

# THE INTEGRATION OF THE ARTS IN TEACHING

**Aya Alnashef**

PHD Student

Varna Free University, Bulgaria

***Abstract:** Art is a general name for human activities that are not undertaken according to a regular pattern of action that is binding and predefined but is given to the artist's personal judgment, interpretation, and creativity. Art opens and develops a space of attention, emotion, imagination, thinking, and doing, all unique, which are important to people's lives and contribute to their development.*

***Keywords** art, craft , professions, teaching*

The perception of teaching as art emphasizes the artistic aspects that are expressed in the work of teaching: improvisation, spontaneity, creativity, unique expression ability, and so on, the aspects that characterize artists who engage in acting, painting, music, dance, and other areas. This approach emphasizes the creation that is formed in the fabric of the reciprocal relationships between the teacher and the students in each and every meeting and the creative potential embodied in the engagement in teaching (Guri-Rosenblit, 2010).

The new understanding of creating in a way of learning involves the reader in the creative process, which derives from the text itself. It leads to new and fresh insights on the creation and invites also diverse ways of teaching, in which the readers participate. The insights that arise from the use of the method are legitimate in the doctrine of interpretation, and it is impossible to ignore them, when the text is prepared for its realization (Azulay, 2009).

Today there is the PDS (Professional Development School) model in teaching. This model focuses on the integration of the students of teaching in the schools even before they have completed the obligations of their studies. This enables them to acquire experience in the field of teaching throughout the entire period of their studies and not only after they have completed the studies. This model seeks to forge a strong partnership between the existing system (the school, the actual teachers, the students, and the parents) and the teaching student who is still learning and at the same time is experiencing teaching as a profession even before she has completed the requirements of the study program.

Exactly like in other professions (nursing, medicine, law, therapy) the people begin to acquire experience in the profession they decided to acquire before they have completed their studies, in teaching the emphasis is placed on this topic through the PDS model. This in essence is reflected as a form of practical work in the schools and in the different frameworks in teaching even beforehand since the teaching students have completed their studies. This practical work gives them many advantages, in that it gives them the opportunity to stay in their future field of work and to learn it and to attempt to overcome the different obstacles even before they completed their total training for teaching (Ariav, 2006).

According to Smith (2008), the phase of the entrance into teaching, the induction period, serves as a bridge between the theoretical training of the young teachers and the work in the profession and has a clinical, apprentice-like character. The young teacher needs support in the process of her socialization, and therefore mentor teachers undertake this task.

Teaching can also be viewed as craftsmanship. This perception emphasizes the apprentice-like aspect of the acquisition of the profession. The apprentice acquires the secrets of the craft that he seeks to learn through

observation and viewing of the artist's work. According to the principles of the approach of apprenticeship, the student teachers and novice teachers need to learn the secrets of the teaching profession through the observation of experts, the analysis of the experts' actions, and direct instruction of experts. The professions in the past were mostly a craft that was conveyed from the expert craftsman to the novice apprentice. In the ancient period, the physician was frequently also a barber and specialized primarily in the letting of the patients' blood. The pharmacist worked in the craft of the dispensing of medications, and the profession of law was based primarily on the art of the giving of speeches.

Just like the people of other professions (nursing, medicine, law, therapy) begin to acquire experience in the profession they decided to acquire even before they have completed their studies, so too teaching emphasizes this issue through the PDS model. This in essence is reflected as a form of practical work in the schools and in the different frameworks in teaching even before the students of teaching have completed their studies. This practical work gives them many advantages so that they have an opportunity to stay in their future field of work and to learn it and to attempt to overcome the different obstacles even before they have completed their total training for teaching (Guri-Rosenblit, 2010).

After I defined the teaching in its three aspects (art, craft, and profession), I decided to focus on the integration of art in teaching, which is a topic that greatly interested me and made me curious, and there are many things that are interesting without borders, such as creating, thinking, experiences, and pretty and curiosity-inspiring things.

In my opinion, the integration of the arts in the ways of teaching and in teaching leads to a successful outcome and a more stable and solid work constellation in terms of the percentages of success of the students at the end of the year in general or at the end of every lesson in particular. I support the

encouragement and adoption of this method of teaching since it ensures that the individual will begin to think “outside of the box” and it gives many individuals an opportunity of success. Since there are individuals who do not connect to the regular ways of teaching and may even fail and not attain high achievements, when there is the method of the integration of the arts in the teaching ways and constitutes for them a lifesaver that enables them to see beyond and at the end to reach the achievements expected of them or their age group.

Furthermore, the encouragement of creating and creativity allows the individual to bring his world to others. To differentiate from the regular ways of teaching that will not address the person individually and will attempt to internalize and understand his world, his outlook, and his perspective and even his opinions. The art of creating and creativity enables this to be realized. They give the individual a platform for the expression of ways of thinking and even open before him many possibilities that the regular ways of teaching do not address and do not refer to at all.

