

PORTFOLIO OF THE ASPECTS OF TRAFFIC SAFETY EDUCATION AT SCHOOL AND IN THE FAMILY WITH AFFINITY TO TRAFFIC PEDAGOGY

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Abstract: The analytical view of the holistic issues of traffic education for school age children and youth, including secondary school students may determine, in the specific crucial areas, a number of detailed and fragmented aspects forming together a logically coherent portfolio. Examining the content of these aspects and their interaction is a vital part of the efforts to find an effective didactic model of implementing the content of this pedagogical sub-discipline. The development of the theoretical area focuses on examining characteristic features and requirements of traffic education and examining conditions under which it is executed.

Key words: traffic education, elementary school, family, traffic pedagogy

Need for traffic safety education as a phenomenon of historic necessity

The involvement of children and pupils in traffic accidents and the health consequences have become a tragic phenomenon of the so-called „mobile society“, i.e. a society with developed transport systems. On the one hand, transport in the current dimensions give us possibilities in our private and professional lives, which would otherwise be inconceivable, be it a feeling of personal freedom and liberty, attractive engagement in sports and facilitated transport needs, or flexible communication, management, decision-making, negotiations or success in terms of the volume of performed tasks. However, at the same time we often realise that it is also restrictive, stressful and perhaps even bullying within the dimensions of unavoidable coexistence.

The reverse side of amiable transport is therefore transformed into traffic accidents originating mainly from a failure of an element of the transport system consisting of the participants and transport environment where mobility takes place. A frequent reason is insufficient readiness of the individual stakeholders for the mutual safety of transport interactions. The only existing tool for addressing the aforesaid proportions, disproportions and discrepancies is sometimes efficient, and at other times less suc-

successful traffic education. Education and training of transport competences, transfer of adequate knowledge, training of cognitive skills, development of intellectual and motoric skills and correct behaviour habits is what we consider as the tool addressing traffic education systems at the individual structural levels.

Key role of traffic education in the school and out-of-school education systems

The analysis of the individual types, forms, components and mechanisms of traffic education in a critical confrontation with regional conditions can indicate guidelines for proposing the actual efficient model.

Another area which is often neglected in the practical traffic education (besides cognitive operations when becoming familiar with elementary traffic rules and importance of traffic) is the guidance of children and youth towards the „golden“ traffic rule, i.e. fundamental partnership and helpfulness, mutual consideration, integrity related to general moral principles up to legal awareness and limits of co-responsibility in the event of any traffic accident, either as a guilty party, person involved, participant or the affected party. Traffic education narrowed down only to rational cognition and lessons learnt (knowledge of traffic regulations and traffic signs) with the absence of crucial educational aspects is insufficient prevention and can prevent from only a minimum number of accidents stemming from trivial reasons and causes.

The most frequent and most important children's guides in terms of traffic education, in particular at pre-school age, but with irreplaceable role during school years and adolescence, too, are the parents. However, when is there an opportunity in the system to meet these educational partners, at what platform to cooperate and how to make the parents competent for such a cooperation? In principle, the only solution left is not to neglect the preparation of teachers for this professional role and to find a room for the cooperation between teachers and parents on key upbringing-education issues.

A targeted, competent and coordinated traffic education system could and should be of great help in this respect, either within the school education system, during leisure-time activities or as part of family upbringing.

Coordination of forms of school and family traffic education

Children and school-age youth are amongst the most endangered traffic participants, either as pedestrians, or users of any non motorised vehicles or sport-related means of transport. In most cases, they have neither dispositions, nor real knowledge of how to behave properly in traffic situations and how to react instantly and adequately in critical situations.

Traffic education appears to be a usable tool of preventing from traffic accidents.

Two of its most important parts should be both a specific form of family upbringing, cultivated since the early childhood and an institutional form that the population is in contact with in early and later school age, teenage, adolescence mainly through all kinds of school institutions.

