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Nova promišljanja o djetinjstvu IV
Prema transdisciplinarnom pristupu

International Scientific and Artistic Conference
Rethinking Childhood IV
Towards Transdisciplinarity



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Mjesto kao način promatranja: pronalaženje mjesta u slikovnicama

Znanstvenici u području dječje književnosti već dugo prepoznaju estetsku i kulturnu izvrsnost kvalitetno oblikovane slikovnice. Međutim, u doba umjetne inteligencije, kada su umjetnost i humanističke znanosti pod pritiskom, kreativnost, čitanje, književnost i kvalitetna slikovnica postaju ključni za cjelovito životno iskustvo. Iako ne postoji jedinstvena formula koja određuje što čini „dobro oblikovanu“ slikovnicu, stavljanje u središte humanosti mjesta, odnosno „bogate i složene međugre ljudi i okoliša“ (Cresswell 26), u pričama koje čitamo i poučavamo usklađuje slikovnice s ciljevima pedagogije mira (eng. *Peace Pedagogy*), pri čemu pojam „dobro oblikovano“ može funkcionirati i unutar i izvan estetskih i književnih kriterija.

Priče su uvijek smještene. Bile one stvarne ili fiktionalne, imaju svoj prostor radnje, a taj prostor utječe na tijek zbivanja. Ipak, stupanj u kojem autori i ilustratori djeluju kao stvaratelji mjesta složenije je pitanje. Od pukog pozornog prostora na kojem se radnja odvija pa sve do bogato prenesenog osjećaja mjesta—koji obuhvaća povijest lokacije, krajolik i ljudske povezanosti—Miscec razmatra kontinuum izgradnje prostora u suvremenim dječjim slikovnicama.

Primjena pristupa gdje se „mjesto“ postavlja kao polazišna točka (eng. *Place Studies approach*) načina čitanja slikovnica potiče suosjećajan rad u kojem se osposobljavamo promatrati svijet kao nešto ispunjeno ljudskim mjestima koja posjeduju inherentno dostojanstvo, istovremeno dajući prednost autorima i ilustratorima koji svjesno sudjeluju u tom projektu. Stvaranje mjesta u slikovnicama, tvrdi Miscec, predstavlja oblik rada na miru.

Ključne riječi: analiza mjesta, stvaranje mjesta, pedagogija mira, slikovnice, otpor umjetnoj inteligenciji

Place as a Way of Seeing: Finding Place in Picturebooks

Children's Literature scholars have long understood the aesthetic and cultural brilliance of a well-made picturebook. In the age of AI, though, when the arts and humanities are under attack, creativity, reading, literature, and a well-made picturebook become vital to a well-rounded lived experience. While there is no formula for what makes a "well-made" picturebook, centering the humanity of Place, "the rich and complicated interplay of people and the environment" (Cresswell 26), in the stories we read and teach align picturebooks within the goals of Peace Pedagogy, and "well-made" can function both within and beyond aesthetic and literary criteria. Stories are located. Real or fictional, stories are set, and setting impacts action. However, the degree to which authors and illustrators are placemakers is a more complicated conversation. From a mere stage on which the action happens all the way to a richly conveyed sense of Place—a location's history, landscape, and human attachments—Miskec considers a continuum of setting construction in contemporary children's picturebooks. Invoking a Place Studies approach as a way of reading picturebooks fosters the compassionate work of training us to see the world as full of human places with inherent dignity, whilst privileging authors and illustrators who are in on the project. Placemaking in picturebooks, Miskec contends, is peace work.

Keywords: Place Studies, placemaking, Peace Pedagogy, picturebooks, resisting AI

Dr. sc. Jennifer Miskec redovita je profesorica na Sveučilištu Longwood u Virginiji, SAD, na kojem predaje nekoliko kolegija iz književnosti za djecu i mlade. Svojim je istraživačkim interesima prvenstveno usmjerena na suvremenu američku književnost za djecu i mlade.

Suurednica je dviju knjiga, s Annette Wannamaker uredila je knjigu *The Early Reader in Children's Literature and Culture: Theorizing Books for Beginning Readers*, a sa Željkom Flegar knjigu *Children's Literature in Place: Surveying the Landscapes of Children's Culture*. Kao Fulbrightov stipendist boravila je na Sveučilištu u Zagrebu (2019), također je u okviru programa *Fulbright Specialist* boravila na Sveučilištu u Osijeku (2024).

Dr. Jennifer M. Miškec is a Professor of English at Longwood University in Virginia, USA, where she teaches several different children's and young adult literature courses. Miškec's scholarship largely centers on contemporary American children's and young adult literature, and she has co-edited two books, *The Early Reader in Children's Literature and Culture: Theorizing Books for Beginning Readers* with Annette Wannamaker and *Children's Literature in Place: Surveying the Landscapes of Children's Culture* with Željka Flegar. Miškec was a Fulbright Scholar at the University of Zagreb (2019) and a Fulbright Specialist at the University of Osijek (2024).



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Razumevanje in razvijanje multimodalne pismenosti skozi leposlovna besedila

Multimodalna pismenost je sposobnost razumevanja in interpretiranja besedil oz. multimodalnih sestavov, ki vključujejo več kodov sporočanja (npr. jezikovni, vizualni, prostorski, gestualni, zvočni.) V multimodalnem besedilu vsi vključeni kodi predstavljajo enovito celoto in tvorijo nov pomen. Informacije, ki so podane skozi različne kode sporočanja, se običajno ne podvajajo, temveč dopolnjujejo med seboj. Na primer, slika lahko poda informacijo o prostoru hitreje in neposredneje, medtem ko z besedo podamo informacijo, ki jo težje neposredno upodobiti. Kode sporočanja lahko razvrstimo glede na čutila, s katerimi jih zaznavamo in jih povežemo z različnimi področji umetnosti. Vid se povezuje s književnostjo, likovno in gledališko umetnostjo, filmom in arhitekturo. Primeri vizualnih kodov pa so slikovni znaki, grafološki poudarki, barva, postavitve in sestava besedila, pisni znaki, numerični znaki, geste, svetloba/senca, note itd. Sluh se povezuje z zvočno knjigo, glasnim branjem knjige, gledališko umetnostjo, glasbo), radijsko igro in filmom. Primeri avditivnih kodov pa so govorni znaki (glasovi, besede), glasba, šumi, tišina. Tip se povezuje s knjigami, napisanimi v brajici, tridimenzionalnimi ilustracijami (tudi knjige z dodanimi elementi, ki ponazarjajo teksturo). Primeri taktilnih kodov so različne teksture. Voh se povezuje s knjigami z dodanimi vonjavami, ki se sprožijo npr. ob drgnjenju, gledališke ali filmske predstave z dodanimi vonjavami. Olfaktorni kodi sporočanja so različni vonji.

Če se omejimo na področje tiskanih knjig, lahko ugotovimo, da leposlovna multimodalna besedila največkrat združujejo vizualni in verbalni kod sporočanja. Pogoj za razumevanje tovrstnih besedil je razumevanje informacij iz besedila, razumevanje informacij iz slike ter oblikovanje pomena, ki izhaja iz interakcije med obema kodoma sporočanja. V kontekstu vzgoje in izobraževanja ima bralna pismenost prednost pred vizualno pismenostjo, zato je primarni problem branja multimodalnih besedil in multimodalne pismenosti pravzaprav

problem vizualne pismenosti. Vizualno pismenost razumemo kot zmožnost razbiranja pomenov iz vizualnih podob in zmožnost oblikovanja sporočila s pomočjo vizualnih podob. V prispevku so predstavljene izbrana leposlovna multimodalna besedila, ki se pojavljajo v vzgoji in izobraževanju (slikopis, slikanica, strip in grafični roman). Obravnavana dela so izbrana na korpusu vzorčnih besedil za vsako obliko knjige posebej, hkrati pa je bila pozornost pri izboru usmerjena tudi v različne literarne vrste ter v različne likovne pisave. Cilj analize izbranih primerov je identifikacija vključenih kodov sporočanja, njihova interakcija in tvorjenje novega pomena. Uporabljena je multimodalna analiza, ki se osredotoča na razbiranje pomenov znotraj posameznih kodov in na njihovo medsebojno interakcijo. Rezultati analize so pokazali, da združevanje vizualnih in verbalnih kodov omogoča bogatejšo interpretacijo in globlje razumevanje vsebine, še posebej v izobraževalnem procesu, kjer bralna pismenost prevladuje nad vizualno pismenostjo. Na podlagi ugotovitev smo oblikovali smernice za razvoj multimodalne pismenosti s pomočjo leposlovnih multimodalnih besedil, pri čemer je poudarek na aktivnem razumevanju interakcije med različnimi kodi sporočanja in v interdisciplinarnem pristopu.

Ključne besede: multimodalna pismenost, slikopis, slikanica, strip, grafični roman.

Understanding and Developing Multimodal Literacy Through Literary Texts

Multimodal literacy is the ability to understand and interpret texts or multimodal ensembles that incorporate multiple modes of communication (e.g., linguistic, visual, spatial, gestural, auditory). In a multimodal text, all included modes form a cohesive whole and create new meaning. Information conveyed through different modes typically does not duplicate but complements one another. For example, an image can convey spatial information more quickly and directly, while words can provide information that is more difficult to depict visually. Modes of communication can be classified according to the senses through which they are perceived and their connection to different fields of art. Vision is linked with literature, visual and performing arts, film, and architecture. Examples of visual modes include pictorial symbols, graphic emphasis, color, layout and composition of the text, written characters, numerical signs, gestures, light/shadow, musical notation, etc. Hearing is associated with audiobooks, read-aloud sessions, theatrical arts, music, radio plays, and film. Examples of auditory modes are spoken language (voices, words), music, noise, and silence. Touch is connected with Braille books, three-dimensional illustrations (including books with textured elements). Smell relates to books with added scents activated by rubbing or sensory experiences during theatrical or cinematic performances. Olfactory modes of communication include various fragrances.

Focusing specifically on printed books, literary multimodal texts most often combine visual and verbal modes of communication. Comprehension of such texts requires understanding information from both the text and the accompanying images, as well as forming meaning through the interaction of these two modes. In the context of education, reading literacy generally takes precedence over visual literacy; thus, the primary challenge in reading multimodal texts and developing multimodal literacy is essentially developing visual (il)literacy. Visual literacy is understood as the ability to interpret meaning from visual images and to compose messages using visual representations.

This contribution presents selected literary multimodal texts used in education (such as picturebooks, picture stories, comics, and graphic novels). The works are chosen from a corpus of model texts for each book type, with attention also paid to various literary genres and artistic expressions. The aim of analyzing these examples is to identify the included modes of communication, their interaction, and the creation of new meanings. A multimodal analysis approach is used, focusing on deciphering meanings within individual modes and their mutual

interaction. The results indicate that combining visual and verbal modes allows for richer interpretation and deeper understanding of content, especially in educational settings where reading literacy tends to dominate over visual literacy. Based on these findings, guidelines have been developed for fostering multimodal literacy through literary multimodal texts, emphasizing active comprehension of mode interactions within an interdisciplinary framework.

Keywords: multimodal literacy, picturebook, picture story, comic, graphic novel

Dr. sc. Janja Batič docentica je na Pedagoškem fakultetu Sveučilišta u Mariboru, Slovenija. Više od osamnaest godina posvećena je radu s budućim učiteljima razredne nastave. Od 2019. godine obrazuje i buduće učitelje likovne kulture na Odsjeku za likovnu kulturu. Njezina područja istraživanja uključuju likovni odgoj i obrazovanje, vizualnu pismenost, multimodalnu pismenost te istraživanje slikovnica. Objavila je dvije monografije, oko trideset znanstvenih članaka i više od dvadeset poglavlja u znanstvenim monografijama.

Dr. Janja Batič je docentka za specialno didaktiko (likovna umetnost) na Pedagoški fakulteti Univerze v Mariboru. Ima već kot osemnajst let izkušenj pri delu z bodočimi učitelji razrednega pouka. Janja Batič od leta 2019 izobražuje bodoče učitelje likovne umetnosti na Oddelku za likovno umetnost. Njeno raziskovalno področje vključuje likovno pedagogiko, vizualno pismenost, multimodalno pismenost in raziskovanje slikanic. Izdala je 2 znanstveni monografiji, okrog 30 znanstvenih člankov in 20 samostojnih poglavij v znanstvenih monografijah.

Janja Batič, PhD, is an assistant professor of art education at the Faculty of Education at the University of Maribor, Slovenia. She has more than eighteen years of experience working with future classroom teachers. Since 2019, Janja Batič has been educating future art teachers at the Department of Fine Arts. Her research areas include art education, visual literacy, multimodal literacy and picture book research. She has published 2 monographs, around 30 scientific articles and more than 20 chapters in scientific monographs.

Dr. sc. Dragica Haramija redovita je profesorica na Sveučilištu u Mariboru, Slovenija. Na Pedagoškem fakultetu i Filozofskom fakultetu Sveučilišta u Mariboru predaje kolegije iz književnosti za djecu i mlade. Njezini glavni istraživački interesi odnose se na književnost za djecu i mlade (teorije žanra i povijest književnosti za djecu i mlade). Bavi se i istraživanjem čitalačke pismenosti i lako čitljivih materijala (easy reading). Objavila je sedam monografija, osamdeset pet znanstvenih članaka i više od pedeset poglavlja u znanstvenim monografijama. 2023. godine dobila je nagradu Sveučilišta u Mariboru za izniman uspjeh, postignuća i zasluge u znanstvenoistraživačkom i nastavnom radu.

Dr. Dragica Haramija je redna profesorica na području slovenske književnosti na Univerzi v Mariboru; na Pedagoški fakulteti in Filozofski fakulteti predava otroško in mladinsko književnost. Osrednje področje njenega raziskovanja sta otroška in mladinska književnost (literarna zgodovina: opusi slovenskih mladinskih pisateljev; zvrsti in vrste v slovenski otroški in mladinski prozi). Prav tako se ukvarja z raziskovanjem bralne pismenosti in lahkega branja (preprostega jezika). Izdala je 7 znanstvenih monografij, 85 znanstvenih člankov in več kot 50 samostojnih poglavij v znanstvenih monografijah. Leta 2023 je prejela nagrado Univerze v

Mariboru za vrhunske uspehe, dosežke in zasluge na znanstvenoraziskovalnem in izobraževalnem področju.

Dragica Haramija, PhD, is a full professor of Slovene literature at the University of Maribor; she lectures on children's and young adult literature at the Faculty of Education and the Faculty of Arts. Her basic field of work is children's and young adult literature (theories of genre and literary history). She is also involved in research on reading literacy and easy-to-read materials (easy reading). She has published 7 monographs, 85 scientific articles and more than 50 chapters in scientific monographs. In 2023, she was awarded the University of Maribor Prize for outstanding success, achievements and merits in scientific research and education.

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Glazbene igre kao poticaj razvoja rječnika djece mlađe školske dobi

U procesu usvajanja i učenja jezika razvoj rječnika najdinamičniji je proces. Tijekom ranoga djetinjstva djeca najčešće nesvjesno usvajaju nove riječi u komunikaciji sa svojom okolinom, tijekom čitanja i izloženosti različitim govornim oblicima, često i medijima. Najčešće prvo usvajaju temeljno značenje riječi, a tijekom vremena usvajaju i druga značenja višeznačnih riječi te preneseno značenje. Bogatstvo rječnika prediktor je općeobrazovnoga uspjeha, ali i kasnijega akademskoga uspjeha. Upravo je zato važan element razvoja jezično-komunikacijske kompetencije u nastavi materinskoga jezika, ali i u nastavi drugih nastavnih predmeta. Djeca koja imaju bogatiji rječnik lakše ostvaruju socijalne kontakte, postižu bolji uspjeh u pisanoj i govorenoj komunikaciji te ostvaruju i bolji obrazovni uspjeh u odnosu na drugu djecu. Na proces ovladavanja rječnikom utječu kako oni jezični čimbenici (duljina riječi, pravopisne karakteristike, gramatičke karakteristike i druge određene riječi), jednako tako i oni izvanjezični, poput okoline u kojoj dijete odrasta, navika čitanja, provođenja slobodnoga vremena, odnosa roditelja prema djeci te mediji koje djeca prate. S obzirom na to da istraživanja pokazuju kako učenici osnovnoškolske dobi imaju sve siromašniji rječnik, a posljedično onda i poteškoće u čitanju s razumijevanjem, u okviru projekta RjeŠko - *Razvoj rječnika djece mlađe školske dobi kroz inovativne, estetske i utjelovljene metode učenja – RjeŠko – IP-2024-05-8350* osmišljene su različite estetske i utjelovljene metode kojima je u okviru eksperimentalnoga programa tijekom triju mjeseci potican razvoj rječnika. Jedna od tih je i glazbena igra. Stoga će se u ovome radu dati rezultati rječničke kompetencije prije i nakon provedbe eksperimentalnoga programa u prvome razredu osnovne škole s posebnim osvrtom na povezanost glazbenih igara i procesa usvajanja rječnika. Očekuju se bolji rezultati u rezultatima rječničke kompetencije nakon provedbe programa te pozitivnij stav učenika prema učenju hrvatskoga kao materinskoga jezika.

Ključne riječi: hrvatski kao materinski jezik, razvoj rječnika, djeca mlađe školske dobi, glazbene igre, utjelovljeno učenje

Musical Games as a Stimulus for Vocabulary Development in Early Primary School Children

In the process of language acquisition and learning, vocabulary development is the most dynamic aspect. During early childhood, children most often unconsciously acquire new words through communication with their environment, during reading, and through exposure to various spoken forms, often including media. Typically, they first acquire the basic meaning

of words, and over time, they also adopt secondary meanings of polysemous words as well as figurative meanings. Vocabulary richness is a predictor of general educational success, as well as later academic achievement. For this reason, it represents an important element in the development of language and communication competence, both in mother tongue instruction and in the teaching of other school subjects. Children with a richer vocabulary more easily establish social contacts, achieve better results in written and spoken communication, and perform better academically compared to their peers. The process of vocabulary acquisition is influenced not only by linguistic factors (such as word length, orthographic features, grammatical characteristics, and other word-specific features), but also by extralinguistic ones, such as the environment in which a child grows up, reading habits, ways of spending leisure time, parental attitudes towards children, and the media they consume. Since research shows that primary school pupils increasingly have a limited vocabulary, which consequently leads to difficulties in reading comprehension, the project *RjeŠko – Vocabulary Development of Early Primary School Children through Innovative, Aesthetic and Embodied Learning Methods* (RjeŠko – IP-2024-05-8350) has designed various aesthetic and embodied methods to encourage vocabulary development within a three-month experimental program. One of these methods is the use of musical games. Therefore, this paper will present the results of vocabulary competence testing before and after the implementation of the experimental program in the first grade of primary school, with particular emphasis on the relationship between musical games and the process of vocabulary acquisition. It is expected that pupils will demonstrate improved vocabulary competence after the program, as well as a more positive attitude towards learning Croatian as their mother tongue.

Keywords: Croatian as a mother tongue, vocabulary development, early primary school children, musical games, embodied learning

Strah od jezika i strah od poučavanja

Poznato je da je svrha nastave Hrvatskoga jezika u razdoblju obveznoga formalnog obrazovanja osigurati ne samo stjecanje znanja o hrvatskome standardnom jeziku, nego i omogućiti uspješnu primjenu tih znanja u standardnojezičnoj govorenoj i pisanoj praksi, kao i izgraditi pozitivan stav učenika prema standardnom jeziku. Tijekom toga razdoblja uobičajeno se javljaju različiti razlozi koji utječu na lošije ovladavanje standardnim jezikom: nedovoljno znanje poučavatelja, loše metode poučavanja, loši načini vrednovanja učenika, kao i učeničko nerazumijevanje i neusvajanje standardnoga jezika, stav prema ovladavanju standardnim jezikom, odstupanja u standardnojezičnoj teoriji i praksi, a što sve može uzrokovati učeničko jezično i opće zaostajanje.

Jezična kompetencija podrazumijeva ovladanost jezičnim sadržajem i ostvaruje se kao uspješno ostvarivanje govorene i pisane komunikacije. Prva jezična kompetencija povezana je s govorenom komunikacijom u užoj društvenoj zajednici, na organskom idiomu kojim se ovladava nesvjesno, spontano, bez napora. Djeca se svojim prvim idiomom služe bez "straha od jezika", uspješno sudjeluju u komunikaciji sa svojim vršnjacima i odraslim osobama, te im uspješno prenose svoje želje, namjere, svoja razmišljanja i dr. Dijete se u sustav formalnog obrazovanja uključuje kao jezično i komunikacijski kompetentna osoba.

"Strah od jezika" može se javiti kao posljedica nužnosti ovladavanja drugim, manje ili više različitim jezičnim sustavom, standardnim jezikom, u sustavu obveznoga formalnog obrazovanja. Strah od toga da će neuspjeh u ovladavanju jezičnim sadržajima kod učenika izazvati "strah od jezika", nerijetko utječe i na strah učitelja/nastavnika koji zatim odustaju od poučavanja jezičnih sadržaja, ne provjeravaju stupanj učeničkog ovladavanja tim sadržajima i dr.

Cilj je rada definirati pojam "strah od jezika", utvrditi razloge i okolnosti njegova nastanka, kao i ponuditi rješenja u tome da se on izbjegne i ne otežava ovladavanje standardnim jezikom. **Ključne riječi:** standardni jezik, poteškoće u ovladavanju, poteškoće u poučavanju

Fear of language and fear of teaching

It is known that the purpose of teaching the Croatian language during the period of compulsory formal education is to ensure not only the acquisition of knowledge about the Croatian standard language, but also to enable the successful application of this knowledge in spoken and written standard language practice, as well as to build a positive attitude of students towards the standard language. During this period, various reasons usually arise that influence the poor mastery of the standard language: insufficient knowledge of the teacher, poor teaching methods, poor ways of evaluating students, as well as students' misunderstanding and failure to adopt the standard language, their attitude towards mastering the standard language, deviations in standard language theory and practice, all of which can cause students' linguistic and general underachievement.

Linguistic competence implies mastery of linguistic content and is achieved as successful spoken and written communication. The first linguistic competence is associated with spoken communication in a narrow social community, in an organic idiom that is mastered unconsciously, spontaneously, without effort. Children use their first idiom without "fear of language", successfully participate in communication with their peers and adults, and

successfully convey to them their wishes, intentions, thoughts, etc. The child is included in the formal education system as a linguistically and communicatively competent person.

"Fear of language" can occur as a consequence of the necessity of mastering another, more or less different language system, the standard language, in the system of compulsory formal education. The fear that failure to master language content will cause "fear of language" in students often affects the fear of teachers who then give up teaching language content, do not check the level of students' mastery of these contents, etc.

The aim of the paper is to define the term "fear of language", to determine the reasons and circumstances of its occurrence, as well as to offer solutions to avoid it and facilitate the mastery of the standard language.

Keywords: standard language, difficulties in mastering, difficulties in teaching

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Umjetna inteligencija u ranom i predškolskom odgoju i obrazovanju: transdisciplinarni izazovi i mogućnosti

S obzirom na sveprisutnost umjetne inteligencije (AI) u suvremenom društvu, nameće se pitanje njezine primjene i u području ranog i predškolskog odgoja i obrazovanja. Cilj ovoga rada je istražiti transdisciplinarni potencijal AI alata, ali i onih pokretanih umjetnom inteligencijom u radu s djecom rane i predškolske dobi, promišljajući njihove moguće doprinose, ali i izazove u svakodnevnoj praksi odgojitelja djece rane i predškolske dobi. Fokus je stavljen na mogućnosti korištenja umjetne inteligencije i kao podrške u individualizaciji pristupa djeci, dokumentiranju, poticanju kreativnog izražavanja te jačanju profesionalnih kompetencija odgojno-obrazovnih djelatnika.

Metodološki, rad se temelji na analitičko-refleksivnom pristupu koji uključuje pregled aktualnih istraživanja, pedagoških i tehnoloških izvora, kao i iskustava iz visokoškolske nastave usmjerene na integraciju digitalnih alata u odgojno-obrazovni rad. Uzimaju se u obzir i participativni aspekti korištenja umjetne inteligencije, s posebnim naglaskom na uključivanje djetetova glasa kroz alate poput generativnog pripovijedanja, vizualizacija i suradničkih digitalnih projekata.

Rezultati analize upućuju na široki potencijal tehnologija pokretanih umjetnom inteligencijom za osnaživanje transdisciplinarnog pristupa u ranom odgoju, no ističu i potrebu za kritičkim promišljanjem, edukacijom stručnjaka i etičkom odgovornošću.

Zaključno, rad naglašava važnost otvorenog dijaloga među stručnjacima različitih područja te potrebu za sustavnom podrškom uvođenju AI alata u pedagošku praksu na način koji stavlja dijete, njegovu dobrobit i pravo na izražavanje – u središte.

Ključne riječi: digitalna pedagogija, participativne prakse, rani i predškolski odgoj, transdisciplinarnost, umjetna inteligencija

Artificial Intelligence in Early Childhood Education and Care: Transdisciplinary Challenges and Opportunities

Given the pervasive presence of artificial intelligence (AI) in contemporary society, questions arise about its application in the field of early childhood education and care. The aim of this paper is to explore the transdisciplinary potential of AI tools, including those powered by artificial intelligence, in working with young children. It reflects on their possible contributions, but also the challenges they pose in the daily practice of early childhood educators. The focus is placed on the possibilities of using AI as support for individualized approaches to children, documentation of learning, promotion of creative expression, and strengthening the professional competencies of educational professionals.

Methodologically, the paper is based on an analytical-reflective approach that includes a review of recent research, pedagogical and technological sources, as well as experiences from higher education settings aimed at integrating digital tools into educational practice. Participatory aspects of AI use are also taken into account, with particular emphasis on including the child's voice through tools such as generative storytelling, visualizations, and collaborative digital projects.

The results of the analysis indicate the broad potential of AI-powered technologies to enhance a transdisciplinary approach in early education, while also highlighting the need for critical reflection, professional development, and ethical responsibility.

In conclusion, the paper emphasizes the importance of open dialogue among professionals from various fields and the need for systematic support for the introduction of AI tools into pedagogical practice in a way that places the child, their well-being, and their right to expression at the center.

Keywords: artificial intelligence, digital pedagogy, early childhood education and care, participatory practices, transdisciplinarity

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Ana Schoretits, *Turte od riči/Torten aus worten*

U radu će se interpretirati prva zbirka dječje poezije u Gradišću gradišćanskohrvatske književnice Ane Schoretits *Turte od riči/ Torten aus worten* (2022). Zanimljivo je da se dječja poezija gradišćanskohrvatske književnosti počinje pisati u 19. stoljeću za potrebe školskih čitanki, a da je naročito prisutna od pojave Mate Meršića Miloradića, koji velik broj pjesama upućuje djeci znajući koliko je za očuvanje nacionalnog identiteta i usvajanja materinskog jezika potrebna dječja poezija. I njegovi nastavljači, posebice Ivan Blažević, a poslije gotovo svi pjesnici od Leopolda do Čenara, pišu pjesme koje su pogodne za dječju recepciju. Zapravo su dječju poeziju u Gradišću percipirali kao školsku poeziju, stoga je tek Anton Leopold objavio antologiju *Gradišćanski hrvatski gaj* (1967) kao prvu knjigu dječje i poezije za mladež u Gradišću. Nadalje, Robert Bacalja i Nikola Benčić objavili su 2021. antologiju *Zlata riba*, prvu u kojoj su obuhvaćeni pisci s cijelog područja Gradišća i svih onih krajeva od Južne Moravske do zapadne Ugarske gdje žive Hrvati. Nakon toga, Ana Schoretits piše prvu samostalnu pjesničku zbirku dječje poezije u Gradišću (2022), i to dvojezičnu u kojoj u sedam ciklusa donosi 68 pjesama na gradišćanskohrvatskom jeziku i 85 pjesama na njemačkom jeziku. Očito da je Anna Schoretits pjesme uputila hrvatskoj zajednici u Gradišću, ali i s nakanom da njezine pjesme dođu i do njemačke djece u Gradišću i šire jer je čak sedamnaest pjesama više objavljeno u zbirci *Turte od riči /Torten aus Worten* na njemačkom jeziku. U posljednje vrijeme trendovi pokazuju da se njemačka i mađarska djeca u toj višejezičnoj sredini upisuju u dvojezične škole, tako da je nakana Ane Schoretits svakako ostvarivanje dvojezičnih i višejezičnih kompetencija u ranoj dobi s obzirom na društvena kretanja.

Ključne riječi: Ana Schoretits, gradišćanskohrvatsko dječje pjesništvo, dvojezičnost

Ana Schoretits, *Turte od riči / Torten aus Worten*

This paper interprets the first collection of children's poetry published in Burgenland by the Burgenland Croatian writer Ana Schoretits, *Turte od riči / Torten aus Worten* (2022). It is noteworthy that children's poetry in Burgenland Croatian literature began to be written in the nineteenth century for the needs of school readers, and that it became particularly prominent with the emergence of Mate Meršić Miloradić, who addressed a large number of poems to children, being aware of the importance of children's poetry for the preservation of national identity and the acquisition of the mother tongue. His successors, especially Ivan Blažević, and later almost all poets from Anton Leopold to Čenar, wrote poems suitable for children's reception. However, children's poetry in Burgenland was in fact largely perceived as school poetry. Consequently, it was only in 1967 that Anton Leopold published *Gradišćanski hrvatski gaj* as the first anthology of children's and youth poetry in Burgenland, followed in 2021 by the anthology *Zlata riba*, edited by Robert Bacalja and Nikola Benčić, the first to include authors from the entire Burgenland region and from all areas stretching from Southern Moravia to western Hungary where Croats live. Subsequently, Ana Schoretits published the first independent poetry collection of children's poetry in Burgenland (2022), a bilingual volume comprising seven cycles and containing 68 poems in the Burgenland Croatian language and 85 poems in German. It is evident that Schoretits addressed her poems equally to the Croatian community in Burgenland, yet with a stronger intention for her work to reach German-speaking children in Burgenland and beyond, as evidenced by the fact that seventeen more poems are included in the German-language section of *Turte od riči / Torten aus Worten*. Recent trends

indicate that in this multilingual environment an increasing number of German- and Hungarian-speaking children are enrolling in bilingual schools; thus, Ana Schoretits's intention is clearly the development of bilingual and multilingual competences from an early age, in accordance with contemporary social dynamics.

Keywords: Ana Schoretits, Burgenland Croatian children's poetry, bilingualism

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Interetekstualnost i intermedijalnost u udžbenicima inojezičnoga hrvatskoga

Citatnost je najviše proučavana u okvirima teorije književnosti i književne kritike te su temom radova najvećim dijelom književni tekstovi i njihov suodnos i interpretacija. Međutim, citatnost, odnosno intertekstualnost obilježje je različitih vrsta tekstova koji pripadaju različitim funkcionalnim stilovima i registrima, a uključuju različita područja umjetnosti, znanosti, medija i svakodnevnoga života. „Područje na kojemu se književnost citira i način na koji se to čini ujedno su i vrlo uvjerljiva svjedočanstva o pojedinim tekstovima, razdobljima i cijelim kulturnim sustavima.” (Oraić Tolić 1990: 31) Polazeći od postavke da je kultura ukupnost tekstova i da je „svaki tekst zapravo intertekst, jer se u svakom tekstu nalaze elementi ranijih tekstova i okolišne kulture” (Barthes prema Beker 1988: 12) kultura se promatra kao ukupnost svih tekstova „i kao sredstvo za ovladavanje inim jezikom budući da je poznavanje kulture uvjet za kontekstualizaciju jezičnih činjenica.“ Udier i Gulešić Machata (2019: 380). Na temelju takva razumijevanja teksta i citatnosti, odnosno intertekstualnosti i šire intermedijalnosti u ovome se radu raščlanjuju udžbenici inojezičnoga hrvatskoga. Uspoređuje se udžbenička građa kao isti tip teksta u kojemu se prepoznaju i određuju intertekstualni postupci te se dovode u suodnos s različitim tipovima tekstova. Ovladavanje inim jezikom osim jezične kompetencije uključuje ovladavanje sociolingvističkom i međukulturnom kompetencijom. Sociolingvističkom se kompetencijom smatra ovladavanje, među ostalim, aspektima „koji se odnose na korištenje jezika“ (ZEROJ 2005: 121), odnosno „nepromjenjive formule koje ujedno sadržavaju i podržavaju opća stajališta“. Prema ZEROJ-u (2005: 123): „One se često koriste, a možda se i češće na njih poziva ili s njima poigrava, kao, na primjer, u novinskim naslovima. Poznavanje te baštine narodne mudrosti, izražene jezikom za koji se pretpostavlja da ga svi znaju bitna je komponenta jezičnog aspekta sociokulturne kompetencije.“ (ZEROJ 2005: 123) Takvim se izrazima smatraju: poslovice, idiomatski izrazi, ustaljeni izrazi, izražavanje vjerovanja, stajališta, vrijednosti (ZEROJ 2005: 123). Uz izraze narodne mudrosti – poput poslovice (ili različitih paremioloških vrsta) svoje mjesto dobivaju i različiti citati – medijski, filmski, glazbeni, književni i slično. S druge strane, različiti intertekstualni postupci posebice se iščitavaju u situacijskim tekstovima te otvaraju prostor čitanju kulturnoga podteksta. Analiza se udžbenika temelji, među ostalim, na analizi intertekstualnosti (Juvan 2013) i intermedijalnosti te podjelama i oblicima citatnosti prema Oraić Tolić (1990).

Ključne riječi: intermedijalnost, intertekstualnost, inojezični hrvatski, kultura, udžbenici inojezičnoga hrvatskoga

Intertextuality and intermediality in textbooks of Croatian as a second and foreign language

Quotativeness (citation) has been most extensively studied within the framework of literary theory and literary criticism, with literary texts and their mutual relations and interpretation being the primary focus of such research. However, quotativeness, or intertextuality is a feature of various types of texts that belong to different functional styles and registers, encompassing

diverse areas of art, science, media and everyday life. “The domain in which literature is cited and the manner in which it is done are also very convincing testimonies about individual texts, periods and entire cultural systems.” (Oraić Tolić 1990: 31) Starting from the premise that culture is the totality of texts and that “every text is actually an intertext, since each contains elements of earlier texts and the surrounding culture” (Barthes according to Beker 1988: 12), culture is observed as the totality of all texts “and as a means for mastering another language, since knowledge of culture is a condition for the contextualization of linguistic facts.” (Udier and Gulešić Machata 2019: 380). Based on this understanding of text and quotativeness, or intertextuality and more broadly intermediality, this paper analyzes textbooks of Croatian as a second and foreign language. The textbook materials, as the same type of text, are compared in order to identify and define intertextual techniques, and to relate them to different types of texts. Mastering a foreign language, in addition to linguistic competence, also involves acquiring sociolinguistic and intercultural competence. Sociolinguistic competence includes, among other things, aspects “related to language use” (ZEROJ 2005: 121), that is “fixed formulas which contain and support general attitudes”. According to ZEROJ (2005: 123): “These are frequently used, and perhaps even more frequently referred to or played with as for example, in newspaper headlines. Knowledge of this heritage of folk wisdom, expressed through language assumed to be commonly known, is an essential component of the linguistic aspect of sociocultural competence.” (ZEROJ 2005: 123) Such expressions are considered to be: proverbs, idiomatic expressions, set phrases, and expressions of beliefs, attitudes, and values (ZEROJ 2005: 123). In addition to traditional sayings – such as proverbs (or various types of paremiological forms), there is also a place for a various quotations from media, film, music, literature, etc. On the other hand, various intertextual techniques are particularly evident in situational texts which open the space for reading cultural subtext. The analysis of the textbooks is based, among other things, on the study of intertextuality (Juvan 2013), intemediality, as well as on the typologies and forms of quotativeness as defined by Oraić Tolić (1990).

Keywords: intermediality, intertextuality, Croatian as a second and foreign language, culture, textbooks of Croatian as a foreign and second language

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Roditeljski pogled na višejezični odgoj djece u današnjem svijetu

U okolnostima globalizacije, sve veće mobilnosti stanovništva te razvoja suvremenih komunikacijskih tehnologija, isprepletanje jezika i kultura postaje uobičajena društvena pojava, a višejezični odgoj postaje stvarnost obiteljskog života za velik broj djece. To je stvarnost čitavog europskog prostora, a naročito je izražena u višekulturnim sredinama poput Švedske, gdje se jezična slika stanovništva ubrzano mijenja zbog povećanog broja imigranata i miješanih brakova. Višejezični odgoj, kao okvir za dječje istodobno ovladavanje dvama ili većim brojem jezika, nosi sa sobom brojne izazove, kako za djecu tako i za njihove roditelje i život obitelji u cjelini, pa sve češće postaje tema brojnih znanstvenih i stručnih promišljanja u području dječjega jezičnoga razvoja te u području ranoga odgoja i obrazovanja.

Ovaj se rad bavi izazovima višejezičnog odgoja djece, a cilj mu je pridonijeti boljem razumijevanju utjecaja višejezičnog odgoja djece na dinamiku obiteljskog života u cjelini, kao i na samo roditeljstvo i ulogu roditelja u procesu višejezičnoga odgoja djece. Za potrebe rada provedeno je kvalitativno istraživanje kojim su se ispitali stavovi, strategije te izazovi s kojima se susreću roditelji višejezične djece tijekom njihova odrastanja. Sudionici istraživanja bili su roditelji različitih jezičnih i nacionalnih pripadnosti, no svi su s obiteljima u vrijeme provedbe istraživanja živjeli i odgajali djecu u Švedskoj. Švedska je odabrana kao društveno okružje za provedbu ovoga istraživanja jer je zemlja s vrlo izraženom i kontinuirano rastućom imigracijom stanovništva različitih kultura i jezika. Za prikupljanje podataka korišten je polustrukturirani intervju koji je sadržavao unaprijed pripremljena pitanja otvorenog tipa. Rezultati istraživanja potvrdili su ključnu ulogu roditelja u oblikovanju poticajnoga jezičnog okružja za razvoj višejezičnosti kod djece. Također se potvrdilo da roditeljski stavovi, strategije i svakodnevne odgojne prakse izravno utječu na uspješnost dječjega višejezičnog razvoja.

Ključne riječi: jezični razvoj djece, roditeljska uloga, višejezični odgoj djece, višejezičnost

Parental perspectives on the plurilingual upbringing of children in the contemporary world

In the context of globalization, increased population mobility, and the development of modern communication technologies, the intertwining of languages and cultures is becoming a common social phenomenon, and plurilingual upbringing is increasingly becoming a reality in the family lives of many children. This is a reality throughout Europe, and it is particularly pronounced in pluricultural environments such as Sweden, where the linguistic landscape of the population is rapidly changing due to an increasing number of immigrants and mixed marriages. Plurilingual upbringing, as a framework in which children simultaneously acquire two or more languages, brings numerous challenges, both for the children and for their parents and family life as a whole. As such, it is becoming a frequent topic of scientific and professional discourse in the field of child language development and early childhood education.

This paper explores the challenges of plurilingual upbringing of children and aims to contribute to a deeper understanding of its impact on family life dynamics, as well as on parenting itself and the role of parents in this process. A qualitative study was conducted to examine the attitudes, strategies, and challenges faced by parents of plurilingual children during their

upbringing. The participants in the study were parents of various linguistic and national backgrounds, all of whom were living in Sweden and raising their children there at the time of the research. Sweden was chosen as the social context for the study due to its marked and continuously growing immigration of people from diverse cultures and languages. Data were collected through semi-structured interviews, which included pre-prepared open-ended questions. The results of the study confirmed the crucial role of parents in creating a stimulating linguistic environment for the development of plurilingualism in children. The findings also confirmed that parental attitudes, strategies, and everyday parenting practices directly influence the success of children's plurilingual development.

Keywords: child language development, parental role, plurilingual upbringing, plurilingualism

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Nematerijalna jezična kulturna baština kao dio kurikula nastavnoga predmeta Društvo i zajednica

Radom će se prikazati važnost nastavnoga predmeta Društvo i zajednica kao dio eksperimentalnoga programa cjelodnevne nastave koju je Ministarstvo znanosti, obrazovanja i mladih Republike Hrvatske uvelo u eksperimentalnu provedbu školske godine 2023./2024.

Nastavni predmet Društvo i zajednica izvodi se u primarnom obrazovanju, u prva četiri razredna osnovne škole kao dio eksperimentalnog programa 35 sati godišnje, odnosno jedan sat tjedno. Cilj je nastavnoga predmeta Društvo i zajednica realizirati nastavni proces kroz tri koncepta: Društvo i zajednica u prostoru, Društvo i zajednica u vremenu te Pojedinaac u društvu. Konceptom Društvo i zajednica u vremenu učenik stječe kompetencije važne za snalaženje u vremenskom slijedu koje učenik treba moći analizirati i razumijevati s posebnim naglaskom na pojmovima kulturne baštine, izgradnje i oblikovanja identiteta na lokalnoj, regionalnoj i nacionalnoj razini. Nematerijalna jezična baština temeljno je područje kojim se kod učenika mlađe školske dobi može graditi i oblikovati identitetski odnos prema samome sebi, svojoj okolini, zajednici i naciji, ujedno je to i najbolji primjer povezivanja nastavnoga predmeta Hrvatski jezik s nastavnim predmetom Društvo i zajednica. Na konkretnim primjerima pokazat će se mogućnosti implementacije različitih sadržaja i aktivnosti kojima se može unaprijediti nastavni proces te će se dati preporuke za daljnji razvoj i unaprjeđenje ovoga nastavnoga predmeta uključivanjem jezičnih baštinskih sadržaja.

Ključne riječi: cjelodnevna nastava, Društvo i zajednica, eksperimentalni program, Hrvatski jezik, nematerijalna jezična kulturna baština

Intangible linguistic cultural heritage as part of the curriculum of the subject Society and Community

Intangible linguistic cultural heritage as part of the curriculum for the subject Society and Community. This paper will illustrate the importance of the subject Society and Community as part of the experimental program of all-day schooling, which the Ministry of Science, Education and Youth of the Republic of Croatia has introduced for experimental implementation in the 2023/2024 school year. The subject Society and Community is conducted in primary education, in the first four grades of elementary school as part of the experimental program for 35 hours per year, or one hour per week. The goal of the subject Society and Community is to realize the teaching process through three concepts: Society and Community in Space, Society and Community in Time, and the Individual in Society. Through the concept of Society and Community in Time, students acquire competencies important for navigating and understanding temporal sequence, with a special emphasis on the concepts of cultural heritage, building and shaping identity at the local, regional, and national level. at the national level. Intangible linguistic heritage is a fundamental area through which students of younger school age can build and shape their identity relationship towards themselves, their surroundings, their community, and their nation. It is also the best example of connecting the subject of Croatian Language with the subject of Society and Community. Concrete examples will demonstrate the possibilities of implementing various contents and activities that can enhance the teaching process, and recommendations will be provided for further development and improvement of this subject by incorporating linguistic heritage contents.

