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VASPITNI CILJEVI UČITELJA

Cilj istraživanja bio je ispitivanje stepena prihvaćenosti pojedinih vaspitnih ciljeva kojima učitelji teže u vaspitanju učenika i u vaspitanju sopstvene dece, kao i ispitivanje saglasnosti u prihvaćenosti određenih vaspitnih ciljeva s obzirom na profesionalnu i roditeljsku ulogu učitelja. Ispitivanjem je obuhvaćeno trinaest vaspitnih ciljeva, u čijoj osnovi se nalaze dve međusobno suprotstavljene, vrednosne orijentacije – autonomija i konformizam. Modifikovana Konova skala roditeljskih vrednosti (Kohn, Parental Value Scale) primenjena je na uzorku od 133 učitelja niških osnovnih škola (50 muškaraca i 83 žene). Rezultati pokazuju da ispitani učitelji najvažnijim vaspitnim ciljevima smatraju "odgovornost i savesnost u radu", "lepo vaspitanje i pristojnost" i "razvoj sposobnosti i interesovanja", a kao najmanje važne procenjuju "ponašanje u skladu sa polnom ulogom" i "patriotska osećanja". Nisu nađene značajne razlike u prihvaćenosti pojedinih vaspitnih ciljeva s obzirom na profesionalnu i roditeljsku ulogu učitelja, izuzev kod vrednovanja dva cilja. Glavni nalaz je to da učitelji kod vaspitanika u većoj meri nastoje da razvijaju odlike autonomne nego odlike konformističke ličnosti, što je saglasno ranijim istraživanjima u ovoj oblasti.

Ključne reči: vaspitni ciljevi, vrednosne orijentacije, autonomija, konformizam, učitelji, istraživanje

SCHOOL-TEACHERS' UPBRINGING GOALS

The aim of this research was to explore to what extent certain upbringing goals were accepted by school-teachers, as well as to explore the similarities in the acceptance of some goals with regard to their professional and parental role. The research encompassed thirteen upbringing goals which are connected with two opposite value orientations – autonomy and conformity. Kohn's Parental Value

scale, modified for research purposes, was administered to the sample of 133 school-teachers (50 male and 83 female) employing in Nis town. The results show that teachers consider “responsibility and consciousness in working”, “good manners and politeness” and “development of capabilities and interests” as the most important upbringing goals, as well as “behavior in accordance with sexual role” and “patriotic feelings” as the least important ones. No significant differences were found in the importance of certain upbringing goals concerning the teachers’ professional and parental role, except of valuing two of goals. The main result is that school-teachers are striving much more to develop characteristics of autonomous than conformist personality in pupils, which is in accordance with previous researches in the field.

Keywords: upbringing goals, value orientations, autonomy, conformity, teachers, research