

Art education for special groups and children of educational integration

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Art education is one of the subjects simultaneous with other sciences that are included in all different aspects of life. And since it plays an educational role with a purposeful message, it was not limited to the normal in character building, but rather included all special groups, including the hearing and visually impaired, the blind, the mentally retarded, the gifted and others, so that they vent their feelings and emotions that often do not appear in their language but rather They express them in their artistic works that they produce and taste, and thus these works become outlets for expression and communication, which makes these works outlets for expression and communication, which makes these works a means to help them translate their thoughts and feelings without disclosing them. It includes art education that deals with visual arts in two areas: - the field of contemplation and discrimination, and this is manifested through contemplative activity. The creative field and this is reflected through creative activities with materials. These two areas are derived from the main goals of art education, which are goals centered around the development and development of an aesthetic and emotional interest in real or imaginary scenes.

The ability to express through visual and plastic means as a means of personal expression and communication for all students of educational integration in the faculties of specific education is a basic need for self-expression. Internal emotions, thoughts, dreams, fantasies, and artistic activities are considered a way to acquire concepts and thinking skills, as well as a way to study and discover phenomena in the structure and to develop competencies in the field of personality. integrate it into society. One of the important goals of artistic education for special groups and children of educational integration in general is to achieve educational compatibility, by helping the individual choose the most appropriate materials, tools and subjects in light of his abilities and inclinations, and to make the maximum possible effort to achieve success, and that through the use of tools and materials improves Motor synergy and readiness to follow instructions grow, leading to achieving professional compatibility by helping him at the end of the educational stage, provided that he has an appropriate profession that achieves economic independence for him when he becomes an adult. And the importance of their practicing the various fields of artistic education in proportion to the nature of their abilities and preparations. The researcher extracted a set of points that define in total

the general objectives of caring for students of educational integration and rehabilitation of the mentally handicapped within the framework of art education.

These points can be formulated as follows:

-Develop the ability of students of educational integration to arrange, organize, sensory and kinesthetic coordination, perception and visual discrimination.

-To develop the ability of students of educational integration to have a formal awareness of the elements of the surrounding environment.

Providing students with educational integration with a graphic ability for self-expression through his practice of the fields of art education. Providing students with educational integration with the means that make it able to adapt and develop.

-Developing the skills of manual and kinetic educational integration students by practicing different technical fields. Providing educational opportunities about the concepts of shape, size, depth and space.

-Develop the ability of students of educational integration on motor and manual compatibility by using different materials and raw materials to form some organic, geometric or free stereoscopic bodies, according to the level of intelligence of the children of educational integration, their needs, interests and previous experiences.

Encouraging students of educational integration, during the formation process itself, to verbally express what he is doing.

Providing the opportunity for students of educational integration to satisfy their tactile and visual senses by living with them directly.

-Helping students of educational integration to control and control activities that depend on chance in order to produce valuable works through experimentation, awareness and thinking.

Helping students of educational integration and accustom them to making decisions and finding solutions, by solving the problems that provoke and motivate them and that they encounter during artistic production, which develops their thinking and imagination according to their abilities and capabilities.

Developing important social values such as cooperation, production, management and observation, through collective projects. Also, the practices of art have a positive impact on individuals with special needs, in terms of employing mental processes such as observation, attention, sensation, perception, selection, generalization and the ability to understand visual information. Educational integration and their adaptation to the vocabulary of the environment.

And art therapy through environmental and diagnostic drawings is one of the successful means in treating various disorders. It is the natural medium through which the student expresses himself. It is one of the important methods in teaching students of educational integration. As for the educational problems that a number of students suffer from, most notably distraction and excessive movement (Hyperactivity)