THE USE OF ART AND TECHNOLOGY IN EDUCATION

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Abstract

We are in a society where artistic and emotional learning in the educational field has very little presence nowadays. This article emphasizes the importance of creativity, as well as the use of audiovisual language as a means of expression. It is specifically a didactic proposal carried out by teenagers, since it is a stage of continuous changes, in which the teenager without realizing it, seeks the continuous acceptance of the society that surrounds him, and for fear of not being accepted, many are not able to express their feelings and emotions. For this reason, it is so important that schools strive for a creative education in which, through projects, students are encouraged to reflect on themselves and their respective motivation for seeking to give the best of themselves. In this didactic proposal the teenager is encouraged to enter in the search of their feelings and to know how to express them through art. Animation, specifically, the Stop motion technique, is used to carry out an audiovisual project in which the adolescent, without the need of words, delves into the search of his feelings and is able to express them through art.

Keywords: Adolescence, Animation, Art, Education, Emotions, Stop Motion.

1 INTRODUCTION

“Animation is not the art of the drawings that move but of the movements that are drawn. What happens between each painting is much more important than what happens in the same painting” (McLaren, 1972). [1]

We live in a Society that is changing and where before, words prevailed. But today it is the image that gains an important role, this is why a good use of it can help us capture the attention of the audience. With it, it is possible to get there where words do not reach.

In this educational project, we focus on the adolescence, as it is a stage of continuous changes, in which doubts and fears about the path to choose constantly arise. G. Stanley Hall describes it as a period of “Storm and impetus”. A period in which that need to feel someone follows him, to find his place in the Society (Hall, 1999). [2]

Therefore, our role as counselors is very important and we must not only educate according to what is established, but we must give our support to make the right decisions and for that, we must strive for an education method that revolves around projects that rise creativity.

Projects that rise the reflection of oneself, to motivate them and to strengthen the teacher-student and student-student relationship. Especially in this educational stage is very important to avoid giving rise to young people unsure of themselves and unable to show their ideas and feelings to the world.

This is the reason why this didactic proposal was made, being aware that we are in a world, that despite everything, emotional and creative learning hardly exists. So, for its attractive power and to capture the attention of the audience, as well as for the ease of being able to work it in class, we chose the animation, specifically, the Stop motion technique, to carry out an audiovisual Project. In this Audiovisual project students could express their feelings and ideas through art, without the need for words. Audiovisual language is used as a means of expression and through animation students have to delve into the search for their feelings. Thus, in a somewhat unconscious way, they become more transparent, more accessible, and are carried away by creativity.
2 METHODOLOGY

In order to carry out this Project, a previous study was made about melancholy and its meaning in our society through time. It happened to be almost 2500 years ago for the Greeks, a nature of the men destined to be important; later, understood as synonymous of sadness without cause, passing through Aristotle, who also understood it in his XXX PROBLEM, as a close relationship between temper and melancholy, which meant that great men were melancholic. Science for its part considered it a pathology, a mental disorder and it was already in the twentieth Century when it had a new dawn, and it becomes a transit state of mind (Aristotle, 1996) [3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13]

Subsequently, as adolescence is a stage in which the melancholic feeling is present for its constant changes and transformations, the project focused on this stage and sought a project that encompasses both this issue, as the other that worries society: the urgent change we need in the way we educate, and the work of providing schools with social, emotional and creative learning.

To carry out this project, different strategies were used that as teachers we use in the classroom to get the information to the students in the correct way.

In particular, different methodologies were used in this project. The methodology of the investigation occupies an important place, because it had to be deepened first in the subject to be able to have a good knowledge. A very useful one, is the proactive methodology, which consists on the teacher being able to anticipate the students the information to clarify their doubts even before they appear. In this Project this was very important, because speaking of a sensitive subject such as expressing emotions through art, all the information that students may consider later in the future must be presented, taking into account that in some cases there will be doubts that they will not dare to ask and so they will remain un-solved.

On the other hand, the methodology of cooperative work was important. Therefore the projects were made both in group and individually, so students could solve their doubts and share their fears to carry out the project in the best way.

So, after having explained the melancholy and having made them understand the importance of knowing how to express themselves, they were presented with different artistic references. These references have worked in some way the melancholic feeling and as well they were presented with the Stop motion technique.

Finally, a second part consists of the audiovisual production. Through the Stop motion technique, the purpose was transmitting ideas and feelings through art to be able to communicate creatively and expressively both with the outside world as with their classmates. The professor plays an important role keeping in mind the difficulty that it can be for students to express their feelings, as well as to carry it out with a technique that many did not know before.

