

25. MEĐUNARODNA NAUČNA KONFERENCIJA  
„PEDAGOŠKA ISTRAŽIVANJA I ŠKOLSKA PRAKSA“

25th INTERNATIONAL SCIENTIFIC CONFERENCE  
“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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UREDнице/EDITORS

30. oktobar, 2020.

October 30, 2020

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Saopštenja saradnika Instituta za pedagoška istraživanja predstavljaju rezultat rada na istraživanju čiju je realizaciju finansiralo Ministarstvo prosvete, nauke i tehnološkog razvoja Republike Srbije (br. Ugovora 451-03-68/2020-14/200018).

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### **NOTE:**

Presentations of the collaborators of the Institute for Educational Research are the results of research which was funded by the Ministry of Education, Science and Technological Development of the Republic of Serbia (Contact No. 451-03-68/2020-14/200018).

## MOTIVISANOST NASTAVNIKA I VASPITAČA ZA HORIZONTALNO UČENJE\*

**Isidora Korać\*\***

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Poslednjih godina je sve više u fokusu istraživača socijalna dimenzija profesionalnog razvoja nastavnika i vaspitača i sve češće se ističe važnost njihovog horizontalnog učenja. Suštinu ovog procesa, koji se odvija kroz različite vidove organizovanog i planiranog učenja nastavnika/vaspitača jednakih po obrazovanju i poziciji, čini dijalog koji omogućava učesnicima da u interakciji grade zajednička značenja, vrednosti i znanja, kao osnovu za razumevanje i unapređivanje vaspitnoobrazovne prakse. Predmet ovog istraživanja usmeren je na analizu motivisanosti nastavnika i vaspitača za horizontalno učenje. Preciznije, nastojali smo da utvrdimo sledeće: 1) kako nastavnici i vaspitači procenjuju ličnu motivisanost svojih kolega za horizontalno učenje, i 2) koji činioci i na koji način, prema njihovom mišljenju, utiču na motivaciju za ovaj proces učenja. Primenjeno je kombinovano istraživanje, tehnika polustrukturisanog intervjua i anketiranja. U istraživanju je učestvovalo 330 vaspitača, nastavnika razredne i predmetne nastave iz različitih ustanova. Kada procenjuju ličnu motivaciju za horizontalno učenje, nastavnici i vaspitači sebe pozicioniraju kao manjinu koja je motivisana i proaktivna, dok nemotivisanost i pasivnost pripisuju kolegama unutar kolektiva. Motivisanost za učešće je viša kada lično iniciraju horizontalno učenje i učestvuju u njegovom planiranju, nego kada je njihovo učešće inicirano i planirano od strane stručne službe, direktora i/ili aktiva vaspitnoobrazovne ustanove. Rangiranje po učestalosti motiva za učestvovanje u horizontalnom učenju pokazuje da su najsnažniji motivatori: prepoznavanje doprinosa ovog učenja većoj produktivnosti i boljoj saradnji unutar kolektiva. Sa druge strane, demotiviše ih nedovoljna otvorenost kolega za saradnju i utisak da za obrazovni sistem i ustanovu njihov profesionalni razvoj nema preveliki značaj. Rezultate spoljašnjeg vrednovanja rada vaspitnoobrazovnih ustanova procenjuju kao najslabije motivatore za iniciranje i planiranje horizontalnog učenja. Dobijeni rezultati se tumače u kontekstu postojećih procedura vrednovanja kvaliteta rada vaspitnoobrazovnih ustanova i zaključuje se da je proces vrednovanja potrebno snažnije afirmisati kao priliku za dijalog i građenje zajedničkih značenja, vrednosti i znanja, promišljanje nastavnika/vaspitača o ličnoj praksi i načinima da se ona unapređuje. Pored navedenog, potrebna je delotvorna kultura i klima vaspitnoobrazovne ustanove u kojoj nastavnici i vaspitači prepoznaju da se njihovo učenje i profesionalni razvoj podržavaju i visoko vrednuju.

*Ključne reči:* horizontalno učenje, motivacija, nastavnik, profesionalni razvoj, vaspitač.

