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Difficulties Encauntered In Visual Arts Given In High- School Education In Turkey And Solution Proposals

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Abstract

In today's societies prudential Education Visual Arts has a gradually improving priority and importance. In Turkey from declaring of Republic until now, Visual Arts Coming with perpetual changing, confront us as the lesson of which aim hasn't become clear. Even nowadays, uncertainty of aims of art training in high schools helps us to understand the hardship of the Issue, is Visual Arts a free time activity that put in the high School Corricula. Or an activity that has many acquisitions in which it harbours its aims. What's the actual aim of Visual Arts? These questions have unfortunately been unanswered. This question's answer is; most or people from the ones who prepare the Visual Arts Training Curricula to the teachers who teach the lesson don't actually know the functions and aim of Visual Arts Because of this and because of not being understood by students' parents and directors the Visual Arts lesson hasn't reached its aim. Besides, the students squeezed among the scholarship exams, level setting exams, school and courses, slide over or make up excuses that it is a talent. In any case in schools that have many problems, visual arts have become a big matter's skein that come from the past and can't be solved.

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Introduction

Visual arts education starts with pre-school period and continues during the students' life. The duty of teachers is to

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teach art in the most effective way in all steps. Teaching is an inseparable part of “art education”. During the school life you can’t reach a well-educated person and so a good art instruction cannot take place without teaching. Educating an art instruction, teacher is the most important part to reach the goal of art training. Students cannot be educated without taking the talent of student, his psychological level and motivation in to account. Student’s psychological and physical situation causes him to behave in a different way. Art training teacher should pay attention to this. Especially being talent and efficient of tutors of Educational faculties, art training departments, is a very important factor in practicing programmers. The arts education isn’t an education of artisan. Art education is a fact that makes the life positive. Art education has an important duty and so its basic principle must well be determined well to reach its goal.

1.1. Visual Art Education in Turkey

Art Education Concept differs from all the other lessons with its peculiar goals, practices and feedbacks when it is handed in general education. “The concept of art education is an argumentative concept especially in our country and used as a big meaning fan from the education of artisan, the creative activities to fulfil the spare time and the studies of folklore. Their education of art’s being used” (San, 2003 pg.: 13). And it’s using with different meanings causes big chooses so it is not clear what is said with the concept of art education! Today art education is a definition of Art-Work lesson at the schools. Art education may be seen as an identified new definition by science surroundings but it cannot be said that is the right place as a (technical) term, concept and content. In our country there are many terms and concepts without right meanings such as art-work subject, art education, basic art education, education by art, education towards art, etc...

“The other contradicting topic about art education is it the art education defines only the education of visual arts or means as a big meaning involving al the arts. Visual arts involve many arts such as; statue, architect, graphic arts, industrial creation, practiced arts, cinematography, photography, fashion creation, computer arts” (Kırısoglu, 1991 pg:6-7). Today at high schools, the art education which is changed as visual arts presents a meaning involves al the areas of art. Does the visual arts education do its own work in spite of tennis? It is understood well in Turkey? Saying ‘yes’ is not possible. “About the task of believing the art education, art tutor has big responsibilities or it becomes unbelievable and only means spending time well” (Karayagmurlar, 1991 pg: 387).

The goal of the art tutor is to realize the student’s education effectively and practise the art education methods, strategies about the needs of the era.

“Especially in Turkey, the art education practiced in general isn’t defined as an education that improves the human’s creativity because it has one dimension.

It means you take the human who will be educated from a line to the other part where the artist is. It was not taken into account that every human is a different character and can develop his talents with searches. It thought that the education will and by teaching knowledge steps by steps. Instead of this one way education, a multi-dimensional education must take place” (Ashier, 1991 pg: 10-11).

In the Erbay’s Study (1995) which is called “Art Education Programmes looking through internationally with the level of university education” there are many different practices in America ‘and Europe countries’ art education lesson about its place of general education, lesson hours, the ‘lessons etc. and these schools lesson programmes are defined in this study. In the world and at home 58 universities programmes and the arts faculty and its departments’ subject concepts are researched. With this study, it is shown that the art lessons improves in there is no evaluation about a different way according to its country’s condition and school’s situation. I same schools programmes which are told before are better, the art method is more successful. But is Europe and America the art education is more important and there are more studies about it, there are no financial problems, the art education at the desired lesson, social facilities, individual study right, etc. made the art education more productive at these schools.

