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The importance of artistic activities in developing pupils' creativity

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Abstract

This study aims to examine the efficiency of using artistic activities to enhance the tools and processes utilized in creative thinking by providing new ways that assist pupils in building inventive skills in basic education. The study depends on the descriptive analytical and quasi-experimental method. In order to realize the importance of artistic activities in developing creativity among pupils.

This study involved 20 third-level students from the summer activity pupils in the department of Art Education, in academic year 2021-2022, Faculty of Education, King Faisal University, Saudi Arabia.

This study discusses the vital nature of art education curriculum and the challenges with the advancement of civilization, through artistic activities depicted in (ceramics, drawing, photography, molding, weaving, metals, printing). A new methods of education emerged, the value of art education can be attributed to creativity. Because creative behavior is directly associated with the development and modernization of societies in every field and profession.

The results showed there are statistically significant differences in the experimental group before and after the test, which confirms the efficiency of using artistic activities to enhance the tools and processes utilized in creative thinking by giving new techniques that assisted pupils in developing creative skills in basic education.

Keywords: Art, Education, creativity, activities

pupils of summer activities in the department of Art Education.

2. There are statistically significant differences before and after the test, which confirms that pupils' activities helped to increase the creativity of third-level students from the summer activity pupils in the department of Art Education.

Objective of the study

1. This study aims to examine the efficiency of using artistic activities to enhance the tools and processes utilized in creative thinking by providing new ways that assist pupils in building inventive skills in basic education.

Problem of the study

Stereotyping in educational performance and a failure to keep up with current trends in the discovery and development of creativity among pupils.

The following questions might be posed in response to the problem:

1. Can artistic activities be the appropriate performance to discover the creative abilities of pupils?
2. Can artistic activities assist pupils increase their creativity?

Hypothesis

1. Artistic activities lead to discovering the creative abilities of third-level

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Moreover, when he reaches successes or makes an achievement, whether it is individually, or in a group work. The admiration he receives from those around him at every achievement or success makes him not only confident in himself, but also in those around him. Artistic activity is any activity that the child does using different materials and artistic tools. Even if the intention is to play with them, try them, and get to know them, which leads to refining his knowledge and providing a new experience that attracts him and provides him with more information about the things he deals with, so he gradually becomes able to distinguish between different things and raw materials (Sanqar, 2001).

Art is highly used in education, particularly in early life, and artworks are the most readily available arena for providing the kid with the biggest amount of knowledge and eliciting the greatest number of expression of feelings, personal choices, and his evaluative perspective of things.

Children's creative preparedness evolves in tandem with their knowledge and observation of things, as well as their intellect and intelligence, so we discover that the kid can capture images of the world around him and express them artistically in a unique way. What the youngster takes up is stored in his mind, or subconscious, where it is called with creative forms regarding realistic, symbolic, abstract, or expressive objects and arises anytime he is requested to express himself by drawing on a subject that brings up these pictures from his memories.

This was confirmed by a study (Kuang, Chen, 2007) that children use art to highlight their ideas and the reality of their reality by the means they choose themselves and feel very happy during their artistic work. The study (Lee, yeon, 2009) highlighted the need of providing a secure learning environment with materials and technical resources as well as opportunities for children to engage with one another. The study of (Horlik, Christine, 2006), looked at the value of children's creative activities and how to discover ways for them to express themselves via drawings.

The current study varies from previous studies in that it focuses on the development of some creative talents through artistic activities, which

2. Providing unique artistic activities that contribute to the discovery and development of creative capabilities while being technologically compatible.

Methodology

This study involved 20 third-level students from the summer activity students in the department of Art Education, in academic year 2021-2022, Faculty of Education, King Faisal University, Saudi Arabia.

The twenty pupils were first requested to participate in artistic activities depicted in (ceramics, drawing, photography, shaping, weaving, metals, and printing). This test was chosen from a pool of ten based on the criteria listed below. After that, it took roughly a month to get into these activates. After that, assign each pupil the identical work that he was given earlier. (Intelligence 2 marks, Preparation 2 marks, Equipment 2 marks, Lightness 2 marks, Verification 2 marks). After performing the ability test and before implementing the program, a (T) test for independent data test was used to validate the equivalence of the experimental and control groups. Following the application of the program, the acquired data was analyzed using the proper statistical treatments by the statistical program (SPSS).

Introduction

Artistic activities for children: Artistic activities are an essential aspect of educational programs aimed at children, whether in kindergarten (Basic school age) or in subsequent educational stages. This is due to the function of these activities in the development of the child's personality in terms of the social interaction that happens during the child's participation in these activities that develop his creativity and aesthetic taste with other children. When a child is given a collection of items that have nothing in common, the youngster produces something unique that we have never seen before. Satisfy his goals and interests (Abu Shahba, 2003).

