

Uvodnik

DR. TINA VRŠNIK PERŠE

gostujoča urednica

Posebna številka *Revije za elementarno izobraževanje* nagovarja tematiko zdravega življenjskega sloga v povezavi s trajnostnim razvojem in vseživljenjskim učenjem. Nastala je v povezavi z vsebinami, ki jih razvijamo v okviru projekta *Zdrav življenjski slog za trajnostni razvoj in vseživljenjsko učenje* na Pedagoški fakulteti Univerze v Mariboru (*Projekt je del nacionalnega Načrta za okrevanje in odpornost (NOO) in je sofinanciran iz sredstev Mehanizma za okrevanje in odpornost Evropske unije*). V ospredju je prizadevanje za celostni pristop k razumevanju obravnavanih dejavnikov ter odnosov med njimi, kar prispeva k dobrobiti posameznikov in družbe kot celote.

Zdrav življenjski slog je v zadnjih letih predmet razprav na presečišču znanosti, politike in vsakdanjega življenja. Izbrana tema presega posamezna strokovna področja in nakazuje premik v razumevanju zdravega življenjskega sloga in dobrega počutja oz. dobrobiti posameznikov kot kompleksnega in dinamičnega procesa, ki presega zgolj telesni in gibalni vidik, ter človeka obravnava celostno. Vključuje razmisleke o telesnem, duševnem in socialnem ravnesju, o kulturnih in prostorskih vidikih bivanja, o pomenu ustvarjalnosti in pripadnosti, pa tudi o tem, kako posameznik vzpostavlja odnos do sebe, do drugih in do okolja. Prav zaradi svoje kompleksnosti je tema pomembna tako z vidika znanstvenega raziskovanja kot tudi z vidika iskanja odgovorov na praktične, sistemske in dolgoročne izzive.

V prispevkih avtorji osvetlujejo različne vidike zdravega življenjskega sloga in dobrega počutja na osnovi analiz telesnih, duševnih, socialnih in okoljskih dejavnikov. Ukvarjajo se z vprašanji, ki se nanašajo na različna življenjska obdobja (od predšolskega obdobja preko obdobja šolanja do študija in profesionalnega razvoja), kontekste in strokovna izhodišča. Obravnavajo vsebine, povezane z gibalno dejavnostjo, prehranskimi navadami, rabo digitalnih tehnologij, naravo, umetnostjo, čustvenimi odzivi, občutkom varnosti ter dobrobitjo otrok in odraslih.

Avtorji **Loudová Stralczyńská**, **Lipnická** in **Chytrý** obravnavajo stališča vzgojiteljev iz Češke in Slovaške o merilih za vključevanje dvoletnikov v vrtec. V ospredje postavljajo napetosti med institucionalnimi pričakovanji in razvojnimi

značilnostmi otrok ter opozarjajo na pomen otroku prilagojenih, razvojno ustreznih praks za podporo njihovega dobrega počutja in dobrobiti.

Vključevanje otrok v vrtec z vidika staršev raziskujeta **Pölzl-Stefanec** in **Gutmann**. Na osnovi koncepta občutka koherence prepoznata vire stresa in podpore v procesu uvajanja otrok v vrtec ter poudarjata pomen sodelovanja med vrtcem in družino kot temelja za otrokovo dobro počutje in trajnostno vključevanje v institucionalno okolje.

Kobler obravnava pomen naravnega okolja, zlasti gozda, za razvoj odpornosti in dobrega počutja predšolskih otrok v sodobnem, pogosto stresnem svetu. Gozd predstavi kot prostor izkušenj, ki pozitivno vplivajo na čustveno stabilnost, telesno zdravje in socialno povezanost otrok ter oblikujejo trajnostno naravnost že v zgodnjem otroštvu.

Vlogo umetnosti v predšolski vzgoji avtorici **Štirn Janota** in **Dýrfjörð** primerjata med Slovenijo in Islandijo. Umetnost umeščata v središče vzgojno-izobraževalnega procesa kot dejavnik ustvarjalnosti, refleksije in skupnosti, ki krepi čustveno dobrobit in gradi temelje trajnostnega sobivanja. Pri tem ugotavljata potrebe tako študentov kot vzgojiteljev po izobraževalnih programih, ki povezujejo področja zdravja, dobrega počutja in umetnosti.

Avtorici **Komzáková** in **Koželuhová** posvetita posebno pozornost vlogi prehodnih predmetov in postopkov (ritualov), ki jih osnovnošolski učitelji uporabljajo za podporo čustveni dobrobiti učencev. Osvetlujeta pomen varnega, odzivnega učnega okolja in pozornosti do čustvenih potreb otrok ob prehodu v obvezno izobraževanje oz. v zgodnjem šolskem obdobju.

