



# Sociology of Education

## The Effect of the Field of Artistic Aesthetics based on Creative Drama on the Teaching and Learning Process

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### Research Paper

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### Abstract

**Purpose:** Considering the importance of the teaching and learning process and the role of artistic aesthetics in it, the present research was conducted with the aim of determine the effect of the field of artistic aesthetics based on creative drama on the teaching and learning process.

**Methodology:** The present study in terms of purpose was practical and in terms of implementation method was interventional with a pretest and posttest design. The research population was the teachers of the first period of primary of district 2 of Tehran city in the 2021-22 academic years. A number of 20 teachers were selected by available sampling method and were trained by artistic aesthetics based on creative drama for 10 sessions of 70 minutes. The research tool was a researcher-made questionnaire of the teaching and learning process with 10 items, which its face validity was confirmed by opinion of experts and the reliability of the teaching and learning components by retest method was obtained above 0.80. The data were analyzed by the dependent t-test method in SPSS version 19 software.

**Findings:** In this study, 2 teachers due to personal problems withdrew from the study, and analyzes were performed for 18 teachers. The findings showed that the training of artistic aesthetic based on creative drama increased all six components of teaching and learning process including skill-oriented and skill-learning, lifelong learning, application of education, simultaneous activation of multiple senses, doing collective activity, and class vitality and dynamism ( $P < 0.001$ ).

**Conclusion:** The results showed the effect of the field of artistic aesthetics based on creative drama on the teaching and learning process. Therefore, to improve the teaching and learning process can be used the method of field of artistic aesthetics based on creative drama along with other educational methods.



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## Detailed abstract

**Purpose:** In today's world, education is special importance and the ever-increasing developments have drawn more attention to the issue of education, learning and upbringing. Therefore, education is one of the inevitable needs of today's societies, and education and skill enhancement is a basic tool to face the problems of today's complex and changing world. The quality of educational systems, including the education system of each country is depended on the quality of its teachers, and accordingly, attention should be paid to the selection, employment and training of teachers and provide the basis for their improvement and promotion. Teachers are the most important pillar of education in the educational system and the teaching and learning process, and their performance in educational environments is effected by factors such as views on teaching, beliefs about the subject, knowledge about the subject, professional skills in organization and management, personality traits, perception of the situation, educational methods and teaching situation. The change of perspective towards teaching and learning from behaviorism to constructivism has increased attention to student-centered in the teaching and learning process and emphasis on personal experiences, creation of cognitive constructions and creation of knowledge by learners. The teaching and learning process effect on how the learners gain experiences and create and strengthen the teaching skills of the teacher, and all the acquired skills and abilities in the teaching and learning process become the basis for achieving the curriculum aims. One of the effective methods on the teaching and learning process is the field of artistic aesthetics. Aesthetics is a branch of philosophy in the fields of art and beauty experience, which its aims are set at three levels of knowledge, attitude and skill. The central issue in aesthetics is to understand the logic of human feelings and emotions and how they can be transmitted, and although the thinkers of the contemporary period paid attention to aesthetics, but its cultivation has been neglected in the education system. The aim of artistic aesthetics is to empower students to acquire skills related to artistic expression and expression, design, valuation and critical appreciation, as well as gaining knowledge of art and its history. The method of creative drama is one of the methods derived from art and art therapy (with the dimensions of artistic aesthetics) which is a thoughtful flow through various stimuli such as words, music and objects to activate the mental network of people. Creative drama is a purposeful and favorite activity of children which people through it with using depict can imagination their own or other people's desires. People in the creative drama method get a good opportunity to express their feelings directly. Therefore, the most important value of this method is that it provides a good opportunity to express, grow and evolve emotions and feelings. Considering the importance of the teaching and learning process and the role of artistic aesthetics in it, the present research was conducted with the aim of determine the effect of the field of artistic aesthetics based on creative drama on the teaching and learning process.

**Methodology:** The present study in terms of purpose was practical and in terms of implementation method was interventional with a pretest and posttest design. The research population was the teachers of the first period of primary of district 2 of Tehran city in the 2021-22 academic years. A number of 20 teachers were selected by available sampling method and were trained by artistic aesthetics based on creative drama for 10 sessions of 70 minutes. In the available sampling method, the samples are selected based on this characteristic that the researcher has access to them. Of course, in this method, criteria were also considered for selecting the samples, which including can be note to willingness to participate in the research, signing the informed consent to participate in the research and participating in the intervention sessions, at least 5 years of work experience, at least Bachelor's education, not taking psychiatric drugs such as anti-anxiety and anti-depressants, and not having stressful events such as divorce and death of relatives in the last three months. Also, the exclusion criteria were included refusal to continue cooperation, absence of two or more sessions, and incomplete completion of the research instrument. The research tools were demographic information form including basis of teaching, education and work experience and a researcher-made questionnaire of the teaching and learning process with 10 items and six components of skill-oriented and skill-learning, lifelong learning, application of education, simultaneous activation of multiple senses, doing collective activity, and class vitality and dynamism, which its face validity was confirmed by opinion of experts and the reliability of the teaching and learning components by retest method was obtained above 0.80, So that was obtained for component of skill-oriented and skill-learning 0.89, lifelong learning 0.92, application of education 0.83, simultaneous activation of multiple senses 0.94, doing collective

activity 0.90, and class vitality and dynamism 0.87. The data were analyzed by the dependent t-test method in SPSS version 19 software.

**Findings:** In this study, 2 teachers due to personal problems withdrew from the study, and analyzes were performed for 18 teachers. Therefore, the participation rate in the present study was 90%. Most of the samples of the present study were first grade teachers (9 people equal to 50%) and had bachelor's education (16 people equal to 88.89%) and work experience of 6-10 years (8 people equal to 44.44%). The findings showed that the training of artistic aesthetic based on creative drama increased all six components of teaching and learning process including skill-oriented and skill-learning, lifelong learning, application of education, simultaneous activation of multiple senses, doing collective activity, and class vitality and dynamism ( $P < 0.001$ ).

**Conclusion:** In general, the findings of this research showed that 10 sessions of 70 minutes the training of artistic aesthetics based on creative drama increase all six components of the teaching and learning process, including skill-oriented and skill-learning, lifelong learning, application of education, simultaneous activation of multiple senses, doing collective activity, and class vitality and dynamism. Therefore, to improve the teaching and learning process can be used the method of the field of artistic aesthetics based on creative drama along with other educational methods. According to the results and findings of this research, using the method of artistic aesthetic based on creative drama can improve the teaching and learning process and even improve the performance related to students' education. Therefore, it is suggested that a training course on artistic aesthetics based on creative drama be held for teachers so that they can use it in their teaching and learning classes to improve the learning and academic performance of students.