

# ARTISTIC EDUCATIONAL INDUSTRY IN THE FORMATION OF COMPETENCES AND VALUES PRIMARY EDUCATION RECIPIENTS

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## INTRODUCTION

An art education functions as an important tool that provides human resources with intangible knowledge. Countries that want to have a strong and sustainable creative sector are increasingly realizing that this capital and resources are crucial to raising the socio-economic level of the country. Art education promotes a learning model that combines physical, intellectual and creative skills and makes it possible to establish dynamic and effective relationships between the fields of education, culture and the arts. Knowledge of art disciplines and practices is one of the most important factors in the intellectual, academic, cultural, social and personal development of young people. For this reason, art and art education are an integral part of basic education.

Art education is becoming an important tool for the development of these skills in the XXIst century, when the need for creativity and cultural consciousness is growing. The support and contribution of all actors working in this field is necessary in order to develop art education policy at the national level and make this policy one of the priorities of culture and education. The field of art education, which is becoming more and more important every day, is considered in the light of international research and best practices. In this way, the need to clarify the priority ways of its implementation in the context of state policy in the field of primary education based on an understanding of the needs of applicants and its educational value.

## LITERATURE REVIEW

After many processes of reviewing and peer reviewing the art field of primary school children, the education system offers many topics and discussions that revolve around the complex nature of art and education, both of which avoid neutral or apolitical positions. Starting from the pedagogy of cooperation through the system of cultural identity issues, there is a possibility of educational dialogue through art (VELLA, SALDANHA, MAKSIMOVIC, JOHNSTON, 2020). In education in Ukraine, there are general requirements of the State standard of primary education (DERZHAVNYJ STANDART POCHATKOVOJI OSVITY, 2018). The content of art education is spelled out in the curriculum; it is supported by the requirements of the legislative program of the New Ukrainian School (Concept for the implementation of state policy in the field of reforming the secondary education of the New Ukrainian School, 2018). Schools interpret these documents in the context of local resources, based on the experiences and interests of children. Although legal requirements for national curriculum subjects provide the basis for school curricula, schools can make many decisions to ensure that their curriculum meets the needs and interests of their students. At the international level (EDWARDS,

CALDWELL, HEATON, 2021), depending on the country of origin, the amount of variation in the content of curricula may vary.

An in-depth look at the potential of art education is the basis of access to art education and integrated art education. Research (GOLDBERG, 2021) conducted with elementary school students in Southern California indicates that in recent year, children need more and more artistic visualization to become successful. Kaya, Romanescu (2020) discuss the development of art education, and identify which stages of art education in Turkey and Romania can be applied as best pedagogical experience. Tyler (2020) proposes to include local storytelling in children's art education. Thus, the author tried to describe the powerful forms of anti-colonial plot practices (practices that draw attention to the erasure of histories and cultural forms of indigenous, black, refugees, and other minority groups, many of which were displaced by colonial geographies of settlers) created by children. Modern practice allows the use of oral drawing as a tool for investigating and representing such stories. Jakšić Stojanović, Anđela (2021) propose to move to the implementation of the concept of joint learning in art education on the example of Montenegro (community learning practice, which has led to a significant improvement in the quality of the artistic paradigm in education).

In primary schools in England and Greece (XANTHOUDAKI, TICKLE, SEKULES, 2019) the contribution of museums and galleries to art education in primary schools is seen as an important stimulus to education. The focus is on ways to use the stimuli and ideas offered while visiting the museum in their art practice in the classroom. Art education in Turkey is based on the historical importance of visual art (YIGE, 2017). Ostwal (2021) argues that primary school is the most important stage in the development of personality, and the ability to think independently is the basic learning outcome (NIYOZOVA, 2019). As part of the art education course (FERNBACH, 2020), primary school students develop not only competences in art education, but also education in social entrepreneurship and human rights education. For primary school students, it is necessary to create a learning environment that is characterized by an artistic approach and a contribution to understanding the functions of art education. The main focus is on the development of creativity and awareness of sustainability, as well as the experience of self-efficacy and the development of strategies to change the perspective for the development of innovative ideas.

Heaton (2021) argues that art education is a cognitive work based on the concepts of cognition and contextualization of cognitive research. Researchers Baker, Brooke (2015) believe that art education will only develop when public involvement in the development of primary school art education is increased. According to Shanie, Arsan (2020), art education exists to help impart knowledge, and should not be seen as mere leisure. Judge, Shanahan, Young (2018) include the following management actions as components of the development of primary art education: assessment of teaching effectiveness, pedagogical problems and measuring students' learning, the importance of social learning, management of National Arts Standards, work with students with special needs, management class, motivation and content, early childhood issues and advocacy. Only by covering all these categories will art education in primary school be successful.