Prav tako na ravni zgodnjega osnovnošolskega obdobja **Jančič Hegediš** obravnava poučevanje družboslovnih vsebin zunaj učilnice. Poudarja pomen izkustvenega učenja na prostem, ki spodbuja aktivno vlogo učencev, krepi radovednost ter prispeva k oblikovanju trajnostne naravnosti in občutka dobrobiti kot telesnega in prostorskega doživljanja učenja.

Znotraj iste starostne skupine otrok avtorja **Fošnarič** in **Dolenc** raziskujeta povsem drugačen vidik – vpliv digitalne tehnologije na vsakdanje navade otrok v povezavi z gibanjem, prehrano, spanjem in duševnim zdravjem. Problemizirata potrebo po uravnoteženem pristopu in medsektorskem sodelovanju pri oblikovanju okolja, ki podpira zdrav življenjski slog otrok v digitaliziranem vsakdanu.

Matejek in **Kukovica** preučujeta razlike v telesni sestavi in življenjskih navadah med bodočimi učitelji z normalno ter s prekomerno telesno težo in debelostjo. Na podlagi

kombinacije anketnih vprašalnikov in meritev telesne sestave raziskujeta preplet zaznanih in objektivnih vidikov življenjskega sloga študentske populacije.

Ugotavljata, da bi bilo smiselno oblikovati ciljno usmerjene programe za promocijo zdravega življenjskega sloga na univerzah, zlasti za bodoče učitelje, ki imajo pomemben vpliv na oblikovanje zdravih navad učencev.

Na isti ciljni skupini kot v prejšnjem prispevku **Prskalo** in **Planinšec** obravnavata razmerje med gibalno dejavnostjo, sedečim načinom življenja in akademsko uspešnostjo študentov. Prispevek spodbuja razmislek o ravnotežju med učenjem, gibanjem in počitkom ter poziva k celostnemu razumevanju zdravja in uspešnosti v visokošolskem okolju.

Prav tako se na isto ciljno skupino osredinjata **Vršnik Perše** in **Grafenauer Ekart**, ki analizirata povezanost med študentsko dobrobitjo ter dejavniki, kot so socialno in duševno ravnovesje, telesna vadba, prehranske navade in vsakodnevne rutine. Članek se umešča v širši okvir razmisleka o celostnem pristopu k zdravemu življenjskemu slogu mladih in izpostavlja potrebo po trajnostnih podpornih okoljih, ki spodbujajo psihološko, telesno in socialno dobrobit študentov.

Za razvoj zavedanja o zdravem življenjskem slogu predstavljajo ključni dejavnik strokovni delavci v vzgoji in izobraževanju. **Poche Kargerová, Göbelová, Šimlová** in **Seberová** prikažejo metodo WANDA kot strukturiran pristop k skupinski refleksiji za pedagoške delavce. Izpostavljajo pomen strokovne podpore, kolegialnega učenja in skrbi za dobrobit zaposlenih kot temelj trajnostne in kakovostne vzgojno-izobraževalne prakse.

Čeprav so prispevki metodološko in vsebinsko raznoliki, jih povezujejo osrednje iztočnice – zdravje, dobrobit in trajnost. Gre za pojme, ki jih ni mogoče obravnavati posamično, temveč jih je treba razumeti kot prepletene, medsebojno odvisne in umeščene v širši družbeni ter kulturni kontekst. Znanstveni članki ponujajo dragocen prispevek k razumevanju kompleksnih odnosov in te postavljajo v kontekst vseživljenjskosti.

Prispevki tujih avtorjev predstavljajo pomembno dodano vrednost pri raziskovanju vsebin o zdravem življenjskem slogu v povezavi s trajnostnim razvojem in vseživljenjskim učenjem, saj prinašajo poglede z različnih družbenih in kulturnih vidikov. Verjamemo, da bo tematska številka spodbudila razmislek o povezavah med raziskovanjem, vsakdanjo prakso in sistemskim oblikovanjem pogojev, usmerjenih v vseživljenjsko razvijanje kakovostnega, varnega in zdravega življenja.

Editors' Introduction

This special issue of the *Journal of Elementary Education* addresses the topic of healthy lifestyles in the context of sustainable development and lifelong learning. It is based on content developed as part of the *Healthy Lifestyle for Sustainable Development and Lifelong Learning* project, implemented by the Faculty of Education, University of Maribor (*The project is part of the national Recovery and Resilience Plan (NOO) and is co-financed by the European Union's Recovery and Resilience Facility*). The focus is on striving for a holistic approach to understanding the factors under consideration and the relationships between them, contributing to the well-being of individuals and society.

