

Explanations of importance of aesthetic education in Iran's curriculum

DAVOOD TAMASEBZADEH SHEKHLAR¹

PhD student in Curriculum Development
Shahid Beheshti University, Tehran
Iran

JAMILEH ALAM OL'HODA

Faculty Member of Education and Psychology
Shahid Beheshti University
Iran

MAHBOBEH AREFI

Faculty Member of Education and Psychology
Shahid Beheshti University, Tehran
Iran

HADI NAEIMI

Faculty Member of Architecture and Urban Planning
Shahid Beheshti University, Tehran
Iran

Abstract:

The current age of information explosion are known. Mass transfer knowledge to extent that they are readily possible. Education system to make good use of the vast knowledge, solve problems and social life of individual must choose an appropriate approach. Aesthetic education as an approach to curriculum is of particular importance in education. This study intends necessity, importance and objectives of educational approach to be identified. Method of this study is a descriptive - analytical survey. Namely, key concepts to describe this kind of training, and need to clarify principles and objectives of research findings discussed. Findings suggest that aesthetic education by relying on philosophical, psychological, and social causes deeper learning, confidence and participation in violent

¹ Corresponding author: d.tahmaseb@yahoo.com

intimate atmosphere, fostering sense of responsibility, develop and strengthen motivation, interest, assertiveness, loss of fear, anxiety, etc.

Key words: beauty, aesthetics, Art Education

Introduction

Nowadays, children and their parents spend difficult times. In past two decades, extensive changes have occurred in nature of childhood. These changes are a way to learn basic lessons of human emotions for children, other conveys these lessons to children of parents who love their children, is made more difficult. "The kids at this time, more nervous, more stimulating, more irritable, more moody, more depressed, more isolated, more impulsive and have become more turbulent, meaning that they were more than forty behavioral indicators declined. This decline stems from a greater force "(Gutmann, 2012, pp 10-9).

Studies show that schools and parents who are concerned about their children's emotions and it is true breeding engage such students are better off in terms of physical health and development. They fare better with your friends, fewer behavior problems, and less inclined to aggression and violence. Generally, these children are less likely to experience negative emotions and positive emotions are more experienced. In short, we can say that they are more emotional health and best way to protect children from dangers of today is that they reinforce their emotional bonds and thereby help them to increase emotional intelligence (Gutmann, 2012, p 27).

Systematic education of countries based on their view of man and his needs and conditions, level of flexibility and responsiveness to new needs, different justifications to different areas of education affection of women.

If you have limited view of diverse talents of students there, mostly attempted to education is limited to areas of cognitive development, and training pupils according to cultivate other aspects of their existence which have a great influence on development of balanced personality actually remains open.

Naturally, in these conditions, effectiveness and efficiency of educational system, particularly in terms of raising people mature, developed and refined to significantly decline. In fact, existing and proposed improvements and accelerated development of approaches such as cognitive pluralism, multiple intelligences, different types of literacy, emotional intelligence, etc., require a comprehensive overview of human, raising possibility of providing a balanced personality. On basis of new harvest, main job of teaching literacy to students Pedagogical (Fathi Vajargah, 2009). Some experts believe that knowledge can be used to create interest and some say through reward and punishment can not form emotional behavior; but dispensationalists believe that aesthetic education by stimulating emotions and emotional awareness should be subject to state and deepest issues in terms of aesthetic and artistic transfer even for several generations.

Statement of problem

One of most important aims of education is to discover one's inner strengths, and help them identify their mental abilities and be practical. Our public education, teachers often teaches students to read, write, an analysis of their thinking, their count, and different ways to achieve their potential. But what we do not pay attention to it, talent, creativity, emotions, feelings, etc;

But "when teachers pay attention to these issues, their actually banal activities of class action activity aesthetic change

and when they move to aesthetic to engage in teaching and learning are left » (Moroye & Uhrmacher, 2010, p. 6).

