
CULTURE THROUGH KNOWLEDGE (SURVEY ANALYSIS)

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Abstract: The presented material is based on an analysis of a survey containing questions from the field of some of the arts - music, fine arts and literature. The survey was conducted among students from the University "Prof. Asen Zlatarov" Burgas, specialties Preschool and primary school pedagogy, Preschool pedagogy with a foreign language, Primary school pedagogy with a foreign language and Social pedagogy in June 2021. The choice of the listed pedagogical specialties is justified by the musical disciplines that are studied in them, as well as by those in the field of literature and fine arts. The motivation for doing this survey is described in an article published in the previous issue of this magazine. (46.6.p.1171-1174). The purpose of the survey is to establish the knowledge and general culture of students in the field of music, literature and fine arts in the period 17-19 century and to enrich their knowledge of the European arts. It is essential that future teachers have diverse knowledge, which they should not only wield in order to teach their pupils, but also be able to logically and reasonably integrate it, as a result of which to develop and expand the worldview, awareness and knowledge of children. The rich general culture of the future teachers in kindergarten, primary school and social pedagogues presupposes improvement of their divergent thinking, agility and sharpness of the mind, ingenuity and creativity in presenting certain material to the students, foresight and assessment of the needs, problems, omissions and the need to upgrade in children's education. This general culture would provoke the search for the most appropriate means and ways to achieve the set teaching tasks and the challenges in the difficult path to discovery of interesting, creative and intriguing presentation of knowledge to children and students. There is not a one-way path in this professional field, but the presence of desire, creative thinking, emotional inspiration and broad content knowledge on the part of the teacher will inevitably leave traces in the child's mind. It is in this sense that the survey and its analysis have been conducted. The conclusions are useful both as informative data and as a guide for future activities in preparing students in the field of the above arts - about their omissions, knowledge, interests, forms and content of work with them. This would lead to the development of key competencies in students - skills for learning, communication, expression through creativity, which over time they will pass on to their pupils.

Keywords: survey, students, art, general culture

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*Art is closest to life - it is a means to enhance experience
George Eliot*

1. INTRODUCTION

The concept of culture includes several essential meanings: a set of spiritual and material values created by humanity in its development; education, knowledge; state of the public, economic and spiritual life in a certain epoch or country (Burov, Pehlivanova, 2009, p.140). In the current article, this concept is considered mainly in terms of education and knowledge, which in turn are directly related to the other two definitions of culture. Intelligence, as a manifestation of mind, enlightenment, knowledge, and creativity is the basis for personal culture and improvement, as well as for social progress. "The formation of active, creative, searching individuals with opportunities for creative implementation of the educational process in kindergarten and school is a prerequisite for full professional realization in the constantly dynamically changing socio-cultural and pedagogic contexts" (Racheva, 2017, p. 140) Future teachers must have diverse knowledge, which not only to handle, teaching students, but also to be able to logically and reasonably integrate them, as a result of which to develop and enrich their world view, information and knowledge. "At all times, the teacher was considered a model of high culture and education." (Baicheva, B., Baichev, 2015, p. 106) Their rich common culture presupposes perfection of divergent thinking, agility and mobility of the mind, ingenuity and creativity, foresight and judgment. "To be able means to be able to apply your mind" (Kolishev, 2008, p. 9) A flexible mind, a meaningful breadth of knowledge and culture would provoke a search for it finding the most appropriate and accurate means and ways to achieve the defined teaching tasks and meet the challenges that arise in the difficult path to the interesting, creative and intriguing presentation of knowledge to children and students. "Competence is a set of knowledge, skills and attitudes... It should be seen as an expression of the individual's ability and experience to combine and integrate into their behaviour. various

elements of professional and personal qualities that are necessary for the performance of a specific task.“ (Angelov, 2018, p. 138)

There is no unambiguous path in the life and professional field, but the presence of desire, creative thought, emotional inspiration and extensive substantive knowledge on the part of the teacher will inevitably leave marks in the child's mind.

