

Is Fine-Art Activities Effective in Fostering Social-Emotional Skills On Primary School Children

KeremCoşkun^{ID}, MeralCoşkun^{ID}, Ali Kolomuç^{ID}

Öz. Bu çalışmanın amacı sanat temelli sınıf içi etkinliklerinin ilkökul öğrencilerinin sosyal-duygusal becerileri üzerindeki etkisini incelemektir. Çalışma grubu 35 ilkökul dördüncü sınıf öğrenim görmekte olan öğrencilerden oluşturulmuştur. 18 ilkökul öğrencisi deney grubuna atanırken, 17 ilkökul öğrencisi kontrol grubuna alınmıştır. Sanat temelli sınıf içi etkinlikler , 10 öğretim aktivitesinden oluşmakta ve 15 ders saati sürmektedir. Kontrol grubu sınıf müfredatta yer alan öğretim etkinliklerini öğrenirken, deney grubu ise sanat temelli sınıf içi öğretim etkinlikleri eğitimi almıştır. Veriler, Yüz Tanıma ve Empati Testi, On Yaş Duygusal Zeka Ölçeği ile elde edilmiştir. Veriler tekrarlı ANOVA ile analiz edilmiştir. Araştırma sonuçları, sanat temelli sınıf içi öğretim etkinlikleri, deney grubu ilkökul çocuklarının duygu tanıma, empati ve duygusal zeka becerilerini anlamlı olarak arttırdığını ortaya koymuştur.. Araştırmada ulaşılan sonuçlar, ilgili literatür ve Kolb'unYaşantısal Öğrenme Teorisi doğrultusunda tartışılmıştır.

AnahtarKelimeler. DuyguTanıma, Empati, Duygusal Zeka, İlkokul Öğrencisi, Sanat Temelli Sınıf İçi Etkinlikler

Abstract. Purpose of the present study is to investigate impact of art-based classroom activities on primary school children's social-emotional skills. Study group included35 primary school children who study in 4th grade. 18 of them were assigned to treatment group while 17 of them were recruited in control group. Art-based classroom activities include 10 instructional activities and lasted for 15 course hours. The control group received curricular activities,the treatment group were instructed through the art-based classroom activities. Data were collected through Facial Emotion Recognition & Empathy Test and Ten Years Emotional Intelligence Test developed. Data were analyzed through Repeated-Measures of ANOVA. Result of the study indicated that theart-based classroom activities significantly increased emotion recognition, empathy, and emotional intelligence skills of the participant children from the treatment group. Results, which were reached in the study, were discussed in the light of relevant literature and Experiential Learning Theory.

Keywords. Emotion recognition, empathy, emotional intelligence, primary school children, and art-based classroom activities.

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Development is multifaceted concept and occurs in three domains as cognitive, affective, and motor. Therefore, schools need to instruct all of the skills related to the three domains in balanced way. Affective dimension of development subsumes social-emotional skills. Social-emotional skills include emotional intelligence, empathy, and facial emotion recognitions are affective skills which must be developed by schools.

Emotional intelligence was first invented by Salovey& Mayer (1990) but publicised by Goleman (1995). Emotional intelligence is popular concept so it has been addressed, explained in different ways. Three emotional intelligence models have been designed as ability model, mixed models, and trait model. Therefore, there is a disagreement over description of emotional intelligence and what skills emotional intelligence comprises (Zeidner, Matthews, & Roberts, 2009). According to Salovey& Mayer (1990), developers of the ability model, emotional intelligence is the capacity to recognise emotions in self and others, manage emotions, and process emotional information. Mix model views emotional intelligence as the capacity to progress affective information. The model comprises four hierarchical skills of perceiving emotions, using emotions to facilitate thought, understanding emotions, and managing emotions (Salovey& Mayer, 1990; Mayer, Salovey, & Caruso, 2004). Mixed models address emotional intelligence as combination of personality and motivational skills. Mixed models view emotional intelligence as a construct consisting of wide-range of skills rather than as a single construct (Bar-On, 2006; Boyatzis, Goleman, & Rhee, 2000). Bar-On (2006) stated that emotional intelligence is a cluster of noncognitive skills that allow to cope with environmental demands, consist of intrapersonal skills, interpersonal skills, adaptability, stress management, motivation, and general mood. Goleman (1998) developed another mixed model which include self-awareness, self-management, motivation, empathy, and social skills. Trait emotional intelligence model is the third model of emotional intelligence developed by Petrides (2001). Trait emotional intelligence model claims that emotional intelligence is a constellation of personality constructs. Trait emotional intelligence includes 15 skills of adaptability, low impulsiveness, self-esteem, self-motivation, stress management, trait happiness, trait optimism, assertiveness, relationship skills, social competence, trait empathy, emotional expression, emotional management, emotional perception, and emotional expression (Petrides, 2001).

