ART EDUCATION FOR COMMUNICATION IN THE SOCIETY: A CONTENT ANALYSIS

EDUCAÇÃO DE ARTE PARA COMUNICAÇÃO NA SOCIEDADE: UMA ANÁLISE DE CONTEÚDO

EDUCACIÓN ARTÍSTICA PARA LA COMUNICACIÓN EN LA SOCIEDAD: UN ANÁLISIS DE CONTENIDO

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Abstract: This study aims to identify the current trends in the published articles on art education and society to generate a systematic review in this field. Document analysis as a qualitative research method was used in the study in order to achieve this aim. Data of the study were obtained from Google Scholar database by searching the keywords inclduing "art education", "communication" and "society". Based on a comprehensive search, a total number of 91 articles were obtained. The obtained data were examined based on content analysis criteria including year of publication, number of authors, research method, number of references, title of the authors and characteristics of the study group. Data were analyzed and provided with frequency and percentages and shown with tables and figures. Results are discussed with relevant literature and recommendations for further research and practices are provided.

Keyword: Art education, communication, society, content analysis

Resumo: Este estudo tem como objetivo identificar as tendências atuais nos artigos publicados sobre arte-educação e sociedade para gerar uma revisão sistemática nesse campo. A análise de documentos como método de pesquisa qualitativa foi utilizada no estudo para atingir esse objetivo. Os dados do estudo foram obtidos no banco de dados do Google Scholar, pesquisando as palavras-chave incluindo "arte-educação", "comunicação" e "sociedade". Com base em uma pesquisa abrangente, foi obtido um número total de 91 artigos. Os dados obtidos foram examinados com base nos critérios de análise de conteúdo, incluindo ano de publicação, número de autores, método de pesquisa, número de referências, título dos autores e características do grupo de estudo. Os dados foram analisados e fornecidos com frequência e porcentagens e mostrados em tabelas e figuras. Os

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resultados são discutidos com a literatura relevante e são fornecidas recomendações para futuras pesquisas e práticas.

Palavras-chave: análise da arte, comunicação, sociedade, educação artística

Resumen: Este estudio tiene como objetivo identificar las tendencias actuales en los artículos publicados sobre educación artística y sociedad para generar una revisión sistemática en este campo. El análisis de documentos como método de investigación cualitativa se utilizó en el estudio para lograr este objetivo. Los datos del estudio se obtuvieron de la base de datos de Google Académico mediante la búsqueda de las palabras clave que incluyen "educación artística", "comunicación" y "sociedad". Sobre la base de una búsqueda exhaustiva, se obtuvieron un total de 91 artículos. Los datos obtenidos se examinaron en función de los criterios de análisis de contenido, incluido el año de publicación, el número de autores, el método de investigación, el número de referencias, el título de los autores y las características del grupo de estudio. Los datos fueron analizados y proporcionados con frecuencia y porcentajes y mostrados con tablas y figuras. Los resultados se discuten con literatura relevante y se proporcionan recomendaciones para futuras investigaciones y prácticas.

Palabra clave: educación artística, comunicación, sociedad, análisis de contenido

1 INTRODUCTION

Human existence requires a versatile education. One of the main aspects and components of human education is art education. Science, art education, philosophy and kinesthetic field, technical, personal and social education are the most indispensable units of education. Lifelong art education should be supported not only by education, but also by all kinds of exhibitions such as formal museums, books, magazines, publications and audiovisual media (Alakus, 2002; Freedman, 2018). Art education is one of the requirements for the development of communities and nations and the need for communication in the society is an indispensable aspect. Accordingly, art education is regarded as a bridge to promote communication in the society. In this regard, art education becomes an important part of communication in the society (Chalmers, 2019).

