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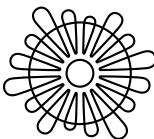
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SADRŽAJ / CONTENTS

IZVORNI ZNANSTVENI RADOVI

Smiljana Narančić Kovač

MEĐUGENERACIJSKE ŠALE I INTERTEKSTUALNOST U
SLIKOVNICI KAO SUSRETIŠTU RAZLIČITIH GENERACIJA 9
Učiteljski fakultet Sveučilišta u Zagrebu

Donata Vidaković Samaržija

KINEZIOLOŠKE AKTIVNOSTI U PREDŠKOLSKIM
USTANOVAMA: ANALIZA MATERIJALNIH UVJETA,
STAVOVA I MOTIVACIJE ODGOJITELJA 25
*Odjel za izobrazbu učitelja i odgojitelja
Sveučilište u Zadru*

Andrea Kostrubová, Alena Srbená

A COMPARISON OF THE FUNCTIONS AND CONDITIONS
OF PRESCHOOL EDUCATION IN STATE AND FOREST
KINDERGARTENS DURING THE COVID-19 PANDEMIC
IN THE CZECH REPUBLIC AND DENMARK 47
*Department of Primary and Pre-Primary Education,
Faculty of Education, Palacký University in Olomouc*

STRUČNI RADOVI

Nyakwara Begi, Teresa Mwoma, Catherine Murungi

QUALITY OF PHYSICAL ENVIRONMENT IN PRESCHOOLS
IN INFORMAL SETTLEMENTS IN NAIROBI CITY
COUNTY IN KENYA: IMPLICATIONS ON CHILDREN'S
DEVELOPMENT AND EDUCATION 71
*Department of Early Childhood & Special Needs Education,
Kenyatta University*

SADRŽAJ / CONTENTS

- Miluše Rašková, Dominika Provázková Stolinská, Michaela Bartošová**
THE DIDACTIC DIMENSION OF SELF-EFFICACY AMONG
CZECH AND CROATIAN TEACHER TRAINING STUDENTS
CONCERNING EDUCATION ABOUT PUBERTY 93
*Department of Primary and Pre-Primary Education, Faculty of Education,
Palacký University in Olomouc*
- Dijana Drandić, Antonia Katić**
STAVOVI ODGOJITELJA O PROVOĐENJU KREATIVNO-
STVARALAČKIH AKTIVNOSTI U DJEČJEM VRTIĆU S
DJECOM S TEŠKOĆAMA U RAZVOJU 115
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SMILJANA NARANČIĆ KOVAČ

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smiljnk@gmail.com

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SAŽETAK

Kvalitetne slikovnice podjednako su zanimljive i velikim i malim recipijentima, ukriženoj ili dvostrukoj publici djece i odraslih. U najnovije se vrijeme format slikovnice kao knjige tematizira i u raspravama o dječjoj književnosti kao mjestu međugeneracijskoga susreta, mjestu koje različite generacije poziva na sudjelovanje u poticajnoj i kreativnoj igri. Tvorci slikovnica čitateljima nude ukrižene sadržaje primjenom različitih verbalnih i vizualnih strategija. U ovome se radu analiziraju međugeneracijske šale i intertekstualnost oslonjena na rekonstrukciju povijesnih i kulturnih činjenica te se dvije strategije pojašnjavaju na primjerima iz slikovnice Emily Gravett *The Rabbit Problem* (2009).

KLJUČNE RIJEČI:

igra, intertekstualnost, međugeneracijska suradnja, slikovnica, vizualna šala, zaigranost

UKRIŽENA PUBLIKA

Sandra Beckett u knjizi *Crossover Picturebooks* (2012) ističe to da su kvalitetne slikovnice podjednako zanimljive i velikim i malim recipijentima, tj. ukriženoj (*crossover*) čitateljskoj publici. One „djeci i odraslima nude jedinstvenu priliku za suradničko ili zajedničko iskustvo čitanja jer osnažuju te dvije vrste publike ravnopravnije nego bilo koja druga vrsta pripovjedi“ (2).

Poznato je da je dječja književnost, kojoj se često pribraja i višemodalni format slikovnice,¹ pojava koja nastaje u susretu djece i odraslih već i zbog toga što je to takva književnost koju odrasli pišu za djecu. Međutim, i na primateljskoj strani, u procesu čitanja, odrasli i djeca često se susreću kao usporedni recipijenti djela dječje književnosti, usmjereni na suradničko konverzijsko čitanje, i pritom započinju igru odgonetanja različitih slojeva značenja.

Robin Bernstein primjećuje da se dječja književnost kontinuirano i sve više povezuje s materijalnom kulturom i činom igranja (2013: 460). Potencijal čitanja kao tako opisanoga čina osobito je snažan i istaknut u slikovnici u kojoj se međukulturna igra nudi svakomu čitatelju, bez obzira na dob, a još je privlačnija i sadržajnija u zajedničkome čitanju što ga provode recipijenti različitih generacija. U najnovije je vrijeme stoga i nekoliko poglavlja knjige *Children's Literature and Intergenerational Relationships: Encounters of the Playful Kind* (Deszcz-Tryhubczak & Kalla, 2021a) posvećeno slikovnici. Urednice i autorice uvodnoga poglavlja ističu da svaka životna dob može imati koristi od igre i da dječje knjige pružaju vrijednu priliku za razmjenu iskustava pojedinaca različitih dobi (2021b: 6–7).

Igra i zaigranost slikovnice

Igra i zaigranost obilježja su slikovnice u još većoj mjeri nego dječje književnosti kao jednodimenzijskoga medija već i zbog njezine semiotičke strukture, tj. složena suodnosa verbalnoga i vizualnoga diskursa (Nikolajeva, 2008: 56; Narančić

¹ Slikovnica je višemodalno djelo koje se svojom semiotičkom strukturom razlikuje od književnosti. Književnost nastaje u mediju prirodnoga jezika i prenosi se jezikom kao sustavom konvencionalnih znakova, dok se slikovnica posreduje dvama diskursima koji se nalaze u međusobnom dijaloškom odnosu. Taj se odnos može realizirati samo u činu čitanja, dakle putem stvarnoga čitatelja. Zbog njezinih obilježja slikovnicu smatramo zasebnom vrstom umjetnosti: „Suvremena je slikovnica knjiga koju bitno određuju dvostruki vizualno-verbalni diskurs, trodimenzionalnost, interaktivnost, specifično čitateljstvo i relativno mali broj stranica. U tom se obliku slikovnica kao zasebna vrsta umjetničkoga djela i kao zasebna vrsta medija javila u devetnaestome stoljeću, razvila tijekom dvadesetoga stoljeća, a od šezdesetih godina toga stoljeća do danas prolazi razdoblje punoga procvata i istražuje svoje granice“ (Narančić Kovač, 2015: 7).

Kovač, 2015: 101; Shi, 2021: 121), zbog kojega se značenja dodatno umnažaju: njihovi pripovjedači pridonose višeznačnosti „svojim odnosom i razlikama ili sličnostima svojih obilježja“ (Narančić Kovač, 2015: 123). Dakle, potencijal slikovnice za igru i zaigranost imanentan je slikovnici kao takvoj. S druge strane, bogatstvo kulturnih referencija i višestrukih razina značenja koje slikovnica obično nudi u svojim slobodno kreiranim, zaigranim i značenjski bogatim diskursima pridonose njezinoj privlačnosti različitim čitateljima, pogotovo u onim slikovnicama koje, kako tumači Katarzyna Smyczyńska, „prekoračuju simboličnu granicu dobi potičući svoje mlađe i starije čitatelje na to da se upuste u svijet bez konvencionalnih pravila i hijerarhija, jasno pokazujući da međugeneracijske veze u mnogim svojim inkarnacijama prožimaju i prirodno određuju ljudske živote“ (2021: 51). Štoviše, osobit dijaloški način čitanja koji je tijekom recepcije slikovnice nužan zbog potrebe sudjelovanja čitatelja u rekonstrukciji priče uspostavljanjem značenjskih poveznica između dvaju diskursa, dodatan je poticaj na uključivanje sučitatelja. Čitajući zajedno, djeca i odrasli možda tumače sadržaje slikovnice na različite načine, pristupajući različitim razinama značenja u skladu sa svojim prethodnim iskustvom i spoznajama, ali su pritom pozvani na suradnju ne samo kao sučitatelji nego i kao suigrači. U procesu suradničkoga čitanja događa se međugeneracijska igra u kojoj djeca i odrasli razmjenjuju tumačenja i uzajamno obogaćuju interpretaciju djela u cjelini (Narančić Kovač, 2021a: 87–88).

Igru i zaigranost teoretičari obično povezuju s postmodernizmom, posebno imajući na umu postupke poigravanja sastavnicama suvremene kulture (Edwards, 2013: 7). Temeljna svojstva slikovnice, a osobito njezina interaktivnost, izvor su i njezine zaigranosti (Narančić Kovač, 2021a: 66). Maria Nikolajeva napominje da se u suvremenim slikovnicama mogu naći primjeri postmoderne igre koja je sama sebi svrha (2008: 68). Stoga se suvremene slikovnice katkada nazivaju postmodernima (Sipe i Pantaleo, 2008). Većina se teoretičara ipak priklanja mišljenju da slikovnice nisu postmoderne u pravom smislu riječi, nego su postmodernizmu samo bliske po nekim postupcima ili strategijama posredovanja značenja. Tako David Lewis, koji uočava čvrstu povezanost slikovnice s različitim oblicima igre (2001: 81), ipak misli da ju je prikladnije odrediti kao djelo ponajprije prožeto metafikcionalnošću;² drugim riječima, slikovnice „nemaju apokaliptičnost i ka-

² Najpoznatije je određenje metafikcionalnosti ono Patricije Waugh, koja metafikciju, tj. metafiktivnu ili metafikcionalnu književnost definira kao „fikcionalnu književnost koja samosvjesno i sustavno privlači pozornost na svoj status umjetnine (*artefact*) da bi postavila pitanja o odnosu fikcionalnosti i stvarnosti“ (1984: 2). Toj je pojavi u slikovnici brojna istraživanja posvetila Sylvia Pantaleo, analizirajući velik broj

kvoću kraja igre – onaj osjećaj veseloga plesa na rubu ponora – koju nalazimo u većem dijelu postmoderne umjetnosti“ (Lewis, 2001: 99). S tim se slaže i Cherie Allan, koja za slikovnice umjesto atributa postmodernosti predlaže postmodernesknost (2012: 24). Naglasak je ipak na čistoj i teškim temama neopterećenoj zaigranosti u kojoj slikovnica redovito istražuje vlastite granice.

Intelektualna igra

U nastavku ovoga rada osvrnut ćemo se na tipične strategije posredovanja značenja koje proizlaze iz zaigranosti slikovnice i čine događaj čitanja intelektualnom igrom te se potom usmjeriti na dvije, međugeneracijsku igru i intertekstualnost, na kojima ćemo pokazati kako slikovnica nudi slojevita značenja ukriženoj publici djece i odraslih.

Poziv na igru u slikovnicama se očituje u postupcima kao što su poraba ironije, parodije, nonsensa, igre riječima, vizualnih i verbalnih šala, intertekstualnosti,³ samoreferencijalnosti i općenito metafikcionalnosti (Nikolajeva, 2008: 55, 67–68). Pritom je osobito važna uloga čitatelja. Aktiviranje čitatelja postiže se, među ostalim, i metafikcionalnim obilježjima slikovnice koja čitateljima dodjeljuju snažne interaktivne i interpretativne uloge (Pantaleo, 2004: 18). No nužnost čitateljeve aktivne uloge u susretu sa slikovnicom proizlazi i iz drugih, već spomenutih obilježja slikovnice i njezine semiotičke strukture, koji su mahom međusobno povezani.

U osloncu na istraživanja norveškoga teoretičara elektroničke književnosti i videoigara, Espena J. Aarsetha, slikovnica se iz perspektive čina čitanja i uključenosti čitatelja najjednostavnije može opisati kao ergodičan tekst (Narančić Kovač, 2015: 180), tj. takav tekst koji od čitatelja zahtijeva sudjelovanje, djelatnost i netrivialan napor (Aarseth, 1997: 1). Pojam ergodičnoga teksta Aarseth je izveo iz svojega određenja nelinearnoga teksta kao onoga koji nema samo jedan čitatelju

slikovnica, a u knjizi *Exploring Student Response to Contemporary Picturebooks* objavila je detaljan popis zapaženih i za slikovnicu karakterističnih metafikcionalnih postupaka (2008: 191–192). Metafikcionalnost je slikovnici svojstvena po definiciji jer svojim načinom komunikacije s čitateljem i istaknutim svojstvom trodimenzionalnosti u prostoru (svojom materijalnošću) nužno prekoračuje granicu fikcije i zbilje (Narančić Kovač, 2015: 403). O materijalnosti slikovnice vidi i uvodni tekst Ilgim Ververi Alaca u tematskom broju časopisa *Libri & Liberi* (2009).

³ Pojam intertekstualnosti definiralo je više teoretičara, a ovdje se priklanjamo definiciji Gérarda Genettea, po kojoj je intertekstualnost „odnos suprisutnosti [uspostavljen] između dvaju tekstova ili među većim brojem tekstova: to jest, [...] stvarna prisutnost jednoga teksta u drugom“ (1997: 1–2). Patricia Waugh (1984), kao i neki teoretičari slikovnice, a s njima i Sylvia Pantaleo (2008: 191) uključuju intertekstualnost u metafikcionalne postupke.

zadani put prolaska kroz djelo, kao što je to slučaj u književnosti, nego se slijed prolaženja kroz tekst razlikuje „od čitanja do čitanja zbog oblika, konvencija ili mehanizma teksta“ (51). Slikovnici je ergodičnost imanentna i zbog imperativa opetovanoga čitanja različitim stazama, a njezin čitatelj, pristane li na ulogu istinskoga čitatelja slikovnice, mora biti „aktivan i otvoren različitim kombinacijama“ ponuđenih značenja (Narančić Kovač, 2015: 374). Pritom je veliko bogatstvo poruka koje kvalitetna slikovnica kao dijaloška forma nudi na razini cjelovitoga smisla djela te je jasno da stvarni čitatelj u činu (inter)aktivnoga čitanja pri opetovanome čitanju nalazi uvijek nove skrivene „zagonetke“ (375).

Pojam ergodičnoga teksta upotrijebila je Mari-Laure Ryan uspostavljajući tipologiju pripovijedi kombinacijom triju kriterija, tj. ovisno o tome jesu li pojedini tekstovi ergodični ili neergodični, interaktivni ili neinteraktivni i elektronički ili neelektronički. Kombinacijom tih kategorija dobiva osam različitih tipova pripovijedi, od književnoga djela do računalne igre (Ryan, 2001: 207–210). Iako izrijeком ne spominje slikovnicu, jasno je da se ona, kao interaktivni ergodični neelektronički tekst uklapa u „sve veću skupinu nelinearnih, ili višelinearnih [...] tiskanih tekstova koji čitatelju nude izbor slijeda čitanja“ (2001: 209). Eliza T. Dresang teoriju o radikalnoj promjeni u suvremenim djelima za djecu pod utjecajem digitalnih medija koja nastupa u zadnjim desetljećima 20. stoljeća temelji na načelima interaktivnosti, konektivnosti i pristupačnosti (Dresang E. T., 1999). Svoju teoriju primjenjuje i na slikovnicu, ističući njezina svojstva intertekstualnosti i hipertekstualnosti kao (tiskane) knjige koja se drži u ruci (*handheld book*) i koja podrazumijeva nelinearnost, nesekvencijalnost te dizajn nalik na onaj digitalnih medija što sve dovodi do „hipetrekstualnoga pristupa razmišljanju i čitanju“ (Dresang E. T., 2008: 42).⁴

Valja napomenuti da složeni i izazovni postupci nisu svojstveni samo pripovjednim slikovnicama; i diskursi nepripovjednih slikovnica često posređuju višestruka značenja, traže interaktivnog čitatelja koji istražuje i propituje ponuđeno i aktivno sudjeluje u dinamičnome dijalogu koji zadaje pojedina slikovnica (Narančić Kovač, 2021b: 49).⁵

⁴ U istom radu Dresang donosi detaljnu usporedbu karakterističnih obilježja slikovnice koje opisuje u svjetlu teorije radikalne promjene i onih koje opisuju teoretičari koji opisuju slikovničke postmoderne postupke (2008: 43) te zaključuje da su te dvije vrste opisa suvremene slikovnice slične, ali ipak različite i da obje mogu biti korisne za daljnja istraživanja (52).

⁵ Nefikcionalne, odnosno obavijesne ili namjenske slikovnice također čitatelju često nude intelektualnu igru. Pritom, sama metafikcionalna igra s izmišljenim ili stvarnim pojmovima i kombinacijama značenja, načelno, „kao i interaktivnost potaknuta slikovničkim diskursima, pripada čitateljevu vlastitu stvarnomu svijetu“ (Narančić Kovač, 2020: 81).

Međugeneracijska igra

Zbog svega toga, međugeneracijsko čitanje slikovnice postaje međugeneracijska igra, igra kao pojava određena davno prepoznatim odrednicama kao što su sloboda, aktivnost, uživanje, opuštenost, slobodno vrijeme, prepuštanje zamišljenom (za razliku od stvarnoga), a da se pritom nikad ne doživljava kao obvezna aktivnost ili zadaća (Huizinga, 1949: 9). Kao i u drugim vrstama igre, i čitanje slikovnice uspješnom igraču nudi nagradu u vidu ispunjenja, zadovoljstva i(li) spoznaje, uloženi se napor u potrazi za značenjima i smislom, dakle, isplati.

Ima različitih vrsta (dječjih) igara, a sve se oslanjaju na složenost dječjega maštovitog svijeta, piše Joyce E. Kelley te nabraja:

[Igra] može biti u osami ili interaktivna; može se oslanjati na pravila, ili ne imati nikakva pravila; može po naravi biti pretežno dramska ili čisto jezična; može ili ne mora uključivati igračke i druge predmete [...]; može oponašati djetetu poznati svijet ili istraživati nepoznato (2019: 2).

Međugeneracijska igra čitanja slikovnice može također biti sve to, osim igra u osami.

Od prethodno navedenih postupaka na koje često nailazimo u zaigranoj slikovnici, među onima koji osobito potiču međugeneracijsku suradnju izdvajaju se šale i intertekstualnost, i to osobito u užem smislu, kao strategije poticanja međugeneracijskoga susreta u vidu međugeneracijskih šala te intertekstualnosti u vidu rekonstrukcije prošlih razdoblja i kulturnih činjenica, ponajprije u vizualnom diskursu slikovnice. Te se dvije strategije katkada javljaju u kombinaciji.

U nastavku analiziramo primjere navedenih strategija iz slikovnice koja je osobito bogata primjerima spomenutih postupaka: *The Rabbit Problem* [Kunićev problem] autorice Emily Gravett (2009).

Već sama tema slikovnice *The Rabbit Problem* znakovita je kao primjer višestruke intertekstualnosti u kojoj se poseže za specifičnim kulturnim činjenicama i za konkretnim polaznim tekstom iz područja matematike.

Kulturni intertekst nalazimo u formatu slikovnice. Problem iz naslova odnosi se s jedne strane na sastavnice priče, u kojoj brzo razmnožavanje zečeva postaje problem jer im je životni prostor skučen, a njih je sve više. Tijekom godine nađu se u različitim situacijama koje izazivaju poteškoće te im nastoje doskočiti: hladno im je u zimskim mjesecima, gladni su jer nema hrane, vruće im je ljeti, prejedaju se obilatim urodom mrkve, pa postaju predebeli, uglavnom svaki mjesec donese neku novu situaciju. Skupina kunića raste iz mjeseca u mjesec, što slikovnica

lijepo prati svojim trodimenzijskim formatom: ona je ne samo slikovnica nego i zidni kalendar, koji u koricama ima rupice za čavličić na koji se može objesiti i tako čitati kao zidna dekoracija tijekom cijele godine, slično kao što adventski kalendari djeci iz dana u dan nude slatkiše ili kakvu drugu nagradu u doba došašća.

Ta je metafikcionalna šala ujedno i međugeneracijska. Metafikcionalna jer u stvarnom svijetu, izvan svoje fikcionalne stvarnosti, slikovnica može poslužiti kao svakodnevni materijalni i trodimenzijski predmet koji nam pomaže pratiti tijek vremena. Međugeneracijska, jer suvremeno dijete sve rjeđe može vidjeti zidni kalendar u svakodnevnom životu. Kalendari su danas dostupni gdje god postoji tipkovnica, vizualna ili stvarna, pa je potreba za zidnim kalendarom sve manja. On postaje relikv iz preddigitalnoga doba. U suradničkom čitanju dijete i odrasla osoba mogu podijeliti svoje dojmove o činjenici da je slikovnica ujedno i nešto sasvim drugo, što ima različiti smisao za čitatelje različite dobi. Može se reći da se vizualni diskurs (s dijelovima verbalnoga) protegnuo u trodimenzijski stvarni svijet i tako objedinio dvije različite funkcije (knjige i kalendara), a vrijeme i mjesto radnje kao dijelovi priče postali su u obliku kalendara materijalni i opipljivi još izražajnije nego što je to sama slikovnica.

Intertekstualnost opisanoga primjera sastoji se u preuzimanju žanrovskih karakteristika drugoga formata, neobičnoga za slikovnicu. Naime, Christine Wilkie-Stibbs u radu o intertekstualnosti u dječjoj književnosti razlikuje tri vrste preuzimanja polaznoga teksta, i stoga tri glavne vrste interteksta: doslovno preuzimanje, oponašanje i žanrovsku podudarnost (2004: 132–133). Ovdje je riječ o trećoj vrsti interteksta, pri čemu je polazna sfera sama stvarnost, tj. kulturna činjenica iz te stvarnosti, pa se elementi kulture stvarnoga svijeta unose u fikcionalni, ali i stvarni svijet slikovnice. Wilkie-Stibbs pojašnjava da se žanrovska podudarnost odnosi na pojedine kodove i konvencije koje se mogu identificirati u različitim djelima, okupljeni u prepoznatljive obrasce, odnosno žanrovska obilježja koja čitatelji mogu naći u sličnim tekstovima (2004: 133). U prepoznavanju i potpunom razumijevanju žanrovskih konvencija zidnoga kalendara i njegove funkcije pomoći će suradnja djeteta i odrasle osobe.

To je, međutim, samo jedan aspekt intertekstualnosti izabrane teme slikovnice. Drugi je taj što je naslov na još jedan način dvosmislen, a peritekstne sastavnice slikovnice na to i upućuju: na engleskome jeziku sintagma *the rabbit problem* povezuje se s poznatim matematičkim nizom koji se pripisuje talijanskomu matematičaru Leonardu Fibonacciju, odnosno Leonardu Pisanu, tj. iz Pise (1170. – 1250.?), koji je poznatiji kao Fibonaccijev niz ili niz Fibonaccijevih brojeva. To

je slijed prirodnih brojeva u kojemu je svaki sljedeći broj zbroj prethodnih dvaju, pri čemu se prvi broj 1 ponavlja, odnosno zbraja s nulom koja mu prethodi. Sam Fibonacci postavio je matematički problem o broju zečeva na pustome otoku pod uvjetom da se prvoga siječnja na njemu zatekne par novorođenih zečeva. Izračuna li se broj zečeva na tome otoku u svakome mjesecu, pod strogo zadanim uvjetima, rezultat će biti Fibonnacijev niz. Problem je zorno prikazala i jasno protumačila Marija Juričić Devčić (2010/2011) u časopisu *Matka* koji Hrvatsko matematičko društvo objavljuje za mlade matematičare i drugu zainteresiranu publiku. Uglavnom, kad zečevi navrše dva mjeseca, izleći će se još jedan par mladih zečeva, tako da se na otoku prvoga ožujka nalaze dva para zečeva. Pravilnim razmnožavanjem, tako da svaki postojeći par dobije jedan par zečeva kad navrše dva mjeseca, a poslije toga, kao zreli zečevi, dobiju novi par svakoga sljedećeg mjeseca, broj parova zečeva na otoku tijekom prve godine mijenjat će se na sljedeći način:

siječanj	veljača	ožujak	travanj	svibanj	lipanj	srpanj	kolovoz	rujan	listopad	studeni	prosinac
1	1	2	3	5	8	13	21	34	55	89	144

Tako se dobiva prvih dvanaest brojeva Fibonaccijeva niza, koji se, naravno, nastavlja u beskonačnost, kao što bi se i zečevi nastavili razmnožavati u idealnim uvjetima. Međutim, u slikovnici, kad prođe cijela godina, zečevi pobjegnu kroz rupu u stranici i fikcionalna livada na kojoj su živjeli godinu dana ostaje prazna. Polazno je područje ovoga interteksta koji zaprema čitavu slikovnicu matematika, a podudarnost je istodobno višerazinska: s jedne strane, citira se sam slijed brojeva, drugo, matematički se problem oponaša sastavnicama verbalnoga i vizualnoga diskursa koji prikazuju i prebrojavaju zečeve na livadi, i treće, sam zaplet vjerno slijedi razvoj rješavanja matematičkoga zadatka, odnosno nizanje brojeva.

Jasno je da za zainteresirane mlade matematičare slikovnica koju razmatramo može biti pravi izazov, kao i starijemu čitatelju koji se može naći u prilici da djetetu pomogne razumjeti načela Fibonaccijeva slijeda i brojiti kuniće, prepoznavati stare i nove parove i slično. Sve im to pruža mogućnost višesatne intelektualne zabave i može biti razlog za često vraćanje slikovnici. Fibonaccijevi brojevi postat će malim čitateljima još zanimljiviji u odrastanju i kad njihov slijed prepoznaju u prirodnim oblicima, primjerice u načinu kako rastu suncokretove sjemenke ili u obliku morske školjke koju zovemo indijskom lađicom. Naime, do uvida u taj oblik lako se dolazi primjenom Fibonaccijevih brojeva u popločavanju zamišljene površine kvadratima kojima su duljine stranica redom ti brojevi, tako da uz dva

susjedna kvadrata stranice duljine 1 crtamo kvadrat stranice duljine 2, ispod njih kvadrat stranice duljine 3 i dalje, pridružujući popločenoj površini sve veće kvadrate. Nadalje, ako „u svaki kvadrat upišemo četvrtinu kružnice [...] dobit ćemo krivulju koju zovemo Fibonaccijeva krivulja (Fibonaccijeva spirala), a koja [...] se nalazi u različitim oblicima u prirodi“ (Juričić Devčić, 2010/2011: 221). Da ne spominjemo povezanost toga niza brojeva i zlatnoga reza.

Slijede četiri primjera interteksta iz iste slikovnice koji uključuju međugeneracijske šale, pričom povezana s događajima u veljači, travnju, svibnju i listopadu.