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Concept of emotional intelligence has appeared on instructional curriculums due to the fact that schools have failed to develop affective dimension of personality through over cognitive laden instructional approach. Therefore, instructional programs striving to teach emotional intelligence skills are named as emotional literacy programs. Emotional literacy programs such as Social Emotional Aspect of Learning (SEAL), Promoting Alternative Thinking Strategies (PATHS), Collaborative for Academic, Social and Emotional Learning (CASEL) have been designed to promote emotional intelligence skills of students from pre-school to high school (Burman, 2009; Flynn, 2010; Gillum, 2010; Goleman; 1995; Hallam, 2009; Perry, Lennie & Humphrey, 2008; Park, 1999; Pratt, 2009; Sharp, 2010; Tew, 2010).

Fostering emotional intelligence, social-emotional skills have positive outcomes in affective and cognitive domains of development. Possession of better social-emotional skills is positively correlated with academic achievement (Hogan et al., 2010; Mavrovelli& Sanchez-Ruiz, 2011; Parker, Summerfeldt, Hogan, &Majeski, 2004; Petrides, Frederickson, &Furnham, 2004). Emotional intelligence is also associated with social interaction (Song et al., 2010). Emotion regulation, one of emotional intelligence skills, increases academic achievement, decreases behavioural problems, and makes teacher-student interactions better (Graziano, Reavis, Keane, & Calkins, 2007; Ivcevic& Brackett, 2014). It is also known that improving primary school children's social-emotional skills leads to decrease truancy and increases school attainment (Banerjee, Weare, & Farr, 2014). Teaching social-emotional skills results in diminishing mental health problems, enhancing well-being, higher grade scores (Weare, 2015).

Purpose of the Research: The present research aims to reveal impact of social-emotional learning (SEL) activities that were designed through fine arts on primary school children's emotional intelligence, facial emotion recognition, and empathy skills. Evaluation of the SEL activities' impact on children's social-emotional competence has been on agenda because it is known that academic achievement, success of schools and teachers depend on children's social-emotional competence and well-being. School interventions on children's social-emotional skills such as emotional intelligence, emotion recognition, empathy, self-regulation etc. are generally formed in group-based or whole school delivery (Cheney, Schlösser, Poppy, Nash, & Glover, 2014).

Impact of the school interventions are often evaluated in experimental research design. Liddle & McMillan (2010) replicated FRIENDS for Life Programme whose purpose is to increase social skills and diminish anxiety among children aged between 7-12 years, and discovered that FRIENDS for Life Programme produced similar results among Scottish Children. Humphrey et al. (2008), Humphrey, Kalambouka, Wigelsworth, & Lendrum (2010) observed impact of the SEAL which has instructional cycles as welcome and check, warm-up, review of previous week, core activity, review and reflection, planning the following week sequence, and concluded that SEAL is successful in developing British children's social-emotional skills. Ohl, Mitchell, Cassidy, & Fox (2008) developed "Pyramid Club" which aims to instil healthy self-esteem and teach social skills in children through circle-time, art-activity, physical activity.

METHOD

Design of the Research: The present research was designed in experimental research because it enables deliberately manipulating and controlling conditions and variables. Purpose of the research is to reveal impact of the SEL Activities based on fine-arts on social-emotional skills of primary school children (Cohen, Manion, & Morrison, 2000). Treatment of fine-arts SEL Activities is manipulation of the research. Pre-test and post-test design with control group was used due to impossibility of random and individual assignment the research participants to the group.

Recruitment of the Participants: Before the research was launched, official and ethical permission was taken from local education authorities. Primary schools were visited. Purpose of the research was explained to children and their teachers. 18 children who studied 4th grade and were 10 years old were recruited to treatment group. 10 of them were male while 8 of them were female. On the other hand, 17 children were assigned to control group. 8 of them were female, 9 of them were male children.

