

SLAVNOSTNA OBLAČILA NA VALETAH OSNOVNE ŠOLE RODICA V ZADNJEM DESETLEJU

Raziskovalna naloga s področja etnologije

Avtorici: Lucija Gerbec in Nina Moneta, 9. razred (šol. l. 2007/2008)

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Raziskovali sva slavnostna oblačila na valetah ob zaključku osnovne šole. Anketirali sva 25 nekdanjih učencev, staršev in učiteljev, obiskali pet trgovin s slavnostnimi oblačili v Dobu, Domžalah in Ljubljani ter analizirali dokumentarne skupinske fotografije z valet od leta 1997 do 2007. Pred začetkom raziskovanja sva postavili dve hipotezi, od katerih se ena ni potrdila. Potrdila se je hipoteza, da so med slavnostnimi oblačili deklet prevladovale enodelne obleke različnih barv, fantje pa so bili oblečeni v svečane srajce in temne hlače. Hipoteza, ki se ni potrdila, je bila, da se v zadnjem desetletju slavnostne obleke niso dosti spremenile. Najopaznejše spremembe so bile pri fantovskih slavnostnih oblačilih. Pred desetletjem so se fantje pogosto oblekli v srajce, hlače in suknjiče ter si pripeli metuljčka ali kravato, v zadnjih letih pa fantje najpogosteje oblečejo elegantne, športne srajce in hlače. Izjemoma pripnejo tudi kakšno nenavadno kravato. Pri dekletih pa se je uveljavila moda enostavno krojenih krajših oblek, ki so letos večinoma rezane pod prsmi in krojene navzven. Slavnostna oblačila z valet so vedno odražala tudi osebni odnos posameznikov do tega slavnostnega dogodka, kar se je odražalo v bolj ali manj svečanih stilih oblačenja.

FESTIVE CLOTHES FOR THE END - OF - PRIMARY- SCHOOL PARTIES

Our research deals with the festive clothes for the end-of-primary school parties. 25 former pupils, their parents and teachers were given the questionnaire. In addition, we have visited five clothes shops in Dob, Domžale and Ljubljana.

Furthermore, group photos from the period of 1997 – 2007, taken at end-of-primary school parties, have been analysed. Two theses have been put forward. However, one of the theses was not proven. The other thesis that was proven right was that girls and women are mainly dressed in colourful dresses, while boys and men wear shirts and dark trousers. On the other hand, the thesis that was proven wrong was that festive clothes have not changed much in the last decade. The analysis has shown that boys used to wear suits consisting of jackets, shirts and trousers, together with bow ties or ties, but nowadays they are mainly dressed in smart or casual shirts and trousers. Only exceptionally unusual ties are worn. Today, girls like to wear shorter A-line dresses and the so-called “baby-doll” dresses. The person’s attitude towards the event has always been expressed through his/her ways of dressing.

OBLAČILNA KULTURA ŠOLSKIH OTROK V JARŠAH PRI DOMŽALAH NEKOČ IN DANES

Raziskovalna naloga s področja etnologije

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Cilj našega raziskovanja je bila primerjava oblačilne kulture šolskih otrok v prvi polovici 20. stoletja in danes. Analizirali smo nekaj dokumentarnih fotografij in anketirali 9 starejših domačinov ter 55 učencev 7. razreda OŠ Rodica. Ugotovili smo, da so bile razlike v oblačenju med spoloma nekoč veliko večje kot danes. Deklice so nosile dolge kariraste obleke, ki so segale čez kolena, danes pa večina deklet, podobno kot dečki, nosi hlače in različne majice. Danes so oblačila

zelo praktična za nošenje, včasih pa ni bilo tako. Posebno dolge dekliške obleke so bile nepraktične. Materiali, iz katerih so bila narejena šolska oblačila, so bili včasih bolj trdi, danes pa je večina oblačil iz mehkega bombaža. Razlikujejo se tudi pričeske šolskih otrok. Včasih so deklice večinoma nosile dolge lase, spete v kite. Tudi danes med dekleti prevladujejo dolgi lasje, ki pa so razpuščeni, redkeje speti. Dečki imajo danes daljše lase, čeprav kratke. Včasih so šolski otroci v toplejši polovici leta hodili večinoma bos, občasno pa so nosili nerodne čevlje. Danes smo vsi obuti, čevlji pa so udobni in mehki. Včasih otroci niso nosili očal, danes pa jih nosi približno 20 %. Otroci so včasih imeli malo šolskih oblek, največ do tri, danes pa jih imamo zelo veliko. Včasih so obleko nosili toliko časa, da je niso prerasli. Danes jo nosimo večinoma od enega do treh let, kar pa lahko pomeni, da jo v tem času že prerastemo. Otroci so včasih obleko nosili drug za drugim, dokler je bila uporabna. Danes pa približno polovico ponošenih oblek podarimo, eno četrtno zavržemo, ostalo pa hranimo ali izjemoma obleko ponosi brat ali sestra.

