

## Creation of literary resource

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*Abstract:* - The goal of this article is to show the creation of literary resources for teaching the first and second year of practical teaching in the field Hairdresser. The first part covers the hairdressing industry as a whole, the characteristics of the subject of training and explain the importance of literary resource and characterize the educational means. We processed the new teaching resources which include the information about hair dye. We added here the photographs and the questionnaire survey. The results of our survey show that the materials currently used in practical teaching should be adapted and aligned more closely to the grade and type of school.

*Key-Words:* - teaching resources, teaching equipment, hair dye

### 1 Introduction

Literary resources are nowadays an essential part of teaching. They are very important for both teachers and pupils. The relationship between teacher and student in the teaching process is very important. The teacher needs quickly and simply pass his findings contained in the curriculum to his student. That he succeeds only when the subject matter is well prepared and understandable. This is then reflected in the length of time of understanding the curriculum by student. In practical teaching, for better remembering it is very important to have a carefully crafted literary resource, from which to come from. In the literary resource we must follow proper procedures of technology processing of the curriculum. This leads to the successful fulfillment of the learning objectives.

In this article we cope with the creation of the literary resource for teaching the first and second year of practical training courses hairdresser. We worked out a new educational and auxiliary materials, which include all the information about hair dye. At the same time we also explore the opinions and demands of the students, so we can ensure the best possible teaching.

### 2 Field hairdresser and hairdresser services

The main content of the hairdressing industry is beauty care. The first extraordinary interest in the beauty of the human body already showed the Egyptians, Babylonians, Indians, Persians and Phoenicians. They became pioneers in hair care and body. Not only members of the ruling circles, but also slaves bathed daily, using various masks and oils. They were very creative and started dyeing with plant hair colours. These were the leaves of shrubs and henna indigofera by the help of which were collected red, red-orange and blue colours. In the Middle Ages there were fields of hair care. These were run by the talented slaves. Dyes began to be gained from walnuts, mallows, oaks, safflowers and dyeing pickled. With these dyes it was also possible to achieve the lightening of the hair colour. However vegetable dyes allow only limited change of colour and opacity is often not sufficient. lease, leave two blank lines between successive sections as here.

The name of the Barber-bradyr guild was changed during The new age from renaissance in barber-hair guild. In the 19th century the Parisian wig-maker Raul Marcel invented the waving iron. This creates an entirely new field of professional ladies' hairdresser.

Hair dye is now together with makeup the form of decorative cosmetics used very often, where customers care about their appearance. This action can be used to request changes in hair colour, to cover grey hair, or just encourage the existing hair colour by tinting.

From the oldest cultures we know many colouring techniques, but also natural substances, which are used for dyeing. The best-known natural dyes include henna, which comes from the plant *Lawsonia dermis*, and indigo. Henna (orange dye) is used for dyeing hair colouring to orange-red and orange shades, the indigo is the blue dye. Another natural dye, used in Egypt and other ancient cultures were the infusions of herbs and plants. For toning blond hair was used a decoction of chamomile, or soaking hair in salty seawater. Hair colouring and tinting dark shades was achieved by using a decoction of the peels of walnuts or cinnamon. This natural dyes were already used in ancient Egypt, but their use has survived until today. (Polivka, Komendová, Pech, Valášek, 2003, p. 9-10) Another kind of colouring preparations were in the last century the metallic dyes.

When using these dyes we could create a much larger range of colours. They used the soluble metal salts of copper, silver, nickel, cobalt etc. These salts were applied to dry hair and then they were activated by air or chemicals. In this staining, however, could not be used the hydrogen peroxide, since it would react with metals and damage the hair keratin. The disadvantage of these dyes is that they are toxic. Therefore, later people began to use the oxidative dyes for colouring, which are used until today. Staining by these colours is easy, the colours are durable, reliable and fast. They have many colours that are very natural (Polívka, Komendová, Pech, Valášek, 2003, pp. 10-11).

## **2.1 Organization of study and the characteristics of the subject of practical training**

All curricula study form, the layout of curriculum and graduation of the courses Hairdresser is established by the guidelines of the Ministry of Education, Youth and Sports of the Czech Republic (Ministry of Education).

Curriculum for hairdressers is scheduled in three years of full time study. The course is designed so that the student alternates a week of practical training and theory week. Hairdresser's degree is completed by a final exam, which consists of a written test, a practical exam and an oral exam. The pupil implements his overall knowledge from his field. After successful completion of the test the student receives a certificate of final exam and a vocational certificate. After completion of the study Hairdresser he may also take the advantage of the many courses and retraining related to his field, such as cosmetics, manicure, make-up artist, typology.

