

The experiences and reflections of the journey

By the Hungarian team



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The experiences and reflexions of the journey
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1. The experiences and reflexions of the journey

I had the opportunity to spend almost a week between 7th and 13th April, 2019 in Reggio Calabria, Italy as a member of the Hungarian delegation taking part in the Erasmus+ project called T.A.C.K.E.D.

It was a great experience for me to have a sight in the different levels of the Italian education system ranging from the various types of secondary institutions to the Academy of Art.

The fact that this vast array of affluent education of art is available and accesible for the students is extremely arrestive for me.

On the occasions of visiting different institutions as well as throuthout the presentations, the exhibitions, the equipment shown, the tools of the workshops, the culture of the work of art collected and displayed, the specialized classrooms all strengthen me in the belief that there is a high standard of education which conveys a high level, up-to-date knowledge to their students meanwhile conserving and preserving the values of the past and their traditions in Italy.

The distinctive branches of art play a significant role in this process. Discovering the value of art from elementary to tertiary education in the Italian education system was arresting and edificatory for me. I had the chance to peer into the teaching of music and arts and crafts on the spot.

With the help and support of the host comittee delegation I could have taken part in several programs that confirmed me in my profession.

On the other hand, the experience I gained upon the Italian education system can be built into my didactic work.

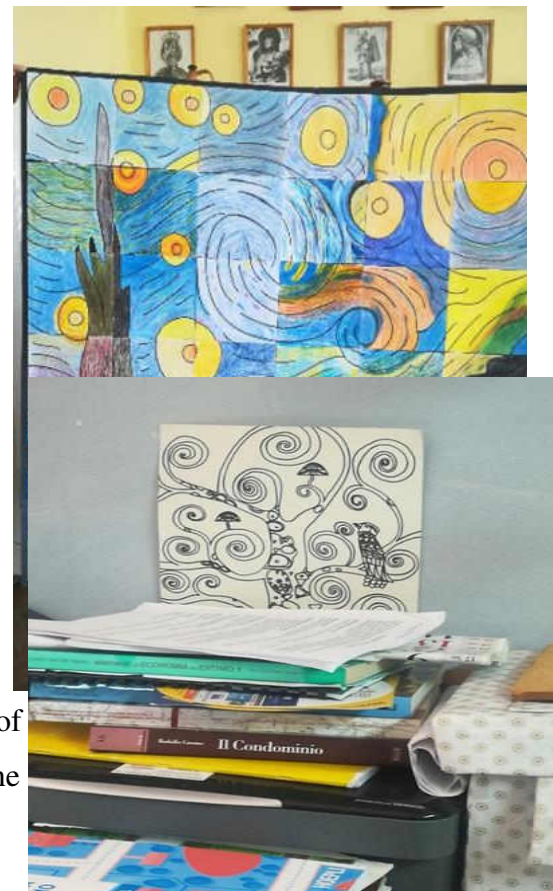


1. IC Moscato - Reggio Calabria

I have detected similarities between the Hungarian education system of art and that of Italy through my visits in the different schools. I could have drawn the conclusions on the agreeableness on content based on the universal European culture.

It gave me a pleasure to feel that both the Italian and the Hungarian teachers follow the same path to get the students know, adopt and process the visual problems in an innovative and creative way.

The success of the project task completed in a cooperative way is based on the quality of work done by individuals. This type of measure and improve the social and emotional competencies of the



2-3. Science and art hand in hand

Instituto „A Righi”- Reggio Calabria

I was enthusiastic to point out a peeping drawing made by a student which was a fresh spot behind the pile of technical books in the science lab. That drawing was a pen sketch inspired by the Austrian Gustav Klimt's painting titled Lifetree showing us that beside rational science we need emotional art as well.



4. Work of art from rubbish Accademia di Belle Arti - Reggio Calabria

At the Academy of Art I could draw a parallel of that with similar thoughts and values alongside we are able to motivate the growing generation of artists for creation.

At the Academy of Art students are encouraged to recycle the thrown-out rubbish in a creative form and way.

We ourselves also collect all cut-offs and stuff doomed to be thrown out produced during production in the Elementary School of Art. The same material can be seen in the picture that is used by the students of Accademia di Belle Arti in Reggio Calabria.



