An Introduction of the Theory of Aesthetics of Dewey in Education

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Abstract

Aesthetics is a science of human existence which addresses the perception of issues related to beauty and is realized through art education. Due to the theoretical importance of aesthetics and the dearth of research in education and given that art can face the most basic stages and profound aspects of life and audience characters with significant change and evolution, the current study which is a qualitative research aimed to introduce and analyze the theory of aesthetics of Dewey and identify the role of this type of experience in education using descriptive-analytical and library method. Finally, after the data were qualitatively analyzed and the philosophical foundations of education and pragmatism were provided, as well as art and beauty were addressed from the perspective of John Dewey, it was concluded that art can be considered as one of the most efficient tools and methods of human education in today’s world who results and effects are visible in different areas, especially in the field of creativity and mental health. In this regard, awareness and education at all levels of education and promotion of public culture is very important, so from the perspective of John Dewey, class and school environment should be conducive to fostering artistic talent and encourage students and their success in various fields of art and provoke either sense of appreciation for the artistic heritage of the community.

Keywords: Philosophy of Education, Dewey, nature, education, aesthetics, art, teacher.
Introduction
As are defined by John Dewey if consider education as formed flow of emotional, intellectual and fundamental trends than nature and congeners may that define philosophy as general theory or theoretic basic of education (Bagheri, Ataran, 1996, p116). So can consider investigate and explain the relationship between discussion of philosophical teachings (metaphysis, epistemology and axiology) and educational issues (goals, content, methods of education) as one of the fundamental functions and assumed of education philosophy (Sajadi, 2000, p9). One of the philosophical teachings which has an astonishing and important role in conclusion goals and educational plans is the basic of axiology that consisting of both ethics and aesthetics. The word of aesthetic was used for first time by Baumgartner in 18th century and shows that the important of gained cognition by senses. While Kant used this word for aesthetic precepts in art and nature continued the usage of it. In fact Kant gave philosophical status to aesthetic and highlighted it in the ratio of man and the world. This convergence movement continued between aesthetic and intellectual life so that John Dewey in 20th century express the concept of aesthetic in education science and clarified the relations between aesthetic and life experiments. He in his philosophy of pragmatism worked on all fields of logics, metaphysis, epistemology, psychology and education and eventually culminated with expressing his understanding of aesthetic and emphasizing on art (Zeltner, 1975). From decade of 1970 the scholars of education show paid more attention to Dewey’s perception and acknowledgment the important of aesthetic transformation. Zeltner (1975), Kupfer (1983), Alexander (1987) by inspiration of Dewey comments about aesthetic, art and education reinforced themselves works (Ansari, 2014, p 52). Something that has more important in this movement is the pragmatic attitude that addresses the practical life gives specific status to the aesthetic issue. Because esthetic has been a practical issue than a theoretical issue. In fact Kant tried that shows the theoretical important of aesthetic but Dewey is a pragmatic and pay more attention on practice than opinion and aesthetic has an important his thought automatically. But it should be note that the role of art factors and aesthetic in the process of education is a topic that should be intended. It says that art is the basic of education, feeling and wisdom unite and imagination motivates, environment transfers us. Decades after that our material achievements are forgotten, art remains as spiritual attitudes and from any view is an evidence mankind’s quest to gain immortality (Mayer, 1996,p 599). Education, isn’t transferring information from one mind to another, but merging of mind and body with previous experience. Teacher not only gives to his student theoretical knowledge but should as well as provides his lived experiences for students. This act is not only a theoretical relation between teacher and student but is a practical relation and this relation is same art and aesthetic. As regards art has been interest of students and has value statue in training methods can as an instrument help education system in different academic levels and will fulfill the ultimate goals of education system (Nabavi, 2014, p10). As well as this function of art in education subordinating on main and its inherent function in throughout the educational process. Art can use as an instrument in education but should be considered that art is difference in this meaning with the art in inherent meaning of mankind experience although associated with it. This attitude should be lead to the art lessons at schools and universities go out from a marginal
lesson and should be serious. Also in the educational systems and universities art fields has a secondary position which a marker of wrong approach in social structure and as well as shows that social hierarchy and the important of occupations is based on a means view to man and knowledge which Dewey’s pragmatism is a way to change this condition. Furthermore, rethinking in the concept of literacy and drop it from the cycle of verbal and numerical literacy and belief in art as the fourth fundamental skills along with the skills of reading and writing, counting leads to recognize the art as one of the literacy forms and will be one of the meaning transfer instruments(Eisner,1994). Art is not only a communication instrument with a part of less important products. Nowadays almost all of the instruments that we are using such as a house where are living at there, car, pens and Kitchen utensils are a kind of art works. Today absolutely it can be said that without art living is impossible. Someone who can’t perceive the understanding of artistic are deprived of communication with major part of the world. Most of pundits believe in educational aspect of art, they hope that art can be the best displayer of human inside (Frobel, 1940, 67). In this regard painting and sketching has been considered as the most important factors in expressing the intentions, thoughts, opinion, and human internal needs. Engaging in this innovative activity including creation of painting or using it can joined fostering a sense of aesthetic and artistic nature of man can have an effective role in personality development, problems cognition and mental disorder (Mirzabeigi, 1996). Students by painting will explore the details and in this way reveals their education and intellectual understanding than object and external world and thus evolves their intellectual ability and is stronger their understanding power (Dadashzadeh, 1978, p17). As well as they by practical works will experience making, sketching and this act lead to their innovation fostering and direct observational prototyping (Lancaster, 1992, p 21). Teacher’s commitment to these traits creates mixed teaching with art and for teacher concluded experience from it will be considered as aesthetic experience. Regarding the mentioned items, in this research we want according to the axiology bases of pragmatic education psychology to explain John Dewey’s viewpoint in education.

