Influence of aesthetic appreciation in development of difference, recognizing and understanding the concepts drawing, picture and sculpture at school children from 7 to 11 years

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Abstract

The main question in this paper is how aesthetic appreciation on fine art classes influences the development of intellectual understanding of fine art works especially in part of differences, understanding, recognizing the terms drawing, picture, and sculpture. In this paper, special part is dedicated on analyses of the results from research. Research was realized in R. Macedonia. In this research were taken part 269 pupils from 7-11 years. Main conclusion is that aesthetic appreciation influence the development of difference, recognizing and understanding of concepts drawing, picture and sculpture at schoolchildren from 7 to 11 years. We consider that results of investigation give us unswers on some dilemas in aesthetic appreciation.

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Key words: aesthetic appreciation; difference; recognizing; understanding; drawing; picture; sculpture.

1. Introduction

The goal of these research is oriented to investigate the value of aesthetic evaluation in fine art education with pupils from 7 to 11 years, to improve the fine art education and to develop certain feature. Theoretical part in this paper give short introduction about importance of aesthetic appreciation in fine art education, especially in development of intellectual understanding of fine art work with accent on forming of the concepts drawing, picture and sculpture. In methodological part also shortly is represented applied methodology and special part is given to empirical part and analyses of experimental research of effects of used methodical assertion in aesthetic appreciation fine art.

Aesthetic Appreciation in Fine Art Education

To make an aesthetic appreciation on fine art product mean ability to find out and evaluate what is that what is beautiful in one drawing, picture, sculpture, graphic...what is that which take our attention and desire more and often to see this fine art and to have near. (Jakovlevic, 1989, 87)

Intellectual understanding of fine art work as one of the parts of aesthetic appreciation shows the influence and results in development of intellectual education through fine art classes. The basic presumption of this component in education is that the pupils are using the mental process to getting knowledge, to learn and to form concepts. In this research, we concentrate on forming the concepts as part of intellectual understanding of fine art work.
Forming the concepts from fine art as drawing, picture and sculpture shows the main of the understanding the fine art. Pupils the important feature for subjects, appearance, fine art elements are apprehension with concepts. Concept shows the ways of his forming and factors who had influence on it, the concept is visible result of thinking process aesthetic appreciation. Cognition for legality of aesthetic harmony signify that the basic concept system is posed which is expression for level of cognition in this area, also it is base for his future development.

Forming of the concepts consist from thinking operations:
- Comparation (thinking process which consist comparation of different quality of subjects, appearances etc.);
- Difference (thinking process which consist finding of differences between subjects, appearances, etc.);
- Analyse (consist thinking analyse of hole in part with goal for better recognition of that part which can from other side able better understanding of hole);
- Syntesys (inverse thinking process of analyse which consist in making hole from parts).

2. Methodology of the research

The problem of this research was the influence of aesthetic appreciation on development of intellectual understanding of fine art works. The subject of investigation is oriented towards finding answers for following questions: Does aesthetic appreciation influences the development of differences of concepts drawing, picture or sculpture? Does aesthetic appreciation influence the development of recognizing of concepts drawing, picture or sculpture? Does aesthetic appreciation influence the development of understanding of concepts drawing, picture or sculpture?

The goal of this research is oriented to investigate the value of aesthetic appreciation in fine art education with pupils from 7 to 11 years, to improve the fine art education and to develop certain feature.

We design this research as a developmental experiment.

Research was realized in R. Macedonia. In this research were taken part 269 pupils from 7-11 years.

Main hypotesis in this reserach is:
- Aesthetic appreciation influence the development of intelectual understanding of fine art work at schol children from 7 to 11 years.

The special hypotesys are:
- Aesthetic appreciation influence the development of differences the concepts drawing, picture or sculpture at schol children from 7 to 11 years;
- Aesthetic appreciation influence the development of recognizing the concepts drawing, picture or sculpture at schol children from 7 to 11 years;
- Aesthetic appreciation influence the development of the understanding the concepts drawing, picture and sculpture at schol children from 7 to 11 years.

We use this statistic methods: arithmetic median; testing of meaning of differences between arithmetic median of big depended exemplar, testing of meaning of differences between arithmetic median of smal independed exemplar.

3. Analyses and interpretation of the results from research

As basic in analyzes of the results of the tests for development of difference, understanding, recognizing, the terms drawing, picture, and sculpture we are come from basic and special hypothesis. With this test, we want to find out how pupils are using the mental operations: comparation, difference, analyze synthesis. The differences between initial and final test show their development. Results of the test are statistic done with testing of meaning of differences between arithmetic median of big depended and small in depended examples. For better showing of development, at first we make analyze of the results as hole of all units in this research, and than equal is make analyze and for every class. The questions in test where grouped for easy confirming of the elements in the test

Variation 1= score of whole test in initial testing;
Variation 2=baud in first question in initial situation (differences of concepts);
Variation 3 = baud in second question in initial situation (recognizing and understanding of concepts);
Variation 4= score of whole test in final testing;
Variation 5=baud off first question in final testing (differences of concepts);
Variation 6 = baud in second question in final situation (recognizing and understanding of concepts).