Conte, Habowski, Piedade, Milbradt (2021) offer to consider the importance and contributions of art education to the pedagogical experience and teacher education. The artistic direction of teacher education is useful for the aesthetically expressive dimension; it participates in the construction of pedagogical knowledge, generating the centralization of rational content. The importance of art education of the teacher influences the formative processes and actions of humanization of the student's knowledge. Art as a form of expression in education is the interaction of various inventive and cultural knowledge. Art provides opportunities to build a subjective experience for development. Art, as a rule, should be viewed in the context of art education in such a way as to teach recipients to deal with the structural inequalities of the material world (LEAÑOS, VILLARREAL, 2017).

O'Donoghue, Dónal (2020) argue that it is necessary to participate in the development of art education, because this work allows the longevity of the cultural goal of the pedagogical space. The relationship between teacher experience and educational reality in the context of the implementation of the art paradigm in primary education allows us to determine the system

of knowledge that primary school teachers have about the art program, as well as describe the role of art education in modern school (VASIKOVA, 2017).

Price (2016) formulated a triadic relationship between a sociocentric, child-centered, and disciplined approach to art education practice and noted that teachers and students can now embrace a wider range of discourses about what art can be. The researcher argued for the need for empirically sound examples of artistic thinking related to the nature of the tasks that students do the materials they work with, the norms of context and the cues provided by the teacher to promote the thinking of his students. Pandemic art education (JEONG, 2020) has undergone a transformation: curricula have been broadcast through online classes. The researcher states the error of perception of the program in beginner students and identifies three key problems faced by applicants and providers of educational services. Among them are memory and sensory problems, changes in the relational context, changes in the media. Changing the learning environment with the help of new media requires a change in teaching and teaching methods. Such transformations must be suitable for learners. They are designed to develop media literacy. Thus, despite the significant amount of scientific research in the field of art education, there is a need for a step-by-step study of the level of formation of competencies and values of primary school students as a primary element of NUS.

### AIMS

The aim of the study: to determine the constituent elements of the levels of formation of competencies and values of applicants for primary education through the art education sector.

### Research tasks

Achieving a scientific goal involves solving a system of problems, including:

- a. outlining the functions of the art education field for primary school;
- b. installation of basic components ways and means of formation of key competencies in primary school students in art education lessons;
- c. presentation of creative experience of primary school students;
- d. presentation of connections of functional and value-competence load of successful implementation of provisions of art education in primary school.

