THE NECESSITY OF VISUAL CULTURE TRAINING TO DEVELOP AESTHETIC PERCEPTION ON INDIVIDUALS WHO TAKES ART TRAINING

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Abstract

Visual culture includes various fields including; television, sculpture, photography, films, oil paintings, gardens, buildings, hand crafts, toys, advertisements, jewelry, maps, web pages, city landscapes and so on. Therefore, visual culture, is a human experience that has never been (Mirzoeff, 1999) and increasing in a visual and visualized way and is comprehensive respectively. According to Barnard (2002), everything that has been given a functional, communicative and/or an aesthetic apprehension, that is man-made, produced or interpreted is included in the definition of visual culture. According to the pioneer advocate of visual culture Paul Duncum (2002) meaning in today's world is produced in an interactive mean such as visual areas, visual and popular objects, music, sound effects, and pictures and so on. As well as looking at popular elements, the way we look at things is important too. It is undoubtedly more important to look at these objects for an individual who is a candidate to be an art teacher and who are being educated in universities' fine art departments compared to individuals who are not receiving any training on this matter. It is known that changing a culture that is created within a society permanently will take a long time and it will be possible throughout generations. It will only be possible to change the visual culture perception in a society through training students in fine arts subjects by related teachers in the primary education period. In order to do so, firstly, the aesthetic perception among fine arts students should be increased and so as to develop a visual culture perception, visual culture education in those departments is necessary.

The adequacy of education in analyzing and interpreting visual culture elements which are dominant in every part of life could be debatable. When the education period of those who are educated in fine arts in our country is analyzed, whereas it is possible to state the existence of gaining critical thinking and creativity skills, it is not possible to talk about the existence of an adequate education for interpreting visual culture elements. Thus, it is impossible to ignore the necessary update aiming at discussing the visual culture elements in the curriculum of universities which offers a fine art education and students' gaining necessary skills to do so. On this point of view, Heise (2004) states "visual culture is a valuable and obligatory part of art curriculum". It can be considered that by the whole participation of visual culture work in art education, students can interpret the images that they come across or even produce more meaningfully. Silvers (2004) says, "Teaching students to understand art, should center on explaining the meaning of objects, interpreting them and to integrate them with the complexity of value."

This research is significant in order to determine the importance of visual culture education in the process of developing aesthetic perspective among the art teacher candidates. The research has been prepared by using the case study model of qualitative research methods. It is aimed at determining the necessity of visual culture education in the process of developing aesthetic perception among the 1st, 2nd, 3rd and 4th grade education faculties, Art-work teacher department bachelor degree students.

In this research, a survey that has been prepared by the researchers aims to determine the students' aesthetic perceptions and their visual culture levels. The scope of this research consists of Ondokuz Mayis University Fine Arts Education 1st, 2nd, 3rd and 4th grade students. In the research, 15 students from each class and 60 in total have been tested on their literacy skills, and the data received from the results has been interpreted through content analyzing.

Keywords: Art educaiton, visual culture, aesthetics perception