

**SAVREMENO OBRAZOVANJE  
2025  
ZBORNİK SAŽETAKA**

**CONTEMPORARY EDUCATION  
2025  
BOOK OF ABSTRACTS**

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# **SAVREMENO OBRAZOVANJE 2025**

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# **UVODNA IZLAGANJA PO POZIVU ORGANIZATORA**



# WHAT KIND OF KNOWLEDGE DO WE WANT IN THE FUTURE?

Goran Lapat

Faculty of Teacher Education, University of Zagreb, Croatia

## Abstract

The only constant is change! In the world, in technology, and in education. The future of education must be dynamic, adaptable to each student, and focused on the development of a complete personality. The key goal should be to encourage independent thinking and critical engagement. Students should be encouraged to express their ideas, discuss different points of view, and question established patterns, rather than passively accepting information. Teaching must be interactive, based on creative problem-solving, debates, projects... where every student feels their voice has weight. Students should be trained to think critically – especially as artificial intelligence changes the way knowledge is accessed. In education, artificial intelligence can become a powerful ally. Personalized tools based on artificial intelligence can adapt teaching content to individual needs, identify weaknesses, and offer interactive content. However, its purpose in education should remain complementary, enhancing human capabilities rather than replacing them. When implemented responsibly, AI can accelerate these goals, and the time saved would allow more time for deep intellectual development. Students must learn to use technology critically and responsibly, rather than automatically accepting answers from AI systems, they need to check them, analyze the context and ask questions. Ultimately, the way forward lies in aligning human creativity with technological advances. However, it is important that AI does not become a replacement for human intuition, but a tool that supports independent learning. The education of the future needs to combine the best of the human and digital worlds: creativity, empathy and critical awareness with technological literacy. Only in this way will

we create generations who will not only be users of technology, but also its critical creators and ethical leaders of change.

*Keywords: AI, education, critical thinking, responsibility*

## **KAKVO ZNANJE ŽELIMO U BUDUĆNOSTI?**

Goran Lapat

Učiteljski fakultet Sveučilišta u Zagrebu, Hrvatska

### **Apstrakt**

Jedino što je stalno je promjena! Kako u svijetu, tehnologiji, tako i u obrazovanju. Budućnost obrazovanja mora biti dinamična, prilagodljiva svakom učeniku i usmjerena na razvoj cjelovite ličnosti. Ključni cilj trebao bi biti poticanje vlastitog mišljenja i kritičkog pristupa. Učenike treba poticati da izražavaju svoje ideje, raspravljaju o različitim stajalištima i preispituju utvrđene obrasce, umjesto da pasivno prihvaćaju informacije. Nastava mora biti interaktivna, temeljena na kreativnom rješavanju problema, debatama, projektima... gdje svaki učenik osjeća da njegov glas ima težinu. Učenici bi trebali biti osposobljeni za kritičko razmišljanje – posebice kada umjetna inteligencija mijenja način na koji se pristupa znanju. U obrazovanju umjetna inteligencija može postati snažan saveznik. Personalizirani alati temeljeni na umjetnoj inteligenciji mogu prilagoditi nastavne sadržaje individualnim potrebama, identificirati slabosti i ponuditi interaktivne sadržaje. Ipak, njegova bi svrha u obrazovanju trebala ostati dopunska, potencirajući ljudske sposobnosti umjesto da ih zamjenjuje. Kada se implementira odgovorno, umjetna inteligencija može ubrzati te ciljeve, a uštedeno vrijeme bi omogućilo više vremena za duboki intelektualni razvoj. Učenici moraju naučiti kritički i odgovorno koristiti tehnologiju, umjesto automatskog prihvaćanja odgovora iz AI sustava, trebaju ih



provjeravati, analizirati kontekst i postavljati pitanja. U konačnici, put naprijed leži u usklađivanju ljudske kreativnosti s tehnološkim napretkom. Međutim, važno je da UI ne postane zamjena za ljudsku intuiciju, već alat koji podržava samostalno učenje. Obrazovanje budućnosti treba spojiti najbolje od ljudskog i digitalnog svijeta: kreativnost, empatiju i kritičku svijest uz tehnološku pismenost. Samo tako ćemo stvarati generacije koje će biti ne samo korisnici tehnologije, već njeni kritički kreatori i etički voditelji promjena.

*Ključne riječi: kritičko mišljenje, odgovornost, poučavanje, umjetna inteligencija*



# IZAZOVI PREPOZNAVANJA I OSIGURAVANJA INTEGRIRANOG MODELA PODRŠKE DJECI I ODRASLIMA S TEŠKOĆAMA

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## Apstrakt

Brojna literatura ukazuje na kašnjenja u prepoznavanju razvojnih odstupanja i teškoća te sukladno tome i uključivanje djece u ranu razvojnu podršku i odgovarajuće intervencije. Osim toga, sve je više izazova s kojima se susreću škole, zdravstvene i socijalne ustanove u zadovoljenju potreba koje iskazuju njihovi korisnici različite životne dobi. Navedeno proizlazi iz neusklađenog djelovanja pripadnika različitih profesija i sustava u čijem su fokusu djeca i njihova socijalna okolina. Postojeće nestandardizirane procedure i protokoli, individualne interpretacije razvojnih osobitosti i potreba za podrškom brojnu djecu isključuju i ograničavaju u pristupu uslugama. Istovremeno, neprimjereno postupanje i nedovoljan broj stručnjaka za rad s djecom koja se suočavaju s raznovrsnim razvojnim izazovima doprinosi kašnjenju postojećih sustava da odgovore na potrebe djece i njihovih obitelji. Odgojno-obrazovni, socijalni i zdravstveni sustav, ojačani organizacijama civilnog društva imaju resurse koji kroz integrirani model skrbi mogu osigurati mrežu rane razvojne i cjeloživotne profesionalne potpore. Aktualne prakse zahtijevaju reformu obrazovnog, zdravstvenog i socijalnog sustava radi ostvarivanja cilja osiguravanja potrebnih uvjeta kvalitetnog obrazovanja i kontinuirane cjeloživotne podrške djeci i mladima s teškoćama i onima u riziku socijalne isključenosti. U procesu uspostavljanja svih kvalitetnih i sigurnih usluga za podršku ranom i cjelovitom razvoju ključnu ulogu imaju nacionalne politike i zakonski propisi.

*Ključne riječi: teškoće, rano prepoznavanje, integrirani model skrbi*

# CHALLENGES OF RECOGNIZING AND PROVIDING AN INTEGRATED MODEL OF SUPPORT FOR CHILDREN AND ADULTS WITH DIFFICULTIES

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## Abstract

A large body of literature indicates delays in recognizing developmental deviations and difficulties and, accordingly, in including children in early developmental support and appropriate interventions. In addition, there are increasing challenges faced by schools, health and social institutions in meeting the needs expressed by their users. This stems from the uncoordinated actions of members of different professions and systems whose focus is on children and their social environment. Existing non-standardized procedures and protocols, individual interpretations of developmental characteristics and need for support excludes and limit access to services for many children. At the same time, inappropriate treatment and an insufficient number of experts for working with children facing various developmental challenges contribute to the delay in existing systems responding to the needs of children and their families. The educational, social and health systems, strengthened by civil society organizations, have the resources that, through an integrated model of care, can provide a network of early developmental and professional support. Current practices require reform of the education, health and social systems in order to achieve the goal of ensuring the necessary conditions for quality education and continuous lifelong support for children and young people with disabilities and those at risk of social exclusion. National policies and legislation play a key role in the process of establishing all quality and safe services to support early and comprehensive development.

*Keywords: disabilities, early detection, integrated care model*



# ZAŠTO UČITELJI I NASTAVNICI NISU PRAKTIČARI?

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## Apstrakt

Savremeno obrazovanje zahteva savremene učitelje i nastavnike. U kontekstu profesionalnih uloga koje pedagogija i druge nauke o obrazovanju očekuju od učitelja i nastavnika, razmotrićemo da li bi trebalo da učitelji i nastavnici budu osobe *koje se bave praktičnim radom, koji se u svom radu oslanjaju na praksu, a ne na teoriju*. Kritička analiza je zasnovana i na nekoliko ključnih pitanja inicijalnog obrazovanja i profesionalnog razvoja učitelja i nastavnika – pedagoške i didaktičke kompetencije učitelja i nastavnika, odnos teorije i prakse i pitanje profesionalizacije učiteljskog i nastavničkog poziva. Zaključak je da učitelji i nastavnici nisu i ne bi trebalo da budu praktičari, nego intelektualci sa visokom profesionalnom autonomijom sa primarno pedagoškim i didaktičkim ciljevima (kompetencija – autonomija – solidarnost). Reč je o profesionalnoj autonomiji koja je zasnovana na dijalektičkoj vezi teorije i prakse i težnji da se dostignu pojedina obeležja razvijenih profesija. *Obrazovna sinergija teorije i prakse* podrazumeva njihovu komplementarnost, međusobno podsticanje i preispitivanje. Upravo u toj „celini“ koja ima veću vrednost od njenih pojedinih „delova“ treba tražiti mogućnosti kako da se učiteljski i nastavnički poziv od tzv. semi-profesije približi pravoj profesiji. Neke karakteristike pravih profesija poput visokog društvenog statusa, prihvaćenosti i novčanih nadoknadi za usluge još uvek nisu dostižne za učitelje i nastavnike. Međutim, dostižne su i poželjne druge karakteristike pravih profesija poput postojanja pravila – standardizacije u obavljanju prakse, mehanizama za objavljivanje i diseminaciju rezultata istraživanja, autonomije i autoriteta i dr.

*Ključne reči: učitelji, nastavnici, praksa, teorija, didaktika, profesija*

# WHY ARE TEACHERS NOT PRACTITIONERS?

Vera Ž. Radović

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## Abstract

Modern education requires modern teachers. In the context of professional roles expected from teachers by pedagogy and other educational sciences, we will consider whether teachers should be individuals engaged in practical work, *relying on practice rather than theory in their profession*. This critical analysis is based on several key issues concerning the initial education and professional development of teachers: pedagogical and didactic competencies, the relationship between theory and practice, and the question of the professionalization of teaching vocation. The conclusion is that teachers are not, nor should they be, mere practitioners but rather intellectuals with high professional autonomy, primarily guided by pedagogical and didactic goals (competence – autonomy – solidarity). This professional autonomy is founded on a dialectical relationship between theory and practice and the aspiration to achieve certain characteristics of developed professions. The *"educational synergy of theory and practice"* implies their complementarity, mutual reinforcement, and critical examination. It is precisely within this "whole," which holds greater value than its individual "parts," that we should seek ways to elevate teaching from a so-called semi-profession to a true profession. Some characteristics of true professions, such as high social status, broad acceptance, and financial compensation, are still out of reach for teachers. However, other traits of true professions—such as standardized professional practice, mechanisms for publishing and disseminating research findings, autonomy and authority—are both attainable and desirable.

*Keywords: teachers, practice, theory, didactics, profession*





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## Apstrakt

Na radionici učesnici će se upoznati i izvesti osam aktivnosti i postupaka za senzomotoričku integraciju vida. U diskusiji će se razmatrati kako to iskustvo preneti u praksu i time pomoći učenicima sa smetnjama u čitanju i pisanju. Oči povezuju svet sa mozgom. Mozak uz pomoć očiju stiže 80 – 90% svih informacija koje su nam potrebne za svaku aktivnost koju obavljamo. Da bi razumeli vidni telesni sistem, moramo prvo razlikovati termine vidna ostrina i vidna percepcija. Vidna ostrina nam omogućava da vidimo jasnu sliku, koja još nema značenje. Vidna percepcija je naučen proces, koji omogućava promenu te slike u korisnu informaciju. Za uspešno procesiranje vidnih informacija moraju biti integrisani vestibularni, taktilni i proprioceptivni senzorički sistemi i brojne vidne veštine. Kad sistemi ne rade usklađeno, nastupaju stres i teškoće u vidnoj ostrini i percepciji, koje na kraju rezultiraju teškoćama u učenju. Danas ima sve više učenika u prvom ciklusu osnovne škole sa teškoćama u početnom opismenjavanju. Pre upisa u školu se kontroliše samo vidna ostrina, dok problemi u vidnoj percepciji ostaju neotkriveni. Predstavljena će biti studija primera s kojom smo želeli preveriti mogućnosti poboljšanja vidnih veština uz pomoć postupka Edukacijske kineziologije i Brain Gym® aktivnostima, kojima pomoću iskustva prirodnog kretanja postizemo senzomotoričku integraciju i time opušteno celo-telesno funkcionisanje i učenje kod dece. Organizovali smo radionicu u koju se uključilo devet učenika četvrtog razreda osnovne škole koji su imali različite teškoće u čitanju i pisanju. Svi su imali i teškoće u kretanju. Za postizanje celo-telesne integracije učenike smo naučili dvadeset šest aktivnosti kretanja iz modela Brain Gym®. Svaku aktivnost smo najprije izvodili putem demonstracije i imitacije, sledilo je individualno i grupno učenje na različite načine, a često smo morali učenike fizički voditi i pšodržavati u sprovođenju aktivnosti. Zatim smo počeli sprovoditi postupke Edukacijske kineziologije za

uspostavljanje senzomotoričke integracije različnih telesnih sistema. U ovoj radionici biće predstavljen postupak za senzomotoričku integraciju vida. Svi učenici su neovisno o vrsti problema u čitanju i učenju sprovedi osam aktivnosti Brain Gym® s kojima postizemo integraciju vida.

Za proveravanje inicialnog stanja vida upotreбили smo Snellov test za oštrinu vida i Test fuzije. Zatim smo sprovedi sve aktivnosti i ponovo proverili vid koristeći oba testa. Svi učenici su poboljšali rezultate.

*Ključne reči: Brain Gym® aktivnosti, učenici sa teškoćama u učenju, senzomotorička integracija vida*

## **BRAIN GYM® ACTIVITIES TO ACHIEVE SENSIMOTOR INTEGRATION OF VISION**

Majda Končar

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### **Abstract**

At the workshop, participants will learn about and perform eight activities and procedures for sensorimotor vision integration. The discussion will consider how to transfer that experience into practice and help students with disabilities in reading and writing. The eyes connect the world to the brain. With the help of the eyes, the brain acquires 80-90% of all the information we need for every activity we perform. To understand the visual body system, we must first distinguish between visual acuity and visual perception. Visual acuity allows us to see a clear image, which does not yet have meaning. Visual perception is a learned process that enables the change of that image into helpful information. For successful visual information processing, vestibular, tactile, and proprioceptive sensory systems and numerous visual skills must be integrated. When the systems do not work in harmony, stress, visual acuity, and perception difficulties occur, ultimately resulting in learning difficulties. Today, more and more students are in the first cycle of elementary school with difficulties in initial literacy. Before enrolling in school, only visual acuity is checked, while problems in visual perception remain undetected. An example

study will be presented, with which we wanted to check the possibilities of improving visual skills with the help of the Educational Kinesiology procedure and Brain Gym® activities, with which, through the experience of natural movement, we achieve sensorimotor integration and thus relaxed whole-body functioning and learning in children. We organized a workshop in which nine students of the fourth grade of primary school who had various difficulties in reading and writing participated. All of them also had problems with moving. We taught the students twenty-six movement activities from the Brain Gym® model to achieve whole-body integration. We first performed each activity through demonstration and imitation, followed by individual and group learning in different ways, and we often had to physically guide and support the students in carrying out the activity. Then, we started implementing the procedures of Educational Kinesiology to establish the sensorimotor integration of different body systems. In this workshop, the procedure for sensorimotor vision integration will be presented. Regardless of the problem in reading and learning, all students carried out eight Brain Gym® activities with which we achieved vision integration.

We used the Snell test for visual acuity and the Fusion Test to check the initial state of vision. We then carried out all activities and rechecked vision using both tests. All students improved their results.

*Keywords: Brain Gym® activities, students with learning disabilities, sensorimotor vision integration.*



# **IZLAGANJA PRIJAVLJENIH UČESNIKA**



# **NACIONALNA GRUPA PREDMETA U MODELU A SREDNJOŠKOLSKOG OBRAZOVANJA U REPUBLICI HRVATSKOJ**

Jelica Lipovac Dudaš

Tehnička škola Nikole Tesle, Vukovar, Hrvatska

## **Apstrakt**

Ustavnim zakonom o pravima nacionalnih manjina Republika Hrvatska garantuje pripadnicima svih nacionalnih manjina slobodno služenje svojim jezikom i pismom te vaspitanje i obrazovanje na manjinskom jeziku i pismu. Veći broj učenika, pripadnika srpske nacionalne manjine, obrazuje se po modelu A, koji podrazumeva da se celokupna nastava izvodi na srpskom jeziku i ćiriličkom pismu, uz obavezno učenje službenog, hrvatskog jezika. Pored maternjeg jezika, učenici koji se obrazuju po ovom modelu u srednjim školama, u okviru redovne nastave, uče i dodatne sadržaje iz nacionalne grupe predmeta: istorije, geografije, muzičke i likovne kulture. Iako je Operativnim programima Vlade Republike Hrvatske propisano da će se izraditi standardizovani dodaci kurikuluma nacionalne grupe predmeta, kojima će se u redovnu nastavu po modelu A uključiti najviše 30% sadržaja koji su posvećeni istoriji i kulturi nacionalne manjine, oni nikada nisu napisani. Nastavnici su, na Županijskom stručnom veću učitelja i nastavnika istorije i geografije srpske nacionalne manjine i Županijskom stručnom veću učitelja i nastavnika muzičke i likovne kulture srpske nacionalne manjine, izradili Godišnje izvedbene kurikulume iz ovih predmeta za osnovnu i srednju školu, kako bi svi učenici usvajali iste dodatne sadržaje i ostvarili očekivane ishode učenja. Stoga, cilj provedenog istraživanja bio je utvrditi procenat zastupljenosti dodatnih sadržaja u kurikulumima nastavnika nacionalne grupe predmeta (istorije, geografije, muzičke i likovne kulture) u srednjim školama u kojima se učenici koji su pripadnici srpske nacionalne manjine obrazuju po

modelu A. Rezultati su pokazali da dodatni sadržaji nisu dovoljno zastupljeni u nastavi te su date smernice za njihovo povećanje, što bi omogućilo očuvanje kulturnog i nacionalnog identiteta Srba u Republici Hrvatskoj.