The concept of aesthetic
Ordinary the term of aesthetic are translated into beauty or appreciation of beauty, originally it means that a derived feeling from a sensory perception. For this reason some of translator avoids from translation of this term and write it same aesthetic. In any form later this term applied as a gained perception of beauty through the senses. Aesthetic is an associated term with recognition of art and beauty. In past aesthetic are considered as branch of philosophy but nowadays are addressed as a mixture of philosophy, psychology and sociology. Therefore new aesthetic doesn’t mention to something that is beauty in art, but tries reveals the source of human sensitivity in form of artistic and art’s relation with other areas of culture such as philosophy, ethic, religion, science, industry. At the time of Greeks this term was used in form of aesthetic. This term has implication on feeling and sensory perception and generally was defined as perceiving through the senses. At that time this term not at all limited to the perception of artistic works and beauty but implies on both types of perceiving through the senses. From 18th century to so far this term are used in spite of art and beauty (Kalins, 2006, p, 14). The first person who used the word of aesthetic was Alexander Goteble Bavm Garten on 1753 in the book entitled
“philosophical reflection in matters of poetry. His purpose from the term of aesthetic at first was recognizing perception through the senses or same wisdom. But he later benefited from this term to point out to beauty perception with help of senses especially in art. The scope of this concept spread out in different periods. Currently this term not only are used to define the judgment or evaluations as well as are used about the traits, attitudes, experiences, enjoy or value and aren’t limited to define the beauty (Barresi & Doming, 2005, P 135).