Keywords: all-day teaching, Society and Community, experimental program, Croatian Language, intangible linguistic cultural heritage

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Istraživanja s djecom: promišljanje prvih koraka studenata u interpretativnoj metodologiji

U radu se kritički promišlja o iskustvima vođenja studenata diplomskog studija pedagogije kroz proces osmišljavanja i provedbe empirijskog istraživanja s djecom, u okviru kvalitativnog, interpretativnog metodologijskog pristupa. U sklopu navedenog pristupa istraživanjima prihvaća se postojanje višestrukih stvarnosti, alternativnih interpretacija i pregovaranja. Takav pristup uključuje istraživanja u kojima su djeca aktivni sudionici, s ciljem razumijevanja njihovih života iz njihove vlastite perspektive, pri čemu se dijete prepoznaje kao subjekt istraživanja. Ovakav pristup istraživanjima svoje teorijsko utemeljenje ima u studijama djetinjstva koje dijete/djecu teorijski pozicioniraju kao aktivne aktere sposobne za oblikovanje i mijenjanje svojega okruženja. Na temelju navedenog teorijskog okvira, u radu se donosi refleksija o istraživanjima koje su osmislili i proveli studenti, kao i o nastavnim procesima iz kojih su ta istraživanja proizašla. Tijekom tri akademske godine studenti su u sklopu kolegija Istraživanja s djecom u timovima provodili kvalitativna istraživanja sa sudionicima – djecom, uz kontinuiranu teorijsku i metodologijsku podršku. Unatoč nastojanjima da se istraživački postupci provedu u skladu s interpretativnim pristupom, sam odabir predmeta istraživanja, određivanje cilja istraživanja, ali i studentska analiza i interpretacija podataka otvaraju prostor za daljnje promišljanje o elementima „pedagogizacije“ dječjih glasova te o složenosti stvarnog prepoznavanja djece kao subjekata u istraživanju. Rad problematizira ključne izazove u studentskom prelasku s metodologijskog pristupa koji je dominirao tijekom studija pedagogije prema autentičnoj praksi istraživanja s djecom te nudi uvid u potrebne preduvjete i načine podrške za razvoj istraživačke osjetljivosti i etičnosti u radu s djecom kao subjektima istraživanja.

Ključne riječi: studije djetinjstva, pedagogizacija dječjih glasova, istraživačka etičnost, kritička refleksija

Research *with* Children: Reflecting on Students' First Steps in Interpretative Methodology

This paper offers a critical reflection on the experience of guiding graduate pedagogy students through the process of designing and conducting empirical research with children, within a qualitative, interpretative methodological framework. This research approach acknowledges the existence of multiple realities, alternative interpretations, and processes of negotiation. It involves studies in which children are active participants, aiming to understand their lives from their own perspectives, and thereby recognizing the child as a subject of research. This perspective is grounded in the field of childhood studies, which positions children as active agents capable of shaping and transforming their environments. Based on this theoretical framework, the paper presents a reflection on research projects designed and implemented by students, as well as on the teaching processes from which these projects emerged. Over three academic years, students conducted team-based qualitative research with children as participants, as part of the course "Research with Children", supported by continuous

theoretical and methodological guidance. Despite efforts to align research processes with the interpretative approach, the selection of research topics, formulation of aims, and students' analysis and interpretation of data open up space for further reflection on the subtle persistence of "pedagogization" of children's voices and the challenges of genuinely recognizing children as research subjects. The paper addresses key challenges in students' transition from the dominant methodological approaches encountered during their pedagogy studies toward authentic practices of research with children. It offers insights into the necessary conditions and forms of support required to foster research sensitivity and ethical responsibility in working with children as subjects of research.

Keywords: childhood studies, pedagogization of children's voices, research ethics, critical reflection

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Djetinjstvo u sustavu alternativne skrbi – perspektiva djece

Alternativna skrb obuhvaća različite oblike smještaja izvan primarne obitelji, kao što su dječji domovi, odgojne ustanove i udomiteljstvo, pri čemu svaka od navedenih životnih sredina donosi specifičnu svakodnevicu, potencijale i izazove za odrastanje. Djetinjstvo u sustavu alternativne skrbi stoga predstavlja kompleksno životno iskustvo koje značajno oblikuje emocionalni i socijalni razvoj djece. Prethodno provedena istraživanja upućuju na to da u razumijevanju obilježja djetinjstva u alternativnoj skrbi nedostaju saznanja temeljena upravo na dječjoj perspektivi.

Svrha ovog rada je prikazati rezultate kvalitativnog istraživanja provedenog s ciljem dubljeg razumijevanja načina na koji djeca koja odrastaju u alternativnoj skrbi doživljavaju vlastito djetinjstvo i svakodnevni život. Istraživačka pitanja bila su usmjerena na razumijevanje svrhe i ciljeva skrbi, doživljaj pozitivnih i negativnih aspekata života, percepciju odnosa s vršnjacima te mogućnosti sudjelovanja u donošenju odluka važnih za njihov život. Podaci su prikupljeni metodom fokusnih grupa, a sudionici su bili djeca od 14 do 18 godina iz različitih oblika skrbi i regija Hrvatske. Dobiveni rezultati analizirani su refleksivnom tematskom analizom.

Iskustvo djetinjstva u alternativnoj skrbi uvelike je oblikovano životnim kontekstom – vrstom skrbi, prostornim okruženjem, kvalitetom ostvarenih odnosa i mogućnostima za postizanje pozitivnih promjena. Djeca opisuju svoje odrastanje u skrbi kao specifično i zanimljivo iskustvo koje ih razlikuje od vršnjaka koji nemaju takvo životno iskustvo. Kao pozitivne aspekte ističu osjećaj sigurnosti, pristup obrazovanju i prilike za osobni razvoj. Istodobno govore i o iskustvima deprivacije, emocionalne nestabilnosti te naglašavaju stigmatizaciju i osjećaj isključenosti iz lokalne zajednice. Doživljaj stigmatizacije je u većoj mjeri prisutan kod djece iz odgojnih ustanova. Vršnjačka podrška, osobito s onima koji dijele iskustvo života u skrbi, važna je za osjećaj pripadnosti i zadovoljstvo životom. Djeca naglašavaju i potrebu za većim uključivanjem u procese donošenja odluka koje su važne za tijek skrbi i njihov život općenito. Dobiveni rezultati naglašavaju potrebu za stvaranjem uvjeta koji potiču normalizaciju svakodnevnog života i iskustva boravka u skrbi, kako bi se umanjio osjećaj različitosti i stigmatizacije. U unaprjeđenju kvalitete života u skrbi nužno je uključiti djecu kao ravnopravne dionike, dok sustavi poput obrazovanja, zdravstva i lokalne zajednice trebaju aktivno surađivati u izgradnji podržavajućeg i uključivog okruženja.

Ključne riječi: djetinjstvo, alternativna skrb, životni kontekst, dječja perspektiva, Hrvatska

Childhood in the alternative care system - children's perspective

Alternative care includes various forms of placement outside the primary family, e.g. in children's homes, residential care and foster families. Each of these settings offers a unique day-to-day environment with different developmental opportunities and challenges. As a result,

childhood in an alternative care system is a complex life experience that has a significant impact on children's emotional and social development. Research shows that there is a lack of studies based on the perspective of the children themselves when it comes to understanding the nature of childhood in alternative care.

This paper presents the findings of a qualitative study that aimed to gain a deeper understanding of how children growing up in alternative care perceive their own childhood and everyday lives. The research questions were centred on children's understanding of the aims and purpose of the care system, their experiences of its positive and negative aspects, their perceptions of peer relationships, and the extent of their participation in decisions affecting their lives. The data were collected through focus groups with children aged 14 to 18 from various types of care and regions in Croatia. The data were analysed using reflexive thematic analysis.

The experience of childhood in alternative care is strongly characterised by the context of living — the type of care, the physical environment, the quality of formed relationships, and the opportunities to achieve positive change. The children described growing up in care as a special and unusual experience that set them apart from their peers who were not in care. Positive aspects mentioned included the feeling of security, access to education and opportunities for personal development. At the same time, children reported deprivation, emotional instability, and particularly emphasised stigmatisation, and feelings of exclusion from the local community. Experiences of stigmatisation were most strongly expressed by children living in residential care. Peer support, particularly from others who have had similar experiences, was emphasised as crucial in fostering a sense of belonging, and life satisfaction. Participants also emphasised the importance of greater involvement in decision-making processes in relation to their care and overall life. The findings highlight the need to create conditions that promote the normalisation of everyday life and care experiences, thereby reducing feelings of being different and stigmatisation. To improve the quality of life in care, children must be included as active and equal stakeholders. In addition, systems such as education, healthcare and local communities need to work together to create a supportive, and inclusive environment for this group of children.

Keywords: childhood, alternative care, life context, children's perspective, Croatia

Videoigre, trauma i škola

U suvremenom svijetu traumatska iskustva dolaze u različitim oblicima i na nenadanim mjestima. I u prošlosti su traumatska iskustva u životu pojedinca postojala već od najranije dobi, no danas smo na takva iskustva ipak senzibiliziraniji. Ipak, čini se da suvremeno obrazovanje prepoznaje potrebu pomaganja djetetu da se suoči s traumom tek nakon što se dogode traumatska iskustva. Iako je, naravno, pozitivno da se psihološka pomoć pruža djeci nakon traumatskog događaja, postavlja se pitanje koliko je potrebno djelovati i unaprijed, a samim time možda i spriječiti neke traumatske događaje (primjerice kada nasilje počini učenik škole kod kojeg očito nije prepoznato, ni od strane roditelja ni sustava, da postoje neki psihološki problemi). Može se reći da se jedino kroz nastavu književnosti djeca sustavno suočavaju s emocionalnim i psihološkim epizodama kroz likove u književnim djelima.

Danas se sve više prepoznaje i analizira književni element videoigara (kao nove umjetnosti koja sadrži brojne elemente već tradicionalnih), a samim time i neke funkcije koje je donedavno pokrivala samo nastava književnosti može na djeci zanimljiv i blizak način preuzeti ili dopuniti uključivanje videoigara u nastavni proces. U izlaganju se razmatra upotreba videoigara kao sredstva za pripremu u suočavanju s budućim (neminovnim) traumama te daje pregled videoigara koje se bave gubitkom, tugom, depresijom i sl. Primjerice videogra SPARX (Sparx Studios, 2013) koja kroz metode i tehnike kognitivno bihevioralne terapije pomaže igraču ublažiti simptome različitih vrsta traume. Tako igrač stječe iskustvo napredujući kroz razine koje nose naslove Suočavanje s emocijama, Svladavanje problema, Prepoznavanje korisnih misli.

Ključne riječi: videoigre, trauma, književnost videoigara

Video Games, Trauma and School

In the modern world, traumatic experiences come in different forms and in unexpected places. Although in the past there were traumatic experiences in the life of an individual from a very early age, today we are more sensitized to such experiences, but it seems that modern education recognizes the need to help a child deal with trauma only after traumatic experiences have occurred. Although it is, of course, positive that psychological help is provided to children after a traumatic event, the question arises to what extent it is necessary to act in advance, and thus perhaps prevent some traumatic events (for example, when violence is committed by a school student who is clearly not recognized by either the parents or the system as having any psychological problems).

It can be said that only through literature classes do children systematically face emotional and psychological episodes through characters in literary works. Today, the literary element of video games is increasingly recognized (as a new art that contains numerous elements of the traditional ones), and therefore some functions that were until recently covered only by literature teaching can be taken over or supplemented by the inclusion of video games in the teaching process in a way that is interesting and familiar for children. The presentation considers the use of video games as a means of preparation for dealing with (imminent) future traumas and gives an overview of video games that deal with loss, grief, depression or some other issues. For example, videogame SPARX (Sparx Studios, 2013) that teaches cognitive behavioral therapy (CBT) techniques to help the game player reduce symptoms. Players gain

experience by progressing through levels with such titles as Dealing with emotions, Overcoming problems, and Recognizing unhelpful thoughts.

Key words: video games, trauma, literature and video games

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Mogu li dobri dečki biti uzor našoj djeci? Analiza sadržaja medijskih nastupa Baby Lasagne

Utemeljen na pristupu socijalnog konstruktivizma, ovaj rad polazi od pretpostavke da djeca i adolescenti aktivno konstruiraju značenja i vrijednosti kroz interakciju s medijskim sadržajima i kulturnim simbolima koje prenose javne osobe poput glazbenika Marka Purišića (umjetničkog imena: Baby Lasagna). Teorija socijalnog modeliranja naglašava kako djeca usvajaju obrasce ponašanja, stavove i identitete promatrajući i imitirajući uzore iz svoje neposredne, ali i posredne, medijske okoline. U tom kontekstu, posebno uzevši u obzir ambivalentnu prirodu utjecaja medija, razvoj medijske pismenosti postaje ključan za poticanje kritičkog mišljenja i svjesnog odabira pozitivnih medijskih uzora u djetinjstvu i adolescenciji. Cilj istraživanja bio je analizirati sadržaj medijskih nastupa Baby Lasagne kako bi se identificirale vrijednosti i vrijednosne poruke te obilježja jezičnog diskursa. Analiziran je veći broj reprezentativnih snimki medijskih nastupa Baby Lasagne vezanih uz ključne trenutke njegove karijere: pobjeda na Dori, nastup na Eurosongu, objava novih singlova i albuma te europska turneja, snimljenih od veljače 2024. do svibnja 2025. Istraživanje je provedeno metodom kvalitativne analize sadržaja. Matrica analize uključivala je dvije analitičke dimenzije: (1) teme i motivi – s fokusom na vrijednosti i vrijednosne poruke; (2) jezik i stil izražavanja – diskurs Baby Lasagne analiziran je s obzirom na sljedeće čimbenike: jednostavnost/složenost, emocionalna dostupnost/nedostupnost, komunikacijska inkluzivnost/neinkluzivnost, usklađivanje/otklon sa i od standardnojezičnih normi i drugi. Rezultati analize sadržaja medijskih nastupa Baby Lasagne upućuju na prisutnost vrijednosti identiteta, solidarnosti i odgovornosti te poruka o autentičnosti, skromnosti i važnosti napornog rada. Diskurs medijskih nastupa ističe se autentičnošću i nenametljivim autoritetom. Ovi rezultati sugeriraju da medijski nastupi autentičnih, odgovornih i vrijednosno dosljednih javnih osoba mogu djelovati poticajno na razvoj djece i adolescenata. Zaključno, rad implicira potrebu za aktivnim i kompetentnim uključivanjem, ne samo roditelja, već posebno odgojitelja i učitelja u promicanju medijske pismenosti s pomno odabranim uzorima koji prenose pozitivne vrijednosti kroz adekvatan jezični stil izražavanja kao pozitivnih primjera iskustvenog učenja i socijalnog konstruktivizma.

Ključne riječi: mediji, medijska pedagogija, medijska pismenost, Baby Lasagna

Can good boys be role models for our children? Content analysis of Baby Lasagna's media appearances

Grounded in the social constructivist approach, this study is based on the assumption that children and adolescents actively construct meanings and values through interaction with media content and cultural symbols transmitted by public figures such as the musician Marko Purišić (stage name: Baby Lasagna). The theory of social modelling emphasises that children acquire behavioural patterns, attitudes, and identities by observing and imitating role models present in both their immediate and mediated media environments. In this context, particularly considering the ambivalent nature of media influence, the development of media literacy

becomes essential for fostering critical thinking and the conscious selection of positive media role models in childhood and adolescence. The objective of this research was to analyse the content of Baby Lasagna's media appearances in order to identify the values and value-laden messages as well as the characteristics of his linguistic discourse. A larger corpus of representative recordings of Baby Lasagna's media performances related to key moments of his career was analysed, including his victory at the Dora competition, his performance at the Eurovision Song Contest, the release of new singles and an album, and the European tour, recorded between February 2024 and May 2025. The study was conducted using the method of qualitative content analysis. The analytical matrix included two dimensions: (1) themes and motifs, with a focus on values and value-laden messages; and (2) language and style of expression. The discourse of Baby Lasagna was examined in relation to the following factors: simplicity versus complexity, emotional accessibility versus inaccessibility, communicative inclusiveness versus exclusiveness, alignment versus divergence with and from standard language norms, and others. The results of the content analysis indicate the presence of values such as identity, solidarity, and responsibility, as well as messages related to authenticity, modesty, and the importance of hard work. The discourse of the media appearances is characterised by authenticity and unobtrusive authority. These findings suggest that the media presence of authentic, responsible, and value-consistent public figures can have a stimulating effect on the development of children and adolescents. In conclusion, the study implies the necessity of active and competent involvement not only of parents but particularly of early childhood educators and teachers in promoting media literacy with carefully selected role models who convey positive values through an appropriate linguistic style of expression as examples of experiential learning and social constructivism.

Keywords: media, media pedagogy, media literacy, Baby Lasagna

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Standardizacija u ranom i predškolskom odgoju i obrazovanju u kontekstu neoliberalnog diskursa

Ovaj sustavni pregled literature pruža teorijski okvir za razumijevanje načina na koji se neoliberalni diskurs reflektira kroz procese standardizacije u ranom i predškolskom odgoju i obrazovanju (RPOO). Neoliberalne obrazovne politike često su usmjerene na učinkovitost, konkurentnost i mjerljivost, čime uvode tržišna načela u obrazovne prakse, poput privatizacije, standardizacije i izvedbenosti. Takvi zahtjevi oblikuju svakodnevni život u RPOO kontekstima, potiču fragmentaciju pedagoških pristupa i instrumentalizaciju dječjeg razvoja kroz usmjerenost na unaprijed definirane ishode i evaluaciju.

Cilj ovog istraživanja je analizirati kako se procesi standardizacije očituju u pedagoškoj praksi i politikama RPOO-a, te u kojoj mjeri takvi procesi utječu na autonomiju odgojitelja, ulogu konteksta i dječju participaciju. Sustavni pregled mapira ključne tematske cjeline u postojećoj znanstvenoj literaturi i interpretira nalaze kroz prizmu socioekonomskih, kulturnih i društvenih faktora koji oblikuju konstrukte djetinjstva.

Metodologija se temelji na PRISMA-ScR protokolu za sustavno pretraživanje i analizu znanstvene literature. Rezultati ukazuju na to da standardizacija dovodi do redukcije složenosti dječjeg iskustva i transformira obrazovne procese u tehničke procedure, često zanemarujući holistički pogled na dijete. Međutim, identificirani su i primjeri pedagogija otpora koje kroz refleksivnu praksu, uključivanje lokalnih zajednica i participaciju djece promiču demokratičnije i kontekstualno osjetljivije pristupe.

Ovi nalazi otvaraju prostor za daljnja istraživanja o posljedicama standardizacije u različitim lokalnim kontekstima te o mogućnostima razvoja alternativnih praksi koje stavljaju dijete i zajednicu u središte odgojno-obrazovnog procesa.

Ključne riječi: dječja participacija, fragmentacija djetinjstva, neoliberalni diskurs, pedagogija otpora, RPOO, standardizacija

Standardization in Early Childhood Education and Care within the Context of Neoliberal Discourse

This systematic literature review provides a theoretical framework for understanding how neoliberal discourse is reflected through processes of standardization in early childhood education and care (ECEC). Neoliberal education policies are often oriented toward efficiency, competitiveness, and measurability, introducing market principles into educational practices such as privatization, standardization, and performativity. These demands shape everyday life in ECEC settings, fostering the fragmentation of pedagogical approaches and the instrumentalization of child development through a focus on predetermined outcomes and evaluation.

The aim of this research is to analyze how standardization processes manifest in pedagogical practices and policies within ECEC, and to what extent these processes affect educators' autonomy, the role of context, and children's participation. The review maps key thematic areas in the existing scientific literature and interprets findings through the lens of socioeconomic, cultural, and societal factors that shape constructs of childhood.

The methodology is based on the PRISMA-ScR protocol for systematically searching and analyzing scientific literature. The results indicate that standardization reduces the complexity of children's experiences and transforms educational processes into technical procedures, often

neglecting a holistic view of the child. However, the review also identifies examples of pedagogies of resistance that, through reflective practice, community involvement, and children's participation, promote more democratic and context-sensitive approaches.

These findings open up space for further research into the consequences of standardization in diverse local contexts and the potential for developing alternative practices that place the child and the community at the center of the educational process.

Keywords: children's participation, ECEC, fragmentation of childhood, neoliberal discourse, pedagogy of resistance, standardization

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Direct and mass media-mediated interpersonal closeness in the perception of pedagogy students

Interpersonal closeness is the intense presence of another person, based on freedom, mutual respect, and empathy. Contemporary technological, social, and cultural changes significantly influence the ways in which we experience and understand interpersonal closeness. The development of digital technologies and the widespread use of social media mean that interpersonal relationships are increasingly taking place in both the real and virtual worlds. This phenomenon raises questions about the authenticity, durability, and emotional depth of these relationships. This is particularly relevant in the context of educating children, for whom teachers serve as role models for social relationships and attitudes.

The aim of the study was to learn how pedagogy students, future teachers, perceive, experience, and interpret the phenomenon of interpersonal closeness in an educational environment. Direct and mass media-mediated relationships were analyzed to understand the meanings that the respondents attribute to various forms of contact and how they perceive the impact of digital media on emotional and social relationships. The conclusions from the research were used to formulate recommendations for the education of educators, especially in the area of developing the social and media skills necessary for working with children and young people.

The study employed a qualitative research paradigm, using the in-depth interview method. This approach made it possible to obtain a complete picture of the subjective experiences of the respondents, their reflections on the nature of relationships, and ways of maintaining them in a direct and media context. MAXQDA 2024 software was used to analyze the research material. Education students from two universities in Krakow (Poland) participated in the study.

Students emphasize that direct proximity is more authentic, emotionally intense, and conducive to building trust, which are key values in educational and teaching work. They consider media-mediated relationships to be easier to initiate, but often superficial, unstable, and fraught with the risk of misunderstandings. The recommendations highlight the need for a balance between both forms of contact, as well as the importance of media education in shaping mature and responsible interpersonal relationships. The results show that reflection on one's own relationships is an important element of pedagogical preparation. It influences the ability to build authentic closeness with children and support their emotional development.

The results of the study indicate the need to develop interpersonal and media skills in the teacher training process. Interpersonal closeness, understood as the basis for empathy, responsibility, and emotional maturity, is the foundation of effective education and teaching. Making pedagogy students aware of the importance of quality relationships in the digital age is crucial for building an educational environment conducive to child development. The completed project opens up prospects for further research on the formation of social and emotional relationships in formal and informal education.

Keywords: interpersonal closeness, mass media, relationships, direct closeness, mediated closeness, pedagogy

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Impressions of Light: Science, Art, and Nature in Teacher Education through Solar Photography and the Inclusion of Female Role Models

This interdisciplinary educational experience explores the intersection of chemistry, light physics, and visual expression through the use of alternative solar photographic processes, allowing participants to observe how light triggers visible chemical transformations on photosensitive materials.

Designed for prospective primary school teachers and secondary and high school educators, the project integrates scientific experimentation with artistic creation, facilitating the understanding of reactions such as light-induced redox transformations and the photochemical degradation of natural pigments. Through hands-on practice, participants engage with phenomena related to solar energy, color chemistry, and natural processes, while also exploring how to translate these experiences into engaging, cross-curricular classroom activities.

The initiative encourages collaboration between science, art, and sustainability, making use of safe, accessible, and non-toxic materials. The results showed strong student progress, with more than eight out of ten participants correctly understanding key scientific ideas. This accomplishment points to how well the integration of artistic expression with scientific investigation works, supporting motivation and teamwork across different subjects.

This approach has also proven to be a powerful way to engage young women in science, by connecting scientific inquiry with creativity, nature, and personal expression. The experience is enriched by introducing female role models in science and the arts, helping to challenge stereotypes and inspire future generations of women scientists and educators.

Outside the classroom, the project draws attention to the importance of biodiversity conservation, focusing on the special plant life of the Canary Islands for study and creative work. The initiative not only increases students' understanding of both science and art but also supports global goals for better education and taking care of the environment, as set out in the Sustainable Development Goals.

Keywords: interdisciplinary learning, solar photography, biodiversity conservation, Canary islands, female role models

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Transdisciplinarne perspektive u istraživanju udžbeničkog diskursa: Razlozi i implikacije na temelju projekta RAPID

Udžbenici su ključni obrazovni alati u ranoj fazi obrazovanja jer oblikuju ne samo predmetna znanja već i razvoj disciplinarnosti pismenosti (Coffin 2006; Schleppegrell 2004; Nikula i sur. 2024). Ipak, istraživanja udžbeničkog diskursa često su fragmentirana i razdvojena u različite discipline poput lingvistike, pedagogije ili predmetnih metodika (usp. Aladrović Slovaček, Cvikić, Rimac Jurinović 2023). Ovaj rad zagovara potrebu transdisciplinarnoga pristupa istraživanju udžbenika kako bi se obuhvatila složen međuodnos jezika, pedagogije i disciplinarnog znanja. Ovaj se rad temelji na podacima i uvidima iz istraživačkog projekta *RAPID – Rana predmetna pismenost u hrvatskome: obilježja udžbeničkog diskursa* (HRZZ-IP-2024-05-2755), koji se bavi jezičnim i strukturnim obilježjima hrvatskih udžbenika za ranu osnovnoškolsku dob (1.– 6. razred) te njihovom ulogom u poticanju predmetno specifičnog načina mišljenja i komuniciranja. U radu se prikazuje kako integracija različitih metodoloških i teorijskih pristupa omogućuje cjelovitiju analizu udžbeničkog diskursa. Bit će predstavljena dva primjera. Prvo, na metodološkoj razini, pokazat ćemo kako integracija korpusne analize i analize diskursa – s fokusom na jezična obilježja poput nominalizacije i uzročnosti – otkriva opće i predmetno specifične obrasce udžbeničkog diskursa. Drugo, na teorijskoj razini, prikazat ćemo kako uvidi iz dviju predmetnih didaktika (matematike i prirodoslovlja), u kombinaciji s teorijom multimodalnog diskursa (O'Halloran, 1999; Baldry, 2000; Kress, 2003) mogu poslužiti kao okvir za analizu vizualnih elemenata i njihove uloge u konstruiranju značenja u udžbenicima. Cilj rada je istaknuti ne samo teorijske razloge za transdisciplinarni pristup istraživanju udžbenika, već i njegovu praktičnu važnost za unapređenje obrazovnih materijala, razvoj kurikuluma, obrazovanje učitelja te oblikovanje obrazovne politike u kontekstu razvoja rane predmetne pismenosti.

Ključne riječi: transdisciplinarno istraživanje, hrvatski jezik, udžbenički diskurs, disciplinarna pismenost

Transdisciplinary Perspectives on Textbook Discourse: Rationale and Implications from the RAPID Project

Textbooks are pivotal tools in early education, shaping not only subject knowledge but also the development of disciplinary literacy (Coffin 2006; Schleppegrell 2004; Nikula et al. 2024). However, research on textbook discourse often remains fragmented across fields such as linguistics, education, and subject-specific didactics (cf. Aladrović Slovaček, Cvikić, Rimac Jurinović 2023). This paper argues for the necessity of a transdisciplinary approach to textbook research in order to better capture the complex interplay between language, pedagogy, and disciplinary knowledge. The discussion draws on data and insights from the research project *RAPID – Early Disciplinary Literacy in Croatian: Features of Textbook Discourse* (HRZZ-IP-2024-05-2755), which investigates the linguistic and structural features of Croatian textbooks in early primary education (grades 1–6), and their role in fostering subject-specific ways of thinking and communicating. The paper illustrates how integrating diverse methodologies and theoretical frameworks leads to a more comprehensive analysis of textbook discourse. Two examples will be presented. First, on the methodological level, we demonstrate how combining corpus analysis with discourse analysis—focusing on linguistic features such as nominalization and causality—reveals both general and subject-specific

patterns in textbook discourse. Second, on the theoretical level, we show how insights from two subject-specific didactics (mathematics and science), in combination with multimodal discourse theory (O'Halloran, 1999; Baldry, 2000; Kress, 2003), can create a framework for the analysis of visual elements and their contribution to meaning-making in textbooks. This paper aims to highlight not only the theoretical rationale for a transdisciplinary orientation but also its practical relevance in improving educational materials and supporting early disciplinary literacy development, as well as its implication for curriculum development, teacher education, and educational policy.

Keywords: transdisciplinary research, Croatian Language, textbook discourse, disciplinary literacy

Pravni položaj maloljetnika u kanonskom zakonodavstvu

Cilj rada je analizirati pravni položaj maloljetnih osoba u važećem pravu Katoličke crkve. Naglasak će biti stavljen na istraživanje i definiranje maloljetnih osoba u Crkvi, njihovih prava, prava i dužnosti drugih subjekata koji su usko vezani uz maloljetnike kao što su roditelji, vlast, zajednica kao i definiranja posebnosti koje ima maloljetnik unutar zajednice. Analizirat ćemo zaštitu koju maloljetni subjekt posjeduje u kanonskom pravu. Potrebno je naglasiti da se kanonske odredbe o maloljetnicima često stavljaju kao dodatak koji se nalazi na marginama opće discipline koja promatra odraslog vjernika. Činjenica je da ne postoji dio Zakonika kanonskog prava koji je posebno naslovljen ili posvećen maloljetnicima. Norme koje se odnose na subjekte koji još nisu punoljetni provlače se, zapravo, kroz cijeli Zakonik, regulirajući pitanja koja se međusobno vrlo razlikuju i pozivajući se često na kanonizaciju građanskog prava.

Trenutni nedostatak naslova u Zakoniku posebno posvećenog obitelji ili maloljetnicima ne opravdava izravan zaključak da Zakonik ne određuje pravni status za te subjekte. Dovoljno je reći da 1980. godine tijekom rada Biskupske sinode o obitelji, nije nedostajalo promišljanja o pravnim aspektima, toliko da su neki predložili umetanje u shemu novog Zakonika dio izričito posvećen obiteljskom pravu.

U kanonskom pravu, maloljetnici su predmet posebne pravne zaštite, posebno u pogledu njihovog pravnog statusa, obitelji i vjerskog odgoja. Smatraju se ranjivom kategorijom i zahtijevaju brigu i pažnju Crkve i društva. Kanonsko pravo priznaje opća prava maloljetnika, kao što su život, sloboda izražavanja misli i vjere, pravo informiranja i privatnosti, kao i posebna prava vezana uz njihov status, kao što su stjecanje državljanstva, očuvanje identiteta i pravo na život u obitelji. Maloljetnici su podvrgnuti roditeljskoj vlasti, ali ta vlast nije apsolutna i podliježe ograničenjima utvrđenim božanskim pravom i kanonskim pravom. Kanonsko pravo svojim odredbama, također regulira zaštitu maloljetnika od zlostavljanja i maltretiranja. Vjerski odgoj maloljetnika ključni je aspekt kanonskog prava i zahtijeva odgovarajući odgoj u kršćanskoj vjeri. Ovaj odgoj je odgovornost obitelji, crkvene zajednice i, posebno župe. Kanonsko pravo, osim toga, utvrđuje da roditelji imaju dužnost odgajati svoju djecu u vjeri i vjerskoj praksi, dok Crkva nudi pomoć, podršku i sredstva za tu formaciju. Ono regulira i pitanja vezana uz podjeljivanje sakramenata maloljetnicima, poput krštenja i pričesti. Postoje posebne odredbe o pripuštanju maloljetnika sakramentima, uzimajući u obzir njihovu dob i sposobnost razumijevanja i primanja duhovnih darova. Osim toga, kanonsko pravo regulira pitanja vezana uz odgovornost maloljetnika u pitanjima kanonskog kaznenog prava, uzimajući u obzir njihovu sposobnost razumijevanja i sposobnosti. Ukratko, kanonsko pravo nudi sveobuhvatan normativni okvir za zaštitu i skrb o maloljetnicima, uzimajući u obzir njihovu posebnu ranjivost i njihovu važnost u životu Crkve i društva.

Ključne riječi: maloljetnici, pravo maloljetnika, kanonsko pravo, Zakonik kanonskog prava, pravna zaštita

The Legal Status of Minors in Canon Law

The aim of the paper is to analyze the legal status of minors in the current law of the Catholic Church. Emphasis will be given to researching and defining minors in the Church, their rights, the rights and duties of other subjects closely related to minors such as parents, authorities, and the community, as well as defining the specificities that a minor has within the community. We

will analyze the protection that a minor subject has in canon law. It is necessary to emphasize that canonical provisions on minors are often placed as an appendix located on the margins of the general discipline that observes the adult believer. The fact is that there is no part of the Code of Canon Law that is specifically titled or dedicated to minors. The norms that relate to subjects who are not yet of legal age run, in fact, throughout the entire Code, regulating issues that are very different from each other and often referring to the canonization of civil law. The current lack of a title in the Code specifically dedicated to the family or minors does not justify the direct conclusion that the Code does not determine the legal status of these subjects. Suffice it to say that in 1980, during the work of the Synod of Bishops on the family, there was no lack of reflection on legal aspects, so much so that some proposed inserting into the scheme of the new Code a section expressly dedicated to family law. In canon law, minors are subject to special legal protection, especially with regard to their legal status, family and religious education. They are considered a vulnerable category and require the care and attention of the Church and society. Canon law recognizes the general rights of minors, such as life, freedom of expression of thought and religion, the right to information and privacy, as well as specific rights related to their status, such as the acquisition of citizenship, the preservation of identity and the right to family life. Minors are subject to parental authority, but this authority is not absolute and is subject to the limitations established by divine law and canon law. Canon law, through its provisions, also regulates the protection of minors from abuse and maltreatment. The religious education of minors is a key aspect of canon law and requires appropriate education in the Christian faith. This education is the responsibility of the family, the ecclesial community, and, in particular of the parish. Canon law establishes that parents have the duty to educate their children in the faith and religious practice, while the Church offers help, support, and means for this formation. Canon law also regulates issues related to the administration of the sacraments to minors, such as baptism and communion. There are specific provisions on the admission of minors to the sacraments, taking into account their age and capacity to understand and receive spiritual gifts. In addition, canon law regulates issues related to the responsibility of minors in matters of canonical criminal law, taking into account their capacity to understand and be held responsible. In short, canon law offers a comprehensive normative framework for the protection and care of minors, taking into account their particular vulnerability and their importance in the life of the Church and society.

Keywords: minors, minors' law, canon law, Code of Canon Law, legal protection

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Misliti s djecom: Dijalog i refleksija u obrazovanju budućnosti

U kontekstu društvenih promjena, globalne nesigurnosti i digitalnog okruženja u kojem djeca odrastaju, kurikulum „Svijet i ja“ nudi inovativan okvir za razvoj kritičkog mišljenja, etičkog promišljanja i građanske svijesti kod djece od najranije školske dobi. Nastavni predmet „Svijet i ja“ uveden je u sklopu eksperimentalnog programa *Osnovna škola kao cjelodnevna škola – Uravnotežen, pravedan, učinkovit i održiv sustav odgoja i obrazovanja*. U ovom nastavnom predmetu metoda poučavanja ima ključnu ulogu, često važniju i od samog sadržaja. Radionički i dijaloški pristup, temeljen na metodama filozofije s djecom i etičke refleksije, potiče djecu na promišljanje o svijetu koji ih okružuje, o vlastitom identitetu i osobnim vrijednostima. Primjerina iz kurikulumu, udžbenika te srodnih neformalnih obrazovnih projekata, bit će predstavljani konkretni primjeri rada u učionici i izvan nje koji pokazuju kako djeca razvijaju vještine postavljanja pitanja, argumentiranja, raspravljanja i donošenja promišljenih odluka. Naglasak će biti stavljen na važnost metode filozofske zajednice istraživača kao pedagoškog okvira u kojem djeca uče kako slušati i biti saslušana. Predavanje povezuje teorijske temelje kritičkog mišljenja i filozofskog dijaloga s praktičnim implikacijama za obrazovni rad, ističući važnost osnaživanja djece za suočavanje s izazovima tranzicije, identiteta i etičkih dilema u suvremenom svijetu.

Ključne riječi: kritičko mišljenje, filozofija s djecom, zajednica istraživanja, kurikulumске inovacije, osnovno obrazovanje

Thinking with Children: Philosophical Dialogue and Reflective Practice for Future-Oriented Education

In the context of ongoing social transformations, global uncertainties, and the digital environment in which children are growing up, the "The World and Me" curriculum provides an innovative framework for fostering critical thinking, ethical reflection, and civic consciousness among children from their earliest years of formal education. The subject has been introduced as part of the *Primary School as a Whole-Day School experimental programme*, which aims to create a balanced, fair, efficient, and sustainable system of education. Within this subject, pedagogical methodology arguably plays an even more important role than content. The workshop-based, dialogical teaching approach is grounded in the principles of philosophy with children and ethical enquiry. It invites pupils to engage critically with the world around them, reflect on their personal identity, and explore their own values.

Drawing on examples from the curriculum, textbooks and non-formal educational initiatives, this paper presents concrete classroom and extracurricular practices that demonstrate how children develop questioning, reasoning, dialogue, and informed decision-making skills. Particular focus is given to the philosophical community of inquiry as a pedagogical model that fosters active listening and the experience of being truly heard. The paper establishes a link between the theoretical foundations of critical thinking and philosophical dialogue, and their practical implications for educational practice. It also highlights the importance of empowering

children to navigate contemporary challenges related to social transition, identity, and ethical dilemmas.

Keywords: critical thinking, philosophy with children, community of inquiry, curriculum innovation, primary education

Uvid u vizualnu pismenost djece rane i predškolske dobi na primjeru slikovnice

Vizualna pismenost skup je primarno stečenih sposobnosti koje djeca razvijaju već od najranije dobi kroz svoje prve susrete s vizualnim materijalom, a koje su, uslijed činjenice da djeca danas odrastaju u eri vizualne kulture, ključne za uspješno funkcioniranje ne samo u kontekstu odgoja i obrazovanja, nego i u svakodnevnom životu. U ovom se radu prikazuju rezultati preliminarnoga istraživanja kojemu je cilj bio dobiti uvid u mogućnosti djevojčica i dječaka rane i predškolske dobi (5 – 6 godina) da razumiju pojmove vizualne pismenosti kako ih određuju Kress i van Leeuwen (2006). Istraživanje je provedeno na izabranim stranicama slikovnice *Djevojčica i medo* (Kosturanov, 2024). U istraživanju je primijenjena kvalitativna metoda prikupljanja podataka putem polustrukturiranoga intervjua, a rezultati istraživanja pokazuju da petogodišnjaci i šestogodišnjaci većinom uspješno mogu prepoznati dimenzije vizualne gramatike kao što su predstavljeni sudionici, pripovjedni procesi, kontakt, modalnost, informativna vrijednost i istaknutost vizualnih elemenata na slici te razgovarati o njima. Prepoznavanje i vođenje razgovora o dimenzijama poput udaljenosti, perspektive te uokvirivanja predstavljale su im nešto veći izazov zbog apstraktne prirode. Uspoređujući verbalne iskaze petogodišnjaka i šestogodišnjaka utvrđeno je da su šestogodišnjaci uspješniji u prepoznavanju i opisivanju predstavljenih sudionika, pripovjednih procesa te aspekata modalnosti koji se odnose na zasićenost i diferencijaciju boja te kontekstualizaciju. Također, utvrđene su razlike u odnosu na spol pri čemu su dječaci bili nešto uspješniji u odnosu na djevojčice u prepoznavanju dimenzija predstavljenih sudionika te pripovjednih procesa, ali su, suprotno tomu, bili neuspješniji u aspektima modalnosti koji su se odnosili na prepoznavanje zasićenosti i diferencijacije boja te kontekstualizacije. Istraživanjem je potvrđeno da djeca samom izloženošću odgovarajućim materijalima, bez poučavanja i poznavanja metajezika, pokazuju razumijevanje vizualnoga diskursa. Također, prepoznat je potencijal slikovnice kao instrumenta za procjenu ovladanosti vještinama vizualne pismenosti.

Ključne riječi: pismenost, vizualna pismenost, vizualna gramatika, slikovnica, predškolski odgoj i obrazovanje

Insight into the visual literacy of early and preschool children using the example of a picture book

Visual literacy is a set of primarily acquired skills that kids develop from a very early age through their first encounters with visual materials, which are, due to the fact that kids today are growing up in the era of visual culture, key to successful functioning not only in the context of education and care, but also in everyday life. This article shows the results of preliminary research done with the aim of gaining insight into the abilities of early and preschool age boys and girls (5-6 years old) as defined by Kress and van Leeuwen (2006). The research was done using selected pages from the picture book *Djevojčica i medo* (Kosturanov, 2024). The research used a qualitative method of data collection through semi-structured interviews, and research results show that five- and six-year-olds can mostly successfully recognize dimensions of visual grammar such as represented participants, narrative processes, contact, modality, informative value, and salience of visual elements in an image, and discuss them. Recognizing and discussing dimensions such as distance, perspective, and framing were somewhat more challenging due to their abstract nature. Comparing the verbal accounts of five- and six-year-olds, it was found that six-year-olds were more successful in recognizing and describing the

participants represented, narrative processes, and aspects of modality related to colour saturation and differentiation, and contextualization. Also, gender differences were found, with boys being somewhat more successful than girls in recognizing the dimensions of the represented participants and narrative processes, but, conversely, they were less successful in aspects of modality related to recognizing saturation and colour differentiation, and contextualization. The research confirmed that children, simply by being exposed to appropriate materials, without instruction or knowledge of metalanguage, demonstrate an understanding of visual discourse. It also recognized the potential of picture books as an instrument for assessing mastery of visual literacy skills.

Keywords: literacy, visual literacy, visual grammar, picture book, early childhood education and care

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Školovanje i djetinjstvo poznatih hrvatskih učitelja kao mogući putokaz razvoju učiteljske profesije

U hrvatskoj smo povijesti učiteljstva, školstva i pedagogije imali značajne učitelje i pedagoge iz čijih života, djela i napisanih bibliografskih jedinica možemo puno toga naučiti i saznati. No, pored onoga što su napisali, njihovi nam osobni i profesionalni životni putevi mogu biti primjer (uzor) kako je važno voljeti svoj poziv, svoju profesiju i svoj posao. Složenost učiteljskih uloga i raznolikih potreba budućih učitelja, kao i onih koji djeluju u praksi u današnjem vremenu nadilazi sva moguća predviđanja, no unatoč tome, ljubav i kreativnost ostaju njezina trajna konstanta i prediktor uspješnosti.

