

Arts Education and Career Socialization in Teacher Training

Joó, Anikó; Molnár-Tamus, Viktória & Sz. Fodor, Adrienne

Debrecen Reformed Theological University

Theoretical Foundation

In pedagogy, we attach an important role to the personality-developing effect of art, so it is necessary to start it at an early age. The importance of **artistic education** in primary school has been confirmed by a number of international and Hungarian **studies** in the past decades. The **profession of teachers** is a particular category which requires special knowledge and practical experience, and reflects the maturity and stability of the personality. All this is completed in a **career socialisation** process, the effectiveness of which is represented in the acquisition of behavioural modes, techniques, values, roles, norms and attitudes. Commitment to a profession is a process of maturation, preparation and learning which is called **professional socialisation**. In doing so, the personality is enriched in several dimensions, which mirrors the personality's maturity, conviction and dedication. The efficient **teacher-child relationship** develops along the teacher's personality traits, behaviour and professional-methodological preparation.

The aim of the research

1. What motifs can be recognized in students' career choice in teacher training?
2. What characterises students' cultural reception and consumption?
3. Are they engaged in active artistic activity?
4. How do they evaluate the role of arts in education?
5. Is the chosen specialisation field related to the attitude towards arts?

Hypotheses

In teacher training

1. in students' career choice extrinsic as well as intrinsic motifs can be recognized
2. students' cultural consumption habits do not or only slightly differ from those of the age group
3. active participation in artistic activities characterises the majority of the students
4. the role of arts in education is clearly declared by the respondents
5. differences in specialisation fields are related to students' attitude towards arts