Measures

Ten Years Emotional Intelligence (TYEIS). Emotional intelligence of the participant children was measured through the TYEIS developed by Coskun,

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Öksüz, & Yılmaz (2017). The TYEIS is a self-report measure consisting of 10 items. It has three response choices as “*completely true*”, “*somewhat true*” and “*not true*”. Its’ overall internal consistency coefficient is .89. Furthermore, it has good fit indices (RMSEA= 0.06, CFI= 0.97, IFI= 0.9, RFI= 0.93, GFI= 0.95, AGFI= 0.94, NF = .95, SRMR= 0.03).

Facial Emotion Recognition Test (FERET).The participant children’s emotion recognition and empathy skills were assessed through the FERET which was designed by Coskun (2019). The FERET is a performance-based measure which has objective criteria which response is correct. It has three graded responses. Response choice of the FERET was constructed upon the Consensual Mood Structure by Watson & Tellegen (1985). It includes 6 items and one factor solution. Its overall internal consistency coefficient is .82.

Procedure: The TYEIS and the FERET were given to the participant children in both of the groups as pre-test before the intervention was triggered. Intervention group were receiving the Fine-Arts SEL Activities, while control group were instructed through curricular activities that had been previously planned. The intervention lasted for 10 sessions. After the intervention was ended, both of the measures were given to them as post-test.

Intervention Process:

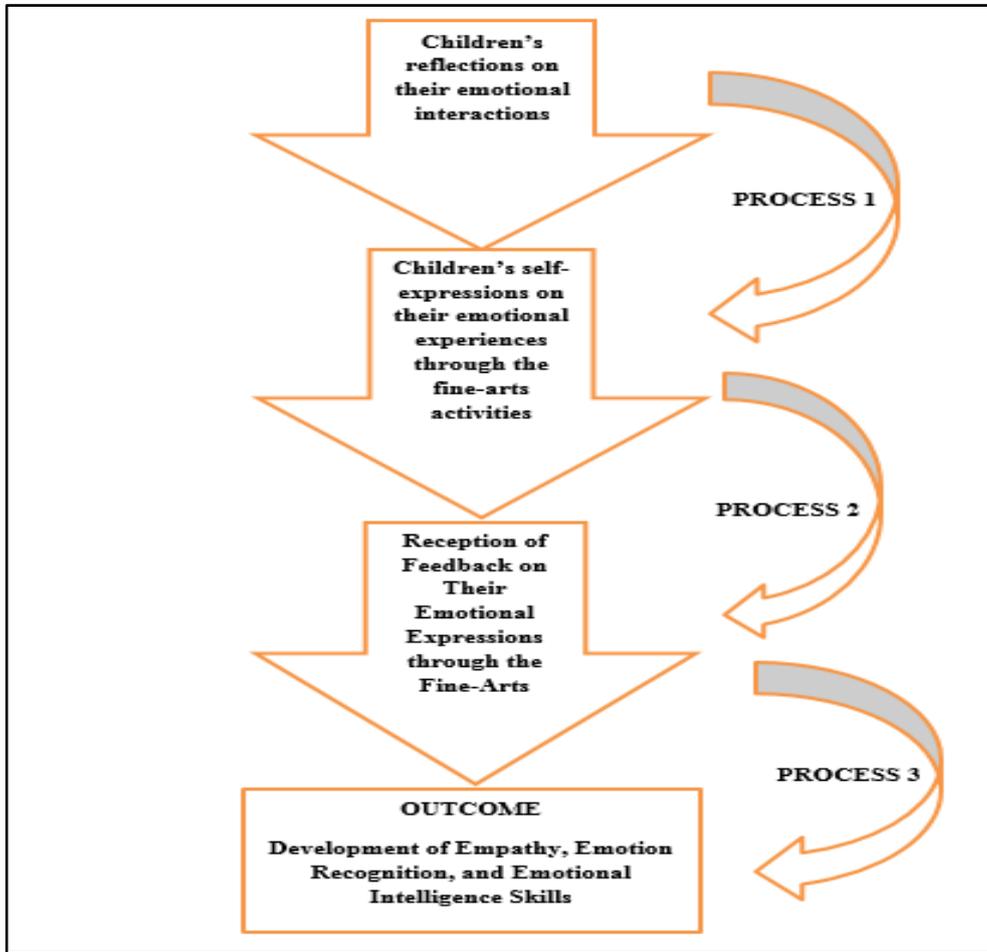
Nature of the Fine-Arts SEL Activities.emotional intelligence by Goleman (1995) and emotional literacy model by Faupel (2003) were reviewed so as to decide what and how to teach social-emotional skills. As a result of the review, nine skills were determined as instructional goal. Instructional goals are below:

