

ART ACTIVITIES IN CORRECTIONAL – PEDAGOGICAL WORK WITH CHILDREN WITH SPECIAL EDUCATIONAL NEEDS – TEACHERS AND PARENTS PERSPECTIVE

Apostolia Euripidis Charmani

South-West University „Neofit Rilski“ – Blagoevgrad (Bulgaria)

Abstract. This article aims to present the innovative teaching methods of our century. The art activities are widely used as a tool to strengthen the learning performance of students and to build up a confident personality. The use of application of art activities, applied to young pupils with special educational needs in order to encourage skills and talents in a way that evolutionarily to harmonize smoothly in the classroom and in the school environment generally. The aim of the work is the adequate understanding and familiarization of the method, the importance and the need to use in the school environment. Thus, this article presents the meaning of art pedagogy and how is innovative with children with SEN and includes the teachers and the parents aspect of the necessity of art activities.

Keywords: Art pedagogy; art activities; children; special educational needs; socialization; teacher; parent

Introduction

In our century, full of rapid changes both globally and countrywide, a subject makes its presence, acceptance and integration of children-pupils with special educational needs, both in the classroom and in life, generally. The need for acceptance and inclusion of those children in the classroom, it must be observed in all possible ways and means of turning in recent years throughout the educational community. The self-esteem, the acquaintance of the ego, but also the acquaintance of “forces” of the child is grown, “built” and developed largely within the classroom. Learning is a vital element in the classroom and in life, however each person codes, translates and processes differently and at different times each stimulus and information.

A new term in the process of learning is the term: Art pedagogy, the term refers to learning, teaching with the arts as tools e.g. Fine Arts (painting, collage, design, etc), theatre, music, and dance. According to P. Terziyska (2012, p. 210 – 211) Art pedagogy, is a combination of two portions of knowledge: art and pedagogy. The

main purpose of the Pedagogy of art is adaptation, integration of children with special educational needs in the 'Community' of pupils in class with other words, the socialization of the child. **Pedagogy of art is a special field in pedagogical science, which aims the development and socialization with the help of art and art activities.**

The basic tools of pedagogy of art are art activities (Fine Arts – painting, collage, drawing, etc, theatre, music, dance, etc) and used to solve-correction of various educational tasks. The teacher has a leading role in this process, because he is called upon to support, educate, socialize and integrate the child with special educational needs in the classroom. The main ingredient in the whole process is the child's interaction with the teacher. The primary goal of the pedagogy of art education is the all-round and inclusive development and growing capabilities of a child with special educational needs. Designed with other words in total building of foundations "(communication skills, language, expression, etc) of the child, in order to blend in with society.

The child through the art activities learns, grows and develops aspects and areas that will assist them to refill the sides-the areas in which it lags. Develops skills, talents, interests and strengthens emotional intelligence in order to adapt more easily the changes that will address during his lifetime. At school, the teacher's connection with the pupil is crucial for child's development, the progress of teaching and to relations within it. According to the WHO (World Health Organization), skills (life skills) are essential tools to address constructively and effectively several issues and needs that arise in our everyday lives. The image is a child himself is formed from school and develops throughout the school route. There is confronted with his peers and compares himself.

The corrective effect of various types of art is confirmed by the wide range of musical and art activities, which have been used around the world for different types of special educational needs. The art activities focus on the interaction between the child with the teacher, with the primary purpose of the total "growing" of personality of the child, as well as the improvement of creativity, imagination, language development etc. Art activities are the right tools for the understanding and perception of the world through images, sounds, representations, in other words traffic through every form of art and symbolism. Dewey (1934) argues that art is an "experience" and communicates with training, because the art is more complex expression of longing and ambition of the society. And continues by stating that art inspires us and awakens from the laxity of routine and allows us to forget ourselves.

