

The Significance of Visual Arts as Communication and Its Relevance in Educational Development

Dr M.O. OGUNMOLA
(Ph.d,M.A,B.A. Ed,N.C.E)

Fine and Applied Arts Department, College of Education, Ikere – Ekiti, Ekiti –State

Abstract

This discussion being highlighted here focuses on the significance visual Art as Communication and its Relevance in Educational development. It studied the concepts of communication art and an art teacher. Emphasis was laid on the importance of art in communication into the societal development is examined. Recommendation is for both government and teacher of visual art in the schools are enumerated.

Introduction

Education is the process of receiving or giving systematic instruction especially at a school or university. It is also an enlighten experience in different forms as a process of inviting truth and possibility. It can be define as the wise, hopeful and respectful cultivation of learning undertaken in the believed that all should have chance to share in life.

Education – cultivating hopeful environments and relationship for learning.

It is often said that we are learning all the time and that we may not be conscious of it happening. Learning is both a process and outcome. As a process it is a part of living in the world, part of the ways our body work. As an outcome it is a new understanding or appreciation of something.

In recent years development in neuroscience have show us how learning takes place both in the body and as a social activities. We are social animal as a result educator lead to focus on creative environment and relationship for learning rather than try to drilling knowledge into people.

Teachers are losing the education world because our adolescent is distracted by the social world naturally. The students do not see it that way. It wasn't their choice to get endless instruction on topics that do not relevance to them. They desperately want to learn but what they want to learn about is their social world – how it's works and how they can secure a place in it that we maximize their social reward and minimize the social pain they feel. Their brains are built to feel this strong social motivation and to use the metalizing system to help them along. Evolutionarily the social interest of adolescents is no distraction. Rather it is the most important thing they can learn well (Lieberman 2013: 282.)

So cultivation of learning is a cognitive and emotional and social activity (Illeris 2002). In which emphasis was based on intention or deliberate action in doing things e.g. we may do thing for ourselves by learning road signs as well as getting license to drive .The answer to the question 'what and disposition of education. Is education? Given here can apply to both those "informal" forms that are driven and rooted in conversation-and to more formal approaches based in curriculum. The choice is not between what is good and what is bad but rather what is appropriate for people in the this situation or that . There are times to use transmission and direct teaching as methods, and moments for exploration, experience and action. It is all about getting the mix right and framing it within the guiding adios a

In considering this view, one is bound to ask these questions. What is communication and what is Art? Who is an Art Teacher? Of what relevance is communication through art to societal development including education?

Conceptual Frame Work.

There are essential differences between 'expression' and 'communication'.

Expression appeals to our emotions, engaging the audience in a deeper level, but it tends to be more ambiguous and often less precise. The word 'communication' came from the Latin word communication meaning 'to share'. There has to be a mutual agreement between the sender and the receiver of a message in order for communication to function. Visual communication is therefore similar to how verbal or written language works. We use 'visual language' to communicate to an audience. However, visual language Might not be as reliable or consistent as written language, which has a more formalized set of conventions and rules.

Development communication refers to the use of communication to facilitate social development. Development communication engages stakeholders and policy makers, establishes conducive environments, assesses risks and opportunities and promotes information exchanges to bring about positive social change via sustainable development. Development communication techniques include information dissemination and education, behavior change, social marketing, social mobilization, media advocacy, communication for social

change and community participation..

Webster (1981:204) define communication as the act or fact of communicating, transmission, the imparting or interchange of thoughts, opinions or information by speech, writing or signs, that which communication are imparted.

Communication is define as two way process of reaching mutual understanding in which participants not only exchange (encode or decode) information, news, ideas and filling but also create and share mean. In general communication is a means of connecting people or places in business it is a key function of management and organization cannot operate communication between levels, department and employee.

