

Development Of Artistic and Cultural Skills in Basic Training.

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Abstract:

The current research was carried out on students of San Martin de Porres's educational institute number 2061 in Independencia district in 2021 to establish the development of competencies in the art and culture area; from this objective, we established that the variable that is going to be studied is the competence of art and culture. This type of research is of basic descriptive, non-experimental, and cross-sectional design whose research method was hypothetical deductive. The population is high school students whose non-random sample was made up of 148 individuals, the technique used is a survey of the pedagogical process's variable, and for the variable art and culture skills, we used the record of student grades. From the results obtained, it is said that the development of competencies in the evaluated students has a level that is categorized as in-process and expected achievement with; 56.76% and 32.43%, respectively, with a mean of 13.5, mode 11, a median of 13 and standard deviation of 2.49 a total of points showing a development called in process.

Keywords: competence, artistic appreciation, artistic projects, art, culture.

1. INTRODUCTION:

Society is becoming more demanding; students must develop skills to have a competitive profile when they graduate from educational institutions so that they can be successful in life. Peruvian education already had significant challenges due to students' low levels of learning achievements before the COVID 19 emergency context. According to (the Institute of Educational Technology, 2010) Spanish translation of the OECD skills report, case Diagnosis of Peru, indicates that: "La mayoría de jóvenes peruanos no desarrollan las competencias imprescindibles para lograr triunfar en el trabajo y en la vida" [Most young Peruvians do not develop the essential skills to succeed at work and in life]. This after the results of the PISA tests that place us in the last places of the participating countries. Moreover, the national tests are excellent proof of that. In April 2020, the government presented the results of the 2019 learning achievements (MINEDU, 2019); of the results, we can analyze: The majority of students do not reach a satisfactory level in reading comprehension, in the case of primary with 62% and second with 85%. That is, a student does not understand what he reads. These figures rise to 83% of students who do not reach a satisfactory level in mathematics. The gap between students who do not achieve learning of 93.3% in science and technology becomes larger. There is still the great challenge of improving students' basic skills. Faced with this context, the government proposed the "aprendo en casa" strategy to safeguard education and for students to follow virtual classes, supporting this strategy provided by television, radio, and its official website. But this has not been enough for the development of skills. According to (INEI 2021), in urban areas, 79.3% of households have a cell phone, of which 52.5% have internet; however, only 38.1% have a computer, in the case of rural areas, 84.7 % of households have a cell phone, but only 13.2% have internet service, and only 7.2% of households have a computer. The problem of the student dropout rate worsened: The student dropout rate in 2020 in primary school was 128,000 students, and in secondary school, 102,000, more than 70% of students who did not enroll correspond to the second level within the first quarter of 2020 according to (La República, 2021, ninth paragraph). Student dropout, above all, affected economic problems as indicated: (COMEX PERU, 2020, fifth

paragraph) where they disclose the results of the National Household Survey (Enaho) “En el segundo trimestre del 2020, el 76% de estudiantes no asisten por problemas económicos, 14% por falta de interés, 6% problemas familiares, 4% indica estar trabajando y el 1% ‘porque no tiene una institución educativa en su localidad” [In the second quarter of 2020, 76% of students do not attend due to economic problems, 14% due to lack of interest, 6% family problems, 4% indicate that they are working and 1% 'because they do not have an educational institution in their locality]”.

In this context, the support of the family at home became essential, fulfilling the role of support and accompaniment for the development of skills in students. However, in our country, 8 million young people and adults have not completed school, and are these people who help students at home with activities they may not understand. (Latina Noticias, 2020) The state indicated the delivery of Tablets at the beginning of the 2020 school year, but still, many students have not received this work team; it was designated to train teachers in tablets, and the state seems to focus on student connectivity. However, this does not guarantee the development of skills. All this has put education on alert, and it is necessary to carry out studies on the development of student competencies in this context. In the specific case of the Artistic Education area and the development of its Competencies: Critical Appreciation and Creation of artistic projects, little or nothing has been done. Before the pandemic, there was very little information provided by the Ministry of Education, not finding updated and graduated teaching guides according to the level or school cycle as guidance for the teacher in regular primary education in this area. There is a 2016 competency orientation report; however, constant training is not promoted, and those that have been given are outdated with teachers with low TIC management. In this context, it is called a course not prioritized by the Ministry of Education according to vice-ministerial resolution 193-2020. It is further aggravating the lack of interest in participating students.

