

STUDIES

Development of Interest in Reading on the Part of Students and Future Academics

*Jana Doležalová**

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Abstract:

Introduction: Interest in reading and reader activities cannot be developed efficiently without deeper knowledge of the effects of relevant factors.

Purpose: The aim of this paper is to provide information on the specifics of the creation of interest in reading in the course of future academics' lives.

Methods: This knowledge was obtained from second-year teacher students in the bachelor program at the University of Hradec Kralove by means of readers' biographies and interviews. After six years, the investigation was repeated. Participants' written records about their development of interest in reading were analysed, open-coded and category coded.

Limitations: The results apply to only a sample of university-educated persons in the field of teaching.

Conclusions: Realized experiences encourage interdisciplinary discourse and cooperation in deepening the knowledge about this topic and its follow-up application in teacher training at universities in all teaching specializations.

Key words: interest in reading, reader biography, students, teachers, future academics

* Jana Doležalová, Tomas Bata University in Zlín, Faculty of Humanities, Czech Republic;
jdolezalova@utb.cz

From the Theory of Play into the Practice in Kindergarten: Verification of the Original Didactic Toys for Preschool Children

*Hana Navrátilová – Barbora Petrů Puhrová**

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Abstract:

Introduction: This study deals with the phenomenon of play in the preschool environment. Based on establishing the links between theories and practice applicable in preschool conditions, the students from study programme of Preschool Teacher Training at Faculty of Humanities at Tomas Bata University in Zlín created a set of original didactic toys for preschool children. The main objective of the study was to verify this set in kindergartens and to find out how teachers perceive play and how they work with toys in preschools. The study also focused on preschool children's view of play and toys.

Methods: We have chosen a qualitative research design to explore the research problem and to answer the research questions. The data collection in this research was based on participant observation and interviews with the participants who were preschool children and their teachers from four selected kindergartens in Zlín Region in the Czech Republic. These were 12 teachers with secondary or university education (Bc. degree), aged 23 to 48, with a length of practice from 1 year to 25 years at the position of kindergarten teacher. The research study then included interviews and video recordings of 77 preschool children (age 2 to 6 years).

Results: Data gathered by a qualitative research with preschool children in the kindergarten environment represent a partial picture on the importance of toys and playing with them. The results emerging from the observation and interviewing the preschool children and their teachers shows the way of toy selection with the importance of variability of possible modifications of the toys offered to children in the preschool environment. The progress of play with the verified didactic toys was influenced by the need for a partner in the play, the role of the teacher, the chances to freely discover the elements of toys. We found a restrictive perspective expressed by the participating preschool teachers about the dominant influence on selected toys in kindergarten environment.

Discussion: The findings suggest that it is not prospective to focus solely on the toy itself. In agreement with Pyle and Bigelow (2015), it is possible to monitor the impact of playing on the development of children's social, emotional and educational skills. Based on the observation and interviews with both children and teachers, we have come to the view that it is increasingly important to support the didactic thinking of preschool teachers. We also considered the issue in the sense

* Hana Navrátilová, Tomas Bata University in Zlín, Faculty of Humanities, Zlín, Czech Republic; hnavratilova@fhs.utb.cz
Barbora Petrů Puhrová, Tomas Bata University in Zlín, Faculty of Humanities, Zlín, Czech Republic; petru_puhrova@fhs.utb.cz

of feedback for authors of the toys and for future preschool teachers. Child-based research opens up the opportunity to interpret and analyse their own childhood perspective reflected in their own social worlds, emphasizing the complexity of understanding their experiences through the eyes of adults.

Limitations: We consider important to point out certain limits of the presented research, given the circumstances that a sample of 15 classrooms observed in the total number of 4 kindergartens cannot bring results to be presented for wider generalizability. The intentional choice of toys for preschool children could also belong to the possible limits of this research.

Conclusions: Children do not choose a toy for the purpose of conscious development of fine motor skills or with the aim to strengthen their social relationships with other children. Children just play. And they can play with toys similar to the original products made by students and verified in this research. Choosing toys and activities suitable for preschool children can also be a challenge for experienced teachers.

Key words: play, kindergarten, preschool teacher, preschool child, toy.