Thus, according to foster creativity and imagination, deep learning, emotional, motivating, confidence, friendly classroom atmosphere, citizenship education, self-expression and individual differences, talents and special abilities ... reasons why despite artistic and aesthetic education is justified in this context, education can be a powerful medium for personal development, social and cultural activity, expression, aesthetic awareness and interpersonal skills. However, concept of aesthetics is often absent in discussions of learning and curriculum. Eisner (1985), criticized state education system and hopes to change current school describes as schools where aesthetic that has become "a victim of education system" is. And elsewhere say: "The aesthetic part of human experience that are considered luxuries and nice to know that in extreme conditions can be easily forgotten. » (Eisner, 1985). Sound Eisner, Choi (2001) also says: "Today many schools of art and aesthetics that are treated as if they are not important in development of personal and social well-being." McDonald's schools have been criticized for inhuman and "Dstralmly theory". McDonald's approach to instruction, curriculum issues by interpreting logic of aesthetics. He expresses aesthetic logic of man's capacity to understand world knew intuitively (Mc Donald, 1966, pp.58-59).

This situation shows importance of education in aesthetic education curriculum is further reduced, especially when aesthetics is a personal or emotional response that can only be seen in person to be involved. But inclusion of aesthetic education in art, art education and recent inclusion in National Curriculum will ensure that aesthetics in curriculum debate will happen. Aesthetic education as a discipline is through power of creativity and should be limited to a specific territory. Main concern of this paper is that, despite importance of role and importance of aesthetics in curriculum, unfortunately we

have look at current curriculum and educational system is structured organized, in-line, technical, and an aesthetic does not discipline. It looked to dominate curriculum born and behaviorist approach to learning, mass education students due to population density and density of development of science and technology and bureaucratic approach. Therefore, a common approach is needed to keep curriculum towards a more open approach to art and artistic expression, and opportunity to move to their interests, passions and be creative.

Importance and necessity beauty and aesthetic of education

Research shows that a large part of formal education system is responsible for educational mission, in encourage learners to think about and develop their intellectual abilities and in a manner that fosters learning in various areas of their life, humans are curious and spirited search and finally happiness and well-being with higher confidence, was ineffective (Yazdanpanah Nozari, 2006). Past graduates of various educational institutions and deal with problems in life, their interaction with each other and with community and various organizations and institutions as well as their role in justification of fact that they are all most graduates of educational institutions in raising your memories or information to assist in training of teachers, they take steps to improve their actions have been yet (Smtith and Holfish, 1996, p. 1).

The major function of school's mission and develop student's understanding this is achieved when that they can be taught and learn in different ways and various forms of handle new situations, know values of community, many of which are found in art community. Aesthetic educations encourage students to use of culture to promote it. In addition, Eisner said that one of main tasks of schools, promoting literacy. He is

an active process of literacy acquisition and providing meaning in organized forms of expression, and knows inner expression (Eisner, 1985, p. 50).

Emphasis on recruitment and growth of various forms of scientific evidence and support literacy and business sense as well. Elliot Eisner in his book teaching ideas based on latest scientific advances made in field of brain physiology notes right hemisphere of human ability engages in artistic activities and aesthetic.

Naturally, these abilities are innate and biological conditions that reflect artistic and aesthetic potential of students is platforms by providing appropriate learning opportunities, and actual development occurs. In fact, these findings suggest an important physiological stress. If we seek to develop a comprehensive and creative thinking in our students, and if we are to foster and strengthen those interested in intellectual processes with invention of artificial boundaries of creativity and Nvrdydn be possible, so logically it should provide students opportunities and ways that involve using aesthetic process (Eisner, 1979, p. 86).

On other hand, principles of biological, psychological and aesthetic education are also diverse intellectual abilities and talents of students stressed to be proportional to variety, different channels for exploitation of natural capabilities provided and comprehensive overview of human personality are balanced nourishment provided. A comprehensive overview of dimensions of human existence that he should be considered and to foster cause of action; artistic and aesthetic dimensions of human (Amini, 2005) in Islamic approach to this issue is important.

As Islamic perspective on rationality and moral values, so nature can transfer necessary scientific and technical information, cognitive training focused. Islamic education to practice searching for meaning and implications of all these phenomena, location of training, goal-driven changes of

attitudes or beliefs following change. It seems to describe Islamic education instead of scientific knowledge to understanding of artistic and aesthetic observer; aesthetic distance education because decoding and switching to discover meaning of universe is Mystic. While scientific knowledge to identify relationship between phenomenon and its manipulation for benefit of human intentions in order to fulfill his wish rests (supporting documents for a comprehensive map of country, School chair, from an Islamic perspective philosophy of education).