By finding new ways of enjoyment of things that surround us, alluding to other words that through art is feasible and can be reached in a State of ' insight ', an acquaintance with an interior part of which was not known. The art activities are the correct tools for the understanding and perception of the world through

images, sounds, representations, in other words through every form of art and symbolism. Wengrower (2001) wrote about the creative treatments and holistic nature: “the treatment through expression and creativity strengthens the entire personality of the person and this skills, emotional, cognitive and movement; therefore meets the multi-dimensional needs of special education students, such as children with disabilities, cognitive impairments, and/or emotional and behavioral problems” (p. 114). Moreover, the social development of a child with SEN cannot be achieved solely on the basis of verbal information and requirements, but is done primarily through concrete practical actions and experiences. The social experience is acquired by the child in communication and depends on the different social relationships that the child provides him with in the immediate surroundings. Therefore, the realization of successful socialization requires the creation of certain conditions of organization of the child’s life, saturated with positive emotions, variety of activities, high intellectual potential of the environment and communication. Moreover, the art activities are essential. For example, the theater occupies a special place among other types of arts and with its potential for immediate emotional impact on the child with SEN contributes significantly to his personal and social development. Through theater, the pupil enters the world of beauty, so he/she can show her/his abilities, feelings, emotions, and her/his attitude to heroes and events. Thus, Eisner (2002) deals with the multifaceted contribution of teaching art to children. According to him, the arts teach children how to evaluate qualitative relationships, in contrast with what usually happens to there are only right or wrong answers, with no grey area between them. The arts teach students that problems always have a solution and that there are many ways to interpret the world.

The corrective-pedagogical work with the child with SEN, art activities for example theatrical activities enable to solve problems related to appearance of inadequacy, shyness, communication difficulties, self-confidence, etc., which inevitably impedes the process of its socialization and adaptation in the school environment and in the classroom.

In this connection, we define the goal of the art activities – to create conditions for socialization of the students and to support their overall development. Revealing the child’s individual abilities; – motor and emotional development, rising and enriching the creative abilities of children, their speech and stage culture, attention, memory, imagination, resourcefulness, ability to respond adequately, initiative and self-control. Thus, the children are creating image-building skills using gestures and mimics, personal and communicative skills, developing the ability to use intonation to express different emotional states and are more autonomy full of confidence, empathy and tolerance.

The aim of the research is to investigate and contribute to the corrective and pedagogical work of children with special educational needs (SEN) from the

teachers and parents perspective. More specifically, the research aims at exploring the necessity of applying and using art activities (painting, music and theater) in the educational process in order to achieve the smooth integration and harmonization of the child with SEN in the classroom. At the same time, this research aims to highlight the corrective nature of implementation and use of art activities in the educational process.

The study area concerns mainly the area of Larissa, Thessaly, central Greece and the wider region of Larissa as well as regions across Greece mainly the regions of Ioannina and the Dodecanese. **The period of study** was held personally by the researcher and lasted from January to April 2017. The meetings took place before the beginning of the course and in the intervals thereby ensuring the smooth functioning of school courses. There was time for contact, information and debate. The majority accepted the invitation to participate in this research and the cooperation was excellent. The interviews were conducted by teachers who participated in the research process and had duration of approximately 15 – 20 minutes. The teachers collaborated excellent throughout the research process. A total of 147 questionnaires were distributed and 100 completed questionnaires (68%) were returned. Our sample makes up a total of 100 people whose demographics are discussed below. Further information on the teachers who participated in the survey, make up the List of participants which is not available in order to preserve the anonymity of the participants. In total 92 questionnaires were distributed, and 60 completed questionnaires (65.2%) were returned. Our sample consists of a total of 60 parents whose demographics are analyzed below. Further information on the parents who participated in the survey make up the List of Participants (parents), which is not is not available in order to preserve the anonymity of the participants.