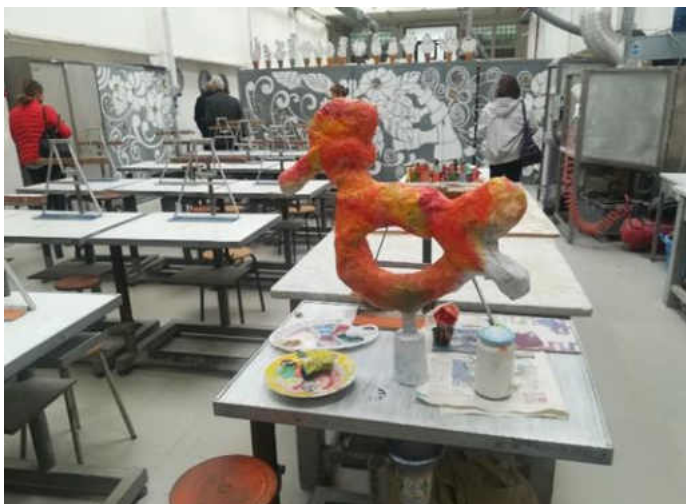
5. Ytong sculptures by students of Art School, Jászberény



6. clothes made from litter-bin linen by students of Art School, Jászberény

Recycling of the materials found in our surrounding, the new processes of fabric and the new perspectives also occur in the education of art in the Elementary School of Art as well.

We put a high emphasis on the protection of our environment, the environment-conscious behaviour as well as the economical input throughout the educational process.



7. Papier-mache figure in the ceramics workshop Liceo Preti, Reggio Calabria

Papier-mache is an extremely exciting technique which can be used in a multifold way.

Both children and adults alike are able to create amazing works of art. The material input is low; only paper, glue and a shape-frame is needed. The nature of this papier-mache technique is that a form (which can be a bowl, a balloon, a mask or a shape made from

wire) is covered with layers of stripes of wet cut-off paper soaked in glue.



8. Papier-mache figures by students of Art School, Jászberény

We can prepare articles of personal use or ornaments relatively easily. We can also form different animals and figures, too.

This technique improves both adults and children's manual skill and stereopsis alike. Moreover, it is an excellent possibility to educate

students to recycle.



9. In the workshop of fashion designers Liceo Preti, Reggio Calabria

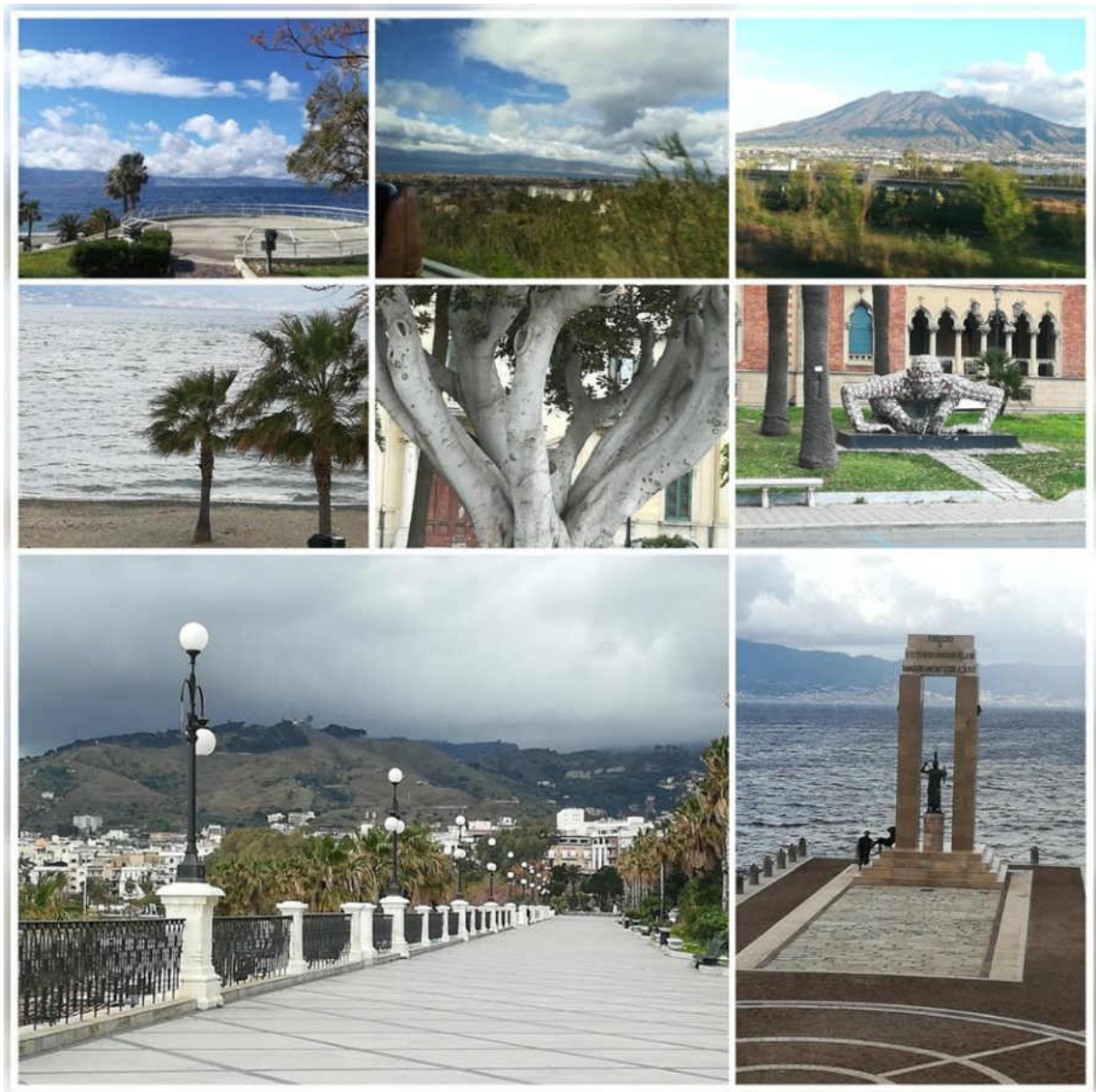
It was an uplifting feeling to see that of the preserving, protecting and conserving attitude towards their cultural heritage. I experienced this attitude in the workshop furnished with weaving looms providing a special atmosphere which is inspiring for the students to design clothes and implement their plans and ideas.

