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## Contribution of Aesthetic Education at Teens Self-Formation and Personality Development

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### Abstract

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Education in the new socio-cultural context in which moral, aesthetic, behavioral, etc. models that should be submitted by the school, are replaced by those offered by the street, film and music industry, etc., are increasingly faced with a trend of limiting the role of educational institutions and the expansion of media, television, internet, etc.

Such institutions, in their pursuit of profit, are missing the formative aspect and promotes `models` which are taken without much taken without discernment by the teens, and the effect can be seen in the behavior, slightly rakish, even immoral sometimes, that they manifests it in their inter and intra group relations.

The impact of the action of these institutions over the individual is reflected in structural changes, which occurs in the social and cultural reality, and formal education becomes unable to give a real foundation for all that relates to the culture of the school as a landmark.

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**Keywords:** Aesthetic education; formal education; school culture; artistic language; behavior.

## 1. Introduction

Aesthetic education – education side – exerts a strong influence on the development of human personality, providing favorable conditions to stimulate and promote creativity in all fields, including in learning (Golu, 2001, p. 178).

Conducted through literature and other arts, aesthetic education gives the student the opportunity to form a more complete view of the world, to enter and rebuild it in terms of aesthetics. Also it helps him understand and feel the light artistic aspects of reality (Gurlui, 2008, p. 143).

The formative educational side of art is not only a knowledge that enables a plastic, concrete, but also a cognitive-affective understand and is addressed to both affection and imagination. Offering the possibility of understanding the various forms of life, aesthetic education's goals overlap with other branches of education objectives (Cucoş, 2000, p. 98).

Contributing to the formation of personality and self-organizing, aesthetic education has the task of developing the capacity of perceiving and understanding of beauty in all its aspects, to form the conscience of aesthetic taste and aesthetic sense, but also to ensure the conditions of participation in the creation of aesthetic values (Cucoş, 1995, p. 123).

As philosophy and science ca not be understood without prior training required, just happens to art and beauty, which cannot be perceived spontaneously. Aesthetic education must emphasize the specifics of how the receiver can understand the aesthetic object, the language used by the artist, harmonizing colors and shapes, hearing a musical work, etc., in other words, to help the subject to distinguish the artistic idea that is reflected by the artist's emotion (Gadamer, 2000, p. 176).

It is not enough that the receiver to understand the specificity of artistic language, different from one art to another, because it remains his only technical side, broke what should occur at the level of sensitivity and human thought (Bârlogeanu, 2002, p. 159).

Language should not be addressed separately from the message it expresses. Thus, poor language cannot express the emotion produced by the aesthetic object, and one with a content too dense will decrease being found in a formula that uses artistic elements not relevant for the aesthetic attention of the receiver. Given that, the media, film, advertising industry, social institutions, etc., controls the utmost contemporary aesthetics field, it is necessary more than ever the need for education to bow and pay more attention to aesthetic education of teens because the human personality of the third millennium should be not only well informed but also beautifully built (Reboul, 1992, p. 154).

This paper is an attempt to highlight the fact that through the arts, human existence is fulfilled as personality.

## 2. Results and Discussions

### 1.1. Research objectives

The objectives of the research followed the formation of an aesthetic attitude at teens that allow them to relate to activities optimally.

### *1.2. Research hypotheses*

Students from human profile assimilates more effective aesthetic values.

Students from human profile expressed in their creations similar aesthetic values in learning process.

### *1.3. Research Methods and Techniques*

The research was based on a number of methods, such as data analysis and theoretical generalization; observation; experiment; statistical-mathematic method; tabular and graphical method.

### *1.4. Research Subjects*

The group of subjects consisted of 51 students, of which 26 students from vocational profile and 25 students from real profile.

### *1.5. The Experiment*

Following predictive test applied at the beginning of the school year, we found a significant difference between class X A – vocational profile – considered experimental group, and class X E - real profile – the control group in terms of points accumulated and revealed through the following statistical indicators:

- At class X A, the arithmetic mean is 74.85, which is 14.88 creative component, values which lie at a medium level in terms of results.
- Majority of students possess and apply in solving tasks, information on synonyms, derivation, words morphological value, but show some hesitation in highlighting the strengths stylistic words and expressions used in the text and artistic language was not sufficiently nuanced.
- At class X E, the arithmetic mean is 60.44, which represents 7.12 creative component, values that fall below average
- Students from real profile possess minimal knowledge, interpretation quantify the minimum performance.
- Differences between the two classes are highlighted by values to other indicators: module, median, standard deviation, range.
- Differences between classes involved in research is due to a humanistic orientation of students and literary intelligence.

