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The Dance Of Cyprus Turkish Folk Literature With The Soil And Fire

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Abstract

The aim of this study is to give examples about how to use tales, myths, epics, poems and riddles from the types of Cyprus Turkish Folk Literature in education with drama by unfitting them with the art of pottery. Both arts of pottery and literature, which are as old as the history of civilization, give information about the lifestyle, tradition, culture, economy and education of the era they were created. Literature is the art of composition of thoughts, feelings and dreams, by oral or nominal ways. Pottery is the name given to the item or the act of making this item, which is made by mixing soil and water. With this project, it is planned to compose pottery artworks and create new tales, myths, epics, poems and riddles by benefiting from the tales, myths, epics, poems and riddles and to associate them with lessons. In the Project, firstly Cyprus Turkish Folk Literature and pottery history were examined and specialist people were interviewed. It has been exemplified how to get pottery and literature together to do an activity by drama method with a group of teachers, in a pottery factory. As a result of the researchers, it was observed that the motives in the art of pottery had a story and the stories were not being used with a relation with the types of Cyprus Turkish Folk Literature. Because of this, working could do examples about what kind of activities with the drama method, together with Cyprus Turkish Folk Literature and pottery was given. With the teachers that participated to the education, existing and newly created tales, myths, epics, poems and riddles were used to do drama based activities with students at schools. It is being thought that this project will help the values of Cyprus Turkish Folk Literature to be carried from past to the present and from present to the future. It has been planned for the artworks, which were created at the end of these activities to be exhibited in an exhibit hall or a studio, with the theme of “Kneading Literature With Clay”. In this study, nine teachers and fifty students were reached, and it is pointed out in the project action plan that it is planned to reach a hundred more people. By these, both artistic and educational activities were exemplified, and it was assured to reflect cultural values to the future.

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1. Introduction

Development of a country can be put into practice by the strength of educated people. Educating the human force and reaching goals are the main functions of the education. For the education to succeed; it should have targets, and plans and programs according to these targets. These programs which will run, should be supported by the determined lectures, educational technologies, educational technics, and educational methods.

Literature and education are two close related subjects which complete each other in the means of working on human populations, because both has the subject of "human". Men's adventures on the earth, the relationships with natural and social surroundings, the dream of living healthy, and the oral and written transfusions of this dream are the shared subjects of these two fields. There is a tight connection between literature, drama, and theatre. The tradition of oral literature has become the transporter of the tradition and history of Middle Asia where the Turkish people came from, and Anatolia where they came to, and has found itself a suitable space in the show culture as a matter of recompense (Kaim, 2006).

Art is a tool of communication, and when used in a positive way, it is one of the best tools to speed up the mental, emotional, spiritual and tactual improvement processes. The children, who form close contact with painting, pottery, sculpture, and similar arts, fasten their improvement of skills. Just like the works that are done in the relation of children and art open up their vision, the pottery works which contribute to the improvement process provides empowerment for the relation of children and art. Art in education, causes respect and love to join in with the principle of the freedom of self-expression, and helps to make these concepts real. The person, who works on the arts of pottery and sculpture; understands the place and importance of art in human life, becomes productive and creative, and has an improved aesthetic sensitivity. Just like this person becomes open to interaction and communication with surrounding people, he/she recognizes the cultural values, helps discovering skills, helps to know the surroundings and cultural features.

Creative drama is the sum of action states, improvisation, and vitalization of the self-thoughts, creative findings, and knowledges of the students; without being bound to any text. (San, 1998).

2. The aim and importance of the project

The goal of this study is to improve the creativity of students carrying the Cyprus culture from the past to the future, transferring the examples of Cyprus Turkish Folk Literature with the art of pottery which also is a value of Cyprus by merging the Cyprus Turkish Folk Literature with the art of pottery.

It is thought that this project will have a contribution to the transferring of the values which the Cyprus Turkish Folk Literature carries, from the past to the future. With the way of creative drama, the meeting of the types of Cyprus Turkish Folk Literature with the teachers in an exercise, and doing this exercise is seen important as it is the first in the country. It is thought that the exercise with the teachers by using the creative drama method will increase their awareness. It is hoped that in the classes of participating teachers, doing exercises together with the students will increase their awareness about the examples of Cyprus Turkish Folk Literature and the pottery works. It is hoped that the project will have an effect on the improvement of the creativity of teachers and students, and will help them earn an artistic and aesthetic approach.

3. Target group

The study group of this project is formed by the pre, primary and middle school teachers of TRNC, and the students in these teachers' classes.

4. Methods and exercises

At the end of this project, related documents were examined and according to them, thesis, articles, notices, books and other scientific publications were scanned, internet sources were reached, present state determination was done according to the results of the forms which collected the opinions of the teachers.

In the exercise parts of the project, the preparation works of the literature themed drama activity which the teachers made in a workshop were photographed, the work records were collected, pottery studies were recorded

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