Kvalitetni učitelji smatraju se najvažnijim čimbenikom obrazovanja na svim razinama. Stoga je iznimno važno da nam oni budu svojevrсни uzori i u odgojnome, ali i u obrazovnome aspektu. Znamo da je nastava odgojno-obrazovni proces i zato baš nikada ne možemo odvojiti odgoj od obrazovanja i obrazovanje od odgoja. U ovoj će se studiji povijesnim metodološkim pristupom i teorijsko-komparativnom analizom prikazati, opisati i sistematizirati mogući utjecaji društveno-političkih, kulturnih i gospodarskih okolnosti (u povijesnom kontekstu i kontinuitetu) na izazove uloge učitelja i realizaciju nastave u različitim okolnostima i sredinama u kojima su u prošlosti živjeli poznati hrvatski učitelji kao reakcija na svakodnevne izazove koje učiteljski posao nosi sa sobom.

Predlaže se usvajanje i primjena transdisciplinarnog pristupa u stručnom usavršavanju učitelja te u cjeloživotnim programima obrazovanja učitelja, s naglaskom na njegovu učinkovitost i implikacije za praksu koja uključuje neke od sljedećih čimbenika: dublje razumijevanje različitih metoda poučavanja koje se temelje na zadovoljavanju interesa i potreba svih sudionika nastavnoga procesa, poboljšavanje suradničkih i disciplinskih odnosa, poticanje holističke pedagoške prakse, jačanje timskoga rada, poboljšanje inicijativa za razvoj profesionalnih učitelja, jačanje svijesti o mogućim novim trendovima na području odgoja i obrazovanja te kreiranje pozitivno usmjerenih scenarija u odgoju i obrazovanju.

Ključne riječi: Stjepan Basariček, Ivan Filipović, Luka Lukić, Mijat Stojanović, učiteljska profesija

Education and Childhood of Famous Croatian Teachers as a Possible Guide to the Development of the Teaching Profession

In the Croatian history of teaching, education, and pedagogy, we have had significant teachers and pedagogues from whose lives, works, and written bibliographic units we can learn and find out a lot. However, in addition to what they wrote, their personal and professional life paths can be an example (role model) of how important it is to love your calling, your profession, and your job. The complexity of teacher roles and the diverse needs of future teachers, as well as those who work in practice today, surpasses all possible predictions, but despite this, love and creativity remain its permanent constant and predictor of success.

Quality teachers are considered the most important factor in education at all levels. Therefore, it is extremely important that they are a kind of role model for us in both the educational and upbringing aspects. We know that teaching is an educational process and that is why we can never separate education from upbringing and upbringing from education. This study uses a historical methodological approach and theoretical-comparative analysis to present, describe and systematize the possible influences of socio-political, cultural, and economic

circumstances (in historical context and continuity) on the challenges of the teacher's role and the implementation of teaching in different circumstances and environments in which famous Croatian teachers lived in the past as a reaction to the everyday challenges that the teaching profession entails.

It is proposed to adopt and apply a transdisciplinary approach in teacher professional development and in lifelong teacher education programs, with an emphasis on its effectiveness and implications for practice, which includes some of the following factors: a deeper understanding of different teaching methods based on satisfying the interests and needs of all participants in the teaching process, improving collaborative and disciplinary relationships, encouraging holistic pedagogical practice, strengthening teamwork, improving initiatives for the development of professional teachers, raising awareness of possible new trends in the field of education, and creating positively oriented scenarios in education..

Keywords: Stjepan Basariček, Ivan Filipović, Luka Lukić, Mijat Stojanović, teaching profession

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Odjeci samoinicijativnog stvaralaštva djece i mladih u knjigama umjetnika i vizualnim esejima kao eksperimentalnim istraživačkim formama

Knjiga umjetnika i vizualni esej eksperimentalne su forme suvremene vizualne umjetnosti kod kojih je često prisutno osebujno prožimanje različitih umjetničkih područja kao i prožimanje umjetnosti i nekih znanstvenih disciplina. Objema formama zajednička je sinergija slike i teksta i / ili korištenje slike za fleksibilno vizualno pripovijedanje, s time da su knjige umjetnika ponekad zanimljive i kao predmeti izrazitih taktilnih kvaliteta, čak kreativnih prostornih kompozicija. Vizualni esej poseban je po tome što se javlja u umjetnosti, ali i u znanosti u kojoj može pratiti različita vizualna istraživanja. Međutim, univerzalne definicije knjige umjetnika i vizualnog eseja ne postoje. Ponekad su knjige umjetnika takve da iz suvremene perspektive više nalikuju vizualnim ili fotoesejima ili djelima koja se funkcionalno i značenjski stapaju sa slikovnicom. Vizualni eseji isto mogu varirati, od posve intimnih do takvih koji su u mnogo čemu nalik iscrpnim reportažama. Opisana raznolikost upućuje na to da su u pitanju forme koje ne teže jasnijem određenju i koje se najbolje osjećaju na granicama sustavnijih formata, evocirajući pritom nešto prilično elementarno; potrebu čovjeka da bude refleksivan i analitičan istovremeno, da se izražava slikom i riječju te da pritom sam stvara odnose između jednog i drugog oblikujući posve originalne sustave koje nije uvijek moguće iščitati oslanjanjem samo na poznate obrasce. Da ta potreba postoji sugeriraju između ostalog mnogi primjeri samoinicijativnog stvaralaštva djece i mladih u prošlosti i danas. Kao primjeri iz prošlosti mogu se navesti djevojački spomenari u čijim je upisima redovito bilo mjesta za tekst i sliku, ali i za različite predmete koji su se više ili manje spretno lijepili na stranice. Spomenuti se još mogu kreativni dnevnik s izrescima iz časopisa, naljepnicama, crtežima i tekstem (*scrapbooks*) koji posljednjih godina doživljavaju svoju novu mladost kao i neke druge forme poput fanzina, tipičnog za starije tinejdžere i mlađe odrasle osobe. Danas je ta potreba među djecom i mladima vjerojatno manje opipljiva, ali je dalje prisutna u virtualnom prostoru u kojem oni nastavljaju graditi vlastite raspršene vizualno-tekstualne kolekcije *memeova*, GIF-ova, digitalnih naljepnica (*stickera*), fotografija izmijenjenih filterima, kratkih videozapisa prekrivenih tekstovima i dr. Izlaganjem se, dakle, analiziraju knjiga umjetnika i vizualni esej s time da se pritom naglasak stavlja na njihove raznolike mogućnosti komponiranja po čemu ih se povezuje s nekim oblicima samoinicijativnog stvaralaštva djece i mladih. Analiza se temelji na usporedbi odabranih primjera nakon čega se, s obzirom na uočenih sličnosti, razmatraju mogućnosti uvođenja takvih načina istraživanja u nastavu.

Ključne riječi: vizualno-tekstualno izražavanje, spomenar, *scrapbook*, fanzin, digitalno uređivanje slike i videozapisa

Echoes of Self-Initiated Creative Production of Children and Youth in Artists' Books and Visual Essays as Experimental Research Forms

The artist's book and the visual essay are experimental forms of contemporary visual art, in which a distinctive interweaving of different artistic fields, as well as of art and certain scientific disciplines, is often present. Both forms are primarily characterized by the synergy of image and text and/or the use of images for flexible visual storytelling, with artist's books sometimes being interesting also as objects of pronounced tactile qualities, even as creative spatial compositions. The visual essay, on the other hand, is specific in that it appears not only in art, but also in science, where it can accompany various forms of visual research. However, universal definitions of the artist's book and the visual essay do not exist. Sometimes artist's books, from a contemporary perspective, resemble visual or photo essays or works that functionally and semantically merge with the picture book. Visual essays can also vary, from entirely intimate works to those that in many ways resemble extensive reportages. This diversity indicates that these are forms which resist clear definition and which thrive on the boundaries of more systematic formats, evoking something rather elemental: the human need to be reflective and analytical at the same time, to express through both image and word, and to independently create relationships between the two, shaping wholly original systems that cannot always be interpreted through familiar patterns. That such a need exists is suggested, among other things, by numerous examples of self-initiated creativity by children and youth in the past and today. Examples from the past include memory books (*spomenari*), in which there was always space for text and image, as well as for various objects more or less skillfully attached to the pages. Other examples include creative diaries with magazine cutouts, stickers, drawings, and texts (*scrapbooks*), which have in recent years experienced a revival, along with other forms such as fanzines, typical for older teenagers and young adults. Today, this need among children and youth is perhaps less tangible, but it still exists in the virtual space, where they continue to create their own dispersed visual-textual collections of memes, GIFs, digital stickers, filter-modified photos, short videos overlaid with text, and more. In line with the discussion above, the artist's book and the visual essay are analyzed, with particular emphasis placed on their diverse compositional possibilities, through which they are linked with certain types of self-initiated creativity of children and youth. The analysis is based on a comparison of selected examples, after which the observed similarities serve as a basis for considering how such research approaches might be introduced into classroom practice.

Keywords: visual-textual expression, memory book (*spomenar*), scrapbook, fanzine, digital image, video editing

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Izloženost djece predškolske dobi medijima: stavovi roditelja i izazovi u prevenciji negativnih utjecaja

Mediji su sve više zastupljeni i lako su dostupni u svim svojim oblicima gotovo svakoj osobi i imaju važnu ulogu u životima ne samo odraslih već i djece. U svome radu Mandarić (2012: 134) tvrdi kako djeca i adolescenti odrastaju u digitalnoj kulturi gdje su mediji ti koji imaju sve važniju ulogu u oblikovanju njihova identiteta. Dječji su interesi, vrijednosti i mišljenja pod utjecajem novih medija. Prema Ilišin, Marinović Bobinac i Radin (2001) utjecaj medija na djecu počinje već od samoga početka njihova života, odnosno, dolaskom na svijet i u okruženje koje je prepuno različitih medija. Cilj je ovoga rada upozoriti na pretjeranu ovisnost djece o medijima, kao i na važnost uloge roditelja i odgojitelja u procesu djetetova odrastanja i sprečavanja loših utjecaja koje digitalni svijet može donijeti i vrlo lako prenijeti na dijete. U ovome je radu opisano provedeno istraživanje koje je utemeljeno na hipotezama: roditelji nisu dovoljno upućeni o mogućim negativnim utjecajima medija na djecu predškolske dobi, mediji imaju više negativan nego pozitivan utjecaj na djecu te roditelji smatraju kako njihova djeca provode previše vremena na medijima. Ispitani su roditelji djece predškolske dobi dječjih vrtića putem *on-line* ankete. Istraživanje je pokazalo da roditelji, iako su svjesni da djeca provode previše vremena na medijima, nisu dovoljno upućeni u negativni utjecaj medija na njihovu djecu. Zanimljiva je činjenica to da, iako su svjesni kako bi trebali smanjiti vrijeme koje njihovo dijete provede izloženo medijima, ipak većina njih ne razmišlja o zaštitnim mjerama kada je dijete na medijima. Iz rezultata istraživanja može se zaključiti i to da bi iznimno važno bilo upozoravati roditelje na štetan utjecaj medija te im omogućiti različite vrste medijskoga opismenjavanja. Trajno medijsko opismenjavanje, s naglaskom na jačanje kompetencija roditelja i djece za odgovorno i kritičko korištenje medija, iznimno je važno provoditi od najranije dobi. S tim je povezano i uključivanje medijske pismenosti u odgojno-obrazovnu vertikalu od vrtića do odgojiteljskih i učiteljskih studija.

Ključne riječi: mediji, djeca, utjecaj medija, roditelji, odgojitelji

Exposure of Preschool Children to Media: Parents' Attitudes and Challenges in Preventing Negative Impacts

Media are increasingly present and easily accessible in all forms to almost every individual, playing a significant role not only in the lives of adults but also in those of children. Mandarić (2012:134) argues that children and adolescents are growing up in a digital culture where media play an increasingly important role in shaping their identity. Children's interests, values, and opinions are influenced by new media. According to Ilišin, Marinović Bobinac, and Radin (2001), the influence of media on children begins from the very beginning of their lives, as they are born into an environment saturated with various forms of media. The aim of this paper is to draw attention to the excessive dependence of children on media, as well as to emphasize the importance of the role of parents and educators in the process of a child's upbringing and in preventing the harmful effects that the digital world can easily transmit to children. This paper presents research based on the following hypotheses: parents are not sufficiently

informed about the possible negative effects of media on preschool children; media have a more negative than positive influence on children; and parents believe that their children spend too much time using media.

The study involved parents of preschool children from kindergartens, surveyed via an online questionnaire. The research showed that while parents are aware that their children spend too much time using media, they are not adequately informed about the negative effects media can have on their children. Interestingly, although they are aware that screen time should be reduced, most parents do not consider implementing protective measures when their child uses media.

The research findings suggest that it is extremely important to inform parents about the harmful impact of media. Continuous media literacy education, with a focus on strengthening the competencies of parents and children for responsible and critical media use, is extremely important to implement from an early age. This is also related to the inclusion of media literacy in the educational system, from kindergarten to early childhood education and teacher training programs.

Keywords: media, children, media influence, parents, early childhood educators

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Doživljati umetnost, odkrivati svet: analiza modela učenja in poučevanja z umetniško izkušnjo

V pričujočem prispevku predstavljamo ugotovitve o razvijanju in implementaciji modela kulturno-umetnostne vzgoje, ki smo ga na Pedagoški fakulteti v Ljubljani skupaj s študenti razvijali v letih med 2015–2025. Predšolski otroci, osnovnošolci, vzgojitelji in učitelji ter študenti pedagoške fakultete so skupaj z umetniki raziskovali možnosti umetniškega ustvarjanja, katerega izhodišče so bile aktualne razstave Mestnega muzeja Ljubljana. Zanimalo nas je, kakšne učinke ima implementacija modela na otroke v vrtcu/učence in posledično na vzgojitelje/učitelje, na kustosinjo in njeno pedagoško delo z otroki v muzeju ter kako deluje vključevanje umetnikov na otroke/učence in na sam proces učenja in poučevanja. V projektih smo poleg ciljev kulturno-umetnostne vzgoje ves čas sledili tudi doseganju vzgojno-izobraževalnih ciljev.

V omenjenem obdobju smo izvedli 6 projektov, v katerih smo pridobili odzive otrok, učencev, njihovih učiteljev, vzgojiteljev, staršev, študentov, umetnikov in kustosinje. V vseh projektih je bilo skupno vključenih 44 predšolskih otrok, 170 učencev, 7 umetnikov, 3 vzgojitelji, 9 učiteljev, 90 študentov in kustosinja.

Pri naši raziskavi smo uporabili deskriptivno metodo pedagoškega raziskovanja, ki se uporablja v kvalitativnih izobraževalnih raziskavah.

Otroci in učenci so s pomočjo umetniške izkušnje raziskovali različne vsebine (npr. voda, tovarne, srednji vek) z različnimi umetniškimi jeziki, predvsem s plesom, gledališčem, lutko in ustvarjalnim gibom. Ta pristop je omogočal aktivno, izkustveno učenje, kjer je umetnost ključna za celostno spoznavanje in razumevanje različnih učnih vsebin, tako naravoslovnih kot družboslovnih.

Učenci in otroci iz vrtca so bili spodbujeni k samostojnemu raziskovanju različnih tem in poglobljanju znanja na več ravneh. Hkrati so se preko umetnosti razvijale tudi njihove sposobnosti čustvenega in estetskega doživljanja, kar je imelo pomemben vpliv na njihov celostni osebni razvoj. Umetniški pristopi omogočajo, da se otroci/učenci učijo o sebi in svetu okoli sebe, pri tem pa se poglobljajo tudi v vsebine, povezane s trajnostnim razvojem in kulturno dediščino, ki so ključne za oblikovanje njihovega odgovornega in aktivnega državljanstva.

Vključeni vzgojitelji in učitelji vključeni v posamezne projekte so ugotovili, da so bili otroci/učenci visoko motivirani, se z radovednostjo seznanjali z različnimi umetniškimi jeziki, ob vključevanju v tak način učenja in izražanju svojih spoznanj skozi ustvarjalne naloge pa so se sprostili, lažje izražali svoje mnenje, spoznavali sebe in s tem lažje razumeli druge. Obenem so vključeni učitelji in vzgojitelji ter kustosinja poročali tudi o svoji profesionalni in osebni rasti. Z umetniškimi delavnicami smo za sodelujoče ustvarili avtentične učne izkušnje ter doživljajske priložnosti za spoznavanje sebe, sveta in različnih vzgojno-učnih vsebin. Projekt je vsakemu posamezniku nudil srečanje z umetnostjo, z umetniki in s tem spodbudil otrokovo (in učiteljevo) kreativnost in domišljijo. Hkrati smo s projekti spoznavali okoljske in družbene teme, književnost, raziskovali zgodovino, arhitekturo, kulturno dediščino ... in tako umetnost povezovali z drugimi področji v avtentičnih učnih okoljih.

Pričujoči projekti so pokazali, da povezovanje umetnosti z drugimi učnimi področji spodbuja razmišljanje o aktualnih družbenih vprašanjih, kulturni dediščini in trajnostnem razvoju, kar učencem in predšolskim otrokom omogoča aktivno participacijo in refleksijo o aktualnih temah.

Ključne besede: kulturno-umetnostna vzgoja, ples, lutke, ustvarjalna drama, model učenja in poučevanja z umetniško izkušnjo.

Experiencing Art, Discovering the World: An Analysis of a Teaching and Learning Model Based on Artistic Experience

This paper presents findings from the development and implementation of an arts- and culture-based educational model co-created at the Faculty of Education, University of Ljubljana, between 2015 and 2025. In collaboration with students, preschool children, primary school pupils, preschool teachers, schoolteachers, and artists, the model was developed and tested in projects using current exhibitions at the City Museum of Ljubljana as a starting point for artistic exploration.

The main focus was to examine the effects of this model on preschool and school children and, consequently, on their preschool teachers and schoolteachers, on the museum curator and her pedagogical work with children, and on the learning and teaching process when artists are directly involved. The model aimed to integrate the objectives of cultural and arts education with broader educational goals.

Over the course of six projects, we gathered responses from 44 preschool children, 170 pupils, 7 artists, 3 preschool teachers, 9 schoolteachers, 90 university students, and 1 museum curator. The research was conducted using the descriptive method typical of qualitative educational research.

Children and pupils explored a variety of topics (e.g., water, factories, the Middle Ages) through different artistic languages—primarily dance, theatre, puppetry, and creative movement. This approach enabled experiential, embodied learning in which the arts functioned as a central tool for a holistic understanding of natural and social science content.

The model encouraged learners to independently explore complex topics and to deepen their knowledge across multiple dimensions. At the same time, it fostered emotional and aesthetic sensitivity, contributing to the children's personal and social development. Artistic experiences supported learners in discovering more about themselves and their environment, while also opening space for inquiry into sustainability and cultural heritage—key areas in developing responsible, active citizenship.

Preschool teachers, schoolteachers, and the museum curator observed that children and pupils were highly motivated and curious. Engagement in artistic modes of learning helped them express their ideas more freely, develop confidence, and better understand both themselves and others. Participating professionals also reported personal and professional development through involvement in the projects.

The artistic workshops created authentic learning experiences, offering participants moments of reflection and imaginative engagement. The projects facilitated encounters with art and artists that stimulated creativity and imagination in both children and adults. In addition, they addressed environmental and societal issues, explored literature, history, architecture, and cultural heritage, demonstrating how the arts can be meaningfully integrated with other domains in rich, interdisciplinary learning environments.

These findings show that connecting the arts with other educational areas can deepen children's and pupils' awareness of contemporary social issues, support reflection on cultural heritage, and enhance understanding of sustainable development. The model empowers young learners

to participate actively and thoughtfully in society through creative, embodied, and collaborative learning processes.

Keywords: arts and cultural education, dance, puppetry, creative drama, arts-based teaching and learning model

Odrastanje na Bliskom istoku: dvije grafičke (auto)biografije

Ovo istraživanje nudi komparativnu analizu dvaju grafičkih romana: *I Remember Beirut* (2008) Zeina Abirached i *Baddawi* (2015) Leile Abdelrazaq. Romani prikazuju djetinjstvo u kontekstima političkoga nasilja i represije: građanskoga rata u Libanonu te palestinskoga izbjegličkog života u sjevernom Libanonu.

Iako oba grafička romana dijele tematsku sponu (prikaz ranjivosti, fragmentiranosti i otpornosti dječjega iskustva), razlikuju se prema stupnju pripovjedačke uključenosti i vrsti svjedočenja: Abirached, kao izravna sudionica, pripovijeda vlastito djetinjstvo kroz isječke sjećanja i simbole, dok Abdelrazaq gradi narativ iz posredne pozicije, rekonstruirajući djetinjstvo svoga oca iz generacijske distance.

Grafički roman kao žanr, s *inter-* i *transmedijalnim* obilježjima, omogućuje višeslojno predočavanje stvarnosti; kombinacijom verbalnoga i vizualnoga jezika otvara se jedinstven prostor za reprezentaciju kompleksnih društvenih događaja iz perspektive dječjega promatrača, sa specifičnim vizualnim stilom koji doprinosi ozračju, narativnom tonu i emocionalnom učinku priče. Dok Zeina Abirached crta izrazito stilizirane figure u crno-bijelom geometrijskom rasteru s naglašenim kontrastima i simetričnim kompozicijama, Leila Abdelrazaq koristi slobodniju liniju s dinamičnim perspektivama i fluidnijim kadriranjem.

U oba se romana djetinjstvo oblikuje u napetosti između igre i prijetnje, između obiteljskih rituala i političkoga pritiska. Okoline u kojoj protagonisti odrastaju postaju heterotopijski prostori – simbolički slojeviti, istodobno prepoznatljivi i destabilizirani. Djeca su prikazana kao subjekti čija perspektiva stvara uvid u kompleksnu vezu između osobne i kolektivne memorije.

U radu se tako zaključuje da razlike u pripovjedačkoj poziciji i izražajnim strategijama uvelike značenjski formiraju svaku priču, ali i potvrđuju grafički roman kao snažan medij svjedočenja o djetinjstvu u kontekstu traume, egzila i otpora.

Ključne riječi: grafički roman, trauma, djetinjstvo, Bliski istok, svjedočenje

Growing Up in the Middle East: Two Graphic (Auto)biographies

This paper offers a comparative analysis of two graphic novels: *I Remember Beirut* (2008) by Zeina Abirached and *Baddawi* (2015) by Leila Abdelrazaq. These works depict childhood experiences within contexts of political violence and repression: the Lebanese Civil War and the life of Palestinian refugees in northern Lebanon. The analysis focuses on the narrator's perspective as well as on visual and narrative strategies.

While the two graphic novels share thematic threads (depicting the vulnerability, fragmentation, and resilience of childhood), they differ in terms of the narrator's involvement and the type of testimony conveyed. Abirached, as a direct witness, recounts her own childhood through memory fragments and symbols, while Abdelrazaq constructs the narrative from an indirect position, reconstructing her father's childhood across a generational divide.

The graphic novel as a genre, with its *inter-* and *transmedial* features, allows for layered representations of reality; through the combination of visual and verbal language, it opens up a unique space for depicting complex social realities from a child's perspective, with each author's visual style significantly contributing to the narrative tone, atmosphere, and emotional impact of the story. While Zeina Abirached uses highly stylized, black-and-white geometric patterns with strong contrasts and symmetrical compositions, Leila Abdelrazaq employs a looser, more gestural line with dynamic perspectives and fluid paneling. In both works,

childhood is portrayed as a space suspended between play and threat, between family rituals and political pressure. The environments in which the protagonists grow up are presented as heterotopian spaces – symbolically layered, simultaneously familiar and destabilized. Children are depicted as subjects whose perspective provides insight into the complex relationship between personal and collective memory.

The analysis concludes that differences in narrative position and expressive strategies significantly shape each story's meaning, while also affirming the graphic novel as a powerful medium for bearing witness to childhood under trauma, exile, and resistance.

Keywords: graphic novel, trauma, childhood, Middle East, testimony

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Digitalizirani izvori o iseljenim Hrvatima kao polazište za nova istraživanja: primjeri iz Novoga Zelanda i Čilea

U okviru niza projekata pri Filozofskom fakultetu Sveučilišta u Zagrebu objedinjenih pod nazivom Hrvatski iseljenički tisak te suradnjom s drugim projektima i ustanovama, sustavno se provodi istraživanje i digitalizacija izvora povezanih s Hrvatima izvan Hrvatske. Digitalizirani objekti pohranjuju se u otvoreno dostupnom repozitoriju, a digitalizacija se radi u suradnji s ustanovama u cijelome svijetu kako bi se osigurala visoka kvaliteta. Digitalizirani objekti su raznovrsni – knjige, novine, sitni tisak, doktorski radovi, rukopisi, video i audio zapisu i sl. Prilikom pohrane izrađuju se detaljni metapodatkovni opisi kako bi se maksimalizirala vidljivost i pretraživost. Pohrana u repozitoriju izrađenom na nacionalnoj platformi Dabar osigurava interoperabilnost te trajno očuvanje i dostupnost. Svi objekti pohranjeni su u otvorenome pristupu što podrazumijeva prethodno rješavanje autorskoprvnih pitanja. Sadržajno građa pruža brojne mogućnosti istraživanja u raznim područjima, a u ovom izlaganju posebno će se obratiti pozornost na područje književnosti i istraživanja obiteljske povijesti. Navest će se primjeri povezani s osobama hrvatskoga porijekla u Novome Zelandu i Čileu o kojima istraživači mogu, zahvaljujući digitaliziranoj građi, istraživati bez potrebe putovanja ili posrednika. Istraživači mogu biti znanstvenici, ali i drugi pojedinci koji se istraživanjima bave u slobodno vrijeme, primjerice kako bi istražili obiteljsku ili lokalnu povijest. Jedan će primjer biti prikaz mogućnosti istraživanja biografije novozelandske književnice Amelia Batistich koja je rođena u Novome Zelandu, hrvatskoga je porijekla, a pisala je na engleskom jeziku. O njoj je moguće pronaći cijeli niz digitaliziranih izvora – obiteljski album, pisma, novinske članke, zvučne zapise. Iz njih možemo doznati kakvo je bilo njeno djetinjstvo, kako je doživljavala nacionalni identitet, kako je proživljavala sudbine brojnih hrvatskih useljenika, je li govorila hrvatski jezik idr. Drugi primjer je povezan s istraživanjem digitaliziranih novina – na temelju istraživanja hrvatskih novina koje su objavljivane u Čileu na početku 20. stoljeća, moguće je rekonstruirati biografije pojedinih članova hrvatske zajednice. Kako bi se povećale mogućnosti istraživanja digitalizirane građe, prilikom digitalizacije, pohrane i osiguravanja trajne dostupnosti treba paziti da se zadovolje visoki standardi povezani uz uređaje za digitalizaciju, pohranu, metapodatkovni opis i pouzdanost poslužitelja.

Ključne riječi: digitalizacija, hrvatsko iseljeničtvo, Novi Zeland, Čile, publikacije

Digitized sources on Croats abroad as a starting point for new research: examples from New Zealand and Chile

As part of a series of projects at the Faculty of Humanities and Social Sciences, University of Zagreb, united under the name Croatian Emigrant Press, in cooperation with other projects and institutions, research and digitization of sources related to Croats outside Croatia are systematically carried out. Digitized objects are stored in an open access repository, and digitization is carried out in cooperation with institutions around the world to ensure high quality. Digitized objects are diverse – books, newspapers, ephemera, doctoral theses, manuscripts, video, and audio recordings. Depositing the items involves creating detailed metadata descriptions to maximize visibility and searchability. Uploading items to a repository created on the national Dabar platform ensures interoperability and long-term preservation and accessibility. All objects are stored in open access, which also implies copyright management

prior to depositing. The content of the material provides numerous research opportunities in various fields, and in this presentation, special attention will be paid to the field of literature and family history research. Examples will be given related to people of Croatian origin in New Zealand and Chile, about whom researchers can, thanks to the digitized materials, research without the need for travel or intermediaries. Researchers can be scientists, but also other amateur researchers, for example those who are interested in family or local history. One example will be a presentation of the possibilities of researching the biography of the New Zealand writer Amelia Batistich, who was born in New Zealand, is of Croatian origin, and wrote novels, poems, and short stories in English. It is possible to find a whole range of digitized sources about her – a family album, letters, newspaper articles, audio recordings, etc. From them we can learn what her childhood was like, how she experienced national identity, how she experienced the life stories of numerous Croatian immigrants, whether she spoke Croatian, etc. The second example is related to the research of digitized newspapers – based on research of Croatian newspapers published in Chile at the beginning of the 20th century, it is possible to reconstruct the biographies of individual members of the Croatian community. In order to increase the research possibilities of digitized materials, the digitization should be carried out with attention to meeting high standards related to digitization devices, storage, metadata description, and server reliability.

Keywords: digitization, Croatian emigration, New Zealand, Chile, publications

Utjecaj povijesno-ideološkoga i kulturnoga konteksta na produkciju dječjih knjiga 1920-ih godina u Hrvatskoj

U radu će se analizirati povijesno-ideološki i kulturni kontekst nastanka hrvatske dječje književnosti tijekom dvadesetih godina 20. stoljeća. Osim analize dječjih knjiga, istraživanje će se oslanjati na dokumentarne izvore (Williams 2006) koji potječu iz 1920-ih. Produkcija dječje književnosti usko je povezana s kulturnim, društvenim, ideološkim, tehnološkim i zakonodavnim okolnostima koje će se dovesti u uzročno-posljedične odnose. U tu će se svrhu analizirati članci i rasprave iz novina, prilozi iz strukovnih i dječjih časopisa, arhivska građa, pisana korespondencija, biografski i autobiografskih zapisi te zakonska regulativa u domeni tiskarstva i autorskih prava. Istraživanje kulturnoga konteksta obuhvatit će djelatnost društava posvećenih (dječjoj) književnosti, umjetnički angažman u opremi dječjih knjiga, analizu prijevodnih trendova, usporedbu književne produkcije s repertoarima dječjih kazališta i kinoprograma. Pritom će se pokazati utječe li popularna kultura na produkciju dječje književnosti. Popularna kultura i slobodno vrijeme pripadaju istraživanju povijesti dječje svakodnevice koja će se rekonstruirati na osnovu navedenih izvora. Cjelovitijoj slici popularne kulture pridonijet će i razumijevanje tehnološkoga napretka na koju se ona oslanja kao i zakonodavni okvir koji ju nastoji ograničiti. Nasuprot dječjem interesu zabave u slobodno vrijeme, produkcija dječje književnosti analizirat će se i iz pozicije ideoloških utjecaja pri čemu će se na temelju razumijevanja političkih okolnosti posebna pažnja posvetiti kurikulu školskih programa, političkom angažmanu dječjih književnika i preporukama za čitanje u književno-pedagoškim časopisima. Analizirat će se i društvene okolnosti poput socijalnoga raslojavanja, imovinskoga statusa i razlike u životu gradskih i seoskih obitelji s jedne te dobrostojećih i siromašnih obitelji s druge strane, te odnosi među društvenim skupinama i njihovi prikazi u dječjoj književnosti (socijalna osjetljivost, siročad, higijenske navike i sl.). Na taj će se način dobiti sinkronijski presjek situacije 1920-ih kojemu je u središtu dječja književnost.

Ključne riječi: 1920. godine, hrvatska dječja književnost, ideologija, kultura, utjecaj

The Influence of the Historical-Ideological and Cultural Context on the Production of Children's Books in 1920s Croatia

The paper will analyse the historical-ideological and cultural context of the emergence of Croatian children's literature during the 1920s. In addition to the analysis of children's books, the research will rely on documentary sources (Williams 2006) originating from the 1920s. The production of children's literature is closely linked to cultural, social, ideological, technological, and legislative circumstances that will be examined through cause-and-effect relationships. For this purpose, newspaper articles and discussions, contributions from professional and children's magazines, archival materials, written correspondence, biographical, and autobiographical records, and legal regulations in the domain of printing and copyright will be analysed. The research into the cultural context will include the activities of associations dedicated to (children's) literature, artistic engagement in the production of children's books, the analysis of translation trends, and the comparison of literary production with the repertoires of children's theatres and cinema programmes. It will also examine whether popular culture influenced the production of children's literature. Popular culture and leisure belong to the research on the history of children's everyday life, which will be reconstructed on the basis of the above sources. An understanding of the technological progress on which it relies, as well as the legislative framework that sought to regulate or limit it, will also contribute

to a more complete picture of popular culture. In contrast to children's interest in leisure entertainment, the production of children's literature will also be analysed from the perspective of ideological influences, whereby, based on an understanding of political circumstances, special attention will be paid to school curricula, the political engagement of children's writers, and reading recommendations in literary and pedagogical magazines. Social circumstances such as socioeconomic status and differences in the lives of urban and rural families on the one hand, and well-off and poor families on the other, as well as relations between social groups and their depictions in children's literature (social sensitivity, orphans, hygiene habits, etc.) will also be analysed. In this way, a synchronic cross-section of the situation in the 1920s will be obtained, with children's literature at its centre.

Keywords: 1920s, Croatian children's literature, ideology, culture, influence

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Uloga i položaj pedagoga u području očuvanja mentalnoga zdravlja

U posljednje se vrijeme u Republici Hrvatskoj, te općenito u Europskoj uniji, sve više medijske, stručne i znanstvene pozornosti posvećuje temama o važnosti očuvanja mentalnoga zdravlja. Nakon pandemije koronavirusa ova je tema postala nezaobilazna u gotovo svim stručnim i znanstvenim raspravama kada su u pitanju učenici te njihova mentalna dobrobit. Govoreći konkretno o Republici Hrvatskoj, Vlada je na 169. sjednici 24. studenoga 2022. godine donijela Strateški okvir razvoja mentalnog zdravlja do 2030. Ovaj je dokument vrlo važan i zanimljiv kao službeno polazište za analizu položaja i uloge pedagoga u području očuvanja mentalnoga zdravlja učenika. U dokumentu se pedagozi opisuju kao „ostali stručnjaci na području zaštite mentalnog zdravlja“, zajedno sa stručnjacima iz srodnih područja, poput psihologa, socijalnih radnika, radnih terapeuta, psihoterapeuta te drugih stručnjaka zaposlenih najčešće izvan sustava zdravstva. Iz toga se razloga razvijanje međusektorske suradnje postavlja kao važan strateški plan što znači da se o mentalnom zdravlju ne može promišljati ukoliko se ozbiljno ne zađe u interdisciplinarnost i multidisciplinarnost. No s obzirom na to da pedagozi ne mogu i ne smiju propisivati medikamentoznu terapiju, kao ni provoditi psihodijagnostiku i psihoterapiju, u radu će se sagledati uloga (školskoga) pedagoga u očuvanju mentalnoga zdravlja prvenstveno kroz mogućnosti očuvanja biopsihosocijalnoga zdravlja i salutogeneze, tj. pedagogije zdravlja. Kako i sam Strateški okvir (2022) kao jednu od mjera navodi osiguravanje u predškolskim i školskim ustanovama, „u skladu s postojećim propisima i potrebama djece, odnosno učenika pomoć i potporu stručnih suradnika (psihologa, pedagoga, socijalnog pedagoga i/ili edukacijskog rehabilitatora i/ili logopeda) zaposlenih u ustanovama ili mobilnih timova“ te poticanje unaprjeđivanja i uspostavljanja psiholoških savjetovališta na visokim učilištima, u radu će se, nakon analize navedenoga dokumenta opisati i rezultati kvalitativno provedenoga istraživanja. U radu će se prikazati usporedni rezultati intervjuiranja pet (N = 5) visokoškolskih stručnjaka iz područja psihologije i pedagogije kako bi se mogla sagledati mišljenja o poziciji pedagoga i njegove potencijalne uloge u području očuvanja mentalnoga zdravlja. Rezultati istraživanja pokazat će na koji bi se način stručne i znanstvene kompetencije pedagoga mogle konkretnije opisati, pozicionirati te implementirati u praksi s obzirom na to da su pedagozi, poput primjerice psihologa, također u najvećoj mjeri zaposleni izvan zdravstvenoga sustava. Upravo ova činjenica može postati potencijalna snaga u ulozi pedagoga u obrazovnom sustavu kao prvoj instanci u očuvanju mentalnoga zdravlja djece i učenika.

Ključne riječi: pedagog, pedagogija zdravlja, mentalno zdravlje, učenici, obrazovni sustav

The role and position of pedagogues in the field of mental health preservation

Recently, in the Republic of Croatia, and in the European Union in general, more and more media, professional and scientific attention has been devoted to increasing attention to mental health preservation. After the coronavirus pandemic, this topic has become inevitable in almost all professional and scientific discussions concerning students and their mental well-being. Speaking specifically about the Republic of Croatia, the Government adopted the Strategic Framework for the Development of Mental Health until 2030 at its 169th session on 24

November 2022. This document is very important as an official starting point for analysing the position and role of educators in the field of preserving students' mental health. The document describes educators as "other experts in the field of mental health protection", along with experts from related fields, such as psychologists, social workers, occupational therapists, psychotherapists and other experts employed most often outside the healthcare system. For this reason, the development of cross-sectoral cooperation is set as an important strategic plan, which means that mental health cannot be considered unless interdisciplinary and multidisciplinary approaches are consistently applied. However, given that educators cannot and must not prescribe medication therapy, nor conduct psychodiagnostics and psychotherapy, the paper will examine the role of (school) educators in preserving mental health primarily through the possibilities of preserving biopsychosocial health and salutogenesis, i.e., health pedagogy. As the Strategic Framework (2022) itself states that one of the measures is to ensure in preschool and school institutions, "in accordance with existing regulations and the needs of children, i.e. students, assistance and support from professional associates (psychologists, educators, social pedagogues and/or educational rehabilitators and/or speech therapists) employed in institutions or mobile teams" and to encourage the improvement and establishment of psychological counselling centres at universities, the paper will also describe the results of a qualitatively conducted research after analysing the aforementioned document. The paper will present comparative results of interviews with five (N = 5) higher education experts in the fields of psychology and pedagogy in order to examine opinions on the position of the pedagogues and their potential role in the field of mental health preservation. The results of the research will show how the professional and scientific competencies of the pedagogue could be more specifically described, positioned and implemented in practice, given that pedagogues, like psychologists, are also mostly employed outside the health system. This fact can become a potential strength in the role of the pedagogue in the education system as the first instance in preserving the mental health of children and students.

Keywords: pedagogue, health pedagogy, mental health, students, educational system

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Zastopnost gradnikov bralne pismenosti v učnih načrtih študijskih programov za izobraževanje vzgojiteljev in učiteljev razrednega pouka

V Republiki Sloveniji smo v letu 2021 na mednarodni raziskavi bralne pismenosti PIRLS (Progress in International Reading Literacy Study) zaznali upad v bralnih dosežkih četrtošolcev. To je bilo pomembno sporočilo tako za šolsko politiko, vodstva osnovnih šol, kakor tudi za fakultete, ki izobražujemo vzgojitelje in učitelje. Čeprav imamo v Sloveniji *Nacionalno strategijo za razvoj bralne pismenosti za obdobje 2019–2030*, ki bralno pismenost opredeljuje kot stalno razvijajočo se zmožnost posameznika in posameznice za razumevanje, kritično vrednotenje in uporabo pisnih informacij, smo po letu 2021 namenili veliko pozornosti različnim projektom, ki vplivajo na razvijanje bralnih veščin, kritično razumevanje prebranega in bralno kulturo. Učenje jezika torej ni le stvar pouka maternega jezika, temveč mora zavzemati pomembno mesto pri vseh dejavnostih v vrtcu in pri vseh predmetih v osnovni in srednji šoli, pa tudi na fakulteti.

V projektu *Bralni vzori: bralne navade strokovnih delavcev v vrtcih, šolah in fakultetah ter splošnih knjižnicah*, ki je potekal na Pedagoški fakulteti Univerze v Mariboru, smo med drugim identificirali, kateri gradniki bralne pismenosti se pojavljajo v učnih načrtih posameznih učnih enot v študijskih programih *Razredni pouk* in *Predšolska vzgoja*. Gradniki bralne pismenosti so govor, motiviranost za branje, razumevanje koncepta bralnega gradiva, glasovno zavedanje, besedišče, tekoče branje, razumevanje besedil, odziv na besedilo in tvorjenje besedil ter kritično branje. Pregledali smo vse učne načrte teh študijskih programov, ki so dostopni na spletni strani fakultete. V raziskavi smo uporabili kvalitativni raziskovalni pristop z namenom poglobljenega razumevanja zastopnosti gradnikov bralne pismenosti v učnih načrtih posameznih učnih enot v študijskih programih *Predšolska vzgoja* in *Razredni pouk*. Analizo smo opravili z uporabo opisne in interpretativne metode.

Na osnovi opravljene analize učnih načrtov ugotavljamo, da je v učnih načrtih posameznih učnih enot najbolj opazna prisotnost razvoja besedišča, ki vsebuje razvoj razumevanja terminologije in uporabe terminologije pri sprejemanju in tvorjenju besedil, širjenje in usvajanje besedišča za uspešno branje z razumevanjem, učenje in sporazumevanje. Pomembno zastopan je tudi govor, razumevanje in tvorjenje besedil, kakor tudi razumevanje koncepta

bralnega razumevanja. Pri kritičnem branju pa obstaja še nekaj priložnosti za njegovo umestitev v učne načrte ter najverjetneje tudi v pedagoški proces.

Ključne besede: bralna pismenost, gradniki bralne pismenosti, učni načrti, predšolska vzgoja, razredni pouk

Representation of Reading Literacy Components in the Curricula of Study Programmes for Early Childhood and Primary Education

In the Republic of Slovenia, the 2021 Progress in International Reading Literacy Study (PIRLS) revealed a decline in reading achievement among fourth-grade pupils. This finding carried significant implications for educational policy, primary school leadership, and the faculties responsible for the education of early childhood and primary school teachers. Despite the existence of Slovenia's National Strategy for the Development of Reading Literacy (2019–2030), which defines reading literacy as an individual's continuously evolving ability to understand, critically evaluate, and use written information, considerable attention has been devoted since 2021 to various initiatives aimed at fostering reading skills, critical comprehension, and a culture of reading. Language learning, therefore, extends beyond the confines of mother-tongue instruction and must occupy a central place in all activities in kindergartens, as well as in every subject at the primary, secondary, and tertiary levels.

Within the "Reading Role Models: Reading Habits of Educational Professionals in Kindergartens, Schools, Faculties, and Libraries" project, conducted at the Faculty of Education, University of Maribor, we identified which components of reading literacy appear in the curricula of individual course units within the study programmes in Primary Education and Early Childhood Education. The components of reading literacy include oral language, reading motivation, understanding of text genres, phonological awareness, vocabulary, fluent reading, text comprehension, response to text and text production, and critical reading. We reviewed all curricula of these programmes available on the faculty's website. To explore how reading literacy components are represented in the curricula of individual course units within the Early Childhood Education and Primary Education programmes, we adopted a qualitative approach.

Our analysis of the curricula indicates that the most prominent component is vocabulary development, encompassing the comprehension and use of terminology in receiving and producing texts, as well as the expansion and acquisition of vocabulary necessary for successful comprehension, learning, and communication. Oral language skills, text comprehension and production, and understanding of reading concepts are also well represented. However, opportunities remain to more fully integrate critical reading into the curricula and, most likely, into the pedagogical process.