Ball (1959) sees communication” as a process of a transmitting information, involving dimension such as space, time, the methods of transmission, as well as the social and cultural context in which the process taking place. One can infer therefore that communication is an act of explaining our inner emotion to the receiver in such a way that the feedback is effectively received either through appreciation or more persons that is process of information exchange between two parties in an attempt by one party to persuade, the other or effect changes in the others behavior.

Language is an important medium of expression like the Arts. It is used for effective “self-expression” since man discovered language for the purpose of sharing his experience with his fellow men and communication his ideas thought and feeling to them. Language is one of the arts which serves has a mode of self expression and communication which man has been able to develop over a long period of time.

The following diagrams will help to elucidate this viewpoint. Adeboye and Afolabi (1991).

The source of Information ----- The Message ----- The Audience -----Feedback

Figure 1: Shows the source of Information.

While the message are the speech, signs and the writing. The audience is the receiver that sends is feedback to the source.

In the classroom situation

Teacher ----- The message ----- Students

Examination

Figure 2: Explains the system of communication in the school, how the message is send through the teacher and the message get the students which is the receiver through the channel which includes speech, writing and signs. While Examination is the Feedback to the source.

According to Osagie - Erese and Ogunsin (1989:73) art is considered as means and media of representation portrayal or visual description: It is a process and product. In this view artist searches for symbols which represents and conveys his message effectively.

Visual aids of communication are often used to help audiences of informative and persuasive speeches understand the topic being presented. Visual aids can play a large role in how the audience understands and takes in information that is presented. There are many different types of visual aids that range from handouts to Power Points. The type of visual aid a speaker uses depends on their preference and the information they are trying to present. Each type of visual aid has pros and cons that must be evaluated to ensure it will be beneficial to the overall presentation. Before incorporating visual aids into speeches, the speaker should understand that if used incorrectly, the visual will not be an aid, but a distraction. Planning ahead is important when using visual aids. It is necessary to choose a visual aid that is appropriate for the material and audience. The purpose of the visual aid is to *enhance* the presentation.

Types of visual aids

Objects

- The use of objects as visual aids involves bringing the actual object to demonstrate on during the speech. For example, a speech about tying knots would be more effective by bringing in a rope.
- **Pro:** the use of the actual object is often necessary when demonstrating how to do something so that the audience can fully understand procedure.
- **Con:** some objects are too large or unavailable for a speaker to bring with them.

Models

- Models are representations of another object that serve to demonstrate that object when use of the real object is ineffective for some reason. Examples include human skeletal systems, the solar system, or architecture.
- **Pros:** models can serve as substitutes that provide a better example of the real thing to the audience when the object being spoken about is of an awkward size or composure for use in the demonstration.
- **Cons:** sometimes a model may take away from the reality of what is being spoken about. For example, the vast size of the solar system cannot be seen from a model, and the actual composure of a human

body cannot be seen from a dummy.

Graphs

- Graphs are used to visualize relationships between different quantities. Various types are used as visual aids, including bar graphs, line graphs, pie graphs, and scatter plots.
- **Pros:** graphs help the audience to visualize statistics so that they make a greater impact than just listing them verbally would.
- **Cons:** graphs can easily become cluttered during use in a speech by including too much detail, overwhelming the audience and making the graph ineffective.

Maps

- Maps show geographic areas that are of interest to the speech. They often are used as aids when speaking of differences between geographical areas or showing the location of something.
- **Pros:** when maps are simple and clear, they can be used to effectively make points about certain areas. For example, a map showing the building site for a new hospital could show its close location to key neighborhoods, or a map could show the differences in distribution of AIDS victims in North American and African countries.
- **Cons:** inclusion of too much detail on a map can cause the audience to lose focus on the key point being made. Also, if the map is disproportional or unrealistic, it may prove ineffective for the point being made.