U veljači je problem hladnoća, pa usamljeni par pokušava isplesti topli džemper i nekako se ugrijati. Na samome kalendaru vide se bilješke, primjerice *Brrrr, too cold to knit* ‘prehladno je za pletenje’ i popis strategija kako se ugrijati, a igra riječima nalazi se u raznoznačnici (homonimu) *leap* u napomeni *It’s a leap year* ‘Prijestupna je godina’. Riječ *leap* u značenju ‘(pre)skočiti’ dobro se uklapa u aktivnosti prikazanih protagonista, a mogla bi se razumjeti i kao napomena da je riječ o godini u kojoj se skače ili koju se može ili treba – preskočiti. Na termometru položenom preko stranice živa se uopće ne vidi jer je temperatura sasvim niska, a oznake temperature zamijenjene su riječima koje opisuju doživljaj hladnoće ili vrućine umjesto znamenki temperaturnih stupnjeva. Tako su moguće vrijednosti označene, od najniže do najviše na sljedeći način: *Brrrrrrrr / Freezing, Bit / Nippy, Just / Right, Hopping / Hot!* Zaigranost tih formulacija prilično je složena, što se vidi i u tome da ih je uglavnom teško prevesti. *Brrrrrrrr / Freezing*, ‘Brrrrrrrr / smrznuto’ i nije tako komplicirano. *Bit / Nippy* može se prevesti kao ‘malo / grickavo’ u smislu u kojem se može reći da mraz „grize“, a sačuvana je još jedna igra riječima u raznoznačnici *nip*, riječ koja može značiti ‘ugriz’ ili ‘mraz’. Za zečeve se može reći da grickaju (*nip*), ali mogu i ugristi (*bite*). Osim toga, sama riječ *bit* također je raznoznačnica jer znači ‘malo’, a ujedno je i oblik za preterit nepravilnoga glagola *bite* ‘gristi’ (*bite – bit – bitten*). Slijedi još jedan relativno jednostavan prijevod, *Just / Right* ‘baš / dobro’ ili ‘upravo kako treba’, ali nešto je složenija sljedeća oznaka: *Warren / Warm* ‘toplo kao doma’. Naime, riječ *warren* odnosi se na prostor tunelima povezanih zečjih jazbina objedinjenih u nastambu u kojoj kunići žive u skupinama ili na koloniju kunića koji žive na takvome mjestu. Konačno, *Hopping / Hot!* prilično je jasno ako se prevede kao ‘tako vruće da skakućeš’.

No posebno je zanimljiva brošurica koja je zalijepljena na kalendar i može se listati, naslova „Knit with Fibonacci’s Wools!“. U njoj se nalaze detaljne upute za pletenje džempera s kapuljačom i dodatnim tuljcima za duge uši. Osim toga, ilustracije prikazuju kako se niti provlače i preklapaju da bi se dobili različiti bodovi

(i uzorci u pletivu), a tu su i potrebne stručne kratice. Za džemper je potrebna vuna boje mrkve, vuna bež boje, pletaće igle i mnogo strpljenja.

Plesti treba pet različitih i kraticama detaljno opisanih redova, a onda ih ponavljati dok se ne završi kapuljača ili „dok ne shvatite da kunići i pletenje uistinu ne idu zajedno“. I peta slika koja bi trebala pomoći i pojasniti kako se plete potvrđuje takav zaključak: na njoj su niti zapetljane, a zečje šapice nemaju nikakvu kontrolu nad pletaćim iglama. Riječ je o intertekstualnosti u vidu rekonstrukcije prošlih razdoblja i kulturnih činjenica. Cijela je knjižica intertekst, a upute za pletenje mogle su se naći u ženskim časopisima sredine 20. stoljeća. I danas se mogu naći upute za pletenje, ali nisu više namijenjene velikomu broju čitateljica kojima je pletenje način da popune police u ormarima svoje obitelji uz minimalne troškove. Na internetu upute lako mogu naći suvremeni entuzijasti pletenja, ali intertekst u našoj slikovnici nimalo ne nalikuje na suvremene publikacije: brošura je otisnuta na tankome novinskom papiru koji izgleda kao da je dugo stajao u nečijoj ladici, a tisak je dvobojni, kako bi se dodatno uštedjelo. U međugeneracijskome čitanju, i mladi i stariji čitatelj imat će dovoljno prostora za igru i zajedničko otkrivanje višeslojnih značenja i dijakronijski pogled u prošlost i kulturu svakodnevnoga života.

Travanjska stranica prikazuje obilnu kišu od koje se tri zečja para štite kako umiju, dok se voda cijedi sa slike livade na dio kalendara s danima i tjednima. Likovi imaju problem namočenoga kunića („The soggy rabbit problem“). Bilješke na kalendaru upućuju na to da likovi namjeravaju izgraditi zaklon vlastitim snagama („DIY“ kratica je za *do-it-yourself* ‘uradi sam’). Na dan 9. travnja rezervirat će satove plivanja, 11. travnja planiraju kupanje, a 14. travnja obiteljski ručak na kojemu će se poslužiti blatna pita (*mudpie*). Sve su to verbalne i vizualne šale koje mogu razumjeti čitatelji različitih generacija.

Ipak, posebno su međugeneracijski relevantna dva dodatna i međusobno povezana interteksta: metar za mjerenje razine vode do vrijednosti 11 (inča ili centimetara), a uz njih su i komentari: na dnu „suho“, iznad 1 „vlažne šape“, iznad 2 „mokre šape“, a potom „vlažan rep“, „razmočen rep“, „natopljen trbuščić“, „vlažni brkovi“, a iznad 8 sve do iznad 11 ponavlja se uzvik *HELP!*, sve većim slovima. Naravno, međugeneracijski razgovor ovdje može tematizirati problematiku vodostaja i poplava, još jedan intertekst u osloncu na zbilju, čini se suvremenu. Drugi intertekst sasvim je vizualan: riječ je o crtežu broda koji iskusni čitatelj odmah prepoznaje: to je Noina arka, koja priziva kulturno, književno i religijski relevantan intertekst koji dolazi iz daleke prošlosti, točnije

iz teksta Staroga zavjeta. Naravno, poplava odmah dobiva globalne razmjere potopa, a međugeneracijski dijalog postaje još slojevitiji. Brojne su suvremene adaptacije priče o potopu, tako da i dječji čitatelj može prepoznati intertekst i tako pridonijeti međugeneracijskomu odgonetanju značenja. Arka umjesto imena na pramcu ima crtež mrkve, koja predstavlja vizualnu šalu koju je lako prepoznati, a postupno se otkrivaju i dodatni detalji u uzburkanome moru: veliki bijeli kit evocira kulturni roman *Moby Dick* Hermana Melvillea, a ribarska mreža otvara i dodatne konotacije.

U svibnju nema dovoljno hrane, pa nastaje problem gladnoga kunića. Najistaknutiji je intertekst knjižica s kuponima za racioniranje hrane (*Ration book*) koju je izdalo Ministarstvo mrkvi, poput onih kakve je tijekom i poslije Drugoga svjetskog rata izdavalo britansko Ministarstvo hrane i kakve se mogu, primjerice, vidjeti na mrežnim stranicama Muzeja engleskoga ruralnog života (University of Reading, 2022). U knjižici se navode vrste hrane, konkretno mrkve, trava, cvijeće, blato, izmet, lišće. Na desnoj stranici prekriveni su iskorišteni kuponi, pa vidimo da je preostalo kupona samo još za najnepoželjnije „namirnice“, tj. za blato i zečje brabonjke. Međugeneracijsku šalu prepoznamo u tekstu napomene: „nemojte pojesti kupone“. Knjižica za racioniranje hrane predstavlja karakterističan vizualno-verbalni intertekst koji oponaša prethodni tekst, a dijelom ga i citira, jer ga prikazuje prepoznatljiv povijesni predmet koji dječjem čitatelju ni ne može biti sasvim razumljiv bez međugeneracijskoga razgovora.

U listopadu nastaje problem „preteških“ kunića, odnosno ugojenih kunića koji su imali obilje mrkava u rujnu (i prikladnu zečju kuharicu s receptima). Stoga sada moraju vježbati, a prikazani intertekst koji se kao na prethodni tekst oslanja na prijedloge vježbi koje preplavljaju ženske časopise u vremenu prije godišnjih odmora duhovita je međugeneracijska šala jer prikazuje kuniće koji pokrete pojedinih vježbi izvode na komičan način. Naslov je interteksta, koji izgleda kao otrgnuta stranica selotejpom nalijepljena na kalendar, „Rabbitercise“ ‘Kunićovježba’, a među preporučenim se vježbama nalaze, primjerice, „Čupanje mrkve“ i „Istezanje“. Crtež dviju faza vježbe prikazuje kunića koji se prostire po podu, a potom diže u zrak glavu i sve udove, tako da ostaje na okruglom trbuščiću.

Analiza slikovnice *Rabbit Problem* pokazala je da se zaigranost slikovnice kao vrste pripovijedi manifestira u slikovničkim diskursima realizacijom različitih komunikacijskih strategija i samim svojstvima slikovnice kao takve. Analizirana slikovnica, međutim, nije usamljeni primjer nego samo jedan od mnoštva primjera.

I mnoge hrvatske slikovnice bogate su srodnim primjerima interteksta i međugeneracijskih šala, kao što je prikazano u prethodnim istraživanjima (Narančić Kovač, 2021a). Poticajne primjere naći ćemo, primjerice, u djelima Stanislava Marijanovića, kao što su prikazi sukobljenih svjetova lijenih ljudi i radoznalih čudovišta i brojne međugeneracijske šale na zidovima punim grafitu u slikovnici *Čudovišta u muzeju iliti 1. tvrđanski rat za Muzej protiv dosada nepoznatih čudovišta* (2010), kao i u djelima Tomislava Torjanca koji suptilnim intertekstnim uputnicama na europsku povijest, kulturu i brojne artefakte 20. stoljeća otvara prostor međugeneracijske igre prikazujući Antuntuna, čudaka iz pjesme Grigora Viteza, kao obrazovanog i ekscentričnog umjetnika i izumitelja koji je potpuno samodovoljan i posvećen slobodnoj kreativnoj igri u slikovnici *Kako živi Antuntun* (2009) ili podjednako suptilnom intertekstualnošću upućuje na hrvatski kulturni kontekst kasnih sedamdesetih godina 20. stoljeća u slikovnici *Grga Čvarak* na stihove pjesme Ratka Zvrka (2011).

ZAKLJUČAK

Analiza odabranih primjera interteksta i međugeneracijskih šala koje se isprepliću na različite načine pokazala je složenost značenjskih sastavnica verbalnoga i vizualnoga diskursa kakvu može ponuditi kvalitetna slikovnica. Susrećemo se s različitim pripovjednim strategijama položenima u slikovničke diskurse od kojih neke i kombiniraju njihove izražajne mogućnosti kako bi realizirali zaigranost i međugeneracijski potencijal slikovnice koji leži u njezinoj osnovnoj strukturi i s njom povezanim karakteristikama slikovnice kao zasebne umjetničke vrste. Osobito su istaknute strategije oslonjene na verbalnu i vizualnu te vizualno-verbalnu intertekstualnost i zadavanje svojevrstih značenjskih zagonetki koje čitatelji mogu razriješiti na više načina oslanjajući se na svoja prethodna iskustva i znanja. Takve izražajne strategije često su upućene ukriženoj publici djece i odraslih i prostor su za uspostavljanje međugeneracijske igre u kojoj se odvija igra konverzacijskoga čitanja i odgonetavaju višeslojna značenja.

Svaka slikovnica koja je uistinu slikovnica u pravome smislu riječi, koja, dakle, iskorištava potencijal svoje semiotičke strukture i zaigranosti svojih diskursa, može se upustiti u pripremanje sličnih zagonetki i izazova. Čitatelji iz različitih generacija, kad se susretnu na prostoru ergodičnih slikovničkih stranica mogu zajedno uživati u slobodnoj intelektualnoj igri.

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INTERGENERATIONAL JOKES AND INTERTEXTUALITY IN PICTUREBOOKS AS A MUTUAL TERRITORY OF DIFFERENT GENERATIONS

ABSTRACT

Sandra Beckett (2012) dedicated her seminal study to crossover picturebooks, which are equally interesting to older and younger recipients, i.e. to the crossover audience of children and adults. Intergenerational encounters in children's literature and picturebooks have recently been studied as a form of intergenerational play that is beneficial for readers as players, regardless of their individual age. Picturebook creators use various strategies to incorporate crossover content and appeal to readers of different generations. This paper focuses on two kinds of such strategies: intertextuality which draws on historical and cultural source texts, and on intergenerational jokes. These are clarified by using examples from Emily Gravett's picturebook *The Rabbit Problem* (2009).

KEYWORDS:

intergenerational collaboration; intertextuality; picturebook; play; playfulness; visual joke

KINEZIOLOŠKE AKTIVNOSTI U PREDŠKOLSKIM USTANOVAMA: ANALIZA MATERIJALNIH UVJETA, STAVOVA I MOTIVACIJE ODGOJITELJA

DONATA VIDA KOVIĆ SAMARŽIJA

Odjel za izobrazbu učitelja i odgojitelja
Sveučilište u Zadru
dovidak@unizd.hr

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SAŽETAK

Sustavna implementacija kinezioloških aktivnosti u predškolskim ustanovama iznimno je važna jer doprinosi cjelokupnom razvoju djeteta. Nažalost, zbog neodgovarajuće infrastrukture često se kineziološke aktivnosti ne provode onoliko koliko je potrebno, a odgojitelji gube motivaciju za njihovom provedbom. Cilj je ovog rada ispitati trenutačno stanje odgovarajuće infrastrukture potrebne za provedbu kinezioloških aktivnosti u ustanovama ranog i predškolskog odgoja, te ispitati razlike u stavovima i motiviranosti odgojitelja za provedbu kinezioloških aktivnosti s obzirom na raspoložive uvjete rada.

Metode rada: Istraživanje je provedeno na uzorku od 196 odgojitelja, zaposlenika u predškolskim ustanovama u 16 županija Republike Hrvatske. Primijenjen je anonimni anketni upitnik kojim su ispitana sociodemografska obilježja, trenutačni materijalni uvjeti rada za provedbu kinezioloških programa u predškolskim ustanovama, te motivacija i stavovi odgojitelja prema važnosti provođenja kinezioloških aktivnosti u predškolskim ustanovama.

Rezultati: Od mjenog uzorka ispitnika svega 33,16 % ima na raspolaganju sportsku dvoranu, a 54,08 % ispitanika ima vanjski teren kojim se koristi za provedbu kinezioloških aktivnosti. Stavovi odgojitelja o važnosti provedbe kinezioloških aktivnosti u predškolskim ustanovama su pozitivni te ne postoje statistički značajne razlike

KLJUČNE RIJEČI:

kineziološka aktivnost, materijalni uvjeti rada, odgojitelji, zdravlje

neovisno o postojanju i nepostojanju odgovarajuće infrastrukture. Visoki udio ispitanika smatra se kompetentnim (79,07 %) i motiviranim (81,62 %) za redovitu provedbu organiziranih kinezioloških aktivnosti, no postoje razlike u samoprocjeni kompetentnosti i motiviranosti s obzirom na odgovarajuću infrastrukturu. Odgojitelji koji imaju sportsku dvoranu na raspolaganju smatraju se značajno više kompetentnim za provedbu kinezioloških aktivnosti s djecom (*Smatram se dovoljno kompetentnom za provedbu organiziranih kinezioloških aktivnosti s djecom*; $Z = -3,09$; $p = 0,00$) te značajno više motiviranim (*Motivirana sam za redovito provođenje organiziranih kinezioloških aktivnosti s djecom*; $Z = -2,09$; $p < 0,04$). Odgojitelji koji na raspolaganju imaju vanjski teren imaju značajno pozitivnije odgovore u tvrdnjama *Volim smišljati nove kineziološke sadržaje za rad s djecom* ($Z = 2,57$; $p < 0,01$) i *Trudim se redovito provoditi raznolike kineziološke sadržaje s djecom* ($Z = 2,30$; $p < 0,02$).

Zaključak: Rezultati istraživanja pokazali su problematiku nedostatne infrastrukture za provedbu kinezioloških aktivnosti u predškolskim ustanovama. Unatoč visokim kompetencijama i razini motiviranosti za provedbu kinezioloških sadržaja s djecom, odgojitelji neadekvatne uvjete rada najčešće ističu kao primaran razlog neredovitog provođenja kinezioloških aktivnosti.

UVOD

Iako je kretanje biotička potreba djeteta, učestalost kretanja pod utjecajem digitalizacije i modernizacije društva sve se više smanjuje već u predškolskoj dobi. Deficit kretanja i sudjelovanja u raznovrsnim kineziološkim aktivnostima, te reducirano izlaganje djeteta različitim motoričkim sadržajima rezultira promjenama u motoričkom razvoju, te smanjenju motoričkih sposobnosti djece predškolske dobi. Na konstantno prisutan negativan trend u razvoju motoričkih sposobnosti djece i mladih u posljednjim desetljećima upućuje Petrić (2021), te ističe da se razina motoričkih sposobnosti djece i mladih u svijetu znatno smanjila. Brojne populacijske studije također upućuju na opadanje tjelesne spremnosti djece tijekom posljednjih desetljeća (Eberhardt, Niessner, Oriwol, Buchal, Worth, & Bös, 2020; Fühner, Kliegl, Arntz, Kriemler, & Granacher, 2021), a kao razlogom smanjenja tjelesne spremnosti ponajprije ističu smanjenu razinu tjelesne aktivnosti. Svjetska zdravstvena organizacija (WHO, 2019) upućuje na važnost redovite tjelesne aktivnosti djece u ranom djetinjstvu za cjeloživotno zdravlje, te dijeli preporuke za sudjelovanje djece dobi do 5 godina u tjelesnoj aktivnosti bilo kojeg intenziteta u trajanju najmanje 180 minuta dnevno. Nažalost, rezultati novijih istraživanja pokazuju da vrlo mali postotak djece zadovoljava upućenu preporuku. Istraživanje Pate, McIver, Dowda, Brown, & Addy (2008) pokazuje da su djeca veći dio vremena u predškolskoj ustanovi tjelesno neaktivna. Preciznije, djeca dobi 3 godine aktivnija se od djece dobi 4-5 godina, a dječaci su općenito aktivniji od djevojčica. U istraživanju Díaz-Quesada, Gálvez-Calabria, Connor, & Torres-Luque (2022) svega 50 % ispitanika predškolske dobi ostvaruje dnevnu potrebu za kretanjem, a na problem niske razine tjelesne aktivnosti djece predškolske dobi upućuju i rezultati istraživanja Coelho i Tolocka (2020) te Collings, Dogra, Costa, Bingham, & Barber (2020).

Prema Nacionalnom kurikulumu za rani i predškolski odgoj i obrazovanje (2014) primarno je djetetu osigurati osobnu, emocionalnu, tjelesnu, obrazovnu i socijalnu dobrobit. U skladu s navedenim, da bi se ostvarili ciljevi usmjereni na tjelesnu dobrobit djeteta, kineziološke bi se aktivnosti trebale svakodnevno provoditi kao zasebne aktivnosti ili povezano s ostalim aktivnostima u vrtiću. Petrić (2022) diferencira opće i posebne kineziološke aktivnosti. Putem općih kinezioloških aktivnosti, koje su sastavni dio integriranog učenja u ranom i predškolskom odgoju i obrazovanju, djeca ostvaruju vlastite interese i razvijaju svoje sposobnosti, odgojitelji putem njih implementiraju pokret u odgojno-obrazovni

rad, te pokret postaje svakodnevno prisutan u radu odgojne skupine. Posebne kineziološke aktivnosti, koje obuhvaćaju institucijske i izvaninstitucijske programe, obuhvaćaju sportske programe koje s djecom rane i predškolske dobi provode kineziolozi i doškolorani odgojitelji (Petrić, 2022). Na implementiranje kinezioloških aktivnosti u redoviti rad vrtića svakako znatno utječe postojanje odgovarajuće infrastrukture. Sportski se programi mogu provoditi u svim prostorima odgojno-obrazovne ustanove, no ponajviše se provode u adaptiranim sportskim dvoranama, stoga njihova realizacija znatno ovisi o materijalnim uvjetima rada.

Učinkovitost rada u tjelesnom i zdravstvenom području ovisi o brojnim sastavnicama, a jedna od važnijih jesu zasigurno materijalni uvjeti rada jer mogu indirektno utjecati na razinu motiviranosti odgojitelja kao dionika tjelovježbenog procesa, kao i na njihove stavove o važnosti tjelesnog vježbanja. Neljak (2013) navodi kako materijalni uvjeti rada nisu presudan čimbenik, ali mogu biti jedan od ograničavajućih čimbenika rada. U istraživanju Matković i Ivšić (2020) dvije petine ispitanih odgojiteljica (40,9 %) uputilo je na to da neadekvatni prostorni uvjeti stvaraju prepreku pri provedbi Nacionalnog kurikuluma za rani i predškolski odgoj i obrazovanje. Od ispitanih uzorka, 43,4 % odgojiteljica nema sportsku dvoranu, a od onih koje ju imaju, 19 % prostor smatra nimalo adekvatnim ili neadekvatno opremljenim (14 %). I u istraživanju Matula (2020) od mjerene uzorka samo 50 % odgojiteljica ističe da im vrtić ima odgovarajuće prostore i sredstva za provođenje tjelesnih aktivnosti, a 21,9 % odgojiteljica se slaže da je vanjski prostor vrtića u kojem rade adekvatno uređen. Loši materijalni uvjeti rada mogu znatno otežavati organizaciju i provedbu tjelesnih aktivnosti u predškolskim ustanovama, no usprkos lošim materijalnim uvjetima rada, stavovi i motiviranost odgojitelja su ključni za njihovu provedbu.

Cilj je ovog rada ispitati trenutačno stanje što se tiče odgovarajuće infrastrukture usmjerene na provedbu kinezioloških aktivnosti u ustanovama ranog i predškolskog odgoja i obrazovanja diljem Hrvatske. Sekundarni cilj jest ispitati razlike u stavovima i motiviranosti odgojitelja za provedbu kinezioloških aktivnosti s obzirom na to imaju li odgovarajuću infrastrukturu ili ne.

METODE RADA

Uzorak ispitanika

Istraživanje je provedeno na uzorku od 196 odgojitelja, djelatnika u predškolskim ustanovama u 16 županija Republike Hrvatske koji su metodom slučajnog odabira, te nakon dobrovoljnog pristanka uključeni u istraživanje. Od ukupnog uzorka 79 ispitanika ima manje od 5 godina radnog staža, 58 ispitanika ima između 5 i 15 godina radnog staža, a 59 ispitanika ima više od 15 godina radnog staža.

Uzorak varijabli

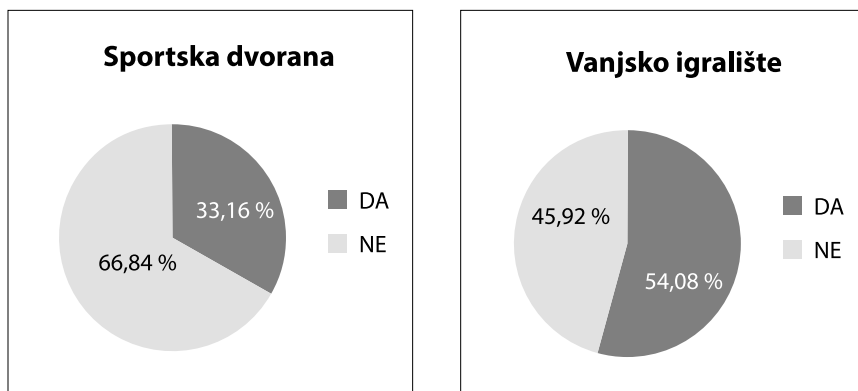
Primijenjen je anonimni anketni upitnik konstruiran u svrhu provedbe ovog istraživanja, koji se sastojao od 21 pitanja. Prvom skupinom varijabli ispitana su sociodemografska obilježja ispitanika koja se odnose na spol, dob, grad u kojem rade, zvanje te godine staža. Drugom skupinom varijabli ispitani su trenutačni materijalni uvjeti rada za provedbu kinezioloških programa u predškolskim ustanovama. Trećom skupinom varijabli ispitana je motivacija odgojitelja prema provođenju kinezioloških aktivnosti, a četvrtom stavovi odgojitelja prema važnosti provođenja kinezioloških aktivnosti u predškolskim ustanovama. Motivacija odgojitelja i stavovi procijenjeni su unaprijed definiranim tvrdnjama na koje su ispitanici trebali odrediti razinu slaganja na skali Likertova tipa (1 – ne slažem se, 2 – uglavnom se ne slažem, 3 – niti se slažem niti se ne slažem, 4 – uglavnom se slažem, 5 – slažem se).

Metode obrade podataka

Rezultati su obrađeni programom Statistica 14. Izračunane su frekvencije odgovora na pojedina pitanja usmjerena na stavove o važnosti provođenja kinezioloških aktivnosti u predškolskim ustanovama i motivaciju odgojitelja prema provođenju kinezioloških aktivnosti. Normalnost distribucije testirana je Kolmogorov-Smirnovljevim testom. Budući da su distribucije značajno odstupale od normalnosti, u daljnjoj obradi primijenjene su neparametrijske metode. Mann-Whitneyjev U test primijenjen je za procjenu statistički značajnih razlika u stavovima i motiviranosti odgojitelja za provedbu kinezioloških aktivnosti s obzirom na trenutačnu infrastrukturu, a u tu svrhu izračunani su medijan, kvartilni rang, Z-vrijednost i p-razina značajnosti.

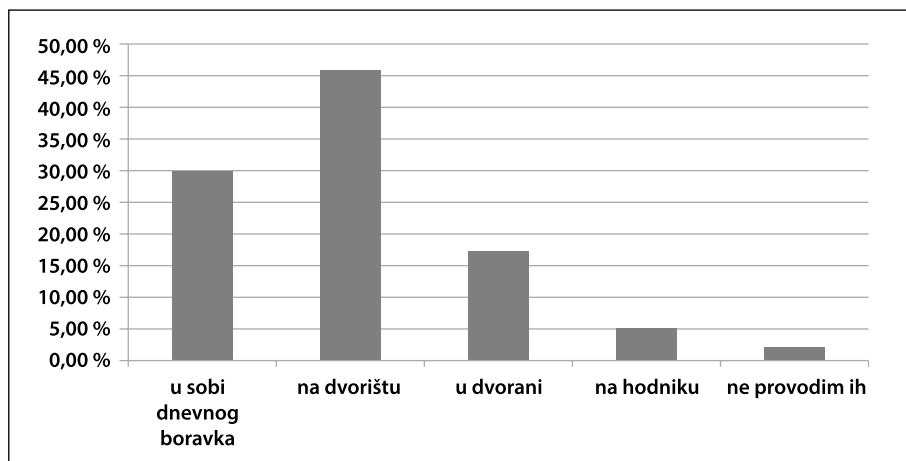
Rezultati

Od ukupnog uzorka ispitanika, 65 ispitanika (33,16 %) ima sportsku dvoranu, a 131 ispitanik (66,84 %) nema sportsku dvoranu ili je dvorana prenamijenjena u druge svrhe. Nadalje, od ukupnog uzorka 106 ispitanika (54,08 %) ima vanjski teren na raspolaganju, a 90 ispitanika (45,92 %) nema (Slika 1).



