

PROACTIVE EDUCATIONAL ENVIRONMENT FOR LEARNING ACTIVITY AT THE STUDENTS - FUTURE PEDAGOGISTS

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Abstract: Modern times provide modern environment. It calls out the necessity of modern educational environment that can answer the challenges. Challenges provoke changes, activity and new vision for transformation. The proactive educational environment can give new value to the traditions. It creates new methods towards the learning activity at the students. For this reason, researchers investigate alternative means to objectively find out the advantage of arts. In this paper, we explore the applicability of using theatre and stage methods to model human perception for better quality in communications that carry highly encoded methodology.

Keywords: proactive circumstances and environment, interaction, arts.

ПРОАКТИВНА ОБРАЗОВАТЕЛНА СРЕДА ЗА СТИМУЛИРАНЕ НА ПОЗНАВАТЕЛНАТА АКТИВНОСТ У СТУДЕНТИТЕ – БЪДЕЩИ ПЕДАГОЗИ

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Резюме: Модерните времена предоставят модерна среда. Тя предизвиква необходимостта за модерна образователна среда, която да отговори на предизвикателствата. Те провокират промени, активност и нова визия за преобразуване. Проактивната образователна среда може да осигури нова стойност на традициите. Тя създава нови методи за стимулиране на познавателната активност у студентите. По тази причина, изследователи търсят алтернативни значения за обективен принос на изкуствата. В тази публикация, се изследва приложимостта на използването на театъра и сценичните методи за моделиране на човешките възприятия към по-добро качество на взаимоотношенията, които носят високо кодираните им методологии.

Ключови думи: проактивни обстоятелства и образователна среда, взаимодействие, изкуства.

INTRODUCTION

Education has entered the 21st century. The time, habits and epoch are marked with dynamics, change, fast processes at economic relations, contracts and deals for fast production and services. The time remained the only base for measuring the human activity. Competing the time, more fast transport vehicles and faster productive machines are made. The competition processes speed for faster economic income is a real fact. High-technological processes high-operational machine has appeared and took place. They assured faster communications, lightning bank deals, financial transactions and extreme speed at the mas-media information trends. For the last 300 years, the humanity has increased 10 times more from 780 billions to 7 800 000 000. Only for the last 40 years from the 1975-th to the 2015-th year, it doubled its quantity of 3 900 000 000 to 7 800 000 000 of the world human population. The data shows the speed of the human demography development. Even it is sporadic, according the different continents. This is the modern human civilization surrounding environment. Naturally, it interacts and corresponds with the modern human preparation for realization and education. It becomes obvious, the constantly developing technology world and its speed are the two main facts that put the great challenge in front the new generations. Less of them can overcome easily with clear perspective. Most of them enter the first social society institutions, as the kinder gardens and the school, with great reserves and fears. There is big dynamic imbalance between the pedagogy organizations and the surrounding environment. This gives intention, lack of wish, fear and unreceiving the natural educational

need and the fast changing environmental adaptation. The last ones increase aggression and stress between the children, the pupils, the parents and the teachers. Also, they maintain the same aggression and stress at the educational institutions and educational systems in their ways of organization, coordination and targets to find out and resolve problems.

At the 21-st century, the humanity reached a somatic shock situation at self created world by itself. The educational environment is paralyzed not only by its unprepared new generations but by its active management too that maintains the environment. Some teachers carry on their shoulders and multiply stress and aggression with their subconscious (mental) and physical (behavioristic) manner of teaching, organization and realization of the educational process for adequate educational environment. This provokes conflicts, collisions and trends with negative sign for the requirements, the expectations and the investment horizon perspective point of the built-up personalities and future professionals.

All this underlines and puts accent on the necessity for general and active change. Such change can be realized with the strongest all-covering and interactive resource – the proactive educational environment. It has evolutionary characteristic features but not revolutionary ones. This makes it alive, reachable, human and practical. It creates cognitive activity at pupils and students with natural and easy ways. They easily show their abilities and talents according their wishes and realization. It is ancient and modern at the same time. It is actual and changing. It gives meaning and possibilities.