Today, art is one of the areas that can be a solution to the psycho-social problems that people face. Artworks, which are complex products of human sensitivity and always seeking the right of human freedom, constantly push and overcome certain patterns, enabling them to reach new levels of superior quality and intensity. The human spirit and intelligence seeking the truth in art and the truth in science are actually looking for themselves (Giri, 2017). Fields such as religion, philosophy, science and are closely linked. Every work of art is about an existing thing, an object; it tells a certain being and it creates a section from it. A picture is a picture of a particular piece of nature or a human image. A theater play is symbolizing certain events. A poem or piece of music is a narration, either from nature or from the human spirit, from human emotions. The knowledge of the being that the

artist sees, grasps and determines as reality constitutes the core subject of art. It can be considered that art is the expression of human feelings and thoughts with various tools and materials. Beauties are created with art. It is possible with art to make life more meaningful. Art can give people strength and pleasure in all walks of life (Barker, 2020; Greenawalt, Orsega-Smith, Turner, Goodwin & Rathie, 2019).

Olshansky (2018) stated that art is a universal language and it can be described as "examining, perceiving, sensing, questioning the aesthetic side in human and trying to reach the beauty between human object". Art facilitates social changes; keeps individuals' ability to understand, think and perceive, and stimulates their emotional aspects. Art education is a tool that offers creative activities to the person in terms of expressing his feelings and thoughts and by trying to gain an aesthetic consciousness. Besides, art education teaches how to shape his emotions and feelings in the right direction while having an aesthetic pleasure. That is, it works to educate creative powers and potentials to organize aesthetic thought and consciousness. On the other hand, basic art education deals with line, form, space, color and the three-dimensional structure, visual perception and analysis of all these principles. These basic principles in basic art education are at the heart of all visual arts. From this point, the importance and necessity of basic art education emerges. Basic art education aims to develop individuals' creative power, observation skills and the ability to express their feelings through art. It acquires the creation of classic and original designs, contributes to synthesizing our past and present, producing original works, recognizing national and world art and learning basic terms (Allahverdiyev, Yucesoy & Baglama, 2017; Buyurgan & Buyurgan, 2018).

Art education, which is recognized for individual, community and humanity education, makes an understandable and meaningful contribution. Art education is a systematic and empowering process of purposeful and positive change, transformation and development of individuals' own lives (Ucan, 2002). Art education is determined to be an integral part of general education and its implementation is also the responsibility of intellectuals. By the immortalization of culture and art civilization; it engraves a rich transformation of consciousness to the child (Bae, 2017; Demirel, 2018).

Given the general education of people as a whole, it cannot be denied that art education is part of general education. However, considering the fact that freedom of art and individual creativity is a phenomenon, the existence of the principle of the laws of his own special art education

undoubtedly tells us who we are, one of the basic functions of art education in human history. According to Anderson (2003), the basis of art education for life is the fact that individuals take part in understanding and achieving themselves and others through art. This program has learning and teaching strategies, art content and personal and social expression, as well as many contributions to students. Determining the environment correctly is the first condition to format this address.

It is important that society and individual are sensitive to life. Gonzalez (2017) mentioned that if there are other communities that are self-ignored from all over the world for their own interests and are trying to take advantage of them and if they do not respect and understand the values of any society and try to establish a superiority, these communities are considered as "barbaric society".

Art has an important function in shaping the social structure. Art is a communication tool that enables people to understand each other. Because, as Krivickas (2012) states art always bridges people from different countries and cultures between different genders, different social, ethnic or power groups. Art leaves the differences, conflicts and pressures among people aside and enables them to try their cohabitation skills. In this sense, it can be said that art provides a universal tool, that is, a common visual language, which is shared by the world without discriminating between color, language, religion and race. In other words, the purpose of art is to understand each other and help others understand us in the process of adopting and accepting an aesthetic form of art.

The rationale for art education is that individuals have created their value systems in this way. Art education aims to help individuals acquire the skills needed to understand the meaning of individual event, an environment and their objects or symbols. Individuals need not only artistic talent but also practice and art education exalts not only the creativity of individuals but also the spiritual aspects of the individual. Accordingly, art education is an integral part of general education and integrity (Jacobson, Seavey & Mueller, 2016).

