Children in art education image design creation

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Abstract

A child has to create images from the time he was born onwards in order to know the environment he lives in. Thanks to these images, he first recognizes his mother and then other objects and people around him. Up to the time he starts school (and later on) he deposits the images about everything he perceives in his mind. He thinks with the images he deposits, talks through them and creates an imaginary world which most adults do not have by developing, changing these images in his mind and adding new ones to them through each game he plays, each story he listens. With this imaginary world he created, he thinks what adults don’t, asks, produces new and different ideas, tells amazing events and performs artistic activities using the materials, colours, paints just like an artist. However, there becomes a decrease in the number of activities in particular with regard to creativity. He doesn’t want to involve in artistic works and doesn’t want to paint. With the effect of other courses he has to learn, he doesn’t want to deal with artistic courses; whereas, he can only be satisfied with creativity through the course of art education.

Keywords: Art education, image design, children;

1. Introduction

According to Aristotle, image is a being “having a similarity of sensation with an object”. Descartes defines image as a small idea, a design. Experientialists view regards image the copy of perception and an instrument of idea. According to empiricists, an image is a real thing different either from the object it animates or from the mind perceiving it. Bergson puts forward a new intuitive method and suggests that image is more flexible, more active and is based upon the wholesome of personality; He says “even the successive cases of conscious interlock each other and are reflected with a spiritual unity in the simplest ones. With his studies, J. Piaget pointed out that mental image is not made of direct perception and that the subject internalizes and re-establish it. The first mental images at children emerge at the end of sensual-kinetic period (in the middle of second age). The images of the child before this process are stable. In this period, the child cannot visualize the changes and results of objects. Indicator images are the ones recalling the visions that is perceive just at that moment or earlier. The child reaching the level of concrete processes (towards the age of 7-8) forms preventive images (the image designing the changes, the actions and the results of the object that haven’t been observed before).

The child reaching the level of concrete processes (towards the age of 7-8) forms preventive images (the image designing the changes, the actions and the results of the object that haven’t been observed before). This change showing itself in psychological development could be linked with the emergence of the operational structures of thinking. As is seen, even though there is not a complete compliance, mental images reflect the structures of thinking.

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Froebel says “education is training children in harmony with their environment”. Kırıçoğlu clarifies Froebel’s method of teaching in drawing or painting course as follows; “such concepts as form, colour, dots and lines are taught in a system through various materials and techniques. This systematic teaching is carried out by in a game-like way as an entertainment without tiring the child in reality” (Kırıçoğlu, 1991). Art education is directed from manipulative skills, rules management to the free developments in line with the tendencies of the children themselves. This close relation with psychology brings about the fact that art education takes more and more place in the education of the child together with the formation reasons of art. This time memory and dream power education is added to the education eye and hand.

Herbert Read’s theory of education through art is as follows in his words; “A development in a person could only be realized through expressing the visible or audible images. Education is in a way to improve these expression forms. This is to teach the child and adult how to make movements and how to create images, sounds, tools and objects to use. If a person can do all these things, it is that person completely trained” (Kırıçoğlu, 1991). In his work “Ways of Seeing”, Berger points out that “Seeing comes before speaking. A child learns to look around and know them before starting to talk” (Berger, 1995). There is a need for concepts in order that a child could speak and there is a need for images in order to form these concepts. These images are the sensual images, the first drafts of knowledge. There is a need for sensual images so as to form mental images and pass through conceptual thought. An individual builds all his thinking system, concepts, linguistic capabilities upon the images he has formed beforehand and it is not possible for him to produce thoughts upon a thing he do not possess. As for imagination, it is used to make a connection between the images that we have had and formed in our mind through our senses, rearrange the images and make changes on them and a great part of thinking process pass into the field of imagination. Imagination activates the sensual, emotional and intellectual processes and these capabilities become interacted each other intensively during creative thinking and enable to create new designs. Images are not only used in the artistic thinking processes. For instance, there is an absolute need for images in order to make mathematical symbols understandable.

2. Art Education of Children and Formation of Images

There are some activities that help children develop creative thoughts at drawing, at setting up new imaginary worlds, at helping with formations and improving imagination. One of them is tales. The tales we listen enable us to form various images in our world of imagination (Rigel, 1994). In other words, the child will have his first experience through tales or in the words of Max Luthi who is known with his studies into tales, “ the world perhaps will be surrounded in an artistic way by means of tales for the first time” (Dilidüzgün, 1996).

Tale is a beneficial source for the mental development of the child. Children learn something to improve their feelings, perceptions, imaginations and concepts from tales implicitly. At the same time, tales prepare the child to be transferred from an imaginary world into a real world. They learn what is good and what is bad from the heroes given with these characteristics. “A person who has never told a story or a tale in his life will have some troubles while reading the most realist novel” (Koçak, 1995). The child will enrich his power of imagination with the tales he listens or reads and creates some fictions in his mind similar to the ones in the tales. He spends most of his time in this imaginary world. In his period, he has a tendency towards extraordinary things. Adorno suggests that the tales people listen in their childhood forms a primary image for an adult person (Adorno, 2000).

