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Pouk v gozdu za spodbujanje učenja

Gozd je naša učilnica. Ne glede na vreme se otroci in odrasli vsak dan srečujemo v gozdu z namenom učenja. Gozd ponuja neomejeno možnosti za celostni razvoj otroka. S sodelavkami soustvarjamo učni prostor v gozdu, v katerem se otroci učijo preko izkustvenega učenja, tematske igre, vodenega učnega procesa ter osebno motiviranosti za preizkušanje meja svojih zmožnosti. Izjave otrok poudarjajo, da nimajo občutka, da se učijo, ampak je zanje vse igra. Realiziranje ciljev je velikokrat prepleteno v obliki medpredmetno zasnovanih miniprojektov vsakdanjih situacij in dogodkov, ki imajo ob koncu izvedbe tudi konkreten končni rezultat v obliki izdelka (gradnja bazena, hiše na drevesu, domišljajska dramatizacija znane pravljice, kuharsko tekmovanje ipd.). Učenje tako postane osmišljeno, tematsko pokrito in ni namenjeno samo pridobivanju ocen, ampak tudi razvijanju osebnosti, empatije, sodelovanja in samozvesti, medsebojnemu usklajevanju, organizaciji, potrpežljivosti, navajanju na odgovornost, odkrivanju močnih in urjenju šibkih področij ter notranji motivaciji za učenje, poleg tega pa še rokovanju z orodji, obdelavi različnih materialov, od idejnega snovanja do izdelave izdelka. Osredotočenost na praktični del učenja zajame tako slušni in vidni kot kinestetični učni stil. Vloga učitelja se v gozdnem učnem prostoru spremeni – postane poslušalec, spodbujevalec, usmerjevalec, mediator, improvizator, prilagaja učni proces in fleksibilno usmerja dogajanje. Učitelj med opazovanjem otrok pri njihovi igri izbere trenutek, kdaj vrniti konkreten učni cilj, da v otroku zbudi notranjo motivacijo za nadaljevanje ali nadgradnjo učenja.

Ključne besede: gozdna šola, učni prostor, izkustveno učenje, celostno učenje, učitelj

Encouraging Learning through Lessons in the Forest

The forest is our classroom. Every day children and adults meet in the forest to learn, regardless of the weather. The forest offers unlimited opportunities for a child's holistic development. Teachers co-create a learning environment in the forest, where children learn through experience-based learning, thematic activities, guided learning process and personal motivation for testing the limits of their capabilities. In their statements, children emphasise that they do not feel as if they were learning, but perceive everything as a game. The realisation of goals is often connected with small cross curricular projects that include everyday situations and events and conclude with a concrete end result in the form of a product (building a swimming pool or a tree house, creative dramatisation of a fairytale, cooking competition, etc.). Learning becomes purposeful, covers all areas and is not aimed solely at obtaining grades, but instead at developing personality and empathy, learning about cooperation, self confidence, mutual coordination, organisation, patience and responsibility. What is more, it tries to identify the stronger areas and improve weaker ones, and find internal motivation for learning as well as teach the children to work with tools and other materials to be able to form an idea and transform it into an end product. The focus on the empirical part of the learning process combines auditory, visual and kinesthetic learning styles. The teacher's role changes in a forest learning environment as the teacher becomes a listener, motivator, guide, mediator and improviser that adapts the learning process and adjusts the direction of the activity. By observing the children during their activities, the teacher determines the appropriate time to insert a learning objective into the activity so that the children internalise it and start to use it.

Key words: forest school, learning environment, experience-based learning, holistic learning, teacher