MONTAGE OF EDUCATIONAL ATTRACTIONS

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MONTAGE OF EDUCATIONAL ATTRACTIONS

… The role of the film is not to entertain but to serve the viewers.
Entertainment and fun should only be quantitative representative of
the thematic construction and not qualitative force of the same.
However, when at some point the film lost its potential to hold the
viewers startled, opinion was formed that film was bound to entertain…

Eisenstein

We see the situation with education is similar with the above said of the film.
The role of education is not to entertain but to serve the pupils and students i.e. the people of our future. Entertainment and fun should only be quantitative representative of the thematic construction and not qualitative force of the same.

But, like film, at some point i.e. along with the development of technology, education has lost its potential to hold the pupils and students' attention and consequently it has been concluded that education is bound to be entertaining.

What do we see today when we look at the world we live in?

Depression in living, aggressiveness in career-building, increasing number of frustrated children, unlimited freedom of information, misunderstood and misinterpreted democracy, whirling technology...

What do we see today when we look at education?

An industrialized process of making literate people, graduates, masters, and doctors.
The situation with pupils and freedom of information looks like letting a 2-year-old child all alone out on a road busy with heavy traffic.
Democracy has led to offering children all sorts of information even most disgusting, revolting, and appalling ones.
Technology slowly pushes away humanity and undoubtedly takes over the honorary and once highly respected autocratic role of the teacher as a source of information. Unfortunately, new kinds of teachers have appeared today: the Internet, the "market" teacher, and the virtual teacher.
These three kinds of teachers bear characteristics which undoubtedly lead to a process of dying out of the once leading character of Mankind and its evolution:

Is this a process we should rejoice over or one we should mourn over?

The Internet supplies most destructive information to children by means of successful montage of colours, sounds, and effects and we must not forget that Man is a habit-forming

creature. He firstly stands aghast and filled with fear, then he adapts and gets accustomed to what he sees and hears, and finally he accepts the situation or the idea as a habit of his own or as his own way of thinking, seeing, and living.

A process of **education** being turned into **a market place** where not students of quality but those who can pay for their education would be allowed to rule the society of tomorrow as well as the educational process; and when market takes the lead in education, kitsch* is inevitable as means of popularization.

Virtual teaching will expose our children to mechanization of future humans and consequently to loss of human interaction with teachers and life at all.

We pose to ourselves and to you these questions:

* Have we forgotten the prime of the teaching process?

* Have we forgotten that this world is not ours, *that we have only borrowed it from the children of tomorrow*, from our children?

* Do we really not realize that teachers are a species bound to be extinct if we do not get alarmed?

Teachers - Endangered Species

Eisenstein talks of montage of attractions when making a film. This technique or rather, this weapon is already being applied by Internet.

Compared to **the power that Internet has over children,** as a source of information presented by montage of attractions, teachers' work today starts to look like an attempt of drowning creatures to get hold of a straw in order to save their own educational role. They have stopped being the main source of knowledge for schoolchildren and, worse than that, teachers are far behind children in knowing how to operate a computer and use the Internet.

What should be done to confront the power of Internet?

* Should we start thinking of demanding an educational monopoly over Internet? Is this idea a new science fiction?

* Have we really done anything or enough in developing a critical approach to Internet with pupils especially at their earliest age?

* Have we taken enough care to arm ourselves with high-quality computer knowledge and general knowledge in order to know when and at what point to fight back?

* Have we taken real care of the make-up of a teacher that we necessarily have to have in order to successfully bear the role of an Internet Traffic Warden or Coastguard for children surfing on the internet?

* Have we done anything to raise the educational process to a level adequate to be a foothold for rivalry with Internet?

Or...

Should we think of confronting Internet with the same weapon - the weapon of **Montage of Attractions in the Teaching Process?** Can we make a real attempt to elevate education to a higher level of montage of educational attractions by which to appeal to and manage the curiosity of children enough to make them cautious and resistant to the devouring and abusing

attractions of the Internet and any other destructive content from the imposing informative media?

Education - Endangered Quality of Humans

> "*Film is the most rapidly moving art*".
> Eisenstein

We claim that **Education is the most rapidly moving art** for the creation of the Man of the Future is the greatest of all arts and the fast-developing technology and fast-changing world require its continuous and fast adaptation. As a result, **education** is being turned into **a market place.** Unfortunately, *kitsch* has emerged in all aspects of life and arts, even in the supreme of all arts - the education.

Why have we introduced the term education market... or where is this education market?

Everywhere where life expectancy has decreased, everywhere where teachers fear of loss of their job due to insufficient number of pupils or students, everywhere where fast-earning good money is the aim, everywhere where surpassing diversity of educational systems among countries is an imposed policy (regardless of the fact that many of the countries are not economically fit to adapt to the changes towards surpassing diversity).

Why have we introduced the term kitsch education?

