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**Art Teachers' Views on Strategies and Methods Which Are
Used to Achieve Attainment**

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Abstract

Art education because of Visual Arts Education Program which is given in schools has an important place in our education system for discovering and developing the child's abilities and getting the child in community. This research which is descriptive nature, was done to investigate the views of Art Teachers Teaching Program in Visual Arts, which was placed into effect 2005 - 2006 academic year and now being implemented, achievements in teaching strategies and methods used for and to understand the practical implications of the program.

The state of this study is 71 primary schools selected from the Çanakkale at the academic year in 2009 – 2010 and 74 art teachers who are working in these schools. Quantitative research technique was used to investigate the views of art teachers for the strategies and methods which are used to in teaching in the Elementary Visual Arts Teaching Program' achievements. In order to obtain the data with the purposes of the study, a survey was applied to teachers who teach the visual arts in the primary schools. The data which was gathered from the survey forms and personal information, were analyzed using SPSS (Statistic Program for Social Sciences) package program. As a result, it may be said that strategies and methods which are used in teaching achievements, centered student, allow students to learn by doing and experiencing, make the student to active participants and are based on observation.

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Key Words: Visual Arts Education Course Program, Art Teacher, Acquisition, Strategy, Methods

INTRODUCTION

Education aims to person discovers himself, aware of his potential and assess it the best way. Visual arts lessons undoubtedly have an important place at the beginning of the lessons which develop his skills, his creativity and critical thinking skills especially during primary educations term. Visual arts education includes all training efforts which in order to create an aesthetic point of view, improve the ability of individuals to express their thoughts and feelings, and gain the ability to think critically and creatively. When we gain him all of these, he will be a person who useful to society, protective his values, respect others as well as himself produce solutions and undaunted challenges.

1. *Problem Statement*

Art education is necessary for educating person's creative power and potential, organizing the aesthetic thought and consciousness. Giving the sufficient value and importance, provisioning of hardware to this discipline which positively affects the efficiency of other courses, is necessary and important in education and training system. To be educators who equipped and aware of the seriousness and importance of his work is other necessary and an important point. It is impossible to grow people who are creative, have high self-confident, critical, able to look at problems with multi-faceted and give solutions, at peace with himself without art education.

In order to see its deserved importance of art education, how important and primarily the art, in artistic activities and creativity and it is in the place of human life must teach the society.

All educational activities, which are given in formal and informal education institutions, is carried out within the framework of a program prepared in advance. For this reason, the quality of education largely depends on the implemented program. To take the right decisions that will make the program more effective, depends on research bases of those decisions with scientific studies, and assessment of applications (Erden, 1998). Assessment which is the last step of the program development, is also important seeing the shortcomings of the program, to detect aspects of the program's shortcomings and help the new programs will be developed in this direction. One of the best person to assest the programs is the teachers who implement the program exactly with the students not the experts who prepare the program theoretically.

2. *Purpose of the Research*

The main purpose of this research is investigate the views of Art Teachers Teaching Program in Visual Arts, (GSDÖP) which was placed into effect 2005 - 2006 academic year and now being implemented, achievements in teaching strategies and methods used for and to understand the practical implications of the program and make recommendations in accordance with the data which were obtained.

3. *Model of the Research*

Scanning Model from the quantitative research methods is used in this research. Scanning models are approach to aim describing a situation which we still have or in the past the way that. This research aims the investigate the views of Art Teachers Teaching Program in Visual Arts, achievements in teaching strategies and methods used for a questionnaire developed by the researcher.

4. *Research Field and Sampling*

The population of this study is painting teachers who work in second stage of schools which were selected in center and districts of city Çanakkale in 2009 - 2010 academic years. Simple random sampling method was used for sample selection. In simple random sampling method, each unit, which is in universe, has the same probability to take place in sampling. There are 72 teachers in the universe of the research and all of them were included in the sampling.

