

Meta-analysis of theoretical and philosophical foundations for aesthetic upbringing and its impact on education

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Abstract: Art provides a unique opportunity and help to make personal growth. For this reason, scholars, educators are trying to highlight the role of artistic education in the curriculum. Learn aesthetic, meant to link thought and feeling. Through art, thoughts and feelings are expressed. Image and memorial that will make people every town, for it to show his feelings towards life. Art is important because it paves the way thoughtfulness and understanding. All children can grow up artists, but they can grow in their aesthetic sense and know the value of art. All members of society accept that one of the goals of education, to familiarize students with art, providing an understanding of their art, creating a sense of appreciation of its artistic creativity. Many believe that one of the major problems associated with beauty in nature and in art education, along with honesty and good. The qualitative approach with descriptive-analytic study, to explore potential uses for achievements And serious knowledge to explain the evolution of philosophical thought in the field of aesthetic education, presented the theory of art, seeking justification for this kind of training, reviews various educational purposes aesthetic and its impact on education and audio-visual relationship to aesthetic education.

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1. Introduction

Red, H., the famous English thinker, wise, yet surprising in a statement said: "The majority of training to prepare individual as an artist" (Mehrmohammadi, 2012).

Following the philosophy that it is good to know the beauty and the beautiful and the truth and to determine its characteristics and, if possible, the principles and norms of beauty available to everyone. The field of philosophy and what it pays to beauty, aesthetics was considered. Dewey is not separate art from an aesthetic point of view. Arts (special), etc. aesthetics (general) is considered. Art and beauty in Dewey simply experience the expanded mode (Meyer, 1995).

Today, the art of their impact on all aspects of human life is established. Art is not the only means by which successive generations past have been able to help it transmit to posterity the lifestyle and culture of their era, but is an important tool of learning. Art helps young children get ready for reading and writing and coordination between eyes and fingers grow and learn various arts: Music, painting, pottery, fiction, plays, etc. with the creative vision of nature and the world around and look at art as a means to facilitate their learning process. Music, painting, pottery, fiction, plays, etc. with the creative vision of nature and the world around and look at art as a means to

facilitate their learning process. Research has shown that learning a lot from the training base, such as: reading, writing, language, math and art and art concepts. In fact, the art of learning by strengthening the senses, cognition, emotions, motor skills and increase attention and concentration exercises. Children can also apply through the arts, thoughts, feelings and dreams and more beautiful than their talents and abilities, and attitudes have a more complete resection (Khosravifar, 2013).

According to prioritize contemporary aesthetic education in practice, the lower rating is used. Maxin Greene believes that the arts are generally neglected in educational institutions. Arts, excluding the field of creative literature that a relatively small number of students tend to pay them. He points out that very few ways to familiarize students with the understanding that: "1. Specific performance requirements, 2. features that distinguish a work of art that were exposed to see and hear them as well as 3. Issues related to the feeling and style of think ". But unlike small groups, often young people expect that from an aesthetic appreciation of the underlying enjoy. Education in the arts is often an additional, subtle, or completeness is considered. This view is confirmed by the study of educational history.

Consultants aesthetic education as something that is necessary to train a person, not provided. In

addition, when budgets are reduced, artistic education is often struck. As the curriculum, to cover many of the topics of social and business relations, time dedicated to art in many schools has declined. To counter this trend, philosophy, aesthetics as part of basic education, have been introduced. Philosophers of education have focused their attention on this aspect, but not as much as the intellectual and moral education has given attention, no doubt, reflect little importance is given to the arts. However, work in this area, in terms of the impact they have on the principles and objectives of aesthetic education are important. Plato on the art, containing concept art as it is^{Mimesis}, a term often used to describe the nature of art was considered. Plato will have multiple meanings of the term.

