

COMMUNICATIONAL SPIRITUAL CULTURE IN THE CONTEXT OF PRIMARY EDUCATION IN SLOVAKIA

KOMUNIKACIJSKA DUHOVNA KULTURA U KONTEKSTU OSNOVNOG OBRAZOVANJA U SLOVAČKOJ

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Abstract

The contribution shows a current trends related to the application of spiritual culture in the educational process of primary education. Through differentiated characters it shows possible means for the implementation of folk art in creative arts activities in the educational process. The main narrative line of the paper is to demonstrate the application of elements of folk traditions in primary education, which is important foundation for the formation of positive attitudes to cultural heritage. It shows the possible cross-curricular context in the very educational process to enhance national awareness in children.

Nowadays we see many educational methods and forms, dominated by various technical achievements of the time. Often we are dealing with alternative procedures to improve and enhance the educational process. Many times the significant wealth of folk art and cultural heritage that is unique to each country is neglected. The diversity of rare spiritual folk culture is a good source of inspiration for various educational activities in the area of education. Spiritual folk culture can be characterized as the summary of the components and elements of folk culture that can satisfied spiritual needs of man. In a system of spiritual culture in ethnography can be included popular religiosity, folk art, folklore (music, dance, literature and verbal), various folk traditions (family and family relationships, family customs) and rituals, traditional imaginations and knowledge about nature and man, the supernatural beings and forces, magic, hygiene and traditional medicine, metrology, aerospace, ori-

Sažetak

Rad prikazuje trenutne trendove koji se odnose na primjenu duhovne kulture u odgojno-obrazovnom procesu primarnog obrazovanja. Kroz diferencirane likove prikazuju se mogući načini za implementaciju narodne umjetnosti u kreativne umjetničke aktivnosti u obrazovnom procesu. Glavna narativna linija rada je prikazati primjenu elemenata narodnih tradicija u osnovnom obrazovanju, što je važan temelj za formiranje pozitivnih stavova prema kulturnoj baštini. Prikazuje se mogući multidisciplinarni kontekst u samom obrazovnom procesu kako bi se poboljšala nacionalna svijest kod djece.

entation in space and time and also the production and use of material values /1/.

For spiritual culture is typical combining individual elements or their merging or linking and, therefore, in one time horizon are most common parts genetically related to various developmental epochs. An important example of the use and application of spiritual culture in education is motivation through inspirational moments in slovak folk piety, which is linked to everyday life. These are all moments that create, coherent line of one's birth until his death. All domestic and field work, all the worries and joys of man, his family, and even the whole village and Catholic society was under God's protection and the protection of Mary. In the ordinary catholic households were visual artifacts, sacred images, adjusted with own individual aesthetic feeling, from which you perform domestic worship. Similarly, the cult of saints is closely tied to everyday life and needs of catholic, peasant or

craftsman. In folk religiosity it is possible to find elements of sensualism and practicality. People have gradually adapted to the religious teachings that is close to them and to their own peasant culture /2/. Folk piety is thus a reflection of religion in daily life of man. It is linked with the official church doctrine /3/. For the educational process in the subject of regional education it is necessary to use elements of folklore. Whether music, dance or folk compound expressions. Folk music in its content includes all the elements of folk art, which are based on expressions of music, namely the folk song and folk instrumental music. In the songs folk music is immediately connected with folk poetry and instrumental music component is connected with folklore dances /4/. People's spiritual culture offers us many children's dance and movement games that can be applied in the original educational process. These dances and games help to educate children in the emotional and moral, develop a sense of beauty, the culture movement, harmony, goodness, waking up valuable human qualities such as dedication and fairness. Reflect the love for nature and promote an interest in animals, work and play. Children can enjoy it in a natural way. Folk dance in its content includes: folk dance and also folk games that work together with rhythmically moving /5/. Folk dance was an important cultural expressions, as well as an essential part of social life. Folk dances are most commonly associated with rural part of the population - farmers, shepherds, woodcutters, blacksmiths, shoemakers, cobblers etc. /6/. Folk dances have musically linked, strong form of movement that is stabilized within different types of dance types, functionally tied to cultural traditions and aesthetic feelings of rural environment. Dances with music, songs and games create a single organic line, which forms part of the bearing ceremonies and socially entertainment. They have a ceremonial function or entertaining fun /7/. Multiple folklore expressions combine into one coherent part various types of folklore such as song, music, dramatic speech, dance and more. These include: folk games - eg. Bethlehem game, drama, festivals and customs /8/. Children's folk dance can be used in the educational process, mostly in the sport, pro-social, musical and literary education. Motion component in folk dance is an independ-