Table 1. Research Field and Sampling

AYVACIK	Ümmühan Hatun Primary School	2867121831	26.04.2010
AYVACIK	Ayvacic 21 Eylül Primary School	2867123700	26.04.2010
AYVACIK	Çankaya Primary School	2867121089	26.04.2010
AYVACIK	Merkez Atatürk Primary School	2867121066	26.04.2010
BAYRAMIÇ	Mehmet Akif Ersoy Primary School	2867732000	27.04.2010
BAYRAMIÇ	Menderes Primary School	2867734430	27.04.2010
BAYRAMIÇ	Bayramiç Gazi Primary School	2867731682	27.04.2010
BAYRAMIÇ	Milli Hakimiyet Primary School	2867731037	27.04.2010
BAYRAMIÇ	Milli Zafer Primary School	2867731067	28.04.2010
BAYRAMIÇ	Mustafa Kemal Primary School	2867733902	28.04.2010
BAYRAMIÇ	Vali Ekrem Özsoy Primary School	2867735770	28.04.2010
BİGA	Tevfik Emin Başarır Primary School	2863165005	29.04.2010
BİGA	Fatih Primary School	2863162527	29.04.2010
BİGA	Biga Primary School	2863162250	29.04.2010
BİGA	Kaldırımbaşı Primary School	2863165185	29.04.2010
BİGA	İdris koru İbrahim Aydın Primary School	2863164440	30.04.2010
BİGA	Çavuş Village Primary School	2863161791	30.04.2010
BİGA	Bozlar Primary School	2863127099	30.04.2010
BİGA	Dumlupınar Primary School	2863161013	30.04.2010
BİGA	Diyarbakırlı Ekrem Ergün Primary School	2863162540	03.05.2010
BİGA	Osmangazi Primary School	2863161016	03.05.2010
BİGA	Sakarya Primary School	2863162525	03.05.2010
BİGA	Hüseyin Onan Primary School	2863162541	03.05.2010
BİGA	Yenice Primary School	2863161400	04.05.2010
BİGA	Cumhuriyet Primary School	2863160701	04.05.2010
BİGA	Çiçekli Dede Özel İdare Primary School	2863169990	04.05.2010
BİGA	TOKİ Hasan Tahsin Günay Primary School	2863160212	04.05.2010
ÇAN	Özer Primary School	2864161163	05.05.2010
ÇAN	Cumhuriyet Primary School	2864161573	05.05.2010
ÇAN	Atatürk Primary School	2864161107	05.05.2010
ÇAN	Mehmet Akif Ersoy Primary School	2864161193	05.05.2010
ÇAN	23 Eylül Primary School	2864161316	06.05.2010
ÇAN	İstiklal Primary School	2864161007	06.05.2010
ÇAN	75.Yıl Murat Köse Primary School	2864160480	06.05.2010
ÇAN	Osman Caneri Primary School	2864168649	06.05.2010
ÇAN	Şehit Engin Eker Primary School	2864161059	06.05.2010
ECEABAT	Köprülü Hamdibey Primary School	2868141046	07.05.2010
ECEABAT	Türközü Primary School	2868141207	07.05.2010
EZİNE	22 Eylül Primary School	2866186272	10.05.2010
EZİNE	Cevat paşa Primary School	2866181168	10.05.2010
EZİNE	Yahya çavuş Primary School	2866181155	10.05.2010
EZİNE	Akköy Primary School	2866181107	10.05.2010
EZİNE	Gazi Primary School	2866181187	11.05.2010
EZİNE	75.Yıl Primary School	2866184132	11.05.2010