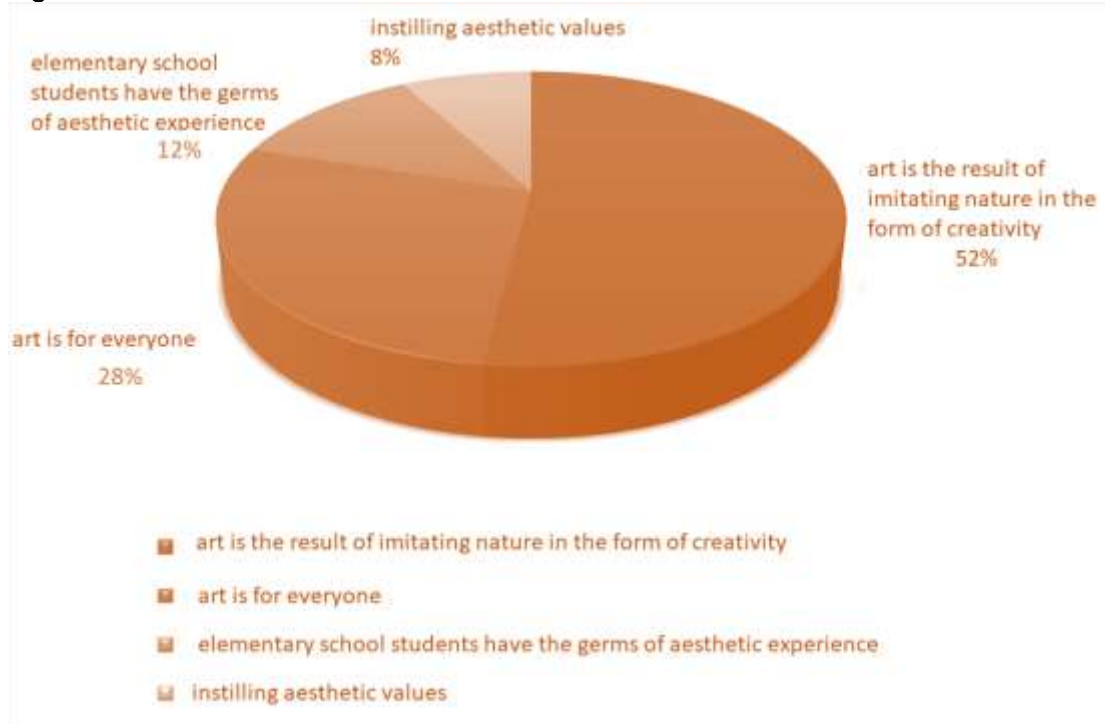
### RESEARCH METHODS AND METHODOLOGY

The methodological base is based on sociological and statistical methods of intelligence, as well as on a systematic analysis of the importance of understanding the role of art education in the formation of competencies and values of primary school students. Sociological methods (sociological survey, method of information analysis); statistical methods (ranking method, descriptive statistics) allowed to identify the list functions of art education for primary school and a number of basic components of ways and means of forming key competencies of primary education seekers. The study was conducted among 50 teachers and 124 primary school students in Nizhyn State University name after Mykola Gogol, (Ukraine) by means of questionnaires. Respondents were asked to answer different types of questions to identify the role of art education in the formation of competencies and values of primary school students.

### RESULTS

174 respondents took part in the poll. They were asked to rank the categories according to their experience. The first question concerned the functions of art education. 50 respondent teachers ranked them as follows. In the first place with the result of 26 answers was the function-thesis "art is the result of imitation of nature in the form of creativity", in the second place the respondents put forward the thesis that art education does not exist to educate professionals in the field of art to equally introduce the education of aesthetic and artistic sensitivity for the formation of critical, grateful and creative attitudes in all students (14 respondents); in third place was the thesis-function "primary school students have the germs of aesthetic experience" (6 appeals); in the last place with the result in 4 answers the thesis on the main advantage of art education as a means of instilling aesthetic values is put. The results are presented in Fig. 1.

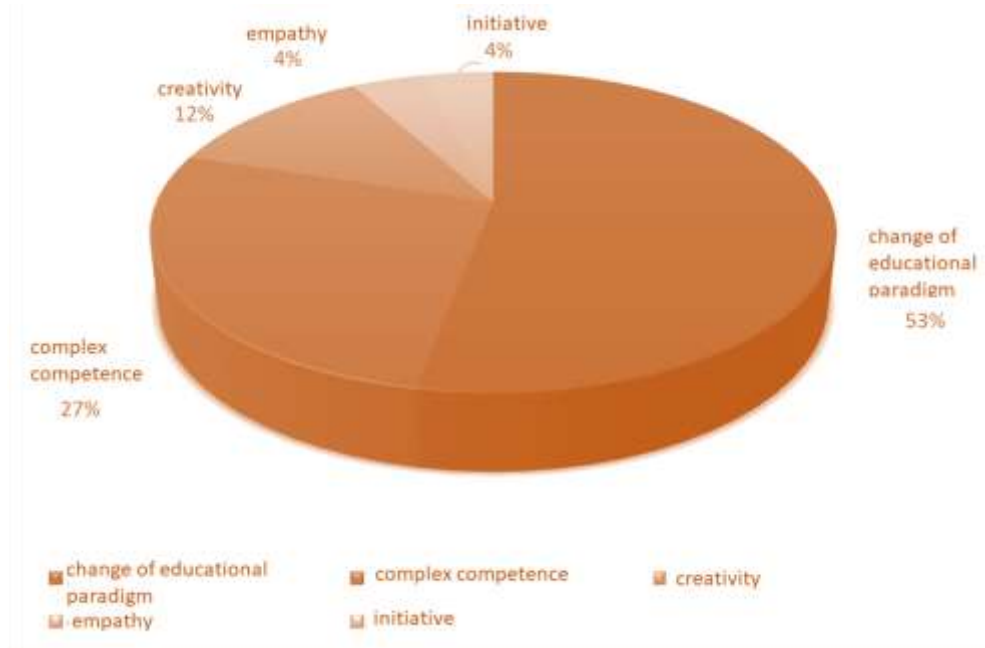
Figure 1. Functions of art education



Source: author's; concluded on the basis of respondents' answers.

