

SPECIFICS OF IMPLEMENTING HEALTH AND RECREATIONAL OBJECTIVES IN OUTDOOR EDUCATION

SPECIFIČNOSTI REALIZACIJE ZDRAVSTVENO-REKREATIVNIH CILJEVA U ŠKOLI U PRIRODI

MIRSADA S. ZUKORLIĆ¹, VLADAN M. PELEMIŠ¹, SLOBODAN LJ. PAVLOVIĆ²

¹University of Belgrade Teacher Education Faculty

²University of Kragujevac, Faculty of Education, Užice

¹Univerzitet u Beogradu Učiteljski fakultet, Beograd, Republika Srbija

²Univerzitet u Kragujevcu Pedagoški fakultet Užice, Republika Srbija

Correspondence:

Slobodan Pavlović

PhD University of Kragujevac, Faculty of Education, Užice,

Republic of Serbia

slobodan.b.pavlovic@gmail.com

Korespondencija:

Slobodan Pavlović

Univerzitet u Kragujevcu Pedagoški fakultet Užice,

Republika Srbija

slobodan.b.pavlovic@gmail.com

Abstract: In this paper, the specifics and opportunities for attaining the objectives of physical and health education in outdoor schools are examined. A well-organized outdoor school offers the chance for students' personalities to develop holistically and acts as a form of pedagogical opposition to the overemphasis on schools' educational roles, where its educational purpose is neglected. Due to the existence of physical activities and the exposure of pupils to the outdoors, an outdoor school is unmatched in accomplishing health and recreational goals, making up for certain shortcomings in the educational role of schools generally. The foundations of outdoor education can be found in the writings of illustrious pedagogical pioneers like John Locke, Pestalozzi, and J.J. Rousseau. Its importance in modern pedagogical science is rising as a result of its potential for an integrative approach, interactive educational activity, and integrated attainment of educational and ecological goals.

Keywords: outdoor school, holistic personal development, health and recreational goals, interactive education.

Apstrakt: U radu se analiziraju specifičnosti i mogućnosti ostvarivanja ciljeva i zadataka fizičko-zdravstvenog vaspitanja u školi u prirodi. Dobro organizovana, škola u prirodi pruža mogućnost celovitog razvoja ličnosti učenika i predstavlja svojevrsan pedagoški otpor prenamaganoj obrazovnoj ulozi škole, pri čemu se njena vaspitna funkcija marginalizuje. Osim toga što škola u prirodi kompenzuje određene slabosti u ostvarivanju vaspitne uloge škole uopšte, zbog prisutnosti fizičkih aktivnosti i boravka učenika u prirodi ona je neprikosnovena kada je reč o realizaciji zdravstveno-rekreativnih ciljeva. Ideja o nastavi u prirodi ukorenjena je u učenjima čuvenih pedagoških klasika od XVII do XIX veka (J.A.Komenski, Dž. Lok, Ž. Ž. Ruso i J. H. Pestaloci) a zbog mogućnosti integrativnog pristupa, interaktivnog vaspitnog rada, kao i integrisanog ostvarivanja vaspitnih sa ciljevima ekološkog vaspitanja njena aktuelnost u savremenoj pedagoškoj nauci sve više dobija na značaju.

Gljučne reči: škola u prirodi, celovit razvoj ličnosti, zdravstveno-rekreativni ciljevi, interaktivni vaspitni rad.

INTRODUCTION

The implementation of physical and health education involves the participation of family, preschool institutions, schools, physical education organizations, sports clubs, and mass media. When it comes to meeting the goals and objectives of physical and health education in schools, the most significant role belongs to physical education classes. However, it is more than evident that schools (including physical education classes) are losing their monopoly in achieving the goals and objectives of physical and health education, leading to increasingly vocal appeals from teachers for the improvement of physical education classes. It is evident that the level of physical activity among school-age

Uvod

U realizaciji fizičko-zdravstvenog vaspitanja učestvuju porodica, predškolske ustanove, škole, organizacije za fizičku kulturu, sportska društva, klubovi kao i mas-mediji. Kada je reč o ostvarivanju zadataka fizičko-zdravstvenog vaspitanja u školi najznačajnije mesto pripada nastavi fizičkog vaspitanja. Ipak, više je nego očigledno da škola (i nastava fizičkog vaspitanja) gubi monopol po pitanju ostvarivanja cilja i zadataka fizičko-zdravstvenog vaspitanja pa su kod nas sve „glasniji“ apeli učitelja i nastavnika koji se odnose na unapređivanje nastave fizičkog vaspitanja. Evidentno je da nivo fizičke aktivnosti dece školskog uzrasta opada sa pove-

children decreases as they grow older, with the problem starting when they enter elementary school and becoming most pronounced during adolescence. Physical education teachers argue for the subpar state of the school population based on the results of recent studies, which show that one in five children has poor posture, one in four is overweight or obese, and as much as 70% of students are not engaged in sports activities outside of school. In a letter addressed to the responsible authorities in education, the Serbian Association of Physical Education and Sports Teachers notes that over the past three decades, there has been a consistent deterioration in the health status of children, reflected not only in an increased percentage of postural disorders (such as curved spine, flat feet) but also a significant rise in the percentage of diabetes and hypertension among children. That is why their demand is that physical and health education should be a mandatory subject at all levels of education, and it should be given a cross-curricular status. They advocate for allocating more class hours for physical education in the curriculum and, in cases of larger classes, working in smaller groups with fewer students. This is the essence of the Initiative for the Improvement of Physical and Health Education, which the Serbian Association of Physical Education and Sports Teachers (SSPFVS) has addressed to the educational authorities. Alongside these criticisms, there is also an increasing number of concerns directed at schools regarding their overemphasis on the educational role, while marginalizing or partially fulfilling their educational function. However, these issues are not limited to the present day; these are the issues that numerous teachers have faced throughout history. The idea of implementing outdoor schools is deeply rooted in the teachings of renowned pedagogical humanists and classics. The implementation of this model of instruction is supported by the fact that physical activity and being in nature are essential factors for the growth and development of children. Their contribution is reflected in maintaining good health and the overall functioning of the organism. Taking into account the arguments mentioned above, this paper examines the pedagogical justifications for implementing physical and health education in outdoor schools as an organizational model of instruction.