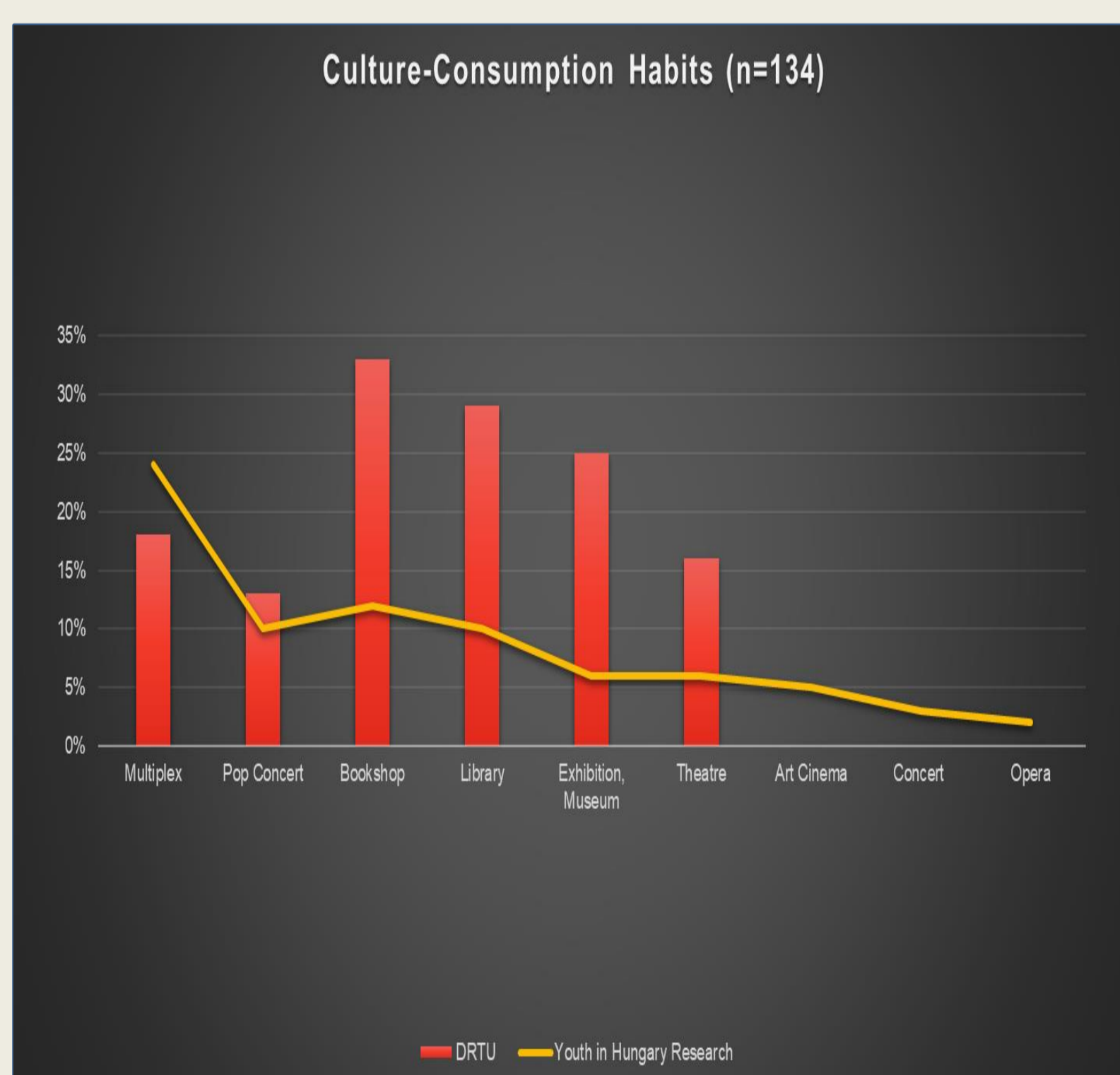
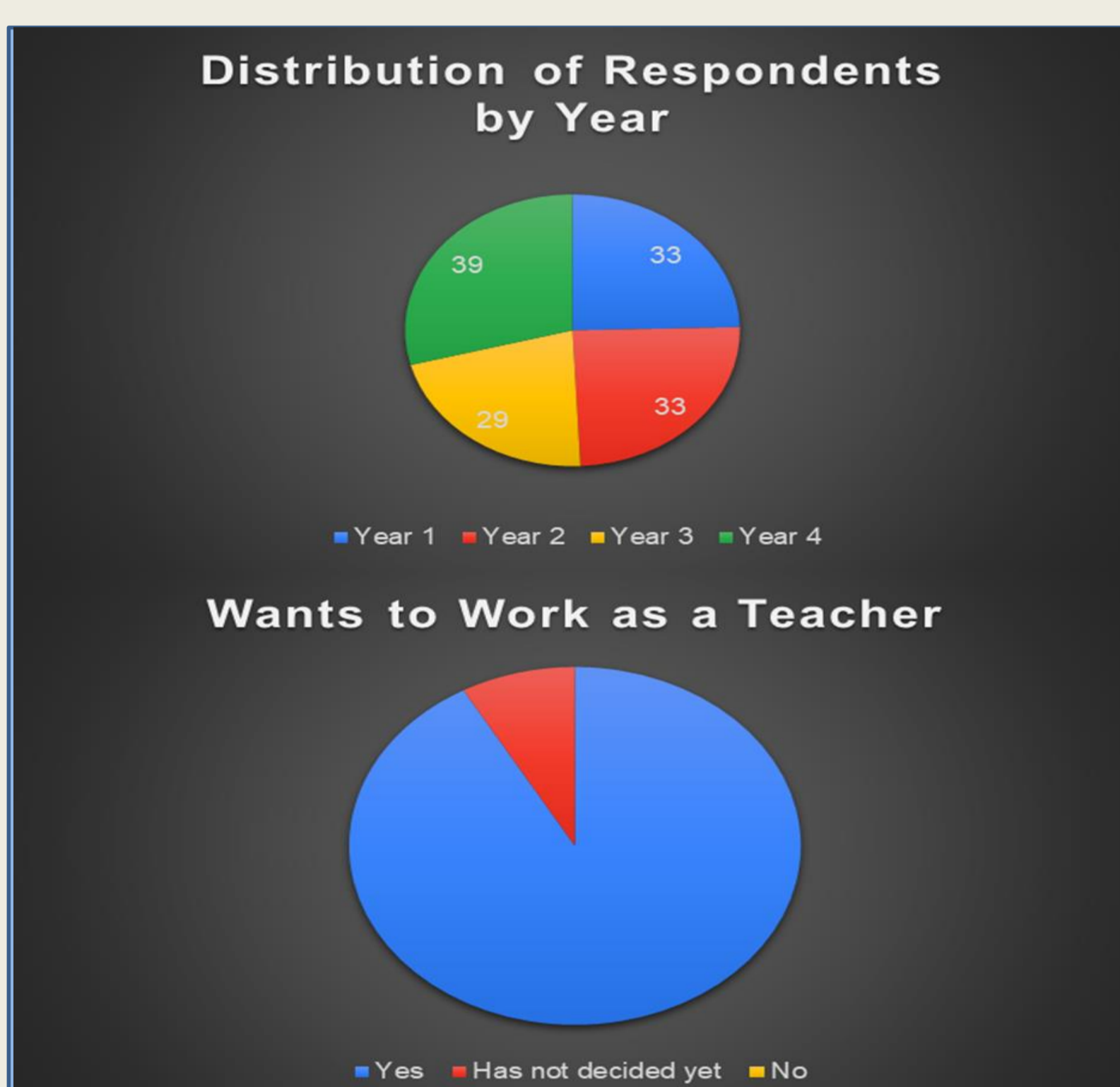
Research Concept