- Recognize and label emotions in-self.
- Realize emotions in self
- To be aware of the relation between emotion-behaviour
- To know function of self-regulation
- To know what is felt against criticize and cope with stringent emotions
- To understand emotions in others
- To know the relationship between emotions in other and their behaviours
- Obey group rules

- To become aware of positive and negative emotions which were experienced in the past.

The Fine-Arts SEL Activities lasted for ten sessions and consists of ten instructional activities. All sessions were conducted by the researchers and the participant children's teacher. Each of the instructional sessions include process steps. Instructional process was displayed in Figure 1.

Figure 1: Instructional Process



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FINDINGS

Assumption of normal distribution was tested through Shapiro-Wilk in order to decide which statistical test would be used. Results of normal distribution was indicated in Table 1 (Shapiro & Wilk, 1965).

Table 1: Normality Test Results According to Groups

| Group | Test | Measurement | n | \bar{X} | SD | S-W |
|---------------------|------------------|-------------|----|-----------|------|-----|
| Intervention | Pre-test | FERET | 18 | 14.88 | 1.45 | .17 |
| | | TYEIS | | 23.16 | 2.20 | .06 |
| | Post-test | FERET | 18 | 17.78 | .43 | .07 |
| | | TYEIS | | 29.50 | .70 | .12 |
| Control | Pre-test | FERET | 17 | 14.82 | 1.53 | .09 |
| | | TYEIS | | 22.47 | 3.24 | .20 |
| | Post-test | FERET | 17 | 15.12 | 1.83 | .15 |
| | | TYEIS | | 25.35 | 2.64 | .46 |

*SD: Standard Deviation

**S-W: Shapiro-Wilk

Result of the normality test for both of the groups indicated that pre-test and post-test scores from the FERET and the TYEIS have normal distribution across the two groups due to higher Shapiro-Wilk value than .05 (Shapiro & Wilk, 1965). On the other hand, Value of Mauchly's Sphericity Test was found as .36. As a result of the normality test and Mauchly Test of Sphericity, it was concluded that parametric tests could be used to evaluate impact of the Fine-ARTS SEL Activities.

There are two dependent variables and four conditions related to the dependent variables that Repeated-Measures ANOVA (RM ANOVA) was used to test impact of the Fine-Arts SEL Activities (Field, 2009; Mayers, 2013).

Table 2: Results of RM ANOVA

| Group | Test | Measurement | n | \bar{X} | SD | F | Λ | P | Partial Eta Squa |
|--------------|-----------|-------------|-------|-----------|------|-------|-----------|-----|------------------|
| Intervention | Pre-test | FERET | 18 | 14.88 | 1.45 | 50.53 | .17 | .83 | |
| | | TYEIS | | 23.16 | 2.20 | | | | |
| | Post-test | FERET | 17.78 | .43 | | | | | |
| | | TYEIS | 29.50 | .70 | | | | | |
| Control | Pre-test | FERET | 17 | 14.82 | 1.53 | | | | |
| | | TYEIS | | 22.47 | 3.24 | | | | |
| | Post-test | FERET | 15.12 | 1.83 | | | | | |
| | | TYEIS | 25.35 | 2.64 | | | | | |

Results in Table 2 indicated that the Fine-Arts SEL Activities created significant difference in intervention group's emotional intelligences scores compared to control group. As for the FERET score, it was revealed that the Fine-Arts SEL Activities significantly improved facial emotion recognition and empathy skills of the children in the intervention group. Moreover, pairwise comparison was conducted and Bonferroni test proved that the significant differences in both of the measurements stems from the Fine-Arts SEL Activities, independent variable of the research (Mean Difference= 1.86, $p < .05$).

Overall results of the RM indicated that the Fine-Arts SEL Activities significantly developed emotional intelligence, facial emotion recognition, and empathy skills among the children in the intervention group ($F = 50.53$, $\Lambda = .17$, $p < .05$).