SLIKA 1. Udio ispitanika s odgovarajućom sportskom infrastrukturom ili bez nje u predškolskim ustanovama

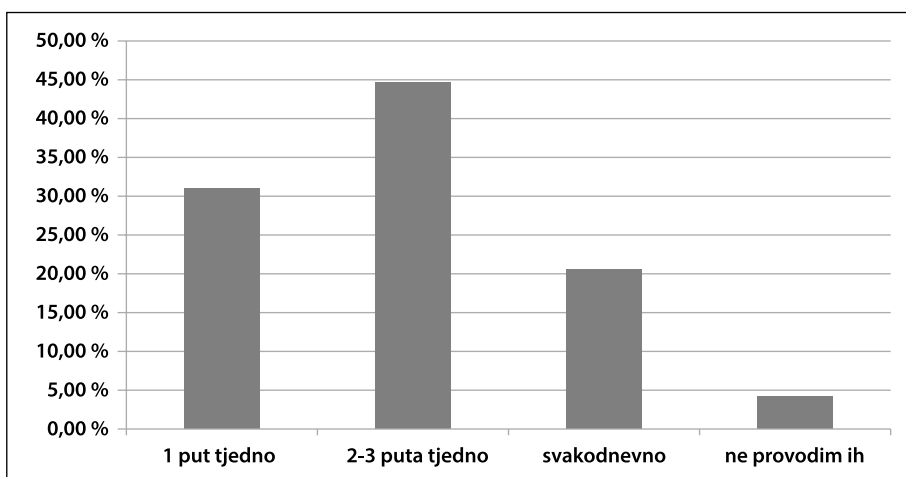
Na pitanje gdje najčešće provode kineziološke aktivnosti s djecom 59 ispitanika je odgovorilo kako ih provode u sobi dnevnog boravka, 89 na dvorištu, 34 u dvorani, 10 u hodniku a 4 ispitanika su odgovorila da ih ne provode (Slika 2).



SLIKA 2. Mjesto provedbe kinezioloških aktivnosti u predškolskim ustanovama

Rezultati su pokazali kako odgojitelji kineziološke aktivnosti najčešće provode na dvorištu (45 %). S obzirom na to da 66,84 % odgojitelja nema sportsku dvoranu na raspolaganju, logično je da aktivnosti u zimskim danima provode u sobi dnevnog boravka. Iako je postotak onih ispitanika koji uopće ne provode aktivnosti mali (2,04 %), ne bi se trebao zanemariti.

Na pitanje o učestalosti provedbe kinezioloških aktivnosti 61 ispitanik (31 %) odgovorio je kako ih provodi 1 put tjedno, 87 ih provodi 2-3 puta tjedno (44 %), 49 ih provodi svakodnevno (20 %), dok ih 8 ispitanika (4 %) uopće ne provodi (Slika 3).



SLIKA 2. Učestalost provedbe kinezioloških aktivnosti u predškolskim ustanovama

Stavovi odgojitelja o važnosti provedenja kinezioloških aktivnosti u predškolskim ustanovama su procijenjeni na temelju pet tvrdnji, a ispitanici su trebali odrediti razinu slaganja na skali Likertova tipa (1 – ne slažem se, 2 – uglavnom se ne slažem, 3 – niti se slažem niti se ne slažem, 4 – uglavnom se slažem, 5 – slažem se). Vrijednosti prikazanih frekvencija odgovora (Tablica 1) upućuju na osviještenost odgojitelja o višestrukome utjecaju kinezioloških aktivnosti na cjelokupan razvoj djeteta, od pozitivnog utjecaja na kognitivni i emocionalni razvoj, doprinosu boljoj socijalizaciji, do usvajanja zdravih životnih navika, te prevenciji pretilosti.

TABLICA 1. Frekvencije odgovora na pitanja kojima se procjenjuju stavovi odgojitelja o važnosti provedbe kinezioloških aktivnosti u predškolskim ustanovama

	Ne slažem se	Uglavnom se ne slažem	Niti se slažem niti se ne slažem	Uglavnom se slažem	Slažem se u potpunosti
	N / %	N / %	N / %	N / %	N / %
Redovito provođenje kinezioloških aktivnosti u predškolskim ustanovama ima veliki utjecaj na stvaranje kasnijih zdravih životnih navika djece.	2/1,02	3/1,53	6/3,06	30/15,30	155/79,08
Redovito tjelesno vježbanje pozitivno utječe na kognitivni i emocionalni razvoj predškolske djece.	2/1,02	3/1,53	3/1,53	17/8,67	171/87,24
Kontinuirano provođenje kinezioloških aktivnosti doprinosi boljoj socijalizaciji djece.	3/1,53	2/1,02	6/3,06	39/19,89	146/74,48
Svakodnevne kineziološke aktivnosti u predškolskoj dobi prevencija su pretilosti.	4/2,04	7/3,57	11/5,61	47/23,97	127/64,79
Redovito tjelesno vježbanje u vrtiću poboljšava koncentraciju djece pri praćenju ostalih sadržaja.	2/1,02	5/2,55	7/3,57	49/25,00	133/67,85

Motiviranost i kompetentnost odgojitelja za provedbu kinezioloških aktivnosti u predškolskim ustanovama procijenjena je na temelju šest tvrdnji za koje su ispitanici trebali odrediti razinu slaganja na skali Likertova tipa (1 – ne slažem se, 2 – uglavnom se ne slažem, 3 – niti se slažem niti se ne slažem, 4 – uglavnom se slažem, 5 – slažem se) (Tablica 2). Od istraživanjem obuhvaćenih odgojitelja, 79,07 % se uglavnom ili u potpunosti smatra kompetentnim za provedbu orga-

niziranih kinezioloških aktivnosti s djecom, dok ih 14,79 % nema precizirano mišljenje, a 6,12 % ih se uglavnom ili u potpunosti ne smatra kompetentno. Visoku razinu motiviranosti za redovito provođenje organiziranih kinezioloških aktivnosti ima 81,62 % ispitanika, 13,26 % ima nedefinirano mišljenje, a 5,1 % ih nije motivirano.

TABLICA 2. Frekvencije odgovora na pitanja kojima se procjenjuje motiviranost i kompetentnost odgojitelja za provedbu kinezioloških aktivnosti u predškolskim ustanovama s obzirom na trenutačnu infrastrukturu

	Ne slažem se	Uglavnom se ne slažem	Niti se slažem niti se ne slažem	Uglavnom se slažem	Slažem se u potpunosti
	N / %	N / %	N / %	N / %	N / %
Smatram se dovoljno kompetentnom za provedbu organiziranih kinezioloških aktivnosti s djecom.	4/2,04	8/4,08	29/14,79	79/40,30	76/38,77
Motivirana sam za redovito provođenje organiziranih kinezioloških aktivnosti s djecom.	2/1,02	8/4,08	26/13,26	68/34,69	92/46,93
Nedostatak rekvizita i sprava ne potiče me na provođenje organizirane kineziološke aktivnosti s djecom.	39/19,89	37/18,87	45/22,95	37/18,87	38/19,38
Trudim se redovito provoditi raznolike kineziološke sadržaje s djecom.	4/2,04	6/3,06	27/13,77	70/35,71	89/45,40
Volim smišljati nove kineziološke sadržaje za rad s djecom.	3/1,53	10/5,10	31/15,81	70/35,71	82/41,83
Promišljanje o adekvatnim kineziološkim aktivnostima za djecu oduzima mi previše vremena.	59/30,10	40/20,40	46/23,46	28/14,28	23/11,73

Visoki postotak ispitanika (Tablica 2) trudi se redovito provoditi raznolike kineziološke sadržaje s djecom (81,11 %), te smišljati nove kineziološke sadržaje (77,54 %), dok ih se 5,1 % ne trudi redovito provoditi raznolike kineziološke sadržaje s djecom niti smišljati nove kineziološke sadržaje (6,63 %). Preostali udio ispitanika nije precizirao svoje mišljenje. Na tvrdnju o tome kako nedostatak rekvizita i sprava utječe na provođenje organiziranih kinezioloških aktivnosti, 38,25 % je istaknulo da nedostatak rekvizita utječe na razinu njihove motiviranosti, te ih ne potiče na organizaciju kinezioloških aktivnosti, dok je 38,76 % istaknulo da to ne utječe na njihovu razinu motiviranosti, a 22,95 % ostalo je neopredijeljeno odgovorom. Za promišljanje o adekvatnim kineziološkim aktivnostima za djecu 26,01 % ispitanika smatra da im to oduzima previše vremena, 23,46 % ih je nedefinirano odgovorom, a 50,5 % ispitanika ne smatra da im promišljanje o adekvatnim kineziološkim aktivnostima oduzima previše vremena.

Za utvrđivanje razlika u stavovima odgojitelja o važnosti provedbe kinezioloških aktivnosti u predškolskim ustanovama s obzirom na trenutačnu infrastrukturu, primijenjen je neparametrijski Mann-Whitneyjev U test za testiranje značajnosti razlika (Tablica 3). Procijenjena je značajnost razlika između dviju skupina ispitanika, onih koji imaju dvoranu ili vanjski teren na raspolaganju i onih koji nemaju dvoranu ili vanjski teren na raspolaganju. Rezultati Mann-Whitneyjeva U testa nisu pokazali statistički značajnu razliku između stavova odgojitelja s odgovarajućom infrastrukturom i onih bez odgovarajuće infrastrukture na raspolaganju. Može se zaključiti kako odgojitelji bez obzira na to imaju li odgovarajuću infrastrukturu na raspolaganju, imaju pozitivne stavove prema važnosti provođenja kinezioloških aktivnosti u predškolskoj ustanovi, te su svjesni pozitivnog utjecaja kineziološke aktivnosti na cjelokupan razvoj djeteta.

TABLICA 3. Rezultati Mann-Whitneyjeva U testa kojim su se testirale razlike u stavovima o važnosti provedbe kinezioloških aktivnosti u predškolskim ustanovama s obzirom na trenutačnu infrastrukturu

	Dvorana DA N = 65	Dvorana NE N = 131	Z	p
STAV	MED/QR	MED/QR		
Redovito provođenje kinezioloških aktivnosti u predškolskim ustanovama ima veliki utjecaj na stvaranje kasnijih zdravih životnih navika djece.	5,00/ 1,00	5,00/ 0,00	0,85	0,40
Redovito tjelesno vježbanje pozitivno utječe na kognitivni i emocionalni razvoj predškolske djece.	5,00/ 0,00	5,00/ 0,00	0,68	0,50
Kontinuirano provođenje kinezioloških aktivnosti doprinosi boljoj socijalizaciji djece.	5,00/ 1,00	5,00/ 0,00	0,37	0,72
Svakodnevne kineziološke aktivnosti u predškolskoj dobi prevencija su pretilosti.	5,00/ 1,00	5,00/ 1,00	0,91	0,36
Redovito tjelesno vježbanje u vrtiću poboljšava koncentraciju djece pri praćenju ostalih sadržaja.	5,00/ 1,00	5,00/ 1,00	0,28	0,78
	Teren DA N = 106	Teren NE N = 90	Z	p
STAV	MED/QR	MED/QR		
Redovito provođenje kinezioloških aktivnosti u predškolskim ustanovama ima veliki utjecaj na stvaranje kasnijih zdravih životnih navika djece.	5,00/ 0,00	5,00/ 1,00	-1,13	0,26
Redovito tjelesno vježbanje pozitivno utječe na kognitivni i emocionalni razvoj predškolske djece.	5,00/ 0,00	5,00/ 0,00	-0,62	0,54
Kontinuirano provođenje kinezioloških aktivnosti doprinosi boljoj socijalizaciji djece.	5,00/ 0,00	5,00/ 1,00	-0,55	0,58
Svakodnevne kineziološke aktivnosti u predškolskoj dobi prevencija su pretilosti.	5,00/ 1,00	5,00/ 1,00	-0,53	0,59
Redovito tjelesno vježbanje u vrtiću poboljšava koncentraciju djece pri praćenju ostalih sadržaja.	5,00/ 1,00	5,00/ 1,00	-0,86	0,39

MED/QR – medijan-kvartilni rang; Z – z vrijednost; p – statistička značajnost

Također se testirala značajnost razlika u motiviranosti i kompetentnosti odgojitelja za provedbu kinezioloških aktivnosti s obzirom na trenutačnu infra-

strukturu. Na subuzorku ispitanika koji imaju ili nemaju odgovarajuću sportsku dvoranu uočena je statistički značajna razlika u dvjema varijablama (Tablica 4). Ispitanici koji imaju sportsku dvoranu na raspolaganju smatraju se značajno više kompetentnim za provedbu kinezioloških aktivnosti s djecom te su na tvrdnju *Smatram se dovoljno kompetentnom za provedbu organiziranih kinezioloških aktivnosti s djecom* odgovorili značajno pozitivnijim odgovorima. Također na tvrdnju *Motivirana sam za redovito provođenje organiziranih kinezioloških aktivnosti s djecom* ispitanici koji imaju sportsku dvoranu odgovorili su značajno pozitivnijim odgovorima čime su uputili na višu razinu motiviranosti. Dobiveni rezultati mogu se pojasniti činjenicom da ispitanici koji imaju dvoranu na raspolaganju češće provode kineziološke sadržaje s djecom čime dodatno razvijaju svoja znanja i vještine, zbog čega se osjećaju kompetentnijima i motiviranijima za rad. Osim toga raspoložu većim brojem sportskih sprava i rekvizita što im pruža raznovrsnost i svestranost u radu, te se iz tog razloga osjećaju sigurnijima.

Na subuzorcima ispitanika koji imaju ili nemaju vanjski teren, uočena je statistički značajna razlika kod tvrdnji *Volim smišljati nove kineziološke sadržaje za rad s djecom* i *Trudim se redovito provoditi raznolike kineziološke sadržaje s djecom*. Odgojitelji koji imaju vanjski teren na raspolaganju označili su znatno pozitivnije odgovore. Pretpostavka je da ispitanici koji imaju vanjski teren na raspolaganju, imaju više mogućnosti pri izboru kinezioloških sadržaja za djecu jer nemaju ograničenja u njihovu osmišljavanju zbog raspoloživog prostora. Također, pretpostavka je da ispitanici koji nemaju vanjski teren na raspolaganju rade u nenamjenskom prostoru te samim time nemaju ni sportsku dvoranu na raspolaganju. Možda su ograničeni u provođenju raznolikih sadržaja te je to uzrok toga da se manje trude od ispitanika koji imaju sportski teren na raspolaganju.

TABLICA 4. Rezultati Mann-Whitneyjeva U testa kojim su se testirale razlike u motiviranosti odgojitelja za provedbu kinezioloških aktivnosti u predškolskim ustanovama s obzirom na trenutačnu infrastrukturu

	Dvorana DA	Dvorana NE		
MOTIV	MED/QR	MED/QR	Z	p
Smatram se dovoljno kompetentnom za provedbu organiziranih kinezioloških aktivnosti s djecom.	5,00/ 1,00	4,00/ 2,00	-3,09	0,00*
Motivirana sam za redovito provođenje organiziranih kinezioloških aktivnosti s djecom.	5,00/ 1,00	4,00/ 1,00	-2,09	0,04*
Nedostatak rekvizita i sprava ne potiče me na provođenje organizirane kineziološke aktivnosti s djecom.	3,00/ 3,00	3,00/ 2,00	1,53	0,13
Trudim se redovito provoditi raznolike kineziološke sadržaje s djecom.	5,00/ 1,00	4,00/ 1,00	-1,89	0,06
Volim smišljati nove kineziološke sadržaje za rad s djecom.	5,00/ 1,00	4,00/ 1,00	-1,47	0,14
Osmišljavanje adekvatnih kinezioloških aktivnosti za djecu oduzima mi previše vremena.	2,00/ 3,00	3,00/ 3,00	1,07	0,29
	Terena DA	Terena NE		
MOTIV	MED/QR	MED/QR	Z	p
Smatram se dovoljno kompetentnom za provedbu organiziranih kinezioloških aktivnosti s djecom.	4,00/ 1,00	4,00/ 2,00	1,57	0,12
Motivirana sam za redovito provođenje organiziranih kinezioloških aktivnosti s djecom.	5,00/ 1,00	4,00/ 1,00	1,87	0,06
Nedostatak rekvizita i sprava ne potiče me na provođenje organizirane kineziološke aktivnosti s djecom.	3,00/ 2,00	3,00/ 2,00	0,62	0,54
Trudim se redovito provoditi raznolike kineziološke sadržaje s djecom.	5,00/ 1,00	4,00/ 2,00	2,30	0,02*
Volim smišljati nove kineziološke sadržaje za rad s djecom.	4,50/ 1,00	4,00/ 2,00	2,57	0,01*
Osmišljavanje adekvatnih kinezioloških aktivnosti za djecu oduzima mi previše vremena	2,00/ 3,00	3,00/ 3,00	-0,64	0,52

MED/QR – medijan-kvartilni rang; Z – z vrijednost; p – statistička značajnost

RASPRAVA

Prema rezultatima istraživanja svega $\frac{1}{3}$ mjenenog uzorka (33,16 %) na raspolaganju je imala sportsku dvoranu unutar predškolske ustanove, a $\frac{1}{2}$ mjenenog uzorka (54,08 %) na raspolaganju je imala samo vanjski teren. Maleni je broj istraživanja koja su se bavila problematikom nedostatne infrastrukture za provedbu kinezioloških aktivnosti, no uvidom u dostupnu literaturu, rezultati upućuju da stanje u brojnim predškolskim ustanovama diljem Republike Hrvatske nije zadovoljavajuće. U istraživanju Bortas (2022) od 36 istraživanjem obuhvaćenih predškolskih ustanova njih 44 % nema odgovarajuću sportsku dvoranu, 19 % nema odgovarajući vanjski teren, a slični rezultati dobiveni su i u drugim istraživanjima (Matković i Ivšić, 2020; Matula, 2020). Prostorno okruženje u predškolskoj ustanovi, koje obuhvaća svu unutarnju i vanjsku opremu te površine u dvorištu predškolske ustanove, može imati veliki utjecaj na povećanje tjelesne aktivnosti djece (Maatta i sur., 2019). Osim što indirektno potiče djecu na slobodno kretanje, odgovarajuća vanjska i unutarnja infrastruktura pruža odgojiteljima više mogućnosti i poticaja za provedbu organiziranih kinezioloških aktivnosti s djecom.

Iako je svjesnost o pozitivnom utjecaju tjelesne aktivnosti na cjelokupni razvoj djece mjenenog uzorka odgojitelja visoka, na pitanje o učestalosti provedbe kinezioloških aktivnosti svega 20 % je odgovorilo da svakodnevno provodi kineziološke aktivnosti s djecom, 44 % ih provodi 2-3 puta tjedno, a 31 % je odgovorilo kako ih provodi samo 1 put tjedno. Istraživanje Slošnjak (2019) pokazuje još lošije rezultate. Na mjenenom uzorku spomenutog istraživanja, 42,4 % odgojitelja ne provodi ili provodi samo 1 put tjedno aktivnost tjelesnog odgoja, a svega 10,06 % ispitanika aktivnost provodi 4-5 puta tjedno. Kao razlog za reducirano provođenje aktivnosti tjelesnog odgoja ispitanici (77,9 %) najviše ističu nedostatak prostorno-materijalnih uvjeta rada. Od ukupnog uzorka ispitanika, 45,41 % ispitanika navodi da kineziološke aktivnosti provodi na dvorištu, 30,10 % u sobi dnevnog boravka, a svega 17,35 % u dvorani. Kako navodi Prpić (2021) u svojem istraživanju, loši materijalni uvjeti rada i nedostatak opreme neke su od češćih prepreka za donošenje odluke o vježbanju s djecom. Ograničeni prostorni uvjeti rada mogu biti otežavajući čimbenik pri realizaciji pojedinih motoričkih sadržaja, no ne smiju biti razlogom neprovođenja kinezioloških aktivnosti. Kako ističu Čubelić, Lorger i Prskalo (2014), sadržaje tjelesnog vježbanja potrebno je prilagoditi prostorima korištenja, a odgojitelji

svojim kompetencijama mogu nadomjestiti eventualne nedostatke odgovarajućih uvjeta rada. Da bi odgojitelji stekli odgovarajuće kompetencije za provedbu kinezioloških aktivnosti, i sami moraju biti dovoljno tjelesno aktivni. Spoznaje iz istraživanja Plevnik (2021) upućuju da je slobodna tjelesna aktivnost odgojitelja povezana s njihovom subjektivnom percepcijom osposobljenosti za vođenje procesa tjelesnog vježbanja djece predškolske dobi. U istraživanju Potočki (2022) 69,7 % odgojitelja smatra da odgojitelji koji se u slobodno vrijeme bave tjelesnom aktivnošću kvalitetnije provode kineziološku aktivnost s djecom jer vlastite spoznaje prenose na djecu, a i bolje razumiju njihov napor i trud koji tijekom aktivnosti ulažu. Nažalost, rezultati istraživanja Petrić, Francetić i Vujičić (2020) pokazali su da gotovo 80 % odgojitelja ne zadovoljava kriterije preporučene razine tjelesne aktivnosti, a u istraživanju Potočki (2022) 42,2, % odgojitelja ne bavi se tjelesnom aktivnošću u slobodno vrijeme. Odgojitelji bi trebali biti uzor djeci u svemu, pa tako i u bavljenju tjelesnom aktivnošću. Ako odgojitelji nisu dovoljno tjelesno aktivni, neće biti ni dovoljno osviješteni ni motivirani poticati naviku aktivnog i zdravog života kod djece od najranije dobi.

Kompetencije i motiviranost odgojitelja mogu uvelike pridonijeti kvaliteti i sustavnosti provedbe kinezioloških aktivnosti u predškolskim ustanovama. Dosadašnja istraživanja pokazala su da se većina odgojitelja smatra dovoljno kompetentno za provođenje kinezioloških aktivnosti u predškolskim ustanovama (Cvetko, 2021; Bortas, 2022). U ovom istraživanju 79,07 % odgojitelja se uglavnom ili u potpunosti smatra kompetentnim za provedbu organiziranih kinezioloških aktivnosti, a visoku razinu motiviranosti za redovito provođenje organiziranih kinezioloških aktivnosti ima 81,62 % ispitanika, no usprkos visokom udjelu postoje značajne razlike u razini motiviranosti i kompetencijama s obzirom na postojeću infrastrukturu. Ispitanici koji imaju na raspolaganju sportsku dvoranu i vanjski teren smatraju se više kompetentnim te imaju višu razinu motiviranosti za provedbu kinezioloških aktivnosti. Također, značajno više smišljaju nove i provode raznolike kineziološke sadržaje s djecom. Pretpostavka je da se ispitanici bez odgovarajuće infrastrukture ne osjećaju dovoljno inovativnim za prilagodbu pojedinih sadržaja trenutačnom prostoru te ih nedostatak kreativnosti sputava u njihovoj provedbi. Postojeći se prostori mogu prilagoditi i poticajno pripremiti za implementaciju pokreta i kretanja, te tako pripremljeno prostorno okruženje u kojem djeca borave može znatno utjecati na razinu kretanja djece tijekom boravka u predškolskim ustanovama.

Istraživanje Vujičić, Petrić i Petrić (2020) pokazuje koliko suvremeno uređen prostor može indirektno doprinijeti povećanju razine tjelesne aktivnosti. Riječ je o prostornim okruženjima koja potiču pokret i primjerena su djetetovim mogućnostima te izvrsno povezuju integrirano učenje kroz tjelesnu aktivnost. Usmjeravanje prostora dječjim potrebama i interesima postavljanjem mekih podloga za prevrtanje, provlačenje i velikim građevnim materijalom pruža poticaj za funkcionalnu igru u zatvorenom prostoru s naglašenim utjecajem na povećanje tjelesne aktivnosti djece te bi moglo biti korisno sa stajališta promicanja zdravlja (Sando & Mehus 2021). Maatta i sur. (2019) istražujući koliko različita poticajna okruženja doprinose povećanju tjelesne aktivnosti, došli su do spoznaja da je okruženje koje kod djece razvija vještine skakanja ili balansiranja, poput brdovitih i neravnih vanjskih terena te pijeska kao podloge, bilo povezano s višom razinom tjelesne aktivnosti djece. Razvoj pedagoške prakse koja podržava poticajno osmišljena okruženja koja promiču tjelesnu aktivnost i planiranje tjelesnog razvoja u zatvorenom i otvorenom prostoru, može biti održivo dugoročno rješenje za promicanje više kvalitetnije tjelesne aktivnosti u predškolskim ustanovama i manje vremena provedenog u sjedećem položaju (Albertsen, Aadland, Johannessen, Jones, i Aadland, 2022).

Brojni su pozitivni učinci tjelesne aktivnosti na cjelokupni razvoj djeteta. Veće količine tjelesne aktivnosti povezane su s boljim pokazateljima zdravlja kostiju i smanjenim rizikom od pretjeranog povećanja tjelesne mase te pretilosti kod djece u dobi od 3 do 6 godina (Pate i sur., 2019). Sustavna istraživanja upućuju na pozitivan odnos između ukupne tjelesne aktivnosti i specifičnih vrsta tjelesne aktivnosti umjerenog do jakog intenziteta s višestrukim zdravstvenim pokazateljima (Carson i sur., 2017) od poboljšanih mjera adipoznosti, psihosocijalnog zdravlja i kardiometaboličkih pokazatelja zdravlja djece (Timmons i sur., 2012), boljem kognitivnom razvoju (Zeng i sur., 2017; Jylänki, Mbay, Hakkarainen, Sääkslahti, & Aunio, 2022), te doprinosu tjelesne aktivnosti razvoju motoričkih vještina u djece (McDonough, Liu & Gao, 2020). O pozitivnim utjecajima tjelesne aktivnosti na zdravlje djece odgojitelji bi itekako trebali biti osviješteni kako bi ih to dodatno potaknulo na njihovu provedbu i organizaciju. Čak i ako nemaju na raspolaganju odgovarajuću infrastrukturu, trebalo bi ih poticati na provedbu onih kinezioloških sadržaja koji su prilagođeni trenutačnom prostoru i opremi kojom raspolažu.

ZAKLJUČAK

Rezultati provedenog istraživanja upozorili su na postojeću problematiku nedostatne infrastrukture za provedbu kinezioloških aktivnosti s djecom koju odgojitelji najčešće ističu kao primaran razlog neredovitog provođenja tjelesnih aktivnosti u predškolskim ustanovama. Osim što je nužno na lokalnoj i nacionalnoj razini osvijestiti važnost postojanja sportske dvorane ili nekog drugog prostora prilagođenog tjelesnom vježbanju u predškolskim ustanovama, odgojiteljima je potrebno provesti edukacije o prilagodbi postojećih prostora, te mogućnostima inoviranja kinezioloških sadržaja primjerenih postojećim materijalnim uvjetima.

Ispitanici su uputili na visoke kompetencije za provedbu kinezioloških sadržaja, te visoku razinu motiviranosti, no prema rezultatima istraživanja neodgovarajuća infrastruktura se pokazala kao primaran razlog neredovitog provođenja kinezioloških aktivnosti u predškolskim ustanovama, te smanjenja kompetencija i motiviranosti odgojitelja. Organizacijom ciljanih edukacija usmjerenih na integriranje pokreta u svakodnevnu odgojnu praksu, odgojiteljima bi se pružile nove spoznaje i nove ideje kako pred djecu postaviti nove izazove koji će ih dodatno potaknuti na različita kretanja i različite spoznaje. Kako tvrde autori Vujičić i Petrić (2019), integrirano učenje u pokretu zasnovano u poticajnom okruženju objedinjuje igru i učenje, potiče dijete na pokret i istraživanje, te pruža priliku da svako situacijsko okruženje postane situacija novih spoznaja i učenja. Dionike odgojno-obrazovnog procesa nužno je osvijestiti da su pokret i kretanje primaran način izražavanja i učenja predškolskog djeteta, te znatno doprinose cjelovitom razvoju djeteta.

