The Application Of Figurative Arts’ Capabilities In The Art-Pedagogical Activity Of A Teacher

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Abstract

The article considers the issues of figurative arts’ capabilities in the context of the conceptual field of the art-pedagogical activity of a teacher. The effect of the processes present at social and economical, informational, spiritual levels aggravates the problem of the education system improvement in tune with the modern times’ challenges. The environment of Kazakhstan school transformation requires scientific and practical necessity for the search for effective models, innovational forms and methods helping create an educational process ensuring favorable environment for the establishment of personal and professional identity of an individual. Besides, we are interested in the content-related characteristic of the “art-pedagogy” and “art-therapy” concepts in the context of issues faced by figurative arts, and the place and significance of art in the education of the younger generation. There is a great variety of art-pedagogy methods and techniques which can be adopted in short time, but even at the starting stage these methods could positively influence negative personality features of a child, develop his or her emotional field, representational thinking and creative potential. We are also interested in the personal growth and development of a child and his or her active socialization, and the article describes methods and techniques of children development by the means of arts.

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1. Introduction

In his message to the people of the Republic of Kazakhstan our President says: “I always say that the you this the pillar of our future. “Nurly Zhol – The Way to the Future” – that is where our creative, dynamic youth can apply their efforts and make a difference!” The country has opened all doors and paths for the new generation!

Indeed, the state creates all conditions for the youth to live a full life. They have places to realize their knowledge, skills and themselves.

The entry of Kazakhstan in the global educational environment results in significant changes in the country’s education system. In particular, new approaches to the education contents, new legal concepts, relations and types of behavior, as well as new pedagogical mentality and the ability to choose and model a pedagogical process in all its perspectives, one of which is the art-pedagogical activity of a figurative arts teacher, become a priority.

The analysis of scientific and pedagogical researches (Anisimo, 2003; Medvedeva, Sergeeva, 2008; 2010) etc.) has shown that the concept of art-pedagogical activity does not have a solid grounds in the pedagogical science yet, and does not even have a precise definition. However, the content-related essence of this concept is related to such areas of scientific knowledge as art-pedagogy and art-therapy, relatively young sciences which also have many-sided interpretation.

2. Method

Art-pedagogy (Eng. art) is one of the alternative disciplines in pedagogy, where the training, education and development of a child’s personality is carried out by means of art through a creative interaction of the members of the educational process. Art-pedagogy direct straining at self-training, education at self-education and the development directly at self-development. Its main goals are to forming the trainees a wareness of their own personality, to make the trainees perceive the environment based on the understanding of their own value, to make the trainees realize the interrelations with the contradictory environment and their places in it, and realization of their personal creative potential.

The resolution of the aforementioned issues in art-pedagogy is achieved by the use of specialized educational technologies aimed at the artistic development of the trainees and the facilitation of knowledge acquisition and thought processes. Rational and reasonable selection of technologies and techniques system by the teacher helps a trainee to form an integral personality where the intellectual and artistic world perceptions are closely interrelated, and the trainee becomes familiar with the spiritual values through the field of art. Reasonably selected techniques help with learning and development of attention, memory, intuition and adaptation of an individual in the social and cultural environment.

Considering a student as an individual striving for the fulfilling to his or her potential and identity formation, art-pedagogy not only deals with issues of art is tic education and development of the trainees in the training process, but also thought he means of art aids the development of all components of educational and correctional and developmental process, building their interaction on the subject-subject basis.

Art-therapy (Eng. art therapy – treatment by art) is a related component of art-pedagogy. The term “art-therapy” generally means a cure by art through the expression of his or her psycho-emotional state by an individual.

