

Practical and Theoretical Aspects of Teaching Methods from the Faculties of Fine Arts in France

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Abstract:

In the current changing world, named the era of knowledge explosion, diversity and modernity, art professors and teachers as well as those who have been involved in teaching art in institutions and any related centers have been trying to find out the influence of teaching methods in the field of art. Several studies about practical and theoretical methods of teaching art in French faculties and schools have been undertaken. It is worth to mention that these methods are very useful to apply in other schools outside of France because they are very useful for the students and let them know a lot about this field. Art faculties and schools of Fine Arts have some practical and theoretical methods to teach their required subjects perfectly. There are some lectures and exercises in theoretical and practical teachings of the professors whose initial idea is to solve problems on the spot during the process of making artworks. These methods are constantly upgrading after each lecture and exercise to improve the methods of teaching art at the faculties and schools of Fine Arts. The main objective of this paper is to describe some methods that are directly related to the interactive effect between professors and students. These methods provide an opportunity to develop further teaching methods and the formation of the methodological framework of lectures and exercises. The research handles comparative and descriptive teaching methods as well as academic. The result of this research is one of the possible methodological structures that proposed teaching aids that can be further developed and upgraded to improve teaching at the faculties and schools of Fine Arts. In this way, students and learners of art can have the opportunity to get familiar with art in an easy and practical way, which also help them enjoy making artworks

Keywords: practical and theological methods, teaching art, Fine Arts, teaching methodologies, art students, Art.

الجوانب العملية والنظرية لطرائق تدريس الفنون في كليات الفنون الجميلة في فرنسا

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المفصّل:

إن التغير العالمي الحاصل والذي يُعرف بعصر الانفجار المعرفي والتنوع والحداثة، جعل أساتذة الفن ومعلموه بالإضافة إلى الأشخاص الذين يشاركون في تدريب الفن في المؤسسات والمراكز ذات الصلة بتدريس الفنون على فهم تأثير أساليب التدريس في المجال الفني. حيث تم إجراء عدة دراسات حول الأساليب العملية والنظرية لتدريس الفن في كليات ومدارس فرنسية. ومن المهم تطبيق هذه الأساليب بشكل فعال في مدارس أخرى خارج فرنسا. حيث تُخصص كليات الفنون ومدارس الفنون الجميلة بعض الأساليب العملية والنظرية لتدريس مواضيعها المطلوبة بشكل مثالي. تتضمن بعض المحاضرات والتدريبات أفكاراً نظرية

DOI: <https://doi.org/10.36317/kja/2024/v1.i59.14780>

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وتطبيقية للأساتذة، حيث يكون الهدف الأساسي هو المعالجات الفنية خلال عملية إنشاء وتكوين الأعمال الفنية. ويتم تطوير هذه الأساليب باستمرار بعد كل محاضرة وتدريب عملي لتحسين أساليب تدريس الفنون في كليات ومدارس الفنون الجميلة. إن الهدف الرئيسي لهذا البحث هو وصف بعض الأساليب التي تتعلق مباشرة بالتأثير التفاعلي بين الأساتذة والطلاب. حيث تقدم هذه الأساليب فرصة لتطوير أساليب التدريس بشكل عام وتكوين المنهج النظري والعملي للدروس وطرق تقديمها. إذ يتناول البحث الحالي أساليب التدريس باعتماد المنهج الوصفي في تحليل عينة البحث من طرق تدريس الفنون النظرية والعملية بالإضافة إلى الجوانب الأكاديمية. تُعد نتيجة البحث الحالي بوصفها إضافة جديدة لطرق تدريس الفنون المنهجية الممكنة وذلك باقتراح أساليب ووسائل تدريس يمكن تطويرها وتحسينها لتعزيز عملية التدريس في كليات ومدارس الفنون الجميلة.

الكلمات المفتاحية: الأساليب العملية والنظرية، تدريس الفنون، الفنون الجميلة، مناهج التدريس، طلاب الفنون، الفن

Introduction

First: the research problem

The purpose of teaching is to convey concepts and ideas, change performance for the better, develop skills and provide expertise. Therefore, teaching methods have the largest and most prominent role in guiding students and providing them with experiences and skills in all fields, as long as there are qualified professors who have proficiency in their field, the need for teaching and guiding students will remain.

Diversity in teaching methods and the adoption of modern strategies and methods would make a big difference in providing the students with better information and skills. This increases the students' ability to understand, know and practice better. Innovating multiple methods of teaching provides students with equal opportunities of different abilities, educational needs and desires.

Teaching methods focus on the learner as the focus of the educational process, the aim of which is to achieve the objectives of the curriculum first and create opportunities for students to be creative. Since creativity is the highest form of human activity, many researchers have focused on it. Scientific progress requires the explosion of creative energies. Modern teaching methods are no longer just a process of providing students with information, but rather a process of enabling students to rely on themselves, innovate, and search for advanced ways to solve problems. This is also accompanied by a change in behavior and the development of the student's ability and guidance to overcome

problems and thus directing them towards community service and development.

Teaching methods are problem-solving methods, which allow a diversity of experiences and skills acquisition, by using them to develop students' abilities to think scientifically to solve problems. Therefore, the teaching process is for the teacher to identify a problem related to a particular topic and collect information about it, and its solution requires the student to do related activities and impose hypotheses to get results and draw conclusions for achieving the objectives for the study.

Modern teaching methods emphasize on allowing the students to take advantage of their effectiveness. However, the professor remains responsible for guiding the students by adopting the approved method or style that can be defined by how the teaching staff uses the teaching process.

Therefore, the method of teaching is a cornerstone of the educational process, and it is one of the necessary things for the teacher and the students together.

It is the method that the professor resorts to presenting the information of the educational activity to achieve. They are organized steps that lead to learning the specific goals according to the requirements of the society.