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KINESIOLOGICAL ACTIVITIES IN PRESCHOOL INSTITUTIONS: ANALYSING MATERIAL CONDITIONS, ATTITUDES AND MOTIVATION OF EDUCATORS

ABSTRACT

Systematic implementation of kinesiological activities in preschool institutions is extremely important because it contributes to the overall development of the child. Unfortunately, due to inadequate infrastructure, kinesiological activities often fall short of what is necessary, and educators lose motivation to carry them out. The aim of this work is to examine the current state of the appropriate infrastructure necessary for the implementation of kinesiological activities in early and preschool education institutions, and to examine the differences in the attitudes and motivation of educators to implement kinesiological activities in relation to the available working conditions.

Methods: The research was conducted on a sample of 196 educators employed in preschool institutions in 16 counties of the Republic of Croatia. An anonymous questionnaire was used to examine socio-demographic characteristics, current material working conditions for the implementation of kinesiological programs in preschool institutions, as well as the motivation and attitudes of educators regarding the importance of implementing kinesiological activities in preschool institutions.

Results: Of the measured sample of respondents, only 33.16% have an indoor sports facility at their disposal, and 54.08% of the respondents have an outdoor field that they use for the implementation of kinesiological activities. Educators' views on the importance of implementing kinesiological activities in preschool institutions are positive, and there are no statistically significant differences, regardless of the existence or non-existence of appropriate infrastructure. A high proportion of respondents consider themselves competent (79.07%) and motivated (81.62%) for regular implementation of organized kinesiological activities, but there are differences in the self-assessment of competence and motivation with regard to the appropriate infrastructure. Educators who have an indoor sports facility at their disposal consider themselves significantly more competent to implement kinesiological activities

KEYWORDS:

kinesiological activity, material working conditions, educators, health

with children (I consider myself competent enough to implement organized kinesiological activities with children; $Z=-3.09$; $p=0.00$) and significantly more motivated (I am motivated to regularly conduct organized kinesiological activities with children; $Z= -2.09$; $p<0.04$). Educators who have an outdoor area at their disposal have significantly more positive answers in the statements I like to create new kinesiological content for working with children ($Z=2.57$; $p<0.01$) and I try to regularly implement diverse kinesiological content with children ($Z=2,30$; $p<0.02$).

Conclusion: The results of the research pointed to the problem of insufficient infrastructure in the implementation of kinesiological activities in preschool institutions. Despite their high competence and level of motivation for implementing kinesiological content with children, educators most frequently point to inadequate working conditions as the primary reason for irregular implementation of kinesiological activities.

A COMPARISON OF THE FUNCTIONS AND CONDITIONS OF PRESCHOOL EDUCATION IN STATE AND FOREST KINDERGARTENS DURING THE COVID-19 PANDEMIC IN THE CZECH REPUBLIC AND DENMARK

ANDREA KOSTRUBOVÁ, ALENA SRBENÁ*

Department of Primary and Pre-Primary Education, Faculty of Education, Palacký University in Olomouc

andrea.kostrubova01@upol.cz

alena.srbena@upol.cz

*Corresponding author

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ABSTRACT

This paper presents a part of a research study carried out under the project 'The effects of the COVID-19 pandemic on selected functions and conditions of preschool education in the context of children's preparation for starting compulsory education in selected European countries', conducted at the Faculty of Education, Palacký University Olomouc. The paper focuses on a comparison of the Czech Republic and Denmark in order to analyse and compare the impact of the anti-epidemic measures on the conditions and functions of preschool education in mainstream and forest kindergartens. The research method was a qualitative analysis of text content, semi-structured interviews with kindergartens teachers followed by open coding and formulation of analytical categories and their comparison according to the principles of comparative pedagogy. The results suggest that the impact of the anti-epidemic measures on preschool education and the development of preschool children, in both mainstream and forest kindergartens, varied in terms of achieving the functions of preschool education and the conditions under which forest kindergartens delivered education during the COVID 19 pandemic.

KEYWORDS:

preschool children, kindergartens teachers, functions and conditions of preschool education, mainstream kindergarten, forest kindergarten, anti-epidemic measures, COVID 19

INTRODUCTION

Introductory remarks

Preschool education is an important part of the education system in both European countries included in the research. In the Czech Republic (also referred to as CR) and Denmark, there are various preschool institutions that provide preschool education, including mainstream kindergartens and forest kindergartens. The operation of these institutions in both countries was affected by the COVID-19 pandemic. Kindergartens had to cope with new regulations and anti-epidemic measures that led to substantial changes in education and affected the fulfilment of the basic functions and conditions in preschool institutions. This paper presents a qualitative comparative study focusing on the impact of the anti-epidemic measures on mainstream and forest kindergartens in the Czech Republic and Denmark. It can be assumed that in the context of kindergarten types, the effects on their operation and fulfilment of the functions and conditions of preschool education differ. Denmark was selected for the comparative study because it underwent similar measurement compared with CR but the locations of the two countries differ. Moreover, the concept of forest kindergartens originated in Denmark.

Preschool education in the Czech Republic

Preschool education in CR is an integral part of the education system and is governed by relevant legislation, including the Acts No. 561/2004 Coll., 563/2004 Coll., 217/2021 Coll., etc., as last amended). Preschool education in CR is classified as ISCED 0.

According to the Act No. 561/2004 Coll., as last amended, preschool education is intended for children between 2 and usually 6 years of age and is implemented through kindergartens. Since September 2017, the last year of preschool education has been compulsory for children who reach five years of age by the 31st of August.

Kindergartens which are included in the Register of schools and educational establishments kept by the Ministry of Education of Youth and Sports (referred to as MEYS) are governed by the curricular document The Framework Education Programme for Preschool Education. The Register of schools and educational establishments kept by MEYS includes state, private, church and alternative schools.

Currently, there is a wide range of alternative kindergartens in the Czech Republic. In the context of this paper, we focused on forest kindergartens, in part because of the growing interest in this alternative education on the part of parents and the public.

A forest kindergarten is a preschool institution defined by the Education Act and relevant implementing regulations. A forest kindergarten is defined by the Education Act (561/2004 Coll., as last amended) as follows: “*A forest kindergarten is a kindergarten in which education is primarily conducted outdoors outside the facilities of the forest kindergarten, which are used only for occasional stay. The facilities of a forest kindergarten must not be a building construction*” (Section 34, Act No. 561/2004 Coll.) The operating conditions and equipment of forest kindergartens are described in detail in Section 9 of the Decree No. 410/2005 Coll., as last amended: The founders of forest kindergartens are usually non-profit organizations (associations). Nowadays, however, forest kindergartens are often established by municipalities. In municipal forest kindergartens, the fee paid by parents is the same as in mainstream kindergartens and their operation is supported by the municipal budget. Private forest kindergartens are mainly funded by resources collected from parents (Decree No. 410/2005 Coll., as last amended).

Education in forest kindergartens takes place in a natural environment, primarily within forests. Children learn through direct experience, observation, experimentation with natural materials, spontaneous play and experiential learning. It is important that children are offered deeper experiential values, that they adopt a sense of belonging to nature, and that they develop mutual respect and respect for their surroundings (Opravilová, 2016).

A forest kindergarten may provide compulsory preschool attendance only if the kindergarten is included in the Register of schools and educational establishments kept by MEYS. In order for a kindergarten to be officially called a *forest kindergarten*, it must comply with the applicable laws and regulations. The Czech Forest Kindergarten Association currently represents approximately 120 establishments (ALMŠ, 2021).

As suggested by the above, forest kindergartens are finally becoming a full-fledged part of the Czech education system and thus complement the choice of preschool establishments for parents and their children who are inclined to this type of education. We believe that, given the increasingly deteriorating state of the environment, an equal status of forest kindergartens is more than desirable.

Preschool education in Denmark

Denmark offers preschool education in various institutions. However, this stage of education is not compulsory. Primary education is carried out at state primary schools, the so-called “folkeskolen”. These are unified schools that include ICSED 1 and ICSED 2 levels along with the zero year of preschool preparatory class, the so-called “børnehaveklasse” corresponding to ICSED 0 level. Danish preschool institutions are classified as follows:

- ICSED 0- 010: Day care centres, day care in private homes and age-integrated facilities (until the age of three),
- ICSED 0- 020 (from the age of three until the start of a primary school): Kindergarten and age-integrated facilities (Eurydice, 2023).

The Day Care Act (LBK No. 985 of 27/06/2022) states that all preschool institutions must have their own curriculum. The curriculum must describe how the educational environment is created. The document should also define the learning and development of children aged 0–6 years. Every preschool institution shall decide on the method of implementation of the curriculum (Eurydice, 2023).

Forest kindergartens have a rich tradition in Denmark. The first forest kindergarten was established in Denmark by Ella Flatau who spent time with children on regular trips to the forest. Due to the insufficient capacity in traditional kindergartens, this approach transformed into regular morning care for children. In 1954, this experience led to a citizens’ initiative bringing together supporters of this idea, with the first ever forest kindergarten being established (Miklitz, 2005).

Danish forest kindergartens are defined as establishments that provide regular outdoor education by qualified teachers. This type of education takes place in a natural and cultural landscape and supports learning in one or more school subjects, such as natural science, mathematics, social science, linguistic art and physical education (Bentsen, Mygind and Randrup, 2009). Children come to forest kindergartens with waterproof shoes, trousers and jacket. They spend time outdoors in all weather conditions and yet they are rarely sick. Even the smallest children use a saw, axe and a sharp knife and are led to absolute independence. Schools have almost no toys; children use dishes for outdoor play. In Denmark,

children play with natural products. Interestingly, one third of forest kindergarten employees in Denmark are men (Mikšová, 2022).

A comparison of the two countries shows that preschool education is part of the education systems in both countries, albeit with different structures. In Denmark, forest kindergartens have a tradition of almost 70 years and are embedded in the system of preschool education. Therefore, they have a long-standing support and a firm place in Danish society.

In contrast, efforts to establish forest kindergartens in the Czech Republic began to appear only in 2004 and until 2016 their functioning was based on the enthusiasm of individuals or associations without a clear legislative framework (<https://www.lesnims.cz/lesni-ms/historie-lesnich-ms.html>). It is only now that the forest kindergartens in the Czech Republic are finally gaining a full-fledged place in the Czech education system, and Czech society is beginning to accept them. This was strongly accelerated by the establishment of the Czech Forest Kindergarten Association.

Measures against the spread of COVID 19 in the Czech Republic during the pandemic

Society, as well as education, in the Czech Republic, was severely impacted by the COVID-19 pandemic. The same applied to Denmark, where preschool education was disrupted, leading to changes in its conditions. In the Czech Republic, measures were put in place to prevent contact between people, which disrupted the normal functioning of kindergartens. Due to government regulation, kindergartens were closed for 50 working days. The distance form of education was a novelty for kindergartens as well as elementary schools (MEYS, 2021b).

The first case of Covid-19 was reported on the 1st of March 2020. The government declared a state of emergency and a nationwide quarantine restricting free movement and international travel in order to limit the spread of the virus. A number of measures were introduced to support the population, jobs and businesses. Due to the strong increase in the number of people infected per day, which marked the second wave of the pandemic, restrictions had to be re-introduced at the turn of the summer and autumn of 2020. The restored state of emergency ended on the 11th of April 2021 (Bryndová et al., 2021). Compulsory measures included testing in schools and work, as well as the mandatory wearing of FFP2 masks or other equivalent masks. The government gradually introduced reopening measures

depending on the improvement of the pandemic situation. In April 2022, due to a substantial improvement in the epidemic situation, most of the national emergency measures imposed by the Ministry of Health were lifted. Partial measures remained in force in the health and social care segments (IMF, 2021a).

Measures against the spread of COVID 19 in Denmark during the pandemic

Denmark reported the first confirmed cases of Covid-19 a few days before the Czech Republic on the 27th of February 2020. A number of measures were introduced in March to limit the spread of Covid-19 and to support the population, jobs and businesses. The measures included closure of all borders, ban on events with more than 10 people, closure of schools, universities and day centres and other facilities, and an appeal to all private businesses to leave their employees at home if possible (IMF, 2021b).

In mid-April 2020, primary schools and preschool facilities were reopened. Secondary schools and some businesses reopened in May 2020. On the 1st of July, the borders with selected non-EU countries were reopened and the ban on gathering was increased from 50 to 100 people. This gradual reopening was supported by a comprehensive testing strategy. Authorities offered foreign visitors to undertake COVID-19 tests. Due to the increasing level of infection, authorities decided not to increase the number of people on the gathering ban (IMF, 2021b).

Due to the increasing level of infection, the ban on gathering was decreased to only 10 people in October 2020. The targeted *lockdown* which originally applied to 38 of the 98 municipalities was extended to all municipalities, while kindergartens and primary schools remained open. The complete *lockdown* was declared from the 25th of December 2020 to the 3rd of January 2021 and subsequently extended until the end of January and then until the end of February 2021. At the beginning of May 2021, elementary schools and universities were reopened. Denmark introduced one of the fastest vaccinations in the European Union. On the 10th of June, an agreement was reached on a gradual lifting of all restrictions introduced under Covid-19 before September 2021 (IMF, 2021b).

Both countries responded to the need of rapidly addressing the epidemiological situation, which required the implementation of measures and communication with the public. The anti-epidemic measures were similar; we describe and compare them in detail in the following chapters.

Anti-epidemic measures in preschool education in the Czech Republic

Preschool institutions in CR were closed during the pandemic only if they were quarantined or if decided by the director. MEYS issued instructions that preschool institutions were supposed to follow. However, the situation deteriorated in 2021 and the Czech government was forced to declare a lockdown from the 27th of February 2021 to the 10th of May 2021 (Bryndová et al., 2021). On the 1st of April 2021, MEYS issued a guideline on the first stage of school reopening. Kindergartens opened only for children in the last compulsory year of preschool education. The maximum number of children in a group was 15. Children were no longer obliged to wear respirators but they had to be tested once a week. Staff had to wear a respirator and were tested twice a week using an antigen test or once a week by a PCR test. From the 10th of May 2021, kindergartens were opened to all children without testing (MEYS, 2021d).

MEYS regularly issued manuals on the operation of kindergartens. The manuals included recommendations such as: carry out most activities outdoors, provide enough soap, disinfection and disposable wipes in toilets, and ensure frequent ventilation in classrooms. Other instructions were specified to increase hygiene. If a child was ill with Covid-19, they had to be at home at least 14 days before returning to kindergarten (MEYS, 2021a).

Anti-epidemic measures in preschool education in Denmark

The attitude to the pandemic in Denmark was different and preschool institutions were closed for only 3 weeks. Subsequently, hygiene and organizational measures were implemented, which disrupted the usual functioning of kindergartens. Reopening of schools and preschool institutions remained the priority after the restrictions in the area of public health were reduced. Denmark used the “Test to Stay” strategy according to which people in contact with a person positive for Covid-19 could return to school if they had no symptoms and their rapid test was negative without being isolated (MCHRI, 2021). Parents were not allowed to accompany their children to the door and schools coordinated the arrival of children to avoid gathering of more people. Large formal meetings of children were not allowed. The Danish Health Authority recommended that child care establishments had a floor area for each child of 4 to 6 square meters (Sundhedsstyrelsen, 2022).

After reopening in mid-April 2020, the following key steps defined by the Danish Health Authority were taken in preschool institutions:

- **Adjustment of measures:** all objects which could be a source of virus, or could pose a problem in everyday cleaning, were removed from classrooms and playrooms,
- **Distribution of children:** groups of three for children younger than 3 or groups of five to six children for children aged 3 to 6 years, with one adult supervising each group,
- **Delimitation of indoor space:** striped plastic tape was used to break up indoor space and outdoor playgrounds into smaller and better manageable areas to help control how many children gathered at a single moment (Hathaway, 2020),
- **Stock management:** liquid soap, hand sanitizer, disinfectant and latex gloves provided throughout the whole period of operation,
- **Signs and posters:** information posters on reducing the risk of infection. (Sundhedsstyrelsen, 2022).

The Ministry of Health in Denmark issued detailed manuals on how to proceed with the reopening of ECEC. For example, the manual specified the procedure for cleaning of premises and toilets, washing of laundry, care for toys, hand washing procedure, etc. (Sundhedsstyrelsen, 2022).

The anti-epidemic measures adopted in kindergartens in the Czech Republic and Denmark concerned primarily hygiene and organization. For better clarity of differences, the information on the measures in preschool institutions is specified in Table 1.

TABLE 1. Comparison of the measures to prevent the spread of Covid-19 in kindergartens in 2019/2020 and 2020/2021 in CR and Denmark¹

ANTI-EPIDEMIC MEASURES	CZECH REPUBLIC	DENMARK
Closure of kindergartens	50 days	15 days
Children in smaller groups	15 children	3–6 children
Parents not allowed to enter the premises of kindergarten	NO (entry restriction only)	YES (for the whole period)
Hygiene measures (disinfection, disposable wipes, daily disinfection of toys and washing of bed clothes...)	YES	YES
Wearing of respirators	YES	NO
Mandatory testing	YES	YES (<i>Test to Stay</i> method)

References: (MEYS, 2021a; MEYS, 2021b; MEYS, 2021c; Sundhedsstyrelsen, 2022).

Functions and conditions of preschool education

A comparison was performed of selected functions and conditions of preschool education, which we find universal for both countries.

The kindergarten is a place where children socialize and are prepared for personal, occupational and civil life. Of the monitored functions (Šmelová, 2006), we focused on the educational and socialization functions as these two seemed to be most affected (see Gajdová, Srbená, 2021; Srbená, Gajdová, 2021). The educational function entails the harmonious development of the child, the child's personality and learning, ensuring the preconditions for further education, whereas the socialization function entails secondary socialization closely linked to family education.

In order to fulfil the functions of preschool education, it is essential to respect and observe specific educational conditions. They are defined by the relevant legal standards in both countries. Forest kindergartens are obliged to ensure the same conditions, unless provided otherwise (FEP PE, 2021).

¹ The comparison shows that both countries introduced similar measures with minor differences in the length of closure of kindergartens, numbers of children in groups, wearing of respirators and parents' access to kindergartens. Measures in the Czech Republic were stricter in terms of the length of closure of kindergartens and wearing of respirators. In Denmark, measures were stricter in terms of the number of children in groups and parents' access to kindergartens.

The present research focuses on: *material* conditions that concern the generally appropriate material environment of the kindergarten, *psychosocial* conditions that primarily relate to the school climate and classroom atmosphere, but also *organizational, human resource and educational* conditions, *parental participation*, and *regimen measures*, including the provision of a rich and balanced diet, sufficient physical activity, rest and sufficient time spent outdoors. Generally speaking, children's healthy lifestyle is supported (FEP PE 2021). These conditions were selected deliberately on the basis of the previous phase of the research, as they were found to be most vulnerable to anti-epidemic measures (see Gajdová, Srbená, 2021; Srbená, Gajdová, 2021).

METHOD

Research problem: The impact of the anti-epidemic measures on selected conditions and functions of preschool education in mainstream and forest kindergartens in the Czech Republic and Denmark.

Main objective: To analyse, compare, and assess the impact of the anti-epidemic measures on the functions and conditions of preschool education in forest and mainstream kindergartens in the Czech Republic and Denmark.

For the purposes of the research study, forest kindergartens and mainstream kindergartens were selected. Mainstream kindergartens are those that do not follow an alternative concept and are usually established by the state.

Research questions

The research questions are based on the research problem and the research objective:

RQ1: Are the functions fulfilled in mainstream and forest kindergartens in CR and Denmark despite the anti-epidemic measures?

RQ2: How do the anti-epidemic measures affect the conditions of preschool education in mainstream and forest kindergartens in CR and Denmark?

RQ3: Are there any differences between mainstream and forest kindergartens in fulfilling and respecting the functions and conditions of preschool education in CR and Denmark?

Research method

A qualitative sequential method triangulation was selected: a content text analysis which was based on the documents provided by the state administration and government, ministries of health and education in both countries, as well as the applicable legal documents and papers. The other strategy was a semi-structured interview with teachers in state and forest kindergartens in both countries. Interviews were conducted with four people. Interviews with participants in Denmark were conducted online via the Zoom platform. At the beginning of the interview, participants were informed that the interview would be recorded for the purposes of further data processing. Data analysis was performed by means of open coding.

Description of participants

When it comes to kindergartens, the criterion for the selection was the compliance of all kindergartens with applicable national curricular documents. Subsequently, kindergartens in each country were randomly addressed. When it comes to interviewees, we describe them as follows:

- Participant 1 (P1): female teacher in a Danish forest kindergarten, 35 years of age, university degree, and 15 years of experience (kindergarten capacity 12 children, 5 teachers + 2 teaching assistants, established by an association of parents)
- Participant 2 (P2): male teacher in a Danish mainstream kindergarten, 30 years of age, university degree, and 5 years of experience, (kindergarten capacity 140 children, 30 teachers, established by the municipality)
- Participant 3 (P3): female teacher in a Czech forest kindergarten, 51 years of age, university degree in preschool education, and 20 years of experience (kindergarten capacity 15 children, one heterogeneous class, 4 teachers + one teaching assistant, established by a registered association)
- Participant 4 (P4): female teacher in a Czech mainstream kindergarten, 48 years of age, secondary education with school leaving qualification, and 28 years of experience, (kindergarten capacity 99 children, 4 heterogeneous classes, 8 teachers + 1 teaching assistant, established by the municipality)

*Analysis of the functions and conditions of preschool education***TABLE 2.** Juxtaposition of the functions of preschool education in the context of the anti-epidemic measures in both countries

SELECTED CRITERIA	CZECH REPUBLIC	DENMARK
Educational function	Risk of non-holistic child development Distance education for a period of 50 days	Risk of non-holistic child development Distance education for a period of 15 days
Socialization function	Significant restriction of physical contact Isolated groups of 15 children	Significant restriction of physical contact Isolated groups of 3–6 children

Educational function

The fulfilment of the educational function was affected in both countries but with certain differences. In the Czech Republic, this primarily concerned the way in which education was conducted, i.e., it was most affected in terms of the transition from full-time education to distance education. Moreover, education was partially transferred to parents for a period of 50 working days. In Denmark, distance education was shorter, which might have had a smaller effect on the education function compared with CR. In both countries, a great effort was made to continuously inform parents about the methods of substitute education by means of manuals, websites and electronic communication.

Socialization function

Due to the lockdown, the fulfilment of the socialization function was disrupted in both countries. One of the important factors was the length of kindergarten closure in the context of additional anti-epidemic measures that mainly affected the organization of kindergartens. Children were deprived of social contact and did not have the opportunity to interact with their peers and teachers. In the Czech Republic, classes were limited to 15 children, while in Denmark, groups of children younger than 3 years had a maximum of 3 children, while children aged 3 to 6 years formed groups of a maximum of 6 children, which could have led to a more significant limitation of this function compared with the Czech Republic. A challenging aspect in both countries was the socialization of the smallest chil-

dren, who, due to the pandemic, did not undergo the natural adaptation process to the kindergarten environment.

TABLE 3. Juxtaposition of the conditions of preschool education in the context of the anti-epidemic measures in both countries

SELECTED CRITERIA	CZECH REPUBLIC	DENMARK
Material conditions	<i>Distancing</i> Hygiene aids <i>Wearing of respirators</i> Testing	<i>Structuring of space</i> Hygiene aids <i>No respirators</i> Testing (<i>Test to Stay method</i>)
Psychosocial conditions	Mental stress on children Mental stress on teachers	Mental stress on children Mental stress on teachers
Organizational conditions	<i>Changes in the implementation of education (groups of 15 children)</i>	<i>Changes in the implementation of education (groups of 3 or up to 6 children depending on age)</i>
Staffing and pedagogical conditions	Teachers absent	Teachers absent
Parental involvement	Changes in communication and cooperation with parents	Changes in communication and cooperation with parents
Daily regimen	Outdoor activities preferred, promotion of a healthy lifestyle	Outdoor activities preferred Promotion of a healthy lifestyle

Material conditions

The material conditions in both countries changed. Greater distances between desks and chairs had to be maintained and the educational environment had to be adjusted so that children were prevented from gathering. Moreover, hand disinfection, furniture cleaning chemicals and disposable wipes had to be provided. Toys had to be disinfected on a daily basis and those that were difficult to clean had to be put away as a precautionary measure.

Psychosocial conditions

In the Czech Republic, the disruption of the psychosocial conditions was caused by the mandatory testing of teachers and children, obligation to wear a respirator

for employees and parents, preparation and implementation of distance education and changes in school-family communication. All of this had an impact on the mental stress on children, parents and teachers. In Denmark, teachers were not obliged to wear respirators when working with children; testing was carried out according to the *Test to Stay* principle. The following was similar to CR: changes in school-family communication and transition to distance education.

Organizational conditions

The pandemic brought significant organizational changes in preschool education, such as changes in handover of children, adjustment of premises, transition to distance education, etc. In CR, the maximum number of children in a group was 15. In Denmark, groups of children younger than 3 years had a maximum of 3 children, while children aged 3 to 6 formed groups of a maximum of 6 children.

Staffing and pedagogical conditions

Both countries faced a shortage of teachers due to frequent sickness absence. Substitute teachers were recruited among teacher training students, babysitters, school assistants or teaching assistants. According to the Danish legislation (Sundhedstyrelsen, 2022), one teacher looked after 3 to 6 children, which made it difficult to find adequate cover teachers for those who were absent.

Parental involvement

Parental involvement in school events and their presence in school buildings was restricted. Due to distance education, parents from both countries were involved. However, even after reopening of schools, cooperation with parents remained very limited in order to prevent another spread of the disease.

Daily regimen

A healthy lifestyle was supported in both countries, such as strict observation of hygiene habits, outdoor activities, consumption of vitamins, sports, etc. When it comes to the type of kindergarten, the difference between mainstream and forest kindergartens was that no changes had to be adopted in forest kindergartens.

This implies that both the functions and conditions of preschool education were affected in a similar way in both countries. However, the impact differed in specific sub-areas in the context of the anti-epidemic measures adopted and in relation to the type of kindergarten. This is analysed in detail in the following chapter.

Discussion

On the basis of the data and juxtapositions, analytical categories were created in the context of the kindergarten type.

The analytical categories were created using open coding, as part of which the codes relevant to the aims of the research were clustered into smaller subcategories and then into final categories. Tables 4 and 5 below show the final categories and subcategories.

TABLE 4. Analytical categories for mainstream kindergartens created on the basis of interviews in both countries

RESULTING ANALYTICAL CATEGORIES			
RESTRICTED CONTACT WITH PARENTS	DISTANCE EDUCATION	ORGANIZATION AND OPERATION OF KINDERGARTEN	RESTRICTION OF THE FUNCTIONS OF PRESCHOOL EDUCATION
<ul style="list-style-type: none"> - <i>No entry</i> - <i>Changes in child pickup</i> - <i>Limited communication</i> 	<ul style="list-style-type: none"> - <i>Digital technology</i> - <i>Methodological guidance</i> - <i>Home education</i> 	<ul style="list-style-type: none"> - <i>Different operation of kindergarten</i> - <i>Organizational changes</i> - <i>Limited culture</i> 	<ul style="list-style-type: none"> - <i>Limited education</i> - <i>Anti-epidemic measures</i> - <i>Socialization</i>

Restricted contact with parents

Contact with parents in mainstream kindergartens was significantly restricted in both countries. In Denmark, parents were strictly prohibited from entering kindergartens, which was an effective prevention of the virus transmission. Another measure was collecting children by only one parent; grandparents or older siblings were not allowed to pick up children. In CR, parents were allowed to enter kindergartens but only the changing room, where they collected their child and immediately left. When collecting their children, parents had to wear a res-

pirator and have their hands thoroughly disinfected. According to participant 4, communication with parents during the pandemic took place only through e-mail and joint events with parents were cancelled.

