

CONTENT OF AESTHETIC EDUCATION IN PRIMARY SCHOOL

Sabit Vejseli

University "Ss. Cyril and Methodius",
Faculty of Pedagogy "St. Kliment Ohridski" – Skopje, Republic of Macedonia
sabit_vejseli@yahoo.com

Emil Sulejmani

University "Ss. Cyril and Methodius",
Faculty of Pedagogy "St. Kliment Ohridski" – Skopje, Republic of Macedonia
emilsulejmani@hotmail.com

UDK:

Abstract

Aesthetic education is an integral part and necessary condition for the versatile and harmonious development of personality. Through it methodically and systematically are being developed the skills for: observation, experience evaluation and creation of beauty in art, nature, life and work.

Each person at birth receives a certain disposition, whose development depends on a number of external factors (education, work, family, preschools, school, etc.). Contents for aesthetic education are all around us and are best understood and adopted in primary school.

Modern school emphasizes the importance of proper development of aesthetic and creative abilities of students in all ages and levels of education adopting the curriculum, means of visual communication and enrichment of the daily lives of students with cultural events and arts, in which actively and creative, participate.

School as an educational institution operates in the esthetic upbringing of many aspects : curricular and extracurricular activities , visits and meetings , exhibitions, publishing, film , theater and musical productions .

Curricula for aesthetic education are located in all subjects who regularly are represented in the teaching process and further develop the aesthetic education and its important benchmarks.

Keywords: *aesthetic education, curriculum, teaching content, subjects , student.*

Introduction

Aesthetic education along with other areas of educational work makes one equal whole. It is not and cannot be an activity that is governed by few separate sides of psychic life and from some special and separate spheres of social life, but it includes the whole personality of man and including the main a different manifestation of the individual and social life.

The successful implementation of the aesthetic aspect in the education of the individual provides man with enriched unique influences from all aspects of education, that means than the aesthetic education is realized through intellectual education, physical and moral. With the aesthetic education we mean the development process of the skills in understanding, perception, evaluation and creation of the beautiful (content, artistic form, the development process of artistic attitude towards the truth) .

Purpose of aesthetic education is to help the individual to understand and evaluate art, culture, beautiful and the less beautiful. In this context in our society and with the beginning of the democratic process by identifying the factors, issues and the importance of this educational aspect should be selected pedagogical ways of aesthetic formation of the individual. The essential purpose of aesthetic education that is very well reflected in its content, is the affirmation, keeping the aesthetic values.

The concept of aesthetics is very much wider than aesthetic education. Although the concept of aesthetic education here is very limited from the aesthetics, their values are unique. So the goal of aesthetic education existing the sincerity of the man and we put that in a reciprocal relationship with art. This relationship was further expressed by Balzac who says "The task of art is not to copy the nature, but to express it."

The beautiful is the lens and the supporting beam of aesthetic education, without the beautiful cannot imagine any art and any aesthetics. In comparison with other aspects of education, aesthetic education and its realization requires aesthetic - spiritual motivation. On the other hand, this descend the justification for following of the logic for experiencing the beautiful in all spheres of manifestation, and within all the talents of the individual. Right here there is the importance of the educator in empowering of the children for perception, creation and appreciation of aesthetic phenomenon, no matter where it is realized and where it is expressed.

The basic condition for the formation of this important dimension of the student is systematic and permanent work in the education of taste and aesthetic expressions. However, primarily is the establishment of basic categories of aesthetics, the beautiful, glorious, the lowly, the comedy, the tragedy, the less beautiful and more.

The principle from which the educator needs to start for the formation of aesthetic concepts and categories is different but it is important the objectivity, the reality, the knowledge of artistic creation, the aesthetic experience, painting of the phenomenon, the event and its expression by forms, tools and appropriate ways for the age of children.

Dominant was the thinking, that for a long time with the aesthetic education should be started in the period of the intellectual maturity of the child, however the new concepts of the pedagogy highlight the fundamental importance of aesthetic education starting and requires that with aesthetic culture need to be started from the earliest days of the child. Now, aesthetic culture has become an integral part of modern life, so as the need to start aesthetic education from the earliest childhood, as an integral part of the general educational process.

