

AKADEMSKA SREDINA I AKADEMSKO(NE)POSTIGNUĆE

ACADEMIC ENVIRONMENT AND ACADEMIC SUCCESS (AND FAILURE)

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Rezime

Školski uspeh je značajan pokazatelj stepena prilagođenosti, odnosno neuspeh neprilagođenosti vaspitanika akademskoj sredini. Zbog toga se prilikom određenja školskog uspeha, pored rezultata u učenju treba uzeti u obzir i stepen integrisanosti u grupu vaspitanika i usvajanja izvesnih društvenih vrednosti u skladu sa uzrastom. Školski neuspeh je kompleksan i višeznačan pojam koji se odnosi kako na obrazovni rezultat u okviru pojedinih nastavnih predmeta, tako i na ponašanje učenika, stavove, uverenja i formirani sistem vrednosti. Pod ovim pojmom, u najširem smislu, smatra se opadanje postignuća u učenju i pad određenog nivoa znanja, a to može biti posledica razvojnog nivoa učenika i sredinskih faktora. Neuspeh u učenju se najčešće određuje kao nesklad između postignuća učenika i intelektualnih sposobnosti, kao posledica neusklađenosti mogućnosti učenika i zahteva koji se pred njega postavljaju, kao i problem koji nastaje delovanjem različitih psihosocijalnih faktora. Doživljavanje neuspeha u akademskoj sredini izaziva kod vaspitanika gubljenje poverenja u sopstvene sposobnosti, slabljenje samopouzdanja, smanjenje motivacije za učenje i učestvovanje u nastavnim aktivnostima. Opterećenost neuspehom stvara opštu nesigurnost i strah. Treba imati na umu da neuspeh nema samo objektivnu stranu i veličinu, već ima i subjektivnu, budući da je uvek praćen emocionalnim doživljajem. Učestali neuspeh može da obeshrabri, da snizi inicijativu i samim tim i uspori i onemoguću razvoj pojedinca. Naše pedagoško-empirijsko istraživanje je eksplorativnog karaktera, a namera nam je bila da sagledamo uticaj akademske sredine i njenih agenasa kroz međusobnu uslovljenost i povezanost na školski (ne)uspeh studentske populacije. Predmet istraživanja predstavlja stavove studenata pedagogije o uzrocima školskog (ne)uspeha. Tragajući za strukturom opredeljenosti, želelo se dijagnostifikovati trenutno stanje varijabli koje utvrđuju aktuelne uzroke koji utiču na školski (ne)uspeh kao i povezanost uzroka sa efikasnošću njihove primene. Rezultati našeg istraživanja su nam pomogli u rasvetljavanju opšte problematike školskog neuspeha studentske populacije i verujemo da će doprineti prevazilaženju i unapređivanju postojeće situacije u našem vaspitno-obrazovnom sistemu i akademskom miljeu.

Ključne reči: akademska sredina, akademski self-koncept, školski (ne)uspeh, nastavnici, vršnjaci

Summary

Academic achievement is an important indicator of the degree of adaptation, or unsuccessful adaptation to academic environment. Therefore, to evaluate academic achievement one has to include not only the results of studying but also a degree of integration into the group and acquisition of certain social values appropriate for the student age. Academic failure is a complex and multifaceted concept that includes both educational results within particular subjects and

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student behaviour, attitudes, beliefs, and the formed value system. This concept in its widest sense means a decrease in studying achievements and a decrease in knowledge which might be a result of a student developmental level and environmental factors. Academic failure is most often determined as a mismatch between student achievements and intellectual capabilities, as a consequence of a discrepancy between student capabilities and demands they face, as a problem caused by different psychosocial factors. Experiencing failure in academic environment is a cause of a student's loss of self-confidence in one's own capabilities, low self-esteem, and a lack of motivation for studying and participating in school activities. One's preoccupation with failure creates general insecurity and fear. It should be pointed out that failure does not have only an objective side and size, but also a subjective one since it is always followed by an emotional experience. Repeated failure can discourage, decrease initiative and therefore slow down and prevent the development of an individual. The pedagogical-empirical research is exploratory in nature, with the intention of gaining an insight into the influence of academic environment and its agents through their interrelatedness and connection to the academic success and failure of the student population. The research subject is the attitude of pedagogy students to the causes of academic success and failure. In order to present the structure of orientation, the aim was to diagnose the present state of variables that determine current causes that influence academic success and failure as well as the connection of causes to the efficacy of their application. The research results helped us clarify the general problems of academic failure of student population and we believe they will contribute to surmounting and improving the current situation in our educational system and academic milieu.

Keywords: academic environment, academic self-concept, academic success (failure), teachers, peers