For this reason, it is defined that each school must prepare different programmes suitable with its own condition by looking through the programmes of Turkey and taking the advantage of studies about art education and art education groups in the world. It is emphasized that practicing some lessons in the defined programmes are impossible in our country, but necessary for the art education at the contemporary level and not enough for the practices of future art education. According to the result of study; art education is an economic and social activity

which will be defined and coordinated by folk management.

The continuity of art education is provided by state contribution when the art education is taken change of nationally, it must be organized systematically to increase the consciousness of society's cultural construction. The conscious creation of art education and the policy of its development must be managed by state. It is a must to take all the necessity things in the structure of social, economic and political construction. The goals of art education must also be defined with socially improvement and improving life level standards in the long period programmes of state. In the country art education policy must be consisted and its place and importance must be defined in education policy. In the study, it is emphasized that Turkey isn't aware of the importance of this topic and it is at the back in art education among the systems of developing world. It is said that knowing the importance of topic will not be enough but it is necessary to advocate and collect some proof about it.

In this study it is also emphasized that the art education faces with many problems in education system, but these problems cannot be solved so day by day they are bigger and felt by every level of the society, in the solution of these problems art education is important again.

2. PROBLEMS ABOUT VISUAL ART LESSONS IN TURKEY

There are many problems about Visual Art Lessons in turkey. It is because of the short background of art education in Turkey. "When Art education history is searched in the content of general education in our country, it is seen that it doesn't improve systematically and it depends on the relationship between master-apprentice in Nigarhane and Nakkashane. In the content of this intelligence which is very different from today's art education system, artisans, artists reflect their aesthetic consciousness to many works (miniature, store occupation, tile, gilding, architectural buildings, etc.) at the pre-after Islamic period" (Ayaydın, Vural, Tuna, Yılmaz, 2009 pg.: 25).

The Art Education which emerged as a result of industrialization in the west became popular in Turkey after the foundation of the Turkish Republic. Visual Arts education has been a subject with indefinite objectives from the foundation of the Turkish Republic until today. The main concern is, in this day and age, the Visual Arts subject's objectives not being comprehended. This is because the math courses were given particular importance and handicrafts were ignored from the Ottoman period till today.

The understanding that cites the objectives of the Visual Arts Subject as improving handicrafts or conveying an object in a three-dimensional extent hinders the understanding of the extended objectives of the Visual Arts training.

That's why, the Visual Arts Training that has been of secondary importance in schools for years appears only as a subject to fill the curriculum. In fact, the Arts Training can endear cultural values; a society's traditional arts to its people and its people might have an artistic awareness. As the art is a concept and phenomenon that cannot be abstracted from life and the societies' culture and because civilization levels are measured by artists that the cultures themselves brought up and art objects, the Arts training must be re-examined in the formal training.

In our country, it is known that the arts of high levels interest only a small population. This is because, most of these arts are beyond the life standards of the most people and these arts subjects are taught inadequately. In fact, these inadequacies not only affect the quality and quantity of the producers of the artists but also affect the growing of the consumers of the arts negatively. For people with good jobs in high positions receiving inadequate education in arts field even the masterpieces don't make a sense. That's why; the most important condition to create a modernized society is arts training. However, it's very hard to realize such an aim of arts training in the countries which aim to bring up creative people via traditional, conservative training methods. To succeed that, it's obligatory to pin down an art training with its original principles and have a training accordingly. Otherwise, it will be surely a failure. (Unver, 2002 pg.: 24)

One of the main problems in the secondary education institutions in Turkey is that a very limited time is allocated for the Arts training. "The method called The Arts Training Based on Discipline is still applied and in the USA as a national programme and its results are under investigation and discussion there. When the results are examined, it's seen that the time allocated for the Visual Arts Training in the USA is threefold more than the allocated time in Turkey and it's also observed that the physical conditions of the schools, the quantity of the teachers, and financial support are supplied so that the requisites of the programme are met". (Aykut, 2006 pg.: 40)