*Ključne reči: nacionalne manjine, model A, nacionalna grupa predmeta, srednja škola.*

## **NATIONAL SUBJECT GROUP IN MODEL A OF SECONDARY EDUCATION IN THE REPUBLIC OF CROATIA**

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Nikola Tesla Technical School, Vukovar, Croatia

### **Abstract**

The Constitutional Law on the Rights of National Minorities guarantees members of all national minorities the unrestricted use of their language and script, as well as education in the minority language and script. Many students, members of the Serbian national minority, are educated according to model A, which implies that all teaching is conducted in the Serbian language and Cyrillic script, with mandatory learning of the official Croatian language. In addition to their mother language, students who are educated according to this model in secondary schools, within the framework of regular classes, also learn additional content from the national group of subjects: history, geography, music, and art. Although the Operational Programs of the Government of the Republic of Croatia stipulate that standardized supplements to the curriculum of the national group of subjects will be developed, which will include a maximum of 30% of content dedicated to the history and culture of the national minority in regular classes according to model A, they have never been written.



Teachers at the County Expert Council of Teachers of History and Geography of the Serbian National Minority and the County Expert Council of Teachers of Music and Fine Arts of the Serbian National Minority developed Annual Implementation Curricula in these subjects for primary and secondary schools so that all students adopt the same additional content and achieve the expected learning outcomes. Therefore, the research aimed to determine the percentage of additional content in the curricula of teachers of the national group of subjects (history, geography, music, and fine arts) in secondary schools in which students who are members of the Serbian national minority are educated according to model A. The results showed that additional content is not sufficiently represented in teaching, and guidelines were given for their increase, which would enable the preservation of the cultural and national identity of Serbs in the Republic of Croatia.

*Keywords: national minorities, Model A, national subject group, secondary school.*



# MANJINSKO SRPSKO ZABAVIŠTE U MAĐARSKOJ

Spomenka Brčan Đukin<sup>1</sup> i Sanja Simulov<sup>2</sup>

Srpsko zabavište, osnovna škola, gimnazija, kolegijum i biblioteka Nikola Tesla,  
zabavište u Deski, Mađarska

## Apstrakt

Cilj našeg rada je predstavljanje rada i značaja manjinskog srpskog zabavišta koje postoji i radi u Deski, Mađarskoj. Srbi u Mađarskoj su istorijska manjina koja na ovom području živi više od tri veka. Oni su potomci Velike seobe naroda iz 1690. godine kada je srpski narod sa teritorije današnjeg Kosova, pod vođstvom Patrijarha Arsenija III Černojevića, bežeći od turske najeзде, naselio prostore na kojima je i danas prisutan. Srpsko zabavište u Deski je zabavište sa dugogodišnjom tradicijom i uspehom, ali i škola savremenog trenutka, novih i mladih generacija koje u njoj započinju sticanje važnih iskustava i znanja. Posleratne 40-te godine prošlog veka, i veliki broj Srba na ovim prostorima, zaslužni su za osnivanje srpskog zabavišta u ovom selu. Sa usponima i padovima, zabavište radi neprekidno, prvo samostalno, zatim kao podružnica mađarskog zabavišta, da bi konačno dobilo svoju samostalnost 2019. godine, kada se pripaja Srpskom obrazovnom centru Nikola Tesla iz Budimpešte. Mađarski nacionalni vaspitno obrazovni program sagledaćemo u periodu od poslednjih trideset godina u kojem se dešavaju najveće i najvažnije promene. Promene koje utiču i na formiranje manjinskog obrazovnog sistema. Adaptacija programa za nacionalne manjine, na nacionalnom nivou, kao i prilika da se izrade programi na lokalnom nivou na osnovu poteba zajednice tj manjine, uz mogućnost pisanja programa na osnovu ličnog iskustva, koji se svake četvrte godine dodatno mogao modifikovati. Rad se u zabavištu odvija kao celodnevni program, u tri vaspitno obrazovne grupe u kojima trenutno boravi 50 mališana, sa kojima trenutno rade, 5 vaspitača, tri asistenta i tri dadilje. Rad u vaspitno obrazovnim grupama karakterističan je po izvođenju aktivnosti koje su centralni model za učenje, koje svaki od vaspitača izvodi na sebi svojstven način, koristeći savremene

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modele (ntc učenje, montesori model, valdorf pedagogiju,...), ali sa jednim istim ciljem za svakoga. Kao deo male, ali veoma jake manjinske zajednice, u našem zabavištu veoma cenimo, i na sve naraštaje prenosimo značaj tradicije, običaja i kulture, i na prvom mestu, očuvanje srpskog jezika. Folklor, veronauka i ručni rad su deo našeg godišnjeg plana i programa, koji dopunjuju obrazovni sistem. Poštujući sredinu u kojoj živimo i radimo, posebnu pažnju pridajemo i mađarskim porodicama, njihovoj kulturi i nacionalnim obeležjima. Tokom cele godine bavimo se projektima koji uključuju saradnju sa drugim zabavištima, lokalnom zajednicom, a najznačajniju i najplodonosniju saradnju ostvarujemo sa Kulturno umetničkim društvom „Banat“ i Srpskom samoupravom iz Deske, koji su stub i osnova srpske zajednice u Deski, i koji su pokretači projekata koji uključuju i zabavište i osnovnu školu. Samo jedna rečenica može da objasni dugogodišnje angažovanje svih članova srpske zajednice na očuvanju zabavišta i osnovne škole. „Dokle god postoji i jedno srpsko dete u našem selu, i našoj zajednici, mi ćemo se boriti za njega.“ – Kristifor Brcan, predsednik kulturno umetničkog društva „Banat“.

*Ključne reči: srpsko zabavište, običaji, tradicija, kultura, srpski jezik*

## **MINORITY SERBIAN KINDERGARTEN IN HUNGARY**

Spomenka Brcan Đukin & Sanja Simulov

Serbian Kindergarten, Primary School, Gymnasium, Collegium, and Library  
"Nikola Tesla," Kindergarten in Deska, Hungary

### **Abstract**

The goal of our work is to present the significance and activities of the minority Serbian kindergarten that operates in Deska, Hungary. Serbs in Hungary are a historical minority, residing in this region for over three centuries. They are descendants of the Great Migration of 1690 when the Serbian people, fleeing the Ottoman invasion, relocated from present-day Kosovo under the leadership of Patriarch Arsenije III Čarnojević. Today, they remain an integral part of the region. The Serbian kindergarten in

Deska has a long-standing tradition of success while also embracing the modern era and nurturing new generations. It was founded in the post-war 1940s when a significant Serbian population in the area advocated for its establishment. Over the years, the kindergarten has experienced ups and downs, initially operating independently, later as a branch of a Hungarian kindergarten, and finally regaining its autonomy in 2019 when it merged with the Serbian Educational Center "Nikola Tesla" in Budapest. We will examine the Hungarian national educational program over the past thirty years, a period marked by significant changes that have influenced the development of minority education. Adjustments to the national curriculum for minorities have allowed for the creation of local programs tailored to community needs, even enabling educators to develop programs based on personal experience, with modifications every four years. The kindergarten operates as a full-day program, organized into three educational groups with a total of 50 children. They are cared for by five teachers, three assistants, and three caregivers. The teaching approach is centered around interactive learning activities, with each educator employing their own methods while incorporating modern educational models such as NTC learning, the Montessori method, and Waldorf pedagogy—all with a shared goal. As part of a small yet resilient minority community, our kindergarten places great emphasis on preserving Serbian traditions, customs, and culture, with the primary focus on maintaining the Serbian language. Folklore, religious studies, and handicrafts are integral parts of our annual curriculum, complementing the educational system. At the same time, we respect and value the Hungarian families within our community, recognizing their culture and national identity. Throughout the year, we engage in various projects in collaboration with other kindergartens and the local community. Our most significant and fruitful partnerships are with the Cultural and Artistic Association "Banat" and the Serbian Self-Government of Deska, both of which serve as pillars of the Serbian community. These organizations drive numerous initiatives that involve both the kindergarten and the primary school. The dedication of the Serbian community to preserving the kindergarten and primary school can be summarized in a single sentence: *"As long as there is even one Serbian child in our village and our community, we will fight for them."* — Kristifor Brcan, President of the Cultural and Artistic Association "Banat"

*Keywords: Serbian kindergarten, customs, tradition, culture, Serbian language*



# IMPLEMENTACIJA *TIHE KNJIGE* „KUĆA“ U OSNOVAMA PROGRAMA PREDŠKOLSKOG VASPITANJA I OBRAZOVANJA

Dunja Mrđa

Predškolska ustanova Zrenjanin, Srbija

## Apstrakt

U radu je predstavljeno istraživanje<sup>3</sup> koje je imalo za cilj da utvrdi praktičnu primenljivost tihe knjige kao radno-igrovnog sredstva u vaspitno-obrazovnom radu vaspitača, odnosno u Osnovama predškolskog vaspitanja i obrazovanja u kojem je zastupljeno projektno učenje. Drugi autori ističu da je predškolsko dete je jedinstveno i celovito biće, kompetentno i bogato potencijalima, aktivni učesnik društvene zajednice, posvećeno učenju, kreativno i biće igre. Upravo potreba deteta da se igra, istražuje i saznaje navodi i inspiriše praktičare za inovacije koje mogu da se implementiraju u projektno učenje. Tiha knjiga (eng. *quiet book*) je interaktivna slikovnica namenjena deci predškolskog uzrasta koja na svojim stranicama sadrži zadatke koji imaju za cilj razvoj fine motorike, pažnje, mašte, kognitivnih sposobnosti, sposobnosti prepoznavanje boja, oblika, brojeva i sveta oko njih. Tiha knjiga se izrađuje od raznovrsnog vrsta papira, filca i drugog repro materijala. *Tiha knjiga* „Kuća“ je radno-igrovnog sredstvo koje u osnovi predstavlja modifikovani Montesori materijal i koji je dizajniran i ručno napravljen od strane vaspitača (autora našeg rada) za potrebe našeg istraživanja. Prikazano istraživanje je na uzorku od 22 dece od tri do sedam godina među kojima je bilo i dece sa smetnjama u govoru, po peto iz četiri obdanišne grupe. Istraživanje je sprovedeno u Predškolskoj ustanovi u Zrenjaninu, u vrtiću „Bambi“ u periodu od marta do aprila 2024. godine. Istraživački zadaci su bili usmereni na utvrđivanje efikasnosti *tihe knjige* u podsticanju razvoja govora dece, ulogu vaspitača u korišćenju *tihe knjige*, praktičnu primenljivost *tihe knjige* u realizaciji vaspitno-obrazovnog programa i moguće promene tj. modifikacije *tihe knjige*. Istraživanje se odnosilo na praćenje dece tokom rešavanja zadataka iz *tihe knjige*. Beleženi

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<sup>3</sup> Rad predstavlja deo završnog rada autorke na VŠSSOV u Kikindi.

su odgovori dece , koji su klasificirani u tri kategorije ( samostalno rešavanje zadataka, rešavanja uz podršku odrasle osobe i rešavanja zadataka uz pomoć iz knjige).Rezultati su pokazali da se knjiga lako prilagođava kako uzrastu deteta, tako i temi koja se obrađuje u okviru datog projekta. Razvoj govora je bio u skladu sa uzrastom deteta sa manjim oscilacijama. Autentičnost i kreativnost rešenja „zadataka“ su deo istraživačkog procesa koji omogućavaju deci da istraže svoju kreativnost, slobodu mišljenja, da steknu i usavrše nove veštine i znanja. *Tiha knjiga* takođe pruža mogućnost deci da i sami budu tvorci svoje „ *tihe knjige* „ gde mogu birati temu i zadatke koje bi rešavali, koristeći trenutne kapacitete, sagledaju nove aspekte sopstvenog razvoja. U procesu stvaranja knjige mogu da učestvuju vaspitači, deca i roditelji što daje izvanredne mogućnosti za saradnju, bolje upoznavanje i komunikaciju.

*Ključne reči: tiha knjiga, radno-igrovno sredstvo, projektni učenje*

## **IMPLEMENTATION OF THE *SILENT BOOK* “HOUSE” IN THE BASICS OF THE PRESCHOOL EDUCATION PROGRAM**

Dunja Mrđa

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### **Abstract**

This paper presents a study<sup>4</sup> aimed at determining the practical applicability of the *silent book* as a work-play tool in the educational work of preschool teachers, specifically in the basics of preschool education, where project-based learning is incorporated. Other authors emphasize that the preschool child is a unique and holistic being, competent and rich in potential, an active participant in the social community, dedicated to learning, creative, and a being of play. The child's need to play, explore, and learn motivates

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<sup>4</sup> This paper is a part of the author's final thesis at College of vocational studies for education of teachers, in Kikinda



and inspires practitioners to implement innovations into project-based learning. The *silent book* is an interactive picture book designed for preschool children, with tasks that aim to develop fine motor skills, attention, imagination, cognitive abilities, the ability to recognise colours, shapes, numbers, and the world around them. The *silent book* is made from various papers, felt, and other reproductive materials. The *silent book* "House" is a work-play tool that essentially represents a modified Montessori material, designed and handmade by the preschool teacher (the author of this paper) for this research. The presented study was conducted with 22 children aged three to seven, including children with speech impairments from the four preschool groups. The research took place at the Preschool institution in Zrenjanin, at the "Bambi" kindergarten, from March to April in 2024. The research tasks were aimed at determining the effectiveness of the *silent book* in promoting the development of speech in children, the role of the teacher in using the *silent book*, the practical applicability of the silent book in the realization of the educational program, and possible changes or modifications of the *silent book*. The research focused on observing the children while solving tasks from the *silent book*. The children's responses were recorded and classified into three categories: independent task completion, task completion with adult support, and task completion with assistance from the book. The results showed that the book easily adapts to both the child's age and the theme being addressed within the given project. Speech development was in line with the child's age, with minor fluctuations. The authenticity and creativity of the "task" solutions are a part of the research process, allowing children to explore their creativity, freedom of thought, and acquire and refine new skills and knowledge. The *silent book*, also, provides an opportunity for children to become creators of their own "*silent book*," where they can choose themes and tasks to solve, using their current abilities and exploring new aspects of their development. The process of creating the book can involve teachers, children, and parents, offering excellent opportunities for collaboration, better understanding, and communication.

*Keywords: silent book, work-play tool, project-based learning*



# PROCENA POREMEĆAJA IZ SPEKTRA AUTIZMA KOD PREDŠKOLSKOG DETETA – STUDIJA SLUČAJA

Marinela Šćepanović

Alijansa prosvetitelja Srbije i Društvo defektologa Crne Gore

## Apstrakt

Cilj rada je analiza mogućeg postupka procene sposobnosti i utvrđivanja postojanja ili odsustva poremećaja iz spektra autizma (PSA) kod dece predškolskog uzrasta, kroz studiju slučaja. Poremećaji iz spektra autizma prema Međunarodnoj klasifikaciji bolesti i srodnih zdravstvenih problema (MKB-10), engleski: *International Statistical Classification of Diseases and Related Health Problems* (ICD-10), javljaju se kroz prisustvo najmanje polovine od utvrđenih dijagnostičkih kriterijuma kod dece u tri oblasti: Kvalitativna oštećenja recipročnih socijalnih interakcija, Kvalitativni poremećaji komunikacije i, Ograničeni, repetitivni i stereotipni obrasci ponašanja, interesovanja i aktivnosti. Novija, ICD-11 klasifikacija izostavlja oblast Kvalitativni poremećaji komunikacije, ističe važnost ispitivanja neobične senzorne osetljivosti i zahteva prisustvo sedam manifestacija, uz moguće dodatne pojave. Prikazujemo postupak procene sposobnosti deteta uz učešće roditelja kroz rad sa detetom predškolskog uzrasta koji je sproveden u periodu od godinu dana, od njegovih 5,5 do 6,5 godina, u razvojnoj predškolskoj grupi dece sa smetnjama u razvoju. U odnosu na procenjene sposobnosti, utvrđeno je da li je prisutan PSA kod deteta. Sposobnosti deteta su procenjene opservacijom ponašanja i ispoljavanja deteta u grupi i individualno u vršenju slobodnih i usmerenih aktivnosti, primenom testova opšte defektološke gijagnostike (poznavanje delova tela, lateralizovanost vida, sluha, ekstremiteta), primenom razvojnog funkcionalnog testa, i

dijagnostičkih kriterijuma MKB-10 i MKB-11. Zaključujemo i da je mišljenje i zapažanja roditelja o napredovanju i sposobnostima njihovog deteta od velike koristi i izuzetno značajno kada utvrđujemo postojanje ili odsustvo PSA. Praktične implikacije rada se kreću u domenu prepoznavanja mogućih grešaka ili propusta u sprovođenju procene koja nije naučno i stručno zasnovana. Tako često u praksi srećemo mišljenja kolega da dete ima PSA jer hoda na prstima, ne govori, ne služi se gestom, ima repetativne pokrete poput „lepršanja“ rukama ili sl. Nužno je jasno odrediti kriterijume i obrasce ponašanja koji se kod deteta javljaju i ispoljavaju i primenom objektivnih instrumenata procene utvrditi da li PSA postoji ili ne.

