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“EDUCATIONAL RESEARCH AND SCHOOL PRACTICE”

# Motivacija u obrazovanju

IZMEĐU TEORIJE I PRAKSE

KNJIGA REZIMEA

# Motivation in Education

BETWEEN THEORY AND PRACTICE

BOOK OF ABSTRACTS

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# OCENA KAO FAKTOR MOTIVACIJE UČENIKA: TEORIJSKA POLAZIŠTA I ZAKONSKI OKVIR

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Predmet ovog istraživanja je motivacija učenika u školskom ocenjivanju sa stanovišta teorija motivacionih potreba i važećih zakonskih akata. Cilj rada je da se razmotri da li su učenici motivisani tokom školskog ocenjivanja. Motivaciju razmatramo u skladu sa teorijom samoodređenja (integrativna motivaciona teorija) čime se omogućava istraživanje uloge nastavnika. Metodom analize sadržaja istraženi su: a) Zakon o osnovama sistema obrazovanja i vaspitanja, Zakon o osnovnoj i srednjoj školi, Zakon o prosvetnoj inspekciji; b) pravilnici o ocenjivanju učenika u osnovnoj i srednjoj školi; c) pravilnici koji uređuju rad nastavnika i ustanova (Pravilnik o standardima kompetencija za profesiju nastavnika i njihovog profesionalnog razvoja, Pravilnik o stalnom stručnom usavršavanju i napredovanju u zvanja nastavnika, vaspitača i stručnih saradnika, Pravilnik o stručno-pedagoškom nadzoru, Pravilnik o standardima kvaliteta rada ustanova, Pravilnik o vrednovanju kvaliteta rada ustanova). Praćenje razvoja i postignućaučenika u toku školske godine ostvaruje se formativnim i sumativnim ocenjivanjem (Zakon o osnovama sistema obrazovanja i vaspitanja, Zakon o osnovnoj školi), a Zakon o srednjoj školi definiše formativno i sumativno ocenjivanje u srednjoškolskom obrazovanju. Pravilnici o ocenjivanju uređuju svrhu, principe, vrste, kriterijume, način i postupak ocenjivanja. Za razliku od osnovne škole, u srednjoj školi se ocenom, pored ostvarenosti ciljeva, ishoda i angažovanja učenika, izražava i napredovanje i preporuka za dalje napredovanje. Motivacija učenika u ocenjivanju pominje se u više standarda za nastavničku profesiju. Najširi okvir dat je u standardima kvaliteta rada ustanova, oblast Nastava i učenje, standard 2.4. Postupci vrednovanja su u funkciji daljeg učenja. Odnos motivacije učenika, ocenjivanja i učenja bi trebalo precizno regulisati podzakonskim aktima. Načelne kriterijume u oba pravilnika o ocenjivanju treba menjati uvođenjem razumljivih, konkretnih i obaveznih kriterijuma ocenjivanja. U standarde kompetencija za profesiju *nastavnik* trebalo bi uvesti indikator o motivaciji učenika tokom ocenjivanja i usaglasiti ostale pravilnike. Da motivacija učenika ne bi ostalalična strategija uspešnih nastavnika, potrebno je zakonski definisati balans između priznavanja angažovanja učenika i evaluacije znanja sa stanovišta naučne discipline.

*Ključne reči:* ocenjivanje, motivacija učenika, zakonski okvir ocenjivanja.

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# GRADING AS FACTOR OF STUDENT MOTIVATION: THEORETICAL PRINCIPLES AND LEGAL REGULATION

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The subject of this research is analysis of student motivation in school grading from the standpoint of theories of motivational needs and legal acts. The aim of this paper is to consider whether the students are motivated in school grading. We appraise motivation in accordance with the theory of self-determination (integrative motivational theory), which enables appraising the role of teachers as well. The method of content analysis was used on: a) Law on the fundamentals of the education system, Laws on primary and secondary education, and the Law on Educational Inspection; b) rulebooks on student assessment in primary and secondary education; c) rulebooks governing the work of teachers and institutions (Rulebook on the standards of competencies for the profession of teacher and their professional development, Rulebook on continuous in-service training and advancement to titles of teachers, educators and professional associates, Rulebook on professional pedagogical supervision, Rulebook on quality standards of institutions, Rulebook on assessing the quality of work of educational institutions). Monitoring development and achievement of students during the school year is achieved by formative and summative assessment (Law on fundamentals of the education system, Law on Primary Education); the Law on Secondary Education defines formative and summative assessment in secondary education. Grading rulebooks regulate the purpose, principles, types, criteria, manner and procedure of grading. In secondary school, unlike the primary school, in addition to achievement of goals, the grade expresses outcomes and engagement of students, as well as the progress and recommendations for further progress. Student motivation in grading is mentioned in several standards for the profession of a *teacher*. The broadest framework is given in the standards regarding quality of work of educational institutions, section Teaching and Learning, standard 2.4. Evaluation procedures are in function of further learning. Relation between student motivation, grading and learning should be precisely regulated by by-laws. Basic criteria in both grading rulebooks should be changed by introducing understandable, concrete and mandatory

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grading criteria. The indicator of student motivation in grading should be included in the standards of teaching profession competencies, and the other rulebooks should conform. In order for the student motivation not to remain a personal strategy of successful teachers, it is necessary to legally define balance between the recognition of student engagement and evaluation of knowledge from the scientific discipline point of view.

*Keywords:* grading, student motivation, legal framework for grading.



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