

Child and Aesthetic Education for People with Disabilities

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Child and Aesthetic Education Child and aesthetic education Aesthetic education is necessary for the child, because it encourages him to innovate, creativity, creation, and art, and makes life in his eyes beautiful, sweet and refined. and art criticism. It develops artistic and aesthetic taste. All this serves his productivity of art and beauty, and expressing himself and himself artistically and plastically. It also teaches him some moral ideals, and contributes to his integration into society. This is what made many educators integrate artistic and aesthetic education into other academic programs. The child must push in all subjects to innovate, that is, to create new relations with the subjects and curricula, because these relations enable him to identify his talents and abilities, and his artistic, aesthetic, and even cognitive limits. This is all due to self-reliance, perseverance and effort. Those in charge of education must work in art education lessons, artistic and aesthetic appeal, to analyze some works of art, if they have the ability to do so. An auxiliary factor in learning, understanding, comprehension, and assimilation to all subjects, and from here all educators point out that art education can serve all lessons if it overlaps with them, and among them, and is integrated with them, as he must provide the reasons for beauty in every corner of the school until it develops An educated taste for beauty. And to show them samples of some of the new works of major international artists. The arts are very important in raising children in general and for people with disabilities in particular, because they provide the opportunity for the child to express his feelings and what is going on in himself. The value of these arts for children with disabilities increases because of their inability to express and describe accurately in words. The goal here in training these children is not mastery or creativity, but rather to provide the child with an opportunity for free expression and without pressure of what goes around. And artistic taste. The main objective of artistic education for the disabled has become self-realization, working with them according to their condition and level and helping them, whether they

have a disability, or are academically behind in achieving themselves to the point where they can look at themselves and be satisfied with what they look at, and one of the goals of art education is in taste. The artistic and aesthetic for the handicapped should take into account that creation, innovation and highlighting beauty are not the main goal, but rather help that expression be a reflection of internal self-conflicts, and this is not seen by art education teachers as beauty, and therefore these drawings should not be measured with the technical standards by which fine works are measured. In general, as long as the drawings are made with the child and opportunities are provided to express himself honestly. Also, the practice of art education provides an opportunity for catharsis, and Aristotle asserted in the past that catharsis is of great benefit because it helps to rid the human soul by purifying it from excessive emotions or from the painful conflicting elements within it to reach a pure, transcendent soul, and Aristotle found in art the best means to obtain these results. . The practices of art also support the continuous experiences of the environment, and it is a way to revitalize the individual's interests in the environment and to strengthen his relationship with it, and then we can note the importance of these practices for those who have completely lost some of the main means of understanding, such as the deaf and hard of hearing, in order to be able to express themselves, as well as the children who They find it difficult to create a connection between them and others, and they suffer from loneliness and closing in on their problems without revealing them, and by them we mean the autistic category. Allowing a disabled child to practice art education is allowing him to be an influential member of his surrounding environment, through what his artwork includes, from a special point of view that is not similar to others, and this differs from the rest of other life situations, in which this same child is affected With others all the time, and dependent on them, the exercise of influence on others, and being influenced by them, creates a kind of emotional balance in this child. Also, artistic expression is an important means through which the individual can express and vent about his struggles and problems, his feelings, his feelings, and his motives without resorting to operations of adjustment or deletion of everything he deems inappropriate for expression, as happens in other means of expression, and what accompanies these operations is a type alternative gratification of impulses. Art practices have a positive impact on disabled individuals, in terms of employing mental processes such as observation, attention, sensation, perception, selection, generalization and the ability to understand visual information. Environment vocabulary. The practices of art have a positive impact on the development of the senses, as it gives the senses and some parts of the body, such as sight and touch, a great opportunity to eat raw materials and various treatments, and this helps to develop the senses, and the ability to distinguish between shapes, bodies, images, colors, etc. Small and large, thus acquiring manual skills.