*Ključne reči: dete, poremećaj iz spektra autizma, procena sposobnosti, dijagnostički kriterijumi, roditelji.*

## **ASSESSMENT OF AUTISM SPECTRUM DISORDER IN A PRESCHOOL CHILD - A CASE STUDY**

Marinela Šćepanović

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### **Abstract**

This paper aims to analyze a possible procedure for assessing abilities and determining the presence or absence of autism spectrum disorder (ASD) in preschool children through a case study. Autism spectrum disorders, according to the International Statistical Classification of Diseases and Related Health Problems (ICD-10), appear through the presence of at least half of the established diagnostic criteria in children in three areas: Qualitative impairments of reciprocal social interactions, Qualitative communication disorders and, Limited, repetitive and stereotyped patterns of behavior,

interests, and activities. The newer ICD-11 classification omits Qualitative communication disorders, emphasizes the importance of examining unusual sensory sensitivities, and requires the presence of seven manifestations, along with the possibility of additional manifestations. We present the procedure for assessing the child's abilities with the participation of parents through work with a preschool-aged child, which was carried out over one year, from the age of 5.5 to 6.5, in a developmental preschool group of children with developmental disabilities. About the assessed abilities, it was determined whether PSA was present in the child. The child's abilities were assessed by observing the behavior and performance of the child in a group and individually in performing free and directed activities, using tests of general defectology diagnosis (knowledge of body parts, lateralization of sight, hearing, extremities), using a developmental functional test, and diagnostic criteria ICD-10 and ICD-11. We also conclude that parents' opinions and observations about their child's progress and abilities are beneficial and extremely important when determining the presence or absence of PSA. The practical implications of the work are in recognizing possible errors or omissions in conducting an assessment that is not scientifically and expertly based. So often in practice, we come across colleagues' opinions that the child has PSA because he walks on his toes, does not speak, does not use gestures, and has repetitive movements such as "flapping" his hands or similar. It is necessary to clearly determine the criteria and patterns of behavior that appear and manifest in the child and whether PSA exists by applying objective assessment instruments.

*Keywords: child, autism spectrum disorder, ability assessment, diagnostic criteria, parents.*



# ZNAČAJ VASPITAČKE PEDAGOŠKE PRAKSE TOKOM STUDIJA – MIŠLJENJE STUDENATA

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## Apstrakt

Pedagoška praksa je sastavni deo obrazovanja budućih vaspitača. Aktivnim učešćem studenata, kao i angažovanjem mentora vaspitača i nastavnika prakse, studenti kroz pedagošku praksu bolje upoznaju vaspitački poziv. Kroz pedagošku praksu, studenti povezuju i primenjuju stečena znanja iz akademsko-opšteobrazovne, stručne i stručno-aplikativne grupe predmeta i stižu praktična iskustva. Cilj našeg istraživanja jeste ispitivanje mišljenja studenata Visoke škole strukovnih studija u Kikindi prema pedagoškoj praksi. Ukupan namerni uzorak činilo je 82 studenta VŠSSOV u Kikindi sve tri godine osnovnih studija oba smera – strukovni vaspitač dece predškolskog uzrasta i strukovni vaspitač za tradicionalnu igru, kao i studenti obe godine master strukovnih studija. Istraživanje je sprovedeno tokom marta 2023. godine putem onlajn upitnika i učešće je bilo na dobrovoljnoj bazi. Rezultati istraživanja ukazuju da se većina studenata (72% ispitanika) u potpunosti slaže da je program studentske prakse dobro pripremljen, te su rezultati statistički značajni i upućuju na zaključak da oni visoko vrednuju pedagošku praksu. Takođe, prosečne vrednosti ajtema na skali podržavaju ovaj zaključak. Iz tog razloga opšta hipoteza našeg istraživanja je potvrđena, odnosno studenti-budući vaspitači pozitivno su opredeljeni prema realizaciji pedagoške prakse. Dobijeni rezultati ukazuju da su studenti svesni neophodnosti ličnog angažovanja tokom prakse i „vođenja“ od strane mentora vaspitača i nastavnika zaduženog za praksu. Nesumnjivo, dobijeni nalazi impliciraju značaj institucionalog povezivanja na relaciji visoke škole strukovnih studija za obrazovanje vaspitača i predškolskih ustanova.

*Ključne reči: studenti, pedagoška praksa, mentori vaspitači, nastavnici prakse*

# **THE SIGNIFICANCE OF PEDAGOGICAL PRACTICE DURING STUDIES – STUDENTS' OPINION**

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## **Abstract**

Pedagogical practice is an integral part of the education of future preschool teachers. Through active participation in pedagogical practice, as well as the engagement of their mentors-preschool teachers and practice instructors, students become better acquainted with the teaching profession. Through pedagogical practice, students connect and apply the knowledge acquired from general education, professional, and applied professional courses, gaining practical experience. The goal of our research was to examine the opinions of students at the Higher School of Vocational Studies for Teacher Education in Kikinda regarding pedagogical practice. The total sample consisted of 82 students from all three years of undergraduate studies from both departments – preschool teacher for younger children and preschool teacher for traditional games, as well as students from both years of master's studies. The research was conducted during March 2023 via an online questionnaire, and participation was voluntary. The results indicate that the majority of students (72% of respondents) fully agree that the student practice program is well-prepared. These results are statistically significant and support the conclusion that they highly value pedagogical practice. Additionally, the average scores of the items on the scale further corroborate this conclusion. Consequently, the overall hypothesis of our research is confirmed, namely that students-future preschool teachers are positively inclined towards engaging in pedagogical practice. The findings suggest that students recognize the necessity of personal engagement during practice and the importance



of guidance from their mentors and instructors responsible for practice. Undoubtedly, these findings imply the significance of institutional connections between the Higher School of Vocational Studies for Teacher Education and preschool institutions.

*Keywords: students, pedagogical practice, preschool teachers as mentors, professors of practice*



# ZNAČAJ IGRE ZA PODSTICAJ DEČJEG RAZVOJA

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## Apstrakt

Uvod: Igra je složena aktivnost, koja omogućava adekvatan razvoj deteta, njegove ličnosti, karaktera, individualnih sklonosti i sposobnosti. Istraživači smatraju da ona predstavlja spontano i prirodno stanje deteta, njegovu unutrašnju potrebu za aktivnošću, kroz koju dete najefikasnije usvaja znanje, razvija veštine i sposobnosti, razume i usvaja određene vrednosti. Metod: Za potrebe ovog rada analizirane su studije objavljene u periodu od 2015-2025. godine koje su bile dostupne preko elektronskog Konzorcijuma biblioteke Srbije za objedinjenu nabavku KoBSON servisa. Radi što šireg odabira literature uključene su ključne reči: dečja igra, igra kao podsticaj razvoja, igra i kognitivni razvoj. Istraživanje je obuhvatilo detaljan pregled i analizu relevantnih naučnih radova i drugih akademskih izvora koji se bave igrom i razvojem deteta. Kroz sistematizaciju prethodnih istraživanja ova studija je nastojala da pruži sveobuhvatan pregled dosadašnjih saznanja i ukaže na dalja istraživanja u ovoj oblasti. Rezultati i Diskusija: Ovaj rad se bavi prikazom i interpretacijom igre i njenog uticaja na dečiji razvoj. Istraživači su zaključili da igra predstavlja osnov psihičkog razvoja i da ima veliki uticaj na razvoj dečije inteligencije, na sticanje znanja i iskustva o emocionalnom životu. Deca kroz igru lakše prihvataju pravila i lakše se prilagođavaju novonastalim situacijama nego u stvarnom životu. Razvoj igre povezuje se s razvojem komunikacijskih veština i govora, mišljenja, emocionalnih i socijalnih interakcija. To je najprirodnija aktivnost koja utiče na rast i razvoj deteta. Odnosno, ona podstiče kognitivni, emocionalni, motorički i društveno-moralni razvoj. Zaključak: Dete se kroz igru priprema za samostalni život, uči

snalaženju u svakodnevnim situacijama, razumevanju problema i njihovom rešavanju. Kroz igru se dete podstiče da shvati složene situacije i da se u njima dobro snalazi. Deca kroz igru razvijaju različite veštine i sposobnosti kojima jačaju svoje samopuzdanje. Igra stvara prijatnu i toplu atmosferu između dece i roditelja.

*Ključne reči: igra, razvoj, dete.*

## **THE IMPORTANCE OF PLAY IN ENCOURAGING CHILDREN'S DEVELOPMENT**

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### **Abstract**

Introduction: Play is a complex activity, which enables adequate development of the child, his personality, character, individual preferences and abilities. Researchers believe that it represents the child's spontaneous and natural state, his inner need for activity, through which the child most effectively acquires knowledge, develops skills and abilities, understands and adopts certain values.

Method: For the purposes of this work, studies published in the period from 2015-2025 were analyzed. years that were available through the electronic Consortium of the Library of Serbia for the unified procurement of KoBSON services. For the widest selection of literature, key words are included: children's play, play as a stimulus for development, play and cognitive development. The research included a detailed review and analysis of relevant scientific papers and other academic sources dealing with play and child development. Through the systematization of previous research, this study tried to

provide a comprehensive overview of current knowledge and point to further research in this area. Results and Discussion: This paper deals with the presentation and interpretation of play and its impact on children's development. The researchers concluded that the game is the basis of psychological development and that it has a great influence on the development of children's intelligence, on the acquisition of knowledge and experience about emotional life. Through play, children accept rules more easily and adapt to new situations more easily than in real life. The development of the game is connected with the development of communication skills and speech, thinking, emotional and social interactions. It is the most natural activity that affects the growth and development of the child. That is, it encourages cognitive, emotional, motor and socio-moral development. Conclusion: Through play, the child prepares for an independent life, learns to navigate everyday situations, understand problems and solve them. Through play, the child is encouraged to understand complex situations and to cope well with them. Through play, children develop different skills and abilities that strengthen their self-confidence. The game creates a pleasant and warm atmosphere between children and parents.

*Keywords: game, development, child.*



# RAZVOJNA GIMNASTIKA U FUNKCIJI RASTA I RAZVOJA PREDŠKOLSKOG DETETA

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## Apstrakt

Razvojna gimnastika je usmerena na razvoj bazične motorike odnosno motoričkog ponašanja, kognitivnih i konativnih karakteristika, poboljšanje funkcionalnih parametara kod dece predškolskog uzrasta i time se postavlja baza za njihovo usmerenje i bavljanje određenim sportom u kasnijem periodu. Sam program sadrži raznovrsne kretne aktivnosti, uz primenu različitih sprava i rekvizita, a sa ciljem rešavanja motoričkih zadataka. Cilj istraživanja je utvrditi efekte primenjenog programiranog fizičkog vežbanja na fizički i motorički razvoj dece predškolskog uzrasta kroz razvojnu gimnastiku. Kao tehniku prikupljanja podataka koristilo se motoričko testiranje koje obuhvata primenu testova za procenu fizičkih karakteristika i motoričkih sposobnosti kod dece predškolskog uzrasta. Od testova za procenu fizičkih karakteristika koristili su se testovi za procenu telesne visine i telesne mase, a od motoričkih testova su se primenili testovi Skok u dalj iz mesta, Trbušnjaci za 30 sek., Stisak šake (leva /desna), Pretklon u sedu raznožnom, Izdržaj u zgibu, Flamingo test i Bacanje medicine. Motoričke veštine procenjene su KTK baterijom testova (Körperkoordinations test für Kinder) koja procenjuje koordinaciju celog tela i sastoji od motoričkih testova za decu uzrasta od 5-14 godina, i primenjeni su sledeći testovi: Premeštanja platformi za 20 sek., Bočnih sunožni skokovi, Jednonoži preskoci na levoj i desnoj nozi. Uzorak ispitanika čine dece predškolskog uzrasta iz Novog Sada koji pohađaju razvojnu gimnastiku u sportskom klubu Champ07 u ukupnom broju od 100 dece. Istraživanje je realizovano u periodu od godinu dana od 2024. do 2025. godine i obuhvatalo je inicijalno merenje, primenu programiranog fizičkog vežbanja i finalno merenje. Podaci su analizirani pomoću softvera *Microsoft Excel*. Rezultati uparenog T-testa ukazuju da nije utvrđena statistički značajna promena ( $p \leq 0.05$ )

u telesnoj masi kao ni u nekim testovima motoričkih sposobnosti - skoku udalj iz mesta, izdržaju u zgibu, flamingo testu na obe noge, trbušnjacima za 30 sekundi, stisku šake za levu i desnu ruku, pretklon u sedu i bacanje medicinke. Motoričke veštine procenjene KTK testom su u proseku sve statistički značajno napredovale osim bočnih sunožnih skokova. Standardne devijacije su relativno velike kod većine promenljivih, što ukazuje na značajne razlike među učesnicima. Osnovne dobijene vrednosti pružaju važan okvir za procenu napretka na finalnom merenju. Istraživanje je pokazalo značajna poboljšanja u nekoliko ključnih motoričkih sposobnosti kod ispitivane dece predškolskog uzrasta, uključujući trbušnjake, stisak šake, fleksibilnost, eksplozivnu snagu i koordinaciju, dok su telesna masa, balans i izdržljivost ostali nepromenjeni.

*Ključne reči: razvojna gimnastika, deca predškolskog uzrasta, programirano fizičko vežbanje, motoričke sposobnosti i veštine*

## **PROMOTING GROWTH AND DEVELOPMENT IN PRESCHOOL-AGED CHILDREN THROUGH DEVELOPMENTAL GYMNASTICS**

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### **Abstract**

Developmental gymnastics focuses on the development of basic motor skills, including motor behaviour, cognitive and conative characteristics, and the improvement of functional parameters in preschool-aged children. This foundation prepares them for pursuing sports in later years. The program chosen for this research includes a variety of movement activities with different apparatuses and props, all designed to address motor tasks. The aim of the research was to evaluate the effects of structured exercises designed to enhance the physical and motor development of preschool-aged children through developmental gymnastics. The data were collected using motor tests



that assessed the physical characteristics and motor abilities of preschool-aged children. The tests used to evaluate physical qualities included body height and body mass, while the following motor tests were administered: Standing Long Jump, 30-Second Sit-up Test, Hand-Grip Test (left/right), Sit-and-Reach Test, Flexed-Arm Hang Test, Flamingo Test, and Medicine Ball Throw Test. Motor skills were assessed using a KTK battery of tests (Körperkoordinations test für Kinder) which evaluates gross body coordination and consists of motor tests for children aged 5-14, including the 20-Second Platform Transfer Test, Double-Leg Lateral Jumps, and Single-Leg Hops (left and right foot). The research sample consisted of 100 preschool-aged children from Novi Sad who participated in the developmental gymnastics program at the sports club Champ07. The study was conducted over the course of one year, from 2024 to 2025, and involved initial measurements, the application of a structured physical exercises program, and final measurements. The collected data were analysed using *Microsoft Excel* (Microsoft Corporation, 2023). The results of the paired t-test indicated that no statistically significant difference ( $p \leq 0.05$ ) was observed in body mass or in several motor ability tests, including the Standing Long Jump, Flexed-Arm Hang Test, Flamingo Test (both feet), 30-Second Sit-up Test, Hand-Grip Test (left and right hand), Sit-and-Reach Test, and Medicine Ball Throw Test. However, motor skills assessed by the KTK test showed a statistically significant improvement on average, with the exception of double-leg lateral jumps. The data revealed a wide range of physical and motor abilities within the sample. Standard deviations were relatively high for most variables, indicating substantial differences among the participants. These basic values provided a crucial framework for evaluating progress during the final measurements. The research showed significant improvements in several key motor abilities in preschoolers involved in the research, including sit-ups, hand grip, flexibility, explosive strength, and coordination, while body mass, balance, and stamina remained unchanged.