In the second question, teachers were asked to choose the basic elements ways and means of forming key competencies in primary school students in the lessons of art education and rank them in descending order. Replacing the educational paradigm of reproductive assimilation of knowledge, skills and abilities with child-centered pedagogy of partnership was at the highest level with a percentage result 53; the acquisition of communicative complex competence took the second mark with a percentage of 27; creativity was included in the third step with a percentage of 12; empathy and initiative received 4%. The results are presented in Fig.2.

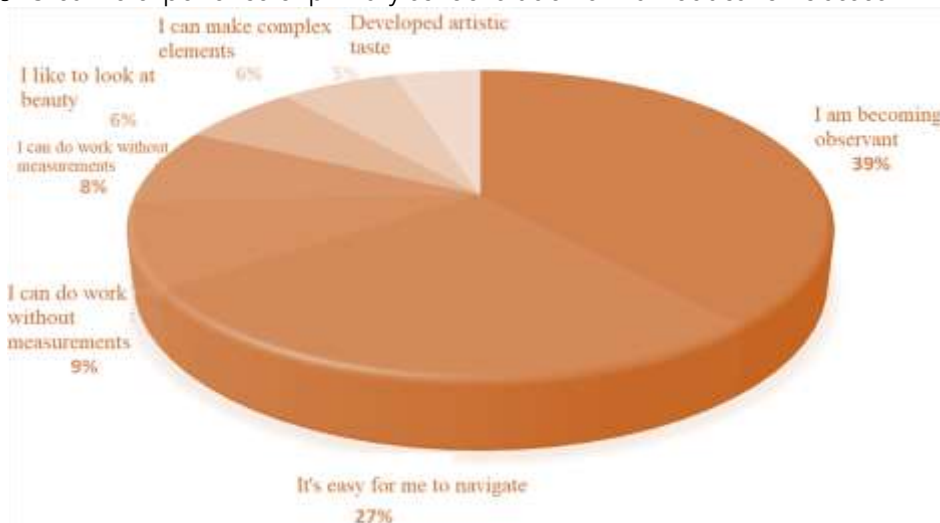
Figure 2. Basic elements of ways and means of formation of key competencies in primary school students in art education classes.



Source: author's; concluded on the basis of respondents' answers.

Applicants (124 primary school students) were asked to choose the results of their activities. The thesis "I am becoming observant" was chosen by 48 students; "It's easy for me to navigate" was chosen by 33 students; the thesis "I can do work without measurements" was chosen by 11 students; thesis "I can make complex elements" - 10 students; "I like to look at beauty" - 8 students; thesis "Developed artistic taste" - 8 students; thesis "Developing creative abilities" - 6 students. The results are presented in Fig. 3.

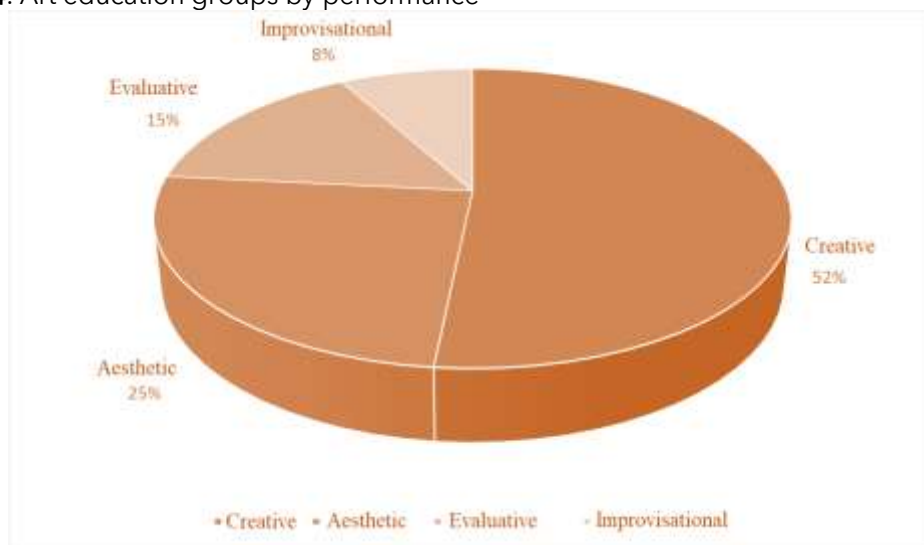
Figure 3. Creative experience of primary school students in art education classes



Source: author's; concluded on the basis of respondents' answers.