MAIN CHARACTERISTICS OF OUTDOOR SCHOOLS

Outdoor school is an organizational model of instruction that is specific and mandatory for the first cycle of primary education and is part of the primary education curriculum. It is implemented once during the school year for primary school students and involves one-day or multi-day trips and the students' stay accompanied

ćanjem njihovih godina – problem započinje polaskom u osnovnu školu, a najizraženiji je u adolescenciji. Da stanje školske populacije nije na zavidnom nivou, argumentuju profesori fizičkog vaspitanja inicijativom u koju je „Politika” imala uvid, te rezultatima najnovijih studija (Simić-Miladinović, 2023.) koje pokazuju da svako peto dete ima loše držanje tela, svako četvrto je gojazno, a čak 70 odsto školaraca se ne bavi sportskim aktivnostima van škole. U istom tekstu, objavljenom u „Politici“, objavljeno je da je Srpski savez profesora fizičkog vaspitanja i sporta (SSPFVS) uputio dopis najodgovornijima za obrazovanje u kome se konstatuje se da je u poslednje tri decenije evidentirano konstantno narušavanje zdravstvenog statusa dece koje se ogleda ne samo u povećanju procenta posturalnih poremećaja (kriva kičma, ravni tabani), već i značajnom povećanju procenta dijabetesa i hipertenzije kod dece. Zato je njihov zahtev da fizičko i zdravstveno vaspitanje treba da bude obavezan predmet na svim nivoima obrazovanja, kao i da mu treba dodeliti natpredmetni status, osigurati više časova za fiskulturu u đačkom rasporedu, a kada su odeljenja brojnija i rad u grupama s manje učenika. Uporedo sa pomenutim kritikama sve su češće i one koje se školi upućuju zbog prenaplašene obrazovne uloge, pri čemu se njena vaspitna funkcija marginalizuje ili delimično ostvaruje. Međutim, ovo nisu problemi koji se odnose samo na problem današnjice, već pitanja sa kojima su susretali mnogobrojni pedagozi kroz istoriju. Tako je u učenjima čuvenih pedagoških humanista i klasika od XVII do XIX veka (J.A. Komenski, Dž. Lok, Ž. Ž. Ruso i J. H. Pestaloci) ukorenjena ideja o realizaciji škole u prirodi. Realizacija ovog modela vaspitno-obrazovnog rada potkrepljena je činjenicom da su fizička aktivnost i boravak u prirodi neophodni faktore za rast i razvoj dece, a njihov doprinos se ogleda i u očuvanju dobrog zdravlja i funkcionisanju celokupnog organizma. Uzevši u obzir navedene argumente, u ovom radu razmatramo pedagoške opravdanosti realizacije fizičko-zdravstvenog vaspitanja u školi u prirodi kao organizacionom modelu vaspitno-obrazovnog rada.

OSNOVNE ODREDNICE ŠKOLE U PRIRODI

Škola u prirodi je organizacioni model vaspitno-obrazovnog rada koji je specifičan i obavezujući za prvi ciklus osnovnog obrazovanja i vaspitanja i proizilazi iz nastavnog plana i programa osnovnog obrazovanja. Realizuje se jedanput u toku školske godine za učenike osnovne škole, a podrazumeva jednodnevna ili višednevna putovanja i boravak učenika u pratnji učitelja (nastav-

by teachers in nature, with suitable indoor and outdoor teaching and learning conditions (Omerović & Zukorlić, 2019). Outdoor school allows the health and recreational, educational, and social goals to be achieved (Dictionary of educational terms, 2014:486).

Based on the natural-geographical specifics of where the outdoor school takes place, it can be organized as a coastal model, mountain model, or star grove model. In pedagogical theory and practice, we encounter different names for outdoor education. In Germany, the prevailing terms are “Waldschulen” and “Freiluftschulen,” while in England and the United States, it is referred to as “Open Air Schools.” In France, it is known as “Ecoles de plein-air” or “Ecole au soleil,” and in Italy, it is called “Scuola all’aperto.” In our country, alternative names exist such as nature education, forest school, fresh-air school, open-air school, rural education homes, summer school, field classroom, fresh air school. Recreational education is often used as an alternative term for outdoor school, but it is considered inadequate because it does not express the essence and does not encompass all forms of education that are otherwise included in such activities. Since this approach encompasses both teaching and instructional activities, as well as numerous extracurricular activities, leisure activities, and collaboration with the local community, it is more justifiable to use the term “outdoor school” (Ilić, Nikolić, Jovanović, 2006:253). Therefore, we will further discuss the pedagogical benefits and justifications of outdoor school, with a particular focus on activities that allow for the realization of health and recreational goals.

PEDAGOGICAL BENEFITS OF OUTDOOR EDUCATION

The idea of developing outdoor schools is rooted in the works of humanist philosophers and educational classics. Vittorino da Feltre built his “House of Delight” in nature and is credited with the first practical implementation of the idea of outdoor schools, while Comenius emphasized the importance of learning in nature, sensory learning, and learning through personal experience, advocating for learning “first-hand.” Jean-Jacques Rousseau called for a return to the mother nature. In his work “Emile, or On Education,” he describes education that enables individuals to develop their natural abilities without hindrance, with a particular emphasis on the individual’s relationship with nature and the influence of nature on the formation of a child’s personality. According to his view, an immediate return to nature is necessary because it is the foundation for the development of a healthy individual and a healthy society (Roth-Čerina, 2011:62). A completely new

nika) u prirodnom ambijentu, prilagođen uzrastu učenika s odgovarajućim uslovima zatvorenog i otvorenog prostora za poučavanje i učenje (Omerović & Zukorlić, 2019). Realizacijom škole u prirodi ostvaruju se: zdravstveno-rekreativni, obrazovno-vaspitni i socijalni ciljevi (Leksikon obrazovnih termina, 2014:486).

Prema prirodno-geografskim uslovima gde se odvija škola u prirodi može biti organizovana kao primorski model, planinski model i model zvjezdani gaj. U pedagoškoj teoriji i praksi susrećemo različite nazive za nastavu u prirodi. U Nemačkoj prevladava naziv “Waldschulen”, “Freiluftschulen”, u Engleskoj i SAD-u “Open Air Schools”, u Francuskoj “Ecoles de plein-air”, “Ecole au soleil”, u Italiji “Scuola all’aperto”. Kod nas postoje alternativni nazivi: nastava u prirodi, šumska škola, vazдушna škola, škola u slobodnoj prirodi, seoski vaspitni domovi, letnja škola, poljska učionica, škola na čistom vazduhu. I rekreativna nastava se često koristi kao alternativni naziv za školu u prirodi, međutim, „smatra se neadekvatnim jer ne izražava suštinu i ne obuhvata sve vidove pedagoškog rada koji su inače obuhvaćeni stvarnim aktivnostima. S obzirom da ovaj vid obuhvata i nastavu i nastavne aktivnosti, ali i brojne vannastavne aktivnosti, aktivnosti u slobodnom vremenu i saradnju sa lokalnim okruženjem i dr., opravdanije je koristiti termin škola u prirodi“ (Ilić, Nikolić, Jovanović, 2006:253). Zato ćemo u nastavku razmotriti pedagoške vrednosti i opravdanosti škole u prirodi sa posebnim osvrtom na aktivnosti koje doprinose realizaciji zdravstveno-rekreativnih ciljeva.

