



INNOVATIVE TECHNOLOGY IN EDUCATION: THE ROLES OF ART TEACHERS IN MOTIVATING CHILD ART EDUCATION

Umar Olaitan, Salihu

Department of Fine and Applied Arts,
School of Vocational and Technical Education,
Kwara State College of Education, Ilorin

ABSTRACT

Education form the foundation of socio-economic development and childhood growth. Early childhood, rangin from ages 0 to 5, is a critical period of physical, emotional, social, moral and intellectual development. This study explores innovative method and technology tools used by art teachers to motivate learners in the early art education. Through a descriptive approach, the paper highlights the importance of integrating modern technologies in child art instruction to foster creativity and skill acquisition. The findings recommend that educational administrators and teachers adopt new teaching techniques and provide adequate training resources to empower learners and promote self-reliance in alignment with national development goals.

Keywords: Technology in education, motivation, child art skills

Introduction

Art has a very important role to play in general education of the child. It helps to understand the general growth of the child. Through the study of art, we are able to know and understand the child in their totality; his emotional growth, intellectual growth, physical growth, creative growth and aesthetic growth.

The drawings children make, the construction they undertake will go a long way to bring out their feelings, intellectual capacities, physical development, perceptual awareness, creative involvement as well as the aesthetic taste and even their social development. In art activities, the child will bring together diverse elements of his experience to make a new and meaningful whole. Solomon, (2019)



The following are the aims of creative art teaching as outlined in the National Policy on Education (2019).

Physical and Practical Aims include:

- (a) Co-ordination of sight and touch activities: A child is expected to coordinate his sense of seeing and ability of touching things to produce materials and things that can aid his psychomotor activities.
- (b) Development of muscle control; - A five -six years old child cannot be expected to manipulate tools without adequate muscle control. This is encouraged through graduated activities

Psychological Aims include:

- (a) To provide the child with the opportunity to acquaint himself with his environment
- (b) To help the child develop a sense of achievement and satisfaction.
- (c) To afford the child an opportunity for free expression in creative works either in line, forms or colours. These experiences also provide an outlet for the creative instincts of the child.
- (d) To provide the child with a basis for concrete and logical thinking.

Aesthetic and Cultural Aims include:

- (a) To help the child develop aesthetic awareness and good taste.
- (b) To help the child develop a sense of responsibility e.g. Sharing working materials and working together in group activities



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- (c) To help the child to think for himself because it is a means of self-expression. because his creative ability and critical power is fostered. He derives pleasure from the study of art and art is the surest way to self-reliance in this period of uncertainty.
- (d) Art is also the means of reflecting peoples ways of lives; it teaches moral, it is a core of other subjects in the school programme

Theoretical Framework

Innovation can be referred to creating something new. It can also be a change made to an existing product, idea of artwork, methods, products, services, or solution that have a significant positive impact and value. It involves transforming creative concepts into tangible outcomes that improve efficiency and effectiveness, or address unmet needs. Innovation technology is defined as the creation and application of new or improved technologies, tools, systems and processes that bring about significant advancement or breakthroughs in various fields. It involves harnessing knowledge, expertise, and resources to develop an end product. Kamaludeen, (2024)

Innovation is not limited to technological advancements and encompasses novel approaches to problem-solving, processes, organizational practices or bussiness model innovations. At its core, innovation involves challenging the status quo, thinking outside the box, and taking calculated risks to drive progress and achieve breakthroughs outcomes. Innovative solutions that solve problems, improve efficiency, drive progress, and deliver value. It requires a mindset that embraces change, welcomes ideation, and encourages experimentation. Innovation also plays a key role in pushing educators to break out of the traditional framework, adopt more lively teaching methods and ignite students' creative passion. In the market, Innovative works of art are like fresh air, attracting the attention of the audience, stimulating the enthusiasm of collectors,



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and making the art market full of vitality and possibility. Innovation can occur in various contexts, such as business, science, technology, social sectors, or public services. It can lead to economic growth, social progress, improved quality of life and sustainable development of the Country.

Therefore, innovation is not only a promoter of artistic change, but also a bridge connecting the past, present and future, allowing visual art to bloom brilliantly in the long river of time. With the advancement of technology and society, innovation will continue to guide the direction of visual art and open up a broader and more exciting artistic realm.

Components of Innovation

Several key components contribute to making innovation possible in art education class. Here are the key essential components;

1. **Creativity and Ideas:** Creativity is the fuel for innovation in child art education. It involves generating new original ideas, challenging assumptions, and thinking beyond conventional boundaries. It is the ability to connect disparate concepts and envision novel possibilities. The generation of diverse ideas both incremental and disruptive, serves as the starting point for innovation.
2. **Culture of Innovation:** In Child art education, as an organization culture that fosters and supports innovation is crucial. It includes values, attitudes, and behaviours that encourage curiosity, risk-taking, collaboration, and experimentation. A culture of innovation promotes an open and inclusive environment where individuals feel empowered to contribute their ideas and embrace change.
3. **Resources and Infrastructure:** Adequate resources, both financial and non financial, are essential in child art education for innovation. This includes dedicated funding, skilled



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human capital, technology infrastructure, research and development capabilities, and access to relevant information and data. Organization need to allocate resources strategically to support innovation initiatives.

