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Values of some strategies of teaching and learning in fine art education

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Abstract

Main question in this paper is choice of strategies, methods and principles of work in fine art education especially in classes for aesthetic evaluation. The theme is divided in theoretical, empiristic and methodical part. In first part shortly is represented the meaning of methodical formation of aesthetic evaluation in fine art education with help of choice of strategies, methods and principles of work. In second part is shown the methodology of research and in empiristic part is given the analyses of results from the research. Conclusions are showing the efectivity from choice of strategies, methods and principles of work in these classes.

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Keywords: Strategies; teaching; learning; fine art education.

1. Introduction

Fine art product influences the pupil's active knowledge. Fine art composition as a synthesis of fine art elements and principles courage the pupils to analyze and dividing the composition of her part, so thorough spontaneous experience. This should be base for scientific cognition aesthetic shaping which should be realized in higher levels of educational process. The meaning of aesthetic evaluation is in development of pupil's possibilities for finding the beauty in aesthetic forms, also and to develop the possibilities for evaluation of the beauty of some fine art products. Expose of the pupils in front of the aesthetic fine art products rich the pupils perceptive experience in which development the school and the educational process have important meaning, and this classes have important influence in this process of development. There are many analytic-synthetic methods of who help in understanding and apprehension of different type of beauty.

2. Strategies, methods and principles in aesthetic evaluation

Some characteristic of students as a interests, attention, motivation, taking part in discussion, asking questions on teaching hours of fine art evaluation, have influence on methodical formation of this teaching hours. This

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characteristic are conditional of choose of strategies, methods, and principles of work. With strategies is determinate the methods and principles and the strategies is realized with help of system of methods and principles. Special attention in this paper is given on:

1. Strategies of experiencing and expression of experiencing with:
 - Method of reception of fine art product and principles observation;
 - Methods of evaluation with principles discussion, panel discussion, writing a critique;
 - Method of creation;
2. Strategies of exercise with:
 - Methods of learning of fine art language with principles: exercise of skills for communication, fine art exercise for perception of fine art element and principles;
3. Strategies of creation;
4. Strategies of learning and teaching;
 - 4.1. Strategies of learning with research method and project method;
 - 4.2. Strategies of teaching with methods of heuristic teaching with principles conversation, discussion, panel discussion, opposite groups.

Strategies of experiencing and expression of experiencing in fine art education included the combination of methods and principles, which enable the pupils with fine art to develop aesthetic experiences. Strategy of exercise in aesthetic evaluation is repeating of certain activities and principles for successful realizing of this process. Strategy of exercise is based on legality of psychomotor process. Teaching hour of aesthetic evaluation supposed that on the teaching hour, it would be present creative atmosphere and the pupils will be motivate to create. This is the essence of this strategy.

The main goal of strategy of teaching and learning is to make appropriate and functional connection between these two processes: teaching and learning. Through choice of methods and principles for this strategy, we were lead from the goals of modern teaching, which is based on wide, spread theoretic basses (cognitive and humanistic theory for person) and where one of her most significant characteristic is accent on active learning of pupils. Learning for art through detection means that pupils are learning through their experiences, thought self-critique thinking and taking responsibility for learning.

3. Methodology of research

Appearance in this research are taking part in discussion, asking question, pupils attention in teaching hours for aesthetic evaluation.

Problem in this research are the choice of strategies, methods and principles in fine art education on teaching hours for aesthetic evaluation.

Subject in this research is Influence of choice of strategies, methods and principles in fine art education on teaching hours for aesthetic evaluation on development of pupils taking part in discussion, asking question and attention.

The goal of this research is to check the values of some strategies, methods and principles in fine art education.

This research was design as a developmental experiment with one experimental group.

Variables in this research

Independent variables: strategies, methods and principles of work.

Dependent variables: pupil's taking part in discussion, asking question, pupil's attention, attitude and opinion of teachers.

Hypotheses

Main hypotheses is that choice of strategies, methods and principles of work have influence on development of pupil's taking part in discussion, asking question, pupil's attention.

Attitude and opinion of teachers who realized the teaching hours are positive and the grades for their evaluation for importance of these teaching hours are very high. For investigation of teacher's attitude and opinion was set this zero hypothesis: There is not statistic meaning differences between noticed answers and randomly spread answers namely expected answers of teachers for choice of strategies, methods and principles of work on teaching hours for

aesthetic evaluation. Alternative hypotheses: Attitude and opinion of teachers have statistic meaning differences of that attitude and opinion of teachers who will be randomly expected. We use the causal method of scientific cognition and deduction, analyses and synthesis as methods of scientific conclusion. Operative methods were investigation of subjects, sitting of reality.

Scientific procedure and instruments that we use are poll of teachers, observation on teaching hours, and instruments: protocols for observation of classes and teaching hours, poll question and scale of rating.

Population was pupils from 7-11 years in primary education in R.Macedonia. Exemplar was pupils from primary schools in Bitola and the whole number is 269 pupils and their teachers and the whole number included in this research is 13 teachers.

Statistic proceeding who are used for finishing and analyses of results are Xi square and interpretation of results using methods of descriptive statistic and graphical represent.