Tables

- Tables are columns and rows that organize words, symbols, and/or data.
- **Pros:** Good tables are easy to understand. They are a good way to compare facts and to gain a better overall understanding of the topic being discussed. For example, a table is a good choice to use when comparing the amount of rainfall in 3 counties each month.
- **Cons:** Tables are not very interesting or pleasing to the eye. They can be overwhelming if too much information is in a small space or the information is not organized in a convenient way. A table is not a good choice to use if the person viewing it has to take a lot of time to be able to understand it. Tables can be visual distractions if it is hard to read because the font is too small or the writing is too close together. It can also be a visual distraction if the table is not drawn evenly.

Photographs

- **Pros:** Photographs are good tools to make or emphasize a point or to explain a topic. For example, when explaining the shanty-towns in a third world country it would be beneficial to show a picture of one so the reader can have a better understanding of how those people live. A photograph is also good to use when the actual object cannot be viewed. For example, in a health class learning about cocaine, the teacher cannot bring in cocaine to show the class because that would be illegal, but the teacher could show a picture of cocaine to the class. Using local photos can also help emphasize how your topic is important in the audience's area.
- **Cons:** If the photograph is too small it just becomes a distraction. Enlarging photographs can be expensive if not using a power point or other viewing device.

Drawings or diagrams

- **Pros:** Drawings or diagrams can be used when photographs do not show exactly what the speaker wants to show or explain. It could also be used when a photograph is too detailed. For example, a drawing or diagram of the circulatory system throughout the body is a lot more effective than a picture of a cadaver showing the circulatory system.
- **Cons:** If not drawn correctly a drawing can look sloppy and be ineffective. This type of drawing will appear unprofessional.

Visual aids media: simple to advance

• Chalkboard or whiteboard

Chalkboards and whiteboards are very useful visual aids, particularly when more advanced types of media are unavailable. They are cheap and also allow for much flexibility. The use of chalkboards or white boards is convenient, but they are not a perfect visual aid. Often, using this medium as an aid can create confusion or boredom. Particularly if a student who is not familiar with how to properly use visual aids attempts to draw on a board while they are speaking, they detract time and attention from their actual speech.

- **Poster board**

A poster is a very simple and easy visual aid. Posters can display charts, graphs, pictures, or illustrations. The biggest drawback of using a poster as a visual aid is that often a poster can appear unprofessional. Since a poster board paper is relatively flimsy, often the paper will bend or fall over. The best way to present a poster is to hang it up or tape it to a wall.

- **Handouts**

Handouts can also display charts, graphs, pictures, or illustrations. An important aspect of the use of a handout is that a person can keep a handout with them long after the presentation is over. This can help the person better remember what was discussed. Passing out handouts, however, can be extremely distracting. Once a handout is given out, it might potentially be difficult to bring back your audience's attention. The person who receives the handout might be tempted to read what is on the paper, which will keep them from listening to what the speaker is saying. If using a handout, the speaker distributes the hand out right before you reference it. Distributing handouts is acceptable in a lecture that is an hour or two, but in a short lecture of five to ten minutes, a handout should not be used.

- **Video excerpts**

A video can be a great visual aid and attention grabber, however, a video is not a replacement for an actual speech. There are several potential drawbacks to playing a video during a speech or lecture. First, if a video is playing that includes audio, the speaker will not be able to talk. Also, if the video is very exciting and interesting, it can make what the speaker is saying appear boring and uninteresting. The key to showing a video during a presentation is to make sure to transition smoothly into the video and to only show very short clips

- **Projection equipment**

There are several types of projectors. These include slide projectors, PowerPoint presentations, overhead projectors, and computer projectors. Slide projectors are the oldest form of projector, and are no longer used. Power Point presentations are very popular and are used often. Overhead projectors are still used but are somewhat inconvenient to use. In order to use an overhead projector, a transparency must be made of whatever is being projected onto the screen. This takes time and costs money. Computer projectors are the most technologically advanced projectors. When using a computer projector, pictures and slides are easily taken right from a computer either online or from a saved file and are blown up and shown on a large screen. Though computer projectors are technologically advanced, they are not always completely reliable because technological breakdowns are not uncommon of the computers of today

- **Computer-assisted presentations**

PowerPoint presentations can be an extremely useful visual aid, especially for longer presentations. For five- to ten-minute presentations, it is probably not worth the time or effort to put together a PowerPoint. For longer presentations, however, Power Points can be a great way to keep the audience engaged and keep the speaker on track. A potential drawback of using a PowerPoint is that it usually takes a lot of time and energy to put together. There is also the possibility of a computer malfunction, which can mess up the flow of a presentation.

