

DOI: 10.7596/taksad.v5i4.620

Study of the Appropriate and Inappropriate Methods of Visual Arts Education in the Primary Schools According to the Types of Multiple Intelligences

Atena Salehi Baladehi¹, Aliasghar Shirazi²

Abstract

In the current changing world, named the era of knowledge explosion, specialists and those involved in education have been attracted finding a response to a question: what should we teach today's students that to be useful for them in the future life? The main objective of this study is to investigate the appropriate and inappropriate methods of visual arts education in pre-school. According to the types of multiple intelligences, reaching to this goal requires careful planning, proper training and proper content selection along with talent and interests of learners along with the use of appropriate practice training and educational staff training. The research handles descriptive and analytic methods as well as academic literature. The results suggest the importance of understanding the multiple intelligences in the visual arts education.

Keywords: Teaching visual arts, Visual arts education, Multiple intelligences, Pre-school education, Teaching through arts, Teacher abilities.

¹ M.Sc. Student, Art Research Group, Arts Faculty, Shahed University, Tehran, Iran.

² Assistant Professor, Art Research Group, Arts Faculty, Shahed University, Tehran, Iran.

Introduction

The childhood is one of the most effective periods of human life that the human character arises in this period. So the child not only needs to physical care and attention, but also needs to the social, emotional and mental education as a determining factor. The entry of children to primary schools is considered as a turning point in their growth. Because whatever we are learning in childhood, those will be foundation for all subsequent learning of our life. The child's age and intellectual conditions occasion that diverse training to children taking place through games and entertainment. So art is a way to shortcut and a good and ideal pattern for teaching. The visual arts are one of the most important languages of instrumental that by using of it, the broad concepts have been transferred between nationalities. Concepts through visual arts are comprehensible understood and received by visual elements like: line, point, level, shape and color. The artist by selecting and decorating some of these elements may create an artwork and hereby transfer her/his subjective concepts and emotions to other people. Each student comes from a different culture. Their cultural and economic backgrounds create different levels of interest and methods to show themselves and their weaknesses. Understanding the multiple intelligence theory motivates the teacher to use different methods to help to the students. Verbal intelligence, logical intelligence, spatial intelligence, physical intelligence, intrapersonal intelligence, extra personal intelligence, musical intelligence, nature-oriented intelligence, are the multiple intelligences that Gardner (1990) refers. With regard to the contents that mentioned, the main goal of this study is to investigate and compare the appropriate and inappropriate methods of visual arts education in the preschool section. And the most important question is that: do all types of multiple intelligences are effective in the visual arts education?

This research suggests relatively newer area that has no research background. Only a few internal and external researchers can be named working on the visual arts education and the effect of multiple intelligences. In the meantime, researchers like Mehr Mohammadi Mahmoud, Ashki Mahnaz, Shahidi Nima are persons who some part of their study are used in this article.

This article has been formulated in several sections: the first section handles the meaning and the nature of art education and also the features of visual arts. The second section discusses

the appropriate and inappropriate methods of visual arts education. The third section talks on the types of multiple intelligences and their importance in education.

The meaning and the nature of the art education

Jerome Housman thinks that art education has effects on learning the different senses. According to him, art helps children to understand that there are multiple views of the realities that they encounter. In fact, from his comments, art training includes training the basis of senses and growth the consciousness by visual experiments, creation and understanding the visual symbolic forms. In terms of Chapman, art education and aesthetics rather than emphasis on the application, should attempt to establish a connection between the events and phenomena through their form and shape. This is the approach that the educational systems require to it, because in terms of Chapman, according to the requirements of modern life, education should develop mainly sensitiveness of children. The children should be learned to how to see, how to hear, how to connect with the others, they have to figure out how the environment can form their feels and acts.

Visual arts

Visual arts have a vital role in the field of education and discover the creative talents of students. In this field, in addition to lead a little man towards the creative world, can bring on the first joys from entering the creative world and discover the beauty and the joy creativity that is one of the greatest human joys because its effect will influence within the child and gave him the confidence. Therefore, the child would become a perfect man, independent person, reasonable, and beneficial to the society.