The perception of beauty is considered as the most prominent spiritual privilege of man. Man always experience the beauty and attract and create it (Yusefian, 2000, p. 136). A review of the history of beauty shows that the philosophers at Greek have analyzed two kind of beauty, one artistic beauty and another spiritual and ethic beauty which be same moral benevolence. Socrates, Plato, Aristotle have equated the term of beauty with benevolence. Plato finds the genuine beauty in the world of idea and reasonable facts and Aristotle more about beauty has emphasized on the principle of coordination, discipline and measurement ( Afrasiab pour,2000, p 20). Symmetry, congruency and discipline on one hand and satisfying and enjoyment are considered as the traits of a beauty object. Helnfing for replying to this question of “what’s the beauty” Points out that the expert’s opinions, comments and says that a remained attitude from a past period creates beauty and basically originates from traits such as symmetry and congruency. Aristotle hopes that the main shapes of beauty including discipline, symmetry and parallelism by mathematic are specified in a certain degree. He with a quotation from holly Augustine says that objects as result of symmetry are pleasant and equal parts are mutuality against each other (Henfeling, 2005, p63). Above analysis of beauty have formed based on visual characteristics that are called objective theory , in contrast those who have subjective theory of beauty hope that beauty isn’t existence in external world ,but it a subjective quality which man’s mind in front of senses create itself. These individuals with a mentalist perception from beauty believe that “beauty is a thing in the mind of the observer (Afraisabpour, 2000, p82). Except these two groups of theorists, a group of them believe in relational theory and hope that the object and man don’t create the beauty alone but beauty is in result of their relations. Kadol says that tableau (artistic work) as a physical object benefits both objective material and our reaction, in other words beauty isn’t cause by the visual existence of tableau but is result of a relation between ours physical existence and tableau’s physical existence (Yusefian,2000,p,156). Brudy (1977) as one of the prominent theorist in education has a specific attention to educate aesthetic and emphasis that the arts basically indicate the fundamental forms of man’s experience and provide the ground to show feeling and their innovative advents. In fact regarding to the root of aesthetic any kind of sensory and perceptual relation with the world is an artistic relation. Art isn’t a limited activity but is human life inherent. As well as regarding to the value and important that is associated on artistic education, not merely art education but it is necessary that education systems, especially our education system should pay more attention to the subject of art and aesthetic. This act is relevant to Dewey pragmatism. In pragmatism, education isn’t theoretically but is more practical; education must be merging with experience and living.

Therefore in contrary to the popular notion which art is a means to spend free time and some of theorist emphasis on it and have tried to stabilize this notion, nevertheless man’s attitude to beauty including artistic beauties and natural beauties shows that the art never belong to some people and not merely is for free time. So it is necessary that art and aesthetic should from
margins goes to the context and have a value and true originality, especially its necessary will bring in aesthetic to the education context.

The history of aesthetic

If we want to review the history of aesthetic, the Pythagoreans are a pertinent start point to this subject, because said that the first person who mentioned it was Pythagoras. Those were groups with specific religious and ethical characteristics who in the field of scientific research pay more attention to mathematic and dual features of Pythagorean are reflected in their aesthetic. In their opinions “a discipline that is in playing music band due to respect to a series of numbers that all musicians do it completely. Therefore discipline in a concerto indebted numerical ancestry, in addition to the world is full of discipline (Malekian, 1999, p73). Pythagorean were not going to follow the aesthetic as a self-administrated science. In this doctrine harmonize (coordination and compatibility among incompatible elements) is a cosmic trait which accomplished it in itself cosmology’s framework. Plato in whole life follows ethic principle suddenly returned and incorporated the beauty in superior level with benevolence. In his opinion art should be a part of ethic and in his utopia expect music that was pertinent for its benefits in education are paid less attention to other dominated arts (Will Durant, 2010, p 218). Plato in republic has cited a strong reason that art education may in the best situation be meaningless and in the worse situation be dangerous for real knowledge and ethic. In order to Plato announced that prominent Greek’s artists should generally be far from Greek’s educational system. He permitted the education of poet’s works at lower levels of education provided that obliterates the annoying opus. Obviously these opuses must be eliminated from higher level of education. Although have been numerous efforts over the years to explain Plato’s sentences to the artists of the playwrights, but he has serious doubts about the value of poetic and plays experience.