Modern pedagogy with the esthetic education understands the process of development of the skills in understanding, experiencing, revealing, valuation and for creation of the beautiful specifically the process of development of the aesthetic values towards truth. Today, the content of aesthetic education, when are developed new relationships and human freedom and when are established democratic relationships with new concepts and visions before the pedagogy arises a sharp problem with essential importance.

This content should be a indicator that strongly presents the emotions, creates aesthetic condition, nice and a situation with values, develops the fantasy, creates truly emotional images. The content of aesthetic education as an image of value allows awakening of the feelings of forms, lines, constructions, voices, colors, , shapes , movement, expressions , language of the time and modern language, poetic verse of similarities which revive and initiates aesthetic ideal, to find aesthetic beauty. Also need to be accepted that not a moment passes not to educate the beautiful, to affirm the value of art, music, literature, theater, the film making, visual arts, architecture which together express the aesthetic experience.

Approach to the problem

Art has always been the most important mean of aesthetic education. With the emergence of new concepts of aesthetic education, the art gets great significance as a mean of formation of man and his versatile, complete development. Therefore, the pedagogy is appointed a task scientifically to clear up its influence to the intellectual, emotional and moral development of man. John Dewey sees art as a “form of experience because every creation is associated with the experience. Art is shaped energy and aesthetic is anything that causes pleasure without thinking”.

Art is an object of study of aesthetics which is commonly referred to as the science of beauty, especially in the arts as the fullest expression of beauty. Art, according to various definitions, produces beautiful, it is express, it provides forms and causes aesthetic experience. It is not an act of nature, but is artificial and aesthetic, it is a work that causes aesthetic experience. Today aesthetic education in the conditions of modern life gets a new dimensions and a new role in the life of every individual and the society as a whole. The new recognitions of the position of man in modern society firstly express the development of creative abilities and their contribution to the development of science, technology and culture because almost every human activity and every profession requires more aesthetic taste, creativity and inventiveness that primarily, acquires aesthetic education.

Modern concepts of aesthetic education no longer start from the position that aesthetic culture is characterized only by mature person, but it is a factor for the development of physical and mental abilities of the child. Reasons for this is that every child, more or less, has the ability to observe, experiences, values and creates the beautiful. Because the modern school during classes and other extracurricular activities, especially in artistic subjects in the lower grades (language, art, music education) has the task to familiarize students with the sacred art and with the beauty from their environment (natural and social relations).

It will enable students at the beginning of their schooling to adopt appropriate knowledge, to form appropriate habits and in that way to develop the aesthetic abilities as a condition for the formation of its initial aesthetic experience.

Development of aesthetic capabilities

Capabilities are determine das characters of the personality (or disposition) that enable success in the performance of certain activities. In cognitive sphere are sensory, material and intellectual abilities and they are important for cognitive and intellectual activities. In the affective domain of personality, they are emotions, while in cognitive domain they are motives. Regarding definition for aesthetic education, according Pedagogical dictionary (1967) aesthetic education is defined as education in general, consists in development of the abilities for remarks, understanding, experience, evaluation of the beauty in nature, art and social environment, and development of the needs and capabilities of creation of beautiful. In a broad sense, the task of teaching is to develop and establish student sense of aesthetic values that are located around it in everyday life (objects and phenomena) in the nature and parts of art.

In this way the established aesthetic capabilities can be defined as a state of sensory abilities of the student, while the characters of aesthetic personality as the ability of their coordination with consciousness , mind and desire .

Developing capabilities for aesthetic perception

Aesthetic perception is lively activity in which participate sensory organs, nervous and mental processes, emotions and wishful effort. This relationship is differently explained by aesthetics because the process of perception is regarded in terms of the values of art, the aesthetic act of the observer and his feelings.