What should the teachers and parents manage when getting ready for their professional or parent role so that the traffic education is comprehensive, qualified and efficient?

In the first place, these issues are related to classification of traffic situations resulting in potential or real risk of injury or death of a child due to underestimation or failure to identify the situation as hazardous early enough. If these are not included in the system of teaching and training the children by the teacher and parent instructing them how to solve such situations, the less risky these are perceived by the children and youth in the roles of participants and they do not mobilise their abilities and reactions towards preventive behaviour. This concerns a broad spectrum of potential situations in the place of residence and during common mobility, movement of children as pedestrians during games and sports, in contact with the traffic when going to/from school, sports events and entertainment as well as local or tourism cycling and many other activities related to older children.

Another broad area where awareness is necessary as part of the traffic education is children's travels as fellow travellers in means of transport – cars, means of public transport etc. Starting from standard every-day several-minute routine trips up to exceptional, strenuous all-day or several-day-long travels, for example, with parents to a distant holiday destination, it is always about the contact with a mega-group of occasional traffic spontaneities, which should be perceived by the adult guides – parents or teachers, who should systematically teach the children in appropriate interpretations. The children must be advised of the diversity of various hidden by sprouting hazards but they also must be taught to think in a creative way, and, in accordance with imaginative thinking, they must improve the algorithm of attentive perception of the traffic environment, positive and negative evaluation and mobilisation of adequate reactions to all alternatives of potential development, i.e. adequate preventive behaviour.

Are of extraordinary attention paid to the traffic education aspects

If we restrict ourselves only to this age group, the traffic, with respect to all risks to health or lives of children and youth, is structured in a number of dimensions that traffic education must react to. Field investigation were carried out through the attendees of the subject „traffic education“ in the combined first grade primary school teachers' studies and investigations were also made as part of the subject „Transport and traffic education systems“ for students attending practical teaching lessons, which were carried out in relation to the research project School and Health 21. The participants aged 7-19 years, describing their experiences, experience and opinions related to the contacts with traffic, provided a vast number of ideas for analytical studies that traffic pedagogy should dealt with and which are listed in a simplified form below, after being classified in topic-related groups:

a) Behaviour and education. Personality aspects of safe traffic

A difficult question for the teachers dealing with traffic education is the consideration whether it is possible at all to adjust a human being in a mobile society to the co-

existences with traffic, cultivating the so-called „sixth sense“ – traffic sense. This question splits into a number of sub-questions when looking at it analytically, such as „when is a person competent at the level of the existing traffic“, „what does the sense of safe traffic behaviour consists in, while another behaviour represents danger“, „when and how does it happen that behaviour of a person is adequate to the traffic requirements“.

An important factor of traffic safety is not only the necessary knowledge of the safe traffic behaviour, but also emotional expressions and uncontrolled emotions. Their effect on thinking and acting is well known. Education towards emotional expressions may therefore have a major importance within traffic education. Emotional reactions in traffic are encountered by a person both as a motorised traffic participant and a cyclist or pedestrian. The emotions are often so aroused that they lead to aggressive behaviour. Lessons learnt and education towards emotional control are therefore very important and should accompany school and family education since the early childhood. Stage-managed exercises may help suppress anger in situations, partner's black vision, exposition of anger, belligerence, loss of self-control, feeling of being restricted etc. Children, pedestrians as well as drivers engaged in traffic have some negative personal experience usually caused by the anonymity of the aggressor and impossibility to enforce one's rights.

A very important pedagogical topic of traffic education is the question of when school attendance is safe enough for the pupils. The records showing the involvement of children in traffic accidents when going to school have show a slightly decreasing tendency in the recent years, but it is not obvious whether this positive trend is the result of measures taken so far as part of the „Safe trip to school“ event or whether it is related to the temporarily dropping number of pupils. There are also hazards lurking on the so-called „safe way“, i.e. the pupils' behaviour is, for example, trained to be automatic, which to a great extent reflects the systematic traffic education, but at the same time the pupils are not cautious enough. We also encounter a paradox here when on the one hand we have desirable trained reflexes and automatisms, but on the other hand, we cannot absolutely rely on them. This is what the pupils will have to strongly warned about.

