

The effectiveness of plastic arts education weighted creative drama in the education of gifted/talented children

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Abstract

Art education is the notion of creativity which is emphasised on educating the modern human in accordance with the requirements of the age. Art education is an effective field that supports and develops creativity with all its fields. Art education provides a better expression and its contribution to other forms of expression and other disciplines cannot be denied. The main purpose of the fields of art, education and science is to serve human development and discover new things by using the concept of creativity. It is possible to say that mental skills, thoughts and intelligence may also be developed through interdisciplinary interaction while the emotions are being trained. In this study, the effectiveness of creative drama in the education of gifted/talented students for plastic arts education was investigated. Hence, drama workshops with a focus on art education were performed with plastic and modern art references. Reactions of talented students were observed during and after workshops.

Keywords: Art, education, ingenuity, intelligence, interdisciplinary.

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1. Introduction

Art incorporates the characteristic of being an effective facilitator of learning and development process while establishing the connection between emotion and thought. Because it provides a wider explanation from many aspects, its contribution to other forms of expression and other disciplines cannot be denied. For this reason, science and art should be cooperated with each other in the modern education system. Purpose of both of them is to serve the human development and to discover the new. So, it is observed that mental abilities, thinking and intelligence are also developed while emotions are being trained.

Thoughts that demonstrate the necessity of art also constitute the intellectual foundations of the necessity of art education. In fact, much can be said about what art is and how necessary it is because art has many concepts and methods in it. But there is something fundamental that art has been humanising for centuries. Perhaps for this reason, art can be said to be a necessity. Art education is an effective field that supports and develops creativity. The factor that makes one person, one society, one country more advanced than others is the power to put forth a new product. On the basis of this, art education is the one of the most effective field that improves the creativity without dispute. Art education has a great determination power in the field of art because besides the mental and emotional education of the individuals, it also increases creativity by maturing aesthetic feelings and abilities.

Qualified people of the intended contemporary societies, who read, research, inquire, argue, compare, believe in scientific thought; realise their feelings, thoughts and the nature and society they live in; also who express their feelings freely with various ways of expression reveal their creative powers, freely, develop aesthetic feelings, exalt human values and should be equipped with all aspects of sharing (Pekmezci, 2002, p. 36). In order to give these qualifications to individuals, qualified educations are required and in this context, art education makes this qualified education possible. Purpose of art education is not education for the art or to educate an artist who is engaged in a certain branch. Art education is to educate all the mental powers and processes like senses, sensations, perception, imagination, thinking, commemoration and association of individuals who either have the artwork or meets and evaluates the work of art (San, 1979, p. 3)

Art education teaches constructive analysis and develops practical thinking in certain ways by supporting observation, originality, invention and personal initiative. It increases the ability to perform events in the brain even when events have not happened. The hand skill of the individual develops and teaches to synthesise. It provides an opportunity to resolve the events by putting their own personality and personality. Thus, the self-confidence of the person is also increasing. Art gives the opportunity for the person to recognise and change the world and himself when necessary (Erbay, 1997, p. 11).

Art; has feature of being an effective facilitator in the learning and development process while establishing a connection between emotion and thought. The contribution to other forms of expression and other disciplines cannot be denied since it provides a wide range of expression from many aspects. For this reason, science and art in the modern education system should take place in cooperation with each other. The purpose of both art and science is serving human development and discovering new. It is observed that while emotions are being educated, mental abilities, thinking and intelligence are also developed.

2. Highly talented child/student visual arts education and the need for creative drama

Contemporary education concept aims to acquire skills, to develop existing interests and talents, to bring creativity levels to the top, to make collective, creative and productive people with the knowledge configuration, also to create societies that produce new products not only in the artistic and cultural field but also in science and technology. When examined in this context, science,

technology and art are the three main areas of work, creation and development of modern man. These three fields complement, diversify and enrich each other depending on the sensory, physical, emotional, mental and cognitive characteristics of the human being which are rooted in the psychological, social and cultural entity.

Scientific and technological developments change the value judgments, as well as affect the understanding of art and art. Many art fields are fed from each other. This change in the field of art makes it necessary to use new methods and approaches that are aiming creative thinking and creative development, besides teaching techniques in technical training in arts education. Creative drama is an arts education method and it is also one of the important approaches that is influential in the development of the individual's creativity. Drama can include the features that it possesses and the aims, principles and functions of education and art education (Karadag & Caliskan, 2008, p. 100). The basic aims of art education, such as providing creativity and aesthetic development, developing the world of images, are principles and goals of creative drama. Creative drama also contributes to creativity by using a combination of various types of arts, creating an interdisciplinary relationship and enabling the individual to perceive the current situation better. According to Bayraktar and Okvuran (2012, p. 662), the importance of giving place to drama in education is providing the opportunity to work together and share responsibilities which is one of the main objectives of education for the individual to realise himself.

