

Attitudes of the students of primary education class teaching department to the visual arts education course

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Abstract

Arts education is taken by almost everyone as a paramount factor in people's education in entering into 21st century. The most prominent feature of contemporary civilization is the increasing need of education in parallel with developing technology. The necessity or even inevitability in contemporary education is arts education besides explorer, latitudinarian, critical cultural accumulations in request of humanitarian education.

Concerns like the limited class periods of drawing-crafts course in primary education, indispensableness of projecting dense curriculum of teaching programmes into annual plans, deprived of art course room or art room for class; all prevent hit of several behavioural targets. It requires a rapid and conscious drift from conventional drawing education approach in order to shelter artistic creativity of students from negative effects of such problematic medium.

It is all known that primary education students are prepared for Level Setting Examination (SBS). Therefore they all concentrated on courses such as Turkish, Mathematics and Science and ignore arts education course. This fact prevails in middle education as well. It is a known fact that students entering into university are in lack of creativity and intellectual accumulation. Same is valid for Primary School Education Class Teaching Department. Students come to this department from different places of the country. In places in lack of mathematics teacher one cannot expect arts education to be. Therefore students identify arts education with artist education. Arts education does not aim to make the individual an artist though. The purpose of arts education course is to develop the individual from intellectual, perceptual and sensorial points of view.

This study aims to determine the shift in attitudes of students after taking Visual Arts Education Course both in freeing of their preconceptions for the course and transferring their attainments into other courses for educational use.

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1. Introduction

Arts education is taken by almost everyone as a paramount factor in people's education in entering into 21st century. However in practice, in primary and middle education and even in university, arts education understanding became a parried course. It is required to see the reality as a problem that arts education course is given without an insight on how should that course be on what age. Arts education is not the memorizing the painters or drawing

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nature-mort, portrait. It should be programmed as courses to educate individuals those claim his/her own culture, distinguishing, protecting, critical inquiring his/her own values in architecture, paintings, music, crafts, rituals, traditions and conventions, own artworks of his/her historical legacy or world legacy, and those have had sociology, psychology and history of civilization.

It is all known that our legacy Turkish architecture is spoiled and characterless buildings are made instead since 1970s. Same deterioration lives in music, painting, crafts and other branches of arts. Children get know Harry Potter in prior to knowing their own music and tales. Universal does not become before national. How explicit we could teach Turkish movie, literature, drawings and architecture in arts education? We rendered Turkish art artificial in political discrimination so polarized and spoiled it. The deterioration in arts education also affected painting-crafts courses in schools negatively. A preconception is formed that course among students because of teachers deprived of arts education could not combine arts education as per development stages of the students.

Student class teachers come to arts education with deep preconceptions. They see that course a talent course only. In order to make students free of those preconceptions first basics of arts education is established, then infrastructure on their own architecture, drawing, music and literature is held and then interdisciplinary arts education is carried. In the practices arranged according to Gardner's multiple intelligence we studied affects of social political and economical conditions affecting art works like literature, movie, theatre, architecture, drawing, sculpture, children's literature in decays in our history through movies, theatre, dance and design.

Short film studies are carried on issues like lost values, alienation, migration, culture and family. Studies are done on subjects like mores, neighbourhood, neighbouring regions, and migration in dance theatre and self-expression groups. Designs, theatre posters, fable books, place of colours in daily life (interior design) are studies as well. Surely, it is not possible to carry all these studies in class considering that lesson periods are short. So, extracurricular researches are done in groups mostly concentrated on dance theatre because they developed all their projects improving their team spirit. Same is valid for short film studies.

Our educators are required to provide our children and youth talk freely and express themselves easily. This is possible first of all with provision of wider perspective and correct usage of body language (Nalbur Taşdemir 2007). Our body, prior to having a consciousness, becomes a vehicle that impose meaning for our thoughts those are indicators of our conscious after studying for comprehending body language. Thereby we use our body as a channel for our emotional and attitudinal expressions besides our oral expressions. In other words, we fully put forward ourselves (Nalbur Taşdemir 2003). Eye moves, mimics, gestures, body moves besides distances and sitting arrangements are all important in effective use of body language. Hundreds of types of glances have as many messages to counterpart (Aytaş 2003). Studies on the subject emphasize as a scientific fact that 55% of communication is done through body language (Thomson 2002). These studies provide them critical thinking and point of view. Meeting students from different geographies in common projects help them to develop "our" concept. Those projects are analyzed in tables below.