Plato for this reason criticized the arts that apparently prescribe the immoral acts that don’t lead the young to amend their behavior. Also these arts offer a distorted image from a reality that has faced more critical. Howbeit Plato knows the art as natural instinct to reveal the feelings but in fact his reaction with art was an imitation from one imitation. Its reason was that he knows the objects of this world as a sample of supernatural world. In fact Plato interested in these ideas and forms and a knowledge that are gained by mathematic and philosophy. Therefore according to his opinion the arts offered only imitation, delusion and chaos (Zarabi, 2003, p 125). The social origin of Aristotle’s view about the education of aesthetic is so important; Aristotle’s answer to the beauty conception similar to Greek’s answer, so beauty is coordination, symmetry and discipline of organic components in an interconnected category. The artistic theory of Aristotle depends on the social condition that practical works and handwork arts are done by slaves. Aristotle distinguished between free arts and slavery arts, the first was the subjective activities and another was handy arts. In order to the beauty arts such as music, painting and sculpturing from Aristotle’s view were inferior arts. Doing these arts need to physical acts, exact exercise and obvious results. According to Aristotle, the young people should learn the music but only to appreciate it when are played by slaves and professionals, because playing the music related to free art and professional act. He says that even can teach cooking to the children. So in his way of thinking if an activity be more subjective in comparison with other human’s activity has a
higher position. Only by subjective activity the individuals are independent. Whereas handy activity makes that man be obedient. Aristotle like Plato hope that the beauty arts have an imitation nature. Although Aristotle doesn’t accept the Plato’s view about art as a transcription, but hope that the artists has detected inside the ideal elements and then shows it as an imitated objectively shape. As well as Aristotle hole that the poetry’s value more than the history. Because the poetry points to the generality, while the history points to the details. In fact the educational value of poetry shows that the poets don’t deal with the objective acts but are associated by different individuals and acts. Therefore an objective artistic work connected us with a type or a general shape. Aristotle also believes that imitation from nature and enjoying from imitated works is commonplace for us. So imitation from Hummer make us as better mans (Zamiran, 2005,p55). Aristotle announced that in the arts is an ethical and educational value. He recommends that the young people learn the painting to have more accurate judgment about the artistic works. As well as he hopes that art must be include in young people’s education, because it can shape the nature. However Aristotle’s highlighting on educational value of art does not make that he ignored the amusement aspect of it. Aristotle’s theory about the art includes the main concept of catharsis which some know it as a deep educational implication. Although about this concept had been written numerous papers but other hope that depletion points to the temporary gratification of related emotions for pathos and fear (Kalpstone, 2000,p 367). Plato and Aristotle were interested in the arts so be learned promulgation the ethical education. The arts provide a kind of education for emotions and feelings. After passing the classical traditions we will arrive to the enlightenment era, in this period are heard a new melody from Kant and Schopenhauer: the beauty is a trait that leads to his\her owner be delighted without look at its benefit and motivates in Man involuntary as a good feeling without having benefits. A definition has been provided by Kant about the beauty in a general plan framework of four type of a logical form that includes; quality, quantity, ratio and direction. In this relation Kant distinguishes two kind of beauty; free beauty and a beauty merely dependant. If a special purpose be considered as beauty in that situation will be dependant (Stephen, 1987, p, 346).

Schopenhauer wants to set the beauty value and artistic innovation in an objective perception. At here for a moment love and wisdom are separated and he wants to improve the perennial shape and the Plato’s world idea that constituent of exterior of general volition. But, Hegel realize our attention to Greeks, he hopes that beauty is a unity in diversity and material capturing through shape and sensory efforts of some paranormal shape. It’s not particular, if the most dismal books in the world be books that would write about aesthetic (Will Durant, 2010,p 219).

A review of psychological basis of education in John Dewey’s thought

John Dewey was born on 1859 in Burlington (Vermont stat) concurrently at that year was published the Darwin’s book entitled “origin of species. His father was a local businessman who engaged in political and social life of 18th century. Dewey’s social philosophy emphasizes on the important of face- to-face community where people at there have common interests. His democratic vision formed in the meeting town of New England, a place where people gathered at there to solve themselves issues peacefully by dialogue and debate. While Dewey explained his educational and social philosophy includes the social concepts and the application of scientific
method. Dewey went to Vermont University and received behavior’s degree from there, and then he was teaching in oil city, Pennsylvania school and rural area of Vermont. Dewey continued his PhD course at John Hopkins University where was a specific institute for higher education based on the German’s research model. He in the period of PhD accepted the thoughts of idealism of his instructor (George, Sylvester, Morris) but released it by adopting pragmatism (Goteg, 2008, p 118).