Is Education for Using Humour in Nursing Needed? (Slovenian Case Study on Sociological and Ergonomic Aspects of the Impact of Humour on Nursing Professionals)

*Jana Goriup – Jadranka Stričević – Vida Sruk**

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Abstract:

Introduction: Although there has been considerable discussion regarding the presence of therapeutic aspects of humour in the nurse educational programme and syllabus, little is known about the use of humour in the nurse – patient relationship and the needed topics in the Slovene educational system for nurses. From educational and medical perspectives, humour is anything that evokes laughter and it has been proven that laughter contributes to physical health. A sense of humour in nursing has a conformist, quantitative and productive importance which is manifested through the essential elements of humour: meta-communication sensitivity, personal affection for humour and emotional admissibility. As nurses spend a lot of time with patients, humour adds to the quality of their work as well as to the nurses' satisfaction with their work with patients. The aim of this paper is to contribute to a better understanding of the significance of humour in nursing both for the employees and for the patients and to discuss humour within the framework of nursing profession in Slovenia. The specific objective of our study is to explore the attitudes of Slovenian nurses towards humour and their actual use of humour during their interaction with patients.

Methods: For the purpose of this study, a quantitative research methodology was adopted. A questionnaire was used to collect data on the topic and a set of statistical analyses (frequency distribution method, the χ^2 and Spearman rank correlation test) was performed on the data obtained.

Results: Our study shows that Slovenian nurses are prone to the use of humour in their work and they welcome it as an integral part of their work with patients. We found that humour also enhances their sense of belonging to the nursing profession and serves as a tool for socialization.

Discussion: Humour, employed in nursing can help overcome certain difficulties which nurses face in the workplace as they also try to fulfil some social objectives and get socialized via humour. These psychological-sociological features of humour stand out as cognitive and social benefits of the positive emotions of joy, the use of humour for social communication and their influence on the release of stress and coping, which draws from the ergonomics of humour as social interaction. Therefore, topics of humour in nurse education are required.

* Jana Goriup, Alma Mater Europaea Maribor, Maribor, Slovenia; jana.goriup@guest.um.si
Jadranka Stričević, University of Maribor, Faculty of Health Sciences, Maribor, Slovenia;
jadranka.stricevic@um.si
Vida Sruk, University of Maribor, Faculty of Economics and Business, Maribor, Slovenia; vida.sruk@um.si

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Limitations: 279 Slovenian nurses with different levels of education participated in the study.

Conclusions: Humour should be used by nurses since it is important in their professional interaction with patients. It can be used as a bridge between individuals and can serve as a means of individual's integration into groups, cultures and, consequently, into the society as a whole.

Key words: education, humour, nurse, nursing, patients.

ARTICLES

Education for Entrepreneurship – A Challenge for School Practice

*Alena Jůvová – Tomáš Čech – Ondřej Duda**

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Abstract:

Introduction: Education for Entrepreneurship can be seen as one of the contemporary themes of current school and out-of-school education and has also become one of the priority topics of the European Union's education policy. In this article, we focus on the definition of entrepreneurial education and the context of the terms liminality and in-betweenness that are closely related to entrepreneurship. In the theoretical part, we focus on broader context and complexity of entrepreneurial education and characterize the competence as a sense of initiative and entrepreneurship (Malach, 2008). All defined terms are related to the implementation of entrepreneurial education in the process of school education.

Purpose: The aim of the article is to analyse the ways and methods of applying the main ideas of entrepreneurial education in school education. We concentrated on finding the context and characteristics of innovative methods and strategies through which the objectives of entrepreneurial education are achieved.

Methods: To describe and understand the phenomenon of entrepreneurial education, the qualitative content analysis of the examples of good practices was used in this article. We developed codes in relation to the causes, conditions, opportunities and environment of entrepreneurial education.

Conclusions: The aim was to determine the degree of implementation of entrepreneurial education/skills in the learning process in schools.

By using the Content Analysis method, we determined the following questions:

1. What is entrepreneurial education?
2. What are the aims of education for entrepreneurship?
3. Why do we learn entrepreneurship?
4. Who and where teaches entrepreneurship?
5. How to learn entrepreneurship?

Four main categories have been identified for the analysis of the complex concept of entrepreneurial education:

* Alena Jůvová, Faculty of Education, Palacký University in Olomouc, Olomouc, Czech Republic; alena.juvova@upol.cz
Tomáš Čech, Faculty of Education, Palacký University in Olomouc, Olomouc, Czech Republic; tomas.cech@upol.cz
Ondřej Duda, Faculty of Education, Palacký University in Olomouc, Olomouc, Czech Republic; ondrej.duda@upol.cz

Category 1: The roles of teachers and pupils in entrepreneurial education

Category 2: Teaching methods and activities of pupils

Category 3: The diversity of the aims of entrepreneurial education

Category 4: Competences for entrepreneurship

At the end of the article, we summarize the content analysis of the phenomenon of entrepreneurial education. There is a complexity of issues, goals, methods and social relationships that lead pupils/people to qualitative transmissions for/to create an excellent life. It involves preparing the pupil for practical everyday life, developing self-efficacy, self-confidence, independence, and support for critical thinking, flexibility, creativity, risk taking and problem-solving abilities.

