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ARTISTIC EDUCATION IN INTEGRAL TRAINING PROCESSES AND CONSTRUCTION OF PEACE SCENARIOS

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Abstract: This work is the product of a theoretical review in which artistic education is addressed as a device for strengthening knowledge, skills, competencies and basic aptitudes in primary education so that students are trained in a comprehensive manner and with a thinking in which empathy and the languages of peace are the protagonists in the construction of a world of solidarity, inclusive and assertive in the peaceful resolution of its conflicts. In this regard, the authors addressed place artistic education as a motivating axis for the consolidation of actions that allow educators to integrate the knowledge established in the curricula, with sensory awareness and the acquisition of life skills, and at the same time, highlight primary education as the ideal time to motivate and contribute to the strengthening of these skills from environments of harmony, empathy and individual and collective maturation with a view to building and experiencing scenarios of peace. Thus, the invitation is generated for basic education schools to adopt the various artistic possibilities for the growth of the human being in all its dimensions, recognizing art as a scenario for peace and positive social transformation.

Keywords: Educational innovation, artistic education, basic education, peace education.

INTRODUCTION

Primary education is linked in multiple research around the world to the ideal moment to motivate and contribute to the strengthening of basic skills at the cognitive, physical, socio-emotional and ethical-moral levels of the human being. Not in vain, one of the aspects that frequently occupies the interest of teachers in the service of primary basic education is the exploration and application of strategies that help them in the task of training the students in their charge in a comprehensive manner, this It is, not only

in what has to do with the appropriation of contents assigned to the different subjects emanating from educational policies, but also in the foundation of skills for life and to appropriately address the different situations that arise daily. in educational and social contexts, especially when society worldwide is going through a series of changes from which gaps are evident in addressing new challenges from educational contexts.

In this regard, the General Law of Colombian Education (Law 115 of 1994) in article 21, establishes first of all that the first five grades of basic education constitute the primary cycle, and proposes, among others, as specific objectives “The formation of the fundamental values for coexistence in a democratic, participatory and pluralistic society, the development of basic communication skills to read, understand, write, listen, speak and express oneself correctly and the assimilation of scientific concepts in the areas of knowledge that are the subject of study, according to intellectual development and age.

On the other hand, recent studies have investigated aspects related to artistic education, not as a subject but as a scenario for the construction of meanings, thinking and inter-learning, where the student can interpret reality from the development of intelligence. emotional and emancipatory divergent thinking (Hermann, 2009), that is, as a possible path towards strengthening aspects related to training for life from languages of peace and social growth.

The above ideas are in accordance with the approaches of UNESCO, stating that depending on its purposes, artistic education develops a set of knowledge, skills, competencies and aptitudes, among which people stand out: the ability to experiment and perceive the world, the capacity for empathy, comprehensive emotional development, critical thinking, the capacity for interdisciplinary association,

the ability to work as a team, the capacity for enjoyment of the arts, the development of a work discipline, appropriation symbolic of the environment, and the willingness to change and transformation (UNESCO, 2022).

Given the panorama presented so far, this reflection is relevant, the main objective of which is focused on highlighting some research that addresses relationships between comprehensive training and artistic education, as well as recognizing a set of conditions to learn to live from human aspects such as empathy, love, the effective resolution of conflicts, the harmonious exercise of duties and rights, the consolidation of languages for individual, social and cultural progress, and therefore the construction of peace from the first grades of schooling, and in this sense, the commitment is to answer the question: How does artistic education contribute to the processes of comprehensive training and construction of peace scenarios in primary school contexts?

METHODOLOGY

A literature review was carried out, within the framework of research interests related to the categories of comprehensive training and artistic education in primary school contexts. Based on this initiative, the exercise was carried out to identify literature associated with theoretical sources related to artistic education and its impact on comprehensive training and peace education processes. It is necessary to highlight that this is a section of the research in which it was determined to carry out an exploration of various sources and contributions of authors in history, not only at the level of academic digital spaces, but also those that in physical presentation managed to suggest and represent a significant contribution to the research process, considering that this process could provide substantial elements and argumentative bases

in what would be the future approach to each of the investigative stages. Thus, the exploration takes into account the contributions of some authors and organizations that have historically transcended and permeated the training, reflection and practice of educators who have decided to dedicate their professional career to the training of human beings at the primary school level. In Figure 1, it is possible to roughly see the actions developed at each stage of the planned process for the proposed review.

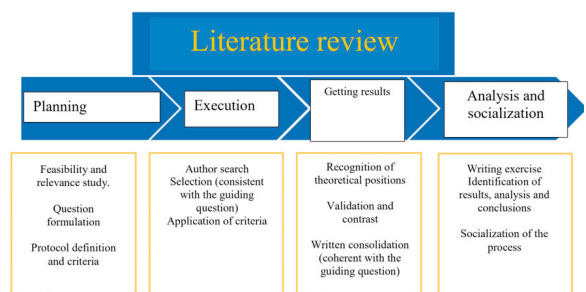


Figure 1. Stages addressed in the review process.