THE CULTURE OF CLOTHING AMONG PUPILS IN JARŠE IN THE PAST AND NOWADAYS

Our research compares the clothing of today with the clothing of the first part of the 20th century. Some photo analyses have been carried out. In addition, 9 elderly local people and 55 seventh class pupils from primary school Rodica have been given the questionnaire. It has been found out that the differences between female and male clothing were much higher in the past than they are now. While the girls used to wear longer tartan skirts, they now wear trousers, like boys, and T-shirts. Nowadays, the clothes are very practical, but this was not true for the early 20th century. Long dresses were especially unpractical. The school clothes from the early 20th century were mostly made of sturdy material, while today the majority of clothes are made of soft cotton. Furthermore, pupils' hairstyles have changed a lot. Girls used to have long hair, tied in braids. Today, girls mostly have long hair as well, but they usually wear it loose, not tied up. Boys have longer hair than in the past, although it is still short. Pupils used to be barefoot during the warm season. Sometimes, they wore clumsy shoes. Today, we all wear shoes which are comfortable and soft. Children did not use to wear glasses, whereas nowadays about 20% wear them. At the beginning of the 20th century pupils did not have many clothes for school, three at most, but nowadays they have plenty of them. In the past children went on wearing their clothes until they had outgrown them. Today, clothes are mostly worn one to three years. This means clothes can already be outgrown. They used to hand down the clothes to the next generations, while nowadays we donate about a half of our worn-out clothes, a quarter is thrown away and only few clothes are kept or worn by younger siblings.

MOTIVACIJA, VREDNOTE IN USPEH ŠPORTNIKOV NA NAŠI ŠOLI

Raziskovalna naloga s področja psihologije

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V raziskovalni nalogi sva želeli ugotoviti, kaj učence motivira za ukvarjanje s športom, kakšne vrednote imajo, kakšne prednosti ter slabosti prinaša ukvarjanje s športom ter še veliko drugega. Anketirali sva 53 učencev naše šole od 3. do 9. razreda, ki so v letošnjem šolskem letu pridobili status športnika. Predvidevali sva, da športnike motivirajo predvsem športni uspehi, trenerjeva spodbuda in prijetno druženje s prijatelji v klubu. Raziskava je pokazala, da je zanje poleg tega pomembna sprostitev in razvijanje lastnih sposobnosti. Če motivacijo naših športnikov uvrstiva v Maslowo hierarhijo potreb, ugotavljava, da naši učenci s športom uresničujejo svojo potrebo po pripadnosti in ljubezni, z uspešnostjo dvigujejo samospoštovanje in razvijajo svoje sposobnosti oz. potenciale. Večina učencev raje trenira v skupini, ker si želijo druženja, sodelovanja in medsebojne pomoči. Glede na Murrayevo delitev vrednot ugotavljava, da so pri naših športnikih prisotne naslednje vrednote: status športnika, fizično zdravje, avtoriteta (uspehi), zблиževanje (druženje), znanje (o športu) in pridobitev estetskega občutka. Fantje, ki se ukvarjajo s plezanjem, plavanjem, plesom in smučanjem, imajo v povprečju odličen učni uspeh. Prav dober učni uspeh imajo košarkarji, slabšega pa nogometaši, rokometaši, motociklisti in kolesarji. Vsa dekleta, ki se ukvarjajo s plesom, karatejem, atletiko, plavanjem, smučanjem in badmintonom imajo v povprečju odličen učni uspeh. Za razlike v učnem uspehu športnikov je več razlogov, med pomembnejšimi so razlike v delovnih navadah in sposobnostih. Za večino učencev je prednost ukvarjanja s športom boljša

kondicija, zabava in boljše zdravje, slabosti pa so pomanjkanje časa, poškodbe in utrujenost.