In 1981, Dewey joined the scientific committee of Chicago University that under leadership of William Rainey Harper there had been as an institute to research and studies of higher education with an international credit. Dewey in Chicago University undertakes the head of philosophical education and psychology group. During 1894 to 1904 for him has a particular importance because he developed the philosophical thought at Chicago.

Dewey unlike the most philosophers didn’t accept the education as a separated area that a theorist as a moral obligatory or due to being a citizenship at same time spends a part of him time to do it, but conversely he considers any kind of psychology as the philosophy of education. Education in his view is defined as the meaning of imagery life in creation of human’s mental habit. He believes that the main index for any philosophy is a way which that philosophy has to create these habits and so follows reasonable quality and moral life of us. Dewey was the prominent pioneer of pragmatism; he sets the experience as the basis of education and even defines the process of education as reconstructing of experience (Esmaeil ali, 1999, p464).

Dewey during his engagement in Chicago University founded the school of experiment and from 1896 to1904 was managing at there. Dewey ‘s experiment school enrolled the 4-14 years old children and he tries that by using the activity method that containing game, constructing, study of nature provides the experience to live with cooperation and mutual benefit for children. For this purpose these activities have been planned that children be motivate to construct their duties actively. Base on these activities school works as a small and ongoing community.

Children’s attitudes were guided along with a life with cooperation in the community of school. The philosophy of Dewey is an American philosophy , on one hand grounded on a scientific basis including sociology and biology on other hand deal with to clarify the meaning of this philosophy especially from the aspect of epistemology and its application in education. He calls his philosophy functionalism and instrumentalism and can easily find out these conceptions from his opinion about mental acts. Dewey unlike the structuralism philosophers such as William and Vent don’t believe in mental faculties and fixed constructions. He in following from Darwin ,knows the mental acts such thought as a kind of vital function that will help the living creatures and human being to adopt on environment and mastering it( Karden,2010,p 226) .Dewey’s experimental school was an instance of his experimental philosophy, there was an empirical school where experimented the educational theories . As well as the educational hypothesis that carried out to lead the children to construct themselves experiences had been effective and in this regard published good social results to apply the professional teachers and public. Dewey’s experiment emphasizes on the social role of school. Social complexity of school was formed as social group with simplified shape (Gutek, 2009, p 120). Dewey in his works defines the school as a place and the coach and the trainee are as the most important factors to construct the society. He constantly tries to show his educational view on three main bases including: principles, goals.
and experience based on the activity and hence can transform the educational thought with the problem-solving methods (Esmaeil, ali, 1999, p, 20).

The ontological perspective of pragmatism

Ourselves and something that has a value for us, provides sensory impressions as an especial form, therefore our awareness from the external world is in this interaction. From pragmatist ‘s view the objects are in outside.” Donald Battler about features of the world says that “the pragmatist believe that the world and everything within it are being”. The world is a changing process, unstable, and has unclear condition, in fact the world is imperfect and great with a goal and hasn’t any reality without experience. The man continually is related with the nature and the world as well as the man in the mundane world isn’t on effective element but both gives the effects and also are effected(Shariatmadari,1996,p344). Experience in its broad conception has been consisted from the pragmatic ontology basis, in the view of pragmatists experience includes, perception, emotion, thought, judgment, comparison, description, intellectual history. So cant limit the experience to the perceptions, also the experience is in result of mutual effect between the individual and the environment. The external objects don’t reflex in our mind as they are, in other words our minds isn’t passively but under former experience effects realizing the goals for us and are perceived and be a part of our experience, something that has reality for us is our experience that by it recognize the world as well as the world relation are raised and the solution are formed in experience .the influence of experience and its impact on description the world has been lead to the world in over the time introduced in different forms. The final reality from the view of pragmatists is a thing that is reflected in the experience. This is like a process that is changing constantly. Also they hope that something that is beyond the experience is unperceivable and should be pay attention to it (Same source, 200).