*Keywords: developmental gymnastics, preschool-aged children, structured physical exercises program, motor skills and abilities*



# UČIMO KROZ SURADNJU – PRIMJERI DOBRE PRAKSE

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## Apstrakt

Suvremeni odgojno-obrazovni proces naglašava važnost suradnje svih sudionika – učenika, učitelja i stručnih suradnika. Rad se fokusira na vertikalnu suradnju u školi, koja uključuje međugeneracijsku suradnju učenika različitih obrazovnih razina te interdisciplinarnu suradnju nastavnika različitih predmeta, s ciljem kvalitetnijeg učenja i razvijanja interdisciplinarnih kompetencija. Kroz primjere iz prakse prikazujemo suradnju učiteljica povijesti, kemije i razredne nastave u osmišljavanju zajedničkih aktivnosti koje potiču aktivno sudjelovanje, istraživanje i kreativno izražavanje učenika. Primjer dobre prakse i uspješno ostvarene suradnje razredne (Priroda i društvo) i predmetne nastave (Povijest) realiziran je u projektu *Iz prošlosti Grada Ivanca*. Suradnja na projektu rezultirala je stvaranjem virtualne zbirke posvećene zavičajnoj povijesti na međunarodnom suradničkom mrežnom arhivu Topoteka. Cilj projekta je prikupljanje, opisivanje i putem društvenih mreža objavljivanje povijesnih izvora o prošlosti grada u kojem se nalazi škola. Projekt se temelji na suradničkom učenju i sadrži različite aktivnosti suradnje, primjerice vršnjačko poučavanje nastavnih sadržaja zavičajne povijesti o postanku grada, izradu „žive lente vremena“ za razumijevanje pojma stoljeće te zajedničku digitalizaciju, objavljivanje i korištenje u nastavi povijesnih izvora, posebice slikovnih, o prošlosti grada i zavičaja. Projektni rezultati prve faze projekta zajednički su predstavljeni na nacionalnoj manifestaciji Dan povijesti - Kliofest 2024. U primjeru suradnje učiteljice Kemije s učiteljicama razredne nastave, učenici viših razreda pomažu mlađima u izvođenju jednostavnih pokusa u sklopu radionica tijekom STEM

tjedna Pokusi omogućuju mlađim učenicima da kroz igru otkrivaju osnovne kemijske pojave, dok stariji učenici preuzimaju ulogu mentora, razvijajući svoje vještine objašnjavanja i izvođenja pokusa. Suradnja razredne nastave s Kemijom ostvaruje se također kroz obilježavanje značajnih datuma poput Dana voda, Dana planeta Zemlje, kada se organiziraju zajedničke radionice s pokusima prilagođenima mlađim učenicima. Na taj način učenici kroz jednostavne pokuse upoznaju osnovne kemijske pojave povezane s temom. Osim toga, određene sadržaje u razrednoj nastavi ponekad obrađuje učiteljica Kemije kako bi učenici kroz praktične pokuse stekli dublje razumijevanje prirodnih pojava. Primjerice, prilikom učenja o vodi i promjenama stanja, učenici imaju priliku promatrati isparavanje i kondenzaciju kroz jednostavne eksperimente. Ovakvi oblici suradnje potiču učenike na interdisciplinarno učenje, jačaju timski rad i stvaraju pozitivno školsko okruženje. Vertikalna suradnja pokazala se kao uspješan način povezivanja nastavnih sadržaja i poticanja aktivnog sudjelovanja učenika u vlastitom učenju. Naša iskustva potvrđuju da ovakav pristup donosi brojne prednosti te može poslužiti kao inspiracija za daljnji razvoj sličnih metoda u nastavi.

*Ključne riječi: kemija, povijest, razredna nastava, učenje kroz suradnju*

## **LEARNING THROUGH COOPERATION – EXAMPLES OF GOOD PRACTICE**

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The modern educational process emphasizes the importance of collaboration among all participants—students, teachers, and educational specialists. The focus is on vertical collaboration within the school, which includes intergenerational cooperation among students of different educational levels and interdisciplinary

collaboration among teachers of various subjects, with the aim of enhancing learning quality and developing interdisciplinary competencies. Through practical examples, we showcase the collaboration between history, chemistry, and primary school teachers in designing joint activities that encourage active participation, exploration, and creative expression among students. A good practice example and a successfully implemented collaboration between primary education (*Nature and Society*) and subject-based teaching (*History*) was realized in the project *From the Past of the Town of Ivanec*. The collaboration on the project resulted in the creation of a virtual collection dedicated to local history within the international collaborative online archive *Topoteka*. The goal of the project is to collect, describe, and share historical sources about the past of the town where the school is located through social media. The project is based on collaborative learning and includes various cooperative activities, such as peer teaching of local history topics related to the town's origins, creating a "living timeline" to understand the concept of a century, as well as jointly digitizing, publishing, and using historical sources—especially visual materials—about the town and region's past in history lessons. The results of the first phase of the project were jointly presented at the national event *History Day – Kliofest 2024*. In an example of collaboration between a Chemistry teacher and primary school teachers, older students assist younger ones in conducting simple experiments as part of workshops during STEM Week. These experiments allow younger students to discover basic chemical phenomena through play, while older students take on the role of mentors, developing their skills in explaining and performing experiments. The collaboration between primary education and Chemistry is also realized through the celebration of important dates such as World Water Day and Earth Day, when joint workshops with experiments adapted for younger students are organized. In this way, students learn about basic chemical phenomena related to the theme through simple experiments. Additionally, the Chemistry teacher occasionally covers certain topics

in primary education to help students gain a deeper understanding of natural phenomena through practical experiments. For example, when learning about water and changes of state, students have the opportunity to observe evaporation and condensation through simple experiments. Such forms of collaboration encourage students to engage in interdisciplinary learning, strengthen teamwork, and create a positive school environment. Vertical collaboration has proven to be a successful way of connecting curriculum content and promoting active student participation in their own learning. Our experiences confirm that this approach brings numerous benefits and can serve as an inspiration for the further development of similar teaching methods.

*Keywords: chemistry, history, classroom teaching, collaborative learning*



# RODITELJSKA UKLJUČENOST U PREDŠKOLSKO VASPITANJE I OBRAZOVANJE

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## Apstrakt

Polazeći od uverenja da u savremenom stalno menjajućem društvenom kontekstu primarni sistemi dečijeg života (porodica, predškolska ustanova, škola) ne mogu uspešno samostalno doprinosti pozitivnim ishodima razvoja dece, u cilju afirmacije značaja podeljenih uloga, funkcija i odgovornosti za ishode dečijeg života, u naučnoj literaturi i empirijskoj praksi afirmiše se pojam roditeljske uključenosti. Roditeljska uključenost, kao sredstvo realizacije partnerstva ključnih aktera vaspitno-obrazovnog procesa (porodice i institucija obrazovanja i vaspitanja), obrazovne jednakosti, sveobuhvatnog razvoja društva i pojedinca, ne podrazumeva samo odnos saradnje i koordinacije. U tom smislu o partnerstvu porodice i institucija obrazovanja i vaspitanja govori se kao o složenom i dinamičnom procesu. Imajući u vidu značaj predškolskog vaspitanja i obrazovanja koje potencijalno obezbeđuje dugoročne pozitivne efekte u sferi učenja i socijalizacije dece, cilj rada je sticanje uvida u one dimenzije roditeljske uključenosti koje doprinose njenoj efektivnosti. Dimenzije roditeljske uključenosti se dovode u vezu s pokazateljima područja saradnje u predškolskom vaspitno-obrazovnom kontekstu i podrazumevaju međusobno informisanje roditelja i stručnjaka, uključenosti roditelja u aktivnosti vrtića i uključenost roditelja u vaspitanje kod kuće. Na osnovu analize naučne literature iz ove oblasti, u okviru rada se izvode zaključci o doprinosu dimenzija roditeljske uključenosti formiranju optimalnog podsticajnog okruženja razvoja i učenja dece predškolskog uzrasta, kao i mogućnostima i potrebama za unapređenje.

*Ključne reči: dete, porodica, predškolska ustanova, roditeljska uključenost, dimenzije*



# PARENTAL INVOLVEMENT IN PRESCHOOL UPBRINGING AND EDUCATION

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## Abstract

Based on the belief that in the modern, constantly changing social context, the primary systems of children's life (family, preschool institution, school) cannot successfully, independently contribute to the positive outcomes of children's development, in order to affirm the importance of shared roles, functions and responsibilities for the outcomes of children's lives, the notion of parental involvement is affirmed in scientific literature and empirical practice. Parental involvement, as a means of realizing the partnership of key stakeholders in the educational process (families and educational institutions), educational equality, comprehensive development of society and the individual, does not mean only a relationship of cooperation and coordination. In this sense, the partnership between family and educational institutions is referred to as a complex and dynamic process. Bearing in mind the importance of preschool upbringing and education, which potentially ensures long-term positive effects in the sphere of learning and socialization of children, the aim of the paper is to gain insight into those dimensions of parental involvement that contribute to its effectiveness. The dimensions of parental involvement are related to the indicators of the area of cooperation in the preschool educational context and include mutual information of parents and experts, involvement of parents in kindergarten activities and involvement of parents in education at home. Based on the analysis of scientific literature in the field, the paper draws conclusions about the contribution of the dimensions of parental involvement to the formation of an optimal stimulating environment for the development and learning of preschool children, as well as opportunities and needs for improvement.

*Keywords: child, family, preschool institution, parental involvement, dimensions*



# SARADNJA SA PORODICOM U OSNOVNOJ ŠKOLI „VLADIMIR NAZOR“ U ĐURĐINU

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## Apstrakt

Saradnja između porodice i škole veoma je značajna za uspešan celoviti razvoj učenika, a Osnovna škola „Vladimir Nazor“ u Đurđinu prepoznaje važnost partnerstva sa porodicom na tom putu. U literaturi se navodi šest oblasti partnerstva sa porodicom, među kojima su: roditeljstvo, komunikacija, volonterski rad, učenje kod kuće, donošenje odluka i saradnja sa lokalnom zajednicom. Cilj našeg istraživanja je bio da se ispituju stavovi roditelja o saradnji porodice i škole, sticanje uvida o njihovoj uključenosti u život i rad naše male seoske škole, kao i prikupljanje informacija o aktivnostima u kojima bi roditelji aktivno učestvovali kako bi se povećala njihova participacija u svim oblastima funkcionisanja ustanove.

U istraživanju je učestvovalo 80 roditelja, što odgovara broju porodica koje imaju decu u našoj školi. Anketiranje roditelja je sprovedeno u junu 2024. godine. Istraživanje je obuhvatilo analizu roditeljskih stavova, načina komunikacije porodice sa školom, uključenost porodice u život i rad naše škole, rad i funkcionisanje Saveta roditelja i mogućnosti za unapređenje saradnje porodice i škole. Korištena je deskriptivno-analitička metoda, a instrument korišten u ovom istraživanju je anketni upitnik/anketa koja je bila anonimna i u elektronskom obliku. Anketa je kreirana u svrhu ovog naučno-istraživačkog rada, a sastojala se od 11 pitanja i to: jedno pitanje otvorenog tipa i deset pitanja zatvorenog tipa, putem kojih se od roditelja tražilo da procene ili ocene ponuđene tvrdnje. Pitanja u anketi su većinom bazirana na skalama razvijenim za procenu stavova. Najvišom ocenom je 71% anketiranih roditelja ocenilo saradnju odeljenskog starešine sa roditeljima, 72,50% roditelja je

ocenilo najvišom ocenom tvrdnju da roditelji u školi mogu dobiti stručnu pomoć i preporuke za napredovanje deteta. Čak 92,5% roditelja označilo je kao tačnu tvrdnju da predstavnici Saveta roditelja prenose informacije sa sastanaka Saveta roditeljima svog odeljenja. Mali broj roditelja je pokazao interes za volontiranje u školi (13%), a 35% roditelja nije zainteresovano i ne želi da se uključi ni u jednu od ponuđenih aktivnosti, što nam govori da prostor za poboljšanje saradnje postoji u svim navedenim oblastima.

Istraživanje ukazuje da je potrebno dodatno angažovanje, poboljšanje komunikacije i planiranje novih aktivnosti uvrštenih u strateške dokunete škole za narednu školsku godinu, kojima ćemo saradnju porodice i škole unaprediti i pretvoriti u partnerstvo, na dobrobit svih uključenih u život i rad škole, ali i dobrobit i napredak celokupne društvene zajednice.

*Ključne reči: saradnja, porodica, škola, partnerstvo*

## **COOPERATION BETWEEN FAMILY AND SCHOOL AT PRIMARY SCHOOL "VLADIMIR NAZOR" IN ĐURĐIN**

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### **Abstract**

Cooperation between family and school is highly significant for the successful holistic development of students, and the Primary School "Vladimir Nazor" in Đurđin recognizes the importance of partnership with families on this path. The literature mentions six areas of partnership with families, including parenting, communication, volunteer work, home learning, decision-making, and cooperation with the local community. The aim of our research was to examine parents' attitudes toward family-school cooperation, gain insight into their involvement in the life and work of our small rural school, and

collect information about activities in which parents would actively participate to increase their engagement in all areas of the institution's functioning. The study included 80 parents, corresponding to the number of families with children in our school. The survey was conducted in June 2024. The research covered an analysis of parental attitudes, modes of communication between families and the school, family involvement in school life and work, the functioning of the Parent Council, and opportunities to improve family-school cooperation. A descriptive-analytical method was used, and the instrument employed in this research was an anonymous electronic questionnaire/survey. The survey was designed for this scientific research study and consisted of 11 questions: one open-ended question and ten closed-ended questions, in which parents were asked to evaluate or assess given statements. The questions in the survey were mostly based on scales developed for assessing attitudes. A total of 71% of surveyed parents rated the cooperation between the homeroom teacher and parents with the highest grade, while 72.50% of parents gave the highest rating to the statement that parents can receive professional assistance and recommendations for their child's progress at school. As many as 92.5% of parents marked as true the statement that Parent Council representatives convey information from Council meetings to the parents of their respective classes. A small number of parents showed interest in volunteering at the school (13%), while 35% of parents were not interested and did not want to participate in any of the offered activities, indicating that there is room for improvement in all the mentioned areas. The research indicates that additional engagement, improved communication, and planning of new activities included in the school's strategic documents for the next school year are necessary. These efforts will enhance family-school cooperation and transform it into a partnership, benefiting all those involved in the school's life and work, as well as contributing to the progress of the broader social community.

*Keywords: cooperation, family, school, partnership*



# INOVATIVNI MODEL AI VOĐENOG ONLINE UČENJA: PRIMER PLATFORMA KAMPSTER

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## Apstrakt

U radu je predstavljena inovativna metodologija učenja zasnovanu na veštačkoj inteligenciji (AI) koja omogućava personalizovano, interaktivno i adaptivno obrazovno iskustvo. Ključni princip metodologije je razvoj mikronavika u okviru onlajn platforme, što zamenjuje tradicionalne pristupe onlajn edukacije zasnovane na linearnom učenju i omogućava kontinuirano usvajanje znanja u okviru doživotnog učenja. Metodologija učenja kombinuje teorijska i praktična znanja kroz različite formate sadržaja, uključujući tekstualne materijale, video lekcije, kvizove, praktične zadatke i simulacije realnih situacija povezanih sa temom poučavanja. Proces učenja je nelinearan i prilagođen individualnim potrebama korisnika putem inicijalne verifikacije znanja, na osnovu koje AI edukator personalizuje nastavni sadržaj. Napredak korisnika procenjuje se kroz standardizovane testove, praktične zadatke i inovativne metode evaluacije, poput neprimetnih testova („*fake control tests*“), koji omogućavaju prirodnu proveru nivoa usvojenog znanja bez klasičnog ispitivanja. AI edukator preuzima ulogu dinamičnog instruktora, pružajući povratne informacije, odgovarajući na pitanja korisnika, te prilagođavajući sadržaj prema individualnim preferencijama i napretku. Platforma „Kampster“ omogućava prilagođavanje različitim stilovima učenja putem analize korisničkih preferencija i optimizacije formata sadržaja. Poseban akcenat stavlja se na praktičnu primenu znanja kroz rešavanje problema i AI analizu odgovora korisnika. Metodologija se zasniva na fleksibilnom pristupu učenju, omogućavajući korisnicima da sami određuju tempo i način obrazovanja, uz neprekidno unapređenje veština i znanja. Uvođenjem mikronavika kao centralnog principa motivacionog aspekta

poučavanja, platforma redefiniše obrazovni proces i transformiše način na koji korisnici percipiraju i primenjuju znanje u savremenom digitalnom okruženju. Ovaj pristup predstavlja inovativan model AI vođenog obrazovanja koji omogućava efikasno, angažujuće i dugoročno održivo učenje.

*Ključne reči: veštačka inteligencija, online učenje, AI, adaptivno učenje*

## **INNOVATIVE AI-DRIVEN ONLINE LEARNING MODEL: THE CASE OF THE KAMPSTER PLATFORM**

Miloš Jovanović<sup>1</sup> & Aleksandra Ikonov<sup>2</sup>

<sup>1</sup>Kampster Ltd

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### **Abstract**

This paper presents an innovative learning methodology based on artificial intelligence (AI) that facilitates a personalized, interactive, and adaptive educational experience. The core principle of the methodology is the development of micro-habits within an online platform, replacing traditional approaches to online education based on linear learning, thereby enabling continuous knowledge acquisition within lifelong learning. The learning methodology combines theoretical and practical knowledge through various content formats, including textual materials, video lessons, quizzes, practical assignments, and simulations of real-life situations relevant to the teaching topic. The learning process is non-linear and customized to individual user needs through initial knowledge verification, which the AI educator uses to personalize educational content. User progress is evaluated via standardized tests, practical assignments, and innovative assessment methods such as unobtrusive tests (*,fake*



*control tests*“), which allow for natural evaluation of the acquired knowledge without traditional examination formats. The AI educator assumes the role of a dynamic instructor, providing feedback, answering user questions, and adapting content according to individual preferences and progress. The „Kampster“ platform accommodates diverse learning styles by analyzing user preferences and optimizing content formats. Particular emphasis is placed on the practical application of knowledge through problem-solving tasks and AI-driven analysis of user responses. The methodology is based on a flexible learning approach, allowing users to control their own educational pace and style while continuously improving their skills and knowledge. By introducing micro-habits as a central motivational principle, the platform redefines the educational process and transforms how users perceive and apply knowledge in the contemporary digital environment. This approach represents an innovative model of AI-driven education that supports effective, engaging, and sustainable lifelong learning.