Usoagba (1980) is of the view that art means self-expression. This idea can be said to be correct because when teaching drawing and painting in the primary or kindergarten levels, it is better for the teachers to suggest topic related to the children's experience. Discuss fully using demonstration and dramatization where necessary and then ask the children to draw or point pictures about these topic or story. But, Art can be viewed as a universal language which everybody understands in that everyone in the society can interpret road sign and appreciate what is beautiful as well as distinguishing what is bad 'so, for one to love good things in his environment he has to appreciated the aesthetic of the thing. Art deals with the ability of being creative. According to Sheba (1993 : 167). "Creative gift means being Original and newness of ideas, thought or expression which produce novel and innovative things. The word gift' here refer to something bestowed, a talent, not from man but from God. While Lowenfeld and Britain (1975) opine that, creativity is thought or as being constructive, productive behavior that can be seen in action or accomplishment'. It does not have to be a unique phenomenon in the world, but it does have to be basically a contribution from the individual. Creativity therefore means innovation as well as inventiveness the ability to bring new language into existence, while to create means ability to make, to produce to set up, to cause as well as to explore, forms something out of nothing for people's understanding while in the children they are found of imitation, the students imitate their teacher in attitude in the classroom situation as well as copy some habits which would later be reflected in the student's life for ever. That is the reason while the teacher needs to prepare properly before coming to the classroom to impact the necessary knowledge to the students.

In the Fine – Arts, there are some basic elements which the teacher needs to use for effective communication to the students as well as the society in general. Some of these elements include the use of line, direction, shape size, texture, value, colour as well as the use of light and shape where necessary Marjorie (1997) suggests 'the expressive power of images elements of design – line, shape, colour value and space - are the lexicon of images'. Since the society loves to interpret art work as it appeals to them, so the students/children

love to touch, feel and appreciate aesthetic in the work little or no interpretation. That is the reason why Kunin, the newly developed standards released for arts education stresses that 'arts have been an inseparable part of the journey. They provide us with pleasure spark our creativity and frame reality in fresh perspectives. We value them for themselves, and because we do, we believe knowing and practicing them is fundamental to the healthy development of our children's minds and spirits.

The Art Teacher

An Art teacher is a person who – co-ordinates, organizes, directs and dictates, organizes, directs and dictates the activities of the learners in a classroom situation. A teacher is a person who impact knowledge and skills required of the children into all areas of life; satisfying the cognitive, affective and psycho-motive domains. The art teacher occupies a unique position in the school system. He serves as a leader in his own right and exercises a pervasive influence in the classroom, that is the reason Jerome (1970) stresses various kinds of cognitive learning's for the art class, that 'students should become aware of specific facts names, dates, place, students should become aware of trends and sequences for example, to understand the flowering of Italian painting in the fifteenth and sixteenth centuries, to understand the period known as the renaissance, the influence of such painter as Giotto must be seen. Students should develop a sense for theory and structure and as well as students should learn to seek out principles and generalization in the area of forms painting, sculpture architecture the imagery of motion picture television and others. This occur as a result of the role they plays in the classroom, he can also be called the director since he gives orders and get things done quickly. The teacher is particular holds important position in the development of the society. In the aspect of illustration, teacher guide he students to see how other have given from to idea and feeling that is how they involve in using line, shape colour, texture as well as way to convey meaningful symbols with the available tools and materials in their vicinity. Also, as art teacher, he must set forth his ideas as to achieve set out objective, which he had planned with allocated period of time.