Gifted/talented children-students are identified by experts who perform better than their peers in intelligence, creativity, art, leadership capacity or special academic field (MEB, 2007). Baykoc Donmez (2010) defines giftedness of the individual as being at an advanced level from his or her peers and it can be observed and/or measured from their cognitive development such as physical growth and development, movement development, perception, attention control, analysis, synthesis, problem solving, ability to understand and express language, social, emotional and aesthetic development in one and/or several or all of fields by specialists with various observation and measurement tools. These children need differentiated education programmes and services beyond normal school programmes in order to be able to contribute to themselves and the community.

In this study, 'The Effectiveness of Plastic Arts Education Weighted Creative Drama in the Education of Gifted/Talented Children' was researched. For this purpose, drama workshops with a focus on art education were carried out. Gifted/talented children and their responses were observed during and after these workshops. Based on these observations, the findings are discussed and interpreted.

3. Method

In this study, it is designed as a case study based on qualitative research methodology. Samples of the study consist of 32 children, aged between 4 and 6 years, forming a small age group, between 7 and 10 years, forming a middle age group and between 11 and 13 years, forming a large age group. These samples are recognised as talented/gifted children by Turkey Education Foundation for Gifted and Talented Children (TUZDEV).

In the research, the techniques of creative drama were applied by blending basic art education methods which are given in visual arts education, such as role-playing, improvisation, dull image, pantomime and photo frame application methods. The video and photo records of the events held in the workshops and the museums were examined and the current situation was determined. Experts who were observers in the study process participated in the process, and detailed information about the process and its results were collected through parent interviews.

4. Problem

The qualities and problematic behaviours generally observed in gifted students who were initially involved in this programme could be listed as follows; They are afraid to try new things, are too afraid

of making mistakes, being wrong and falling into a funny situation. They have difficulties in accepting abstract concepts such as emotions and subjects that are not individually logical. The strict use of certain rules which they have determined themselves causes them to be perceived as vulgar, bully or stubborn from the outside. They are independent, like to work individually and egocentric. They do not like friends or family who give directives to them. They feel very bad when they cannot be active. They also distort other individuals' programmes. Constant stimulation is in the hunger. When they are criticised, they are discouraged and exhibit depressive movements. They show resistance to the rules.

The study was conducted and observed on 32 gifted/talented students with different age groups. The study conducted as weekend activity group and carried out for 20 weeks. It has been determined that 90% of the students in the study group did not meet the drama lesson before. The study consisted of 20 sessions of 90 minutes. Drama sessions include workshops areas such as introduction, interaction-communication, group of harmony, sensation-perception, empathy, attention and focus, imagination and creativity, emotion control, impact-response, design, artistic perception, painting, sculpture, photography and dance-motion. The workshops were recorded and reviewed with video and photographs. Field experts and student parents were interviewed periodically and feedback was received.

5. Results

The contribution of art education for other forms of expression and to other disciplines cannot be denied. It is undoubtedly the concept of creativity, which is emphasised on educating the modern man in accordance with the requirements of the age. The main purpose of the fields of art, education and science is to educate emotions, to serve human development and discover new ones by using the concept of creativity Act on preliminary admission; it is possible to say that while mental abilities are being developed, thinking and intelligence can be developed through interdisciplinary interaction. In this study, the effectiveness of plastic arts education weighted creative drama in the education of gifted/talented children was researched. For this purpose, drama workshops with a focus on art education were carried out based on references to plastic and modern art. Gifted/talented children and their responses were observed during and after these workshops. According to these observations, the findings obtained are as follows:

1. Creative drama is a group activity. It contributes to the formation of group consciousness by removing the child from individuality. It explores the need for living together with other people, making sense of responsibility and cooperation. Despite having different socio-cultural characteristics, it contributes to the development of cooperation feeling by taking the pleasure of playing together. Gifted students on this side are 'Independent, egocentric and like to work individually. They do not like friends or family who give directives to them. They always want to be in front-line, they think that their own thinking is more important than the others. 'It is observed that their problems lead to behavioural changes positively as a result of drama studies and group consciousness was also observed in children. Individuals who have approached group dynamics began to appreciate the emotions and thoughts of the working people and desire to work with different individuals. As a result of the works in the created workshops, original designs and products appeared in the artistic context as a group.
2. Creative drama promotes democratic conception by improving democratic attitudes and behaviours. When it is expected to show a democratic attitude from gifted children, the environment needs to be formed in this way. In this environment, democratic rules of life must be adopted and internalised. Democratic inclusion not only makes free choices but also accepts the rights, feelings and freedom of expression of others. Observed in gifted students 'When they are active, they feel very bad'. They also distort other individuals' programmes. Their constant stimulation is in the hunger. They use their humour skills negatively and hurtfully. Their sense of humour creates a humiliating, disruptive and disturbing situation. They show resistance to the rules. The strict use of certain rules which they have determined by themselves causes them to be

perceived as vulgar, bully or stubborn from the outside. It is observed that their problems lead to changes in behaviour positively as a result of drama studies and the development of their concept of democracy. It has been observed that it helps children to have personality that have empathy with other individuals in their environment, exhibitions of more tolerant behaviour, group harmony, knowing the boundaries and helping others.

