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Educational Methods in our Changing World

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Schools of nowadays build on the average children in many aspects. Average are the children, who develop physically and mentally according to their age and are motivated optimally to acquire new knowledge. However, more and more children enter the schools, who are different from the average and are not engaged by learning. According to the pedagogues they are bad, but if they do not improve after the expected time period, they are sent to examinations and labelled as being hyperactive or having behavior or attention disorders. It often happens that these children are sent to other schools, as they do not match the image of a well-behaving good student, even though they may have good cognitive skills. Children of nowadays gather significant knowledge on their own, with the help of the media, internet and the smartphones. They read day-by-day, though in a little different way, than expected. They do not read long books and novels, rather short news interesting and useful for them and thick, short, but informative summaries of different topics of their interest. They also think – but not on mathematical examples, but on the best outcomes of computer games and the most reasonable ways to win. Our students continuously fight for gaining new knowledge, which may be a shorter or longer period for some, and there are areas in which they are far more knowledgeable than their parents or the pedagogues. Considering this, we need to raise the question: is it the fault of students regarded lazy or uninterested that they may not be that successful in school? Probably it is not them, but the old-fashioned schools and educational methods.

Differences between children may range on a huge scale; however, institutionalized education with huge classes does not make it possible to differentiate. Differences are not only visible in the knowledge of one subject or another, but also in their general picture of the world, values, ethical views, motivation, attitude towards work and society.

Professional competences of pedagogues are crucial in this new situation. Besides pedagogical, psychological knowledge there is a huge emphasis on a rich methodological toolbar, while empathy, social sensitivity and tolerance towards differences is also highly important. It is

important for children to achieve a feeling of success in school, have an aim in life, have a positive vision of the future and learn that they need to fight for the knowledge necessary for them. Besides learning, children need to be provided with an opportunity to apply their abilities and show their talents. Schools need to strive for providing equal opportunities for all children within their walls.

Changes in educational culture

The intensified social changes have raised the need for the reformation of educational culture, which had become crucial by nowadays. Education of pedagogues should be a continuous task of the professional community to switch the focus from constant problem-solving and making up for the test-failures. Bachelor's pedagogue education needs to be progressive, and a toolbar has to be established, which suits the expectations of our age and can successfully be applied among young people. Certainly, educational institutions also need to prepare for being able to provide the necessary infrastructure for modern education.

The origins of education date back to the appearance of mankind on the Earth, and the aims and tools in general keep on changing with different eras. The aim of education is always to create the idol matching the expectations of the era and make socialization happen. In the beginning imitation and spontaneous learning was dominating, but it had continuously been altered to the conscious process of teaching-learning, while education kept on improving as history did (Bencéné, 2016). Students of nowadays' schools may not be passive receivers anymore, they have to be active participants of acquiring knowledge and experiences. Active work motivates people for further action, success in the learning process will enhance performance in the future.

During the first paradigm shift the school of life was transformed to knowledge-based pedagogy. Later, thanks to mass-education and compulsory schooling knowledge-based education was reorganized, and gave place to the school of activity. The third paradigm shift is happening in our present time; the introduction of competence-based, criteria-oriented, supportive pedagogy. The general role of the pedagogues has changed as well, from being central information transmitter to a person supporting the students in the learning process. Their most important activities are the direction and support of the individual and cooperative learning activities of the students, and organizing the learning process considering the individual talents and abilities. But the problem is that the paradigm shift is hindered by the traditional structure of the current school system, which makes the new requirements difficult to realize (Bodoni, 2012).

Education in lower grade

According to Nagy József (2008) educational culture in the lower grades has not changed a lot in the past years, even though the reforms made in the times of the Change of Regime decreased the efficiency of educational work. Classification into classes traditionally happened based on age and not considering individual characteristics and differences in development, which means that the initial level significantly influences the outcome. Schools are still learning material-oriented, and the set of knowledge to be acquired is just growing and growing, and teachers still focus on the schoolbooks, not considering the needs of children. The pedagogical culture, which is solely based on knowledge and does not focus on psychical factors and the process of acquiring and applicability may not be successful. The knowledge transmitted in school needs to be taught considering individual abilities and has to serve the students' personal development (Nagy, 2008).