First of all, this term has a particular way of combining a theatrical style versus style purely descriptive, refers. It also pays to run other words, an actor who brings in the imitation of appearances or the simple repetition defined role. In addition, mimesis refers to a process by which young trainees what the professor said, repeating a process that gives the term educational dimensions. Finally this word to the fascinating work of art, the imitation of the "original ideas", the artistic display and also the process by which viewers could be characterized refers. Regardless of the description of the art presented, it must be admitted that a lot of the same nature or imitate art show. This purely mechanical imitation or representation should not be dismissed. So the artist is expected to improve nature, and does it in a different way to get our attention, to adopt aspects. While Plato rational arguments against art, in general, been rejected, its ethical debate with his idealistic metaphysics, often in the words of those who for ethical reasons, the proposed censorship of the arts, to be heard.

According to Plato, the youth moral reasons, should not be exposed to some music, literature, sculpture and painting them. Due to the fact that young people in many cultures and in all forms of life to art, music and literature have access, censorship of the arts in schools, has been poorly justified. A stronger reason that can be used to teach a variety of arts gave almost pure, promoting a smarter approach to art and life. It should also be noted that Plato exaggerated the value of art in intellectual and moral education, to praise its ambiguous. Aristotle's view on the social origin of aesthetic education is also important. Aristotle's theory of art depends on social conditions in which practical work and thus craft was done by slaves. Aristotle distinguished between liberal arts and arts slave, was the first mental activity and the other activities manually, because gee, fine arts, such as music, painting and sculpture by Aristotle was

among the arts posts. Addressing these arts involves physical work, practice smarter, and the results are obvious. According to Aristotle, young people should learn music, but only due to the appreciation of it, when it is played by slaves and professional people, because playing music is related to the liberal arts, both professional practices.

According to Aristotle can be taught to children's cooking. So, in the thinking of Aristotle, the more mental activity, higher in the scale of human activity was considered. Only through mental activity that people are independent and self-sufficient, if the manual or practical activities, man keeps a slave and obedient. As you will see, John Dewey, the bias social and philosophical views of Aristotle pointed out. Aristotle, like Plato, fine arts imitate nature knows. Although Aristotle, Plato's view of art as a copy of the transcript (Plato material world to the world of shadows and knows (ie emulate World of), so art is the embodiment of the material world, "imitation", "copy of a copy" is.) Does not accept, but he says the artist to penetrate inside the Armani and general objects and then it objectively puts the copied or displayed. In addition, according to Aristotle, the poetry of historical value most because General's poetry, while on the details. Educational value of poetry in the fact that poets are not dealing with people or behavior objectively, but also with a variety of people and behaviors are dealt. Therefore, the objective of a work of art connects us to a type or in general.

Aristotle also believes that the imitation of nature and also enjoy the works of imitation is natural for us. So and imitation of Homer really makes us better human beings. Aristotle stated that in art there is a moral and educational value. He advised young artists to paint, learn to have a more correct judgment. He also believed that music should be included in the education of young people, because it can shape character. However, Aristotle emphasized the educational value of his art can not possibly ignore it for entertainment purposes. As a result, the classical tradition of aesthetic education, the theory is complex. This theory, the effects of a strong arts and culture in education acknowledges. Various explanations have been offered for the life of the arts, among which are: recreational, intellectual. Arts again give life to the human spirit. They teach us things about this world. Both Plato and Aristotle were interested in the arts are taught in a way that will promote moral education. Arts education somehow arrange for emotions. Plato's view on censorship of the arts in education, youth, evidence of his belief in the ability of the arts in shaping the people and cultures was important.

German artist and philosopher Friedrich Schiller in "The correspondence of aesthetic education," which

was written during the years of the French Revolution, the role of art in human life and culture, has examined. Schiller found in art a force that can pull of human nature combined with the dictates of reason, free will, lightning strikes a balance between the sensory and moral commandments. While he was astonished to which the forces of society to the realization of human rights and freedom and not to violence and terror, art as a force raised that could stretch people's diverse set of dissent that a nation in crisis social and cultural preserve and unite. For him, art was on the job because of a desire to show by example that people show eternal. Show your potential because it enables humans to exist purely physical and material go beyond that, it's idealistic vision of art in crucial factor in the shaping of a political revolution. The question that is often raised is whether he's on Schiller's theory of education, aesthetics and ethics prefers to whether or not the moral law must obey the demands of beauty and art?

