

UČNI NAČRT PREDMETA / COURSE SYLLABUS	
Predmet:	SPRETNOSTI JAVNEGA NASTOPANJA IN AVTENTIČNO IZRAŽANJE V IZOBRAŽEVANJU
Course title:	PUBLIC PERFORMANCE SKILLS AND AUTHENTIC EXPRESSION IN EDUCATIONAL CONTEXT

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester

Vrsta predmeta / Course type

D - SPLOŠNI IZBIRNI PREDMET

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Lab. vaje Laboratory work	Teren. vaje Field work	Samost. delo Individ. work	ECTS
20	5	5	/	/	120	4

Nosilec predmeta / Lecturer:

doc. Alenka Vidrih

Jeziki /

Languages:

Predavanja /

Lectures:

Vaje / Tutorial:

slovenski jezik/slovene

slovenski jezik/slovene

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

Prerequisites:

Vsebina:

Umetnost javnega nastopanja. Retorika in argumentacija. Retorične spretnosti. Vloga in pomen retoričnih spretnosti v različnih socialnih interakcijah. Prepoznavanje in ozaveščanje individualnih vzorcev izražanja v pedagoškem okolju. Vzajemnost med vzorci izražanja/medosebnega sporazumevanja in vzorci mišljenja. Pojem in pomen celostnega izražanja. Nevtralna drža in avtentično izražanje. Pomen telesne in glasovne osredotočenosti/zavedanja v javno izpostavljene situaciji.

Content (Syllabus outline):

The art of public presentation. The rhetoric and argumentation. Rhetorical skills. The role and importance of rhetorical skills in a variety of social interactions. The identification and sensitization to individual patterns of expression in an educational environment. The complementarity between patterns of expression and communication and patterns of thought. The concept and meaning of holistic expression. The neutral attitude and authentic expression. The importance of the body and voice awareness in publicly exposed situations. Oral expression in various roles within the team, the children, the rhetorical stage. Playing life

Govorno izražanje v različnih vlogah, v timu, z otroci, za govorniškimi odrom. Igre življenjskih in profesionalnih vlog kot priložnost za razčlenbo lastnih modelov izražanja.

Telo kot instrument.

Govorni aparat, vokalne, dihalne in gibalne tehnike, ki izvirajo iz igralskega procesa v odrskem prostoru.

Obravnava obstoječih in potencialnih vzorcev izražanja in sporazumevanja v odrskem prostoru skozi dramske improvizacije in simulacije okoliščin. Dramski laboratorij, eksperiment:

- trening izpostavljenosti in obrambna drža;
- postavitev/simulacije situacij in modelov iz prakse;
- preobražanje modelov izražanja s pomočjo pridobljenih tehnik in spoznanj v nove modele v (alternativnem) odrskem prostoru.

Razvijanje diskurzivnih oblik dela v povezavi z analizo opravljenega, praktičnega dela.

Možnosti uporabe, vključevanje in prenos bazične tehnike nastopanja na otroke.

Priprava in oblikovanje individualnega nastopa s pomočjo sinteze teorije in pridobljene prakse.

Javni nastop posameznikov in skupine.

Skupna evalvacija in samoocena individualnega napredka in ocena učinkov skupinske udeležbe v procesu pridobivanja spretnosti, ki so v rabi na pedagoškem področju.

and professional roles as an opportunity to analyse their own models of expression. The body as an instrument. The speech apparatus, the vocal, breathing and movement techniques that originate from the acting process of the stage space. Dealing with current and potential patterns of expression and communication in the stage space through dramatic improvisation and the simulation of the conditions.

The drama laboratory, experiment: - training of exposure and defensive position; - layout of the simulation(s) of the situation and models of practice. - Implementation of models of expression with the help of the acquired techniques and knowledge of new models in the alternative stage space.

The development of discursive forms of work approaches practical work in terms of analysis. The possibilities of application, integration and transfer of the basic techniques to the children. The preparation and design of an individual performance using the method of synthesis of theory and acquired practise. The public performance of individuals and groups. The group evaluation and self-evaluation of individual progress and assessment of the effects of participation of the group in the process of acquiring skills in the application of the pedagogical techniques.

Temeljni literatura in viri / Readings:

- Aristotel. (1989). Retorika. Zagreb: Filozofska biblioteka.
- Benson, O. O., Nwagbo, C. R., Ugwuanyi, C. S., & Chinedu, I. O. (2020). Students' perception of teachers' pedagogical skills and its influence on their attitude towards science: implication for science, technology and engineering careers. *International Journal of Mechanical and Production Engineering Research and Development (IJMPERD)*, 10(3), 14701-14714.
- Dolar, M. (2003). O glasu. Ljubljana: Analecta.
- Horst - Coblenzer, Franz Muhar: Dih in glas – navodila za dober govor, Pedagoška fakulteta Univerze v Ljubljani, 2003
- Pearce, S. (2011). Alkimija glasu. Brežice: Primus.
- Petek, T. (2015). Didaktični model razvijanja zmožnosti javnega govornega nastopanja. *Jezikoslovni zapiski*, 20(2).
- Stinson, M. (2015). Speaking up about oracy: the contribution of drama pedagogy to enhanced oral communication. *English Teaching: Practice & Critique*.

