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Visual short presentation (6,4 min)

Topics: Contemporary artistic and art educational approaches to diversity and cultural changes

Keywords: Development of creativity, Development of spatial perception, Development of problem solving skill by art, Design culture, Diversity approach in pedagogy

Development of creativity and problem solving skills through spatial workshops.

Dora Szentandrasei

Moholy-Nagy University of Art and Design- PhD, Hungary;GYIK Art School, Hungary,;
uartkit@gmail.com

GYIK Art School has been working out a special methodology for teaching art in Hungary for 40 years and is undergoing continuous renewal. The main goal of this methodology is to make children create their own works by intuition by using contemporary art tools and not just copying a masterpiece. As an architect I worked out a development program for spatial perception skills, based on GYIK's methodology for the 5 to 12 age group. In the program the children gain experience by creation, developing their spatial perception, spatial thinking, problem solving skills and creativity. I also worked out special educational material for the primary school curriculum that is based on this methodology, too.

With my colleagues I have developed an accredited formal education program aimed at educators. Our goal is to develop conscious design culture for educators by diversifying their approaches, to be able to build the methodology such as art in education and in other subjects as well. As an experience through art the problem solving skills of children is developing, and aside from typical solutions to problems they easily find answers in a new way.

We also tried the above described methodology with different special groups such as blind children or very talented children.

Comprehension and cognition of space and object culture could lead to cultural changes in design culture and design perception of society.

In my PhD study at Moholy-Nagy University of Art and Design in Hungary I research interdisciplinary connection between spatial visuality, neurobiology and psychology.