

# ART EDUCATION: MULTIDISCIPLINARY TEACHING OF LITERATURE AND ART

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## **Abstract**

*This paper goes over the trends and developments in education from the perspectives of research and educational methodology following their evolution from the last-resort measure to their endorsement as a valid development with an additional benefit. The research paper that centers on combines the fields of the literature and art. In addition to giving learners of the higher education system with an ethnic viewpoint appropriate for the current generation of the students, who frequently use multiple interactive media and platforms at once, the interdisciplinary approach opens up opportunities for enrichment, scope, expansion and boundary breaking. Using themes and subjects that often symbolize particular disciplines, this case study could be used as an example for multidisciplinary learning.*

**Keywords:** *Educational Innovation, Interdisciplinary Approach, Multidisciplinary Learning, Art Integration, Creative Pedagogy.*

## **Introduction**

Indian art has always been striving realize something of the Universal, the eternal and infinite. Art for the Indian has primarily been not a mere production of a resemblance to the obvious, but a creation, a creation of the impression produced by the object, either real or imaginary. To Indian thought, art arises from deep philosophy. It is not something trivial or worldly, for momentary sensual pleasures. Basic aspects of existence, visual imagery, centuries-old conventions, creative thinking, and targets are all wrapped in art. In the Indian concept, beauty is truth and beauty is goodness, truth, beauty and goodness are the eternal trio can not be separated from each other, that which is beautiful, has to be good and also truthful only that can be called real beauty, which is beautiful not from outside but also from inside. The major significance of art in literature is that it develops the aesthetic sense and it saves the time of the learners and the teachers. Art cultivates the power of imagination, research, and creativity. It helps as well in the development of organize and effective skills. Art develops memory, illustration and a person's psychological level. It also develops a person intellectually and also socially.

## **Evaluating Multidisciplinary Studies Over the Research Literature**

Academic programs that give pupils a broad academic background is known as the multidisciplinary programs of study. Students study a wide range of subjects at the same time rather than focusing on just one. A set and final list of subjects and fields that make up stipulated collection of study units is not determined by academic institutions while learning in a multidisciplinary way. Multidisciplinary learning enables the introduction of topics that are normally rejected from the standard programs. According to certain people,

the creation of multidisciplinary programs reflects the higher level education's response to the societal changes and its investigation of the role as a catalyst of socialization (Davidovitch & Yavich, 2015; Rubinstein, 2001). This is because multidisciplinary programs allow the entities to be more flexible in how they deliver messages and materials concerning students' psychological growth and how they adapt to the constantly evolving employment landscape. They also give the opportunities to increase equality of the opportunity and decrease the social inequalities.

The first multidisciplinary programs appeared forty years ago. From a steady stream to a continuous flow, these programs spread throughout academia. For instance, the number of graduates from the multidisciplinary programs, in the United States increased from 7,000 per year in 1973 to 30,000 per year in 2005 (Levitan, 2011). Multidisciplinary courses can be found in organizations that aren't strictly multidisciplinary. According to a survey of US Universities, 40% of the faculty members provide at least one multidisciplinary course (Lindlom, Astin, Sax, Korn, 2002).

Regardless of these numbers, the United States also shows a contrary upward trend: despite reasonable and even high levels of demand, the multidisciplinary departments at Wayne State University, Miami University's multidisciplinary school, Arizona International were closed. Budget cuts were made to transdisciplinary programs at several universities, including George Mason University and Appalachian State University. It has been suggested that the dominance of the traditional disciplinary approach over the multidisciplinary method is the cause of these departments' demise or the reduction (Davidovitch & Soen, 2005; Henry 2012).

### **Importance of Art in Education**

In general art education is fully democratic in nature. A person can express his or her personal views, ideas and emotion with the help of the art with full freedom. Art education also helps in the psychological development of a person. It follows the rules and regulations of psychology. As in psychology every individual is unique. It helps in the moral development. It makes the person lenient and creates in a person a sense of satisfaction. One can develop the quality of patience because one can do their own work with great patience and comfort. It also makes a person socially reliable and self-dependent. In the realm of art, the manual work is of great importance but in one society it was seen as degraded job, but now a days, it helps every individual to enjoy their own equivalent status as they want. Art education is depends on creativity and so it gives an opportunity to create new things, new learnings, new methods, and it creates an creative emotions in the minds of an every individuals. And on the other hand, the art and society cannot be differentiated form each other, they are always inter-related with one other. The art and society are complementary to each other. The relation of art and society is the relation or process of given take. Society is the source of artists' creation and the art. Art education in both forms either subjective or objective is the basis of social relationships or the output of the social relationships.

Art has a social responsibility without having a responsibility there is no use of an arts. The Unifying principle of art education is nothing but to educate the society by using the art forms. This concept is widely called as unifying principle. People can exhibit art in different region in country known their own cultures and also it develops National Integrity between the different region of pupils.