The concept of beauty and aesthetics

Regular checks and more cohesive sense of beauty and views are discussed in this context. Using these insights into ancient, ancient-oriented approach, a modern approach, postmodernism and Islamic approaches are discussed. The definition of beauty may be said that number of schools and even beyond to number of those who have spoken in this area definitions in definition of beauty is sometimes acknowledged, sometimes in conflict with each other is also.

Using these insights into ancient, ancient-oriented approach, a modern approach, postmodernism and Islamic approaches are discussed.

- 1- Approach to ancient Greece: a review of history suggests that human culture is definition of beauty in ancient Greek definition of beauty is discussed and analyzed two types of beauty, an aesthetic, artistic and moral beauty (as well moral) (Afrasiab Poor, 2001, as quoted by Rezaei, p 34).

Heraclitus was first philosopher who founded science of beauty to search of his philosophy. There are contradictions in human nature and world in which he eventually balance and harmony with each other can be regarded as a sign of art and beauty of creation

(Daneshvare, 1996). Greek thinkers such as Socrates, Plato and Aristotle equated beauty with goodness. Socrates is not to be sought in profitability, Plato's original beauty and truth of universe is like finding beauty in "harmony and balance among parts of whole" is defined (Motahari, 1983, p 116). Aristotle will talk about most beautiful elements of harmony, order and proper emphasis. In fact, foundations and criteria of aesthetic beauty in Platonic form concepts of proportion, balance and harmony is inextricably bound to his entire philosophical system (Sajjadi, 1999, pp 19-20). But beauty in inanimate objects and phenomena can also be found (Zeimaran, 1998, p 121, quoted Rezaei, 2005, p 56) that good and beautiful are two different phenomena, as well as your topic includes a continuous behavior. In Aristotle's view of art and aesthetic orientation is not in itself considered, effective training that is of interest to him (Aristotle, 2012, cited in Rezaee, 2005, p 57), which is referred to as moral cultivation (Copleston, 1983, as quoted by Rezaei, 2005, p 57). Along with some other basic concepts such as beauty and goodness, righteousness, truth, and values and applied. Defining characteristics of beauty, notice that becomes beautiful. As above discussion is beauty of course was on ethics and thinkers in this field, as discussed in philosophy and ethics in field.

- 2- Modern Approach: Perhaps genesis of this approach compared to years 1758-1750, German philosopher named "Alexander Gotleb Bomgarten" concept of beauty and aesthetics in book of same name (aisthetikos) apply. Qualities of experience, because it wanted to sense perception is based on science of beauty (Tamim dar and Daneshgar, 2006). However, it seems certain time can not be cited as beginning of approach. Bomgarten defines beautiful balance between components and their

ratio mutuality and since most perfect realization of vision of balance and beauty in nature, art is imitation of nature's most awesome knew (Tolstoy, 1985, p 26). Henfling says: "Beauty comes mainly from properties such as symmetry and proportion (Henfling, 1998, p 63). According to another definition: "a harmony of beauty and harmony that we enjoy on a given trajectory is formed, causing aesthetic ideas" (Gastala, 1957, p 98). Summer Felicien and express beautiful and harmony of proportions are known. James Joyce, coherence, coordination and specific features of work in its beauty knows (Tamim dar and Daneshgar, 2006). Presence of Kant's theory of aesthetics to a new level. He believed that purely aesthetic standards of ethics, practical matters or worldly pleasures are separated. His aesthetic in widest sense of word, " philosophy of perception through senses" to work. In other words, art is an end in itself and not necessarily those aspects of educational, political, publicity, moral or anything else other than its own with these measured values. Moreover, Kant knew intellectual beautiful can not exist independently of our perception (Tamim dar and Daneshgar, 2006). Beauty concept before Kant's ethics and practical wisdom combined with beauty and exactness there has been good and an aesthetic philosophy has always struggled to reduce art to level of a foreign judgment. Philosopher who tried to subjectivity and objectivity, matter and form, and duplication and combines it Immanuel Kant said. He was first person that introduced concept of art as an autonomous area of great beautiful made separate but affiliated to Mind and beauty of nature or objects within an object attribute is not relevant, but way they think and feel depends on us. Kant and other thinkers of era of intellectual effort were to show people through his mental forces on material

things, their character build. The insight that individuals construct their knowledge, their feelings can control its history and aesthetic theory will allow us to art, creative work is true nature of their new states (Elias, 2006).