P2: *“Also parents could not drop off the kids inside of the institution, they had to stay outside, and they could only send one parent to drop off and pick up their children.”*

P4: *“During the pandemic, communication with parents took place via email, communication was quite good. Now we prefer an individual interview, communication is good and sufficient.” “...adults had to use hand disinfection and wear a respirator when entering the building, the number of entering people was limited.”*

Distance education

Distance education was implemented in both countries when kindergartens were closed. Czech mainstream kindergartens were closed for 50 working days. Parents received resources and information on how to work with their children and develop their skills. This form of education was only a partial substitute (MEYS, 2021b). According to participant 4, this may have been caused by a lack of interest on the part of parents, leading to non-holistic development of children.

In Denmark, distance education was in place only for 3 weeks (Hathaway, 2020). According to participant 2, it was in the interest of the state to reopen preschool institutions as soon as possible. During the lockdown, the situation was similar to CR and information and resources were distributed electronically.

P4: *“We sent materials to parents every week via email but we received feedback only from some of them. I think because of the situation at the time, many of them did not have enough resources and energy to work with their children.”*

P2: *“Politicians they made sure that kindergartens were open, because it’s one of the most important institutions, so there was a really short time when kids were homeschooled. Preschool teachers gave some materials for the parents to work with their kids.”*

Organization and operation of kindergartens

Due to the measures adopted, it was impossible for teachers to ensure the operation of kindergartens under normal conditions. Participant 4 believes that despite the constant organizational changes, the life of the school calmed down because events were cancelled, children could not go to the theatre, etc. and spent time outdoors or in smaller groups indoors.

In Denmark, it was also recommended to move as much education as possible to nature which was supported by a significant organizational change. After reopening of kindergartens, children were divided into small groups of 3–6 children. For the whole day, children were in contact with a single adult. As a result, each kindergarten knew the child's contacts in the case of infection.

P4: *“When our school opened, we tried to spend most of our time outdoors where we did controlled activities. But the weather wasn't always good...”*

“There were constant organizational changes but overall, we agreed with fellow teachers that thanks to the pandemic the rush and everyday pressure disappeared and everything was suddenly calm, because we didn't have to prepare events, performances, exhibitions, etc.”

P2: *“...and then in each group we made smaller groups like social bubbles so they were only together with the same 4 kids every day. Each group had a regular staff, so there were 3–6 kids and one adult.”*

Restrictions of the functions of preschool education

The educational function was limited due to distance education and again after kindergartens were reopened. The measures adopted prevented the implementation of education plans. Both participants from mainstream kindergartens agree that the priority was to meet the children's basic needs. The participants also agree that socialization was the most affected function. At the same time, participant 2 observed a significant improvement in fine and gross motor skills in most children because they spent more time outdoors and had more physical activity.

P2: *“Our ambition level dropped and we focused more on basic needs.” ... “We saw an increase in motor skills, because we were so much outside, in the woods, so the kids were exposed to a lot more training in terms of motor skills.”*

TABLE 5. Analytical categories for forest kindergartens created on the basis of interviews in both countries

RESULTING ANALYTICAL CATEGORIES FOR FOREST KINDERGARTENS		
COOPERATION WITH PARENTS	BETTER IMMUNITY	ORGANIZATION AND OPERATION OF KINDERGARTENS
<ul style="list-style-type: none"> - Cooperation not disrupted - Communication retained 	<ul style="list-style-type: none"> - Lower sickness rate - Outdoor activities 	<ul style="list-style-type: none"> - Meeting of parents suspended - Limited consultations

Cooperation with parents

In both countries, the founder of the forest kindergarten is a registered association, which also means that the cooperation between the school and the family is required for proper functioning of the entire institution. According to the participants, this cooperation was slightly limited as a result of the measures adopted, but the limitation was not significant except in the lockdown period.

P1: *“Parents did a good job. If one of the parents was infected, it was assumed that the children were also sick and stayed at home with their parents.”*

P3: *“We tried to keep distances with parents, but communication was similar to normal conditions.”*

Better immunity

Both participants agree that the immunity of children in forest kindergartens is better compared with children in mainstream kindergartens. According to participant 1, the sickness rate of teachers was not a serious issue as in other schools.

P1: *“Children were often in the fresh air. The percentage of sickness is 3 %, which is half of that in other public schools. Our children are more immune. Even the teachers were not positive for 2 years, and then they got sick with omicron. If the teachers were sick, the parents helped, but gradually a lot of parents also got infected, some were very sick, some had no symptoms and were at home for 4 days.”*

P3: *“They probably spent more screen time, which surely didn't help. However, children adapt quickly and we soon restored the original regimen. Although we spend all of our time outdoors in all weather conditions, children rarely get sick.”*

Organization and operation of kindergartens

According to both participants, the pandemic did not cause any significant changes in organization. Participant 1 believes that organization was disrupted mainly due to the partial interruption of cooperation with parents.

P1: *“There were not so many changes in the organisation of our school. The biggest change was the restriction of meeting with parents. Parents have working days at our school when they come to us and do the necessary work. However, due to the changes caused by Covid, this was impossible.”*

P3: *“The organization and operation of kindergartens did not change, we just adapted to the current situation with the help of the Czech Forest Kindergarten Association and now we continue our previous work.”*

RESULTS SUMMARY

Below is a summary of the results structured according to the research questions.

RQ1: Are the functions fulfilled in mainstream and forest kindergartens in CR and Denmark despite the anti-epidemic measures?

It can be assumed that the educational function was more affected in CR than in Denmark because of the longer closure of preschool institutions. The socialization function was significantly affected in both countries, but more so in Denmark due to the completely isolated groups of 3–6 children.

RQ2: How do the anti-epidemic measures affect the conditions of preschool education in mainstream and forest kindergartens in CR and Denmark?

In the Czech Republic and Denmark, the changes in these conditions were similar. The psychosocial conditions were affected as well. The organizational conditions were more affected in Denmark due to the strictly isolated groups of children. Cooperation with parents was weakened in mainstream kindergartens in both countries, while in forest kindergartens, cooperation with parents remained almost unaffected.

RQ3: Are there any differences between mainstream and forest kindergartens in fulfilling and respecting the functions and conditions of preschool education in CR and Denmark?

The above implies that, despite the anti-epidemic measures and lockdown in both countries, it was easier for forest kindergartens to deal with the situation, which was probably due to outdoor education. In this way, forest kindergartens automatically fulfilled the recommendation to carry out education outdoors and, thanks to the better immunity of children and teachers, they did not have to face a high sickness rate and the related disruption of organization of education.

In the context of this research question, it should be mentioned that the participants from mainstream kindergartens observed a positive shift in children's development as a result of spending more time in nature. We believe this to be inspiring for mainstream kindergartens as the COVID-19 pandemic showed that even mainstream kindergartens can move part of their education to nature.

CONCLUSION

The text presents a part of a broader research study that analyses and compares the impacts of the measures against the spread of COVID-19 on preschool education in selected European countries. The paper focuses specifically on an analysis and comparison of the impact of the anti-epidemic measures on selected functions and conditions of preschool education in the Czech Republic and Denmark in the context of the type of kindergarten. The study suggests that the COVID-19 pandemic affected both countries in a similar way but there were certain differences, not only in the context of various measures adopted by the countries, but also in the context of the differences between forest and mainstream kindergartens.

In the context of the research questions, the following conclusions can be made (since the research questions overlap, the conclusions are presented for all three research questions):

Among these functions, both the educational and socialization functions were analysed and found to be significantly affected by the measures introduced to limit the spread of COVID-19. Educational conditions were affected similarly in both countries. Nevertheless, some differences were observed in the educational conditions, as discussed in Subchapter 3.

Distance education had an impact on both the educational and socialization functions in both countries, as it made direct interaction between children and teachers, as well as among children, impossible. As a result, social interaction was limited to daily contact between family members or to online meetings with teachers. In this context, the Danish government limited distance education to the shortest possible period amounting to 15 working days. In the Czech Republic, kindergartens were closed for 50 working days due to the development of the epidemic situation, which significantly increased the risk of non-holistic child development compared to the length of distance education in Denmark. The measures persisted in both countries even after the reopening of kindergartens; measures such as testing, smaller groups of children, spacing, wearing of masks in the Czech Republic, among others, continued to affect the fulfilment of the functions and optimal educational conditions. According to participants from mainstream kindergartens in both countries, after reopening, teachers focused mainly on meeting the basic needs of children and adhering to safety measures, sometimes at the expense of the educational function. Regarding the impact of distance education on both types of kindergartens, no differences were reported in this context. However, after reopening, it was easier for forest kindergartens to cope with the measures in the context of the monitored functions and conditions of education. We consider this finding to be logical as children, teachers and possibly parents participating in forest kindergartens spend most of the day outdoors and therefore, it was not necessary to introduce some of the measures.

Another beneficial finding of the study is that, according to one of the teachers from a mainstream kindergarten, shifting education outdoors facilitated the development of children's fine and gross motor skills.

In conclusion, it was somewhat easier for forest kindergartens to cope with the new situation during the COVID-19 pandemic due to the nature of their education, especially in upholding optimal conditions of education, which we perceive as indispensable for fulfilling the functions of preschool education.

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USPOREDBA FUNKCIJA I UVJETA ZA PREDŠKOLSKO OBRAZOVANJE U DRŽAVNIM I ŠUMSKIM VRTIĆIMA ZA VRIJEME PANDEMIJE KORONAVIRUSA U ČEŠKOJ REPUBLICI I DANSKOJ

SAŽETAK

U radu se predstavlja dio istraživanja provedenog u sklopu projekta „Posljedice pandemije koronavirusa za odabrane funkcije i uvjete u predškolskom obrazovanju u kontekstu pripreme djece za početak obveznog obrazovanja u odabranim europskim zemljama“ na Učiteljskom fakultetu Sveučilišta Palacký u Olomoucu. Rad se bavi usporedbom Češke Republika i Danske u svrhu analize i usporedbe utjecaja protuepidemijskih mjera na uvjete i funkcije predškolskog obrazovanja u konvencionalnim i šumskim vrtićima. U istraživanju je primijenjena metoda kvalitativne analize tekstualnog sadržaja i polustrukturiranih intervjua s odgojiteljima u vrtiću, nakon čega je slijedilo otvoreno kodiranje i formulacija analitičkih kategorija te njihova usporedba prema načelima komparativne pedagogije. Rezultati upućuju na to da je utjecaj protuepidemijskih mjera na predškolsko obrazovanje i razvoj predškolske djece u konvencionalnim i šumskim vrtićima varirao s obzirom na ostvarivanje funkcija predškolskog obrazovanja, kao i s obzirom na uvjete u kojima su šumski vrtići obrazovanje provodili za vrijeme pandemije koronavirusa.

KLJUČNE RIJEČI:

predškolska djeca, odgojitelji u vrtiću, funkcije i uvjeti za predškolsko obrazovanje, konvencionalni vrtić, šumski vrtić, protuepidemijske mjere, koronavirus

QUALITY OF PHYSICAL ENVIRONMENT IN PRESCHOOLS IN INFORMAL SETTLEMENTS IN NAIROBI CITY COUNTY IN KENYA: IMPLICATIONS ON CHILDREN'S DEVELOPMENT AND EDUCATION

NYAKWARA BEGI, TERESA MWOMA, CATHERINE MURUNGI

*Department of Early Childhood & Special Needs Education,
Kenyatta University*
begi.nyakwara@ku.ac.ke
mwoma.teresa@ku.ac.ke
gakii.catherine@ku.ac.ke

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ABSTRACT

The quality of the physical environment in a school for young children enhances their development and education. This is because it makes them feel safe, comfortable, increases their concentration, reduces absenteeism and leads to better child health. The Kenya Basic Education Act of 2013 and Early Childhood Development Service Standard guidelines of 2006 state that there should be appropriate facilities in educational institutions for young children. The policy documents further provide that facilities in early childhood programmes should meet standards such as adequacy, durability, safety and user-friendliness in order to enhance children's development and education. Despite the policies being in place, the provisions are yet to be fully implemented in preschools in informal settlements. This paper presents results from a study conducted in preschools in informal settlements in Nairobi City County, Kenya. The preschools offer alternative care and education for children who cannot access public preschools, complementing the effort of the county government in providing early childhood education. The study aimed to explore the quality of physical environment in preschools in the informal settlements and pinpoint implications on children's development and

KEYWORDS:

*quality of physical environment,
preschools, Nairobi, Kenya, children's
development and education*

education. It was a qualitative study conducted across 54 preschools. Managers of the preschools were interviewed, and observation of physical facilities in the schools were carried out. Both qualitative and quantitative methods were used to analyse data, and the results indicated that the quality of physical environment in most of the preschools was not conducive for children's development and education due to inadequate space and facilities. It is recommended that stakeholders collaborate with management of the preschools to improve the quality of physical environment in order to enhance children's development and education.

INTRODUCTION AND THEORETICAL FRAMEWORK

The quality of physical environment enhances children's holistic development and education. This entails adequate lighting, quality air and well-constructed buildings (Grusec & Hastings, 2015). The physical school environment also improves children's achievement, concentration and reduces absenteeism from school (Gilbert & Gay, 1985). It also promotes teachers' effectiveness, morale, job satisfaction and their ability to deliver school curriculum. Hence, there is need to assess the quality of physical environment in preschools in informal settlements, with a focus on ventilation, lighting, furniture, play space, toilets, water and hand-washing stations.

Globally, the effect of school physical environment on children development and education is evident in the literature reviewed. The U.S Department of Education states that preschool classrooms require adequate and sustained ventilation for the realization of maximum academic and healthy development in children (Engle, 1942). Lack of adequate ventilation and lighting in classrooms oppresses children and limits them from accessing quality education and care, consequently making them to develop negative attitude towards schools in general (Dillard, 2009). A conducive school physical environment enhances children's self-esteem which reduces drop-out rates (Welsh, 2000). It is also associated with increased learning outcomes, better health, higher completion rates and teacher retention (Thapa et al., 2013). Contrary to the merits of a quality physical environment, a poor-quality physical environment, in the form of inadequate classrooms, toilets, water supply, and play space, adversely affects the development and education of children. It was therefore important to find out the quality of physical environment in preschools in informal settlements in Nairobi City County and understand how it was affecting children's development and education.

A study conducted in South Africa had found that safety requirements were important for children to gain self confidence in their schools (Welsh, 2000). This was because it increased their interest in learning and developing as happy individuals. Research carried out in Tanzania and South Africa also revealed that children feel unsafe while learning or playing in small spaces (Thapa et al., 2013). This means that space forms an important component of a quality physical environment in preschools.

In Kenya, Mansour (2017) pointed out that there are many children who live in informal settlements. Socio-economic changes have pushed many families into the informal settlements and have also led to a shift in family structure, with both parents now working and needing a place to care for their young children while they are at work. This has led to an increasing demand for preschools in the informal settlements,

which often have inadequate space and physical resources. The institutions were set up to offer childcare and education services to children who cannot access services in public preschools (Republic of Kenya, 2015). The Nairobi City County Task Force report of 2014 indicated that there were 61440 children enrolled in preschools in informal settlements of Korogocho, Mathare, Kibera, Kawangware, and Mukuru (Nairobi City County, 2014). The report further reveals that these preschools complement the effort of the county government in providing early childhood education services.

The Constitution of Kenya (2010) provides that every child has a right to learn in a quality and safe environment (Republic of Kenya, 2010). The Basic Education Act, 2013 of Kenya placed pre-primary education under county governments, which are expected to ensure that the physical environment in preschools is conducive for children's development and education (Republic of Kenya, 2013). However, these developments have been linked with inadequate facilities for children (Somerset, 2009). The National Early Childhood Development Policy Framework, 2006 states that facilities and equipment for young children should be age-appropriate. The policy further states that classrooms should be clean, well-ventilated and spacious with adequate lighting (Republic of Kenya, 2006). Additionally, there should be space for children to play, equipped with hand-washing facilities to help them clean their hands after play. Therefore, it was necessary to establish the quality of physical environment in preschools in informal settlements in Nairobi City County and identify its implications on children's development and education.

This study was guided by the Ecological Theory by Urie Bronfenbrenner (1970). According to the theory, there are five environments which influence children's development and education. The environments are: Microsystems, Mesosystems, Exosystems, Macrosystems, and Chronosystems. According to Bronfenbrenner and Morris (2006) the environments affect each other because they are intertwined and multiple factors in each of the environments influence children's development and education.

Microsystem refers to the immediate environment in which children live, such as home. It is the primary setting for children's development and education. This level has the greatest impact on children's development and education. Mesosystem involves relations between microsystems. At this level, children's development and education tends to be affected by many factors, such as parents' participation in school activities, provision of appropriate facilities in school to improve physical environment. The Exosystem consists of the external factors which influence children's education and development; for instance, government policies and security. The Macrosystem comprises the cultures in a society where children live and operate, which affect their

development and education. The Chronosystem affects children's development and education because of the changes which occurs in society, such as socio-economic conditions and political changes that affect the family structure and economic status.

The theory helped the researchers to conceptualize how school physical environment is influenced by many factors which affect children's development and education.

PROBLEM STATEMENT

The literature reviewed has shown that quality environment in preschools influences children's development and education. This is because it makes them feel safe, increases concentration, reduces absenteeism and leads to better health of children. Studies done globally have also shown that the quality of physical environment enhances children's holistic development and education.

Studies done in Kenya have revealed that the quality of physical environment in preschools in informal settlements has not received due attention, despite of the fact that government policy documents emphasize its significance. This is because most of the studies done in Kenya appeared to have focused more on learner-related factors like children's enrolment and transition to school, and less on school-related factors like school environment. Therefore, this study was intended to fill the knowledge gap regarding implications of physical environment on children's development and education. The questions to be answered by the study are: What is the quality of physical environment in preschools in informal settlements in Nairobi City County? What are the implications of the quality of physical environment on children's development and education?

METHOD

Study design

In this study, a mixed research methods design was used to allow triangulation of data (Creswell, 2012). Data was obtained using interviews and observation schedules. The dependent variable was the physical environment in preschools; while the independent variable was the impact on children's education and development.

Study setting

The study was carried out in preschools in informal settlements in Nairobi City County in Kenya. Purposive sampling was used to select Nairobi City County. The county was selected because it houses many informal settlements in Kenya including; Kibera, Mathari, Mukuru, Dagoreti, and Kawangware.

Target population

The population of the study was teachers and managers in 204 preschools in informal settlements in Nairobi City County. The Nairobi City County Task Force report of 2014 had revealed that 61440 children were enrolled in preschools in informal settlements of Korogocho, Mathare, Kibera, Kawangware, and Mukuru (Nairobi City County, 2014). The preschools are owned by individuals and faith-based organizations.

Sampling techniques and sample size

The study employed a random sampling technique to select a sample, constituting 30% of the total number of preschools. In total, 54 preschools were selected from a total of 204 preschools in the informal settlements. The study included 78 teachers and 54 preschool managers as participants.

Data collection process

A one-day induction workshop was held to introduce the research team to the purpose of the study and prepare them for the pilot study. Permission to collect data was obtained from the Kenyatta University Research Ethics Board and the National Commission for Science, Technology. Additionally, consent was obtained from the school managements and participants.

Pre-testing of the research tools was done in three preschools that were not included in the main study. This pre-test aimed to assess the effectiveness of the tools and to eliminate errors while administering them. Analysis of the responses and field researcher's observations was used to refine the tools. During data collection the researchers worked in three pairs during piloting and data collection. Interview schedules for teachers and managers of the preschools were utilized to gather information on different aspects of the physical environment in the schools. Obser-

vation schedules were used to capture information on the status of sanitation and lighting, environmental safety, water, sanitation and hygiene in the preschools.

Data analysis

The researchers reviewed and organized their notes before inputting them into the computer for analysis. Descriptive statistics was used to analyse quantitative data, consisting of frequencies and percentages. Qualitative data was analysed using content and theme analysis. Content analysis involved evaluating the frequency of certain words and phrases (Bell, 2010). Theme analysis involved breaking up text into parts that represent themes. The results were presented using tables and written text.

Logistical and ethical considerations

We sought ethical clearance from the Kenyatta University Research Ethics Board. Further permission was obtained from the National Commission for Science, Technology and Innovation. In order to conduct this study in non-formal schools, permission was sought from Nairobi City County. We asked the management of the sampled preschools and all participants who participated in the study for further consent. To enhance confidentiality of the information, participants had their identity concealed by using codes.

RESULTS AND DISCUSSION

The study aimed to investigate the quality of the physical environment in preschools within informal settlements in Nairobi City County, Kenya, and its impact on children's development and education. The focus was on ventilation and lighting, furniture, water and sanitation, play space, and security. The results are presented in the following subsections.

Ventilation and lighting

The quality of classrooms affects the children's development and education. According to the U.S. Department of Education, preschool classrooms necessitate sufficient and consistent ventilation to facilitate optimal academic and healthy

development in children (Engle, 1942). Given the importance of ventilations and lighting in classrooms, their adequacy was determined and results have been presented in Table 1.

TABLE 1. Adequate ventilation & lighting in classrooms

Response	Ventilation		Lighting	
	Frequency	Percentage	Frequency	%
Yes	38	70.4	34	63
No	16	29.6	20	37
	54	100	54	100

As it can be seen from Table 1, about a third of the classrooms in preschools in the informal settlements did not have adequate ventilation and lighting. To understand how the lack of adequate ventilation and lighting in the classrooms affected children's development and education, we interviewed teachers and managers and conducted observations. The results obtained from the analysis of data from observations and interviews revealed that the ventilation and lighting in the classrooms were inadequate, and children had to rely on limited light from small windows. Unfortunately, these windows couldn't provide sufficient natural light due to their size. Additionally, the classrooms were poorly designed, primarily because of space limitations in the settlements. In the majority of preschools, classrooms were small and congested, leading to a sense of stuffiness and the accumulation of stale air. This non-conducive classroom environment had adverse effects on children's concentration levels, caused feelings of discomfort, strained the learners' eyes, and diminished their interest in learning. Moreover, constant straining during reading and writing activities conducted in poorly ventilated classrooms increased the risk of visual impairment for the children. It was also evident from interviews with teachers and managers that the lack of adequate ventilation and lighting hindered effective teaching and learning.

The findings from this study are in line with those from a study done in South Africa which had shown that the exposure of children to natural light in a school setting enables them to perform visual tasks with ease and get motivated to handle more challenging tasks in upper grades. Likewise, sufficient lighting in classrooms was also associated with low visual difficulties among learners (Änggård, 2010). Similarly, in Kenya, Sang (2013) found that well-ventilated and lighted

classroom predicted the behaviour of children and enticed them to fully participate in teaching-learning process. Learners were also able to manipulate materials and gain opportunities to develop their gross and fine muscles alongside attending to classroom assessment tasks. Teachers were also able to enjoy instruction and manage learners in well-ventilated classrooms compared to poorly ventilated ones. Conversely, poorly ventilated classrooms exposed children to the risk of suffocation and development of airborne diseases. It also reduced their attention span and hindered the achievement of learning outcomes.

A study conducted in Germany revealed that children who achieved strong academic achievement and social development were those who had access to classrooms with quality learning materials and adequate teacher support (Schneider & Helmke, 1986). These findings align with those of a study done in Indian elementary schools, where children's ability to develop motor skills and maintain basic classroom concentration was compromised due to insufficient classrooms and limited indoor resources (Ryan, 2006). The subpar physical environment in schools leads to lack of school readiness and limited access to quality education.

Furniture

Suitable and well-maintained furniture are important components of quality physical environment that enhances children's development and education. School furniture includes desks, chairs, tables and many other classroom facilities (Scriven & Associates, 1975). Therefore, we found it important to establish the adequacy of furniture in preschools in the informal settlements and see how it affected children's development and education.

TABLE 2. Adequate furniture

Response	Frequency	Percentage
Yes	30	55.6
No	24	44.4
	54	100

Table 2 shows that about 45% of the preschools did not have adequate furniture for children. It was also observed that in many of the preschools without adequate furniture, four to five children shared a desk. Some of the preschools

had old and poorly maintained furniture that was not clean. The inadequate and poorly maintained furniture posed a problem by snagging learners' clothes, making teaching and learning very difficult for both teachers and children. In such situation, children's learning is obstructed, leading to a development of negative attitudes towards school and learning.

The literature review highlighted how the lack of appropriate and suitable furniture was hindering children's development and education. A research conducted in Sri Lankan preschools had established that the desks and chairs used by children were in short supply and too high, thus hindering the achievement of learning outcomes (Scriven & Associates, 1975). A similar study conducted in Kenya revealed that the kind of furniture provided to preschool children influenced their physical development and academic achievement positively and negatively (Sang, 2013). This was because having appropriately sized desks and chairs correlated with children's interests to learn. The study further indicated that due to inadequate furniture, children in informal settlements were four times more likely to face physical, health and academic delays compared to those in urban and well-furnished schools.

Play space

Space is an essential environmental domain which directly affects safety and learning of children in school settings (Timmons, Naylor & Pfeiffer, 2007). The play space helps children use stored energy, socialize, and talk to each other, as well as do recreation activities which are essential for their growth and development. It also helps them learn that they are valued and appreciated by the school. Therefore, we determined the availability of space for children's play in selected preschools, and the results have been presented in Table 3.

TABLE 3. Availability of space for children's play

Space for Play	Frequency	Percentage
Available	23	42.6
Not Available	31	57.4
Total	54	100

As shown in Table 3, the majority of preschools in the informal settlements did not have space for children's play. After confirming this fact, it became impor-

tant to determine where children played. According to the teachers, the children played in open spaces in the community, church grounds, parking spaces and public school fields. In some instances, communal land was shared by several schools where children had to use the fields in turns for play. In rare cases, the children had to share the grounds owned by technical institutions. From the interviews with the teachers, it was very clear that the lack of space for play denied children opportunity to socialize, do recreation activities, use pent up energy and share experiences during co-curricular activities. Teachers also reported that the lack of space for play led to the development of bad behaviours among children, such as bullying.

These research findings concur with those reported by Mwoma, Begi and Murungi (2018) who found that poor infrastructure, lack of space for play and congested classrooms were some of the challenges that the preschools in the informal settlements were facing. Similarly, Opondi (2016) found that many preschools in the slums did not have play facilities and that children were not participating in play activities, which ultimately affected their education and development. The findings of this study are consistent with research conducted in the UK, which suggested that children exposed to adequate spaces in school were better able to explore and learn compared to their peers in more cramped conditions. Adequate space including classroom layout, child-teacher interaction and display of materials and play equipment were also associated with healthy physical development and increased learning outcomes among children (Timmons, Naylor, & Pfeiffer, 2007). Research carried out in Tanzania and South Africa also revealed that children felt unsafe while learning or playing in small spaces. The results further revealed that majority of children loved to play in closed and small space such as boxes, lean-tos and barrels, which they found more engaging, thus being conducive to creativity in their play and learning (Thapa et al., 2013). This underscores the significance of adequate space as a crucial component of a quality physical environment in preschools.

Toilets

Clean and well-maintained toilets form a basic sanitation facility in a school. Availability of adequate and clean sanitation facilities make children feel safe and secure about their learning. Therefore, we found it necessary to establish the condition of toilets in the preschools (see Table 4).