FUNDAMENTAL ACCENTS

People respect the need for education from ancient times. Their respect can be traced back from Aristoteles, the monastery schools, Jan Jack Russo, Johan Heinrich Pestalozzi, Friedrich Froebel, Maria Montessori and hundreds of teachers. They had developed and brought to us the attitude, the care and the school processes organization with one main aim – the preparation of the new generations and giving them the knowledge for reign, money and relationships. The science of pedagogy is the first and basic for all the rest because of its existential laws for the nature of developing, socializing and realizing every people.

The teacher-pupil-educational environment link is fundamental. It is most important not only for the pre-school, primary and secondary school age. It is the most important for next stage of academic level where the professor-student-educational environment link has the greatest professional social meaning. The three elements make the link the toughest, the strongest, unbreakable, unshakable, unsustainable and resistant to time. Such figure can be seen as in geometry, physics, chemistry and biology as in the humanities at the same time. The figure exists on 100 % but its elements characteristic feature share is not 3 times 33, equal to 33 % for each one. On the contrary, each element has its significance on 100 per cent for the two others. In fact, it appears as a link with 300 % that proves its importance, influence and effectiveness in the real time. The 100 percentage of each element shows the quantity and the quality features of the professor, the student and the educational environment.

The nowadays reality expresses examples about professors, students and educational environment that are pro forma, formality. They remain ineffective. They have lost their adequate abilities to maintain themselves for actualization according the time and its challenges for change. The lack of dynamic activity, dedication and special attitude towards the education brings its fall. Such examples devalue the prize of high academic and scientific level of teaching and accepting knowledge. Therefore, the necessity positive changes are valid as mentioned “the organization of the educational environment: to be effective, to provoke, support and encourage the individual development of the learner and to apply attractive forms of training” [9], [10].

The cognitive learning student activity and the proactive educational environment have strong supporting effect. They express the interest and the demand of knowledge. The basic microeconomics law of supply and demand shows the crossing point of both side processes of interest and profit. It presents the level, the price, the cost and the value of the product and the service. The analysis can represent situations of inflation and deflation and can find possible ways of devalue limitation. Such ways may be the cognitive learning activity and the proactive educational environment.

The proactivity is an initiative and taking responsibility before the goal (“the thing”) has turned to a fact. According the Environmental Protection Agency in USA, the answer of the question “What is environmental Education?” is a process that allows individuals to explore environmental issues in problem solving, and take action to improve the environment. As a result, individuals develop a deeper understanding of environmental issues and have the skills to

make informed and responsible decisions. According the national environmental education act from 1990 in USA, [11], its components are:

- Awareness and sensitivity to the environment and environmental challenges
- Knowledge and understanding of the environment and environmental challenges
- Attitudes of concern for the environment and motivation to improve or maintain environmental quality
- Skills to identify and help resolve environmental challenges
- Participation in activities that lead to the resolution of environmental challenges

Environmental education does not advocate a particular viewpoint or course of action. Rather, environmental education teaches individuals how weigh various sides of an issue through critical thinking and it enhances their own problem-solving and decision-making skills.

It follows to clarify the proactive educational environment effectiveness and efficiency as a human availability and dignity of its participants – teachers and pupils, professors and students.

THE POTENTIAL OF THE PARALLEL “THEATRE – EDUCATION” AT THE CONTEXT OF THE PROACTIVE EDUCATIONAL ENVIRONMENT

Arts have immanent essence to provoke the personality to self-development, self-discipline and self-knowledge. At one hand, only the theatre synthesizes the expressing means of the rest arts as a whole complete and general interaction. On other hand, students are educated in educational environment that responds to the andragogy. It means they have to create sensitivity, logics and value systems towards their course of special education. It comes after their choice for future professional realization. The two viewpoints have one common feature which comes visible. It is obvious that the academic relationships can be projected as a specific interaction of theatre and drama art, using the association and the imagination. The main leading principles of communication between the actor and the audience are validated for the professor and the students.

