

## **Folk crafts as a basis of pupils classroom guidance respectively fields of study at secondary vocational schools**

**Key words:** education, teaching, craft, project, vocational schools, teaching aid, research, profession, field of study

**Słowa kluczowe:** edukacja, nauczanie, rzemiosło, projekt, szkoły zawodowe, pomoc naukowa, praca naukowa, zawód, dziedzina nauki

### **Introduction**

The craft itself accompanies mankind since the beginning. Centre for Folk Art Production – ÚEUV defines craft as a specialized small-scale non-agricultural work, based on the manufacturer's own hand tools, requiring adequate institutional obtained professional qualifications and socio-estates organization<sup>1</sup>.

It was developed from the seasonal employment of the population and thus the individual producers gradually began to specialize in a certain type of business within the cottage industry. Due to economic and social development began to apply urban craft guild organization, requiring three-level training: apprentice – journeyman – master<sup>2</sup>. A. Špiesz states in his publication<sup>3</sup>, the most common production specialization in different areas, which have evolved into craft guild. We choose only some of them, such as:

- metalworking crafts: blacksmith, cutlery, locksmith, jewellery, founder of bells, gunsmith and other.
- textile and clothing crafts: weaving, drapery, dyeing, furriery, tights industry, tailoring, hattery, embroidery and other.
- woodworking trades: carpentry, carving, cooery

---

<sup>1</sup> J. Botík, P. Slavkovský, *Encyklopédia ľudovej kultúry Slovenska*, Bratislava 1995, s. 3.

<sup>2</sup> L. Čellárová, *Kultúrne dedičstvo v stredoškolskom odbornom vzdelávaní*, "Acta Universitatis Matthiae Belli", ser. Technická výchova, Banská Bystrica 2008, s. 10-11.

<sup>3</sup> A. Špiesz, *Remeslá, cechy a manufaktúry na Slovensku*, Martin 1983, s. 26.

- food craft: butchery, miller's trade, bakery ('black and white') oilery, ginger-breading, brewing industry.
- and other: leather crafts, architectural crafts, ceramic crafts, soap and candle crafts, bookbinding craft, barber craft.



**Figure 1.** Work of tailors<sup>4</sup>



**Figure 2.** Work of saddlers<sup>5</sup>

Craft has undergone many changes, boom but also decline. The onset of the 20th century, become the original craft in terms of use insufficient for the needs of the market and so are disappearing from everyday life. Folk production currently is presented mostly by objects encountered in museums, in various exhibitions, in stores with traditional artistic production, sometimes even in markets and fairs. But these are only remnants of what for centuries secured the most vital needs of man, and what besides agriculture formed part of the daily work of many people in Slovakia<sup>6</sup>.

Currently, there is a return to craftsmanship in Western Europe, because consumers are increasingly demanding natural materials, traditional techniques and originality, so they look for classic, but especially quality craftsmen who are creative and know how to implement customer wishes into concrete form of a product. It is expected that this trend will soon develop in our country, but for the moment machine production prevails, which products are commercially available.

<sup>4</sup> Ibidem.

<sup>5</sup> Ibidem.

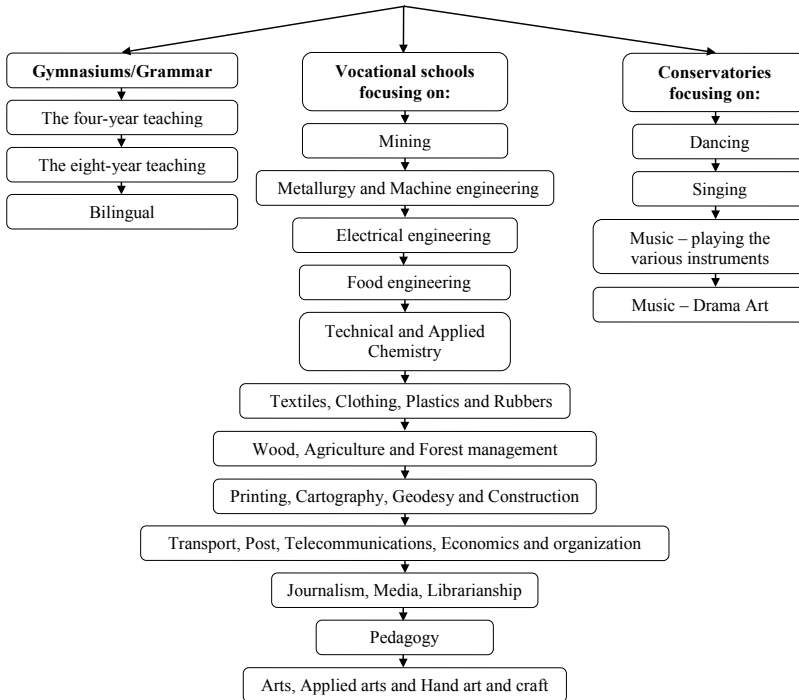
<sup>6</sup> J. Botík, P. Slavkovský, op. cit., s. 374.

The reason is that handicraft is closely dependent on funding. As a result of increased interest in crafts will be a high demand for educated, skilled, manual skilled and inventive producers. The base of their work, whether for practical or theoretical site, may be achieved only by studying in secondary vocational schools.