*Keywords: artificial intelligence, online learning, AI, adaptive learning*



# MUZEJSKA PEDAGOGIJA: INFORMALNO, INKLUZIVNO I INTERAKTIVNO UČENJE

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## Apstrakt

Muzejska pedagogija, često definisana i kao pedagoški rad u muzejima, u najširem smislu podrazumeva odnos muzeja i posetilaca. Među njenim osnovnim odlikama izdvajaju se informalno, inkluzivno i interaktivno učenje. Cilj našeg rada je da predstavimo odlike muzejske edukacije, analiziramo i istaknemo značaj muzejske pedagogije kao informalnom, inkluzivnom i interaktivnom učenju. Muzeji pripadaju svima i njihova je obaveza da obezbede vidljivost svojih kolekcija i prilagode programe različitim kategorijama posetilaca. Opseg posetilaca veoma je raznolik i ne postoji univerzalna klasifikacija. Učenje u muzejima opisuje se kao slobodan izbor, kao informalno, doživotno, za razliku od onoga u školama koje posmatramo kao formalno. Istraživanje je podrazumevalo dva osnovna pravca: teorijsko i empirijsko. U toku istraživanja korišćene su sledeće naučne metode: izučavanje literature i opservacija praktičnih aktivnosti u Narodnom muzeju Kikinda. Pomoću teorijskog pravca rada, kroz komparativnu analizu literature, predstavljene su premise relevantnih teoretičara na polju muzejske pedagogije. Cilj ovog dela je da epistemološki objasni pojam muzejske pedagogije, njena geneza, opišu karakteristike učenja u muzeju, navedu sličnosti i razlike sa učenjem u školama, kao i da se naglasi njena informalna karakteristika. Osim toga, ovom metodom dobijeni su odgovori o raznovrsnim kategorijama muzejske publike čime se potkrepljuje ideja o muzeju kao mestu inkluzije. Kroz empirijski deo istraživanja i metod opservacije utvrđuje se u kojoj meri su aktivnosti u muzeju interaktivne. Pregledom najčešćih modela edukacije u Narodnom muzeju Kikinda u poslednjih petnaest godina, kao što su stručna vođenja, radionice, muzejski teatar,

manifestacije i edukativni kampovi, volonterski programi, biće naglašena interaktivna osobina muzejske pedagogije i značaj pozicioniranja publike u centar muzejskih programa. U zaključku istraživanja biće iznete glavne spoznaje u vezi sa navedenim kvalitetima muzejske pedagogije: učenje u muzejima se, zahvaljujući prisustvu originalnih predmeta, u velikoj meri oslanja na senzornu percepciju i ne podrazumeva nužno sticanje znanja nego više informisanje i nadogradnju znanja, sticanje i razvoj veština, razvoj identiteta, promenu stavova; u muzeju je očigledan diverzitet muzejskih posetilaca koje možemo da podelimo u nekoliko različitih kategorija: prema socio-demografskim karakteristikama, prema motivaciji za posetu muzeju, prema karakteristikama posete i posetilaca; prema kategoriji “stranac, gost, klijent”; dok se kao zaključak u vezi sa interaktivnom odlikom muzejske pedagogije izdvaja konstatacija da bi muzeje, umesto da posećujemo kao gledaoci, trebalo da posmatramo kao lokacije za interakciju sa izloženim predmetima baziranim na iskustvu i u tom smislu će u ovom delu istraživanja fokus biti na modelima muzejske edukacije. Navedeni rezultati istraživanja u perspektivi će poslužiti prilikom kreiranja novih sadržaja muzeja i u procesu razvoja muzejske publike.

*Ključne reči: muzej, muzejska pedagogija, posetilac, izložba, radionica*

# MUSEUM EDUCATION: INFORMAL, INCLUSIVE AND INTERACTIVE LEARNING

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## Abstract

Museum pedagogy, often defined as pedagogical work in museums, in the broadest sense implies the relationship between museums and visitors. Among its main features are informal, inclusive and interactive learning. The goal of our work is to present the characteristics of museum education and to analyze and highlight the importance of museum pedagogy as informal, inclusive and interactive learning. Museums belong to everyone, and it is their duty to ensure the visibility of their collections and adapt programmes to different categories of visitors. The range of visitors is very diverse, and there is no universal classification. Learning in museums is described as a free choice, as informal, lifelong, in contrast to what we see in schools as formal. The research includes two basic directions: theoretical and empirical. During the research, the following scientific methods were used: literature study and observation of practical activities in the National Museum of Kikinda. Using the theoretical direction of the work, through a comparative analysis of the literature, the premises of relevant theorists in the field of museum pedagogy are presented. The aim of this part is to epistemologically explain the concept of museum pedagogy and its genesis, describe the characteristics of learning in a museum, list the similarities and differences with learning in schools, as well as to emphasize its informal characteristics. In addition, this method obtained answers about various categories of the museum audience, which supports the idea of the museum as a place of inclusion. Through the empirical part of the research and the observation method, it is determined to what extent the activities in the museum are interactive. An overview of the most common models of

education in the National Museum of Kikinda in the last fifteen years, such as guidance tours, workshops, museum theater, cultural events and educational camps, and volunteer programmes, will emphasize the interactive feature of museum pedagogy and the importance of positioning the audience at the center of museum programmes. In the conclusion of the research, the main insights related to the mentioned qualities of museum pedagogy will be presented: learning in museums, thanks to the presence of original objects, relies to a large extent on sensory perception and does not necessarily imply the acquisition of knowledge, but more information and upgrading of knowledge, acquisition and development of skills, development of identity, change of attitudes; the diversity of museum visitors is obvious in the museum, which we can divide into several different categories: according to socio-demographic characteristics, according to the motivation for visiting the museum, according to the characteristics of the visit and visitors; according to the category "stranger, guest, client"; while as a conclusion regarding the interactive feature of museum pedagogy, the statement that instead of visiting museums as spectators, should be viewed as locations for interaction with exhibited objects based on experience, and in this sense, in this part of the research, the focus will be on models of museum education. The aforementioned research results will serve in the future when creating new museum contents and in the process of developing the museum audience.

*Keywords: museum, museum pedagogy, visitor, exhibition, workshop*



# EDUKATIVNE RADIONICE U BIBLIOTECI KAO PEDAGOŠKI OBLIK PREDSTAVLJANJA KNJIŽEVNOG STVARALAŠTVA

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## Apstrakt

Ulazimo u svet hiper-stvarnosti, sa hipertekstovima u kojima slika, vizija ili igra znakova zamenjuje stvarne doživljaje i iskustva. Biblioteka ima svoju prosvetno-pedagošku ulogu, jer upotpunjuje znanje stečeno formalnim obrazovanjem u vrtiću i školi. Namena ovog rada je da prikaže promenu tradicionalne biblioteke koja sakuplja, obrađuje, čuva i daje na korišćenje dečiju literaturu do vaspitno-obrazovnog centra koji organizuje pedagoški rad sa decom u svojim prostorijama. Organizovanje edukativnih radionica u biblioteci omogućava da se pisani sadržaj prikaže na zanimljiv i kreativan način. U radu je dat prikaz edukativnih radionica koje su realizovane tokom školske 2022/2023. godine u Narodnoj biblioteci „Jovan Popović” u Kikindi. Učesnici radionica bili su učenici nižih razreda osnovnih škola grada Kikinde, a to su osnovne škole „Đura Jakšić”, „Jovan Popović” i „Vuk Karadžić”. Grupe su brojale do dvadesetoro dece. Vreme trajanja radionica je od 45 minuta do 1 h. Cilj radionica bio je razvijanje ljubavi prema čitanju, sticanje navike poseta biblioteci, upoznavanje sa različitom knjižnom građom, povezivanje nepoznatih informacija iz prošlosti sa poznatim iz sadašnjosti, vrednovanje istorijskog i umetničkog nasleđa, ali i podsticanje socijalno-emocionalnog razvoja, osećanja pripadnosti grupi, razvijanje tolerancije, dobre komunikacija i pozitivne atmosfere. Radionice su realizovane korišćenjem demonstrativne i metoderazgovora. Organizovane su za teme iz oblasti književnosti, istorije, biologije, etnologije i bile su podrška formalnom vaspitno-

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obraznom radu. Pažljivo odabran materijal uključivao je štampanu i neknjižnu građu. Deca su se uz pomoć multimedijalnih sredstava i bibliotečke građe na zanimljiv i prijemčiv način upoznala sa životom i književnim radom pesnika i revolucionara Jovana Popovića, čije ime nose biblioteka i škola u Kikindi, obrazovanjem i školstvom u Kikindi na početku 20. veka, apotekarstvom, očuvanjem biljnog i životinjskog sveta, tradicijom, narodnim običajima i načinom života u Banatu krajem 19. i početkom 20. veka. Edukovanje najmlađeg naraštaja, razvijanje dečje svesti da su i sami deo jedne kulturne sredine je dugotrajan, ali jedini pravi put. Da bi se ovaj cilj ostvario potrebna je uska saradnja bibliotekara, vaspitača i prosvetnih radnika. Zaključak koji se nametnuo nakon realizovanih radionica je da ovako organizovan rad u biblioteci podstiče decu na razmišljanje, istraživanje, kreativnost, otkrivanje novih pojmova, maštu, govor i utiče na razvoj komunikacijskih veština. Preneta iskustva dramatizacije književnog teksta, vizuelna prezentacija određene teme, živa reč bibliotekara mogu da doprinesu afirmaciji nove generacije mladih čitalaca koji neće posećivati biblioteku samo organizovano već i individualno.

*Gljučne reči: deca, edukativne radionice, biblioteka*

# EDUCATIONAL WORKSHOPS IN THE LIBRARY AS A PEDAGOGICAL FORM OF PRESENTING LITERARY CREATION

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## Abstract

We are entering an era characterized by hyper-reality, where hypertexts—comprising images, visions, or a play of signs—replace real experiences. In this context, the library plays a significant educational and pedagogical role by complementing the knowledge acquired through formal education in kindergarten and school. This paper aims to illustrate the transformation of the traditional library, which typically collects, processes, stores, and makes children's literature accessible, into an educational center that organizes pedagogical activities for children within its premises. Organizing educational workshops within the library provides an opportunity to present written content in an engaging and creative manner. This paper discusses the educational workshops conducted during the 2022/2023 school year at the Public Library „Jovan Popović“ in Kikinda. The participants of these workshops were students from lower grades of three primary schools in Kikinda: Primary School „Đura Jakšić“, Primary School „Jovan Popović“, and Primary School „Vuk Karadžić“. Each group consisted of up to twenty children, and the workshops lasted between 45 minutes and 1 hour. The primary goals of the workshops were to foster a love of reading, encourage regular library visits, introduce various books, connect past and present knowledge, promote appreciation for historical and artistic heritage, and support children's social-emotional development. Additionally, the workshops aimed to promote feelings of belonging to a group, as well as to cultivate tolerance, effective communication,

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and a positive atmosphere. The workshops employed demonstrative and interview methods and covered topics in literature, history, biology, and ethnology, supporting formal educational work. Carefully selected materials, including both printed and non-book resources, were used. Through multimedia resources and library materials, children were introduced in an engaging manner to the life and literary work of poet and revolutionary Jovan Popović, after whom both the library and school in Kikinda are named. Additionally, they explored education and schooling in Kikinda at the turn of the 20th century, pharmacy, the preservation of flora and fauna, as well as the traditions, folk customs, and lifestyle in Banat at the end of the 19th and early 20th centuries. Educating the younger generations and fostering an understanding that they are part of a cultural environment is a long-term but essential endeavor. To achieve this goal, close collaboration between librarians, educators, and other educational professionals is required. The conclusion drawn from the workshops is that library activities of this nature stimulate children's critical thinking, creativity, and discovery of new concepts. These activities also enhance their imagination, verbal expression, and communication skills. The experiences gained through the dramatization of literary texts, the visual representation of topics, and the engaging delivery by librarians contribute to the promotion of a new generation of readers who will not only visit the library in an organized manner but will also engage with it independently.

*Keywords: children, educational workshops, library*



# PEDAGOGIJA PLANINE – PLANINARENJE I AKTIVNOSTI U PRIRODI

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## Apstrakt

Cilj ovog rada je predstavljanje pedagogije planine kao specifičnog koncepta pedagogije i njegove primene kroz planinarenje i aktivnosti u prirodi sa obrazovno-vaspitnim procesima. Oslanjajući se na već prepoznate modele u pedagogiji učionice na otvorenom i nastave u prirodi, ovaj koncept a podrazumeva i teorijsku i praktičnu obuku kroz odlazak dece i učenika na planinarenje sa nastavnicima i planinskim vodičima, u skladu sa ciljevima i ishodima planinarstva kao sporta i planinarske etike. Rad se zasniva na desetogodišnjem iskustvu u radu sa decom u vaspitno-obrazovnom radu u osnovnoj školi kroz projekte u ovoj oblasti, ali i kroz rad licenciranog planinskog vodiča sa decom na planini. Oko 500 učenika uzrasta 6-16 godina i oko 25 nastavnika iz sedam osnovnih škola iz Beograda je godišnje išlo na planinarske akcije. 100% nastavnika koji su deo ovog koncepta smatra da je planina izazovno okruženje za učenje i razvoj dece, i da takva sredina doprinosi sticanju znanja o prirodi, planinarstvu, ali i razvoju kritičkog mišljenja, ekološke svesti, sposobnosti procene rizika, solidarnosti, empatije, samospoznaje, samostalnosti, etičkih vrednosti i razvoju slobodne igre kao važnog procesa učenja. 95% učenika se pozitivno izjašnjava o vrednostima planinarenja kao dela njihovog života i učenja. Iako postoje dobri primeri prakse planinarenja sa decom, ova oblast nije dovoljno istražena i implementirana u obrazovno-vaspitni proces.

*Ključne reči: pedagogija planine, planinarenje, iskustveno učenje, deca, priroda*

# MOUNTAIN PEDAGOGY – HIKING AND ACTIVITIES IN NATURE

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## Abstract

The aim of this paper is to present the pedagogy of the mountains as a specific concept of pedagogy and its application through mountaineering and outdoor activities in connection with educational and upbringing processes. Building on already recognized models in outdoor classroom pedagogy and nature-based teaching, this concept includes both theoretical and practical training by taking children and students on hiking trips with teachers and mountain guides, in line with the goals and outcomes of mountaineering as a sport and mountaineering ethics. The paper is based on ten years of experience working with children in educational settings in primary schools through projects in this field, as well as the work of a licensed mountain guide with children in mountainous environments. Around 500 students aged 6-16 and approximately 25 teachers from seven primary schools in Belgrade participated annually in mountaineering activities. All (100%) of the teachers involved in this concept believe that the mountain is a challenging environment for children's learning and development and that such a setting contributes to acquiring knowledge about nature and mountaineering, while also fostering critical thinking, ecological awareness, risk assessment skills, solidarity, empathy, self-awareness, independence, ethical values, and the development of free play as an essential learning process. Additionally, 95% of students express a positive attitude toward the values of mountaineering as part of their life and education. Although there are good examples of mountaineering practices with children, this field remains insufficiently explored and implemented in the educational process.

*Keywords: mountain pedagogy, mountaineering, experiential learning, children, nature*



# MOGUĆNOSTI PRIMENE UNESCO PROGRAMA “HAPPY SCHOOLS” U OBRAZOVNIM POLITIKAMA U REPUBLICI SRBIJI

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## Apstrakt

Obrazovanje u eri Industrije 4.0 je pred velikim izazovima. U tom kontekstu OECD, Savet Evrope, Evropska komisija, UNESCO, UNICEF i drugi relevantni kreatori obrazovnih politika predlažu strategije koje obuhvataju i znanja i veštine, ali i stavove i vrednosti, te se naglašava dobrobit pojedinca i zajednice u celini kao okosnica „nove normale“. Cilj rada je predstavljanje programa UNESCO-a pod nazivom „Happy Schools“ koji promoviše dobrobit i blagostanje svih učesnika u obrazovnom procesu i njegovih mogućih implikacija na obrazovne politike u Republici Srbiji. U našem obrazovnom kontekstu, *Strategija razvoja obrazovanja i vaspitanja u Republici Srbiji do 2030.godine* implicitno prepoznaje kolektivnu dobrobit kroz aktivnosti koje uključuju razvoj građanske svesti i održivog razvoja kod učenika, što može indirektno obuhvatiti dobrobit zajednice. U *Zakonu o osnovama sistema obrazovanja i vaspitanja* dobrobit se navodi u ciljevima obrazovanja i vaspitanja te pruža zakonski okvir za uvođenje međunarodnih programa koji podržavaju razvoj socio-emocionalnih veština radi stvaranja školskog okruženja koje podstiče dobrobit svih učesnika u obrazovanju. Jedan od modela koji nudi UNESCO, kao lider u kreiranju obrazovnih politika sa naglašenim socijalnim aspektom, jeste model „Happy Schools“. Razvoj programa školskog blagostanja, uvođenje mindfulness i relaksacionih tehnika u školski kurikulum, jačanje inkluzivnog obrazovanja kroz personalizovane pristupe učenju, podrška roditeljima kroz radionice o socio-emocionalnom razvoju dece, psihološka i mentorska podrška nastavnicima, uključujući programe za prevenciju profesionalnog sagorevanja, povećanje fizičke aktivnosti i zdravih životnih navika



kroz dodatne vannastavne aktivnosti - samo su neki od predloga za implementiranje u strateške dokumente obrazovnih politika radi postizanja veće dobrobiti i blagostanja svih učesnika u obrazovnom procesu. Rezultati ovog preglednog istraživanja ukazuju na potencijal različitih programa, poput „Happy Schools“, u unapređenju socio-emocionalnih veština učenika, podršku nastavnicima i jačanje inkluzivnog obrazovanja kroz personalizovane pristupe učenju. Iako su koncepti dobrobiti i blagostanja prepoznati u strateškim dokumentima, njihova operacionalizacija i implementacija u školskom okruženju tek treba da se razvije. Preporučuje se dalje istraživanje mogućnosti prilagođavanja i integracije programa koji promovišu dobrobit i blagostanje u postojeće obrazovne strategije, kao i pilot-projekti u školama koji bi omogućili evaluaciju njegovih efekata u našem kontekstu. Takođe, važno je razviti alate za praćenje i procenu blagostanja učenika i nastavnika, kao i organizovati obuke za prosvetne radnike kako bi bili osnaženi za primenu pristupa usmerenog na dobrobit i razvoj socio-emocionalnih veština u školskom okruženju.