4. Teachers Leadership and Vision: Effective teacher plays a vital role in driving and support in the innovation. teacher set the vision, create a sense of purpose and provide guidance and resources for innovation initiatives. They foster an environment that encourages risk-taking, empowers employees, and leads by example. Teacher commitment and support are crucial in nurturing a culture of innovation and driving innovation efforts in child art education.

5. Evaluate and Feedback: Innovation requires a feedback loop that allows for continuous innovation. In child art feedback is like evaluating or assessing art work done by the students in and outside the school performance. It can be inform of display exhibition or criticism.

The Importance of Technology Innovation

Enhanced Efficiency and Productivity: Technology innovation drives improvement in efficiency and productivity. By introducing new method, automation, and streamlined processes, it improves efficiency, higher profitability, and the ability to deliver products and services more effectively.

Addressing Societal Challenges: Inovation play a vital role in addressing complex societal challenges by advertising and producing postal billboards for all levels of government and commnity.

Economic Development, It fosters the development of new job creation, small scale industries and increased productivity



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Improved Quality Life: Through fine art innovation, improving the quality of life for individuals and societies in communication, education, agriculture, healthcare and political campaign is ascertained

Empowerment and Engagement: It empowers individuals through art work or creativity expression. It enhances user experiences and provides tools, platforms, and services that enable individuals to access information and participate in societal activities.

Teacher Innovation in Motivating Child Art

Motivation is the condition (including materials coercive and normative or symbolic) which arouses and maintains an individual to engage in some live of behavior that might lead to the accomplishment of some goal. These includes those which satisfy that individuals need and wants.(Awelewa, 2021)

Motivation is central to learning process and it provides the desire for individuals to want to learn. It is an incentive which incites, inspires and promotes learning. The efforts an individual puts into achieving a goal depends largely on the desire to succeed in his academic works.

The most important thing in art activities is the extent to which the children are truly involved in the activities and this depends largely on the level of motivation, in any art activity may come as a natural drive which sometimes occur when children are introduced to a topic that catch their fancy.

At another time, it is the onus of the classroom teacher to stimulate the interest of the children and to truly convince the children that the activity is a worthy one. It would not be reasonable to claim that there is one approach to motivating children; the duty of the teacher



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is to find out the general and specific needs of the pupils under his care. After that, he will be able to determine the best approach to use to stimulate their interest in any art experience. The purpose of motivation as we should be aware is to make the creative process meaningful to the child and not to force a particular topic upon him.

According to Aniyikaye (2023), dedicated teacher should know the child whom he is trying to motivate. He would know the characteristics of each age which makes it different from any other. He should know the appropriate art material for each age because this is very important in any art experience. This is because what may be an exciting art material for the twelve years old may be a confusing materials for the scribbler. Equally of importance is the knowledge that each stage of development of the young children actually has a different relationship with their environment/ society.

An experienced teacher may find out why a child lacks freedom in his motor activity and why another may show signs of timidity and fear fullness in handling art materials, still another child may have a very short attention span and so never get involved in the art process. It is necessary that the child general, as well as specific needs are understood for, without this the teacher may never reach the child with his motivation. Usually at the scribbling stage, no special motivation is needed except to provide the child with the relevant materials and encouragement to go ahead. This stage should not be interfered with unnecessarily. The child himself should be allowed to decide when a picture is completed.

It is important to state here that any art motivation that we want to use must be the one that should be able to stimulate a child thinking, feeling and perception. To achieve this, the motivation should make the art experience much more than just an activity. It should



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stimulate a child's, awareness of his environment and make him feel that the art activity is very vital to him. One of the major trails of the adolescent is the striving for identity as he is full of thoughts and directions. The teacher's role at this juncture is to provide guidance and encouragement so that this expression can become meaningful. The physical arrangement of the class must be that which will allow for the opportunity to share and exchange thoughts, evaluate works by their peers as well as by the teacher.

Conclusion

In conclusion, school management and teachers teaching Fine Art can not readily motivate the child directly, but they can influence many factors that affects the motivation of subordinates and colleagues.

Money is not a managerial tool for forcing compliance intrinsic factors such as measuring of work, the challenges of work and the opportunity it affords are the basic elements of sound motivation in the school system. Art teacher that neglects the motivation of children is sure to fail as a teacher/manager. In view of the foregoing, it is of paramount importance to encourage the pupils in art classes during drawing and writing skills development.

Recommendations

The concept of motivation itself is mainly psychological. It relates to those forces operating within individuals that impel them to act or not to act in certain ways. Generally, motivation theories have focused chiefly upon expectancy and rewards for good performances, motivation effect have included the administrations of method, skills and stages involves in achieving a goal or objective in training the child art education.



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However, there is ample room for improvement on modality to motivate the child art in our school system such as provision of writing materials, such as drawing book, 2D Exercise book, pencils, crayon etc.

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