Art in Communication

As an adage say "Art is the foundation of all subject or disciplines in education. It easily links with all subjects taught in the school simple illustration drawn is of significant interpretation. For examples a drawing of a market scene, can help in the teaching of numbers of figures as well as identification of figures present in the composition. Also, student too can be led to draw things which they come by in their daily life, that is the reason while Marjorie (1995) sees art as 'a living expression, an empowered and empowering voice of contemporary society, urging and mounding society as well as reflecting it. In the classroom situation students can be given a topic based on imaginative composition, which has a bearing with their environment. This could be market scene, landscape, road accident or events. This will open their minds towards the activities going on their vicinity ideas of illustration and children's retention. According to Adeyemo (1975) 'Memory is the power of the mind to hold, to bring back and to recognize past experiences'. It refers to the past, which includes recognizing a thing for which it is really. Memory is essential to all knowledge of Art. So it is our duty as teachers to adopt in our teaching methods of illustrating objects which will help children to remember what we are teaching them furthermore, it is through these illustration that accident in the society can be reduced to the minimum in that Road signs are made by the artist to communicate effectively to the driver's message such as "Dangerous Bends, Corners, stop. No parking among others.

Apart from the illustrations on the vehicle which serve as warning for the drivers, illustrations depicting message such as, 'Horn before you over take is also educative.

In the texts, illustrations help to communicate views to the children. For example in the teaching of mathematics or vocational subject in which the use of line, shape, size among the basic elements of triangle, rectangles, parallel lines, square cubes to mention a few. The artist can sketch two figures for teaching one and two, may be one boy, two boys or two girls in English language etc.

Some caption shown inside the television is another method of developing the mind of the children in terms of imagination and creativity. The use of cartoons in the newspapers by artists is another method of public enlighten, which help to teach morals in the society.

Art also expresses people's culture in the area of hair dos, fashion designs in which norms; values and aspiration of the society are depicted in the fabric to educate children. As an example, Igogo festival in Owo is depicted on clothes during the ceremony in Owo Township. The artist too is able to gain something financial. FESTAC '77 is also an example of culture being expressed by the art for people's enlightenment. Art reflect knowledge which is facts and abstractions of which social studies can not make know in that images can be used effectively to create complacency, urge, patriotic, fervor, enrage against injustice, because sculptural object in society are meant for teaching the past heroes like Ajasin Bust in Imade College Owo, Ondo State, Nigeria, is an example. These are displayed at the important places in town title where children can ask questions based on them; this is another means of communicating views within the society. Communicating with Images

Given how broad a category visual communication is, it is somewhat difficult to trace its history.

Nevertheless, there is evidence to suggest that it is the oldest form of communication. For example, in regions around the world there are cave paintings from thousands of years ago, some dating back as far as 40,000 years. **Cave paintings** are a primitive form of communication that were drawn or etched into cave walls and ceilings. Though their exact purpose is not clear, these paintings include representations of, among other things, animals, landscapes, and sacred spaces, and act as a kind of prehistoric documentation.

Though their purpose is unknown, cave paintings tell a story that is tens of thousands of years old.

As societies became more advanced, travel brought people that spoke different languages into contact with each other. In order to communicate, people developed pictograms around the 4th millennium BC as a way to communicate. **Pictograms** are images that represent physical objects, and were used to share ideas or ask questions. For example, if I was in a foreign country and wanted to buy a tree, I could use a pictogram of a money sign and a tree to indicate my interest.

This works because, over time, there developed certain characteristics that people associated with different objects. A tree, for instance, has a trunk, branches, and different kinds of leaves. This sign would be universally recognized because the characteristics and meaning of the symbol are, at a basic level, shared around the world.

When people began printing with woodblocks around the year 600, the ability to communicate visually blew wide open. The printed word and other symbols allowed for ideas and information to be reproduced, shared, and preserved in a non-verbal way. Once these documents were translated into other languages, they were capable of traveling around the world.

