

**Primeri dobre prakse pri delu z gluhi in naglušni učenci v osnovni šoli ZGNL**  
**Examples of good teaching practice for working with the deaf and hard-of-hearing in Primary School at Ljubljana School for the Deaf**

**Meta Štampek, učiteljica gluhih, logoped-surdopedagog**  
**Meta Štampek, teacher of the Deaf, speech and language therapist**

Meta, pozdravljeni. Prosim vas, če se lahko predstavite, poveste kaj poučujete in katere jezike uporabljate pri pouku.

Meta, hello. Would you please introduce yourself, please tell us what you are teaching and which languages you use in your lesson.

Sem Meta Štampek.

My name is Meta Štampek.

Učim v osnovni šoli, 3., 4., in 5. razred.

I'm a teacher in Primary School in Ljubljana School for the Deaf, I teach 3rd, 4th, and 5th grade.

Učim večino predmetov.

I teach most of the subjects.

Pri pouku uporabljam (odvisno od potreb in odvisno od cilja, ki ga želim doseči) govorni slovenski jezik, slovenski znakovni jezik ali slovenski jezik podprt z znakovnim jezikom.

During classes, depending on the needs and depending on the goal I want to achieve, I use spoken slovene language, slovene sign language or slovene language supported by the sign language.

Kdaj ste začeli delati z gluhi?

When did you start working with the deaf?

Začela sem delati pred 30 leti.

I started working as a teacher 30 years ago.

Večinoma so bili takrat skoraj vsi otroci gluhi ali naglušni.

At that time almost all children were deaf or hard of hearing.

Imeli smo po tri, štiri paralelke v enem razredu. V tem času se je precej spremenilo.

We had three, four parallels in one class. A lot has changed since then.

Sedaj so kombinacije 3., 4. in 5. razreda, to kar letos učim, običajne, zato ker je otrok z eno motnjo sedaj zelo malo.

Now, the combinations of 3rd, 4th and 5th grade, classes I'm teaching this year, are common, because nowadays we don't have a lot of children with just one disability (deafness).

Glede na število otrok s polžkovim vsadkom, ki so v rednih šolah, je sedaj pri nas manj otrok z eno motnjo.

Today a lot of children with cochlear implants go to regular schools, so we have deaf children with other disabilities too.

Glede na vse opisane spremembe si predstavljam, da ste v svoje delo vpeljali kar precej novosti od začetka do danes.

Considering all the changes described above, I imagine that you have introduced quite a lot of novelties from the beginning to the present.

Ja. Poskušamo se ves čas izobraževati na vseh področjih, kar pride v poštev za naše potrebe.  
Yes. We try to educate ourselves as much as possible on areas which are relevant for us.

Predvsem sem se odločila, da mi najbolj pomaga gledališka pedagogika, s katero lahko pridem do različnih podatkov o otrocih in z njimi delam na socialnem področju, na govoru, na različnih stvareh.

In the first place, I decided that the most helpful method for me is »drama in education«. With this method I get different information from children and I can do social games, work on their speech and other things.

Zelo zanimiva mi je metoda VIGO.  
I'm very interested in VIGO method.

To je metoda vizualizacije jezika in govora, s katero pridobivam slovenski jezik pri otrocih že v zelo zgodnjem obdobju. Takoj ko srečam otroke, prvo leto, ko pridejo v moj razred, začnemo s tem.

This is a method of visualizing language and speech, in which I am gaining the Slovenian language from children already in the very early period. As soon as I meet children, in the first year when they come to my class, we begin with this.

Poskušam jim omogočiti čim več učenja v naravi, v mestu, v praksi, v življenju, zato ker učenje »na tablo« ni najbolj uspešno.

I try to enable them to learn as much as possible in nature, in the city, in practice, in life, because learning "on the blackboard" is not the most successful method.

Predvsem, če želimo otroke socializirati in pripraviti, da se bodo znašli v življenju in ugotovili, zakaj se učijo to, kar jih učimo v šoli.

Especially if we want to socialize children and prepare them to find their way in life and find out why they learn what we teach at school.

Omenili ste gledališko pedagogiko. Nam lahko poveste kaj več o tem? Kako to dejansko izgleda v razredu.

You mentioned drama in education. Can you tell us more about this? How does this actually look in the classroom?

Ta razred, ki ga imam letos, sestavljajo štirje otroci 3. razreda, dve deklici 4. razreda in en deček, ki hodi v 5. razred.

This class that I have this year consists of four children of the 3rd grade, two girls of the 4th grade and one boy who goes to the 5th grade.

Na srečo imamo predmet »Komunikacija«, pri katerem lahko izbiram vsebine, ki se mi zdijo pomembne v tistem trenutku.

Fortunately, we have the subject »Communication«, in which I can select the contents that I find relevant at the moment.

Lahko pa tudi te vsebine uporabljam pri slovenščini ali katerem koli drugem predmetu in se povezuje z različnimi temami.

I can use this content at Slovene language or any other subject and it is related to different topics.

Izgleda pa tako, da ko na primer delamo pravljico, začnem s predstavitvijo zgodbe, da otroke pritegnem k zgodbi.

For example, when we have a fairy tale on the schedule, I begin with a presentation of a story that attracts the children.

Nato otroci sami razvijajo svoje misli, zakaj se je nekaj zgodilo, kaj bi se po njihovem moralo zgoditi od tu naprej.

Then the children develop their thoughts by themselves, for example why something happened or what should have happened from here on.

Tako pridobivajo izkušnje, primerjajo izkušnje, primerjajo svoje občutke in dejanja. S tem vidimo, kaj je potrebno pri posameznemu otroku malce popraviti.

