



EDUCATION THROUGH ART: THE VIEW ON AESTHETIC EXPERIENCES AS THEY RELATE TO PEACE EDUCATION

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Abstract

Peace-educational methods are still not considered a research area based on broad evaluation, strong scientific support and scientific research. The term experience is used as the experience term coined by John Dewey. It is to be explored in the context of scientific disciplines of cultural education, theater pedagogy and peace education.

In a non/university setting, my interdisciplinary study researches how aesthetic experiences, as an artistic-intellectual project financed by a German funding agency, influence the educational potential of peace education.

Logbook, group discussions and focused interviews are used as empirical material for qualitative analysis. The study is ongoing. Using the documentary method for the evaluation of logbooks, it can be shown that aesthetic experiences can be used as an approach towards peace education. The experiences do not solve any conflicts, but empirical research furnishes evidence of a significant link between conflict and reaction of the participants to it. The scenes in the intercultural theater generate interactive perceptions. As they orient themselves on their own valuations, they trigger doubts about one's own habitual perception or one's personal life philosophy.

The experience is not reproduced in a scientific way as the case with Dewey. Instead it focuses on the action and its process from the observer's perspective of the scene creator, and thereby transforms reality constructions. Through it the awareness and the sensibility of the conflict and its evolution manifest themselves.

Keywords: Experience, Peace Education, Performance Art, Internationality, Conflict, Cultural Education.
