# Uvodnik

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*gostujoča urednica*

Izobraževanje se je vedno razvijalo na presečišču preteklosti, sedanjosti in prihodnosti. Na celotni poti je pedagoška tradicija oblikovala temeljne vrednote in načela, na katerih temeljijo izobraževalni sistemi. Hkrati pa hiter družbeni, znanstveni in tehnološki razvoj nenehno odpira nova vprašanja ter prinaša nove izzive in priložnosti.

Prav v dinamičnem dialogu med tradicijo in inovacijami nastajajo novi vpogledi, ki bogatijo izobraževalno teorijo ter prispevajo k razvoju in napredku izobraževalne prakse.V tem kontekstu je tradicija veliko več kot le zapuščina, ki jo je treba ohraniti, tako kot sodobnost ni zgolj prostor za spremembe. Njuno srečanje predstavlja trajen vir navdiha za razvoj izobraževanja, ki zadovoljuje potrebe svojega časa, hkrati pa ostaja trdno zasidrano v trajnih izobraževalnih vrednotah.

Ta vodilna ideja se odraža tudi v pričujoči številki *Revije za elementarno izpbraževanje/Journal of Elementary Education*, ki bralce vabi na pot od temeljnih vprašanj izobraževalnih vrednot preko sodobnih izobraževalnih praks do razmišljanja o prihodnosti učiteljskega poklica. Tematska širina prispevkov ponuja celovit pogled na sodobna vprašanja v izobraževanju, vključno z raziskovanjem vrednotnih temeljev, empiričnimi študijami poučevanja in izobraževalne prakse ter razmišljanjem o strokovnem razvoju učiteljev skupaj z nastajajočimi izzivi, ki oblikujejo prihodnost izobraževanja. Prispevki, zbrani v tej številki, odražajo raznolike poglede raziskovalcev in izobraževalnih strokovnjakov iz jugovzhodne Evrope ter prispevajo k razmišljanju o sodobnih izzivih in prihodnosti izobraževanja. Njuna skupna nit je prizadevanje za povezovanje teoretičnih spoznanj s praktičnimi izkušnjami in s pomočjo znanstvenega dialoga prispevati h globljemu razumevanju in nadaljnjemu napredku sodobnih izobraževalnih sistemov.

Prispevek **Tamare Brussich, Ane Žnidarec Čučković in Ive Blažević** preučuje koncept telesne pismenosti v Nacionalnem kurikulumu za zgodnje otroštvo ter predšolsko vzgojo in izobraževanje Republike Hrvaške.

Avtorji se opirajo na sodobne mednarodne teoretične okvire in raziskujejo njegovo prisotnost ter konceptualizacijo v učnem načrtu ter prepoznavajo neskladja z mednarodno priznanimi dimenzijami telesne pismenosti. Njihove ugotovitve kažejo na potrebo po jasnejši konceptualni podlagi, ki bi okrepila celosten razvoj in dobrobit otrok.

V širšem kontekstu izobraževalne prakse študija **Džejle Idrizović, Melihe Karić** in **Emine Dedić Bukvić** usmerja pozornost na transformativno-tradicionalnega učitelja kot osrednjega akterja izobraževalne prakse. Na podlagi raziskav, izvedenih v kontekstu visokega šolstva, avtorji pokažejo, kako se poklicna identiteta oblikuje v ravnovesju med trajnimi pedagoškimi vrednotami in kritičnim pristopom k sodobnim izobraževalnim inovacijam. Prav v tem odnosu se odraža osrednje sporočilo študije: prihodnost izobraževanja ni zgrajena z opuščanjem tradicije, temveč z njenim razumevanjem, kritičnim ukvarjanjem z njo in odgovornim razvojem.

Posebna tematska veja v tej številki je posvečena glasbeni vzgoji in ohranjanju kulturne dediščine. V prispevku sta **Anita Gergorić** in **Ivana Paula Gortan-Carlin** podala pregled znanstvenih raziskav o vlogi glasbenega izobraževanja pri ohranjanju tradicionalne glasbe na Hrvaškem. V analizi poudarjata pomen glasbene vzgoje kot ključnega konteksta za prenos nesnovne kulturne dediščine ter za krepitev kulturne identitete in medkulturnih kompetenc učencev. Prispevek ponuja dragocen teoretični okvir za razmislek o mestu tradicije v sodobnem izobraževanju ter prikazuje, kako lahko izobraževanje ohranja kulturni spomin in hkrati ustvarja smiselne povezave med preteklostjo, sedanjostjo in prihodnostjo.

Ta prispevek naravno dopolnjuje empirična študija **Biljane Jeremić, Jovane Blagojević, Mione Tubić** in **Filipa Jovića Vujakovića**, ki dokazuje, kako sistematično ukvarjanje s tradicionalnimi ljudskimi pesmimi podpira glasbeni razvoj osnovnošolcev. Ugotovitve potrjujejo, da tradicionalna glasba ni le dragocen del kulturne dediščine, temveč tudi sodoben pedagoški vir, ki bogati glasbeno izobraževanje ter prispeva k estetskemu razvoju otrok in oblikovanju njihove kulturne identitete.