IE 2061 San Martín de Porres, where this research was carried out, is an educational institution targeted by the ministry before the pandemic due to the low results of the students obtained in the national tests, being the lowest of the UGEL 02 and the 06 network. Currently, it is an educational institution focused only on the secondary level due to high student desertion and little student participation. This institution is characterized by a student population with low economic resources and various social problems; ganging, early pregnancy, and others. The Peruvian Ministry of Education (Minedu, 2019) indicates that “En el caso del área de Arte y Cultura hay dos competencias a desarrollar las cuales son: *Apreciar de manera crítica manifestaciones artísticas culturales y crear proyectos desde los lenguajes artísticos*” [In the area of Art and Culture, there are two skills to develop: *Critically appreciate cultural, artistic manifestations and create projects from artistic languages*]. The student is related to the cultural and artistic manifestations presented strategically by the teacher to observe, study, understand and reflect on them.

Es un punto esencial del plan de estudios de arte. Se orienta al estudiante a seguir los pasos de este proceso. En el desarrollo del aprendizaje, el estudiante adquiere una independencia para expresar una respuesta ante una manifestación artística cultural. También aumenta su capacidad de analizar críticamente el arte con el que se están relacionando. En este proceso aprender a cercarse al arte con cautela, reteniendo el juicio hasta que tengan suficiente

información para responder en base a una referencia, de información.[It is an essential point of the art curriculum. The student is guided to follow the steps of this process. In learning development, the student acquires independence to express a response to a cultural, artistic manifestation. It also increases their ability to analyze the art they are dealing with critically. In this process, they learn to approach the art cautiously, withholding judgment until they have enough information to respond based on a reference of information] (Minedu, 2018).

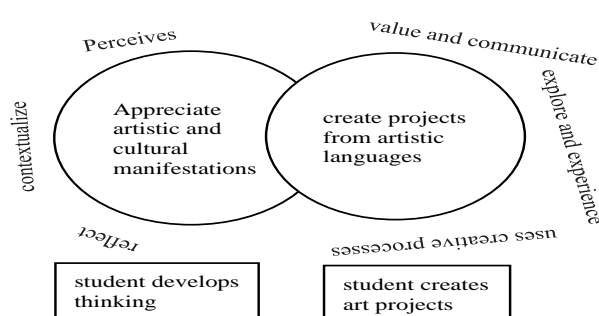
To develop this competence, it is necessary to guide the student in various stages that are necessary for this process. Students will develop their capacity for reflection and observation, give an idea based on other authors about the artistic manifestation, enhancing their capacity for critical analysis; capabilities are:

- Perceive cultural, artistic manifestations: In this capacity, the student's senses are used to observe, analyze, listen, and explain the characteristics of the artistic manifestations with which he is related, characteristics such as; visual, kinesthetic, sound, tactile.
- Contextualizes cultural and artistic manifestations: The student learns about the artistic manifestation, the cultural, social, and historical context in which it was created to understand the message, the artist's intention, and its meanings.
- Reflects creatively and critically on artistic and cultural manifestations: In this capacity, the student makes an informed value judgment, product of the interpretation and analysis of the information received.

The Peruvian Ministry of Education also indicates that: “Se trata que los estudiantes utilicen los distintos lenguajes artísticos entendido como (Artes visuales, música, danza, teatro, etc.) para dar a conocer mensajes ideas y sentimientos” [It is about students using the different artistic languages understood as (Visual arts, music, dance, theater, etc.) to publicize messages, ideas, and feelings] (Minedu, 2018).

- Explore and experience artistic languages: In this capacity, the student uses the various tools that artistic languages provide and improvises to generate their ideas.
- Applies creative processes: The student launches various ideas, investigates, and executes an action plan according to a specific purpose for creating an individual or collaborative artistic project.
- Evaluate and communicate their processes and projects: Students share their products based on the projects carried out and reflect on their experiences, ideas, and creative process.