Konstantin Sergeevich Stanislavski is a Russian actor, director and professor. He researched, described and created complete conception for actor and director education, development and realization. Basing on the truthful art action, he continued the principle direction of the 19-th century Russian intellectuals, poets and writers for truth and democracy on the field of art. He put his point of view and understanding, his experience and practice in a completely formed working system. His visionary work gave the foundation of a whole epoch in the next 20-th century for the art of the theatre, the cinema, the opera, the ballet and their performers, the actors and the directors. Compared to the rest earlier majority theatre systems, his system outstands with its new vision towards the final artistic result. The result is not learned by heart but clarifies the reasons and the cause consequences that it originates from.

This is the connection with proactive environment. The proactive environment has the feature to provoke and give life to interactive causes upon the actor, respectively to the student – the future teacher.

The system resolves the problem with the consciously ruling the subconscious creative processes and investigates the way of organic incarnation of the actor into an artistic image. Namely the image becomes a proactive environment that provokes interaction in the actor from everyday behavior towards artistic truthful action. By this way it affirms the unity between the nature and its natural laws with the human activity and creativity as a whole. Stanislavski said “The birth of a child, the growth of a tree and the creation of an image are phenomena of one order” [7].

The same laws and processes are referred to the professors, the students and the organized common educational environment that bring the relationships, interrelationships, interactions and processes of accepting, understanding and maintaining the academic knowledge.

Responding to that analogy, Stanislavski compares the director to a gardener, who sows in the actor’s soul the seed of art taken from the dramaturgy and the author to grow up into a new fruit and flower. The proactive environment transforms into a garden where the professor sows the seed of knowledge into his or her apprentices – the future pedagogues, taken from the works of science and their creators.

Konstantin Stanislavski defines the magical “IF” as the actor’s logical motivator to react properly right, both intellectually and emotionally, towards the existing circumstances and the proactive environment [6]. This conditionality gives space where the proactive environment is activated to create its dynamics. As a result, it creates its proactivity. Such action represents the active participation of the mind, the will, the feelings and all internal (mental) and external (physical) data and gifts, possessed in by the actor and the pedagogue. He defines them as the

elements of creation. All of them can be recreated, observed, watched out and developed analogically and associatively towards the proactive educational environment. They can be built up as criteria showing the proactive environment direction, level, trends and processes. They can be established as criteria expressing the interests, the targets, the level, the behavior line and the processes in their possessors that participate in the proactive environment.

Konstantin Stanislavski creates and bequeaths the system to be open for changes and additions, to bring common help and need to everyone according his philosophy and understanding for democracy. Therefore, it is good to list these elements: attention towards the object (perceptions: watching and listening), memory of the feelings and creating image eyesight (third eye), artistic imagination, ability to interact with stage objects, logic and sequence in actions and feelings, feeling of true and truthfulness, faith and naivety, perception of action and thought perspective, sense of rhythm, stage charm and behavior, stage self-esteem and free muscles, attendance and maintenance of the spirit, plasticity of the body, voice development, pronunciation, development and right speech, sense of phrase, ability to act by word, perception of the character.

These elements are the necessary condition for the development of the cognitive learning activity at the students. They lead to professional self-esteem in the proactive educational environment. And later on this self-esteem leads to the business professional one. It occurs as the necessary condition for the future realization. It becomes deceiving, misleading, untrue and curved conditional “self-esteem” which has no chance without the elements.

Grigorii Vladimirovich Kristi is a Stanislavski’s student and his follower. He developed educational environment for the students in drama acting. By this way, he maintained his teacher’s ideas for the student education through proactive and interactive environment. It interacts and provokes their activity by changing their attitude, actions and behavior towards the object of their future profession. His work exactly uncovers in details the way of building, conducting, maintaining and practicing the proactive educational environment [5].

Boris Evgenievich Zakhava is a Russian actor and director. He presents his rich acting, directing and pedagogical experience in several works [5]. He describes the interaction multiplied in social environment that can be created everywhere. The actors are represented as active personalities and individuals in their societies.