In the school of special education in Jászberény a class specialized in weaving after getting acquainted with the traditional motifs and patterns prepare folkweave; rugs, bags, haversacks, cushions that suit today's expectations considering their colours, patterns and even their functions.



1. 10. The works of students learning weaving, School of Special Education, Szent István körút, Jászberény

During my journey to Reggio Calabria I could expand my geographical knowledge experiencing the stunning scenery of Italy. I was amazed by it during my train journey from Rome to Reggio Calabria as well as on the trips taken on the surroundings of Reggio Calabria.



The ruins of the antiqu era, the visits to churches and museums as well as the trips to Gerace and Scilla all infiltrated into my knowledge of art history.

Thanks to these personal experiences I will be able to impart this knowledge gained to my students in a more effective and authentic way.



I wish to use the photos taken on the spot while teaching a given art as well as to visualise and to make my didactic and educational work more experimental.

2. The levels and content of education

This project inspired me to skim through the Hungarian education system to see where and on which level the education of traditional arts and crafts can be detected and how much emphasis is put on it.

1. Elementary and secondary school

One of the important fields of the first two years in the junior section of the elementary school is the pedagogical management of the individual age differences as well as the accomplishment of the effective learning process and motivation.

The task of the educational and pedagogical work in the senior section of primary school is to improve the key competencies leading to success in learning as well as to extend and develop the students' knowledge and abilities to be able to establish their future career orientation and prepare them for life –long learning.

The object of the educational and pedagogical work in the junior section of primary education is the every-day education of art which may be realized in the afternoon sessions as well creating a chance to improve the different individual or corporate art activities. The conditions and possibilities of art education inside and outside the classroom must be provided constantly on grades 5-12. (National Core Curriculum)

The education of art is materialized in the lesson called visual culture.

In the junior section of primary education visual culture concentrates on the acquiring of the basic elements of visual language as well as learning the basic graphical and colour techniques. Self-expression and relieved experience play an important role in this stage of life. Acquiring the works of art goes hand in hand with the process of acquiring of visual problems. The creation and interpretation of signs, layouts of maps as well as the depiction of processes and movement. Basic objects and maquettes are also constructed.

