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## Culture transferring by plastic arts education

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### Abstract

Each culture has got unique values. Each society subsists with its values. Understanding a society maybe is one of the biggest virtue. Because it needs to either power of empathy or knowledge. Of course to form such an awareness individual is important. Immediately education comes at the first of this way. In this research visual education is approached. Therefore the purpose of this research, depend on universal culture, creating awareness by plastic arts education. This research is also important from the angle of teaching individuals who understand different cultures. It is also fundamental because of developing the first step of intercultural communication. This research also achieves supplement knowledge to candidate teacher in their Plastic Arts lessons in order to create universal cultural and gain them experience in transferring different culture to plastic art and it is also important because of transferring plastic art when they become a teacher so they can use their improved process. The research is the action research from qualitative research processes. The topic of research is the effect of "Culture Awareness Program" that during six (6) week has followed and applied. It had been worked by 24 tin-pot students studying at N.U. Fine Art Education department. Different countries have been approached as topic, and have been practiced. At the last of research by four questions information return have taken student opinion. It has observed that in the research, different cultural values were learned and making aesthetic forms from these cultural values and turned these experience in primary plastic art as lesson plan. It is thought that this research can be an example for the next researches to form this consciousness and contribute its.

Keywords: arts education, education, arts, culture, culture transferring.

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## 1. Introduction

Culture has got different descriptions. If we look from angle of Plastic Art; Depend on Erinc, (1995), culture for human and humanity, for people even for a lot of them is everything that has been found or created. It is everything that can be sensed, understood and thought. In the other hand it is everything that men can give himself to his/her happiness, comfortable and up to the potential power, something that him/her create. So there are four kinds of culture concepts: Individual culture, Local culture, National culture and Universal culture. Timucin (2000) defines that in general meaning every work of art is a result of culture, at the level of culture people can meet each other.

As in a lot of domains, culture concept is one of the basic topics of Plastic Art. Therefore visual and culture concepts are approached together from time to time. Barnard (2010) defines visual and cultural concepts. The most extensive visual one's definition is: "Everything that is produced, interpreted or made by people that have functional, communicational and/or aesthetic purpose". The aesthetic value depends on one or one's societies have different meanings. Something that has value for a society may not have the same meaning for another one or have less than the other one. Timucin (2000) Universal visual culture productions understanding is one of the topic that are approached in literacy concepts.

Balcı (1996) said that for improving literacy, criticism is very necessary. Of course behind criticism, history of art and concepts such as aesthetic are inside each other with culture and art. These are important factors from angle of art education as well. Also Kirisoglu (2009) said that: in the information programs that are done for visual culture education, it should be more comparison to visual culture productions and evaluating that's.

Every work of art is a result of culture, at the level of culture people can meet each one. When we encounter with work of art face to face primarily we encounter with a lot of problems. Work of art either is loaded by problem or is problematic inside. It doesn't look like solving its problems, behind all problems of human it announce its problem (Timucin, 2000). Transferring different culture factors to new generation is a responsibility for each individual. The research must specially be approached by whose are interesting in "Cultural awareness Program" visual art culture. Word has it that, one of the purpose of this research is to educate visual art teachers whose are the basic point of the universal visual culture education.

The purpose is visual art educator candidates, up to the visual culture transferring, preparing a application study. In the same time, the visual culture transferring programs either with their application acquiring it or makes it changed to a part of visual art education. Visual art teacher candidates about visual culture transferring, depend on "Cultural Awareness Program" improved by researcher, it is also asked for students opinions. This research also tries candidate teachers to achieve supplement knowledge in their Plastic Arts lesson in order to create universal cultural and gain experience in transferring different culture to plastic art.

## 2. Methods

As well as in the other kind of domain of sciences, in domain of art, either qualitative or quantitative processes are being used either together or separate. Depend on Ozsoy (2001); because art education researchers need to understand experimental knowledge systematically (up to the rules, systematic investigation) so they improve special to qualitative and quantitative science processes. Quantitative approach, artistic experimentation, statically interpretations and universal rules of priority by a more impressive and limited way it is preferred to explain. In qualitative process researcher is versatile, during designing research and analysing collected data's follows the way of induction. Because of these mentioned reasons the qualitative domain is more available for art investigations. It is preferred qualitative process in this research as well.

Research data's Yildirim and Simsek (2000) "It is used as qualitative data collecting such as qualitative research, observation, interviewing and document analysing, and a research that follow perception and happens, in a realistic and completely form under a qualitative process inside a nature environment", and also through data collecting techniques, "interviewing" has

been used. Even it is mostly preferred face to face interviewing, but also it can be done by phone, television and videophone that possibility have sound and view online. Add to this it goes to class of moving communication that improved for deaf and dumb (Karasar, 2004:157).

For data analysing respectively three kind of interpretation of Yildirim and Simsek (2000) are evaluated: "description", "analysis" and "interpretation". Concept analysis is collected through kind of analyses. The purpose of concept analysis is to reach to the nosyons and relationship to describe data's (Yildirim & Simsek, 2000). In data analysis (Yildirim & Simsek, 2000) it is respectively followed coding data's, finding themes, organizing themes and codes, describing and interpreting diagnosis. Data's consist of the answers of students to the interview questions.