In recent years, a healthy lifestyle has become a topic of discussion at the interface between science, policy, and everyday life. The chosen topic goes beyond individual disciplines and signals a shift in understanding healthy lifestyles and well-being as complex and dynamic processes that go beyond physical and motor aspects, holistically treating the individual. It encompasses reflections on physical, mental, and social balance, cultural and environmental aspects of life, the importance of creativity and belonging, and how an individual establishes relationships with the self, others, and their surroundings. Precisely because of its complexity, the topic is relevant from the scientific research perspective and in its quest for answers to practical, systemic, and long-term challenges.

The papers in this issue highlight various aspects of a healthy lifestyle and well-being by analysing physical, mental, social, and environmental factors. The authors address issues related to a range of life stages (from early childhood through school years, and higher education to professional development), contexts, and professional foundations. They examine topics related to physical activity, dietary habits, the use of digital technology, nature, art, emotional responses, the sense of safety, and the well-being of both children and adults.

The authors **Loudová Stralczynská**, **Lipnicka**, and **Chytrý** examine preschool teachers' views from the Czech Republic and Slovakia on the criteria for admitting

two-year-olds to kindergarten. They highlight the tension between institutional expectations and children's developmental characteristics and emphasise the importance of child-centred, developmentally appropriate practices that promote children's well-being.

Pölzl-Stefanec and **Gutmann** analyse the inclusion of children in kindergarten from the parents' perspective. Using the concept of sense of coherence, they identify both stressors and sources of support in the process of introducing children to preschool and emphasise the importance of cooperation between preschool institutions and families as a basis for the child's well-being and sustainable integration into institutional settings.

Kobler discusses the importance of the natural environment, especially the forest, for developing resilience and well-being in preschool children in today's often stressful world. She presents the forest as an experiential space that positively impacts children's emotional stability, physical health, and social connectedness, shaping sustainable attitudes in early childhood.

The role of art in preschool education is compared by the authors **Štirn Janota** and **Dýrfjörð**, using examples from Slovenia and Iceland. They place art at the centre of the educational process as a factor in creativity, reflection and community that strengthens emotional well-being and lays the foundation for sustainable coexistence. They also recognise that both students and educators need educational programs that integrate health, well-being, and art.

Authors **Komzáková** and **Koželuhová** pay particular attention to the role of transitional objects and rituals used by primary school teachers to support students' emotional well-being. Their contribution highlights the importance of a safe, engaging learning environment, along with attention to children's emotional needs during the transition to compulsory education and in the early school years.

Also at the level of early primary education, **Jančič Hegediš** examines the teaching of social studies outside the classroom. She emphasises the importance of experiential outdoor learning that promotes active student participation, stimulates curiosity, and contributes to forming a sustainable mindset and a sense of well-being as a physical and environmental learning experience.

Fošnarič and **Dolenc** explore a different aspect in the same age group: the influence of digital technology on children's daily habits related to physical activity, nutrition, sleep, and mental health. They emphasise the need for a balanced approach and cross-sectoral cooperation in creating an environment that supports a healthy lifestyle for children in a digitised everyday world.

Matejek and **Kukovica** examine differences in body composition and lifestyle habits between normal-weight and overweight or obese trainee teachers. Using a combination of questionnaires and body composition measurements, they investigate the interplay between perceived and objective aspects of lifestyle among university students. They conclude that it would be helpful to develop targeted programs to promote a healthy lifestyle at universities, particularly for future teachers, who play a key role in shaping healthy habits among school students.

Prskalo and **Planinšec**, working with the same target group, analyse the relationship between physical activity, sedentary behaviour, and academic success among students. Their paper encourages reflection on the balance between learning, movement, and rest, and calls for a holistic understanding of health and success in the university environment.

Also with the same target group, **Vršnik Perše** and **Grafenauer Ekart** analyse the relationship between student well-being and factors such as social and mental balance, physical activity, dietary habits, and daily routines. The paper fits into a broader framework of reflection on a holistic approach to a healthy lifestyle among youth. It emphasises the need for sustainable supportive environments that promote psychological, physical, and social well-being among students.

Educational professionals are a key factor in raising awareness of a healthy lifestyle.

Poche Kargerová, **Göbelová**, **Šimlová** and **Seberová** present the WANDA method as a structured approach to group reflection for educators. The paper highlights the importance of professional support, collegial learning, and concern for staff well-being as the foundation of sustainable and high-quality educational practice.

Despite the methodological and content diversity of these contributions, they share a common ground. Health, well-being, and sustainability are not concepts to be addressed in isolation but must be understood as interwoven, interdependent, and embedded in a broader social and cultural context. The scientific papers in this issue make a valuable contribution to understanding complex relationships by placing them within the broader framework of lifelong learning.

The international contributions provide an additional scientific contribution to the topic of healthy lifestyle in relation to sustainable development and lifelong learning, offering insights from diverse societal perspectives. We believe this thematic issue will stimulate reflection on the links between research, everyday practice, and systemic design of conditions aimed at a lifelong development of quality, safe, and healthy lives.