

A Study On The Levels Of Virtue Ethics Of High School Students Who Receive Arts Education Or Not

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Abstract

In the survey devoted to understand the nature of the concept “ethics”, It is peculiar to the investigation area of ethics to feel the need to separate the good from bad, the right from the wrong (Dündar, Ekşi ve Yıldız, 2008 : 90). It is also known that, the relationship between the concepts of “ethics” and “aesthetics” can be traced back to the ancient Greek philosophers. In this context, studying the effects of arts education,- which happens to be the education of creating the “beautiful one”- on ethical values, will put forth findings that could enlighten the relationship between these two concepts. This study is conducted on the purpose of detecting that if there is a relationship between virtue ethics levels (Helpfulness, showing respect, self control and self assessment) of students who receive arts education or not. This study, which is conducted to put forth the difference between levels of values of the music and visual arts departments’ students of high school of fine arts and sports in a mid-scale city of northern Anatolia, according to their status of receiving art education or not, is suitable for the relational screening model.

The population of the study is composed of 6883 students from regular high schools and 180 students from the high school of fine arts and sports in their school year of (2011-2012). The study group is composed of 94 students (59 female, 35 male) from the High School of Fine Arts and 272 (157 female, 115 male) regular high school students, hence 366 students in total. The data were collected from the 94 students who received an intensive arts education and from the 272 students who didn’t receive any education in arts and as a data collecting tool to measure the value levels of students (Helpfulness, showing respect, self control and self assessment) the Scale of Values In Action which was developed by Jennifer Chandra Swaim and later adapted to Turkish by Selma Dündar, Halil Ekşi and Ali Yıldız, was used. For data analysis, to compare the independent sample’s scores related to the dependent variable, one of the non parametric texts, KRUSKALL- WALLIS was used. At the end of the study , no significant difference was found between the levels of virtue ethics of the students according to the school type. In addition to this, significant differences were detected connected to the class variable in two school types.

Keywords: Education of values, arts education, virtue ethics

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Extended Summary

In the journey of understanding the nature of moral concept, the necessity of distinguishing the truth from wrong and good from bad is peculiar to the field of ethic question (Dündar, Ekşi ve Yıldız, 2008: 90). The relationship between ethics and esthetics is known to go back to Greek philosophers. The thought of Archaic Age was knowing the social role of art well. The esthetics of Archaic Age, considering that all issues of art are the social issues or the social education issues, approves the power of esthetics' wide influence on people's life and moreover, changing it under some conditions. According to this esthetics comprehension; the importance of social function becomes clear in force shaping certain arts' practices in certain ways to human life and depending on this it shapes social life. In this context, the ethics and esthetics are described as disciplines should be considered with a thought system which accepts the man as center. while considering that the science of esthetics is the discipline, base of art and artistic activities, will of reaching to esthetics causes the will of reaching to beauty morally at the same time, so that Suut Kemal Yetkin supports this idea with the discourse of art education is moral education. So in this study, it is thought that the research of influence of art education, described as education of forming beauty, on ethics values reveals facts clearing the relations between art and ethics values. This study aims to reveal the relations between art education and ethics values by determining whether there is a difference between value (charity, respect, self-audit, self-evaluation) and levels of students, taking formal art education, and students, not taking it, or not.

According to the art education of the students of Picture and Music Department of Fine Arts and Sport High School and the students of general high school in a middle-developed city this study done to reveal the difference between rate levels is suitable work for relational screening model. In 2010-2011 education-teaching year 6883 students at General High School and 180 students in The Picture and Music Department of Fine Arts and Sport High school constitute the universe of investigation. 94(59girls, 35boys) students in Picture and Music Department of Fine Arts and Sport High School and 272 (157girls, 115boys) students at General High School totally 366 students constitute the working group of study. Data is obtained from total 366 students, 94 students who study art lessons with a dense program at Fine Arts and Sport High School and 272 students who don't study any art lesson at General High School. As the data collecting tool, "The Rates Scale in Action" developed by Jennifer Chandra Swaim and later adapted to Turkish by Selma Dünder, Halil Ekşi ve Ali Yıldız and also provided linguistic equivalence is used for determining the rate levels of students (helpfulness, showing respect, self-control and self-evaluation). To compare the marks belonging to dependent variable of irrelevant sample in the analysis of data, KRUSKAL WALLİSH test in non parametric tests is used due to the fact that the marks obtained from the scale don't provide normality assumption. According to sort of school in the study, among the marks of the showing respect, and self-control bottom rate, an important difference isn't seen between virtue ethics levels of the students of the Picture and Music Department of Fine Art and Sport High School and the students of General High School , belonging to kinds of school. Also, according to the class variable in the comparison in the virtue ethics levels of the students of Picture and Music Department of FAHS and the students of GHS the important differences which belong to class variable are confirmed.

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