- 3- Postmodern approach in second half of 20th century, aesthetic education can be found in two different orientations: An approach based approach Interests sentiment was an old classic. This approach to academic understanding and appreciation of great works of art known especially emphasized. The second approach, upper limit to quality of student experience and focus attention on their aesthetic sensitivity and because just art but also non-artistic activities and events as well mind is inartistic. The former approach is more scientific approach and second approach is considered more as a hybrid approach. Academic approach to discipline-based art education movement is known. The four elements of this approach to aesthetic education are intended to include "art history, art criticism, aesthetics and art production" (Sajjadi, 1999, p 20).

Due to reaction of people to arts have been describing contemporary aesthetic (aesthetic education by taking a hybrid approach) with respect to quality of experience changed. Although this approach is also evident in work of Plato, but it will be first contemporary spokesperson for "Herbert Reed" in 1943.

In his opinion which directs people to ravages of psychological imbalance and lead societies toward war, result education cognitive processes and emotional processes that are extreme and entrepreneurial emphasis. He finds symptoms of our collective, creative ability prohibit spontaneous (natural) is. To achieve unity of personality and social well-being and peace

education should be a way to do that is essentially aesthetic (Sajjadi, 1999, p 21).

John Dewey, founder of movement in 1920s and 1930s, leading to conclusion that life itself is an intrinsic quality of education is also a matter of quality. This aspect of quality is not a tool but is seeking perfection. Aesthetic perfection fact that there may be no stronger argument than argument misses value and nature of aesthetic education in likelihood. Dewey believes that general education (except for professional respect) it must be aesthetic. He believes that first step to learning any subject or context includes what he understood it, "Qdrshnasanh" is called (Sajjadi, 1999, pp 23-22). Elliot Eisner's recent history, aesthetics and art scholars' curriculum that could reconcile deep and longstanding Dewey's ideas turn into action.

- 4- Islamic approach: God has remembered her beauty fans will absolutely beautiful. The Caliph of human nature that he is in sense of beauty, friendship, and beauty is seeking input. So people are looking for natural beauty and aesthetic needs. Beauty of Islam is in line with reason and nature, beauty, and beauty is in interest of saving counted invited to deprive people of reprimand is even. In Islamic view, beauty of area is discussed.
- 5- Processing concept of beauty in Qur'an to eat a lot of keywords that despite their shared, each with different connotations induced. For example, word "grace" (from saddle) refers to beauty of material and in some cases has positive and sometimes negative connotations (Heights / 32; Nahl / 8; Jonah / 24 and 88; Hadid / 20 and ...). The current form (Zina and Azynt) is used to express beauty of heavens and earth (Safat / 6; Fslt / 12; Jonah / 24, etc.) Word "Jamil" (from Gemmell) that in most cases after spiritual beauty used (Yusuf / 18 and 83; parties / 49, etc.), but term as infinitive (Jamal) was

defined as beautiful material (Nahl / 6), but more spiritual beauty is used and has positive connotations.

Originally trained people carry message of Qur'an as a book of his education has greatly benefited from aesthetic or scientific.

The difference between these two languages is that scientific language is based on quoted facts as true, while element of fantasy art, for example, to express importance of charity in Allah's way of such an interpretation does not use that anyone who spend their wealth for pleasure of Allah will be rewarded many times, this is a true statement or scientific. The holy Quran says: "God is like a mustache" (II / 261) this interpretation of words "art" would be interpreted as differences in past with this interpretation, creation or addition of a new relationship between "charity" and "seed". Islamic look slightly hesitant to say because every creation of God, Philosophy and goal is achieved philosophy of divine revelation and ultimate creation of man to worship God through him, and to achieve same nature and same beauty and truth of God, so what does man closer to God and everything nice man from attaining to God, and remember God is obscene away. In other words everything that is deposited in human nature is beautiful and what is ugly man of this nature is cleared away, innate nature and requirements can be a measure for beauty.

Given history of aesthetics from ancient times until present, it can be concluded that concept of beauty and aesthetics category at all ages, from ancient ages, has been at West and East Special attention was paid to look at different ages, it is contradictory to that this arose from developments that had emerged in various sciences. Concept of beauty changes with philosophical

insights about emotional and spiritual world by changes in aesthetic education.

In other words, any approach that was subsequently kept on science of beauty, your art is also dependent on it, this has caused significant ups and downs and it was as beautiful as art. Art and beauty through lens, like other sciences, scientific and non-scientific approaches and methodologies of past and development has led to development of knowledge domain has aesthetic. In fact, evidence presented to prove that path of aesthetic education in history of moral excellence a look realistic motion seeking to have a look at matter.