2. EXPOSITION

2.1. Survey

The object of the survey are students from the Prof. Dr. Asen Zlatarov University in Burgas, studying Preschool and primary school pedagogy, Preschool pedagogy with a foreign language, Primary school pedagogy with a foreign language and Social pedagogy. The choice of pedagogical specialties is justified by the musical disciplines that are studied in them, as well as those in the field of literature and fine arts. The subject of the survey is to establish the general culture of students in the field of music, literature, fine arts. The objectives are: to establish the awareness and comprehensiveness of students' knowledge in the field of musical, literary and fine arts in the period between 17th and 19th century; to enrich their knowledge of the European arts in question. "Memory is the ability of the brain to store information so that it can later be recalled or reproduced.“ (Vogel, 2008, p.7)

In terms of content, the survey is about the level of awareness - about knowledge and facts. By function the questions are basic, and by form - closed. (by Ivanov, 1993, p.112) The survey is anonymous, written and prepared in electronic form, which uses "shuffling the sequence of options“. All questions are required. It includes 20 closed questions. For each question, 3 variants of answers are given and the respondent indicates only one of them. The questions are related to both styles in European art (Baroque, Classicism, Romanticism, Impressionism), and to the names of their bright representatives, their nationality, author's works, related to the subject of the survey. The survey was written in May and conducted in June 2021.

2.2. Survey analysis

The questionnaire was completed and submitted by 50 students. 8 of them (16%) are specialty Preschool pedagogy with a foreign language; 24 (48%) - Preschool and primary school pedagogy; Primary school pedagogy with a foreign language - 8 (16%); Social pedagogy - 10 (20%). Of these, 41 students (82%) are second-year students and 9 (18%) are third-year students. During the processing of the survey it was found that some of the students scored 2 and once 3 answers to questions, 2 (here one student has marked all three answers), 3, 4, 6, 10, 13 and 17. Despite the higher percentage obtained from incorrect filling, the results are taken into account because questions № 6, 10 and 13 and both marked answers are wrong, and in the other questions – one is true and the other is wrong. The quantitative analysis of the survey is in **Appendix 1**.

After analyzing the survey, it was found that for 18 of the questions, more than half of the students marked the correct answer. Exceptions are questions № 2 (correct answer - 46%) and № 7 (18%). The reason for the lower rate of correct answers to question № 2 is probably the fact that the cycle "Seasons" students connect mainly with the work of Antonio Vivaldi, which they studied in Perception of music course. Apparently, the respondents escape the memory that in some of the music textbooks for primary school at the Perception of Music the play "Autumn Song" from the cycle "Seasons" by P. I. Tchaikovsky is listened to. Probably the students did not read and interpret correctly question № 7, in which the attention is focused on the brightest representative of Impressionism in music – Claude Debussy. At the same time, the fact that 64% mention Claude Monet shows that the knowledge of Impressionism is correctly associated with the fine arts, as well as the large percentage of correct answers to question № 8 point to that. Another issue is that 18% associate Jean-Michel Jarre with a style that is not typical of his time and work.

The answers to the questions related to Baroque and Classicism as styles in the arts make a good impression. The relation “time - representative – work” is meaningful, or logically conditioned / associated in the knowledge of the majority of students. The correct answers to the questions concerning Romanticism speak of clarity and an idea of time and the place of this style in the perception and thinking of young people.

Along with the large number of correct answers given by the respondents, the wrong answers (although a small percentage) are of significant number. It turns out that an era, works, personalities left in the history of art, recognized, established and not aging in their moral and aesthetic values, are not recognizable to some young people. This fact is somewhat worrying because it shows insufficient information, lack of interest, knowledge, education, for an extremely important, constructive, and influential sphere of life - art, which built its foundations precisely on achievements, reached the present from the base built by past times and artists. Fast, dynamic and stressful everyday life, which is imposed as a result of social and economic existence, probably shifts the focus from the personal and social worldviews. Young people, subject to modernity, are not sufficiently motivated, reasoned, do not have time to invest in the search for spirituality, enlightenment, inspiration, through the wisdom, unadulterated

nature and beauty of art created over the centuries. A gap that the education system in particular needs to make up for.

3. FINDINGS

- The general culture of the surveyed students is very good;
- Young people have an idea of the different styles in European art, of their bright representatives and the works they created;
- Many of the respondents have a good knowledge about details of the history of European culture – ethnicity of the artists, areas and time in which they worked;
- Mistakes / omissions are a reason to think: to what extent modernity, society, institutions, the individual, motivate the cultural development and development of young people;
- Education policy must tend to develop in search of ways and means to maintain and stimulate, in order to increase the interest of young people in self-improvement through the achievement of spiritual and practical skills and competencies, by expanding their common culture, based on logical conditioning and globalization of the spheres of life, through the interconnectedness and interdependence between past, present and future.