PEDAGOŠKE VREDNOSTI ŠKOLE U PRIRODI

Ideja o razvoju škole u prirodi ukorenjena je u delima filozofa humanista, Vitorina de Feltrea koji je svoj „Dom radosti“ sagradio u prirodi i njemu se pripisuju zasluge za prvo praktično ostvarivanje ideje o školi u prirodi, kao i J.A. Komenskog koji je naglašavao važnost učenja u prirodi, učenja čulima i kroz vlastito iskustvo, te se zalagao za učenje „iz prve ruke“. Pedagoški klasik, Žan Žak Ruso zatražio je povratak majci prirodi. U svom delu „Emil ili o vaspitanju“ opisuje vaspitanje koje pojedincu omogućava neometani razvoj prirodnih sposobnosti, pri čemu poseban akcenat stavlja na čovekov odnos prema prirodi i uticaj prirode na formiranje ličnosti deteta. Stoga se prema njegovom mišljenju bez odgađanja treba vratiti prirodi, jer je ona osnova za razvoj zdravog čoveka i zdravog društva (Roth-Čerina, 2011:62). Sasvim novo polazište sintetizovano je u Rusovoj izreci – „Vratimo se prirodi“ – jer priroda deteta treba da se ispoljava onakvom kakva jeste, a učenje je

approach was synthesized in Rousseau's statement - "Let us return to nature" - as the nature of the child should be allowed to manifest as it is, and learning is understood as the active utilization of the child's natural capacities. The renowned Swiss pedagogue J.H. Pestalozzi believed that the path to understanding the environment is through perceptual activities. He encouraged the creation of "lessons about things," the establishment of school museums, and the organization of educational trips in nature, thus becoming one of the pioneers of outdoor learning. He built the "New Home" in nature. Georg Kerschensteiner and other representatives of the active school advocated for instruction to take place in natural and real-life conditions. Ideas for abandoning the narrow school framework and the class-subject-lesson forms can be found among numerous educators who advocated for greater student freedom and education aligned with life (L.N. Tolstoy, M. Montessori, E. Claparède, O. Decroly, A.S. Neill, and many others), as well as representatives of pragmatic pedagogy and reformist movements within the "new school" framework. As a response to the passive role of students in education and the teacher's focus on lecturing and material transfer, educational reform movements or new school movements emerged at the turn of the 19th and 20th century.

As part of the "New School" reform movement in the late 19th and early 20th century, outdoor schools were primarily established for children with poor health conditions, aiming to improve their health and provide education outside of major cities, where they could be exposed to fresh air and sunlight (Roth-Čerina, 2011:63). One of the first such schools mentioned is the school founded by S. Reddie in Great Britain in 1889 under the name "New School." Following the example of this school, a large number of "rural educational homes" were opened in Germany. At the beginning of the 20th century, "forest schools" were established in the suburb of Berlin - Charlottenburg, for children from lower social classes whose health was compromised, preventing them from attending regular classes. Due to the children's illnesses, classes lasted for three hours with half-hour breaks, and the remaining time was spent in extracurricular activities organized in the forest. The classrooms were located in separate pavilions with sliding walls, allowing for a continuous connection with nature. The classrooms had folding wooden chairs, each of which was unique, reflecting the contemporary pedagogical principle of respecting the individuality of each student. With a small number of students not exceeding 20 and a curriculum that excluded less essential content, outdoor schools provided an individualized approach to each student.

shvaćeno kao aktivno korišćenje prirodnih mogućnosti deteta. Čuveni švajcarski pedagog J. H. Pestaloci, smatra da put do spoznaje okoline vodi kroz perceptivne delatnosti. On podstiče stvaranje "nastave o stvarima", otvaranje školskih muzeja i organizaciju pedagoških izleta u prirodi i time postaje jedan od utemeljivača učenja na otvorenim prostorima. Sagradio je „Novi dom“ u prirodi. Georg Keršenštajner i drugi predstavnici radne i aktivne škole tražili su da se vaspitno-obrazovni rad sa učenicima odvija u prirodnim i radnim (životnim) uslovima. Ideje za napuštanje uskoškolskog šablona i razredno-predmetno-časovnih formi, nalazimo kod brojnih pedagoga koji su se zalagali za veću slobodu učenika, za nastavu primerenu životu (L.N. Tolstoj, M. Montesori, E. Klapared, O. Dekroli, A. S.Nill i mnogi drugi), kao i kod predstavnika pragmatističke pedagogije i predstavnika reformskih pravaca u okviru „nove škole“. Kao reakcija na pasivan položaj učenika u nastavi i usmerenost nastavnika na predavačku funkciju i prenošenje sadržaja, na prelazu iz 19. u 20. vek javljaju se reformni pedagoški pokreti ili pokreti za novu školu.

Kao deo reformnih pokreta „Nove škole“, krajem 19. i početkom 20. veka škole na otvorenom su se otvarale prvenstveno za decu lošeg zdravstvenog stanja s ciljem njihovog ozdravljenja i obrazovanja izvan velikih gradova, gde će biti izloženi čistom zraku i suncu (Roth-Čerina, 2011:63). Među prvim takvim školama pominje se škola u Velikoj Britaniji koju je osnovao S.Reddi 1889. godine pod nazivom „nova škola“. Po ugledu na ovu školu u Nemačkoj se otvara veliki broj škola – „seoski vaspitni domovi“. Na inicijativu lekara i pedagoga, početkom 20. veka otvaraju se „šumske škole“ u predgrađu Berlina – Šarlotenburgu (Charlottenburg) za decu nižih slojeva a čije je zdravlje ugroženo zbog čega nisu mogla pratiti redovnu nastavu. Zbog bolesti dece nastava je trajala tri sata s pauzama od pola sata, a ostatak vremena provodili su u vannastavnim aktivnostima koje su se organizovale u šumi. U barakama su se nalazile sklopive drvene stolice od kojih je svaka bila unikat, u čemu se ogledalo savremeno pedagoško načelo poštivanja individualnosti svakog učenika. Brojem učenika koji nije prelazio 20 i programom iz kojeg su izbačeni manje bitni sadržaji škola u prirodi je omogućavala individualni pristup svakom učeniku. Svaka učionica je bila u odvojenom paviljonu koji je bio obložen kliznim zidovima, što je omogućavalo neprekidnu vezu s prirodom.

Pod uticajem ovih ideja širom sveta otvarane su slične škole, pa ih je 1934. godine u SAD-u bilo preko 5000. O tome koliki je značaj pridavan školi u prirodi

Each classroom was housed in a separate pavilion with sliding walls, enabling a continuous connection with nature. Under the influence of these ideas, similar schools were opened worldwide, and by 1934, there were over 5,000 such schools in the United States. The significance attributed to outdoor schools is evident in the formation of National Committees for Fresh Air Schools in some countries (e.g., France, 1920) and the fact that the first international congress was held in Paris in 1923 with the aim of advancing the work of these schools.

The first school of this kind in Serbia was opened by Sreten M. Adžić in 1908 in Jagodina. He claimed that no country in Europe had outdoor classrooms arranged in such a manner, emphasizing that domestic outdoor classrooms were built “primarily as a preventive measure, that is, to counteract the negative effects of traditional classrooms on still healthy students, while German and English outdoor classrooms were primarily therapeutic, aimed at treating already weakened children” (Adžić, 1924:4). In the early 1960s, there was a growing need in our region to protect children’s health, and solutions were sought in occasional stays of elementary school students in nature to recuperate and engage in recreation, mitigating the consequences of urban living. There was also a need for children to spend time in nature during the school year while learning in accordance with the curriculum and learning objectives.

Due to its health and pedagogical benefits, this type of instruction, that is, outdoor school, is increasingly being embraced with appropriate financial support. It is now impossible to estimate the precise number of outdoor schools globally due to their widespread usage (Nikolić, 2005). All of this indicates that this form of instruction is highly accepted in primary schools.