The visual arts are creative and new arts. Teaching of visual arts has certain features. Some features of visual arts include:

- _In the first stage, this training course should motivate the positive emotions in the students.
- _During the teaching of visual arts, students are encouraged and their talents are considered.
- _Students during learning the visual arts, in addition to show their inner talents, also they can accustom with ancient and contemporary cultures of this art; because when the children are

familiar with the art world, not only in the way of intellectual development of children is effective but also in having positive emotions, appreciate the beauty and goodness of the cosmos help to them. Today that the issue of all-round education of the futuristic generation has special importance, disregard to the visual arts and the non-use of existing facilities is not permitted during training.

The proper methods of art education

There are a number of ways that usage of them in children's talent growth is very effective. Having a few different ways for teaching is a very big problem since there is not any particular method to teach the types of lessons that would be successful for all students. Many teachers are having difficulties for finding a correct method that is suitable for students, especially for ones who have learning disabilities. Many teachers struggle to figure out an effective method to teach children and switching between teaching methods. However, if this work were done with skills, usually it would be successful. The most suitable methods include:

a. Method of observational pattern

In art education, because the tools of receive and doing a work of art and also because learning the art gets done based on objective observations and sensory encounter, so this method can be very effective. In teaching observation method, before you do the work, it is necessary to know that whenever discussion about the word observation, it means the five senses of human beings must be separately recorded whatever they have earned in the viewed topic. In the view of the subject of art, not only two senses of sight and touch are used but also the other senses are used in an appropriate level. Finally, by the help of the five senses we get a complete concept in analyzing the brain. Some believe that in painting the senses of touch and hearing and smell are not applied; while many have acquired this experience by analyzing the students who see or touch objects or have examined other senses in order to provide better and more perfect artwork. An observational pattern, which employs the five senses of human beings, would have tremendous success.

b. Method of display pattern

Essentially in the display method, when a teacher cannot or does not want to use other methods, displays the learning object to students. The students by 75% of their visual capacity communicate with this educational case. In the case of art, students benefit through touching objects and understanding type of them by six percent. When we show something, understanding and learning the subject is really much faster for events and steps than other senses work alone or collectively, because sensory reception capacity is only nineteen percent for the other senses, respectively thirteen percent by hearing, three percent by smelling, and three percent by tasting.

Sensory reception capacity 19% → 3% smelling, 3% tasting, 13% hearing

Sensory reception capacity 81% → 75% seeing, 6% touching

c. Method of field trip pattern

In the field trip method, students are placed in an out-of-class, up through objective observation to deal with concepts and topics and therefore teaching the subject in question becomes easier and clearer. Students gain scientific experience through observation of nature, colors, volumes, activities and things.

d. Method of training pattern

Repeat or perform a multiplicity of learning is a great way to eliminate forgetting and the extent of some of the content. The number and repeat of art has two features and advantages:

1_Broader recognition: in the process of practice, the whole work to be reviewed according to the detailed notes.

2_More complete stabilization: recording and archiving system of the cerebral cortex are strengthened by practicing with the familiar and close items.

It should be noted that it is better using this method in the first part of the training. Then gradually other training methods are also used. Indulgent using of this pattern stops creativity of children and also highlights the inability of the teacher to provide true artistic concept. During the learning, by using the personal or group capacity, training method makes students automatically encounter with the phenomena; therefore, spontaneously create better

relationships in the brain to record events. Of course the creation of such relationships on the agenda and brain system is very complex and differs from person to person.

e. Method of synectics pattern

In this method, as the name implies, teacher by motivating students brings them to the point of synectics. The main objective of this approach is innovation. The teacher should try to help to students in order to develop their thinking. The first orientation for innovation and change traditions is using of creative thinking and with this method experiences and activities forward to increase the creative thinking.

f. Method of workshop pattern

Workshop teaching method is one of the most effective methods of teaching and learning that is synonyms with the meaning of some methods like lecture, seminar, conference and symposium methods. The following concepts would be useful to understand this method:

1_Lecture: it is the most common training method, which is used since ancient times by the majority of teachers. This method is one of the most prominent training demos, because in this way the teacher is responsible for the learning process and in various ways trains the curriculum materials. The obvious sign of this educational method is that the teacher works in class by rhetorical activity.