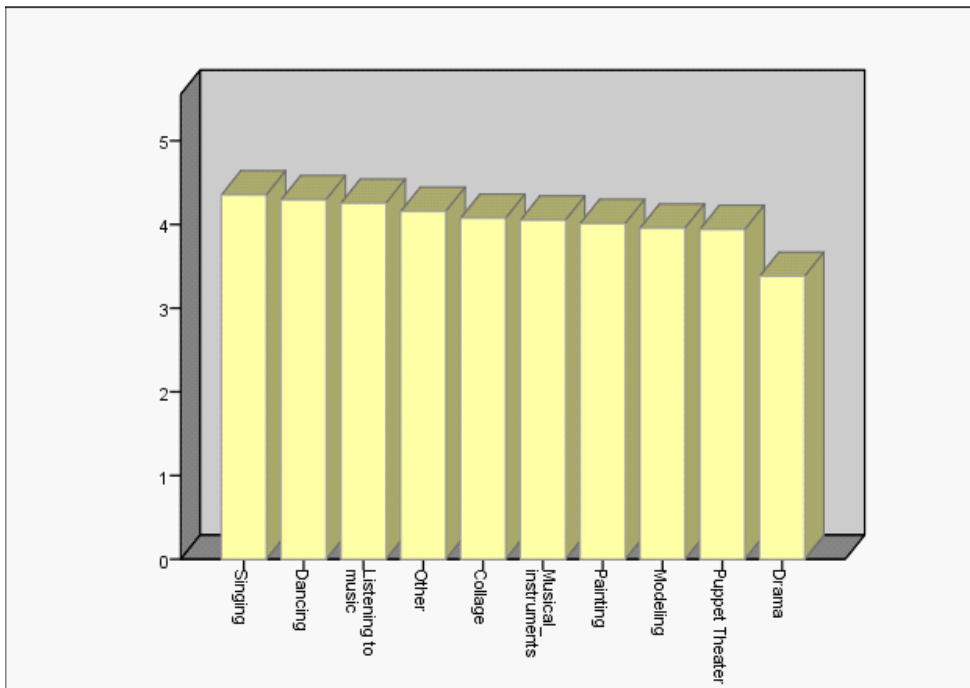
In this research, we chose the questionnaire as a research tool. We also took serious note that there are drawbacks with the use of a questionnaire, such as the small number of fully completed and returned questionnaires, limited control over the state of play and the lack of flexibility for the sequence and interpretation of the questions.

The lack of similar questionnaires in Greek and international literature on attitudes and views of teachers on the contribution of art activities to educational-corrective work has created the need to build a new questionnaire.

Participants indicated that the use of art activities affect too much in a productive way mobility (fine-coarse) (average price 4.51), proper socialization of children in the classroom (average price 4.43) and cognitive development (average price 4.33) of SEN children. As regards the results of the application of art activities, participants maintained a positive attitude as the 91.9% of participants reported that help to maintain the interest of children, 89.9% that assistant in better understanding of course, 86.9% in the socialization of the child, 79.8% that

enhance the child's self-confidence, 76.8% that help in the smooth integration of children in the classroom and 59.6% that help boost the corrective-educational project. respondents reported that the art activities help much – too much to the development of emotional expression (4.45 average price), communication and social skills (average price 4.06) of SEN children. the expression (3.98 average price), cognitive skills (3.83 average price) and language skills (average price 3.69) strengthened moderately to very according to educators from the application of art activities (Graph 1).