In ancient times, values of each of areas of ethics, philosophy and arts were integrated together. In fact, prior to Kant's concept of beauty and art is interwoven with moral and practical wisdom and objectivity of beauty and art but from this time on, look at ethics and values, rather than to the materialistic and indifferent to moral issues and values that are the foundation of the theme art for art reviews. In fact, in the modern era, art education and income, communicate and establish relationships between art and the market value of the field of view of the modern era tale of the instrument. At the end of the 19th century and especially after World War II, the aesthetic approach competing against market instruments developed at that critical approach of Herbert Reid, Theodor Adorno and Herbert Marcuse, and later Eisner is one of them.

Aesthetic education

Just and comprehensive training material and spiritual individuals and nations in achieving the goal of the community is essential. Weaknesses in the theory of concepts that is linked to human and social arenas such as education, challenges

facing many compassionate act. Not only the stylized aesthetic sense of vision and balance the emotions and feelings of human excellence assists, also extends the domain knowledge. Regardless of cognitive or emotional and behavioral aspects of art and aesthetics, no matter in educational theory and its use in educational methods, in fact, lack of attention to one of the human understanding of the universe and phenomena as well as depriving people of the ability, skills and experience that are being received and perceived aesthetics of known (Aligh, 2011, p 7).

Currently, many education experts believe that the purpose of education only transmit large amounts of information and knowledge for the children's children, and their complex social roles they play in the world today equip them with skills, knowledge alone is not enough. But along with Herbert Simon can say that in today's world "knowledge means the ability to remember and repeat information to being able to find and apply the conversion". So at the moment what the student will be asked to "understand, apply, analyze, evaluate, and authorship" (Gardner, 2000) to achieve this goal is to nurture children so that they feel good just get up and do what they have received by using different criteria to analyze and evaluate and finally, for the launch of new initiatives at a time when more than ever the need for human diversity in their choices, they can apply their knowledge.

From this angle, the artistic and aesthetic approaches can be considered a necessity for children who new window opens and the criteria for them to understand, analyze, evaluate and apply knowledge they have at their disposal. True education occurs when the artistic and aesthetic procedures done. Quran as the best educational books for the expression of artistic styles and aesthetic benefited. Therefore, we are following the Koran of the way in our own education. So it should be oriented in unifying approach all subjects for artistic and aesthetic presentation and these occur when orientation

and the general spirit of the educational system, the artistic and aesthetic.

The art style and aesthetic education to students through communication and integration of various content areas can help achieve meaningful learning a lot. The spirit of the curriculum is a spirit of artistic and aesthetic. In this way the first time that the vision of artistic and aesthetic education of the learners is possible. Through art experiences that are exposed, aesthetic sensibility, taste, imagination and creativity are nurtured, the rank order as casting doubt grow and increase the learners' attention to aesthetic phenomena arise. Thus can the souls of the verses in the Qur'an that God has to be more understanding. Learners in fostering the artistic and aesthetic education is not merely cognitive training, can look to nature and man, way better and clearer understanding of their aesthetic; they enjoy Ghardan the beauty of the (Aqaei, 2013, p 216). In other words aesthetic education is certain kind of knowledge or understanding of the issues and phenomena and objects so that the perception and judgments as well. That is in addition to the recognition of objects or phenomena are perceived quality (beauty and ugliness, good and evil, appropriateness and inappropriateness, etc.) will also be discussed.

Elias aesthetic education to acquaint students with the art, providing an understanding of the art they create and foster a sense of appreciation of artistic creativity to use. In fact, the art achieves a man to knowledge, vision, values and meanings provided in any of the other content areas of the curriculum there. At the same time, gain the insight and depth of meaning and transcendence involves the progressive consequences is to turn inward, spiritual transcendence, emotional include his hobby (Elias, 2006). On the other hand, for reasons of aesthetic education can be fostered imagination, the field of psychology, growth of intellect, moral development and the transmission of culture and education experience,

aesthetic point and said that the purpose of aesthetic education, training, experience is aesthetic. In the broadest sense, aesthetic experience refers to the element of pleasure in every human experience. Therefore, all forms of education can be considered different aspects of aesthetic education. Aesthetic experience, including the skills of artistic creation, appreciation of art and art criticism skills are. Aesthetic education by helping students creates works of art or an artistic act, the artist's upbringing. This type of training is the emphasis on action (Elias, 2006).