The pedagogical benefits of outdoor schools are evident because they enable the achievement of numerous educational objectives that cannot be accomplished through traditional education alone but require other activities and different circumstances (Nikolić, 1994). There are growing criticisms directed towards schools for being “detached” from real life and (the most severe criticism) for focusing solely on the educational role while marginalizing their role in character development. Authors Bognar and Matijević emphasize that schools do not provide real conditions for achieving educational objectives. “Educational objectives involve creating diverse educational scenarios that cannot be created within the school environment, where children, in a spontaneous and friendly social climate, meet their basic needs (sense of belonging, love, security, self-affirmation)” (Bognar, Matijević, 1993:107). On the other hand, De Zan highlights that outdoor schools meet this criterion

svedoči i formiranje Nacionalnih komiteta škola na svežem vazduhu u nekim zemljama (npr. Francuska, 1920), kao i činjenica da je održan prvi međunarodni kongres u Parizu 1923. godine sa ciljem unapređivanja rada ovih škola.

Prva školu ovakvog tipa, u Srbiji, otvorio je Sreten M. Adžić, 1908. godine u Jagodini. On je tvrdio da tako uređene poljske učionice nije imala ni jedna zemlja u Evropi, ističući da su domaće poljske učionice podignute „u celji profilaktičkoj to jest da se kod redovnih još zdravih učenika preduprede rđavi uticaji zidanih učionica, a nemačke i engleske su u celji terapijskoj tj. da se već slabunjava deca leče“ (Adžić, 1924:4). Tako se početkom 60-tih godina 20. veka na našim prostorima osetila veća potreba za zaštitom dečijeg zdravlja, pa su se u cilju ublažavanja posledica života u urbanim sredinama rešenja nalazila u povremenim boravcima učenika osnovnih škola u prirodi, radi opravka i rekreacije. Takođe, javila se potreba da deca borave u prirodnoj sredini i tokom nastavne godine, uz realizaciju obaveznih programskih sadržaja i vaspitno-obrazovnih zadataka.

Zbog svojih zdravstvenih i pedagoških vrednosti i opravdanosti ovaj oblik vaspitno-obrazovnog rada škole je sve masovnije prihvaćen uz odgovarajuću materijalnu podršku. Danas je, zbog svoje velike rasprostranjenosti, konačan broj škola u prirodi u svetu nemoguće pobrojati (Nikolić, 2005). Sve ovo nam govori da je ovaj vid vaspitno-obrazovnog rada u praksi osnovnih škola veoma prihvaćen.

Pedagoške vrednosti škole u prirodi su evidentne jer omogućava ostvarivanje brojnih pedagoških učinaka koje nije moguće ostvariti samo nastavom već i drugim aktivnostima i u nekim drugim okolnostima (Nikolić, 1994). Sve su češće kritike upućene školi jer je „otrgnuta“ od realnog života i (najstrožija kritika škole) da realizuje samo obrazovnu funkciju, dok je njena vaspitna uloga marginalizovana. Tako, autori Bognar i Matijević naglašavaju da u školi ne postoje realni uslovi za ostvarivanje pedagoških ciljeva. „Pedagoški ciljevi podrazumijevaju stvaranje raznovrsnih pedagoških situacija kakve nije moguće stvoriti u školskim uvjetima, a u kojima djeca uz spontanu i prijateljsku socijalnu klimu zadovoljavaju svoje osnovne potrebe (pripadanje, ljubav, sigurnost, samopotvrđivanje“ (Bognar, Matijević, 1993:107). Dok De Zan ističe da škola u prirodi ispunjava taj kriterijum, i da je kao oblik vanučioničkih aktivnosti pedagoški učinkovita i interesantna s obzirom na ciljeve savremenog obrazovanja (De Zan, 1999). Rezultati istraživanja koja su izvedena sa ciljem da se ispita efikasnost ovog modela vanučioničkog rada

and that, as a form of out-of-class activities, they are pedagogically effective and interesting considering the goals of modern education (De Zan, 1999). Research studies conducted to examine the effectiveness of this model of out-of-class learning show positive effects in terms of forming attitudes, beliefs, interpersonal relationships, social skills, positive self-image, and creativity development (Rickinson et al., 2004; Fiennesset et al., 2015). They also show positive effects on student achievements (Rickinson et al., 2004; Christie, Higgins & McLaughlin, 2014). Furthermore, existing models of outdoor schools have educational benefits, and all of these models meet the objectives of the five educational components that have been monitored (Nikolić, 2005:163). The author, Nikolić, adds that outdoor schools established worldwide have justified their existence and have had a positive impact on the psychophysical development of children, the acquisition of knowledge through perception and practical work in the immediate environment.

Suharevska states that a well-organized outdoor school provides real conditions for a comprehensive educational approach (the school meets its educational mission) and the possibility of integrating learning material at multiple levels: intra-subject, interdisciplinary, medium, and inter-systemic (Suharevska, 2003). Author Anđić also favors outdoor schools, stating that “for every topic learned in such a setting, students become more motivated, and the teaching itself is not monotonous and boring but becomes an adventure and a game that stimulates new ideas and problem-solving among students” (Anđić, 2006:11). Domestic educators express their views on outdoor schools, stating that “knowledge acquired through activities in this form of education has the characteristics of planned, systematic, organized, and creative knowledge acquisition through learning, play, and entertainment, and it is based on diverse sources of knowledge, student activities in the nature and real-life, in an authentic environment, outside the classroom” (Ilić, Nikolić, Jovanović, 2006:254). Research conducted by Stanojlović B. and Stanojlović S. showed that outdoor schools predominantly emphasize the pedagogical values related to meeting the upbringing-related function of outdoor schools. In other words, outdoor schools compensate for certain shortcomings of regular schools in meeting the educational role (Stanojlović and Stanojlović, 1999). This compensation primarily refers to values that contribute to student socialization, improved student health, better teacher-student relationships, the development of love for nature, the development of independence, the development of friendships, adaptation to collective life, the development of hygiene habits, more effective and easier mastering of learning material, and more successful systematization of learning content. It should not