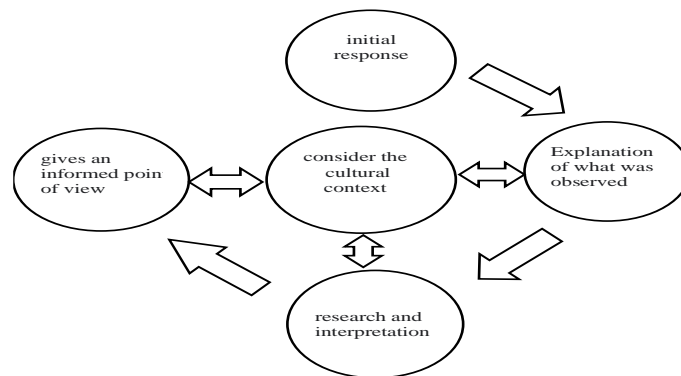
Figure 1. Art and culture competencies



Source. Adapted from Minedu (2018)

La competencia de apreciación crítica se desarrolla bajo un proceso de análisis crítico. Mediante este proceso de análisis crítico, el estudiante aprende a generar una respuesta guiada por la observación y su relación ante una manifestación artística (música regional, escultura, danza, etc.). El estudiante se aproxima al arte con atención, mejorando su capacidad de análisis crítico frente a lo que observa, escucha o experimenta y no emite una opinión sin antes informarse más acerca de la manifestación [The critical appraisal competence is developed under a critical analysis process. Through this critical analysis process, the student learns to generate a response guided by observation and its relationship to a manifested artistic manifestation (regional music, sculpture, dance, etc.). The student approaches art attentively, improving their ability to critically analyze what they observe, hear or experience and do not express an opinion without first learning more about the manifestation] (Minedu, 2018).

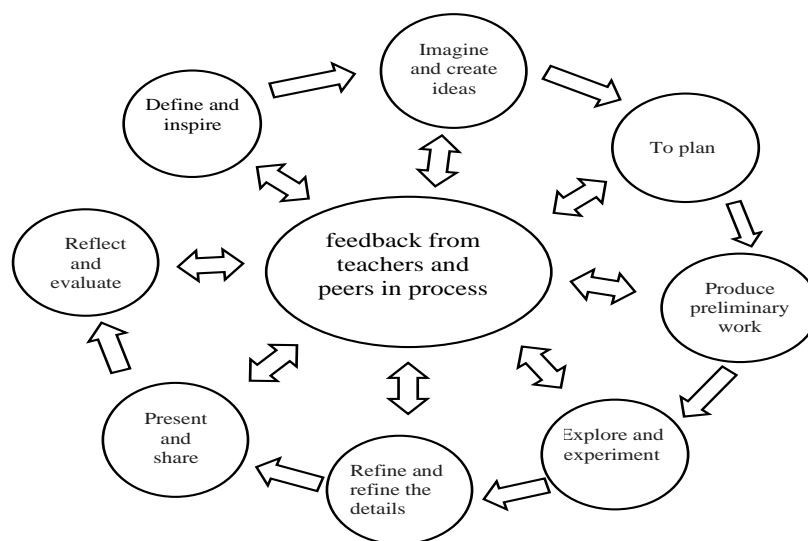
Figure 2. Critic analysis process



Note: Adapted from Minedu (2018)

The teacher must generate an atmosphere conducive to artistic creation so that interests and differences are taken into account so that students can confidently suggest alternative ideas and take risks.

Figure 3. The creative process



Source. Adapted from Minedu (2018)

2. MATERIALS AND METHOD:

In the present investigation, the population of the investigation was the high school students of the educational institution 2061 San Martín de Porres in the year 2020. Of the entire population, a sample of 148 students of said educational incitement was selected, to which evaluation rubrics were applied, placing the notes in the qualification record to measure art and culture skills. A conceptual definition of art and culture competencies is taken when “Una persona evidencia ser competente cuando hace uso de diversas capacidades para lograr un propósito determinado, escoge estas capacidades considerando la situación en la que se encuentra de manera prudente e inteligente, considera lo ético en sus decisiones”[A person evidences to be competent when he makes use of diverse capacities to achieve a determined purpose, chooses these capacities considering the situation in which he finds himself prudently and intelligently, considers the ethical in their decisions] (CNB, 2019). In addition, we have the operational definition, such as the variable that will be studied through the record of the students of the secondary level of the I.E 2061 San Martín de Porres to know the level of progress in terms of the development of their competencies. With all this, you can operationalize the variable in the following table:

Table 1. Operationalization

VARIABLE	DIMENSIONS	INDICATORS
Art and Culture Competitions	Critical appreciation of cultural artistic manifestations	<ul style="list-style-type: none"> • Perceive cultural artistic manifestations • Contextualize cultural artistic manifestations • Reflects creatively and critically on cultural artistic manifestations
	Artistic creation	<ul style="list-style-type: none"> • Explore and experience the languages of the arts • Applies creation processes • Evaluates and communicates

its processes
and projects

The work was carried out with a quantitative approach, with a non-experimental, cross-sectional investigation, and a non-experimental design.

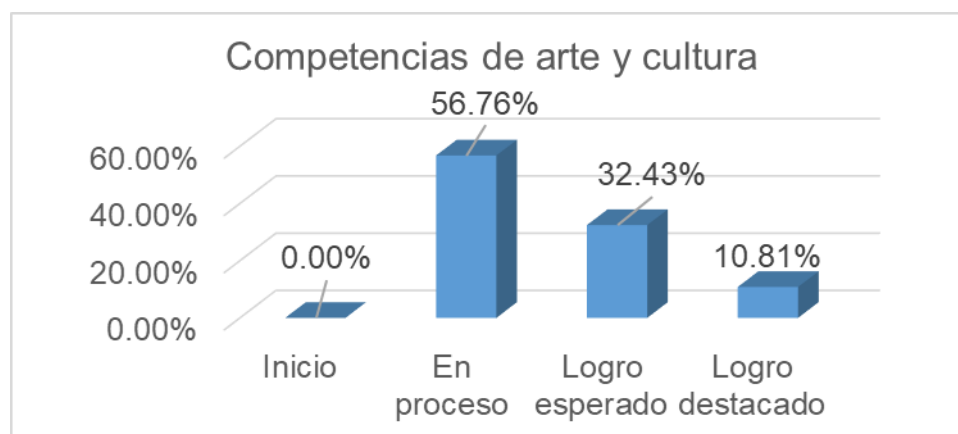
3. RESULTS:

The obtained results are showed next.

Table 2. Frequency of the variable Art and Culture Competences

<i>Frequency table of the variable Art and Culture Competences</i>			
Levels	Fre quency	tage	Percen
Beginning	0		0.00%
In process	84	%	56.76
Expected achievement	48	%	32.43
Outstanding achievement	16	%	10.81
Total	8	14	100.00
		%	

Figure 4. Frequency of the variable Art and Culture Competences



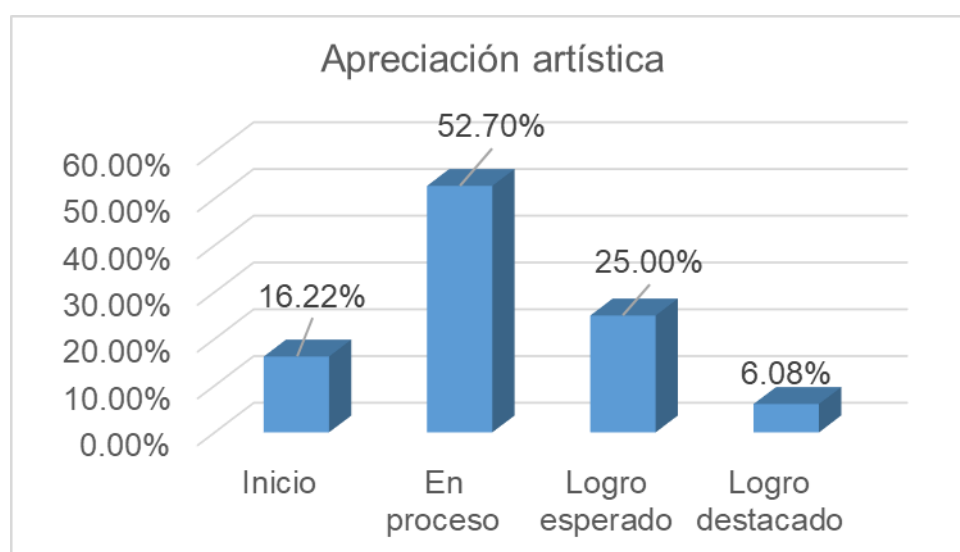
In the previous table and figure, it can be seen that 56.76% of the total sample are located at the level in the process, while 32.43% are at an expected level of achievement. Likewise, 10.81% are at a level of outstanding achievement, and no student is at the beginning level.