In 2006 the National Educational Institute analyzed the methods pedagogues used in institutional education. The results have shown that in spite of the innovative efforts most pedagogues teach traditionally, by explaining, discussing and primarily frontal class-work (Honfi-Komlódi, 2010).

The closer understanding of the material is supported by visual aids, however it is not sure that passive observation of the traditional methodology can be successful without active participation and experience (Bencéné, 2012). Project method is applied only rarely, assumedly mainly because of the isolation of the subjects; while the successful projects could happen only by active cooperation and integration of different areas and subjects. Pedagogues prefer traditional educational methods and individual work in their classes. Differentiation is applied more often according to the statistics (Radnóti, 2008), but we can assume that this only happens in case of individual works considering individual capabilities, since group- and pair-works are not yet often applied.

In our result- and success-oriented world the pressure on families is greater, as according to the general view the perfect, the best students are considered as valuable. Parents try to meet the requirements and spend most of their time together with the children learning, while the time dedicated for talking and spending quality time together is decreasing. Numb families are more and more frequent, but children are thirsty for a little bit of talking and understanding; an opportunity to express their own personalities and thoughts. Therefore, schools need to react to psychological needs of children as well.

Therapies in education

Nowadays there is an increased need for active participation and experiences, which is hard to fulfill, as thanks to the emerging media children are exposed to various stimuli. When choosing educational methods, we need to pay attention to find methods raising children's attention and being able to transmit the new knowledge efficiently. The 'what' of teaching is important, but we need to put even more emphasis on 'how' to do it in order to transform the information into applicable knowledge.

The word 'therapy' is most often associated with medical treatment, but the Greek word 'therápia' actually means to take care of, to look after. The difference to the usage of the word 'therapy' is clearly visible (Doll & Doll 2011). Different therapies may be applied on any of the lessons, also if we stick to the system of isolated subjects. However, they are much more efficient if we let the different areas merge. Music therapy may be a tool suitable for any of the subjects: reading and understanding of new texts may be supported by listening to or making music. Singing provides an experience and makes acquiring new knowledge easier even in a lesson of Mathematics or Science. Game therapy is a method including examination and improvement of children. During the games the content of the subject is brought to life in children's world. Bibliotherapy provides knowledge with the help of literature and the talks matched to them, which may improve key competences. Art therapy is a complex method, which is based on communication by arts. It is not the product that counts, but the process of creation, the experience and the appreciation. Therapies make learning an experience and make self-expression and personal development possible.

Bibliotherapy

Bibliotherapy applies the positive effects of the books and cures via reading (Doll-Doll, 2011). In order to make our work successful, we need to make sure to consider the age characteristics of our audience when choosing the right piece of literature; but we also need a receptive group, and an enthusiastic therapist, who is also a good pedagogue. In lower grade groups are put together based on age, but within this fields of interest may be determining as well. The novels at the session do not necessarily have to come from the textbook, but they may be interesting, valuable texts matching to the teaching material. Not all pedagogues are capable of leading such a session; it is important to find an empathic person qualified in pedagogy, psychology, sociology and even health.

One method of developmental bibliotherapy is talking, with an aim of bringing individual problems to the surface, talk about them, and make the participants face with general human values and their strengths. The aim of the therapy is to bring novels closer to life-events of children and

help them to discover that other people may have similar problems and thoughts. With the help of the novels they may try to find similar events in their lives, environment and they may find soulmates among the characters. They can learn that we cannot expect our problems to be solved by others, and that everyone is responsible for their own acts. Sessions always happen in smaller groups, like half of a class in order to ensure cozy atmosphere and create a good personal relationship between pedagogues and students. This method may be applied on literature lessons, but also in the education of sciences. In sessions of bibliotherapy the first step is always a preparation game, which helps attuning and motivates for focusing and cooperation. After arrival the next step is the introduction of the novel, which may happen by a pedagogue, a participant, an invited presenter or tape recorder. During processing the novel the storyline is recalled by a set of questions, and the problems, solutions, their reasons means and consequences are observed and analyzed. Following this, during the talks, pedagogues help children to discover the connections between the problems of the novel and their own lives and support them finding their own solutions.

