

CHANGES IN SLOVENIAN SCHOOL SYSTEM

What will have to be changed in Slovenian high school system? Lots of students are complaining about length of school lessons and breaks, but it does not make a lot of sense.

I think that changes must be made in curriculum. I made a comparison between Spanish and Slovenian subjects, and this is what caught my eye.

Spain has a better choice for elective subjects. They have six pre-selected branches and in each one of them three to four subject. Slovenian general high schools have now (as I can see in our school) only four. One of the Spanish branches is called 'Art', which contains subjects that you would not find in general high schools in Slovenia (sculpture and painting). You could only find them in professional high schools. Other branches contain subjects like Applied maths, Technical drawing, Latin, Greek, etc., which are also not present in our country.

These subjects can help students to decide how they will continue their education. Our school does not have, as is my personal interest, many subjects that would be able to help me in my further schooling.

One of my schoolmates told me, that he had read a research which proved that school develops mostly the left side of the brain. That side influences on mental processes based on logic and sequence. We use them when we speak, write, read etc.

Meanwhile the right side of the brain, which takes care of musical and visual impression, rhythm, values like love, loyalty, beauty has an effect on our imagination. Albert Einstein once said: »Imagination is more important than knowledge. « And he was a well-known physicist and mathematician, so he must have valued knowledge. Like him, I also think that imagination is important and that we should develop it side by side with knowledge.

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What should high school be like in 2020?

I would like to start by counting the problems with us, students. I often see that some people come to school just to play around, make fun out of people and the teachers. They are very disrespectful to others and they are showing that by disturbing their schoolmates during class hours. Then there is another group of students who have no idea why they are in high school. They don't have any plans and they live just for today. But both groups have something mutual. They don't value the knowledge. And I think that this is one of the foundations for high school in 2020. Valuing the knowledge. After that comes the new way of disciplining the disturbing students. But the teachers will have to change too. They will have to spend more time explaining the topic than they do now. There could be more individual lessons and the number of people in the class could be smaller. All of that would help to provide better knowledge of a specific topic. As far as the subjects themselves are concerned, I would reduce the amount of topics required to know and then increase the amount of projects and researches which would help us to upgrade our creativity in sense of collecting, analyzing and presenting the data. I also find the concept of connecting different subjects very interesting and in my opinion this is the future of teaching because it presents you the same topic from two different angles and that makes it interesting. For the end I would like to mention the protocol of enrolment into university. The most important thing now is final exam. Well that would change. The most important thing should be fulfilling certain limits by certain subjects which are chosen by every university itself. The final exam would be used just for a help when the universities would be choosing future students.

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ICARUS PROJECT

School system in Slovenia should change drastically because the international level of education is getting higher and higher every year and we hardly compete with other developed countries. System itself hasn't been so bad compared to other countries in European Union (our level of education is ranked in the middle to upper part of European standards) but nevertheless we should think about some measurements and change our system to make it more successful.

One of the major problems is the uncertainty of students about which university to choose. If the students knew, what they want to study and what to do with their spare time, they would become much more successful than if they do something what they are not interested in. Of course I'm not saying that we should reduce the amount of subject we have because general knowledge is very important. I'm talking about adding selective classes, which could be changed or continued in higher levels every half - year. This type of program should start at second half-year in the first class and stop at the end of the third class. To help students in "finding themselves" in the right way, some subjects should be very specific. For example: Statistics, Meteorology, Economy..., on the other hand, some of them should be more like an introduction in a specific way, like: Introduction in law, philosophy..., but there should also be some subjects, which help students to upgrade their language skills.

Students should visit at least 3 selective subjects and should have a chance to change them or to choose higher levels every half-year. Age difference should not play any role here so classes could be mixed.

Students could try many different types of classes or they could just develop their knowledge in subjects they like. Maybe this would help students to realize what they are really interested in.

But we must consider that with this type of school system, we would come across many problems. So let's try to find the problems and the most proper solutions.

The first problem that jumped into my mind was, how to form classes, which would be big enough (that means at least 15 students) if there are so many subject to choose from. I've already said that age difference shouldn't play any role here so we would just need at least 15 students to apply for a certain class.

We would also need a lot of teachers, who are specialized in specific subjects (like economy or science of law...), so the problem would be, where to find that many teachers, experts in different fields. I think that the most proper solution would be that these teachers give lectures at many different schools. Maybe some of these lectures would also be given by university teachers, if they found any spare time for it.

Grading system should also be brought in. If not, there would certainly be much more problems in discipline and in motivation to study these subjects.

I would be very pleased if you have any ideas, criticisms or opinion to share.

The school system what it should be like in my opinion

The problem is that students are ranked into the classes by the age. That simply does not work, some people are more mature for their age some are less, some have greater abilities and other ones do not, some people are better when working alone and the other ones are better when working in groups etc... Therefore we should arrange people by their abilities, not by their age.

The most important thing I would like to talk about is our brain and the school. We all know that our brains are divided into two hemispheres. The left one is responsible for systematic thinking, like mathematics and the right one is responsible for art, creativity, etc ... We have this great problem in our school system; we have almost no subjects which would "use" the right hemisphere. We have music and art, that's it, and we have them for only 1 year. Our school system is based on non - thinking, we do learn, but the problem is that thinking is seen as wrong. We have this "truth" which is absolute, even though in some of the classes they teach us theories, and we are not allowed to think about those theories but just learn them, but they are just theories, not facts. And the other thing which is wrong is that schools kill divergent thinking – this is not same as creativity, it is, quoted from Wikipedia: "...thought process or method used to generate creative ideas by exploring many possible solutions. " And our schools kill that. The tests have shown that 99% of the children in kindergarten are considered as genius in divergent thinking. The same kids were tested during the life until the end of education, and after they had finished their education they scored badly – they went from 200 ideas/item to 10 – 20 ideas/ item. Since this thinking is crucial for making inventions and progressing in science, a question comes to my mind if school system does any good then? If there is not anyone to think about something new there is not any progress and no progress is bad. Shortly said, our school system is literally discriminating to our right brain hemisphere which is essential for human progress and inventions.

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