4. CONCLUSION

"There are two main reasons why it's useful to take a closer look at creative life personalities and their achievements. The first and most obvious is that the fruits of their labour enrich the culture and so, albeit indirectly, improve the quality of life of everyone else. And we can benefit directly from this knowledge by learning how to make your own life more interesting and productive." (Csikszentmihalyi, 2019, p.19)

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Appendix 1

SURVEY

1. Which style of music is Johann Sebastian Bach a strong representative of?
a) classicism – 12% b) baroque – 84% c) romanticism – 4%
2. Which composer wrote the cycle The Four Seasons?
a) Pyotr Ilyich Tchaikovsky- 46% b) Franz Schubert - 22% c) Wolfgang Amadeus Mozart - 35%
3. The Flemish painter Peter Paul Rubens, the German composer Georg Friedrich Handel, and the French fairy tale writer Charles Perrault were all representatives of the same style of art in the 17th-18th century. Which is it?
a) Impressionism – 10% b) Romanticism – 28% c) Baroque – 64%
4. Who are the most prominent and popular representatives of classicism in music?
a) Chopin, Mendelssohn, Liszt - 4% b) Haydn, Mozart, Beethoven - 84% c) Bach, Handel, Vivaldi - 16%
5. Who is the composer of the piano piece For Eliza?
a) Johannes Brahms – 6% b) Johann Sebastian Bach – 6% c) Ludwig van Beethoven – 88%
6. Who is the author of Gulliver's Travels?
a) Daniel Defoe – 18% b) Jonathan Swift – 80% c) Walter Scott – 4%
7. The most prominent representative of impressionism in music is:
a) Claude Debussy – 18% b) Jean Michel Jarre – 18% c) Claude Monet – 64%
8. Impressionism as a style in art originated in:
a) Finland – 4% b) France – 96% c) Philippines – 0%

9. The composer of the operas "La Traviata", "Aida", "Il Trovatore" is:
a) *Claudio Monteverdi* - 4% **b) Giuseppe Verdi – 96%** c) *Modest Mussorgsky* – 0%
10. Which of the following composers was born in Poland?
a) *Antonin Dvořák* – 26% **b) Frederic Chopin – 70%** c) *Franz Liszt* – 6%
11. The author of the novels War and Peace and Anna Karenina is:
a) *Mikhail Lermontov* – 0% b) *Nikolai Gogol* – 6% **c) Leo Tolstoy – 94%**
12. Who is the composer of the ballet The Sleeping Beauty?
a) **Pyotr Ilyich Tchaikovsky – 92%** b) *Mikhail Glinka* – 4% c) *Modest Mussorgsky* – 4%
13. A Russian encyclopedic scholar and writer, representative of Classicism, is:
a) *Dmitry Mendeleev* – 26% **b) Mikhail Lomonosov – 64%** c) *Yuri Venelin* – 12%
14. Which instrument did Niccolò Paganini master?
a) *piano* – 10% b) *flute* – 4% **c) violin – 86%**
15. Who is the composer of the operas Don Giovanni, The Magic Flute, and The Marriage of Figaro?
a) *Antonio Salieri* – 4% **b) Wolfgang Amadeus Mozart – 88%** c) *Giacomo Puccini* – 8%
16. The composer Edvard Grieg, a representative of Romanticism, came originally from:
a) **Norway – 82%** b) *Sweden* – 10% c) *Switzerland* – 8%
17. Lord Byron, Percy Shelley, John Keats are representatives of the English:
a) *Classicism* – 10% **b) Romanticism – 70%** c) *Modernism* – 22%
18. Who is the author of Ode to Joy that Beethoven uses in his 9th Symphony?
a) *Johann Goethe* – 18% b) *Heinrich Heine* – 6% **c) Friedrich Schiller – 76%**
19. Ilya Repin, Valentin Serov, and Ivan Aivazovsky are Russian:
a) *poets* – 8% **b) artists – 80%** c) *composers* – 12%
20. Who of the following is a fabulist?
a) **Jean de La Fontaine – 92%** b) *Mikhail Lomonosov* – 4% c) *Georges Sand* – 4%