

# Cultivating and Forming Regional Traditions by the Visegrad Group Teachers



**Cultivating and Forming Regional Traditions  
by the Visegrad Group Teachers**



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# **Cultivating and Forming Regional Traditions by the Visegrad Group Teachers**

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# Introduction

The European nations' community seems self-evident, since in addition to having shared roots consisting of cultural and scientific heritage dating back to antiquity, the countries of the continent can refer to the common philosophical and axiological foundations, which is significant in the fields of education and arts. At the same time, the traditions of particular regions, stemming from the specificities of their forming process and the consequences thereof, make Europe richly varied. It is the major task for the contemporary societies to stress and appreciate the said differences regardless of popular opinions, encountered much too often, that render a false picture of the phenomenon in question.

Regional cultures are manifested in the emergence of material, artistic, intellectual, and spiritual goods, as well as values accompanied by rules and conventions of social life (i.e. local customs). It is an area of great importance in the course of cultural identity development. Currently, cultural phenomena are mainly understood by way of presenting the values and goods to the general public. The most common and effective way of doing it is disseminating cultural contents through the mass media easily reaching millions of people at the same time. Simultaneously, however, we observe a rather distressing process involving the atrophy of the "regional instinct," still at work in the pre-media times, that made it possible for an individual to choose from the wide array of cultural products those of the greatest value.

Most efforts exerted by the media to provide culture to the general public focus on the commercial aspect of the process. Therefore, the consumer attitudes towards life become dominant. It is especially alarming with reference to children and adolescents due to their vulnerability to television, the Internet, and other computer-related activities.<sup>1</sup> In this context, the mission of teachers

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<sup>1</sup> Cf. works by J. Koblewska, A. Przeclawska, J. Izdebska, J. Gajda, B. Łaciak et al.



seems crucially important because it allows children to have a first-hand experience of regional traditions, which gives them the sense of connectedness and community with their own region. This process of identification, when properly conducted by the teacher, paves the way for benefiting from this area of human activity in the future, which eventually translates into the students' quality of life. Future is being built right now and the shape thereof depends on our present actions in all of their complexity. The act of cultivating regional traditions can be a powerful defense against the onslaught of a unified (and unifying) popular culture, as well as the resultant confusion of an individual in the cosmopolitan society.

Passing the present publication to our readers, we would like to stress its significance that stems from the fact that the majority of the texts contained herein are of research character. It gives readers a chance to overview the issues discussed within the scope of the international research project entitled "Cultivating and Forming Regional Traditions by the Visegrad Group Teachers" financed by the Visegrad Fund.

The book is a collection of texts by Polish, Czech, Slovak, and Hungarian researchers who attempted to answer the question of whether and to what extent teachers are involved in the process of cultivating and creating regional traditions.

Imre Lipcsei in his study "The effects of social coexistence as exemplified by a region in Hungary" attempts to answer the question concerning the value of tradition in the process of supporting minority cultural identity. The analyzed examples encompass the national minorities living in Hungary, and particularly developing the attitudes of acceptance and tolerance to attain peaceful coexistence.

Viera Kurincová, Anna Klimentová, and Tatiana Slezáková in their article "The school as a place of regional education in the global world" focus on regional education in the schools of the Slovak Republic. In the presented research report, the authors suggest that the emphasis put on the quality of tasks performed pertaining to regional education is greater than ever.

Alicja Żywczok and Beata Ecler-Nocoń in the article "Attitudes towards tradition and their consequences — analyses in the scope of theory of upbringing and education, and the history of pedagogical and praxeological philosophy" describe and analyze the basic principles of the approach to tradition. Using the biography of a Silesian woman, they present the influence of local environment on the process of cultural identification and creation of one's own identity.

In the text "Further education of upper secondary school teachers in the Czech Republic in the context of forming regional traditions," Jaroslav Veteška, Markéta Václavková, and Kateřina Ducháčová discuss the issue of further education of the secondary school teachers in the Czech Republic, particularly focusing on the curriculum contents covering the issues of regional traditions.

“The Teacher facing the difficulties in cultivating regional traditions” by Beata Piła and Wiesława A. Sacher is a research report on the difficulties in implementing the selected objectives of regional education in kindergarten and primary school.

In Tatiana Slezáková, Viera Kurincová, and Anna Klimentová’s “Regional education in the pre-primary education as an essential means in children’s development,” the authors point out to possible ways of teaching regional education to preschool children, taking into account the issues of sociocultural identity, as well as the foundations of the intercultural competences development.

Krisztina Katona and Attila B. Kis in their study “The role of folk riddles in children’s development” analyze the meaning of folk wisdom delivered in a form of sayings, dictums, adages, etc. in the process of stimulating socio-psychological development of kindergarten and lower primary school children.

The article by Ewa Szadzińska “Regional cultural traditions in the school education content — a contribution to ethnopedagogy,” in turn, constitutes a voice in the discussion on the issues of ethnopedagogy with reference to regional education.

Anna Waligóra-Huk’s “Teachers on the possibilities of cultivating regional traditions within the eTwinning framework of international collaboration of schools” presents the opportunities to create and cultivate regional traditions by using the tools and methods offered by the eTwinning platform for international collaboration of schools to be applied by Polish teachers. The significant role of the multimedia in the process of cultivating and supporting regional traditions as well as in the development of student’s own cultural identity is the subject of the discussion in the article by Anna Brosch entitled “The role of multimedia in cultivating Polish culture and tradition in early school education.”

The importance of regional education in teaching preschool children as well as the significance of teachers’ work in this field, are presented by Hewilia Hetmańczyk-Bajer in the article “Regional education as a significant area of the preschool educational activities.”

The actual degree of cultivating regional traditions in the work of kindergarten teachers and integrated education teachers is the subject of the research study by Agata Cabała and Violetta Rodek “Cultivating regional traditions in preschool and early primary school education.”

Julia Ivanovičova and Anna Klimentova’s “Regional education in kindergarten and the first grade of primary education” is a report from the implementation of the educational project KEGA which developed innovative activities based on the new model of regional education in the context of globalization.

The article by Mirosław Kisiel entitled “Cultivation of regional traditions by members of child folklore song and dance ensembles,” is a description of artistic activities including singing and dancing which raise children’s awareness of their own regional traditions.

The article by Natalia Stankowska, “Teachers’ participation in cultivating and forming regional traditions,” describing the work performed by teachers in the art workshops for children with disabilities, emphasizes the role of an educator who, due to their attitude, may uncover to children the cultural values of their own cultural region.

In Anna Klim-Klimaszewska and Ewa Jagiełło’s “Cultivation of cultural festivals, holidays, and traditions by preschool teachers from Siedlce commune,” based on surveys, the authors depict the traditions of Podlasie which are most frequently cultivated by kindergarten teachers.

Finally, in his paper “Education in Szarvas,” Zoltán Roszik turns the readers’ attention to the significance of regional education in the district of Szarvas.

We hope that, owing to the themes presented, the book will prove to be an interesting reading and may become a source of inspiration for further in-depth analyses and discussions.

*Beata Pitula*  
*Anna Waligóra-Huk*

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