

GAMES AND TOYS THROU TIME IN THE ŠALEŠKA VALLEY THROU A MODEL PUD-BJ »FROM IDEA TO PRODUCT«

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Povzetek

Sodobna šola mora biti fleksibilna in zagotavlja vsakemu otroku celosten razvoj osebnosti ter pogoje za pridobivanje znanj. Zaradi klasičnega načina pouka se učenci velikokrat ne razvijajo celostno, saj je pouk usmerjen k poučevanju vsebin enega predmeta in so meje ločene med predmeti, kar pa se ne ujema z doktrinami sodobne šole. Zato je potrebno v šolah iskati nove, kreativnejše pristope, ki omogočajo celosten razvoj otroka.

Projektno učno delo ustreza takim kriterijem. V obliki medpredmetnih povezav po modelu PUD-BJ »Od ideje do izdelka« lahko izdelate šestnajst izdelkov, ki so predstavljeni v članku in so del naše kulturne dediščine ter ljudskega izročila. Izdelke lahko izdelujemo ob tehniških ali kulturnih dnevih. Igrače so lahko izdelane po ustvarjalnih načrtih, pri katerih uporabljamo različna orodja ter pripomočke za izdelavo, narejene iz naravnih materialov. Z izdelavo izdelkov se učenci učijo, razvijajo ročne spretnosti, oblikujejo se osebno, se seznanjajo z novimi poklici.

Projektno učno delo omogoča učencem učenje preko lastnih izkušenj, kar prispeva k trajnejšemu pomnjenju pridobljenega znanja. Raziskave so pokazale, da se učenci s takšnim načinom učenja največ naučijo.

Abstract

Modern school has to be flexible and it has to assure holistic development of personality of every child and conditions to attain knowledge. Because of classical method of school pupils mostly don't develop entirely and class is directed in teaching of contents only one subject and borders are separated between subjects, which is not matching with doctrines of modern school. That is why it is necessary to find new, creative approaches, which enables entire development of child.

Project learning work fulfil this criteria. In a form of interdisciplinary connections of model PUD-BJ »from idea to product«, you can make sixteen products, which are presented in this article and they are part of our cultural heritage and folk tradition. You can make products during technical or cultural days. Toys can be made throu creative plans and from natural materials for which we can use different tools and equipment for manufacture. Children are learning by making products, they develop hand skills, they are growing personally, they are getting familiar with new professions.

Project learning work enable pupils learning throu their own experiences which contributes to a long lasting memory of knowledge. Researches had shown, that with this way of teaching pupils learn the most.

ARGUMENTATION OF THE PROJECT

In diploma papper I was focusing on a recording games and toys, with them children were passing their time faster in Šaleška valley. In article with the same name they are presented only toys. Majority of toys has been made it from natural materials or from materials, which they were re-use it, from which they made opportunity toys. Natural material is easy

accessible to pupils, most of the products are easy to make. Throu making products children gain working habits, hand skills, cababilities, new knowledges, they grew personally. According to this, we can conclude, that they are developing entirely and generally. With holistic process of education we can easily unify interdisciplinary connections.

Purpose of making toys is to getting know more about project learning work, showing possibilities of use natural materials, perserving games and toys of our ancestors as cultural heritage and to transmit folk tradition from older to young generations, knowing tools and equipment for manufacture and how to use it, in children stimulate creativity, independence, constructiveness.

CONCEPT OF THE PROJECT

Games and toys passing from generation to generation and if we look historically back, we see, that this was happening already before christ. The oldest toy – small boat, which they find on Ljubljana marsh 3000 years before christ. Toys from natural materials and opportunity toys, which they made grandfathers and grandmothers for their kids are rarely preserved, that's why it's important, that those matters are written on papper and manufacture according to an old fashion way. It's same for games, they forget them, that's why it's important to write them because with this we protect cultural heritage and folk tradition of our ancestors. In diploma papper I collect 89 games, describe 40 toys and their variations and 16 out-counters. There are collected quite a few ideas so I believe, that can be usefull applied in school. Products, presented in article, are separated on easy and hard according for a way of production. Mostly products is made from natural materials, which means, that they are easy to work, they are chip easy reachable, nice for touch, suitable for manufactured on techical days. By making the products the project doesn't finish because in the end we prepare celebration, where we presentate made toys, on stage we play people's games, show out-counters, sing and dance. Throu this activities we can see very good connections between subjects and achieving goals, which they are coming on surface during project learning work.

MACRO PREPARATION OF THE PROJECT

Teacher prepare together with students macro preparation. Macro preparation is just concept of a project, this is not ready made plan. Essential information for realization of a project children write down on a poster and they hang it, that it is visible and accessible all time of making a product (visible place). On a poster they write, what will they do – goals, drafts, ideas. We need to ask ourselves three questions: what do we know about topic, what do we want to find out and what shall we do?

MICRO PREPARATION OF THE PROJECT

We precisely classify macro preparation in table. We precisely foreseen every step in the process of work and assingments, that we wish to do them during the project. In micro preparation we need to know precisely what, how, where, when, who, with what and why we shall do. We made three partial activities – making products from natural material, learning folk games and in end celebration.

5. REALIZATION OF THE PROJECT

Usually teacher gives topic to a pupils but there is even better, if they pick topic together according to teaching standards because with this motivation for work will be bigger. They form together ideas. They prepare a plan and all necessary to realize ideas, from materials to equipment. Teacher try to do homogeneous teams. He prepares them for a team work. He gives bright, short and clear instructions. Individual teams communicate between each others about how will work go and they make a plan of work. It is very important to consider protection at work and safety measures. Work goes precisely by definite stages. After work is done, teams presents their final report. They evaluate their products with very good, good and inovative. Because of the method of work (making the products), the possibility of negative grade is excluded.

Finished products

 <p>Picture 1: Ball from cloths</p>	 <p>Picture 2: Toy from cloths</p>	 <p>Picture 3: Rattle from nuts</p>
 <p>Picture 4: Pipe from reeds</p>	 <p>Picture 5: Learning geometry by using board</p>	 <p>Picture 6: (Spinning) top</p>
 <p>Picture 7: Swallow from papper</p>	 <p>Picture 8: Tank or pancar</p>	 <p>Picture 9: Wrap up nails</p>

CONCLUSION

Project learning work is an excellent system, which exceeds borders of classical lessons because all children are actively included into work. Children's inside motivation becomes bigger. Children become more creative, their talents come out, over the process of work they are developing independence, they are experiencing work more intensive because they are included directly into the system of elaboration from idea to final product, their will for production and energie is constructively orientate. The chain is continuing: satisfied pupils, teachers, parents. Children learn throu fun. With this we achieve goals like permanent knowledge and holistic development of a child.

Children are developing holistic on many different areas: on linguistic area; on senzo – motorical area; on cultural and historical area; on naturalistic area they are planing products, geting familiar with different materials, how are toys working.

Throu project learning work we can interdisciplinary connect learning contents with others subjects in school; Mathematics, Nature science, Musical and Techical education, Art, Sociology and Slovene.

Because the correlation of subjects children unite the knowledge into one entirety, this experiences enables them for connections between different knowledges, because of the openness of project learning work they transmit their experiences into other new situations.

Even thou teachers are till one point just as a co-ordinators during the project work because they create projects together with children, however their contribution can be big, that the techical days and project learning work are more included into schools. With this children will be more actively and they will develop more holistic.

LITERATURE

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