3. Creative drama contributes to the development of self-esteem and self-concept. Self-esteem, or in other words self-concept, involves the individual's view and evaluation of himself/herself. Reactions such as approval and disapproval from the people in the social environment takes place in the formation of these concepts. High expectations lead to the loss of self-esteem and the difficulty of self-reliance of the gifted children. In addition, as a negative consequence of perfectionist tendencies, there are problems of fear of making mistakes and obstructing the later efforts of this fear. They are afraid to try new things, are too afraid of making mistakes, being wrong and falling into a funny situation. When they are criticised, they are discouraged and exhibit depressive movements.
4. Creative drama enhances social awareness and improves problem-solving skills. It provides emotion awareness and control. The more people are aware of their own and others' feelings, the more psychologically they feel good. In this way, they are also successful in communicating and being in a relationship. The ability to establish empathy among individuals can be summarised as the ability to name the beginning emotions. 'They have difficulties in accepting abstract concepts such as emotions and subjects that are not individually logical'. In relation to the problem, drama activities are designed to recognise the emotions of both themselves and others. Attempts have been made to develop sensitivity to emotions in these events. An opportunity is provided to the child to share his or her own experiences and feelings with others. Emotions become clear with improvisation and role-playing activities and try to gain emotion control. High talented/gifted students have developed a fear of negative behaviours or events such as war, hunger, abuse, violence through their high awareness and ability to observe. These children feel negative, sad and helpless because of their sensitive attitudes even at a very early age.
5. Creative drama develops verbal and nonverbal expressive skills. The prerequisite for gifted children to express themselves easily is to be able to feel safe. He can express his original thoughts, imagination, creativity in a group that thinks like himself, does not judge him, does not alienate and does not exclude. The creative drama aims to add to the activities that can improve expression skills after providing the appropriate environment for the students. Communication also includes listening and understanding as much as talking. Children think, comment, talk and communicate through activities. They learn new terms and words in creative drama activities. It improves the meaning between emotions and words. Their bodies, gestures and mimics are not used effectively This problem solved with these activities. Gifted actors play a role in the improvisations they make on the roles with the group and support that they play with gestures and mimics. These activities aim to develop the skills of using bodies, voices and vocabulary.
6. According to Piaget (1963), creativity is reviving objects that do not exist in the place where they should be existed. Developing creativity is not only necessary to produce original solution proposals but also to develop existing potentials. The most important feature of distinguishing gifted individuals from others is their creativity and imagination worlds that are developed and different. When creative drama studies are combined with art education, it offers activity opportunities that enable the talented individuals to use and develop these properties more effectively. It has been observed that the products that emerged as a result of the studies of design, artistic perception, painting, sculpture, photography, music and dance-motion are most useful for this purpose.

6. Conclusions

Thoughts that indicate the necessity of art constitutes intellectual foundations of art education's necessity at the same time. In fact, lots of things can be said about what art is and how necessary it is because art contain many concepts and methods. But, there is basis that art has been humanising the people for centuries. Perhaps, it can be said that art is necessary for this reason. Art education is an

effective field that supports and develops creativity with all its scope. The factor that makes one person, one society, one country more developed than others is the power to put forth a new product. One of the most effective fields that develop the creativity is art education indisputably. Art education has a great determination power in the field of art since, besides the mental and emotional education of the person, it also matures their aesthetic feelings and aesthetic ability and increases their creativity.

Creative drama works are an art and aesthetic education. They are like the keystone of art education. Without them, others don't click into place. The importance of art in education can be summarised as teaching different ways of thinking, developing personality and gaining ability to creativity. Creative drama trains through art. Therefore, individuals reading, researching, questioning, arguing, comparing, believing in scientific thought, recognising their feelings, thoughts, the nature and society they live in, expressing their emotions and feelings freely with various ways of expression, freely expressing their creative powers, whose aesthetic feelings was developed, and whose human values was aggrandised can be trained.

Within the scope of this study, it was observed that the students who were determined to be gifted had positive behaviours after the activities and the workshops were established and were eager and happy to attend the class. As a result of interviews with parents and field specialists, it has been found out that the students showed improvement in academic and school life with success, solving communication problems, transferring the games they learned, creating a social environment and environment, increasing self-confidence and sharing creative thoughts comfortably around them. Children's work with artworks shows that children have gained many aesthetic sensitivities in different points such as interrogation, speech, movement, attitude and behaviour. Art education has helped to turn the observed tendency of children into those of those who have drawn the least tendency to violence to the least, control themselves, questioned and at the same time know their borders. In addition, the students who entered the culture process with the drama studies in the museum started to interpret art, artist and artwork in a different way

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