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\* Rad je produkt sekundarnih analiza šire studije, doktorske disertacije: Korać (2020). *Horizontalno učenje u funkciji profesionalnog razvoja nastavnika i vaspitača*, Filozofski fakultet Univerziteta u Novom Sadu.

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## SCHOOL AND PRESCHOOL TEACHERS' MOTIVATION FOR HORIZONTAL LEARNING\*

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In recent years, the documents have been focusing on social dimension of professional development of school and preschool teachers, and emphasizing the importance of their horizontal learning. The essence of this process, which occurs through different types of organized and planned teachers' learning and relates to the teachers who are peers in terms of education and position, is a dialogue that allows participants to build common meanings, values and knowledge as a basis for understanding and improving educational practice. The research is focused on the analysis of school and preschool teachers' motivation for horizontal learning. More precisely, we tried to determine: 1) how school and preschool teachers assess personal motivation and motivation of their colleagues for horizontal learning, as well as 2) which factors and in what way, in their opinion, affect the motivation for this learning process. Combined research, semi-structured interview and survey technique, were applied. Three hundred and thirty school and preschool teachers from various institutions participated in the research. When assessing personal motivation for horizontal learning, the school and preschool teachers position themselves as a minority that is motivated and proactive, while demotivation and passive attitude are attributed to colleagues within their team. Motivation to participate is higher when they personally initiate and participate in planning, than when their participation is initiated and planned by the professional service, principal and/or various teams in the educational institution. Ranking by the frequency of motives for participation in horizontal learning shows that the strongest motivators are: recognizing the contribution of this learning to a greater productivity and better cooperation within the team. On the other hand, they are demotivated by the lack of openness of colleagues for cooperation and impression that their professional development is not of a great importance for the educational system and educational institution. The educational institutions' external evaluation results are assessed as the weakest motivator for initiating and planning of horizontal learning. The obtained results are interpreted in the context of existing evaluation procedures on the quality of work of educational institutions. It can be concluded that the evaluation process needs to be more intensely asserted as an opportunity for dialogue and for building the common meanings, values and knowledge, for school and preschool teachers' reflection on personal practice and the ways of improving it. In addition, what is required is an effective culture and climate of the educational institution in which school and preschool teachers perceive that their learning and professional development are supported and highly valued.

*Keywords:* horizontal learning, motivation, school teachers, professional development, preschool teachers.

\* The paper is the product of secondary analyses of a wider study, doctoral thesis: Korać (2020), *Horizontal learning in the function of professional development of school and preschool teachers*, Faculty of Philosophy, University of Novi Sad.

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25. međunarodna naučna konferencija  
„Pedagoška istraživanja i školska praksa”

MOTIVACIJA U OBRAZOVANJU: IZMEĐU TEORIJE I PRAKSE

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**80**

Dizajn korica i grafička obrada

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**Kuća štampe plus**

ISBN 978-86-7447-151-7



CIP - Каталогизација у публикацији  
Народна библиотека Србије, Београд

159.947.5-057.874(048)  
37.015.3:159.953.5(048)  
159.947.5-057.875(048)

МЕЂУНАРОДНА научна конференција "Педагошка истраживања и школска пракса" (25 ; 2020 ; Београд)

Motivacija u obrazovanju između teorije i prakse : knjiga rezimea /  
25. Međunarodna naučna konferencija "Pedagoška istraživanja i  
školska praksa" = Motivation in Education Between Theory and  
Practice : book of abstracts / 25th International Scientific Conference  
"Educational Research and School Practice" ; urednice; editors Nataša  
Lalić Vučetić, Dragana Gundogan, Ana Radanović. - Beograd : Institut  
za pedagoška istraživanja, 2020 (Beograd : Kuća štampe plus). -  
101 стр. ; 24 cm

Резимеи на срп. и енгл. језику. - Тираж 80. - Напомене  
и библиографске референце уз текст.

ISBN 978-86-7447-151-7

а) Ученици -- Мотивација -- Апстракти б) Учење учења -  
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COBISS.SR-ID 23792905