Art is among the important areas of life, which is indispensable in educating, guiding and developing the aesthetic taste of students. It is also an important means in building human awareness of major issues. One of the most influential benefits of art in a practical way is the production at the level of society as a whole, because the development of artistic sense increases the imagination of designers and workers in developing works and improving their quality. Art also contributes to enhance students' learning capabilities. The economic importance of art lies in creating new job opportunities and increasing the workforce, which contributes significantly to promote country's development in economy and support the tourism sector. This means those who travel for artistic purposes stay longer in a country and this leads to a greater rate of financial expenditure and income for the country. Then there will be a

contribution to raising awareness among students. There will be the formation of important knowledge and information across generations to understand history and the culture of the country more profound. Therefore, the process of teaching art is of great importance in raising students and increasing their aesthetic and artistic awareness.

The current research focuses on knowing the methods of teaching art in France from a practical and theoretical point of view. This would lead to knowing the methods adopted by the French in teaching arts that is very helpful and prominent. Also there will be an explanation about knowing the secret behind the excellence in teaching art in France, which made most countries adopt French arts as a basic curriculum that they teach in universities and art schools. For example in Iraq, the focus of art schools and universities is on teaching and investigating French arts.

Second: The importance of research and the need for it

This research discusses the variety of reasons to mention its importance that are brought in the following:

- It represents an attempt to understand the methods of teaching art in France according to their theoretical and practical aspects in terms of concepts, artistic methods and techniques used in art schools.
- It highlights the most prominent and successful art educational methods in France considering the art, artists, art schools and art museums.
- The current research encourages a move towards developing studies in the field of art and simulating the methods used in art schools in France.
- The current research is a serious attempt to gain experience in teaching art in a professional manner and to know the diversity in the methods of teaching art and the techniques as well as the development it has reached.
- The current research also focuses on students' achievements and methods of evaluation by specialized professors.
- Benefiting from it in the relevant institutions (colleges and institutes of art in particular), as it is an important part that can be used to take experience from French art professors.

- The current research also shows why France is the most distinguished among countries in the field of art in particular.
- The need for this research lies in what it will highlight from the analysis and attempt to benefit from it in determining the teaching methods to be followed in the country of Iraq with the help of experiences from French art professors.

Third: Objective of the research

The current research aims to gain a comprehensive understanding, which is:

(practical and theoretical aspects of teaching methods from the faculties of fine arts in France).

Fourth: Research limitations

The limits of current research are:

1. Time limit: The current research is carried out by the period (2022).
2. Geographical limitation: France, the following three art schools which are: (Ésam Caen/Cherbourg – Caen, ESAAA - école Supérieure d'art Annecy Alpes – Annecy, and L'École Supérieure d'Art et Design Le Havre –Rouen).
3. The study exclusively focused on the instructional approaches for both theoretical and practical aspects of art in France.

After searching in the libraries of art colleges and schools in France and Iraq, as well as searching in available magazines on the Internet, the researcher did not find a study that was close or similar to the topic of the current research, which discusses theoretical and practical methods of teaching art in art colleges in France. This paper focuses on the methods approved by some teachers and professors of art in France. The French in art schools and colleges teach art in both its practical and theoretical aspects and provide the students with the benefits from the experiences of these teaching methods. The mentioned points are what the researcher did not come across in any papers; therefore, it can be said that the topic is new in the researcher's opinion.



Objectives and types of methods of teaching art

Teaching methods of art aim to provide learners with the technical expertise and skills necessary to develop an emotional sense and raise the level of aesthetic taste. Therefore, the art teacher must possess the experience and expertise in order to be aware of his responsibilities. That is in addition to his technical information in order to turn his expertise and experience into an ability to express for transforming the material into artistic value.

Teaching methods are a form of organizing teaching in an orderly manner that is consistent with the goal related to the structure of what we want to teach, and with the idea for the psychology of learners, and aims at the effectiveness and adequacy of teaching. In this sense, the method is general or specific to certain material, but it remains with specific and obvious steps that gives it its specifications and distinguishes it from other methods. It is "the approach taken by the teacher in communicating what is stated in the curriculum in terms of knowledge, information, and activities to the learner with ease" (Darwazeh, 2000, p.176). It is said "that they are the methods adopted by the professor in providing information to students with the intention of giving them information, experiences and skills that qualify them in their field and provide them with a change in their behavior towards measurable and observable goals" (Attia, 2008, p. 255).

"The methods of teaching art have three main aspects: a- the academic aspect, b- the professional aspect, c- the cultural aspect. The effectiveness of any preparation program depends on the extent of integration and interdependence between the three aspects, so that each aspect supports the other aspects" (Obeidat, 2007, p. 145). The academic side provides students with the sciences, concepts and skills necessary to put them on the right path in order to understand a particular field and make the students professional in it in order to prepare them in this field. This will make the students be ready in managing and providing the achievement they have learned to be useful in the professional aspect when they are placed in jobs or in the labor market. This achievement

will be also an expression of the culture that students learned and lived, which will also be an expression of their environment and era.

With the teaching methods, it is necessary to create an “educational environment” that directly affects the teaching methods, which includes all the physical, social, intellectual and psychological influences that the learner is exposed to regarding his practice of learning. Effective interaction and acquisition of experiences, knowledge, technical skills, attitudes and values that the learner needs, have a proportion for students’ abilities and preparations in the easiest possible ways. "Experts and specialists confirm that an attractive social environment is the one in which there are material and human components that contribute in order to attract the learner towards learning more effectively, as well as the availability of equipment, tools, materials for the teaching process, and the availability of resting places in the building" (Al-Afifi, 1998, p. 112).