The Visual Arts subject's being applied/taught in 40 minutes in a week in our secondary schools is one of the most important factors that prevent the realizations of the objectives of the mentioned subject. The teachers of the lesson have difficulty in controlling their pupils as they cannot complete their work in 40 minutes allocated for them and the students go on completing their work at their homes. Additionally, the pupils might have their parents or other people complete the work that they themselves have to do on the pretext that the lesson is a skill lesson beyond their competence. It's also observed that the pupils only do their assignments for the sake of the grade. As the students' exam results affect the SBS exam for the 8th grades in the secondary schools, the students study the Visual Arts lesson only as a chance for having better scores in the mentioned-above exam. Parents who want their students to have an education in better schools ask for high scores from the teachers of the Visual Arts training; again, on the pretext that is a skill subject. The parents even apply to the school administration for high scores. That cause more problems for the lesson that has a lot of problems. Another reason for the Visual Arts subject's failing to realize its objectives is the incapable teachers. Although the programmes applied in the Department of Art must focus on field information more according to the YOK's reorganization programmes, Ozel (2002) indicates that the field information subjects has been shortened dramatically and incapable teachers are educated. Though the lessons in the Arts Training programme have contemporary definitions, techniques, and applications, it is concluded that these subjects have the same contents, characteristics and that cause excessiveness in the curriculum.

For those reasons, "the main objectives in the institutions educating Art teacher must be to educate teachers who have art culture and interests. The number of the students who still visit museums, read magazines and books, and also reflect on art is seen to be a few, or some. According to a study conducted in Maltepe University 37% of the teachers do not read newspapers, 64.6% of them do not follow a magazine related to their study field, and 30% of them do not even read a book monthly. The Art teacher is, too, a piece of the whole and these findings must be changed without a moment's delay." (Ilkyaz, 2004 pg.: 89)

Alkan (1977) suggests that the educators do not adapt themselves because of the insufficient numbers of teachers, excessive lessons, and economic problems.

It is observed that the Visual Arts teachers, after being appointed, do not go to any exhibition. Most of them do not study something related to their study field. In addition to these, the methods that the teachers apply in their lessons prevent the realization of the objectives of the Visual Arts lessons. As the Visual Arts teacher is deprived of the needed materials to make his/her lesson enjoyable or not because of not using these materials, the topic that is aimed to be covered may be hard for students to grasp. Then again, some teachers' stating the topic of the lesson but not giving enough information about it creates an ambiguous situation.

"In terms of students' success, not only teacher's field information but also his/her performance in class management is important. As Saritaş (2003), too, states in democratic class environment participation must be taken as a basis for planning, application, supervision and assessment." (Gokay, 2005 pg.: 103). The teacher must deal with each student individually. He/she must be respectful to his/her students' imagination and motivate them all the time.

In recent years, because of the exam called KPSS (Public Personnel Selection Exam), the students in the Visual Arts Department have difficulty in being appointed to public schools and the successful secondary schools students observing this situation are not willing to study the Visual Arts department and select another department to study in which they have better prospects.

2.1. The deficiency of Technology used in Visual Arts

One of the most important problems that prevent visual arts reaching its aim is insufficient technological materials being used in visual arts lessons.

Nowadays, almost at all high schools, educational technologies that would welcome the needs of era, aren't being used; physical constructions like warming up, lighting, airing, noise, mood of being next to art centres and cultural sites are very important of visual arts lessons it's nearly impossible to use the technological equipment in Turkey because even the basic workshop and needed items for many schools are not procured.

With the improvements of technologies, the new tools that we found surrounding us, have been directing the educational system.

It is too much important for educational system members to use all educational functions and specialties like; dia, film, video, dvd, cd, vcd cassettes (Erbay, 2004 pg.: 47).

Unfortunately it is hard to tell that all these tools are being used to high schools. Nowadays at schools, the materials that are insufficient or hardly supplied causes at the lessons studying negative results.

