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REGIONAL PRINCIPLES IN THE PRIMARY EDUCATION IN SLOVAKIA

REGIONALNI PRINCIPI U OSNOVNOM OBRAZOVANJU U SLOVAČKOJ

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Abstract

Regional formation is a significant means of a focused cognition of the region with the aim to create a positive relation to its natural and cultural values and relation to the homeland. Knowledge of a region in its diversity and formation of a relationship with its cultural and natural values comes from the knowledge of the nearest environment- region. In the new educational programme teachers in Slovakia can apply regional principles with in the educational process. They can be applied through suitable didactical methods and organizational forms in all educational areas. Radical globalisation of culture appeals to reinforcement of regional knowledge that is possible to develop by means of suitable methods of education through experience in primary education.

At the time of significant changes related to the conversion of the European Union, it is necessary that each nation has become a full member of the concerted unit. Full-validity is particularly essential in the retention of the principles of the nation, which largely represents folk culture and natural heritage. Their preservation and presentation can be made right through well targeted and managed the educational process. Slovakia may be right proud of its rich national history and culture and it is worth to keep them constantly, nurtured and spread. Knowledge of the country in its diversity, its natural resources, history and cultural traditions and create respect, is based on knowledge of the local environment, their community, region. Regional education plays an important role in this topic. The regional training is to shape a positive relationship with children:

- to its community, to the region, home and the nation through the knowledge of the local landscape, its history, culture and

Sažetak

Regionalno obrazovanje je važno sredstvo razumijevanja regije, s ciljem namjernog stvaranja pozitivnog odnosa prema prirodnim i kulturnim vrijednostima i prema zemlji. Poznavanje regije u svojoj raznolikosti i njezin odnos prema stvaranju kulturnih i prirodnih vrijednosti se temelji na znanju o tom području, odnosno regiji. U novim programima osnovnoga obrazovanja u Slovačkoj bit će otvoren put nastavnicima za regionalnu primjenu načela u obrazovnom procesu u svim obrazovnim područjima. Oni se mogu primijeniti upotrebom odgovarajućih nastavnih metoda i organizacijskih oblika. Značajna kulturna globalizacija poziva za jačanje regionalne svijesti, što djeci u osnovnim školama omogućuje da razviju odgovarajuće metode iskustvenog učenja.

traditions, through the formation of national consciousness in children;

- to the natural wealth of their own community through learning about nature and its values,
- to cultural values of community that are embodied not only in traditional manifestations of culture, but also in regional literature and artistic works,
- to the natural, historical and cultural values through their understanding and ownership of music, dance, technical or skill, subject to commitment to the region.

Without knowing the region in its diversity, a wide range of characteristic phenomena, without knowing its history, cultural traditions, natural resources, or eminent persons, it is not possible to shape and strengthen the national awareness of children can not develop their overall personality.

Using elements of the regional education in educational process in primary education can shape the relationship to the cultural and natural

heritage of the region and creatively communicate with history. The inclusion of elements of regional education in the educational process is an important factor for understanding the past and present. In Slovakia, there is two-level model of participatory management of schools. Documents are on two levels: the state - public and school educational programs - school educational programs. Public education program of primary education - ISCED 1 calls to stimulate cognitive curiosity of children based on their personal knowledge. It is based on the procedure from the famous to the unknown in the acquisition of new experiences of observation and experiential activities related to the life of the child and his immediate cultural and natural environment, so that it is closely linked to the regional education (www.statpedu.sk). Unlimited possibilities for the application of the regional elements of the educational process offered by the school teacher education program, as a matter of schools is to make the school curriculum to local circumstances, the school can through its own educational program dotvárať curriculum to the specific regional circumstances. In addition to cognitive components has regional elements and the emotional charge in the curriculum has its methodological significance. Pupils learn conscious cognition, which encourages

development of thinking, and effective in helping to develop writing skills. Its size is a complex, what is also reflected in other Educational value. These are prerequisites for the integration of learning content subjects. Regional content is static, its educational potential have the character to live only in the scope of the educational process, which is reflected in the activities of teacher formy, methods and means in which the student activity survives the content. From a regional based content and educational methods with emphasis on the formative function. It shows the development of the system and create a model regional training for primary education. National Institute for Education in this context, cross-cutting issue and prepare a regional education and traditional folk culture as part of a public education program (please see www.minedu.sk). Regional Training Course can be included as an optional subject in school curriculum. Schools, which will not include the regional education as an optional course, can implement elements of the regional education into all learning areas in primary education. The following table (Table 1) indicates the inclusion of elements of the draft regional education in the educational process in primary education by training areas in the national training program, ISCED 1.