Keywords: reading literacy, components of reading literacy, curricula, early childhood education, primary education

Skriveni kurikulum i iskustveno učenje: pregled i analiza znanstvenih istraživanja

Skriveni kurikulum ima ključnu ulogu u oblikovanju različitih aspekata svakodnevnog života unutar odgojno-obrazovnog okruženja. Njegova je temeljna značajka to što se odvija usporedno sa službenim kurikulumom i formalnim dokumentima koji usmjeravaju odgojno-obrazovnu praksu. Taj paralelni proces često se događa nesvjesno i nenamjerno među svim sudionicima te nerijetko ostaje nezabilježen, a moguće ga je identificirati tek naknadnom analitičkom obradom. Prakse poput rutina i rituala imaju značajan utjecaj na razvoj stavova, vrijednosti i ponašanja – ne samo kod djece i učenika, već i kod svih uključenih u odgojno-obrazovni proces. Zbog toga se skriveni kurikulum često naziva i „kurikulumom procesa“. Detaljnijom analizom moguće ga je teorijski približiti konceptu iskustvenog učenja. Teorija iskustvenog učenja nudi okvir za razumijevanje načina na koji pojedinci uče kroz neposredno i osobno iskustvo, za razliku od pedagoških pristupa koji su prvenstveno usmjereni na ishode učenja.

Provedena je analiza znanstvene baze podataka Web of Science korištenjem ključnih pojmova „hidden curriculum“ i „experiential learning“. Rezultati pokazuju da samo 39 znanstvenih radova dovodi ta dva koncepta u međusobnu vezu. Među njima, 16 radova pripada znanstvenoj disciplini obrazovanja (*Education Scientific Disciplines* – 41,026 %), 13 obrazovno-istraživačkom području (*Education Educational Research* – 33,333 %), 7 zdravstvenim znanostima (*Health Care Sciences Services* – 17,949 %), 4 općoj i internoj medicini (*Medicine General Internal* – 10,256 %), 2 javnom, okolišnom i zdravlju na radu (*Public Environmental Occupational Health* – 5,128 %) te 2 veterinarskim znanostima (*Veterinary Sciences* – 5,128 %). Iako su radovi većinom usmjereni na područje obrazovanja, rezultati također pokazuju zanimanje medicinskih znanosti – poput medicine i zdravstvene skrbi – za ova dva koncepta. Od ukupno 39 radova, njih 35 objavljeno je nakon 2011. godine, što upućuje na to da je istraživanje povezanosti između skrivenog kurikuluma i iskustvenog učenja relativno novijeg datuma.

Ključne riječi: procesi učenja, skriveni kurikulum, teorija iskustvenog učenja

Hidden Curriculum and Experiential Learning: A Review and Analysis of Scientific Research

The hidden curriculum plays a pivotal role in shaping various aspects of daily life within educational settings. Its key feature is that it operates alongside the official curriculum and the formal documents that guide educational practice. This parallel process often occurs unintentionally and unconsciously among all stakeholders, frequently remaining undocumented and identifiable only through subsequent analytical review. Practices such as routines and rituals significantly influence the development of attitudes, values, and behaviors—not only among children and students but also among all participants in the educational process. Consequently, the hidden curriculum is often referred to as the "process curriculum." A more detailed examination demonstrates alignment with experiential learning approaches. Experiential learning theory offers a framework for understanding how individuals learn through direct, personal experience, in contrast to more outcome-oriented pedagogical approaches.

An analysis of the Web of Science scientific database was conducted using the keywords “hidden curriculum” and “experiential learning”. The results show that only 39 scientific

papers establish a connection between these two concepts. Among them, 16 are classified under Education Scientific Disciplines (41.026%), 13 under Education Educational Research (33.333%), 7 under Health Care Sciences Services (17.949%), 4 under Medicine General Internal (10.256%), 2 under Public Environmental Occupational Health (5.128%), and 2 under Veterinary Sciences (5.128%), so predominantly papers are focused on education, but medical science like medicine and health care science are also highly interested in these concepts. Out of the 39 papers, 35 were published after 2011, suggesting that research exploring the relationship between these two concepts is a relatively recent development.

Keywords: experiential learning theory, hidden curriculum, learning processes

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Od molekule do emocije: Kako biologija i kemija oblikuju rane godine života

Razvoj djeteta u ranoj dobi oblikovan je ne samo obiteljskim i društvenim utjecajima, već i biološkim i kemijskim procesima u tijelu. Cilj je ovoga rada istražiti kako upravo ti procesi – od neurotransmitera do hormona – utječu na djetetovo ponašanje, učenje i emocionalni razvoj. U dječjem mozgu ključnu ulogu imaju neurotransmiteri poput dopamina i serotonina, koji reguliraju raspoloženje, pažnju i motivaciju. Hormoni, poput oksitocina (hormon povezanosti) i kortizola (hormon stresa), utječu na emocionalne reakcije, osjećaj sigurnosti i odnose s drugima. Okolišni čimbenici, poput prehrane i sna, djeluju na kemijske procese u tijelu. U okviru ove teme provedeno je istraživanje u osnovnoj školi među 50 učenika (3. i 4. razred), kojim se ispitala veza između prehranbenih navika, sna i emocionalnog ponašanja. Rezultati su pokazali da djeca koja redovito doručkuju i spavaju više od 8 sati imaju veću koncentraciju, bolje raspoloženje i manje sukoba u razredu. Ovi nalazi potvrđuju i epigenetski utjecaj - način na koji stil života može aktivirati ili „utišati“ određene gene povezane s razvojem mozga i emocija. Djetinjstvo je zato razdoblje u kojem se zdravlje i emocionalna ravnoteža oblikuju „od molekule prema osobi“.

Ključne riječi: neurotransmiteri, hormoni, emocionalni razvoj, prehrana i san, epigenetika

From Molecule to Emotion: How Biology and Chemistry Shape the Early Years of Life

Child development in early childhood is shaped not only by family and social influences, but also by biological and chemical processes within the body. The aim of this paper is to explore how these processes — from neurotransmitters to hormones — influence a child’s behavior, learning, and emotional development. In the brains of children, neurotransmitters such as dopamine and serotonin play a key role in regulating mood, attention, and motivation. Hormones like oxytocin (the bonding hormone) and cortisol (the stress hormone) affect emotional responses, the sense of security, and relationships with others. Environmental factors, such as nutrition and sleep, influence the body’s chemical processes. As part of this topic, a study was conducted in a primary school involving 50 students (3rd and 4th grade), examining the connection between eating habits, sleep, and emotional behavior. The results showed that children who eat breakfast regularly and sleep more than 8 hours have better concentration, improved mood, and fewer conflicts in the classroom. These findings also confirm the epigenetic influence — the way in which lifestyle can activate or “silence” certain genes related to brain and emotional development. Childhood is therefore a period in which health and emotional balance are shaped “from molecule to person.”

Keywords: neurotransmitters, hormones, emotional development, nutrition and sleep, epigenetics

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Analiza aktivnosti za razvoj predmatematičkih vještina u ranom i predškolskom odgoju – usporedni pristup odgajatelja i alata umjetne inteligencije

Ovo istraživanje analizira aktivnosti za razvoj predmatematičkih vještina u ranom i predškolskom odgoju i obrazovanju te uspoređuje prijedloge odgojitelja i umjetne inteligencije (ChatGPT i Claude) prema teorijski utemeljenim kriterijima kvalitete. Uzorak je obuhvatio 19 odgojitelja, a podaci su analizirani kvalitativno. Rezultati pokazuju da su aktivnosti odgojitelja uglavnom razvojno primjerene, jasne i usmjerene na dobrobit djeteta, dok su aspekti održivosti i fleksibilnosti manje zastupljeni. Prijedlozi generirani umjetnom inteligencijom pokazali su veću strukturiranost i jasnoću, ali manju kontekstualnu prilagodbu. Usporedba upućuje na to da umjetna inteligencija može poslužiti kao koristan alat podrške u planiranju aktivnosti. Međutim, profesionalni pedagoški uvid ostaje ključan za osiguravanje holističkog i razvojno primjerenog pristupa učenju.

Ključne riječi: matematička kompetencija, umjetna inteligencija, dobrobit djeteta, planirane aktivnosti, odgojitelji, kvalitativna analiza

Analysis of Activities for the Development of Pre-Mathematical Skills in Early and Preschool Education: A Comparison of Educators' and Artificial Intelligence Tools' Approaches

This study analyses activities for the development of pre-mathematical skills in early and preschool education and compares the proposals of educators and artificial intelligence tools (ChatGPT and Claude) according to theoretically based quality criteria. The sample included 19 educators, and the data were analysed qualitatively. The results show that educators' activities are mostly developmentally appropriate, clear, and focused on the well-being of the child, while aspects of sustainability and flexibility are less represented. AI-generated proposals demonstrated greater structural coherence and clarity but less contextual adaptation. The comparison indicates that artificial intelligence can serve as a useful support tool in activity planning. However, professional pedagogical judgement remains essential to ensure a holistic and developmentally appropriate approach to learning.

Keywords: mathematical competence, artificial intelligence, child well-being, planned activities, educators, qualitative analysis

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Emocije u suodnosu verbalnog i vizualnog – na primjeru slikovnice *Tata u pidžami* Svjetlana Junakovića

Suvremena je slikovnica poticajno sredstvo u narativnom strukturiranju emocija te poticanju razvoja emocionalne pismenosti kod djece. Emocionalna pismenost podrazumijeva razvoj emocionalnih vještina koje se uče, razvijaju i razvojem nadograđuju, a uključuju prepoznavanje i razumijevanje vlastitih i tuđih emocija, prihvaćanje, izražavanje i upravljanje vlastitim emocijama, razvoj empatije i razumijevanja utjecaja emocija na socijalne odnose. Interaktivnim, konverzacijskim čitanjem slikovnice snažno se i kvalitetno može utjecati na razvoj navedenih emocionalnih vještina, odnosno na razvoj emocionalne pismenosti kod djece. Slikovnica promatrana kao umjetnički oblik, koji nadilazi granice literarnosti i temelji se na međuovisnosti verbalnog i vizualnog diskursa uz interakciju s čitateljem, utjelovljuje koncept transdisciplinarnosti koji bi bio inherentan dinamičnosti moždanih hemisfera koje su značajne za stvaranje slikovničkog značenja u cjelini. Interaktivna komponenta slikovnice ključna je za njezino valjano razumijevanje te uključuje čitateljsku recepciju i interpretaciju, a njezina vizualna dimenzija pojačava emocionalnu angažiranost recipijenta, odnosno vizualna manifestacija emocija potiče neposredniju emocionalnu reakciju kod djeteta. Na tom tragu slikovnica djeci može ponuditi zamjensko emocionalno iskustvo, s obzirom na dječje ograničeno emocionalno iskustvo, stvarajući situacije u kojima su emocije simulirane (Nikolajeva 2013) te kasnije čitateljskim iskustvom djeteta i preciznije artikulirane.

Oslanjajući se na semiotički pristup (Sipe 1998; Nodelman 2005; Nikolajeva i Scott 2006; Nikolajeva 2013), posebice na znanstvene radove Marije Nikolajeve fokusirane na povezanost slikovnice i emocionalne pismenosti, u radu se interpretira slikovnica *Tata u pidžami* autora Svjetlana Junakovića. Riječ je o slikovnici koja je 2022. dobila nagradu *Ovca u kutiji* za najbolju hrvatsku slikovnicu. Junakovićeve slikovnice jedna je od reprezentativnih primjera za sveobuhvatnu i detaljnu interpretaciju verbalnog i vizualnog narativnog strukturiranja emocija. Njezini vizualni kodovi (Moebius 1986/1990; Nodelman 1988) poput perspektive, linije, facijalne ekspresije likova, položaja tijela likova, položaja likova u prostoru, dominirajućeg uokviravanja i prevladavajućih boja prate i prikazuju emocionalna stanja središnjih likova te suptilno ocrtavaju emocionalni prostor slikovnice u cjelini, potvrđujući da je slikovnica moćan instrumentarij u prepoznavanju i artikulaciji emocija te njihovo regulaciji, ali i nužno sredstvo u poticanju razvoja emocionalnih vještina i emocionalne pismenosti kod djece.

Ključne riječi: emocije, emocionalna pismenost, slikovnica, vizualno verbalni diskurs, semiotički pristup

Emotions in the Interrelation of Verbal and Visual Discourse – The Picturebook *Dad in Pajamas* by Svjetlan Junaković as an Example

The contemporary picturebook serves as a stimulating medium for the narrative structuring of emotions and the development of emotional literacy in children. Emotional literacy encompasses the development of emotional skills that are learned, developed, and progressively built upon. These skills include the recognition and understanding of one's own

and others' emotions, the acceptance, expression, and regulation of personal emotions, the development of empathy, and the understanding of how emotions influence social relationships. Through interactive, dialogic reading, picturebooks can significantly and effectively contribute to the development of these emotional skills and, consequently, to children's emotional literacy.

When considered as an artistic form that transcends the boundaries of literature and is based on the interdependence of verbal and visual discourse in interaction with the reader, the picturebook embodies a transdisciplinary concept. This concept is inherently aligned with the dynamic interplay of brain hemispheres, which is vital for constructing meaning within the picturebook as a whole. The interactive component of a picturebook is crucial for its adequate comprehension and encompasses reader reception and interpretation. Furthermore, its visual dimension enhances the reader's emotional engagement, that is, the visual representations of emotions evoke more immediate emotional responses in children. In this sense, the picturebook can offer children substitute emotional experiences, considering their limited emotional backgrounds, by creating situations in which emotions are simulated (Nikolajeva 2013) and later more precisely articulated through the child's reading experience.

Relying on a semiotic approach (Sipe 1998; Nodelman 2005; Nikolajeva & Scott 2006; Nikolajeva 2013), and particularly on the scholarly work of Maria Nikolajeva focused on the relationship between picturebooks and emotional literacy, this paper offers an interpretation of the picturebook *Dad in Pajamas* by Svjetlan Junaković. This picturebook, which won the *Ovca u kutiji* award in 2022 for the best Croatian picturebook, stands as a representative example for a comprehensive and detailed analysis of the verbal and visual narrative structuring of emotions. Its visual codes (Moebius 1986/1990; Nodelman 1988) such as perspective, line, character facial expressions, body posture, character positioning within space, dominant framing, and prevailing colors accompany and portray the emotional states of the central characters. These elements subtly outline the picturebook's emotional landscape, confirming that the picturebook is a powerful tool for recognizing, articulating, and regulating emotions, and an essential medium for encouraging the development of emotional skills and emotional literacy in children.

Keywords: emotions, emotional literacy, picturebook, visual - verbal discourse, semiotic approach

Uloga socijalno-konstruktivističke paradigme kao ključne pretpostavke sustavne i uključive provedbe odgojno-obrazovne inkluzije u sustavu redovne škole

Odgojno-obrazovna inkluzija u sustavu redovne škole pretpostavlja spremnost sustava u cjelini za uspješnom provedbom na razini organizacijskih, materijalnih i programskih pretpostavki. Uzimajući u obzir da su teorijske paradigme pedagoške znanosti ključna polazišta za kvalitetan praktični rad, odabir prikladne teorije za kreiranje praktičnih smjernica uvjetuje kvalitetu procesa te jasnu razinu uključenosti potrebnih dionika.

Socijalno-konstruktivistička paradigma obrazovne inkluzije predstavlja suvremeni pristup koji u teorijskim promišljanjima i praktičnim rješenjima ide korak dalje u odnosu na određene modele rehabilitacije. Socijalni konstruktivizam inkluziju tematizira kao temeljnu promjenu kulture, politike i prakse škole s ciljem osiguravanja ključnih pretpostavki za što uspješniju prilagodbu svakom djetetu. Polazeći od temeljnih postulata konstruktivističke teorije, u radu se ističe kako navedena paradigma naglašava proces konstrukcije znanja temeljenog na društvenoj interakciji, odnosnu spoja sadržajnog konteksta te suradnje i aktivnog okruženja. U kontekstu navedenog pregleda jednog od ključnih teorijskih paradigmi kvalitetne inkluzije, rad prikazuje temeljne odrednice socijalno-konstruktivističke inkluzije prema sljedećim komponentama: aktivne uloge učenika, odnosa socijalnog konteksta i interakcije, prilagodbe odgojno-obrazovnog sustava djetetu/učeniku, kurikulrane fleksibilnosti u kontekstu naglaska provedbe sukonstrukcije kurikulumskih smjernica te vrijednost uvažavanja i prihvatanja različitosti kao poticaja u radu. Cilj je rada konstruktivističku paradigmu, kao pretpostavku uspješne inkluzije, pozicionirati kao ključno teorijsko polazište pri kreiranju smjernica kurikulumskog planiranja i programiranja koji odgojno-obrazovnu inkluziju čini održivom, sadržajno konzistentnom i dijelom procesa kreiranja poticajnog okruženja te suradničkog učenja.

Ključne riječi: socijalni konstruktivizam (Lev Vygotsky), društveni i kulturni kontekst učenja, odgojno-obrazovna inkluzija, kurikulumsko planiranje i programiranje

The Role of the Social-Constructivist Paradigm as a Key Assumption for the Systematic and Inclusive Implementation of Educational Inclusion in the Regular School System

Educational inclusion in the regular school system assumes the readiness of the system as a whole for successful implementation at the level of organizational, material and program assumptions. Taking into account that theoretical paradigms of pedagogical science are key starting points for quality practical work, the selection of an appropriate theory for creating practical guidelines determines the quality of the process and a clear level of involvement of the necessary stakeholders.

The social-constructivist paradigm of educational inclusion represents a contemporary approach that, in theoretical considerations and practical solutions, goes a step further in relation to certain models of rehabilitation. Social constructivism thematizes inclusion as a fundamental change in school culture, policy and practice with the aim of ensuring key assumptions for the most successful adaptation to each child. Starting from the basic postulates of constructivist theory, the paper emphasizes how the aforementioned paradigm emphasizes the process of knowledge construction based on social interaction, the relationship between the contextual content and cooperation and the active environment. In the context of the above review of one of the key theoretical paradigms of quality inclusion, the paper presents the key

determinants of social-constructivist inclusion according to the following components: active roles of students, relationships between social context and interaction, adaptation of the educational system to the child/student, curricular flexibility in the context of the emphasis on the implementation of co-construction of curriculum guidelines, and the value of respecting and accepting diversity as an incentive in work. The aim of the paper is to point to the constructivist paradigm as a prerequisite for successful inclusion as a key theoretical starting point in creating guidelines for curriculum planning and programming that make educational inclusion sustainable, consistent in content and part of the process of creating a stimulating environment and collaborative learning.

Keywords: social constructivism (Lev Vygotsky), social and cultural context of learning, educational inclusion, curriculum planning and programming

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Opazanja iz učionice: Što nam učitelji mogu reći o vidnom ponašanju djece?

Nespecifična vidna ponašanja koja mogu upućivati na određene teškoće često su suptilna, teško uočljiva i lako ostaju nezapažena – osobito kada se procjena temelji isključivo na standardiziranim testovima procjene vidnih funkcija. Teškoće poput otežanog prebacivanja pogleda s blizu na daleko, kratkotrajnog zadržavanja vidne pažnje ili izbjegavanja aktivnosti koje zahtijevaju složeniju vidnu obradu najčešće se očituju u svakodnevnom funkcioniranju. Zbog složenosti i brojnosti vidnih zahtjeva, školsko okruženje postaje prostor u kojem ta ponašanja postaju najuočljivija, a učitelji često prvi primjećuju moguće znakove poteškoća vidnog funkcioniranja.

Cilj ovog istraživanja bio je ispitati kako učitelji doživljavaju vidna ponašanja učenika u svakodnevnom radu i analizirati ih u kontekstu rezultata procjene vidnog funkcioniranja. Dobiveni podaci analizirani su u programu *IBM SPSS Statistics* (verzija 23) primjenom deskriptivne statistike i odgovarajućih neparametrijskih i parametrijskih testova za usporedbu i povezanost varijabli.

U okviru ovog istraživanja provedena je funkcionalna procjena vida kod učenika od 7 do 14 godina koji pohađaju redovne razrede osnovne škole. Procjena je obuhvatila ispitivanje osnovnih i viših vidnih funkcija primjenom standardiziranih testova, nestandardiziranih materijala te opservacijom vidnog ponašanja tijekom izvođenja zadataka. Uz to, učitelji su ispunili upitnik o ponašanjima učenika i prilagodbama koje koriste u radu.

Većina učenika ostvarila je rezultate unutar očekivanih granica na pojedinačnim testovima, no kod pojedinih učenika uočena su ponašanja i obrasci koji upućuju na funkcionalne teškoće u korištenju vida. Ovi nalazi ukazuju na važnost dopunjavanja formalnih mjerenja funkcionalnim opažanjem u stvarnim obrazovnim kontekstima.

Ovakav pristup omogućit će dublji uvid u funkcionalno vidno ponašanje djece školske dobi te ukazati na potrebu za snažnijim uključivanjem školskog konteksta u okviru procjena vidnog funkcioniranja. Dobiveni nalazi poslužiti će kao temelj za oblikovanje preporuka za edukaciju učitelja i razvoj alata za praćenje i podršku vidnom funkcioniranju u obrazovnom okruženju.

Ključne riječi: vidno funkcioniranje, funkcionalna procjena vida, vidna ponašanja učenika, školsko okruženje, učitelji

Classroom observations: What can teachers tell us about children's visual behaviour?

Non-specific visual behaviours that may indicate certain difficulties are often subtle, hard to detect, and easily overlooked—especially when assessment relies solely on standardized vision tests. Difficulties such as challenges in shifting gaze from near to far, maintaining visual attention for a short period of time, or avoiding activities that require more complex visual processing are most often manifested in everyday functioning. Due to the complexity and

variety of visual demands, the school environment becomes the setting where such behaviours are most apparent, with teachers often being the first to notice possible signs of visual functioning difficulties.

The aim of this study was to explore how teachers perceive students' visual behaviours in everyday classroom practice and to analyse these perceptions in the context of functional vision assessment results. Data were analysed using IBM SPSS Statistics (Version 23) by applying descriptive statistics and appropriate parametric and non-parametric tests for group comparisons and associations between variables.

Within this study, functional vision assessment was carried out with students aged 7 to 14 years attending regular primary school classes. The assessment included basic and higher visual functions, using standardized tests, non-standardized materials, and classroom observation of visual behaviour during task performance. In addition, teachers completed a questionnaire about students' behaviours and the adaptations they apply in their teaching.

Most students achieved results within the expected range on individual tests; however, some exhibited behaviours and patterns indicative of functional difficulties in using vision. These findings highlight the importance of complementing formal testing with functional observations in real educational contexts.

Such an approach provides deeper insight into the functional visual behaviour of school-age children and emphasizes the need for stronger integration of the school context into vision assessments. The findings serve as a basis for developing recommendations for teacher education and for creating tools to monitor and support visual functioning in educational settings.

Keywords: visual functioning, functional vision assessment, students' visual behaviours, school environment, teachers

Usklađivanje školskih obveza djece u zagrebačkoj Školi za klasični balet

Većinu svog djetinjstva djeca se školuju stoga iskustva stečena u procesu školovanja često ostaju trajnim biljegom njihova kasnijeg identiteta. U ovom će se izlaganju govoriti o djeci koja se pored općeobrazovnog, školuju i u umjetničkom sustavu obrazovanja, u ovom slučaju Školi za klasični balet u Zagrebu. Uz općeobrazovni program koj usvajaju u redovitim školama, u umjetničkim školama djeca stječu usko specijalizirana znanja i vještine. Sustavi školovanja plesača u različitim su državama neujednačeno organizirani. Pored sustava internatskog tipa koji na jednom mjestu osiguravaju cjelokupno (umjetničko/strukovno i opće) obrazovanje, drugi sustavi odvajaju, (programski i fizički) dvije vrste obrazovanja koje plesači klasičnog baleta prolaze.

S osvrtnom na specifičnosti svakog od spomenutih sustava, klasičnim etnološkim i antropološkim metodama promatranja, sudjelovanja i intervjuiranja u tekstu će se analizirati na koji način potencijalni plesači manevriraju i usklađuju svoje školske i druge obveze, kako održavaju motivaciju, prate i doživljavaju vlastiti napredak, kako se suočavaju s izazovima, neizvjesnošću i vlastitim osjećajima te kako razvijaju sliku o svojoj budućnosti.

Kako bi se pojasnila specifičnost kombiniranog školovanja, analizirat će se tehnička i praktična pozadina sustava baletnog školovanja u Hrvatskoj te ispitati koliko je takav sustav obrazovanja prilagođen kombinaciji općeobrazovnog i plesnog školovanja. Glavni cilj je zahvaćanjem širega kulturnog i društvenoga konteksta i njegovih refleksija osvijetliti kako se djeca snalaze u izvršavanju svojih obveza unutar gustog cjelodnevnog rasporeda, ali i kako se osjećaju u zajednicama različito usmjerenih sustava obrazovanja koja paralelno svladavaju. Unutar rezultata istraživanja provedenih među učenicima Škole za klasični balet u Zagrebu prikazat će se različitost dovijanja, usklađivanja i iznalaženja mogućnosti ostvarivanja kombinacije plesnog i općeobrazovnog programa s obzirom na druge kontekste njihova djetinjstva. Analizom rezultata istraživanja, zaključuje se neophodnost prilagođavanja i usklađivanja dvaju sustava (umjetničkog i redovnog) u cjelokupnom obrazovanju plesača za klasični balet.

Ključne riječi: djeca, djetinjstvo, balet, obrazovanje, sustav školovanja

Balancing children's school obligations at the Zagreb School of Classical Ballet

Children spend most of their childhood in school. The experiences gained in the process of schooling therefore often remain a permanent mark on their later identity. In this presentation, I will discuss about children who, in addition to general education, are also educated in the artistic education system, in this case the School of Classical Ballet in Zagreb. In addition to the general education program that they follow in regular schools, children acquire narrowly specialized knowledge and skills in artistic schools. Dancer education systems in different countries are unevenly organized. In addition to boarding-type systems that provide a complete (artistic/professional and general) education in one place, other systems separate (programmatically and physically) the two types of education that classical ballet dancers undergo.

With a focus on the specifics of each of the aforementioned systems, using classical ethnological and anthropological methods of observation, participation and interviewing, the text will analyze how potential dancers maneuver and coordinate their school and other obligations, how they maintain motivation, how they monitor and experience their own

progress, how they face challenges, uncertainty and their own feelings, and how they develop an image of their future.

In order to explain the specificity of combined education, I will analyze the technical and practical background of the ballet education system in Croatia and examine the extent to which such an education system is adapted to the combination of general education and dance education. The main goal is to shed light on how children manage to fulfill their obligations within a dense all-day schedule, by embracing the broader cultural and social context and its reflections, but also how they feel in communities of differently oriented education systems that they master in parallel. The results of the research conducted among students of the School of Classical Ballet in Zagreb will show the differences in the way they adapt, harmonize, and find opportunities to achieve a combination of dance and general education programs with respect to other contexts of their childhood. By analyzing the results of the research, it is concluded that it is necessary to adapt and harmonize the two systems (artistic and regular) in the overall education of dancers for classical ballet.

Keywords: children, childhood, ballet, education, school system

Obrazovanje za održivi razvoj: razumiju li budući učitelji osnovne koncepte održivog razvoja?

Održivi razvoj jedan je od ključnih i globalno prepoznatih koncepata, čija je vrijednost istaknuta u brojnim međunarodnim dokumentima, strategijama i programima razvijenima od strane Ujedinjenih naroda, UNESCO-a, Europske komisije i drugih relevantnih organizacija. U svrhu osiguranja održivog razvoja, uloga obrazovanja nezamjenjiva je zato što doprinosi razvoju kompetencija potrebnih za odgovorno djelovanje za održivost. U tom kontekstu, posebnu ulogu imaju učitelji čije znanje, stavovi i pedagoške kompetencije izravno oblikuju svijest, vrijednosti i ponašanje učenika. Kako bi se koncepti održivosti primjereno implementirali u nastavni proces, od iznimne je važnosti osigurati kvalitetno obrazovanje budućih i sadašnjih učitelja. U obrazovnom sustavu Republike Hrvatske, ideje održivog razvoja integrirane su u istoimenoj međupredmetnoj temi, čiji odgojno-obrazovni ishodi obuhvaćaju sve tri dimenzije održivog razvoja; okolišnu, društvenu i ekonomsku. Uspješno ostvarenje ishoda međupredmetne teme podrazumijeva jasno i dosljedno razumijevanje osnovnih pojmova i koncepata održivog razvoja ne samo od strane učenika, već i učitelja. Upravo iz tog razloga ovo istraživanje usmjereno je na ispitivanje razumijevanja studenata učiteljskih studija o određenim konceptima održivog razvoja. Osim toga, cilj istraživanja uključuje i samoprocjenu vlastitog razumijevanja odabranih koncepata kako bi se stekao uvid u njihovo stvarno i percipirano razumijevanje. Odabrani koncepti direktno su i indirektno vezani uz okolišnu dimenziju održivog razvoja te su navedeni u okviru obveznih ključnih sadržaja 1. i 2. odgojno-obrazovnog ciklusa. Provedeno je anketno istraživanje čiji rezultati ukazuju na nedostatan razumijevanje, kao i nedosljednost stvarnog i percipiranog razumijevanja određenih koncepata. Dobiveni rezultati zasigurno predstavljaju vrijedan pokazatelj u kojem smjeru je potrebno unaprijediti inicijalno obrazovanje budućih učitelja. Osim toga, rezultati istraživanja mogu poslužiti i kao temelj za razvoj dodatnih programa obrazovanja te osmišljavanje smjernica i nastavnih materijala koji bi pridonijeli kvalitetnijoj provedbi obrazovanja za održivi razvoj.

Ključne riječi: obrazovanje za održivi razvoj, međupredmetna tema, učitelji razredne nastave

Education for sustainable development: do future teachers understand the basic concepts of sustainable development?

Sustainable development is one of the keys and globally recognized concepts, whose importance has been emphasized in numerous international documents, strategies, and programs developed by the United Nations, UNESCO, the European Commission and other relevant organizations. To secure sustainable development, the role of education is indispensable as it contributes to the development of competencies necessary for responsible action toward sustainability. In this context, teachers play a special role as their knowledge, attitudes, and pedagogical competencies directly shape students' awareness, values, and behavior. In order to appropriately implement the concepts of sustainability into the teaching process, it is of utmost importance to provide quality education for both future and current teachers. In the education system of the Republic of Croatia, the ideas of sustainable development are integrated into the cross-curricular theme of the same name, whose learning outcomes encompass all three dimensions of sustainable development: environmental, social, and economic. Successful achievement of these outcomes requires a clear and consistent

understanding of the basic concepts of sustainable development by both students and teachers. For this reason, this research focuses on examining the understanding of selected concepts of sustainable development among students of teacher education programs. Furthermore, the aim of the study includes students' self-assessment of their own understanding of selected concepts, in order to gain insight into their actual and perceived understanding. The selected concepts are directly and indirectly related to the environmental dimension of sustainable development and are included in the mandatory key contents of the 1st and 2nd educational cycles. For the purpose of this research, a survey was conducted and the results indicate insufficient understanding, as well as inconsistency between actual and perceived understanding of certain concepts. The findings provide a valuable insight into the areas where the initial education of future teachers needs to be improved. Moreover, the results of this research can serve as a basis for the development of additional educational programs and the design of guidelines and teaching materials aimed at improving the quality of education for sustainable development.

Keywords: education for sustainable development, cross-curricular theme, primary school teachers

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Književna i psihološka perspektiva bajki – prema transdisciplinarnom pristupu

Bajku možemo promatrati na granici fikcije, znanja i unutarnjeg doživljaja. Transdisciplinarni pristup uključuje brisanje odnosno nadilaženje granica znanosti, stoga je za dublje razumijevanje ove književne vrste potrebno prići iz dva smjera. Jedan je odraz bajke na psihološki razvoj, a drugi kako razvoj utječe na recepciju i razumijevanje bajke, uvažavajući teoriju čitateljskog odgovora. O bajkama se puno pisalo, osobito iz perspektive književne teorije, pri čemu je i dalje ne uspijevamo u potpunosti definirati s obzirom na hibridnost, bezvremenost i tekstualnu prijemčljivost u kontaktu s drugim narativnim izvorima. Isto tako o bajkama kao projektivnoj tehnici rečeno je vrlo mnogo.

S obzirom na njezine društvene, kulturne pa i medijske prilagodbe, u radu pokušavamo zauzeti transdisciplinarnu perspektivu, povezujući književnu i kulturnu interpretaciju bajke i razvojnu psihologiju. Fokus se stavlja na razvojno-psihološke teorije te književne (kulturne) modele s ciljem razumijevanja prostora učenja i kognitivnog razvoja, formiranja identiteta, emocionalne regulacije, moralnog prosuđivanja, empatije i socijalizacije. Gledajući psihološku perspektivu brojni teoretičari Freud, Jung, Bettelheim, Piaget, Erikson, Vigotsky bajku promatraju kao odraz stvarnosti. Ona sadrži simboliku, estetiku, puna je emocija, odraz je kognitivnih sposobnosti, ali i projekcija unutarnjih zbivanja, pitanja, neriješenih konflikata kao intrapersonalnih tako i onih interpersonalnih. Bajka čini put razumijevanju, a onda i razvoju otpornosti, snalaženja i nade, značajke koje se kao posljedica novih trendova, prilično gube. Konačno, bajke predstavljaju put k upoznavanju različitih vrijednosti i uspostavljanju samoregulacije, te ju je nužno razumijevati i u kontekstu transdisciplinarnosti formalnog i neformalnog učenja. Bajke imaju značajan utjecaj na razvoj djece, ali i odraslih, stoga ne iznenađuje da je do danas opstala kao narativna nit prijenosa kulturnih vrijednosti, oblikovanja generacija, ali i kao sredstvo koje ima ključnu ulogu u razvoju. Najnovije spoznaje iz područja neuroznanosti govore o dijelovima mozga koji se aktiviraju prilikom slušanja bajki, i to onih dijelovi koji su povezani s introspekcijom, maštom i socijalnom kognicijom. Zabilježena je veća aktivacija temporalnog dijela mozga, prefrontalnog korteksa koji je povezan s planiranjem, razumijevanjem te veća aktivacija u području amigdale koja je zadužena za obradu emocija. Također, čitanje emocionalno obojenih sadržaja praćeno je povećanom razinom oksitocina, hormona koji stoji u osnovi ljubavi i povezivanja s drugim ljudima. Ovakav pristup uključuje, ali i nadilazi spoznaje iz različitih znanstvenih područja rezultirajući dubljim razumijevanjem čovjeka kao cjelovitog bića.

Ključne riječi: transdisciplinarnost, bajka, razvojna psihologija, književna teorija

Literary and psychological perspective of fairy tales – according to the transdisciplinary approach

We can observe the fairy tale on the border of fiction, knowledge and inner experience. A transdisciplinary approach involves erasing or transcending the boundaries of science, therefore, for a deeper understanding of this literary genre, a story from two directions is needed. One is the reflection of the fairy tale on psychological development, and the other is

how development affects the reception and understanding of the fairy tale, understanding the reader-response theory. A lot has been said about fairy tales, especially from the perspective of literary theory, where we still fail to fully define them given their hybridity, timelessness and textual receptivity in contact with other narrative sources. A lot has also been said about fairy tales as a projective technique.

Given its social, cultural and even media adaptations, in this paper we try to take a transdisciplinary perspective, connecting the literary and cultural interpretation of the fairy tale and developmental psychology. The focus is on developmental-psychological theories and literary (cultural) models with the aim of understanding the space of learning and cognitive development, identity formation, emotional regulation, moral judgment, empathy and socialization. Looking at the psychological perspective, numerous theorists Freud, Jung, Bettelheim, Piaget, Erikson, Vygotsky view fairy tales as a reflection of reality. They contain symbolism, aesthetics, they are full of emotions, they are a reflection of cognitive abilities, but also projections of internal events, questions, unresolved conflicts, both intrapersonal and interpersonal. Fairy tales pave the way to understanding, and then to the development of resilience, coping and hope, characteristics that are being largely lost as a result of new trends. Finally, fairy tales represent a path to getting to know different values and establishing self-regulation, and it is necessary to understand them in the context of transdisciplinarity of formal and informal learning. Fairy tales have a significant impact on the development of children, but also of adults. Therefore, it is not surprising that they have survived to this day as a narrative thread for the transmission of cultural values, the shaping of generations, but also as a tool that plays a key role in development. The latest findings from the field of neuroscience speak of the parts of the brain that are activated when listening to fairy tales, namely those parts that are associated with introspection, imagination and social cognition. Greater activation of the temporal part of the brain, the prefrontal cortex, which is associated with planning, understanding, and greater activation in the amygdala, which is responsible for processing emotions, has been recorded. Also, reading emotionally colored content is accompanied by increased levels of oxytocin, the hormone that underlies love and connecting with other people. This approach includes, but also goes beyond, findings from various scientific fields, resulting in a deeper understanding of man as a whole being.

Keywords: transdisciplinarity, fairy tale, developmental psychology, literary theory

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Videopoezija: od opisa žanra do implementacije u odgojno-obrazovni sustav

Rad se bavi videopoezijom kao multimodalnim umjetničkim oblikom koji nastaje kroz simbiozu dvaju tipova umjetničkih iskaza: poezije i videa. Iako videopoezija nije nova umjetnička vrsta, u domaćoj znanosti ona gotovo da i nije žanrovski opisana, a kamoli detaljnije istražena. Oslanjajući se na postojeće teorijske radove s međunarodne znanstvene scene, ali i različite izvedbene prakse prisutne u djelokrugu videoumjetnika diljem svijeta, nastoji se dati precizan opis videopoezije kao multimodalnog žanra koji se zasniva na jukstaponiranju slike, teksta i zvuka, pri čemu se kombinacijom triju elemenata kod recipijenta proizvodi realizacija poetskog iskustva (Konyves 2011). Osim teorijskog opisa videopoezije i elaboracije konstitutivnih elemenata žanra te razlika koje se uspostavljaju na relaciji između videopoezije i drugih srodnih oblika (poetski film, cyber poezija, kinetička poezija i sl.), u radu se daje uvid u izborni kolegij pokrenut na Učiteljskom fakultetu u Zagrebu, kao suoautorski osmišljen i transmedijski koncipiran pilot-projekt posvećen videopoeziji. Uz upoznavanje s teorijskim perspektivama o videopoeziji kao multimedijским žanrom kompatibilnom digitalnom dobu, polaznici kolegija – studenti i studentice Učiteljskog studija i studija Ranog i predškolskog odgoja i obrazovanja – prolazili su različite tipove vježbi iz područja obje umjetničke prakse (poezije i videa) da bi u konačnici u ispitnom zadatku mogli izraditi vlastiti videopoetski rad i napisati njegovu izvedbeno-konceptualnu elaboraciju. Dosezi kolegija, osim kroz prizmu njegova znanstveno-nastavnog doprinosa u profiliranju dodatnih kompetencija budućih učitelja i odgojitelja, ujedno se sagledavaju i u širem konceptualnom okviru cjelokupne odgojno-obrazovne vertikale – kroz promišljanje o mogućoj primjeni videopoezije u umjetničkom odgoju i obrazovanju djece i mladih različitih dobnih skupina i obrazovnih razina.

Ključne riječi: videopoezija, žanrovska obilježja, multimodalnost, izborni kolegij, odgojno-obrazovni sustav

Videopoetry: from genre description to implementation in the educational system

The paper deals with videopoetry as a multimodal art form that emerges through the symbiosis of two types of artistic expression: poetry and video. Although videopoetry is not a new art form, it has hardly been described in terms of genre in domestic science, let alone researched in detail. Relying on existing theoretical works from the international scientific scene, but also on various performance practices present in the scope of work of video artists around the world, an attempt is made to provide a precise description of videopoetry as a multimodal genre that is based on the juxtaposition of image, text and sound, whereby the combination of the three elements produce the realization of a poetic experience in the recipient (Konyves 2011). In addition to the theoretical description of videopoetry and the elaboration of the constitutive elements of the genre and the differences that are established in the relationship between videopoetry and other related forms (poetic film, cyber poetry, kinetic poetry, etc.), the paper provides insight into an elective course launched at the Faculty of Teacher Education in Zagreb, as a co-authored and transmedia-conceptualized pilot project dedicated to videopoetry. In

addition to learning about theoretical perspectives on video poetry as a multimedia genre compatible with the digital age, course participants – students of the Teacher Education and Early and Preschool Education programs – went through various types of exercises from the fields of both artistic practice (poetry and video) so that they could ultimately create their own videopoetry work and write its performance-conceptual elaboration in the exam assignment. The achievements of the course, in addition to its scientific and educational contribution in profiling additional competencies of future teachers and educators, are also viewed in the broader conceptual framework of the entire educational vertical – through reflection on the possible application of videopoetry in the artistic education of children and young people of different age groups and educational levels.

Key words: videopoetry, genre characteristics, multimodality, elective course, educational system

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Estetski potencijali glazbenog odgoja: komparativna analiza kurikularnih pristupa u osnovnoškolskom obrazovanju Hrvatske, Slovenije i Finske

Glazbeni odgoj u osnovnoškolskom obrazovanju ima potencijal za razvoj estetske osjetljivosti, emocionalne pismenosti, kulturne svijesti i kreativne autonomije učenika. U ovom radu analizira se kako nacionalni kurikularni dokumenti Hrvatske, Slovenije i Finske oblikuju glazbeni odgoj u estetskom smislu. Istraživanje je provedeno primjenom kvalitativne analize sadržaja na relevantnim dokumentima, uz teorijsku triangulaciju temeljem koncepcija Deweyja, Greene i Eisnera. Analiza je strukturirana prema pet analitičkih kategorija: estetski ciljevi, metode rada, kreativnost učenika, kulturalna dimenzija i transdisciplinarnost. Rezultati pokazuju da finski kurikulum najsustavnije integrira estetske ciljeve i učenika postavlja kao aktivnog stvaratelja, dok slovenski model naglašava izvođačku praksu i kulturnu stabilnost, a hrvatski okvir ostavlja estetske komponente nedovoljno razrađenima. U zaključku se ističe važnost jasnoće kurikularnih smjernica i uloge učitelja kao posrednika estetskog iskustva. Predlaže se buduće empirijsko istraživanje kroz polustrukturirane intervjuje s učiteljima te studije slučaja usmjerene na učenička estetska iskustva, radi dubljeg razumijevanja odnosa između kurikularnih intencija i nastavne prakse.