4. Analyses and interpretation of results

For this research were observed 53 teaching hours in 2005/2006 year. Analyses of references go from the main work hypothesis. Teacher had a possibility to choose the strategies, methods and principles of work which they were use on the teaching hours. Here the biggest percent of teachers decide to use part of the methods and principles of work. Analyses of references in whole shows us that choose of strategies, methods and principles of work have influence on development of pupils attention, taking part in discussion, asking question on aesthetic evaluation teaching hours. Separate for every appearance in this research we make analyses to see how different strategies have influence on them and to see which of the strategies give best results for different appearance.

Taking part in discussion, it is present while using of strategies of experiencing with method of evaluation and principle of discussion. Number of those pupils who take part in discussion selfinitijative is much bigger from those who do not take part in discussion, and just a few of them are taking part in discussion when the teachers call them to take part in discussion. Analyses of results show that pupils do not often asking a question, that happens very rarely and it was not as we expected. The most questions that were asked were in one class from III grade from the town school. The biggest percent of asked questions is noticed while was used principle of opposite groups and actually the mentioned class from III grade was the class where this principle was mostly used. Right behind this comes the principle of discussion and panel discussion through method of heuristic teaching. The biggest attention and constantly of pupils attention is noticed while was used the strategies of experiencing and expressing the experiences with method of reception, also while strategies of exercise with method of learning of fine art language. Through help of this strategies and methods, teachers can very easy direct attention of pupils. This is because for the pupils most difficult is to explain the reasons for existence of some aesthetic emotions and they are concentrate on finding the reasons of that they say about experiences for some fine art product. While perception of fine art elements and principles and exercise of skills of communication with fine art product also is, need concentration of attention. Pupils attention for fine art products were also reported when strategies of teaching with method of heuristic teaching were used and principles discussion, panel discussion and opposite groups.

Investigation of teacher's attitudes and opinions

Hypotheses 1 From choice of strategies, methods and principles depend if pupils will be motivate to discus for fine art.

Results of investigation of these hypotheses is present in Table 1.

Table 1. Interpretation of teacher attitude and opinion for pupils motivation to discus for art on teaching hours for aesthetic evaluation

frecvention	1	2	3	4	5	sum
fo	0	0	0	6	7	13
ft	2,6	2,6	2,6	2,6	2,6	13

fo	ft	fo - ft	(fo - ft) ²	$\frac{(fo - ft)^2}{ft}$
0	2,6	-2,6	5,2	2
0	2,6	-2,6	5,2	2
0	2,6	-2,6	5,2	2
6	2,6	3,4	11,56	4,4461538
7	2,6	4,4	19,36	7,4461538

$\Sigma=17,892306=$ Xi square

N = 5, SS = N -1, SS = 5 -1= 4
 SS P = 5%(0,05) sum 9,49
 17,892306>9,49 zero hypotese is discard.

Hypotheses 2 From choice of strategies, methods and principles depend if pupils will be motivate to ask question for fine art.

Results of investigation of these hypotheses is present in Table 2.

Table2. Interpretation of teacher attitude and opinion for pupils motivation for asking questions for art on teaching hours for aesthetic evaluation

frecvention	1	2	3	4	5	sum
fo	0	0	0	6	7	13
ft	2,6	2,6	2,6	2,6	2,6	13

fo	ft	fo - ft	(fo - ft) ²	$\frac{(fo - ft)^2}{ft}$
0	2,6	-2,6	5,2	2
0	2,6	-2,6	5,2	2
0	2,6	-2,6	5,2	2
6	2,6	3,4	11,56	4,4461538
7	2,6	4,4	19,36	7,4461538

$\Sigma=17,892306=$ Xi square

N = 5, SS = N -1, SS = 5 -1= 4
 SS P = 5 % (0, 05) sum 9, 49
 17, 892306>9, 49 zero hypotheses is discard.

Hypotheses 3: From choice of strategies, methods and principles depend pupil’s attention on these teaching hours. Results of investigation of these hypotheses is present in Table 3.

Table 3. Teacher attitude and opinion for pupils attention on teaching hours for aesthetic evaluation

frecvention	1	2	3	4	5	sum
fo	0	0	0	7	6	13
ft	2,6	2,6	2,6	2,6	2,6	13

fo	ft	fo - ft	(fo - ft) ²	$\frac{(fo - ft)^2}{ft}$
0	2,6	-2,6	5,2	2
0	2,6	-2,6	5,2	2
0	2,6	-2,6	5,2	2
7	2,6	4,4	19,36	7,4461538
6	2,6	3,4	11,56	4,4461538

$\Sigma=17,892306=$ Xi square

N = 5, SS = N-1, SS = 5-1= 4
 SS P = 5%(0,05) sum 9,49
 17,892306 > 9, 49 zero hypotheses are discard.

Conclusion

In whole frame, this research shows that attention, interests, motivation for work, taking part in discussion, asking question for fine art depends from choice of strategies, methods and principles of work on teaching hours for aesthetic evaluation. Attitude and opinions of teachers who take part in research for values of strategies, methods and principles of work on these teaching hours on investigated appearances (taking part in discussion, asking question, pupils attention) have statistic meaning differences from attitude and opinions of teachers that randomly will be expected.

References in this research, especially references for asking question on this teaching hours show us that in future pupils should be more motivated from teachers to ask question and over here, some strategies can help to the teachers for bigger effectivity. We should have on mind that except one teacher and one class other classes have never practices these kind of theoretic teaching hours and in their practice they have never be present on teaching hours for aesthetic evaluation. That is why we supposed that in the future they will practice this teaching hours more and they will use all the present strategies, methods and principles of work even those who were rarely used in this research.

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