

Contemporary strategies and teaching methods in preparing and implementing art activities in kindergarten / Suvremene strategije i metode rada u organiziranju i provođenju likovnih aktivnosti



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The importance of art education for the cognitive, social, and emotional development of children and youth

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Abstract

Children's experiences in the field of art have an important role in fostering their holistic and healthy growth and development. One of the areas of art belongs to visual arts, which facilitate the development of children's creative potential, visual-spatial intelligence, visual sensitivity, imagination, aesthetic perception, and specific artistic expressive abilities. The objective of this research was to examine the extent to which kindergarten teachers implement traditional and modern strategies and teaching methods in preparing and implementing art activities in kindergarten. The research included 207 participants, Croatian kindergarten teachers from the Primorje-Gorski Kotar county, Sisak-Moslavina county, and the city of Zagreb. The questionnaire used in the research included closed and open-ended questions. Descriptive statistics were used for basic data analysis. The answers to the open questions were analysed by extracting key words and grouping them into meaningful categories. The incidence of certain categories was determined, and the percentages were calculated regarding the number of respondents. The existence of statistically significant differences in the use of certain teaching methods and fostering children's participation in visual arts activities by teachers regarding their place of work was calculated with the χ^2 test. The obtained results are presented in tables and descriptively. The research results showed that the established approaches in preparing and implementing art activities in preschool prevail within visual arts education.

Key words

artistic development of children; preschool education; teaching methods; teaching strategies

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Sažetak

Važnu ulogu u poticanju cjelovitoga i zdravoga djetetova rasta i razvoja imaju njegova iskustva na području umjetnosti. Jedno od njih je likovno područje kojim djeca razvijaju svoje kreativne potencijale, vizualno-prostornu inteligenciju, vizualnu osjetljivost, maštu, estetsko percipiranje i specifične likovno-izražajne sposobnosti. Cilj istraživanja bio je ispitati u kojoj mjeri odgojitelji koriste tradicionalne, odnosno suvremene strategije i metode rada u organiziranju i provođenju likovnih aktivnosti u vrtiću. U istraživanju je sudjelovalo 207 odgojitelja hrvatskih vrtića iz Primorsko-goranske i Sisačko-moslavačke županije i grada Zagreba. Anketni upitnik korišten u istraživanju obuhvaćao je pitanja zatvorenoga i otvorenoga tipa. Za osnovnu analizu podataka upotrijebljena je opisna statistika. Odgovore na otvorena pitanja obradili smo tako da smo ispisali ključne riječi i potom ih objedinili u sadržajno smislene kategorije. Utvrdili smo pojavnost pojedinih kategorija i izračunali postotke s obzirom na broj ispitanika, a χ^2 testom ispitali smo postojanje statistički značajnih razlika u korištenju pojedinih metoda rada i poticanja djece u likovnim aktivnostima od strane odgojitelja s obzirom na mjesto rada. Dobivene rezultate predstavili smo u tablicama i opisno. Rezultati istraživanja pokazali su da unutar likovnoga odgoja prevladavaju ustaljeni pristupi u organiziranju i provođenju likovnih aktivnosti u predškolskoj dobi.

Ključne riječi

likovni razvoj djece; metode rada; strategije poučavanja; predškolski odgoj i obrazovanje

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