pokazuju da su pozitivni efekti izraženi kada je reč o formiranju stavova, uverenja, međuljudskih odnosa i socijalnih veština, pozitivne slike o sebi, razvoju kreativnosti (Rickinson et al. 2004; Fiennesset et al., 2015), postignućima učenika (Rickinson et al., 2004; Christie, Higgins & McLaughlin, 2014), kao i da postojeći modeli škole u prirodi imaju pedagoške vrednosti, odnosno da se u svim modelima škole u prirodi ostvaruju zadaci pet vaspitnih komponenti koje su praćene (Nikolić, 2005:163). Autorica, Nikolić dodaje da su sve škole u prirodi osnovane širom sveta opravdale svoje postojanje i povoljno delovale na psihofizički razvoj deteta na sticanje znanja putem percipiranja i praktičnih radova u neposrednoj okolini. Suharevska navodi da u dobro organizovanoj školi u prirodi postoje realni uslovi za celovit vaspitni pristup (škola ostvaruje svoju vaspitnu misiju) i mogućnost integracije nastavnih sadržaja na više nivoa: unutarpredmetnom, međupredmetnom, srednjem i međusistemskom (Suharevska, 2003). I autorica Anđić favorizuje školu u prirodi navodeći da „za svaku tematiku koja se usvaja u njoj, učenici bivaju više motivisani, te takva nastava nije monotona i dosadna, već postaje avantura i igra koja kod učenika podstiče nove ideje i rešavanje problema“ (Anđić, 2007:11). Stav o školi u prirodi iznose domaći pedagozi navodeći da „znanja koja se usvajaju kroz aktivnosti u ovom obliku organizacije, imaju odlike planskog, sistematskog, organizovanog i stvaralačkog usvajanja znanja kroz učenje, igru, zabavu, ali koje je zasnovano na raznovrsnim izvorima znanja, učeničkim aktivnostima u slobodnoj prirodnoj sredini i neposrednoj stvarnosti, u autentičnom ambijentu, očigledno, van učionice“ (Ilić, Nikolić, Jovanović, 2006:254). Istraživanje koje su obavili Stanojlović B. i Stanojlović S. pokazalo je da u školi u prirodi dominiraju one pedagoške vrednosti koje se odnose na ostvarivanje vaspitne funkcije škole u prirodi. Drugim rečima, škola u prirodi kompenzuje određene slabosti u ostvarivanju vaspitne uloge škole uopšte (Stanojlović i Stanojlović, 1999). Kompenzacija se prevashodno odnosi na vrednosti koje doprinose socijalizaciji učenika, poboljšanju zdravlja učenika, boljem upoznavanju nastavnika sa učenicima, razvijanju ljubavi prema prirodi, razvoju samostalnosti, razvoju drugarskih odnosa, navikavanju na kolektivni život, razvijanju higijenskih navika, efikasnijoj i lakšoj obradi nastavnih sadržaja, uspešnijem utvrđivanju i sistematičiji nastavnih sadržaja. Ne treba zanemariti činjenicu da ovaj organizacioni model nudi mogućnost integrisanog ostvarivanja vaspitnih ciljeva (razvoj celokupne ličnosti učenika) i ciljeva ekološkog vaspitanja (jedin-

be overlooked that this instruction model offers the possibility of integrated achievement of learning objectives (the development of student's personality) and environmental education objectives (the unity of environmental knowledge, environmental awareness, and environmental practical action and behavior). Taking into account all the specificities of instruction mentioned above, we discuss the possibilities for meeting health and recreational goals and objectives within this instruction model.

ACTIVITIES IN OUTDOOR SCHOOLS THAT ARE AIMED AT ACHIEVING HEALTH AND RECREATIONAL OBJECTIVES

Achieving the physical and health education objectives entails the implementation of health and hygienic, educational, developmental, and recreational objectives (Jovanović, 1998). Outdoor schools are expected, as part of their educational mission and physical and health education, to help the realization of health and recreational goals, which include promoting proper growth and development of children, strengthening their health and physical abilities, alleviating the consequences of prolonged indoor stays (reduced physical activity, irregular nutrition), fostering hygiene habits, and raising awareness about the harmful effects of psychoactive substances. This would mean compensating for the shortcomings that are evident in schools' educational role. The integration of physical education with other subjects, which is still uncommon in our schools, or physical education classes, which do not produce satisfactory results, are expected to play the biggest roles in achieving the goals of physical and health education. Physical education classes are not the only ones in schools that incorporate physical activity; an interdisciplinary approach is frequently used to incorporate physical activity into other subjects. Additionally, they occur when courses are momentarily interrupted to allow for students' rest and relaxation during required breaks (Nikolić, 2005). Additionally, physical activities are incorporated into the independent activities and free time of the pupils.

Instruction, as an integral part of the activities organized in outdoor schools, aims to meet the physical education objectives based on the curriculum for a specific age group (Ibidem, 2005). The material and resources used to meet these objectives are adapted to the environmental conditions, including material and climate factors, as well as the terrain configuration and nature and climate conditions (Jovanović, 2006). The methods (such as verbal explanation, demonstration, illustration, practical exercises, sports training, competitive methods) and resources (gymnastic exercises, sports activities, and games) (Branković, Ilić,

stvo između ekoloških znanja, ekološke svesti i ekološkog praktičnog delovanja i ponašanja). Uzevši u obzir sve navedene specifičnosti vaspitnog rada, razmatramo mogućnosti realizacije zdravstveno-rekreativnih ciljeva i zadataka u okviru ovog organizacionog modela.

AKTIVNOSTI U ŠKOLI U PRIRODI KOJE DOPRINOSU REALIZACIJI ZDRAVSTVENO-REKREATIVNIH CILJEVA

Ostvarivanje cilja fizičko-zdravstvenog vaspitanja podrazumeva realizaciju zdravstveno-higijenskih, obrazovnih, vaspitnih i rekreativnih zadataka (Jovanović, 1998). Od škole u prirodi se očekuje da u okviru svoje vaspitne misije i fizičko-zdravstvenog vaspitanja, kao dela te misije, doprinese realizaciji zdravstveno –rekreativnih ciljeva, odnosno, pravilnom rastu i razvoju dece, jačanju njihovog zdravlja i telesnih sposobnosti, ublažavanju posledica višemesečnoga boravka u zatvorenom prostoru (umanjene telesne aktivnosti, nepravilne ishrane), razvijanju higijenskih navika, upoznavanju štetnih dejstava psihoaktivnih supstanci... To bi značilo kompenzaciju onih slabosti koje su evidentne u ostvarivanju vaspitno-obrazovne uloge škole. Činjenica je da se očekuje da za ostvarivanje zadataka fizičko-zdravstvenog vaspitanja u školi najznačajnija uloga pripada nastavi fizičkog vaspitanja (ne daje zadovoljavajuće rezultate) ili putem integrativne nastave fizičkog vaspitanja sa nastavom drugih predmeta (što u našim školama još uvek nije zaživelo kao praksa). Fizičke aktivnosti u školi u prirodi, osim u nastavi fizičkog vaspitanja zastupljene su i u nastavi drugih predmeta, integrativnim pristupom i tokom obaveznih pauza kada se prekida nastava radi odmora i opuštanja učenika (Nikolić, 2005), kao i kroz samostalan rad učenika i aktivnosti u slobodnom vremenu.