### **Art Education: Self-Expression and Sense of Appreciation**

The art is an expression made visible by a form. The expression contained in the form is an attempt to translate the unnamed and the unknow. The intrinsic to our existence as humans searching and interesting is the quest to create meaning and the art education allows that process to take place. Making meaning involves the understanding of the surroundings and marking the experiences. The art, at its root, is an expression and the explainer is an expresser, translating in order to create meaning. Art expresses and translates, act acknowledges and reveals, art transfers and art intervenes. The art education is an expression of feeling, belief and character. The simplicity of that sentence is rather deceptive and seems tidier than its implications. The expressions involve emotions and the act of expression is wherein the power of the art lies. The sense of appreciation is also true that the art education needs more creative concepts, appreciation for its creativity and nurture without appreciation for its nurture without appreciation how it further inspires the creator for their creative endeavor.

### **Multidisciplinary or Interdisciplinary**

The interdisciplinary approach focuses on bridging the conventional divisions of expertise to create a new field shared by the multiple streams of the knowledge, whereas the multidisciplinary approach refers to the combinations of disciplines where the unique strategies and the views of each discipline are maintained. Creating a cognitive advantage that is unlikely to be attained through a discipline approach is the goal of the interdisciplinary method. (Boix Mansillar & Duraising, 2007; Davidovitch & Soen, 2012). The justification is that a researcher's capacity to advance within their own field is now a determining factor in academic achievement. The different aspects of their academic standing, such as tenure, promotions and research funds are determined by their level of achievement. In academia, disciplinary particularization is the only way to gain official credibility and scholars must become proficient in a particular field of study. The business sector and scientific societies have made interdisciplinary work more popular, in contrast to academia, which has yet to make a decision of the subject. Specialization has become more of an institutional need than an intellectual one due to the paradoxical position caused by the discrepancies between requirements in the academic and the non-academic worlds. This issue raises certain difficulties because faculty who want to work across disciplines cannot do so alone, they require an interactive, flexible and supportive educational setting that will support and fund interdisciplinary endeavors.

The conventional academic method and the developments taking place in the field regarding knowledge are inherently at contrast (Lattuca, 2001). Researchers who engage in interdisciplinary work must be aware that their efforts may cause them to become estranged from the conventional disciplinary community with which they are affiliated. Additionally, they run the risk of jeopardizing their personal credibility and ethical standing, two strong factors that shape the faculty members' professional lives. Therefore, it seems that academics who want to rise in the ranks and identify with the academic circles are faced with a difficulties, they must adhere to academic organizational norms, but they also acknowledge that conducting research in a single discipline may restrict their options. The explanation is that a researcher's capacity to advance within their field is now a determining factor in the academic achievement. The different aspects of their academic standing, such as tenure, promotions and research funds, are determined by their level of success. In academia, disciplinary specialized skills is the only way to gain the professional credibility and researchers must become proficient in a particular field of study (Interdisciplinary and Practice Research, 2009).

In addition to reviewing pedagogical and research advances and patterns taking place in the educational system (multidisciplinary curricula and the interdisciplinary approach to research), the current paper aims to clarify these near and far notions. We use a module of instruction that contrasts two disciplines literature and art and uses aesthetic decorative arts to enhance literature in order to demonstrate the delight and benefits of the interdisciplinary learning. Here, we aim to illustrate the instant perceptual benefits of paintings over words, in addition to the current gap between young students and reading in general and poetry reading in specific.

### **Art Education: Between Art and Literature**

One strategy for overcoming the drawbacks of the traditional education is the art education in interdisciplinary approach, which is the imaginative and appropriate for all the subjects but particularly the humanities such as the literature and art, Bible and literature, history and art, music and art, the history of architecture and art. The first and most obvious catalyst for the interdisciplinary comparisons, which usually start with a same subject, aesthetic, or literary-artistic form, is the moment. The comparison of the arts and their interactions and effects on one another sheds light on a number of aspects in the domains. They attract one's curiosity and pique the interest of art researchers in particular. It is common knowledge that the literature is closely related to other arts, particularly painting and poetry. Authors, painters, musicians, playwrights, other artists can occasionally work in more than one artistic medium. The environment in which artists work and the art that comes from it creates the reciprocal consequences. These spontaneous connections develop simultaneously in one or a few nearby geographic regions. The artistic creations, the artists, and the relationships between them will all exhibit the determination of the period and their subjects as well as influences from the worlds outside of literature and the arts. One must first acknowledge the parallels and distinctions between literary and plastic arts that is, the

art of time and the art of space in order to comprehend the linkages between them. Guttold Ephraim Lessing (1766/1983) was one of the first prominent critics who contemplated these distinctions in his volume *Laocoon: An Essay on the Limits of Painting and Poetry*.

### Conclusion

In conclusion, a warm and engaging learning environment is created when literature and art are blended into the classroom. Instructors can support multidisciplinary learning and encourage students to look into connections between multiple disciplines by adopting an interdisciplinary approach. In particular, art integration helps learners to interact creatively and innovatively with challenging concepts. This combination of literature and art encourages creativity, critical thinking, and successful communication. Prioritizing educational innovation and adopting creative teaching methods that provide learners for an era that is constantly changing becomes essential as we keep dealing with the challenges of the twenty-first century. We allows for up fresh opportunities for education, development, and self-expression by combining literature and the arts. The educational landscape could ultimately be changed by this multidisciplinary approach, enabling students to become creative, critical and compassionate thinkers.

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