

## FORMATIVE EDUCATIONAL FUNCTIONS OF ART

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### **Abstract**

The aim of this study is to demonstrate the connection between the formative educational functions of art and their particular importance in relation to education in general. It presents two of the most basic functions of artistic education, the cognitive and affective ones. This study affirms that the combination of the aforementioned functions responds to different criteria. The explanation of the combined terms "Language - communicative" and "Emotional – affective" contribute to the explanation of interrelationship of the functions. Meanwhile, the terms "Identification and intercultural" are in contrast to one - another. The other functions, defined by the attributes cognitive - cultural and critical – aesthetic highlight the complementary connection of the functions. All of the functions are viewed in their unity, not as an artificial union of parts. Consequently, it is worth reflecting on their interrelationship. The question arises: Is there any hierarchy regarding the importance of the different functions? The posing of this question does not undermine fact that all of the functions are important and useful to an adequate artistic training. It is noticed that the language - communicative function is generally placed on top of the list while the critical –aesthetic one at the end. It cannot be excluded that this is a random evaluation, but the frequent encounter with such an evaluation, leads to the belief that it is a deliberate assessment. This study considers specific functions in different situational contexts and highlighting their interconnections and continuities.

**Keywords:** *"language - communicative", "emotional - affective", "cognitive – cultural"*