2_Seminar: in this method, learning subject is collected together and ideas are exchanged among parts of students and teacher. However, the number of persons should be limited at the seminar up to a hundred people who are divided into small groups of ten or fifteen people and then discuss to each other.

3_Conference: a researcher achieves a theory and shares it to the others.

4_Symposium: it is like seminar and the only difference is that persons who participate in symposium are more professional and they have higher awareness compared with the persons in seminar.

g. Method of group game pattern

In this method, the teacher can enjoy training. The game has plenty of features. Great psychologists believe that games can awaken the senses and thinking of student because game is enjoyable for them. Therefore, teachers use games as a special language for teaching

activity. Individual and group plays have special features. In this topic we talk more about group game of students because in this type of game students can show everything that they have learned and improve their responsibility. One another advantage of group game is stimulating the sense of superiority and competition, which all people have respectively. If a teacher succeeds to lead this sense of competition towards right direction, it would be a good stimulant for the game teaching method.

Specific game of teaching is divided into two types:

1_Play sets (physical activity) →80% physical dynamic and 20% mental

2_Play sets (intellectual, mental and memorial activity) →95% mental, 5% physical dynamic

h. Method of discovery pattern

Adult art and children's art, both of them have advantages. However, children's art is different from adult one and related to growing conditions of children. On the other hand, both children and adult may learn problem-solving in the field of visual arts. The visual arts education, which the student whereby learns problem solving method, must contain aesthetic concepts. Therefore, this education way would be converted to a strategic process by teachers whereby the students are encouraged to solve problems in a manner similar to the method of artists. Designed model based on problem solving method, enables teachers to teach more effectively; because creation of an artwork by students in order to specified problem solving takes place by using certain concepts. Issue-driven training of visual arts, which is based on employing the different aesthetic concepts during the creation of artwork, is similar to problem solving. In this method, learning of art is not only dependent to talent and intrinsic merit but also based on the belief that aesthetic issues plan and solve problems. In this way, using of art increases the mastery and semantic communication. The artwork that can be obtained by using problem solving called a guided artwork. These opuses in some features are quite similar to each other and there is a conceptual harmony. On the other hand, these opuses are different in a variety of ways that indicating divergent thinking in students. In short, this phenomenon should be considered as a valuable feature of the art education.

Improper methods of art education

Some teachers try to use direct teaching methods in the art classes and teach special manner of paint, choosing correct color, special manner of shade, and the shape of things to children. Even more, sometimes don't let student to choose subject and this way cause that children not be able to enjoy from artistic activity and use it for showing his/her inner thoughts. Applying such approaches, destroys children's creativity, encourages the child to imitate, and sometimes discouraged the child from participating in art activities. Some believe that if we give opportunity to the children, without interference of adult do artistic activity, and with no stimulus will be able to foster creativity among children. The involvement of adults in performing art activities can be a deterrent because the involvement of adults causes that children do not trust to their artwork and fear that their work would be evaluated based on adult's criterion. This fear may lead students to stop their art activity. Evaluating children's progress and art activity with adult's criterion is a mistake.

The improper methods of art education include:

- a. Production and mechanical manufacturing: it means that the teacher makes children equally product their desired activity. However, this activity may not have an artistic value and it only may amuse students.
- b. The clean and tidy art: that is, trainer heavily emphasizes observing cleanliness and creates a fear among students while employing media, materials and new tools. This situation reduces the curiosity of students.
- c. Absolute freedom: if a trainer emphasizes desired tools without any intervention of adults, although shows a profound sense compared to the art but in fact she/he is not understanding the correct meaning and concept of teaching. Art education is not only use to drain the feelings and emotions.
- d. The art of formula: it means that a trainer imposes his/her favorite formulas and rules on students to produce an artwork such as applying geometric shapes—triangle, square, and rectangle—for drawing a house. Behavior of this trainer is inconsistent with the spirit of art and destroys the power of creativity of students.