GELİBOLU	Namık Kemal Primary School	2865660030	12.05.2010
GELİBOLU	Piri Reis Primary School	2865662835	12.05.2010
GELİBOLU	Hakimiyeti Milliye Primary School	2865661051	12.05.2010
GELİBOLU	Gazi Süleyman paşa Primary School	2865661072	12.05.2010
GELİBOLU	Orgeneral Eşref Bitlis Primary School	2865661075	13.05.2010
GELİBOLU	75.Yıl Cumhuriyet Primary School	2865661052	13.05.2010
GELİBOLU	26 Kasım Primary School	2865668646	13.05.2010
LAPSEKİ	Plevne Primary School	2865121498	14.05.2010
LAPSEKİ	25 Eylül Primary School	2865121146	14.05.2010
CENTER	Şemsettin Fatma Çamoğlu Primary School	2862174515	14.05.2010
CENTER	Ömer Mart Primary School	2862172015	14.05.2010
CENTER	Turgut Reis Primary School	2862172941	14.05.2010
CENTER	Anafartalar Primary School	2862179477	14.05.2010
CENTER	18 Mart Primary School	2862174872	17.05.2010
CENTER	Arıburun Primary School	2862172049	17.05.2010
CENTER	Barbaros Hayrettin Paşa Primary School	2862175816	17.05.2010
CENTER	Cumhuriyet Primary School	2862171241	17.05.2010
CENTER	Gazi Primary School	2862171275	17.05.2010
CENTER	Vali Fahrettin Akkutlu Primary School	2862174883	17.05.2010
CENTER	İstiklal Primary School	2862171270	18.05.2010
CENTER	Merkez Primary School	2862171099	18.05.2010
CENTER	Mustafa Kemal Primary School	2862171883	18.05.2010
CENTER	Atatürk Primary School	2862182168	18.05.2010
CENTER	Özlem Kayalı Primary School	2862137693	18.05.2010
YENİCE	Yeşilyurt Primary School	2864743016	19.05.2010
YENİCE	Atatürk Primary School	2864743037	19.05.2010
YENİCE	Cumhuriyet Primary School	2864743466	19.05.2010

5. Collection of Data

For the purposes of the research in order to obtain data, second levels of primary schools, a survey was conducted for teachers who teach the visual arts. This survey is prepared and administered by the researcher. In the preparation of the survey, studies and literature in different fields were scanned, with the expert advice given its final form. The data which was gathered from the survey forms and personal information, were analyzed using SPSS (Statistic Program for Social Sciences) package program.

Table 2. Statistics on the options which are used in the calculation

	Options	Borders
1	Totally disagree	1.00–1.79
2	Disagree	1.80–2.59
3	Not Sure	2.60–3.39
4	Agree	3.40–4.19
5	Totally Agree	4.20–5.00

Results and Comments

This part of the research involves the findings which obtain from results of the implementation of the data collection instrument and interpretation of these findings.

Strategies which are used to achieve attainment of GSDP's by Art Teachers;

Education Strategy of Through Invention
 Education Strategy of Through Presentation
 Education Strategy of Through Research and Inquiry
 Full-Learning Strategy
 Other Strategy

Table 3. Views on Strategies Which Are Used to Achieve Attainment

	1		2		3		4		5	
	f	%	f	%	f	%	f	%	f	%
Education Strategy of Through Invention	5	6,90	45	62,50	20	27,8	2	2,80	--	--
Education Strategy of Through Presentation	36	50	8	11,10	20	27,80	4	5,60	4	5,60
Education Strategy of Through Research and Inquiry	28	38,90	15	20,80	28	38,90	1	1,40	---	---
Full-Learning Strategy	2	2,80	2	2,80	4	5,60	64	88,90	---	---
Other Strategy	---	---	2	2,80	3	4,20	---	---	67	93,10

As shown in Table 3, When we look the values of Education Strategy of through Invention in Strategies which are used to achieve attainment of GSDP's by Art Teachers, it is preferred at most second with 62.5%, at least in fourth with 2.8% by teachers. However, in fifth it is never preferred. When we look the values of Education Strategy of Through Presentation at most it is preferred first order with %50 after second order with %27.8 but at least it is preferred fourth and fifth with %5.6. When we look the values of Education Strategy of Through Research and Inquiry, it is preferred at most first and third in with %38.9 but at least it is preferred in fourth with %1.4. When we look the values of Full-Learning Strategy, it is preferred at most fourth with %88.9, but at least it is preferred in first and second %2.8. When we look the values of Other Strategy, it is preferred at most third and fifth with %93.1, but at least it is never preferred in first and fourth.