The philosophers of pragmatism hope that in the theory of evolution the types are changing which reveals this reality; the reality isn’t stable and is limited but is a changing process of the social, natural and cultural of the world. The world of conception isn’t separate from creatures. Nevertheless the pragmatists believe in multiplicity in the world but are studied everything in a natural area. The theory of evolution includes all aspects of human’s life .the pragmatists don’t accept this matter that some hope that changing only is in physical body of human and the intellectual forces has a particular situation. As the body develops in the process of evolution, social relation creates the awareness and gradually intellectual forces are disclosed in human life (Same source, p, 200).

The epistemological basis of pragmatism

Pragmatism represents a familiar approach in philosophy or in other words is same experimental approach.”The philosophy of pragmatism often was discovered by Pierce and William James and became a comprehensive intellectual system. Some analogize the pragmatism as a great house or a hostel where all passengers can easily enter it and freely use it (Shato, 2000,p, 204). Pierce developed the pragmatic criteria and called his method in pragmatism, he says that if the
meaning of thought be in an experimental test, observing the results will be clear (same source, p 215).

Pierce with rejecting this matter that introspection is a tool to observe the mental states; hopes that mind awareness are resulted from an external observation. So he rejects this statement that the human’s mind has the intuition ability to get explicit idea. In his opinion researching is a social act not only privately. Pierce in his series of articles defines the pragmatism principle as” consider that we imagine the results of matter in our mind, results that may have practical effect imaginably, then our perception from that results will be the our general conception from that matter(Bravn ,translated by Behzadi , 2002,p 85-83). From the view of pierce pragmatism relevance to a specific perception from the reality, it means that when a theory is accurate that has efficiency; for example socially be useful; therefore the nature of Pierce pragmatism hides in the theory of meaning (Amouzgar, 2000, p263).

William James formed the pragmatism intellectual system as systematic philosophy, so that often call him the founder of pragmatism. He drives out the philosophy from the classrooms and performed it in ordinary life and stated that the philosophy isn’t achieving to a final answer to solve the great problem of the cosmic, but the philosophy is a practical leader for difficulties which we are faced with them. Base on the James opinion for pragmatism, the test for every opinion is that what kind of changing creates in our life and this test is a pathway for different ontologisms. The portion of James in the basis of epistemology of pragmatism justifying this opinion that experience based intuition can be useful (Kennel, 1988, p445). John Dewey formed the pragmatism as American systematic philosophy; in his opinion the goal of critical philosophy is construction and reconstruction. Dewey is the most influential philosopher of education in the world that almost has affected the most education system in over the world that its impact is continuing yet. He criticized the classical philosophy especially those philosophies that tried to decrease the value of human’s experiences (Shariatmadari, 2004, p 461).

The axiology of pragmatism
The values can’t be recognized certainly, the values apply relatively and due to their ability or lack of ability to solve problems and change constantly, the source of values through experience, process and solving problem method, in fact the values are created by society, be test and based its results are accepted or rejected. The values are the creation of society and so be changeable, therefore are different from one culture to another culture.

The moral values, the value system and aesthetics are originated from the man’s experience. The source of values is within culture and society. The value systems are applied as judgment criteria in the society culture. The pertinent way to develop these values achieve by experience (Shorini, 1999, p 183). Scholl is a part of society and the learners learns the value system through interaction with others, the construction way of values is a part of experience that the students learn through the school (same source, p 182). Dewey says that: happiness or satisfaction of latent forces in the nature of man is ethical extremity since the immortal happiness is biologically and” being means growth” come back to same point, development is an ethical extremity is growing, but I should be noted that base on the Dewey’s view no genuine purpose isn’t integral by itself, and stated us the good is an expression that according to the experience belongs to an
activity that when the emergence of conflicts and clashes of different motivations and habits inconsistency leads to the release of coherent. Therefore it can say that maybe from Dewey’s opinion, the moral goal is development in meaning of integrated dynamic evolution of human nature, if the ultimate goal of perfection is not fixed and determinate. According to Dewey’s opinion isn’t an ultimate goal expect of development. Achieving to a specific and limited goal will clear the new duties and new facilities and moral development is perceive and realization of this opportunities (Kapelston, 1981).