DISCUSSION

Results of the research proved that the Fine-Arts SEL Activities produced significant development in emotional intelligence, emotion recognition, and empathy skills of the intervention group children. Based on this result it can be concluded that interventionist classroom activities can flourish emotional intelligence, facial emotion recognition, and empathy skills among primary school children. Similarly Zeidner, Roberts, & Matthews (2002), Salovey, Mayer, & Caruso (2002) concluded that emotional intelligence can be developed through SEL Activities in conducted in classrooms. Similarly Bredacs (2010), Brown (2003), Di Fabio & Kenny (2011), Dolev (2012), Dulewicz& Higgs (2004), Landau &Meivrovich, Lu & Buchanan (2014), Opper, Maree, Fletcher, Sommerville (2014) reported that they had conducted SEL training programs and observed significant improvement in social-emotional skills in students. Therefore, the results of the research are supported by several findings of studies in the relevant literature.

Development of social-emotional skills are stabilized after age of 17. Therefore, flourishing and fostering social-emotional skills through the Fine-Arts SEL Activities during primary school years has considerable implications for social-emotional development. The period between late childhood and puberty is very ambiguous for social-emotional development. Transition to adolescence, direction social interest from family to peer groups and transition to primary school to secondary school are key changes that children need to cope with. Therefore, end of late childhood and early adolescence are risky period for development of social-emotional skills (Keefer, Holden, & Parker, 2013). The Fine-Arts SEL Activities were conducted on primary school children at the age of 10 in order to flourish and foster their social-emotional skills. Age of 10 is the period in which late childhood finishes. It can be noted that the Fine-Arts SEL Activities can help the intervention group children cope with problems related to transition from late childhood to early adolescence (Zeidner at al., 2002).

In the research it was observed that significant difference in emotional intelligence, facial emotion recognition, and empathy skills between the groups stemmed from the Fine-Arts SEL Activities. Based on this result it can be

argued that the activities helped the intervention group children reflect on their interactions through fine-arts, be aware of their emotions, label and regulate them, realize importance social relationships and skills, develop an awareness of empathy through fine arts during the intervention. Emotional intelligence, facial emotion recognition, and empathy skills can be considered as manifestation of social-emotional competencies in their long-term memory. Those competencies can be developed by reinforced, and stabilized by learning and appropriate experiences (Zeidner et al., 2002). The Fine-Arts SEL Activities did manage to reinforce emotional intelligence, facial emotion recognition, and empathy skills in the intervention group children's long-term memory. Furthermore, success and positive experience on the competencies in short-term can be seen as the first step of developmental process. During the Fine-Arts SEL Activities which lasted for 10 sessions, the intervention group child underwent positive experience on emotional intelligence, facial emotion recognition skills, and empathy competencies and this positive experience influenced scores in the TYEIS and the FERET.

Results of the research comply with Experiential Learning developed by Kolb (2014). Experiential Learning Theory emphasizes experience which is undergone in learning process. It addresses learning as experiential transformation process in which knowledge is gained. Individual must be open to experience, reflect on experience, compare with present experience with previous experience, develop problem solution skill. In Experiential Learning, questions such as *"What did you realize in the process"*, *"Why did it happen?"* *"Do this event always occur in the same way"* are very crucial because they help learners to reflect on their experiences and form their future behaviours. Therefore, emotions are key part of Experiential Learning. In the Fine-Arts SEL Activities, the intervention group students were allowed to focus on their existing social interactions, ruminate on their social interactions through the fine arts activities, the fine-arts activities made their experiences more tangible in order to improve their facial emotional intelligence, emotion recognition, and empathy skills. In other words, development of emotional intelligence, facial emotion recognition, and empathy skills can be explained by Experiential Learning.

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CONCLUSIONS

In the present research, Impact of the Fine-Arts SEL Activities on primary school children's emotional intelligence, facial emotion recognition, and empathy skills were sought out. It was designed in quasi experimental research with control group. Data were gathered through the FERET and the TYEIS. Data were analysed through RM ANOVA, and results indicated that the Fine-Arts SEL Activities significantly improved primary school children's emotional intelligence, facial emotion recognition, and empathy skills. Based on the results of the research, it can be suggested that:

- Fine-Arts SEL Activities can be designed for primary school children who are younger than 10 years.
- Fine-Arts can be used to flourish primary school children's social-emotional competencies.

