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Andragogically designed support for realization of the concept of learning organization through the application of modern information technology

A paper consider possibilities of designing andragogical support for realization of the concept of learning organization through the application of modern information technology, with the special accent in providing: own rhythm of learning in a time especially suitable to the adult learner, larger enrollment of human resources in activities of learning and education, diversified spectrum of possibilities for the continuing professional development, fluidity and availability of necessary information, along with the critical reconciliation of tightly interconnected network consisted of personal isolation and requests for high level of self discipline and high motivation.

Research findings suggest that organizations in Serbia are oriented toward traditional, restrictive ways of using modern information technology, along with absence of andragogical influence. Besides, due to application of canonical correlation analysis, at the highest level of statistical significance was founded that older, higher educated human resources are less willing to learn a contents not connected to the organization and that they need a broadly conceptualized incentives to self-directed learning. Also, at the same level of statistical significance was founded that positive perception of the modern informative technology are connected with stability of the work place and with the scope of time between jobs devoted to a continuing professional education, as well as we founded that respondents with basically education in social-humanistic sphere considered the modern informative technology in their organizations open possibilities for continuing professional education and makes linkage for fast access to information they need.

Key words: learning organization, modern information technology, organizational learning

Andragoška podrška realizaciji koncepta organizacije koja uči kroz primenu informacione tehnologije¹

U tekstu se raspravlja o mogućnostima dizajniranja andragoške podrške za realizaciju koncepta organizacije koja uči kroz primenu informacione tehnologije, s posebnim osvrtom na omogućavanje: vlastitog tempa učenja u vremenu koje najviše odgovara osobi koja uči, većeg obuhvata zaposlenih aktivnostima obrazovanja i učenja, diverzifikovanog spektra mogućnosti za profesionalno usavršavanje, brzog protoka i lake dostupnosti potrebnim informacijama, uz kritičko promišljanje međusobnog spleta personalne izolovanosti i zahteva za visokim nivoom samodiscipline i visokom motivisanošću.

Nalazi istraživanja sugerišu da su organizacije u Srbiji orijentisane na tradicionalnije, restriktivnije načine korišćenja savremene tehnologije, uz gotovo potpun izostanak andragoškog delovanja. Pored toga, primenom korelacione kanoničke analize na najvišem nivou statističke značajnosti ustanovljeno je da su stariji kadrovi sa visokim nivoom obrazovanja manje spremni da uče sadržaje koji nisu vezani za organizaciju i da su im potrebni široko osmišljeni podsticaji za samousmereno učenje; da je pozitivna percepcija savremene tehnologije povezana sa stabilnošću radnog mesta i količinom vremena koje je u pauzama u razvoju karijere posvećivano kontinuiranom profesionalnom usavršavanju; i da respondenti koji su bazično obrazovanje stekli u društveno-humanističkoj oblasti zapažaju da im informaciona tehnologija u organizacijama u kojima su zaposleni otvara mogućnost za profesionalno usavršavanje i za brz pristup potrebnim informacijama.

Ključne reči: organizacija koja uči, informaciona tehnologija, organizaciono učenje

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