### **Motives of the Choice of the Teaching Profession**

According to Lorraine (2011), many research studies have shown that the **choice of the profession** that are commensurate with the person’s ability and inclinations cause satisfaction and prevents signs of burnout. After many years of the engagement in the profession, the need arises for decisions on areas in the chosen profession. Over the years, the person develops and technology develops. The engineer needs to choose between the works of design, maintenance, production, etc. The physician faces the different fields in the profession of medicine, etc. Research studies have found a positive relationship between the choice of the appropriate profession and satisfaction.

Evans (2011) maintains that at the time of the choice of the profession you must take into account six factors, the success of every person in every task, if it is

short and less important, like acting, or longer and more important like a professional career, depends on six factors:

1. **Ability.** Ability is the potential that determines whether the person can realize a certain role in the present or in the future. The intention also is the theoretical ability (intelligence) and also specific talents, such as the ability to perceive shapes in space, technical ability, and musical ability.

2. **Inclination.** This factor includes all the motives that the individual has to perform a role. This factor includes the level of aspirations, the need for achievement, the degree of interest in the different roles, and needs that are satisfied by the work or as a result of it.

3. **Environment.** This factor includes the opportunities and the limitations that the environment sets for the person. The factor of the environment includes the job market, the supply of positions, the limitations of social pressures, factors of the climate, and so on.

4. **Health.** This factor includes all the components related to the individual's physiological situation, such as external appearance, physical strength, color blindness, and sensitivity to chemicals.

5. **Traits.** This factor addresses personal traits such as patience, leadership (a personal trait and not an ability), the ability to be liked and to acquire trust, responsibility.

6. **Achievements.** The level of knowledge that the person has in all that is required for the performance of the role. Here education and knowledge acquired in independent learning are included.

Evans (2011) adds that these six factors influence the person's success in the profession. The relationship between these factors is weak. There is a positive correlation between specific ability, for instance musical ability, and the person's tendency to express this ability: to play music. The research studies indicate that

most of the fields the relationships is rather loose and justifies separate reference to ability and inclination.

Ability and inclination are important regarding the choice of the profession. In contrast, the environment, the health, the traits, and the training have limited influenced under certain conditions they limit or prevent the chances of success in the professional career, which in terms of ability and inclination can be considered appropriate.

To choose an appropriate profession or appropriate professional career, the person needs to examine his suitability in each one of the six factors. Here the concept of “profession” addresses a certain period of life, and the term “professional career” addresses the entire range of life. Since the relationships between the factors is weak, it may happen that the person will not suit a certain professional career because one of the six, even if in the other five he suits the same career.

A research on teachers proposes that the field is attractive to potential friends, because of the social value perceived in the task – the ability to continue to work on a certain topic in the field, the extended financial rewards, and the security in the field. The progress and adoption of programs of alternative accreditation have legal validity and legitimacy. Nontraditional tracks for the class and opened the gates for the conquest. General teachers held well-established beliefs and attitudes towards the work and role of teaching before the entrance into the field. A research on the reasons people become teachers revealed through a wide range of research methods a common set of motives. The general characteristics that consistently appear includes providing an important service to society, work with love of children, a special topic, stable work, knowing the work schedule ahead of time, experiences, and making a difference in society. All

in all, these are traits that will lead teaching to a high ranking in the tasks but the place of the characteristics may change between respondents.

Research studies conducted recently seek to reveal more diverse understandings of the motives to enter into teaching. For instance, Richardson and Watt (2005) took conventional characteristics to enter into the field and to catalogue them into those with “the value of personal service” and the “value of social service” in terms of the work understandings. The value of personal service includes work, security, and family, work talent, while the value of social service includes the ability to make the difference in the work with children, and what makes a contribution into social capital.

An initial examination of 895 students and teachers, ages 18 to 34, showed that one-third of them were “career changers”, people who had worked in something else before they turned to teaching. The findings showed that the strongest motive was the values of social service and the weakest motive, in general, was the lack of satisfaction or lack of ability to succeed in another job. However, when the data are examined according to age, the researchers agree that the personal values of service, such as occupational safety, influence more the career changers while the students tended to quote values (Richardson & Watt, 2005).

## **References**

1. Ariav, T. V. (2006). The Creation of Partnerships between Institutions of Teacher Training and the Field: An International Look with Emphasis on the Model of the School for Professional Development, *PDS*, 21-67. (Hebrew)
2. Azulay, A. (2009). *The Great Artistic Potential of Literary Text and Its Realization – The Study and Design of Ways of Reading and Ways of Teaching*, 2-34. (Hebrew)
3. Evans, L. (2011). The Motivation to Enter Teaching by Age Related Career Stage and Certification Path, *Sociological Spectrum*, 31, 606-633.
4. Guri-Rosenblit, S. V. (2010). *Teaching – Profession, Art – Art*, Israel: The Open University. (Hebrew)
5. Richardson, P., & Watt, H. M. G. (2005). I've Decided to Become a Teacher: Influences on Career Change. *Teaching and Teacher Education*. 475-489.
6. Smith, K. V. (2008). *The Period of the Specialization in Teaching: A Bridge between the Initial Training and the Continuous Professional Development of the Teachers*. (Hebrew)