the collective efforts and interactions aimed at promoting learning, knowledge transmission, and personal development within a social context. "Pedagogical practices and educational systems are deeply influenced by the social context in which they operate." (Bourdieu, 1986)

As an integral part of society, pedagogical activity involves the participation of educators, learners, educational institutions, and the broader community. It reflects the values, beliefs, and goals of a particular society in shaping the educational system and practices. The effectiveness and impact of pedagogical activity are influenced by social, cultural, economic, and political factors that shape the educational landscape.

Pedagogical activity as a social phenomenon encompasses various aspects, including the establishment and management of educational institutions, curriculum development, teaching methods and strategies, assessment and evaluation practices, and the overall organization and administration of educational systems. It also involves the interaction and collaboration between educators, learners, parents, policymakers, and other stakeholders in shaping educational policies and practices.

As a society evolves and undergoes social, technological, and economic changes, pedagogical activity must adapt and respond to emerging needs and challenges. It plays a crucial role in the social development of individuals and the overall progress of society by equipping individuals with the knowledge, skills, values, and attitudes necessary for their personal growth, active citizenship, and contribution to the community.

Overall, pedagogical activity as an overarching social phenomenon highlights the dynamic and multifaceted nature of education within a society, emphasizing its role in shaping individuals, fostering social cohesion, and driving societal progress.

Pedagogical activity is a form of social activity aimed at transferring cognitive and epistemological achievements from older generations to younger ones, encompassing the entire culture and experience acquired by humanity, and creating conditions for personal development and preparation for assuming certain social roles in society. Learning and cognitive development are profoundly shaped by social interactions and cultural contexts." (Vygotsky, 1978). The goal of the pedagogical activity is the "comprehensive harmonious development of the individual."

One of the most important characteristics of pedagogical activity is its social nature. It should involve both teaching and development. This activity combines the self-realization of

²⁸ National Academies of Sciences, Engineering, and Medicine. 1997. *Improving Schooling for Language-Minority Children: A Research Agenda*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/5286>.

the teacher and their directed involvement in the transformation of the student (their level of training, education, and development).

Pedagogical activities are determined by:

- First, it is concrete-historical. This means that the goals, content, and nature of such activities change in accordance with changes in historical reality.
- Second, pedagogical activity is a specific type of socially valuable activity for adults. The social value, or the spiritual and economic power of any society, is directly linked to the self-improvement of its members as civilized individuals. Every human society is interested in positive results from pedagogical activities. If its members degrade, no society can fully develop. Therefore, spiritual and material development is necessary to ensure the progressive advancement of society.
- Third, pedagogical activities are carried out by specially trained individuals based on professional knowledge. In addition to professional knowledge, a significant role is given to professional skills. The teacher constantly improves in the practical application of knowledge.
- Fourth, pedagogical activity is creative. It is impossible to program and predict all possible options for its course since it is impossible to find two identical personalities, two identical families, and two identical classes.

Pedagogical activity as a societal phenomenon is realized dialectically, in contradictions. These contradictions are the driving force behind its development, the emergence of progressive and innovative experiences, and stimulating pedagogical thought. These contradictions stem from the mobility and variability of the content of the fundamental functions of pedagogical activity. The development of society, the accumulation of new knowledge, the improvement of production processes, and social progress—all these necessitate a change in the content and functions of pedagogical activity.

Pedagogical activity exhibits a well-known traditional conservatism. This is due to the characteristics of children's nature, and the need for sustainability and stability of content, forms, and methods of educational work. The professional and psychological characteristics of teachers, consisting of the appearance and reinforcement of pedagogical patterns and templates, play a significant role. As a result, there is a resistance between the content of education and training, the methods and forms of pedagogical activities on one side, and the new demands of societal life on the other side. "Curriculum reflects the dominant ideologies and social values of a particular society or community." (Apple, 1990). Its transformation is based on analyzing all spheres of our society's life, identifying new demands for human beings and data necessary for revising the content of education and the educational process, and improving the forms and methods of pedagogical activities. "Pedagogical practices can challenge oppressive social structures and foster critical engagement among learners." (Giroux, 1983).