Developing capability for perception of the beautiful is one of the tasks of aesthetic education. Vuksanovich correctly notes, " so we can enjoy the beauty of nature , the beauty of form, sounds , color, beauty , painting , sculpture, musical compositions , artistic prose , poetry , dramatic work, ballet , movie, so we can experience these beauties , we should have our own attitude toward them- must be previously acquainted, noticed, we must be aware of their existence and quality " (Vuksanovich , 1990; 156) .

It should be added that are necessary quite specific knowledge of each specified area to develop and for ability to notice the beauty in those areas. No one without certain knowledge of any area will not be able to notice the aesthetic values of some art work, though the beauty of

nature and to enjoy in them. The perception evolves with planned work with the students. Their perception is managed by the teacher. They observe and implement parts of nature and notice the beauty in that they are observing. Thus are developed the observation skills and perceiving of the aesthetic values. By watching some movie, an analysis is made in the aspect of scientific knowledge about it, are noticed the aesthetic values and on that basis are experienced and assessed their quality. In the school the teacher discusses with the students about literary work, play or movie from various aspects and in this process students achieve knowledge of these forms of human creation and in terms of aesthetic values.

Without all of it, we will be passive observers of the beauty that surrounds us in nature or social reality that is around us. Thus for fostering the skills for identifying aesthetic values requires knowledge of various areas and that awakens the basis for the development of capabilities in this area. This task belongs to the rational component of the human psyche, and according to that all of this is just education. There is nothing beyond that, what we would might call education.

The development of capabilities for perception, rhythmic and melodic ranges of early schooling takes place in stages. An example is the use of oral dictation, and that just in a simple melodic, rhythmic twists in the form of incentives. The role of perception and memory is especially important as well as the significance of the role of exercise. The exercises should begin with children's songs that are interesting and matching the vocal abilities of the child.

Aesthetic experience

Aesthetic experience depends on aesthetic perception, emotional and aesthetic taste. Emotions are a basic component of the experience while the result is maturing and learning. Children's experiences depend on age, personality traits, emotions and egocentrism. Mainly it is subjectively stressed, emotionally and impulsively, because the children's thinking is self-centered, to judge on itself, while difficult to judgment of others. Researching the perception of artworks, R. Indargen (Indargen 1977) provides that "the aesthetic experience takes place in stages that follow behind one another and lead to incomparable understanding of artwork or aesthetic object.

This experience can be emotional or they reflect or mutually entangle. Ingarden states that experience begins with awakening or by aesthetic original emotions, then it follows an active creative relationship that understands its recognition as a quality, while the third phase understands conceptual acceptance of quality and soothing of the experienced. "

According to S. Bezdanov (1983) aesthetic experience means perception of aesthetic form that specifies in a kind of perception of the parts as a whole and that in a perception of the artwork for its immediate values (because of itself). Bezdanov indicates that aesthetic experience in itself contains tension (cure) that comes with the resolution. Stated expectation and relief is felt like satisfaction (experience), whose intensity depends on how much that work means to us (what is the meaning of the subject and aesthetic forms of artwork.)

Creating capabilities for aesthetic experience is the following task of this field. This task refers to the emotional area in the perceived aesthetic values from any area should trigger in us to feel joy, serenity, flight, thrilling, satisfaction. Simultaneously with the acquisition of knowledge certain areas of the theory of literature developed capability for perceiving the aesthetic values of literary works and the abilities of its experience. The right experience is possible only when we are aware of the aesthetic values of art. Acknowledgments of aesthetic values in general is the ability to introduce aesthetic values in the presented case at the individual that causes emotional feeling.

The role of the teacher, firstly is in the challenging of the experience and its cultivation is widespread. Experience as an internal motivation, spontaneous or challenging emotion is an important didactic principle in teaching. Any experience " caused " by external influence allows the teacher to see students' abilities that allows consideration of the characteristics of the student.