Ključne riječi: estetski odgoj, glazbeni odgoj, osnovnoškolsko obrazovanje, komparativna analiza, kurikulum

Aesthetic Potentials of Music Education: A Comparative Analysis of Curricular Approaches to Primary Education in Croatia, Slovenia, and Finland

Music education in primary school setting holds significant potential for fostering aesthetic sensitivity, emotional literacy, cultural awareness, and students' creative autonomy. This paper examines how national curriculum documents from Croatia, Slovenia, and Finland shape music education from an aesthetic perspective. The study employs qualitative content analysis of relevant documents, guided by theoretical triangulation based on the concepts of Dewey, Greene, and Eisner. The analysis is organized around five analytical categories: aesthetic objectives, teaching methods, student creativity, cultural dimension, and transdisciplinarity. Findings indicate that the Finnish curriculum is most effective at systematically integrating aesthetic goals and positioning the student as an active creator, whereas the Slovenian model emphasizes performance practice and cultural continuity. In contrast, the Croatian framework leaves aesthetic components insufficiently elaborated. The conclusion highlights the importance of clear curricular guidelines and the teacher's role as a mediator of aesthetic experience. In order to deepen the understanding of the relationship between curricular intentions and teaching practices, future research is proposed in the form of semi-structured interviews with teachers and case studies focused on students' aesthetic experiences.

Keywords: aesthetic education, music education, primary education, comparative analysis, curriculum

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Nova promišljanja o djetinjstvu kroz prizmu inkluzije: mišljenja budućih učitelja i odgojitelja o inkluzivnom odgoju i obrazovanju

U suvremenom kontekstu odgoja i obrazovanja, pojam djetinjstva sve se češće promatra kroz prizmu različitosti, ravnopravnosti i inkluzije. Ovaj rad istražuje mišljenja studenata učiteljskih fakulteta o inkluzivnom odgoju i obrazovanju te njihovo razumijevanje inkluzivnog pristupa djetinjstvu. Cilj istraživanja bio je ispitati u kojoj mjeri buduća učitelja i odgojitelja prepoznaju važnost inkluzije kao temeljne vrijednosti suvremenog školskog sustava, te kako koncept „novog djetinjstva“ utječe na njihova profesionalna uvjerenja i pripremljenost za rad u razredno-inkluzivnom okruženju.

Uzorak istraživanja činili su studenti učiteljskih studija u Republici Hrvatskoj. Korištena je „Skala mišljenja o inkluziji učenika s teškoćama“ te su podaci obrađeni kvantitativnom metodom. Rezultati pokazuju da studenti u većini slučajeva izražavaju pozitivna mišljenja prema inkluziji i prepoznaju njezinu važnost za cjelovit razvoj svakog djeteta, no istodobno osjećaju nedostatak praktične pripreme i iskustva u radu s djecom s različitim odgojno-obrazovnim potrebama. Dobiveni nalazi ukazuju na potrebu daljnjeg osnaživanja studentskih programa u području inkluzivne pedagogije te na važnost razvijanja profesionalnih kompetencija koje odražavaju nova promišljanja o djetinjstvu – kao razdoblju u kojem svako dijete ima pravo na podršku, prihvaćanje i razvoj vlastitih potencijala.

Ključne riječi: djetinjstvo, inkluzija, inkluzivno obrazovanje, odgoj i obrazovanje, studenti

New Reflections on Childhood through the Lens of Inclusion: Opinions of Future Teachers and Preschool Educators on Inclusive Education

In the contemporary educational context, the concept of childhood is increasingly interpreted through the lens of diversity, equity, and inclusion. This paper examines the perceptions of teacher education students regarding inclusive education and their understanding of the inclusive approach to childhood. The primary aim of the study was to explore the extent to which future teachers and early childhood educators acknowledge inclusion as a core value of the modern educational system, as well as to examine how the concept of “new childhood” influences their professional beliefs and perceived preparedness for work in inclusive classroom environments. The research sample consisted of students enrolled in teacher education programs across the Republic of Croatia. The *Scale of Attitudes toward the Inclusion of Students with Disabilities* was employed, and data were analyzed using quantitative methods. The findings indicate that students generally demonstrate positive attitudes toward inclusion and recognize its importance for the holistic development of every child. However, they simultaneously report a lack of practical preparation and experience in working with

children with diverse educational and developmental needs. The results underscore the necessity of further strengthening teacher education curricula in the field of inclusive pedagogy and highlight the importance of developing professional competencies that reflect contemporary understandings of childhood—as a developmental period in which every child has the right to support, acceptance, and the realization of their full potential.

Keywords: childhood, inclusion, inclusive education, education, students

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Jezična obilježja inkluzivnih podslova u animiranom filmu za djecu

Dostupnost je sadržaja audiovizualnih medija osobama oštećena sluha omogućena i inkluzivnim podslovljavanjem. Vrsta je to unutarjezičnoga audiovizualnog prevođenja koja u obzir treba uzeti prepoznatljivost pisanoga jezičnog izraza i razumijevanje njegova sadržaja u suodnosu s određenim filmskim žanrom i ciljanom publikom. Animirani film za djecu predstavlja poseban višemodalni izvor u kojem su pri inkluzivnom podslovljavanju, uz brzinu čitanja i tehničke parametre, od posebne važnosti i jezična obilježja na sadržajnoj i strukturnoj razini. Cilj je provedenoga istraživanja bilo izdvajanje i analiza prototipnih jezičnih obilježja inkluzivnih podslova u animiranom filmu za djecu kao posebnom višemodalnom sadržaju. Nakon uvodnih se napomena inkluzivno podslovljavanje predstavlja u kontekstu društvene uključenosti u kulturnim praksama te se donose temeljna obilježja te prevodilačke vrste. Predstavlja se građa za provedeno istraživanje koju čini 39 animiranih filmova iz Medijateke platforme za promicanje dostupnosti kulture i društvene solidarnosti Kultura svima udruge Filmaktiv. U analizi će se razmotriti način uređivanja inkluzivnih podslova primjenom prevodilačkih postupaka izravnoga preuzimanja, izostavljanja i preoblikovanja u načinu posredovanja verbalnih i neverbalnih sadržaja iz izvornoga zvukovnog kanala. Izdvojiti će se potvrđeni primjeri zastupljenih teže čitljivih i razumljivih riječi zadržanih u sadržaju inkluzivnih podslova s ciljem razvijanja leksičke kompetencije i obogaćivanja vokabulara kod djece oštećena sluha. Središnji dio analize predstavlja analiza jezičnih izraza kojima se posreduju neverbalni auditivni sadržaji u izvornome zvukovnom kanalu. Analizirat će se načini na koji se oni prenose u pisani jezični izraz – onomatopejskim riječima i uzvicima ili opisnim izrazima. Zaključno se potvrđena jezična obilježja u tekstu inkluzivnih podslova u animiranom filmu za djecu promatraju prema kriteriju svoje zastupljenosti i distribucije u pojedinom od korištenih audiovizualnih izvora i načinu njihove primjene te se navodi tendencija koja se pritom može primijeniti na korištenu građu u cijelosti. Provedenom se analizom žele potaknuti daljnja istraživanja jezičnih obilježja inkluzivnih podslova koja svoju primjenu mogu pronaći i u samoj prevodilačkoj praksi te pružiti doprinos društvenoj uključenosti u prevodilaštvu i kulturnim praksama.

Ključne riječi: audiovizualno prevođenje, inkluzivno podslovljavanje, animirani film za djecu, jezična obilježja, društvena uključenost

Linguistic features of inclusive subtitles in children's animated film

Content of audiovisual media is made accessible to persons with impaired hearing also through inclusive subtitling. It is a type of intralinguistic audiovisual translation that takes into account the recognisability of written language and comprehension of its content with respect to a particular film genre and the target audience. Children's animated film represents a special multimodal source whereby inclusive subtitles are created not only in reference to reading speed and technical parameters, but also with regard to linguistic features at the level of content and structure. The present study aims to identify and analyse prototypical linguistic features of inclusive subtitles in children's animated film as a particular kind of multimodal content. After

the introductory remarks, inclusive subtitling is described within the context of social inclusion in cultural practices, and basic features of this type of translation are presented. This is followed by the presentation of the source for the study, namely 39 animated films from the Media Library of the platform for the promotion of accessibility of culture and social solidarity *Kultura svima* (Culture for Everyone) by the association *Filmaktiv*, as well as the linguistic material comprised of a text containing the inclusive subtitles made for them. The analysis will consider the way in which inclusive subtitles are edited by means of translation techniques of direct transposition, omission, and reformulation during mediation between verbal and non-verbal content from the original audio channel. Confirmed examples of words that are more difficult to read and understand, but which were kept in the content of inclusive subtitles for the purpose of developing lexical competency and enriching the vocabulary of hearing-impaired children, will be identified. The central part of the analysis pertains to linguistic expressions whereby non-verbal audio content in the original audio channel is mediated. Ways in which they are transferred into written language are analysed – through onomatopoeic words, exclamations, or descriptive expressions. Finally, confirmed linguistic features in the text containing inclusive subtitles in children’s animated film are observed in relation to the criterion of their representation and distribution within a given audiovisual source and their use, pointing to a tendency that may be applied to the material as a whole. The analysis conducted aims to encourage further research of linguistic features of inclusive subtitles, which may find their use in translation practices as such, as well as contribute to social inclusion in translation and cultural practices.

Keywords: audiovisual translation, inclusive subtitling, children’s animated film, linguistic features, social inclusion

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Physical Activity in Pre-graduate Teacher Training: Its Importance and Implications for Children's Education and Environmental Health

Physical activity plays a key role not only in promoting health and a healthy lifestyle but also in the professional pre-graduate preparation of future teachers, who serve as role models for the next generations. Students of preschool and elementary pedagogy represent an important group whose relationship to physical activity, physical culture, and an active lifestyle can directly influence the quality of the educational process in kindergartens and at the primary level of education. Their personal attitudes, experiences, and habits in the field of physical activity are reflected in their teaching practice, where they can motivate children toward an active and healthy life. The aim of this paper is to present the results of research focused on determining the level of physical activity among students of preschool and elementary education, their attitudes toward health, and the possibilities of implementing these values into teaching practice. The research sample consisted of 158 respondents from Slovakia. The main research tool was a questionnaire, and the data were analyzed using both descriptive and inferential methods, descriptive statistics and tests of relationships between variables were applied. Special attention is given to the connection between physical activity and children's environmental health. Time spent and physical activity in natural environments not only support the development of motor skills and strengthen immunity but also foster a positive relationship with nature and ecological awareness. Such experiences contribute to the child's

harmonious development and create the foundation for building a sustainable lifestyle in adulthood. The personal example of teachers also plays a crucial role, as it can significantly influence children's attitudes and behavior. Therefore, it is essential to incorporate the promotion of physical activity and the awareness of its importance already into pre-graduate teacher training, thus creating a strong foundation for their future teaching practice. The findings highlight the need for systematic support of physical activity during university studies of future teachers. Integrating physical activity into their daily routines, encouraging sports activities, and engaging in environmentally oriented programs represent important factors in shaping their professional identity.

Keywords: physical activity, environmental health, preschool and elementary education students, children's education

Roditeljstvo, odgoj i bajke: psihološka snaga narativa u razvoju djece *Bajke pomažu djeci da razumiju svijet, a roditeljima da razumiju djecu*

U ovom izlaganju fokus će biti na psihološkoj perspektivi bajki u kontekstu suvremenog roditeljstva, s naglaskom na njihov utjecaj na emocionalnu regulaciju, moralni razvoj, formiranje identiteta i razvoj otpornosti kod djece, upravo kroz likove i narativne strukture bajki.

Zajedničko čitanje bajki između roditelja i djece stvara prostor bliskosti, sigurnosti i emocionalne povezanosti. One omogućuju djeci da kroz simboliku i metaforu izraze unutarnje konflikte, strahove i želje, dok roditelji dobivaju jasniji uvid u emocionalni svijet djeteta, njegovo razumijevanje sebe i drugih, ali i svijeta oko sebe. U tom smislu, bajka može djelovati kao projekтивna tehnika, ali i kao sredstvo za uspostavljanje granica, razumijevanje moralnih dilema te poticanje empatije i prosocijalnog ponašanja.

Psihološki gledano, bajke aktiviraju ključne dijelove mozga povezane s introspekcijom, maštom i socijalnom kognicijom. Neuroznanstvena istraživanja potvrđuju da slušanje bajki potiče aktivaciju amigdale (obrada emocija), frontalnog korteksa (planiranje i razumijevanje) te povećava razinu oksitocina, hormona povezanog s ljubavlju i emocionalnim povezivanjem. U kontekstu suvremenog roditeljstva, bajke mogu djelovati i korektivno na dječje ponašanje. One nude narativne modele koji prihvaćaju pogreške, potiču fleksibilnost i nude nadu u prevladavanje izazova. Kroz bajke, roditelji mogu reinterpretirati ponašanja i očekivanja djeteta, razvijajući dublje razumijevanje sebe i svijeta oko sebe kod djeteta.

Izlaganje će ponuditi pregled nekih kvalitetnih bajki koje podržavaju kognitivni i socioemocionalni razvoj djeteta, s prijedlogom naslova dostupnih u knjižničnom fondu. Bajke se mogu promatrati kao alat koji povezuje književnu estetiku, kulturne vrijednosti i razvojnu psihologiju, nudeći prostor za formalno i neformalno učenje, introspektivno razumijevanje i međugeneracijsku povezanost.

Ključne riječi: bajke, roditeljstvo, emocionalna povezanost, moralni razvoj, psihološka perspektiva

Parenting, Upbringing, and Fairy Tales: The Psychological Power of Narrative in Child Development

Fairy tales help children understand the world, and help parents understand their children

This presentation focuses on the psychological perspective of fairy tales within the context of contemporary parenting, emphasizing their impact on emotional regulation, moral development, identity formation, and the development of resilience in children, specifically through characters and narrative structures.

Shared reading of fairy tales between parents and children creates a space of closeness, safety, and emotional connection. Fairy tales allow children to express inner conflicts, fears, and desires through symbolism and metaphor, while parents gain clearer insight into the child's emotional world, their understanding of self and others, and the world around them. In this sense, fairy tales can function both as a projective technique and as a tool for establishing boundaries, understanding moral dilemmas, and fostering empathy and prosocial behavior.

From a psychological perspective, fairy tales activate key areas of the brain associated with introspection, imagination, and social cognition. Neuroscientific research confirms that

listening to fairy tales stimulates the amygdala (emotional processing), the frontal cortex (planning and comprehension), and increases levels of oxytocin, the hormone linked to love and emotional bonding.

In the context of modern parenting, fairy tales can also have a corrective effect on children's behavior. They offer narrative models that accept mistakes, encourage flexibility, and provide hope for overcoming challenges. Through fairy tales, parents can reinterpret their child's behaviors and expectations, fostering deeper understanding of themselves and their child's inner world.

The presentation will include an overview of selected high-quality fairy tales that support cognitive and socio-emotional development in children, with suggested titles available in library collections. Fairy tales are viewed as tools that connect literary aesthetics, cultural values, and developmental psychology, offering space for both formal and informal learning, introspective understanding, and intergenerational connection.

Keywords: fairy tales, parenting, emotional connection, moral development, psychological perspective

Nedostupni "prostori" djetinjstva: dječja amnezija kao "mjesto" narativne, psihološke i temporalne (re)konstrukcije

Cilj ovoga rada je, iz kulturnoantropološke, naratološke i šire humanističke perspektive, istražiti pripovijesti o prvim godinama života – pripovijesti koje su većinom posredovane i oblikovane onkraj osobnog pamćenja. Uz to, rad nastoji obuhvatiti širi kontekst kulturnog imaginarija ranog djetinjstva, koji je snažno oblikovan psihoanalitičkim, psihološkim, psihoterapijskim i psihijatrijskim idejama o odlučujućoj ulozi ranih iskustava u formiranju pojedinca.

Prve godine života jedno su od najzagonetnijih razdoblja ljudske egzistencije. Obilježene su fenomenom dječje amnezije te prevladavajućom neverbalnošću, zbog čega su osobna sjećanja na to razdoblje rijetka ili posve nedostupna. Iako se smatraju presudnima za emocionalni i kognitivni razvoj, o tim godinama pojedinac ne može svjedočiti izravno. Umjesto toga, narativi o najranijem djetinjstvu oblikuju se posredno – temeljem priča drugih, fragmenata i kasnijih interpretacija. Ti su narativi utemeljeni na sjećanjima koja su posredovana, preoblikovana, pregovarana, temporalno i perspektivno izmijenjena, a ponekad i potpuno konstruirana.

Rano djetinjstvo obilježeno je izostankom svjedočenja samog „nositelja“ iskustva. Ono je "mjesto" u koje se naknadno upisuju značenja koja su potaknuta kasnijim životnim iskustvima, emocijama, kulturnim praksama, društvenim očekivanjima, normama i nelagodama, psihološkim potrebama i projekcijama, a bez mogućnosti da se iz njega izravno progovori, odnosno izravno pristupi pripovijedanom događaju. Unatoč toj praznini neposredovanog pamćenja, prve godine života danas se često percipiraju kao temeljne za formiranje ličnosti, obrazaca ponašanja, emocionalnih reakcija i sl. Upravo zato, to se razdoblje sve češće povezuje s raznim psihološkim disfunkcijama i problemima mentalnog i cjelokupnog ljudskog zdravlja. Fenomen dječje amnezije, učinio je prve godine života iznimno podložnima različitim upisivanjima, interpretacijama i istraživanjima koja zrcale prevladavajuće znanstvene paradigme, kulturne, društvene i druge čimbenike, trendove i procese. Ovaj rad, oslanjajući se na konkretnu pripovjednu etnografsku građu, kao i na sadržaje koji cirkuliraju u digitalnom okružju, nastoji locirati ideju „unutarnjeg djeteta“ – često zaboravljenog, ali simbolički, pripovjedno potentnog dijela ranog iskustva – i to unutar šireg kulturnog i društvenog konteksta propitujući procesualnu i dijalektičku logiku dominantne ideje funkcionalnosti i normalnosti odraslih.

Ključne riječi: dječja amnezija, osobne pripovijesti, unutarnje dijete, normalnost, (re)konstrukcija identiteta

Inaccessible “Spaces” of Childhood: Infantile Amnesia as a “Place” of Narrative, Psychological, and Temporal (Re)Construction

The aim of this paper is to examine narratives about the earliest years of life — narratives that are predominantly mediated and constructed outside of personal memory — from a cultural anthropological, narratological and broader humanistic perspective. Furthermore, it attempts to place these narratives in a broader context of the cultural imaginary surrounding early childhood, which is strongly influenced by psychoanalytic, psychological, psychotherapeutic and psychiatric discourses on the formative role of early experiences for the individual.

The first years of life represent one of the most enigmatic phases of human existence. They are characterized by the phenomenon of infantile amnesia and by a predominantly non-verbal

character that makes personal memories from this period rarely or not at all accessible. Although this period is generally regarded as crucial for emotional and cognitive development, it is largely inaccessible for direct testimony. Instead, narratives about early childhood are formed indirectly — through the stories of others, fragmentary traces, and retrospective interpretations. These narratives are based on memories that are mediated, reshaped, negotiated, altered in time and perspective, and in some cases completely constructed.

Early childhood is characterized by the fact that the actual “bearer” of the experience does not bear witness. It represents a “place” into which meanings are retroactively inscribed — meanings that are evoked by later life experiences, emotional dynamics, cultural practices, social expectations and discomforts, psychological needs and projections — without the possibility of direct articulation or access to the narrated event itself. Despite this lack of unmediated memory, the early years of life are increasingly seen as fundamental to the formation of personality, behavioral patterns and emotional responses. Consequently, this period is often associated with various psychological disorders and broader problems related to mental health and health in general.

The phenomenon of childhood amnesia has made early childhood particularly susceptible to symbolic inscription, interpretation and investigation — processes that reflect both prevailing scientific paradigms and broader cultural, social and epistemic shifts. Drawing on narrative ethnographic material and content circulating in digital environments, this paper seeks to situate the idea of the 'inner child' - often forgotten but symbolically and narratively potent — within a broader cultural and social framework. It also questions the processual and dialectical logic underlying prevailing constructions of adult normality and functionality.

Keywords: infantile amnesia, personal narratives, inner child, normality, (re)construction of identity

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Dječja perspektiva vođenja u predškolskom odgoju i obrazovanju

Tema ovoga istraživanja je dječja perspektiva vođenja u kontekstu predškolskih ustanova. Dok se vođenje u ranom i predškolskom odgoju najčešće promatra iz perspektive odraslih (ravnatelja, odgojitelja), ovaj rad stavlja fokus na razumijevanje koncepta vođenja iz dječjeg pogleda. Cilj istraživanja bio je ispitati kako djeca predškolske dobi shvaćaju pojam vođenja, prepoznaju li ga u svojoj svakodnevici, vide li sebe kao vođe te koje osobine pripisuju vođama. Uz to, istražena je i povezanost dječje percepcije vođenja s njihovim socijalnim statusom u skupini. Istraživanje je provedeno u jednoj starijoj vrtićkoj skupini u Virovitičko-podravskoj županiji. Korištene su dvije metode: sociometrijska tehnika kojom je određen socijalni položaj djece u skupini te polustrukturirani intervju kojim je ispitana njihova percepcija vođenja. Rezultati su pokazali da djeca u velikoj mjeri razumiju pojam vođe, najčešće ga poistovjećujući s osobama koje imaju autoritet ili vode druge, poput odgojiteljica ili članova obitelji. Kao osobine vođa najčešće su navodili pamet, društvenost, organiziranost i kreativnost. Također, djeca su prepoznavala i vlastite liderske sposobnosti. Analiza sociometrijskih podataka pokazala je da djeca koja su češće birana od strane vršnjaka (tzv. "popularna djeca") češće iskazuju verbalne i socijalne kompetencije povezane s vođenjem. Zaključno, rezultati upućuju na to da djeca ne samo da prepoznaju vođenje u svojoj okolini, već su sposobna razumjeti vlastitu ulogu u tim odnosima. Ovi nalazi potvrđuju važnost uključivanja djece u dijalog o temama vodstva i suradnje, kao i važnost osnaživanja djece kroz praksu vrtićkog svakodnevnog života.

Ključne riječi: dijete, vođenje, dječja perspektiva, sociometrija, predškolski odgoj

Children's Perspective on Leadership in Preschool Institutions

This research explores children's perspectives on leadership within the context of early childhood education settings. While leadership is typically studied from the standpoint of adults (directors, educators), this study shifts the focus to how preschool children perceive and interpret leadership. The primary aim was to investigate whether children understand the concept of leadership, recognize it in their everyday environment, perceive themselves as leaders, and which characteristics they associate with leadership. Additionally, the study examined the correlation between children's leadership perception and their social status within the peer group. The research was conducted in a preschool group in Virovitica-Podravina County, involving children aged 6 and 7. Two methods were employed: a sociometric technique to assess each child's social position in the group and a semi-structured interview to explore their understanding of leadership. Findings revealed that children largely comprehend the concept of leadership, most often associating it with figures of authority such as educators or family members. The traits most commonly attributed to leaders were intelligence, sociability, organization, and creativity. Children also demonstrated awareness of their own leadership qualities. Sociometric analysis showed that children with higher peer acceptance ("popular children") tended to display more advanced verbal and social skills linked to leadership. In conclusion, the study confirms that preschool children not only recognize

leadership in their environment but are also capable of reflecting on their own role in leadership dynamics. These insights emphasize the importance of acknowledging children's voices in discussions on leadership and nurturing these competencies through daily preschool practice.

Key words: child, leadership, children's perspective, sociometry, early childhood education

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Digitalni alati kao most suradnje između vrtića i obitelji

U suvremenom odgojno-obrazovnom kontekstu kvalitetna partnerska suradnja između vrtića i obitelji predstavlja temelj uspješnog dječjeg razvoja. Digitalne tehnologije otvaraju nove mogućnosti za ostvarivanje dvosmjerne, transparentne i kontinuirane komunikacije koja nadilazi tradicionalne oblike suradnje, omogućavajući stvaranje obrazovne zajednice koja povezuje različita okruženja u kojima dijete odrasta.

Ovaj rad prikazuje implementaciju digitalne aplikacije u svakodnevnoj praksi dječjeg vrtića koja doprinosi jačanju partnerstva s obiteljima kroz redovit uvid u aktivnosti djece putem fotografija, video zapisa, opisa i stručnih komentara koji objašnjavaju pedagoške ciljeve i razvojne ishode. Primjeri dječjih aktivnosti „uhvaćeni“ u konkretnom trenutku zauvijek ostaju pohranjeni u digitalnom obliku te im se roditelji mogu vraćati, ponovo ih promatrati i spoznati mnoge promjene kod djece kroz određeni period. Aktivnosti poput istraživanja lica pred ogledalom i otkrivanja emocija kroz grimase i razgovor o prepoznavanju osjećaja, koji nastavljaju pred svjetlosnim stolom promatrajući vlastite izraze, broje odraze i uočavaju simetriju, omogućuje im razvijati logičko razmišljanje i pojmove refleksije; Igranje sjenama omogućava djeci istražiti kako svjetlo stvara sjenu te se mijenja ovisno o položaju izvora svjetlosti. Manipuliranje sjenama potiče maštu, kreativnost i znanstveno istraživanje zakonitosti fizike; građenje i konstruiranje privlači više djece koja razmjenjuju ideje, surađuju i pomažu jedni drugima, razvijajući socijalne vještine. Kroz konstruiranja od kocaka i neoblikovanih materijala djeca komuniciraju svoje zamisli, planiraju ostvarenje ideje i rješavaju problemske situacije različitim metodama.

Takav pristup omogućava roditeljima dublje razumijevanje vrtića kao mjesto ne samo za zbrinjavanje djece, već kao dinamičan i složen prostor učenja u kojem se kroz promišljeno oblikovane poticaje i pedagoški osmišljene aktivnosti podržava cjelovit razvoj djeteta. Osim što povećava roditeljsku uključenost i stvara kulturu transparentnosti, ovakav način komunikacije omogućava odgajateljima refleksiju vlastite prakse, kritičko preispitivanje svoje pedagoške odluke i bolju artikulaciju pedagoških ciljeva. U konačnici, ova praksa doprinosi razvoju zajedničke vizije odgoja i obrazovanja, utemeljene na partnerskom odnosu svih sudionika, uzajamnom povjerenju i uvažavanju, a usmjerene na dobrobit i optimalan razvoj djeteta.

Ključne riječi: digitalna komunikacija, partnerska suradnja, vrtić-obitelj, pedagoška transparentnost, uključenost roditelja, odgojno-obrazovni proces

Digital tools as a bridge of collaboration between kindergarten and families

In the contemporary educational context, quality collaborative partnership between kindergartens and families represents the foundation of successful child development. Digital technologies open new possibilities for achieving bidirectional, transparent, and continuous communication that transcends traditional forms of cooperation, enabling the creation of an educational community that connects the different environments in which children grow up.

This paper presents the implementation of a digital application in the daily practice of kindergartens that contributes to strengthening partnerships with families through regular insights into children's activities via photographs, videos, descriptions, and professional comments that explain pedagogical goals and developmental outcomes. Examples of children's activities "captured" at specific moments are permanently stored in digital form, allowing parents to revisit them, observe them repeatedly, and recognize many changes in their children over time.

Activities such as exploring faces in front of mirrors and discovering emotions through facial expressions and discussions about recognizing feelings continue at the light table where children observe their own expressions, count reflections, and notice symmetry, enabling them to develop logical thinking and concepts of reflection. Playing with shadows allows children to explore how light creates shadows and how shadows change depending on the position of the light source. Manipulating shadows fosters imagination, creativity, and scientific investigation of physical principles. Building and constructing attracts multiple children who exchange ideas, collaborate, and help one another, developing social skills. Through constructing with blocks and unstructured materials, children communicate their concepts, plan the realization of ideas, and solve problem situations using various methods.

This approach enables parents to gain a deeper understanding of kindergarten not only as a place for childcare, but as a dynamic and complex learning environment where thoughtfully designed stimuli and pedagogically conceived activities support the holistic development of children. Beyond increasing parental involvement and creating a culture of transparency, this method of communication enables educators to reflect on their own practice, critically examine their pedagogical decisions, and better articulate educational goals. Ultimately, this practice contributes to the development of a shared vision of education based on collaborative relationships among all participants, mutual trust and respect, and focused on the well-being and optimal development of children.

Keywords: digital communication, collaborative partnership, kindergarten-family, pedagogical transparency, parent involvement, educational process

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Tradicijske igre u kontekstu institucijskog Ranog i predškolskog odgoja i obrazovanja

Tradicijske igre značajna su sastavnica usmenog stvaralaštva djece, ali i odraslih za djecu. Prenosile su se s generacija na generacije najčešće usmenim putem. Vremenom su mnoge od njih zabilježene i time sačuvane kao dio nematerijalne kulturne baštine. Kao igrovna baština mogu se uočiti u igrama djece diljem svijeta. Osobita značajka tradicijskih igara jest postojanje pravila koja ih svrstavaju u skupinu igara s pravilima. Cilj ovog rada jest istaknuti odgojno-obrazovni potencijal tradicijskih igara, osobito u kontekstu ranog i predškolskog odgoja i obrazovanja.

Tradicijske igre omogućuju ostvarenje različitih dobiti za dijete – od osobnog, tjelesnog i emocionalnog razvoja, preko obrazovnog do socijalnog – doprinoseći djetetovu cjelovitom razvoju. Javlja se u različitim varijantama te često uključuju govor, pokret, pjevanje i druge izražajne oblike. Posebno se izdvaja skupina tradicijskih igara s pjevanjem, koje su djeca često spontano stvarala kroz igru. Ove igre objedinjuju pokret i pjevanje te imaju važnu ulogu u ranoj glazbenoj senzibilizaciji.

Tradicijske igre doprinose razvoju djetetova identiteta, od nacionalnog do multikulturalnog, te jačaju kulturnu svijest i izražavanje. U odgojno-obrazovnoj praksi ranog i predškolskog odgoja i obrazovanja nude brojne mogućnosti primjene, osobito kada su usklađene s prostornim, materijalnim i socijalnim uvjetima te različitim pedagoškim situacijama unutar svakodnevnih pedagoških aktivnosti ustanove.

Ključne riječi: dječji vrtić, dobit za dijete, odgojitelj, prostorno-materijalni kontekst, socijalni kontekst, vremenski kontekst

Traditional games in the context of institutional early childhood education and care

Traditional games represent a significant part of the creative expression of both children and adults. These games were most often passed down orally from generation to generation. Over time, many of these games were recorded and preserved as part of the intangible cultural heritage. As a form of play heritage, they can be seen in children's games around the world. A distinctive feature of traditional games is that they have rules, which classifies them as such. This paper aims to highlight the educational potential of traditional games, especially in early childhood and preschool education.

These games support various developmental benefits for children, including personal, physical, emotional, educational, and social growth, thereby contributing to their holistic development. These games appear in various forms and often include speech, movement, singing, and other expressive elements. A notable group within traditional games are singing games, which children often create spontaneously during play. Combining movement and singing, these games play an important role in early musical sensitization.

Traditional games contribute to the development of a child's identity, from the national to the multicultural, and they strengthen cultural awareness and expression. In early childhood and preschool educational practices, traditional games offer numerous possibilities for

implementation when aligned with spatial, material, and social conditions, as well as various pedagogical situations within the daily educational activities of an institution.

Keywords: preschool, children's well-being, preschool teacher, spatial-material context, social context, temporal context

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Transdisciplinarni pogled na istraživanja dječje književnosti: prema kulturnome polju hrvatske dječje književnosti

Istraživanja dječje književnosti u hrvatskom kontekstu tradicionalno osciliraju između književnih i izvanknjiževnih pristupa, često ostajući na nejasnoj granici između onoga što se smatra intrinzično književnim i onoga što proizlazi iz društvenog, pedagoškog ili kulturnog polja u kojem se dječja književnost oblikuje i interpretira. U suvremenim teorijskim i metodološkim pristupima sve je izraženija potreba za integriranim istraživačkim okvirom koji može obuhvatiti kompleksnost dječje književnosti kao kulturne prakse. Upravo se u tom kontekstu javlja transdisciplinarnost kao potencijalno produktivan iskorak iz postojećih granica pojedinačnih disciplina.

Cilj ovoga izlaganja jest istražiti mogućnosti transdisciplinarnog pristupa dječjoj književnosti, s naglaskom na njegovu primjenu u analizi prijevoda anglofone književnosti u kontekstu hrvatske dječje književnosti. Transdisciplinarnost se ovdje ne podrazumijeva samo kao suradnja više disciplina, nego kao njihovo prožimanje i metodološko nadilaženje, u svrhu razumijevanja književnog teksta unutar šireg kulturnog, pedagoškog, prevoditeljskog i ideološkog konteksta. Analitički se okvir temelji na kombinaciji uvida iz književne teorije, prevoditeljskih studija, pedagogije, studija djetinjstva, kulturne antropologije i povijesti književnosti.

U fokusu su hrvatski prijevodi anglofonih djela dječje književnosti, pri čemu se pozornost pridaje strategijama odomaćivanja i otuđivanja, vidljivosti kulturnih osobitosti, te načinu na koji se konstruira predodžba o djetetu i djetinjstvu u prijevodnom procesu. Takva analiza otkriva različite obrasce kulturne adaptacije i prijenosa značenja, što omogućuje dublje razumijevanje kompleksnih odnosa između teksta, prijevoda i ciljne kulture. U obzir se uzima i širi kulturni kontekst u koji je ciljni tekst uronjen i iz kojega proizlazi kao kulturno polje hrvatske dječje književnosti.

Rad argumentira da transdisciplinarni pristup ne samo da obogaćuje analizu pojedinačnih tekstova, već omogućuje i dublje razumijevanje kulturnoga polja hrvatske dječje književnosti, koje je višeslojno i dinamično. Takvim pristupom doprinosi se i teorijskom i metodološkom razvoju istraživanja dječje književnosti, s posebnim naglaskom na njezino mjesto unutar kulturnog sustava.

Ključne riječi: dječja književnost, djetinjstvo, kulturno polje hrvatske dječje književnosti, prijevodi dječje književnosti, transdisciplinarnost

A Transdisciplinary Perspective on Children's Literature Research: Towards the Cultural Field of Croatian Children's Literature

Research on children's literature in the Croatian context has traditionally oscillated between literary and extra-literary approaches, often remaining on an ambiguous boundary between what is considered intrinsically literary and what stems from the social, pedagogical, or cultural field in which children's literature is shaped and interpreted. In contemporary theoretical and methodological frameworks, there is a growing need for an integrated research approach capable of encompassing the complexity of children's literature as a cultural practice. It is precisely in this context that transdisciplinarity emerges as a potentially productive step beyond the existing boundaries of individual disciplines.

The aim of this presentation is to explore the possibilities of a transdisciplinary approach to children's literature, with a particular focus on its application in the analysis of Croatian translations from Anglophone literature within the context of Croatian children's literature. Here, transdisciplinarity is understood not merely as collaboration between multiple disciplines, but as their integration and methodological transcendence, with the goal of understanding literary texts within broader cultural, pedagogical, translational, and ideological frameworks. The analytical framework combines insights from literary theory, translation studies, pedagogy, childhood studies, cultural anthropology, and literary history.

The focus is on Croatian translations of Anglophone children's literature, with particular attention given to strategies of domestication and foreignization, the visibility of cultural specificities, and the ways in which conceptions of the child and childhood are constructed in the translation process. Such analysis reveals various patterns of cultural adaptation and meaning transfer, enabling a deeper understanding of the complex relationships between text, translation, and target culture. The broader cultural context into which the target text is embedded—and from which it emerges—is taken into account as the cultural field of Croatian children's literature.

This paper argues that a transdisciplinary approach not only enriches the analysis of individual texts, but also facilitates a deeper understanding of the cultural field of Croatian children's literature, which is multilayered and dynamic. In this way, the approach contributes to both the theoretical and methodological development of children's literature research, with a special emphasis on its place within the cultural system.

Keywords: children's literature, childhood, cultural field of Croatian children's literature, children's literature in translation, transdisciplinarity

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Stavovi Generacije Z o kulturnim normama i spolnoj podjeli kućanskih poslova

Naglasak u ovom istraživanju stavljen je na uočavanje tradicionalnih obrazaca ponašanja koji se pojavljuju i mijenjaju u svakodnevnom životu. Proces usvajanja tradicionalnih obrazaca ponašanja započinje već u ranoj i predškolskoj dobi, kada su djeca izložena konkretnim situacijama podjele poslova u obiteljskom okruženju. Na taj način djeca uče i razvijaju stavove o rodnoj svijesti, što ukazuje na važnost razvoja svijesti o spolnoj ravnopravnosti od najranije dobi.

Naglašavajući pojavnost razlika u generacijskom kontekstu, teorijska polazišta za istraživanje ove teme mogu se, između ostaloga, pronaći u Bronfenbrennerovoj teoriji ekoloških sustava te Bandurinoj) teoriji socijalnog učenja. Rad obuhvaća prikaz rezultata kvantitativnog i kvalitativnog pilot istraživanja. Cilj istraživanja bio je ispitati stavove primarno pripadnika Generacije Z, ali i ostalih generacija, o kulturi u Hrvatskoj te podjeli kućanskih poslova, s naglaskom na percepciju rodnih uloga i kulturoloških normi koje ih oblikuju.

U radu su predstavljene rezultati kvantitativne online ankete (n=117) u kojoj su sudjelovale 72 žene i 45 muškaraca od 18 do 55 godina i više. *On line* anketom ispitivali su se stavovi ispitanika o raspodjeli rada u kućanstvu, prisutnosti tradicionalnih normi i očekivanja od budućnosti vezano za izvršavanje kućanskih poslova. Uz provedenu *online* anketu, kao dodatna metoda prikupljanja podataka provedeni su i intervjui, tijekom kojih je dio pitanja iz upitnika postavljen skupini od 15 slučajnih prolaznika od 18 do 25 godina. Intervjui su provedeni na Trgu bana Josipa Jelačića, Cvjetnom trgu, Trgu Marka Marulića, Trgu Republike Hrvatske, Trgu kralja Tomislava, Trgu Eugena Kvaternika te u zagrebačkom naselju Trnovčica.

Obradom podataka dobiveni su rezultati koji pokazuju jasnu spolnu razliku u podjeli kućanskih poslova. Predstavnice ženskog spola češće primjećuju i kritiziraju neravnomjernu raspodjelu poslova, dok su predstavnici muškog spola skloniji postojećem stanju opisati kao zadovoljavajuće ili uravnoteženo. Na temelju dobivenih rezultata može se zaključiti da se društvene promjene ne događaju bez intervencije okoline, već su izložene njenom direktnom i indirektnom djelovanju. Promicanje rodne ravnopravnosti u ranom djetinjstvu zahtjeva duboko razumijevanje društvenog konteksta koji okružuje i oblikuje živote djece.

Ključne riječi: rodna podjela rada, obitelj, hrvatsko društvo, rani odgoj, transgeneracijske razlike

Generation Z's Attitudes Toward Cultural Norms and Gendered Division of Household Labor

The focus of the research is to identify traditional behavior patterns that are appearing and changing in everyday life. This process begins in early and preschool age, when children are exposed to specific situations of task division in the family environment. In this way, children

learn and develop attitudes towards gender awareness, which is why it is important to develop awareness of gender equality from an early age.

Emphasizing generational differences, theoretical frameworks for exploring this topic can be found in Bronfenbrenner's ecological systems theory and Bandura's social learning theory. The study presents the results of quantitative and qualitative pilot research. The aim of the research was to examine the attitudes of primarily Generation Z members, but also of other generations, regarding culture in Croatia and the division of household labor, with a focus on the perception of gender roles and the cultural norms that shape them.

The paper presents the results of a quantitative online survey (n=117), with 72 women and 45 men aged 18 to 55 and older. The survey questions focused on participants' views on household labor division, the presence of traditional norms, and expectations for the future, regarding household tasks. In addition to the survey, interviews were conducted as a supplementary data collection method, during which a subset of survey questions was posed to a group of 15 randomly selected passersby aged 18 to 25. The interviews were conducted at Ban Jelačić Square, Cvjetni Square, Marko Marulić Square, The Square of the Republic of Croatia, King Tomislav Square, Eugen Kvaternik Square, and the Trnovčica neighborhood in Zagreb.

Data analysis revealed results indicating a clear gender difference in the division of household tasks. Female participants more frequently noticed and criticized the unequal distribution of tasks, while male participants were more likely to describe the current situation as satisfactory or balanced. Based on the results, it can be concluded that social changes do not occur without the intervention of society. On the contrary, they are under its direct and indirect influence. Promoting gender equality in early childhood education must go hand in hand with a deep understanding of the social context surrounding children's lives,

Keywords: gender division of labor, family, Croatian society, early education, transgenerational differences

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Djeca i teologija iz perspektive odraslih - teologiziranje s djecom

U religijskoj pedagogiji termini „dječja teologija“, „teologija djece“ ili „teologiziranje s djecom“ eksplicitno se spominju unutar religijsko-pedagoške diskusije od 1992. godine, a rasprava je postala intenzivnija od pojave godišnjaka *Jahrbuch für Kindertheologie* 2002. godine. O toj se temi od tada sve više promišlja i ona poprima sve šire razmjere i implikacije za odgojno-obrazovnu praksu vjerskih zajednica. Poticaji su pristigli iz društvenih znanosti, osobito kada je napuštena slika o djetetu kao pasivnom objektu odgojno-obrazovnog procesa te afirmirana slika o djetetu kao aktivnom subjektu svog razvoja. Međutim, u religijsko-pedagoškom kontekstu filozofija je pružila odlučujući motivacijski poticaj za razgovor s djecom i za cijenjenje njihovih promišljanja na temelju kojih su izdvojeni bitni aspekti razvoja teologije djece. Religijsko-pedagoško istraživanje o navedenoj temi usredotočuje se dakle na djetetovu sposobnost da samo konstruira vlastito razmišljanje i govor o Bogu. To intenzivnije istraživanje dječjih teoloških predodžbi potaknuto je i pedagoškim sociokonstruktivizmom koji djecu vidi kao kreativne interprete stvarnosti. Djeca dakle mogu biti „teolozi“ u smislu da će imati vlastite teološke stilove i svoje posebne načine izražavanja istina koje dohvaćaju na njima svojstven način. To znači da teologiju ne podučavaju uvijek odrasli: u najboljem slučaju to bi trebao biti dvosmjerni proces (kao i svako učenje). Pri tome se ne misli da je teologija djece jednaka teologiji odraslih, već da ne smijemo pretpostavljati da su njihovi umovi teološki *tabula rasa*. Na tom je tragu „teologija djece“ (njem. *Kindertheologie*), postala ustaljeni koncept u disciplini teološkog promišljanja i vjerskog obrazovanja u mnogim kontekstima. Ova disciplina polazi od stajališta da je važno razumjeti teologiju koju generiraju djeca i stvoriti interakciju s njihovim vjerskim pogledima. To zahtijeva dijalog kojim se relevantna pitanja trebaju razmatrati, raspravljati i usmjeravati. S obzirom na to da u hrvatskom govornom području ne nalazimo na elaboraciju tema koje su do sada istaknute u kontekstu, toga sada već pokreta koji se razvija na svjetskoj razini pod istim imenom, u radu će se prikazati što se točno podrazumijeva pod pojmom „teologija djece“, koje istraživačke teme su do sada istaknute i što (bi) one mogle značiti za religijsko-pedagošku i katehetsku praksu u kontekstu katoličkog teološkog promišljanja i praktičnog evangelizacijsko-odgojnog djelovanja. Time se želi uspostaviti produktivan dijalog između empirijski dohvatljiva činjeničnog stanja i teološke normativnosti religijske pedagogije pri čemu se normativno shvaćenu kršćansku vjeru i tradiciju propituje s obzirom na iskustva na kojima se ona temelji, dok se empirijski dohvatljive činjenice kritički sučeljava s normativnim implikacijama koje one u sebi sadrže.