The developing effect of the art activities in the child with SEN



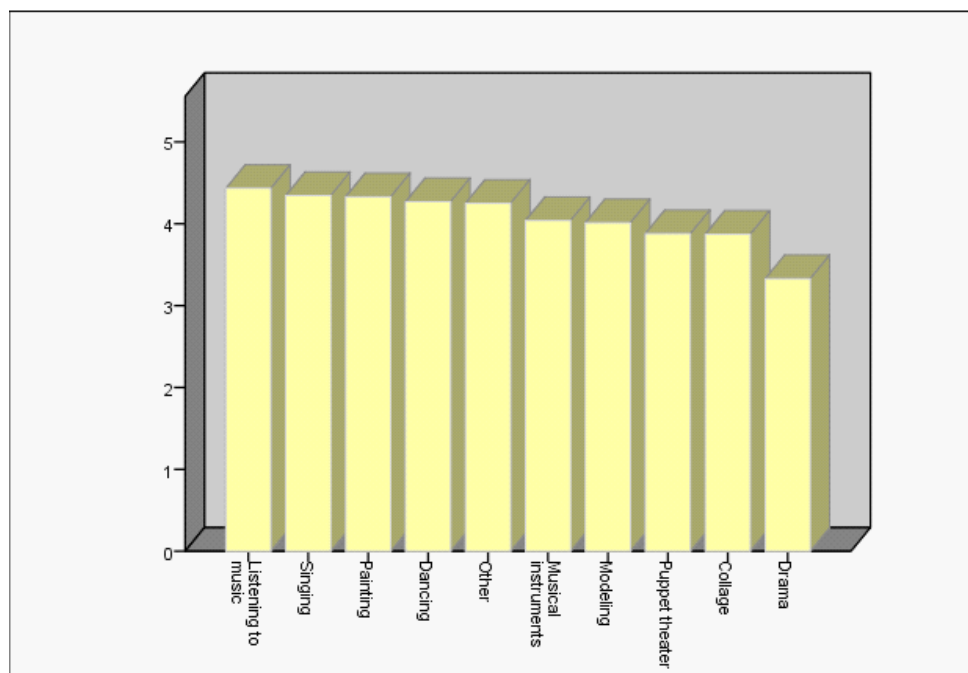
Graph 1. Graph showing the opinion of the participants on the developing effect of the art activities in the child with SEN

Teachers ' views on dealing with the art activities of children with SEN

Teachers who participated in the Survey consider that SEN children react positive in the majority of art activities. in particular, listening to music (average price 4.43), singing (average price 4.34), painting (average price 4.33), dance (average price 4.27), musical instruments (4.04 average price) and modeling

(average price 4.01) garnered the highest score and marked very to too effective and enjoyable art activities for children with SEN. the puppet show (average price 3.88), collage (average price 3.87) and drama (average price 3.33) were classed as moderate to very effective and enjoyable art activities for children with SEN (Graph 2).

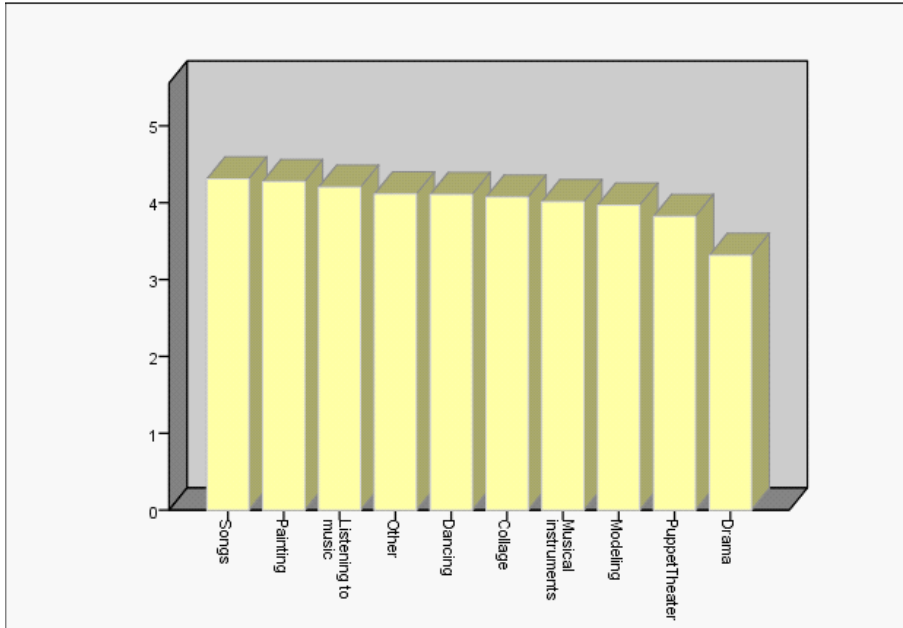
The reaction of children with SEN to the use of the current activities used



Graph 2. Graph showing the opinion of the participants regarding the reaction of children with SEN to the use of the current activities used.

