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Art Education from Dewey's Point of View and a Critical Study from the Scholars' Perspectives

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Extended Abstract

Introduction:

Art reveals the various capacities of the human mind to represent perceived meanings and realities. Providing a practical aspect for artistic education in the educational system is a prudent measure and brings about development in scientific, economic, social and moral dimensions. Dewey is the first theoretician among educators to think highly of the artistic approach or artistic thinking in the education system. The present study aims to critically analyze and study artistic education with regard to ideas of John Dewey from scholars' perspectives.

Method:

The research method of critical philosophical exploration is employed in this study. The statistical corpus includes all sources including books, articles, and research studies related to our presented subject. Research samples were purposefully selected. The data were collected through a list of collected notes and information was analyzed by verbal, visual and logical inference. Dewey's point of view was critically examined according to the educational viewpoints of Eisner, Greene and Allameh Jafari.

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Findings:

According to the research findings, artistic and aesthetical education in Dewey's idea is based on the followings aspects: aesthetic experiences, artistic education to gain the capacity to achieve aesthetic experiences, experience-based content, problem-solving training method and also an attitude to explore and evaluate based on process.

Conclusion:

Aesthetics is something that we can experience, and Dewey's artistic education involves several implications for education. The goal of artistic education is also to achieve the ability in experiencing aesthetics. Dewey's artistic education has significant aesthetic effects. And it is successful in describing the situations and feelings that the student perceives from the education process. However, it is subject to criticism in respect to aesthetic content perspective, that it does not have the approval of specialists in artistic education in relation to a favorable condition. Therefore, it is necessary to provide the context for artistic education in educational systems, which leads to significant achievements in other areas of education.

Keywords: artistic education, aesthetics, education and training, Dewey

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Community- Based Art Education in the Secondary Education Culture and Art Curriculum

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Extended Abstract

Introduction:

There are different approaches to art education, one of which is community-based art education. Community-based art education approach is introduced based on considering the importance of art education and aimed to establish a closer communication between society, culture and education.

In recent years, with the development of a document of fundamental change in education, the art curriculum has also faced changes that seem to seek more than ever in the relationship between society and education. Therefore, the aim of the present study is the explanation of the placement of the community-based art education in the first phase of secondary education art curriculum.

Method:

This research has done through qualitative and quantitative content analysis. The corpus and sample of this research were equal and consisted of Culture and Art textbooks in the first phase of secondary education in the academic year 2017- 2018. First, the components of the community-based art education approach through qualitative content analysis have been formulated by coding and categorizing the studied textbooks and backtracking with the theoretical foundations of the research, which have resulted in the extraction of four components. Then Culture and Art textbooks in the first phase of secondary education in the academic year 2017- 2018 have been analyzed quantitatively based on those components.

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Findings:

The finding showed that out of 1523 cases of counting units, a total of 369 are related to this approach, of which the most emphasized is on the component of "Attention to differences in ethnic arts" (12.67%) and then "Introducing the arts of native / regional cultures" (8.33%). Two other components, "Interfering native / regional arts as educational experiences" (2.95%) and "Using the capacities of environmental education arts educational media" (0.26%), have not a noteworthy placement in these books. On the other hand, data analysis indicates that the eighth grade culture and art book (18.58%) has paid less attention to community-based art education than the other two books (seventh grade, 24.72% and ninth grade, 26.79). The pictures in the books focus more on the first and second components, namely paying attention to ethnic differences and introducing indigenous / regional cultures, and the activities focus more on the other two components, namely the involvement of indigenous / regional arts. It has been used as educational experiences and using the capacities of various environment-based educational media.

Conclusion:

In order to improve the position of community-based art education in the art curriculum, it is suggested to use the capacity of the semi-prescription and non-prescription sections embedded in the culture and art curriculum to achieve community-based art education. Also, community-based art education should be considered in teachers' art education. In addition, art education should not be limited to the textbook and should be emphasized by considering supplementary resources based on the real world, cultural and ethnic conditions, and the needs and interests of students. The development of collaboration with local artists in art curricula should also be considered.

