

Developing the visual arts aptitude of primary school students

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ABSTRACT

This article emphasizes the importance of information about the role of creative methods in developing the creative abilities of primary school students and the pedagogical impact they have on the human mind.

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Introduction

Long-standing experience in our country's primary education pedagogy demonstrates that primary school students possess a distinct aptitude for the visual arts. Indeed, Eastern pedagogy recognizes that such aptitude is innate. Accordingly, specialists in this field acknowledge that primary school students possess a natural talent for the visual arts.

In the process of higher pedagogical education, it is essential for prospective primary school teachers to thoroughly master the theoretical foundations of visual arts. Possessing such theoretical knowledge serves as a valuable asset when teaching visual arts to primary school students. Since an individual's aptitude for visual arts often manifests at a very early age, the evident interest and talent for the subject among primary school students require teachers to possess a high level of professional competence. To effectively develop the natural aptitude of primary school students in visual arts, it is advisable to focus on the following aspects:

- 1) developing students' drawing skills to the expected level;
- 2) fostering creativity in students;
- 3) cultivating artistic perception in students.

This approach provides an important methodological foundation for developing the natural aptitude of primary school students. In particular, introducing them to the fundamentals of drawing serves as a basis for properly channeling their talents, and working with students on an individual basis is recommended in this process.

Literature Review And Methodology

Fostering creativity is crucial in developing the visual arts aptitude of primary school students. Fundamentally, creativity involves depicting a tangible, visible reality through an individual approach. The diverse ways in which students depict specific objects serve as evidence of this; for instance, if students are assigned to draw an image reflecting the spring season, each one will express the scene in their own unique way. This is because they select colors based on their own perceptions and aesthetic tastes. In this regard, relying on a standardized

methodology to foster creativity in primary school students does not yield the desired results. Instead, focusing on developing creative skills according to each student's individual aptitude proves effective.

One of the most crucial factors in shaping the visual arts aptitude of primary school students is the development of their artistic perception to the desired level. As previously noted, a student's artistic perception comprises a unique combination of their conceptual imagination, aesthetic taste, and aesthetic consciousness. In students with aptitude, these elements undergo a process of development. Therefore, a primary objective in this regard is to teach primary school students to perceive the artistic imagery within artworks. For instance, they must be able to perceive the landscapes, flora, fauna, and the imagery of real-world events and phenomena depicted in works of visual art. Doing so provides a vital pedagogical key to shaping their aptitude.

It is important to note that the theory and methodology of developing primary school students' aptitude for the visual arts must be mastered during the process of higher pedagogical education.

The significance of visual arts in shaping students' aesthetic culture. Aesthetic culture encompasses an individual's aesthetic sensibilities, taste, and aesthetic consciousness. In this regard, it is appropriate to focus on the following when fostering aesthetic culture in primary school students:

- 1) developing students' aesthetic sensibilities;
- 2) developing students' aesthetic taste;
- 3) cultivating students' aesthetic consciousness.

Students' aesthetic sense is a component of innate aptitude, directly linked to the perception of reality and actions. The aesthetic feelings of primary school students are characterized by purity, neatness, and authenticity.

Discussion And Results

Therefore, primary school teachers should properly cultivate students' aesthetic sensibilities by leveraging these specific characteristics. A sound methodological approach involves fostering skills in emotional regulation, the appreciation of beauty, and the ability to express these experiences. Observations indicate that working individually with primary school students on aesthetic development yields effective results. Since standard class time is often insufficient for this purpose, utilizing practical extracurricular clubs is recommended.

Aesthetic taste is the ability to appreciate beauty and to distinguish between the beautiful and the ugly. In this regard, it is essential to recognize that the aesthetic taste of primary school students is still developing. Fostering a sense of beauty—and, above all, the capacity to derive pleasure from it—yields the desired results. Pedagogical experience demonstrates that teaching primary school students to differentiate between beauty and ugliness is a key factor in effectively shaping their aesthetic taste. It is advisable to focus primarily on engaging students in practical activities whenever possible.

Aesthetic consciousness is the combination of an individual's emotions and taste regarding the distinction between beauty and ugliness, forming a unique mindset. The aesthetic consciousness of primary school students encompasses the ability to perceive works of visual art through reflection, as well as the capacity to view reality and action through the lens of beauty. Consequently, the proper shaping of primary school students' aesthetic consciousness is a significant pedagogical task today. It is important to note that the aesthetic culture of primary school students is constituted by a combination of emotions, taste, and aesthetic consciousness. To this end, it is advisable to equip future primary school teachers with a specific methodology during their higher pedagogical education.

Conclusion

Thus, visual arts serve as a key tool for developing artistic creativity skills in primary school students. Leveraging the potential of this medium offers extensive opportunities for the holistic development of primary school students.

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