Teaching art has some particularities that distinguishes it from teaching other subjects because it adopts the principle of development, renewal, innovation, lack of mechanism and repetition. There are several methods of teaching art in academic institutions. These methods are common, including traditional and modern methods; art lessons depend on procedural steps and the means to perform them. The required steps include preface, practical explanation, application and evaluation. On both sides some strategies are used:

1- Lecturing method

It is called by several names, including the rhetorical or informative method, which is a continuous oral presentation in a news style of data, information and events. In this method, the teacher remains the communicator or the controller, and the students are listeners. There are some other teaching aids that are related to the lecture and they depend on the personality of the teacher and his ability to mentally arrange information and choose appropriate words and perceptions for the students’ level. This is one of the most widely used methods, whether

in formal or informal education. Some of the disadvantages of this method are:

"A. There is no encouragement for students to search, think and follow up

B. There is no difference between students

C. The student's role in participation is cancelled and the student would be just a listener for the entire period

D. The students will be bored, toxic and annoyed due to pumping data and information continuously

The lecturing method is defined as presenting the information in sequential phrases that the teacher narrates in an interesting and attractive manner" (Faraj, 2005, p. 92).

2. Demonstration method

Practical demonstration is taking actions to do something in the presence of others as a visual means that shows how to work. Practical presentations can contribute to a reasonable extent in achieving many of the teaching objectives. Therefore, it can be said that practical presentations, if they are well used, allow the learners to work, interact, and make practical studies perfectly. An effective and practical presentation is one that reflects in its objectives, content and style. It is also an interesting point that teaches students the appropriate amount with functional knowledge that is the basis for fruitful education and at the same time gives some interest in learning some behavioral aspects such as some skills, attitudes and tendencies. This method is associated with conducting a practical experiment and displaying an educational method that is the focus of the topic in question. It is used when information requires the delivery of a specific skill. It is a good method for training skills in art lessons such as drawing, music, handicrafts, etc. This method is characterized by helping in order to arouse students' interest and thinking during the practical presentation, it encourages them to analyze and formulate so this method carries an element of suspense and surprise.

3. Dialogue and discussion method

In this method, the teacher presents a topic for the discussion, then on one hand the opinions will be exchanged between the students and on the other hand, the success of this method depends on the teacher's preparation for the appropriate atmosphere by managing and directing the class in order to reach new information and data for the students. When the students participate in the discussion and present their ideas, in this case, the communication process is effective in the education process, and the method of dialogue and discussion is used to solve problems, because the role of both the teacher and the learner is positive. It also helps to modify the behavior of the learners and develop their abilities to accept and criticize the other opinions and respect them. This happens by stimulating the students and exploiting their intelligence and abilities to gain knowledge and helps learners to have self-confidence and get affirmation.

This method relies on managing dialogue and discussions between the teacher and students by asking questions that provoke thinking and conclusion among students, which leads to their connection to the goal of the subject of teaching. The discussion includes providing opportunities for students to express their opinions, analyze and criticize the content of the lecture, whenever they find room for expressing their agreement and disagreement as well as when the justifications for each of them are needed. Then the lecturer finds room to correct the misconceptions with which they may come out of the lecture. The teacher adopts the method of group discussion among the students and is responsible to direct the discussion. The teacher's method is characterized by democracy when he reviews a tool without imposing or controlling the students. In this method, the students acquire skills.

"The method of dialogue and discussion in teaching is one of the important ways to give students the opportunity in order to present their artistic ideas and visions, what they tend to achieve in their work, and the ideas they wish to include in their work. Also the solutions that provoke

thinking and attract attention to students will be provided" (Attia, 2016, p. 333).

4. The modeling method

This method refers to learning by simulating models, schools, universities and educational institutions to offer types of models that are considered valid for the emulation and the performance process. A competent and experienced coach, professor or teacher must carry them out. Modeling is an indispensable method in teaching and learning processes. It is required that the learners have the motivation, desire and ability to acquire and adapt to a skill that are the related matters.

The modeling method is what the teacher applies from experiences, means, models and skills in teaching to present them to the students. The teacher has the main role in the presentation and some learners may help. The role of the learner is observing, making conclusions and linking the results to the theoretical explanation. Scientific presentations do not give learners practical experiences, but they give them information about experiences. Practical presentations or modeling are used a lot in teaching, especially when devices and tools are not available for each student individually or when there is danger while using the materials and devices by the students. "One of the advantages of scientific presentations is that they are economic in time compared to the practical method, draw students' attention to the lesson, and help the teacher to control the class better" (Al-Muhaisen, 2007, p. 6).

The teaching aids including a set of tools, materials, educational devices that the teacher uses with experience and skill in educational situations are for transmitting or having the access to educational content, so that the learner moves from the reality of abstract experience to the reality of tangible experience. This helps the student to learn effectively with less effort, shorter time and cost. "The quality in the means of education appears by attracting the attention of the learners and being a means of linking between what is said orally to the learners and what is practically applied on the ground" (Al-Sultani, 2012, p. 16).



5. Cooperative learning method

It is a classroom teaching situation in which all students at different levels of performance work in groups towards a common general goal to achieve interdependence, which develops good listening and discussion skills. The teamwork strategy encourages effective learning, as it helps develop interaction, good listening habits and discussion skills. When students work with each other to achieve a common result, they will develop the characteristics of mutual dependence and personal accountability to contribute to the success of the group. Teamwork leads to the support of colleagues, and building the interaction of students with each other (student - student) as an alternative to the interaction of the professor with the students (professor - student).

"The use of cooperative learning is not new to the field of education. During certain periods of education, cooperative learning has been used to promote student achievement and teach educational objectives.

According to Johnson, Johnson, and Holubac (1993), for a lesson to be cooperative, five elements must be included: individual accountability, social skills, positive interdependence, face-to-face interaction, and group processing. For a teacher to implement positive interdependence, students need to understand they are linked with other students in their group in a way that one cannot succeed unless the other members of the group succeed" (Bobick, 2008, p. 13-14). "One way to promote positive interdependence is by assigning each student in the cooperative learning activity a role. Face-to-face interaction among students exists when students help, assist, encourage, and support each other. Students explaining to each other how to solve a problem, discussing with each other concepts that are being learned, and peer teaching are other ways to promote face-to face interaction. During the art lesson, the teacher must provide the time, face-to-face seating, and encouragement for the students to talk and help each other in order to learn.