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Yazar Katkıları / Author Contributions

Dr. Coşkun literatür taramasını yapmış, araştırmayı desenlemiş, çalışmanın yürütülmesine yardımcı olmuş ve bulguların raporlaştırmıştır. Meral Coşkun çalışmanın deneysel işleme olan öğretim etkinliklerini geliştirmiş ve örneklem üzerinde etkinlikleri uygulamıştır. Dr. Kolomuç ise verileri analiz etmiştir.

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Dr.Coskun reviewed the relevant literature, designed research, helped in conduct of the research and reported the research findings. MeralCoskun developed instructional activities and conducted instructional activities over participant primary school children. Dr.Kolomuc analysed the research data.

ÇıkarÇatışması/ Conflict of Interest

Yazarlararasındaçıkarçatışmasıbulunmamaktadır.

There is no conflict of interest among the authors.

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GeniřletilmiřÖzet

Giriř:

Duygusal zeka kavramı ile olarak Salovey ve Mayer (1990) tarafından geliřtirilmiř, Goleman (1995) tarafından geniř kitlelere tanıtılmıřtır. Kavramsal düzeyde modeller incelendiğinde, üç farklı kavramsal model görölmektedir. Bunlardan ilki Mayer ve Salovey (1995)'nin yetenek modeli, ikincisi karıřık modeller üçüncüsü ise Petrides (2001) tarafından geliřtirilen kiřilik özelliđi modelidir.

Goleman (1995) duygusal zekayı, kendini harekete geçirebilme, zorluklara rađmen yola devam edebilme, dürtüleri kontrol ederek tatmini erteleyebilme, ruh halini düzenleyebilme, sıkıntılarını düşünmeyi engellemesini önleme, kendini başkasının yerine koyabilme ve iyimser düşünmeye dönük yeteneklerden oluřan bir yapı olarak tanımlamıřtır. Goleman'ın tanımına göre duygusal zeka hem biliřsel hem kiřisel hem de sosyal boyutlara sahiptir.

Bar-On (2006) duygusal zekayı, günlük yařamda ortaya çıkan zorluklar ile başa çıkabilme, başkaları ile iyi iliřkiler kurabilme ve onları anlayabilme, kendi duygularımızı anlayabilme düzeyini belirleyen sosyal ve duygusal becerilerin kiřiřimi olarak tanımlamıřtır. Bar-On (2006) tanımı, bireyin sosyal çevreye uyumunu ve diđer kiřiler ile olan iliřkilerini ön plana çıkarmaktadır.

Duyuşsal ve sosyal kazanımların öğretim müfredatlarına dahil edilmesi, okul ve sınıf ortamlarında bir takım düzenlemeler yapılmasını ve öğrenme ortamında insancıl anlayıřın hakim kılınmasını, gerektirmiřtir. Bunun sonucunda, öğrencilerin biliřsel becerilerinin olumlu etkilendiđi; dersteki akademik bařarının yükseldiđi, öğretmenlerin zamanı disiplin sorunlarına harcamaktan ziyade öğretime ayırdıđı; ilkokul çocuklarının okuma ve heceleme becerilerinin daha iyi geliřtiđi; sınıf içindeki saldırgan davranıřların ve öğrenciler arasında sigara ve alkol kullanımının azaldıđı söylenebilir.

Duygusal zeka özelliklerinin kazandırılmasının, eğitim-öđretim sürecine olumlu yönde etkileyecektir. Bu etkiler, arkadaşlar ve öğretmen ile nitelikli iliřki, okula karřı olumlu tutum, daha yüksek akademik bařarı, problem çözme, çatıřma çözme ve karar verme becerilerine sahip olma şeklinde sıralanabilir. Duygusal zeka becerilerinin geliřtirilmesi ise bireyin biliřsel, duygusal ve psikomotor becerilerine eřit düzeyde ađırlık veren bir eğitim anlayıřı ile geliřtirilebilir.

Çalışmada, sanat temelli sınıf öğretim etkinliklerinin ilkokul öğrencilerinin duygusal zeka, duygu tanıma ve empati becerileri üzerindeki etkisi inceleneceği çalışma deneysel desende tasarlanmıştır.