Keywords: Art Curriculum, Community-Based Art Education, First Phase of Secondary Education

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Pattern of Value and Skill Related Consequences of Aesthetic Education

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Extended Abstract

Introduction:

One of the important goals of education is to identify and develop students' abilities by utilizing meaningful learning experiences and creating an opportunity for them to acquire more thinking skills and a more complete understanding of their abilities. To this end, there is a need for more depth of knowledge by transferring it from one field to another. To develop meanings in the understanding of science through interaction and communication between subjects (Nichols & Stephens, 2013; Zeidler, 2014; Derosa, 2017). On the other hand, there is a need for a new approach in the curriculum, so that students, while understanding meaningfully, link what they have learned to the real situation. Therefore, the unique role and position Art can lead to a kind of curriculum integration that provides equal opportunities for techniques, skills and experiences. Therefore, this study seeks to identify the consequences of aesthetic education in order to design a conceptual framework or applied model, based on attitudes (beliefs, values) and skills in the elementary curriculum.

Method:

This research is applied in terms of purpose. The approach is qualitative and the strategy used based on synthesis and study the

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results of theoretical framework and related research. It has been accompanied by analysis of inductive content with a directed approach and aggregation of the results of Mobile studies. The study of literature and books published from 2001 to 2019 is in the field of aesthetic training in the last 18 years, which has been selected by the snowball method and information saturation. From the valid sites, 60 articles and books that have been carried out and published with the aim of studying aesthetic education, were selected and examined after studying 47 sources for more correlation with the purpose of research as a sample.

Findings:

The findings revealed the conceptual model in the three main categories of attitudes (beliefs, values), cognitive skills and practical (experimental) skills. In addition to the relationship and intertwining of goals in each area, there was a kind of relationship and overlap between goals in the field of attitudes and the category of skills at both cognitive and experimental levels. The most relevant in attitudinal goals was related to the inspiring passion for thinking with 6 categories of cognitive skills (visual skills, creative thinking, analytical thinking, mental and visual thinking, critical thinking and self-awareness) as well as A learning-centered experience perspective that overlaps with 7 practical skills (comprehension and reading, observation, problem solving, pattern recognition, visual representation, mental-physical experience, grammatical and muscular skills).

Conclusion:

In this study, the sense of aesthetics as a source of pleasure gives depth and richness to activities and helps a person to evaluate and judge himself in addition to discovering his abilities. On the other hand, creative and artistic expression, by acquiring communication skills, can enable empathetic understanding and commitment to social relationships and cultural diversity (Zhou & Brown, 2015; Larkian et al., 2011). This creativity in connecting with the social environment allows children to interact with others and the environment, have a high level of acceptance and understanding, and learn valuable social skills that will benefit from their performance throughout life (Zhou &

Brown, 2015). Artistic activities also foster moral values. By creating security in group partnerships, stress and individual and social violence are reduced and friendships are established between different cultures (Belardo & Maria, 2015). Proper application of art can help students understand and apply ways of thinking (Eisner, 2002; Noori & Faarsi, 2015), so as to create opportunities to overcome stereotypes and stereotypes helping them to think flexibly and divergently, and to discover new solutions, to acquire higher thinking skills such as analysis, interpretation, and visualization (DeJesus, 2016. Clapp & Jimenez, 2016, Yakman, 2012). Feelings of satisfaction and enjoyment of learning in the aesthetic education process are rewarded internally, and engaging with the content, while motivating students to learn, helps them to act independently and gain an understanding of ideas and They acquire the skills they learn (Eisner, 2002). These opportunities also identify semantic connections with the real world and enable them to come up with ideas to explain and solve real problems in the world around them.