*Ključne reči: program „Happy Schools“, dobrobit, blagostanje, obrazovne politike*

# POSSIBILITIES FOR IMPLEMENTING THE UNESCO "HAPPY SCHOOLS" PROGRAM IN EDUCATIONAL POLICIES IN THE REPUBLIC OF SERBIA

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## Abstract

Education in the era of Industry 4.0 faces significant challenges. In this context, the OECD, the Council of Europe, the European Commission, UNESCO, UNICEF and other relevant educational policy-makers propose strategies that encompass both knowledge and skills but also attitudes and values, emphasizing individual and community well-being as the cornerstone of the "new normal." The aim of this paper is to present UNESCO's "Happy Schools" program, which promotes the well-being of all participants in the educational process, and to explore its possible implications for educational policies in the Republic of Serbia. In the Serbian educational context, the *Strategy for the Development of Education and Upbringing in the Republic of Serbia until 2030* implicitly recognizes collective well-being through activities that involve the development of civic awareness and sustainable development among students, which may indirectly include community well-being. The *Law on the Foundations of the Education and Upbringing System* mentions well-being among the goals of education, providing a legal framework for introducing international programs that support the development of socio-emotional skills to create a school environment that fosters the well-being of all education participants. One of the models offered by UNESCO, a leader in shaping educational policies with a strong social aspect, is the "Happy Schools" model. Developing school well-being programs, integrating mindfulness and relaxation techniques into school curricula, strengthening inclusive education through personalized learning approaches, supporting parents through

workshops on children's socio-emotional development, providing psychological and mentoring support for teachers including burnout prevention programs, increasing physical activity, and promoting healthy lifestyle habits through additional extracurricular activities are just some of the proposed strategies for integrating well-being into educational policy documents to enhance the well-being of all participants in the educational process. The findings of this review study highlight the potential of various programs, such as "Happy Schools," in improving students' socio-emotional skills, supporting teachers, and strengthening inclusive education through personalized learning approaches. Although the concepts of well-being are acknowledged in strategic documents, their operationalization and implementation in the school environment are yet to be fully developed. Further research is recommended to explore the possibilities of adapting and integrating well-being-promoting programs into existing educational strategies, as well as conducting pilot projects in schools to evaluate their effects within our context. Additionally, it is crucial to develop tools for monitoring and assessing the well-being of students and teachers, as well as to organize training for educators to empower them in applying a well-being-oriented approach and fostering socio-emotional skills development in schools.

*Keywords: Happy Schools program, well-being, educational policies*



# PRIMENA MUZIČKIH INSTRUMENATA U RADU SA DECOM SA INTELEKTUALNIM SMETNJAMA

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## Apstrakt

Ovaj rad bavi se primenom sviranja na muzičkim instrumentima u radu sa decom sa intelektualnim smetnjama. U saradnji sa nastavnicima muzičke kulture, sprovedene su instrumentalne radionice sa ciljem razvijanja motorike, pažnje, kreativnosti, socijalne integracije, emocionalne stabilnosti i samostalnosti učenika. Učenici su svirali na telesnim, kreiranim i Orfovim instrumentima, kao i na klaviru, individualno i u manjim grupama, što je omogućilo prilagođen pristup svakom učeniku. Metodologija rada zasniva se na praktičnoj primeni muzičkih aktivnosti u radu sa učenicima sa intelektualnim smetnjama, u saradnji sa nastavnicima muzičke kulture. U periodu od 10 godina, kroz instrumentalne radionice i individualni rad, primenjivali smo različite metode rada sa učenicima. Radionice su obuhvatale učenike oba ciklusa osnovnog obrazovanja. Na časovima su korišćeni telesni, kreirani i Orfovi instrumenti, a učenici su učestvovali u grupnim i individualnim aktivnostima. Za rad na klaviru korišćena je Rainbow metoda, čija je primena opisana u brojnim naučnim člancima. Individualni rad na klaviru vodio je defektolog sa muzičkim obrazovanjem. Tri godine rada vezane su za rad instrumentalne sekcije koje je vodio nastavnik muzičke kulture dva puta nedeljno. Radilo se individualno i u manjim grupama do pet učenika, a pred završne nastupe učenici su se pripremali u proširenim sastavima. Završni rezultati pokazali su da su učenici stekli veštine sviranja i praćenja melodije i postigli su značajan individualni napredak. Jedan učenik je nakon tri godine kontinuiranog rada dostigao nivo sviranja sa dve ruke na klaviru, dok je drugi učenik naučio da svira jednom rukom jednostavne kompozicije. Ključni rezultati rada ogledaju se u uspešno održanim javnim nastupima.

Učenici koji su svirali na telesnim, kreiranim i Orfovim instrumentima uspešno su pratili ritam i melodiju, dok su učenici koji su učili klavir postigli različite nivoe tehničke spretnosti – sa jednom ili sa obe ruke. Prilikom učenja sviranja klavira poseban značaj imalo je korišćenje Rainbow metode. Ovaj pristup doprineo je muzičkom razvoju i imao je pozitivan uticaj na kognitivne i emocionalne veštine učenika. Dodatno, kroz stručno usavršavanje i učešće na seminarima, autori su obogatili pristup radu, što je doprinelo kvalitetnijim rezultatima. Ovaj metod može poslužiti kao model za primenu sviranja na muzičkim instrumentima u radu sa decom sa intelektualnim smetnjama, omogućavajući izražavanje kroz muziku i postepeno napredovanje u muzičkim i kognitivnim veštinama.

*Ključne reči: muzički instrumenti, sviranje, socijalna integracija, emocionalni razvoj, samostalnost*

## **APPLICATION OF MUSICAL INSTRUMENTS IN WORKING WITH CHILDREN WITH INTELLECTUAL DISABILITIES**

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### **Abstract**

This paper examines the application of playing musical instruments in working with children with intellectual disabilities. In collaboration with music teachers, instrumental workshops were conducted with the aim of developing students' motor skills, attention, creativity, social integration, emotional stability, and independence. Students played body percussion, created instruments, Orff instruments, and the piano, both individually and in small groups, allowing for an adapted approach to each student. The methodology is based on the practical application of musical activities in working with students with

intellectual disabilities, in collaboration with music teachers. Over a period of ten years, various teaching methods have been implemented through instrumental workshops and individual sessions. These workshops included students from both cycles of primary education. Body percussion, created instruments, and Orff instruments were used, and students participated in both group and individual activities. The Rainbow method was applied for piano instruction, as described in numerous scientific articles. Individual piano instruction was conducted by a special education teacher with a musical background. Music club was led by a music teacher twice a week for three years. Lessons were conducted individually and in small groups of up to five students, while before final performances, students rehearsed in larger ensembles. The final results showed that students acquired instrumental skills and the ability to follow melodies, achieving significant individual progress. One student, after three years of continuous practice, reached the level of playing with both hands on the piano, while another student learned to play simple compositions with one hand. The key findings of this study are reflected in the successful public performances. Students who played body percussion, created instruments, and Orff instruments successfully followed rhythm and melody, while those who learned the piano achieved different levels of technical proficiency—either with one or both hands. The application of the Rainbow method was particularly significant in piano instruction, contributing to musical development and having a positive impact on students' cognitive and emotional skills. Additionally, through professional development and participation in seminars, the authors enhanced their teaching approach, leading to improved outcomes. This method can serve as a model for incorporating musical instrument playing in working with children with intellectual disabilities, enabling self-expression through music and gradual progress in musical and cognitive skills.

*Keywords: musical instruments, playing, social integration, emotional development, independence*





# PROGRAM PODRŠKE ZA UNAPREĐIVANJE I RAZVOJ MUZIČKOG TALENTA UČENIKA MLAĐEG ŠKOLSKOG UZRASTA

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## Apstrakt

U radu se ističe važnost identifikacije muzičkog talenta i potreba da se muzički talentovanim učenicima obezbedi obrazovanje kroz koje će kvalitetno napredovati i time omogućiti maksimalan razvoj uočenih sposobnosti. Isticanjem značaja i moći muzike, kao i njenom uticaju na psiho-fizički, estetski i duhovni razvoj učenika, u radu se razmatra mogućnost aktivnog rada na pospešivanju prisutnih sposobnosti. Kroz predloge inovativnih pristupa i sagledavanje mogućnosti za unapređivanje identifikovanih muzičkih sposobnosti učenika, daje se doprinos razvoju prakse u radu sa talentovanim učenicima. Značaj i uloga učitelja u savremenoj nastavnoj praksi ogleda se u pravovremenom prepoznavanju i organizaciji posebnih aktivnosti koje vode daljem uspešnom razvitku muzičkog talenta. U redovnoj nastavi muzički talentovani učenici neretko ostaju prepušteni sami sebi i bez prilike za daljim razvojem. U programu podrške istaknut je cilj obrazovnog procesa koji se odnosi na usmeravanje učenika na oblik dodatnog programa/sekcijskog rada koji bi omogućio unapređivanje prisutnih sposobnosti. Uključivanjem i pohađanjem dodatnog programa u formi radionica koje se temelje na kombinaciji Orf, Suzuki, Vard i Kamišibaji metoda, zadovoljavaju se podjednako vaspitne i obrazovne potrebe učenika. Ostvaruju se ciljevi koji se retko mogu ostvariti u redovnoj nastavnoj praksi, stvaraju se preduslovi za napredak u smislu identifikacije i preduzimanju određenih koraka koji će doprineti unapređenju talenta.

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Navedeni su značajni aspekti koje je potrebno pokrenuti, kako bi dalji rad rezultirao krajnjim uspehom i opštim zadovoljstvom talentovanog pojedinca.

*Ključne reči: muzičke sposobnosti, rekognicija, podrška, učenici*

## **SUPPORT PROGRAM FOR THE IMPROVEMENT AND DEVELOPMENT OF MUSICAL TALENT OF YOUNGER SCHOOL-AGE STUDENTS**

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### **Abstract**

The paper emphasizes the importance of identifying musical talent and the need to provide musical talents with an education through which they will progress well and thereby enable the maximum development of their perceived abilities. Emphasizing the importance and power of music, as well as its influence on the psycho-physical, aesthetic and spiritual development of students, the paper considers the possibility of active work on improving the present abilities. Through proposals for innovative approaches and consideration of possibilities for improving the identified musical abilities of students, a contribution is made to the development of practice in working with talented students. The importance and role of teachers in modern teaching practice is reflected in the timely recognition and organization of special activities that lead to further successful development of musical talent. In regular classes, musically talented students are often left to their own devices and without the

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opportunity for further development. In the support program, the goal of the educational process is highlighted, which refers to directing students to a form of additional program/sectional work that would enable the improvement of the present abilities. By including and attending an additional program in the form of workshops based on a combination of Orf, Suzuki, Ward and Kamishibaji methods, all educational needs of the students are equally met. Goals that can rarely be achieved in regular teaching practice are achieved, preconditions are created for progress in terms of identification and taking certain steps that will contribute to the improvement of talent. Significant aspects that need to be initiated, so that further work results in the ultimate success and general satisfaction of the talented individual, are listed.

*Keywords: musical abilities, recognition, support, students.*



# METODA PODSTICANJA U SAVREMENOJ NASTAVI

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## Apstrakt

Čovečanstvo i mi smo se našli na kraju XX veka na ozbiljnim i izazovnim raskršćima, na kojima je trebalo učiniti mudar izbor puta, naoružati se znanjem i energijom za odgovore na sva otvorena pitanja koja je društvo učenja u XXI veku neumitno donelo i nametnulo. Metodika vaspitno-obrazovnog delovanja u procesu formiranja i osposobljavanja ličnosti spada u bazična kako teorijska tako i empirijska istraživanja u obrazovnoj praksi. Metoda koja pribegava aktivnim moćima deteta, koja pribegava njegovim konstruktivnim, produktivnim i stvaralačkim sposobnostima, daje povod premeštanju težišta individue deteta. Tradicionalno-savremena metoda podsticanja pozitivno vrednuje i selektuje ono što je društveno prihvatljivo, a odbacuje štetno i neprihvatljivo. Tako se vaspitanik usmerava na usvajanje društvenih normi i navikava na pravilno postupanje. Kod učenika koji su u procesu razvoja i koji još nisu svesni svojih mogućnosti, ova metoda će nam pomoći više nego neke druge koje imaju prvenstveno represivni karakter. Rad ističe relevantan motiv lične informacije individue u svojoj prirodi, koji teži usvajanju nečeg novog, kao i samoaktualizaciju vaspitanika u savremenom nastavnom procesu, pa se na njega treba i osloniti.

*Ključne reči: Podsticanje, samoaktualizacija, vaspitna sredstva, savremena nastava.*



# DISKRIMINACIJA NIJE NAŠA INSPIRACIJA

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## Apstrakt

Rad je koncipiran sa ciljem da prikaže kako se pomoću inovativnih nastavnih metoda učenici mogu upoznati sa dugoročnim posledicama diskriminacije po društvo i pružiti priliku da prošire razumevanje ljudskih prava u njihovoj složenosti, podstičući njihovu znatiželju i zanimanje za temu. Ovakav pristup nastavi je osmišljen da podstakne učenike da postanu svesniji svog odnosa i ponašanja prema ljudima, kao i da na različitost među ljudima gledaju kao pozitivnu, a ne negativnu komponentu života; da istražuju sopstveni identitet, kao i da upoznaju različite identitete, kulture i običaje; da uvide opasnost stereotipa, predrasuda i diskriminacije; da kritički razmišljaju i da ih podstaknemo da budu deo aktivnog i odgovornog društva. Škola koju učenici pohađaju nalazi se u multinacionalnoj sredini i na ovaj način uče se bogatstvu raznolikosti, međusobnom poštovanju i uvažavanju. Ovakvim pristupom nastavi učenici se uče da neguju kulturu sećanja na sve žrtve Drugog svetskog rata koje su stradale jer ih je neko etiketirao, diskriminisao i izopštio iz zajednice. Pamtimo da se ne ponovi.

*Ključne reči: stereotipi, predrasude, diskriminacija, ljudska prava*

# DISCRIMINATION IS NOT OUR INSPIRATION

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## Abstract

The work was designed with the aim of showing how, using innovative teaching methods, students can learn about the long-term consequences of discrimination on society and provide an opportunity to expand their understanding of human rights in their complexity, encouraging their curiosity and interest in the topic. This approach of teaching is designed to encourage students to become more aware of their relationship and behavior towards people, as well as to see diversity among people as a positive, not a negative, component of life; to explore their own identity, as well as to get to know different identities, cultures and customs; to see the danger of stereotypes, prejudices and discrimination; to think critically and to encourage them to be part of an active and responsible society. The school the students attend is located in a multinational environment and in this way they learn the richness of diversity, mutual respect and appreciation. With this approach to teaching, students are taught to cultivate a culture of remembering all the victims of the Second World War who died because someone labeled them, discriminated against them and ostracized them from the community. Let's remember that it doesn't happen again.

*Key words: stereotypes, prejudices, discrimination, human rights*





## SOCIO-EMOCIONALNO UČENJE U NASTAVI - RADIONICE “ODIGRAJ NA EMOCIJE”

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### Apstrakt

Opšte prihvaćen stav da je kognitivna inteligencija prediktor uspeha postaje zasenjen činjenicom da bez razvoja emocionalne inteligencije pojedinac neće biti u stanju da se na najbolji način suoči sa izazovima modernog društva. Sposobnost prepoznavanja, razumevanja i upravljanja sopstvenim emocijama, kao i prepoznavanja emocija drugih ljudi sa ciljem uspostavljanja boljih odnosa i komunikacije suština je koncepta emocionalne inteligencije. Lični doživljaj situacija i mentalno stanje pojedinca zavisi od emocija koje su izazvane svesnim i nesvesnim događajima. Emocije utiču na reakcije i samokontrolu pojedinca, stvaranje sopstvene slike o sebi, ali i stvaranje slike pred drugima. Samosvest (razumevanje sopstvenih emocija), samoregulacija (adekvatno upravljanje vlastitim emocijama), socijalna svest (prihvatanje različitosti), odnosi sa drugima i preuzimanje odgovornosti za sopstveno ponašanje predstavljaju komponente teorije socio - emocionalnog učenja. Škola, kao vaspitno – obrazovna ustanova, odlično je okruženje za negovanje i razvijanje adekvatnih emocionalnih reakcija. Socio – emocionalno učenje se vrlo lako može realizovati u razrednoj i predmetnoj nastavi, na redovnim časovima (jezici, likovna kultura), časovima odeljenjskog starešine, ali i na vannastavnim aktivnostima. Dobro osmišljene radionice „Odigraj na emocije”, upotrebom igrovanih aktivnosti i integrativnim pristupom, otvaraju mogućnosti da se učenicima dobro poznat koncept emocija približi iz drugog ugla. Cilj ovakvog pristupa je da se prihvati mogućnost da je svaka emocija

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zdrava i očekivana, ali da reakcija na emociju može biti problem za budući uspeh u privatnom i poslovnom životu. Očekivani rezultat rada je da učenici pronađu sopstvene strategije za redefinisavanje svojih reakcija i stvaranje bolje verzije sebe zarad dugoročne dobrobiti.