3. Goal

The essence of art-therapy is in the psychotherapeutic effect of art on the emotional field of a trainee with the help of art-therapists. The inactivity goes beyond traditional psychology and psychotherapy during their joint interaction with the trainees in the course of creation of pieces of art. Joint creative activity of education-training subjects expands social experience of the trainees in the area of interpersonal communication and adequate pedagogical interaction, and destroys the life perception stereotypes, also achieving the correction of communication area disturbances. In other words, tight interrelation of art-therapy and psychotherapy results in the so-called psycho-corrective effect by virtue of art’s effect on a trainee, in which process an individual resolves his or her internal problems and opens a new world. This effect is expressed by a particular relief from the accumulated negative emotions, because it gives to the subject an opportunity for the search for new relations with the people around through the achievement of positive effects, mainly, thanks to the “curing capabilities of the art creation process.
itself, which allows you to express, relive the internal conflicts, and eventually, resolve them” (by E. Kramer). We can say that art, on the one hand, serves to aid the process of psychic adaptation of an individual in the surrounding world, and on the other hand, helps an individual to expand horizons of his artistic culture and artistic vision of the objective world.

Art-therapy is not always a treatment (in medical sense), say some of the authors of publications on this subject, Kubasova (1994), who writes that art-therapy can be used as a tool for personality harmonization, development of creative approach as a mean of resolution of social conflicts and other relevant goals. We agree with the author of the publication on this matter.

4. The result

Therefore, art-pedagogy as well as art-therapy are directly related to the art education, which since the ancient times and through many millennia served as an interlink between generations, fulfilling an important function of esthetical cognition of the world by man, and the function of information carrying, preserving and transferring. The significance of art in the education of a young generation was highly valued by such great philosophers and educators of the past as Aristotle, Comenius, Pestalozzi. In this context, of interest is the point of view of the renowned German philosopher I. Kant, the pioneer of the German classical philosophy, who said that even if art did not make people better, at least it was making them more cultural.

As similar idea can be traced in there search of the mechanisms of art effect on psychological and pedagogical processes (Decroly, Seguin, Demoor, Vygotsky, Graborov, Kagan, Kaschenko and many others), where scientist emphasize the enormous role of arts as an important mean of children’s esthetical education in fluencing the formation of their thinking, morality, creative imagination, development of emotional and sensuals phere.

No less important are the conclusion son the significance of harmonious principles of man for an individual and society, made in the researches of great Kazakh thinkers and enlighteners (Abai Kunanbaev, Shokin Walikhanov, Aymauytov, Baytursynov, Shakarim Kudaiberdiev, Zhumabaev etc.), as well as in there searches of the modern Kazakh philosophers (Abildin, Begalinova, Ibrayshina).

For these very reasons we emphasize the art-pedagogical activity of a figurative arts teacher.

The term «figurative art» (Eng.figurative art, Fr.artfiguratif, Germ.BildendeKunst) in the Plastic Arts Dictionary is defined as a section of plastic arts developed on the basis of visual perception and creating the images of the world on a plane or in space, which means painting, sculpture, graphics. Sometimes, architecture and decorative and applied arts are also referred to as figurative art since these creations are dimensional and well perceived by sight (Kubasova 1994).

Figurative arts less on sin a secondary general school contributet the development of children’s graphic skills, creative imagination, visual memory, sense of beauty, and help to form the irartistic and aesthetic tastes, ability to understand and value art masterpieces. These lessons contribute to harmonious development of a personality, formation of spiritual world and emotional and moral improvement of a growing individual.

Thereviewedcontent-relatedcharacteristicsoftheart-pedagogicalactivityofafigurativeartsteacherrhelptoadequatelyrendertheessentialcharacteristicsofart-pedagogicalactivityofafigurativeartsteacherinthecontextofissuesbeingresolvedbythefigurativearts. In our opinion, art-pedagogical activity of a figurative arts teacher should be carried out in the context of resolution of professional challenges and alternative pedagogy.

Art-pedagogical activity in the a for ementioned works of Sergeeva (2008) appears as a combination of pedagogical actions on the implementation of professional intentions and goals through the means of art integrated with other psychological and social work technologies.

In view of the above said and the analysis of the specified scientific sources, we would like to express our understanding of art-pedagogical activity of a figurative arts teacher.