Nastava kao sastavni deo strukture aktivnosti koje se realizuju u školi u prirodi ima za cilj ostvarivanje zadataka fizičkog vaspitanja po planu i programu vaspitno-obrazovnog rada za dati uzrast (Ibidem, 2005). Sadržaji rada, kao i sredstva koja se koriste za realizaciju zadataka prilagođeni su uslovima sredine – materijalnim i klimatskim, a potom i konfiguraciji terena, odnosno prirodnim i klimatskim uslovima (Jovanović, 2006). Metode (metoda žive reči, objašnjavanja; metoda pokazivanja; metoda ilustracije; praktičnog vežbanja; sportskog treninga; takmičarski metod) i sredstva (gimnastičke vežbe; sportske aktivnosti i sportske igre) (Branković, Ilić, 2003) rada u školi u prirodi, u funkciji su savladavanja školskog programa. Obzirom da većina ovih metoda podseća na školski rad, valja naglasiti da u suštini to nije niti sme biti preslikavanje školskog rada. To znači,

2003) used in outdoor schools are aimed towards mastering the school curriculum. However, it is important to note that although many of these methods resemble classroom instruction, the essence of outdoor schools is not and should not be a replication of traditional classroom instruction. This means that there are no lectures, examinations, grading, or similar features of traditional instruction. The acquisition of knowledge, skills, and habits, as well as the development of psychological and physical abilities of students, primarily occur through play and practical work (Omerović & Zukorlić, 2019). In addition to providing exceptional opportunities for exploring new content and assessing learning, outdoor schools also enable the reinforcement, practical application, and improvement of previously acquired knowledge, such as motor skills. As stated by Nikolić, fundamental motor and manipulative skills are covered in outdoor schools. Therefore, it can be expected that second-grade students will learn roller skating, third-grade students will master rotational vertical jump, and fourth-grade students will acquire football-playing skills and learn to swim (Nikolić, 2005:59). The implementation of physical education classes in nature can also serve as an optimal solution for online instruction, addressing the completely different requirements compared to the traditional mode of instruction, including the transition to online learning and subsequently blended learning (Milanović, Milić, 2022:279).

Physical education classes organized in nature provide for a comprehensive and integrative approach due to the nature of the learning process and practical application of knowledge. The curriculum for younger grades in primary school includes numerous topics that allow for the integration of physical education with other subjects such as science, mathematics, language arts, music, and art. The integration of two or more subjects, such as science, language, dance, and art, with physical education has been implemented worldwide. Learning through movement allows students to utilize natural forms of movement (jumping, walking, crawling) while learning, engaging multiple learning modalities (visual, auditory, motor, and kinesthetic). Even the simplest, lively, and familiar movements such as elementary games, field games, imitative exercises, crawling and running between trees, jumping over natural obstacles, forest walks, rocking, and swinging, or depending on the season, snow games (winter) and swimming and water games (summer), contribute to children becoming stronger, making better progress, and improving their agility and adaptability in various situations. According to Cekić-Jovanović and Milanović, learning based on movement enhances brain function and memory in students, and there is a connection between physical activity and their achievements, behavior,

nema predavanja, ispitivanja, ocenjivanja i sličnih osobina nastavnog i školskog rada. Sticanje znanja, veština i navika te razvijanje psihičkih i telesnih sposobnosti učenika, odvija se prvenstveno kroz igru i praktični rad (Omerović & Zukorlić, 2019). Osim toga što škola u prirodi pruža izuzetne mogućnosti obrade novih sadržaja, kao i proveravanje, ona omogućava i utvrđivanje i praktičnu primenu kao i usavršavanje ranije stečenih znanja, npr. motoričkih. Kako navodi autorka Nikolić, u školi u prirodi precizirana su elementarna kretanja motornog i manipulativnog karaktera. Pa bi, trebalo očekivati da učenici drugog razreda ovladaju vožnjom koturaljki, učenici trećeg razreda skokovima u mestu sa rotacijom oko vertikalne ose, dok bi učenici četvrtog razreda trebalo da „ovladaju tehnikom igranja fudbala i da nauče da plivaju“ (Nikolić, 2005:59). Realizacija nastave fizičkog vaspitanja u prirodi može biti optimalno rešenje i za realizaciju onlajn –nastave, shodno zahtevu, potpuno različitom od „dosadašnjih zahteva u okviru tradicionalne realizacije nastave – prelazka na onlajn-nastavu, a potom i kombinovanu nastavu“ (Milanović, Milić, 2022:279).

Nastava fizičkog vaspitanja realizovana u školi u prirodi zbog karaktera sazajnog procesa i praktične primene znanja omogućava celovit (integrativni) pristup. Nastavni plan i program mlađih razreda osnovne škole ima veliki broj nastavnih tema koje omogućavaju integrisan pristup nastavi fizičkog vaspitanja sa drugim nastavnim predmetima (priroda i društvo, matematika, maternji jezik, muzičko i likovno vaspitanje). Integracija dva ili više predmetna područja, npr. nauke, jezika, plesa i umetnosti sa fizičkim vaspitanjem je širom sveta našla svoju primenu. S tim u vezi, učenje putem pokreta omogućava učenicima da koriste prirodne oblike kretanja (skakanje, hodanje, puzanje) dok uče, tom prilikom koriste mnoge modalitete učenja (vizuelni, slušni, motorički i kinestetički) (Koontz, 2010; Coral & Lleixa, 2016, prema, Cekić-Jovanović i Milanović, 2020:85). Čak i ona najjednostavnija, živahna i deci poznata kretanja (elementarne igre, terenske igre, vežbe podražavanja, provlačenje i trčanje između drveća, preskakanje prirodnih prepreka, šetnje kroz šumu, klackanje, ljuljanje) ili pak, u zavisnosti od godišnjeg doba, igre na snegu (zima) i plivanje i igre na vodi (leto) omogućavaju da dete postane snažnije, da bolje napreduje, a istovremeno postaje sve spretnije i bolje se snalazi u raznim situacijama. Autorke, Cekić-Jovanović i Milanović navode da učenje zasnovano na pokretu poboljšava rad mozga i pamćenje učenika, te da postoji povezanost između fizičke aktivnosti i njihovih postignuća, ponašanja, kognitivnih veština i stavova. To praktično znači da obavljanje motoričkih zadataka, dok

cognitive skills, and attitudes. Essentially, performing motor tasks while engaging in cognitive tasks related to other subjects can be beneficial for students. Various types of games involving aerobic activities increase blood and oxygen flow to all parts of the body, including the brain, leading to more efficient brain functioning. Incorporating recreational breaks filled with games involving running, field games, forest walks, lasting 15 to 20 minutes during regular classes, is of great importance as they not only bring about physiological changes but also contribute to improving mood and strengthening the overall well-being of students.

Independent student activity in outdoor schools implies that they work on assignments arising from educational and other activities completely on their own. Depending on the level of autonomy, student activity can be partially or fully independent. In outdoor schools, students cannot rely on parental assistance when completing the assignments but can rely on teacher's support. The teacher must encourage self-initiative and a sense of responsibility, appreciate their modest achievements, and tailor activities according to the individual student's inclinations and abilities. In order to achieve health and recreational objectives, outdoor schools provide a rare opportunity to assess the level of development of hygiene habits (personal hygiene, clothing and footwear hygiene, and living space) and work on their establishment or improvement through students' independent activity (Nikolić, 2005). Physical exercises can also be included in students' independent activities and efforts. The role of the teacher is to reinforce students' understanding of the purpose and objectives of specific exercises, thereby increasing their interest in achieving the expected results. It is invaluable that students can help each other. It is particularly important to ensure that the time allocated for independent student activity is realistic and that the assignments themselves are engaging and appropriate.