Development of aesthetic feelings

Aesthetic sensitivity (sensitiveness) is the most important disposition and most important kind for the aesthetic capabilities. Aesthetic sensibility belongs in the sphere of effective response to the aesthetic values of art work and as such directly effect son the development capabilities for aesthetic valuation, preferences and aesthetic taste. These kinds of reactive potentials are the basis for aesthetic education and all the activities that enable the student to enrich his visual sensibility and thus to exercise its aesthetic experience.

Aesthetic taste as a permanent disposition and as sum of all preferences is the result of qualitative observation, greater meaning and understanding, qualitative experience and evaluation. This experience of the value of the artwork is in the form of pleasure which also presents an act of consciousness. Besides the feeling, the taste is conditional by the aesthetic education, cultivation of the emotions and general culture. Learning, repetition, age and the intelligence are also important factors for the formation of taste. In the learning it is important the influence of the elderly, especially the teacher because he is often the first and the only who acquaints the student with the beautiful and the value of the artwork.

Aesthetic preference is an elementary form of affective response to the aesthetic value of the artwork, form of aesthetic behavior caused by the express features of the artwork. It involves short-term evaluation of the fancies and aesthetic act of the observer of the artwork in whose basis is aesthetic experience which is caused by feelings values . From the opinion of the descriptive phenomenology, M. Gajger (according to: M. Uzelac 1993) it determines aesthetic experience as a mixture of liking and enjoyment, in which prevails the point of liking, then a moment of pleasure. Gajger marks the liking as a response of the subject, as traditional stance that indicates the aesthetic value of the subject and as an activity of the entity in deciding. Unlike liking, aesthetic experience (satisfaction) is not the answer, but emotional reaction from the liked object and as such it is an act of awareness of what that work means to us.

In the lower grades there are courses where students acquire knowledge how to feel and perceive aesthetic values and at the same time to develop the aesthetic abilities. In this paper we will focus on the aesthetic values of some subjects that we think will best affect the aesthetic experience and education of the student. Modern school in teaching process and other extracurricular activities, especially in artistic subjects in the lower grades has the task to introduce the students to the world of art and beauty in all environments. It will enable students at the beginning of their schooling to adopt certain knowledge, to form propriety habits and so to develop the aesthetic abilities as a condition for the formation of its initial aesthetic experience.

Modern concept of aesthetic education represents the introduction of the students from the lower grades with all kinds of arts, because it is the only way that the art becomes an integral part of the general culture and the aesthetic education of each individual.

Modern concepts of aesthetic education

Music as means of aesthetic education

Music as an area or field of art, as a special language of art belongs to the field of music aesthetics, whose main task is to study the aesthetic properties of music, in terms of aesthetic knowledge (sensory experience) and rational knowledge that implies that music except the hearing organs it achieves to mind.

Music with its expressions acts strongly to the senses and so determines the relation of man with the reality. This confirms the opinion of D. Mitrovic (1967) who believes that "music from all arts is closest to the human heart and its experiences and that develop as the human experiences in their depth and power. Such action only have the musical works that belong to the art of music, whose hearing does not take us away from the life, but rather contributes to its quality. Therefore aesthetic musical experience as the primary need of the child and one of the primary forms of childhood experience, it is an important factor not only for the musical development but also for the esthetic education.

Musical sense of the quality of the music or its performance is significant definition and necessary condition for musicality by which the musicality and the "musical talent" as synonyms determinethe musical ability at the highest level. The development of musical emotions and musicality depend on early musical experience, from the motivation in the family. Parents who are living with the music, they sing and play to the children, enrich their musical experience and so develop their musical sense which is the basis for the development of their musicality.

The aesthetic sense of the value of the music as a disposition represents a condition for the formation of aesthetic taste or aesthetic taste as a form of response to the value of the music that shows the level of development of aesthetic feelings.

