

PROCEDURES ENHANCING THE ACCOMPLISHMENT DURING THE UPBRINGING OF 9-10 YEARS OLD CHILDREN

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Abstract: This paper presents four complex methods, these are as follows: art of teaching, lessons are coordinated around one emphasized topic, pedagogy of museum, forest school. These experimental methods make young children's learning process easier. Children get deeper and more useable knowledge with experimental way than traditional teaching methods. This can especially be seen in the groups of children to whom learning is difficult on verbal way or who have some learning disabilities. All of these are verified with data earned from the results of group of children learned in different way.

Key words: complex methods, art of teaching, lesson coordinated around one emphasized topic, pedagogy of museum, forest school

Introduction

The specialist literature of the last decade revealed many methodological innovations; in fact, we can talk about a serious paradigm shift that indicates a change concerning our previous views about teaching and learning. Especially our notions regarding the task of school and teacher and the interpretation of the learning procedure have significantly changed. In short, we can state that instead of the primary mediatory function of teaching and the bare verbal acquisition of factual knowledge, the emphasis has been put on the work of the pupil and his/her independent discoveries and interests. From the teacher's point of view the guidance of learning and observation of the whole learning procedure have gotten in the centre of attention instead of the classical teaching and knowledge transfer.

Parallel to this, the aim of the education has widened because it has become essential that the pupils acquire behavioral forms and modern thinking forms beyond concrete knowledge.

Variety of methods for processing a topic

Defining learning in this sense, we can say that the final result of the learning process is not merely the successful performance of a measurable repetition, an exam or a test, but a surplus affecting the entire personality of the child that the complex method offers.

In this pedagogical way of thinking, the repository of the methods is widened by the "Lehrkunst", in the English language area it is called the "Art of teaching" that became known in Germany, Switzerland and in the Netherlands, respectively. Observing this procedure superficially, we could easily interpret this method as a project, but actually, the basis philosophy of learning and teaching is completely different.

The basis concept goes back to Martin Wagenschein (1896-1988) who tried to answer the questions of natural sciences by making use of the child's curiosity and taking into consideration the characteristics of the its thinking. In the 1990s, the method achieved its purpose in the German language area and after a decade-with Dutch mediation- the Hungarian experts of pedagogy noticed the possibilities that are inherent in this method. At the head of it, we find the academics of the Eötvös Loránd University and Károli Gáspár University of the Reformed Church.

What does Lehrkunst actually mean in short summary? Considering its content, this is a very complex method constructed thoroughly in advance, but it also adjusts to the momentary pedagogical situation offering the child the possibility to obtain experience.

The subject can be the examination of phenomena that surround our everyday lives, but because of its complexity, the connection between cause and effect is not necessarily understandable for the child. These might be the laws of nature, discoveries but social phenomena as well. The comprehensive genetic, Socratic, allegorical- analogical and dramatic approach namely the many-sided approach of the given subject makes this method unique.

In the course of the genetic approach, the children go through the experience, observation and examination of the central phenomenon with the guidance of the teacher, and by discovering it, they realize at their own pace the driving force of the phenomenon.

It is essential to mention that the solution should never be disclosed by the teacher, but every child should attain the recognition on his/her own that cannot be rushed but should be guided by appropriate questions.

During the genetic process, the children acquire the experience to thoroughly observe certain things in the logical order of formation and construction. Meanwhile they can interpret and review the experiences in order to search for solutions by themselves with the aid of experimentation. Real immersion in the phenomena raises the interest of the child urging him/her to further research, independent acquisition of knowledge and independent thinking.

It is hard to develop this kind of thinking with the customary methods that impart knowledge. Another principle of the learning process is the Socratic approach. It urges children to converse and think with open questions. The teacher does not allow the children to acquiesce in a solution but urges them to have doubts. He/She outlines alternatives, harps on the question and therefore, the child is forced to think, express his/her opinion, take a stand and finally make certain of that particular question. It is important to mention that the questions must be formulated in such a way that the child can find the answers in an empirical way. Thus, the way of hearing, reading or getting information from a teacher or parents cannot be the solution for the answer. During this period, the role of the teacher is to follow the children in order to find out whether they really did understand the essence of the matter and not only acknowledged or slavishly accepted it.