This way they gain experience, compare experiences, compare their feelings and actions. This way I am able to see where the children need some more professional help.

Ali pa se mi veliko naučimo od njih.

Also we learn a lot from them.

Še nekaj me zanima v zvezi z gledališko pedagogiko. Kako uspešna se vam zdi metoda? Je primerna za vse, mogoče za večino, za posameznike? Kako je s tem?

There is something more I would like to know about drama in education. How successful is this method for you? Is it suitable for everyone, possibly for most of the people, for individuals? How is it with this?

Primerna je za vse. In žal mi je, da smo se s tem šele sedaj začeli bolj poglobljeno srečevati.

It is suitable for all children. I'm sorry that we have just started to use this method more frequently.

To je zelo, zelo, zelo močna stvar, ki jo je treba znati uporabljati.

This is a very powerful thing and we have to know how to use this method.

Mogoče ni za vsakogar, da bi vsakdo vodil to.

It may not be for everyone, not everyone can use it.

Če se vidi v tem, če čuti, da je to njegovo močno področje, takrat lahko iz otrok veliko pridobi in otrokom veliko dà.

If somebody feels that this is his strong field, then with drama in education he can gain a lot from the children and also give a lot to them as well.

Če se ne počuti dobro v tej vlogi, lahko najde kakšno boljšo metodo dela.

If he does not feel well in this role, it is better to use some other method.

Ampak za mene je to najboljša stvar, kar sem se jih kdaj naučila.

For me this is the best thing I've ever learned.

Uporabljate to metodo tako z gluhih brez implantov, kot tudi z gluhih z implantirani in z naglušnimi?

Do you use this method with deaf with no cochlear implants (CI), as well as with deaf with CI and with hard-of-hearing people?

Ja, z vsemi. Tudi z otroki z avtizmom, govorno-jezikovnimi motnjami, tudi v srednji šoli.

Yes, with everyone. Also with children with autism, speech and language disorders, I use it even in high school.

Tukaj ni nobena motnja pomemben faktor v tem načinu dela.

This method is suitable for all types of special needs.

Tukaj se izražajo notranji občutki, izraža se odnos do dejanj, do oseb, do dogodkov.  
It expresses inner feelings, expresses attitude towards actions, people, events.

Pri tem ne rabimo ne govora, ne sluha.  
With this method we do not need speech or hearing.

Pri tem pa moramo biti učitelji usposobljeni za delo na tak način, da lahko razumemo gluhe otroke, ki uporabljajo znakovni jezik, otroke, ki funkcionirajo s polževim vsadkom ali otroke s katerokoli drugo težavo, ki jo imajo. Pri tem prevajamo tudi govor otrok, tako da se ves čas vsi med seboj razumemo.

We (teachers) have to be trained to work the way that we can understand deaf children who use sign language, children who have cochlear implants or children with any other disability that they might have. We also translate what children are saying so that we all understand each other all the time.

Meta, povejte nam, kje ste se naučili slovenskega znakovnega jezika?  
Meta, tell me where did you learn Slovene sign language?

Jaz sem bila prva generacija študentov na Pedagoški fakulteti, ki smo se lahko učili znakovnega jezika. Imeli smo 20 ur in to je bilo premalo. Od tam naprej sem se učila na Zavodu za gluhe, nekaj me je učila Ljubica Podboršek, vse ostalo so me naučili pa otroci.

I was the first generation of students at the Faculty of Education, who could learn the sign language. We had 20 hours and that was not enough. Later I learnt sign language at Ljubljana School for the Deaf. I was taught by Ljubica Podboršek. All the rest I learnt from the children.

Kako pa se vam zdi danes? Kako je z uporabo slovenskega znakovnega jezika pri poučevanju gluhih?  
How do you look at the today's situation? How is Slovene sign language used in the teaching process of deaf pupils?

Brez tega jezika se ne dá. Vedno so v razredu otroci, ki so uporabniki znakovnega jezika in tisti, ki niso uporabniki. Če želim, da razred funkcionira kot celota, potem morajo ves čas vsi otroci vedeti, kaj se dogaja. Zato večino časa uporabljam slovenski jezik, podprt z znakovnim jezikom. Kadar se učimo slovenskega jezika, takrat uporabljam slovenski jezik. Kadar delamo pravljico, obnovo ali kaj takega, kar ne potrebuje točne izgovorjave, potem uporabljamo samo znakovni jezik.

It is not possible without sign language. In the classroom there are always children who are sign language-users and non-users at the same time. If I want the class to function as one, then all children have to know what is happening all the time. Therefore, for most of the time I use Slovene language supported by the sign language. When we learn Slovene language, then I use Slovene language. When we are doing a fairy tale, a restoration, or something that does not require accurate pronunciation, then we use only the sign language.

Meta, kakšne so vaše posebne želje pri poučevanju gluhih? Imate kakšne?  
Meta, what are your special desires in teaching the deaf? Do you have any?

Da bi lahko še dolgo učila gluhe otroke, otroke s težavami, ki jih imajo, ker jih poznam, ker vem, da so lahko uspešni, če imajo na razpolago vse možnosti, ki so zanje potrebne. To je v našem zavodu možno zagotoviti, vendar bi bilo dobro, če bi lahko delali v manjših skupinah in ne v tako mešanih skupinah, kot so sedaj.

## ERASMUS PLUS, KA2; From Theory To Practice

In order to be able to teach deaf children for a long time and to teach children with problems that they have, I have to know them and I have to offer them as much options as possible. Then they can be successful. It is possible to provide this in our school, but it would be good if we could work in smaller groups and not in such mixed groups as we work now.