

The importance of art in education and aesthetic development in children

Abstract

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No doubt that every child is graceful in the way of people, regardless of race, gender, and even regardless of physical and psychological aspect. Freedom figurative expression helps the child to creativity and aesthetic development in general. Figurative education goal is to develop a broad basis personality, emancipated, and figurative aesthetic features. Only if we possess aesthetic culture and artistic culture in general, we can discover the truth of aesthetic values of art. Art is a separate and distinct sphere of all human activities. Another distinctive feature is that the artistic activity in art express emotions and experiences, which are in fact a very important aspect and weight in the child's personality development. Research methods, arranged to convey passive and visual skills of children, the tasks set forth in order to make employment opportunities, drawings. Besides aesthetic education, fine art develops thinking ability, creativity, observation and imagination. These actions in order indirectly engage the attention of child and ensure that all children can see the broader underwent a maximum of artistic art. The importance of art is oriented social problems, which is an integral part of modern life and participates in the development of society in general. Children's drawings undergo psychological analysis, educational and aesthetic. Through visual education (aesthetic) raise awareness among children to have good interpersonal, equality between people, as in the economic, social as well as cultural plan. In the end we can say that through the arts influence personality development of the child in creative work, in strengthen self-esteem, in development of positive communication, influence also in the benefit of life experiences. We come to conclusion of children's drawings appear in entirety which in itself content includes skills and qualities of children, desire and experience, positive and negative impacts.

Keywords: kids, art, aesthetic education, emotions, creativity.

Introduction

Talking for art is so much that also today discussed various ideas, what is the value of art, what makes art etc. Figurative art can call scribbles everything from children's drawings to a midden in a gallery Corner. However figurative art has been established to admire the beauty and the message that conveys, whether social, moral, political etc. Any kind of art work is in a casual relationship with a set of facts that connect people and things, in personal and universal collective order. The work of art is not a product of the imagination or the incomprehensible whims of the artist, but can be explained by reasons that is the expression of a certain idea of the nature of life and the expression of a particular philosophy. (Taine, 2004, p.7)Figurative art has helped and continues to help, not only aesthetically but also social, the psychological and economic. Figurative art as scientific element is shown in drawings of maps, objects in anatomical drawings, the operation of communication it makes life fine art, practice, psychological, aesthetic and functional. Art is presented as education, civilization and culture. On this occasion first task that pushed me to deal with this topic as it is: *THE IMPORTANCE ART OF EDUCATION IN THE DEVELOPMENT OF CHILDREN AESTHETIC* figurative art in elementary school education is not presented as aesthetic, but seen as a free hour. As it seems not functioning factor for proper hour art dealing and working conditions and materials that hinder the development of the art class. Figurative art contributes to the formation of versatile creative personality, develops imagination, (fantasy) imagination, sensitivity. Given the importance of art in aesthetic development is thematic working methods, however, the information gained is visual culture (visual) and imaginative, but also that we have remembered the drawings, which will look at the above. In this topic i tried (tried) to include the development of aesthetic education to children, just the fact that awakened sense of beauty through art. Art has this particular, it is simultaneously superior and popular, he appeared higher things and display them all. (Taine, 2004, p.51)

SIGNIFICANCE AND PURPOSE OF OUR SOCIETY ART

Visual education in our society contributes in forming many personality disturbance in social development, imagination, aesthetic education. The importance of visual education does not exhausted (spent) the coolness of aesthetic education provide man with the flavor, therefore human meet the word to approach in a way most of all. Art today before all highlight's the artist's creativity to the occurrences that the bordering. Arts education as part of aesthetic, presents the indispensable element of development and the faceted education of the new generations in our society. Preparing children on aesthetic education in arts education become rich and develops economic viewpoint. Only if we possess aesthetic culture and normative physical culture, and the general indeed, we may discover the arts aesthetic values. Purpose of figurative literacy is the development of a faceted of emancipated personality with aesthetic figurative feature. Other feature of artistic activity that is expressed in art emotions and experiences. Children's drawing are expression of their ideas or feelings and the set of duties that contributed with their creativity (Karlavaris, 1960, p.17) Freedom of expression helps child in the figurative creativity and in psychological aspect. Arts education presents the process of development of the children's skills, in a way to get rich of visual brightness in direction of ability of children in the district vital organization to apply the visual and aesthetic scales. The culture of residence, clothing culture, culture of viewing, especially the treatment of the cultures demonstrate the basic element of humanity life. In this way people recognized (meet) and come near each other. Man who has all these qualities, not only he have intellectually abilities, but also to develop emotional and the imaginary side. Life of man is more close to art, while his productive activity ensures materials existence. In social life figurative art have done man more economically developed in productivity thanking to the aesthetic factor. All of this comes as the product of imagination that brought between the reality in the life of man, which are directed to the future. Therefore the importance of art in our society than is human, besides it is also a necessary factor into society work.