In the course of the formulation of the questions, the teacher is also involved in the cognition; they deal together with the questions and the teacher leads the children with his/her questions to more profound and more exact cognition. This conversation carries forward the thinking of the children and they get to know each other's conceptions, thoughts and logic.

The questions of the schoolmates can arouse curiosity and all children are challenged to precisely define the given problem on their own and to get immersed in the solution of that particular problem.

The third important element is the exemplariness-exemplification. In every part of the art of teaching play, one must create the conditions for the children to acquire experience and as far as possible, all sense organs should be integrated into this process. Of great importance is the dramatic working up where the subject is presented to the children by the teacher in so-called acts. Giving up his/her traditional role, the teacher appears as a character often performing a central role. The teacher speaks in first person singular presenting his/her own problem to the children. The teacher is the director while the children play the actors and playfellows, respectively. These little dramatic plays are founded on teaching-learning experiences and the feelings of teaching and aesthetic experience are equally important. In these dramatic parts, all kinds of devices and costumes are used. They contribute to the full experience and therefore it is possible that both the child and the teacher participate in the teaching process with their mental abilities and whole personalities.

In the first place, this method is suitable for teachers who like experiments, varied methods and special challenges and whose idea concerning school innovation is not about the reform of the curriculum but who strive to renew their own didactics. It is essential that the teacher be capable of stepping out of the habitual framework of subjects and be open to the free-thinking of the children. Moreover, he/she should not be in despair when certain pedagogical situations require much creativity and fast solutions

of sudden situations. During every realization of an art of teaching play the teacher is present not only with his/her intelligence but his/her entire personality is involved in the process. By putting the realistic moments in the limelight, the teacher cannot be content with the customary demonstration but his/her, real task consists of the experience of phenomena and discovery of the connection between cause and effect. The topic does not belong to any school subject or branch of science but it is connected to a concrete and real problem that can be experienced. Although the child can only be part of several art of teaching plays during his/her school years, they nevertheless imprint very deeply on his/her memory and knowledge of experience (Mikonya, 2005)

While art of teaching plays can mainly be applied to children of school age, knowledge transfer based on only one central topic and organization of the syllabus can be applied to both schoolchildren and children attending kindergarten. (Györgyiné, 2008/b)

From this point of view, those groups of children can be considered lucky whose teacher teaches every subject. In this case, it can easier be realized that the different subjects are not separated from each other and the children can deal with concrete or closely related educational contents within time limits. This central subject can touch upon any field of life or science. It can be any object, living being, natural phenomenon or physical law but also human inventions and mental products. This method works especially well in those schools where there is no strict, fixed schedule and the subjects are not necessarily separated after the lessons. In such schools, unbelievable tranquility, order and discipline prevail because the children know that after successfully accomplishing the schoolwork and finishing the tasks, the time for break and play comes that can last longer than in traditionally organized schools. In such schools, the children do not perceive the different activities as strict lessons but as common work and activity. In contrast to traditional class organization, these activities can keep the attention of the children much longer. Of course, not every school is open to this method because they stick to cycles lasting of 30-45-60 minutes, but there is a possibility to teach complex lessons from time to time even in these schools. At any rate, it is advisable to organize such an occasion every month, because on the one hand, it really does inspire the children and on the other hand, the existing knowledge can excellently alloy and synthesize. Since the acquired knowledge is applied under other teaching circumstances as well, it is easier to use them in the practice, too. Such a complex activity can be a small project and a many-sided approach of a subject, but the realization of the above-mentioned art of teaching play belongs also here. The possibilities broaden out when not merely children of the same age participate in these activities but also younger or older children who show interest in the topic. (Györgyiné, 2008)

In order to make the children's knowledge more naturalistic and far-reaching, we can now leave behind not only the framework of the classic lesson and classification, but school environment as well. The perfect ground for this is the museum.