1.1. Problem

Student class teachers' ruling out adequate visual arts education in their primary education and middle education and their possessing deep preconceptions for the course is the problem.

1.2. Purpose

Forming interdisciplinary connections among dance theatre, short film, experimental film, performance and visual design works studied at visual arts education course and bring them critical thinking and intellectual point of view in regard of the course.

1.3. Importance

- Enhancing intellectual accumulations of student teachers
- Providing arts education for student teachers appropriate with most of their age

- Providing student teachers an interdisciplinary art education parallel with constructivist approach
- Bringing critical thinking ability to students through arts education of student teachers

1.4. Assumptions

Study is carried with a group of 128 each students at 5th semester in class teaching department. Questions are adequate to measure visual arts education efficacy and attitude of student teachers toward the course.

1.5. Model of the Study

Open-end questions were asked and qualitative data analyze is done in the study.

1.6. Tables

Study tables are at below.

1. Did you take Visual Arts Education Course during your primary education?

Answers	Subjects	Percentage
Yes	10	7,8
No	118	92,2
Total	128	

2. Did you take Visual Arts Education Course during your middle education?

Answers	Subjects	Percentage
Yes	10	7,8
No	118	92,2
Total	128	

3. Did you have preconceptions in regard of Visual Arts Education Course before you take it at Class Teaching Department?

Answers	Subjects	Percentage
Yes	43	43,0
No	25	19,5
Somewhat	48	37,5
Total	128	

4. Is there any similarity between the Visual Arts Education Course you take at Class Teachers Department with those you took at your primary education and middle education?

Answers	Subjects	Percentage
Yes	3	2,3
No	86	67,2
Somewhat	14	10,9
Missing reply	25	%19,5
Total	128	

5. If yes to above, please write down those similarities

1. Design: Three subjects replying 'yes' reported that they find similarities with design
2. Sculpture:
3. Dance Theatre:
4. Short Film:

6. Is there any change in your self confidence after you took Visual Arts Education?

Answers	Subjects	Percentage
Yes	86	67,2
No	9	7
Somewhat	33	25,8
Total	128	

7. Which of the following issues in Visual Arts Education contributed mostly to your self confidence?

Issue	Dance theatre	Documentary film	Short film	Sculpture	Design	Theories in Fine Arts Education
Subject	88	5	20	5	10	0
Percentage	68,8	3,9	15,6	3,9	7,8	0

8. Could you form inter disciplinary connection among works you carried?

Answers	Subjects	Percentage
Yes	80	62,5
No	10	7,8
Somewhat	38	29,7
Total	128	

9. Did you find Visual Arts Education Course difficult?

Answers	Subjects	Percentage
Yes	71	55,5
No	11	8,6
Somewhat	46	35,9
Total	128	

10. Did you gain team formation ability with Visual Arts Education Course?

Answers	Subjects	Percentage
Yes	82	64,1
No	15	11,7
Somewhat	31	24,2
Total	128	

2. Conclusion

Arts enable the individuals to form connections between artistic creativity and artistic perceptions, to criticize them and gather results, and evaluate these results and communicate them. Individual develops various solutions alone since artistic activity is an individual activity and enhances his/her self confidence in that communication. Approaches developed in artistic expression medium could also be developed for daily life problems. Thus, students gain ability to develop better and extraordinary solutions, and habit to overcome difficulties. Art requires mental, emotional, technical or aesthetic activities and through these requirements it stimulates individual for progress generally. One of the resultant tables shows that the preconception of students on seeing the course as a talent course was changed after they took the course. Situation in Table 3, positive answers (existence of preconception) 'yes' and 'somewhat' add to 80,5% that indicates inability-to-do shifts to ability-to-do with positive answers (improved self confidence) 'yes' and 'somewhat' add to 93%. Greatest contribution to self confidence, as reported in Table 7, is attained with dance theatre (68,8%) and short film (15,6%) add up to 84%. Documentary film, sculpture and design are rather individualistic works. The preference on dance theatre and short film depends both on being individualistic work and their team work feature. The positive answers of inter disciplinary connection forming, 'yes' and 'somewhat' add to 92%, held in Table 8 shows that students gain abilities like critical thinking and intellectual accumulation transferrable through other courses with sociological, psychological, economical and other points of view.

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