

INTERNET AS A SOURCE OF INSPIRATION FOR FINE ART EDUCATION AT THE UNIVERSITY

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Resumé

The paper focuses on educational, informative and communication functions of media with emphasis on the Internet with respect to teaching the didactic disciplines of visual art in the study of teaching fine art in terms of university in Nitra. Research pursues the practical use of Internet by students as a source of inspiration and motivation. At the end the paper points out the possibilities of Internet in future teacher's personal development.

Key words: Internet, student, teacher, fine art education

INTERNET AKO ZDROJ INŠPIRÁCIE PRI VYUČOVANÍ VÝTVARNEJ VÝCHOVY NA UNIVERZITE

Abstrakt

Príspevok sa zameriava na vzdelávaciu, informačnú a komunikačnú funkciu médií s dôrazom na internet v súvislosti s vyučovaním didaktických disciplín výtvarnej výchovy v rámci štúdia učiteľstva výtvarného umenia v podmienkach UKF v Nitre. Výskum sleduje konkrétne využitie internetu študentkami ako zdroja inšpirácie a motivácie. V závere príspevok poukazuje na možnosti internetu v oblasti rozvoja osobnosti budúceho učiteľa.

Klíčová slova: internet, študent, učiteľ, výtvarná výchova

Introduction

Our current lifestyle is inextricably linked and influenced by information technology. We can say that pupils and students at high schools and universities in many situations replaced the books by Internet as the main source of information. The authors dealing with the functions of media do not doubt their learning, educational and information fiction, function of obtaining advice and guidance about the world.

1. Information and educational function of media in researches

W. H. Dietz and V. C. Strasburger (1991) say that television provides incentives for learning and children learn a lot from it, it helps them complex understand the world. In 1990 U.S. Congress elaborated for the children's TV the new rules. Under them the commercial TV stations should have at least three hours in a week in the broadcast program the TV shows, which satisfy children's educational, intellectual/cognitive or social/emotional needs (APA, 2004). According to Erika Pakard (2007) Internet accessibility at home encourages children to learn more independently. The positive effects of the Internet use appear particularly among poor children, but just they are least likely to have computers at home. Internet is an instrument, with which children can learn painlessly, and helpful school academic outcomes could be only a side effect in addition to entertainment. It is important to teach children effectively search for information, separate the important from the unimportant, because they are connected inter alia in order to check what they have learned in school. Online reading requires different skills from reading books, because children need the ability to synthesize and evaluate information. In our experience, young people are able to find information, but they do not know how to evaluate them critically, compare and verify them. In the past we

have implemented the research about media and we selected some research results for this paper. The goal of research was to find how students of PF UKF in Nitra perceive mass media (next we use word media). Survey sample was 61 female and 1 male student, future kindergarten and primary school teachers, the average age of 20.3 years. We obtained the data during didactic teaching disciplines in the Department of Creative Arts and Art Education, Faculty of Education, Constantine the Philosopher University in Nitra. Student made a collage on the theme "The world of media as I see it" and on the back of the picture they should write an explanatory text about the picture. The data collecting and processing with a quantitative and qualitative content analysis was carried out in 2009. From the functions was the most reported **information function of media**. It was specified as collection of information 24 times; learning, knowledge and education 7; familiarity with what's happening in the world 4; the media as a means of facilitating training in school, including the presenting of academic information system at the university 4; propagation of advertising 3. The **research results** showed that the most frequent type of media is television 43 times, followed by 37 **internet**, mobile 30, radio 19, magazines 17 and books 11, other media are reported occasionally. The students use the Internet "quite extensively", they can "find there everything", it is their means of "keeping in touch with loved ones", it is also a "means of entertainment" and "it is a tool for all tasks in the school". The students see positive contribution of Internet in its informative function, as well as the option to offer the contents from which they can freely choose, because "Internet is full of interesting and thought-provoking information". Quantity of the information is seen as beneficial, but if they are too many, they can have a negative impact.

2. Internet usage by students for study at university

This generation of young people who are studying at our university, raised with information technologies from their infancy and their use is quite natural for them. Internet usage during the lessons often requires the interesting unanswered question, operative finding of lack information, or discussion. Very welcome is listening to music during practical art activities, but not only as a background and means of dulcification, but also as an incentive for activity or as an integral part of the art activities (painting the music). It is common that the students made an Internet account for their class on the social network site **Facebook** in order to inform each other about their studies and deadlines. They share information, tasks and topics of the term papers, together develop the state exam questions. In the case of mediation of information from teacher they publish them on the FB account, to ensure the greatest extension of information. Students like to watch the photos from lessons on the website of the Department (www.kvtv.pf.ukf.sk). They share some photos from our experiential fine art teaching on Facebook and many of photos are spontaneously made with their mobile phones during lessons.