Following the common reading of the stories, poems and novels all participants may share their feelings, thoughts and experiences with the group. Roleplays and creative problem-solving games provide an opportunity of anonymity and make it possible to talk about the problems from the perspective of different characters. The aim of developmental bibliotherapy is to personalize literature to help children face with problems throughout their lives as well (Bencéné, 2016). The sessions help children with negative self-image or striving anxiety to get to know themselves better and build a realistic self-image. There is an opportunity to build a community and involve children on the periphery, develop social sensitivity and transmit values approved by the society (Gulyás, 2015).

Game as a therapy

For children playing is a voluntary, sensible activity, where the relationship of the personality and the environment is reflected (Kovács 1995). In school playing is pushed more and more to the background, children entering school need to forget that they may do things freely, on their own will. Playing may be expected only in the afternoons, but these free-time activities may not even be regarded as playing sometimes, though they bring problems to the surface as well. Freud was the first to apply games as a method of curing. Children experience numerous emotions they need to hide in themselves, and the school environment does not make it possible for them to express. Free and moderated games in school are also suitable to 'channel' the children's emotions.

Children try to express everything they cannot say with words in their games. Games may be regarded as a form of mediator, where children may express their problems and inner tension (Millar, 1997).

Game therapy is a developmental method built on a wide scientific base. It includes the examination and diagnosing of children as well as the phase of development. Instinctive activities of children are based on playing, and this provides a perfect opportunity to get to know their students better, as playing brings hidden emotions to the surface, but moderated games may be good means of revealing knowledge as well. The actual emotional level of children may be observed, and playing shows a picture of the delights and fears of children. Following the observation joining to the individual or group games in a spontaneous or moderated way provides a good field for development and gathering new knowledge. The circumstances of moderated games applied in the educational process need to be designed carefully, so that children are provided with all the necessary tools to achieve a certain goal. The range of methods is pretty wide: different toys, puppets, masks, DIY equipment (paints, plasticine, clay) may be applied, so usage within the walls of the school are pretty easy.

In the practices of daily life pedagogues do not examine or diagnose in psychological sense, but they are able to apply the opportunities provided by these methods. Game therapy supports children to get to know themselves and their relationships to their classmates via experiences. The essence of game therapy is the continuous activity. During the activities, the important receptors participate equally, sight, hearing and touching are all applied. The continuous activity of specific paths improves the attention of children and generates specific stimuli resulting in activity and vigilance.

In the life of children playing is the base of healthy development. To improve harmonically and be able to fight the obstacles, it is crucial to be able to play full-heartedly. Unfortunately, schools deprive children exactly of this. The era of video games and television does not support the development of the ability to play either (Tunyogi, 1990). In primary school, it is the best to have complex games and not divide them into single subjects. In order to summarize a topic, pedagogues may create group games, memory cards, puzzles or a set of tricky questions, which all make summarizing easier than the traditional methodology. There are some games strongly bound to a given subject, which may support attuning or getting a These games are made by the pedagogues themselves, but in the lessons of Arts and Crafts students may participate in the creation process as well.

The primary aim of the other group of games is gaining experience and motivation, but they may be successfully matched to the subjects as well. With these games children gain unique experiences, they are removed from the world of traditional methods and makes it possible for them to be active, thinking part of the learning process. In the process of education not only the transmission of knowledge is important, but also the development of personality in various aspects. Game as a therapy provides opportunities to experience emotions deeper, eliminate tension, or – with the ability of stepping out of the daily life – provides a basis for self-expression in the fields of mathematics, sciences or literature.

Music therapy in school

In kindergarten children still like to sing, they often hum or create music during playing to express emotions. When they cross the threshold of school, singing diminishes, but even music is pushed to the background, even though it would not solely be the task of Music lessons to make children familiar with music. Melodies should be present in the whole school and daily life as well.

