Creative Factors on the Objectives of Expressional Activities

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ABSTRACT

The society seeks creative talents. Expressive activities are educational activities that stimulate imagination, realize such through body, and enable communication with the society. In such perspective, it is quite meaningful to investigate educational objective that expressive activity shall possess as class to cultivate creativity. Therefore, this study aims to investigate creativity theory, analyze expressive activities as national curriculum at elementary schools, understand the position of expressive activities in Korea, and understand creative educational objective and value of expressive activities, in order to suggest idea for practical goal of expressive activities.

Keywords: Dance Literacy, Creativity and Expressive Activity, Objective for Creative Expressive Activity, Expressive Activity at Elementary Schools, Expressive Activity Curriculum

I. Introduction

21C education has the word creativity at its core. The core of future social work that we have to live in is the spirit. From now on, we must do things that machines or computers cannot do. The days when people who are good at memorizing are called "genius" and are applauded are over. What is the most necessary thing for a human being to live for the next 100 years? It is called "creative." The basis of being a creative person is "thought". Looking at things, listening to sounds, touching and thinking are the beginnings of creative thinking. When Pythagoras hears a blacksmith's nail, he realizes that his length differs from other things and creates Pythagoras' scales. Culture and arts education has a variety of tools for this creative thinking. Considering that cultural and arts education is an important factor that determines national competitiveness in the 21st century, Korea has established a comprehensive plan for promoting cultural and artistic education to support the social spread of cultural and artistic education.

II. Research method

1. Research participants

The research was planned in July 2015. The participants were trained in dance education for more than 20 years. Interviews were conducted in a semi-structured interview, in which opinions and thoughts on selecting topics based on data and content collected by researchers were presented and discussed freely. Four seminars and two personal interviews were conducted and analyzed. In order to secure objective analysis data, researchers and mobile phone SNS were frequently used to analyze the data, and the validity, reliability, and objectivity of the research data was secured through the verification of the trigonometry and electronic documents.

2. Research procedures and limitations

This study analyzed the contents of Korean curriculum by the National Institute of Curriculum, general theory of physical education courses, and the contents of expression activities of academic journals. In addition, research on creativity and expressional activities, such as Howard Gardner, "Achcent Mehai," "Gilpert," and "D Bono," were generally analyzed and expressed in order to identify creative elements.

3. Analysis process

In this study, qualitative research methods were chosen as a method of in-depth listening to the stories of teachers and experts who are active directly in the field of education. Kim Young-cheon (1998) used the qualitative data analysis process and analyzed the data using the guidelines of Vogdan and Biklen (1992).

III. Expression activity
Education is a human being equipped with creative and human factors. This refers to logically solving problems based on balanced growth and development of the body and mind, communicating with others, collaborating with others, and expressing one's thoughts and meanings in an active manner to build a position that can be achieved together.

In particular, 'body presentation ability' was defined as the ability to express and accept thoughts and feelings as a medium of body and movement. In other words, the ability to actively express inner feelings or thoughts through body movements and to empathize with other people’s expressions includes both the ability to organize and express creative and aesthetic topics through motion and the ability to aesthetically and judgment. By expressing body movements creatively based on an understanding of movement language and elements of expression and empathize with other people's physical expressions, one can form an eye to embrace and enjoy the beauty and values of phenomena and objects and various cultures.

Expressive domain is the value of positive interaction that pursues the beauty of the body and its movements and expresses and accepts emotions and thoughts through body and movement. Expressions are defined as areas where communication quality can be improved, good relationships can be formed, and basic emotions and aesthetic insight can be fostered to enjoy a more abundant life by satisfying human desire for movement and will for aesthetic expression through physical expression. The objectives of expressive activities that are applicable to the field need to be considered in this area and clear the direction of teaching.

IV. Creative Factors of Activities Target

The first element of expression activity for creativity is motivation for the task. Stimulation of appropriate curiosity and desire provides an incentive to actively engage in expression activities and grants autonomy to activities. Second, it is the process of learning personal self-awareness. The course provides a wealth of thought and mind training, enabling learners to know their personality, self-confidence and personality. What is capable of presenting new ideas should be to have sufficient ‘knowledge’ in a field, so that one can think in a new way instead of a traditional perspective. Third, it is an experience that can draw the learner's perception out of the body. That is, it is a way to derive what you want to express in a clear and communicable way. Beyond the process of one-sided delivery, the proper convergence of theories and activities is to put a pathway for learners to think for themselves, feel, and draw them out through the symbolicity of images, the realism and distortion of images, and the mass media in modern society. It also includes ways to structure and plan itself to solve problems.

Another factor is communication through the use of various cultural experiences. It is not just about presenting the content of learning but about how one can communicate with society. In order to show creativity, they have a broad perspective on humans, civilization and art. It also includes environmental factors that provide external rewards for creative thinking. These creative elements influence and play their roles. In other words, the process of thinking that stimulates, selects, communicates and produces creative thinking is one organic

V. Conclusion

Currently the educational objective of expressive activities at elementary schools does not include any artistic values, and the range of statement is exceedingly inclusive and vague; it seems to be difficult to define the range of activity. The activities at each grade are similar or overlapping, which lack the connectivity and sequences. The statement of objective for communication with other domains were not referred. This study may discuss concepts in environmental, social, and cultural domains as open objective, breaking from existing function-oriented educational objective, in order to overcome the limit of creative educational objective of expressive activities from national curriculum. It requires understanding and integration on overall dance as the concept of ‘Dance Literacy,’ as well as conceptual dispersion of expressive activities as the concept of expansion. In addition, creative objective of expressive activities is described in cognitively, affectively, and physically; however, the boundary of division is uncertain and has no order. Each objective influences each other; they shall be restructured and reproduced. The narrating subjects of the objective are described focusing on expressive movement of learner. It is to present objective of restructuring and newly making expression by breaking from simply delivery of knowledge and process of physical training. It will help diffusive thoughts among individuals, the society, and other fields, based on individual achievement.

References