Individual accountability occurs when each student's performance is assessed and the results are given back to the group and the individual student. The teacher needs to tell the students some group members need more help in completing the assignment, and every student needs to contribute to the cooperative learning activity" (Bobick, 2008, p. 14).

"Cooperative work among students offers a variety of idea-generating options. When students work together on an art assignment, this experience can lead to an increase in productive teamwork (Lyman, Foyle, & Azwell, 1993). For example, cooperative art experiences may enable a shy student to become more involved with his or her classmates" (Bobick, 2008, p. 15).

6. Project method

The project method is one of the most important student-centered teaching methods, and is one of the organized scientific methods that link theory and practice, as well as linking and strengthening the student's relationship with social and economic life in the local community, in other words: linking the school or university as a Socio-educational system with a social environment. The projects are either individual or collective: in the individual project, one student does what he goes through to the end, and by this he has acquired the ability and the encouragement to facilitate himself to carry out other works. As for collective projects, sometimes called social activity, they strengthen social bonds between students, push them to divide work among themselves and encourage them to take responsibility in the school community.

The project method can be summarized as the method in which the professor relies on making the students focus on their interest, skills and ideas in presenting practical achievements, usually at the end of the school year.

There are two basic approaches for implementing the project method. According to the historical approach, the students take two steps: initially, they are taught in a systematic course of study certain

skills and facts, then they apply these skills and knowledge creatively and directly to suitable projects. According to the second approach, the instruction by the teacher does not proceed the project but it integrates it. In other words, the students first choose the project and then they discuss what they need to know for solving the problem and learn the required techniques and concepts. "Finally, they execute the chosen project by themselves. In both approaches, time for the reflection should be provided during all phases of project learning, giving students the opportunity to evaluate their progress. Many teachers—especially vocational and industrial arts educators—use a series of small-scale projects to help students develop continuously for increasing the competence in practical problem solving" (Knoll, p16, 2022).

Research procedures

First: the research community

The current research community include art schools in France, which are under the supervision of the Ministry of Culture within the ANdÉA Association, which are distributed throughout France, and there are 45 schools of art and design.

Second: the research sample

The researcher has chosen a sample of his research, which is related to three schools of art, in order to give the selected sample an opportunity for methods of teaching theoretical and practical art in France.

Third: the research Methodology

The researcher adopted the descriptive approach to analyze the models of the current research sample, to identify the methods of teaching practical and theoretical art in France.

Fourth: analysis of the research sample

Art in France is not new, as it dates back to prehistory, that is, to the stone ages. Since ancient times, traces of art were discovered in different regions of France in the middle ages until the present time. France has enjoyed a state of artistic richness in plastic art, architecture,

music and literature. For decades, since the beginning of the nineteenth century until now, this country has been a home and center for artists. This is due to the interest of the State of France in talents and artists. In addition, in order to provide this country with the capabilities and tools necessary to support the energies of youth and creators, the high level of universities and art schools in France has the first and main role to make a center for the art and a center for launching contemporary artistic methods.

Throughout the period the researcher visited some cities in France and after reviewing the information available on the Internet, he found out all cities of France have art schools, colleges or institutions that are active in different fields of art, and this has an important role in encouraging students to choose the art specialization in the diversity of artistic disciplines. As the researcher mentioned previously, the French institutions are interested in art a lot, since France is a country with an important artistic history. This fact makes France at the forefront of countries in this field. This is what made the researcher focus on the methods of teaching arts in France to gain information and experience and take it to his country in order to share it with his fellow art professors in Iraq, in addition to art students, so that these distinctive methods of teaching would be adopted by the university students.

It must be mentioned that the current study focuses on art schools in France and these schools are in higher education, meaning that students study in them to obtain bachelor's, master's, doctoral and post-doctoral degrees. These art schools under the supervision of the French Ministry of Culture are linked to the (National Association of Public Schools of Art and Design under the name 'ANdÉA), which was established in 1995. It includes 45 schools of higher education for Art and Design under the supervision of the Ministry of Culture. It enrolls approximately 12500 students a year across France, inheriting centuries-old traditions, the art schools combined with a plurality of historical and contemporary knowledge in the world of art and design. ANdÉA's art schools offer courses, teaching methods, research, life school, art school



history, social and environmental transformations, and etc. They intend to contribute more broadly to the contemporary debate of ideas, through the promotion of public service, as art schools are indeed contemporary spaces to experiment materials, techniques, and methods, and are particularly in touch with environmental and societal issues. Art schools will also be symbols of responsibility and transformation.

Since the researcher was able to visit one of the Art schools stayed there for a period of time, he could see and observe the methods of teaching art in it. He conducted interviews with the school director, professors, students and some employees. These interviews provided the researcher with a lot of information and experience in the methods of teaching art, which will going to be mentioned in the context of the research.

This School of Arts and Media has a higher education and cultural facilities, which conducts higher education courses that lead 270 students each year to bachelor's and master's degrees in Art and Design/Publishing, as well as Ph.D. and research activities. It is distinguished by its library of nearly 40,000 documents, books, DVDs and periodicals that can be borrowed. It has a history of more than 200 years and is located in the city of Caen - Normandy region.