Communication is the process of transferring information from one sender to the receiver in the environment where the transmitted information is understood by both the sender and the receiver (Ramiller & Wagner, 2019). The communication of individuals increases with the education of art. In other words, partnership occurs in subjective interpretation of two people or sides. Art education enables communication, which is a dynamic process that provides individual and social interaction, to develop at a serious level and enables the emergence of new studies in academic field with new interaction day by day. Digitalization of culture primarily results from the individuals'

abstraction from real life and obtaining digital identities, and striving for reinforcement of their identities in that medium. (Çöteli, 2019). Considering, the interactive, dynamic and reciprocal relationship between art education, society and communication, it is expected that providing a comprehensive review of articles in this fields and identifying the trends is important for literature. Therefore, this study aims to identify the current trends in the studies on art education, society and communication. Addressing this general aim, answers to the following questions were sought in the study:

1. What is the distribution of the articles on art education, society and communication according to year of publication?

2. What is the distribution of the articles on art education, society and communication according to number of authors?

3. What is the distribution of the articles on art education, society and communication according to research method?

4. What is the distribution of the articles on art education, society and communication according to number of references?

5. What is the distribution of the articles on art education, society and communication according to title of the authors?

6. What is the distribution of the articles on art education, society and communication according to characteristics of the study group?

2. METHOD

2.1. Research Model

This research is designed to highlight art why ducation is necessary for individuals and communities to promote communication through analyzing the scientific articles in this field. In line with this, document analysis was as a qualitative research method was used in the study. Content analysis is the process of literally analyzing verbal or written materials systematically, digitizing and

categorizing what is written or spoken according to certain rules, categorizing, using and interpreting them (Camprubi & Coromina, 2016; Karasar, 2017).

2.2. Content Analysis Criteria

Within the scope of the research, articles were analyzed by previously determined content analysis criteria including year of publication, number of authors, research method, number of references, title of the authors and characteristics of the study group.

2.3. Data Collection

In order to determine the articles to be used in the study, the database of "Google Scholar" was searched by using the keywords "art education", "society" and "communication". The articles published between 2001 and 2019 were included in the study. As a result of the search, a total number of 91 articles were obtained and evaluated according to the content analysis criteria.

2.4. Data Analysis

Data were analyzed with using descriptive statistical methods and provided with frequency and percentages and shown with tables and figures. Regarding the data recorded in the created database, the frequencies and percentages based on these freuencies were calculated to correspond to the answer to each research question. The resulting numerical data are presented in tables.

3. RESULTS

3.1. Distribution of the articles on art education, society and communication according to year of publication

Table 1. Articles on art education, society and communication according to year of publication

Year of publication	f	%
2010	9	9,9
2011	12	13,2
2012	10	11

Year	N	%
2013	7	7,6
2014	6	6,6
2015	10	11
2016	15	16,5
2017	4	4,4
2018	10	11
2019	8	8,8
Total	91	100

According to Table 1, it is seen that the highest publication year is in 2016 with 16.5%. It was determined the lowest number of publication is in 2017 with 4.4%. Results showed that there is no steady or consistent increase or decrease in the articles on art education, communication and society.

3.2. Distribution of the articles on art education, society and communication according to number of authors?

Table 2. Articles on art education, society and communication according to number of authors

Number of authors	%
1	45,7
2	27,6
3	21,4
4	3,8
5	1,5
Total	100

Considering the distribution of the articles related to art education, society and communication by the number of authors, it is seen that the highest rate is in single author studies with 45.7%. In addition, single author studies are followed by 2 authors with 27.6%. Results indicated that authors mostly prefer publishing papers individually.

3.3. Distribution of the articles on art education, society and communication according to research method

Table 3. articles on art education, society and communication according to research method

Research Method	Number of Articles	%
Quantitative	30	33
Qualitative	43	47.2
Mixed	18	19,8
Total	91	100

According to Table 3, articles related to art education, communication and society mostly used qualitative research method (47.%). This result is followed with quantitative research method with 33%, while the lowest rate belongs to mixed method with 19.8%.

3.4. What is the distribution of the articles on art education, society and communication according to number of references

Table 4. Articles on art education, society and communication according to number of references

Bibliography Range	Number of Articles	%
5-10	17	18.7
10-15	21	23
15-25	45	49,5
25-30	8	8,8
Total	91	100

Considering the range of bibliographies given in the articles examined, it was determined that a maximum range of between 15-25 references (49.5%) was given. This result is followed by 5-10 number of references.