3. Research pursuing Internet usage by students as a source of information and inspiration in teaching didactic disciplines of fine art education

The students of Teaching Fine Art use the Internet for prepare their seminar papers and didactic teaching units during the fine art didactic lessons, where they imitate the art lesson for primary and high schools. The student representing the teacher, before entering the job, has task to encourage classmates for artistic activity. There are various options (conversation, speaking, reading, animation, games, costume, mask, singing, dancing, book), but our students choose almost everytime a picture presentation with material from Internet or video. The **motive** of our research, in addition to the above-described findings, were the results of previous research, which showed that Internet is dominant media with TV. In the

environment of education we see the **qualitative type** of research as the most adequate. The **goal** was to find out how specifically our students use Internet in their preparations for teaching visual art disciplines in the area of curriculum Teaching Fine Art. The **research sample** consisted from 34 students (4 boys of them) from the 4 grade of study. The **research method** was the observation with the continuous written notes about activities related to the Internet. We did not have a **hypotheses**, what is in accordance with the characteristics of qualitative research. Observation and notation was conducted during the summer term of academic year 2013/14. The **research results** confirmed our previous findings that the students use Internet as a major source of inspiration and information. The most numerous were presentations with the pictures, next followed texts and videos.

The first group consists of presentations from **fine art pictures**, from the the creation of art to the present. They are either overviews of historical periods (prehistory), cultures (Aegean), styles (Gothic), art directions (surrealism), artists (Van Gogh, Monet, Dalí), or thematic presentations choosing the same subject from different periods (portrait in its transformations during the history of fine art). Some students combine information from different disciplines, for example psychological information with surrealism or physical with pointilism. Another combination is a sequence of images from history of art (Calder's hanging mobile constructions) and subsequently are presented possibilities for their educational use (paper hanging glockenspiel). **The second group** consists of **presentations with the photos** (animals, insects, flowers, structures, people, space), which are not art works, but they belong to visual culture and they are unexpected. Therefore we see them as more effective for inspiration. Sometimes the photos appear along with the pictures of requested work - product (mask with the pictures of characters and animals from movies). **The third group** consists of presentations with the **photos of creating art** or craft process and products. We note that not all presentations of the procedures are taken from Internet. Some students make photos of their own art process and these are more prized by educator. **Internet connections** (links) are a standard part of presentations. Either they are links to pages which student drew, or a page that she considers as inspirational. As a rule, the presenting student opens some of these links for her classmates and then follows the lively describing, sharing and commenting on the content of found pages. The pages relate to procedures videos, photos of finished art works or craft products and handicrafts. These are sometimes distant from the current subject content or field of study, but they are always presented and welcomed with a big enthusiasm and authenticity, so therefore they are acceptable as a means of creating positive relationship to the subject. **The fourth group** consists of the presentations with texts, which also come from the Internet. Students dont make a verification information from Internet and therefore they receive for presentation the pieces denoted incorrectly or incorrect text. Some presentations use images, which are not suitable for enlargement, and some are deformed by resizing. **The fifth group** of inspirations from Internet are videos from web server **YouTube**, which students use as a source of videos and sounds. They are for example nature sounds (if the aim is to draw the natural elements), or animal sounds (if the aim is to illustrate the relationship to nature). Sometimes we watch the video presentation containing the art works from an artist or a video documenting the artistic creation. Such videos are relatively rare, but certainly also because of their uniqueness in teaching they are very effective as an incentive. One student found an interactive video animation of Van Gogh's painting *Starry Night*, which revives and swirls the image with a hand, complemented by a suggestive music. Another student presented a video from Internet created by computer animation, which detail painted image of city crumbling and arises again, it flows and pours like water or sand. One student used a video documenting the activities of a designer group, who implemented the manufacturing

processes in the gallery, putting the understanding of technological procedure towards art. Watching videos excited many students and they started to desire to be part of such creative team and think about their own artistic practice. Of course, going on art (happening, performance, land art, action painting, body art) can be documented except the photographs also by camera, and thus it become an integral part of the presentation video of the ongoing art events. One student motivated their classmates by an alternative documentary movie about her favorite author. She stopped and skipped the movie commented it, so it became a means of knowing an artist, the teacher's personality, and it was also an incentive for discussion about the life and work of the artist. In most cases this type of videos are used as an incentive for artistic creation, but they do not necessarily lead to fine art creation, or to education in the field of visual art, because their watching is an authentic artistic experience.

Conclusion

During the entire term only two students brought the book for demonstrating images, but this phenomenon is considered as natural and in accordance with current reality, since also students of the University of the Third Age count with IT in their lives (Récka, 2012). The results of our research show that our students are able to use Internet not only as a source of information and inspiration, but also for developing their personality, its enrichment, which is even more important to us in according with their future pedagogical activity.

Literatura

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The paper is focused on the practical implications of Internet usage by students of the University in relation to teaching fine art. The author has been dealing with student attitudes to the media a long time and the results of her research is published regularly. As the most beneficial I consider a qualitative approach in her research, which is currently very actual.

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