One of the popular ways of practical traffic teaching are projects and project days at school. These activities are a very important and beneficial form, if rational and efficient in all aspects, and their content is not only about the formal aspect of the „event“. The organisation of project days and traffic-project activities has a practical meaning, if it is a part of the traffic education system including theoretical preparation and cyclic curricula. Traffic is a comprehensive phenomenon and to manager it, theoretical teaching and understanding is not enough, neither empiricist, i.e. a complex of one's own experience nor narrowing down the education to trained behaviour in staged roles. Therefore, the traffic education projects require adequate presence of all these aspects.

Traffic education is the more attractive and efficient for pupils, parents and the public, the more perfect and pedagogically balanced project content can be established. A vital part of the traffic education project is the cultivation of responsibility, partnership, social behaviour and traffic competence, which is sometimes called traffic sense as mentioned above.

The worst mistake in terms of pedagogy would be to understand the project days or the implementation of traffic-related projects solely as out-of-school attractive rela-

xation and escape from the school routines. A specific feature of the project days might be a presentation of the school traffic education to the parents in practical terms. Using this fact may benefit the traffic upbringing in families through suitable sponsors or institutions. It does not do any harm using such events for popularisation in the local press or other media and influence the public opinion of the school in a positive direction. In terms of pedagogical categories, this topic may be structured to the following themes:

- Is it possible at all to cultivate sense of safe traffic behaviour through education?
- Introduction of traffic education in the curricula for the 1st – 5th grade of primary schools
- Introduction of traffic education in the second grade primary school curricula
- Introduction of traffic education in the curricula for secondary schools, specialised secondary schools and vocational schools
- Specific position of children in traffic
- Didactic analysis of the curriculum of the first grade primary school given the objectives of traffic education
- Creativity of the pedagogue when looking for forms, methods and technologies of transport education at the first grade of primary schools
- Positive characteristics of traffic participants and their development
- Tolerance as a mobility priority
- What is empathy, consideration.
- The coveted cyclist's pass and driver's licence – great topic for the traffic education
- Behaviour in critical situations
- Behaviour in the vicinity of pedestrian crossings, schools, hospitals

b) Psychological aspects of safe traffic

Besides the specific pedagogical categories when analysing the efficiency of traffic education, the second most important area consists of the psychological natural relations. This is first about finding specific mechanisms of establishing adequate mental processes and characteristics for the traffic education of children and school age pupils, and second, about looking for an answer to the most efficient mechanisms of cultivating traffic competences. It is apparent that an important role is played mainly by the development psychology and personality psychology. The space offered by psychology to the traffic education, is defined by the general characteristics of psychology in road transport, the examination of the system of relationships between traffic participants and their mutual communication, psychological aspects of education and training of all road transport participants, social-psychological aspects, psychological view of the causes and consequences of incident and accident rates, the term „frequent traffic offender“ and last but not least the psycho diagnostics of traffic behaviour.

When is the trip to school safe enough in terms of the mental dispositions of the pupils. At the level of the traffic education of children and youth we therefore devote ourselves to these questions:

- Mental determinant of traffic education of children and youth
- Temperament as a personality factor in traffic behaviour