Pedagogical activity as a "public phenomenon" exists within a system of complex dependencies and relationships with other phenomena of public life. "Schools often reproduce social inequalities through the hidden curriculum, which reflects and reinforces social class divisions." (Anyon, 1980). It is closely connected to the economic foundation. Pedagogical activities are an essential organic part of organized production relations that aim to meet the needs of the economy, production, preparation of productive forces, and the needs of a social state. It is sustained by society, fulfilling its social order, designed to provide protection and multiplication of its property, labor, and general cultural education of younger generations. Pedagogical activities also aim to solve developmental tasks from childhood to adulthood.

"The pedagogical activity must aim at transforming oppressive social structures and promoting critical consciousness among learners." (Freire, 1970).

Pedagogical activity as a public phenomenon is linked to ideological superstructure. Its task involves shaping children's consciousness in the spirit of the demands of a humane, democratic public consciousness and involving children in the culture of public life.

Pedagogical activity is organically connected to language. Language is the primary tool of the pedagogical activity, facilitating pedagogical interaction, influence, and the organization of a child's entire life. Pedagogical activity, as a socio-societal function, acts as an organizer of the pedagogical efforts of the entire society: the pedagogical activities of the public, families, and all educational institutions.

3. Pedagogical activity from the modern side of view

Each country has a societal responsibility to create conditions for the advancement of education and opportunities to increase the well-being of its citizens. Today, at the highest international level, discussions revolve around political transformational and interactional processes, the intellectualization of professions and labor, high unemployment rates, increasing poverty, the fight for human rights (including the protection of children, the disenfranchised, marginalized, and discriminated groups), multiculturalism, overpopulation, issues in the sphere of social and healthcare protection, bilingualism and multilingualism as a need for mutual closeness and understanding, environmental protection concerns, and the affirmation of the economic dimension of knowledge, among others. "Education should be closely linked to the democratic ideals and social needs of a society." (Dewey, 2004)

When analyzing pedagogical activity from within, in the present moment in which we operate and develop it, the following causal factors that influence it can be identified:

- **The current socio-economic situation of people:** The transition from one social system to another and the process of transitioning social capital in the past decade have led to the closure of many jobs, which has had a highly negative impact on everyone. Many have lost their jobs, and the combination of low educational attainment and hidden discrimination has put a significant number of people at the top of the list for technological redundancies. Many found themselves back at the Employment Agency. Unfortunately, their level of education does not enable them to have equal access to the labor market. The only means of survival for many families is social assistance. Consequently, it is not uncommon to encounter situations where one child returns to school, and then the same school bag, supplies, or clothing is passed on to another child. Only the books are changed if they are of different ages or if they exist at all. Such a situation in families has consequences for children who feel neglected and unequal in comparison to other students, regardless of their ethnic community. The social disparities that significantly increase with the elimination of school uniforms can lead to introversion and withdrawal, which is one of the reasons for avoiding educational institutions or completely abandoning the educational process. In the race for daily existence, parents notice changes in their children, even after the street takes over their upbringing completely. Unfortunately, those responsible for preventing such conditions have recently almost exhausted all capacities and tools.
- **Distance from educational institutions:** The socio-economic situation is often the reason why families from different ethnic communities choose less attractive living

positions. They mostly reside in settlements where the majority of the population belongs to the same ethnic community and are located on the outskirts of cities. In these settlements, there are very few or no primary or secondary schools at all. The distance between the settlements themselves and the urban centers and educational institutions represents an additional cost for the family, as they have to provide transportation for their children. Until the socio-economic disparities in comparison to other communities in the country are reduced and until new primary and secondary schools are opened, which will be located closer to such settlements, this will remain another factor limiting the number of educated personnel from different ethnic communities.