In addition, we provide an overview of inspirational methods and effective strategies used by entrepreneurs in entrepreneurial education. Given that entrepreneurial education is a comprehensive discipline, a sufficient team of people needs to be provided to put its ideas into practice. In this education, both the whole society and individuals such as teachers, social educators, parents, family, pupils/students, environment outside school, inside school/class find the place and purpose. The KEY TOPICS to turn ideas of entrepreneurial education into action are discussed in the conclusion of the article.

Key words: entrepreneurship, education, activating methods, self-regulated learning, intercultural understanding.

Pupils' Questions in Dialogic Teaching from the Perspective of Pedagogical Research

*Hana Lukášová – Marie Pavelková**

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Abstract:

Introduction: In our conditions and in the world, there is a tradition of the sequence of sequential communication exchanges in the interaction of a teacher and pupils, which was examined in the analysis of the processes and structures in educational communication. This tradition can be continued from the perspective of research at the 1st stage of elementary school education.

Purpose: The aim of the study is to present the findings of a research on the issues of pupils' questions. The research question is whether the existing results of educational research on the educational interaction and teacher-student communication in the educational process at the first stage of elementary schools also capture the characteristics of pupils' questions. We will investigate the perception of dialogic teaching and pupils' question in educational research. The sequence of sequential communication exchanges in the interaction between teachers and pupils, which was examined in the analysis of the processes and structures of educational communication, has in our country and in the world a tradition which can be followed in terms of research on teaching at the first stage of primary schools. One of the aspects of research on the interaction and communication in the classroom are the views of teachers who are discovering what a learner knows, and what he/she thinks about the communicated content and curriculum. But we are mainly interested in the results of educational research from the perspective of the pupil and his/her questions in the classroom.

Methods: In our research, our intention was to analyse pupils' questions which are to supplement their knowledge, or to find out more information that would help them deal with learning tasks. We were interested in previous investigations and were seeking for clarification whether the pupils' questions are inconsistent, which would reveal misconceptions and wrong ideas in the understanding of the teaching content.

Conclusions: The most frequently, pupils' answer to the teacher's questions were detected. The conclusions show the current results of pedagogical research in the context of dialogic teaching, they do not capture the characteristics of pupils' questions in teaching at the 1st grade of elementary schools.

Key words: dialogue in education, educational research, pupils' questions, pupils' participation.

* Hana Lukášová, Tomas Bata University in Zlín, Faculty of Humanities, Zlín, Czech Republic; hlukasova@fhs.utb.cz
Marie Pavelková, Tomas Bata University in Zlín, Faculty of Humanities, Zlín, Czech Republic; mpavelkova@fhs.utb.cz

The Application of Comics in Science Education

Marta Koutníková*

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Abstract:

Introduction: This study presents the results of a year-long project focused on analysis and reflection on working with comics by students in the preschool teacher training programme.

Methods: This study presents the use of comics to help pre-literacy children understand certain physical phenomena. The study is based on observations of changing perception of phenomena by children as a result of the use of comics accompanied by concept maps.

Results: Comics are proven to be a modern pedagogical strategy, which is starting to gain its popularity in teaching about nature study. It is used in research-oriented teaching within the psycho-didactic concept of instruction.

Conclusions: Comics can be very helpful in making science concepts interesting and comprehensible for a preschool child.

Key words: comics, teaching nature study, research-oriented teaching.

* Marta Koutníková, Tomas Bata University in Zlín, Faculty of Humanities, Zlín, Czech Republic;
martakout@seznam.cz

Joint Child Custody as a New Kindergarten Teachers' Experience

*Jana Majerčíková**

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Abstract:

Introduction: The possibility of joint child care after divorce in which parental responsibilities are distributed equally among parents has been implemented in the Czech Republic since 1998. Under certain circumstances, joint custody is considered to be the best solution with regard to further prospects of individual children and also their relationships with their divorcing parents. The solution of joint custody issues happens between parents and/or their family members. Lawyers, psychologists, doctors, and social workers adopt a legitimate attitude to each individual case. Primarily, psychologists provide empirical proofs of the beneficial effect of joint custody concept. In Czech conditions, teachers are the least heard group in this respect.

Methods: A research was carried out in which we utilized the method of thematic writing. Twenty-seven written products, written by the kindergarten teachers were analyzed (the length ranged from 2000 to 2500 words). The content analysis was used with the research aim to reveal their point of view of the joint child custody concept and their experience with children in joint custody.

Results: The teachers' attitude to joint custody was negative, they more leaned towards the opinion that joint custody is not an optimal solution. They perceived the concept of joint custody as beneficial but, on the other hand, as problematic and hardly feasible by divorced people as they often remain in conflict. Based on their experience with children in joint custody, it is fully dependent on the ability of parents to agree on it and to fulfil their children's interests together. However, these are not, according to the teachers, very often taken into consideration in joint custody.