TABLE 4. Availability of adequate toilets for children

Response	Frequency	Percentage
Adequate	0	0
Not Adequate	54	100
Total	54	100

As it can be seen from Table 4, none of the schools had adequate toilets for children. The study findings, gathered through observation and interviews, indicated that the majority of the schools did not have separate toilets for girls and boys. The toilets were also poorly maintained due to lack of adequate funds for buying cleaning supplies. It was further revealed that some of the preschools without toilets were using community toilets, which not clean. The absence of adequate toilets, coupled with the lack of separate toilets for girls and boys, was a deterrent to children's development and education. This was because children who contracted contagious diseases from the toilets frequently missed school to seek medical attention.

These findings align with those of a study conducted in Indian preschools which revealed that majority of children lacked access to sanitation facilities and toilets (Chary, Narender, & Rao, 2003). This led to many children getting infected with contaminated water and facilities. As a result, most learners dropped out of school, while others suffered severe health consequences. Equally in Kenya, a study conducted by Dierkx (2003) revealed that most urban schools in Nairobi City County informal settlements did not have toilets. This contributed to increasing number of ailing children, drop-out rates, and declining academic performance alongside constant fatalities. Therefore, it is evident that the provision of quality sanitation in preschools was associated to increased academic outcomes and improved health on all aspects of development in children. Contrary to this, a lack of toilets or its inadequacy creates a fertile environment for diseases that directly hinder the development and education of young children.

Clean water

Preschools require clean and adequate water. This is because clean water forms an important component of a quality physical environment which influences children's development and education (Day and Sheehan, 1974). The presence of clean drinking water, play, and art activities enhance children's physical, emo-

tional, social, mental and academic development. Water and sanitation are also critical in creating a conducive school environment because it improves children's health, attendance, retention, performance and promotes their school transition (Republic of Kenya, 2011). Because the availability of clean water in preschools reduces waterborne and sanitation-related diseases such as cholera, diarrhoea, worm infestation and skin infections, it was important to find out whether clean water was available in the preschools (see Table 5).

TABLE 5. Availability of clean water

	Frequency	Percentage
Available	37	68.5
Not Available	17	31.5
Total	54	100

As shown in Table 5, about a third of the preschools did not have clean water for drinking. The main sources of water in preschools that did have water were: piped water, harvesting rain water during the rainy season and water bought from water vendors. The study also examined the methods of water storage, and the results revealed that some schools had water tanks and jerry-cans for water storage, while others lacked proper equipment for storing water. Furthermore, it was determined that most of the preschools sourced their water from taps located outside the school premises, which were provided by the Nairobi Water Company and Sewerage. It was also noted that in some preschools, young children accompanied caregivers to fetch water in the community water taps located outside school compound, which was not ideal for preschool-aged children.

The reviewed literature points out that clean water promotes health in children, which later makes them concentrate on learning activities. However, the results obtained present a different situation where children seem to be at risk of diarrhoea because the water from boreholes outside school compound was not treated. Similarly, in Ethiopia and Tanzania, Scriven and Associates (1975) discovered that among 24 preschools and day care centres that had designated water points, there were fewer reported cases of ill children. Likewise, in Kenya, Sang (2013) had found that preschool children with clean water demonstrated higher attention span compared to those from schools without clean water. Equally, Timmons, Naylor and Pfeiffer (2007) conducted a study in California schools

of children aged 3 to 5 years, and found that children who were actively engaged in water activities demonstrated high academic abilities in classroom assessment tests. Therefore, it is apparent that the provision of clean water in preschools was related to increased academic outcomes and improved health of children. The lack of clean water creates a fertile environment for diseases which hinder children's development and education.

Hand-washing stations

Hand-washing stations are vital components for a quality physical environment because they help children learn about hygiene. It was thus important to determine the adequacy of hand-washing stations in the preschools (see Table 6).

TABLE 6. Availability of adequate hand-washing stations

Response	Frequency	Percentage
Available	28	51.9
Not Available	26	48.1
Total	54	100

The results show that about forty eight percent of the preschools did not have adequate hand-washing stations. It was observed that majority of the preschools had between one to two hand-washing facilities. Teachers also stated that hand-washing stations were not enough for the number of children in schools. Owing to the importance of these facilities, most of preschool managers admitted that they were not able to provide enough hand-washing stations due to financial constraints. Similarly, there was a shortage of soap for hand washing in the preschools, which deprived children of the opportunity to learn how to maintain hygiene. Hand washing is essential as it allows children to practice good hygiene and fosters an interest in creative activities that involve using water to clean their hands. It was also revealed that the absence of water and hand-washing stations hinders teachers from planning creative activities to develop children's motor skills, promote outdoor play activities, and establish a school culture where every learner washes their hands after play or using the toilet.

The findings from this study have been supported by those from other countries. For instance, research conducted in Bangladesh peri-urban schools revealed that

diarrhoea was common in schools without clean water and hand-washing facilities. The study further indicated that an introduction of a soap and hand-washing station in the schools resulted in 47-73% decline in 5 to 9 year old children who were prone to pathogen diseases (Shahid et al., 1996). In Kenya, while the effort to provide water and sanitation systems has been acknowledged by many studies, some gaps still prevail. It was further revealed that hand-washing containers provided best hygienic practices for young children in schools (Saboori et al., 2011). However, during the visit to the preschools, it was observed that there was lack of clean water and adequate hand-washing stations. Therefore, it is evident that providing hand-washing stations enhances children's development and education. The studies also highlight the rationale of providing soaps to each of the hand-washing stations to reduce the spread of diseases and cultivate healthy hygiene habits among children.

Fence with a gate

Preschools with fences and lockable gates have the capacity to shield children from potential dangers, hazardous situations, and interactions with strangers. Fencing the school compound is essential in guaranteeing that children do not leave the school premises without the knowledge of their caregivers. It also serves as a deterrent against unauthorized entry by strangers. This study aimed to ascertain whether preschools in informal settlements were fenced and had lockable gates, and the results are presented in Table 7.

TABLE 7. School compound fenced and with a gate

	Fenced		Lockable Gate	
	Freq.	%	Freq.	%
Yes	36	66.7	39	72.2
No.	18	33.3	15	27.8
Total	54	100	54	100

As it can be seen from Table 7, 66.7% of the preschools had their compounds fenced while the remaining 33.3% did not. Of the fenced preschools, 72.2% had lockable gates while 27.8% did not have lockable gates. It was observed that schools without proper fences used improvised poles erected around the compound to serve the purpose of a fence and a gate. Additionally, some the schools with fences lacked lockable gates and security personnel to manage the gates,

which ultimately compromised security of children. The interviews with caregivers in preschools without fences and gates had revealed that sometimes children played beyond the school compound, exposing them to potential accidents involving animals, strangers, and road users. This situation also led children to develop fear and negative attitudes towards learning and school. Moreover, the children were hesitant to participate in outdoor activities, which in turn hindered their development of motor skills.

The findings are consistent with those from a study done in Taiwan, which involved 393 elementary schools that benefited from a government project to fence schools following an earthquake (Huang, 2012). However, the effort did not change the situation because children were still facing safety fears due to lack of gates. The learners were also affected emotionally, mentally and academically. Similarly, in Kenya, in Nairobi City County, a majority of preschools in informal settlements lacked fences and lockable gates. The situation contributed to an increase in child abuse and child trafficking within the county, thus negatively impacting the emotional, social and academic development of children (Dierkx, 2003). Additionally, it led to a pervasive sense of insecurity among children and an increased rate of school dropouts. These results are also similar to those found by Begi and Yattani (2020), who found that several safety and security challenges were preventing parents from enrolling their children in preschools in Arid and Semi-arid Lands (ASAL) in Kenya. The challenges included travelling long distances from home to school, harsh weather, rugged terrain, salty water and ethnic conflicts which hindered children's development and education. It is therefore important to note that fencing school compound ensures children's safety and security as it protects them from danger, hazard scenes and strangers.

CONCLUSION AND RECOMMENDATIONS

The results indicate that many preschools in the informal settlements lack classrooms with adequate ventilation, lighting and furniture which conform to policy standard guidelines. This situation poses a threat to children's development and education. Prevalence of inadequate space for play, lack of fence and lockable gates in many of the preschools exposes children to accidents, fear of their safety and anxiety disorders. This type of school environment is associated with adverse academic effects, including poor attention spans, diminished achievements and

higher rates of school dropouts. The findings regarding inadequate toilet facilities, the absence of clean water, and insufficient hand-washing stations in the majority of preschools have significant repercussions on children's health, physical development and learning. Therefore, there is a need for stakeholders to collaborate with preschool managers to improve the quality of physical environment in order to meet the standards provided in policy guidelines, which is in turn essential for children's development and education.

The recommendations for key stakeholders include:

(i) Parents

The results have indicated that many preschools in the informal settlements lack clean water and adequate furniture that conform to the Early Child Development and Education policy standard guidelines. This situation poses a threat to children's development and education. Parents should actively support the preschool management in providing clean water for their children. They should also seek collaboration with other stakeholders to provide clean water points and furniture to facilitate children's development and education.

(ii) Management of preschools

The inadequate space for play and the absence of fences and lockable gates in some of the preschools exposed children to accidents, fear, low self-esteem, and anxiety disorders. The consequences of this kind of school environment include poor attention spans, lower learning outcomes, and increased school dropouts. Preschool management should work in cooperation with other stakeholders to construct fences with lockable gates, thereby safeguarding children from external dangers.

(iii) Non-governmental organizations (NGOs)

The results reveal limited space, a shortage of toilets and hand-washing stations, along with the lack of clean water in the majority of preschools. These factors have a detrimental impact on children's health, physical development and learning. Therefore, NGOs should offer financial, material and technical support inform, such as providing play equipment, chlorinated water and replacing broken hand-washing stations with new ones. Additionally, the option of leasing available land would also be beneficial in providing space for children to play and learn.

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KVALITETA FIZIČKOG OKOLIŠA U PREDŠKOLAMA U NEFORMALNIM NASELJIMA OKRUGA NAIROBI U KENIJI: POSLJEDICE ZA RAZVOJ I OBRAZOVANJE DJECE

SAŽETAK

Kvaliteta fizičkog okoliša u školama za djecu mlađe dobi pogoduje njihovom razvoju i obrazovanju. Omogućava im da se osjećaju sigurno i ugodno, doprinosi boljoj koncentraciji, manjem broju izostanaka i boljem zdravlju djece. Kenijskim Zakonom o osnovnom obrazovanju iz 2013. i Smjernicama za utvrđivanje standarda u razvoju djece u ranom djetinjstvu iz 2006. propisano je da obrazovne institucije trebaju imati prikladne sadržaje za djecu u ranom djetinjstvu. Nadalje se navodi da sadržaji namijenjeni provedbi programa za djecu u ranom djetinjstvu moraju zadovoljiti kriterije primjernosti, trajnosti, sigurnosti i praktičnosti kako bi stimulirali razvoj i obrazovanje djece. Međutim, iako su ti propisi utvrđeni različitim aktima, nisu do kraja provedeni u predškolama u neformalnim naseljima. U ovom radu predstavljene su rezultati istraživanja provedenog među predškolama u neformalnim naseljima na području Grada Nairobija u Keniji. Te predškole nude alternativnu skrb i obrazovanje djeci kojima javne predškole nisu dostupne, čime se upotpunjuju mjere koje lokalne vlasti poduzimaju u svrhu obrazovanje djece u ranom djetinjstvu. Cilj istraživanja bio je utvrditi kvalitetu fizičkog okoliša u predškolama u neformalnim naseljima i definirati posljedice za razvoj i obrazovanje djece. To je kvantitativno istraživanje provedeno u 54 predškole. Provedeni su intervjui s upraviteljima predškola, kao i promatranje fizičkih sadržaja u školama. Primijenjene su kvalitativne i kvantitativne metode u analizi podataka, a rezultati su pokazali da kvaliteta fizičkog okoliša u većini predškola ne pogoduje razvoju i obrazovanju djece zbog manjkavosti prostora i sadržaja. Dioncima je preporučeno da surađuju s upravom predškola kako bi unaprijedili kvalitetu fizičkog okoliša s ciljem poticanja dječjeg razvoja i obrazovanja.

KLJUČNE RIJEČI:

kvaliteta fizičkog okoliša, predškole, Nairobi, Kenija, razvoj i obrazovanje djece

THE DIDACTIC DIMENSION OF SELF-EFFICACY AMONG CZECH AND CROATIAN TEACHER TRAINING STUDENTS CONCERNING EDUCATION ABOUT PUBERTY

MILUŠE RAŠKOVÁ, DOMINIKA PROVÁZKOVÁ STOLINSKÁ, MICHAELA BARTOŠOVÁ

*Department of Primary and Pre-Primary Education, Faculty
of Education, Palacký University in Olomouc*
miluska.raskova@seznam.cz
dominika.provazkova@upol.cz
bartosovamichaela13b@seznam.hr

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ABSTRACT

The paper presents the selected results of a research study of self-efficacy among students of teacher training for primary schools concerning education on puberty by comparing the Czech Republic and Croatia. The research was carried out as part of a student grant competition at Palacký University Olomouc¹. Puberty is a significant element of sexuality education (Standards for Sexuality Education in Europe, 2010) which represents an important aspect in comprehensive education of children. It is important to prepare for this period in a timely and adequate manner, and this requires acquiring relevant knowledge. Primary school teachers must be prepared for puberty education in professional terms and in terms of their personality. The authors analysed the opinions about personal readiness of future primary school teachers in the didactic dimension of education which included the knowledge of the comprehensive definition of puberty; knowledge of basic topics of puberty education; knowledge of the goals of puberty education; respect for the humanizing aspects of puberty education; application of ethical prin-

KEYWORDS:

*puberty, self-efficacy, primary school
teacher, research*

¹ IGA_PdF_2022_013; Personal readiness of future primary school teachers for education about puberty in the Czech Republic and Croatia; principal investigator Doc. PaedDr. Miluše Rašková, Ph.D.

principles in puberty education; selection of specific methods in puberty education; application of didactic approaches in puberty education and application of specific forms in puberty education. The results of the research study revealed how students (future teachers) felt with regard to being prepared for education on puberty in terms of some didactic dimensions, and whether they were sufficiently prepared for education in this specific area.

THE CONCEPT OF PUBERTY IN A CURRICULAR CONTEXT

Puberty is a stage that follows pre-puberty, in which the reproductive capacity culminates. Puberty represents an essential hormone process accompanied by physical changes and rapidly transforming psyche during which individuals become aware of their own personalities (Langmeier & Krejčířová, 2006; Thorová, 2015; Vágnerová, 2000; etc.). It is important to prepare for this process in an adequate and timely manner. To be prepared for puberty in time means that children should obtain all of the necessary knowledge about puberty before its onset. This should happen during the period of pre-puberty in primary school. Puberty shows different symptoms at different times. Therefore, it is very difficult to formulate any general conclusions.

Nevertheless, this topic is included in the primary school curriculum as part of sexuality education. On a general level, sexuality education is frequently questioned by some parents and the general public as being useless and ineffective in school. Sexuality education including the issue of puberty must be delivered in schools in a qualified way, taking into account various educational and psychological particularities of children (Fontana, 2014; Langmeier & Krejčířová, 2006; Pacher, 2017; Thorová, 2015; Vágnerová, 2000; etc.) and respecting the relevant humanizing approaches and ethical principles.

The basics of the knowledge about puberty and the related educational aspects must be guaranteed by the family. The problem is that only a well-functioning family provides the child with the necessary emotional background and important life models. The issue of puberty cannot be ordered or controlled in the family. Although the role of the family is indisputable, teachers often question whether every family really constitutes a competent place for high-quality implementation of sexuality education (Rašková & Provázková Stolinská, 2017). Therefore, primary school teachers should be competent professionals (Mlčák, 1996; Lukášová-Kantorková, 2003; Spilková, 2004; Štěrbová & Rašková, 2019; etc.) who deliver sexuality education on the basis of expertise, skills and personal qualities.

In Croatia, institutional sex education faces various problems, as it does in some other countries in Europe. In 1995, the program was developed by dr. Hannah Klaus and it has been criticized for being too “chastity” oriented. In 2012, a new curriculum was introduced into schools, which also included adolescent boys in the education. The church has also significantly intervened in the teaching concept (cf. Rašková & Bartošová, 2022).

DIDACTIC ASPECTS IN UNDERGRADUATE TRAINING OF FUTURE PRIMARY SCHOOL TEACHERS

An important prerequisite for adequate puberty education is the knowledge of the goals of education in a specific context and the complexity of the topic. The goal of puberty education is to equip children with the ability to understand a large amount of knowledge and learn how to use it correctly. This is based on the principles of educational constructivism which focuses on the way in which cognition and understanding of reality take place, as well as the construction of knowledge and adequate solutions to various situations. The role of the teacher is to guide the child to explore their preconceptions and to transform them into new knowledge by placing them in existing mental structures.

In the primary school setting, pedagogical constructivism takes place in the form of opportunities for confronting opinions, ideas and original understanding of the problem. In addition to the development of preconceptions and understanding, space is also provided for the presentation and argumentation of one's opinions. According to Fisher (1997), effective methods in this way of teaching include focus on a specific idea, mutual learning, continuous summation of knowledge, explanation of what has not been understood and positive feedback.

This should be achieved through effective verbal, non-verbal and activity expressions of the teacher, while taking into consideration specific rules to fulfil the educational functions (Provázková Stolinská, 2021):

- Presentation of the content of education;
- Achievement of the objectives of education;
- Classroom management;
- Establishment of relationships between teachers and students, as well as between students themselves;
- Sharing of information not directly related to the teaching process.

An important precondition for the effectiveness of the process is a balanced two-way communication. This type of educational communication is a substantial interaction in which the teacher and the child show mutual attention and together try to achieve the set objective.

However, success in education about a specific issue such as puberty does depend solely on the structure and effective strategies of educational communication. The fundamental element is the need for sharing. The basic need for sharing is the transmission of a message which can be characterized by the following four dimensions:

- Material content, that is, the information communicated;
- Self-expression which affects the way of its presentation;
- The relationship which represents the tuning of the communication partners;
- The call for continuation of the communication act.

However, the transmission of a message is not the sole purpose of communication. Another crucial aspect involves the exchange of communication content. In this case, we are referring to an interactive process.

In this context, undergraduate preparation of future primary school teachers should focus on achieving a high level of students' self-efficacy in the didactic area related to puberty education. Students should adopt the professional procedures shown in the following diagram.

The definition of the problem in a broader context is presented in a publication by Rašková et al., 2022 (in press).

DIAGRAM 1 Didactic projection of the learning content related to puberty

1. Designing the organization and content of teaching				2. Designing didactic strategies			
Determining teaching goals	Structuring the stages of teaching	Choosing teaching strategies	Designing teaching with regard to the individual needs of pupils	Motivating pupils	Involvement of each pupil and individual approach	Support of emotional development	Support of learning of pupils with special educational needs
						Solving conflicts and disciplinary problems in a distance learning environment	Possibilities of communication and cooperation with parents

3. Designing communication strategies							
Specifics of the verbal side of pedagogical communication	Specifics of the non-verbal side of pedagogical communication	Specifics of pedagogical communication by action	Asking questions	Direction of pedagogical communication and interaction	Adherence to communication rules	Humor	Barriers in pedagogical communication
							Pathological manifestations of communication
							Continuous monitoring of the pupil's activity
							Reaction to the pedagogical situations that have arisen
							Support of pupils' cooperation

4. Providing feedback to pupils				5. Reflection of teaching			
Using Descriptive Feedback to the Class	Using Descriptive Feedback to Each Student	Working with Student mistakes	Guide to Peer Assessment	Guide to Self-Assessment	Fulfillment of set goals	Specifics of developmental peculiarities of primary School pupils	Evaluation of teaching

RESEARCH ON STUDENTS' SELF-EFFICACY IN THE DIDACTIC DIMENSION OF PUBERTY EDUCATION

Research design

Research area

When it comes to didactic dimension of puberty education, the following areas were examined using questionnaire items 1–8:

1. Knowledge of the comprehensive definition of puberty
2. Knowledge of the basic topics of puberty education
3. Knowledge of the goals of puberty education
4. Respect for the humanizing aspects in puberty education
5. Adherence to ethical principles in puberty education
6. Selection of specific methods in puberty education
7. Application of didactic approaches in puberty education
8. Application of specific forms in puberty education

Research sample

On the basis of this background, we conducted a research study among teacher training for primary schools students at Palacký University Olomouc, Czech Republic (N=286), and compared them with students at the University of Zadar, Croatia (N=43).

Relatively speaking, this is a heterogeneous sample, but this doesn't affect the level of statistical evaluation of the comparison of respondents' answers, for which the non-parametric Mann-Whitney U-test was used. Nevertheless, we don't want to dogmatize our interpretations, but utilize the results as an inspiration for the development of the study field of primary school teaching.

Research method

For the purposes of data collection, a non-standardized questionnaire with scale items was developed (Annex 1). Data description was performed by means of the descriptive investigation method. The research data files and their characteristics were described by the descriptive statistics method and additional statistical

method that allowed the assessment of the requirements for personal readiness of future teachers for puberty education. The exact results of statistical calculations are inserted at the end of the paper (Annex 2).

Research results

The following graphs present the results of the comparison of the two countries. The values represent the following responses: 3 – completely agree, 2 – agree 1 – neither agree nor disagree, 0 – disagree. There is also a ‘unanswered’ option. The median value is used which determines the midpoint value of the data obtained arranged in ascending order.

Items 1 and 2: Knowledge of the comprehensive definition of puberty and knowledge of the basic topics of puberty education

The results presented in Graphs 1 and 2 show that the median as the midpoint value is identical in the responses in both countries. The median of 2 indicates that students believe that they are able to define the concept of puberty and have knowledge of the basic topics. Although there are no significant differences between the two countries, we observed a noticeable fluctuation in the middle quartiles; students from the Czech Republic assess themselves worse compared to students from Croatia.

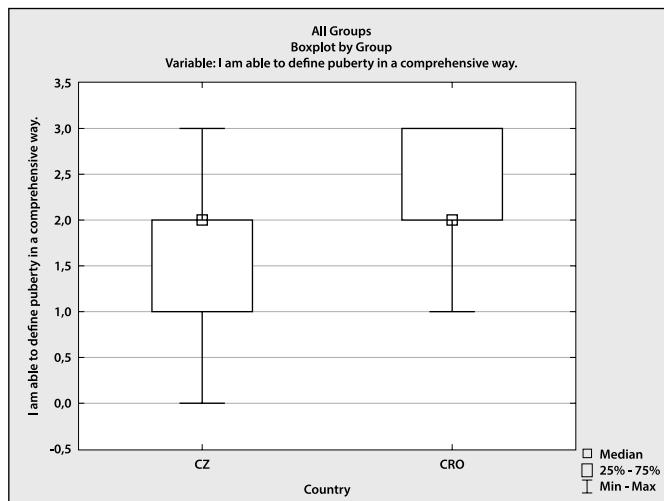


FIGURE 1 I am able to define puberty in a comprehensive way

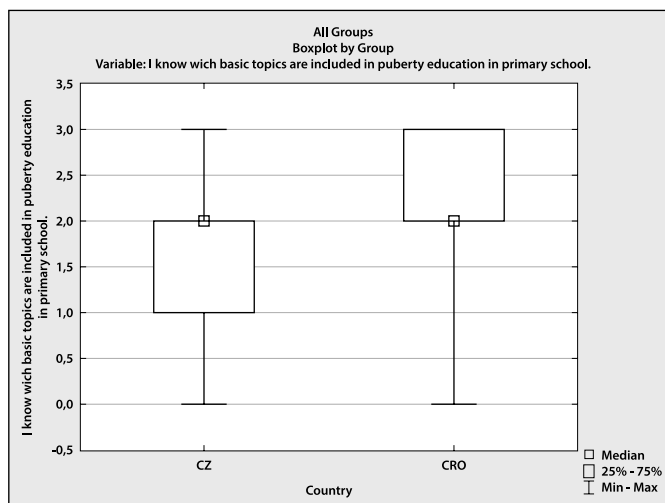


FIGURE 2 I know which basic topics are included in puberty education in primary school

Item 3: Knowledge of the goals of puberty education

Even in this element of the didactic dimension of students' self-efficacy, no statistically significant differences in the median values between the countries were observed although the values did differ. In terms of the knowledge of the goals of puberty education, students from the Czech Republic assessed themselves much

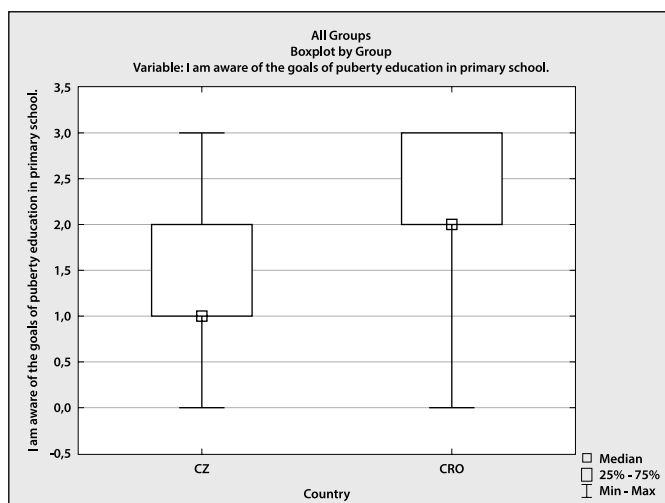


FIGURE 3 I am aware of the goals of puberty education in primary school

worse than students from Croatia. In addition to the median values, this is also confirmed by the location of the values in the respective quartiles.

Item 4: Respect for the humanizing aspects in puberty education

The graph shows a fluctuation of the results at quartile level but the same mid-point value. In this dimension, the students assessed themselves positively in relation to their respect for the humanizing aspects of puberty education.

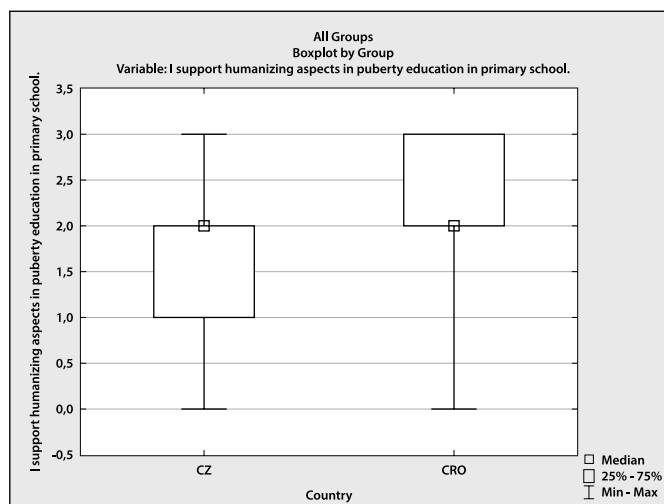


FIGURE 4 I support the humanizing aspects in puberty education in primary school

Items 5–7: Application of ethical principles, selection of specific methods and application of didactic approaches in puberty education

The graphs of these three specific didactic dimensions show the same values for both the median values in both countries and the values at quartile level. According to the results, students assess their self-efficacy in a positive way, though some of them expressed concern. There were no differences in the results in the individual categories between the two countries.

