

"Visual Aesthetic Culture In Art Education And Its Impact On The Creative Personal Growth Handicapped"

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Research Summary:-

Beauty is one of the mysteries of divine power and evidence of it. It is aware of the sense and the heart. It is not easy to define or limit it with descriptions, drawings or phrases. It is an internal feeling that may be interpreted by the owner in terms or signs. Where there is a correspondence between human sense and external beauty through the sensory perceptions that God gave to man.

And visual culture comes integrated as a system of symbols, shapes, relationships and content bearing expertise and balance of civilized peoples, and is characterized by Basmati, which is developing renewable and self - dynamic.

It is a group of moral qualities, social values, intellectual practices and ideological behaviors, which are the capital of the individual since birth, which contribute to the creation and creativity of the new in the field of visual aesthetics, whether industrial or intellectual, bearing the philosophies and nature of society and its aspirations.

The beginning of the twentieth century saw the movement of visual learning, and this movement has the idea that the use of visual materials makes the abstract ideas that are taught more tangible. The first unofficial definition of visual learning was first published in 1925 (Visual Education includes the use of films and other materials). It is the method of learning ideas, concepts, data and other information associated with images and techniques. It is one of the basic types of learning (motor learning, audio learning, and learning Visual).

And aesthetic education is necessary for the child, because it encourages creativity, creativity, art, and makes life in his eyes beautiful, sweet and upscale, as it pays to spend his free time, and develop his exploitation in the observation of art, and production of beauty and appreciation, His judgment, and develop the taste of artistic and aesthetic.

That art practices have a positive impact on individuals with disabilities, in terms of employing mental processes such as observation, attention, perception, perception, selection, generalization and the ability to understand visual information, and all this employment is expected to benefit from the different life situations. Therefore, artistic practices are a means and a bridge to teach this child Environment vocabulary.

All this serves his productivity for art and beauty, and to express himself and himself, both artistically and formally. It also teaches some moral ideals, and contributes to its integration into society. This has led many educators to integrate art and aesthetic education into other study programs.

And the main objective of technical education for people with disabilities has become the self - realization, and work with them according to his m and level m and help m whether with disabilities, or the late semester in achieving the same m to the point can where to be seen Wa to the same m Verd wa what wa seen him, as reflected the importance of technical expertise in children with disabilities in general in providing them with a number of skills, values and trends On this quest here is to add and enrich this approach.

Accordingly, the researcher has formulated the following problem:

How can the visual aesthetic culture in art education contribute to the growth of the creative personality of the disabled?