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An analysis of teaching methods used at the course of basic design

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Abstract

Basic art education is the basic, common and first training process of plastic arts where creative personalities with the levels of being talented and experience, revealing the potential of individual sense, intuition, inventiveness, dream and improvisation, being able to use this potential within an aesthetic organization and order are expected to be created. The latest inclination in the field of education has been remarked as student needs at objectives, discipline structure at contents and scientific method at teaching. In common sense, there have appeared some new student-centered inclinations acknowledged by a great many educators and bearing significance at modern educational science in last decade. Integrity of practical and theoretical course should be supplied at studying the course of basic art education. It is necessary that the theoretical side of the course should not dominate the practical studies; it should be carried out as an integral part. Basic art education is empirical due to its objectives. More modern methods that students adapt “by conscious” and through which they improve the attitude of stimulation and awareness would increase the efficiency of the course.

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1. Introduction

Basic art education is a significant educational process making students create a basis for the education of upper classes. Basic design education or basic art education is a basic compulsory course for the students taking art education. In addition, students start to form their choices concerning the visual side of the design that is a determinant factor in the quality of the product of design in the process of the course. In the institutions giving the education of art and particularly in the departments training art education, the course of art education is of importance in order that students are complete in every aspect and more universal, and carry on their education in a conscious way. The knowledge obtained at the end of the course and awareness would have a leading role in their art and professional life. In this sense, teaching methods applied to the students in their courses of basic art education are so important. Basic art education parallel with new paradigms formed at education has an impact on teaching methods as well. A course of art education to be taught within a universal extent would be able to provide so much positive acquisition in terms of art education.

2. Purpose

The general purpose of the current study was to investigate the content of the course of basic art education, a compulsory course for every individual taking the course, and determine modern teaching methods to be able to apply for the efficiency of the course.

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3. Findings and Discussion

Students at all the schools giving art education have to take the course expressed in such names as art education, basic design etc concerning the grammar of visual language in the first year. The original name of the course at Bauhause at foreign sources is given as Preliminary Course and Basic Course. The course applied in the same name at New Bauhause with Nagy was later presented as “Foundation Design” (Gürer, 1999). Basic art education should not only be regarded as a course but it should also be considered as a way of life created by the chain of theories every individual should acquire.

The reason why basic art education was found that it depends on the reality of Bauhaus formulation lies at the fact that it is so close to the theory of Gestalt and approved by Gestalt theory. To start with, current time basic art theories put forward by Bauhaus masters depend on Gestalt theories evolved synchronically (Ustaömeroğlu, 1998). Basic art education is commonly regarded as a course of atelier composing mostly the basis of design components and principles, and visual creations, and giving the knowledge of how to use these principles and technical features. Art education has used this visual and psychology-based language that it created with its extents of learnibility and teachibility as a tool to create an infrastructure for understanding art and creative artistic activities (Seylan, 2005).

There are significant functions the course of basic art education would take over in the formation of certain standards required for art education. In particular, basic art education has a significant place for the students in order to be aware of their own cognitive-perceptual equipments and operations by way of attaining the skill of using basic terminology, basic technical materials and intellectual methods that will make the connection in basic level; making basic analysis belonging to the products of various art disciplines; providing the evaluation of various art disciplines in an integrity through a universal approach in all the fields of art (Aypek Arslan, 2010).

The education of basic art is a discipline where components (line, form, color, value, texture etc.) and principles (balance, composition, rhythm, contrast, opposition etc.) that are considered within this discipline and making up plastic arts as a start of education should firstly be searched alone and then gradually taken to syntheses in terms of design principles. The principle of impartibility of art depends of the mentality of the fact that visual structures could be improved through “transmission of theoretical and technical knowledge and practical works” (Balci and Say, 2002). Ronge, German art educator, includes all the qualitative values (dot, line etc.) into technical skill and mastery. On the other hand, aesthetical and expressional dimension would only appear through direct contact with the material (San, 1999).

3.1. *The Objectives of Basic Art Education*

The purpose of teaching is to learn, produce knowledge and make researches. What should be made out of teaching should not be the task of teaching the knowledge just necessary for accessing a certain target. What should be made out of teaching here should be arranging activities facilitating teaching that should be made out of teaching, and guiding in providing tools and materials and learning. It is necessary for the student ask questions and to see and perceive in order to ask questions in education of art. The action of seeing here is “seeing through our senses” beyond seeing through eyes (Demirtaş (1995).

Design elements and principles, design stages are taught both theoretically and as an applied one in the basic art education, which is the preparatory education of art education. The necessity of the course of basic art education has been put forward as follows: These requirements were determined as the necessity of a link between secondary education and higher education, creating a great contact between the kinds of fine arts as a common basis, the necessity where common components and rules of the kinds of art existed and of using

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