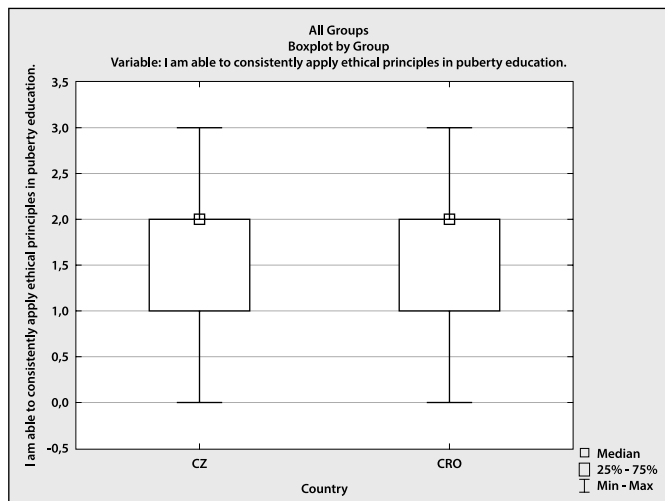


FIGURE 5 I am able to consistently apply ethical principles in puberty education

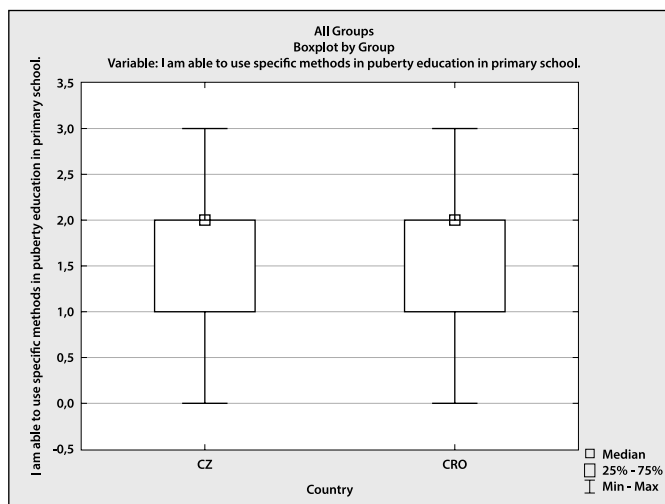


FIGURE 6 I am able to use specific methods in puberty education in primary school

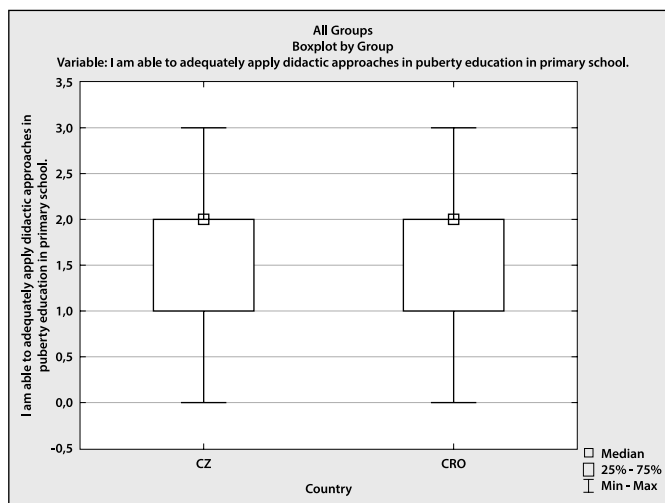


FIGURE 7 I am able to adequately apply didactic approaches in puberty education in primary school

Item 8 Application of specific forms in puberty education

Similarly to the previous results, the final graph does not suggest absolute satisfaction in the area of students' self-efficacy. While the values indicate a degree of positive agreement, students also expressed concerns about their ability to apply

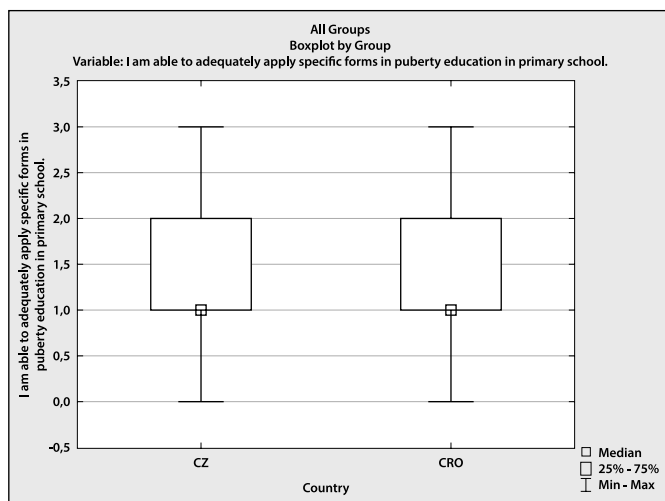


FIGURE 8 I am able to adequately apply specific forms in puberty education in primary school

puberty education in specific educational forms. No significant differences between the countries were observed.

The results suggest that, despite the tendency to express positive agreement (see graphs above), students show concerns about their preparation for adequate delivery of puberty education.

CONCLUSION

In order for teachers to overcome all of the pitfalls of their profession, they need to be competent to deliver sexuality education, including professional and didactic knowledge and personal qualities. The paper presents the complexity of the primary school curriculum which implies the requirement for high-quality undergraduate preparation in the area. The research focuses on self-efficacy in respondents who have the issue implemented as a mandatory part of undergraduate education.

The results of the research aimed at future teachers showed how students felt prepared for education about puberty in some didactic dimensions and whether they were sufficiently prepared for education in this specific area. All respondents showed a positive assessment of their self-efficacy. In the group of Croatian respondents, we even observed responses at the upper limit of positive assessment. Respondents from the Czech Republic did not show these values at the quartile level. Their quartile values tend to indicate the opposite pole that indicates concerns. Regarding the description of respondents, their concerns may stem, for example, from a lack of personal experience. Respondents from both countries indicated that they were not concerned about the topic and supported its development as part of undergraduate training. Students believe that after completing their study, they will be adequately prepared for this educational area, both in terms of didactic approaches and methodology. They also consider this issue an essential part of undergraduate training for their profession.

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Annex 1: Questionnaire on the Readiness of Future Primary School Teachers for Puberty Education

I. Please select one response in each item.

Circle the letter next to the selected response.

1. *Age: A) Younger than 26 years; B) 27–35 years; C) Older than 36 years*
2. *Gender: A) Female – B) Male*
3. *At present, I study Teacher training for primary schools: A) Full-time – B) Part-time*
4. *At present, I also teach in primary school: A) Yes – B) No*

II. For each item please select only one response.

Circle the letter next to the selected response.

1. I am able to define puberty in a comprehensive way.

- a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

2. I am aware of the goals of puberty education in primary school.

- a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

3. I know which basic topics are included in puberty education in primary school.

- a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

4. I am able to consistently apply ethical principles in puberty education.

- a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

6. I support humanizing aspects in puberty education in primary school.

- a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

7. I am able to use specific methods in puberty education in primary school.

- a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

8. I am able to adequately apply specific forms in puberty education in primary school.

- a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

9. I am able to adequately apply didactic approaches in puberty education in primary school.

a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

10. I have/will have difficulty teaching skills adequately to pupils' age in puberty education.

a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

11. I often feel/will often feel embarrassed in front of pupils in puberty education.

a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

12. I often have/will often have difficulty communicating with pupils openly and clearly in puberty education.

a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

13. I give/will give direct and true answers to pupils in puberty education.

a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

14. I am/will be able to improvise in puberty education.

a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

15. I am/will always be able to provide adequate arguments to pupils' natural questions about puberty.

a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

16. I am able to create a favourable atmosphere in puberty education.

a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

17. In puberty education, I would like my pupils to confide to me in order to win their trust.

a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

18. I am/will be happy to have discussions with pupils in puberty education.

a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

19. I have a positive attitude to puberty education.

- a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

20. I am/will be limited by my prejudice in puberty education.

- a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

21. Puberty education often makes me/will make me feel traumatized.

- a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

22. I prefer/will prefer to avoid puberty education in primary school.

- a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

23. I use/will use my experience as a parent in puberty education.

- a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

24. I refuse/will refuse to carry out puberty education because of my faith.

- a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

25. I have only negative experience with puberty education in my own life.

- a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

26. I do not/will not distort, make taboo or conceal objective knowledge concerning puberty.

- a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

27. I exchange/will exchange opinions about puberty education with other colleagues.

- a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

28. I appreciate opportunities for further training in puberty education in primary school.

- a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

29. The issue of puberty was a taboo in our family during my childhood.

- a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

30. I remember puberty education as a primary school pupil.

- a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

31. My undergraduate study enriched my experience with puberty education in primary school.

- a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

32. I am well prepared for puberty education in terms of knowledge.

- a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

33. I am well prepared for puberty education in terms of didactic approaches.

- a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

34. I am insufficiently prepared for puberty education in terms of personal readiness.

- a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

35. I support puberty education as part of undergraduate teacher training.

- a) Completely agree b) Agree c) Neither agree nor disagree d) Disagree e) Don't know

Thank you for the completion of the questionnaire!

The team of investigators of the project IGA_PdF_2022_013
Palacký University Olomouc, Faculty of Education,
Department of Primary and Pre-Primary Education, CR

Note: The non-standardized questionnaire was developed as part of the project IGA_PdF_2022_013 – Personal readiness of future primary school teachers for education about puberty in the Czech Republic and Croatia; principal investigator Doc. PaedDr. Miluše Rašková, Ph.D. The questionnaire is subject to copyright – the author of the questionnaire is Doc. Miluše Rašková.

Annex 2: Tables with statistical results

TABLE 1 I am able to define puberty in a comprehensive way

Category	All Groups Frequency table: I am able to define puberty in comprehensive way. (Data CZ + CRO EN)			
	Count	Cumulative Count	Percent	Cumulative Percent
Don't know	25	25	7,59878	7,5988
Agree	203	228	61,70213	69,3009
Neither agree nor disagree	64	292	19,45289	88,7538
Completely agree	26	318	7,90274	96,6565
Disagree	11	329	3,34347	100,0000
Missing	0	329	0,0000	100,0000

TABLE 2 I know which basic topics are included in puberty education in primary school

Category	All Groups Frequency table: I know wich basic topics are included in puberty education in primary school. (Data CZ + CRO EN)			
	Count	Cumulative Count	Percent	Cumulative Percent
Agree	143	143	43,46505	43,4650
Disagree	44	187	13,37386	56,8389
Don't know	56	243	17,02128	73,8602
Neither agree nor disagree	65	308	19,75684	93,6170
Completely agree	20	328	6,07903	99,6960
Missing	1	329	0,30395	100,0000

TABLE 3 I am aware of the goals of puberty education in primary school

Category	All Groups Frequency table: I am aware of the goals of puberty education in primary school. (Data CZ + CRO EN)			
	Count	Cumulative Count	Percent	Cumulative Percent
Agree	122	122	37,08207	37,0821
Disagree	36	158	10,94225	48,0243
Neither agree nor disagree	111	269	33,73860	81,7629
Don't know	39	308	11,85410	93,6170
Completely agree	21	329	6,38298	100,0000
Missing	0	329	0,0000	100,0000

TABLE 4 I support the humanizing aspects in puberty education in primary school

Category	All Groups Frequency table: I support humanizig aspects in puberty education in primary school. (Data CZ + CRO EN)			
	Count	Cumulative Count	Percent	Cumulative Percent
Agree	138	138	41,94529	41,9453
Completely agree	45	183	13,67781	55,6231
Neither agree nor disagree	102	285	31,00304	86,6261
Don't know	37	322	11,24620	97,8723
Disagree	7	329	2,12766	100,0000
Missing	0	329	0,0000	100,0000

TABLE 5 I am able to consistently apply ethical principles in puberty education

Category	All Groups Frequency table: I am able to consistently apply ethical principles in puberty education. (Data CZ + CRO EN)			
	Count	Cumulative Count	Percent	Cumulative Percent
Don't know	37	37	11,24620	11,2462
Agree	179	216	54,40729	65,6535
Neither agree nor disagree	67	283	20,36474	86,0182
Completely agree	32	315	9,72644	95,7447
Disagree	14	329	4,25532	100,0000
Missing	0	329	0,0000	100,0000

TABLE 6 I am able to use specific methods in puberty education in primary school

Category	All Groups Frequency table: I am able to use specific methods in puberty education in primary school. (Data CZ + CRO EN)			
	Count	Cumulative Count	Percent	Cumulative Percent
Agree	129	129	39,20973	39,2097
Don't know	66	195	20,06079	59,2705
Disagree	26	221	7,90274	67,1733
Neither agree nor disagree	100	321	30,39514	97,5684
Completely agree	7	328	2,12766	99,6960
Missing	1	329	0,30395	100,0000

TABLE 7 I am able to adequately apply didactic approaches in puberty education in primary school

Category	All Groups Frequency table: I am able to adequately apply didactic approaches in puberty education in primary school. (Data CZ + CRO EN)			
	Count	Cumulative Count	Percent	Cumulative Percent
Completely agree	14	14	4,25532	4,2553
Neither agree nor disagree	70	84	21,27660	25,5319
Agree	150	234	45,59271	71,1246
Don't know	64	298	19,45289	90,5775
Disagree	31	329	9,42249	100,0000
Missing	0	329	0,00000	100,0000

TABLE 8 I am able to adequately apply specific forms in puberty education in primary school

Category	All Groups Frequency table: I am able to adequately apply specific forms in puberty education in primary school. (Data CZ + CRO EN)			
	Count	Cumulative Count	Percent	Cumulative Percent
Agree	104	104	31,61094	31,6109
Neither agree nor disagree	104	208	31,61094	63,2219
Don't know	78	286	23,70821	86,9301
Disagree	33	319	10,03040	96,9605
Completely agree	10	329	3,03951	100,0000
Missing	0	329	0,00000	100,0000

DIDAKTIČKA DIMENZIJA SAMOUČINKOVITOSTI MEĐU ČEŠKIM I HRVATSKIM STUDENTIMA UČITELJSKOG STUDIJA U KONTEKSTU OBRAZOVANJA O PUBERTETU

SAŽETAK

Ovaj rad donosi odabrane rezultate studije provedene među studentima učiteljskog studija za nastavu u osnovnim školama s ciljem utvrđivanja samoučinkovitosti u obrazovanju o pubertetu, na temelju usporedbe Češke Republike i Hrvatske. Istraživanje je provedeno u sklopu natječaja za studentsku stipendiju na Sveučilištu Palacký u Olomoucu (IGA_PdF_2022_013; Osobna spremnost budućih osnovnoškolskih učitelja za obrazovanje o pubertetu u Češkoj Republici i Hrvatskoj; voditelj istraživanja dr. sc. Miluše Rašková).

Pubertet je ključan element spolnog odgoja (Standardi obrazovanja o seksualnosti u Europi, 2010.) koji predstavlja važan aspekt općeg obrazovanja djece. Pripreme za to razdoblje moraju biti pravovremene i primjerene, za što je potrebno usvojiti relevantno znanje. Nastavnici u osnovnim školama moraju biti spremni za obrazovanje o pubertetu u profesionalnom, ali i osobnom smislu. Autori analiziraju mišljenja o osobnoj spremnosti budućih osnovnoškolskih nastavnika u didaktičkoj dimenziji obrazovanja koja obuhvaća poznavanje sveobuhvatne definicije puberteta; poznavanje osnovnih tema obrazovanja o pubertetu; poznavanje ciljeva obrazovanja o pubertetu; svijest o humanim aspektima obrazovanja o pubertetu; primjenu etičkih načela u obrazovanju o pubertetu; izbor konkretnih metoda u obrazovanju o pubertetu; primjenu didaktičkih pristupa u obrazovanju o pubertetu i primjenu konkretnih formi u obrazovanju o pubertetu. Rezultati studije čija su ciljina skupina budućí nastavnici pokazala je koliko se studenti u nekim didaktičkim dimenzijama smatraju spremnima za obrazovanje o pubertetu i jesu li dovoljno pripremljeni za obrazovanje u tom konkretnom području.

KLJUČNE RIJEČI:

pubertet, samoučinkovitost, osnovnoškolski nastavnik, istraživanje

STAVOVI ODGOJITELJA O PROVOĐENJU KREATIVNO-STVARALAČKIH AKTIVNOSTI U Dječjem VRTIĆU S DJECOM S TEŠKOĆAMA U RAZVOJU

DIJANA DRANDIĆ, ANTONIA KATIĆ

Istarsko veleučilište-Università Istriana di scienze applicate,
Pula; Fakultet za odgojne i obrazovne znanosti Sveučilišta
Jurja Dobrile u Puli
ddrandic@iv.hr
akatic@student.unipu.hr

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SAŽETAK

Rad se bavi provođenjem kreativno-stvaralačkih aktivnosti u ustanovama ranog i predškolskog odgoja i obrazovanja s naglaskom na rad s djecom s teškoćama. U empirijskom dijelu rada predstavljeni su rezultati istraživanja dobiveni na uzorku odgojitelja iz Primorsko-goranske i Istarske županije. Uz uvažavanje specifičnosti u radu s djecom s teškoćama, konstruiran je upitnik „Kreativnost u vrtiću“, provedena je validacija instrumenta ($\alpha = 0,959$). Rezultati provedenog istraživanja upućuju na važnost razvoja kognitivnih, emocionalnih, socijalnih vještina i sposobnosti djece s teškoćama. Odgojitelji su suglasni da glazbene, likovne, čitalačke ili pripovjedačke kreativne aktivnosti potiču stvaralačko mišljenje, maštu, pripovijedanje i čitanje priča, razvoj govorne sposobnosti, komunikacije, motorike, izražavanje emocija i interakciju s vršnjacima. Prema dobivenim podacima možemo zaključiti da su stavovi odgojitelja prema provođenju kreativno-stvaralačkih radionica s djecom s teškoćama u dječjem vrtiću izrazito pozitivni, da su odgojitelji motivirani za prilagodbu metoda i sadržaja. Ovo istraživanje može poslužiti za unapređenje odgojno-obrazovnog procesa te za kvalitetnije planiranje i poticanje postignuća djece s teškoćama u redovnim vrtićkim skupinama.

KLJUČNE RIJEČI:

pozitivne promjene, razvoj djece, sposobnosti, socijalizacija, vještine

UVOD

Djeca s teškoćama u razvoju predstavljaju izazov odgojiteljima u njihovu odgojno-obrazovnom radu. Naglasak je prije svega na pozitivnom stavu u prihvaćanju različitosti, širokom znanju o različitim fazama razvoja djece, o tehnikama i metodama koje će primijeniti, stečenim na temelju iskustva rada s djecom i dodatnim edukacijama te zajedničkim učenjem s djetetom i njegovim roditeljima (Bouillet, 2019; 2010, Milić Babić i sur., 2018). Sudjelovanje obitelji u radu s odgojiteljem je izrazito važno radi ostvarivanja napretka kod djece s teškoćama, radi djetetova rasta i razvoja.

Može se reći da su razvojne teškoće grupa stanja zbog kojih dolazi do oštećenja ili zaostajanja u fizičkom, govornom, ponašajnom ili intelektualnom razvoju. Do njih dolazi tijekom razvojnog razdoblja, odnosno u djetinjstvu, te mogu utjecati na svakodnevni život. Najčešći način, tvrde Drandić i Lazarić (2018), uočavanja teškoća jest usporen razvoj, dijete ne prolazi određene faze koje je s obzirom na svoju kronološku dob već trebalo dosegnuti. Još je Bruner (1974) isticao da bi se odgojitelji, kako bi osigurali kognitivni, emocionalni i socijalni razvoj svoj djeci, a ne samo darovitima ili onima urednog razvoja, trebali koristiti različitim načinima poticanja djece, različitim načinima predstavljanja pojedinačnih pojmova ili predmeta, izgrađivati im autonomiju i dopuštati im da ih usvajaju svojim ritmom. To podrazumijeva različite prilike koje nekoj djeci omogućuju da samo „preskoče“ neke dijelove, dok druga prolaze kroz njih. Ukratko, poučavanje mora sadržavati „mnoge tračnice koje vode ka istom općem cilju“ (Bruner, 1974: 36). Sudjelovanje u kreativnim aktivnostima daje djeci slobodu i priliku da izraze svoje osjećaje i stvara siguran prostor za razvoj, prevladavanje strahova i izgradnju samopoštovanja. Međutim, smatraju Bryant i sur. (2019) i Bouillet (2010), važno je uskladiti aktivnost s prirodnim interesima i sposobnostima djeteta. Isto tako, prema Frostad i Pijl (2007), aktivnosti mogu biti vrijedno iskustvo učenja za mnogu djecu s teškoćama, možda će aktivnosti trebati modificirati ili prilagoditi, kako bi sva djeca mogla u njima sudjelovati.

Djeca s teškoćama u razvoju su kreativna i sposobna za razne kreativne aktivnosti. Možemo reći da je svako dijete kreativno na svoj način i ima potencijal za izražavanje svoje kreativnosti različitim stvaralačkim tehnikama i aktivnostima. Proučavanje kreativnosti i kreativnog rada s djecom s teškoćama izazov je odgojiteljima, usprkos povećanoj toleranciji društva i uključivanju te djece u redovne vrtičke skupine. Poboljšanje sposobnosti kod djece s teškoćama osigu-

rava se radom na obogaćivanju životnog iskustva, izlaganju različitim vrstama umjetnosti, koje pobuđuju interes, povećavaju razinu motivacije i doprinose njihovom razvoju.

Stoga, ističe Bouillet (2011: 325), važne su kompetencije koje odgojitelj treba imati za rad s djecom s teškoćama u razvoju, a odnose se na:

„(...) razumijevanje socijalnog i emocionalnog razvoja djeteta, shvaćanje individualnih razlika u procesu učenja, poznavanje tehnika kvalitetnog vođenja odgojno-obrazovne skupine, komunikacijske vještine, poznavanje specifičnosti pojedinih teškoća u razvoju i drugih teškoća socijalne integracije djece, poznavanje didaktičko-metodičkog pristupa i planiranja prilagođenog kurikulumu te dostupne didaktike i metodike, sredstava i pomagala, uključujući informatičku tehnologiju, spremnost odgojitelja na timski rad, suradnju i cjeloživotno učenje.“

PODRŠKA ODGOJITELJA I KREATIVNOST U RADU

Djeca s teškoćama u razvoju u vrtičkim skupinama često se ne razlikuju toliko od djece koja se primjereno svojem uzrastu razvijaju. Možda će im trebati više vremena za učenje i vježbanje određenih vještina, više pohvala i ohrabrenja kako bi stekla vještine tipične za svoju dobnu skupinu. Uloga je odgojitelja uvrstiti u svoj rad posebne prilagodbe koje će djeci s teškoćama pomoći da uspiju u određenim aktivnostima. Da bi odgojitelj koji ima u skupini dijete s teškoćama u razvoju mogao pronaći stilove i metode kojima će potaknuti razvoj kreativnošću djeteta, važno je da podržava i vjeruje u aktivnosti i sadržaje koje priprema i provodi, kako bi mogao opaziti različite stilove učenja djece, lakše uočiti potrebe djece u skladu s njihovim mogućnostima te im pristupiti na primjeren način. Tema koju odgojitelj bira mora obuhvaćati cijeli djetetov dnevni program i svakodnevne rutine, a tijekom aktivnosti koje djeca biraju odgojitelj ih mora poticati da izražavaju svoje izbore, dijele informacije, pregovaraju, rješavaju probleme i otkrivaju. Djeca time uče i otkrivaju odnose između sebe, predmeta i događaja. Odgojitelj mora biti poticatelj socijalnog i emocionalnog razvoja svakog djeteta (Lynch i Simpson, 2010).

Kod djeteta socijalne vještine uključuju sve njegove vještine uspostavljanja odnosa u igri, razgovoru s članovima obitelji, prijateljima, znancima, odgojiteljima,

vršnjacima. One obuhvaćaju sve što bi se trebalo govoriti i raditi u interakciji. Riječ je o naučenim ponašanjima do kojih kod većine djece bez teškoća dolazi relativno spontano imitacijom, iskustvom i modeliranjem, dok se kod druge djece razvoj tih ponašanja treba posebno poticati. Odgojitelj je djetetu pomoćnik, promatrač, poticatelj koji prihvaća djetetove osjećaje, ne poriče ili prisiljava dijete da im se suprotstavlja ili ignorira. Kad se dijete osjeća prihvaćeno i poštovano, ono te osjećaje može proširiti na odnose i interakciju sa svojim vršnjacima. Odgojitelj se u radu s djecom s teškoćama mora usmjeriti na trud, a ne na ishod, na proces djetetova rasta i razvoja, a ne na rezultate. Suradnja odgojitelja i djeteta s teškoćama znači da dijete i odgojitelj uče jedan od drugog, upoznaju i razvijaju različite stavove, ideje.

Kako bi dijete potaknuli na kreativno stvaralaštvo, odgojitelji trebaju biti spremni konstantno učiti i istraživati, nadograđivati sebe i svoje načine rada te tehnike i metode koje prenose djeci različitim sadržajima i aktivnostima. Kreativnost možemo definirati kao mentalni proces koji uključuje stvaranje nekih novih ideja i pojmova, novih rješenja problema te stvaranje novih veza između postojećih ideja ili pojmova. Kreativnost može biti kombinacija motivacije, otvorenosti, znatiželje i autonomije, kreativnog mišljenja čovjeka, prijemčivosti za okolni svijet, želje za promjenom, mašte, invencije, dara pronalaženja, smisla za bitno, kritičnosti, svega onoga što dijete potiče na istraživanje, uočavanje veza i odnosa, misli i emocija, svijeta koji ih okružuje.

Mali broj znanstvenih radova odnosio se na različite aspekte stvaralačkih aktivnosti odgojitelja s djecom s teškoćama u razvoju, objavljeni su posljednjih godina. Kreativnost se najčešće proučava ovisno o vrsti teškoće koju dijete ima, uključujući kazališne predstave, pjevanje, jezično stvaralaštvo u uporabi gesta, sviranje na instrumentima, skladanje glazbe, stvaranje književnih djela različitih žanrova i likovno stvaralaštvo, odnosno modeliranje (Parać i sur., 2018; Mercek i Johnson, 2017; Došen Dobud, 2016; Bogetić i sur., 2008).

Likovno-kreativne aktivnosti (Balić-Šimrak, 2010; Brešan, 2008), poput modeliranja plastelina i gline, kaširanja, konstrukcijskih tehnika, tehnike bojenja i slikanja temperama i akvarelom kojima dijete razvija grafomotoriku, finu motoriku, potiču stvaralačko mišljenje, maštu, niz senzornih iskustava. To su kreativno-stvaralačke tehnike kojima dijete s teškoćama u razvoju uvodimo u svijet mašte i izražavanja emocija. Glina, slikanje prstima, pijesak, voda, slikanje tabanima djeci osiguravaju i omogućuju dobra taktilna iskustva. Osjetilno iskustvo izrazito je važna spoznajna funkcija (Oaklander, 1996). Poticati djecu s teškoćama na sudje-

lovanje u likovnim aktivnostima od velike je važnosti za njihov razvoj (Škrbina, 2013). Možda će se odgojitelji morati koristiti znakovnim jezikom i pokazati materijale za djecu s oštećenim sluhom ili poticati djecu s oštećenim vidom da dodiruju materijale i tako osjete o čemu se u aktivnostima radi, a sve će zajedno pomoći u izgradnji samopouzdanja i kreativnosti.