Positive respondents also were expressed about whether art activities encourage children for active participation in the course. songs (average price 4.31), painting (average price 4.27), listening to music (average price 4.20), dance (average price 4.11), collage (average price 4.07) and musical instruments (average price 4.01) were considered very to too effective art activities in this direction. modeling (average price 3.97), puppetry (average price 3.82) and drama (average price 3.31) followed with lower average price and marked as moderate to very effective (Graph 3).

Motivation of the child for active participation in the lesson due to the current art activity

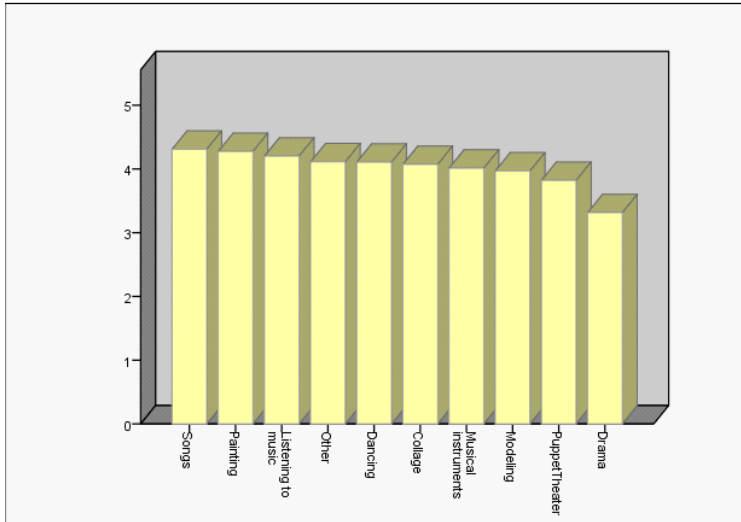


Graph 3. Graph showing the opinion of the participants regarding the motivation of the child for active participation in the lesson due to the current art activity

Positive attitude kept teachers of our investigation about whether art activities keep kids focused on activity rating as much – too effective art activities that include song (average price 4.35), dance (average price 4.29), listening to music (average price 4.25), collage (average price 4.07), musical instruments (average price 4.05) and painting (average price 4.01). Modeling (3.95 average price), puppetry (average price 3.94) and drama (average price 3.38) are marked as moderate to very effective in terms of maintaining the interest of SEN children (Graph 4).

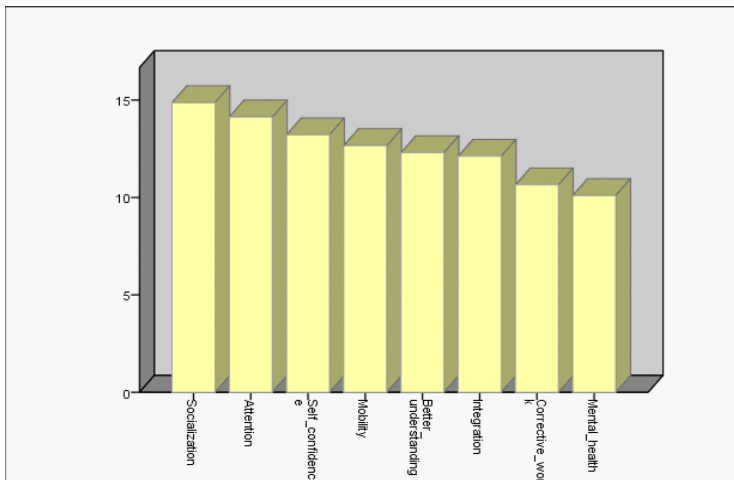
Teachers reported that the application of art activities which contribute primarily to the previously chosen socialization of children (87.1%) and to enhance attention span of children with SEN (82.8%) and secondarily on reinforcement of self-confidence (77.4%), mobility (74.2%), better understanding of the course and the smooth integration of children in the classroom (71.0%). The strengthening of the remedial work as a result of the application of art activities chosen by the 62.4% of respondents and the strengthening of mental health from the 59.1% (Graph 5).