Artistic activity helps the individual in dealing with those around him. The child acquires many experiences in the social interaction that takes place between him and his colleagues and friends when doing activities. In addition, the child feels satisfied and confident in himself when he overcomes challenges and difficulties.

suggests that emotion is at the root of feeling, learning, and changes in body state, because emotion plays a primary role in activating the brain and consciousness (Damasio, 1994). Many other academics and educators believe that emotion is important in learning (Goleman, 1995; Pessoa, 2008; Rettig & Rettig, 1999).

According to Jackson (2002), Dewey used the word "what one is doing" in a sense that is "not a sensation about something past, something accomplished or complete (p. 169)," but rather "a type of continuing action... that presumably is fairly exceptional" (p. 169). Consciousness manifests itself through the act of doing. In addition, as Fox (2000) points out, it is active involvement, not passive response, that aids in brain development. She recommends that parents, caregivers, and instructors engage their children in expressive modes of music-making and other art making, such as singing, moving, and playing, and that these active modes be integrated with pleasant social contacts. This idea of being active while learning – or "doing" – is central to Dewey's theory and the progressivist movement as a whole.

The Arts and the Development of Humanity

Ellen Dissanayake (2003) is an anthropology, aesthetics, philosophy, and evolutionary biology scholarly writer. While some critics of her theoretical work (Davies & Ellison, 2005), her core premise – that art is important to human life – is difficult to refute. The core of art, according to Dissanayake's assessment of the role of arts in human existence, is "making special" (1995, p. 39), which she also refers to as "ratifying" in subsequent writings Dissanayake, (2003, 2007). She believes that the ultimate goal of all artistic endeavors, past and present, is to elevate certain parts of the universe and humankind by "making special," whether it is a birthday cake, a sculpture, or a Shakespearean play.

Art education is one of the many activities offered by the school, and it is one of the most important aspects of human life, particularly in the early stages. Because it is an important way, through which the child can learn about information and concepts. In addition, it is an important way through which the child develops his world concepts.

The following are some of the objective of creative activities for pupils:

play an important role in imparting concepts and skills to pupils.

Creativity in artwork

An artwork is either an arrangement of conditions capable of affording an aesthetic experience valuable for its marked aesthetic character, or (incidentally) an arrangement belonging to a class or type of arrangement that is typically intended to have this capacity, according to a functionalist definition (Beardsley 1982). Zangwill (2007), in a more contemporary version of functionalism, focuses on the creation of aesthetic attributes rather than the aesthetic experience, as a consequence of the artist's realization that this may be accomplished through the arrangement of certain non-aesthetic properties. As a result, aesthetic qualities are important to the extent that they are attractive. (See Lind 1992 and Anderson 2000 for alternative variants of functionalism).

Creativity is explained as a type of talent that is becoming increasingly valued and sought after in life. As a result, the value of art education is derived from the aspect of creativity.

For millennia, people have advocated for the links between emotion, making, and learning. We would do well to remember John Dewey's definition of art from 1906. To feel and revel in the meaning of what one is doing: to link the unfolding of one's inner existence and the orderly development of material conditions in one simultaneous actuality - that is art (Dewey, 1906/1977).

According to Jackson (2002), the first four words of Dewey's formulation – "to feel the meaning" – suggest that meaning and emotion are linked, that "meaning may be felt as well as cognized (p. 168)." Some logical positivists of Dewey's day, as well as some cognitive psychologists today, may be uncomfortable with the confluence of meaning and feeling that Dewey championed. However, in order to properly experience anything, both comprehension and emotion are required, and both understanding and feeling should define children's experiences in arts education (Jackson, 2002; Pessoa, 2008).

Reimer (2003) makes an even more explicit connection between music, mind, and feeling; he claims that recent research on brain function

Analyze and discuss the results

To test the validity of the instrument in this study, the researchers performed an examination of internal consistency (Pearson correlation), which is a common approach for examining two samples.

Results

1. Artistic activities lead to discovering the creative abilities of third-level pupils' of summer activities in the department of Art Education.
2. There are statistically significant differences before and after the test, which confirms that student activities helped to increase the creativity of third-level students from the summer activity pupils in the department of Art Education.

- The pupil's learning of the manual skills needed in everyday life.
- Practicing picture decoding and merging, as well as gathering, clipping, and pasting images.
- Encourage the youngster to utilize simple tools like a brush, paper, sponge, colors, and other items.
- He draws what he feels and what he sees around him because he is free to do so.
- Printing models of animal forms, plant sorts, and other things.
- Working with a variety of materials.
- Developing the kid's aesthetic sense through numerous outings to nature, visits to museums and art galleries, encouraging the child to artistic production, and exhibiting his work in an exhibition including the pupil's artistic output (Ali, 2006).