The most prominent feature of this Art School is that it is distributed in terms of area into five main parts:

1- Classrooms, which are divided into three types:

- Theoretical rooms
- Practical rooms
- Students' concerns

2- Library

3- The exhibition spaces that students use to display their work

4- Green spaces

5- Cafeteria and Lunchtime resting places

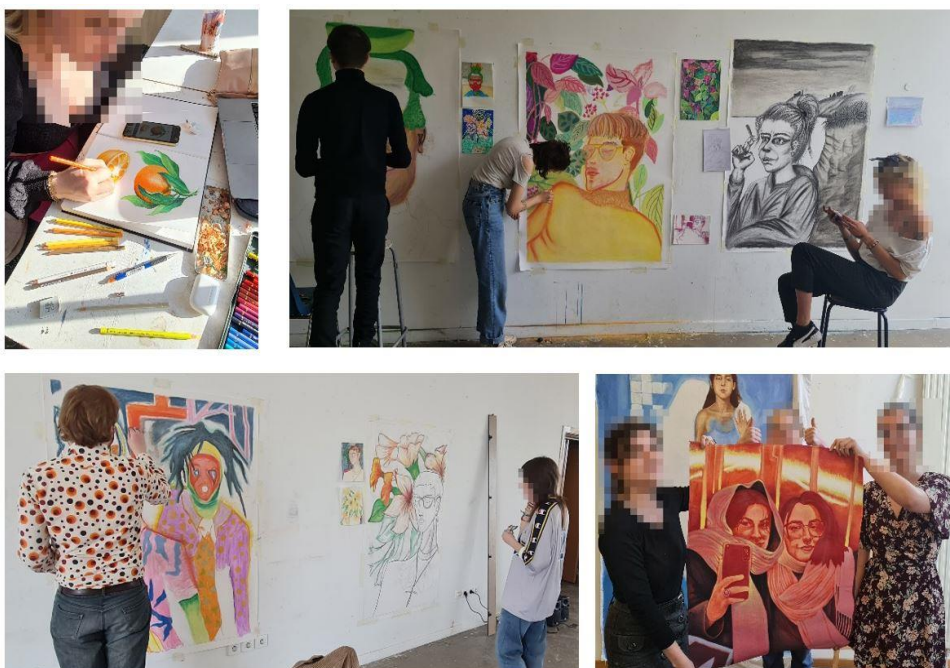
All these provide students with a healthy and comfortable spatial environment for creativity and development.

The lectures start from the morning at approximately nine o'clock until the evening at approximately six o'clock and the students remain working in their art workshops to complete their work until nine in the evening. The lectures are divided into two types:

1-Theoretical lectures: in which teachers adopt the method of lecture, discussion and dialogue, and sometimes teachers adopt the method of modeling in presenting some pictures and models to students. These types of lectures include all theoretical lessons, for example, lessons in art history, art philosophy and others. It dedicates some rooms for the students to focus only on information related to the lesson that the teacher provides for them. Theoretical lectures are taught in a sequential manner according to a scientific approach by introducing scientific and technical ideas and paying attention to details in order to help students to understand better. Students are sometimes assigned to do homework about the topics they studied to at least write a research, even if it is small, but it enables them to understand the topic by taking notes. Giving advice by teachers about titles and topics of books and resources for students to read is beneficial to gain information. Also within the theoretical lectures are those seminars between professors and students that the school holds for external lecturers, usually in the theater hall in the presence of a large number of students on a specific topic, in which general information is presented outside the curriculum for the purpose of educating students and increasing their information.

2- Practical lectures: All the lessons that the teacher teaches and trains students in a practical way so that they have the ability to know how to accomplish artistic works. Practical teaching methods of art are distinctive, it means they allow the students to try something new and contemporary which help them to experience all materials and tools in real by using all the materials and tools they like in artistic work, and this is a kind of creativity. The researcher also noted that the students in the first stage have their studies closer to the classical study, as the teacher teaches them the first points to open the doors for them to know the tools for artistic work, for example, how students use familiar tools such as

pencils, charcoal and crayons in drawing shapes and transferring them realistically in their paintings. This is to train them on the correct vision and how to deal with those tools and how to read the figures visually and transfer them on their boards in a realistic manner as in the figures (1, 2, 3, and 4).



Figures (1, 2,3,4)

For the topics that students draw, at first, they are geometric shapes or still life, and later the teacher directs his students to draw the direct model, and these are in the stages at the beginning of the study, such as the first stage and the second stage. Then the teacher introduces some points to the students.

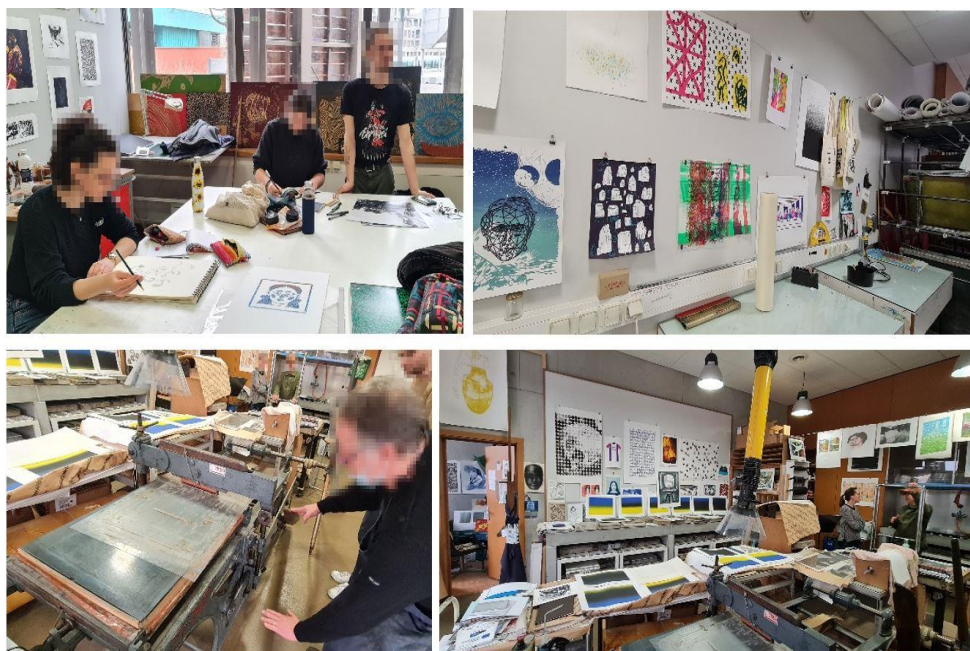
After that the teacher introduces the students to how to deal with color, what the basic colors are, what colors can be mixed with the basic colors and how to get a specific color. This is done by supervising the students and guiding them when mixing colors to get a specific color. By dying a paper or a surface and then repeating this process to get the same

color, the students can see the color well and can mix it and get it again. Through this way, students can get familiar with the colors and deal with the brush and the surface on which they draw. When the researcher asked the drawing professors about this subject, they said when the professor draws in front of the students, it is not beneficial for the students as it harms them. In this way the teacher makes other copies of his own style, while when he only directs the students and lets each student finds his own style and technique, the attention of the students will be caught and they will be attracted to drawing.

