

EPISTEMOLOGY OF ART

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Abstract

Most commonly, the term ‘will’ applies to the “wish, will, desire” as an intention towards acquiring or performing a specific knowledge. In context of artistic education, knowledge consists on a metaphorical discourse on which universities undertake as a task to construct learning as subjectivity. The term will to knowledge implies also the expectations of students in the epistemological level in acquiring these skills as a need of gratification of intentions toward the intention of becoming an artist. It involves certain procedures in a sequence of making, creating and performing. Often the will to knowledge is an exigency for knowledge as a critical, practical and analytical sense, as a theorization of learning and a medium for emancipation of the artistic discourse. The absence of a specific order in the process of knowledge implies directly on the appropriation or possession of that certain knowledge. The urge to knowledge in psychoanalytic terms marks the determinism of artistic practices as an attempt to overcome the insufficiency in knowledge subject, in specific existential situations. The conceptualization of this pedagogic-psychoanalytic function implies different discursive-analytic characteristic by a demarcation and a perspective of an object of knowledge. Knowledge of art is taught in exemplifications where artistic practice is rendered as creative though the realm of conceptualizations, discursive analyses and theorizations of practices of lecturing. Discursive analysis implies means of production of pedagogical discourses by effective informing on the discourse in complex and equivocal technical formations of skills, outlining the practice of educations. The will to knowledge expresses the practice in overcoming the critical practical-theorizations as autonomy in artistic education in a context of creative and intellectually critical practice. The concept established about episteme during the history determinates his function and implication on the society and its function – necessity for pedagogical practices on teaching art.

Key words: *Perception, understanding, aesthetics, social context.*