Methods which are used to achieve attainment of GSDP's by Art Teachers;

Observation and Analysis Method
 From Easy to Difficult Method
 Demonstration Method

Working From Model Method
 Educational Creative Drama Method
 Education Through Art Method
 Memory Method
 Children's Art Methods
 Project Method
 Dramatic Method (Dramatization)
 Musical Method
 Copy Method
 Analysis and Connection Method
 Museum Education Method
 Psychological Method

Table 4. Methods which are used to achieve attainment, to be Preferred Rates

Method Which is Used	Arithmetic Mean ()
Observation and Analysis Method	12.74
From easy to Difficult Method	11.27
Demonstration Method	11.00
Working From Model Method	10.58
Educational Creative Drama Method	8.57
Education Through Art Method	8.51
Memory Method	8.14
Children's Art Methods	8.01
Project Method	7.22
Dramatic Method (Dramatization)	6.74
Musical Method	6.60
Copy Method	5.93
Analysis and Connection Method	5.50
Museum Education Method	4.71
Psychological Methods	4.55

As shown in Table 4, The first three methods which are used to achieve attainment of GSDP's by Art Teachers are Observation and Analysis Method(= 12.74), From easy to Difficult Method(= 11.27) and Demonstration Method (= 11.00).

At least the preferred methods which are used to achieve attainment by Art Teachers are Psychological Methods (= 4.55), Museum Education Method (= 4.71) and Analysis and Connection Method (= 5.50).

Conclusion

Strategies which are used to achieve attainment of GSDP's by Art Teachers are Education Strategy of Through Invention, Education Strategy of Through Presentation, Education Strategy of Through Research and Inquiry, Full-Learning Strategy, Other Strategy. Methods which are used are Observation and Analysis Method, From easy to Difficult Method, Demonstration Method, Working From Model Method, Educational Creative Drama Method, Education Through Art Method, Memory Method, Children's Art Methods, Project Method, Dramatic Method (Dramatization), Musical Method, Copy Method, Analysis and Connection Method, Museum Education Method, Psychological Method. When we look strategies which are used to achieve attainment of GSDP's by Art Teachers, from the most preferred to the least preferred, Education Strategy of through Presentation which is provided a significant learning, requires an intense interaction between teacher and student, education is advanced step by step, is preferred first with %50, Education Strategy of Through Invention is preferred second with %62.5, Education Strategy of Through Research and Inquiry which is the student becomes aware of the problem, established hypothesis for the solution, collected data to test hypotheses and reached conclusion by evaluation with it, is preferred third with %38.9, Full-Learning Strategy is preferred fourth with %88.9, Other Strategy is preferred the last with %93.1.

When we look methods which are used to achieve attainment of GSDP's by Art Teachers, with order, Observation and Analysis Method is preferred first, from easy to Difficult Method is preferred second and Demonstration Method is preferred third. At least the preferred methods which are used to achieve attainment by Art Teachers are Psychological Methods is preferred in fifteenth is really regrettable for art education.

Suggestion

Methods which are used to achieve attainment of GSDP's by Art Teachers, serve the purpose. But the important thing is to draw up efficiency to maximize. In Human life, childhood is a period which is imagination is dominated life and the most free in. In parallel to this, people make the best theater acting in their childhood in their lives. Every child is an excellent theater player. There is no role which he can do once after seeing an instance of a role. When person grows, he begins to narrow his limitation. Before these limitations don't start, taken advantage of this feature during the children's education, should be lived, empathized, understood events and facts and portrayed. In children's life, Drama, is an important transfer the game to educational life with in a controlled way. Students' creativity is important to use this method as well as their knowledge. Drama should mainly use for the emergence of intense creativity in the visual arts course and students produce original work.

Students, who represent the future, whose the most important ties with the past is historical artifacts, so museums. The students can learn themselves and other nations culture and art in history courses, just with books but they cannot internalize. Museum education is a method that especially should be used mainly in the visual arts lessons. Creativity is maximize in free environments. In the museums which occurrence of nested with works of art are advanced students' aesthetic capabilities, skills in perception and attention and their creativities are maximize so that must be ensured persons can lived Art culture, grasp the culture of art is a universal language. On the basis of these, museum education which is not given enough attention or not provided enough facility, should be given required importance and frequently used as a technique.

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