Adapted from Guidelines for performing Systematic Literature Reviews in Software Engineering

RESULTS AND ANALYSIS

The exploration and analysis of the theories addressed in relation to the objective and the guiding question, allow us to discover in the reality addressed the following categories:

ACQUISITION OF HUMAN SKILLS THROUGH ART

Authors such as Eisner and Lowenfeld agree in highlighting art as a motivating axis for the consolidation of actions that allow educators to integrate the knowledge established in the curricula, with sensory awareness and meaningful learning in educational processes from the initial grades of basic education. When students express themselves and exchange appreciations, they learn to recognize the creation value of others,

strengthen empathy, and lay the foundations for harmonious relationships while learning.

Promoting the strengthening of all dimensions of a human being through the experience of artistic languages turns out to be a significant contribution to self-confidence and, therefore, to recognizing that to achieve one's goals, the collective constructive view of each action and each talent addressed is definitely uplifting.

PRIMARY BASIC EDUCATION FOR SENSITIVITY, AESTHETIC APPRECIATION AND COMMUNICATION

In accordance with Gardner's postulates, the mission of wise men postulates that it is essential that research in education considers as a fundamental axis the creation of educational models that improve pedagogical experiences and in turn contribute to closing the gap against inequity and inclusion social. From Gardner's point of view, development occurs in human beings specifically in artistic education, based on the individual differences of the population, schooling, and giving individuals sensitivity, aesthetic appreciation and improvement in communication, thus contributing to the construction of true peace from the classrooms.

SUSTAINABLE DEVELOPMENT AND CONSTRUCTION OF A PEACEFUL SOCIETY

Goal number 16 of Sustainable Development (2030 agenda): Peace, justice and strong institutions, focuses on building peaceful communities. When working on understanding emotions, the origin of human fears, emotional and thought crises, concrete steps are taken in the search for strategies to mitigate violent actions that generally cause unfortunate consequences. This objective is undoubtedly linked to Morin's postulates,

stating that mutual understanding between humans, both close and strangers, is vital for human relationships to emerge from their barbaric state of incomprehension. This way, without a doubt the generation and experience of peace scenarios in school is configured as a path towards peaceful coexistence but based on reflective and constructive criticism for growth and social and cultural transformation.

As can be seen once the process described in this work has been addressed, it is essential to grant the postulates of great pioneer theorists in the educational field the value of making artistic education visible as a device for the dynamization of school processes in which not only the cognitive dimension, but also the experience of human meaning, the recognition of the importance of feeling and acting as premises for growing as a society, growing from knowledge, but also from being, and thereby generating spaces for an educational transformation that contribution to humanization by responding to the challenges that underlie the appearance of each new generation. Thus, Figure 2 presents some postulates that are not only consistent with the findings of the review, but also ratify the historically relevant role of artistic education in comprehensive training processes and construction of peace scenarios.

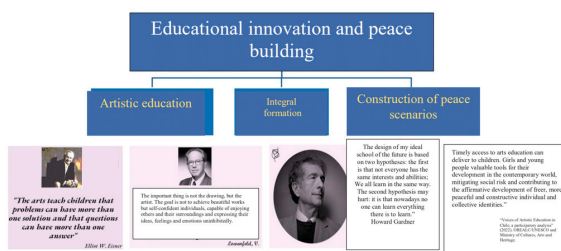


Figure 2. Historically recognized postulates on artistic education.

Source: Own elaboration

CONTRIBUTIONS OF RESEARCH TO THE EDUCATIONAL FIELD

The educational field currently faces challenges in terms of global and local changes to guide the learning of students assigned to the different school cycles. The present research provides a reflection to turn the gaze from artistic education towards the strengthening of comprehensive training from primary basic education, understood as an alternative for the acquisition of skills that allow students to appropriate knowledge, but also relate harmoniously and resolve their situations peacefully.

CONCLUSIONS

In relation to the guiding question of this work: How does artistic education contribute to the processes of comprehensive training and construction of peace scenarios in primary school contexts? The contributions of the authors lead to the conclusion that those educational spaces in which students can learn and interact through artistic exploration and education, are fundamental in building scenarios for peace and harmonious coexistence. Therefore, it is urgently necessary in the field of education, especially at the primary level, to generate commitments to look back at the role of education from the point of view of art, as a basis for social change and cultural transformation of society, and In that sense, formulate strategies and models based on artistic education as a device

to assume the training of human beings who must be prepared in a comprehensive, complex and transdisciplinary way, to face the challenges of society.

Thus, the call to educational actors involved in processes from the first years of schooling is to review and include educational practices that tend to leave conventional scenarios and generate strategies from artistic education, not like the development of crafts, but rather as a creative path, to promote cultural growth within the framework of a more just, inclusive and empathetic society, in which the construction of peace is beyond a set of unrelated actions, a daily experience of languages to grow and live together in harmony, rescuing that empathy and human sensitivity that, without intending to, important sectors of society have been gradually displacing.

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