Aesthetic and musical taste as a permanent disposition and as the entirety of all preferences is due to the quality experience of the music, greater importance and understanding of the music, qualitative experience and evaluation of the music. The student his first emotional relationship towards music is hearing from the teacher who introduces him with the beautiful and the value of music, from which will depend his attitude towards music in the future. In the early grades the musical taste is still undetermined due to insufficient musical experience, which shows that taste as part of affective development, can be developed under the influence of the

stimulating environment, cultivation of the aesthetic experience of music and through the help of qualitative music information. This is possible because students are flexible and willing to accept a variety of information and views from adults. Listening to artistic music is the primary task for enrichment of the student's musical experience that will contribute to the development and formation of musical taste at pupils.

Music hearing is the basis of all activities and its development is one of the primary tasks of music education. The hearing is inherited disposition that exists in every healthy child, but not with equal measure. Like before the school, also in the lower grades, the development of hearing and rhythm is based on various games that help the children to overhear observe and recognize different voices, listening and musical tones. The aim of these games is transfer from the accidental to the conscious listening, development of interest for attention to sound phenomena, auditory attention and memory of sound impressions.

Singing is also a form of musicianship that encourages aesthetic experience rich in emotion and influences in formation of the aesthetic taste. The song as a unity of poetry and the music develops musical sensitivity, musical skills and speaking skills. The song should be the engine of fantasy and through the string of musical aesthetic elements of melody, rhythm, dynamics and tempo introduces the child to the aesthetic experience. Choosing the correct track through proper realization and its inclusion in the various curricula in children will develop aesthetic values. As part of the curriculum, listening to music has the task to develop the habit of listening to music, to encourage aesthetic experience and thus to contribute to the understanding of musical messages and their valuation, due to the development of aesthetic experience. Any form of aesthetic expression in the lower grades is important for aesthetic education.

It is especially important in the lower grades that the teacher to apply different musical didactic games because the game is one of the central categories of aesthetics. The game is the foundation of human freedom and it is close to the world of art because itself is an art. Noticing the need to play is an important goal of aesthetic education in addition, for successful work it is necessary the knowledge of factors from which depends the aesthetic education, the criteria for evaluation of the musical artwork, characteristics of the beautiful and the significance of the musical aesthetic taste.

Aesthetic and musical education involves the use of special methodical didactic forms and methods. In the work with young children in school age it is primarily the aesthetic influence

of the music that will encourage and leave traces. Music is a biological need for human and extraordinary mean for encouragement of the imagination as well as for the aesthetic shaping of thoughts and feelings.

Art as a mean of aesthetic education

Aesthetics helps in determination of the values and the significance of the artwork as a science of the beauty. It provides a reliable criterion for proper aesthetic direction of artistic education.

Painting is working with the form, the line and the color. The language of this art is expressed in the abundance of dynamic shapes, light and color, in the rhythm of the color and the composition. Except the drawing, the color is one of the primary means by which the artist depicts the surrounding and psychological characteristics of the characters, their feelings and associations. A special type of painting is also the graphics that is usually associated with words and literature. Sculpture also belongs to the art.

The illustrations are an integral part of the textbook where you can see the correlation between subjects. They all mark the graphic attachments because of the reasonable way of explaining the text. The illustrations are mostly used in the textbooks from the first, second and third grade. They represent the subject of the phenomena and the events of real life of the direct surrounding of the student. While the student has not learned to read the illustrations present the material instead the text. They serve to the student better to understand and learn the new content.

All illustrations have several important functions. Above all they motivate the student, then they direct it for a review, create certain mood, and provide information on visual manner, present certain processes. Illustrations act hard on the development of the student's interest, development of aesthetic ability, aesthetic perception, aesthetic experience, development of aesthetic feelings that contributing to educational outcomes and better equipped illustrations help in the development of art and beyond the aesthetic culture of the student.

Illustrations should encourage and mentally to provoke students to seek answers rather than giving them in finished form. Illustrations should provide data for reflection, elements for detecting and locking, but must not give ready solutions, intrusive messages or conclusions.