Applicants (124 primary school students) were also asked to choose the results of their activities and group them according to certain characteristics, based on their own experience. The first group covered systematic spiritual and aesthetic manifestations; stimulating creative potential; creating conditions for pedagogical comfort; free atmosphere of creativity and was called "Creative" for 64 students. The second group covered the development of aesthetic sense; development of imagination and fantasy; the presence of a positive thinking factor; education of aesthetic taste and respect for cultural heritage; education of creativity and was named "Aesthetic" for 31 students. The third group "Evaluative" consisted of the concepts of the ability to experiment; purposefulness of the process; it was chosen by 19 students. 10 respondents chose the "Improvisational" group (improvement of pictorial characteristics; combination of work techniques). The results are presented in Fig.4.

Figure 4. Art education groups by performance



Source: author's; concluded on the basis of respondents' answers.

## DISCUSSION

Based on a large number of investigations devoted to the topic under discussion, we highlight the following provisions:

1. Ukrainian scientists Kutnyak, Okolovych (2020) substantiate the ways and means of forming key competencies in primary school students in art education lessons based on:

- a. replacement of the educational paradigm of reproductive assimilation of knowledge, skills and abilities by a child-centric pedagogy of partnership;
- b. acquisition of communicative complex competence;
- c. creativity;
- d. empathy;
- e. initiative.

2. Chzhao (2021) provides a detailed description experience of organizing the education of junior schoolchildren in art lessons both in Ukraine and abroad. The scientist claims that in the process of art education a child is formed:

- a. observation,
- b. spatial imagination,
- c. eye gauge,
- d. fine motor skills,
- e. aesthetic perception,
- f. artistic taste,
- g. creativity.

3. In the process of teaching art education, the teacher relies on the following results:

- a. improvement of pictorial characteristics;
- b. combination of work techniques;
- c. development of aesthetic feeling;
- d. development of imagination and fantasy;
- e. the presence of a positive thinking factor;
- f. education of aesthetic taste and respect for cultural heritage;
- g. education of creativity;
- h. creating conditions for pedagogical comfort;
- i. free atmosphere of creativity;
- j. ability to experiment;
- k. purposefulness of the process;
- l. systematic spiritual and aesthetic manifestations;
- m. stimulating creative potential.

4. Yang (2021) summarizes the five elements of humanities education: the integration of the arts and sciences, interdisciplinary connections, the search for in-depth knowledge based on broad learning, understanding the new and gaining broad knowledge of the old;

5. There are two main methodological models of educational programs in terms of their contribution to art education:

- a. gallery/museum as a resource for the class;

- b. gallery/museum as a collection of experiences (XANTHOUDAKI, TICKLE, SEKULES, 2019).
5. Art education for primary school should be a combination of artistic/non-artistic, formal-educational and everyday life with examples and inventions in order to create, raise tension and anticipate expectations to show the variety of means that art has (GUNVE, 2018);
6. The description of the configuration of art education from the point of view of philosophical perspective is based on ontology, epistemology and axiology. From a philosophical point of view, art education has "truth". If drawing is used in education, it will shape honesty (Logico Aestheticus) and truth (Logico Mathematicus). Ontologically (internal substance) drawing actually observes the detail of the figure and is a form of special knowledge that allows you to observe (SUNARTO, IRFANDA, 2020);
7. Today, HEIs face the main task: to create an environment where students play an active role in their education. The paradigm of educational activity includes time-tested methods of realization of the artistic paradigm in the educational space of applicants. The most effective of them, in my opinion, Hitchcock (2019), there are mixed and inverted classes. In such working groups, the researcher suggests viewing online demonstrations or lectures for a period of time, and then starting a visual discussion in the style of pop art (using a computer and a program to create illustrations, students make posters, then they need to upload their artwork to the depository. This allows you to show the levels of worldview of each of the students).
8. Online art education through digital media is worth researching because it shows the possibility of configuring an individual curriculum. It is important to identify the limitations and opportunities of online art education through research and to provide a forum for future art education discourse;
9. In addition to learning and using drawings, paintings, sculptures and other arts, crafts and design to create their own art, primary school children also look at the works of artists, artisans and designers from the past and present (EDWARDS, CALDWELL, HEATON, 2021);
10. The functions of art education are reduced to the following initial statements:
  - a. art is the result of imitation of nature in the form of creativity;
  - b. art education does not exist in order to educate professionals in the field of art, but in order to equally introduce the education of aesthetic and artistic sensitivity to form critical, grateful and creative attitudes in all students;
  - c. elementary school students have the embryos of aesthetic experience;
  - d. the advantage of art education: a means of instilling aesthetic values (SHANIE, ARSAN, 2020).