The researches and written works of Lev Simeonovich Vigotski point out the use the gathered education and knowledge. It directs the development of imagination in different professional spheres [1], [2]. This accomplishes the understanding the interaction between the objects: theatre and educational environment. His conclusions about catharsis processes can be used for both of the learning and environmental processes.

Lee Strasberg describes his method under the Stanislavski’s system influence. He becomes one of the leading theatre pedagogues in USA after 1948. He studied, promoted and enlarged the system towards the direction of expressing by action, behavior, gesture and rhythm. The last features correspond to the actor’s inner activity and dynamics reflected by the changing proactive environment. His students go through rich spectrum of dynamic provocations: fencing, riding, yoga, eastern martial arts, dance and ballet. All of them have the common proactive environment feature to influence and figure out abilities at the students. His discoveries and contribution come out his experience in the American theatre and cinema. They express the dynamic economic and social environment in the USA society, [8], [12].

Chrissie Tiller is practicing the use of the social roles as theatre ones. The professors and the teachers turn the educational environment into an educational theatre by this way. On the other hand, the theatre figures out into a strong educational method [14]. She creates and fulfills a common project together with the National Royal Theatre in London. It runs the process for forming students, public, cross-cultural relationships and interactions through proactive environment.

At last, William Shakespeare put the maxim “All the world’s a stage, and all the men women merely players”, [13]. Jaque’s monologue is eloquent about the human transformations, the roles in life and the interaction strength. He is mellifluous about the internal connection between the intellectual and the emotional human development, the intelligence and the emotional intelligence, the environment influence and the hidden meaning of imagination, the invisible attitude and the implied subtext meaning. All these features are enormous chance for the students-the future pedagogues to be studied, maintained and used in future responsibilities towards pupils and society.

The stage and visual arts synthesis gives equality to all expressing resources: literature, speech, music, plasticity, dance, scenery decors and painting. The public is charmed and astonished by their life on stage and recreation. The human relationships are alive here and now on the stage. The audience is a witness and turns into a participant through its reactions and applause. All public senses are engaged and the living co-experience process is already a

fact. Stage and hall live in one common world. The two spaces build together one proactive environment that easily enter the subconscious. They provoke the catharsis process and lead to the superconscious. The stage masters lead the audience attention. They are aware and watch carefully the audience attention, its reactions, interest. They provoke and wake up its desires, hidden experience, knowledge and sensibility.

Such interactive process may be created along the student-future pedagogue preparation. The professor can act like an actor. In this way he can bring the student to perfection. He reshapes student's behavior, speech and knowledge in direction to wake up student's attitude, attention and desire. He recharges the followers with energy, attitude, knowledge and vision by the dynamic transmission from image to image, from amplification to amplification, from rhythm to rhythm at speech, from timbre to timbre at talking, voice features and attitude, adequate positioning in space, well used gestures, creating events to remember and understand the accents, meanings and conclusions. Outstanding characteristic feature for an effective university professor is the ability to unlock the developing and creative impulses of reaction and reflexes. They help the student to accept and interact with the environment. The student starts to communicate, expresses his previous experience, transforms it and upgrades himself by active participation. The pedagogical interaction is already a fact and the educational environment easily turns its static position into dynamic relationships, proactive communication and exchanging knowledge, experience and sensibility.

Such environment has its own life, direction and way. "Open and flexible environment is an advantage for the educational management", according Galya Khohjuharova [4]. Its realization engages and occupies the already built up awareness, expectations and student's interest. They educate and develop action and active behavior towards the learning everyday tasks and goals. The material educational environment can transform into a mental need for expressing, self-value, trust and self-esteem. The professor can multiply these results over large number of students. The proactive educational environment turns into a value and mission for them in their future realization.

CONCLUSION

The modern high pedagogy education has to integrate rich number of methods to stimulate the student's cognitive learning activity. Arts provide such possibility and the theatre possesses specific potential namely because of:

- Reflects truthfully the reality of life and its components: environment and people;
- Influences and forms truthful acquaintance and self-knowledge about the human nature: physics, psychophysics and emotions;
- Develops social attitude and multiplies it in the society.

This confirms its usefulness, effectiveness, necessity.

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