Walter Grassman argues that morality did not Schiller's aesthetics. Unlike the transcendent role that milk was given to aesthetics, Herbert Spencer, British coach in the nineteenth century "education: intellectual, moral and physical" art in the school curriculum has five levels: Education for human protection, education and training to meet the needs of human life, education and discipline to discipline the kids, to maintain social relations and political education, education for leisure. While he acknowledged the importance of art as part of the leisure life, he said that they (the arts) should only occupy the leisure time education.

Dewey art book and experience offered two definitions of art. In his expanded definition of art is assumed to be almost identical to the human experience; Dewey is the belief that aesthetic feature is not limited to a particular experience, but the whole experience can have this feature. In this connection, the art of manufacturing quality, performance, and is the culmination of all the experience points. The purpose of this is that all artistic and aesthetic experiences in such a pose. The aesthetic experience only in degree, not in kind with the rest of human experience is different. What makes a particular aesthetic experience to the usefulness and purpose that controls the experience, so that an artist decides to produce an experience that because of its aesthetic beauty and enjoyable.

Art of Dewey is a natural event and full of nature. Consistent with this general definition of art, Dewey developed a sense of gratitude in education. Imagination is not only in the fine arts, but in all human activities should be applied. His excessive use of fairy tales, legends, symbols, fantasy, imagination and poetry in raising the price serious participation in

the full range of activities denounced. On the other hand he fosters imagination through manual activities and lab exercises that value. In the context of this definition, Dewey is a distinct difference between utility or industrial arts and fine arts was not. Both types of art, emotion and imagination to work, they need a skill or technique ensures compatibility with tools, along with perfectible, and containing their fans. Dewey comment about gratitude, he presented it as an upgrade attributes that our experience attractive, convenient, and enjoyable builds described. Exposure to art, great landlord puts at our disposal that we can judge them according to their shape in everyday life. Experience has convinced us to experience art and encourages us to pursue something that is more authentic and more honest. Arts: the depth and range of meaning in the experiences that may reveal superficial and banal from another perspective, this means that they are complete vision tool. In addition, most perfect level, it focuses perfectly good elements to offer, from the perspective of scattered and incomplete.

They chose enjoyable elements and emphasized that every experience makes straight enjoyable. Their luxury suites education, but such a strong statement that the value of education. Dewey's Democracy and Education earlier in the relationship between art and education were discussed. He stated that one of the purposes of art, make changes in the world. True artistic activities, feelings or fantasies as to stimulate fantasies are unusual or emotional pleasures. They are associated with the transformation of objects. Dewey in education and disregard of separation between man and man, theoretical or practical, cultural, separation of fine arts and industrial arts is critical. Dewey also acknowledged the role of art reproduction. Art provides the field of human talents. Dewey concluded that: education, no responsibility more seriously than enough to enjoy leisure facilities, no, this responsibility is not only to obtain immediate health, but also, if possible, more for the sake of lasting effects on habits of mind. After responding to this need was considered. For Dewey even works of art can be art, provided that the game features artfully done. Dewey separate part of the curriculum is not considered art, but on the contrary, it is one of the dimensions knew everything that was done in the school. He stated that if art be taught separately, students will be able to do better artwork, but he felt that he coordinated approach used in schools provides more personal and emotional satisfaction. Therefore Dewey aesthetic education in the first place for enjoyment, expression and purification of human experience is important. Critical theorists understand the role of art in mainstream media made much of the blame, to point out how the media criticism that many

realize society, are neutral. Art in the capitalist system has become an important tool for deceiving consumers.