## CONCLUSIONS

Thus, based on the research, it can be stated that for a primary school student the study of the art field will be successful only if the teacher adheres to such recommended requirements for the relationship of functional and value-competence load, presented in Table 1.

**Table. 1.** Relationships of functional and value-competence load of successful implementation of the provisions of art education in primary school

Function	Competences	Values
imitation of nature in the form of creativity	systematic spiritual and aesthetic manifestations; stimulating creative potential; creating conditions for pedagogical comfort; free atmosphere of creativity.	Creative
education of aesthetic and artistic sensitivity	development of aesthetic feeling; development of imagination and fantasy; the presence of a positive thinking factor; education of aesthetic taste and respect for cultural heritage; education of creativity	Aesthetic
formation of critical, grateful and creative attitudes	ability to experiment; purposefulness of the process.	Evaluation
embryo approval aesthetic experience	improvement of pictorial characteristics; combination of work techniques.	Improvisational

**Source:** author's; concluded on the basis of the analysis of the legislation of Ukraine and answers of respondents.

In this way, the results show that high-quality art education should be the realization of the complex needs of applicants from the primary level, as the basic formation of aesthetic tastes is most deeply rooted in primary school age. An important area of further research will be an attempt to derive similar levels of connections for all primary education sectors set out in the State Standard. The practical significance of the study was to present the links between functional and value-competence load of successful implementation of the provisions of art education in primary school.

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## Artistic educational industry in the formation of competences and values primary education recipients

Indústria educacional artística na formação de competências e valores de beneficiários do ensino fundamental

La industria educativa artística en la formación de competencias y valores de los destinatarios de la educación primaria

### Resumo

O objetivo da pesquisa é determinar os elementos constituintes dos níveis de formação de competências e valores dos candidatos à educação básica através do setor de educação artística com base em uma pesquisa. A pesquisa envolveu 50 professores e 124 alunos do ensino fundamental (nome da Universidade Estadual de Nizhyn em homenagem a Mykola Gogol, Ucrânia. Os seguintes resultados positivos da educação artística são indicados: melhoria das características pictóricas; combinação de técnicas de trabalho; desenvolvimento do sentimento estético; desenvolvimento da imaginação e fantasia; presença de fator de pensamento positivo; educação do gosto estético e respeito ao patrimônio cultural; educação da criatividade; criação de condições para a criatividade pedagógica conforto; atmosfera livre de criatividade; capacidade de experimentar; propósito do processo; manifestações espirituais e estéticas sistemáticas; estimulando o potencial criativo.

**Palavras-chave:** NUS. Educação artística. Alunos do ensino fundamental. Competências artísticas. Valores artísticos.

### Abstract

The purpose of the survey is to determine the constituent elements of the levels of formation of competencies and values of primary education seekers through the art education sector on the basis of a survey. The survey involved 50 teachers and 124 primary school students (Nizhyn State University name after Mykola Gogol, Ukraine). The following positive results of art education are indicated: improvement of pictorial characteristics; combination of work techniques; development of aesthetic feeling; development of imagination and fantasy; the presence of a positive thinking factor; education of aesthetic taste and respect for cultural heritage; education of creativity; creating conditions for pedagogical comfort; free atmosphere of creativity; ability to experiment; purposefulness of the process; systematic spiritual and aesthetic manifestations; stimulating creative potential.

**Keywords:** NUS. Art education. Primary school students. Artistic competencies. Artistic values.

### Resumen

El propósito de la encuesta es determinar los elementos constitutivos de los niveles de formación de competencias y valores de los solicitantes de educación primaria a través del sector de educación artística a partir de una encuesta. En la encuesta participaron 50 maestros y 124 estudiantes de escuela primaria (nombre de la Universidad Estatal de Nizhyn después de Mykola Gogol, Ucrania). Se indican los siguientes resultados positivos de la educación artística: mejora de las características pictóricas; combinación de técnicas de trabajo; desarrollo del sentimiento estético; desarrollo de la imaginación y fantasía; la presencia de un factor de pensamiento positivo; educación del gusto estético y respeto por el patrimonio cultural; educación de la creatividad; creación de condiciones para el confort pedagógico; atmósfera libre de creatividad; capacidad para experimentar; determinación del proceso; manifestaciones espirituales y estéticas sistemáticas; Estimular el potencial creativo.

**Palabras-clave:** NUS. Educación artística. Alumnos de escuela primaria. Competencias artísticas. Valores artísticos.