Leisure activities encompass numerous and diverse activities (sports, recreational, cultural, entertainment, work-related, and service-oriented), and what characterizes them is that each activity represents a contribution to the holistic development of an individual (Nikolić, 2005). Additionally, this is supported by the fact that these activities are carried out under the guidance of professionals from various fields (collaborators, animators), which represents an expanded pedagogical approach. These activities are generally favored by students and help develop their awareness of physical activity as an integral part of modern life. Recreational and sports activities in outdoor schools can be conducted whenever conditions allow, regardless of the season, as each season can provide unique pleasures and new experiences that benefit a child's well-being. These activi-

se bave kognitivnim zadacima u oblasti drugih nastavnih predmeta, može biti korisno za učenike (Kitchen, Kitchen, 2013; GomezPinilla, Hillman, 2013, prema: Cekić-Jovanović i Milanović, 2020), jer razne vrste igara koje uključuju aerobne aktivnosti povećavaju protok krvi i kiseonika u sve delove tela, uključujući i mozak, što dovodi do njegovog efikasnijeg funkcionisanja (Ibidem, 85). Praktikovanje rekreativnih pauza ispunjenih igrom sa elementima trčanja, terenskim igrama, šetnjama kroz šumu... u trajanju od 15 do 20 minuta tokom redovne nastave od velikog su značaja jer osim fizioloških promena, doprinose i popravljanju raspoloženja i jačanju organizma u celini.

Samostalan rad učenika u školi u prirodi podrazumeva da oni potpuno samostalno rešavaju obaveze koje proizilaze iz nastavnih i drugih aktivnosti. Obzirom na stepen samostalnosti rad učenika može biti delimično i potpuno samostalan. U školi u prirodi učenik ne može računati na pomoć roditelja prilikom izvršavanja zadatah obaveza, ali može računati na nastavnikovu pomoć. Nastavnik mora podsticati samoinicijativnost i osećaj odgovornosti, uvažavati njihove najskromnije uspehe i odmeriti aktivnosti shodno sklonostima i sposobnostima učenika kao pojedinca. U cilju ostvarivanja zdravstveno-rekreativnih ciljeva, škola u prirodi predstavlja retku priliku da se utvrdi nivo razvijenosti higijenskih navika (telesne i higijena odeće i obuće i prostora u kojem se boravi) i da se radi na njihovom izgrađivanju, odnosno dograđivanju (Nikolić, 2005) kroz samostalni rad učenika. Telesne vežbe se takođe mogu uvrstiti u aktivnosti i zalaganja učenika u vidu samostalnog rada. Uloga nastavnika je da kod učenika potkrepi razumevanje smisla i zadataka određenih vežbi kako bi povećao zainteresovanost da postignu očekivane rezultate. Od neprocenjive je važnosti i to što se učenici mogu međusobno pomagati. Posebno treba voditi računa da vreme koje je predviđeno za samostalan rad učenika bude u realnim okvirima, a da sami zadaci budu zanimljivi i prigodni.

Aktivnosti u slobodnom vremenu podrazumevaju brojne i raznolike aktivnosti (sportsko-rekreativne, kulturno-zabavne, radno-uslužne...), a ono što ih karakteriše jeste da svaka aktivnost predstavlja svojevrstan doprinos celovitom razvoju ličnosti (Nikolić, 2005). Takođe, tome ide u prilog i činjenica da se izvode pod stručnim rukovodstvom lica različitih profila (saradnici, animatori) što predstavlja vid proširenog pedagoškog delovanja. Za ove aktivnosti važi pravilo da su učenicima omiljene kao i da razvijaju kod učenika svest o fizičkoj kulturi kao integralnom delu života savremenog čoveka. Rekreativne i sportske aktivnosti u školi u prirodi mogu se realizovati

ties evoke pleasant emotions in students (joy, enthusiasm, satisfaction, cheerfulness, excitement, optimism, sympathy, love for nature and homeland) and through them, students get to know each other better, learn to collaborate, and respect the rights, interests, needs, freedoms, and integrity of others (Jovanović, 1998).

In addition to their diverse nature depending on the terrain configuration (meadows, forests, mountains, seaside, lakes), activities in outdoor schools can be divided into those carried out in winter conditions and those conducted during spring and summer. During the winter period, snow activities are organized, which are significant for children's proper physical development. Spending time in the snow and fresh air has a positive impact on children's health, particularly on their musculoskeletal system, respiratory organs, heart and circulation, nervous system, thermoregulation, as well as improving coordination, balance, dexterity, precision, self-confidence, and creativity (Zrnzević, 2015:692). The winter air not only strengthens children's bodies but also influences the development of their willpower and character. There are various activities that can be carried out in snow. In places where there is snow during winter, games such as sledding, ice skating, skiing, and snowboarding should be organized because children enjoy the snow. Above all, it is possible to engage in all natural forms of movement (walking, running, jumping, throwing, lifting, carrying, pulling, pushing, dragging) on the snow. Numerous elementary and relay games can be organized on the snow as well (running after the biggest snowflake, weaving around trees, jumping over snowballs, snowball fights, aiming at moving and stationary targets, sledding, imitating animals, walking in deep snow) (Ibidem, 2015).

The most important thing is to avoid excessive standing in one place, lengthy explanations, and the games should be dynamic and cheerful. When implementing the mentioned activities, it is important to keep in mind that low air temperature significantly reduces the body's working capacity. Additionally, moist air is a good heat conductor, so in lower temperatures, the body cools down faster. Therefore, it is necessary for the teacher to adjust the exercises to provide appropriate exertion and to ensure that children are dressed adequately, able to stay in the snow for longer periods of time, have waterproof footwear, and are dressed in layers. This also highlights the fact that the teacher's guidance in dosing the activities must be based on knowledge of physiology and psychology, as well as the ability to timely recognize fatigue in students. By possessing expertise in their field, the teacher will earn the respect of their students, while disinterest in their work, neglecting weaker students, subjectivity, or failure to recognize achievements can pro-

kad god postoje uslovi, bez obzira na godišnje doba, jer svako doba može pružiti posebna zadovoljstva i doživljavanje nečeg lepog i novog što će prijati dečijem organizmu. Ove aktivnosti snažno bude prijatna osećanja kod učenika (radost, oduševljenje, zadovoljstvo, vedrina, ushićenje, optimizam, simpatija, ljubav prema prirodi i domovini) i kroz njih učenici se bolje upoznaju, uče da saraduju i poštuju prava, interese, potrebe, slobode i integritete drugih (Jovanović, 1998).