For them the experience of media art has value, it serves the entertainment and consumer have been in vain. This critique can be the same view that aesthetic education is concerned. Students can not only work of art as the means to express their inner states, but as a reflection of political and social fields as well as domestically. The aesthetic experience like any other human experience is conditioned by social conditions. On the other hand, a large number of arts can be seen as attempts to criticize social reality and identify possibilities beyond what is already understood.

A reasoned justification and perfectly acceptable for aesthetic education based on the theory of rational reasons can be Susanne Langer (1967) found, he believed that through art we become aware of our feelings and emotions will be able to take real shape of each we resolution. For this reason, a work of art, emotional, and symbolic embodiment capable of providing or holding a special feeling. In addition, art can enrich the cultural and social education and understanding; because it can reveal the fact that the main feeling in many people, at least within a culture and often beyond, is common; because a large number of works approximate to anyone with artistic criteria to judge sits about them, they seem meaningful and important.

Launcher believed that art education Sentimental Education is important. In his view, there is individual Sentimental Education in Educational Association. He believed that the arts of objective and subjective reality to the subjective experience of foreign natural. Art education, training and community that emotions are ignored, puts her at risk of ambiguous emotions. Art badly distorted emotions. This is a big factor in opposition to reason that dictators and demagogues exploit it. In general, the purpose of aesthetic education is the cultivation of aesthetic experiences. In the broad sense, aesthetic experience the fun element is in every human experience. Thus, all forms of education can be considered various aspects of aesthetic education. As such, more and more clear, aesthetic experiences, experiences that with what is generally considered to be works of art, are related.

So, aesthetics as a field of study with a number of related activities is vital. First, the aesthetics of the activities associated with skills that are necessary to create works of art, returns. Secondly, to reflect on ways and means to emphasize the artwork was considered. Thirdly, requires an understanding of works of art. Therefore aesthetic education by transferring skills, readiness for reflection and breeding perception associated artwork. Given the goals of aesthetic education, a national study in the

field of arts education in the United States following is accepted as art educational goals: (1) consumers Art differentiation; (2) the producers or performers better; (3) better learners; (4) people more harmonious or better; (5) a better learning community or society has its own aesthetic dimensions there. Students must be personally committed to the issue. Learning, including the use of all human forces, such as imagination, memory and mind considered. Philosophers often beauty in learning, even learning the abstract, have spoken.

John Hospers in this beautifully says: when we enjoy the elegance of a mathematical proof, or understand it, it's certainly our pleasure, aesthetic, although the purpose of enjoy it is by no means comprehensive; it is the complex relationship between ideas or abstract propositions, not marks on paper or blackboard, the aesthetically conceived (Elias, 2012).

"Anyone is susceptible to business and enjoy the aesthetic experience provided the creative intelligence is developed through education" (Ozmn and Craver, 2008).

Teachers in many ways can learners develop a sense of aesthetics. For example, scientific activities, are a good basis for artistic expression and beautiful. For that, the academic activities, students with materials like stone, wood, leaves, flowers and work. Students can flowers on the rocks, and they lost touch with all your senses to discover the elegance of things to try. Develop aesthetic sensitivity in children effects and benefits are very favorable for them.

To foster a sense of aesthetics in the following several advantages: 1 compared to the more sensitive issues because they have good insight into the business world. 2-learning, self-study and self-centered in turn, because the lack of knowledge are more aware of the situation. In other words, the artistic sensibility to lead meta-cognitive skills is considered. 3-high attraction for students' life becomes, as they find a great capacity to discover the unknown. 4-on threshold will increase students because they realize that it is possible to do things differently. 5- Independent students are bred; they look towards liberal positions and draw them into question. 6. Complexity for effective behavior because they seek an answer to your question is not quite correct. Another important principle in the planning of art in children's fosters understanding, change attitudes and perceptions towards their understanding and artistic creation and aesthetic. Normal for children to Picasso, Van Gogh, Ron, Mozart and others don't.