Table 3. Appreciation dimension frequencies

<i>Table of appreciation dimension frequencies</i>		
Level	Frequ ency	Per centage

Beginning	24	22%	16.
In process	78	70%	52.
Expected achievements	37	00%	25.
Outstanding achievements	9	8%	6.0
Total	148	.00%	100

Figure 5. Percentages and levels of the artistic appreciation dimension



In the previous table and figure, it can be seen that of 100% of the sample, 52.70% are located at the level in the process, while 25.00% are located at the level of expected achievement. Likewise, 16.22% indicate that they are at a starting level, and only 6.08% are at an outstanding level of achievement.

Table 4. Frequency of the artistic projects dimension

<i>Table of frequency of the artistic projects dimension</i>			
Levels	Frequency	Percent	
Beginning	20	13.51%	
In process	53	35.81%	
Expected achievement	53	35.81%	
Outstanding achievement	22	14.86%	
Total	148	100.00%	%

Figure 6. Percentages and levels of the “CreaProyectosArtísticos” dimension

		Statistical data		
		Competency 1 – Artistic Appreciation	Competency 2 - Artistic Projects	Art and culture competency
N	Valid	148	148	148
	Wasted	0	0	0
	Average	12,5608	13,7500	13,4932
	Median	11,0000	14,0000	13,0000
	Mode	11,00	11,00	11,00
	Deflection	2,39962	2,86635	2,48395
	Range	9,00	9,00	8,00
	Minimum	10,00	10,00	11,00
	Maximum	19,00	19,00	19,00
	Addition	1859,00	2035,00	1997,00
Perce	25	11,0000	11,0000	11,0000
ntile	50	11,0000	14,0000	13,0000
	75	14,0000	16,0000	15,0000

Regarding the art and culture skills, it is observed that it has an average of 13.5 out of a total of 20 points, in addition, that 50% of those evaluated are between 11 and 15 with a standard deviation of 2.5; hence, inferentially it could be said that the students of the secondary level of the educational institution 2061 San Martín de Porres of the district of Independencia, of the city of Lima in the year 2021 have a development called "In process" which implies a wake-up call on the need to increase these figures.

Regarding competencies 1, Artistic Appreciation, it is observed that it has an average of 13.7 out of a total of 20 points, in addition, that 50% of those evaluated are between 11 and 16 points, with a standard deviation of 2.4; hence, inferentially it could be said that the students of the secondary level of the educational institution 2061 San Martín de Porres of the district of Independencia, of the city of Lima in the year 2021 have a development called "In process" which implies a wake-up call on the need to increase these figures.

Regarding competence 2, Artistic Projects, it is observed that it has an average of 12.6 out of a total of 20 points, in addition, that 50% of those evaluated are between 11 and 14 points, with a standard deviation of 2.9; hence, inferentially it could be said that the students of the secondary level of the educational institution 2061 San Martín de Porres of the district of Independencia, of the city of Lima in the year 2021 have a development called "In process" which implies a wake-up call on the need to increase these figures.

4. CONCLUSION:

- It can be concluded that the development of skills in Art and culture have a qualified level in the process, which implies a situation that should be considered as worrying about is paying attention to them since, as has been seen, these skills do not They only form part of the human person in its breadth of cultural formation. However, instead, these competencies form part of their cognitive

development concerning creativity, also associated with interaction with other human beings.

- In the case of the compendia called critical appreciation of cultural, artistic manifestations, it is observed that secondary school students have a development called in the process; This situation shows a low development of creativity, connaturalization, and other essential aspects that need to be developed at a level as fundamental and vital as this.
- In the case of the compendia called artistic creation, it is observed that the high school students evaluated have a development called in the process; This situation shows a low development of exploration, communication, and application of processes and activities.

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