Sample – students in teacher training at Debrecen Reformed Theological University in the autumn semester of 2020/2021 academic year

Tool – self-developed online questionnaire

Constant – arts education in teacher training; cultural facilities provided by the training, the university and the city

Variables – demography, specialisation field, motifs of career choice, culture consumption habits, creative artistic activity, evaluating the importance of arts education at primary school, future plans



Conclusions

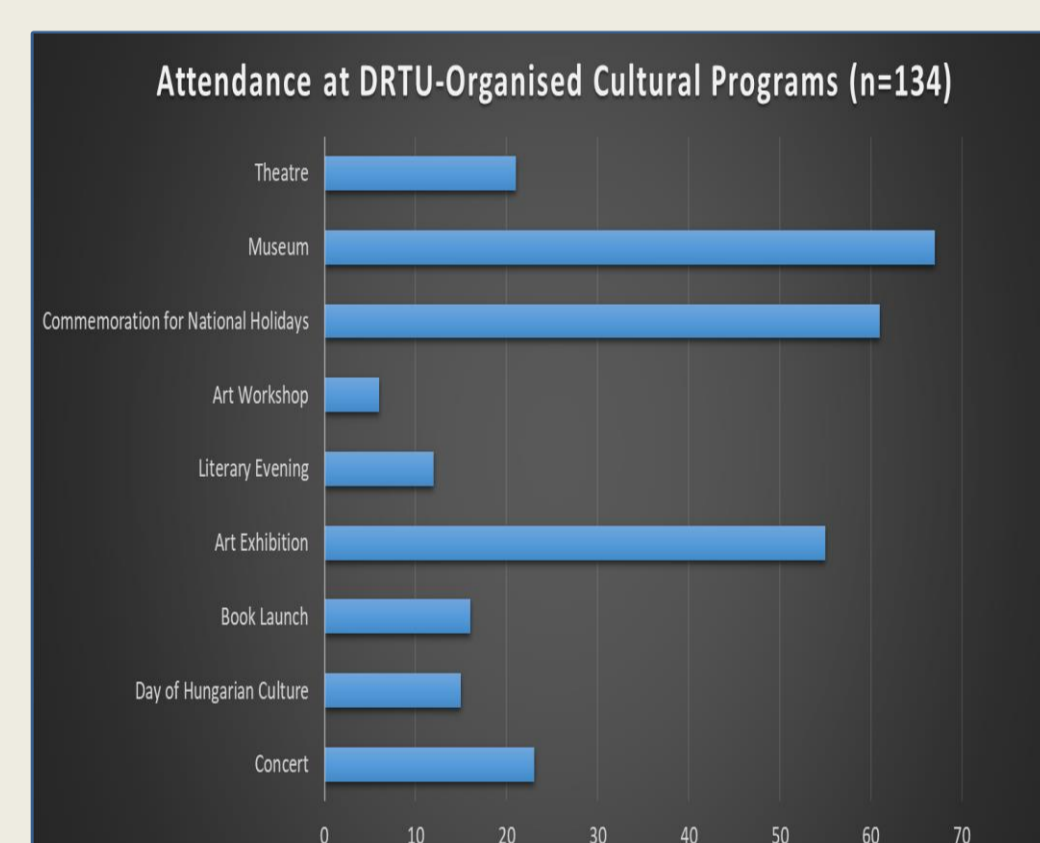
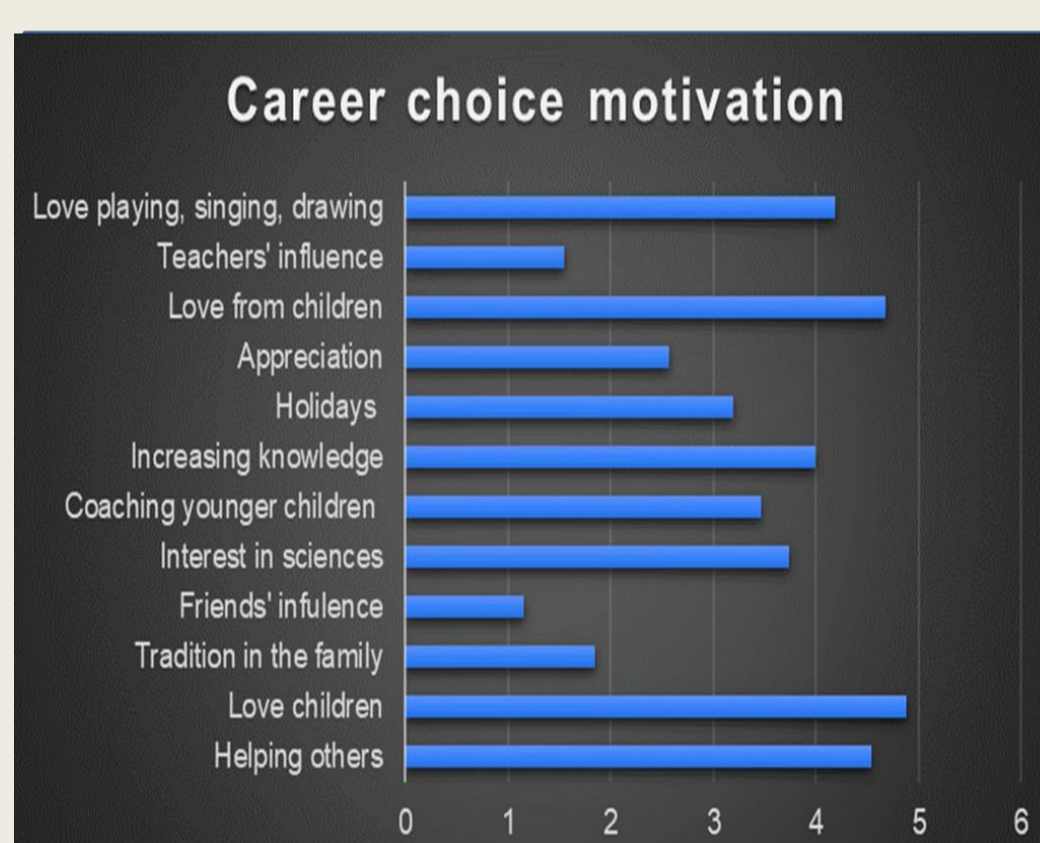
In students' career choice in teacher training intrinsic motives have proved to be decisive, which is a definite sign of professional commitment.

