

ABSTRACT:

The diploma thesis deals with the use of our senses in art education. The theoretical part of the thesis clarifies concepts of "pedagogical constructivism, personality approach in the teaching of art education, creation as self-knowledge, sensory education", opens the question of experience as a starting point for art activities for contemporary pupils at the time of digital technologies. Our senses that come out of us are inseparable and ubiquitous, therefore they interfere with the various other components of our lives. So that's why the work tried to cover the senses to a wider extent of our conduct. Sometimes the theoretical part ranged from the chosen trajectory, but it was only because of the strong feelings of necessity to think about the question of human culture or at least to mention the anchoring of our education in history. This section also focuses on the psychological side of sensory sensitivity education.

The five elaborated tasks in the didactic part bring a look into art lessons which characteristic features are experience, imagination, free decision and easiness, which originates from true sincerity and truthfulness towards oneself. The main inspirational component is sensory sensitivity. At the conclusion of the didactic part there is a summary of all reflective dialogues and balances that confirm, and at the same time show, the possible way of education in the future; that the experience, as a starting point of the learning process, brings very positive changes in pupils' attitudes towards education. As the bases of these tasks, personalities of contemporary art are also included. Based on reflective dialogues, the realized tasks evaluate the possible contribution to contemporary pupils in terms of sensory sensitivity development. The final part of the work also brings a look into the author's own work by organizing land-artem inspired events.