Art activities which influence more efficiently the attention and concentration of the children with SEN



Graph 4. Graph showing the opinion of the participants regarding which art activity influences more efficiently the attention and concentration of the children with SEN

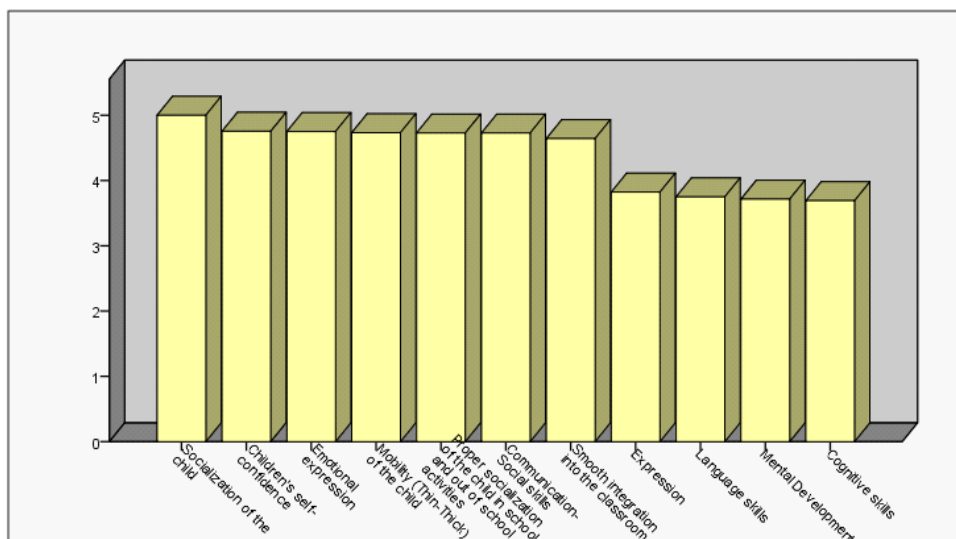
Why the art activity/activities that they choose is/are more effective



Graph 5. Graph showing the opinion of the participants on why they think that the art activity/activities that they chose is/are more effective

Parents have indicated that the use of art activities contributes to a maximum extent to the socialization of the child (5,00), but it also contributes significantly to strengthening the child's self-confidence (4,75), emotional expression 4,75), mobility (fine-tune) (4,73), proper socialization of the child in school and out of school activities (4,73), communication and social skills (4,73), and the smooth integration of the child into the class (4,64). However, their contribution is not negligible according to parents to expression (3,82), linguistic skills (3,75), mental development (3,71) and cognitive skills (3,69) (Graph 6).

The parents' opinion on the contribution of art activities to the improvement of the child