Students' cultural consumption habits - in terms of reading, exhibitions, museums, theatre visits - are much more favourable than those of the age group, while in the case of some cultural institutions (art cinema, concert, opera) they remain below. The institutional (Reformed College) impact is likely, but also the role of family background. Due to the pandemic situation, the range of entertainment and cultural opportunities has significantly narrowed, and the platform has been rearranged. Examining this aspect was not among our preliminary objectives, but whether the change is temporary or permanent will be decided in a further investigation.

Teachers of the future clearly declare the role of arts in education both in lower and upper primary.

Motivation is a decisive factor of behaviour. Several divisions and systematisations of motifs are known. With regard to the **profession of teachers**, the most well-known distinction is the one between the internal (intrinsic) and the external (extrinsic) motivations that appear beyond career choices, in relation to the arts.

Not all children are provided with an artistic experience in the first few years of their lives **within their families**, and thus, this will be an important task for the teacher. It is significant to enhance the emotional world of children from different sociocultural background through the arts. Therefore, the development of appropriate motivation and professional competencies is an important field of **teacher training**. Not only prospective employers, school principals, but also society expect teachers to guide their students to various areas of culture and arts, during lessons and extracurricular activities. They shall do this in a well-prepared way by providing their students with great experiences!



Results. The majority of the respondents (59%) has specialized in art-oriented subjects (Hungarian, Visual Education, Music). 91.8% wants to work as a teacher, 8.2% has not made a final decision yet, but there was no complete rejection. It is supported by the fact that in their career choice intrinsic motives – with emotional involvement related to the profession of a teacher – are dominant (as opposed to interest-driven, or external motives). A further area of the research was to explore the attendance at art programs organized by the university. Visiting museums, art exhibitions, and commemorations for national holidays have proved to be the most popular. Attendance at museums and fine art exhibitions is greatly influenced by the intellectual and material environment of the Reformed College. A lower proportion attends book launch events, literary evenings, and art workshops. As to culture-consumption habits the majority visits bookshops and libraries related to their studies. The students attend these institutions well above the national average for the age group (Youth in Hungary Research 2016). Arts education is considered to be important, which shows favourable attitude not only towards art but arts education as well.