Pripovijedanjem odgojitelj dijete uvodi u svijet mašte, mogućnosti i igre s pomoću kojih ono u sigurnom okruženju istražuje, stvara, bogati svoj unutrašnji svijet (Mikas i Roudi, 2012). Senzoričkim pripovijedanjem povezujemo djetetova iskustva, različitim podražajima obogaćujemo djetetove doživljaje, „uvodimo ih u priču“. Senzoričke su priče ponajprije rađene za djecu s razvojnim teškoćama koja klasičnu priču ne uspijevaju doživjeti na temelju teksta i ilustracija, tako da svako dijete ima svoju ulogu u procesu. Čak i djeca koja naizgled ne reagiraju na određene su načine uključena u stvaranje (Skočić Mihić i sur., 2017). Čitanje priča potiče razvoj govorne sposobnosti, govorno-jezične komunikacije i važan je segment za usvajanje predvještina čitanja i pisanja.

Upoznavanjem djece s glazbom i glazbenim aktivnostima odgojitelji uče djecu s teškoćama kako pokazivati emocije, kako se upoznati s različitim zvukovima u sigurnom okruženju, kako dodirnuti različite materijale i navikavati ih na njih. Prema VanderLinde Blair i McCord (2016) te Ott (2011), senzornim aktivnostima koje odgojitelj provodi u svojem radu djeca istražuju svijet dodirom, pokretom, okusom, mirisom, zvukom. Dijete ima potrebu steći iskustva koja će ga vratiti sebi samom, iskustva koja će obnoviti i ojačati njegovu svijest o temeljnim osjetilima koje otkriva i pomoću kojih se razvija: osjet vida, okusa, dodira, mirisa i sluha (Levy i sur., 2017).

Integrirajući glazbene, likovne i govorne aktivnosti, ujedno provodimo senzorne aktivnosti u radu s djecom s teškoćama. Bogatstvo i raznolikost materijala koji dijete okružuju izrazito su važni za djetetov rast i razvoj. Aktivnostima koje dijete voli, privikavanjem djeteta na različite izražajne tehnike igrom koja ih veseli, djeca razvijaju svoje potencijale. Poticanje kreativnog stvaralaštva, aktivnog dječjeg sudjelovanja i razumijevanja svakog djeteta na njemu primjeren i individualiziran način u skladu s njegovim potrebama i mogućnostima karakteristike su kojih bi se svaka osoba koja radi s djecom, a posebice s djecom s teškoćama, trebala pridržavati. Inkluzija, razumijevanje, tolerancija, poštovanje ideali su koji se uče od malih nogu, iako često nedostaju, treba ustrajati na njima za dobrobit svakog djeteta.

METODE ISTRAŽIVANJA

Cilj ovog rada i istraživanja bio je dobivanje uvida u percepciju odgojitelja o inkluziji djece s teškoćama u vrtičke skupine kroz njihove stavove o provođenju kreativno-stvaralačkih aktivnosti u svrhu poticanja cjelokupnog razvoja djece.

Obrada podataka iz upitnika provedena je u SPSS v.26.0 statističkom paketu, uključeni su sljedeći postupci: izračunane su mjere centralne tendencije, utvrđivana je distribucija odgovora koristeći se njihovim frekvencijama, za utvrđivanje razlika u odgovorima odgojitelja na skalama upitnika primijenjen je t-test. Izračunane su frekvencije i aritmetičke sredine za cijeli uzorak ispitanika za svih 16 tvrdnji. Budući da su odgojitelji stupnjevali odgovore na skali od 1 (izrazito se ne slažem) do 5 (izrazito se slažem), rezultati koje smo dobili u rasponu su od $M = 2,61$ do $M = 4,44$.

Istraživački instrument

Za potrebe ovog rada i istraživanja konstruiran je instrument „Kreativnost u vrtiću“, zatvorenog je tipa, sastavljen od dviju podskala: u prvom dijelu/podskali opći su podaci o odgojiteljima (spol, stupanj obrazovanja, iskustvo rada u struci, provođenje kreativno-stvaralačkih aktivnosti te rad s djecom s teškoćama), dok druga podskala sadrži 16 tvrdnji kojima se procjenjuju stavovi odgojitelja o provođenju kreativno-stvaralačkih aktivnosti s djecom s teškoćama. Pouzdanost mjerne skale izmjerena je izračunom Cronbachova alfa koeficijenta. Dobivena vrijednost koeficijenta za cjelokupnu skalu iznosi $\alpha = 0,959$, što nas upućuje na dobru pouzdanost instrumenta.

Uzorak

Istraživanje je provedeno na uzorku od 72 odgojitelja s područja Primorsko-goranske županije te Istarske županije. Od ukupnog broja, 97,2 % odnosno 70 ispitanika bile su žene, a 2,8 % odnosno 2 ispitanika bili su muškarci koji rade u odgojno-obrazovnim ustanovama, dječjim vrtićima. Veći dio, 66,7 % ispitanika su prvostupnici ranog i predškolskog odgoja i obrazovanja, a 33,3 % ispitanika su magistri ranog i predškolskog odgoja i obrazovanja. Prema radnom stažu, 38,9 % ima 0 – 5 godina radnog staža kao odgojitelji, 22,2 % ima 15 godina radnog staža i više, 20,8 % ima 5 – 10 godina radnog staža te 18,1 % ispitanika ima 10 – 15 godina radnog staža. Nadalje, 91,7 % ispitanika provodi kreativno-stvaralačke aktivnosti u radu s djecom, a 86,1 % tijekom svojeg radnog vijeka imalo je dijete s teškoćama unutar svojih vrtićkih skupina.

Postupak istraživanja

Upitnik je poslan elektroničkom poštom ravnateljima dječjih vrtića kako bi prosljedili anketu odgojiteljima i stručnim suradnicima koji rade u dječjim vrtićima, kao i studentima i studenticama s područja Primorsko-goranske i Istarske županije koji rade u dječjim vrtićima. Istraživanje se provodilo od 16. travnja do 11. svibnja 2023. *online* Google obrascima koji su slani odgojiteljima putem *online* poveznice. Ispunjavanje upitnika bilo je u potpunosti dobrovoljno, anonimno i naglašeno je na samom početku upitnika da su svi podatci prikupljeni istraživanjem u potpunosti anonimni i rabiće se isključivo u svrhe istraživanja.

REZULTATI I RASPRAVA

U skladu s ciljem istraživanja, konstruiran je upitnik „Kreativnost u vrtiću“. Provedena je validacija instrumenta koja upućuje na zaključak da upitnik ima zadovoljavajuće metrijske karakteristike i prikladan je za istraživanja odgojitelja u radu s djecom s teškoćama.

Prema dobivenim rezultatima istraživanja, možemo zaključiti da 47,2 % ispitanika smatra da tijekom obrazovanja nije steklo potrebna znanja i vještine za rad s djecom s teškoćama u razvoju; 51,3 % ispitanika čulo je za art-terapije, muzikoterapije i terapije senzorne integracije koje se provode u radu s djecom s teškoćama u razvoju i s djecom s posebnim potrebama; 57 % ispitanih odgojitelja smatra kako kreativno-stvaralačkim radionicama potičemo razvoj djece s teškoćama u razvoju, a 75 % ispitanika smatra da je moguće postići pozitivne promjene u razvoju djeteta uz provođenje kreativnih radionica; 75 % ispitanika smatra da u poticajnom glazbenom okruženju djecu motiviraju na pjevanje, sviranje, ples uz glazbu, a 62,5 % smatra da prilagođenim sadržajima glazbenih radionica potiču razvoj motoričkih vještina djece; 73,6 % ispitanika smatra da radionicama likovnog izražavanja potiču razvoj socijalnih vještina djece, a 87,5 % smatra da likovnim radionicama potiču maštu i kreativnost. U prilog tomu govori i da 94,4 % ispitanika smatra da likovne radionice dodatno doprinose razumijevanju okoline i potiču likovno izražavanje djece; 65,3 % ispitanika slaže se da u svojem radu provode radionice pripovijedanja, jer su važne za razvoj govora djeteta s teškoćama, a 79,2 % smatra da radionice čitanja potiču koncentraciju, pamćenje, bogate vokabular i jezične kompetencije; 70,9 %

smatra da kreativne radionice potiču djecu urednog razvoja na suradničko učenje s djecom s teškoćama u razvoju, a 69,5 % smatra da prilagodbom metoda osiguravaju senzibiliziranje djece urednog razvoja za teškoće vršnjaka u vrtičkoj skupini; 70,8 % slaže se da kreativno-stvaralačke radionice omogućavaju kreativno izražavanje prema mogućnostima djeteta s teškoćama; 58,3 % slaže se da tijekom provođenja radionica daju dovoljno vremena djetetu s teškoćama i često ponavljaju osnovne aktivnosti, 68,1 % ispitanika slaže se da svako zalaganje, trud i napredak djeteta s teškoćama pohvale.

TABLICA 1. Zbirni pokazatelji procjena varijabli iz upitnika

		Min.	Max.	M	SD
1	Tijekom obrazovanja stekao/stekla sam potrebna znanja i vještine za rad s djecom s teškoćama u razvoju.	1	5	2,61	1,20
2	Upoznat/upoznata sam s pojmovima: art-terapija, muzikoterapija, terapija igrom, terapija senzorne integracije.	1	5	3,38	1,19
3	Smatram da je moguće postići pozitivne promjene u razvoju djeteta uz provođenje kreativnih radionica.	2	5	4,07	,86
4	Potičem kroz kreativne radionice razvoj djeteta s teškoćama.	1	5	3,74	1,03
5	Prilagođenim sadržajima kroz glazbene radionice potičem razvoj motoričkih vještina.	2	5	3,83	,94
6	U poticajnom glazbenom okruženju djecu motiviram na pjevanje, sviranje, ples uz glazbu.	2	5	4,10	,84
7	Kroz radionice likovnog izražavanja potičem razvoj socijalnih vještina.	2	5	3,99	,83
8	Kroz likovne radionice potičem maštu i kreativnost.	2	5	4,32	,72
9	Likovne radionice dodatno doprinose razumijevanju okoline i potiču likovno izražavanje: crtanje, slikanje, modeliranje.	3	5	4,44	,60
10	Provodim radionice pripovijedanja, jer su važne za razvoj govora djeteta s teškoćama.	1	5	3,86	1,06
11	Radionice čitanja potiču koncentraciju, pamćenje, bogate vokabular i jezične kompetencije.	2	5	4,24	,91
12	Kreativne radionice potiču djecu urednog razvoja na suradničko učenje s djecom s teškoćama u razvoju.	2	5	4,19	,98
13	Prilagodbom metoda osiguravam senzibiliziranje djece urednog razvoja za teškoće vršnjaka u vrtičkoj skupini.	2	5	4,06	,91

		Min.	Max.	M	SD
14	Kreativno-stvaralačke radionice omogućavaju kreativno izražavanje prema mogućnostima djeteta s teškoćama.	2	5	4,11	,92
15	Tijekom provođenja radionica dajem dovoljno vremena djetetu s teškoćama i često ponavljamo osnovne aktivnosti.	2	5	3,89	1,00
16	Svako zalaganje, trud i napredak djeteta s teškoćama pohvalim.	2	5	4,13	1,04

Iz Tablice 1. uočavamo da odgojitelji najboljim procjenjuju doprinos likovnih radionica ($M = 4,44$; $SD = ,60$) razvoju djeteta s teškoćama poticanjem kognitivnog i psihomotoričkog razvoja, kao i razvojem kreativnosti i mašte ($M = 4,32$; $SD = ,72$). Nadalje ističu radionice čitanja za razvoj djetetove jezične kompetencije ($M = 4,24$; $SD = ,91$) te međusobnu suradnju i učenje djece urednog razvoja i djece s teškoćama ($M = 4,19$; $SD = ,98$) u zajedničkim aktivnostima. Iako je više od polovine odgojitelja upoznalo pojmove art-terapija, muzikoterapija, terapija igrom, terapija senzorne integracije, utvrdili smo da se nedovoljno često njima koriste ($M = 3,38$; $SD = 1,19$). Tvrđnju da su tijekom obrazovanja stekli potrebna znanja i vještine za rad s djecom s teškoćama u razvoju odgojitelji procjenjuju izrazito nisko ($M = 2,61$; $SD = 1,20$). Može se pretpostaviti da odgojitelji ovom procjenom smatraju da im nakon školovanja nedostaju kompetencije potrebne za rad s djecom s teškoćama. Naime, pregledom kolegija na studijima ranog i predškolskog odgoja, uočava se nedostatan broj kolegija koji pokrivaju područje inkluzivnog odgoja i obrazovanja kao i kolegija za stjecanje kompetencija za rad s djecom s teškoćama. Iz njihovih odgovora zaključujemo da se u svakodnevnom radu često susreću s različitim teškoćama djece u svojim vrtićkim skupinama, te da se, unatoč nedovoljnom formalnom obrazovanju o toj temi, načinu rada i metodama prilagodbe, koriste kreativno-stvaralačkim aktivnostima kojima djecu s teškoćama u razvoju uključuju i uvode u svijet mašte, kreativnosti, igre, učenja i zabave, ali i cjelokupnog razvoja.

Nadalje smo istražili razlike između odgojitelja s obzirom na njihove tri karakteristike: stupanj obrazovanja (prvostupnik i magistar ranog i predškolskog odgoja i obrazovanja), zatim dosadašnje iskustvo u provođenju kreativno-stvaralačkih aktivnosti te u odnosu na rad u vrtićkoj skupini u kojoj je i dijete s teškoćama, u procjeni korištenja različitih stvaralačko-kreativnih aktivnosti, i to provjerom statističke značajnosti razlika (t-test).

TABLICA 2. Rezultati razlika u procjenama na svim tvrdnjama prema karakteristikama odgojitelja

Stupanj obrazovanja										Kreativno-stvaralačke aktivnosti						Dijete s teškoćama u grupi					
F	Sig.	t	df	Sig ² (2-tailed)	Mean Difference	F	Sig.	t	df	Sig ² (2-tailed)	Mean Difference	F	Sig.	t	df	Sig ² (2-tailed)	Mean Difference				
,30	,58	-85	69	,40	-,26	,33	,57	1,67	70	,10	,85	6,16	,01	-1,39	70	,17	-,57				
,46	,50	-1,62	69	,11	-,47	3,01	,09	2,30	70	,02*	1,14	13,35	,00	-1,51	70	,13	-,61				
,80	,37	-1,06	69	,29	-,23	,34	,56	2,25	70	,03*	,80	,06	,81	-1,73	70	,09	-,50				
,00	,99	-,67	69	,51	-,17	,58	,45	2,77	70	,01*	1,17	,01	,93	1,79	70	,08	,62				
2,00	,16	-2,00	69	,05*	-,46	,41	,53	1,83	70	,07	,73	1,61	,21	-2,48	70	,02*	-,77				
,30	,58	-,99	69	,33	-,21	,01	,93	2,40	70	,02*	,83	,17	,68	-2,08	70	,04*	-,58				
,22	,64	-,91	69	,37	-,19	1,27	,26	2,63	70	,01*	,89	1,31	,25	-,88	70	,38	-,25				
1,45	,23	-,08	69	,94	-,01	,22	,64	3,04	70	,00*	,89	,13	,71	-1,32	70	,19	-,33				
2,26	,14	-,63	69	,53	-,10	4,25	,04	1,92	70	,06	,48	,45	,51	-1,46	70	,15	-,30				
2,31	,13	-1,11	69	,27	-,30	,53	,47	2,12	70	,04*	,94	,51	,48	-,44	70	,66	-,16				
,45	,50	-,43	69	,66	-,10	2,25	,14	2,64	70	,01*	,98	2,50	,12	-1,76	70	,08	-,54				
,67	,41	-,40	69	,69	-,10	,09	,76	2,30	70	,02*	,94	9,74	,00	-2,14	70	,04*	-,70				
1,05	,31	-,27	69	,79	-,06	2,02	,16	1,56	70	,12	,61	,07	,78	-,16	70	,87	-,05				
1,74	,19	-,98	69	,33	-,23	,48	,49	2,20	70	,03*	,85	1,68	,20	-1,82	70	,07	-,57				
,26	,61	-,76	69	,45	-,19	1,94	,17	2,83	70	,01*	1,15	1,43	,23	-,72	70	,48	-,24				
,39	,54	-,07	69	,94	-,02	,88	,35	2,89	70	,00*	1,23	5,79	,02	-1,56	70	,12	-,55				

p < 0,5*

Dobiveni podatci iz Tablice 2 pokazuju na skali kojom se procjenjivao veći doprinos u korist razvoja djece s teškoćama korištenjem različitih kreativno-stvaralačkih aktivnosti, ovisno o „stupnju obrazovanja odgojitelja“, da nije utvrđena statistički značajna razlika u odgovorima odgojitelja, bez obzira na to jesu li završili preddiplomski ili diplomski studij, osim kod tvrdnje „Prilagođenim sadržajima kroz glazbene radionice potičem razvoj motoričkih vještina.“ gdje je $t(69) = -2,00$, $p = ,05$ (obostrano), a razlika između srednjih vrijednosti karakteristika po grupama (prosječna razlika = $-,46$, 95 % CI: $-,93$ do $-,00$) bila je značajna, u korist odgojitelja s višim stupnjem obrazovanja.

Kod karakteristike odgojitelja „provodim kreativno-stvaralačke aktivnosti u radu s djecom“, nije utvrđena statistički značajna razlika na četirima tvrdnjama: „Tijekom obrazovanja stekao/stekla sam potrebna znanja i vještine za rad s djecom s teškoćama u razvoju.“ ($t(70) = 1,67$, $p = ,10$); „Prilagođenim sadržajima kroz glazbene radionice potičem razvoj motoričkih vještina.“ ($t(70) = 1,83$, $p = ,07$); „Likovne radionice dodatno doprinose razumijevanju okoline i potiču likovno izražavanje: crtanje, slikanje, modeliranje.“ ($t(70) = 1,92$, $p = ,06$) te „Prilagodбом metoda osiguravam senzibiliziranje djece urednog razvoja za teškoće vršnjaka u vrtićkoj skupini.“ ($t(70) = 1,56$, $p = ,12$). Kod preostalih 12 tvrdnji utvrđena je statistički značajna razlika u odnosu na navedenu karakteristiku odgojitelja (provođenje kreativno-stvaralačkih aktivnosti) na nivou $p < 0,5$ u procjeni važnosti: poznavanja različitih pojmova u kreativnom izražavanju; pozitivne promjene u razvoju djeteta; poticanja razvoja djeteta; stvaranja poticajnog glazbenog okruženja; likovnog izražavanja za razvoj socijalnih vještina, mašte i kreativnosti; radionica pripovijedanja za razvoj govora; radionica čitanja za poticanje koncentracije, pamćenja ali jezične kompetencije; poticanje na suradničko učenje i senzibiliziranje djece urednog razvoja za vršnjake s teškoćama; kreativnog izražavanja te prilagodbe metoda i sadržaja uz česte pohvale djeteta s teškoćama za trud i napredak. Odnosno, možemo reći da bez obzira na to imaju li u dosadašnjem radu odgojitelji iskustva u provedbi kreativno-stvaralačke aktivnosti, taj podatak znatno ne utječe na stečena znanja i vještine u dosadašnjem obrazovanju kao ni na prilagodbe aktivnosti djeci s teškoćama.

Treća karakteristika odgojitelja odnosila se na razlike u procjeni u odnosu na dosadašnje iskustvo u radu s djetetom s teškoćama prema kreativno-stvaralačkim aktivnostima. Utvrđeno je da je 86,1 % odgojitelja potvrdno odgovorilo da je u dosadašnjem radu imalo unutar vrtićke skupine dijete s teškoćom. Pregledom podataka iz Tablice 2 uočavamo da je od 16 tvrdnji kod triju tvrdnji

prisutna statistički značajna razlika u procjeni odgojitelja: „Prilagođenim sadržajima kroz glazbene radionice potičem razvoj motoričkih vještina.“ ($t(70) = -2,48$, $p = ,02$); „U poticajnom glazbenom okruženju djecu motiviram na pjevanje, sviranje, ples uz glazbu.“ ($t(70) = -2,08$, $p = ,04$); „Kreativne radionice potiču djecu urednog razvoja na suradničko učenje s djecom s teškoćama u razvoju.“ ($t(70) = -2,14$, $p = ,04$). Prema navedenom, utvrđeno je da iskustvo odgojitelja u radu s djecom s teškoćama znatno utječe na prilagodbe sadržaja i korištenje glazbenih radionica za poticanje motoričkih vještina pjevanjem, sviranjem i plesom. Isto tako, uz nedostatna formalna znanja o radu s djecom s teškoćama, od važnosti je koristiti iskustvo u osmišljavanju stvaralačko-kreativnih aktivnosti kako bi potaknuli djecu urednog razvoja na suradničko učenje i podršku djeci s teškoćama u vrtičkoj skupini. Možemo reći da bez obzira na to jesu li u dosadašnjem radu odgojitelji u svojim vrtičkim skupinama imali djecu s teškoćama, podjednako pridaju veliku važnost provođenju kreativno-stvaralačkih aktivnosti za razvoj djece s teškoćama.

Naime, pedagoško-didaktička literatura stranih autora obiluje sadržajima povezanim s aktivnostima i podrškom razvoju djeteta s teškoćama od najranije dobi, ali na hrvatskom jeziku nedostaju radovi koji govore o razvoju kroz dječju aktivnost, a to su, u našem slučaju, kreativno-stvaralačke radionice. Usporedimo li dobivene rezultate ovog istraživanja s istraživanjima drugih autora u Hrvatskoj, koji su se bavili tematikom djece s teškoćama, možemo potvrditi pretpostavku o izravnoj povezanosti između dječjih aktivnosti i razvoja motoričke i kognitivne sposobnosti te socijalnih vještina i komunikacije. Naime, odgojitelji su potvrdili da likovno-kreativne aktivnosti poput modeliranja, bojenja i slikanja, uz pozitivnu atmosferu i interakciju, spontanost i planiranje te međusobnu suradnju djece s vršnjacima, razvijaju motoriku, potiču stvaralačko mišljenje, maštu (Gvozdanović Debeljak, 2014; Koić i sur., 2015; Balić Šimrak i Županić, 2022); slikovnice, pripovijedanje i čitanje priča potiču razvoj govorne sposobnosti, govorno-jezične komunikacije i važan je segment za usvajanje predvještina čitanja i pisanja (Bogetić i sur., 2008 te Skočić Mihić i sur., 2017), dok upoznavanje djece s glazbom i glazbenim aktivnostima potiče djecu s teškoćama na izražavanje emocija, istraživanje svijeta dodirrom, pokretom, okusom, mirisom, zvukom (Majsec Vrbanić, 2009; Škrbina, 2013; Kiš-Glavaš, 2016; Nikolić, 2018). Prema dobivenim podacima, stavovi odgojitelja o provođenju kreativno-stvaralačkih radionica s djecom s teškoćama u dječjem vrtiću su izrazito pozitivni. Motivirani su na provođenje kreativno-stvaralačkih

sadržaja, posebno ističu likovne aktivnosti za koje smatraju da dodatno doprinose razumijevanju okoline i potiču izražavanje djece. Nešto više od 47 % odgojitelja u istraživanju svjesno je činjenice da tijekom studiranja nisu stekli potrebna znanja i vještine, uočena je potreba za dodatnom stručnom edukacijom i usavršavanjem, suradnjom s ostalim stručnjacima, kako bi mogli kreirati prilike za svladavanje vještina i sposobnosti svakog pojedinog djeteta s teškoćama u razvoju u redovnoj vrtićkoj skupini.

ZAKLJUČAK

Potreba za ovim istraživanjem određena je zadaćama suvremenog sustava inkluzivnog odgoja i obrazovanja usmjerenog na djecu s teškoćama, ali i svu djecu urednog razvoja te stvaranje psiholoških i pedagoških uvjeta za uspješno provođenje različitih vrsta kreativno-stvaralačkih aktivnosti koje pozitivno utječu na ukupan razvoj djece u dječjim vrtićima.

Osnovni cilj rada bio je dobiti uvid u percepciju odgojitelja i njihove stavove o provođenju kreativno-stvaralačkih aktivnosti u dječjem vrtiću s djecom s teškoćama u razvoju. Kod odgojitelja postoji velika svjesnost o važnosti razvoja kognitivnih, emocionalnih i socijalnih vještina u ukupnom razvoju djeteta. Stoga bi trebalo više raditi na jačanju kompetencija odgojitelja u radu s djecom s teškoćama, jer je odgojitelj često poticatelj, promatrač i pomagač djetetu. Činjenica je da aktivnim angažmanom odgojitelja i jačanjem njihovih kompetencija doprinosimo inkluziji djece s teškoćama i senzibiliziranju vršnjaka, ali i roditelja te obitelji o potrebama i pravima djece s teškoćama. Naposljetku treba naglasiti kako je istraživanje pokazalo izraženu želju odgojitelja za socijalnim napretkom djeteta te je upozorilo na važnost izgradnje kreativne klime vrtića za svu djecu, ne samo za djecu s teškoćama, podrškom i slobodom kreativnosti, a sve radi poticanja cjelokupnog razvoja djece.

Svako je dijete posebno na svoj način, drukčije na svoj način, kreativno na svoj način, različito izražava svoje osjećaje, svoj unutrašnji svijet i svoje „ja“ prenosi u stvarnost, a zadatak odgojitelja u dječjem vrtiću jest pronaći način kojim će ta posebnost svakog djeteta izaći u svijet koji nas okružuje.

Ovaj rad ima i neka ograničenja, posebno s obzirom na broj ispitanika za ovu važnu temu, te se odnosio samo na jedno ograničeno područje i regiju. Da bi se dobili relevantniji podatci, potrebno je proširiti istraživanje, uz nezaobilaznu

ulogu odgojitelja, i na ostale suradnike/stručnjake (iz područja edukacijske rehabilitacije, glazbene, likovne umjetnosti), koji imaju učešće u odgoju i obrazovanju djece s teškoćama. Međutim, instrument korišten u istraživanju može poslužiti kao model za ispitivanje vrijednosti i dobrobiti korištenja različitih kreativno-stvaralačkih aktivnosti u poticanju razvoja djece s teškoćama u redovnim dječjim vrtićima, ali i za istraživanje metoda i tehnika za poticanje razvoja djece rane i predškolske dobi bez obzira na njihove razvojne karakteristike ili teškoće.

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EDUCATORS' ATTITUDES REGARDING THE IMPLEMENTATION OF CREATIVE ACTIVITIES IN THE KINDERGARTEN WITH CHILDREN WITH DEVELOPMENTAL DIFFICULTIES

ABSTRACT

This paper deals with the implementation of creative activities in early and preschool education institutions with an emphasis on working with children with disabilities. The empirical part of the paper presents the results of research obtained on a sample of educators from the Primorje-Gorski Kotar and Istria counties. Taking into account distinctive characteristics of working with children with disabilities, the questionnaire "Creativity in Kindergarten" was constructed, and the instrument was validated ($\alpha = 0.959$). The results of the conducted research indicate the importance of developing cognitive, emotional and social skills and abilities of children with disabilities. Educators agree that creative activities involving music, art, reading or storytelling encourage creative thinking, imagination, telling and reading stories, development of speech, communication, motor skills, expression of emotions and interaction with peers. According to the obtained data, we can conclude that educators' attitudes towards the implementation of creative activities with children with disabilities in the kindergarten are extremely positive, and that educators are motivated to adapt methods and content. This research can be used to improve the educational process and ensure better planning and encouragement of the achievements of children with disabilities in regular kindergarten groups.

KEYWORDS:

positive changes, child development, abilities, socialization, skills

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