Tab. 1 Elements of the regional training in educational areas, public education program ISCED 1

ISCED 1 TRAINING AREA	SUBJECTS	PROPOSAL FOR POSSIBLE INCLUSION OF THE ELEMENTS OF REGIONAL EDUCATION
Language and communication	Slovak language and literature	Developing communicative and readers competence - knowing their own language, which can also be seen as a sign of national and individual identity, familiarity with the tongue, with his mastery of the region through significant works of literature and literary personalities.
	Foreign language	Getting to know the way of life of people in other countries, their country and their cultural traditions, followed by comparison with their own regional conditions.
Mathematics and work with information	Mathematics	Developing orientation in space
	Informatics education	The use of ICT for obtaining, processing and transmission of information with regional themes

Tab. 1 Elements of the regional training in educational areas, public education program ISCED 1

ISCED 1 TRAINING AREA	SUBJECTS	PROPOSAL FOR POSSIBLE INCLUSION OF THE ELEMENTS OF REGIONAL EDUCATION
Nature and community	Natural science	Recognition, observation of nature around, observing the changes in the environment of nature protection in the region
	Homeland study	Getting to know the region, focusing on the present and past familiarity with the cultural values and cultural traditions and customs of the region through development of national consciousness .
Human and values	Ethic	Development of social skills, the formation of human identity and value orientation, cultivate respect for human beings, nature and relationship to national values, development o ethical standards
	Religion	Developing of understanding and tolerance in respect of other nationalities and konfesiám, shaping human identity and value orientation of the development of Christian traditions
Human and the world o work	Workshops	Folk traditions and crafts
Art and culture	Art courses	Art expession of pupils about Slovak cultural heritage, focusing on the region (painting, music dance, drama and other speech), understand the importance of cultural and artistic heritage
	Music courses	
Health and sport	Physical education	Outdoor activities and seasonal locomotor activity

It follows that elements of the regional education should be respecting the child's age selections, and assess appropriate teaching methods and forms to implement the educational process of primary education in all primary schools, not only in primary school focused on regional education. When introducing elements of the regional education into the educational process must be in choosing topics of regional compliance with certain principles /1/:

- the quantity of regional information may be inconsistent with the teaching plan,
- regional mapping of the elements must be in relation to teaching substance
- on regional themes to be selected personality, work, etc.. Which are typical features of a region or a positive role model for pupils
- the impact of regional affiliation in relation to citizenship and nationality should not be

exaggerated, nor the value attribute of reality,
 - it must be a balanced focus on the artistic, conceptual, cognitive and educational value of regional production.

In implementing the regional elements of the educational process is necessary to use an dynamic methods should respect the developmental specific figures, and therefore should be based on immediate knowledge. It is important to develop peacefully flowing point of compatibility with the theoretical knowledge and develop a meaningful action and improve the sensitivity with emotionality. Learning experience is certainly more effective than verbal learning of new knowledge. Learning experience shape and develop personal qualities such students to motivate them not only to knowledge of culture and history of the region, but also motivate them to protect and improve the environment /2/.

Masariková /3/ states that the education experience to effectively help in the process of getting to know their own history of the region and creating a positive relationship to the natural and cultural monuments. Important role in the intentions of pupil motivation plays teacher's personality. Its role should be to make efforts to pupils took to the external stimulation encourage internal motivation and that this state of attention and interest in trying to keep a certain way /4/. This is necessary in children, especially in learning about the historical aspect of the region to meet with the history of the village did not understand the past as a relict. It is imperative that teachers use activities that build on the curiosity of a child using their imagination and spontaneity, and also to create space for meaningful activities in which students have the opportunity to examine, explore, emotional experience, assess and evaluate the facts and phenomena from the immediate surroundings direct contact with them. However, the emphasis is on cooperation and that the students acquire the foundations for effective cooperation in the group. A suitable method in this respect shows the design method. The use of various creative methods to facilitate the development of cognitive and noncognitive functions, which are aimed at survival, experience of feelings and emotions in education. Creative methods shape students in critical thinking and in non-violent way help to transform the knowledge to the constant knowledge. It also learns to express their views, argue and assess /5/. It should be remembered that the effective application of the principles of region has influence not only the selection of appropriate teaching methods and forms but also the teacher's personality, his competence as well as the overall positive climate of the creative class and school. Through knowledge of the region child creates gradually relationship to country and surroundings. Therefore must be used very opportunity to revitalize and preserve cultural and natural wealth, material and spiritual heritage and into daily lives it has to be include recognition of its regional implementation of the local landscape principles.

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