

Arts and Cultural Education in Slovenian Primary Schools

Abstract

The study, which was conducted on school teachers from all over Slovenia, examines the arts and culture status of primary school teachers, teachers' views about primary school education in terms of the inclusion of arts and culture topics and their opinion about the implementation of the aims of arts and cultural education in the planned and operational curricula. Results show that primary school teachers do not consider spiritual, cultural and aesthetic values as very important. The teachers think that pupils are most attentive to intermedia culture and that in primary school education more attention should be paid to reading culture, the performing arts and cultural heritage. They often achieve most of the arts and cultural education aims in their work. However, they pay less attention to aims such as investigating and expressing the cultures of other nations and developing cultural identity awareness.

Key words: *primary school, teacher, pupil, arts and culture areas, aims of arts and cultural education.*

Introduction

Nowadays schooling and education are facing a crisis of global proportions. Scientific thinking paradigms and modern technology govern the life of the individual and society. Again and again, the fundamental question emerges of how human beings can assert themselves in the world that they have created: the world of technological thinking and a multitude of audio-visual means and