Ključne riječi: pokret „teologija djece“, teološka kompetencija djece, teologiziranje s djecom, sociokonstruktivizam

Children and theology from the perspective of adults – creating theology with children

In religious pedagogy, the terms "Children's theology", "Theology of children" or "theologizing with children" have been explicitly mentioned within the religious-pedagogical discussion since 1992, and the debate has become more intense since the appearance of the yearbook: "Jahrbuch für Kindertheologie" in 2002. Since then, this topic has been increasingly thought about and it has taken on ever wider proportions and implications for the educational

practice of religious communities. The impetus for this came from the social sciences, especially when the deficit image of the child, set by developmental and socialization theories and measured according to the norm of adults, was replaced by the concept of the child who acts, thinks and speaks as the subject of their own development. However, in the religious-pedagogical context, philosophy provided a decisive motivational incentive to talk to children and to appreciate their reflections, on the basis of which essential aspects of the development of "children's theology" were singled out. Religious-pedagogical research on this topic therefore focuses on the child's ability to construct their own thinking and speech about God. This intensified exploration of children's theological notions is also stimulated by pedagogical constructivism, which considers children as creative interpreters of reality. Children can therefore be "theologians" in the sense that they will have their own theological styles and their own particular ways of expressing truths that they discern in their own way. This means that theology is not always taught by adults: at best, it should be a two-way process (like any learning). This is not to say that children's theology is the same as adult theology, but that we must not assume that their minds are *tabula rasa* as far as theology is concerned. Along these lines, "children's theology" (Ger. Kindertheologie), has become an established concept in the discipline of theological reflection and religious education in many contexts. This discipline starts from the point of view that it is important to understand the theology generated by children and create an interaction with their religious views. This requires a dialogue in which relevant issues need to be discussed and guided. Since in the Croatian-speaking area we do not find elaboration of topics that have been highlighted so far in the context of this movement that is now developing at the global level under the same name, the paper will show what exactly is meant by the term "children's theology", which research topics have been highlighted so far and what they could mean for religious-pedagogical and catechetical practice in the context of Catholic theological reflection and practical evangelization-educational activity. This aims to establish a productive dialogue between the empirically graspable factual situation and the theological normativity of religious pedagogy, whereby the normatively understood Christian faith and tradition are questioned with regard to the experiences on which it is based, while empirically graspable facts are critically confronted with the normative implications they contain.

Keywords: the "Children's Theology" movement, theological competence of children, theologizing with children, socio-constructivism

Sintaktička obilježja zagonetke kao male forme hrvatske književnosti

Pod malim formama hrvatske književnosti podrazumijevaju se forme paremiološkoga tipa, odnosno sitni i jednostavni oblici ustaljene jezične strukture. Prvoj skupini paremioloških oblika pripadaju poslovice, izreke, dijaloške poslovice ili poslovice-pitalice, poslovice-anegdote ili poslovice pričiće, paremiologizmi, kletve, zakletve i proklinjanja te blagoslovi. Drugoj skupini pripadaju zagonetke (usp. Kekez, 1983: 222–232). Predmet su ovoga izlaganja zagonetke, koje se određuju kao dvodijelni oblici sastavljeni od zagonetačkoga pitanja i odgonetačkoga odgovora, što pretpostavlja komunikaciju zagonetača i odgonetača (usp. isto: 231). Zagonetka pretpostavlja i metaforički način izražavanja, koji uvjetuje spomenutu dvodijelnost – zagonetački i odgonetački dio u odnosu su prenesenoga i referencijalnoga značenja povezanih sponom, pri čemu se ipak ne može govoriti o identičnosti jer metaforičko *jest* znači istodobno i *nije kao* i *jest kao* (Endstrasser, 2020: 179, prema Ricoeur, 1981). Kada je riječ o funkciji zagonetke, navodi se da osvježuje duh, potiče znatiželju, razvija apstraktno mišljenje i moć zapažanja (Kekez, 1983: 132), zbog čega su posebice zanimljive i poticajne djeci. Zagonetke su kao kratke usmene forme predviđene i *Kurikulom* za predmet *Hrvatski jezik* u nižim razredima osnovne škole – u pojedinim razredima zagonetka je zasebna nastavna tema, nerijetko je motivacijski materijal pri obrađivanju drugih sadržaja, odgojno-obrazovnim ishodima predviđeno je razlikovanje u odnosu na druge oblike. Prema *Kurikulu* zagonetke se obrađuju i u prvome razredu gimnazije kao usmenoknjiževni oblik. Naš je cilj opisati sintaktičke osobitosti zagonetkâ na temelju korpusa koji će u načelu činiti odabrani udžbenički, lektirni i digitalni materijal. Uz strukturu zagonetka ukazat će se i na tipove pitanja u zagonetkama-pitalicama, pozornost će se obratiti i na zagonetke koje sadrže negaciju.

Ključne riječi: paremiološki žanrovi, zagonetka, sintaktička analiza

Syntactic Features of the Riddle as a Short Form of Croatian Literature

Short forms of Croatian literature include paremiological types, that is, small and simple forms characterized by fixed linguistic structure. The first group of paremiological forms comprises proverbs, sayings, dialogic proverbs or riddle-proverbs, anecdotal proverbs or narrative proverbs, paremiologisms, curses, oaths, maledictions, and blessings. The second group includes riddles (cf. Kekez 1983: 222–232). This paper focuses on riddles, defined as bipartite forms composed of a riddle question and its answer, presupposing a communicative exchange between the poser and the solver (cf. *ibid.*: 231). Riddles also presuppose a metaphorical mode of expression, which underlies their bipartite structure—riddle and solution are linked by a relation of transferred and referential meaning. However, this relation is not one of full identity, as metaphor implies both “is” and “is not” as well as “is like” (Endstrasser 2020: 179, following Ricoeur 1981). As for their function, riddles are said to stimulate the intellect, awaken curiosity, and develop abstract thinking and perceptiveness (Kekez 1983: 132), which makes them particularly engaging and stimulating for children. As brief oral forms, riddles are included in the Croatian national curriculum for the early grades of primary school. In some grades, riddles constitute an independent teaching unit; they are often used as motivational material in the context of other contents, and learning outcomes explicitly prescribe distinguishing them from other forms. According to the curriculum, riddles are also studied in the first year of secondary school as a form of oral literature. The aim of this paper is to describe the syntactic features of riddles based on a corpus primarily composed of selected textbook, reading list, and digital

materials. In addition to the syntactic structure, attention will be given to question types found in interrogative riddles, as well as to riddles that contain negation.

Key words: paremiological genres, riddle, syntactic analysis

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Razvoj pismenosti u kurikulumu Prirode i društva: primjer kamišibaja kao multimodalnog pripovjednog teksta

Dijakronijski pregled pokazuje velike promjene u definiranju pismenosti: od nekadašnjeg određenja da je pismen onaj koji čita i piše do suvremenih definicija pismenosti koje podrazumijevaju ovladavanje složenim sposobnostima procesuiranja podataka u različitim oblicima i medijima (više u: Turza-Bogdan i Cvikić, 2023). Pismenost je središnja sastavnica prava na obrazovanje (UNESCO 2013), stoga je obrazovni sustav ključan u razvoju kompetencije pismenosti. Ovladavanje jezikom u osnovi je razvoja pismenosti. Odabir kurikulskog planiranja obrazovanja donosi i službenu novinu u orijentaciji na kompetencije učenika i definiranju ishoda učenja. Pritom se razvijaju sve značajke jezično-komunikacijskog pristupa, a tekst je sredstvo učenja i poučavanja kojim učenik razvija jezične djelatnosti primanja (slušanje i čitanje), proizvodnje (govorenje i pisanje) i njihova međudjelovanja (razgovaranje i dopisivanje) te njima ovladava (NN 10/2019-215: 9). Kamišibaj je višestruki pripovjedni medij koji nastaje u suodnosu umjetnosti koje objedinjuje (Taylor, 2010). Multimodalnost kamišibaja kao pripovjednog teksta proizlazi iz međusobna odnosa jezika, slike i pripovjedača koji ga interpretira (Halliday, 1985; Royce, 2006, Flewitt 2008). Osim toga, u multimodalnoj se pripovjedi prožimaju kazališna, likovna, književna, filmska i umjetnost stripa. Navedenim odrednicama kamišibaj postaje primjer multimodalnog teksta koji transdisciplinarno prožima različita područja znanosti i umjetnosti.

Priroda i društvo (PID) određuje se kao interdisciplinarni nastavni *predmet koji integrira znanstvene spoznaje prirodoslovnoga, društveno-humanističkoga i tehničko-informatičkoga područja* (NN 7/2019-147: 1). Polazište su istraživanja dvije činjenice, prva, da se pismenost razvija u svim disciplinama i predmetima, a ne samo u nastavi Hrvatskoga jezika i druga, da se u nastavi vrlo uspješno prožimaju i isprepliću područja znanosti i umjetnosti. U radu se istražuju mogućnosti koje pruža umjetnost kamišibaja pri postizanju kurikulskih ishoda PID-a u nižim razredima osnovne škole. Metodom analize dokumenta prikazuje se povezanost predmetnih ishoda s kamišibajem kao multimodalnim tekstom. Rezultati analize prikazuju mogućnosti korelacije u svim predmetnim konceptima: Organiziranost svijeta oko nas, Promjene i odnosi, Pojedinaac i društvo i Energija. Na temelju provedene analize zaključuje se da kurikulum PID-a u procesu formalne nastave pruža brojne mogućnosti za razvoj disciplinarnu pismenosti putem pripovjedne tehnike kamišibaja te time pridonosi sinergiji umjetnosti, učenja jezika i ostvarivanju predmetnih ishoda. Na temelju prikazanih rezultata zaključno se donose prijedlozi povezivanja multimodalnog teksta u ostvarivanju predmetnih ishoda učenja i razvoja disciplinarnu pismenosti.

Ključne riječi: pismenost, kamišibaj, multimodalni tekst, kurikulum Prirode i društva

The Development of Literacy in the Nature and Society Curriculum: The Example of Kamishibai as a Multimodal Narrative Text

A diachronic overview reveals significant changes in the definition of literacy: from the traditional understanding of a literate person as one who can read and write, to contemporary

definitions that encompass mastery of complex abilities to process information in various forms and media (see Turza-Bogdan & Cvikić, 2023). Literacy is a central component of the right to education (UNESCO, 2013), making the education system crucial for the development of literacy competencies. Language acquisition lies at the core of literacy development. Curriculum design introduces an official shift toward a competence-based orientation, emphasizing the definition of learning outcomes. In this context, all features of the language-communication approach are developed, with the text serving as both a learning and teaching tool through which students acquire and master receptive (listening and reading), productive (speaking and writing), and interactive (dialogue and correspondence) language skills (NN 10/2019-215: 9). Kamishibai is a multifaceted narrative medium that emerges from the interplay of the arts it encompasses (Taylor, 2010). Its multimodality as a narrative text stems from the interrelation of language, image, and the storyteller's interpretation (Halliday, 1985; Royce, 2006; Flewitt, 2008). Moreover, multimodal storytelling integrates elements of theatre, visual arts, literature, film, and comic art. These characteristics position kamishibai as an example of a multimodal text that transdisciplinarily bridges diverse fields of science and the arts. The subject Nature and Society (NaS) is defined as an interdisciplinary teaching area integrating scientific knowledge from the natural sciences, social sciences and humanities, and technical-informational fields (NN 7/2019-147: 1). This study is based on two key premises: first, that literacy is developed across all disciplines and subjects, not solely within the context of language instruction; and second, that science and the arts are successfully interwoven in educational practice. The paper explores the potential of kamishibai art in achieving curriculum outcomes in the NaS subject in lower primary education. Using document analysis, the study demonstrates the connection between subject-specific learning outcomes and kamishibai as a multimodal text. The results of the analysis indicate opportunities for curricular correlation across all key thematic concepts: The Organization of the World Around Us, Change and Relationships, The Individual and Society, and Energy. Based on the conducted analysis, it is concluded that the NaS curriculum, within the framework of formal education, offers numerous opportunities for developing disciplinary literacy through the narrative technique of kamishibai. This contributes to the synergy of art, language learning, and the achievement of subject-specific outcomes. Drawing on these findings, the paper proposes ways in which multimodal texts can be integrated into the realization of learning outcomes and the development of disciplinary literacy.

Keywords: literacy, kamishibai, multimodal text, Nature and Society curriculum

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Ispitivanje stavova učenika srednjeg djetinjstva prema korištenju suvremenih medija i konstrukcija upitnika

Suvremeni mediji (SM) imaju sve snažniju ulogu te se njihova sveprisutnost povećala procesima globalizacije. Suvremeni tehnološki napredak formirao je tzv. *kulturu ekrana*. Utjecaj medija sam po sebi nije ni dobar ni loš, odnosno njegov utjecaj ovisi o načinu i vremenu korištenja, a djeca i adolescenti njime se koriste i do šest sati dnevno. Mediji su ključni čimbenici socijalizacije, informiranja, promoviranja kulturne raznolikosti, utječu na razumijevanje globalnih tema i sl. S obzirom da je srednje djetinjstvo (od 6. do 11. godine života) ključan period formativnog razvoja pojedinca za formiranje različitih navika, u kojem roditelji i učitelji još uvijek imaju snažan utjecaj na razvoj djeteta, kada se formiraju osobine ličnosti (te tako formirane ostaju za cijeli život), a u nedostatku mjernih instrumenata za ispitivanje utjecaja SM na razvoj djece, istraživački problemi su: 1) Konstruirati Upitnik stavova učenika prema korištenju SM na način ispitivanja njegove faktorske strukture, pouzdanosti i valjanosti, 2) Ispitati stavove učenika srednjeg djetinjstva prema korištenju SM, 3) Ispitati postoje li statistički značajne razlike u stavovima prema pozitivnim i negativnim utjecajima SM te 4) Ispitati postoje li rodne razlike u stavovima učenika srednjeg djetinjstva prema korištenju SM. Školske godine 2024./2025. u istraživanju je sudjelovalo 338 učenika 4-ih razreda iz šest osnovnih škola diljem Republike Hrvatske. Nakon dobivene suglasnosti Etičkog povjerenstva Sveučilišta u Zadru i roditelja/skrbnika za provođenje istraživanja, učenici su skalu (tipa papir-olovka) i osnovne sociodemografske podatke popunjavali u vrijeme redovne nastave uz pomoć stručnog suradnika psihologa. Od početne skale s 54 tvrdnje producirane na temelju suvremene literature o pozitivnim i negativnim utjecajima SM na razvoj i ponašanje djece srednjeg djetinjstva, temeljem eksploratorne faktorske analize izlučena su dva interpretabilna faktora: 1. Negativni utjecaji SM i 2. Pozitivni utjecaji SM na razvoj i ponašanje djece. Na temelju faktorskog opterećenja (> 0.30) u završnoj verziji upitnika ostalo je 50 tvrdnji. Koeficijenti pouzdanosti (Cronbach's alpha) cjelokupne skale i subskala su zadovoljavajući (od .80 do .87), a valjanost upitnika potvrđena je na temelju statistički značajnih korelacija ovog Upitnika za učenike i ekvivalentnog Upitnika za učitelje (koji su procjenjivali svoje učenike) ($N_{učitelji} = 190$). Rezultati istraživanja pokazuju statistički značajne razlike u stavovima prema pozitivnim i negativnim utjecajima SM u korist negativnih utjecaja te da ne postoje rodne razlike u stavovima učenika prema korištenju SM. Istraživanje ima dalekosežne posljedice rasvjetljavanja pozitivnih i negativnih utjecaja SM na ponašanje i razvoj djece u formativnom periodu razvoja te daje preporuke za preventivne programe u školama. U nedostatku sličnih upitnika istraživanjem je konstruiran valjan i pouzdan mjerni instrument za korištenje kod učenika srednjeg djetinjstva, ali i šire.

Ključne riječi: konstrukcija upitnika, negativni utjecaji SM, pozitivni utjecaji SM, stavovi, učenici srednjeg djetinjstva

Survey of middle childhood students' attitudes towards the use of contemporary media and questionnaire constructions

Contemporary media (CM) play an increasingly powerful role, and their ubiquity has increased due to globalization processes. Modern technological progress has formed the so-called *screen culture*. The influence of the media in itself is neither good nor bad, that is, its influence depends on the method and time of use, and children and adolescents use them for up to six hours a day. The media are key factors in socialization, information, promotion of cultural diversity, and influence the understanding of global topics, etc. Given that middle childhood (from 6 to 11 years of age) is a key period of individual development for the formation of various habits, in which parents and teachers still have a strong influence on the development of the child, when personality traits are formed (and thus remain formed for life), and in the absence of measurement instruments for examining the impact of CM on child development, the research problems are: 1) Construct a Questionnaire of Students' Attitudes towards the Use of CM by examining its factor structure, reliability and validity, 2) Examine the attitudes of middle childhood students towards the use of CM, 3) Examine whether there are statistically significant differences in attitudes towards the positive and negative impacts of CM and 4) Examine whether there are gender differences in the attitudes of middle childhood students towards the use of CM. In the 2024/2025 school year, 338 4th grade students from six elementary schools across the Republic of Croatia participated in the research. After obtaining the consent of the Ethics Committee of the University of Zadar and parents to conduct the research, participant completed the scale (paper-pencil type) and basic socio-demographic data during regular classes with the help of a school psychologist. From the initial scale with 54 statements produced on the basis of contemporary literature on the positive and negative effects of CM on the development and behavior of middle childhood children, two interpretable factors were extracted based on exploratory factor analysis: 1. Negative effects of CM and 2. Positive effects of CM on the development and behavior of children. Based on the factor loading (> 0.30), 50 statements remained in the final version of the questionnaire. The reliability coefficients (Cronbach's alpha) of the entire scale and subscales are satisfactory (from .80 to .87), and the validity of the questionnaire was confirmed on the basis of statistically significant correlations of this Questionnaire for Students and the equivalent Questionnaire for Teachers (who assessed their students) (Teachers = 190). The results of the study show statistically significant differences in attitudes towards the positive and negative effects of CM in favor of negative effects and that there are no gender differences in students' attitudes towards the use of CM. The study has far-reaching consequences in shedding light on the positive and negative effects of CM on the behavior and development of children in the formative period of development and provides recommendations for preventive programs in schools. In the absence of similar questionnaires, the study constructed a valid and reliable measuring instrument for use with middle childhood students, but also beyond.

Keywords: questionnaire construction, negative effects of CM, positive effects of CM, attitudes, middle childhood students

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Progonjen poantom: Spoj straha, humora i introspekcije u *Dylanu Dogu* kroz različite medije

Ovo izlaganje polazi od istraživanja sjecišta horora, humora i introspekcije u *Dylanu Dogu*, kulturnom talijanskom stripu koji je stvorio Tiziano Sclavi, kao studije transdisciplinarnog pripovijedanja. Analizom žanrovske hibridnosti i emocionalne dvosmislenosti stripa istražuje se kako *Dylan Dog* koristi groteskne prikaze, apsurdistički dijalog (prvenstveno u interakcijama likova s Dylanovim komičnim pomoćnikom Grouchom) i filozofska promišljanja kako bi se suočio s dubokim psihološkim i društvenim tjeskobama, često kroz smijeh. Oslanjajući se na književnu teoriju te teoriju stripa, filma i humora, izlaganje će pokazati kako horor i humor ne funkcioniraju kao suprotnosti, već kao isprepleteni alati za suočavanje s traumom, apsurdom i nepoznatim.

Izlaganje se također bavi adaptacijama i transmedijalnom prisutnošću *Dylana Doga*, od filmova (*Dellamorte Dellamore* (1994) i *Dylan Dog: Dead of Night* (2010)) do reinterpretacija obožavatelja (*Vittima degli eventi* (2014), talijanski kratki film Claudija Di Biagia i Luce Vecchija, te *Dylan Dog* (2011), kratki srpski film Miroslava Lakobrije i Stevana Aleksića), stripovskih *crossovera* (kao što je *Batman/Dylan Dog* (2024)) pa sve do videoigara (*Dylan Dog: Murderers* (1992) i *Dylan Dog: Through the Looking Glass* (1993)). Takve transmedijalne reinkarnacije slavnog istraživača paranormalnog razmatraju se kao prostori u kojima se izvorna emocionalna logika horora, humora i introspekcije proširuje, ponovno osmišljava, a ponekad i odbacuje u korist drugih, više ili manje uspješnih, eksperimenata s tonalnim kombinacijama.

Promatrajući *Dylana Doga* kao artefakt koji poziva na transdisciplinarni pristup – kako u svom izvornom obliku, tako i u kasnijim transmedijalnim verzijama – ovo izlaganje zagovara čitanje koje spoj humora, horora i introspekcije smatra ključnim za razumijevanje fenomena *Dylana Doga*. Ispitujući što se događa kada eksperimentiranje s tom formulom rezultira pripovjedima koje transformiraju ulogu i funkciju horora i humora, izlaganjem se pokazuje da takve transmedijalne varijacije postaju progonjene priče na više načina: progonjene hordom duhova, zombija i čudovišta koji prodiru u svijet živih, ali i izvorno zadanom trijadom horora-humora-introspekcije koja se u prijelazu u druge medije transformira. Iako se neki izvorni elementi (poput likova, vremena i mjesta radnje i tematskih motiva) uspješnije prenose između medija, jedinstvena i krhka ravnoteža izvorne tonalne trijade rijetko je u potpunosti očuvana i češće postaje odsutna prisutnost koja proganja transmedijalne živote *Dylana Doga*.

Ključne riječi: *Dylan Dog*, humor, horor, introspekcija, transmedijalnost

Haunted by a Punchline: Blending Fear, Humour and Introspection in *Dylan Dog* Across Media

This presentation starts from an exploration of the intersection of horror, humour, and introspection in *Dylan Dog*, the cult Italian comic series created by Tiziano Sclavi, as a case study in transdisciplinary storytelling. Through an analysis of the comic's genre hybridity and emotional ambiguity, I examine how *Dylan Dog* uses grotesque imagery, absurdist dialogue

(primarily involving Dylan's comic sidekick, Groucho), and philosophical undertones to navigate deep psychological and societal anxieties, often through laughter. Drawing from comic book theory, film studies, humour studies, and literary theory, the presentation shows how horror and comedy function not as opposites, but as intertwined tools for confronting trauma, absurdity, and the unknown.

The talk also considers *Dylan Dog's* adaptations and transmedia presence, from films (*Dellamorte Dellamore* (1994) and *Dylan Dog: Dead of Night* (2010)) to fan reinterpretations (*Vittima degli eventi* (2014), an Italian short film by Claudio Di Biagio and Luca Vecchi, and *Dylan Dog* (2011), a short Serbian fan-made trailer by Miroslav Lakobrija and Stevan Aleksić), comic book crossovers (such as *Batman/Dylan Dog* (2024)) and even video games (*Dylan Dog: Murderers* (1992) and *Dylan Dog: Through the Looking Glass* (1993)). Such transmedial reincarnations of the famous investigator of the paranormal are examined as spaces where the original emotional logic of horror-humour-introspection is extended, reimagined, and sometimes rejected in favour of other, more or less successful, experimentations with tonal combinations.

Engaging with *Dylan Dog* as an artifact that invites a transdisciplinary approach, both in its original form and later transmedial versions, this presentation argues for a reading that considers the blend of humour, horror and introspection as integral to an understanding of the *Dylan Dog* phenomenon. By moving beyond the comic book form, it examines what happens when experimentations with the formula result in narratives that transform the role and function of both horror and humour. Such transmedial variations thus become haunted tales in more than one sense: haunted by the host of ghouls, ghosts and zombies invading the world of the living but also by the original triad of horror-humour-introspection as it becomes adapted to a variety of media. While some of the original elements (such as characters, settings and themes) can cross the divide between forms with more success, the unique and fragile balance within the tonal triad is only occasionally preserved, and more often than not becomes an absent presence that haunts the transmedial lives of *Dylan Dog*.

Keywords: *Dylan Dog*, humour, horror, introspection, transmediality

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Umjetnost kao integrativni most u transdisciplinarnom pristupu: Uloga likovnog i senzornog izraza u poticanju cjelovitog razvoja djeteta

Polazeći od snažnog dječjeg interesa za umjetnička djela kao što su Van Goghova *Zvezdana noć*, apstraktne kompozicije P. Mondriana i ekspresivne forme V. Kandinskog, oblikovali smo okruženje koje potiče fascinaciju, istraživanje i izražavanje kroz sve osjetilne kanale. Dinamičnost poteza, ritmičnost boja i struktura ovih djela poslužila su kao poticaj za stvaranje bogatih situacija učenja koje povezuju umjetnost s ostalim aspektima djetetova razvoja. Fokus smo stavili na integraciju umjetnosti u odgoj i obrazovanje (*arts integration*), odnosno povezivanje umjetničkih izraza s prirodnim znanostima, matematikom, tehnologijom i svakodnevnim iskustvima djece (STEAM pristup).

Cilj je bio razvijati kod djece senzornu integraciju, divergentno mišljenje, kreativnost, emocionalnu izražajnost i sposobnost povezivanja znanja iz različitih područja. Kroz likovne, glazbene, plesne i istraživačke aktivnosti omogućili smo djeci da kroz pokret, osjetila i simbolički izraz istražuju boje, oblike, uzorke, strukture, zvukove i kretanje. Korišteni su različiti materijali, prostori i strategije učenja kako bi se stvorilo okruženje u kojem se umjetnost isprepliće sa znanostima i svakodnevicom – od istraživanja svjetlosti i sjene, preko pokreta inspiriranih glazbom i linijama u slikama, do povezivanja likovnog izraza s elementima prirode i fizike.

Metodološki pristup uključivao je pedagošku dokumentaciju, oslušivanje dječjih interesa i promatranje interakcija tijekom aktivnosti. Promjene su bile vidljive u djetetovoj sposobnosti fokusiranja, ustrajnosti, verbalnog i neverbalnog izražavanja, kao i u povećanju samopouzdanja i suradnje među djecom. Djeca su spontano povezivala sadržaje iz različitih područja i razvijala vlastite interpretacije doživljenog, čime je naglašena važnost integrativnog pristupa u ranom i predškolskom odgoju.

Zaključno, integracija umjetnosti u svakodnevnu odgojno-obrazovnu praksu doprinosi djetetovu cjelovitom razvoju jer aktivira više razina mišljenja i izražavanja, omogućuje dublje razumijevanje sadržaja i razvoj osobne, kreativne i kritičke misli. Umjetnost u ovom kontekstu ne funkcionira izolirano, već kao most između područja, osjetila, emocija i znanja, čime se stvara prostor za autentično učenje i osnaživanje dječjeg potencijala.

Ključne riječi: integracija umjetnosti, STEAM pristup, senzorna integracija, kreativni razvoj, međupredmetno učenje

Art as an Integrative Bridge in a Transdisciplinary Approach: The Role of Visual and Sensory Expression in Supporting the Holistic Development of the Child

Starting from children's strong interest in artworks such as Van Gogh's *Starry Night*, the abstract compositions of P. Mondrian, and the expressive forms of V. Kandinsky, we created an environment that encourages fascination, exploration, and expression through all sensory channels. The dynamism of brushstrokes, the rhythm of colors, and the structure of these artworks served as inspiration for creating rich learning situations that connect art with other aspects of child development. Our focus was on arts integration in education—connecting artistic expression with science, mathematics, technology, and children's everyday experiences (the STEAM approach).

The aim was to foster in children sensory integration, divergent thinking, creativity, emotional expressiveness, and the ability to connect knowledge across various domains. Through visual

arts, music, dance, and exploratory activities, we enabled children to explore colors, shapes, patterns, structures, sounds, and movement using their bodies, senses, and symbolic expression. Various materials, spaces, and learning strategies were used to create an environment where art intertwines with science and everyday life—from exploring light and shadow, to movement inspired by music and lines in paintings, to connecting visual expression with elements of nature and physics.

Our methodological approach included pedagogical documentation, attentive listening to children's interests, and observation of interactions during activities. Positive changes were observed in children's ability to focus, persist, express themselves verbally and non-verbally, as well as in increased self-confidence and mutual cooperation. The children spontaneously connected content from various fields and developed their own interpretations of experiences, emphasizing the importance of an integrative approach in early childhood and preschool education.

In conclusion, the integration of art into everyday educational practice contributes to the holistic development of the child, as it activates multiple levels of thinking and expression, allows for deeper understanding of content, and supports the development of personal, creative, and critical thinking. In this context, art does not function in isolation, but as a bridge between disciplines, senses, emotions, and knowledge, thus creating space for authentic learning and empowerment of the child's potential.

Keywords: art integration, STEAM approach, sensory integration, creative development, interdisciplinary learning

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The Still Body as Mediator: Rethinking Engagement in Guided Museum Visits

This paper analyzes the role of still bodies during guided visits to the Museo Tenerife Espacio de las Artes (TEA), located in Santa Cruz de Tenerife (Spain). The study forms part of the broader research project “DECHADOS: Inclusive Creativity in Secondary Education through the Relationship between Schools and Museums.” This initiative involves the active participation of teachers and students from Compulsory Secondary Education (ESO) at the Acaymo-La Candelaria educational center, the education department of the TEA Museum, and the research group from the University of La Laguna (ULL).

Through an observational and interpretive lens, the research focuses on the apparent inaction of still adolescent bodies as a recurring and significant mode of presence during museum visits. Rather than interpreting stillness as disengagement or passivity, the study explores how such bodily states become fertile ground for examining micro-actions that trigger sensorial engagement—particularly those extending beyond auditory reception. These subtle bodily cues, such as shifts in posture, gaze direction, and gestures, often signal spontaneous interactions with the museum space and its artworks, revealing unspoken dimensions of aesthetic and cognitive experience.

The analysis highlights the potential of the adolescent body as a communicative and epistemological tool, foregrounding the need to reconsider traditional models of learning and mediation in museum contexts. By situating stillness within the frameworks of embodied cognition and sensorial pedagogy, the study challenges normative assumptions about active participation and engagement. Instead, it proposes a more nuanced understanding of how adolescents relate to cultural spaces through bodily presence, silence, and sensory perception. This work ultimately advocates for a critical rethinking of museum mediation practices by embracing the complexity of embodied experiences among youth audiences. It encourages educators and cultural mediators to attend to the affective and corporeal dimensions of learning, recognizing that what may appear as bodily stillness can, in fact, be a profound form of cognitive and emotional engagement.

Keywords: embodied cognition, sensoriality, cultural mediation, stillness, participatory observation

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Motorički razvoj djece u transdisciplinarnom pristupu odgojno-obrazovnom procesu: zastupljenost motoričkih obrazaca

Cilj ovog istraživanja bio je utvrditi tjednu zastupljenost cjelovitog motoričkog razvoja tijekom transdisciplinarnog pristupa odgojno-obrazovnom procesu u različitim prostorima, odnosno koje vrste biotičkih motoričkih znanja djeca samostalno (bez planiranja odgajatelja) najčešće primjenjuju u svakodnevnim aktivnostima.

Istraživanje je provedeno u mješovitoj vrtićkoj skupini na otoku Krku, koja broji 21 dijete, od 4 do 7 godina (13 dječaka i 8 djevojčica), prosječne dobi 5,7 godina. Dječje aktivnosti snimane su video kamerom te naknadno analizirane prema domenama i cjelinama biotičkih motoričkih znanja. Evidentirala se prosječna vremenska zastupljenost svakog motoričkog obrasca tijekom 30 minuta jutarnje dnevne aktivnosti tijekom cijeloga tjedna. Izračunati su deskriptivni parametri i primijenjen Hi-kvadrat test.

Rezultati su pokazali kako su kod djece statistički značajno ($p=0,00$) najzastupljeniji motorički obrasci hodanja, skokova penjanja i trčanja, dok obrasci iz domena svladavanja otpora i baratanja predmetima gotovo uopće nisu prisutni. Cjelovit motorički razvoj statistički je značajno najmanje prisutan u sobi dnevnog boravka (tek 15 %), a najviše tijekom aktivnosti na livadi (do 55 %).

Vanjski prostori u kojima se događa integrirani, odnosno transdisciplinarni pristup odgojno-obrazovnom procesu značajno doprinose većoj zastupljenosti različitih motoričkih obrazaca. Ipak, bez ciljanog planiranja kinezioloških intervencija odgajatelja, neće biti dovoljno zastupljeni cjelovit motorički razvoj djece. Izostat će motorički obrasci iz domena svladavanja otpora i baratanja predmetima, odnosno izostati će cjeloviti motorički razvoj djece i ostvarenje njihovog motoričkog potencijala.

Ključne riječi: djeca, predškolska dob, motorički obrasci, biotičko motorička znanja, transdisciplinarni pristup

Motor development of children in a transdisciplinary approach to the educational process: the presence of motor patterns

The aim of this research was to determine the weekly presence of comprehensive motor development during a transdisciplinary approach to the educational process in different spaces, i.e. which types of biotic motor knowledge children independently (without planning by educators) most often apply in everyday activities.

The research was conducted in a mixed kindergarten group on the island of Krk, which includes 21 children, aged 4 to 7 (13 boys and 8 girls), with an average age of 5.7 years. The children's activities were recorded with a video camera and subsequently analyzed according to domains and units of biotic motor knowledge. The average time occurrence of each motor pattern during

30 minutes of morning daily activity throughout the week was recorded. Descriptive parameters were calculated and the Chi-square test was applied.

The results showed that the most prevalent motor patterns in children are walking, jumping, climbing and running, statistically significantly ($p=0.00$), while patterns from the domain of overcoming resistance and handling objects are rarely observed. Comprehensive motor development is statistically significantly least present in the living room (only 15%), and most during activities in the meadow (up to 55%).

Outdoor spaces in which an integrated, or transdisciplinary approach to the educational process takes place significantly contribute to a greater presence of various motor patterns. However, without targeted planning of kinesiological interventions by educators, comprehensive motor development of children will not be sufficiently represented. Motor patterns from the domain of overcoming resistance and handling objects will be absent, i.e. comprehensive motor development of children and the realization of their motor potential will be absent.

Keywords: children, preschool age, motor patterns, biotic motor knowledge, transdisciplinary approach

Metodički pristup razvoju digitalnih kompetencija djece rane i predškolske dobi

Digitalna pismenost postaje temeljna životna vještina u suvremenom društvu koju je potrebno razvijati od najranije dobi. Proces opismenjavanja veže se uz stjecanje digitalne kompetencije koju je važno metodički prilagoditi dječjim spoznajnim i razvojnim značajkama. Upravo igra, kao temeljna djetetova aktivnost, zadržava primat u implementaciji digitalne tehnologije. Pri čemu je važno naglasiti sigurnost u digitalnom okružju, pedagošku svrhovitost i razvojno primjereno korištenje digitalne tehnologije. Upravo TPACK model objedinjuje sve segmente važne za kvalitetnu implementaciju digitalne tehnologije. Temeljni cilj aktivnosti usmjeren je na poticanja znatiželje, kreativnosti, istraživanja, socijalnih interakcija te rješavanja problemskih situacija kod djece rane i predškolske dobi. Vodeći se pravilom da je digitalna tehnologija alat kojim se dopunjuju i obogaćuju aktivnosti, a nikako zamjena kvalitetnim tradicionalnim metodama rada. S obzirom na navedeno, provedeno je akcijsko istraživanje u predškolskoj skupini koje ukazuje na dobrobiti implementacije digitalne tehnologije te razvoja digitalne kompetencije kod djece iz skupine. Rezultati ukazuju na poboljšanje opće klime u skupini, razvoja timskog okružja te integriranju digitalne tehnologije u različite aktivnosti. Time se omogućava ujednačenost svih područja važnih za cjeloviti razvoj djeteta. Cijeli proces uključuje kontinuiranu evaluaciju aktivnosti i ishoda učenja, prilagođavajući sadržaje interesima djece. Čime se navodi važnost uvođenja promjena u metodičkom pristupu uporabe digitalna tehnologija s ciljem povećavanja kvalitete samog odgojno-obrazovnog procesa.

Ključne riječi: digitalna pismenost, socijalni kontekst, prostorno-materijalni kontekst, TPACK model

A Methodical Approach to Developing Digital Competencies in Early and Preschool-Age Children

Digital literacy is becoming a fundamental life skill in today's society and should be developed from an early age. The process of becoming digitally literate is closely tied to acquiring digital competencies, which must be methodically adapted to children's cognitive and developmental characteristics. Play, as a core activity in childhood, remains central to the integration of digital technology. In this context, it is essential to emphasize the importance of safety in digital environments, pedagogical purpose, and the age-appropriate use of digital tools. The TPACK model brings together all the key elements for the effective implementation of digital technology. The main goal of these activities is to foster curiosity, creativity, exploration, social interaction, and problem-solving skills in early and preschool-age children. The guiding principle is that digital technology serves as a tool to complement and enrich existing activities, rather than replacing high-quality traditional methods. Based on this framework, an action research study was conducted in a preschool group. The findings highlight the benefits of integrating digital technology and developing digital competencies among children in the group. The results show improvements in the overall group atmosphere, the development of a collaborative environment, and the integration of digital tools into various learning activities. The entire process involves continuous evaluation of both the activities and learning outcomes, with content being adjusted to match the children's interests. This highlights the importance of introducing changes to methodological approaches in the use of digital technology as a means of improving the overall quality of the educational process.

Keywords: digital literacy, social context, spatial-material context, TPACK model

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Transdisciplinary STEAM education in theory and practice in primary education: a systematic literature review (SLR)

STEAM education, as a transdisciplinary approach, emphasizes the interconnectedness of Science, Technology, Engineering, Arts, and Mathematics, and has gained popularity in recent years. STEAM, encourages students to solve real-world problems by integrating knowledge from these diverse fields. It moves beyond traditional disciplinary boundaries to foster a more holistic and expansive learning experience. STEAM education promotes skills such as creativity, critical thinking, and cooperation and offers new ways of teaching and learning; however, there is a lack of theoretical and empirical guidelines for primary schools to develop transdisciplinary STEAM learning content and assessment. This makes it challenging for teachers to implement STEAM education grounded on transdisciplinary approach in practice and evaluate their educational potential. This review extends the STEAM concept that originated through research in transdisciplinary education.

The main aim of this research paper is to provide an up-to-date overview of transdisciplinary STEAM in primary education, with the aim of promoting its effective implementation. A thematic analysis of 25 papers was conducted to examine STEAM's purposes, educational strategies, learning content, teaching learning methods, and assessments of educational outcomes in the context of transdisciplinarity. A systematic literature review has been conducted using electronic databases (such as Scopus and Web of Science, etc.). A total of 25 research papers published between 2020 and 2025 that met the established criteria were analyzed. The results revealed that STEAM studies in primary schools employed a variety of theories, such as action research theory, experiential learning theory, project development theory, etc. Most of these studies adopted qualitative and quantitative methodologies, and their assessment methods included questionnaires, interviews, and observations. The findings showed that STEAM in primary education was effective at enhancing students' knowledge, abilities, and value-based attitudes. This study contributes to the literature by providing guidelines for promoting the effective implementation of transdisciplinary STEAM education in primary schools. Moreover, the review details theoretical arguments and highlights some of the key tensions and opportunities that arise when using the arts as a transdisciplinary tool for teaching and learning. These perspectives also create an opportunity to rethink the theoretical underpinnings of STEAM practice and enrich it with new insights. We hope in some small way, that the perspectives presented here can inspire and provoke ongoing conversations, debates on what we understand to be an ever-broadening spectrum of transdisciplinary STEAM education.

Key words: transdisciplinary, STEAM, education, teachers, primary school

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Odgoda i prijevremeni upis djeteta u prvi razred osnovne škole

Upis djeteta u prvi razred osnovne škole, kao i mogućnosti prijevremenog upisa ili odgode, odražavaju važnost pravodobne i cjelovite procjene psihofizičke spremnosti djeteta. Proces je jasno reguliran zakonskim i podzakonskim aktima, ali u praksi uključuje složenije psihološke, emocionalne i socijalne čimbenike, zbog čega zahtijeva suradnju roditelja, stručnjaka i institucija. U radu se naglašava važnost individualiziranog pristupa u procjeni spremnosti djeteta za polazak u školu, osobito u pogledu emocionalne i socijalne zrelosti te se analiziraju razlozi za odgodu i prijevremeni upis, kao i pravni okvir te percepcija medija i društva.

Cilj je istraživanja bio analizirati trendove i razloge odgoda te prijevremenih upisa u prvi razred osnovne škole na području Osječko-baranjske županije od 2020. do 2025. godine. Svrha istraživanja je doprinijeti razumijevanju učestalosti i uzroka donošenja odluka o odgodi upisa i prijevremenom upisu djece u školu, što može pomoći obrazovnim institucijama, roditeljima i stručnjacima u planiranju i donošenju kvalitetnijih odluka u postupku upisa.

Analizom podataka Upravnog odjela za obrazovanje i mlade Osječko – baranjske županije utvrđeno je kako je broj odgoda i prijevremenih upisa u županiji u skladu s nacionalnim prosjekom. Broj odgoda upisa povećava se iz godine u godinu te u Osječko-baranjskoj županiji iznosi oko 12 % dok je broj prijevremenih upisa nešto viši od 1 %. Najčešći razlog za odgodu je emocionalna nezrelost koja može negativno utjecati na djetetovu prilagodbu, sliku o sebi te daljnji akademski uspjeh. Time se potvrđuje važnost sveobuhvatne i individualizirane procjene psihofizičke spremnosti, čija je svrha ne odgađati školovanje proizvoljno, već prilagoditi početak obrazovanja djetetovim razvojnim potrebama.

Ključne riječi: spremnost djeteta za školu, početak školovanja, odgoda, prijevremeni upis, Osječko-baranjska županija

Postponement and Early Enrollment of Children in the First Grade of Primary School

The enrollment of children in the first grade of primary school, as well as the possibilities of early enrollment or postponement, reflects the importance of timely and comprehensive assessment of a child's psychophysical readiness. Although the process is clearly regulated by laws and bylaws, in practice it involves more complex psychological, emotional, and social factors, which require the cooperation of parents, professionals, and institutions. This paper emphasizes the importance of an individualized approach when assessing school readiness, particularly in terms of emotional and social maturity. It also analyzes the reasons for postponement and early enrollment, the legal framework, and how these issues are perceived by the media and society.

