**UPORABA BRALNE UČNE STRATEGIJE »VŽN« PRI GEOGRAFSKEM RAZISKOVANJU POKRAJINE**

**THE USE OF »KWL« READING STRATEGY AT A REGIONAL GEOGRAPHIC RESEARCH**

Tatjana Pecin Završan

Osnovna šola Polje

[tatjana.pecin@guest.arnes.si](mailto:tatjana.pecin@guest.arnes.si)

***Izvleček***

*Vsi, ki se vsakodnevno srečujemo v šolskih stavbah ali smo na kakršenkoli način povezani z delovanjem v njej, imamo nekakšen skupni imenovalec. To je ustvarjalnost. Ne glede na to ali si vzgojitelj, učitelj ali profesor na srednji šoli ali celo na fakulteti, svojega poklica ne moremo dobro opravljati, če nismo ustvarjalni. Navdušenje za pedagoško delo je treba stalno negovati in se pri tem odpirati mnogim inovacijam, ki se nam ponujajo.*

*Primer inovacije, ki ga vključujem v svoje pedagoško delo je tudi spodbujanje in večanje bralne pismenosti pri učencih z geografskim raziskovalnim delom. Najbolj učinkovita strategija, ki je spodbudila učence k samostojnemu geografskemu raziskovanju pokrajine, je bila metoda »VŽN«. Le-ta vključuje tri vprašanja, ki jih lahko neposredno povežemo z geografskim raziskovanjem pokrajine: »Kaj že vemo?«, »Kaj želimo izvedeti?« in »Kaj smo se naučili?«. Z metodo »VŽN« so učenci spoznavali pokrajino preko različnih podatkov (grafični, slikovni), preko različnih medijev (knjige, članki, spletno gradivo, ekskurzija kot najvišja oblika geografskega terenskega dela…), jo opisovali in predstavljali v razredu ali na geografskem taboru, kjer so izvajali večji del neposrednega terenskega raziskovanja pokrajine.*

*S to obliko dela so bile ob spodbujanju bralne pismenosti in razvijanju sposobnosti branja, poslušanja ter govornega in pisnega sporočanja, dosežene tudi višje stopnje znanja. Le-te so trajnejše in uporabnejše, saj so bile pri slehernem učencu spodbujene posebne raziskovalne dejavnosti, ki so se kazale tako v doseženih ugotovitvah kot tudi v zanimivih oblikah poročanja.*

***Ključne besede:*** *bralna pismenost, metoda »VŽN«, geografsko raziskovanje, terensko delo,*

*delo z učenci*

***Abstract***

All that meet eachother in schools or are in any way connected to the school work have some sort of a common ground. It is called creativity. Regardless of whether being a preschool teacher, primary or secondary school teacher, or even a university professor nobody can do his job well if he lacks creativity. Enthusiasm over the pedagogic work needs to be constantly taken care of and by doing so one needs to be opened to various innovations that present themselves.

An innovative example used in my pedagogic work is also the use of the geographic research work for stimulating and increasing the reading literacy of children. The most efficient strategy that encouraged pupils for individual regional geographic research was »KWL« method. This method involves three questions that can be directly related to regional geographic research: »What we know?«, »What we want to know?« and »What we learned?«. With »KWL« method pupils got to know the region through different data (graphic, visual), via different media (books, articles, online material, excursion as the most developed form of geographic fieldwork, etc.), described it and presented it to the class or at the geographic camp, where they performed most of their direct field regional research.

With this type of work connected with a stimulation of the reading literacy and a development of the reading capability, listening, verbal and writing communication, higher levels of knowledge were achieved. This kind of knowledge lasts longer and is more useful because special research acitivities were stimulated with each pupil that were seen with the results achieved and through some interesting ways of reporting.

***Key words:*** *reading literacy, »KWL« method, geographic research, fieldwork, work with children*