According to Dewey the values aren’t giving things but due to the act of getting value be valuable. The main matter about the values from Dewey’s view is exactness and having the capacities for empirical research. The value is a thing that is consistent with the needs and requirement of the position. He in the book of “theory of measuring the value” mentions that evaluation the acts as good or bad is more or less efficient, like the non-value proposition about the non-private matters are justified empirically (Alperton, Rodsair, 2001, p 95), therefore our judgment about the values should be observed as scientific hypothesis.

The role of nature in evolution the meaning of aesthetic in John Dewey’s thought

Dewey hopes that the sense is a permit to enter the world and lack of it, the spirit and something that is called as spiritual and ideal, even assuming it as an existence thing won’t available. The senses are the organs that through them living creature are placed in the world directly. By this cooperation and within his emotional experience the magnificent and glorious aspect of the world realize on him (Dewey, 1980). From Dewey’s view for any intellectual and rational experience is integrity that reaching to it depends on aesthetic (Dewey, 1931). Fostering the sense of aesthetic isn’t only perception reinforcement and recognition the beauties in him, but tends to participate in the process of beauties creation (Estroskaya, 1992,p 234). If aesthetic be used to empowerment the life, creates the control sense and change the natural turbulent environment controllable. Aesthetic is the compatibility art with life. Because this cognition shapes during doing target and in this regard, the beauty achieving to the useful results and prevention from unpleasant results (Dewey, 1916). Dewey hopes that aesthetic, art, literature, mysticism, moral, environments are under effect of our interaction with the environment and aesthetic concept are formed in cognition the nature and man’s relation with his surroundings. Because, the main is a part of nature and the society are resulted from human biological evolution, the social issues can’t be separated from natural science. In fact, the main is a piece of nature and the mind is included in the world (Ghasemi, 2006, p 35).

The Values of aesthetics highlight on strong emotional linkage with the nature. Such linkage with the nature’s elements helps in forming intimacy, trust, and capacities for social relations and correlation and enhances the self-confidence and self-esteem of the child through presenting, understanding and sharing the emotions. It’s necessary that creating such attitudes follow from the childhood beginning year by family in form perceivable and equate with children’s interest (Mohadesi, 1996, P99). Because the environment of family is the first and most durable factor in personality development of children and is an underline physical social, emotional and rational development.
As well as aesthetic represents the nature physical attractiveness. Developing this value is a tool that assisted to child’s advent emerging abilities to understand and discern the discipline, organizing and as well as development related ideas to coordination, symmetry, harmony and motivating the curiosity and imaginary (Kan, kelert, 2013). The nature is a factor that life is originated of it and as a litter of forces that makes move the inanimate objects. This matter maybe is strongest nature charms for a child who is maturing (Sebba, 1991, p 395). Nature includes the real life and a pragmatic education in this definition nature doesn’t include the flower and plant and animal life but includes any kind of contact with the world, in fact the pragmatic education tool is same nature.

Nature can have a remarkable effect in forming the children aesthetic and attracts them to everything that is peculiar in the environment. But perception the beauties of the environment without others assistance will be difficult. At here internal nature has more important. Looking at the internal nature provides an opportunity to create the student’s creativities. Natural and intrinsic forces of the child can be applied in the process of education to evoke these forces. Therefore regarding the role of nature beauties in increasing the individual’s spirit capacity and creation and reinforcing the a marvel force, the roles of family and school to transfer sensory relation with the nature and reinforcing understanding in children is so important.