The aim of the research was to analyze trends and reasons for postponements and early enrollments in the first grade of primary school in Osijek-Baranja County during the period from 2020 to 2025. The purpose of the research is to contribute to the understanding of the frequency and causes of decisions regarding delayed enrollment or early school entry, which can support educational institutions, parents, and professionals in planning and making better-informed decisions during the enrollment process.

An analysis of data from the Administrative Department for Education and Youth of Osijek-Baranja County showed that the number of postponements and early enrollments in the county is consistent with the national average. The number of postponements has been increasing year by year, amounting to approximately 12% in Osijek-Baranja County, while the number of early enrollments is slightly above 1%. The most common reason for postponement is emotional immaturity, which can negatively affect a child's adaptation, self-image, and future academic success. This confirms the importance of a comprehensive and individualized assessment of psychophysical readiness, the aim of which is not to arbitrarily delay schooling but to adapt the start of education to the developmental needs of the child.

Keywords: child readiness for school, school entry, postponement, early enrollment, Osijek-Baranja County

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Multimodalno udaljeno čitanje: digitalni pristupi analizi teksta i slike u dječjoj književnosti

U prvom dijelu izlaganja predstaviti će s suvremena istraživačka disciplina digitalna humanistika (DH), interdisciplinarno područje koje spaja humanistička istraživanja s digitalnim tehnologijama. U okvirima DH, u području književnih studija, razvijaju se i koriste digitalne istraživačke metode istraživanja književnih tekstova te sukladno tomu i novi oblici interpretiranja tih tekstova. Izlaganje će pružiti pregled razvoja i temeljnih načela DH-a, s posebnim naglaskom na mogućnosti primjene digitalnih istraživačkih metoda u književnim studijama, osobito u području dječje književnosti.

Posebna pozornost posvetit će se konceptu udaljenog čitanja (eng. *distant reading*), koje podrazumijeva proučavanje većih korpusa književnih djela kako bi se otkrili obrasci i trendovi koji često ostaju nedohvatljivi pri istraživanjima pomoću tradicionalnih istraživačkih metoda. U izlaganju će se istaknuti kako udaljeno čitanje, u kombinaciji s drugim digitalnim pristupima, može obogatiti književne studije nudeći nove poglede na strukturu narativa, razvoj tematskih cjelina i kulturni kontekst.

Na tim teorijskim temeljima, u drugom dijelu izlaganja predložit će se oblikovanje multimodalne metode za proučavanje dječje književnosti, s posebnim naglaskom na slikovnice koje su po svojoj prirodi multimodalni narativi, u kojima se značenje stvara kroz dinamičnu međusobnu igru teksta i slike. Kako bi se u potpunosti razumjelo na koji način ove priče prenose emociju, atmosferu, likove i narativni tijek, važno je istodobno analizirati oba medija, a ne sagledavati ih pojedinačno.

Predložena multimodalna metoda kombinira analizu teksta i analizu slike, oslanjajući se na različite digitalne pristupe prilagođene svakom od medija. Tekstualna komponenta koristi metode uobičajene u književnoj analizi, uključujući i pristupe koji proizlaze iz koncepta udaljenog čitanja, što omogućuje prepoznavanje obrazaca, tema i struktura unutar velikih korpusa tekstova. Vizualna komponenta koristi tehnike digitalne analize slika i prepoznavanja obrazaca kako bi se istražile ilustracije, palete boja, kompozicija i vizualni motivi. Integracijom ovih komplementarnih metoda, multimodalni pristup omogućuje sveobuhvatnije i nijansiranije razumijevanje načina na koji se u slikovnicama oblikuje značenje.

Važno je istaknuti da utemeljenje ovog istraživanja unutar DH omogućuje ne samo detaljnu analizu pojedinačnih djela, već i primjenu istih metoda na velike korpusne slikovnice, u skladu s načelima udaljenog čitanja. Ova skalabilnost omogućuje šira komparativna istraživanja koja mogu otkriti obrasce kroz različite žanrove, vremenska razdoblja i kulturne kontekste. Riječ je o spoznajama koje su tradicionalnim istraživačkim pristupima teško ostvarive.

Predloženom multimodalnom metodom udaljenog čitanja izlaganje će pokazati kako kombinacija analize teksta i slike, primjenom digitalnih metoda i alata, predstavlja bogatiji okvir za proučavanje slikovnica te otvara nove mogućnosti za istraživanje u području književnih studija, obrazovanja i razvoja ranog čitanja.

Važno je napomenuti da se istraživanje usredotočuje isključivo na tiskane slikovnice, koje i dalje imaju ključnu ulogu u razvoju ranog čitanja. Digitalne slikovnice, koje bi zahtijevale drugačije metodološke pristupe, nisu obuhvaćene ovim istraživanjem.

Utemeljenjem ovog rada na načelima digitalne humanistike i prikazivanjem korištenja različitih digitalnih metoda za analizu teksta i slike, izlaganje ima za cilj pokazati kako se unutar te znanstvene discipline oblikuju i provode nove metode istraživanja dječje književnosti.

Ključne riječi: digitalna humanistika, udaljeno čitanje, dječja književnost, analiza emocija, obrada prirodnog jezika, multimodalna analiza, analiza narativa

Multimodal Distant Reading: Digital Approaches to Text and Image Analysis of Children's Literature

In the first part of the presentation, key concepts of Digital Humanities (DH), an interdisciplinary field that merges humanities scholarship with digital technologies, will be presented. As DH continues to transform literary studies, it offers innovative ways to engage with literary texts through both computational methods and new forms of interpretation. The presentation will provide an overview of the development and core principles of DH, focusing particularly on how digital research methods can be applied to literary research, especially in the area of children's literature.

Special attention will be given to the concept of distant reading, which involves examining larger bodies of literary works to uncover patterns and trends that may remain invisible through traditional close reading. The presentation will highlight how distant reading, together with other digital approaches, can enrich literary studies by offering new perspectives on narrative structure, thematic development, and cultural context.

Building on this theoretical foundation, the second part of the presentation will propose the development of a multimodal method for the study of children's literature, with a particular focus on picturebooks. Picturebooks are by their very nature multimodal narratives, where meaning is co-created through the dynamic interplay of text and image. To fully understand how these stories convey emotion, atmosphere, character, and narrative progression, it is essential to analyze both dimensions together, rather than in isolation.

The multimodal method we propose combines textual analysis with visual analysis, drawing on distinct digital approaches suited to each medium. For the textual component, methods commonly used in literary analysis, such as those aligned with the concept of distant reading, allow for the identification of patterns, themes, and structures across large bodies of text. For the visual component, techniques drawn from digital image analysis and pattern recognition can be used to examine illustrations, color schemes, composition, and visual motifs. By integrating these complementary methods, the multimodal approach offers a more comprehensive and nuanced understanding of how meaning is constructed in picturebooks.

Importantly, framing this work within the field of DH enables not only close examination of individual works but also the possibility of applying these methods to large-scale corpora of picturebooks, consistent with the postulates of distant reading. This scalability allows for broader comparative studies that can reveal trends across genres, time periods, and cultural contexts, insights that would not be accessible through traditional close reading alone.

Through this proposed multimodal distant reading method, the presentation will demonstrate how combining text and image analysis provides a richer analytical framework for studying picturebooks and offers new possibilities for research in literary studies, education, and early literacy development.

It is important to note that the research focuses specifically on printed picturebooks, which remain essential for early reading development and shared reading practices. Digital

picturebooks, which would require distinct methodological approaches, are intentionally excluded from this study.

By grounding this work in the principles of DH and demonstrating the use of different digital methods for text and image analysis, the presentation aims to showcase how DH can support new ways of studying children's literature.

Keywords: Digital Humanities, distant reading, children literature, sentiment analysis, natural language processing, multimodal analysis, narrative analysis

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Uloga muzeja i galerija u likovnom razvoju djece rane i predškolske dobi: studija slučaja grada Rijeke

Iako se u Hrvatskoj, kako među stručnjacima, tako i u lokalnim zajednicama, sve više prepoznaje važnost komunikacijske i odgojno-obrazovne uloge muzeja i galerija, ideje o potrebi njihova otvaranja posjetiteljima svih dobnih skupina te jačanja njihovih odgojno-obrazovnih funkcija u području umjetnosti još uvijek nisu u dovoljnoj mjeri zaživjele u praksi. U radu se analiziraju aktivnosti muzeja i galerija u gradu Rijeci usmjerene na organizaciju likovno-edukativnih sadržaja za djecu ranog i predškolskog uzrasta. Istraživanje daje pregled obrazovnih potencijala koje posjeti muzejima i galerijama mogu imati za najmlađe te ističe važnost ranog susreta djece s umjetnošću i kulturnim ustanovama. Za prikupljanje podataka korištene su metoda analize dokumentacije i metoda intervjua s djelatnicima riječkih muzeja i galerija. Poseban je naglasak stavljen na ispitivanje razvijenosti i oblika suradnje tih institucija s dječjim vrtićima na lokalnoj razini. Također su identificirane ustanove koje u svom radu ne provode edukativne programe iz područja vizualnih umjetnosti. Na temelju dobivenih rezultata može se zaključiti da većina riječkih muzeja i galerija nema sustavno razvijenu suradnju s predškolskim ustanovama, što upućuje na potrebu za osmišljavanjem poticajnijih i održivijih modela suradnje. Ovo istraživanje doprinosi znanstvenim raspravama o uključivanju djece rane dobi u muzejske i galerijske edukativne programe iz područja vizualne umjetnosti te analizira prepreke koje otežavaju njihovu provedbu. Također doprinosi boljem razumijevanju odgojno-obrazovne uloge muzeja i galerija, kao i njihova potencijala u doprinosu dječjem učenju i razvoju svijesti o kulturnom kontekstu u kojem odrastaju.

Ključne riječi: rani i predškolski uzrast, muzejska pedagogija, neformalno učenje i poučavanje, likovni odgoj i obrazovanje

Museum and gallery educational art practices for young children: a case of Rijeka city

Although in Croatia the importance of the communicative and educational role of museums and galleries is increasingly recognized both among experts and local communities, the ideas of the need to open museums and galleries to visitors of all ages and to strengthen their educational functions, especially in the field of art, have not yet taken root in practice. The paper analyzes the activities of museums and galleries in the city of Rijeka, Croatia, related to the organization of art educational activities for children of early and preschool age. The educational benefits that visiting museums and galleries in the field of visual arts can have for children of early and preschool age are discussed. The study used a documentation method and an interview method to collect data in museums and galleries in Rijeka. It was investigated to what extent and in what way the cooperation of the mentioned institutions with kindergartens in Rijeka has developed. It was also recorded which museums and galleries do not have educational programs related to the field of visual arts in their work. Based on the analyzed data, it can be concluded that most museums and galleries in Rijeka do not have sufficiently well-developed cooperation with educational institutions and thus with kindergartens. The study contributes to the debates on the involvement of young children in museum and gallery educational art practices and on the reasons for the most common obstacles in the implementation of this cooperation. It also contributes to filling a gap in the study of the

educational role of museums and galleries and their potential to contribute to children's learning and the development of an awareness of the cultural context in which they live.

Key words: early childhood, museum education, non-formal learning and teaching, visual arts education

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Zaštita kroz igru u traumatskim narativima – *Svježe obojeno* (2014) i *Život je lijep* (1997)

Roman *Svježe obojeno* (2014) Josipa Mlakića donosi priču o ključnom događaju iz djetinjstva šestogodišnje djevojčice koja s majkom bježi iz ratom zahvaćene Bosne i Hercegovine. Tekst se gradi na dvama vremenskim narativnim slojevima koji su prstenasto strukturirani: okvirna priča, koju čine prvi i treći (ujedno i posljednji) dio romana, smještena je u sadašnjost i prikazuje život majke i kćeri kao izbjeglica u Švedskoj, dok je središnji dio romana koncipiran kao „roman u romanu“ te kroz analepsu rekonstruira traumatično iskustvo bijega iz djevojičina djetinjstva. Interpretacija će se primarno usmjeriti na taj, središnji dio romana u kojemu se ističu dvije ključne psihemske narativne figure majke i kćeri koje se direktno vežu uz dvije sociemske figure – „biti igrač“ i „biti u bijegu“. Unutarnjom fokalizacijom omogućuje se uvid u majčinu perspektivu – onu koja je u bijegu, dok se istovremeno prikazuje i njezina uloga zaštitnice koja kroz igru pokušava prikriti ratnu stvarnost od djevojčice. Na ontenskoj se pak razini može iščitati snažna antiratna poruka romana, kao i težnja za sigurnošću koju protagonistice konačno pronalaze u egzilu (što otvara prostor za analiziranje narativa u okviru kulture sjećanja, kao i hibridnosti, odnosno izmještenosti identiteta). Posebna pozornost posvetit će se i prostoru romana – znakovitost šume, magle, kiše, kao i ostalih realnih, ali i oniričkih prostora, značajna je za čitavu semantičku substrukciju romana. Naratološka analiza psihemskih, sociemskih i ontenskih narativnih figura (Peleš, 1999) pridonijet će detaljnoj karakterizaciji središnjih likova romana, majke i kćeri, a osobita pozornost posvetit će se i dinamici njihova odnosa, odnosno prikazu majke u ulozi zaštitnice (Matanović, 2017) čime se dodatno naglašava antiratna dimenzija romana. Uz klasičnu naratološku analizu, izlaganje će se otvoriti i komparatističkoj analizi motiva zaštitničke igre roditelja i djeteta u različitim medijima na primjeru filma *Život je lijep* (*La vita e bella*) (1997) redatelja Roberta Benignija. U oba djela roditeljska figura koristi igru kao sredstvo zaštite i očuvanja djetetove psihološke stabilnosti u ratnim uvjetima što otvara mogućnost dublje interpretacije mehanizama suočavanja s traumom, a uz to se i pruža uvid u univerzalnost teme roditeljske zaštite neovisno o mediju koji ju prikazuje.

Ključne riječi: Benigni, djetinjstvo, fokalizacija, majka, Mlakić, naratologija, prostor

Protection through Play in Traumatic Narratives: *Freshly Painted* (2014) and *Life is Beautiful* (1997)

The novel *Svježe obojeno* (*Freshly Painted*) (2014) by Josip Mlakić tells the story of a pivotal childhood event experienced by a six-year-old girl who flees war-torn Bosnia and Herzegovina with her mother. The text is constructed using two narrative time layers: the framing story, consisting of the first and third (also the final) parts of the novel, is set in the present and depicts the life of the mother and daughter as refugees in Sweden. The central part of the novel is conceived as a “novel within a novel”, using analepsis to reconstruct the traumatic experience of the girl’s escape during her childhood. The interpretation primarily focuses on this central section, highlighting two key *psychemic* narrative figures – the mother and daughter – who are directly linked to two *sociemic* figures: “being a player” and “being on the run.” Internal focalization provides insight into the mother’s perspective – the one in flight – while also portraying her role as a protector who uses play to shield her daughter from the reality of war. On the *onthemic* level, the novel conveys a strong anti-war message and expresses a longing for safety, which the protagonists eventually find in exile. This opens space for the analysis of

issues such as cultural memory, as well as the hybridity and displacement of identity. Special attention is also given to the novel's spatial dimension – elements such as forest, fog, and rain, along with other realistic and dreamlike spaces, play a significant role in the novel's semantic substructure. A narratological analysis of *psychemic*, *sociemic*, and *onthemic* narrative figures (Peleš, 1999) contributes to a detailed characterization of the novel's central characters, the mother and daughter. Particular focus is placed on the dynamics of their relationship, especially the portrayal of the mother in her role as a protector (Matanović, 2017), which further emphasizes the anti-war dimension of the novel. In addition to traditional narratological analysis, the presentation will also include a comparative analysis of the motif of the protective game between parent and child across different media, using the film *Life is Beautiful* (*La vita è bella*, 1997) by director Roberto Benigni as an example. In both works, the parental figure uses play as a means of protection and maintaining the child's psychological stability in wartime conditions. This opens up the possibility for a deeper interpretation of coping mechanisms in the face of trauma and provides insight into the universality of the theme of parental protection, regardless of the medium through which it is portrayed.

Keywords: Benigni, childhood, focalization, mother, Mlakić, narratology, space

Obrazovanje za plovidbu – izvještaji sa školskih putovanja *Vile Velebita* između dva svjetska rata – primjer iz pomorske povijesti

Obrazovanje pomoraca podrazumijeva osim teorijske i praktičnu naobrazbu koja se realizira na školskom brodu te ima za cilj upoznavanje učenika s realnim okruženjem i uvjetima koji ih očekuju nakon završetka školovanja. Školska praksa se u razdoblju između dva svjetska rata odvijala na brodu *Vila Velebita*, koja je od godine 1922. postala školskim brodom državnih pomorskih akademija u Bakru, Dubrovniku i Kotoru. Kraj 1. svjetskog rata *Vila Velebita* dočekala je na vezu u Novigradu odakle je bila dopremljena u Bakar, da bi sporazumom o podjeli brodova bivše austro-ugarske mornarice godine 1920. Kraljevini SHS bilo priznato pravo vlasništva nad brodom. Putovanja koja je školski brod ostvarivao s učenicima i nastavnicima pomorskih akademija zabilježena su u izvještajima koja predstavljaju zanimljiv izvor podataka o obrazovanju i životu učenika na brodu. Premda su putovanja školskim brodom prvenstveno imala stručni karakter i bila sastavnim dijelom nastave te obvezna za sve učenike, ona su imala još jednu namjenu, upoznavanje učenika pomorskih akademija s kulturnom baštinom država i običajima stanovništva koje su posjećivali, budući da je brod plovio po cijelom Sredozemlju.

Izborom teme iz pomorske povijesti (*Obrazovanje za plovidbu – izvještaji sa školskih putovanja Vile Velebita između dva svjetska rata – primjer iz pomorske povijesti*), nastoji se kod učenika stvoriti jasnija predodžba o povijesnom pomorskom nasljeđu. Takav pristup osim što pridonosi razvijanju povijesnih vještina i oblikovanja povijesnog mišljenja, omogućava i razvitak svijesti o važnosti očuvanja pomorske tradicije kao važnog segmenta kulturno-povijesnog nasljeđa.

Ključne riječi: obrazovanje pomoraca, pomorske akademije, plovidbena praksa, školski brod *Vila Velebita*, pomorska tradicija

Maritime Education through Practice: Reports from the Vila Velebita School Ship Journeys Between the Two World Wars: An Example from Maritime History

Maritime education encompasses both theoretical instruction and practical training, the latter being carried out aboard a school ship with the aim of preparing students for the real-life conditions they will encounter after completing their education. Between the two world wars, practical training was carried out on the *Vila Velebita*, which, from 1922, served as the training vessel for the state maritime academies in Bakar, Dubrovnik, and Kotor.

At the end of the First World War, *Vila Velebita* was moored in Novigrad before being transferred to Bakar. Following the 1920 agreement on the division of the Austro-Hungarian Navy's fleet, ownership of the ship was officially granted to the Kingdom of Serbs, Croats, and Slovenes.

The journeys undertaken by students and instructors aboard the school ship were documented in official reports, providing valuable insights into maritime training and life at sea during that period. While these journeys were primarily of a professional and educational nature—being an essential and mandatory component of the curriculum—they also had a broader cultural function: introducing students to the heritage and customs of the countries visited during their travels across the Mediterranean.

By examining this maritime historical case (*Maritime Education through Practice: Reports from the Vila Velebita School Ship Journeys Between the Two World Wars: An Example from*

Maritime History) students gain a deeper understanding of maritime heritage. This approach not only contributes to historical thinking and research skills, but also strengthens awareness of the importance of preserving maritime tradition as a significant element of cultural and historical identity.

Keywords: maritime education, maritime academies, practical seamanship training, school ship Vila Velebita, maritime heritage

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Koliko je važna refleksija i samorefleksija u profesionalnom razvoju – pogled iz perspektive odgojitelja

Refleksija i samorefleksija predstavljaju važnu sastavnicu odgojiteljske profesije. Rogers (2001) refleksiju općenito smatra vrijednom za profesionalnu praksu i cjeloživotno učenje. Refleksivna praksa jedan je od načina učenja i istraživanja koji podrazumijeva integraciju teorijskih i praktičnih znanja i vještina. Kontinuiranom refleksijom, analizom, dokumentiranjem te suradnjom s dionicima, koji su izravno ili neizravno uključeni u obrazovni proces, odgajatelji mogu utjecati na poboljšanje i unapređenje odgojno-obrazovnog rada s djecom, pronaći nove načine rješavanja trenutnih i potencijalnih problema te postići opći doprinos razvoju odgojiteljske profesije. U radu su prikazani rezultati istraživanja usmjerenog na ispitivanje percepcije odgajatelja o važnosti procesa refleksije i samorefleksije kao relevantnih komponenti profesionalnog razvoja odgajatelja. Uzorak istraživanja činili su odgajatelji (N=140) iz sedam županija u Republici Hrvatskoj. Dobiveni rezultati pokazuju da odgajatelji prepoznaju važnost procesa refleksije i samorefleksije u vlastitom radu te da su procesi refleksije i samorefleksije ključni za razvoj profesionalnih i osobnih kompetencija. Međutim, iako percipiraju njihovu važnost, većina odgajatelja ne prakticira procese refleksije i samorefleksije, a kao ometajuće čimbenike u ostvarivanju procesa refleksije i samorefleksije navode vanjske čimbenike.

Ključne riječi: profesionalni razvoj, refleksija, samorefleksija, odgojitelj, proces

How important is reflection and self-reflection in professional development – a view from the perspective of a preschool teacher

Reflection and self-reflection are important components of the teaching profession. Rogers (2001) generally considers reflection to be valuable for professional practice and lifelong learning. Reflective practice is a way of learning and research that involves the integration of theoretical and practical knowledge and skills. Through continuous reflection, analysis, documentation and mutual cooperation with stakeholders who are directly or indirectly involved in the educational process, teachers can influence the improvement and advancement of educational work with children, find new ways to solve current and potential problems and achieve a general contribution to the development of the teaching profession.

The paper presents the results of research aimed at examining the perception of educators regarding the importance of the process of reflection and self-reflection as relevant components of the professional development of educators. The sample in the research consisted of educators (N=140) from seven counties in the Republic of Croatia. The obtained results show that educators recognize the importance of the process of reflection and self-reflection in their own work and that the processes of reflection and self-reflection are crucial for the development of

professional and personal competencies. However, although they perceive their importance, the majority of educators do not practice the processes of reflection and self-reflection, and they cite external factors as barriers in the realization of the process of reflection and self-reflection.

Keywords: professional development, reflection, self-reflection, preschool teachers, process

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Suradnja vrtića i lokalne zajednice – kako na suradnju gledaju odgojitelji?

Ekološki usmjereni razvojni psiholozi mišljenja su kako razvoj djeteta uključuje neprestano uzajamno djelovanje njegovih urođenih osobina i okolinskih utjecaja. Proces dječjeg razvoja promatran u okviru Bronfenbrennerove teorije ekoloških sustava naglašava značaj individualnog razvoja pojedinca u interakcijama s različitim razinama (mikro, mezo, egzo i makro) sustava. Vrtić je uz školu važna institucija svake zajednice, odnosno društva. Suradnja dječjeg vrtića i lokalne zajednicom osigurava priliku za poticajno, primjereno i kontinuirano okruženje za rast i razvoj djece rane i predškolske dobi kroz integraciju obrazovnih ciljeva, resursa i metoda. Dobrobiti takve suradnje višestruke su, a prvenstveno se ogledaju u boljim socijalnim i emocionalnim kompetencijama djece, osiguravanju mogućnosti za kontekstualno učenje i razumijevanje svijeta i jačanju osjećaja povezanosti i pripadnosti zajednici. Učinkovita suradnja i partnerstvo odnose se na korištenje resursa iz lokalne zajednice poput knjižnica, muzeja, škola, tijela lokalne uprave, različitih udruga civilnog društva i slično. Iako je važnost suradnje dječjeg vrtića i lokalne zajednice na teorijskoj razini elaborirana, te djelom u praksi potvrđena i dalje postoje izazovi (nedostatak resursa, vremena, podrške i sl.) koji priječe ostvarivanje suradnje i partnerstva u punini. Stoga je provedeno istraživanje na uzorku odgojitelja s ciljem da se utvrdi u kojoj mjeri oni surađuju s lokalnom zajednicom, kako percipiraju benefite suradnje u kontekstu djetetova cjelovitog razvoja i kvalitete kurikuluma.

Ključne riječi: dječji vrtić, lokalna zajednica, suradnje odgojitelj, dijete

Collaboration between Kindergartens and the Local Community – How Do Preschool Teachers Perceive It?

Ecologically oriented developmental psychologists argue that child development involves the continuous interaction between innate characteristics and environmental influences. The process of child development, viewed within the framework of Bronfenbrenner's Ecological Systems Theory, emphasizes the importance of individual development through interactions across different system levels (micro-, meso-, exo-, and macrosystems). Alongside schools, kindergartens represent an important institution within every community and society. Collaboration between kindergartens and the local community provides opportunities for a stimulating, appropriate, and continuous environment for the growth and development of children in early and preschool age, through the integration of educational goals, resources, and methods. The benefits of such collaboration are manifold, most notably reflected in improved social and emotional competencies of children, the provision of opportunities for contextual learning and understanding of the world, and the strengthening of a sense of connection and belonging to the community. Effective collaboration and partnership involve the use of resources from the local community, such as libraries, museums, schools, local government bodies, and various civil society organizations. Although the importance of cooperation between kindergartens and the local community has been elaborated at the theoretical level and partially confirmed in practice, challenges still remain (such as lack of

resources, time, and support), which hinder the full realization of collaboration and partnership. Therefore, a study was conducted on a sample of preschool teachers with the aim of determining the extent to which they collaborate with the local community, as well as how they perceive the benefits of such collaboration in the context of children's holistic development and the quality of the curriculum.

Keywords: kindergarten, local community, collaboration, preschool teacher, child

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Transdisciplinarna uloga medija u ranom i predškolskom odgoju i obrazovanju

U kontekstu ranog i predškolskog odgoja i obrazovanja, mediji nisu samo tehnička pomagala, već aktivni sudionici u dječjoj igri, istraživanju, izražavanju i učenju. Mediji, uključujući vizualne, digitalne, taktilne, auditivne i multimedijalne forme omogućuju djeci povezivanje različitih iskustava i područja učenja kroz igru, umjetničko izražavanje, znanstveno istraživanje i socijalnu interakciju. Mediji potiču dječju znatiželju, omogućuju višestruke puteve izražavanja i učenja te podupiru stvaranje značenja kroz različite simboličke jezike. Oni također služe kao most između djetetova unutarnjeg svijeta i vanjske stvarnosti, omogućujući djeci da istražuju, interpretiraju i komuniciraju svoje razumijevanja svijeta. Za odgojitelje, mediji predstavljaju sredstva za osmišljavanje bogatog, poticajnog i smislenog okruženja učenja koje potiče razvoj dječjih interesa i inicijativa. Mediji se ne koriste radi pukog *uvođenja tehnologije*, već kao sredstva koja proširuju i produbljuju mogućnosti mišljenja, dijaloga i suradnje. Ovo istraživanje usmjereno je na ispitivanje prakse odgojitelja u vezi uporabe različitih medija u svakodnevnom pedagoškom radu s djecom rane i predškolske dobi. Cilj istraživanja bio je identificirati koje vrste medija odgojitelji koriste, s kojom namjenom te kako procjenjuju doprinos medija dječjem učenju i razvoju. Istraživanje je provedeno metodom online ankete koja je obuhvatila kvantitativne (Likert-skala) i kvalitativne (otvorena pitanja) podatke. Sudjelovali su odgojitelji iz različitih predškolskih ustanova. Rezultati pokazuju da odgojitelji koriste širok spektar medija, od tradicionalnih (likovni i glazbeni materijali, slikovnice) do suvremenih (digitalne tehnologije, multimedijalni sadržaji), najčešće s ciljem poticanja dječje kreativnosti, komunikacije, istraživačkog učenja i međusobne suradnje. Odgojitelji ističu da mediji doprinose razvoju dječje samostalnosti, izražavanja i povezivanja različitih područja učenja. Također je zabilježena potreba za dodatnom stručnom podrškom u izboru i smislenoj integraciji medija u pedagoški kontekst. Rezultati istraživanja upućuju na važnost promišljene i svrhovite uporabe medija u transdisciplinarnom pristupu učenju, gdje oni postaju sredstva izražavanja, povezivanja i dubljeg razumijevanja svijeta.

Ključne riječi: digitalni alati, kreativno izražavanje, simbolički jezici, suradnja, percepcija odgojitelja

Transdisciplinary Role of Media in Early Childhood Education and Care

In the context of early childhood education and care, media are not merely technical tools but active participants in children's play, exploration, expression, and learning. Media, encompassing visual, digital, tactile, auditory, and multimedia forms, enable children to connect diverse experiences and areas of learning through play, artistic expression, scientific inquiry, and social interaction. Media stimulate children's curiosity, offer multiple pathways for expression and learning, and support meaning-making through various symbolic languages. They also serve as a bridge between the child's inner world and external reality, allowing children to explore, interpret, and communicate their understanding of the world. For preschool teachers, media are tools for creating a rich, stimulating, and meaningful learning environment that encourages the development of children's interests and initiatives. Media are not used

merely to introduce technology, but as a means to expand and deepen opportunities for thinking, dialogue, and collaboration. This study focuses on examining preschool teachers practices related to the use of various media in everyday pedagogical work with young children. The aim of the research was to identify which types of media preschool teachers use, for what purposes, and how they assess the contribution of media to children's learning and development. The research was conducted through an online survey combining quantitative (Likert scale) and qualitative (open-ended questions) data. Participants included preschool teachers from various preschool institutions. The results show that preschool teachers use a wide range of media—from traditional (art and music materials, picture books) to contemporary (digital technologies, multimedia content)—primarily to foster children's creativity, communication, investigative learning, and collaboration. Preschool teachers emphasize that media contribute to the development of children's autonomy, self-expression, and integration of different learning domains. The study also revealed a need for additional professional support in selecting and meaningfully integrating media into pedagogical practice. The findings highlight the importance of thoughtful and purposeful use of media in a transdisciplinary approach to learning, where media become instruments of expression, connection, and deeper understanding of the world.

Keywords: collaboration, creative expression, digital tools, preschool teachers' perceptions, symbolic languages

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Od priče do ponašanja: socijalnopsihološki uvid u bajke

Bajke predstavljaju jedan od prvih narativnih okvira kojima djeca upoznaju društveni svijet. One nisu samo izvor zabave, već i moćan agens socijalizacije jer oblikuju vrijednosti, stavove, norme i obrasce ponašanja. Djeca uče promatrajući posljedice postupaka likova, internalizirajući tako poruke o tome što je poželjno, a što nepoželjno ponašanje. Međutim, bajke nerijetko prenose i stereotipne predodžbe o rodnim ulogama (pri čemu su žene češće pasivne u iščekivanju pomoći muških likova), društvenom statusu (siromašni likovi često su nemoćni, a bogati privilegirani), moralnim osobinama (junaci potpuno dobri, zlikovci potpuno zli), fizičkim razlikama (primjerice patuljci koji se opisuju kao smiješni i/ili nespretni). U okviru panel rasprave otvorit će se pitanje kako bajke možemo osuvremeniti i učiniti ih prostorom transformacije tradicionalnih narativa u smjeru društvene pravednosti i inkluzije. U tom kontekstu istaknut će se izražena potreba za inkluzivnim bajkama koje raznolikost prikazuju kao vrijednost, a ranjivije skupine ne pozicioniraju kao pasivne ili stigmatizirane likove, već kao aktivne i ravnopravne sudionike narativa. Takvi primjeri otvaraju mogućnost promišljanja o bajkama kao sredstvu odgoja i obrazovanja usmjerenog na toleranciju, empatiju i prihvaćanje različitosti. Ova će rasprava ponuditi socijalnopsihološki uvid u bajke, propitujući njihovu ulogu u oblikovanju društvenih stavova.

Ključne riječi: bajke, stavovi, stereotipi, inkluzija

From Story to Behavior: A Social-Psychological Insight into Fairy Tales

Fairy tales represent one of the first narrative frameworks through which children come to understand the social world. They are not merely a source of entertainment but also a powerful agent of socialization, as they shape values, attitudes, norms, and patterns of behavior. Children learn by observing the consequences of characters' actions, thereby internalizing messages about what constitutes desirable and undesirable behavior. However, fairy tales often convey stereotypical representations of gender roles (with women more frequently being portrayed as passive and awaiting help from male characters), social status (poor characters are often depicted as powerless, while the wealthy are privileged), moral traits (heroes as entirely good, villains as entirely evil), and physical differences (for instance, dwarfs portrayed as comical and/or clumsy). The panel discussion will address how fairy tales can be modernized and transformed into a space for reshaping traditional narratives toward social justice and inclusion. In this context, the growing need for inclusive fairy tales will be emphasized; that is, stories that present diversity as a value and do not position more vulnerable groups as passive or stigmatized characters, but rather as active and equal participants in the narrative. Such examples open up possibilities for rethinking fairy tales as a tool for education aimed at fostering tolerance, empathy, and the acceptance of diversity. This discussion will offer a social-psychological perspective on fairy tales, examining their role in shaping social attitudes.

Keywords: fairy tales, attitudes, stereotypes, inclusion

Liminalni identitet i strategije otpora u postkolonijalnom okviru na primjeru romana *Krasan bezdan*

Ovaj rad analizira roman *Krasan bezdan* tuniskoga autora Yamena Manaija kroz postkolonijalnu teoriju, feminističku kritiku i koncept liminalnosti identiteta, s posebnim naglaskom na adolescentski glas kao simptom društvene ranjivosti. Bliskim čitanjem teksta u kombinaciji s teorijskim modelima Edwarda Saida, Homija Bhabhe i Victora Turnera, rad ispituje kako književnost može postati prostor političkoga otpora i artikulacije traume.

Djetinjstvo i adolescencija u romanu nisu prikazani kao prostori formativne sigurnosti, već kao granična zona – prostor liminalnosti – u kojemu se subjekt oblikuje u dodiru s mehanizmima šutnje, nadzora i emocionalne deprivacije. Protagonist, petnaestogodišnji dječak, pripovijeda vlastitu priču tijekom policijskoga ispitivanja, no glas ispitivača ostaje odsutan. Ta formalno prisutna, ali narativno izbrisana figura autoriteta simbolizira društvenu gluhoću prema dječjoj boli i stvara strukturu ispovijedi u prazninu, dodatno naglašavajući nemoć i izolaciju.

Središnja trauma – ubojstvo psa Belle, jedinoga izvora bezuvjetne ljubavi – označava prijelomni trenutak u kojemu se brišu granice između nevinosti i nasilja, nježnosti i krivnje. Identitet protagonista tako se smješta u liminalnu zonu, definiranu ne samo kao stanje između djetinjstva i odraslosti, već i kao prostor emocionalne paralize i mogućega otpora. U smislu Turnerove teorije, riječ je o ritualnoj fazi prijelaza bez jasno određenoga izlaza – liminalnost ne vodi integraciji u društvo, već razotkrivanju njegovih temeljnih pukotina.

Unutar širega postkolonijalnog konteksta, u skladu sa Saidovim konceptom „drugosti“ i Bhabhinim pojmom hibridnosti, roman prikazuje kako društveni sistemi – patrijarhat, religijska hijerarhija, kolonijalno naslijeđe – proizvode identitete koji su istodobno potisnuti i destabilizirani. Dječakov fragmentirani govor, iako ranjiv, ipak postaje politički čin.

Roman *Krasan bezdan* razotkriva kako šutnja nije slučajnost, već rezultat društveno proizvedenih struktura koje privilegiraju moć nad empatijom. Rad pokazuje da književnost nije tek reprezentacija, nego i prostor otpora u kojemu liminalni identiteti, upravo zbog svoje pozicije "između", postaju točka kritike i mogućnost drukčijeg čitanja društva.

Ključne riječi: postkolonijalizam, liminalnost, adolescencija, patrijarhat, trauma

Liminal identity and strategies of resistance in a postcolonial framework: the case of *The Ardent Swarm*

This paper analyzes the novel *The Ardent Swarm* by Tunisian author Yamen Manai through the lenses of postcolonial theory, feminist critique, and the concept of liminal identity, with particular emphasis on the adolescent voice as a symptom of social vulnerability. Through a close reading of the text, combined with theoretical frameworks by Edward Said, Homi Bhabha, and Victor Turner, the paper examines how literature can serve as a space of political resistance and the articulation of trauma.

Childhood and adolescence in the novel are not portrayed as safe, formative stages, but rather as a threshold zone – a space of liminality – where the subject is shaped through mechanisms of silence, control, and emotional deprivation. The protagonist, a fifteen-year-old boy, narrates his story during a police interrogation, yet the voice of the interrogator remains absent. This formally present but narratively erased figure of authority symbolizes a societal deafness to children's pain, constructing a confessional structure into a void, further emphasizing powerlessness and isolation.

The central trauma – the killing of Belle, the boy’s dog and sole source of unconditional love – marks a breaking point in which the boundaries between innocence and violence, tenderness and guilt, are blurred. The protagonist’s identity is thus located in a liminal zone, defined not only as the space between childhood and adulthood, but also as a realm of emotional paralysis and potential resistance. In Turner’s terms, this is a ritual phase of transition without a clearly defined resolution – liminality that leads not to integration but to the exposure of social fissures. Within the broader postcolonial context, and in line with Said’s concept of “otherness” and Bhabha’s notion of hybridity, the novel illustrates how social systems – patriarchy, religious hierarchy, and colonial legacy – produce identities that are simultaneously repressed and destabilized. The boy’s fragmented speech, though vulnerable, becomes an act of political significance.

The Ardent Swarm reveals that silence is not accidental, but the result of socially constructed structures that privilege power over empathy. This paper argues that literature is not merely representational, but also a space of resistance, where liminal identities – precisely because of their "in-between" position – become a site of critique and a possibility for reading society otherwise.

Keywords: postcolonialism, liminality, adolescence, patriarchy, trauma

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Koncepti suvremenih obitelji u hrvatskom dječjem romanu

Rad se bavi poetikom suvremenog hrvatskog dječjeg i adolescentskog obiteljskog romana te kulturološkim prikazom različitih koncepata obitelji koji su oblikovani kao odraz promjena u strukturi i dinamici suvremenih obiteljskih zajednica. Polazeći od teorijskog okvira poetike obiteljske problematike u suvremenoj hrvatskoj dječjoj književnosti (Hranjec, 2005.; Haramija, 2006.; Vrcić-Mataija, 2018.), kao i spoznaja proizašlih iz istraživanja studija dobi (Joosen, 2014., 2015., 2023.), rad razlikuje i interpretira različite koncepcije obiteljskih odnosa prepoznate u vremenski suvremenim (od devedesetih godina 20. stoljeća do danas), ali svjetonazorski raznoliko definiranim – od tradicionalnih do modernih, liberalnih predodžbi obitelji.

Analiza se temelji na odabranome romanesknom korpusu suvremenih autora hrvatske dječje književnosti: Sanja Pilić, *Mrvice iz dnevnog boravka* (1995.); Silvija Šesto Stipaničić, *Vanda* (2000.); Nada Mihelčić, *Draga mama* (2000.); Ivona Šajatović, *Pazite kako igrate!* (2009.); Ivana Guljašević Kuman, *Drugačija* (2017.); Melita Rundek, *Moj tata Plavac* (2019.), *Moja baka je zmaj* (2022.) i *Moja mama je bajkerica* (2024.).

Interpretacijom pripovjednih strategija u dječjim i adolescentskim romanima, u kontekstu konceptualizacije različitih oblika obiteljskih odnosa, u fokus su stavljeni međugeneracijski, dobno oprečni odnosi unutar obitelji kao temeljne *sociemske narativne figure* (Peleš, 1999.), ali i međuvršnjački odnosi utemeljeni na (ne)razumijevanju i (ne)upućenosti jednih prema drugima. Rad pokazuje promjenu statusa nekoć kulturno privilegiranih oblika proširene i nuklearne obitelji, koje ustupaju mjesto konceptima samohranog roditeljstva, udomiteljskih i zamjenskih obitelji te razorenih obiteljskih zajednica. Poseban je naglasak stavljen na prikaz emocionalne i fizičke (ne)dostupnosti roditelja, zamjenskih obiteljskih figura te na položaj djece bez roditeljske skrbi.

Interpretacijom narativnih strategija i kulturoloških predodžbi obiteljskih odnosa rad pokazuje kako suvremeni romani za djecu i mlade reflektiraju društvene promjene, razbijaju stereotype o tradicionalnoj obitelji kao stabilnoj i hijerarhijski uređenoj zajednici te mladim čitateljima nude literarni prostor za prepoznavanje vlastitih iskustava, razvoj empatije i emocionalne zrelosti.

Ključne riječi: suvremena hrvatska dječja književnost, obitelj, obiteljski roman, koncepti suvremenih obitelji

Concepts of Contemporary Families in the Croatian Children's Novel

This paper explores the poetics of contemporary Croatian children's and young adult family novels, as well as the cultural representations of diverse family concepts shaped by changes in the structure and dynamics of modern family communities. Grounded in the theoretical framework of the poetics of family issues in contemporary Croatian children's literature (Hranjec, 2005; Haramija, 2006; Vrcić-Mataija, 2018), along with insights from age studies (Joosen, 2014, 2015, 2023), the paper identifies and interprets various models of family relationships portrayed in works that are temporally contemporary (from the 1990s to the

present), yet ideologically diverse – ranging from traditional to modern and liberal notions of family.

The analysis is based on a selected corpus of novels by contemporary Croatian children's authors: Sanja Pilić, *Mrvice iz dnevnog boravka* (*Crumbs from the Living Room*, 1995); Silvija Šesto Stipaničić, *Vanda* (2000); Nada Mihelčić, *Draga mama* (*Dear Mom*, 2000); Ivona Šajatović, *Pazite kako igrate!* (*Play Carefully!*, 2009); Ivana Guljašević Kuman, *Drugačija* (*Different*, 2017); and Melita Rundek, *Moj tata Plavac* (*My Dad the Cop*, 2019), *Moja baka je zmaj* (*My Grandma Is a Dragon*, 2022), and *Moja mama je bajkerica* (*My Mom Is a Biker*, 2024).