Yöntem

Bu çalışmada sanat temelli sınıf içi aktivitelerin ilkokul dördüncü sınıf öğrencilerinin empati, duygu tanıma ve duygusal zeka becerileri üzerindeki etkisi grup üzerinde incelenmiştir. Çalışmada bağımsız değişken sanat temelli sınıf içi öğretim etkinlikleri olurken bağımlı değişken ise ilkokul dördüncü sınıf öğrencilerinin duygu tanıma, empati ve duygusal zeka becerileridir. Çalışma grubunun oluşturulmasında ilkokul öğrencilerinin gruplara seçkisiz olarak atanması imkan dahilinde olmamıştır. Bunun sonucunda ise katılımcı öğrencilerin bireysel atama yerine sınıf grup olarak atama yapılmıştır. Bu nedenle çalışma kontrol gruplu ön-test son-test deneysel desende yürütülmüştür. Deney grubu 18 öğrenciden oluşmakta iken kontrol grubunda ise 17 öğrenci yer almıştır. Sanat temelli sınıf içi aktiviteler etkinlikler deney grubunda uygulanırken, kontrol grubunda yer alan öğrenciler ise sınıf öğretmeni tarafından daha önceden planlanan aktiviteler uygulanmıştır.

Empati ve duygu tanıma becerilerine ilişkin veriler Coşkun tarafından geliştirilen Duygu Tanıma ve Empati Testi (DTET) ile elde edilirken, duygusal zeka becerisine ilişkin veriler ise Coşkun, Öksüz ve Yılmaz (2017) On Yaş Duygusal Zeka Ölçeği (OYDZÖ) ile toplanmıştır.

Öğretimin en önemli özelliği planlı ve amaçlı olmasıdır. Öğretim aktivitelerinin planlı ve amaçlı olabilmesi ise önceden nelerin öğretileceği yani amacın kararlaştırılması gerekir. Öğretim amaçlarına ve öğrencilere ne öğretileceğine ilişkin bir karara varabilmek için ise Goleman (1995)'ın "Duygusal Zeka Neden Bilişsel Zekadan Önemlidir" adlı çalışması incelenmiştir. İnceleme sonucunda aşağıdaki amaçlar belirlenmiştir:

- Öğrencilerin duygularını tanımasını ve adlandırmasını sağlamak.
- Duygu-davranış ilişkisini fark edebilme
- Duygularını fark edebilme
- Öfkeyi kontrol edebilmenin önemini fark edebilme.
- Eleştiriler karşısında neler hissettiğini fark edebilme ve zor duygular ile başa çıkabilme

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- Karşıdaki kişinin duygularını anlayabilme.
- Karşıdaki kişinin duyguları ve davranışları arasındaki ilişkinin farkında olma.
- Grup kurallarına uyma.
- Geçmişte yaşadığı olumlu-olumsuz duyguların ve bu duygulara yönelik yaşantıların farkına varma.

Bu amaçlarda ifade edilen becerileri öğrencilere kazandırmak için sanat temelli sınıf içi aktiviteler geliştirilmiştir.

Tartışma ve Sonuç:

Veriler, tekrarlı ANOVA ölçümü ve Shapiro-Wilk ile analiz edilmiştir. Yapılan analiz sonucunda sanat temelli sınıf içi etkinliklerin deney grubunda yer alan öğrencilerin sosyal-duygusal becerilerini anlamlı olarak artırdığı tespit edilmiştir.

Verilerin analizi sonucunda ulaşılan bulgular, sanat temelli öğretim etkinliklerinin, çalışma grubunda yer alan ilkokul dördüncü sınıf öğrencilerinin duygu tanıma, empati ve duygusal zeka becerilerini anlamlı olarak geliştirdiğini göstermiştir. Çalışmadan elde edilen sonuçlar, literatür kapsamında tartışılmış ve aşağıdaki öneriler geliştirilmiştir:

- Bu çalışma kapsamında ilkokul dördüncü sınıflara yönelik olarak sanat temelli öğretim aktiviteleri geliştirilmiş ve etkisi incelenmiştir. Daha küçük yaştaki ilkokul öğrencilerine yönelik olarak sanat temelli öğretim etkinlikleri geliştirilebilir.
- Resim ve müzik sanatlarından ilkokul öğretim programlarında yer alan duyuşsal öğrenme niteliğine sahip kazanımlarının öğretilmesinde yararlanılabilir.