As for the use of tools and materials, at first, under the guidance of the professor, the students are dependent on familiar materials such as pens of all kinds, tints of all kinds, paper and canvases in the artistic work. Later the teacher directs the students to discover unfamiliar tools and materials to carry a deeper idea and more concepts than the concepts that are shortened by classic tools and paintings. But in the beginning, the teacher relies on teaching his students to use those familiar tools when the teacher directs the students to draw the shapes that their eyes see and use them in larger paintings in order to get accustomed to dealing with large works of art.

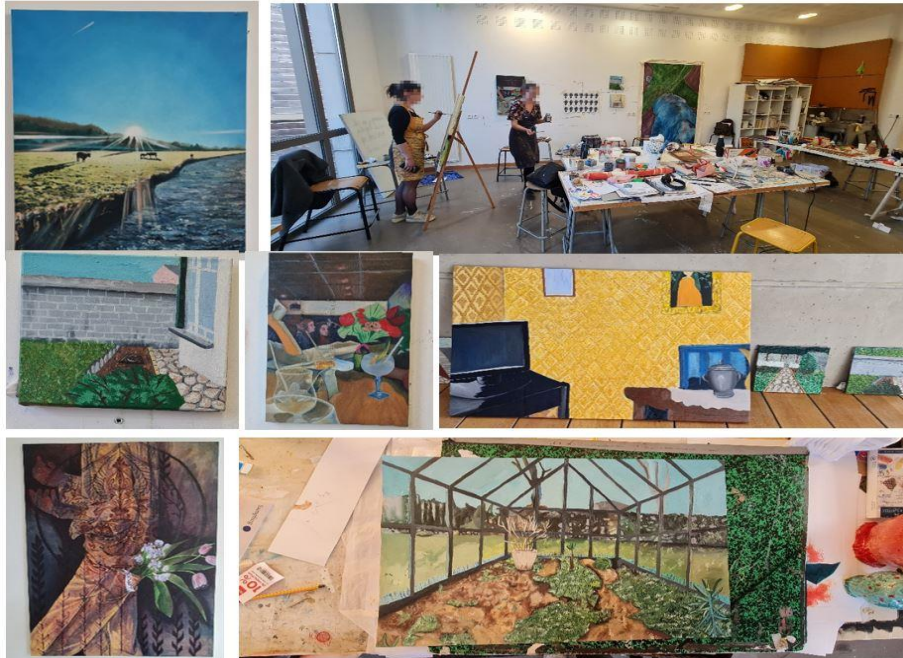
Although the researcher has focused in his current research on the methods of teaching the art of drawing, it is interesting that drawing overlaps in more than one specialty, for example, the art of graphics. The researcher found that there are many private studios that focus on types of printing, in which teachers teach printing of all kinds. The drawing is directly involved with printing, as students draw the shapes they want to print and then print them. These studios with specialized professors provide the students with this opportunity and give them experience in this subject, as in the following figures (5, 6, 7, and 8).





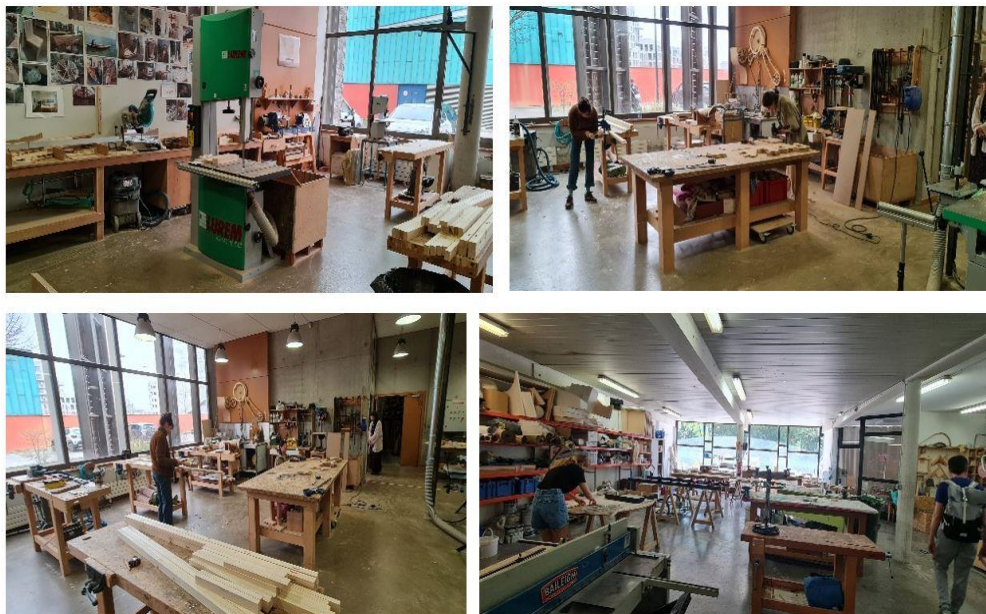
Figures (5, 6, 7, 8)

The studios for painting are divided into two types. It is important to focus on this aspect, which means that there are studios for teachers who teach students practical lessons, train and develop students in the art of drawing, starting with planning, passing through the use of other types of colors such as acrylic and others, and dealing with painting tools, all the way to painting with oil colors in order to create an integrated painting with various styles such as realism style, abstract style and expressionism style. The teacher chooses a topic to be painted by the students directly, for example, a still life or a live model, or he asks the students paint nature, or he tells them to go out and explore things outside to make small sketches as resources for themselves to paint later as in the figures (9, 10, 11, 12, 13, 14, 15).