## The status of vocational education in the school system

Educational process and preparation for future employment is an integral part of every young person. Adequate knowledge, but mainly practical skills for the performance of selected professional orientation are obtained first of all in secondary vocational schools.

Figure 3 presents the system of secondary education in Slovakia, the types of secondary schools and the education, that the school provides.



**Figure 3.** The structure of secondary education

The aim of secondary vocational school is to create the foundations of a responsible relation to the work of the chosen profession, such a way that students after graduation at the school, could competently perform technical and economic activities, or similar activities in the field, which graduated from.

Study on the Secondary School can be accurately distinguished according to study fields, which define the scope of activities in which is the student educated, and as the Secondary School graduate is able to enter the labour market.

Current trends of schools are focused on economy, trade, technique and information. Existing vocational and art schools are facing lower interest of students in studying in the fields of teaching and learning due to low interest in daily manual work in the chosen profession.

Our aim is to stimulate interest in these fields, and especially to motivate students to learn, work and taste employment in the profession after graduation and succeed in the labour market, because the craft has its cultural, historical and nowadays artistic significance in every country.

## **The Aim of Project**

The primary aim of this project is to design, develop and validate a multimedia teaching aid (MTA) for the selected type of vocational school. MTA will consist of a video film of up to 30 minutes, by which we in the selected curriculum content in the selected vocational subject (or in the learning courses) arouse pupils' interest in the profession, achieve higher performance of students in cognitive areas, active learning in the education, higher motivation for learning and improve the learning process in selected areas of the blacksmith and timber orientation (conservation and restoration of metal, artistic blacksmith and locksmith, flat metal and plastic engraving, design and shaping wood, art and crafts processing wood – carving, conservation and restoration work – wood carver artist, artistic carpenter). Teaching aid is designed for professional courses: history of arts and crafts, technology, materials and training. MTA will present the manufacturing process of the original craftsmen as possible in the most authentic setting, as ever worked in the old blacksmith and wood workshops. This video film is supported by the text annexed to the teacher, because the textbooks are outdated, obsolete or are in the Czech language. The MTA presentation will be created with a focus on selected content of the curriculum, designed by didactic self-test to test the knowledge of students in taking the content of the curriculum.

MTA aim is to streamline the learning process for a student to make teaching more interesting. Accordingly, a student should better understand the original art and craft work and production in terms of authentic artisans, which give a better basis for their professional work. A secondary aim is to motivate the student for art and craft work, insert their individual ideas into products and better implementation and enforcement between competition and later on the labour market.



**Figure 4.** Sample of blacksmith production<sup>7</sup>



**Figure 5.** Sample carving production<sup>8</sup>

Based on the pedagogical experiment we investigated whether designed and created multimedia learning aid (DVD movies) in the teaching of object technology, history of arts and crafts materials, training and practice in higher education, secondary vocational schools significantly affect the level of pupils' knowledge of subject matter content in the selected subjects.

In fields with a focus blacksmith considering the six secondary vocational schools with anticipated research sample to 100 students of secondary vocational schools

For fields with timber orientation is the expected number of school up to 16. The scope of the research sample may change the course of the research, because we want to find consistency or consensus in the content of education in the fields of art carpenter and woodcarve. In the period from October to December 2012, we will monitor the schools and on the responsiveness of teachers selected secondary vocational schools will cooperate with the school in question.

### Summary

In this article we define the notion of craft, and briefly describe its historical development. Attention is also devoted to secondary vocational education, emphasizing the need for the labour market and the needs of society. Subsequently we present a research project which aim is to design, develop and validate a multimedia teaching aid (the video film), through which we expect students achieve higher performance in cognitive areas, higher motivation for learning, higher interest in professional focus and improve the learning process in selected areas of the blacksmith and timber orientation.

<sup>7</sup> J. Mojžiš [s.a.], *Zdobené nože*, <http://www.juliusmojzis.com/noze/muzi-s-levom1-copy.html> [dostupné 24. septembra 2012].

<sup>8</sup> M. Krška [s.a.], *Nábytok*, [http://rezbar-krška.php5.sk/?page\\_id=38](http://rezbar-krška.php5.sk/?page_id=38) [dostupné 24. septembra 2012].

## **Rzemiosło ludowe jako podstawa uświadamiania uczniów zawodowych szkół średnich na temat poszczególnych dziedzin nauki**

### **Streszczenie**

W artykule przedstawiamy pojęcie rzemiosła i jego historię. Poświęcamy także uwagę średniemu szkolnictwu zawodowemu, skupiając się głównie na potrzebach rynku pracy i społeczeństwa. Prezentujemy projekt naukowy, którego celem jest opracowanie i wprowadzenie do użytku multimedialnych pomocy naukowych (film video), które mają docelowo wpłynąć na osiągnięcie przez uczniów lepszych wyników w nauce przedmiotów kognitywnych, zwiększyć motywację do nauki oraz zainteresowanie rozwojem zawodowym, a także udoskonalić proces edukacji w wybranych dziedzinach, takich jak kowalstwo i drzewoznawstwo.