The most important contribution to the formation of artistic images for child comes from the course of art education. It is thought that all the activities to be applied in the course of art education in a proper way will show some developmental features to in the imaginary world of the child as long as the educator approaches the child to activate his creative power and achieves to activate the imaginary world of the child with the examples he gives. While the child is motivated in the art activities, some concepts could be developed as a result of certain içgörü he develops. These insights are the product of a purpose-based interaction of planned thoughts and ideas. The efforts of the teacher to make the child talk about his life and depict his feelings and thoughts through various methods will
help him to create such concepts. If the child develops meaningful concepts and enters a well-organized art activity process, the products emerged will also have some aesthetic measurements (San, 1977).

It is clear that museum visits and activities are beneficial to a great extent in creating and developing the images of children. Museums give the opportunity to use the concepts in an enjoyable way through active learning in order to improve imagination and creativity. According to a definition made depending on the educational aspect of museums, “they are major widespread educational institutions that will be able to make a contribution to create and develop the sense of observation, logic, creativity, imagination and taste.” (Atagök, 1999; Ext. Buyurgan, Mercin and Özsoy, 2005).

Another activity for children to create an image in the art education is games. We could define a game in different ways. The only thing in common in the definition of a game just like in tales is that the imagination and creativity of the child at a game are at high levels. The child expresses all his feelings he experiences in his inner world (Özdoğan, 2000). Game is an activity that will help the child to get used to the realities and rules of the outer world which he is not ready yet and has some difficulties in understanding. The child trains himself unconsciously by playing games. “Game is a school for most individuals. Child games is a field which is determined by imitative forms of behaviours and that will not be minimized to just imitating of a person to the other. You can find not only the seller and teacher but also the wind mills and trains in the games of a child” (Benjamin, 1998). Jerome singer found a close relation in his studies carried out the dreams of children between the imaginary games played in childhood and creativity. Singer pointed out that children interesting in dream games more have new and different ideas and that they enjoy playing games much more relatively. “Most of imaginary games could indicate to artistic and scientific tendency that will reveal themselves later” (Singer and Singer, 1998).

Another method used to create images is drama activities. In the process of creative drama which has such objectives improving imagination, learning how to look at one’s own inner world, learning to improve his feelings and thoughts and also his imaginary power, improve creativity by producing independent ideas, the child will improve his creativity by expressing his feelings such as happiness, anger, fury etc. comfortably as if he were playing games, designing and using them in drama works. Through creative drama, as well as the creativity of the child improves, the skills and other features of the child that have not been detected up to that time could be discovered (Önder, 1999). In the all application processes of drama, participants express themselves while making a intellectual contribution to the environment” (Öztürk, 2001).

Another thing that helps children with the formation of artistic images is technology. Some neatly prepared TV programs could be effective in developing creative images for children, but the programs given on television in a visual and audial way could prevent producing new ideas. Even though television improves visual skills of children, it is not so effective in developing their creativity” (Singer and Singer, 1998). According to Gökaydın, if computer is used in a correct and conscious way, it will have an effect on the child in developing imagination and creativity just like TV. The most important danger in this field is that the child is weak in terms of social relations and tend to mental laziness” Gökaydın, (1998).

Environment is one of the important factors affecting the mental development and image formation of the child since the child will change depending on the features of the environment. The characteristics of the environment will be effective in the formation of personality together with the genetic characteristics. The knowledge of the family and the educator about the development and importance of imagination and their approaches towards them will affect the artistic efforts of the child in the coming years directly. It is thought that the child grown up in a surrounding that cares for the development of feelings, perceptions and imaginations will be much more different, more independent and healthy compared to the children not having such an education. Some misleading in the education of children will prevent creative formations and cause to become similar and ordinary individuals (Atalayer, 1999).

3. Conclusion and Discussion

With the help of psychologists, specialists and educators, every developmental stage of children are known today. In order to train a child with a feature that will enable him to be a creative individual, taking all developmental steps
into consideration and carrying out education – teaching depending on the characteristics of the child is the most correct method. It is believed that a healthy and fruitful education will only be carried out in this way. Developing the imagination of child through art education, the success of the child in the field he chooses will be beneficial in order that he could produce free ideas. The family surrounding the child grows up will decide on whether this natural, artistic process will carry on. A child growing up in a family with a large power of imagination and regarding the art positively will of course be much more sensible and have an interest towards art compared to children who are not grown up in such an environment.

Since creativity is a process coming out with use of imagination by the individual freely, it is necessary that the child should absolutely play games, listen to tales, participate in drama activities, use such technological tools as TV, computer correctly and actively, be able to stay in an effective interaction with the surrounding, visit museums and art galleries and be supported through a true art education in its own purpose in order to enable the child learn how to produce creative thoughts. If individuals who can perceive the imagery world created by art could be trained, it is possible to create a community who dislike what exists, think, imagine, and create much better with the imaginations set up. In that way, it will not be so difficult to train individuals thinking and creating through universal values. However, it will be so difficult for the child staying away from art which is an area where creativity can be exhibited the most to show creative formations in other areas and find new ways of solutions. Education should be applied in a way to exhibit creative formations by improving the imagination of the child. Free individuals sensible to the environment, disturbed by the irregularities, asking and questioning, not getting afraid could only be trained in that way. There is a need for an imagination an individual has in his childhood in order to form all these things.

References