The pedagogy of museum connects the school's teaching work with the knowledge transfer role of the museum. Every museum arranges the programs relying on its own collection and exhibition material taking into consideration the fixed aims of the educational institutions for the particular age group. Of great importance is the activity for different age groups since the children should get to know the museum and become fond of it as early as possible. When visiting a museum or taking part in a museum pedagogical activity, the independent discovery and experience, the activities and the acquisition of practical application of new knowledge come to the front. Organized museum pedagogical activities offer considerably more than simple museum visits since the pedagogue can create the opportunity for children to take certain objects into their hands. It can be similarly exciting when the children obtain an insight into the secret world of the museums. Practice shows us that the answer sheets used in the museums or the information sheets can highly animate children and these experiences are lasting. Similar to the art of teaching, it is not possible in the museum to concentrate on a concrete syllabus by means of a concrete method. The essence of both lies in the possibility to deal simultaneously with knowledge and educational contents that are connected to different subjects.

A successful museum visit requires complex preparations on the part of the pedagogues accompanying the children, as well as the pupils and the museum pedagogues.

- a) The pedagogue must determine the exact subject of the visit, how the syllabus appears in the museum, and of course the educational aim of the visit. When realizing this, it can be a summary, commemoration or even new acquisition of knowledge. It is the task of the pedagogue to give different observational standpoints. He/she must calculate how much time it takes to get from the school to museum and how the children can get there. Furthermore, he/she must exactly plan how much time they are going to spend there in order to take part in the museum activities while paying attention to the very important fact that the children's interest must be engaged from beginning to end.
- b) The schoolchildren must understand the purpose of the museum visit and the observational viewpoints. Furthermore, they must also remember what kind of preparatory work preceded the museum visit.
- c) During the preparations, the museum pedagogue has the most important role. He/she makes plans for the visit with regard to the particular group of children.

The activities of museum pedagogy can relate to the syllabus or can even widen knowledge beyond the syllabus. There are many-sided and diverse. According to their possibilities, the museums endeavor to offer multicolored and individual programs and activities using their creativity. Apart from knowledge transfer the essential function of museum pedagogical activities consists of gradually teaching the children to become more curious, develop an eagerness for knowledge and regularly visit museums. (Szabolcs – Foghtúy, 2010)

Stepping over the immediate place of residence, the ideal learning environment is the forest school. When considering its location the forest school differs from the classical school and it can be stated that this is certainly a peculiar form of teaching organization. With regard to its content, it constitutes the integrant part of the school syllabus; the object of cognition is the natural, built and socio-cultural environment of the forest school's locality. The realization of the program bases fundamentally upon the active and strenuous actions of the schoolchildren. The process of acquisition of knowledge is built on cooperative learning techniques and the application of the project method. In addition, it also takes advantage of the possibilities concerning socialization that lie in the common activities.

The forest school is not identifiable with any field of education. In the first place, the concept refers to the organization of learning and not to its content or methods. The purpose of the forest school lies not merely in the education, but it also has a strong attitude forming power. Nevertheless, it can only be efficient when the peculiar atmosphere of the place and milieu are also taken into consideration. The forest school is not just a locality where knowledge transfer takes place but also an exciting playground. In accordance with this, its purpose and function can widen knowledge or develop abilities. In fact, the forest school is a special pedagogical project that lasts at best a teaching week. The location should be a geographical region that differs from the place of residence. The most important pedagogical feature of the forest school lies in its ability to build community and it is the best place to develop an environmentally conscious behavior. It is useful when the forest school has a central subject like the subject week, complex activity or art of teaching play.

The subject can be some natural thing or topicality, for example the locality itself. The activities in the forest school are not systemized as school subjects. They enrich the knowledge and abilities of the children although they diverge from the syllabus more or less. Like in every project, it is important in forest schools that the children have a role in every single part starting from the invention of the activity system of the forest school up to the subsequent evaluation. Concerning the content the forest school should infiltrate into the "normal", daily life of the school. It should also have precedents and consequences. (Bilku, 2009)

The complex methods, diverse constitutional forms and frameworks can surpass the average school results by far, if we treat them with appropriate pedagogical knowledge. The probable results can be as follows:

- In the course of the common work and reliance upon each other, the social responsiveness of the children develops to a large extent. Furthermore, by means of self-knowledge plays their personality becomes subtler and richer.

- Acquiring knowledge by experience provides for deeply stabilized knowledge.
- A closer and more informal relationship develops between teachers and schoolchildren. Both teacher and schoolchild can show personal traits that cannot unfold in the school environment.
- Every child gets the possibility to show himself/herself and his/her talent in a situation where he/she can achieve the most.
- Because of the free activity, children on the periphery can come to the front.