Conclusion
The art is symbol of patience in verse of various external, results and performance of students. This patience if influences into education system not only will eliminate the serious effects caused by inattention to differences and the variety among characteristics, keeping the various capacities of learners and expectation of equal mechanical behaviors from education, but in the best way realize an effective education and will responsive the output of system in front of their following performance in a real life (Eisner, 1998). The dimension of aesthetic and artistic of man is one of the existence dimensions of him which should be more attention to it in the all education system such as our education system as one of the main systems and effective in the society and must be take essential measures to educate the students in this dimension. Aesthetic as a branch of philosophy due to percept the aesthetic issues in life points to an experience that is different with other experience and that experience is aesthetic. In this article at first mentioned to the concepts of art and aesthetic and their effects on education. In the ethical education especially with an aesthetic looking at education the faults of traditional system go to decrease and by entering the moral in structure of education and learning methods the students able to realize a better learning, thinking and making decision in complicated situation of real life.

So with regard to the provided subjects in this article, it’s obvious that the start point of this movement must be initiated from the education so that can change the classroom as lively location and energetic, because the education can makes a balance among the internal and external factors, rational and inherent, quality and quantity, material and spiritual and all of these factors will pay the way to actively presence in personal and social affairs of persons. As well as attention the teacher and the instructors to the aesthetic concept will provide a pertinent ground for flourishing the latent talents of students and will be effective to improve their mental health. As regards the children and adolescence are our social capital and their physical and mental health will warranty the future of our social health, therefore paying attention to this matter play
a remarkable role to developmental personalities of students. Maybe can say that merely through the art and reinforcing the dimension of aesthetic can insufflate on the exhausted body of nowadays man. Dewey hopes that the role of teacher as a facilitator and pro-growth is more important. Teacher is lack of power and only move based on the experience of child and acts indirectly and observes the experiments, and the experience of child (Shariatmadari, 2010). Student is not a flexible wax in hands of teacher but he has innovative forces and should not only the student must adopt himself with teacher but the teacher should mutually adopt on him, this means that we have considered the role of creation and art in pragmatic education.

Dewey observes the teacher as guidance not as director and the role of him guiding the trainee who needs to consultancy and assistance (Mostafa, Aghahoseini, p3). Guider is not someone who thinks instead of students but is someone who guides the student’s innovations. Teacher is a supporter who the students reliance on him and can freely show his artistic innovation in any field. From the view of Dewey a good coach is someone who tries to unify the mind and student’s body, or his thought and act. While obtained this alliance education change into an artistic form (Uzman and craver, 2008, p 231). The art of education is not a pre-written style but every teacher and students should find their best form. Dewey hopes that the art is a link between material and shape; it means that the artist try to merge their thoughts. In this way they gain a good result. The artist is not only a creator but also is an observer. Generally the artist is someone who has fostered his thought, senses, skills and imagination that can creates the works with symmetry and elegance regardless of whether this work be belong to an area. Therefore the artist is a password for integrity, competence, beauty and literacy or in other words is same final attributes in education to achieve a good quality in education (Mehr mohamadi, 2010, p 13). So education of art can’t be theoretical and intellectual act. The teacher of art shouldn’t educate merely with his mind but must educate with feeling and this approach must spread out in over the education. At end should say that Dewey didn’t believe that the art and the experiences of aesthetic should give over to the professional area of artist. Everyone can enjoy from the experience of aesthetic if creative intelligence extends by education. All of us not only the artists handle with the art. It would not to be a minority is generator and another is consumer. In our world all of people have a portion in creativity and production. It can be observed in extension of digital communications and art. In contemporary digital communications, every person cans generate his works and finds his audiences, the audiences who are somewhat artist.

Recommendations

1. Regard to the role and the importance of art in education of students at schools, recommend on proper utilization from it in educational methods to the teachers and the coaches.
2. Create and development the artistic workshops at schools regard to student’s interest in different educational courses due to enrichment their free time.
3. Continuing education for teachers and coaches of schools in the ground of cognition, review and selecting special artistic works of children and adolescent in the form of in-service training.
4. Allocating more hours to sketch and painting in a free environment to enhance the intellectual abilities, development and creative evolution.
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