In the senior section of primary school the above mentioned basic skills appear on a higher level of conscious usage and are expanded with the basics of the most appreciable style era and tendencies by means of the most representative artists and works of art ranging from the ancient art to modern and contemporary art. Depicting and analysing the historical era inside and outside Europe as well as the objective environment of modern societies in addition, the

characteristic features of national costumes, arts and crafts, and architectural traits of their habitation are all part of the education of art at this level.

The cognition of universal values in the 9th-12th grades of secondary education is realized in a more complex, multifold, diversified and abstract way. Knowing the visual problems and the usage of various graphic and colour techniques and folklore alike are built in this stage.

Workshops of different kinds of art can be part of the education considering the facilities and opportunities of schools.

2. Institutions of basic art education, secondary art education, academy of art

According to the law of public education (LXXIX. 10 § (3)) all children have the right to be educated considering their aptitudes, abilities and interest as well as children are given the opportunity to take part in education of art in favour of their talent being detected and improved. The basic education of art establishes the artistic expresiveness, promotes the career orientation and the preparation for specialization in tertiary education. The education of art fills a crucial part in traditionalism, preserving our national values, being open-minded towards different cultures and taking in contemporary art as well.

The different art schools such as music, dance, applied arts as well as dramatic and marionett and puppet art ensure their students with education tailored to improve their abilities and to motivate them to art and self-expression and nurse their talent. The education of art regards improving abilities and imparting knowledge as tools of shaping personality. The requirements are tailored due to the child's developmental features. The emphasis is put on the development of abilities and personality.

3. Institutions of special education

The institutions of special education educate students and young adults with special education needs; mindly mentally retarded children, children with learning disabilities, autisticus, and multiply handicapped children. Children are admitted to these institutions according to the board-certified examinations.

In the years 1st-8th students learn basic art by means of the lesson called 'Representation-shaping ...'. The goal of this subject is to improve the imagination, fantasy and aesthetic sense of mentally regarded children. They need to have a positive self-image and their knowlegde must be improved with the help of discovering and the joy of success. Their

experience of materials can be boardened during work. They must find enjoyment in working, their desire to create and their task sense must be improved. Their concentration can progress by observing objects, actions and phenomena. They get to know the achitectural and artistic values and objects needed for depiction and shaping by means of fine motoric movements. Students' knowledge of preserving traditions, folkways, special days have to be broadened. They need to get acquainted with works of art and their subject-specific familiarity and skills must be improved.

In the 11th and 12th grades students are provided with the possibility to take part in the vocational training of weaving. The aim of this weaving training is to get the students to acquire the knowledge and abilities essential during the weaving process. Taking into consideration their abilities they are supposed to learn to weave on their own, as much as possible, and produce articles of personal use (tablecloth, haversacks, cushions, rugs) meanwhile getting to know the folk motifs using different colours and patterns. Besides the theoretical and practical knowledge these students are supposed not only to be able to work on a constant way but also are able to detect their mistakes and correct them. The education includes basic knowledge of folk art, folk customs, traditional arts and crafts as well as raising their interest towards our own customs, folkways and heritage.

3. Applying the experience into my pedagogical and didactic work

The danger of dropping out

Data about the signs of dropout are available. One of the most significant conclusions of both the national and international surveys suggest that recognition at an early stage, prevention and identification of the problem are the most effective methods.

The warning signs of late dropout can be detected even in the primary school. Adropout owns an extremely complex background. Each child's history is unique which makes the problem more effortful to standardize as well as to find an integrated solution. Children with disadvantaged social background and merely motivation are most likely to belong to this group. They also struggle with lack of workplaces and future prospects by the side of their parents as well meanwhile they are under-motivated. Henceforth the high rates of absence from school and the low level of family competences seem to be great obstacles to overcome. Due to the high rate of absence from classes the child drifts apart from his/her class and

mates, can not take part in the programs that contribute to form a bonable class and is unable to learn how to cope with his/her peers. Owing to some of the latter drawbacks, the child lacks behind in his/her studies, his/her grades deteriorate, and is not able to keep up with his/her classmates. Hence in the short run he/she has to sit the class again and in the long run he/she drops out without any qualifications.

The role of arts particularly fine arts as well as the role of the traditional arts and crafts in preventing drop out

1. Career orientation

The National Core Curriculum phrases the importance of career orientation as a reformable part of the school pedagogical and didactic work. It says that the schools – considering the student's age and the facilities of the school as far as possible – have to provide them with a comprehensive picture of the world of work.