Art-pedagogical activity of a figurative arts teacher represent some of the types of his/her professional pedagogical activity in the area as of alternative pedagogy and art pedagogy, and the goal of this activity is the social adaptation of an individual by means of art, and artistic development of children of various categories: from gifted to deviant, having problems.
We believe that for the successful art-pedagogical activity of a figurative arts teacher and extension of his/her pedagogical capabilities, the teachers should be familiar with educational technologies of art-pedagogy, be able to choose his/her own strategy of art-pedagogical activity while addressing the inner world of a child and bringing the child into the educational process on equal terms with the teacher. The teacher should also remember that any teaching and learning should captivate, bring joy and satisfaction (as Abai Kunanbaev, Altynsarin, Akishev, Zharykbayev, Kaliev, Zhumabaev, Comenius, Jean-Jacques Rousseau, Ushinsky, Makarenko, Einstein and many others had said).

In this process, the knowledge of art technologies’ methods and techniques accumulated by the pedagogical experience in this area of scientific knowledge (Smetanina, Kopytin, Grishina, Medvedeva, Levchenko, Komissarova, Dobrovolskaya, 2001 Belush etc.) is of great significance.

Here are some example sufficient for application in a figurative arts teacher’s practice.

For instance, the work methods and techniques described in the article of the figurative arts teacher Y.N. Belush[9], having the purpose to help a student to overcome the conviction that he or her can not paint, “overcome the problems triggering a student’s extreme emotions (which the student often can not verbalize), give vent to the students creative energy”. The author reasonably believes that figurative arts activities contribute to children’s emotional relief, help them overcome stress situations and negative conditions (anxiety, fears, depression, aggressiveness etc.) “which interfere with an individual’s life and hinder his or her development”.

To relieve the anxiety prior to work, the author proposes such exercises as “Drawing in the air” (the teacher draws some shape or a simple object in the air, and the children repeat the teacher’s actions firstly in the air and then on paper); “Quick symbol writing” (the symbols are similar to hieroglyphs, and as a result the student becomes convinced that he is able to draw); “Funny drawings” (this exercise has to be done in pairs; One of the participants thinks of a geometric figure (number, letter) and “draws” it in the air with lips, imagining that his mouth holds a pencil which must not be dropped. The second participant’s goal is to guess what his or her counterpart has drawn. Then the participants switch the ir roles).

To find common points and clarify einter personal relations of the classmates and over come such unpleasant emotions as grudge, anger or fear, Belush practices work with play dough. Children mould the negative images of their anger and search for the ways to overcome conflicts. Play dough painting is also used (smudging of play dough on a card board surface with in an outline drawing, without going beyond the outline).

When working with clay, a teacher has the goal to teach the children to control their emotional state through the mastering of compacting, smoothing, forming and squashing techniques.

When working with paper and paints, a teacher uses the techniques aimed at the overcoming of fear, negative emotions, and the development of unity and reflection. For instance, with the task “Drawy our mood”, the teacher proposes a student to choose the paint color, take a sheet of white paper and draw colored lines, stains, circles, patterns reflecting the student’s current mood. As for the task “Victory over fear”, the child is proposed to draw something that he or she is the most afraid of, and then discuss the drawing. After that, the child is given a pair of scissors and encouraged to cut or tear his or her “fear”.

5. Conclusion

Among the variety of approaches, means and technologies in training and education, art-pedagogy is of particular interest, because it is a system of pedagogical methods implementation of which contributes to active formation of personality, development of spiritual and moral culture and need to self-improvement. Art-pedagogy is aimed at the development of children by means of art and artistic and creative activity. Pedagogical system of art technologies helps to “correct the failures of upbringing and negative traits of a child’s personality without harming him or her” (Mikhailovna Klemyashova, 2010). Arelevant place in the art technologies aimed at the ethical self-improvement of students is held by the formation of positive attitude towards oneself, overcoming of emotional rigidity and uncertainty in own capabilities. This situation preconditioned the application of art-pedagogy technologies in the training and education process. The diversity of art-pedagogy methods and techniques is hard to master in short term, but even at this stage we can admit its effect on the negative traits in children’s personalities, its potential to develop the emotional sphere, visual thinking and creative potential of a student. Art-pedagogy is able to for communicative skills, goodwill, sense of protection, joy, success. A student start to understand himself or herself
and his other inner world (thoughts, feelings, desires) more deeply. And as a whole, we can observe personal growth and development and active socialization of a child.

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