The Use of Animation in Greek School Education

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Abstract: The new prevailing form of literacy combines many forms of communication and meaning creation. The use of different teaching methods is important for a better understanding of the cognitive objects, such as the creation of animation (audiovisual teaching material). Thus, through art, the teacher can communicate various concepts and elements, as well as develop values, such as cooperation, coexistence and gentle competition between children. Through a bibliographic review, the purpose of this article is to present that the animation is an important and easy-to-use tool for the teacher, because through the art and power of movement, teaches cognitive objects in a way that promotes collaborative learning.

Key words: animation, education, skills, students, equipment

1. Introduction

In the 21st century, a different kind of literacy prevails. There are already classes in the school curriculum that promote the arts. But also some teachers use some art forms during their lessons, such as music, painting, etc. Even in recent years it is observed that children express their feelings more and communicate with others through art and its various forms, which means that they feel familiar and can thus enrich their horizons, stimulate their imagination surveillance materials, images, but also its technology and capabilities. That is why "the spread of technology and the ability to easily capture, store and send moving images, sounds and text will continue to change the way we communicate and lead to new ways of creating meanings from different media." (O'Rourke, 2005).

But apart from technology, they can also use the possibilities offered by art and if they can combine it with technology, they will achieve very important achievements. After all, through and control their psychic world.

It is well known that a teacher has many "weapons" to make his lesson interesting, both for himself and for his students. It can use various means, such as art, the child and the teacher can work together.

1.1 The Meaning of Animation

Animation is an art form that has its roots in the Latin word anima which means soul. Besides, the verb "animate" in Greek has the meaning of animate, enliven and mainly give life to the movement. Technically, however, animation is "a complex production of movement through the continuous use of minimal moments of time, which gives the viewer a sense of movement. In other words, it is the rapid projection of a series of two-dimensional, three-dimensional images or positions of a model, in such a way as to create the illusion of movement." (Vassiliadis, 2006).

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1.2 The Animation in the School Curriculum

Today the teachers follow the instructions given to them by the Ministry of Education. Unfortunately, the use of animation is not explicitly mentioned in the curriculum. However, they can become a little more flexible and apply various teaching methods and means, depending on the conditions prevailing in their classroom, thus incorporating elements of art in their teaching and mainly through the creation and use of animation, which includes all art forms and teach the cognitive object they have each time.

1.3 Method of Creating Animation

The method most often used to create animated films with children is about the same as that used to create films by professionals. But there are also differences. Of course the steps that must be followed to create it are: Pre-production, Production, Post-production, Screening and Assessment.

1) In Pre-Production the preparation for the production of the film takes place. The idea, the initial situation and the problematic area are identified

2) In production, the film is made using various techniques, such as animations, animation with 3D models, etc.

3) In Post-Production, the film is mainly edited to get its final form. The computer in the classroom can be used and the animation film can be configured with simple programs. Children can work in groups and see the magic of image, sound and movement harmonize in one body, as they can organize the images they have taken, add sound, use various effects and synchronize the image with the sound and movement.

4) In the Screening, the film created for the students and the teachers is screened and the result of the animation film is judged.

5) In the Assessment, the teachers themselves can evaluate the film through questionnaires and through detailed lists, where they can put an accurate score for the work done. Of course, there may be self-assessment by students.

1.4 Equipment for Creating Animation

To create an animation there must be some instruments and a specific equipment. These are: digital media (camcorder or camera), tripods for stability, lighting control in the space, computer, image processing software and a table for setting the scene (Lazaridis, 2008).

1.5 Skills Developed Through Animation

Through the use of animation, children can develop certain skills that help them in shaping their character, behavior and mental world. These are their confidence and ingenuity, perceptual, emotional and moral aspects, their writing ability, discovering the meaning of visual communication, gaining more concentration, problem solving ability, ability to communicate within the group and building good relationships within the school community, conducting research, scheduling time and creating work plans, ability of public presentation, tolerance for the diversity found in each group, familiarity with the technical equipment and the computer as well as creation of educational material, which can refer to a subject (Bitzouni, 2009).

However, as in any technological medium there are disadvantages, so in animation there are some limitations, such as the distraction of children from the substance and its deterrent function when it is overloaded (Siakas, 2011).

1.6 The Pedagogical Dimension of Animation

Animation, as a film technique, also has pedagogical dimensions, since it is based on some pedagogical principles, which are: understanding, learning activities, participation, attractiveness, unity and technical solutions. More specifically, comprehension, for animation, is based on the ability of a child to understand knowledge through the images and elements that the animation itself has. Learning activities are based on the fact that through animation, since comprehension and therefore learning can be achieved, the child will be able to participate more easily in various activities. Participation is based on the fact that the child can take part in the process of creating the animation, thus giving the child immediacy. The attractiveness is based on the fact that the animation itself, as an audiovisual movement, attracts the interest and attention of the child. Finally, technical solutions are based on the fact that animation can provide solutions to the creation of multimedia and this results in good operation (Gross, 2003).

1.7 Animation in Greece and Internationally

In Greece, some animation workshops are organized for children but also for adults in the context of film or animation festivals and meetings for the artistic expression of young people. This is the Pan-European Meeting of Youth Leaders that took place in Delphi in 1992. The Kids for Kids Festival, organized in 2003, the 15th Camera Zizanio was organized in Greece in 2015, as part of the 18th Olympia International Film Festival for Children and Young People, the International Olympia International Film Festival for Children and Young People (Olympia International Film Festival for Children and Young People), organized every year in Pyrgos, Patra, the 8th International Animasyros festival, held in Syros in 2015. Also, from November 2004 with with the support of the General Secretariat for Youth of the Ministry of Education, the entertainment-educational program for young people is implemented, entitled: "Cartoons learn ... letters!" (animation at school). In addition, animation workshops are organized in schools by teachers or in workshops by professional animators. Also, seminars are organized for the education of adults who wish to organize an animation workshop for young people and children who are interested in this art. Besides, workshops have been organized, with participating children and young people from vulnerable social groups, such as the workshop for the creation of an animated film by a group of deaf and hard of hearing young people, in the framework of the European Program, in 1993. (Bitzouni, 2009). It is very important that there are many organizations and associations that deal with, support and promote animation through various activities, such as ASIFA HELLAS, the GREEKANIMATION portal (Bitzouni, 2009).

Internationally there are many festivals and events related to animation. They are organized mainly by ASIFA (International Children's Workshop) as well as by independent schools, organizations and studios, filmmakers, professional animators and teachers. Also, animation is presented in various places, such as schools, summer camps, libraries as well as support centers for young and vulnerable social groups (Bitzouni, 2009).

2. Methodology

A bibliographic review was carried out, based on studies of scientific articles and journals of Greek and foreign language literature as well as the use of information retrieved through various seminars based on the creation of animation.

3. Results

Through the literature review it becomes clear that animation is an important and easy-to-use tool for the teacher, because it can, through art and the power of movement, color and image, teach cognitive objects in a way that promotes collaborative learning, creating good relationships between himself and his students, as well as students with each other. It also helps him to be creative, to discover new teaching methods and to be progressive. After all, animation is suitable for children, because through it they can orient themselves to success, collaborate with real motivation, have access to it and have the opportunity for personal expression, creation, discovery and experimentation.

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