*Ključne reči: emocionalna inteligencija, socio – emocionalno učenje, emocije, igre u nastavi, integrativna nastava*

## **SOCIAL-EMOTIONAL LEARNING IN THE CLASSROOM – WORKSHOPS “LEVEL UP YOUR EMOTIONS”**

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### **Abstract**

The generally accepted view that cognitive intelligence is a predictor of success becomes overshadowed by the fact that without the development of emotional intelligence, an individual will not be able to face the challenges of modern society in the best way. The essence of the emotional intelligence concept is the ability to recognize, understand, and manage emotions, thus recognizing other people's emotions to establish better relationships and communication. The personal experience of situations and the mental state of an individual depend on the emotions caused by conscious and unconscious events. Emotions influence an individual's reactions and self-control, contributing to the creation of self-image and the image presented to others. Self-awareness (understanding one's own emotions), self-regulation (effective management of those emotions), social awareness (acceptance of diversity), relationships with others, and

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taking responsibility for behavior are components of socio-emotional learning theory. Educational institutions like schools, provide an excellent environment for nurturing and developing appropriate emotional responses. Socio-emotional learning can easily be realized in class and subject teaching, including regular classes (languages, art), lessons with homeroom teachers, and extracurricular activities. Well-designed workshops “Level up your emotions”, using game activities and an integrative approach, create opportunities for students to approach the well-known concept of emotions from a different angle. The goal of this approach is to accept the possibility that every emotion is healthy and expected, but that the reaction to the emotion can be a problem for future success in private and business life. The expected result of the work is that students find strategies for redefining their reactions and creating a better version of themselves for the sake of long-term well-being.

*Keywords: emotional intelligence, socio-emotional learning, emotions, games in teaching, integrative teaching*



# **RADIONICE KREATIVNOG PISANJA KAO VID UČENJA**

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## **Apstrakt**

Cilj ovog rada je da predstavi primenu kreativnih radionica pisanja u radu sa decom. Radionice su osmišljene da pruže podržavajuće okruženje bez pritiska „ispravnog“ rešenja, podstičući decu na kreativno eksperimentisanje. U tradicionalnom obrazovanju često se stavlja naglasak na krajnji rezultat – gotov tekst i zaokruženu priču. Međutim, kroz praksu kreativnog pisanja pokazalo se da je proces – sa svim svojim nesavršenostima, pogrešnim skretanjima i ponovnim vraćanjima – ono što oblikuje dublje razumevanje. Ovaj rad istražuje kako deca kroz kreativno pisanje uče da prihvate greške kao deo procesa učenja i na koji način mašta postaje ključni resurs u učenju. Istraživači se slažu da pripovedanje, simboli i igra imaju važnu ulogu u razvoju kognitivnih i emocionalnih veština kod dece. Kreativno pisanje omogućava deci da istražuju sopstvene emocije, unutrašnje slike i ideje, što doprinosi razvoju kritičkog mišljenja, empatije i sposobnosti rešavanja problema. Kroz primere storytelling kartica i interaktivnih narativnih metoda, analiziramo kako se deca kroz pisanje priča suočavaju sa greškama i razvijaju toleranciju na neuspeh. Metod kombinuje teorijske uvide o kreativnom pisanju sa praktičnom primenom kroz kvalitativnu analizu serije radionica. Radionice su usmerene na razvijanje narativnih veština, izražavanje emocija i kreativnog mišljenja kroz pisanje, igru i upotrebu simboličkih alata. Radionice su sprovedene sa dve grupe dece, ukupno 20 učenika uzrasta od 9 do 12 godina. Svaka grupa učestvuje u osam radionica koje se održavaju svake druge nedelje. Kroz radionice se primenjuju Dixit kartice, storytelling kartice i interaktivne vežbe. Svaka radionica obuhvata tematske zadatke. Podaci se prikupljaju kroz opservaciju i analizu dečjih radova.

Opservacija obuhvata praćenje reakcija dece tokom radionica i njihove interakcije. Analiza dječjih radova pruža praćenje napretka učesnika kroz vreme, u kontekstu razvoja pripovedačkih veština i emocionalne pismenosti. Metodologija omogućava ponovljivost radionica u sličnim obrazovnim okruženjima, čime doprinosi širenju prakse kreativnog pisanja u obrazovanju. Budući da radionice još uvek traju, dalja analiza podataka će omogućiti dublje uočavanje dugoročnih efekata rada sa decom kroz kreativno pisanje. Tokom radionica učenici su počeli da generišu više originalnih ideja, koristeći bogatije narativne i simboličke elemente u svojim radovima. Postali su sposobni da samostalno prepoznaju elemente narativa u knjigama koje su čitali, čime su razvili dublje razumevanje strukture priče. Dužina njihovih radova se povećala. Na osnovu rezultata dobijenih tokom radionica, može se zaključiti da kreativno pisanje značajno doprinosi razvoju emocionalne pismenosti, kreativnosti i narativnih veština. Učesnici su pokazali poboljšanje u izražavanju svojih emocija i ideja, kao i u korišćenju narativnih struktura za razvoj svojih priča. Ovi rezultati ukazuju na vrednost primene kreativnog pisanja kao alatke za unapređenje emocionalne i kognitivne sposobnosti, te se preporučuje dalje istraživanje ovih tehnika u obrazovnoj praksi.

*Ključne reči: kreativno pisanje, radionica, učenje, mašta, storytelling*

# CREATIVE WRITING WORKSHOPS AS A LEARNING METHOD

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## Abstract

The aim of this paper is to present the application of creative writing workshops in working with children. These workshops are designed to provide a safe and supportive environment without the pressure of a "correct" solution, encouraging them to creatively experiment and reflect on personal stories. In traditional education, emphasis is often placed on the final result – a finished text and a complete story. However, through the practice of creative writing, it has been shown that the process – with all its imperfections, wrong turns, and returns – is what shapes a deeper understanding. This paper explores how children learn to accept mistakes as part of the learning process through creative writing and how imagination becomes a key resource in learning. Researchers agree that storytelling, symbols, and play have a key role in the development of cognitive and emotional skills in children. Creative writing enables children to explore their own emotions, inner images, and ideas, which contributes to the development of critical thinking, empathy, and problem-solving skills. Through practical examples of storytelling cards, guided exercises, and interactive narrative methods, we analyze how children, through writing stories, face mistakes, test different approaches, and develop tolerance for failure. The method combines theoretical insights on creative writing with practical application through a qualitative analysis of a series of workshops. The workshops focused on developing narrative skills, expressing emotions, and creative thinking through writing, play, and the use of symbolic tools. The workshops were conducted with two groups of children, with a total of 20 students aged 9 to 12. Each group participated in eight workshops held every other week. Dixit cards,



storytelling cards, and interactive exercises were used throughout the workshops. Each workshop includes thematic tasks. Data is collected through observation and analysis of children's work. Observation includes monitoring children's reactions during workshops and their interactions. Analyzed children's works show changes in narrative structures, creativity, and emotional expression. This analysis allows for tracking the progress of participants over time, in the context of developing storytelling skills and emotional literacy. The methodology enables the repeatability of workshops in similar educational settings, contributing to the expansion of creative writing practice in education. As the workshops are still ongoing, further data analysis will allow for deeper insights into the long-term effects of working with children through creative writing. During the workshops, students began to generate more original ideas, using richer narrative and symbolic elements in their work. They became able to independently recognize narrative elements in the books they read, thereby developing a deeper understanding of story structure. The length of their works increased. Based on the results obtained during the workshops, it can be concluded that creative writing significantly contributes to the development of emotional literacy, creativity, and narrative skills. Participants showed improvement in expressing their emotions and ideas, as well as in using narrative structures to develop their stories. These results indicate the value of applying creative writing as a tool to enhance emotional and cognitive abilities, and further research into these techniques in educational practice is recommended.

*Keywords: creative writing, workshop, learning, imagination, storytelling*



# EGZEMPLARNA NASTAVA I INFOGRAFIKA

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## Apstrakt

Rad ukazuje na mogućnosti upotrebe infografike u egzemplarnoj nastavi srpskog jezika i književnosti. Nastava je organizovana za dva odeljenja drugog razreda Gimnazije „Veljko Petrović“ u Somboru, školske 2020/21. godine, u vreme nastave na daljinu. Tema srpski realizam, iako kompleksna i zahtevna, primenom egzemplarne nastave, omogućila je nastavniku da analizira jednu srpsku realističku pripovetku koja će poslužiti kao uzor za budući samostalni učenički rad. Učenici društveno-jezičkog smera i prirodno-matematičkog smera birali su jednu od šest srpskih realističkih pripovedaka, formirali grupe, upoznavali se sa zahtevima i odlučivali za jedan od tri nivoa na kojem mogu raditi zadatak: analiza pripovetke napisana i predata u vord-dokumentu; predata kao prezentacija ili kao infografika. Iako je infografika (informacijska grafika) za njih bila novina, mnogi su se opredelili upravo za treći, najzahtevniji nivo rada, uočavajući da iako infografiku koristimo u obrazovanju, ona mnogo širu primenu ima u savremenom poslovanju. Infografikom se vizuelno prikazuju informacije, podaci, znanja, kroz kombinaciju tekstovnih i slikovnih elemenata. Nakon pažljivog čitanja odabrane pripovetke, analiziranja zadatih elemenata (autor, vrsta pripovetke, građa, tema, motivi, fabula, kompozicija, likovi, vrste pripovedanja, oblici kazivanja, slična dela), usledila je vizualizacija podataka i dizajniranje infografike. Učenici su koristili grafikone, dijagrame, ilustracije, karte, ikone, ose vremena i druge vizuelne elemente, koji, uz kratka tekstualna objašnjenja, privlače pažnju, omogućuju lakše razumevanje, uočavanje i pamćenje najvažnijeg, što se pokazalo kao svrsishodno u nastavi na daljinu. Međutim, infografika, primenjena u svim nastavnim modelima, može se koristiti i u učionici i van nje. Jednom uspešno kreiranu i primenjenu, infografiku su učenici

koristili i u sledećim nastavnim godinama za prezentovanje različitih sadržaja. Infografika se, dakle, može koristiti u svim nastavnim predmetima za obradu novih sadržaja ili utvrđivanje, sistematizaciju i sl. jer na očigledan način predstavlja informacije i zaključke koji bi, da su samo tekstualno predstavljeni, bili nepregledni.

*Ključne reči: egzemplarna nastava, infografika, srpski jezik i književnost*

## **EXEMPLARY TEACHING AND INFOGRAPHICS**

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### **Abstract**

The paper highlights the potential use of infographics in exemplary teaching of Serbian language and literature. The lessons were organized for two classes of the second grade at the, Grammar School Veljko Petrović, Sombor, Serbia during the 2020/21 school year, when distance learning was implemented. The topic, Serbian realism, although complex and demanding, allowed the teacher to analyze a Serbian realistic short story that would serve as a model for future independent student work. Students from both the social-scientific and natural-mathematical tracks chose one of six Serbian realistic short stories, formed groups, familiarized themselves with the requirements, and decided on one of three levels for completing the task: analyzing the short story written and submitted in a Word document; submitting it as a presentation; or as an infographic. Although infographics (information graphics) were new to them, many opted for the third, most demanding level of work, recognizing that while infographics are used in education, they have much broader applications in contemporary business. Infographics visually represent information, data, and knowledge through a combination of

textual and graphic elements. After carefully reading the chosen short story, analyzing the assigned elements (author, type of short story, material, theme, motifs, plot, composition, characters, types of narration, forms of narration, similar works), the next step was visualizing the data and designing the infographic. Students used charts, diagrams, illustrations, maps, icons, timelines, and other visual elements, which, along with brief textual explanations, attract attention, make understanding easier, and help in recognizing and remembering the most important points, which proved to be useful in distance learning. However, infographics, when applied in all teaching models, can also be used in the classroom and beyond. Once successfully created and applied, students continued to use the infographic in subsequent school years for presenting various contents. Infographics can, therefore, be used in all subjects to process new content or for reinforcement, systematization, etc., as they clearly present information and conclusions that would be difficult to comprehend if presented solely in text.

*Keywords: exemplary teaching, infographics, Serbian language and literature*



# **STEAM + X PRISTUP U NASTAVI: SOCIO- DEMOGRAFSKE KARAKTERISTIKE UČITELJA**

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## **Apstrakt**

STEAM + X je interdisciplinarni pristup koji povezuje nastavne sadržaje iz najmanje dve od pet oblasti: prirodne nauke (S-science), tehnologije (T - technology), inženjerstva (E - engineering), umetnosti (A - arts) i matematike (M - mathematics) sa bilo kojom drugom oblašću (X - language, literature, history, sociology...). Ovo istraživanje realizovano je sa ciljem ispitivanja nivoa poznavanja i primene STEAM + X pristupa kod nastavnika u nižim razredima osnovne škole. Istraživanje je sprovedeno u periodu od novembra 2024. do marta 2025. godine i obuhvatilo je 205 ispitanika. Onlajn upitnik je elektronskim putem distribuiran svim školama u Srbiji. Od ukupnog broja ispitanika 89,27% su žene, 10,24% muškarci, dok 0,49% pripada nebinarnoj kategoriji. Na osnovu dužine radnog staža, ispitanici su raspoređeni u četiri kategorije: 0-9 godina, 10-19 godina, 20-29 godina i 30-40 godina, pri čemu najveći broj pripada kategoriji 30-40 godina radnog staža (31.22%), a najmanji kategoriji 0-9 godina staža (20.49%). Kada je reč o obrazovanju, najveći broj ispitanika (47,32%) ima završene akademske studije a najmanji broj njih doktorske (0,49%). Kroz upitnik, koji je sadržao sedam pitanja zatvorenog i jedno pitanje otvorenog tipa, analizirane su socio-demografske karakteristike ispitanika, kao i percepcije nastavnika o STEAM + X pristupu i interdisciplinarnosti. Metode korišćene u analizi dobijenih podataka su kvantitativna analiza, deskriptivna statistika i hi-kvadrat test, dok je kvalitativni aspekt pokriven analizom odgovora na pitanje o interdisciplinarnosti. Rezultati pokazuju ujednačenu podelu u poznavanju STEAM + X pristupa između učitelja koji su upoznati sa

ovim pristupom (48,78%) i onih koji nisu (51,22%). Takođe, uočeno je da 49,27% ispitanika primenjuje STEAM + X pristup, 27,32% ne primenjuje ovaj pristup, a 23,41% nije sigurno u vezi sa njegovom primenom. Statistički testovi nisu ukazali na značajnu povezanost između pola, nivoa obrazovanja i dužine radnog staža sa odgovorima na ključna pitanja. Potpuno razumevanje pojma interdisciplinarnost uočeno je kod 48,72% ispitanika, delimično razumevanje kod 33,85% i nerazumevanje kod 17,44% njih. Možemo zaključiti da upoznatost sa ovim pristupom, kao i razumevanje interdisciplinarnosti određuju i nivo primene STEAM + X pristupa u nastavnoj praksi. Socio-demografske karakteristike ispitanika ne oblikuju ove varijable. Implikacije se odnose na organizovanje seminara, stručnih obuka, kao i radionica kreiranja i primene STEAM + X modela u cilju profesionalnog usavršavanja učitelja o interdisciplinarnim pristupima, što može uticati i na nivo povećanja njegove zastupljenosti u nastavnoj praksi.

*Ključne reči: STEAM + X, interdisciplinarnost, obrazovanje, razredna nastava, nastavna praksa*

## **STEAM + X APPROACH IN TEACHING PRACTICE: SOCIO-DEMOGRAPHIC CHARACTERISTICS OF TEACHERS**

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### **Abstract**

STEAM + X represents an interdisciplinary approach that connects teaching content from at least two of the five fields: natural sciences (S - science), technology (T - technology), engineering (E - engineering), arts (A - arts) and mathematics (M - mathematics) with any other field (X - language, literature, history, sociology...). Our



research was carried out with the aim of examining the level of knowledge and application of the STEAM + X approach among primary school teachers. The research was conducted in the period from November 2024 to March 2025 and included 205 respondents. The online questionnaire was distributed to all schools in Serbia. Of the total number of respondents, 89.27% are women, 10.24% are men, while 0.49% belong to the non-binary category. Based on length of service, respondents were divided into four categories: 0-9 years, 10-19 years, 20-29 years, and 30-40 years, with the largest number belonging to the 30-40 years of service category (31.22%), and the smallest to the 0-9 years of service category (20.49%). When it comes to education, the largest number of respondents (47.32%) have bachelor's degree, while the smallest number have doctoral degree (0.49%). Through the questionnaire, which contained seven closed-ended and one open-ended question, the socio-demographic characteristics of the respondents and their perceptions towards STEAM + X approach and interdisciplinarity were analyzed. The results show that there is a high level of division in knowledge regarding STEAM + X approach between teachers who are familiar with it (48.78%) and those who are not (51.22%). Also, it was observed that 49.27% of respondents apply the STEAM + X approach, 27.32% do not apply this approach, and 23.41% are not sure about its application. Statistical tests did not indicate a significant relation between gender, length of service, and level of education with teachers' perceptions. Full understanding of the concept interdisciplinarity was observed in 48.72% of respondents, partial understanding in 33.85%, and no understanding in 17.44%. We can conclude that the familiarity with this approach and understanding of interdisciplinarity, determine the level of application of the STEAM + X in teaching practice. Socio-demographic characteristics do not shape these variables. The implications refer to the organization of seminars and workshops on the creation and application of the STEAM + X models with the aim of professional training of teachers on interdisciplinary approaches, which may also affect the level of increasing its representation in teaching practice.