CHILDREN'S AESTHETIC EDUCATION

Comprehensive education is understood as equality in all educational sources. Creating visual literacy and aesthetic quite realize the aim and the other source as educational, intellectual, moral, labor, technical and physical. Establishment of artistic creativity is specific. With human job changing the truth even more of its appearance, something that may affect the enrichment of human sensitivity and experience in the character of truth. Today, arts education is considered essential components of education, an activity that contributes primarily aesthetic education, but at the same time developing the skills of students and other advocates of general knowledge for life. Analysis of children's drawings activities is wide, which besides aesthetic analysis, itself contains the psychological ones, because is the issue of developing individual. The problem that occurs most often in children's drawings is the teacher who leads the limited terms of aesthetic, the value of the work lies in imitating, which requires the student to understand the nature of trying to imitate. In these cases the teacher thinks that helping the development of the child, but the pictures do not have any value (AESTHETIC) and not talk for nothing childish psyches and experience. The other problem is seen that the acquisition of a technical arts, for example, as is the pen. Lack of organizational learning the lesson that arts class, makes the child handed. As a result of all this, the drawings are out of ideas, and the poorly maintained surface. Works of art should influence has possibly without imposing figurative form, something that does not often look to teachers, then in the realization of the subject does not utilize visual inspiration for children, as are other tools, pots, chairs, etc. Lack of aesthetic education has made today in different places in the school premises to see impurity, not green, tasteless buildings alignment of aesthetic premises with dark furniture, the closed space without ventilation, without color, the smell of floors etc. Lack of expression figurative art in class, there are many children who do the dirty walls of classrooms, flats, trying to be exposed in different places. This comes as a consequence of aesthetic education and underestimation of hour of work in art class, at the same time can show bad move lower pedagogical or aesthetic level. The child should be educated around school spaces, spaces of classes, the sports halls, corridors, GREEN for the rest of the surfaces, etc. from different rooms. During aesthetic education given to children should not be charged with an excessive addition of elements, e.g. walls of classes should be fairly light colored with shades of violet, ocher, ash, green, and not as we learn, to see the white of the cold

and continue the look that is tedious for eyes. Also walls are proportional classes should not be warm intense color is as red, orange, because they inhibit the child in the concentration of attention. The School premises as are most of the larger rooms for events or as a gallery, decorated with should any more beautiful decorative element that would remain, e.g. a mosaic, stained glass he would look beautiful and aesthetic (Karlavaris,1960, p.82). Halls have importance in schools and their regulation should be the beautiful. Then, the school corridors should not be charged with child works, only temporarily be placed in corridors. The work of children, some teacher obstacles in their exposure. They do not regard as works of art, so to them there should be no such position. The works of these children should be exposed to different spaces in the school, and meeting rooms, the director, secretary office, the library space, etc. Corridors should also be well lit with natural light, walls painted with bright color. During the aesthetic education of children on the regulation of such facilities is schools, care should be taken especially for the older objects (buildings), their regulation should provide aesthetic carefully, because it must maintain authenticity, which is a serious and delicate problem. Also, furniture should be fairly bright, small spaces must be painted with dark shades of cold, while the large spaces of high need of warm colored shades. Students may engage in aesthetic arrangement of spaces around the School, this job that they make that the only on the day of ecology, the day of the School name. Lack of Initiative by her teachers or the students, many schools today do not have some greenery or resting surface. During visits in schools we have noted that students do not hesitate for aesthetic regulation of schools. Primary responsibility for the regulation of schools are directors, teachers of visual education. Therefore, regulation of school aesthetic, aesthetic education of children is work every teacher, who with the help of visual education teachers, governing the spaces where they work and spend time with the great in educating new generations. Social society with its position every day affects children and therefore should not be underestimated this impact. Aesthetics is a mixture of beauty and satisfaction evaluation. Aesthetic education is provided for adjusting the district where he lives, however numerous greenery insisted that decoration should be simple without excessive diversity. Another aesthetic education of children is the family circle. Children are connected with the appearance of their room, the house and yard, clothes, games, etc. Besides these systematic education and visual impacts varied more or less education can contribute to arts fair. Children are more connected to

their rooms, toys, etc. Today the children are affecting the computer games that are not suitable for children's education. Children at the same time admit the negative impacts figuratively. Also children's must be supported by the family as well by the social and school district, to see that these toys educational figurative terms. In houses where there is no visual excitement or unsuitable furniture, where there is no functional arrangement of space, where life is not good organized, the child acquires the very bad impression to life and carries no figurative sense (Pedi ek,1958, p.10-16). However, there are cases where some children have such houses, dream, as we have in the drawing where the child is separated his house and set a rule, which requires its own space.