Music therapy may also be applied on any kind of lesson, and could especially be useful for spending free time during the days. In music therapy music and musical elements are applied as tools: sound, rhythm, melody, dynamics and harmony. Music therapy improves communication and interpersonal skills and helps to understand human relations deeper, enhances creativity, self-expression, attention, concentration and learning ability. Music therapy forms the entire personality, supports self-consciousness and contributes to deeper personal development. This method may be appearing in multiple forms. We may find music matching any of the subjects, listen to it and talk about the music experience matched to the new knowledge. In science lessons we can cover the topic of seasons with the Four seasons by Vivaldi, and children may make music representing the sounds of each season on their own. Improvising and composing music may be applied anytime, but one of the favorites for most children is writing musical stories or playing music games. Music creates a good atmosphere on the lessons, may be a source of joy and a mean of motivation for the children. This is a nonverbal communication channel that enhances learning, improves memory and recalls emotions.

The application of musical instruments and active participation is interesting for the students, creates an atmosphere full of stimuli, raises and maintains interest, supports eye-hand coordination and motoric skills (Csepreg, 2015).

Application of music therapy in schools happens in groups, all means of music therapy may be applied successfully this way. Receptive music therapy means that the music listened brings the emotions, experiences and thoughts to the surface, and the discussion of the teaching material - or in other cases personal knowledge - is matched to this. Within the frames of active therapy children communicate with voice signals and instruments making sound; they improvise and therefore include their personalities in the learning process. Music helps recalling the knowledge already learnt as a calling stimuli. During complex music therapy the experiences and emotions brought to the surface by music are expressed by improvised movements or handcraft, such as in the case of complex art therapy.

Complex art therapy

In the schools of nowadays the system of subjects separates Music, Visual education and Physical education, even though these categories of art are strongly bound to each other and exist together. We follow the music with our movements and express our emotions in drawings. Complex art education means that different means of arts are not present separately, but together in the process of teaching. The method based on new experiences and activities has an effect of improving creativity, problem-solving, self-consciousness, social skills and the transmission and creation of culture (Pallag, 2014). Complex art education supports the development personality by combining multiple divisions of art and matching reality with imagination. Its method is based on experience and active participation, to support developing the need for cooperation via personal experiences (Pataky, 2013).

In the lessons of literature there is a possibility to build a new aspect, in which individual creation becomes a source of joy. By the means of arts people can express what cannot be told. Processing new reading material may be matched to listening to music as well, and the emotions concerning the topic may be expressed through movement or painting (Lorencsics, 2006). The emotions brought to the surface by the different novels can be expressed by drawing, making clay sculptures, dancing or other forms of movement. The basis for art therapy is the communication with the help of arts, the essence of which is to express the participants' inner self by a mean of art.

It is based on creativity, and enhancing self-confidence is probably the most important of its effects. The performance-oriented schools focusing on grades cause a lot of tension for students, as they would like to meet the requirements of parents and pedagogues. In the new system, it is not performance what counts, not to create something valuable, but to actively participate in the process. Creation brings joy, new knowledge and experiences (Mező, 2003).

In music therapy music, dancing, movement, drama and fine arts may appear separately or in a complex way as well. Most divisions of art are made applicable for curing and education with the help of numerous special methods. Categorized by the means of application there are active-creating and receptive-taking in methods. In the active therapy form the participants are actively taking part in the activities, which may bring emotions and associations to the surface that would be unavailable otherwise. In passive therapy participants may listen to a music matching a story, watch a movie, a screenplay, a picture or any other piece of art and with the help of the pedagogue they try to deal with the emotions and pictures coming up (Kiss, 2010).

Art therapy provides an opportunity for children to experience the force of creativity within them and make it serve their personal development. With the help of complex art therapies children can learn to understand,

accept and control their emotions, let go of their anxiety, fears and tension (Lorencsics, 2006).

Summary

The application of therapies opens new opportunities in education, makes the lessons more interesting for the students, and the process of learning will not be a burden, but an individual activity providing experiences. The application of therapies does not mean that this will be the only way to use in the lessons. Teachers always need to find the material and situation in which the therapies may be used. A balance between traditional and new interactive methods should be found; pedagogues need to know which and when should be used, matching the teaching material and the group characteristics in order to reach the goals. It is crucial to have suitable qualifications and abilities before starting to work with therapies; since the pedagogue needs to be able to live and believe in the efficiency of the method.

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