Figures (9. 10. 11. 12.

All of these directions push the students to explore the outside world, their surroundings, and explore them visually through their artwork, in addition to the fact that the teacher gives the students important information about the tools and materials they use from the beginning to the end of the painting. Students learn how to create a board, starting with the manufacture of the wooden frame for the board, and here comes the role of carpentry studio supervised by a technician who teaches students how to deal with wood and carpentry tools at a subsidized and appropriate price for students, as in the figures (16, 17, 18, and 19).



Figures (16, 17, 18, 19)

Students also learn how to prepare the canvas and add its materials to be suitable for drawing with supervision and information from the art teachers about the materials used in preparing the canvas. Then the students start painting and learning how to use materials, tints and solvents in painting. After that they learn how to display and discuss them by the students with a committee of professors, as the discussion of the students' artwork by a committee of professors and experts provides an opportunity for the students to express their opinions and ideas and what they want to present in their artwork. Therefore, teaching students is not only on form, but also on subject matter as well, meaning that their work must have an intellectual and conceptual dimension that supports their artistic and intellectual visions and discusses important issues in society. In addition to this, the method of displaying the artworks of the students is very important, as the professors supervise the students and direct them on how to present their work. The best way to display their

artworks in the halls designated for them or in open spaces outside the halls that are available to the rest of the students from other stages and this is a very important thing that opens the discussion in front of all students to express their opinions and gain experiences among them. This motivates students to be creative in their work when is presented to everyone. It also motivates the rest of the students to persevere and develop their capabilities to present their work later, which makes it easy to exchange technical information and ideas. The students present their works in places that are available to all students, as in the figures (20, 21, and 22). Even the discussion of the evaluation committees is open to the students for their benefit and knowledge of the strengths and weaknesses of their work, in addition to clarifying the concept of the artwork that the student require as in the figures (23, 24, and 25).



Figures (20, 21, 22)



Figures (23, 24, 25)

These discussions encourage students in several aspects, including that they increase the students' confidence in themselves and their work, and make them able to talk about their work. In addition, it makes the students gain valuable information about their work and correct the mistakes made through the observations of committees from professors and experts.

The other type of studios, which are students' workshops, are equipped with large tables and painting stands, where students spend most of their time working on their artwork. These workshops are always open to students and the presence of the teacher is not always required, except the times students need comments or information about their work. These workshops are of great importance in developing students' talents and capabilities.

Among the teaching strategies is to leave the school halls to give a lecture in one of the art exhibitions under the supervision of the professor. The teacher takes the students to these exhibitions. The lecture is given inside the art exhibition and there will be some explanations to the students about the artworks inside the exhibition in terms of the

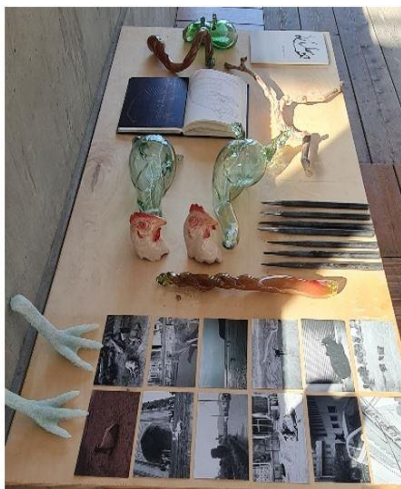
subject, style and techniques used as well as what the artist's visions are by accomplishing such works, to be in direct contact with those works and to have a real knowledge of the technical achievements. The researcher accompanied the students in one of their lectures on the art of photography, as shown in the figures (26, 27).



Figures (26, 27)

In addition, the school organizes trips for students to museums and art galleries to familiarize students with the methods and techniques in business and its diversity in order to gain experience. There are also agreements to send students to study outside France for a specific period of time to acquire information and experiences in addition to their mixing with the cultures of other countries to see those experiences.

The researcher has noticed the different methods of painting for students in terms of the subject, form, methods and techniques that are used. Some students prefer to paint with oil colors, some prefer to paint with acrylic, and some prefer to use various materials as in the figures (28, 29, and 30).



Figures (28, 29, 30)

Some of the students use the realistic method in painting as in the figure (31) and some of them use expressive painting as in the figure (32) and some of them tend to the abstraction in their work as in the figure (33). They are all done under the guidance of the teacher at the beginning and then the students are free to choose the theme, style and materials of their painting.



Figure (31)



Figure (32)



Figure (33)

The research sample is determined by three technical schools. The first school took the largest share in analyzing the research sample for three reasons:

- 1- The researcher stayed in one of this school for about three months, which was an enough period of time to learn about the methods of teaching arts to get familiar with the practical and theoretical aspects of the lectures given by art professors there.
- 2- The start of the holiday for schools and universities in France at the time of the researcher's presence, lead to not having the opportunity to be present in other schools.
- 3- The art schools, which are under the supervision of the Ministry of Culture are very similar in the methods of teaching arts.

The researcher noticed a great similarity in the mechanisms and methods of teaching arts, methods of displaying works, and practical and theoretical halls in these schools.

Conclusion

Through an in-depth examination of instructional methodologies in the field of arts education in France, the researcher has discerned a comprehensive set of findings emanating from the scrutiny of three specific educational institutions. Consequently, the researcher intends to systematically articulate these findings as mentioned below:

1. Art schools and colleges in France serve as custodians of the rich traditions and artistic legacy established by the great artists of the nation. The abundance of museums and artistic institutions further contributes to fostering an environment that encourages the perpetuation and evolution of art. Consequently, France is positioned at the forefront of nations distinguished for their contributions to the realm of art.
2. The practical and theoretical approaches to art instruction exhibit a degree of similarity across art schools in France, attributed to their affiliation with the General National Association of Schools of Art and Design (ANDÉA).