FIG I. Class III. (Drawing). To these children created visual aesthetic feelings, as a source of inspiration are the items that come in contact and nature.



Children are connected with the appearance of the house and yard as i mentioned above, FIG.II. (class III), shows clearly how the children are related to their game and houses, drawing its indoor and his friend and a bridge with one another.

TERMS OF REALIZATION OF EDUCATION MATERIALS FIGURATIVE TO SCHOOL

Terms and realization of educational the materials for schools in the figurative are necessary and important for the successful implementation of figurative arts hour. Materials should be used moment when working at most will contribute to the development of childhood skills. (Karlavaris,1960, p.52) Necessary condition for work ATELIER or HALL is the inventor and the specific material required for the Figurative education to children. Hall or atelier have to adhere to things such volumes of light or the natural quiet, the inventor of the mobile, pupils are that could change their country by setting the model to be no space for moving materials in achieving most of that work. Furniture should be fairly light in the movement that it is required by art that make such drawing, painting, modeling, graphic arts or application. If we have to do with drawing as a means aid is kavaleti or universal banks for drawing. Kavaleti should be the easy movement and also that the banks can utilize for work as it is to other art graphics and application. Besides halls or Atelier to this can be equipped to be of manifold material and these materials should be fairly placed in a corner of the hall or in a cabinet near the hall.

Materials should be fairly abundant and the different types of art because it depends who do. So if we have to do with modeling we needed these materials: wire, play dough, wax, clay, gypsum, etc. or whether to paint the primary material will need these materials; cloth, different letters depending on the technique, different colors, tempera, color oil painting stained glass for glass pieces, pieces of small square stones for mosaic etc. Materials are varied depending on the art that do this, the already discussed most high schools is to provide some good from these materials, that are most simple of paper, ink, clay, play dough, in the absence of the child by the can to exploit by visual activities. Many schools do not have room or atelier of such material or process that required for the right to visual education. Inventory have space in schools or that we are not suitable for visual education, or type of art that children have no opportunity to know as in artistic activities. In addition directory or its lead among Teachers do nothing about conditions or materials that children should be provided. The teacher in this case the visual education should be carried out and assist with material that does not have children, it is necessary to have that material whenever possible. Today in our society we have new buildings of private schools that offer maximum conditions by taking all sorts of other subjects of education subjects. Except that these schools offer the best conditions for education, also offer material for work. We have to know the functioning of these schools, but we ask that our schools STATE least slightly to allow optimal conditions for the abovementioned facts and functional education. In our schools the principle that the organization continues to be heard on the lessons learned and intellectual contents and it cannot satisfy the needs of contemporary literacy learning figurative. (Po aty, p.75). Conditions are those that are released in the lead among the children free creative expression and different materials. Therefore most of the packages that may make in the absence of kavaleteve can be done by placing letters on the wall and painted. In these cases are teachers of education figurative and that should help children committed. If the parents and the institutions set different government and non government should contribute, and help provide better and in a better education for the right visual. With the right education and the conditions better returns that children will definitely have more of a healthy society and a better education in the visual and aesthetic.

Concluzion

Starting from importance and purpose of art as aesthetic education development, we observed that the art does not exhaust, but continues to inspire new ideas to raise beautiful feelings and convey emotion. We noticed this during the tasks set, children's drawings on the experience and desire, along the positive and negative impacts of social circle. Based on figurative education to the children see that ideas affecting events they encounter in the way of creativity, emotions manifest themselves in the roadmap, we managed to see the intellectual elements in children's drawings. Artistic journey along these children to see that children are victims of the institutions, schools and stagnates here as the emotional artistic side, also because of conditions that provide schools and our society in art education and aesthetic development of children. Clearly seen in these children desire or artistic phenomenon of child development and education to further aesthetic. But the conditions and the materials that prevent in the realization of genuine art hour. In fact we found major deficiencies on the aesthetic education of children in conditions and methods in pursuit of tastes and lack of transitional rules figurative elements.

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