MOTIVATION, VALUES AND SUCCESS OF OUR SCHOOL ATHLETES

The goal of our research project was to find out what motivates pupils to do sports, their value system and, at last but not the least, the advantages and disadvantages of practicing sports. Questionnaires were given to 53 pupils from third class to ninth class who have the so-called *status of an athlete*. We anticipated that athletes are motivated especially by good sports results, coach's stimulation and spending time with their sports club friends. The results have shown that beside the above mentioned factors relaxation and the development of their own abilities play an important role as well. If motivation of our athletes is placed on the Maslow's Hierarchy of Needs, they satisfy the physiological need for relaxation for health and well-being as well as the social need for love, affection, and sense of belonging. They raise their self esteem and develop their abilities and potentials with accomplishments. The majority of pupils prefer team practice due to their wish to spend time with their colleagues and help each other. Furthermore, regarding Murray's hierarchy of values, the most important values for our athletes are: physical well-being, the development of abilities, social gathering, knowledge (about sport), possession values (benefits deriving from their status of the athlete), the values of authority (because of successes) and developing a sense of aesthetics. The overall success of boys who practise climbing, swimming, dancing and skiing is, on average, excellent (numerical grade 5), while boys who practise basketball have very good grades (4). However, boys practising football, handball, motorcycling or cycling have lower grades for overall success. On average, all girls who practise sports (dancing, karate, athletics, swimming, skiing and badminton) have excellent overall success. There are many reasons for the differences in athletes' overall success, but among the most important are differences in working habits and abilities. According to the majority of pupils good physical condition, better health and entertainment are important advantages, while on the other hand they do not have enough free time, could suffer injuries and are often tired.

PRI NAS PA PO SLOVENSKO, IMENA GOSTIŠČ V JARŠAH, NA RODICI, NA VIRU IN NA KOLIČEVEM

Raziskovalna naloga s področja slovenščine

Avtorici: Tjaša Jerman in Vesna Prašnikar, 9. razred (šol. l. 2007/2008)

Mentorici: Vilma Vrtačnik Merčun, prof. geogr. in soc. in Sabina Burkeljca, prof. slov. in univ. dipl. bibl.



Za raziskovalno nalogo *Pri nas pa po slovensko*, sva se odločili, ker naju je zanimalo, koliko gostinskih lokalov ima slovensko (domače) in koliko tuje (prevzeto) ime. Postavili sva hipotezo, da je med gostinskimi lokali več tujih imen kot slovenskih. Anketirali sva 116 učencev 7. in 9. razreda OŠ Rodica ter 62 gostov, uslužbencev in lastnikov gostinskih lokalov. Bili sva prijetno presenečeni, ko sva ugotovili, da je bilo med dvaindvajsetimi imeni gostinskih lokalov, ki sva jih raziskali, samo šest tujih imen. Glede na vrsto gostinskih obratov ugotavljava, da se na območju Jarš, Rodice, Vira in Količevega nahaja dvanajst barov, tri gostilne, dve piceriji (ena je hkrati tudi pivnica), ter po en penzion, gostišče, krčma in kavarna. Gostinske lokale pogosto imenujejo po imenu ali priimku lastnika (Kristina, Julija, Bernardi, Kovač), po starem hišnem imenu (Fronc, Bunkež), po zgodovinskih osebnostih (Adam Ravbar, Byron), po zanimanju (Nautic, Ribič) in dogajanju (Scena, Cuba Libre). Poleg tega so pogosto poimenovani še po rastlinah (Tilia, Vijolica, Pomaranča). Kot posebej izvirno slovensko ime izpostavljava krčmo Podstreha, ki je dobila ime po svoji legi na vrhu trgoveškega centra Breza. Vse anketirance sva vprašali, kakšno ime bi izbrali, če bi lahko sami izbirali ime gostinskega lokala. Večinoma so odgovorili, da bi bilo to ime slovensko. Pri nekaterih sva zaznali negotovost, saj so zaradi nacionalne vesti sicer rekli, da bi izbrali slovensko ime, pripomnili pa so, da jim je ljubše tuje ime.

WE SPEAK SLOVENE HERE

The names of inns in Jarše, Rodica, Vir and Količevo

The goal of our research project was to find out how many inns have Slovene names and how many foreign names. Our thesis was that foreign names of the inns prevail. 116 seventh and ninth class pupils from primary school Rodica and 62 guests, employees and owners of the inns have been given the questionnaire. Much to our positive surprise, among twenty-two inns there are only six with the foreign names. There are different types of food- and drink serving services in

the area, ie twelve bars, three inns, two pizza parlours (one of the two is also a pub), one boarding house, one guest house, one public house and one cafe. They are frequently named after the owners (eg Kristina, Julija, Bernardi, Kovač), or they are called after the old name of the house (eg Fronc, Bunkež). In addition, some inns are named after historical personalities (eg Adam Ravbar, Byron) or after hobbies (eg Nautic – “nautical”, Ribič – “a fisherman”) and current events (eg Scena – “a scene”, Cuba Libre). Furthermore, some boarding houses, bars or pizza parlours are named after plants (eg Tilia, Vijolica – “a violet”, Pomaranča – “an orange”). We would especially like to draw attention to the original Slovene name of the pub “Podstreha” which means “under the roof”. The name originates in the position of the pub on top of the shopping centre “Breza”. All of the questioned people could choose a name for the pub or other facility. Mostly, people had chosen the Slovene name, although some were a bit uncertain. They said they would choose a Slovene name because of national awareness, however, they prefer the foreign name.

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