Osim toga što su raznolike shodno konfiguraciji terena (livada, šuma, planina, morska obala, jezero), aktivnosti u školi u prirodi se dele na one koje se realizuju u zimskim uslovima i one koje se realizuju tokom proleća i leta. U zimskom periodu realizovaće se aktivnosti na snegu koje su značane za pravilan fizički razvoj dece. Boravak na snegu i sviježem vazduhu pozitivno utiče na zdravlje dece, a pre svega na aparat za kretanje, na organe za disanje, na srce i krvotok, na nervni sistem, na termoregulaciju, na poboljšanje koordinacije, ravnoteže, spretnosti, preciznosti, samopouzdanja, kreativnosti (Zrnzević, 2015:692). Zimski vazduh, osim što jača dečji organizam utiče i na razvoj dečije volje i karaktera. Postoji veliki izbor aktivnosti koji se mogu realizovati na snegu. U mestima gde u toku zime ima snega treba organizovati igre kao što su sankanje, klizanje, skijanje i smučanje jer deca vole sneg, a pre svega moguće je realizovati sve prirodne oblike kretanja (hodanje, trčanje, skakanje, bacanje, dizanje, nošenje, nadvlačenje, potiskivanje, vučenje). Na snegu se mogu organizovati i mnoge elementarne i štafetne igre (trčanje za najvećom pahuljom, vijugavo trčanje oko drveća, preskakanje preko grudve, grudvanje, gađanje pokretnih i nepokretnih ciljeva, sankanje, oponašanje životinja i hodanje po dubokom snegu) (Ibidem, 2015). Najvažnije je da nema mnogo stajanja u mestu, predugog objašnjenja, a igre trebaju biti dinamične i vesele. Prilikom realizacije navedenih aktivnosti treba imati na umu da niska temperatura vazduha znatno smanjuje radnu sposobnost organizma. Takođe, vazduh zasićen vlagom dobar je provodnik toplote, tako da kada su niže temperature telo se brže rashlađuje. Zato je potrebno da nastavnik prilagodi vežbe koje će izazvati adekvatno opterećenje i da vodi računa da deca budu adekvatno obučena, da mogu duže da borave na snegu, da imaju nepromočivu obuću i budu slojevito obučena. Ovo ukazuje i na to da nastavnikov putokaz u doziranju aktivnosti mora biti poznavanje fiziologije i psihologije kao i to da blagovremeno opazi umor na učenicima. Nastavnik (učitelj) će poznavanjem svoje struke steći poštovanje svojih učenika, dok će nezainteresovanošću za svoj rad, zapostavljanjem slabijih učenika, neobjek-

voke resistance, not only towards themselves personally but also towards physical education for children, which will significantly diminish the physiological and pedagogical effectiveness of the overall activities (Kragujević, 1978).

When it comes to organizing outdoor schools in the summer period, water activities are of invaluable importance as they allow for maintaining proper body posture, improving joint mobility, engaging the entire musculature, relaxing the neuro-vegetative system, and positively affecting the cardiovascular and respiratory systems, functional and motor skills, thermoregulatory system, as well as correcting body deformities and reducing body weight. Getting accustomed to water and engaging in activities in it help develop perseverance, strengthen willpower, persistence, and self-discipline in children (Zrnzević, 2015).

Leisure activities in outdoor schools aim to relax the body, replenish and increase vitality and optimism. Along with other activities such as classes and independent student activity, they help overcome the negative consequences of prolonged indoor stays, limited movement and physical activity, improper nutrition, and exposure to polluted urban environments for children. In nature, the level of motor and functional skills is elevated, and the adaptability of the cardiovascular and respiratory systems to physical exertion, which children experience through various activities, is improved.

CONCLUSION

In modern living conditions, school-age children are less physically active, which inevitably results in depleted motor skills and disrupted biological and psychological balance of the body. Relying solely on school and physical education classes to achieve physical and health education goals does not yield satisfactory results. Although outdoor schools are organized once a year, they compensate for certain shortcomings of the traditional school system through a comprehensive educational approach. The greatest benefit of outdoor schools lies in the realization of health and recreational objectives. Outdoor schools will undoubtedly alleviate the consequences of children's lack of physical activity, their exposure to polluted environments, and improper nutrition. Students are affected for a long time by the educational influences that are applied throughout their time at nature schools. This model of educational practice presupposes that teachers have received enough pedagogical-didactic-methodological preparation. In that regard, it is obvious that integrated instruction approaches must be implemented in teacher education programs and that future teachers must get systematic training and development of interdisciplinary skills. It is possible to make this

tivnošću ili nepriznavanjem rezultata izazvati otpor, ne samo prema sebi lično, već i prema fizičkom vaspitanju dece, što će osetno smanjiti fiziološki i pedagoški učinak celokupnih aktivnosti (Kragujević, 1987).

Kada je reč o organizovanju škole u prirodi u letnjem periodu, sasvim je sigurno da su aktivnosti na vodi od neprocenjivog značaja jer utiču na pravilno držanje tela, na poboljšanje pokretljivosti svih zglobova, angažuje se celokupna muskulatura, relaksira neuro-vegetativni sistem, utiče pozitivno na kardiovaskularni i respiratorni sistem, funkcionalne i motoričke sposobnosti, termoregulatorni sistem i otklanjanje telesnih deformiteta i smanjenje telesne težine. Navikavanje na vodu i aktivnosti u njoj razvijaju kod dece istrajnost u radu, jačanje volje, upornosti, samodiscipline (Zrnzević, 2015).

Slobodne aktivnosti u školi u prirodi imaju za cilj realaksaciju organizma, obnavljanje i povećanje životne energije i optimizma. Zajedno sa drugim aktivnostima (nastava, samostalan rad učenika) omogućavaju prevazilaženje negativnih posledica dugog boravka dece u zatvorenom prostoru, ograničenog kretanja i bavljenja fizičkim aktivnostima, nepravilne ishrane i boravka u zagađenim gradskim sredinama. U prirodnom okruženju podiže se nivo motoričkih i funkcionalnih sposobnosti, ali i poboljšava adaptiranost kardiovaskularnog i respiratornog sistema na fizički napor kome su deca izložena kroz razne aktivnosti.

ZAKLJUČAK

U savremenim uslovima življenja deca školskog uzrasta su manje fizički aktivna što neminovno ima za posledicu osiromašene motoričke sposobnosti i narušenu biološku i psihološku ravnotežu organizma. Oslanjanje na školu i nastavu fizičkog vaspitanja u smislu ostvarivanja zadataka fizičko-zdravstvenog vaspitanja ne daje zadovoljavajuće rezultate. Iako se škola u prirodi organizuje jednom godišnje celovit vaspitni pristup u njoj kompenzuje određene slabosti škole. Najveći doprinos škola u prirodi daje na polju realizacije zdravstveno-rekreativnih ciljeva. Škola u prirodi će zasigurno ublažiti posledice nekretanja dece, njihovog boravka u zagađenim sredinama, i nepravilne ishrane, a vaspitni uticaji primenjivani tokom boravka dece u njoj imaju dugoročne efekte na učenike. Ovaj model vaspitno-obrazovnog rada podrazumeva dobru pedagoško-didaktičko-metodičku pripremu učitelja. S tim u vezi, evidentno je da postoji potreba da se na učiteljskim fakultetima omogući sistemsko osposobljavanje i razvijanje međupredmetnih kompetencija budućih učitelja za primenu integrativne nastave. Usavršavanjem učitelja i jačanjem njihovih kompetencija za

organizational model thrive in the domestic educational practice, as is the case in many developed countries around the world, by enhancing teachers' professional development and strengthening their competencies for organizing lessons in outdoor schools, as well as by promoting family pedagogy (in terms of raising parents' awareness of the importance of organized outdoor activities for children).

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We affirm that each author made an equal contribution to the paper.

Conflict of interest

There is no conflict of interest between the authors.

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realizaciju škole u prirodi i pedagogizacijom porodice (u smislu jačanja svesti roditelja o značaju organizovanog boravka dece u prirodi) može se postići da ovaj organizacioni model zaživi u domaćoj vaspitno-obrazovnoj praksi kao što je to slučaj u mnogim razvijenim zemljama širom sveta.

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Između autora ne postoji interesni konflikt.