- Safety in transport depends on the correct perception and correct reactions
- Psychological borders between the pedestrian and a driver of a means of transport
- Emotions in traffic and their consequences
- Aggressive behaviour of participants in traffic
- Safe location of pedestrian crossings, public transport stops
- Installation of warnings and their compliance with transport psychology
- Burdening of a person's mind with traffic information

c) Physiological aspects of safe traffic – limits of physiological functions

Safe behaviour in traffic is impossible without proper visual perception and adequate reactions. A total of 90% of all information needed for orientation in traffic are received by a person in the visual form and reactions follow the processing of such information. The problem here splits into several questions: Are two human eyes enough to participate safely in traffic based on their information? And then: Can our human brain still keep pace with the technological development and progress resulting in growing demands on the speed of perception, its processing and reactions? Or have the limits of human intellectual faculties achieved? These questions are justified given the fact that an erroneous perception and resulting erroneous behaviour have apparently been the most frequent and main reason for traffic accidents for a long time. Experts on traffic education, ophthalmologists and opticians have been raising the alarm for a long time and emphasise more and more strongly the importance of intact visual aids, tools for the so-called „night vision“ and enormous importance of the early warning system, in particular in both extreme age categories: small children and, on the contrary, older people. In relation to this, we cannot neglect mental retarding of the visual perception affected by alcohol, drugs and medications.

Hearing, as the second most important sense, is a major topic for the traffic education. Medical reports indicate that a large share of population suffers from hearing disorders caused by excessive noise originating from traffic. About 10% of older children and youth indicated, in surveys performed in this field, that they perceive how excessive noise restricts their perceptual faculties. Medical examinations confirmed an inner ear disorder in every fifth examined person.

This implies the following topics for traffic education:

- Sight and visibility – key aspects of safe traffic.
- Physiological limits and treacherousness of sensual information (sight and hearing) in traffic
- Importance of hearing for traffic participants
- Where are the limits of harmful effects of noise on a human being?

d) Physical and climatic aspects of safe traffic

In relation to these issues the subjects of investigations are physical laws of dynamics and kinematics of means of transport movement, delays of mechanisms between subject action and machine reaction, reaction of participants in traffic to adverse weather factors affecting the condition of the road, wrong traffic-technical assumptions and

structural or dynamic drawbacks of means of transport. The physical characteristics of a road, changes in adhesion caused by climatic differences, visual permeability of atmosphere affected by fog, rain, snow or a combination of these etc., increasing potential risk of accidents often due to the wrong risk assessment. Traffic hazards therefore also depend on the laws of physics.

A detailed analysis of safe behaviour in transport in dependence on the physical characteristics of the transport environment identifies particularly important aspects in the optical level. These are perceptions distorted by light reflection and refraction, sharpness of the sight, visual deceptions, lack of sight e.g. dirt on windscreens or helmets, dazzling caused by ill-adjusted headlamps and rear mirrors, insufficient colouring, visibility or retro reflective clothes.

Topics derived from these issues are usually defined in traffic education as follows:

- Natural (physical) laws defining the limits of the possible in traffic
 - Simple linear movement containing factors such as time, place, function, speed, acceleration
 - To see and to be seen – the golden rule of safety in traffic
 - Can we adapt ourselves to the changing climate conditions of transport?
 - Driving at an adequate speed
 - Field of vision – eye mobility given the restricted head movement
 - Centrifugal forces when turning and swerving the vehicle. Rotation energy
- Active and passive safety of vehicles.

e) Social aspects of safe traffic - mobility, transport policy

According to the world-wide trends, people get access to motorised means of transport at an increasingly younger age. The dogmatic limit of 18 years of age for obtaining the driver's licence valid until recently has been challenged from many sides, either by arguing that the present young generation matures faster, or by the general characteristics of transferring towards a mobile society. Proposals for reducing the age limit for obtaining driver's licence to 16 or 17 years of age are no exceptions anymore. Lawmakers often ignore the opinions of traffic experts on the impact of such a change in practical traffic, without respecting mainly the opinions of traffic psychologists claiming emotional immaturity, unsteady attitudes, tendency to taste alcohol or drugs and other impending risks.