Through the interpretation of narrative strategies in children's and young adult novels, and the conceptualization of various forms of family relationships, the focus is placed on intergenerational and age-based oppositions within the family as fundamental socio-narrative figures (Peleš, 1999), as well as on peer relationships, characterized by (mis)understanding and (lack of) emotional insight. The paper demonstrates a shift from formerly culturally privileged forms of extended and nuclear families, which have been supplanted by representations of single-parent households, foster or substitute families, and/or broken family structures. Particular attention is given to portrayals of the emotional and physical (in)availability of parents and surrogate family figures, as well as the position of children without parental care. By interpreting narrative strategies and cultural representations of family relations, the study shows how contemporary novels for children and youth reflect social change, challenge stereotypes of the traditional family as a stable and hierarchically organized unit, and offer young readers a literary space for recognizing their own experiences, developing empathy, and fostering emotional maturity.

Keywords: contemporary Croatian children's literature, family, family novel, concepts of modern families

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Stavovi roditelja i odgojitelja o utjecaju animiranih filmova na govorno-jezični razvoj djece

Na proces oblikovanja govorno-jezičnoga razvoja djeluje mnoštvom čimbenika, prije svega okolina. Jedan od okolinskih čimbenika su i animirani filmovi koji su uključivanjem djece u priče, koje često nadilaze granice stvarnosti, postali sastavni dio suvremenoga djetinjstva. Time značajno utječu na različite aspekte djetetova razvoja, uključujući njihov govor i jezične vještine. Izloženost raznolikim nizom likova, svaki sa svojim jedinstvenim načinom izražavanja misli, emocija i ideja, ne samo da proširuje njihov vokabular, već igra i ključnu ulogu u oblikovanju načina na koji komuniciraju sa svijetom oko sebe. Naime, animirani film sam po sebi je multimedijalna forma (scenarij, vizualna rješenja, glazba ili zvuk u širem smislu) i govor koji nije samo pripovijedanje, dijalog za sebe, nego je danas kod takvih animiranih filmova nerijetko usmjeren na direktnu interakciju s gledateljem zajedno s edukativnim sadržajima, kao što su učenje boja, oblika i sl. Upravo je tematika animiranih filmova predmetom brojnih rasprava, osobito roditelja i odgojitelja, a i šire javnosti.

Stoga će se u radu navesti rezultati istraživanja o stavovima roditelja i odgojitelja o utjecaju animiranih filmova na govorno-jezični razvoj djece, ali i o njihovim navikama i preferencijama kada je riječ o ovome mediju. Uzorak istraživanja činili su roditelji (N=113) i odgojitelji (N=102) djece od 3 do 7 godina.

Ključne riječi: govorno-jezični razvoj, animirani film, roditelji, odgojitelji

Parents' and Educators' Attitudes Toward the Influence of Animated Films on Children's Speech and Language Development

The process of speech and language development is influenced by a multitude of factors, with the environment playing a crucial role. One such environmental factor is animated films, which have become an integral part of contemporary childhood, immersing children in stories that often transcend the boundaries of reality. This realm of children's media has a significant impact on various aspects of a child's development, including speech and language skills. Exposure to a diverse range of characters, each with a unique way of expressing thoughts, emotions, and ideas, not only expands children's vocabulary but also plays a key role in shaping how they communicate with the world around them. Animated films are inherently a multimedia form, encompassing scripts, visual design, music, and sound in a broader sense. Moreover, language in animated films today is not limited to narration or dialogue alone; it is often directed toward direct interaction with the viewer and accompanied by educational content, such as learning colors, shapes, and similar concepts. The themes and content of animated films have therefore become the subject of numerous discussions, particularly among parents and educators, as well as the wider public. Accordingly, this paper seeks to examine parents' and educators' attitudes when it comes to the influence of animated films on children's speech and language development, as well as their habits and preferences related to this medium. The research sample consisted of parents (N=113) and educators (N=102) of children aged 3 to 7 years.

Keywords: speech and language development, animated film, parents, educators

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Truly Inclusive? A Critical Perspective on Italian Educational Policy Regarding the Inclusion of Children with Diverse Needs

Systematic Review

This systematic review study explores the current state of inclusive education in Italy, with a focus on identifying key challenges that hinder its effective implementation and understanding the role of teachers in shaping inclusive school environments. The study is grounded in Pierre Bourdieu's theoretical framework, particularly his concepts of cultural capital and symbolic violence, which offer a critical lens for examining how dominant norms and institutional practices shape inclusive education.

The review follows the PRISMA methodology and includes peer-reviewed empirical and theoretical literature published between 1998 and 2024. A total of 53 relevant sources were examined, with 19 empirical studies meeting rigorous inclusion criteria for detailed thematic analysis. Six key themes were identified: theoretical models of inclusion; teacher attitudes and preparedness; structural, economic, and power-related barriers; cooperation between classroom and support teachers; challenges related to migration and cultural diversity; and the gap between inclusive policy and practice.

Findings reveal that, despite Italy's strong legislative tradition, inclusive education is often reduced to a compensatory model and faces significant structural and cultural limitations. These include persistent stereotypes, fragmented implementation of inclusive curricula, and a lack of systemic tools for planning inclusive pedagogy. The study highlights the importance of recognizing students' diverse cultural capital, improving teacher professional development, and promoting shared responsibility among educational staff. It argues for a broader cultural transformation in educational practice to achieve genuine inclusion.

Keywords: inclusive education, Italy, teachers and inclusion, migration context in education, cultural capital, symbolic violence, thematic analysis

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Glasovi sramu: analiza socialne izključenosti v delih Ivana Cankarja

Prispevek predstavlja literarno analizo, osredotočeno na čustvo sramu z vidika koncepta glasu. Slednjega razumemo kot tekstualni učinek, ki izhaja iz izraznosti stila in subjektivnosti (Aczel 1998). Študija se osredotoča na izbrana dela Ivana Cankarja, enega najpomembnejših slovenskih literarnih ustvarjalcev, in analizira, kako se sram konstruira, izraža ali utiša v Cankarjevih pripovedih, zlasti v povezavi z družbenim položajem likov in njihovimi notranjimi občutki manjvrednosti. Preučili bomo retorične in pripovedne strategije, ki se uporabljajo za upodabljanje sramu, ter proučili glasove likov, pripovedovalcev in fokalizatorjev. Posebno pozornost bomo namenili upodabljanju marginaliziranih likov – otrok iz revnih okolij kot socialno izključenih posameznikov –, katerih izkušnje sramu odražajo širše družbene strukture. Preučili bomo tudi trenutke tišine in izogibanja pripovedovanju, ki razkrivajo, kako Cankarjevi teksti sramu ne izražajo le z eksplicitnim jezikom, ampak tudi z neizrečenimi vsebinami. Poleg analize na ravni likov bomo raziskali, kateri glasovi v Cankarjevih delih so močni in kateri so utišani ter kako se ta dinamika prepleta s temami revščine, spola in moralnosti. S temi študijami primerov želimo osvetliti zapleteno medsebojno delovanje glasu, moči in sramu v Cankarjevem opusu ter prispevati h globljemu razumevanju, kako literatura predstavlja in kritizira socialno izključenost in čustveno ranljivost. Poleg tega bomo z uporabo programske opreme Voyant Tools izvedli tudi računalniško analizo izbranih del avtorja, ki so neposredno povezana s sramom, in preučili, kako pogosto ter v kakšnih kontekstih se ta beseda pojavlja v njegovih literarnih delih.

Prispevek je nastal kot del raziskovalnega projekta Obliki sramu v slovenski književnosti (J6-60113), ki ga financira Javna agencija za znanstvenoraziskovalno in inovacijsko dejavnost Republike Slovenije (ARIS).

Ključne besede: Ivan Cankar, sram, glas, marginalizacija, otroštvo.

Voices of Shame: Analyzing Social Exclusion in the Works of Ivan Cankar

This presentation provides a focused literary analysis of shame through the lens of voice, understood as a textual effect emerging from stylistic expressivity and subjectivity (Aczel 1998). The analysis centers on selected works by Ivan Cankar, one of Slovenia's most significant literary figures. It will analyse how shame is constructed, communicated, or silenced within Cankar's narratives, particularly in relation to characters' social positioning and internalized feelings of inferiority. The study investigates the rhetorical and narrative strategies used to depict shame, examining the voices of the characters, narrators, and focalisators. Special attention is given to the portrayal of marginalized figures—children from impoverished backgrounds as socially excluded individuals—whose experiences of shame reflect broader societal structures. Moments of silence and narrative avoidance are also scrutinized, revealing how Cankar's texts encode shame not only through explicit language but also through what remains unsaid. In addition to character-level analysis, we explore which voices in Cankar's works are empowered or silenced, and how these dynamics intersect with themes of poverty, gender, and morality. Through these case studies, we aim to illuminate the complex interplay between voice, power, and shame in Cankar's oeuvre, contributing to a deeper understanding of how literature represents and critiques social exclusion and emotional vulnerability. Moreover, we will also conduct a computational text analysis of selected works by the author

that are directly related to shame, using the Voyant Tools software, in order to examine how frequently and in what contexts this word appears in his literary works.

The contribution was written as part of the basic research project Shapes of Shame in Slovene Literature (J6-60113), which is funded by the Slovenian Research and Innovation Agency (ARIS).

Keywords: Ivan Cankar, shame, voice, marginalization, childhood

Radionice / Workshops

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Enhancing Practice to Empower Children: Understanding and Applying Trauma-Informed Practice

This workshop introduces participants to the principles and practical applications of trauma-informed practice (TIP) in work with children. Drawing on an interdisciplinary evidence base—including psychology, education, social work, and health sciences—the session provides a foundational knowledge in understanding how trauma affects children and practical tools for how professionals can respond effectively and ethically.

The workshop will begin by contextualizing trauma within children’s lived experiences, including complex trauma, systemic adversity, and intergenerational harm. Participants will be introduced to core principles of trauma-informed care. Trauma-informed practice begins with an understanding that trauma—whether resulting from individual experiences or systemic and structural adversity—can profoundly affect children’s development, behaviour, and relationships. In contrast to traditional problem-focused approaches, TIP asks not “What is wrong with this child?” but “What has happened to this child?” This shift reframes children’s actions as adaptive responses to adverse experiences and emphasises the need for environments that promote safety, trust, and empowerment.

The first part of the workshop will introduce key concepts in trauma-informed care, including definitions of trauma, types of trauma (e.g., acute, complex, intergenerational), and the core principles of trauma-informed systems. This theoretical foundation will be complemented by insights from neuroscience, attachment theory, and critical perspectives that highlight the role of structural inequalities in shaping children’s experiences of trauma. In the second part of the workshop, participants will be offered the opportunity to explore, discuss, or complete practical, evidence-informed interventions used in trauma-informed work with children. These include strategies for emotional regulation, relationship building, and co-regulation, as well as environment-based interventions aimed at creating predictable, supportive, and responsive settings. Through case studies, small-group activities, and reflective exercises, participants will explore how trauma-informed principles can be adapted to a range of professional contexts.

This session is suitable for both those new to trauma-informed approaches and those seeking to deepen their interdisciplinary understanding. Participants will leave with greater confidence in recognising trauma-related behaviours and a toolkit of strategies to help foster safer, more responsive, and inclusive learning environments.

Workshop aims:

1. To develop a foundational understanding of trauma and its impact on primary-aged children’s development, behaviour, and learning.

2. To introduce the core principles of trauma-informed practice and explore how these can be applied within primary school settings to create safe, supportive, and inclusive classrooms.
3. To equip participants with practical, developmentally appropriate strategies for responding to trauma-related behaviours and fostering emotional regulation, connection, and resilience in students.

Keywords: Trauma-Informed Practice, Adverse Childhood Experiences (ACEs), Developmental Trauma, Attachment Theory, Trauma-Informed Education

Stop animacija u umjetničkim aktivnostima s djecom

Radionica je zamišljena kao spoj teorijskog i praktičnog. U okviru teorijskog dijela pojašnjava fenomen perzistencije vida (tromosti oka), što nam omogućava stapanje sličica u filmsku sliku. Objašnjavaju se osnovni principi animacije te pojmovi i kategorije: *storyboard*, *frame*, faze pokreta, optičke igračke, stop animacija i vrste animiranog filma. Sudionicima se prezentiraju metodički primjeri dobre prakse u stvaralačkom radu s predškolskom i školskom djecom – radionice kolaž animacije ostvarene u suradnji sa Školom animiranog filma (ŠAF) u Čakovcu. Polaznici se također upoznaju s koncepcijom izbornog kolegija Kreativni pristup filmu i videu, na Učiteljskom fakultetu Sveučilišta u Zagrebu, u okviru kojeg studenti izrađuju kratke autorske animacije, prolazeći kroz čitav proces izrade animiranog filma – od pronalaženja teme, izrade sinopsisa i knjige snimanja, likovne koncepcije, izrade likova i pozadina, do animiranja ispod kamere, sličicu po sličicu. Proces izrade dalje obuhvaća odabir i/ili kreiranje zvukova i računalnu montažu snimljenog materijala, upotrebom softvera za video montažu. Studentske animacije namijenjene su djeci školskog i predškolskog uzrasta. Uz priču i pokret, bitan segment je i likovnost, na što je stavljen značajan naglasak.

Iskustvo stečeno kroz stvaralački proces osposobljava studente za izradu kratkih animacija u didaktičke svrhe, za rad s djecom i učenicima, a također i za provođenje školskih i vrtičkih kreativnih aktivnosti u području stop animacije.

U praktičnom dijelu radionice demonstrira se tehnika snimanja faza pokreta uz pomoć profesionalnog računalnog programa za animaciju – *DragonFrame*. Za razliku od sličnih aplikacija i programa, *DragonFrame* omogućava preciznu kontrolu animiranih segmenata tijekom snimanja sličicu po sličicu, koristeći opciju *onion-skinninga*, pri čemu se istovremeno, u pretapanju, mogu vidjeti zadnja snimljena sličica i nova scena koju želimo snimiti. Cilj radionice je zajednički realizirati kratki animirani film u tehnici kolažne, lutkarske ili objektne animacije, sukladno preferencijama sudionika.

Izrada stop-animacija koje uključuju glinenu animaciju, lutka film, kolaž film, objektnu animaciju i piksilaciju, pronalazi svoju primjenu u okviru interdisciplinarnih umjetničkih aktivnosti sa studentima i djecom školske i predškolske dobi, združujući pri tome područje likovne umjetnosti, filma, književnosti i performansa (pokreta).

Ključne riječi: stop animacija, animirani film, kreativna radionica, interdisciplinarnost

Stop-motion in art activities with children

The workshop combines both theoretical and practical elements. The theoretical part introduces the phenomenon of persistence of vision (eye inertia), which enables us to transform static images into moving film sequences. It explains basic animation principles and terms, as well as categories such as storyboard, frame, phases of movement, optical toys, stop-motion animation, and types of animated films. Participants are shown examples of good pedagogical practice in creative work with preschool and school children, including collage animation workshops conducted in collaboration with the School of Animated Film (ŠAF) in Čakovec. They are also introduced to the concept of the elective course Creative Approach to Film and Video at the Faculty of Teacher Education, University of Zagreb, where students produce short original animations, managing the entire process from selecting a topic, developing a synopsis and storyboard, devising an artistic concept, creating characters and backgrounds, to animating frame by frame under the camera. The production process also involves sound selection or

creation, along with digital editing of the recorded material using video editing software. The student animations are aimed at school and preschool children. Besides storytelling and animation of movement, artistic quality is also a major focus.

The experience gained through the creative process enables students to produce short animations for educational purposes and to mentor in creative activities within the field of stop-motion animation with pupils and preschool children.

In the practical part of the workshop, the animation technique is demonstrated using a professional computer animation programme - DragonFrame. Unlike similar applications and programmes, DragonFrame allows precise control of animated segments during frame-by-frame recording, utilising the onion-skinning option, which enables the simultaneous display (in overlay) of the last shot frame and the new scene to be photographed. The goal of the workshop is to collaboratively create a short animated film using collage, puppet, or object animation techniques, according to the participants' preferences.

The creation of stop-motion animation, including clay animation, puppet films, collage films, object animation, and pixilation, can be applied in interdisciplinary artistic activities with students, school children, and preschoolers. This field combines areas such as fine arts, film, literature, and performance (movement).

Keywords: stop motion animation, animated film, creative workshop, interdisciplinarity

Zvočna kopel za čuječnost, podporo psihičnemu, fizičnemu in čustvenemu ravnovesju

V zvočni kopeli se uporabljajo gongi, himalajske zvočne posode, kristalne zvočne posode, dežne palice in druga terapevtska glasbila, ki pomagajo sprostiti sistem, možganski valovi pa se lahko znižajo na raven, podobno kot pri meditaciji, ali na raven tik pred spanjem.

Udeleženci, ki redno obiskujejo zvočno kopel, poročajo o pozitivnih fizičnih, čustvenih in psihičnih učinkih terapevtskega zvoka. Izkušnje udeležencev kažejo, da delovanje zvoka pripomore k več radosti v življenju, k večji samozavesti pri odločitvah, k pozitivnim spremembam v odnosih, globoki sprostitvi, pretočnosti, izboljšanju počutja, večji ozaveščenosti o pretoku energije, zelo pogosto tudi k občutku povezanosti z vsem, h globljemu vpogledu v sicer nezavedne notranje procese, dragocenim spoznanjem in odgovorom na nekatera aktualna življenjska vprašanja.

Zaradi večplastnih, prekrivajočih se učinkov terapevtskih zvokov ugotavljamo, da je njihova uporaba pri različnih pedagoških disciplinah smiselna in priporočljiva. Sprostitveni učinki zvoka ustvarijo idealen poligon za učenje, reševanje problemov, ustvarjalnost in motivacijo za delo. Zvoki so koristen medij za doseganje harmoničnega in sproščene vzdušja v vrtcu, šoli ali družini. Prav tako so dejavnosti s terapevtskimi zvoki priporočljive kot podpora učenju, saj pripeljejo možgane v ugodno stanje za učenje (alfa valovi), kar omogoča boljši dostop do potenciala možganov. Poleg tega z zvokom teh glasbil ugodno vplivamo na delovanje nevronske mreže.

Različne pristope s terapevtskim zvokom s posamezniki in skupinami lahko v pedagoški kontekst uvajamo na več načinov. Nekateri pristopi se globlje ukvarjajo z uporabo zvoka in glasbe za izboljšanje zdravja in dobrega počutja, drugi pa se bolj osredotočajo na zvok in zgodbo kot umetniško obliko, na ustvarjalnost, sodelovanje in dobro vzdušje v skupini ter zabavo.

V pričujoči delavnici predstavljamo zvočno kopel kot možnost uporabe zvoka v procesu čuječnosti, samozavedanja, ustvarjalnosti in vzpostavljanja celostnega ravnovesja.

Ključne besede: zvočna kopel, čuječnost, dobro počutje, pedagoški kontekst, celostno ravnovesje.

Sound bath for mindfulness, to support mental, physical and emotional balance

In the sound bath, gongs, Himalayan singing bowls, crystal singing bowls, rain sticks and other therapeutic percussion instruments are used in a therapeutic context, which helps to relax the system, the brain waves can lower to a level similar to that of meditation or just before falling asleep.

Participants who regularly take part in sound baths report positive physical, emotional and mental effects on body and mind, serenity, support for decision-making confidence, positive changes in relationships, deep relaxation, fluidity, improvement in well-being, greater awareness of energy flow, very often also a feeling of connectedness with everything, deeper insights into otherwise unconscious inner processes, valuable realisations, insights and answers to some current life questions.

Due to the diverse, overlapping effects of therapeutic sounds, we find their use in various educational disciplines useful and recommendable. The relaxing effect of sounds creates an ideal environment for learning, problem solving, creativity and work motivation. Sounds are a useful medium for creating a harmonious and relaxed atmosphere in nurseries, schools and

families. They are also recommended to support learning, as they put the brain in a learning-promoting state (alpha waves), which allows better access to the brain's potential. In addition, the sound of these musical instruments has a positive effect on the functioning of the neural network.

Different approaches to sound therapy with individuals and groups can be brought into the educational context in different ways. Some sessions focus more on the use of sound and music to improve health and well-being, others more on sound and story as an art form as well as creativity, collaboration, good atmosphere in the group and fun.

In this workshop we will introduce a sound bath as a way of using sound in the process of mindfulness, self-awareness, creativity and creating holistic balance.

Keywords: sound bath, mindfulness, well-being, holistic balance, educational context

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Umjetničko – edukativna glazbena radionica „Stvaralački prostor zvuka i glasa“

U suvremenom pristupu dječjem razvoju, glazba nije samo sredstvo zabave ili tehničkog učenja – ona je autentičan izraz djetinjstva i duboki jezik kojim dijete otkriva svijet i sebe. Glazba u djetinjstvu postaje prostor slobode i eksperimentiranja, gdje se oblikuje emocionalna inteligencija, empatija i kreativnost.

Sudionici u ovom „stvaralačkom prostoru zvuka i glasa“ nisu samo pasivni primatelji glazbe, već aktivni stvaratelji i istraživači svog zvučnog identiteta. Glazba se pretvara u njihovu igru, koja je temelj učenja i oblikovanja svijesti, gdje se kroz pjevanje i zvučne igre razvija sposobnost izražavanja, komunikacije i osjećaja pripadnosti.

Djetinjstvo, kao faza intenzivnog otkrivanja i osjećaja, glazbom dobiva dodatnu dimenziju. Ona postaje prostor u kojem se oblikuju temelji samopouzdanja i umjetničke slobode, ali i osnažuje sposobnost slušanja i razumijevanja sebe i drugih.

Radionica u tom smislu pruža siguran i poticajan ambijent za istraživanje glazbenih ideja i emocija, kojom se glazba integrira u sveukupno iskustvo kao vrijedan medij stvaralaštva i samorazvoja.

Cilj je ove radionice sudionicima pružiti prostor za slobodno izražavanje. Radionicom se želi osnažiti emocionalna i socijalna inteligencija, kreativnost, sposobnost slušanja i zajedničke komunikacije. Ovim umjetničko istraživačkim procesom sudionike potičemo da glazbu ne dožive samo kao zabavu već kao sredstvo osobnog rasta i samopouzdanja u kojem stvaralački izraz i suradnja postaju temelj za osjećaj pripadnosti.

Ciljevi radionice:

1. Razvijanje svijesti o zvuku i glasu kao izražajnim sredstvima
2. Poticanje kreativnosti i improvizacije
3. Razvijanje slušne percepcije i koncentracije
4. Jačanje samopouzdanja i tinskog duha
5. Povezivanje tijela, daha i glasa

Metode:

1. Vokalne vježbe
2. Igre sa zvukom i glasom uz korištenje rekvizita (guma)
3. Grupna improvizacija
4. Igre u krugu / kolektivno stvaranje / igre s pjevanjem
5. Analiza i refleksija

Ključne riječi: glazbene aktivnosti, odgojno obrazovni rad, dječji razvoj, kreativnost, improvizacija, vokalne vježbe, igre s pjevanjem, slušna percepcija

Artistic – Educational Music Workshop “Creative Space of Sound and Voice”

In contemporary approaches to child development, music is not merely a means of entertainment or technical learning – it is an authentic expression of childhood and a profound language through which a child discovers the world and themselves. Music in childhood becomes a space of freedom and experimentation, where emotional intelligence, empathy, and creativity are shaped.

Participants in this "creative space of sound and voice" are not just passive recipients of music, but active creators and explorers of their own sonic identity. Music becomes a form of play,

which serves as the foundation for learning and shaping consciousness, where singing and sound games foster the ability to express, communicate, and develop a sense of belonging. Childhood, as a phase of intense discovery and emotion, gains an additional dimension through music. It becomes a space in which the foundations of self-confidence and artistic freedom are formed, while also strengthening the ability to listen to and understand oneself and others. In this sense, the workshop provides a safe and stimulating environment for exploring musical ideas and emotions, where music is integrated into the overall experience as a valuable medium for creativity and self-development.

The aim of this workshop is to offer participants a space for free expression. The workshop seeks to strengthen emotional and social intelligence, creativity, listening skills, and collective communication. Through this artistic and exploratory process, participants are encouraged to perceive music not only as entertainment but as a means of personal growth and self-confidence, in which creative expression and collaboration become the foundation for a sense of belonging.

Workshop Goals:

1. Developing awareness of sound and voice as expressive tools
2. Encouraging creativity and improvisation
3. Developing auditory perception and concentration
4. Strengthening self-confidence and team spirit
5. Connecting body, breath, and voice

Methods:

1. Vocal exercises
2. Sound and voice games using props (elastic band)
3. Group improvisation
4. Circle games / collective creation / singing games
5. Analysis and reflection

Keywords: music activities, educational work, child development, creativity, improvisation, vocal exercises, singing games, auditory perception

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Promišljanje i stvaranje prostornih uvjeta za integriranu i cjelodnevnu nastavu kroz studentski projekt *HEKSALOGOS* – model suvremene učionice

Studentski projekt *HEKSALOGOS* – model suvremene učionice provedbu je započeo na Odjelu za nastavničke studije u Gospiću Sveučilišta u Zadru početkom 2024. godine. Pokrenule su ga studentice Učiteljskog studija s namjerom da jednu od predavaonica preoblikuju u učionicu u kojoj bi kao učiteljice jednog dana željele raditi. Imajući na umu da je u obrazovnom procesu neizmjerljivo važno imati poticajno i zanimljivo okruženje i da učionica može imati funkciju „trećeg učitelja“, sudionice u projektu promišljale su kako stvoriti prostor u kojem će znanja sistematizirana u školske predmete učenicima biti pregledno dostupna, i u kojem će se, s druge strane, ta znanja moći uspješno korelirati i integrirati. S obzirom na to da i u dokumentu o organizaciji i provedbi Eksperimentalnog programa „OSNOVNA ŠKOLA KAO CJELODNEVNA ŠKOLA: Uravnotežen, pravedan, učinkovit i održiv sustav odgoja i obrazovanja“ (2023) Ministarstvo znanosti i obrazovanja Republike Hrvatske od škola zahtijeva da za provedbu tog programa osiguraju primjerene prostorne uvjete, pri čemu sugerira brisanje strogih granica između prostora dnevnog boravka, radne sobe i učionice te osiguravanje kvalitetnog okruženja kako za učenje, tako i za odmor, druženje, igru i različite aktivnosti, ovaj studentski projekt može poslužiti kao prijedlog kako tome pristupiti praktično u postojećim školskim okolnostima. U *HEKSALOGOS* učionici svaki je od šest glavnih školskih predmeta dobio svoj kutak u kojemu su učenicima dostupna različita pomagala i igre, uz optimalni broj školskih klupa pogodnih za reorganizaciju prema različitim oblicima rada. Jedan dio učionice zauzima i tapet s jastucima i tabureima za opuštanje, u drugom je učionička knjižnica, potom galerija za izlaganje dječjih radova i projekata te prostor za istraživanje i građenje. Osim samog opremanja prostora, svrha ovog projekta je i podržavanje studenata u osmišljavanju različitih aktivnosti u kojima će znati iskoristiti sve pogodnosti ovakve učionice s naglaskom na igri, umjetničkom stvaralaštvu i tjelesnoj aktivnosti. Ključnu ulogu u ovako oblikovanoj učionici zauzima poticanje na korištenje interdisciplinarnog ili transdisciplinarnog pristupa i integraciju sadržaja, uz osiguranu slobodu i fleksibilnost u upravljanju prostornom i vremenskom organizacijom. Nakon predstavljanja razvoja projekta, oblikovanja učionice, dosadašnjih iskustava u provedbi integriranih aktivnosti s učenicima i najave budućih planova, ova radionica bit će i prilika za polaznike da se okušaju u osmišljavanju svog pristupa integriranoj nastavi prema ponuđenim temama, uz pomoć probranih rekvizita i makete *HEKSALOGOS* učionice. Korištenje makete kreativno je iskustvo i uobičajena metoda za vizualizaciju i materijalizaciju prostora i oblika u arhitekturi, urbanizmu, kiparstvu i scenografiji, a praktično je i pri planiranju različitih vrsta aktivnosti. Rukovanjem malim objektima možemo lakše predvidjeti i riješiti većinu prostornih, vremenskih, operativnih i estetskih zahtjeva nekog pothvata. Cilj je ove radionice potaknuti polaznike da hrabro zamišljaju i stvaraju zanimljive organizacijske situacije, a time i zaigraniji i fleksibilniji boravak učenicima u stvarnim učionicama.

Ključne riječi: studentski projekt, cjelodnevna škola, integracija, upravljanje učionicom, kreativno iskustvo

Imagining and Creating Spatial Conditions for Integrated and Full-day School through the Student Project „HEKSALOGOS – Model of a Contemporary Classroom“

The student project "HEKSALOGOS - Contemporary Classroom Model" began at the Department of Teacher Education Studies in Gospić, University of Zadar, in early 2024. It was initiated by the students of Primary Education with the intention of creating a classroom in which they would one day like to work as teachers. Bearing in mind the great importance of having a stimulating and interesting environment in the educational process and the role of a classroom as the "third teacher", they considered how to create a space in which knowledge systematized into school subjects would be easily accessible to pupils, and in which, on the other hand, this knowledge could be successfully intertwined through correlation and integration. Since the Ministry of Science and Education of the Republic of Croatia in its document on the organization and implementation of the Experimental Program "ELEMENTARY SCHOOL AS A FULL-DAY SCHOOL: A Balanced, Just, Efficient and Sustainable Education System" (2023) requires schools to provide appropriate spatial conditions for the implementation of this program, suggesting the erasure of strict boundaries between a living room, a study and a classroom, this student project can serve as a proposal on how to practically approach creating quality learning environment, rest, socializing, playing and various activities in the existing school circumstances. In the HEKSALOGOS classroom, each of the six main school subjects has its own corner where children have access to various learning materials and games, in addition to the optimal number of school desks suitable for reorganization if required. One part of the classroom is occupied by a carpet with pillows for relaxation, in the other there is a classroom library, a gallery for displaying children's works and projects, and a space for research and construction. Alongside furnishing the space, the purpose of this project is also to support students in designing different activities in which they will be able to use all the advantages of such a classroom with an emphasis on play, artistic creativity and physical activity. In doing so, they are encouraged to use interdisciplinary and transdisciplinary approach, ensuring freedom and flexibility to manage the spatial and temporal organization. After the presentation of project development, classroom design, experiences in the implementation of integrated activities with children and future plans, this workshop will be an opportunity for its participants to try out their own approach to integrated teaching according to the topics offered, using selected props and the HEKSALOGOS classroom scale model. The use of a scale model is a creative experience, a common method for visualization and materialization of space and form in architecture, urbanism, sculpture and scenography, also practical when planning different types of activities. By handling small objects we can more easily predict and solve most of the spatial, temporal, operational and aesthetic requirements of an undertaking. The aim of this workshop is to encourage participants to boldly imagine and create interesting organizational situations, thus creating a more playful and flexible students' stay in real classrooms.

Keywords: student project, full-day school, integration, classroom management, creative experience

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Interpolated Landscapes: Exploring Light and Space through Art and Science

The interdisciplinary education approach involves not only the connection between distinct disciplinary knowledge but also a collaborative approach that reveals modes of thinking shaped by these bodies of knowledge, which in turn configure worldviews grounded in both scientific and artistic perspectives. Specifically, within arts education and more precisely visual arts, we emphasize the visualization of concepts and representations of both real and fictional worlds. In experimental science education, experimenting with visual elements is essential to understand the world we live in.

Childhood is precisely an experiential domain where experimentation and visual expression reciprocally enrich one another, aiding in the construction of meaning about the surrounding world. From this vantage point, we propose a workshop that exemplifies these modes of interaction by inviting participants to imagine themselves inside a camera obscura through a sensory experience focused on visually imagining a place. Much like the camera obscura invites us to delve into the origins of the image, it also enables a deeper understanding of light—and its absence—as both a visual and physical element. This workshop proposes an immersive experience within an artistic installation that enables participants to explore, in both sensory and visual terms, what it means to inhabit the interior of a camera obscura. The focus is placed on how light and the surrounding environment are projected within it. The installation is conceived to simulate the experience of being inside a camera obscura while simultaneously immersing participants in a natural landscape designated as a UNESCO World Heritage Site. The installation includes the alternative projection of moving images from three selected perspectives, each oriented toward specific geographic coordinates associated with the Sun's trajectory: the East, representing sunrise; the West, representing sunset; and the South, the direction in which the Sun reaches its zenith at noon in the Northern Hemisphere. These visual elements stimulate the viewer's perception of light, while moments of darkness activate auditory perception through a soundscape.

Following this immersive experience, and after a reflective dialogue among participants, an artistic action is proposed in which they are invited to interpolate the space that is, to reimagine and reconstruct it based on their sensory and perceptual engagement within the installation. In this context, the camera obscura functions as a fictionalized device that facilitates a poetic encounter with light and darkness, through a succession of multisensory stimuli composed of sounds and moving images that configure an unfamiliar, imagined landscape. Participants are then encouraged to conceptualize this visual landscape through the creation of panoramic representations, integrating those sensations and perceptions that, although imperceptible to the eye during the installation, were accessible through other sensory modalities. The resulting panoramic compositions make possible a 360-degree reconstruction of the imagined space, with the potential for future virtualization of this collaboratively constructed environment based on the visual materials produced during the workshop.

Keywords: interdisciplinary education, photography, art installation, sensorial landscape, cardinal points

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Umjetnost za održivost: Integracija ekološke svijesti u obrazovni proces kroz kreativne aktivnosti

Radionica je osmišljena kao stručni doprinos jačanju kompetencija odgojitelja u području održivog razvoja, koristeći umjetnost kao pedagoški alat za razvoj ekološke svijesti kod djece predškolske dobi. Temeljni cilj je omogućiti primjenu kreativnih metoda za integraciju ekoloških vrijednosti u svakodnevni odgojno-obrazovni kontekst. U uvodnom dijelu predstavljaju se teorijski temelji i razlozi za rano uključivanje održivosti u obrazovanje, s naglaskom na potencijal umjetnosti u prenošenju kompleksnih ekoloških pojmova poput reciklaže, očuvanja resursa i zaštite okoliša. Kao primjer dobre prakse izdvaja se projekt *Od otpada do umjetnosti – djeca stvaraju za održivu budućnost*, proveden u Eko vrtiću *Stonoga*, u kojem su djeca, roditelji i lokalna zajednica uključeni u stvaranje umjetničkih djela od recikliranih i prirodnih materijala. Središnji dio radionice čini praktična aktivnost u kojoj sudionici, podijeljeni u manje skupine, izrađuju umjetničke radove koristeći otpadne i prirodne materijale. Aktivnost potiče razvoj kreativnih ideja koje su primjenjive u radu s djecom te integrira sadržaje povezane s ekologijom i održivošću, s posebnim naglaskom na očuvanje resursa i odgovorno ponašanje prema prirodi. U završnom dijelu sudionici reflektiraju i raspravljaju o mogućnostima i izazovima provedbe ovakvih pristupa u različitim institucionalnim i lokalnim kontekstima, uključujući sudjelovanje roditelja i zajednice, održivost inicijativa te načine njihova širenja. Radionica pruža primjenjive alate i metode za razvoj ekološke pismenosti djece kroz umjetnički izraz, potičući njihovu emocionalnu i kognitivnu povezanost s prirodom. Time se umjetnost pozicionira kao snažan instrument odgoja za održivost i oblikovanja odgovornih budućih građana. Projekt iz Eko vrtića potvrđuje da su kreativne, participativne metode iznimno učinkovite u odgoju za održivi razvoj, osobito kada uključuju širu zajednicu i potiču konkretne akcije za očuvanje okoliša.

Ključne riječi: održivost, predškolski odgoj, ekološka svijest, umjetnost, reciklirani materijali, participacija zajednice

Art for Sustainability: Integrating Ecological Awareness into the Educational Process through Creative Activities

The workshop is designed as a professional contribution to strengthening the competencies of educators in the field of sustainable development, using art as a pedagogical tool for developing ecological awareness in preschool children. The main goal is to enable the application of

creative methods to integrate ecological values into the everyday educational context. The introductory section presents the theoretical foundations and reasons for early inclusion of sustainability in education, emphasizing the potential of art to convey complex ecological concepts such as recycling, resource conservation, and environmental protection. A good practice example is the project “From Waste to Art – Children Create for a Sustainable Future”, implemented at the eco-kindergarten Stonoga, where children, parents, and the local community were involved in creating artworks using recycled and natural materials. The central part of the workshop consists of a practical activity where participants, divided into smaller groups, create artworks using waste and natural materials. The activity encourages the development of creative ideas applicable in working with children and integrates content related to ecology and sustainability, with a special focus on resource conservation and responsible behavior towards nature. In the final part, participants reflect and discuss the possibilities and challenges of implementing such approaches in various institutional and local contexts, including parent and community involvement, initiative sustainability, and ways of dissemination. The workshop provides practical tools and methods for developing children’s ecological literacy through artistic expression, fostering their emotional and cognitive connection with nature. In this way, art is positioned as a powerful instrument of education for sustainability and the shaping of responsible future citizens. The project from the eco-kindergarten confirms that creative, participatory methods are extremely effective in education for sustainable development, especially when they involve the wider community and encourage concrete actions to preserve the environment.

Keywords: sustainability, preschool education, ecological awareness, art, recycled materials, community participation

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Likovna i druge vizualne umjetnosti kao sredstvo transdisciplinarnog pristupa u nastavi

Obrazovanje usmjereno isključivo na stjecanje znanja i stručnih kompetencija više nije opravdano jer nije jasno koje će znanje biti potrebno u budućnosti. Stoga sve više raste globalni trend povezivanja kreativnosti i znanja razvojem generičkih kompetencija kao što su kreativnost, inovativnost i poduzetništvo. U ovakvom tipu obrazovanja ključna je uloga učinkovitog učitelja. Međutim, obrazovanje učitelja ne razvija sustavno cjelokupnu osobnost učitelja, a nerijetko postoji i zbunjujući odnos prema umjetnosti zbog nedostatka znanja, vještina i osobne kreativne prakse. Za učitelje likovne kulture ključno je ne samo usvojiti načine razmišljanja specifične za umjetničke discipline, već i imati povjerenje u vlastite sposobnosti i vještine – učitelj bi trebao utjeloviti kreativnost i aktivno sudjelovati u umjetničkoj praksi. Ako učitelj nema dovoljno umjetničkog obrazovanja, ne utjelovljuje znanje koje bi trebao prenositi i ne koristi održive metode vrednovanja, njegovo poučavanje kreativnog procesa ne može biti uspješno. Kreativno poučavanje moguće je samo ako učitelj primjenjuje iste kreativne osobine koje želi potaknuti kod učenika i, ako premjesti fokus s pukog znanja i vještina na stavove i vrijednosti, kritičko mišljenje, rješavanje problema i suradničko istraživanje. U ovoj radionici fokus će biti na transdisciplinarnom pristupu osobnoj kreativnosti, primjenjujući različite interese u svrhu razvoja likovnog izražavanja. Sudionici radionice proći će sljedeći proces: umrežavanje na temelju osobnih interesa, povezivanje tih interesa s temama, idejama i problemima iz likovne umjetnosti, primjena metoda i tehnika za poticanje kreativnosti u osmišljavanju zajedničkih projekata te povezivanje tog procesa s Kurikulumom za predmet Likovna kultura za osnovne škole i predmet Likovna umjetnost za gimnazije.

Ključne riječi: kreativnost učitelja/ica, likovna i druge vizualne umjetnosti, predmetni kurikulum, transdisciplinarni pristup, učitelji/ce likovne kulture

Visual art as a means of a transdisciplinary approach in teaching

Education aimed solely at the acquisition of knowledge and professional competencies is no longer justified, as it is unclear what knowledge will be needed in the future. Therefore, there is a growing global trend toward combining creativity and knowledge in the form of fostering generic competencies such as creativity, innovation, and entrepreneurship. An effective teacher is essential in this type of education. However, teacher education does not systematically develop the teacher's whole personality, and teachers often hold uncertain attitudes about art due to a lack of knowledge, skills, and personal creative practice. For visual arts teachers it is crucial to not only master the modes of thinking specific to artistic disciplines but also to have confidence in their own skills and abilities so the teacher should embody creativity and actively engage in artistic practice. If a teacher lacks sufficient artistic education and does not embody the knowledge they are supposed to teach, nor uses sustainable assessment tools, their instruction in the creative process cannot be successful. Creative teaching is only possible if teachers apply the same creative traits they seek to encourage in their students and shift focus from knowledge and skills to attitudes and values, critical thinking, problem-solving and collaborative inquiry. In this workshop, the focus will be on a transdisciplinary approach to one's own creativity, applying various interests for the purpose of developing visual expression. The workshop participants will go through the following process: networking based on

personal interests, connecting those interests with topics, ideas and problems from visual arts, applying methods and techniques to stimulate creativity in the development of collaborative projects, and linking this process with the Curriculum for subject Fine Arts Culture for primary schools and the subject Fine Arts for grammar schools.

Keywords: teacher creativity, visual arts, subject curriculum, transdisciplinary approach, visual culture teachers

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Using Drama to Develop Emergent Reading Strategies in Preschool Education

This 45-minute workshop introduces participants to the use of drama-based pedagogy as a tool for developing emergent reading strategies in early childhood education. Designed for preschool teachers and educators interested in integrating creative approaches into literacy development, the session presents universally relevant methods grounded in practical experience.

Participants will actively engage in a drama lesson inspired by a story from *Mouse Soup* by Arnold Lobel, using role play, improvisation, and symbolic objects to explore the theme of truth and deception. The session demonstrates how dramatic techniques—such as pantomime, teacher-in-role, radio play, and emotional mapping—can be used to activate key reading strategies, including prediction, visualization, inference, evaluation, personal connection, and summarizing. These strategies, typically associated with reading comprehension in later stages, can be meaningfully developed in preschoolers through embodied, imaginative, and participatory practices.

The structure of the workshop mirrors a lesson plan implemented in early childhood settings and is designed to allow participants to experience the pedagogical process from within. Through simple dramatic activities—interpreting the perspective of a stone, imagining what lies on the other side of a hill, or interacting with symbolic characters like a bird or a mouse—participants explore how young learners can reflect on story elements, engage with character emotions, and consider ethical dimensions of narrative.

After the experiential part, the group will reflect on which literacy strategies were addressed, how drama facilitated them, and which learning goals—both cognitive and socio-emotional—were supported. The discussion will also touch on how to adapt such a lesson for diverse early years contexts and how to integrate drama-based literacy development into everyday classroom practice.

Participants will leave the workshop with a complete and adaptable lesson plan, practical examples of dramatic techniques linked to early literacy development, and a deeper understanding of how drama can serve as both a creative and structured pedagogical method. The workshop ultimately aims to empower educators to create learning environments that are imaginative, dialogical, and inclusive.

The workshop is facilitated by a university teacher and doctoral student with a background in both preschool and drama education. Her work focuses on the practical use of drama-based methods in diverse and inclusive early childhood settings. Drawing on experience with young children and with teacher training students, she explores how drama can support not only literacy development, but also social understanding and participation. She is particularly interested in how creative pedagogical approaches can foster inclusion and engagement in diverse classroom environments.

Keywords: drama education, emergent literacy, preschool education, reading strategies, social development