Results confirm the first hypothesis of the paper.

For summative assessment in the first semester, I used a test developed according to the content of an educational approach, and after applying it, results confirm again the hypothesis, as the predictive test. The difference between classes is still maintained and being highlighted by the following:

- At class X A, the arithmetic mean is 77.58, compared to 66.76 of the class X E, a difference of 10.82, which confirms their progress toward predictive test, but also maintain a considerable difference between the two classes, not just for this indicator, but also to other.
- The creative component recorded higher values to predictive test(17 at class X A), which highlights the existence of teens creative abilities in the literary language, a creativity aesthetic development

of ideas, the use of literary language appropriate to the requirements of the test, imagination, creative thinking.

- At class X E, even if students obtained better results than those recorded in the predictive test, managed only in a small proportion to explain logically and consistently, following grammar rules, follow letter conventions, to be within the space and so on.
- At creative component, students also recorded results below average, meaning that they had no conception of the writer in the novel, did not integrate operational concepts, did not specify the types of characters by reference to significant episodes.
- Students with a humanistic school orientation express in their creation the aesthetic values learned with greater accuracy.

This confirms the second hypothesis of our work.

At the summative test from the 2nd semester we got the following results:

- Students of class X A recorded a high level in all statistical indicators (arithmetic mean, median, mode, creative component), which demonstrates that they possess a culture aesthetics. Thus confirming the hypothesis of the paper.
- Students of class X E obtained values below those from vocational profile, i.e. the arithmetic mean value is 69.16 (X A – 81.46), median 70 (X A - 81), 11.5 creative component (X A – 22.1) which demonstrates that students from real profile are less interested in reading, do not possess the skills to appreciate the aesthetics, to interpret artistic (literary).

At the final test, the results were as relevant as in the previous assessments, namely:

Vocational profile graders have achieved much better results, which demonstrates that their orientation allows them to assimilate more easily aesthetic values, which confirms first case of work.

To confirm the second hypothesis of the paper, I made a comparison between the two classes, based on the scores from creative component, belonging to the two groups involved in the research. At summative tests from first and second semester the scores of the two classes is presented in table 1:

**Table 1.** The summative tests from first and second semester the scores of the two classes.

Class	Total students	Arithmetic mean		Median		Module		Median A		Amplitude		Coefficient of variation	
		SI	SII	SI	SII	SI	SII	SI	SII	SI	SII	SI	SII
aXaA	26	17	22.12	17	23	22	20	4.92	3.65	19	18	33.48	21.64
aXaE	25	8.60	11.52	9	11	8	10	2.02	2.22	7	10	33.48	21.64

The same creative component was followed at the final test, where results are more conclusive (table 2).

**Table 2.** The same creative component was followed at the final test.

Class	Total students	Arithmetic mean	Median	Module	Median A	Amplitude	Coefficient of variation
aXaA	26	30.62	30	30	3.22	18	13.89
aXaE	25	15.08	15	20	2.65	12	13.89

Statistical data expressing the results of the two classes used during the research come to confirm the second hypothesis of our work. In the end we made a comparison between the average at language

and literature at the two classes and the results once again confirms the assumptions on which our research was based. At indices, the results are as follows (table 3):

**Table 3.** The results of the two classes used during the research

Class	Total students	Arithmetic mean	Median	Module	Amplitude	Coefficient of variation
aXaA	26	92.12	90	90	25	6.90
aXaE	25	72.80	75	75	35	6.90

All these results show that student through library works follows a creative process, meaning that becomes a subject that feels, it excites, but also realize that it takes part in this act of creation.

### **3. Conclusion**

Students with a humanistic orientation, perceived in a more appropriate way symbols of art, discriminates easier artistic effect, possesses capacity building metaphorical, symbolic analogical reasoning, comprehension and judgment in the hierarchy of values of artistic products.

Mentions:

Aesthetic education must become a complete and permanent education, which means that education can no longer be thought out a complete aesthetic education.

Aesthetic education should be student-centered, helping the students in arts and socio-professional integration.

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