V istem tematskem okviru **Sabina Vidulin, Danijela Blanuša Trošelj** in **Zrinka Šimunović** preučujejo razširjenost strukturirano-reproduktivnih in ustvarjalnih glasbenih dejavnosti v zgodnjem otroškem izobraževanju in okoljih oskrbe. Ugotovitve razkrivajo prevlado strukturiranih reproduktivnih dejavnosti, zlasti poslušanja glasbe, hkrati pa poudarjajo potrebo po krepitvi priložnosti za ustvarjalno

glasbeno izražanje in nadaljnjem razvoju glasbenih kompetenc predšolskih vzgojiteljev v podporo celostnemu razvoju otrok.

**Goran Šekeljić** in **Jovan Marković** raziskujeta verjetne razvojne scenarije v prihodnosti zgodnjega otroškega izobraževanja, ki segajo do leta 2075. Z upoštevanjem potencialnih prispevkov umetne inteligence, nevroznanosti in novih izobraževalnih tehnologij avtorja bralce vabita k razmisleku o spreminjajoči se pokrajini izobraževanja. Hkrati njuna analiza poudarja, da so vzgojitelji v zgodnjem otroštvu osrednji akterji izobraževalne prakse, zato še vedno nepogrešljivi pri ustvarjanju smiselnih učnih izkušenj in varovanju humanističnih ter etičnih temeljev izobraževanja.

Strokovna priprava bodočih učiteljev je osrednja tema študije **Biljane Sladoje Bošnjak** in **Ljiljane Jerković**, ki preučuje raven državljanskega znanja med učenci, vpisanimi v programe izobraževanja učiteljev in neučiteljskih programov. Ugotovitve razkrivajo pomembne razlike v državljanskem znanju med fakultetami in področji študija, to pa nakazuje, da imata izobraževalni kontekst in učni načrt pomembno vlogo pri razvoju državljanskih kompetenc učencev.

Sodobne izobraževalne izzive dodatno obravnava **Irena Hergan**, ki raziskuje uporabo papirnatih in digitalnih zemljevidov v izobraževanju bodočih učiteljev v osnovnih šolah. Njene ugotovitve kažejo, da naraščajoča prisotnost digitalnih tehnologij ne zmanjšuje izobraževalne vrednosti tradicionalnih učnih virov. Namesto tega poudarja pomen njihove premišljene in uravnotežene integracije pri spodbujanju kartografske pismenosti, prostorskega mišljenja in digitalnih kompetenc učencev.

Tematsko potovanje se zaključi s prispevkom **Antonie Ćurić**, ki preučuje poklicno identiteto predšolskih vzgojiteljev in učiteljev osnovnih šol v kontekstu umetne inteligence in vključujočega izobraževanja. Njena analiza nakazuje, da lahko umetna inteligenca služi kot dragoceno orodje za načrtovanje, prilagajanje in individualizacijo v izobraževalni praksi. Hkrati potrjuje, da strokovna avtonomija, etična odgovornost, refleksivna praksa in kakovost medčloveških odnosov ostajajo opredeljujoče značilnosti učiteljskega poklica.

Čeprav se prispevki v tej številki razlikujejo po področjih raziskovanja, raziskovalnih pristopih in metodologijah, jih združuje skupna zavezanost o razumevanju izobraževanja skozi prizmo dialoga med tradicijo in sodobnostjo.

Iskreno se zahvaljujemo vsem avtorjem za njihove dragocene znanstvene prispevke, recenzentom za premišljene in konstruktivne povratne informacije. Verjamemo, da bodo prispevki spodbudili nova razmišljanja, odprli poti za nadaljnje raziskave in okrepili dialog med tradicijo in sodobnimi pogledi. Prav v tem srečanju se razkrije trajna moč izobraževanja, skupaj z našo skupno odgovornostjo za oblikovanje prihodnjih generacij.

# Editors' Introduction

IRENA KISS, PHD
*Guest Editor*

Education has always evolved at the intersection of the past, the present, and the future. Throughout this continuing journey, pedagogical tradition has shaped the fundamental values and principles upon which educational systems are built. At the same time, ongoing social, scientific, and technological developments continually open new questions, challenges, and possibilities. It is within this dynamic dialogue between tradition and innovation that new insights emerge, enriching educational theory and advancing educational practice. In this context, tradition is far more than a legacy to be preserved, just as contemporaneity is far more than a space for change alone. Their meeting constitutes a lasting source of inspiration for the development of education that responds to the needs of its time while remaining firmly grounded in enduring educational values.

