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PEDAGOGY - YESTERDAY, TODAY,
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BOOK OF ABSTRACTS

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children, especially their role in the processes of transition and adaptation from one environment to another. The role of a teacher in these processes was also analyzed, as well as the role of other factors that influence the overall organization and implementation of practical life activities in the daycare centre. The main conclusions of this paper relate to the fact that practical life activities in the daycare centre clearly create opportunities for different social skills development. Namely, they provide a sense of predictability, structure, security, belonging, cooperation, empathy, and self-responsibility. On a daily basis, they create situations for various social interactions and are therefore an important factor in creating and maintaining open and supportive relationships between a child and an adult, and among children themselves. Their field of action is very important during the transition from family to childcare, while their effects are particularly noticeable during the transition from childcare to school. A teacher's role is especially recognized in their implementation skills as an integral part of the program and the necessity of their partnership with the family so that practical life activities could lead to full potential and give support to the welfare of all children. Finally, there is a need for further empirical verification to get a complete picture of all the factors mentioned in this paper.

Keywords: practical life activities, routines, rituals, authentic situations, social welfare

PEDAGOGICAL ASPECTS OF INCLUSION IN PHYSICAL EDUCATION

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Inclusive education should ensure the inclusion of every child in the education system, a typical school. The pedagogical focus is on the individual who needs additional support in education. Inclusive teaching of physical education is based on the specific competencies of teachers, which are related to the implementation of inclusive principles and methods in the teaching process. Specific competences ensure the achievement of the outcomes and goals of

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education and upbringing, as well as respect for pedagogical laws, the focus of which is the students' prior knowledge, needs, interests and capabilities. The organization and implementation of teaching, and the adaptation of teaching units to the individual needs of students, is guarantee of a safe and stimulating environment and the involvement of students, not only in the teaching process but also in other forms of school interaction. The involvement of students who need additional support in physical education classes has beneficial effects on physical health, intellectual, moral, aesthetic and work components of the personality. The modern teaching model tends to focus on student activity and conscious learning, with understanding and connecting concepts. Providing knowledge about the possibilities of realizing inclusion in the field of physical education contributes to the improvement of pedagogical science and practice. In addition to teacher competencies, which are aimed at innovation and adaptation of work methods and pedagogical tools, it is necessary to ensure accessibility to the school itself, as well as to the physical education classroom for students who need additional support. The modern model of teaching tends to focus on student activity and conscious learning, with understanding and connecting concepts. Providing knowledge about the possibilities of realizing inclusion in the field of physical education contributes to the improvement of pedagogical science and practice. Therefore, the goal of this study is to highlight, based on professional and scientific literature, the pedagogical aspects that strengthen the process of inclusive education and inclusive teaching of physical education.

Keywords: inclusion, physical education, teacher competencies

FROM INDIVIDUAL TO INDIVIDUALIZED TOWARDS A DIFFERENTIATED APPROACH IN INCLUSIVE EDUCATION

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In the context of providing additional support to children from vulnerable groups, the last few decades have seen multiple changes in approach. Inclusion in the pedagogical sense refers to the inclusion of all children in the regular education system, including children with disabilities who need additional support in learning. In this paper, inclusive education is investigated through several decades in the past, by determining the current state and recognizing the tendency to improve the quality of inclusive education in the future in our country. In the last century we used the medical model to understand the education of children who needed

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