- **Culture, tradition, and customs:** The socio-economic status of ethnic communities does not facilitate easy integration into modern societal trends; on the contrary, it often leads to seclusion in ghettoized settlements where there is a sense of security among peers, and among equals. Such separation and ghettoization of communities do not allow for rapid changes in traditions and cultural practices. Under the influence of parents, underage marriages still occur, which is one of the reasons for abandoning the educational process. With incomplete education, young parents quickly become a burden not only to their close relatives but also to the broader community. However, the actions of the civil sector, as well as the media, step by step, have brought about certain shifts in traditions and cultural practices among specific groups. With emancipation, women, who were subordinated within the family for a long time, are slowly but surely changing their status and the status of their children. In an increasing number of families, there is a change not only in the awareness of the importance of education but also in reducing pressure on their own children to enter marriage at an early age. Such changes in parents' thinking have an impact on their children, who increasingly want to complete a certain education to find their own existence.
- **Language unfamiliarity:** Not knowing the language in which the educational process takes place is another factor and barrier to achieving solid results in education. The additional efforts required of children to grasp the instructional material create significant resistance and can be a reason for prematurely leaving educational institutions. From birth, the entire upbringing of children in the majority of families belonging to different ethnic communities is conducted in the mother tongue. Children who speak their mother tongue within their families and in the settlements have no opportunity to properly learn the language of the broader community. These children lack opportunities for preschool preparation in which they would master the language in which they should later receive an education.

4. Conclusion

In the coming period, the number of young populations is expected to decrease in relation to the number of adult and elderly populations. This trend strongly influences the creation of educational policy, especially in terms of the network of educational service providers and their cumulative power. Additionally, youth unemployment and limited opportunities for workforce participation have an impact on structuring educational needs. One of the key challenges for the creators of educational policy and the education system as a whole in the upcoming period is raising the level of education for young people and adults, with a particular focus on enhancing the quality of their professional, vocational, and social competencies. Objectifying the concept of lifelong learning and training should help establish a dynamic link between education, the labor market, and societal changes. Creating conditions for continuous enhancement, change, and refreshing of competencies for young people and adults will imply better starting positions in

transitioning from learning to work, retaining or changing jobs, and active participation in democratic decision-making processes. A fundamental precondition for achieving this goal is elevating the quality and power of educational, cultural, and sports service providers and building mechanisms for their effective impact on strengthening the capacities and improving the quality of individual lives, as well as the physical and mental health and satisfaction of young people and adults.

In order to increase employment opportunities, it is necessary to simultaneously implement changes in the education sector. In that case, employment will be determined not only by the rate of economic growth and labor market supply but also by the effectiveness of implementing educational policies at the regional level. The economic and cultural development of each region within the country will depend on the status of knowledge and professional qualities as a priority value scale in the regions and the country as a whole. They should obtain the status of decisive factors for successful economic and cultural development, as opposed to nepotism and partisan favoritism. Only in this way can the demands of the global economy and the unstoppable advancements in information technology be met, along with their influence on the structures of professions, occupations, and knowledge-based work in all fields. In all forms of human activity, the application and development of the information industry, particularly computer technology, significantly highlight the issue of promoting digital literacy as one of the key competencies that young people and adults should possess.

The necessity of introducing new information technology in all sectors of activity is accompanied by the following: increasing the IT workforce potential, strengthening IT education and training in all sectors, functional adaptation or computer literacy of young people and adults in technology-saturated sectors, improving IT education in compulsory and post-compulsory education, and utilizing ICT to enhance the efficiency of the education system. In that sense, knowledge and proficiency in ICT represent an essential part of the competencies of young people and adults and a prerequisite for their effective engagement in the labor market and socio-political life.

5. References

- Anyon, J. (1980). *Social class and the hidden curriculum of work*. Published By: Sage Publications, Inc
- Apple, M. W. (1990). *Ideology and curriculum*. Routledge.
- Au, W. (2018). *Learning to Save the World: Curriculum for a New Generation*. Teachers College Press.
- Biesta, G. J. J. (2018). *The Rediscovery of Teaching*. Routledge.
- Bourdieu, P. (1986). *Distinction: A social critique of the judgment of taste*. Harvard University Press.
- Dewey, J. (2004). *Democracy and Education*. Dover Publications.
- Freire, P. (1970). *Pedagogy of the Oppressed*. Continuum.
- Giroux, H. A. (1983). *Theory and Resistance in Education: Towards a Pedagogy for the Opposition (Critical Studies in Education and Culture Series)*. Praeger.
- Giroux, H. A. (2019). *On Critical Pedagogy*. Bloomsbury Academic.
- hooks, b. (2014). *Teaching to Transgress: Education as the Practice of Freedom*. Routledge.
- Ladson-Billings, G. (2017). *Critical Race Theory in Education*. Routledge.