This guiding idea is equally reflected in the present issue of the *Journal of Elementary Education*, which invites readers on a journey from the foundational questions of educational values, through contemporary educational practices, to reflections on the future of the teaching profession. The thematic breadth of the contributions offers a comprehensive perspective on contemporary issues in education, encompassing explorations of value-based foundations, empirical studies of teaching and educational practice, and considerations of teachers' professional development alongside the emerging challenges that are shaping the future of education. The contributions gathered for this issue reflect the diverse perspectives of scholars and education professionals from South-East Europe and foster reflection on contemporary challenges and the future of education. Their common thread is the endeavour to connect theoretical insight with practical experience and, through scholarly dialogue, to contribute to a deeper understanding and further advancement of contemporary educational systems.

The contribution by **Tamara Brussich, Ana Žnidarec Čučković,** and **Iva Blažević** examines the concept of physical literacy within the National Curriculum for Early Childhood Education and Care of the Republic of Croatia. Drawing upon contemporary international theoretical frameworks, the authors explore its presence

and conceptualisation within the curriculum, identifying discrepancies with internationally recognised dimensions of physical literacy. Their findings point to the need for a clearer conceptual foundation that would strengthen children's holistic development and well-being.

Within the broader context of educational practice, the study by **Džejla Idrizović, Meliha Karić,** and **Emina Dedić Bukvić** turns attention to the transformative-traditional teacher as a central agent of educational practice. Building on research conducted in the context of higher education, the authors demonstrate how professional identity is shaped through a balance between enduring pedagogical values and critical engagement with contemporary educational innovations. It is precisely in this relationship that the central message of the study is reflected: the future of education is not built by abandoning tradition, but by understanding it, critically engaging with it, and developing it responsibly.

A distinct thematic strand within this issue is devoted to music education and the preservation of cultural heritage. In their contribution, **Anita Gergorić** and **Ivana Paula Gortan-Carlin** provide an overview of scholarly research on the role of music education in preserving traditional music in Croatia. Their analysis highlights the significance of music education as a vital context for the transmission of intangible cultural heritage and for fostering students' cultural identity and intercultural competences. The paper offers a valuable theoretical framework for reflecting on the place of tradition in contemporary education, demonstrating how education can sustain cultural memory while creating meaningful connections between the past, the present, and the future.

This contribution is complemented naturally by the empirical study by **Biljana Jeremić, Jovana Blagojević, Miona Tubić,** and **Filip Jović Vujaković**, which demonstrates how systematic engagement with traditional folk songs supports the musical development of primary school students. Their findings confirm that traditional music is not only a valuable component of cultural heritage but also a contemporary pedagogical resource that enriches music education while contributing to children's aesthetic development and the formation of their cultural identity.

Within the same thematic framework, **Sabina Vidulin, Danijela Blanuša Trošelj,** and **Zrinka Šimunović** examine the prevalence of structured-reproductive and creative musical activities in early childhood education and care settings. Their findings reveal the predominance of structured-reproductive activities, particularly

listening to music, while highlighting the need to strengthen opportunities for creative musical expression and to further develop preschool educators' musical competences in support of children's holistic development.

Looking towards the future of early childhood education and care, **Goran Šekeljić** and **Jovan Marković** explore plausible developmental scenarios extending to the year 2075. By considering the potential contributions of artificial intelligence, neuroscience, and emerging educational technologies, the authors invite readers to reflect on the evolving landscape of education. At the same time, their analysis underscores that early childhood educators, as the central agents of educational practice, remain indispensable in creating meaningful learning experiences and in safeguarding the humanistic and ethical foundations of education.

The professional preparation of future educators is the focus of the study by **Biljana Sladoje Bošnjak** and **Ljiljana Jerković**, which examines the level of civic knowledge among students enrolled in teacher education and non-teacher education programmes. The findings reveal significant differences in civic knowledge across faculties and fields of study, suggesting that the educational context and curriculum play a vital role in the development of students' civic competences.

Contemporary educational challenges are further explored in the contribution by **Irena Hergan,** who investigates the use of paper and digital maps in the education of future primary school teachers. Her findings demonstrate that the growing presence of digital technologies does not diminish the educational value of traditional teaching resources. Rather, it reinforces the importance of their thoughtful and balanced integration in fostering cartographic literacy, spatial thinking, and students' digital competences.

The thematic journey concludes with the contribution by **Antonia Ćurić**, who examines the professional identity of preschool educators and primary school teachers in the context of artificial intelligence and inclusive education. Her analysis suggests that artificial intelligence can serve as a valuable tool for planning, adaptation, and individualisation within educational practice. At the same time, it reaffirms that professional autonomy, ethical responsibility, reflective practice, and the quality of human relationships remain the defining characteristics of the teaching profession.

Although the contributions in this issue differ in their areas of inquiry, research approaches, and methodologies, they are united by a shared commitment to understanding education through the lens of the dialogue between tradition and contemporaneity.

We extend our sincere gratitude to all authors for their valuable scholarly contributions, and to the reviewers for their thoughtful and constructive feedback. We trust that the contributions brought together here will inspire new reflections, reveal avenues for further research, and strengthen the dialogue between traditional and contemporary perspectives. It is precisely within this encounter that the enduring strength of education is revealed, together with our shared responsibility for shaping future generations.