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Dimensions and Components of Art and Aesthetics and Analyzing it Based on the Resources and Views of John Dewey

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Extended Abstract

Introduction:

The educational view based on art and aesthetics has received less attention in our society and its place in art education is not well known. In a way, even the recommendations of the upstream documents of education, including the emphasis on the field of art and aesthetics in educational topics, have not opened a new window in practice. Therefore, education requires a new look in the category of art education. Among the philosophers of education and theorists in this field, John Dewey as a pragmatic philosopher has tried to take a new look with an artistic approach to education and aesthetic experience. And offer a new experience. The purpose of this study is to identify and explain the dimensions and components of art and aesthetics and analyze it based on the works and opinions of Dewey.

Methodology:

The research method is qualitative and of the type of document and content analysis. The analytical corpus included all works, texts and resources related to the field of art and aesthetics of John Dewey, in which 10 works by Dewey were identified and analyzed. To collect information, the dimensions and components of art and aesthetics have been checked from the checklist. Measurement tools, fish capture form as well as content analysis list were made by the researcher.

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Finding:

The findings indicate that art and aesthetics from Dewey's point of view include 6 dimensions: emotion, ethics, unity and cohesion, self-awareness, totalitarianism and imagination, and each of these dimensions is composed of components that dimension of emotion. With 11 components; Ethics dimension with 10 components; The dimension of unity and cohesion with 10 components; Self-awareness dimension with 9 components; The totalitarian dimension with 9 components; Imagination dimension with 8 components; They have the most and the least amount of attention, respectively. Also in the dimension of emotion, the component of expressing emotions with artistic language with 8 and cultivating attitudes and desires 3; In the dimension of morality, humility and humility with (6) and sacrifice with (3); In the dimension of unity, integration with (7) and the connection of the subject with direct life experiences with (3); In the dimension of self-awareness, recognizing one's ability and skill with (6) abundance and self-care with (3), in the dimension of totalitarianism, holism with (6) and comprehensiveness with (3) in the dimension of imagination, intuitive understanding with (6) and intellectual embodiment with (2); They have received the most and the least attention, respectively.

Conclusion:

According to the research results, art and aesthetics can be mentioned as an approach and perspective for education and the educational system, because through such an approach, education can be directed to its main destination. Achieving this goal and destination depends on the familiarity of those involved, and the implementers of educational programs with these dimensions and components and attract their attention regarding art and aesthetics in educational processes.

Keywords:

textbooks, old textbooks, high school, national identity, education

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The Impact of Art Education with an Art Education Approach on Interest in Art Course and the Love of Learning

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Extended Abstract

Introduction:

One of the missions of the educational system in the society is to provide the necessary conditions for developing the talents of children, adolescents and young people. One of the important issues in this regard is artistic education. Art has been proposed as a paradigm and perspective in education and curriculum by the efforts of experts such as Brody, Eisner, Smith, Valence and other experts. Art education increases the interest of learners and involving learners can lead to the development of aesthetic abilities and have significant effects on the emotional and moral development, development of motor skills, development of group and communication skills of students. In Iran, the field of art education is one of the basic and at the same time neglected fields in educational systems. In the past, attention to art in most educational systems of the world was interpreted as a kind of negligence in education and curricula were criticized for not paying enough attention basic courses. But today, the unique position of art in achieving societies to growth and development in scientific, economic, industrial, social and moral dimensions has received more attention than before. Despite this progress, this field can still be considered as a neglected field in the education system. This study seeks to investigate the effectiveness of

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art education with an art education approach on interest in art course and love of learning in Yazd city.

Methodology:

The present study design was pretest-posttest design and the statistical population of the present study included all male elementary school students in Yazd. The research sample included two art classes selected based on random sampling form and each class had 22 students. The research tools were the Lesson of Interest Questionnaire (CIS) (1993) and Love of Learning (2003).

Findings:

Based on the value of F at a significant level ($P < 0.05$), it could be said that art education has been effective in increasing students love of learning and also art education has increased students' interest to classroom.

Conclusion:

The results of this study indicated that art education with the approach of art education leads to an increase in love of learning and interest for classroom and increases students' involvement in learning, which ultimately leads to let learners' enjoy and mastering the artistic activity.