According to Folarin (1993:12) Art is truly a comprehensive language, which relates the dreams and accomplishments, the activities, beliefs and desires of humanity inspirational understandable and universal term.

In this while, what the arts are trying to communicate in the society require little or no interpretation. Urban sculpture as an example has often complemented man's effort in environmental beautification in many cultures over many decades. Ever since man has been living and meeting together in Urban cluster, towns and cities he has used sculpture to communicate important civil events, to glorify and honour great and brilliant personalities in the society.

Suggestion and Recommendation

For effective development in communication to occur. The government is encourage to give loan to schools so as to organize seminars, workshops to prepare the Visual Arts teachers towards achieving the set out objective for their children.

Parents and guidance should cooperate with the teacher for the provision of necessary teaching material to aids effectives communication to the children. The government should purchase more computers for effective teaching in school and colleges.

In view of this Fine and Applied Arts should be made compulsory for all level of education in schools in order to enhance their creativity development.

Summary and Conclusion

In this paper art as communications and its relevance in education is studied. The writer has also examined the concepts of communication, art and an art teacher.

Art this junction, the importance of art in communication into the societal development is discuss in which recommendation and suggestion are made. According to Shade (1993): ----- that the concern of everybody, therefore there is need to understand the process that is involved in introducing or in developing the creative faculty of each individual.

In the wise parents, government and children are advised to develop the attitude of effective communication teaching system.

Reference

- Adeyemo P. (1975). *Principal and Practice of Education*, Omotayo Standard Press and Book Shops Co. (Nig) Ltd. Akure PP 15.
- Ajayi F. (1985) *Handbook on Art Methodology Book one*, Oyoyo Press Ipetu, Ijesa.
- BALL J. (1959) *Process: The Conceptual Basic for Communication Study Visual Communication Training Programmes*. The National Agricultural Project.
- Folarin A. (1993) *Urban Sculpture in Metamorphosis*, In *Perversity of Creativity in Nigeria* by Bolaji Campbell R. I., Ibiabami, P. O. S. Aremu, Agbo F. (eds) Department of Fine Arts Ile – Ile, Nigeria.
- Illens, K (2002). *The Three Dimensions of Learning*. Contemporary Learning Theory in the Tension Field between the cognitive the emotional and Social Frederksherg Roskilde University Press.
- Jerome J. (1970). *Teacher as Artist and Artist as Teacher in concepts in Art and Education*, The Macmillan Company Collier, Macmillan Ltd London PP 333.
- Lieberman, M. T. (2013). *Social Why our brains are wired to connect*. Oxford : Oxford University Press.

- Lowenfeld Viktor and Britain Wlambart (1975). Creative and mental Growth Six Edition) Macmillan Publishing Co – in New York.
- Marijorie C. (1995). Art Education I the social studies in Eric Digest Social Science Education. India University Bloomington, India (November).
- Idids, (March 1997). Nation Standards for Arts Education in Beyond the three RS Trans forming Education with the Arts, Special Repo.
- Osafge E and Ogunsina D (1989). Creative Arts and Craft, for the Junior Secondary Schools Book One, Onibonoje Press and Book Industries (Nig) Ltd.
- Sheba E. (1993). Art and Creativity A. Quest for meaning in Diversity of Creativity in Niferia by Campbell, R. I. Ibigbami, P. s. O. Aremu Agbo F. (eds) Department of Fine Arts University of Ile – Ife.
- Smith M. K. (2015). What is Education? A definition and discussion. The encyclopaedia of Information education [http://iiinfed.Org/mobi/What is education-a-definition and discussion](http://iiinfed.Org/mobi/What%20is%20education-a-definition%20and%20discussion) retrieved:
- Uzoaga In (1980) + 20 Objective Test and Questions on Art Africana Educational, (Nig) Ltd. Onisha.