The discussion about keeping or changing the above age is supported by the fact most adolescents covet most for obtaining the driver's licence, i.e. to becoming adult, independent and mobile. The dream of owning a moped or a scooter could come true. Indeed, in the most developed countries, more and more students use some of these means of transport to get to school. Younger pupils, who, for statutory reasons, can only use bicycles, admire their older motorised school mates. There is no wonder that they try to imitate them even on their bikes, not only in an effort to keep up with their speed on the road but in other undesirable traffic behaviour.

Seeing from the point of view of social aspects of safe traffic, the traffic education must teach the pupils to become familiar with, understand and accept the binding standards of social coexistence and perceive people in humane-social relationships.

Partnership and adaptable behaviour towards other traffic participants should be at the centre of traffic education.

What should we pay attention to:

- Traffic education within the family and its compatibility with other social forms
- Uniform education in the family-school-society
- Traffic education in youth centres and during out-of-school activities of children and youth
- Mobility and responsibility of individual participants
- Society and traffic, traffic policy
- Political and ideological aspects of transport

f) Sociological aspects of safe traffic

The transport reflects all aspects that people also struggle with in other social areas. This demonstratively confirms the old principle, allegedly expressed for the first time more than a hundred years ago by Henry Ford that everyone behaves on the road the way they generally live. Thus, this is mainly about the social climate.

A sensitive issue of the present day with respect to traffic is alcohol and drugs, very bad fellow travellers. The risk of accidents caused by drugs has reached a level that is almost identical with the risk of hazards caused by alcohol.

The topic of narcotics, alcohol and drugs deleterious to traffic is a major opportunity for traffic education in a number of subjects taught at schools, where the pupils can be systematically advised of the legal and economic consequences of traffic and other accidents caused under the influence of alcohol, be it civics or other socially-oriented subjects. What must not be left aside is social condemnation, advice of the sanctions and other consequences. It does not do any harm discussing these topics also with the pupils in the first grade of primary school when they have no transport-related licences and when they are already able to understand the depth of the situation and start having anti-alcohol and anti-drug personal attitudes. With respect to students at third grade schools, the pedagogues should perceive the formation of the so-called „drug gangs“ and try to prevent from these by using age-adequate topics in the fields of art, music, sports and other similar positive interests.

What topics are offered to analyse these issues:

- Room for various forms of awareness in traffic transport
- Alcohol, medicines, drugs – awkward issues that no-one likes to talk about
- Alcohol and drugs are bad fellow travellers
- Coexistence of people and contemporary traffic
- Importance of public media for safe traffic, educational programmes

g) Legislative aspects of safe traffic – laws, their quality and their observance

Almost everyone encounters daily the fatal difference between the letter of traffic law, regulations and rules governing the traffic reality, and the actual reality. The least conflicting situations occur perhaps on pavements and walkways where the aggression is the smallest. The situation on roads with no motorised forms of transport seems to be

bearable, too. However, the limit of what is bearable has been the roads for mixed traffic for a long time. As regards school age children, this is also related to the most sensitive issue of going to school or the necessary out-of-school activities, behaviour of children at public transport stops, and in all places where waiting and hurrying pupils are subject to stress and nervousness. A separate chapter is the behaviour when getting on and off a means of transport, which is a great topic for traffic education.

In most cases, the best solution addressing the children's safety when going to school is the scarcely used reserved school buses, a hot issue of recent past has been individual transport of children to school by cars with parents.

For this reason, the traffic education should cover the following topics:

- Application of selected elementary regulation stipulated by Act No. 361/2000 Sb. on the Road Traffic to suit the needs of both pedestrians and cyclists
- Respect to traffic law, regulations and transport authorities
- Pavements, paths and carriageways. Who belongs where?
- Days of traffic trainings according to the traffic education school projects
- The term partnership in the traffic society
- Safety of children as fellow travellers. Child seats, fastening systems.
- Hazards of additional operations while driving
- Do I drive in a disciplined way, or am I mad driver?