Regarding any procedures, there is the possibility to make documentation about the learning process. This documentation can be a task, maybe a manufactured object that serves as a souvenir for the children afterward. On the part of the teacher, the work calls for dedication and professional preparation. The usual daily routine is not sufficient competence for the direction of such type of teaching.

Generally, in every country in Europe and in Hungary as well, teaching colleges teach these procedures to the teachers to- be. However, in many schools, there is no chance to put them into practice. Inhibiting factors can be the governing body of the school, the teacher or even the parents who object to these occasions. They oppose it despite the fact that both the pedagogues and the parents are aware of the fact that learning by experience is an active way of learning and development. Knowledge does not literally come from the teacher but the children acquire knowledge and get to know the world by their own effort with the help of a wise, determined but indirect guidance of the teacher that often has a stronger effect than direct guidance. (Györgyiné, 2012)

Empirical approach

Our small sample research that wanted to find out what kind of results we get when teaching a certain amount of factual material (25 concrete determined new information) with different educational methods proves it properly. Characteristics of the sampling: The survey took place in two settlements in Hungary, in the popular primary school of a big city and in the single school of a bigger village where the number of underprivileged children is above average. Both settlements are located near Budapest. Examined age group: third class. The education occurred in the interests of the aesthetical-artistic consciousness and development of the ability of expression including literature, music, architecture and visual arts. The main motive was the dome, the domed structure. The idea behind the selection of the topic was the method of “Lehrkunst”. Among other things, it was examined how a domed cathedral looks from the inside and the outside. We examined what kind of representation we encounter in painting and artistic photographs. Furthermore, we also looked for examples from the repertoire of children in order to find out the meaning of the domed structure in music. The teachers who took part in the experiment paid special attention to the discussion of the data and the facts that were precisely stated beforehand. By doing so, it was ensured that the achievement of the groups could be compared on the occasion of the survey. The number of the conveyed and questioned information (questions) was uniformly 30.

In both schools, three-three classes took part in the pedagogical experiment. The composition of the classes was almost identical. In the written examination all children, altogether 150 pupils filled out the same questionnaire. In every case, the same number of concrete facts (30) was asked.

Per School

- in the first type of experimental class the transfer of knowledge occurred with factual verbal communication under frontal circumstances, available devices were a CD player and printed textbooks
- in the second type of experimental class the teacher received the task to use demonstration as often as possible while transferring knowledge but the teaching must go on under traditional circumstances
- in the third type of experimental class the teacher made use of the complex activity method, in both schools with mixed methods using the elements of the above-mentioned solutions.

In connection with the peculiarities of the sampling, it must be said that the data of comparison might be distorted because during the research six teachers were involved in the transfer of knowledge in their own classes. Within the school, the pupils of these classes had the same mental ability. Therefore, subjective factors might slightly affect the result. The head of the experiment controlled the survey on the spot. The identical tasks were evaluated on the basis of identical principles.

In the following, we can see the significant deviation of the results after the three different teaching methods. The number of children in the classes was nearly the same; we examine the performance of the 25-25 children at random. Table 1 shows the percentual results of the classes and the extent of deviation from the average result.

Table 1. Percentual results of the classes and standard deviation

Average of the results in percentage			
Frontal	demonstrative	complex	
44,36	55,52	72,6	School in city
34,56	46,44	71,76	School in village

Dispersion - deviation from the average			
Frontal	demonstrative	complex	
18,06	17,47	12,41	School in city
14,5	13,82	7,88	School in village

When looking at the results, it is unambiguous that the performance can be enhanced by using demonstrative and complex methods, respectively. It was to be expected.

However, it is surprising that the performance of the children attending the city school increased by 28,24% and the performance of the rural children shows a considerably higher value, the increase in performance is 37,2%.

Conclusion

It is an interesting and stimulating result that the application of complex methods yields a more balanced knowledge and the deviation between the percental performances of the individual schoolchildren is smaller. It suggests that the complex methods are appropriate to help children with weaker performances catch up.

It draws attention to the fact that the methodological renewal of the teacher and the diverse organization of teaching have very good results. Applying these improves not only the learning group's love of work and the atmosphere in the class, but it also brings considerable measurable results.

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