Smyrniou, Z., Sotiriou, M., Georgakopoulou, E., & Papadopoulou, O. (2016). Connecting Embodied Learning in educational practice to the realisation of science educational scenarios through performing arts. *Inspiring Science Education*, 31, 31-38.

Trček, J. (1994). Medosebno komuniciranje in kontaktna kultura. Radovljica: Didakta.

Ule, M. (2005). Psihologija komuniciranja. Ljubljana: Fakulteta za družbene vede.

Žagar, I., Domanjko, B (2006). *Argumentiranost kot model uspešne komunikacije*.

Žagar, I. Ž., Žmavc, J., Domajnko, B. (2018). *Učitelj kot retorik: Retorično-argumentativni vidiki pedagoškega diskurza*. Ljubljana: Pedagoški inštitut.

Seznam literature se sproti dopolnjuje z aktualnimi dogajanji in dosežki v znanstvenem in strokovnem tisku./

The list of literature is constantly updated with current events and achievements in the scientific and professional press.

Cilji in kompetence:

Cilj predmeta je obvladovanje glasovnih, govornih, telesnih spretnosti v profesionalnem okolju, avtentično in celostno izražanje za kakovostno izvajanje vzgojno-izobraževalnega procesa kot tudi za uporabo v drugih socialnih okoljih in v izpostavljenih okoliščinah.

Študent:

- spozna pomen strukture nastopa in pomen izkustvene predpriprave za nastop;
- skozi izkustveno delo spozna in razume vzajemnost med vzorci lastnega izražanja (govora, glasu in govorice telesa) in razmišljanja, ozaveščanja govornih, glasovnih, telesnih vzorcev skozi razčlenbo in analizo lastnega izražanja:

a) za razvoj lastnih izraznih možnosti,

b) kot možnost za boljše

prepoznavanje in razumevanje drugih,

c) kot pomen razumevanja psihofizičnih

procesov v izpostavljenem prostoru,

- ozavesti in prepozna individualne, govorne vzorce, uporabo jezika, modelov izražanja ter možnosti za njihov razvoj;
- spozna in razume teoretične osnovne zakonitosti retoričnega prostora in

Objectives and competences:

The aim of the subject is to manage verbal and physical skills in a professional environment and to provide an authentic and comprehensive expression of the qualitative management of the educational process and for use in other social environments and in vulnerable situations.

The student:

- recognizes the importance of the structure of the act and the importance of preparing the experience for the performance;
- through empirical work, he/she knows and understands the complementarity between the expressive patterns (speech, voice and body expression) and thinking, the awareness of the verbal, phonetic and physical patterns through the analysis of his/her own expression:

a) for the development of their creative potential,

b) as a way to better identify and understand the others,

c) as the importance of understanding the psychophysical process in the exposed areas;

- recognizes individual speech patterns, language use, models of expression, as well as the potential for his/her development;
- knows and understands the theoretical basis of the rhetorical space and his own role in its construction; -
- learns with experience the verbal and non-verbal expression in the learning process;

lastno vlogo pri njegovem vzpostavljanju; – se izkustveno uči o verbalnem in neverbalnem izražanju v učnem procesu; – z akcijsko obliko dela pripravi kratek javni nastop; – prepozna svoje notranje potenciale; – pridobljeno znanja neposredno vključuje v svojo študijsko in strokovno prakso; – prevzame odgovornost in skrb za razvoj retoričnih zmožnosti.	– through action-oriented work, he/she prepares the preparation of a short public appearance; – recognizes his/her inner potential, – incorporates his knowledge into his/her academic life and professional practice, – takes responsibility and care for the development of rhetorical skills.
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Predvideni študijski rezultati:

Znanje in razumevanje:

Študent:

- izkustvena spoznanja in teorijo vključuje v vse procese svojega delovanja;
- spozna in razume pomen ozaveščanja lastnih in tujih psihofizičnih procesov v izpostavljenem prostoru, razume vzajemnost med njimi;
- ozavešči in prepozna svoje potenciale za celostno izražanje ter nujnost ozaveščanja individualnih govornih vzorcev, lastnih modelov izražanja,
- prepozna lastne potenciale za lasten razvoj komunikacijskih spretnosti,
- pozna osnovna teoretična načela o komunikaciji, retoriki in pomen izkustvenega znanja pri tem;
- zna vzpostaviti retorični prosor, v katerem se suvereno izraža.