h) Technical aspects of safe traffic – vehicle, traffic signs, roads

The share of human factor in the occurrence of a critical situation or a traffic accident cannot be clearly determined. Neither is it possible to say what share of traffic accidents is caused by a technical defect of the vehicle, poorly fixed transported loads, misleading and psychologically poorly designed warnings or inadequate traffic signs, or an unmarked or unexpected obstacle on the road, the so-called „trap“. Traffic education should adequately analyse similar aspects and deal with them with respect to various age groups of participants. Using games, simulation or suitable staging of traffic situations also in a controlled real traffic we should systematically train how to behave properly, how to predict various hazards, how to evaluate the development of situations and thus preclude from accidents. Training of proper behavioural mechanisms and self-preservation reflexes are alpha and omega of safe traffic eliminating traffic injuries and deaths.

These things may be trained using for example the following topics:

- Safe trip to/from school
- When is the trip to school „safe“
- Danger of advertising: Information or misleading manipulation?
- Bicycles as means of transport
- Preparation of a cyclist – principles of defining the correct instructing and training
- Transport to school by public means of transport. Advantages of the so-called „school buses“
- Public transport stops: is their location in compliance with the traffic psychology?
- Traffic accident as a consequence of a poor estimate of the driver's reaction time and or the brake system
- Elements of active and passive safety of vehicles

i) Health aspects of traffic

Every day, a number of people sustain an injury related to a traffic accident or even die. According to medical findings, 5-10 % of the injured could survive if provided with qualified early first aid. What does it consist of? The medical staff should form a uniform opinion on what aid provided by a layman is adequate and helps the injured and focus that part of traffic education that can ensure the required competence best and without side risks in this direction. The statutory limit for arriving at the venue of accident involving an injury with a doctor called up by the emergency notice may be inadequate if the injured is not provided with the first aid in the meantime, such that could even be managed by school age children. Thus, health awareness is yet another topic of traffic education.

From this we can derive:

- Health aspects of traffic risks and principles of the simplest lay first aid in traffic accidents
- Provision of aid in the event of an injury – complex problem. What should be practised and how?
- Parametres of a good first aid system (rescue system)

j) Environmental aspects of traffic

As regards the relations between traffic, i.e., traffic education, and the environment in the age group of pupils and youth, a problem may usually be seen in safe sports activities outdoor, with an immediate contact with roads.

Regardless popular winter sports, such as skiing and sledging, which often touch upon this issue, some types of sport seems to be perfectly fitted to roads. These include most often roller skating and skateboarding. Doing these sports in safe places compatible with the traffic, either pedestrian or with means of transport, should not be neglected in traffic education. The perception of these activities exercised by the youth as sport only is very short-sighted. Questionnaire surveys on the international scale have determined a surprising fact that acrobatic elements in skateboarding are amongst most popular sports with boys aged 12-19. We see more and more often youth on skateboards in open road areas without realising that they put their health and risk and behave contrary to the law. This is not a secondary topic as the speed they can achieve on roller skates and skateboard is comparable with the speed on a bike. Roller skating and skateboarding on pavements, in pedestrian zones, are possible on condition that the sportsmen do not have accidents with other types of transport. The highest permitted speed in these public spaces is 7 km per hour. By exceeding this reasonable speed limit the sportsmen risk a legal action if they cause injury to other people. Discussing this topic is not restricted to the subject of physical education, but it also has its significant place in civics, economic subjects, law, ethics, physics, biology and environmental studies.

Related topics may be defined as follows:

- Environmental protection – sustainable mobility
- Cycling as a sport
- Where to skateboard – when is the sport safe

Need for traffic pedagogy as a scientific and theoretical basis of traffic education