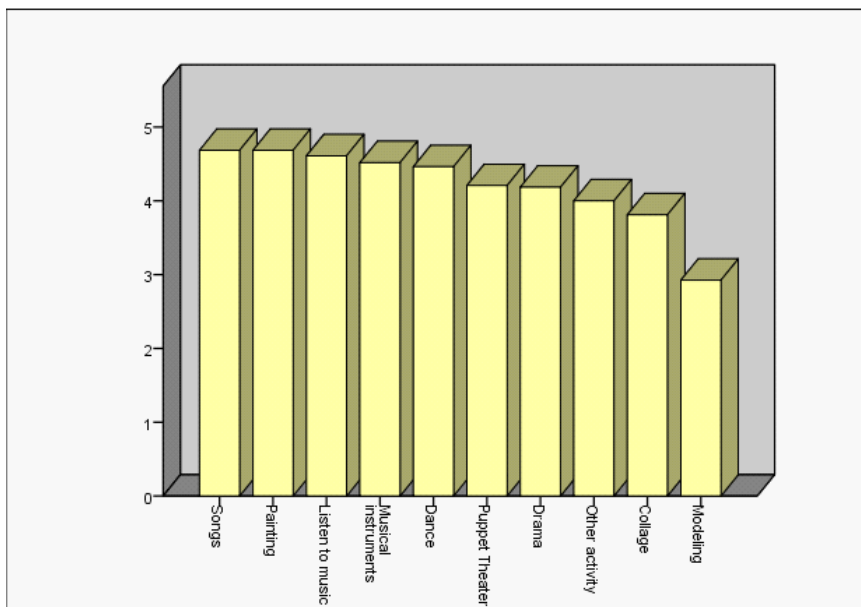
Graph 6. Graph showing the parents' opinion on the contribution of art activities to the improvement of the child

The parents' responses show that, generally speaking, art activities contribute greatly to the corrective and pedagogical work with painting (4,69), singing (4,69) and listening to music being those that are considered to be the most effective and the musical instruments follow with a small difference (4,52). However, the dance (4,46), the puppet theater (4,21) and the drama (4,19) also gained high scores. The collage (3,81) and modeling (2,92) yielded the lowest scores (Graph 7).

Limitations of research

Moreover, since the study is not limited to knowledge but also includes teachers' views. The findings of the survey may not fully reflect the views of all teachers in

The parents' opinion on the contribution of art activities to the corrective and pedagogical work



Graph 7. Graph showing the parents' opinion on the contribution of art activities to the corrective and pedagogical work

the country as a small number of teachers participated and parents participated, since there was not much dispersal in the sample of research and did not involve teachers and parents on a wider scale in Greece.

Conclusion

In recent years, the world of education is directed at special educational needs that plague a large number of children. These children are now at the heart of all the specialists (teachers, speech therapists, occupational therapists, researchers, psychologists etc) with the aim to integrate evolutionary in the school environment and the classroom. However, in the present conditions of intense diversification of school population, both from a social and cultural point of view, it is necessary to have a new teaching methods, which will offer a comprehensive and all-round staffing capabilities of the pupil, in order to make a smooth integration in the whole class. The confluence of art activities in the pedagogic project is fundamental, the art activities help with an holistic, experiential way to correct but at the same time to development aspects and sectors that were previously the child may not have developed. Art activities are feasible and productive to be combined and used in all

courses (language, environment, and history, psychic etc), because with the right training and education, can apply and be together all students with or without special educational needs. The feature that makes the use of art activities in the educational process, unique is that they involve the game and enjoyable activities for children. In this way the child learns, knows things with experiential way, through painting, music, dance, theatre, etc, how to learn, i.e. develop skills and triggered sections and parts of the brain and body.

REFERENCES

- Dewey, J. (1934). *Art as experience*, Rahway, NJ: The Barnes Foundation Press.
- Eisner E. (2002). *The Arts and the creation of mind*. USA: Yale University Press.
- Terziyska, P. (2012). *Children with Special Educational Needs in The Main-stream School Environment*. Blagoevgrad. University Press.
- Terziyska, P. (2016). Theatrical Activity in the Process of Socialization of Children with Special Educational Needs. – *Pedagogy*, Volume 88, Number 4.
- Wengrower, H. (2001), Arts therapies in educational settings: An intercultural encounter, *The Arts in Psychotherapy*, v.28, n.2, pp. 109 – 15.

✉ **Ms. Apostolia Euripidis Charmani**

Faculty of Pedagogy
South-West University “Neofit Rilski”
Blagoevgrad, Bulgaria
E-mail: apostoliacharmani@gmail.com