

## UČNI NAČRT PREDMETA / COURSE SYLLABUS

<b>Predmet:</b>	<b>SPRETNOSTI JAVNEGA NASTOPANJA V VZGOJI IN IZOBRAŽEVANJU</b>
<b>Course title:</b>	<b>ART OF PUBLIC PRESENTATION IN EDUCATION</b>

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
30	20	10	/	/	120	6

**Nosilec predmeta / Lecturer:**

doc. Alenka Vidrih

**Jeziki /**

**Languages:**

**Predavanja /**

**Lectures:**

**Vaje / Tutorial:**

slovenski in angleški jezik/Slovene and English language

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

Ni pogojev.

**Prerequisites:**

No conditions.

**Vsebina:**

Javno nastopanje kot umetnost. Retorika in argumentacija.  
 Retorične spretnosti.  
 Verbalno in neverbalno izražanje v različnih vlogah in okoljih.  
 Celostno izražanje.  
 Prepoznavanje in ozaveščanje individualnih vzorcev izražanja v pedagoškem okolju.  
 Vzajemnost med vzorci izražanja/medosebnega sporazumevanja in vzorci mišljenja.  
 Nevtralna drža in avtentično izražanje.  
 Telo kot instrument.

**Content (Syllabus outline):**

The art of public presentation. The rhetoric and argumentation.  
 Rhetorical skills.  
 Verbal and non-verbal expression in different roles and environments.  
 The holistic expression.  
 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 neutral attitude and authentic expression.

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

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.

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.

The body as an instrument. The speech apparatus, the vocal, breathing and movement techniques that originate from the acting process of the stage space.

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 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. 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:**

1. Spoznavanje osnovnih pojmov in elementov javnega nastopanja; spoznavanje pomena strukture nastopa in izkustvene predpriprave za nastop (vaje, tehnike, trening spretnosti)
2. Ozaveščanje in prepoznavanje lastnih, glasovnih vzorcev in govornice telesa in prepoznavanje možnosti za njihov razvoj (SK5)
3. Poznavanje in razumevanje javnega nastopanja kot kompleksnega, psihološko in fiziološko zahtevnega procesa; (E-SRP 14)

### **Objectives and competences:**

1. Recognizing the importance of the basic concepts and elements in the public performance; recognizing the importance of the structure of the act and the importance of preparing the experience for the performance (exercises, techniques, training); (SK7, E-SRP 7, E-SRP13)
2. Awareness and recognition of own voice patterns and body language and recognition of possibilities for their development (SK5)
3. Knowledge and understanding of public speaking as a complex, psychologically and physiologically demanding process; (E-SRP 14)

### **Predvideni študijski rezultati:**

#### **Znanje in razumevanje:**

- izkustvena spoznanja in teorijo vključuje v vse procese svojega delovanja;
- spozna in razume pomen ozaveščanja lastnih psihofizičnih procesov v izpostavljenem prostoru, razume vzajemnost med njimi;
- ozavešča 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 pomenu izkustvenega znanja pri tem;

### **Intended learning outcomes:**

#### **Knowledge and understanding:**

- 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;

- zna vzpostaviti retorično dejanje, 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;
- je usposobljen za samostojno in smiselno uporabo pridobljenih tehnik in 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 pedagoškem in drugih socialnih okoliščinah.

- know how to make a rhetorical act in which he/she is sovereign in expression.

**Use:****The 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;
- 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 pedagogical and other social contexts.

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**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.

Delež (v %) /

**Načini ocenjevanja:**

Weight (in %)

**Assessment:**

Ustni nastop - prezentacija (70 %), seminarjska 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, prav dobro 8, prav dobro 9 in odlično 10.	30 %	Assessment scale (in accordance with the Statute of the University of Ljubljana and the faculty's examination rules): 1- 5 (negative), 6 (satisfactory), 7 (good), 8, 9 (very good) and 10 (excellent)

**Reference nosilca / Lecturer's references:**

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**doc. Alenka Vidrih**

1. Vidrih, A. 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, A. (igralec). *Neke noči neke deklice nekje umirajo : koreopoezija : Lutkovno gledališče Maribor, 1. 9. 2021.*
3. Vidrih, A. (igralec). *Moč kamna : glasbena zgodba za otroke - Mednarodni festival kamnitih glasbil in drugih čudnih reči, Štanjel, 20. 6. 2021.*
4. Vidrih, A. (igralec), et al. *Healing the wound: a performance of Sophocles' play Philoctetes by The Awesome Puppet Company, September 12th September 2019, Alcalá de Henares, Spain.*
5. Vidrih, A. Performing arts in personality development. V: *Programme and abstract book*. EGIPT Summer School 2018, European Gifted Education Programme Year 2 Training Event, 16-20 July 2018, University of Ljubljana, Faculty of Education. [S. l.]: [s. n.], 2018. Str. 12.
6. Vidrih, A. *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.