Flute voice recognition amid the sound of orchestral instruments, perceived contrast and color harmony in a painting, Influenced by lines on a linear design and artistic conception and aesthetic criteria of

children was come. Laying the groundwork for the development of the baby Android helps creation of art and the aesthetic appreciation affects him. To judge works of art of logic adult children should not be used. There is a few sun or moon painted a child of her misunderstanding of the nature, but also the creation of several and several sun sign of his mental space. If this rule is to accept that anyone who looks at experience and imagination to the world and the need to interpret it to others will not induce unique logic with children and discussing the work and aesthetic appreciation of the rationale for their children speak and sit in judgment (Aghazadeh, 2013).

Aesthetic education with physical education, constitute the entire range of educational realm, the most overlooked. It should be added that aesthetic education, the part that is still slower than other education sectors where innovation is realized. Methods, goals, beliefs very little transformed it and this undoubtedly is because this territory, more than any other educational realm, values and comments that apply to them carefully, does not constitute the dominant quality. It seems to us unassailable that the audio-visual and literary arts position so teach them to deeply change shape. Numerous facilities are provided for teachers. Audio-visual help, the arts can finally come out of their social isolation: It is hard to imagine that the school can not play this role Liberalization. And this is by no means transform the work of art is, on the contrary, it will lead to the dissemination of access and recognition. Painting is money in this way by audio - visual, or using pictures or by the movie, takes in; teachers are to go this way than it is the proper size is determined; that means that the image is not dead, as an exhibit, but as a live set should be used to refer students to learn it. Educational documents are: The only thing a little more initiative to urge teachers to remove the visual arts school that currently suffer from isolation is remaining there. (Porsche, 1366).

Conclusion

Most of the topics in school curricula do not require philosophical justification, but it is about artistic education, is not correct. Apart from literature, the art in the curriculum is often justified, particularly when there is a desire to stop school budget. This is said to enjoy the aesthetic experience is an end in itself and works of art from their intrinsic value, is not enough. The rationale is that the correct training is filed. In general, the imagination in education, especially at higher levels, is neglected. The aesthetic experience of children in many ways is formed. The beauty of nature, rhythm and image of the music, dance, poetry and much of this art helps children to develop an understanding of efficiency. Recognition

of special artistic quality talented artistic conception is not normal for anyone to experience such knowledge. The involvement of adults, teachers, parents, coaches and others to foster artistic and aesthetic perception in children and adolescents requires an application is calculated. Author children whenever prepared according to the artwork or not a work of art. Hence, artistic perception breeding program should be adjusted so that was developed in the framework of the program, children with special pleasure and tension with their eyes and with their mind's eye they see the artwork and are motivated to create a work of art.

Aesthetic experience, detailed knowledge perceiver to see things in a different way from the traditional and normal depends. You can focus on a work of art, to understand the emotion behind it. The task of art education, raising awareness and understanding of alternative students was important. Psychologists, art as a means to growth, maturity and inner conflicts they face it. Arts, symbols are dealing with children in the development of thinking, effective and productive lives and contribute psychomotor skills. In addition, the aesthetic pleasure of the experience or the creation of a work of art arises; it can be done energizing and satisfying. Many justification for aesthetic education, has brought a rational reason, have art as a form of knowing. Imagination can be a way to get the facts and to increase our awareness of reality. It seems that this explanation is based on a realistic philosophy. Imagination can be experienced through the elements previously re-classified in new groups. The artwork in a real way, including fundamental ideas of human civilization and culture is at risk of exposure and understanding them, thereby increasing our awareness of these ideas provides. Audio-visual devices, because of their special, in fact describe a new artistic territory, and from now on, this is not objectionable another point that some media, the real opportunity to show off their artistic creation. Therefore, by learning a new angle treated: Audio-visual art there if you need it, we enter the field of education. The art of modern aesthetic education can not be set aside and it should encompass.

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