Discussion: In their reflections, kindergarten teachers confirmed the generally accepted controversial conclusions and experience related to primarily practical side of joint custody. They underlined the accepted opinion that it is always necessary to assess joint custody in its relations to a particular case and in respect to its inability to substitute normally functioning and complete families.

Limitations: The main research limit concerns the choices of research sample and amount of material based on 27 written products. The first version of the report underwent a participant validation in order to reduce possible distortion during the interpretation of empirical data.

Conclusions: The research results have the potential to introduce further valuable and pedagogical perspective into the discussion about joint custody issues. It can

* Jana Majerčíková, Tomas Bata University in Zlín, Faculty of Humanities, Zlín, Czech Republic; majercikova@fhs.utb.cz

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even serve as a stimulus to optimize the content of teacher education with the aim to encompass various elements of educational reality of current kindergarten.

Key words: joint child custody, kindergarten teacher, research.

Primary School Teachers' Awareness of Chronic Diseases of Children

*Barbora Plisková – Petr Snopek**

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Abstract:

Introduction: More and more children and adolescents suffering from chronic diseases are included in common school education. Unfortunately, teachers do not feel confident enough about how to cope, fulfil and satisfy the needs of these children in the educational, social and emotional spheres. The aim of this part of research was to discover how teachers work with chronically ill children of younger school-age. There were three aims. The first aim was to investigate if teachers have basic awareness and knowledge about selected chronic diseases in children of younger school-age. The second aim was to discover what experience and attitudes towards chronically ill children of younger school-age teachers have. The third aim was to discover, how the quality of school care of chronically ill children of younger school-age can be improved.

Methods: We used qualitative research methodology. Data were processed and gathered from semi-structured interviews. Interviews were conducted with 12 teachers.

Results: Our findings revealed that teachers should be acquainted with the disease itself and its consequences in all aspects. In some cases, teachers must be acquainted also with the practical aspects of a chronic disease, e.g. first aid and application of drugs and aids in order to assist children if necessary.

Discussion: The study offers unique insights into primary teachers' views and experiences with chronically ill children, how teachers work with chronically ill pupils of younger school-age and how the quality of school care of chronically ill children of younger school-age can be improved.

Limitations: The research is still being conducted and therefore, it is not possible to provide more detailed results and conclusions. However, our main aim was to draw attention to the very problem from the point of view of teachers themselves and to highlight their vivid experiences.

Conclusions: It is necessary to create interconnected networks of experts and families who will cooperate and communicate and who will participate in satisfying needs of a child together. These networks will ensure that children will be integrated into common school life in spite of their disease without serious consequences affecting their development and education.

Key words: primary school teachers, chronically ill children, inclusion.

* Barbora Plisková, Tomas Bata University in Zlín, Faculty of Humanities, Zlín, Czech Republic; bpliskova@fhs.utb.cz

Petr Snopek, Tomas Bata University in Zlín, Faculty of Humanities, Zlín, Czech Republic; snopek@fhs.utb.cz

Teacher as an Amateur Speech Therapist – Current Knowledge in the Field of Speech Therapy Prevention in Kindergartens

*Jana Vašíková**

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Abstract:

Introduction: In our paper, we focus mainly on defining the term of speech therapy prevention, on the anchoring of speech therapy prevention in the legislation and education, the teacher as an actor and direct mediator of the primary speech therapy prevention, and his competence. The research part describes the data obtained by in-depth interviews with teachers in nursery schools in the Zlín region.

Methods: The empirical part of the study was conducted through a qualitative research. We have obtained research data via interviews with teachers from nursery schools in the Zlín Region. The data, after transcribing them into written form, were subsequently analysed and interpreted.

Results: Based on the results of the research, we can identify one of the most significant categories in the survey of the method of implementation of speech therapy prevention in selected nursery schools in the South Moravian Region. It's called "Teacher as an amateur speech therapist". Within this category, we can also distinguish between three types of teachers: teacher - speech therapist, speech therapy assistant as a substitute of speech therapist, teacher - preventionist, and speech therapist.

Discussion: What is the cause of this situation? Poor education? Legislation? Pedagogical practice?

Limitations: The research was realized only in the South Moravian Region (CZ) and cannot be applied to the entire population.

Conclusions: It is evident from the results of the research that some respondents have insufficient knowledge about the competences of individual actors in the speech therapy prevention process as well as about the realization of speech therapy prevention in kindergartens.

Key words: speech therapy prevention, kindergarten, teachers in kindergartens.

* Jana Vašíková, Tomas Bata University in Zlín, Faculty of Humanities, Zlín, Czech Republic; jvasikova@utb.cz