The concept of intelligence

The intelligence is the oldest and one of the most fascinating topics that have been discussed in psychology. The concept of intelligence has a long history. As human beings in terms of shape are different with each other, there are vital differences from the viewpoint of psychological characteristic like intelligence, talent, desire, and other psychological and personality characteristics. Most of people think that intelligence is the ability to learn and understand the new condition and correct deal with situation. In other words, a clever person has some qualities like being punctual, smart, sharp, eminent, and so on. On the contrary, a simple-minded person has some features like being slow, feeble-minded, and etc. Gardner (1990) believes that intelligence is a bio-psychological potential for processing information that can be activated in a cultural environment in order to solve a problem or create products that is valuable in a culture. According to Gardner's theory, to obtain all the capabilities and talents of a person, it should have not been only checked the IQ but also other types of intelligences including but not limited musical, intrapersonal, pictorial, and verbal intelligences.

The types of multiple intelligences

There are eight types of intelligences that Gardner modify:

- a. Visual/spatial intelligence: this type of intelligence is an ability to understand the visual phenomena. Persons who have this type of intelligence are incline to think with pictures. They obtain the information they need by creating a vivid mental image in mind. They enjoy looking at maps, charts, pictures, video and movies. Their skills include making a puzzle, reading, writing, and perceiving charts and pictures, designing, painting, building and repairing the design of practical tools, and interpreting visual images. Many professions are suitable for them including but not limited being a sailor, sculptor, inventor, discoverer, architect, interior designer, mechanic, and engineer.
- b. Verbal intelligence: this type of intelligence is an ability to use words and language. Persons who have verbal intelligence are professional in listening skills and usually they are outstanding speakers. They incline to think with words instead of pictures. Their skills include: listening, speaking, storytelling, explaining, teaching, using of humor, understanding

the meaning of the words, recalling information, and analyzing the application of the language. Suitable professions for them include being a poet, journalist, writer, teacher, lawyer, politician, and etc.

c. Logical intelligence/mathematics: it means the ability of using of logic, reasoning, and numbers. These learners think by the conceptual method and use numerical and logical pattern. They are curious about the world around them, ask a lot of questions and like to tryout. Their skills include: problem solving, dividing and classifying information, working with abstract concepts, applying chain of reasoning, doing a controlled trial, having a curiosity on the natural phenomena, doing the complex calculation of math, and working with geometric shapes. Their favorite professions are being a scientist, engineer, computer programmer, researcher, accountant, mathematician, and etc.

d. Physical intelligence/kinetic: it is the ability of skillful control of body movements and the use of things. These learners show themselves by moving. They have good perception of a sense of balance and hand-eye coordination. They interact with the surrounding environment and able to remember and process information. Their skills include: dancing, forming physical coordination, doing sport, using body language, being handiwork and handicraft, and expressing emotions through the body. Their favorite professions: being an athlete, teacher of physical education, dancer, actor, fireman, artist, and etc.

e. Music intelligence/rhythmic: it is the ability to produce and understand music. This kind of learners thinks by using sounds, rhythms and musical patterns. They react to the music immediately and they are sensitive to the environmental noises. Their skills include: singing melody, whistling, performing, recognizing rhythmic patterns, composing, and understanding the structure and rhythm of music. Suitable professions for them: being a musician, singer, composer, and etc.

f. Intrapersonal intelligence: it is the ability to interact and understand the others. These learners try to see everything from the point of view of other people to understand how they think and feel. They usually have an ability to understand the senses, aims and motives. They are very good organizers. They usually try to establish peace of group and encourage cooperation. They are also using of verbal skills and nonverbal skills. Their skills: having a dual point of view, listening, having empathy, understanding the feelings of others, consulting, collaboration with group, understanding the motivation and intention of the

people, creating confidence, settling conflicts, and establishing positive relationships with other people. Suitable professions for them include: being a consultant, seller, diplomat, merchant, and etc.

g. Extra personal intelligence: it is the ability to understand oneself and being aware of inner state. These learners try to understand inner feelings, dreams, relationships and weaknesses and strengths of themselves. They recognize strengths and weaknesses, understand and check inner feelings, desires and dreams, and evaluate thought patterns. Suitable professions for them include: being a researcher, theorist, philosopher, and etc.

h. Nature-oriented intelligence: it is the latest type of intelligence that Gardner (1990) refers to it in his theory. According to the Gardner's theory, those who have high nature-oriented intelligence are more compatible with nature and usually they are interested to training and explore the environment. These people are sensitive towards their environment. Their skills include: being interested to the subjects like botany, biology, zoology, gardening, and discovering the nature. Suitable professions for them include: being a biologist, gardener, and etc.