*Keywords: STEAM+X, interdisciplinarity, education, classroom teaching, teaching practice*



# KOOPERATIVNO UČENJE U *STEAM* NASTAVI: PODSTICANJE KREATIVNOG ANGAŽOVANJA UČENIKA KROZ TIMSKI RAD

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## Apstrakt

STEAM pristup je jedan od modernih pristupa koji se široko istražuje u celom svetu. STEAM obrazovanje integriše naučne, tehnološke, inženjerske, umetničke i matematičke discipline, omogućavajući učenicima da razvijaju veštine rešavanja problema, kritičkog mišljenja i kreativnosti. Kooperativno učenje, kao nastavna metoda, doprinosi smanjenju socijalne distance među učenicima i poboljšava komunikaciju, dok omogućava bolje razumevanje sadržaja kroz zajednički rad na izazovima i projektima. U radu se bavi primenom kooperativnog učenja u STEAM nastavi, sa posebnim akcentom na podsticanje kreativnog angažovanja učenika kroz timski rad. U radu je korišćena metoda teorijske analize. Prvi deo rada čini epistemološko određivanje pojma kooperativnog učenja i razmatranje pedagoškog pristupa u STEAM obrazovanju. U drugom delu rada analiziraćemo relevantna istraživanja koja se bave kooperativnim pristupom u STEAM nastavi. Rezultati analize pokazuju da kooperativni pristup u STEAM nastavi omogućava učenicima da se angažuju na zadacima koji podstiču međusobnu saradnju i kolektivno rešavanje problema. Time se, ne samo razvijaju kognitivne veštine, već se učenici podstiču na emocionalno i bihevioralno angažovanje. Timski rad u kontekstu STEM oblasti može pomoći u kreiranju smislene nastave koja razvija sveobuhvatne veštine i znanja, kao i kako kooperativno učenje može doprineti razumevanju STEAM principa kroz praktične zadatke. U radu naglašavamo značaj povezivanja učenika iz različitih sredina, kao što su urbane i ruralne

škole, kroz kooperativne projekte, stvarajući inkluzivnije i integrisano obrazovno okruženje.

*Ključne reči: kooperativno učenje, STEAM nastava, kreativno angažovanje, timski rad, obrazovne strategije*

## **COOPERATIVE LEARNING IN *STEAM* EDUCATION: PROMOTING STUDENT CREATIVE ENGAGEMENT THROUGH TEAMWORK**

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### **Abstract**

The STEAM approach is one of the modern educational methodologies widely researched around the world. STEAM education integrates science, technology, engineering, arts, and mathematics disciplines, enabling students to develop problem-solving, critical thinking, and creativity skills. Cooperative learning, as a teaching method, contributes to reducing social distance among students and improving communication, while enhancing understanding of content through collaborative work on challenges and projects. This paper focuses on the application of cooperative learning in STEAM education, with a particular emphasis on promoting creative student engagement through teamwork. The method of theoretical analysis was used in this study. The first part of the paper provides an epistemological definition of cooperative learning and explores the pedagogical approach in STEAM education. The second part analyzes relevant research addressing the cooperative approach in STEAM education. The results of the analysis show that the cooperative approach in STEAM education allows students to engage in tasks that promote mutual cooperation and collective problem-solving. This not only develops cognitive

skills but also encourages emotional and behavioral engagement. Teamwork in the context of STEM fields can help create meaningful lessons that develop comprehensive skills and knowledge, as well as how cooperative learning contributes to understanding STEAM principles through practical tasks. The paper emphasizes the importance of connecting students from different backgrounds, such as urban and rural schools, through cooperative projects, creating a more inclusive and integrated educational environment.

*Keywords: cooperative learning, STEAM education, creative engagement, teamwork, educational strategies*



# **PRILAGOĐAVANJE OBRAZOVNOG LIDERSTVA GLOBALNIM PROMENAMA: SOCIJALNI EFEKTI I IZAZOVI**

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## **Apstrakt**

Cilj ovog rada je da pruži pregled globalnih društveno-tehnoloških promena koje oblikuju savremeno obrazovno liderstvo, da sumira najvažnije izazove s kojima se suočavaju rukovodioci u obrazovanju i da prodiskutuje moguće strategije prilagođavanja ovim promenama. Glavni izazovi su digitalna transformacija u društvu i promenjene navike u učenju novih generacija, a ako se obrazovne ustanove i sistemi adekvatno i pravovremeno ne prilagode tim promenama, mogu imati značajne negativne socijalne efekte. Metodološki okvir rada zasnovan je na sistematskom pregledu literature. Analizirano je više od 40 relevantnih naučnih i stručnih izvora, među kojima su teorijski radovi, empirijske istraživačke studije, sistematski pregledi i metaistraživanja, kao i izveštaji međunarodnih organizacija i strateški dokumenti obrazovnih politika. Odabir izvora sproveden je pretragom akademskih baza podataka i zvaničnih izveštaja, pri čemu je najveći deo publikacija objavljen u poslednjih deset godina. Ovi izvori bave se pitanjima liderstva i menadžmenta u obrazovanju, globalnih tehnoloških promena i društvenih efekata obrazovnih reformi. Za definisanje dominantnih tema i obrazaca u literaturi korišćena je kvalitativna analiza sadržaja. Analiza naučne i stručne literature ukazuje na to da obrazovni lideri danas deluju u složenom kontekstu, u kojem digitalna transformacija (koja obuhvata ubrzan tehnološki razvoj i promene na tržištu rada), kao i promenjene navike u učenju novih generacija (usled njihove kontinuirane upotrebe digitalnih medija i tehnologija), postavljaju nove zahteve pred obrazovne ustanove. Mnogi autori upozoravaju da neprilagođenost obrazovnih sistema ovim izazovima može dovesti do nejednakog pristupa

obrazovanju, nezaposlenosti u društvu i nižeg stepena motivacije za učenje kod dece i studenata. U literaturi preovlađuje stav da rukovodioci u obrazovanju moraju stalno inovirati nastavne programe i pedagoške metode, kao i primenjivati fleksibilno strateško planiranje kako bi odgovorili na ove izazove. Zaključno, rad ukazuje na to da je glavna obaveza i odgovornost obrazovnih lidera omogućavanje vaspitno-obrazovnim ustanovama da se prilagode novonastalim okolnostima i zadrže svoju relevantnost i uspeh, čime se mogu predupređiti šire i potencijalno negativne sociološke posledice. Ističe se da rukovodioci u obrazovanju treba da omoguće stratešku i fleksibilnu organizaciju obrazovnih ustanova u cilju neprestalnog inoviranja obrazovnih programa i brzog prilagođavanja vaspitno-obrazovnih praksi novim okolnostima i različitim potrebama novih generacija dece i studenata.

*Ključne reči: obrazovno liderstvo i menadžment, globalne društveno-tehnološke promene, digitalna transformacija, socijalni efekti*



# **ADAPTING EDUCATIONAL LEADERSHIP TO GLOBAL CHANGES: SOCIAL EFFECTS AND CHALLENGES**

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## **Abstract**

The aim of this paper is to provide an overview of global socio-technological changes shaping contemporary educational leadership, summarize the key challenges faced by education administrators, and discuss possible strategies for adapting to these changes. The main challenges include digital transformation in society and changing learning habits of new generations. If educational institutions and systems fail to adapt adequately and in a timely manner, significant negative social effects may arise. The methodological framework of this study is based on a systematic literature review. More than 40 relevant scientific and professional sources were analyzed, including theoretical papers, empirical research studies, systematic reviews, and meta-analyses, as well as reports from international organizations and strategic documents on educational policies. The selection of sources was conducted through searches of academic databases and official reports, with the majority of publications dating from the last ten years. These sources address issues related to educational leadership and management, global technological changes, and the social effects of educational reforms. Qualitative content analysis was used to identify dominant themes and patterns in the literature. The analysis of scientific and professional literature indicates that educational leaders today operate in a complex context where digital transformation (encompassing rapid technological advancements and labor market changes) and shifting learning habits of new generations (due to their continuous use of digital media and technologies) impose new demands on educational institutions. Many authors warn that the inability of education systems to adapt to these challenges

may lead to unequal access to education, higher unemployment rates, and lower motivation for learning among children and students. The prevailing view in the literature is that education administrators must continuously innovate curricula and pedagogical methods while implementing flexible strategic planning to address these challenges effectively. In conclusion, the paper highlights that the primary duty and responsibility of educational leaders is to enable educational institutions to adapt to emerging circumstances and maintain their relevance and success, thereby preventing broader and potentially negative sociological consequences. It is emphasized that education administrators should facilitate strategic and flexible organization within educational institutions, ensuring continuous innovation of curricula and swift adaptation of educational practices to new circumstances and the diverse needs of future generations of children and students.

*Keywords: educational leadership and management, global socio-technological changes, digital transformation, social effects*



# **RADIONICE**



## ПРИМЕРИ СТЕМ ПРОБЛЕМА И ЊИХОВА ИМПЛЕМЕНТАЦИЈА У НАСТАВИ ФИЗИКЕ

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### Апстракт

Физика, као фундаментална наука, има за циљ да опише физичке процесе и појаве који се дешавају у природи, али и у свакодневном животу. Управо као таква веома је погодна за примену СТЕМ (природне науке, технологија, инжењерство и математика) проблема у својој настави. Наставни приступ заснован на изучавању СТЕМ проблема постаје све заступљенији у савременој литератури јер подстиче активно учешће ученика у креирању сопственог знања. Потребно је изабрати проблем који не само обухвата наведене науке и тиме заокружује ученичко знање, него је потребно да проблем буде релевантан за ученике и по могућству њима близак. На овај начин додатно се подстиче ученичка ангажованост. У литератури се наводи да ће ученици, посебно девојчице, уложити већи напор у изучавање комплексних проблема, уколико се истакне његова релевантност за дате ученике. Стога, примена таквог приступа не утиче само на начин на који ученици усвајају градиво, већ и на начин интеракције између ученика и материјала за учење. Управо ове промене узрокују промене у афективног домена, где се у први план истичу промене у мотивацији ученика за изучавањем наставног материјала. Повећање мотивације за учењем директно се одражава на когнитивни домен ученика, односно на ученичко боље разумевање сложених појмова. Такође, примена овог приступа узрокује повећање ангажованости ученика, што према

теорији когнитивног оптерећења додатно доприноси квалитету и квантитету стеченог знања. Стога ће се у оквиру радионице размотрити примери STEM проблема и начини њихове имплементације у настави.

*Кључне речи: STEM проблеми, настави приступ, ученичко ангажовање, физика.*

## **EXAMPLES OF STEM PROBLEMS AND THEIR IMPLEMENTATION IN PHYSICS TEACHING**

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### **Abstract**

Physics, as a fundamental science, aims to describe physical processes and phenomena that occur in nature, but also in everyday life. As such, it is very suitable for applying STEM (science, technology, engineering, and mathematics) problems in its teaching. The teaching approach based on the study of STEM problems is becoming increasingly prevalent in contemporary literature because it encourages active participation of students in creating their own knowledge. It is necessary to choose a problem that not only encompasses the aforementioned sciences and thus rounds out the student's knowledge, but it is also necessary for the problem to be relevant to the students and, if possible, close to them. In this way, student engagement is further encouraged. The literature suggests that students, especially girls, will put more effort into studying complex problems if their relevance to the students is highlighted. Therefore, the application of such an approach not only affects the way students acquire the material, but also the way students interact with the

learning material. It is these changes that cause changes in the affective domain, where changes in students' motivation to study the teaching material come to the fore. Increased motivation to learn directly reflects on the student's cognitive domain, that is, on the student's better understanding of complex concepts. Also, the application of this approach causes an increase in student engagement, which, according to the theory of cognitive load, further contributes to the quality and quantity of acquired knowledge. Therefore, the workshop will discuss examples of STEM problems and ways to implement them in teaching.

*Keywords: STEM problems, teaching approach, student engagement, physics.*





# EMOCIONALNA INTELIGENCIJA U ŠKOLI

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## Apstrakt

Razvoj emocionalne inteligencije sve više se ogleda kao potreba koju treba razvijati kod učenika u školama. Vaspitači, nastavnici i pedagozi, kao prva barijera, nakon roditelja, imaju priliku da sa decom, tokom nastave, vežbaju i razvijaju veštine za jačanje emocionalne inteligencije, transparentno, na način na koji bi podsticali negovanje mentalnog zdravlja. Postavlja se pitanje koliko su sami nastavnici svesni ove potrebe, kao i potrebe refleksije i negovanja sopstvenog mentalnog zdravlja. Ukazivanjem i isticanjem značaja jačanja sopstvene dobrobiti, dobrog mentalnog zdravlja i visokog stepena emocionalne inteligencije može imati višestruku korist u odnosima sa drugim ljudima na privatnom i profesionalnom planu. U radionici bi cilj bio sticanje veština za izražavanje sopstvenih emocija na siguran način, razvoj kritičkog mišljenja, empatije, građenje zajedništva i međusobnog razumevanja. Naglasak je na važnosti prepoznavanja i razumevanja „šta nam se događa“ kako bismo se lakše nosili sa tim i potražili pomoć po potrebi. Kad prepoznamo šta nam se događa, tenzija i nelagoda se smanji i lakše nalazimo rešenja. Kroz radionicu ćemo se baviti ključnim pitanjima koje nastavnik treba da postavi sebi kade se nađe u situaciji da učenik iskazuje neprihvatljivo ponašanje, kako bi reagovao na adekvatan način i kako bi učeniku pomogao da razume svoja osećanja. Ishod radionice bio bi uviđanje potrebe da se svakodnevno, u radu sa decom, treba raditi na bogaćenju rečnika emocija, razumevanja uzroka sopstvenih emocija, kao poboljšanja saosećanja se emocijama drugih.

*Ključne reči: emocionalna inteligencija, mentalno zdravlje, učenici, nastavnici, zdrava sredina za razvoj ličnosti*

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# EMOTIONAL INTELLIGENCE IN SCHOOL

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## Abstract

The development of emotional intelligence is increasingly being reflected as a need that should be developed among students in schools. Preschool teachers, primary school teachers, and pedagogues, as the first barrier, after parents, have the opportunity to practice and develop skills to strengthen emotional intelligence with children, during classes, transparently, in a way that would encourage mental health care. The question arises as to how much the teachers are aware of this need, and the need for reflection and nurturing of their mental health. Pointing out and emphasizing the importance of strengthening well-being, good mental health, and a high degree of emotional intelligence can have multiple benefits in relationships with others, both on a private and professional level. In the workshop, the goal would be to acquire skills for safely expressing emotions, developing critical thinking, and empathy, and building community and mutual understanding. What is most important is the focus on recognizing and understanding "what is happening to us" so we can deal with it more easily and seek help when needed. When we apprehend what is happening to us, tension and discomfort decrease and we find solutions more easily. Through the workshop, we will deal with the key questions that the teacher should ask themselves when they find themselves in a situation where a student exhibits unacceptable behavior, to react adequately, and to help the student understand his or her feelings. The workshop outcome would be the recognition of the need to work daily with children on enriching the vocabulary of emotions, understanding the causes of emotions, and improving the empathy of others.

*Keywords: emotional intelligence, mental health, students, teachers, healthy environment for personality development*



# S LUTKOM U LEPŠI SVET

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## Apstrakt

Tema koju smo odabrali za radionicu zasnovana je na ličnoj i praktičnoj primeni lutke u razrednoj nastavi. Radionica ima za cilj da učesnicima konferencije prenese iskustva i znanje autora, i ukaže na važnost činjenice da lutkarstvu treba pružiti veću šansu i dati mu više prostora pri planiranju obrazovno - vaspitnog procesa. Takođe, želimo da istaknemo da deca, uprkos korišćenju savremenih komunikacionih tehnologija, i dalje emotivno doživljavaju lutku kroz interakciju sa njom, i koristeći je brže i lakše usvajaju različite sadržaje i ispoljavaju emocije kako u redovnoj nastavi, tako i u vannastavnim aktivnostima. Na radionici se planira kratak osvrt na istorijat i obrazovni značaj korišćenja lutke u nastavi i slikovito objašnjavanje o načinu oživljavanja lutaka, postupak njihove izrade, oblikovanje sunđera, bojenje sunđera i dodavanje efektnih detalja. Učesnici će se okušati u manuelnim i praktičnim aktivnostima izrade delova glave kod lutke (nos, usta, uši...). Očekujemo da ćemo diskusijom na radionici podstaknuti kod učesnika određeni stepen stvaralaštva i kreativnosti i zaključiti da je lutki mesto u školi, da njeno korišćenje u nastavi zahteva određenu vremensku pripremu, a da znanje o lutkarstvu otvara novi put za primenu stare, dobre lutke u nastavi i van nje.

*Ključne reči: lutkarstvo, radionica, kreativnost, nastava.*

# WITH THE PUPPET TO A MORE BEAUTIFUL WORLD

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## Abstract

The topic we chose for the workshop is based on the personal and practical use of puppets in classroom teaching. The goal of the workshop is to share the experiences and knowledge of the authors with the participants of the conference, and to highlight the importance of giving puppetry a greater chance and more space when planning the educational process. We also wish to emphasize that children, despite the use of modern communication technologies, continue to emotionally connect with puppets through interaction, and that by using them, they more quickly and easily absorb different content and express emotions both in regular classes and extracurricular activities. The workshop will include a brief overview of the history and educational significance of using puppets in teaching, along with a visual explanation of how to bring puppets to life, the process of making them, shaping sponges, painting sponges, and adding effective details. Participants will engage in manual and practical activities, creating parts of a puppet's head (nose, mouth, ears, etc.). We expect that through discussion in the workshop, we will encourage a certain level of creativity and inventiveness in the participants, and conclude that puppets have a place in schools. Their use in teaching requires specific preparation, and knowledge of puppetry opens up new opportunities for applying the old, good puppet in both teaching and extracurricular activities.

*Keywords: puppetry, workshop, creativity, teaching*



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