The schools also have to provide their students with all the facilities and activities so that they can try their abilities, talents, and be able to indulge in the fields of their interests, find a profession, choose the most suitable trade and career for themselves henceforward they are capable of making efforts to reach all the latter goals.

For those children who belong to the group of being threatened by dropping out would forsooth need to strengthen those subjects and contents that do not burden them with theoretical knowledge, but contribute to form their practical, artifice skills and abilities used in everyday life.

Pottery and weaving can be potential solutions to the problems mentioned above as out of school activities in the form of study circles. Getting to know the pottery in progress is included in the curriculum of teaching art in my school so this way students are gifted with a great chance for self-expression.

Over and above, in my view the subject (technika) used to be taught should be introduced again which focused on teaching the methods of practical activities (for instance woodwork, metalwork, repairing bicycles, sewing, knitting and the basics of cooking).

In favour of reaching our goals the pedagogical progress should contain the new social needs occurred at the beginning of the 21st century as well as gaining knowledge and practice.

2. Improving competences, conveying literacy, knowledge accumulation

The National Core Curriculum phrases the key competencies containing 'aesthetic and art awareness and expression'. That involves the aesthetic cognition as well as the expression of images, notions, experiences, and emotions adopted in the culture of literature, music, dance, drama, puppet shows, visual art, objects and buildings.

Emphasising all these values I prioritise raising awareness to the values of local, national, European and universal cultural heritage and the outstanding works of art alike. The love of art, being broad-minded towards the expression of art, and improving the aesthetic sense in my students all support me forming positive attitudes in my students. I contribute to the improvement of my students' creativity with encouraging their openness, interest and receptiveness. I promote their creativity and the supporting skills, abilities such as divergent thinking, problem solving skill, decision making strategies, communication and cooperation skills in the craft lessons ongoing.

The art self-expression enriches the students' self-knowledge, network of relationships and the ability to be able to make their own way in the world.

3. Individual development

Individual development plays an important role in decreasing dropout. Nevertheless, individual skills can evolve in a supporting environment. It is of the utmost importance to provide mental support, psychological safety and an atmosphere of trust. The non-discriminating environment gives the child a chance to have a direct and more spontaneous expression. Learning and catching up come afterwards. Children affected by early school leaving need positive experiences on a continuous basis which keeps them in the school, strengthen their links to their institutions and make them more motivated towards school.

The aim of the art-based program is to improve the students' personality, abilities and different competences by means of the set of art instruments and complex activities that provide them with experiences. This program is an action-based, experience-like, practical method that is based on the students' own personal experience. Its aim is that the student can familiarize with the contemporary cultural heritage as well as the traditional crafts technologies including pottery, weaving meanwhile the activity is done with joy that contributes to school motivation and involves students into the progress of learning.

I deal with a 2nd- grade girl two hours per week who was chosen by the Municipality of Jászberény as partner of the consortium. On these occasions I improve the girl's skills and personality by familiarizing her with the traditional crafts techniques (weaving and pottery). From the teacher's point of view supporting successful learning is based on recognizing the student. Collecting information in a conscious, planned way defines the direction of the support, the methods and increases the effectiveness and efficiency of the cooperation.

The student himself/herself is the most determining source of information. Besides his/her physical features, appearance, health and mental stage the information gained during the conversations can be crucial. Drawing conclusions of these above mentioned information the student's values, emotions, behaviour, personality, maturity and self-image all are of great importance.

Building on these pieces of information the planned, well-targeted personal development contributes to the reduction of lagging due to study failure or/and social disadvantage. These pieces of information are also needed to develop the student's own abilities, talent as well as to enhance his/her chances of further education.

Sources of information on Rubin Kira Suki, 2nd-grade student:

1. Interview with the student
2. Interview with the parent
3. Written evaluation of the student's results (at the end of the term)
4. Description provided by her formteacher
5. Expert report by the Commission analysing learning abilities

Summary of the information on the student:

Kira was absent from school regularly because of being ill. She has difficulties in Maths and writing. Her work is mostly done with help. She often lags behind in her studies, her attention can be distracted easily. She spends his afternoons in the day-care so she does not practice at home at all.