3. The availability and organization of classrooms and their diversity play a major role in the quality of teaching in art schools.
4. The efficiency of the professors and their experiences in the theoretical and practical subjects in the art has an important role in teaching it.
5. Availability of devices and tools, especially in laboratories, makes it easy for students to complete their works.
6. What distinguishes the halls of art schools is that they are divided into three types:
 - Theoretical rooms: for theoretical lessons such as art history, art philosophy, and others
 - Practical halls: for training students on practical lessons
 - Students' workshops: for students only, they work in them most of the time to complete their artworks
7. Libraries are available diversely and it is very easy for the students to borrow books and sources from them. This provides the opportunity for students to access technical and cultural information easily and fast.
8. The artistic heritage and whatever the great artists left behind are defined by organizing continuous trips for students to museums that the school takes them to benefit from the paintings rather than having an abstract opinion about the works. This helps the students to get an idea, experience and reproduce the paintings better because the students can get familiar with styles, history of art, techniques and at the end, the students will choose the style and technique that they want.
9. Breaking the traditional pattern of giving lectures to leave the routine and boredom of students, where professors visit art exhibitions with students and give a lecture to introduce the works and related techniques and methods. The lecture becomes directly related to the business.
10. The availability of carpentry studio, blacksmithing, printing presses and others increase the students' experience in dealing with materials and adapting themselves to serve their artistic works, which increase their confidence and make them ready after their graduation to deal with such materials.



11. The methods of displaying students' works allow them and other students to exchange concepts and experiences by displaying the works in a place inside the school that allows everyone to see and discuss them.
12. The school gives the opportunity to diversify the disciplines in the field of art and to integrate the rest of the media within the artistic work, which gives creative freedom to the students.
13. Long hours of study and work on their field of study give the students more time in order to complete their work.
14. The method of evaluating the works by the professors is considered distinctive, by listening to the evaluation committees of the students to put forward what the students wanted in their artwork and to discuss it and give scientific and technical observations.
15. The school qualifies the students to have the ability to produce artistic works, in addition to their knowledge of the methods of displaying works. The students present their works themselves, which make them able to know the methods of displaying works in an aesthetic way, which attract viewers' attention.
16. The gentle way of dealing with the students by the school principal, professors and staff has a great role in providing psychological comfort for students and making the school attractive to them. In addition, listening to their problems and providing solutions to them are very good for the students.
17. Mixing between teaching art and the classical and contemporary methods to familiarize students with the arts and methods are very useful for the students to choose their favorite artistic method better and easier.
18. Preparing students to be able to choose their field of work in life, whether in teaching art, in being full-time artists of art or in a special field of work. All of these are because of the successful teaching methods.
19. The duration of the bachelor's study is three years, after which the students can complete their master's studies for a period of two years to become eligible for work or to choose to complete their doctoral studies.



20. Financial support from the school plays a major role, as it provides tools and materials for students' works at subsidized prices. This helps students a lot by filling their needs in completing their artistic works.

21. The researcher noticed that the art professors are very close to the students and they treat them in such a way that they attend drawing lessons with great passion and desire.

22. At first, the drawing teachers teach students how to deal with lines and colors and mix them and extract various colors to understand color intensity variations and deal with the brush and the surface of the painting.

23. Most of the drawing teachers do not draw in front of the students in order to avoid making a copy of their style for the students and instead, give them freedom to choose their style.

24. Encouraging students to use a variety of materials to employ everything in their artwork to give the artwork more meaning and conceptual values, and make it more contemporary.

25. The researcher noticed that art schools send their students to other art schools to study art in other countries to gain knowledge, experiences and get information about other cultures.

26. Holding conferences and giving lectures in the school's grand theater and hosting different people including artists and professors from outside the school are also very influential. This can have a great role in drawing students' attention and acquiring new information for them, which breaks the routine in teaching.

Recommendations:

1. The researcher just recommends providing special workshops for students to complete their artistic works without taking lectures in them that differ from the practical halls in which the teacher teaches.

2. Providing more workshops to help students such as carpentry, blacksmithing, printing and others, to facilitate work for students in completing their work and to provide their needs from these workshops.



- 3- Organizing visits to museums, art galleries, having cultural and artistic seminars for students, under the supervision of art professors, to view artworks and gain experience from them.
- 4- Breaking the routine in teaching and taking students to give them lectures and teach them outside the classrooms, such as taking them to art exhibitions and explaining to students about the works presented in the exhibition in terms of subject matter, style and techniques which are used.
5. Giving students the freedom to choose the artistic method in line with their desire and developing their style by giving them advice and guiding them towards the best path.
6. Not to adhere to the usual materials in artistic works such as colors, canvas and brushes, and encourage students to use various materials in their work.
- 7- The methods of displaying the artworks of the students should be in a distinctive and public manner in front of the other students from the other stages to benefit from by discussing them in order to gain more experience from the students.
8. Leaving the classical methods and allowing the students to search for contemporary methods that fit and express the current time.
9. The researcher also recommends providing materials and tools for students' work at subsidized prices by art colleges and institutes in order to make it easier for students to complete their work.
10. Encouraging students to use art to serve the community, express and develop its issues.
11. The attempt of art colleges and specialized institutions to conclude agreements for students to travel abroad for a certain period and study abroad to gain new artistic experiences and cultures.
12. Holding conferences and symposium for artists and cultural figures hosted by the university to give lectures on arts from outside the university, for the benefit of students and their acquisition of knowledge and experience.



13. Holding periodic meetings with students to find out their needs and problems and provide them with solutions.
14. Directing students to diversify the disciplines of the art and making them search for innovation and all that is modern, whether in the subject or in the techniques or methods used in completing their work.
15. Taking care of the classrooms and making them suitable for students in terms of size and design.

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