3.5. Distribution of the articles on art education, society and communication according to title of the authors

Table 5. Articles on art education, society and communication according to title of the authors

Title of authors	f	%
Prof. Dr.	10	18.9
Assoc. Prof. Dr.	9	17
Assist. Prof. Dr.	11	20.7
Dr.	13	24,5

Research.Asistant.	10	18.9
Total	53	100

Table 5 shows the distribution of the articles on art education, society and communication according to title of the authors. When the results are examined, it is seen that authors with title of Dr. is the most frequent.

3.6. Distribution of the articles on art education, society and communication according to characteristics of the study group
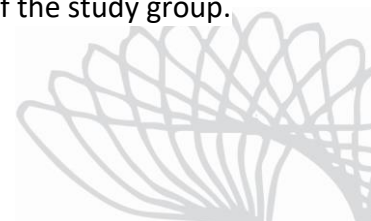
Table 6. Articles on art education, society and communication according to characteristics of the study group

Research Subjects	f	%
Primary school	18	%37.5
Secondary school	14	%29.2
High school	10	%20,8
University	6	%12.5
Total	48	%100

Results on the distribution of the articles on art education, society and communication according to characteristics of the study group are shown in Table 6. According to the results, study groups were composed of participants' group of primary school, secondary school, high school and university. As it can be seen, primary school has the highest frequency and university has the lowest frequency.

4. DISCUSSION AND CONCLUSION

The current study aimed to identify the current trends in the published articles on art education and society to generate a systematic review in this field in Google Scholar database in order to provide a review on these studies. Articles were searched, identified and examined based on certain inclusion criteria. These inclusion criteria were year of publication, number of authors, research method, number of references, title of the authors and characteristics of the study group.

Results showed that there is not a steady increase in the number of published articles on art education, society and communication throughout the years.

Although results did not show a steady and consisten increase in the number of studies on art education, society and communication, there are sufficient level of studies. This result shows the importance of art education for promoting communication in the society. In parallel with this result, Ozsoy (2003) mentioned that receiving a quality art education is really important and art education will continue to be one of the most important areas of education, even if it is perceived as a leisure time, which is applied before school at the formal university level.

Considering the distribution of the articles related to art education, society and communication by the number of authors, it is seen that the highest rate is in single author studies. Results also revealed that articles related to art education, communication and society mostly used qualitative research method. Consistent with this result, Namdar and Onder (2018) examined trends in postgraduate thesis on visual arts in Turkish primary education and found that qualitative research method was mostly carried out in the postgraduate thesis.

Furthermore, considering the range of bibliographies given in the articles examined, it was determined that a maximum range of between 15-25 references. When the results are examined, it is seen that authors with title of Dr. In contrast with this result, Namdar and Onder (2018) showed that title of thesis supervisors were Assist. Prof. Dr. According to the results, study groups were composed of participants' group of primary school, secondary school, high school and university. As it can be seen, primary school has the highest frequency and university has the lowest frequency. This result might be related with the fact that universities have been working on art, communication and society and university staff think that society and art are necessary for individuals.

As a result; it should not be forgotten that human beings are inherently connected to the nature of the cultural environment he / she has lived, recognized and lived in. Every person is faced with this by nature at any moment. All the power in the world is in this effort by using their own culture to understand the human and create the scientific and technological universe. In this regard, it is considered that art education plays a mediative role in enhancing communication in the society.

Art requires careful, sensitive specific investigation and selective artistry to disrupt the relationship between orders or objects, and this cannot be ignored for the contribution of individuals. Creative thinking, reaching the level of modern civilization is possible with this development. Considering the results of the present study, education policies should increase the
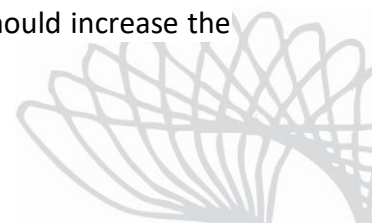
awareness in the society about the promotive role of art education. Further research might examine other studies in other databases with other content analysis criteria in order to generate a more comprehensive perspective on the trends in the researches regarding art education, society and communication.

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