3 RESULTS

If we consider animation as a means of expression, my students, through the videos made, were able to reflect their emotions and thoughts. Not being very conscious, they left reflected a part of their adolescence. This gives rise to the authenticity and singularity of each project, making them unique.

Among the projects carried out, I will highlight two:

THE WIRE MAN, the fear of not being able to fulfil what is expected of us.

THE LOST CHILDHOOD, addresses frustration with the life that surrounds us, emphasizing the hope for a better future.

Here, the results of both works, where the cursive letter appears will refer to the student's explanation and later, our interpretation, partly didactic. Each Project is accompanied by a link to it.
3.1 The Wire Man

"The main theme on this project is the melancholy related to adolescence. We have focused on the feeling of loneliness. During the adolescence stage, many young people feel incomprehension and a lot of pressure when they are unable to fulfill the established social roles. At first you can see how our character grows, inspired by the birth of a butterfly as it leaves its chrysalis. The moment he gets up, he realizes loneliness, and turns around looking for someone around him.

Before doing it we were looking at several animated short films to inspire us and there was one in particular that caught our attention, a short called Coda. It tells the story of a poor drunk who dies when he gets out of a nightclub, his soul does not take long to meet Death, with which he tries desperately to negotiate before finally succumbing to eternal sleep. That short film reflects the loneliness that man feels when he dies and tries to cling to life."

Loneliness, reason for melancholy. The issue of incomprehension is compounded by the pressure of not being able to fulfill what is expected of us. Lack of concentration, dedication, and thinking elsewhere, which weighs down performance. Maybe we still do not know exactly what is expected of us. The feeling of loneliness is perceived upon maturity; and with teenagers you need understanding.
3.2 The Lost Childhood

"Our work as the main subject to deal with is melancholy. A melancholy seen from the eyes of a girl, in which the life around her is gray, full of suffer and sadness. She resorts from her imagination to a dreamlike and fantastic world to recover that feeling of indifference to the world that surrounds her, reliving that childhood that she lost as she grew up. In the video appear symbols such as the dragon of endless history making reference to the visualized film when we are children, and the plant with double meaning, symbolizes the mental maturation of the person."

Alex is part of the animated fantasy. She is the protagonist, the melancholic girl at the life that surrounds her. She needs to isolate herself, protect herself, arm herself; of the environment, with armor, of value. Again the memories come to the rescue as elements present in the plot. Michael Ende, the endless story and Fújur, the dragon of luck. Save the girl from the gray world, the sad world, the bland world. It is curious that the rescue occurs at the end of mental maturity, at the end of adolescence. It is significant and not at all comforting; You cannot scream louder. Here the melancholic is more aware of what truly surrounds her. "If I do not think, I do not know." But the teenager thinks, and asks herself, sometimes she finds no answers, or those that she finds do not satisfy her. In melancholic thought, there is almost always a better future that is yearned for; and it is not expected. Fleeing may be the solution; but Fújur does not always come to the rescue.

3.3 Unexpected Encounter

"I wanted to transmit with my project the loneliness of melancholy by making the doll go to see another doll."

The human being needs to live in society, find his place and feel loved. From very early, from childhood. In adolescence that feeling of having someone by your side is even more necessary due to the multiple changes that occur, physical and psychological. It's not just love anymore, you need understanding in a continuous search for one's identity, the feeling of rejection arises as it had not arisen in childhood. Fear for individual rejection and fear for group rejection.

The white doll does not have, does not need friends or does not need him as a friend. The red doll feels attracted and approaches him, feeling his rejection, hurting his escape. A feeling of loneliness invades him, melancholy consumes him and the fragile mind of adolescence makes him want to disappear; Earth swallow me! And he swallowed it; and with him the white doll. Is the latter aware of the evil inflicted on the red doll? Have you matured later and now realize the need of the lost friend? Perhaps it is simply the desire of the red doll to see also sunk the white for having left him alone.
4 CONCLUSIONS

In this Project, the work of the teacher has played an important role. Therefore, the Project encourages students to use art as a means of expression, and through it they can express their fears, concerns and emotions. Creativity must be something that should not be left aside, it is very important that schools always keep it in mind.

The technique was a success because of its great ability to connect with any audience and its facility of carrying it out in the classroom. Thus, there is nothing better than animation to develop the creativity of our students, which must always be present.

My students were able to meet the target and I can consider the results obtained as success.

REFERENCES