Literature as mean of aesthetic education

Arts, especially literature has educational and aesthetic significance. By the power of artistic words, by its primary means of expression, literature depicts man with his fortune of his mental and physical abilities, to the whole of his life process and the activities that also determine the development of his character. The literature is characterized by the features of the deep analysis of the life situations, thoughts and feelings and with that can awaken the fantasy of the reader and to transfer it in a certain time, to make the atmosphere in which the events happen, that it is known that fantasy follows the course of the development of the event and its consequence. The most important role has the language of literature, because it is the porter of the thoughts and feelings of the artist and mediator between the reader and the described event. In the textbooks in mother tongue in lower grades are covered all types of literary arts such as epic, lyric and dramatic works. Dramatic art has its specifics for aesthetic education because it is such a form of artistic expression in which the characters often appear in action, the sharp conflicts, the immediate reactions and richness of living relationships. The reality and the nature of the characters and their relationships are presented in living concreteness, in actions and activities. Because drama works are placed in the theater, it is a place where in itself unites the literature, painting, sculpture and music. These arts are organically involved in dramatic art where its laws are respected.

The theater is a place where these arts are united and the student during watching of dramatic performance simultaneously meets literary work, develops affectional towards the theater and feels its beauty and at the same time is aesthetically educated.

The arts are organized expression of ideas, feelings and experiences in pictures, music and literature. They assist in the development of feelings, emotions, intellect and creativity and contribute to the overall development of the child. A large part of it that is concerned as beautiful, in the society is developed through many forms of art that contributes to the cultural ethnos and to a nice feeling.

Importance of the cultural education in the arts has a correlative character between curricula and covers all subjects and various school activities. Cultural education, brings nearer a basis for coverage of individual creativity in culture and perception of its importance for the

development of human society. Contributes to the general development of each individual, the formation of aesthetic sense, cultural advice and habits, and encourages permanent learning; helps children to learn about the culture of their country, increases the conscious of belonging to this culture, it supports the respect for other cultures and intercultural dialogue. Cultural education through arts and culture contributes to the development of active participation of the individual in arts and culture by encouraging creativity, initiative, and the innovations and tolerance.

Conclusion

Art has always been the most important mean of aesthetic education of students. Art is an object of study of aesthetics which commonly is referred to as the science of beauty, especially in the arts as complete expression of beauty. Aesthetic education through the curriculum of art subjects in the lower grades, today in conditions of the modern life gets new dimensions and new role in life of every individual and the society as a whole.

With the emergence of concepts for aesthetic education, art gets great importance as a mean of formation of man and his entire universal development. Therefore, before pedagogy is appointed task, scientifically to clear up its influence on intellectual, emotional and moral development of man. Modern concepts of aesthetic education represents introducing the students with all types of art because it is the only way the art to become an integral part of the general culture and the aesthetic education of each individual.

Education with the arts covers a wide degree of activities in the visual arts, in the music, literature and painting. These activities and experiences help the student to give a clue to their world, to ask, to speculate and to find solutions so that can know how to compare their feelings and to respond on creative and aesthetic experience.

References

1. Mitrovič, D. (1967) Uloga estetskog vospitanja u razvoju ličnosti, , Zbornik filozovskog fakulteta, X-2 Beograd.
2. Uzelac, M. (1993): Estetika, Akademia umetnosti, Novi Sad.
3. Hortman, N. (Hortman, 1968): Estetika, Kultura, Beograd.
4. Ingorden, R. (Ingorden, 1977): Doživljaj, umetničdelo, vrednost, Nolit, Beograd.
5. Pedagoški rečnik (1967).
6. Honslik, E. (Honslick, 1977): O muzički lepom, BIGZ. Beograd.
7. Plavsha, D., Popović, V., Erik, D. (1961): Muzičko vospitanje I dio, Zavod za učenike i nastavna sredstva Beograd.
8. Korlavaris, B. (1965) Estetsko procenivanje umetničkih dela u nastavi likovnoh vospitanja, Pedagoška stvarnost, Novi Sad, 5, 292-297.
9. Belohlavek, I. (1959): Estetsko procenivanje-jedna od komponentni likovnok vaspitanja, nastava i vaspitanja, Beograd; 4, 206-209.
10. Vukasović, A. (1990) Pedagogija, Zagreb.