The aim of the teaching in the subject of vocational training is to learn the basic principles of hairdressing operations in hairdressing services. Furthermore, the practical learning of basic technological processes, takes into account all needs of the businesses in this branch. Students become familiar with the styling aids, they learn practical skills needed to cope with technological methods of treating, hair styling, hair care products and chemical hair treatments. During the practice it is important for students to appropriate the compliance with occupational safety and health at work in the creation of individual acts of hairdressing. Students learn to act economically and communicate objectively with customers.

## **2.2 Task of practical training teacher**

Teacher of practical education leads his students to develop their abilities, both manual and rational To develop their independence and self-discipline. He should awake in the student the interest in the field. The main task of a teacher is therefore the overall personality development of pupils. Teacher of practical training can be the pattern for some students and therefore he should mainly pay attention to his behavior and his performing towards his students. A teacher should be a natural authority. Besides the task of leading students he also has many other tasks. The most important are the overall continuity, planned nature and purposefulness of teaching in practical teaching (Pařízek, 1988, p. 124).

## **3 Literary resources**

Literary resources are still the basic and the most common type of teaching resources. We include among them textbooks, workbooks, literature, dictionaries, atlases, encyclopedias,

manuals, collections of tasks, reading books etc. From particular text resources students receive accurate information after the teacher's explanation. Using them they can replicate the curriculum or complete the necessary information. They are indispensable in teaching vocational subjects or in vocational training.

Teaching resource as a broader term is the carrier of didactic information which is used directly in the teaching process and which clearly serves the taught activity. Teaching resources are part of the teaching process, because they directly relate to the subject matter (Čadílek, Loveček, 2005, p. 177).

Kujala et al. (1967) define the teaching aids as the natural objects or subjects imitating reality or symbols which in teaching and learning contribute as the information resources for the creation, deepening and enriching the images and they allow to create skills in practical activities for pupils, they are used for generalization of learning the laws of natural and social discoveries. They are mainly used in order to create the conditions for more intensive perception of the subject matter, so that in the overall process were involved as many receptors as possible, especially visual and auditory.

When using teaching resources there is the rule of individual approach to each student. This means that some of learners need only a simple sketch on board for understanding, some of them need a model with which they can manipulate. Current technological development is very fast. Therefore it is very important for the teacher to be constantly educated, have course and know how to use the new technology. An interesting mastering of knowledge is the creation of teaching resources by the pupils and the teacher. Pupils may create different models for their better imagination. Formation models of simple process work in hair dye can assist them in acquiring the issues of hairdresser technology, etc. Making these resources should not be performed only by order to the pupils, creation should be encouraged so that the pupil sees the meaning of his work from its beginning and understands its essence.

### 3.1 Selection of teaching resources

It is important to emphasize the proper selection and use of teaching resources, as these can affect the educational process and teaching effectiveness positively and negatively. Proper teaching resource should be engaging, interesting and safe. Other features include the adequacy of the pupils' age, appearance, and simplicity. Before using teaching

resources we should always check its condition and think its functional use. We have to think that an excess of visual resources can become a brake of development of abstract thinking of students. Using teaching resources is only the means and not the goal of the lesson (Šimoník, 2005, p. 140).

### 3.2 Didactics means

According to Janiš and Ondřejová (2006) a term of educational resources has this meaning:

"In the broadest sense these are all material means (eg. real objects, phenomena, boards, visual resources, etc.) and not material (eg. the methods, organizational forms of teaching, etc.) nature, which contribute to the overall efficiency of the teaching process.

In teaching resources is included also the didactic technique. "(Janiš, Ondřejová, 2006, p. 52). In the term of educational resources therefore we can image any material tools including a variety of teaching techniques, but also common utilities like boards, notebooks, textbooks etc. Among the educational resources we include also the tools for teaching the immaterial nature. It shows the following detailed diagram of teaching resources.

According to Maňák (1995) educational resources include all material objects which make the teaching process effective. These are such items which relate to teaching method and organizational form of education and help to achieve the educational objectives.

Many teaching aids can be categorized according to different aspects and bring them into the following basic survey tools: real objects (naturals, products), models (static and dynamic), display (images, static projection), dynamic projection (film, television, video) audio equipment (musical instruments, CD) touch resources (Braille) literary resources (textbooks, manuals, texts, atlases), programs for computers etc.

The function of teaching resources in teaching is often seen by the teacher only as a function of serving the students a better understanding of the subject matter. Certainly this is the main mission of all teaching resources but teachers should look at these tools also from the other point of view.

## 4 Literary resource

The basic building item of hair is keratin. Hair cover the whole human body. They may be long hair (hair on the head, armpits), then short hair (eyebrows and eyelashes) and then fluff (lanugo) that covers the whole human body.