Kira is matured somatically according to her age. Her personality is characterised by moderation, instability and anxiety. Her sense of work has been established, however, her attention can be drawn and directed. Her pace of work is slow especially in verbal work particularly in pencil.

She is short of literacy. Her speech is low-keyed. Her vocabulary and expression are behind her age. Her understanding of task is unprecise. She is not really able to work on her own, needs continuous confirmation. Her visual sense is uncertain and hesitating. Her visual-motor coordination is insecure. Her text comprehension is at a low level. She has difficulties in reading comprehension.

Kira has an intact intellectual. Her capacity operates at a low level of intelligence. She struggles with learning difficulties on fields of reading, comprehension, writing, spelling and calculus. Her efficiency may be influenced by her high number of lessons missed at school, weak auditive and visual semi-skills, insecurity and mere anxiety. Her support by development pedagogy is justified. Her progress of learning must be supported by mediation of information through more channels (auditive, visual and kinaesthetic) at the same time.

The development of her visual semi-skills, positive justification and her gaining feeling of success are also advisable.

I deal with Kira in the spirit of the National Core Curriculum, supporting her class work, her pedagogical education indirectly by enhancing the resultfulness of her competence development.

The National Core Curriculum defines "the national consciousness and patriotic education" as a field and aim of education. That means that students have to get acquainted with the values and customs of our nation and folk traditions. I concentrate on two fields and arrange the lessons around them:

1. Pottery – clay processing
2. Weaving

In the supporting occasions I have the student got to know the ancient method of clay processing, the possibilities of ornamentation, the evolution of weaving and the process of weaving as well.

How can traditional craft techniques contribute to early school leaving?

The program can be characterized by tasks which are activity-centered and require personal involvement. They are strongly attached to skills mostly needed in the labour market.

The ability of thinking and the improvement of that play a crucial part in implementation of the the mos fruitful achievement. The improvement of the abilities of thinking and the further competencies (attitudes, knowledge) attached hold a key importance in the prevention of dropping out as the ability of thinking is the basisc of the learning process.

The program has a beneficial effect in this field as well. I am explaining it in the following.

The planned activities are built ont he following fields to be developed:

1. RECOGNITION AND RECEPTION CAPACITY
 - experiencing different materials in a way giving enjoyment – the characteristics of the material are experienced directly
 - comparing the different traits of various materials – objects of pottery
 - raising awareness of the similarites and differences according to their sensible characteristics
 - using the basic tools (artistic and model equipment) – tools for shaping
 - trying out stages of different craft techniques (making a claypot, the progress of weaving and drawing it on a cardboard)

Acquisition of knowledge, learning and the development of spatial orientation

- Comparing the physical traits of different objects – objects of pottery.
- Constructive usage of visual signs and motifs – decoration, dot, spot, line and patch symbols.
- Depictions of pictures, visions, their actualization in space according to their descriptions – constructing based on pictures.
- Familiarizing with basic techniques of making objects.
- Comparing object analysis (for instance comparing the same objects used in the same activities in different cultures).

Improving skills of communication

- Interpretation and production of simple visual signs.
- Analytic talks about works of art: shape, form, function, personal experiences.
- Depicting pictures and visions.

2. CREATIVITY

Developing creativity

- Experiencing new techniques
- Producing basic objects
- Creating decorative surfaces
- The functionalism and aesthetic quality of objects

Developing problem-solving thinking

- The direct and self-dependent interpretation of the tasks given
- Solving problems and workflow with the help of the teacher
- Solving subtasks on her own
- Practicing using material in an economic way
- Configuring a sensible and economical order of workflow

3. SELF-KNOWLEDGE, SELF-CRITICISM, SELF-REGULATION

- Reviewing her own abilities – I can do it.
- Reviewing her own values – self-efficiency
- Self-criticism – phrasing results, achievements, failures, detecting mistakes
- Cooperation – obeying orders, accepting help, self-service
- Composing her own layered opinion while analysing works of art
- Analysing her good and bad decisions during her own flow of production

These occasions are by far not enough to abolish the risk of dropping out as well as its family, social, health and school factors, however, the advantageous effects of these occasions are unquestionable as they give the student the opportunity to try out various tasks. They also draw the child's attention to activities that enhance her motivation towards school tasks as well. Her communication skills are also improved. The work done on a persistent way cultivates the engagement, endurance and logic towards work.

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