Uporaba:

Študent

- je zmožen upravljati psihofizični proces v izpostavljeni situaciji javnega nastopa;
- je sposoben za samostojno pripravo, oblikovanje in izvedbo improviziranega nastopa;
- je sposoben opraviti nastop z vnaprej pripravljenim besedilom;

Intended learning outcomes:

Knowledge and understanding:

Student:

- includes the knowledge of experience and theory in all processes of his doing; -
- know and understand the importance of raising awareness of his own and other psychophysical processes in the exposed areas and understand the interaction between them;
- recognize his potential for holistic expression and the need to raise awareness of individual speech patterns and his own models of expression;
- know their own potential for developing communication skills;
- know the basic theoretical principles of communication, rhetoric and the importance of experiential knowledge;
- know how to make a rhetorical proctor in which he/she is sovereign in expression.

Use:

Student

- is capable to manage psychophysical processes in an exposed situation of public appearance;
- is able to independently prepare, design and perform an improvised performance;
- is able to perform with a pre-prepared text;

- je usposobljen za samostojno in smiselno uporabo pridobljenih retoričnih spretnosti v profesionalnem okolju tako z otroki kot s sodelavci;
 - pridobitev izkustvene metode (performativna, dramska metoda AV) lahko neposredno implementira.

Refleksija:

- uvidi pomen poznavanja retoričnih spretnosti za razvoj profesionalnih kompetenc, pri čemer se zaveda vzajemnosti med njimi;
 - uvidi uporabnost pridobljenega znanja na več področjih življenja;

Prenosljiva znanja:

- znanje in izkušnje uporabi pri študiju in v praksi pri delu z ljudmi v različnih socialnih okoliščinah

- is qualified for independent and meaningful use of acquired rhetorical skills in a professional environment with both children and colleagues
 - the acquisition of knowledge of the experiential method (performative, dramatic method AV) can be directly implemented.

Reflection:

- recognizes the importance of knowledge of rhetorical skills for the development of professional competencies, being aware of the reciprocity between them;
 - sees the applicability of acquired knowledge in several areas of life;

Transferable skills:

- use knowledge and experience in study and practice in working with people in different social context

Metode poučevanja in učenja:

Integrativne oblike dela: predavanja, eksperimentalno delo, delavnice, seminarji; delo poteka v diadah, v skupini ter v obliki individualne in skupinske refleksije in evalvacije.

Learning and teaching methods:

Integrative forms of work: lectures, experimental work, workshops, seminars; the work takes place in dyads, in groups and in the form of individual and group reflection and evaluation.

Načini ocenjevanja:

Delež (v %) / **Assessment:**
 Weight (in %)

Ustni nastop - prezentacija (70 %), seminarska naloga (30 %).	70 %	Oral presentation (70%) Seminar work (30%)
Ocenjevalna lestvica (skladno s Statutom UL in fakultetnimi pravili): 1 –5 nezadostno, zadostno 6, dobro 7,	30 %	Assessment scale (in accordance with the Statute of the University of Ljubljana and the faculty's examination rules): 1- 5

prav dobro 8, prav dobro 9 in odlično 10.		(negative), 6 (satisfactory), 7 (good), 8, 9 (very good) and 10 (excellent)
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Reference nosilca / Lecturer's references:

doc. Alenka Vidrih

1. VIDRIH, Alenka. Everything that we can remember : how to create a safe environment through a poetic story - an introduction to forest of lost memories. V: HOLMWOOD, Clive (ur.). *The Routledge international handbook of therapeutic stories and storytelling*. London; New York: Routledge, Taylor & Francis Group, 2022. Str. 382-383. Routledge International Handbook Series. ISBN 978-1-032-19634-3, ISBN 978-0-367-63370-7
2. VIDRIH, Alenka (igralec). *Neke noči neke deklice nekje umirajo : koreopoezija : Lutkovno gledališče Maribor, 1. 9. 2021.*
3. VIDRIH, Alenka (igralec). *Moč kamna : glasbena zgodba za otroke - Mednarodni festival kamnitih glasbil in drugih čudnih reči, Štanjel, 20. 6. 2021.*
4. VIDRIH, Alenka (igralec), et al. *Heeling the wound: a performance of Sophocles' play Philoctetes by The Awesome Puppet Company, September 12th September 2019, Alcalá de Henares, Spain.*
5. VIDRIH, Alenka. *Dramski performativni metod AV - ARS VITAE u razvoju komunikacionih kompetencija*. Čačak: Regionalni centar za profesionalni razvoj zaposlenih u obrazovanju, 2016. 180 str. ISBN 978-86-918031-2-4.
6. VIDRIH, Alenka (igralec). *Zvočno berilo za 3. triletje osnovne šole*. 1. izd. Ljubljana: Mladinska knjiga, 2015. 1 CD, stereo. ISBN 978-961-01-3654-5.