#### 4.1 Hair development

Hair develops from its embryonic bud. The bud is the base for the formation of the hair itself with the sweat and sebaceous gland. In the developed hair we distinguish the hair root and hair stem. Hair structure includes (Fig. 1):

**Medulla (1)** it is a central spongy part of hair. Some hair include medulla and others not. Long hair for example have medulla only in their root part. It occurs more in the short, thick hair, such as beards, eyebrows and eyelashes (Peterka, Kocourek, Podzimek, 1999).

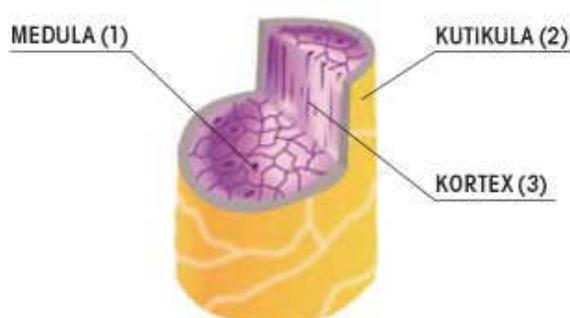


Fig.1- Hair structure

Cuticle (2) it is a flaky outer layer of the hair. It protects hair against damage during combing, brushing and from external natural influences. This layer is a rupturable already in conjunction with moisture and fog. Surface of cuticle scales is protected by the sebum secreted from sebaceous glands which is distributed during brushing over the entire length of the stem of the hair.

Cortex (3) is the inner fibrous layer of hair, its the largest and widest part. It is also called the own hair mass and it affects the physical properties of hair - that means the water absorption, strength, flexibility and ductility. In the cellular part of the cortex are also located the pigment grains. They contain melanin pigment. Melanin is actually a hair dye.

#### 4.2 Hair colour

Hair colour is hidden in the inner fiber layer of the hair, in so-called cortex. It is in the clumps of pigment grains, where is also melanin.

**Saving of hair dyes:** There are not two people with exactly the same hair colour. Although it may sound unbelievable, it really is true, and it proves

with how infinite imagination the nature works on all of us. It gives us hair that have specific characteristics and colour. Hair dye from which arises the resulting hair colour is called melanin.

**Melanin** is an insoluble natural hair dye. It is an organic compound and macromolecular dye. It is stored in the hair bulb cells called melanocytes. By merging the amino acid tyrosine and subsequent action of enzymes and other substances is formed melanin.

The types of dyes – melanin are: dark melanin - Eumelanin, light melanin Phaeomelanin, red melanin -Erytromelanin. According to the durability of colour shades the synthetic colours are divided into short-term and long-term. Permanent colours can be divided into plant, metallic and oxidation dyes.

#### 4.3 Technological procedures, tools and resources needed to dye hair

When colouring hair we need many tools, materials and resources for creating a good work.

**Resources** for hair dye: we need to prepare a non-metallic bowl, rubber gloves and brush. If we will dye for example by American painting technique, we must also prepare the foil, special comb with a tip, highlight combs and comb for colouring. As the resources we can also include devices that help us for example to accelerate the dyeing. This device is called klimazon. Furthermore, there is the necessary the scale for dyes.

**Means** : for the dyeing we need the means to protect ourselves and customers. This means a towel and a cape that protects the customer's clothes.

Material commonly used for dyeing process is an oxidizing paint, H<sub>2</sub>O<sub>2</sub>, barrier team for contours, stabilizer, shampoo and regeneration.

#### 4.4 Advice for colour selection

Stylist should not only work as an expert, but also communicate with the customer. Part of his job is counseling not only in style, but also colours. Customers themselves usually don't know how they would look in that colour, and there's a hairdresser who should properly and professionally give them the advice. Therefore we processed the colour sample (Fig. 2), which is used in the

classroom. When guidance the shade of colour we must take into account the colour type of our customer (spring, summer, autumn, winter). Another factor playing a big role in choosing the colours is the face and the overall figure of the customer. Here are included the colour of the eyes and skin. Furthermore we must take into account his nature and character of his personality. Before starting the dyeing we must make four basic steps for each type of dyeing:

1. determine the natural height of the depth of tone of the hair
2. determine the height of the tone that we want to achieve
3. determine the desired shade
4. identify the strength of oxidizing emulsion



Fig.2- Sample of colours (Archive of authors)

#### 4.5 Procedure of work in hair dye:

- Together with the customer we select the desired colour shade for dyeing.
- We dye dry hair.
- Mix small amount of peroxide in an appropriate concentration with a small amount of an oxidation colour or tint. Stir thoroughly .
- The product is applied to the forearm skin, since the skin is very sensitive here .
- To test the sensitivity we should let the colour work for about 30 minutes.
- After treatment we rinse the colour off with a cotton pad soaked in the water.
- After 24 hours we recheck the place. A positive test will show redness, the swelling or itching or burning.
- If there is a reaction of the skin, never use the testing colour!