Data has been interpreted after concept analysing and up to its codes and themes collecting and scheduling it's in the panels. For reliability and viability of visual culture transferring program Miles and Huberman technique has been used. It is used the formula of P (conciliation percent) =Na (agreement)/[agreement)+Nd(disagreement)]x100. The value of (Miles & Huberman, 1994) work out and find that sure.

The working group of research that these processes be applied given in table1.

Table 1. Statement of the Working Group

The Working Group	number (n)
Nigde University, Department of Arts and Crafts Education 3 Year Students	24
<b>Total</b>	<b>24</b>

Data collecting appliance, diagnosis and table comparisons given in table 2.

Table 2. Table of data collection tools

data	question	obtained finding	Table
interviewing form	1. Open-ended questions	1. finding	Table 4
	2. Open-ended questions	2. finding	Table 5
	3. Open-ended questions	3. finding	Table 6
	4. Open-ended questions	4. finding	Table 7
	All questions	5. finding	Table 8

Eight (8) staged "Culture Awareness Program" that takes 6 weeks has been applied to the working group of table 1 as table 3.

Table 3. Week by "Culture Awareness Program " Table of Stages

Topics / Week	1.week	2.week	3.week	4.week	5.week	6.week
Examples of Visual Culture	X					
Specifying images		X				
Technical Reporting		X				
Material Identification		X				
Culture Product Locator		X				
Application Study			X	X		
Lesson Plan					X	
Presentation						X

For each student selected a different country. But technique, symbol and material set the same. An interview form is applied to each student during these six weeks. In the result of this interview their gain experimentations are classified depend on themes and codes. It is taken data's by table and formed diagnosis. Up to the interview the answer of student for "What is the opinion of student regarding visual culture applications?" question exchange to codes and themes.

### 3. Findings and Discussion

In table 4,5,6,7 and 8 is given candidate teacher obtains, candidate teacher obtains about researched country, candidate teacher friends obtains about researched country, what primary students will obtain and its evaluation at all.

As first diagnosis candidate teacher obtains is given at table 4.

Table 4. Teacher Candidate Outcomes they

theme	code	N1
cultural experience	liberal education	15
	visual culture	17
practical experience	material	12
	technical	3
	creativity	20
research experience	research	26
said sum frequency		

Depend on table 4; at closed to one another culture experience, application experience and research experience obtain. It means they obtain experience in the domain of culture, application and research.

In table 5; It is seen the obtains of candidate teachers about their researched country.

Table 5. Prospective Teachers Related to the country that wins their own Browse

theme	code	n
cultural experience	liberal education	45
	visual culture	29
said sum frequency		74

Up to table 5; they obtain general culture together with visual culture experience. In table 6; up to the classroom presentation, the diagnosis's of friend researched countries is given.

Table 6. Prospective Teachers Related to the country that wins their own Browse

theme	code	n
cultural experience	liberal education	22
	visual culture	44
said sum frequency		66

Depend on table 6; they gain experience up to their friend country's visual culture together with general culture.

In table 7; there are data's that they will transfer to their student when they become teacher.

Table 7. They Elementary School Students Win

theme	code	n
cultural experience	liberal education	4
	visual culture	2
practical experience	application	14
	aesthetic	12
	creativity	13
research experience		10
said sum frequency		55

Depends on table 7; mostly there are expressions of primary students application experience gains. Together with there are the diagnosis of their culture and research experience gain.

In table 8; there are the comparisons of these 4 diagnoses.

Table 8. Comparison of Results Table

theme		n
Their recovery	culture	93
	application	
	research	
Country salvaging the search	culture	74
Salvaging the country of your friend	culture	66
Students will gain	culture	55
	application	
	research	

In table 8 the diagnoses are neatly lined up to their frequency grumble. It is seen that lined mostly up candidate teachers with their gain experience and then respectively researched country, friend's researched country and what they will transfer to their student. As understanding from data's this program gain experiences for each diagnosis from the angle of culture. Add with this; it shows that it will be very useful for candidate teacher to transfer their experiences to their future students when become a teacher.

#### 4. Result and Suggestions

It is understood that "Culture Awareness Program" brings in culture experience, application experience and research experience to candidate teachers. Also it is a program that gains them and their friend individual experiences together with general culture and universal culture as well. Depend on primary students it is also considered that it is an impressive program that earn them application, research and culture experience.

As suggestion "Culture Awareness Program", it is seen that it can be a program that gain experiences for Graphic-Work Education Main Science Students from three angles. Add to these either knowledge or application together with it can gain experiences to primary students in transferring as well.

In summary; this program is an alternative program for candidate teachers that are educating Plastic Art Education (Graphic-Work Education Main Science Students) about visual culture. It can be transferred to future generations in domain of visual culture together with cultural values and the same applications. First of all the most important duty is belong to visual culture teachers about well-transferring our visual cultures to our children. It is also serious that this transferring should be done basically up to true and individual experiences. So that Plastic Arts Education department must pay attention to importance of Visual Culture by practicing and learning them either how to bring in individual experiences or how to transfer it. Add to this behind the universal values understanding, research of different visual culture items is also

serious. Because of that department that guiding Visual art teacher and also primary and secondary education visual arts lessons must rather focused on and pay attention to importance of visual culture.

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