

The role of art education digital education in facing the negative effects of the Kurna pandemic

Assist. Prof. Dr. Fatema Al-azimy

Assistant Professor of the College of Basic Education, Department of Art Education

fma13@my.fsu.edu

summary:

At the beginning of the year 2020 the Corona virus invaded the world to paralyze the social, economic and political movement. Consequently, the societies lived in isolation and social distance. The human being found himself trapped in his home to face himself and his thoughts with this experience. In this period, we found a remarkable interaction with art. Art swept the media and social media fields. The artist expressed the current situation and contributes as an effective individual in society by raising awareness, criticizing, solidarity with the Medical staff, and military staff.

Art is not limited to professional artists. Rather, art is the human means of interacting with his surroundings. Families and individuals spontaneously occupied their free space with art to get out of the pandemic pressure. The artist who was the first to interact with his surroundings, documenting events of the human history. Art had a vital role as the same of art education role.

Statement of the Problem

The research seeks to clarify the role of art education in facing the psychological and negative effects of the Corona pandemic. To challenge the difficulties of distance education for art education. The research will also address the uses of these digital applications in overcoming the negative aspects of the Corona pandemic and other negative phenomena that may occur.

Purpose of the Study

The research aims to study the analysis of the theoretical frameworks of digital education concepts for art education and its relationship with contemporary scientific and artistic theories as well as the role of digital education for art education in facing the negative effects of the Corona pandemic.

The research studied a set of important points related to the research topic, namely: a study of digital education applications in art education that helps the learner in distant learning. The research also addressed the uses of these digital applications in overcoming the negative aspects of the Corona pandemic and other negative phenomena that may occur.

Research Applications:

The research was applied to a total of 70 students, including 40 students, painting class first level (30 students), painting class second level, in Art Education Department at the College of Basic Education in the State of Kuwait. Where work and paintings reflecting the current conditions of the social effects of the Corona crisis were presented.

Research Tools:

A questionnaire and personal interviews are designed to survey the students' opinions to know to what extent the students benefit from the objectives of the lesson.

Objectives of the research

The possibility of addressing the negative effects of crises and pressures through artistic education by expressing the situation and interacting with it positively

What is Art, and Why Do We Need It?

Anderson (2004) proposed the open definition that “Art is culturally significant meaning, skillfully encoded in an affecting, sensuous medium”. (p. 277). R. Anderson (2004) contended that art has a culturally significant meaning, as human’s relation to the world is linked to meaning and the purpose of communicating meaning. Many societies exploited art as a medium for recording their wisdom or deep insights, the truth based on human experience that has a commonly shared agreement. Art is generally considered media that represents the society’s values as manifestations of truth. Is that art has considerable and significant meaning that comes from cultural experiences, beliefs, and values. Anderson (2004) concluded that art is an invaluable contribution to our community, since art always conveys culturally significant meanings.

T. Anderson and Milbrandt (2005) explained that art is a biological and psychological need; human beings strive to make meanings through aesthetic forms to affect some kind of communication. Communities and cultures used art to construct meaning to help themselves and their new generations maintain and pass on their heritage and beliefs. Art should be about something that matters in our lives The primary function of art in all cultures has been to tell our human stories. Art should go beyond itself, beyond being decorative or beautiful. It helps us to know who we are and what we believe.

The aesthetic form is merely a vehicle used to affect some kind of communication. The artist uses skills in composition and technique to provide attention to creating an effective piece that tells us something about the human experience.

In conclusion, art is essentially making meaning; it is our perspectives, stories, and opinions. Artistic language is our human way of communicating over generations and maintaining our heritage and identity. Art functions as a medium of communication, which is the foundation of a democratic society (Dewey, 1934). Therefore, art is not representative of only the individual; rather, it represents the shared values of the community. Thus, we need to reclaim the main purpose of art to recover our social needs.

Art Education Promotes Positiveness and Leadership

Greene (1993) contended that art education can be the solution for our social problems, because it is a suitable place to hear different voices and appreciate different perspectives. Art education encourages the speaking out of opinions, our youth may be able to inspire, heal, transform, and make a difference. a real democratic society is one where everyone unites, listens to each other, Gude (2008) describes that art acts as a key generator of cultural meaning, Democratic cultures should be comprised of many voices. According to Chalmers (1987), to understand art as a democratic practice is to understand it from multiple perspectives through its sociocultural aspects. Art can be used for decoration or for its own sake. However, to fulfill art’s total function, it should be meaningful and communicate with its viewers. Communicative art has the power to perpetuate cultural norms or inspire change. The essential part of teaching art is to connect and relate it to our social life, to enable students to fully understand art and its functionality.

References

- Anderson, R. L. (2004). Calliope's sisters: A comparative study of philosophies of art (2nd ed.). Englewood Cliffs, NJ: Prentice Hall.
- Anderson, T., & Milbrandt, M. K. (2005). Art for life: Authentic instruction in art. New York, NY: McGraw-Hill.
- Barone, T. E., & Eisner, E. W. (2012). Art-based research. Los Angeles, CL: Sage Publications.
- Brookfield, S. (2005). The power of critical theory for adult learning and teaching. Maidenhead, Berkshire: Open University Press.
- Chalmers, G. (1987). Culturally based versus universally based understanding of art. In D. Blandy, & K. G. Congdon (Eds.), Art in a democracy (pp.4-12). New York, NY: Teachers College Press.
- Derry, J. (2013). Vygotsky philosophy and education. UK, Oxford: John Wiley & Sons.
- Dewey, J. (1934). Art as experience. New York, NY: Minton, Balch & Company.
- Greene, M. (1993). The passions of pluralism multiculturalism and the expanding community. Educational Researcher, 22(1), 13-18.
- Gude, O. (2009). Art education for democratic life. Art Education, 62(6), 6-11.
- Gude, O. (2008). Aesthetics making meaning. Studies In Art Education, 50(1), 98-103.
- Tudge, J. R., & Winterhoff, P. A. (1993). Vygotsky, Piaget, and Bandura: Perspectives on the relations between the social world and cognitive development. Human Development, 36, 61-61.