After the negative test of sensitivity we may begin dyeing hair. Check the hair, and if they are very dirty, we must wash them before painting. However, when washing hair and scalp we should work gently and do not push on skin in order not to be irritated. Demonstration of practical

examples of dyeing (Fig. 3 and 4) at the practical lesson by the teacher and students.



Fig. 3 Teaching of the practical lesson teacher

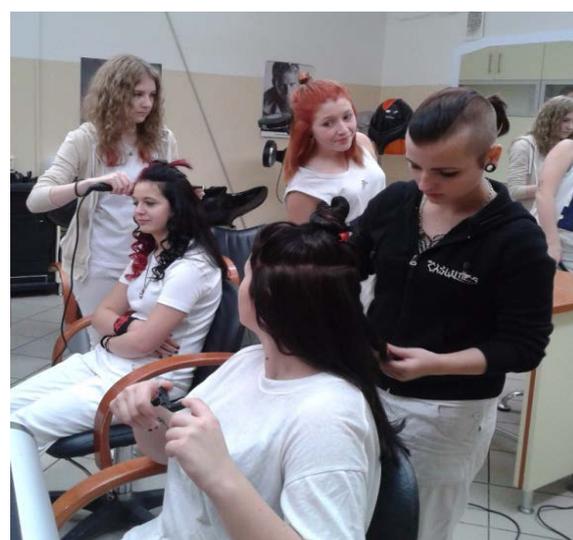


Fig. 4 Practical exercises of students

## 5 The survey and its results

The questionnaire survey we realized with the students of first and second year of the apprenticeship as a hairdresser at the Secondary School of Crafts and services in Strakonice. Our questions were focused on the quality of teaching and literary resources in practical education. In this questionnaire corresponded 36 pupils, of which 35 were girls and one boy. The questionnaire was anonymous. In the results of this investigation I found the actual quality of teaching of practical subjects and opinion on literary practical teaching resources from the perspective of students, how they understand the current trends and whether the literary resources are beneficial for them. Results

will help me in my future conduct and preparation of teaching materials. The conclusions drawn from this survey can be used by all teachers of practical education in the field Hairdresser. Interaction among teachers, pupils and the curriculum leads to the achievement of educational goals.

Results of the questionnaire survey (Table. 1) show that the materials currently used in the practical education is necessary to expand. Furthermore the relationship of teachers to individual students should be also improved , teachers should pay individual attention to each student.

Table 1: Results of questionnaire survey

No	Questions	Variants of answers	% proportion of students' answers
1	Did u choose this field by yourself?	yes	50
		rather yes	35
		rather no	12
		no	3
2	Are us satisfied with your practical lessons?	very	80
		very much	20
		not intersting	0
3	What do you consider as funnier ?	practice	100
		theory	0
		I don't see the difERENCE	0
4	Does the teacher use the big amount of materials in his teaching?	we don't have any	0
		we have little (80%)	80
		we have enough (20%)	20
5	Is the content of materials at practical lessons convenient for u?	yes	45
		no	55
6	Do you think that these materials shoud be worked out better and more detailed?	yes	82
		no	18
7	Do you think that more quality materials would	surely yes	90
		I don't know	8

	improve your study results?	surely no	2
8	Would it be the asset for you if you have teaching resources with practical illustrations of procedures at various hairdressing operations?	yes	75
		no	25
9	Do you think that your teacher of practical lessons should give more attention to you?	yes	28
		no	18
10	Do you meet at your practical lessons with such tasks as: give your proposals, think, think of, demonstrate?	yes	55
		rather yes	24
		rather no	16
		no	5

## 6 Conclusion

As confirmed by the students in the survey, the teaching literary resource is for practical teaching a very important study material accompanying supplementary fading of teacher in class and it is more effective than only the actual demonstration and explanation. In their opinion it directly affects their learning deployment and subsequent academic achievement.

At the same time directly from the questionnaire it is shown that students of practical apprenticeship as a hairdresser, who are equipped with teaching resources better understand the practical demonstrations and quickly acquire practical workflows. The better and more recent literary ressource the easier the students learn the practical part of their teaching . It is for them obviously more attractive than the theoretical lessons, which are also involved.

The survey also shows that the personality of the teacher and the time devoted to individual students is essential for their understanding of the practical training. This conclusion is also very interesting and thought-provoking in the practice.

We also proposed a new teaching assistant material, which generally includes all the information about hair dye. On this topic we gave a short explanation

of some important tasks associated with the performance of hair dye, so that this service has been performed in the highest quality.

On the market are many hairdressing books or magazines, which are designed more for customers for choosing their hairstyles. Their treatment is not satisfactory for teaching the practical lessons. Therefore we tried to create the quality teaching and auxiliary materials for teaching practical teaching of apprenticeship as a hairdresser.

We think that if teachers and students have quality materials for teaching, they will be more interested in the hairdressing field, and it has a positive effect on the quality of their work .

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