Keywords:

art education, learning, interest in the lesson, love to learn

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National Identity Representation in the Newly Developed and Old High School English Language Textbooks

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Extended Abstract

Introduction:

According to studies in the field, there are different types of identity among which, personal and social identity are the most important. National identity and education, along with textbooks, could be considered as the main constituents of humans' personality. Since instructional resources and textbooks play a crucial role in the process of developing students' personality, the constituents of National Identity in school textbooks could enrich the content of the books in order for students to be more familiar with their national values and social identity. Since learning foreign languages can be fundamental in the process of personality making, and English language textbooks of Ministry of Education has been revised and changed in recent years, the present study was designed to discuss the levels of National Identity components represented in the newly developed high-school English textbooks, "English for Schools: Prospect Series" and the old English textbooks of the Ministry of Education "The Right Path to English".

Method:

The methods used for this purpose included a descriptive-analytic (documentary) research method and the content analysis.

Findings:

The research findings indicated that National Identity components such as nation, culture, religion, geography, politics, ethnics and sub-

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cultures and national symbols , developed by Hajiani (1379), are easily and richly observed among pictures and words of the newly - developed textbooks. In addition, there was a significant difference between the new and old textbooks regarding the appearance of the constituents of National Identity.

Conclusion:

Although there is still room for different components of National Identity to be placed among the content of school English textbooks, the difference comparing the old textbook series is satisfying and promising. The findings of this research are applicable for authors and material developers in ministry of education in Iran.

Keywords:

textbooks, old textbooks, high school, national identity, education

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Designing and Validating an Optimal Model of music Education Curriculum

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Extended Abstract

Introduction:

Art education experts acknowledge that art education plays an important role in shaping the personality of children and adolescents. Art education contributes greatly to the development of skills, thinking, creativity, and helping to shape people's values and approaches. One form of this art is music. The present study was conducted with the aim of designing and validating the optimal model of music education curriculum in secondary school and music conservatories.

Methodology:

The method of the present study is a mixed (qualitative and quantitative) sequential exploratory type. Participants in the research in both qualitative and quantitative sections included education specialists, veteran music specialists and professors in the country, and music education teachers in music conservatories. The selection of samples was done due to the small number of samples, especially in the field of veteran music specialists and professors in the country and music education teachers, and in order to study them more accurately and also the abundance of sample information was done purposefully with prior identification of samples. The nature of the qualitative research continued until the theoretical saturation of the data (29

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people). Data collection tools in the qualitative part were semi-organized interviews and in the quantitative part were questionnaires. The validity of the instrument in the qualitative part was of the internal validity type, for which the data analysis was performed by the authors of the article in order to reconstruct the reality. The data and their interpretation were then provided to the study participants themselves to confirm the accuracy of the data and its interpretation. To increase the reliability of the research, the interviews were conducted with a previous program in a suitable atmosphere and observing the interview conditions with the necessary guidelines and away from bias and personal opinion. To evaluate the validity of the questionnaire from the perspective of education specialists, veteran music specialists and professors in the country and music teachers, and for reliability, an agreement coefficient of 0.86 was used. To analyze the data in the qualitative part, qualitative content analysis with inductive approach in the form of open and axial coding and in the quantitative part, the Delphi method was used.

Findings:

The findings of the qualitative section expressed the characteristics of the desired pattern of music education curriculum in the ten elements of AKKER. The results of the quantitative section also showed the high validity of the desired model of music education curriculum. The results of the survey on the optimal validity of the music education curriculum through the survey form were higher than the cut-off point 3. This result indicates that I agree with the spectrum and strongly agree that the proposed model is appropriate. The validity of the template was equal to 0.91.

Conclusion:

Therefore, the proposed model could be applied to teach music in conservatories, which leads to the discovery of latent talents, increased imagination and processing, emotion control, enrichment of the soul, reduce crime and violence, personal discipline, etc.

Keyword:

music education, curriculum model music training, curriculum, validation, design



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