Table No. (1)

Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Correlation 1	Before the test	2.33	20	1.004	.159
	After the test	3.52	20	.783	.129

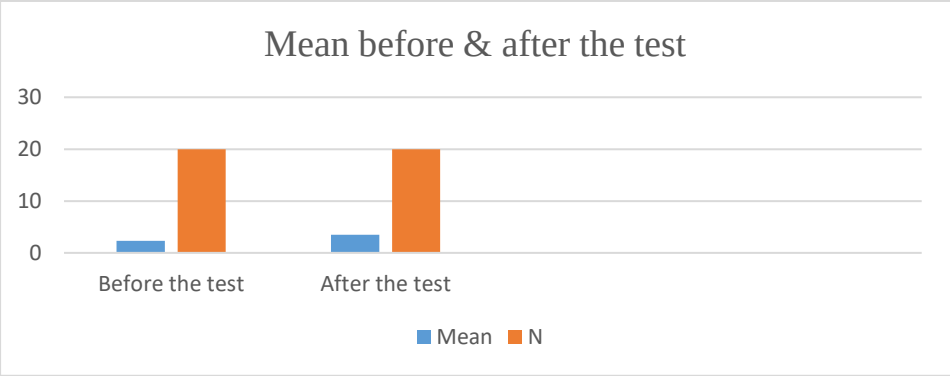
Table No. (2)

Samples Correlations				
		N	Correlation	Sig.
Correlation 1	Before the test- After the test	20	.521	.002

Table No. (3)

Correlation Samples Test							
	Correlation Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	The difference has a 95% confidence interval				
				Lower	Upper			

Correlation 1	Before the test- After the test	-1.177-	.855	.147	-1.409-	-.855-	-7.488-	19	.000



From the table No. (3) Since the value of 95% Confidence Interval of the Difference is negative from the lowest value to the highest value, this confirms that the student activities helped to increase the creativity of the third-level students of the summer activities in the Department of Art Education.

Discussion

A pretest was undertaken to determine the following skills in order to determine the impact of student activities on boosting creativity for students in the department of Art Education's third level of summer activities.

In addition, his correction was two degrees for each of (Intelligence, preparation, equipment, lightness, verification). Then there was the section where the twenty students were requested to take part in artistic activities (ceramics, drawing, photography, shaping, weaving, metals, and printing). Based on the criteria stated below, this test was chosen from a group of 10 participants. It took roughly a month after that to begin these activities. After that, he gave each student the identical work that he had previously given him, and the results were different, as the directions and exercises had a beneficial effect on the pupils. Which increased students' creativity in the above-mentioned artistic activities, and the study's hypotheses were realized Artistic activities lead to discovering the creative abilities of third-level pupils' of summer

The validity and reliability of the tool are based on the information gathered in this investigation. The psychometric qualities of the scales utilized are the focus of the current study's technique for testing the validity and reliability of the study tools.

The Pearson correlation is seen in Table (2). Both tools are dependable, as demonstrated by the coefficient, because their results are above the acceptable threshold.(521.)

The potential value, which amounted to a substantial difference between the pupils of the experimental group before and after the execution of the program, was shown in the following tables (1-3). (0.000). This potential value is less than the allowable level of error (0.05 percent) for the benefit after applying the program through the arithmetic mean value, which is (3.52), which is higher than the arithmetic mean value before executing the program, which is (2.33).

Through table No. (3) The value of the degrees of test was: (-7.488), and the df was (19), and Probability value (sig) was (0.000).

Decision with comment: Since the probability value is less than 0.05, then we accept the hypothesis that (artistic activities lead to the discovery of the creative abilities of students of the third level of summer activities in the department of Art Education).

activities in the department of Art Education. There were statistically significant differences before and after the test, which confirms that student activities helped in increasing the creativity of third-level pupils' from the summer activity students in the department of Art Education.

The children enjoyed themselves by engaging in artistic activities and experimenting with various papers, colors, and materials. This has helped them develop some of their creative abilities. As a result, teaching and sharing via art helps one to connect with the emotional realm while also providing a comprehensive and meaningful learning experience that may reach both the unconscious and logical levels. Furthermore, learning via the arts improves communication. During the creative process, the children are encouraged not just to speak with their inner selves, but also to share that experience with others.

Conclusion

We may infer that the level of pupils' perception was in the good and outstanding categories based on all of the outcomes that have been mentioned. The results demonstrate statistically significant changes before and after the test, indicating that pupils' activities aided in increasing the creativity of third-year pupils from the department of Art Education's summer activity pupils. Not only have that, but the results showed there are statistically significant differences in the experimental group before and after the test, which confirms the efficiency of using artistic activities to enhance the tools and processes utilized in creative thinking by giving new techniques that assisted students in developing creative skills in basic education.
The creative potential of pupils can used in a new ways. Because traditional schooling is not always the best method to inspire pupils to live and be creative. Allowing pupils to take a holistic approach to learning and tap into the creative origins of every industry and career through the arts might be a revolutionary education.

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