Traffic pedagogy is becoming a specific pedagogical sub-discipline based on the need for a theoretical, it means scientific approach to the basic educational needs reacting to the establishment of the so-called „mobile society“ , i.e. a society depending on intensive traffic. The existence of people with means of transport has been accompanied by traffic accidents since the very start, resulting in injuries and deadly injuries which must be prevented from through an efficient system. The first, at that time still spontaneous requirements of this type, date back to the beginning of the 20th century when the arising motorised road traffic started becoming dense, bringing about traffic accidents. It took incredible hundred years before getting an adequate response to this situation and establishing first traffic rules and regulations. Practice shows that rules and regulations are not sufficient to address the problems of intersections between two worlds – people and traffic. Much more is needed, it is necessary to find an effective and efficient system of the so-called „traffic education“. This is undoubtedly a pragmatic conclusion. However, is practice and the resulting empirical approach to addressing safe traffic really enough to achieve the desirable targets? Similarly to other areas of the needed specific personality qualities of people, it is not enough, either. If we make just a few common examples in relation to this, we can see that the list of new phenomena in the society is reacted to through the establishment of specific pedagogical sub-disciplines, such as social pedagogy, special pedagogy, experience pedagogy, media pedagogy, engineering pedagogy, sexual pedagogy, museum pedagogy, healthy lifestyle pedagogy and environmental pedagogy, without naming all the existing kinds with clearly determined content. Unfortunately, and as a paradox, no similar comprehensive pedagogical theory reacting to the need to look for, find and provide answers to the form, methods and other pedagogical categories of efficient educational cultivation of human personality for his/her life in the conditions of mobile society have been generally adopted by analogy yet.

Traffic pedagogy as part of general pedagogy is of interdisciplinary nature and at the border of its determination it is in contact with similar border disciplines, such as traffic psychology, traffic medicine, traffic-related jurisprudence, etc. As a specialised discipline, traffic pedagogy has a scientific-methodological role oriented at its own development, and a pragmatic role oriented at practice.

The development of the theoretical area focuses on examining characteristic features and requirements of traffic education and examining conditions under which it is executed. The research efforts should first concentrate on detecting determined features of traffic, and second, on defining adequate dispositions and the role in the traffic, and third, on the consequences of intersections of these two multi-dimensional subjects. Practical outcomes of traffic pedagogy are proposed suitable complementary strategies focused on various target and their reflection into the working materials, such as mandatory educational curricula. The current curricula related to traffic education are only of intuitive and empirical character. The traffic education that should clearly define the specific pedagogical categories according to the specific subject of its pedagogical space, can be used in a new and different manner - in particular, given the purpose, the traffic education curricula should be articulated in a scientific basis, i.e. based on theoretical

knowledge including new social, political, health, environmental and other aspects dealing principally with the issues of coordinating system subjects and traffic objects, development of personal characteristics of a human being derived from the terms partnership and empathy, safe and humane traffic, development of emphatic skills, ability to predict, decision-making needs, reflexes of existence in the world of mobility, compensatory activities of health negatives of mobility, etc.

And finally – the whole complex of pedagogical – psychosocial system should be pragmatically modulated for all forms and levels of traffic education according to the roles of the individual traffic participants – pedestrians, cyclists, drivers of motorised vehicles, specific features of individual and public transport, age categories and level of professional demands.

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PORTFOLIO ASPEKTŮ DOPRAVNÍ VÝCHOVY VE ŠKOLE A V RODINĚ S AFINITOU K DOPRAVNÍ PEDAGOGICE

Abstrakt: Při analytickém pohledu na celostní problematiku dopravní výchovy dětí a mládeže školního věku, včetně věku středoškolského, lze determinovat v jednotlivých pilířových oblastech celou řadu detailních či fragmentárních aspektů, které spolu tvoří logicky provázané portfólio. Zkoumání obsahu těchto aspektů i jejich vzájemných vztahů je nezbytnou součástí úsilí o hledání efektivního didaktického modelu realizace

obsahu této dílčí pedagogické disciplíny. Rozvoj v teoretické oblasti se orientuje na zkoumání charakteristických znaků a požadavků dopravní výchovy a na zkoumání podmínek, v nichž se realizuje.

Klíčová slova: dopravní výchova, základní škola, rodina, dopravní pedagogika