Magsin Green aesthetic education "includes voluntary efforts to strengthen the face of increasingly informed and passionate involvement with art knows. In this kind training empower people in the process of aesthetic experience, the ability to see things in the world to provide the learner with the structures. Seeing and recognizing structures in the arts can be transferred from artwork to life experiences (Greene, 1991). Elsewhere (1991) believes that the task of aesthetic education is to enable students to be educated in this way? Interpretation requires certain literacy skills such as judgment, sensitivity and respondents. Aesthetic education should enhance a person's ability to understand art.

According to Chapman, aesthetic education should seek to establish a relationship between the form and the shape of the phenomena and events. This function is to maintain an educational institution, because, according to him, according to the exigencies of modern life, the education of the senses and sensibilities constitutional duty to foster the. Students must learn how to see, touch and move them. They must figure out how to feel and how it can shape their environment (Amini, 2005). Above indicate that define the domain of art and aesthetic education as one of the basic functions of the educational system, the dimensional such as students develop their creative capabilities, deep and accurate perceptions about the phenomenon, developing and using different senses,

increase student sensitivity to the aesthetic features and aspects of the phenomenon of interest and the emphasis.

Aesthetic education goals

The goal is that we want to achieve a desired state. The goal is to represent an outcome or end point of our efforts towards that place (Dewey quoted Shabani, 2001). The goal meant a change in the behavior of the program is to help learners (Lévy, 1985).

Eisner from the perspective of educational goals can be divided into three categories: behavioral objectives, goals, problem solving and semantic implications of behavioral goals are goals that types of activities that students must do and the results of these activities are precisely determined. Problem solving with this type of activity is not accurately determined, but their purpose is predetermined precisely. However, the consequences of meaning refer to the kind of targets that are not predetermined, but the activities are formed. Among the three types of target that is consistent with the spirit and the aesthetic sense of the consequences.

Semantic consequences of such targets are in the process of dialectical interaction between teachers, learners, context and environment will emerge. These goals are not imposed aspect, namely through the opinions of experts and people outside the learning environment will not be imposed, but grow and grow, and the requirements and conditions through collective agreements approved by the specialized tissue. Surely, this does not mean that teachers had a mental blank and away from any objective welcoming learning environment but on the contrary he must know the minds but they will not impose learning environment.

John Elias believes that the goal of aesthetic education aesthetic experience is growing. In the broadest sense, aesthetic experience refers to the element of pleasure in every human experience. Therefore, all forms of education can be considered

different aspects of aesthetic education. Skills to create aesthetic experiences include art, art appreciation and art criticism skills are.

Aesthetic education as a basis for education goals are. In other words with an aesthetic approach to realizing the goals of our educational system are looking to meet other approach or tissue is made available for educational system. Below are some educational purposes of research and study of the aesthetics of the authors during a field survey of teachers at schools in Tehran were taken:

- attention to individual differences in terms of talent, learning styles, gender, physical characteristics and physical ability, mental condition, wants, hobbies, interests and learning
- Regarding creativity, divergent thinking, reasoning, imagination, motivation, strengths and weaknesses of learners
- According to multiple intelligences, including emotional intelligence and emotional intelligence
- According simultaneously on cognitive, affective and psychomotor learning
- Create an atmosphere of intimacy and friendly relationship with the students, the atmosphere of mutual trust and respect and strengthen their confidence
- Create a tremendous interest in the children to come to school and home school preference and interest in all courses
- Motivate learners and eliminate apathy and profound lack of interest in their
- Create an atmosphere full of vitality and excitement for learning
- Creating space for self-expression and expression in the classroom and eliminate fear and anxiety among the learners and the promotion of peace in the classroom

- Learning to live happy and enjoy
- Strengthening co-writing skills, auditory and visual
- New guidelines and training skills and the ability to provide various solutions to a problem
- To recognize and respect the learner as a person and know their voter
- Escape from result-oriented and process-driven move toward
- Attempt to persuade rather than force and coercion, as well as individual rights education
- Having regard to the education of citizens, nurturing, nurture a sense of responsibility and nurturing talented learners
- Contribute to the understanding of others as human
- Training students brave, cheerful, positive-minded, socially, spiritually, and mental and physical health and encourage them to be honest and eliminate false
- Break Husbandry and Aquaculture scientists spend considerable talent and ability to surround and nurture it.
- Prior to raising the education
- Do not humiliate students and respect their abilities and their talents and become active learners
- Strengthen the deep and lasting learning