On the base of these grouping of variation is possible to make insight and evaluation of development of pupils in differences, recognizing and understanding of concepts drawing, picture and sculpture. Because of that, we made reckoning of arithmetic median between two different results in two different testing in initial and final testing:

a) Testing of meaning of differences between arithmetic median account from results of two different measure of whole test (variation 1 and variation 4) as a score of the results on test (differences, recognizing and understanding of concepts);

b) Testing of meaning of differences between arithmetic median account from results of two different measure for differences of concepts (variation 2 and variation 5);

c) Testing of meaning of differences between arithmetic median account from results of two different measures for recognizing and understanding of concepts (variation 3 and variation 6).
Equal tasks in the test where shown their difficulties and complexity a need for including of different mental process for their solution.

3.1. *Analyses of the results of the test for evaluation of differences, recognizing and understanding the concepts that belong to pupils from towns and pupils from villages*

Testing of meaning of differences between arithmetic median at pupils from towns in all three t-test shows statistic meaning difference.

Testing of meaning of differences between arithmetic median at pupils from villages in all three t-test shows statistic meaning difference.

Arithmetic medians in all three tests in the results of second counting for all three-test shows good numerical and logical value. With that, we can confirm that aesthetic appreciation had influence on the development of intellectual understanding of fine art work at pupil from towns’ area and villages. That means that pupils from these different areas had development in differences, recognizing and understanding of concepts in final testing.

3.2. *Analyses of the results of the test for evaluation of differences, recognizing and understanding the concepts that belong to the grades*

Testing of meaning of differences between arithmetic median at grades in all three t-test except for the second grade shows statistic meaning difference. At the second grade classes test do not shows statistic meaning difference in difference of drawings, picture and sculpture. This result is because in first test in initial testing, the pupils from these grades shows very good results and that is way the development its not statistic meaning.

If we made parallel of development between grades, we can see that over here we cannot find very drastic differences between first, second, third and fourth grade. Only differences in development we can see only in the first grade because the percent of development is higher especially in understanding of concepts. That is very normal if we take the cognitive development of this pupils and the thinking they use. They can say for what kind of fine art product is talking about, but only few of them can tell us way that thinks fine art is drawing, picture or sculpture. They do not give explanation about, and because of that, we cannot see how much they understand the meaning of concepts. When we use questions to motivate them give the answer in other case they do not.

3.3. *Analyses of the results of the test for evaluation of differences, recognizing and understanding the concepts that belong to classes*

Testing of meaning of differences between arithmetic median at grades for hole test (variation 1 and variation 4), except in one class from third grade from village areas, shows statistic meaning difference.

Testing of meaning of differences between arithmetic median count from results for differences of concepts (variation 2 and variation 5), shows statistic meaning difference at five classes (two classes from first grade and three classes from third grade). In other classes, we can see development but it’s not statistic manful.

Testing of meaning of differences between arithmetic median count from results for recognizing and understanding the concepts (variation 3 and variation 6), shows statistic meaning in 9 classes, but there is not a statistic meaning at two classes from first grade of town areas and one first grade class from village area, one third grade class and one four grade class from villages.

T-tests who belong to part of the test, shows that in differences of concepts in five classes there is statistic meaning, and other classes do not shows statistic meaning in differences of concepts. This fact is because the pupils in this classes show good result in initial testing in difference of concept drawing, picture and sculpture. However, when we talk about recognizing and understanding of the concepts where need is more complex mental activities, the difference is very evident and it is in use of final testing. In this part of test, we can see that in nine classes there is statistic meaning. In first testing pupils are giving the answer what kind of fine art product they see, but very rare give explanation why they think for some fine art is drawing, picture or sculpture. They do not give explanation about their opinion because they do not know the basic fine art elements and principles. In second testing in this part of test, we can see that pupils also give explanation and reasons for their opinion and thinking why some fine art product is drawing, picture or sculpture. Most often answers for example are I think its picture because I see colors, this is picture because it has made with colors…this kind of answers shows that pupils understand the basic fine art element of concepts drawing, picture or sculpture. In drawing, we use lines, and in picture, we use colors-Ana Marija Dimeska IV th grade school Elpida Karamandi-Bitola;

When you making a picture you have to paint with colors-Hristina Gorgievksa IV th grade school Elpida Karamandi – Bitola;

I think its picture, because I see colors Marija Mitrevska I-th grade school Kole Kaninski Bitola.
4. Conclusion

Main conclusion of these research is: aesthetic evaluation influence the development of intellectual understanding of fine art work. Result of the test for difference, recognizing and understanding the concepts drawing, picture and sculpture show that aesthetic appreciation in fine art had influence on the development of forming the concepts at schoolchildren from 7 to 11 years. We consider that results of investigation give us answers on some dilemmas in aesthetic appreciation with pupils, they are initiation and waymark for planning and programing in school curriculum, methodical formation, organization, realization and evaluation.

References