ent expression and not just a complement to the action. This fact distinguishes the folk dance from movement games with song, rhyme and music /9/. Important role in the spiritual folk culture has fine art, whether planar or spatial character. The visual effects of planar art are various paintings on glass, on paper, canvas and so on., as well as lot of diverse printing or punching. In spatial art we can find a different plastics made of wood, stone or other materials. Activities associated with the presentation of folk art can be active or receptive character. By the application of particular elements we can use several types of organizational forms of teaching. Pupala and Zápotočná /10/ agree that when culture is more richer, more qualified, more diverse and differentiated, the more complex than the acculturated process is more complicated, that means it is more necessary to facilitate this process. This function have to take each school to which will help acculturation dominant role. School educate children in stable cultural values that enable children to get especially the link with that what is for their cultural area characteristic semantically relevant and generally acceptable. It also argues that this process is education and knowledge in the school involved to ensure continuity of values between generations, recognizing the potential reproduction and reconstruction of these values, a new generation. Culture of each nation is manifested by knowing of ethno-cultural traditions. Therefore, an integral part of education at all levels and types of schools from pre-school education should be acquainted with the folk traditions of the manifestations of material but also spiritual culture /11/.

Folklore in education has three key functions:

- a) Social, which is reflected in its social sense. Pre-school children with games, drills and dance converge, creating cohesion within communities, children are to each other sympathetic and perceptive.
- b) a culture that is reflected in the knowledge and understanding of the ancestors way of life. They feel their joys, pains, worries, desires and sentiments often expressed by singing, dancing and games, especially the various ceremonies (wedding, harvest, carnivals, etc.).
- c) National, which is reflected in the knowledge of the cultural heritage of their own nation. It

teaches children to know the history of their ancestors and to be active in maintaining the cultural and national traditions, to create their positions and relations /12/. For the implementation of elements of folk spiritual culture is the best use of activating different forms and methods of teaching. Masariková's /13/ report said that pedagogy effectively helps in the process of getting to know their own history of the region and creating a positive relationship to the natural and cultural monuments. An important role in this context has the staging method, whose essence lies in the fact that children play a role, respectively, they stage a situation /14/. Playing the role is helping students to express personal views and thoughts /15/. These methods can be applied to children's or folk theater, but also to the composite expressions of folklore. The character of folk theater has in the folklore many folk customs and traditions of the game. The basic features include a dramatic transformation of human character, the use of masks, props and costumes, the use of movement, facial expressions, language, and others. In our conditions, it is a school play, Passion play, Bethlehem game, Game of St. Dorothy and the like. One of the most popular folk theaters are the children's theater and puppet theatre /16/. Horizon of folk theater is therefore very wide. In its content includes not only the popular drama, but all manifestations of folklore reflected in the dramatic theater forms or flowing symptoms. The sphere of theater's interest creates dramatic way, dialogue, costume, prop, gesture, mask, facial expressions and so on. /17/. This example of number of aesthetic elements in one piece can create an interdisciplinary dialogue of the components. It offers application as a valuable dimension to cross-curricular context in the connection to learning process in primary education.

Suitable for the educational process is a method for the task. The Task is to create and use every teaching situation to ensure that students achieve a certain teaching objective /18/. Also, situational method, which is based on solving a problematic educational tasks following the confrontation of knowledge, skills, beliefs and attitudes of individual actors /19/. The scope for application of the spiritual elements of folk culture in primary education in Slovakia, is provided by education

in arts and culture (in particular items of Music and Art), Language and communication (specifically Slovak language and literature), Nature and Society (Geography subject), People and Values (specific subjects Religious and Ethical Education), Health and movement (the subject of Physical Education), which are precisely defined in the State Education Programme ISCED 1 - primary education. This area extends the cross-cutting themes, as best suitable are regional education and traditional folk culture and multicultural education (ISCED 1). The regional education, which is the most ideal subject of the cross-cutting themes in this educational process must be in choosing curriculum topics of regional themes compliance with certain principles /20/:

- Quantity of regional information must not be contradictory to the educational scheme,
- Inclusion of regional elements must be in response to a teaching subject,
- It is necessary to select important personalities, work, etc. in regional theme. It should have typical features of the region and represent a positive model for students,
- The impact of regional affiliation in relation to citizenship and nationality should not exaggerate or attribute values to not correspond reality,
- Should be a balanced focus on the artistic, conceptual, cognitive and educational values of regional development.

According to Vavrdová /21/, the inclusion of elements of the regional education greatly enrich pupils' education of new knowledge concerning the proximate environment. These are classified knowledge and understanding of the history, traditions, customs and so on. Selection should be done very carefully with regard to pupils' knowledge and their level of intellectual development.

In all subjects, the possibility of folk culture at various educational topics is offered throughout the school year. Including all current possibilities of integrating modern technology into educational practice, it is possible to use also the multimedia /22/.

Important role in motivating students, are the intentions of the teacher's personality. Its role should be an effort that took students to encourage their external stimuli and internal motivation

to keep this state of attention and interest in continual. /23/. It is just the creativity of the teacher to know and apply the appropriate use of the interdisciplinary character of subjects in the educational process and also in the whole pedagogic system.

The area of spiritual folk culture includes a number of issues that affect all areas of aesthetic education. It's continuous intersection creates a single action line, which contributes to the presentation of folk art and creating relationship to national identity.

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