The benefits of the application of the theory of multiple intelligences in the schools

a. It would be supposed that mental abilities, such as drawing an image, singing a melody, listening music, and seeing a representation, are not necessary for educational activities. However, these activities are necessary as much as writing and solving mathematic problems. Studies show that many of students, who have low performance in the traditional tests, are interested to the lesson when the classroom combined with the artistic activities, sport and music.

b. This theory would help making opportunities for students in order to shape a suitable learning model based on the needs, interests and talent of students.

c. This theory creates an opportunity for students to realize their weaknesses. Therefore, the self-confidence of students increases.

d. While increasing knowledge of students, they gain positive educational experiences and ability to solve problems.

- e. Students would have much more control over the things that they have learnt.
- f. Students would have significant progress in terms of critical thinking, organizing and assessment information and providing new knowledge.
- g. Educational systems claim that this theory combines a large number of teaching methods together and most students find ways for success in learning.
- h. Multiple intelligences help the teacher for creating educational experiences more and more.
- i. This theory helps the teacher to wisely evaluate natural talents of students.

Conclusion

One of the most important aspects of any society is training the healthy children with creative thought. Training of these children requires a detailed understanding of the children and their abilities. As Gardner expresses, focusing on individual differences among students is very important. Knowledge of the theory of multiple intelligences motivates teachers to use different ways in order to help all students in their classes. The teacher must be aware that every student has his/her own unique intelligence that can affect student's learning. In fact, the theory of multiple intelligences makes an effective learning method that improves the teaching. If in a teaching method a teacher uses multiple-intelligence, teaching method would be quite creative and innovative. Therefore, instead of forcing child to imitate, increasing the creativity and aesthetic sense of child is the most appropriate educational method for visual arts. In addition to the creation of inner joy, artistic activities must reduce stress and mental health of child. The educational methods should give a special attention to cognitive, emotional, and motor characteristics of children till increase children's tendency towards creative artistic activities. Behavior of trainer, educational methods and materials, and educational tools must be designed and selected in accordance with the needs, conditions, and nature of child. Beauty and art are among human innate needs. Hence, art education and aesthetics with regard to the application of multiple intelligences have great importance on education and children's mental health.

References

- Honari, Morteza (1966). Introduction to Understanding Nowruz Art and People magazine.12 (138), 71-77.
- Shirvanlou, F. (2006). The Necessity of Art in the Process of Social Development, Ernest Fischer, Trans Tehran, Tous Youshij, N Divan.
- Dushiri, N, (1990). Book Review: Kanizo: Collection of Stories. Niloofar Publications, First Edition.
- Demirel, İrfan Nihan (2011) Contributions provided by visual arts lesson for students at secondary stage in elementary education, Social and Behavioral Sciences, Volume 15, 2011, Pages 1972-1976.
- Jane Chia, Birnie Duthie (1994). Computer-based art learning: Primary children's responses, Computers & Education, Volume 23, Issue 3, Pages 197-209.
- Mihai Braslasu (2015). Aspects of Didactic Communication in Primary School, Social and Behavioral Sciences, Volume 180, Pages 497-501
- Cerghit, I. (2006). Methods of Education, Polirom, Iasi
- Gombrich, E. H. (2000). Concerning ‘The Science of Art’: commentary on Ramachandran and Hirstein. J. Conscious. Stud. 7, 17–27
- Gardner, H. (1990). Art education and human development. Los Angeles: The Getty Centre for Education in the Arts.
- Johnson, R. B. & Onwuegbuzie, A. J. (2004). Mixed methods research: a research paradigm whose time has come. Educational Researcher, 33 (7): 14-26.
- Creswell, J. W. & Garrett, A. L. (2008). The “movement” of mixed methods research and the role of educators. South African Journal of Education, 28 (3), 321–333.