Discussion and conclusions

Magsin Greene (1983) argues that aesthetic education is a form of "contextual knowledge" that enables "people cotton variety (the ears) peeled and very consciously lives a daily life» (p. 185). Greene later confirmed this view and said: "Sometimes I think it is something that we can build a life in emotional moments, poetic moments as a human being (to feeling free, knowing and imagining) when suddenly her life.» (Greene,1999,p.7). Gall (2005) also added that the understanding, combined with

imagination, knowledge and aesthetic education are felt in the heart. It is an attitude of learning, discipline breaks down and the fundamental values that require attention in the contemporary curriculum, offers. Aesthetic awareness provides an important lens, a way of seeing that beyond the means and discipline approaches that we enable the "life of aesthetics approach combined with words that are not expressible in terms of inconsistency never learn» (Eisner, 1985, p. 35).

Aesthetic education may be a medium such as dance, photography, and creative writing should be considered, but has the capacity to go beyond the realms of traditional discipline that is often prevalent in our curriculum concepts as separate and distinct concepts are treated. Gall (2005) concept of aesthetic education in terms of outcomes, describing what we would hope to see the students that are involved in aesthetic terms, lighted. Some of these consequences include: analysis of aesthetic elements, fosters personal and critical reactions by means of judgment and evaluation, understanding the culture, values and different textures, understanding the regulatory landscape that is informative, aesthetically, and follow the activities aesthetics and the ability to express aesthetic engagement processes. It is clear that the outcome of the learning process itself. Through this learning process, aesthetic education can be in the classroom at an early age to adulthood is achieved. Aesthetic literacy beyond basic skills in developing a list of potential moves and more on the notion of centrality which can be generalized to the wider possibilities open and "Window to the ordinary and mundane events open» (Greene, 1999, p. 70).

This interdisciplinary approach to aesthetic education will ensure that there is no responsibility for any unique curriculum or curriculum scope for addressing it. Gall (2005) argued that the aesthetic experience of art is the unique expertise and experience can be found in all sectors. Academic studies, aesthetics linking with art and humanism, but can

have a crucial role to play in other disciplines as well. For example, mathematicians are able to find beauty in the proof, numbers, equations, and geometry. Students in schools can easily feel the beauty of nature through the study of science, geology, life styles, oceanography, astronomy, etc. are. Many physical activities emphasize on style and skills (including gymnastics, swimming) and (Jacobs 2009).

Our current educational system is that the claims of policymakers, researchers, and teachers in a classroom debate about the place of aesthetic education curriculum involved. Through the knowledge that some areas of the curriculum are facing similar challenges and continue with the debate collide encourage learning aesthetics every day. Moreover, we need to remind ourselves that aesthetic learning challenges similar to those of people who are treated as part of the human experience, as Eisner (1995) states:

Life issues are very similar to the issues facing the arts. They seldom have a solution issues are correct, they are issues that are often subtle, sometimes obscure, and often similar to the way ... life outside of school is often similar to mission work and to school - to be similar to hardly There are multiple choice tests (p. 84). Eisner (2002) believes that "the time for talking or writing ... the only way to describe what is seen in the way they are sure that they are ways to search. Opportunity to talk about the visual field requires a few things to say »(p. 89). Gall (2005) stressed, adding that "aesthetic education is the answer to a question or solution to a problem, but has the capacity and the skills to visualize, imagine, and engage with all those who are around you is »(p.9). It is appropriate that we intricacies, select, interpret, observe and look uncertain and creative thinking in our curriculum, not just as an additional component to relax or feel artistically, but as a model of thinking that students are regularly involved. Aesthetic education of learners to other tools, skills or ways of looking at the world, cultures

and their own life (Gale, 2005) that a very important skill in the 21st century is learning to live with it.

In general, artistic and aesthetic education in achieving the goals of cognitive (understanding, problem solving and creativity) and the attainment of the goals of affective (attitudes and noble values of human formation) and psychomotor development and goals (creating and skills development and the manipulation of objects) role is undeniable. So it is that the various schools of thought, political, religious, art as an efficient means to develop concepts and education in the community and raising it in a manner commensurate with its objectives humans have employed.

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