2.2. The Problem of Evaluating Student Works at Secondary

“At modern art Education System, same criterions are developed by art educationalists about critics of art works (For example the art critic and teaching methods of Feldman, has been used at different forms nowadays).

This criterion which has no much difference is point of theme and purpose has been determined of art education as below:

- Description
- Settlement / Analysis
- Explication / Argumentation
- Synthesis

Any kind of comments about the same art work depends on each person. The comment of each person depends on his/her viewpoint to the art work, aesthetics, education and culture level” (Artut, 2004 pg.: 245-246).

But unfortunately, nowadays in Turkey, at Secondary Schools any kind of criterion is used to evaluate students’ works. Students don’t mind Visual Art Course as much as other courses don’t do their works by themselves, instead of observing at which works they must, they repeat the forms they have memorized. Not to be understood the importance and aim of Visual Art Course by students’ families and their neighbourhood is the main reason of it.

Besides, it is seen that also the teachers don’t use any criterions to evaluate the works. The teachers don’t behave objective and give higher notes to the students who are successful at also other lessons.

Addition, Visual Art Course teachers have to give better notes to the students who get certificate of appreciation. The families and school directors of students, who don’t do any works or just a few works during the year but successful at other lessons press-gong to the teachers to send up that students notes.

So, the teachers who feel such a press give random notes without using any kind of evaluating criterions.

2.3. The problem of exhibitions not reaching its goal

“The festivals and exhibits that had been prepared to introduce the aims of visual arts stay insufficient to cause positive results. Because it has constantly been presented that the qualified education is introduced” (Özsoy, 2003 pg.: 128).

But the term-end products that exhibited are limitedly created by students. Most students bring the products mostly prepared by their parents or less by themselves.

The school administration compels teachers to open exhibitions and try to show that how successful they are.

These profitless exhibitions, both to students and to teachers, that force some talent students to do in time cause students to be off the lesson or to study reluctantly.

For the exhibition some teachers intervene, even they do all the things themselves.

Thus the exhibitions cannot reach their aims.

3. CONCLUSIONS AND RECOMMENDATIONS

The visual arts education in Turkey emerges as a lesson that the purpose of it is still not determined. For many years it understood by the community as a non-understanding spare time activity and a break for students. The

visual art lesson is not understood by the society, so it's reflection in schools is negative. However, in the visual arts lessons, child, recognizes his environment, expresses himself, becomes conscious of his value.

The visual arts lesson in schools is considered simply placed in the curriculum. For years, limited 40 minutes visual art lesson, is taught by most of the teachers who have not received education about visual arts or in the visual arts lesson other lessons are taught. Especially, in 8th classes, the take achievement tests in order to ensure a high score on proficiency examination instead of the visual arts course. Being lack of workshops and many other modern devices, the visual arts lesson is ignored in schools.

- The visual arts lesson in secondary education should be increased from 40 minutes to 80 minutes to take it in the deserved place in our country.
- The newly built schools, workshops should be considered previously and the necessary equipment should be provided for the visual arts.
- Teachers who are educated for secondary education institutions, should read about the latest materials, should attend exhibitions and symposiums.
- Teachers who are teaching the visual arts need to find and develop more active and creative teaching strategies in the visual arts lesson.
- To raise awareness of the people towards the arts and art education, to change the negative viewpoint about the arts and arts education, the utilization of the mass media, and the media about the importance of art education should be included.
- Furthermore, the students, through a variety of events, exhibitions, lectures, video demonstrations must be informed about the purposes of the visual arts course.
- School management, though less so, with the end of the school year exhibitions should apart grants to provide materials that the students use.
- Educated in the visual arts lesson teachers should teach the visual arts lesson.
- In schools without teachers of visual arts, the teachers who will teach the visual arts lesson should read books about the visual arts and in visual arts lessons teaching other lessons must be prevented.
- To achieve the purpose of the visual arts, visual arts teacher, school, environment and family collaboration is required.
- Solving problems related to the visual arts, the Ministry of Education, visual arts teachers, the opinions of experts in this field should be taken and should be reached an active solution.

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