By Oxford Advanced Learner's Dictionary *kitsch* refers to *popular art or design that is lacking in good taste by being too bright, sentimental, or pretentious in style*
We all know kitsch is a by-product of popularization.
What urges popularization? Interest! We shall not discuss here the kind of interest. We may only add Saul Bellow's thought presented in his novel *The King of the Rain*: Fear (of tomorrow) is the moving force of life (and the world).
So, the greater the number of art consumers, the greater the demand for art! But real art is not a-short-time process of creation. In addition, the greater demand imposes rapidity of the process of creation, industrialized creation i.e. production of art. This consequently places the accent on the form only, at the same time neglecting the essential content and material i.e. the quality of the piece.

At what points of the educational process does kitsch education most often emerge?

We often adapt ourselves and our teaching plan to the level of the pupils we have, **forgetting the fact that intellectual level is a category we are bound to constantly develop and not one to keep descending down to.**
We fear of being criticized as teachers and develop a habit of **making everything easier for pupils, at the same time disabling them to improve their intellectual fitness.** We develop their laziness in thinking instead.
Another dangerous point is **surpassing diversity of educational systems of different countries.** This especially refers to the highly developed countries. Methods, techniques, schemes, models, even tools and all sorts of approaches from these countries are accepted forgetting the fact that they have been designed for children and by people of cultural, ethnic, social, and economic background different from the background of the children of less developed countries. Another fact stubbornly ignored is the one that their methods and

approaches have been designed for classroom and teaching facilities of higher level than those that the less developed countries have.

And is exactly at this point where the image of highly developed educational process is created in those countries; instead of real and core development of the educational process in accordance with the culture and the spirit of the children.

Moreover, we all enter the same classrooms with the same children that we all teach to different subjects and allow them see us coming in and going out after having drawn the same branch scheme or applied the same game, the same techniques, or the same model.
We wonder who gets bored first? The teacher or the pupils/students?

Compared to **the power the money has reached in gaining education,** which when being purchased is most often of limited quality (let us never forget the one for free but gained by burning the midnight oil), the influence that teachers have over children today is that of boring grandparents with tales which have nothing to do with the real and materialistic world that has been surrounding them. Unfortunately, amidst the cruelty of the materialistic world that children and we live in, we get into the habit of imposing false brightness, false sentimentalism ... Instead of creating the real values within those little learners, we create images of values that very few people still believe in. Thereby, it is a self-deceiving process we have become part of. We create images of education and not education itself...

As an already designed process, education certainly deals with pre-set plans and methods to be used in the realization of the same. But how good and effective is the pre-set design? Does it not keep requiring novelties?

What should be done to prevent the appearance of kitsch education – a product at the education market?

> *Not a realization of a scheme but a live organism of creation should be the aim of every teacher*
> *- a thought by Eisenstein adapted for the objective of this work*
> *- the author*

What we suggest is montage of attractions again i.e. elevation of the morphogenesis of the teaching unit to a level of artistry by which *unification i.e. harmony of both thematic-logical component and the sensory forms of thinking will be achieved (Eisenstein):*

* Implementing effects to attack and animate the intellectual thinking process as well as the sensory one

* Developing the intellectual thinking process

* Developing the sensory thinking and learning

* Developing critical thinking

* Developing comparison and contrasting skills

* Eliciting knowledge useful to build over

* Extracting and eliminating social and Internet negative elements of interference and directing the positive ones

* A mastership in composing the lesson and urging interaction which allows quick adaptation in accordance with the learners' reactions i.e. feedback.

We suggest the above stated ideas to successful montage of attractions which is undoubtedly possible to be realized both **thematically -** as conceptual content of the relevant subject and **structurally -** as sensory forms of thinking i.e. affecting the senses during presentation.

From the above stated we would like to point out the necessity of preparing the teachers for skillful montage of attractions in the teaching process. In that sense we find three skills imposing to be compulsory in the pedagogic training: Artistic Creativity, high level of Computer knowledge (not a basic one), and high level of Internet use knowledge. Introductory notes to the practical approach to this idea would be presented in the paper that follows under the same title Montage of Educational Attractions, with the subtitle ***Practical Approach in the Educational Process*** navigating us to some of the solutions to the question:

... What does a teacher need to make a montage?...

Summary:

The role of education is not to entertain but to serve the pupils and students i.e. the people of our future. Entertainment and fun should only be quantitative representative of the thematic construction and not qualitative power of the same.

Technology slowly pushes away humanity and undoubtedly takes over the honorary and once highly respected autocratic role of the teacher as a source of information. New kinds of teachers have appeared today: the Internet, the "market" teacher, and the virtual teacher.

These three kinds of teachers bear characteristics that undoubtedly lead to a process of dying out of the once leading character in Mankind and its evolution.

Bearing in mind the saying *"The weakest point lies in the strongest",* can we fight back by introducing montage of attractions into education?

From the stated, preparing the teachers for skillful montage of educational attractions in the teaching process has been a must for more than two decades already.

References:

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[1] Eisenstein, S.M., ***Montage of Attractions***, published by Nolit, 1964. Belgrade