

Research Article**THE SIGNIFICANCE VISUAL ARTS EDUCATION AND STUDENT UPBRINGING IN PRIMARY EDUCATION REGARDING VISUAL ARTISTS OF BOSNIA AND HERZEGOVINA****^{1,*}Maja Žmukić and ²Adela Nurković – Kulenović**¹Faculty of Teacher Education, University of Sarajevo, Sarajevo, Bosnia and Herzegovina²University of Sarajevo – Center for Research and Development University of Sarajevo, Bosnia and Herzegovina**Received 25th October 2023; Accepted 18th November 2023; Published online 29th December 2023**

Abstract

The teaching of visual arts education and upbringing, in its complexity, is designed to enable students to learn, understand, develop, and nurture their creativity, express their imagination, and experience themselves and the world around them in a unique way. To better understand the significance of visual arts education, we chose to focus our research on students in the third, fourth, and fifth grades of primary school, with an emphasis on their knowledge of visual artists from Bosnia and Herzegovina. We applied various research methods to obtain relevant conclusions. The descriptive method allowed us to thoroughly describe the phenomenon, while the theoretical analysis method created a framework for a better understanding of the context. The historical method contributed to reviewing the historical development of art, and the method of analysis and proof was used to evaluate data. The research results were processed using descriptive statistics, employing frequencies and percentages, and presented in tabular form. The obtained results indicated that there were more respondents who answered that they knew something about visual arts compared to those who did not. This suggests a certain degree of uncertainty or limited knowledge among students, which may result from a lack of education or exposure to art. There is a clear need to expand their knowledge and understanding of art. Although there is recognition of some famous artistic works, the percentage of those unable to name any work or responding with "I don't know" suggests the need for further education and awareness raising about different artistic expressions among students. While some artists, such as Safet Zec, are widely recognized, there is also a wide variety of responses, indicating ignorance or undefined answers, suggesting the need for further development of cultural education to broaden understanding of art among students. The majority of respondents expressed a sense of happiness while drawing or painting in all grades, with a percentage above 45%. This may indicate a positive experience of artistic expression. Respondents rarely expressed a sense of boredom, but the percentage increases from grade to grade. Most respondents in Sarajevo have visited galleries with artworks, which is commendable considering that education places little emphasis on visual education, art, or gallery visits. Safet Zec is the most commonly recognized visual artist, with Alija Kučukalić and Afan Ramić being recognizable among students in the third, fourth, and fifth grades. In all grades, the majority of respondents show interest in sculptural works, indicating that students appreciate aesthetics and visual design in sculptures. All of the above can stimulate diversity of interests and a deeper understanding of art among students. There is a certain interest among students in creating artworks inspired by Bosnian-Herzegovinian artists. This analysis will help us assess the level of awareness among students about artists from our country and contribute to the further development of visual arts education.

Keywords: Visual arts education and upbringing, Artists from Bosnia and Herzegovina, Culture, Primary school students.

INTRODUCTION

"The painter sees with the eye, but paints with the spirit, delving into the depths to the bottom of space and time" (Kulenović, 1995). All forms of art equally bear significant importance in shaping and developing the spiritual space and perception of the world for an individual. Consequently, the study of art has been incorporated into educational systems worldwide, from the earliest ages. In this context, visual arts, specifically the subject of Art Education, are of exceptional importance, warranting an exploration of the educational system in Bosnia and Herzegovina. The subject of Art Education, with its complex and layered goals, contributes to the development of memory skills and the ability to learn other subjects. Art develops neural systems that can endure for months and years, unlocking valuable human neurobiological potential (Jensen, 2001). Modern scientists remind us that a child's brain develops most intensively before the age of four, emphasizing the importance of observing the stimulating environment the child is exposed to during those years (Jensen, 2001 and 2005).

Encouraging children to engage in various activities, movement, play, and manipulation of various tools and materials is crucial (Jensen, 2005). To understand the meanings of artistic works, children need to be introduced to the complexity of visual art, allowing them to develop their visual and cultural-aesthetic sensitivity (Brajčić and Šućur, 2019). Children's artistic works are rich in elements of conscious and unconscious meaning, serving as a window into the emotional states of the child. Art helps children express phenomena and feelings from the so-called invisible reality, simultaneously enabling them to convey what they cannot express in words (Bilić, Balić, Kiseljak, 2012). In the subject of Art Education, a teaching unit consists of four fundamental elements: motifs, artistic problems, techniques, and domains, all equally important in shaping a harmonious lesson. The method is the means of activating or communicating the subject of the educational process while achieving the task (Bognar and Matijević, 1993). Artistic expression is a significant part of childhood. "Children are magicians of smells, colors, and sounds, and no one is a greater master in discovering these trembling secrets than children. In the array of colors and scents, children stand before events naively, and this initial gaze is the most valuable because it is the immediate unveiling of the curtain over the scene, which

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permanently reveals itself to humans as the secret of their own life" (Krleža, according to Jakubin and Grgurić, 1996). To aid students in growth, stimulate internal attention, and create a personal sense of values, the teaching process should nurture painting and shaping as elements of expressing perceptions, feelings, and thoughts (Pranjić, 2013). Children are inclined toward artistic expression, whether in play or outside it. Whether a child's artistic inclination stems from an internal need for expression, motor activity, perception, material diversity, or mere fascination, one thing is certain: artistic expression activates students, fosters a sense of action, and provides a fulfilling experience. As each student is an individual, each has a specific need for changing the content of activities and expressing their experiences. When strong emotions are involved in a child's expression, symbols become crucial in art (e.g., house or mother), involving the emotional aspect of expression. The opportunity for publicly expressing socially acceptable emotions is possible through artistic activity, facilitating emotional maturation in children (Jakubin and Grgurić, 1996). Hakija Kulenović, a Bosnian-Herzegovinian and Yugoslav academic painter and art educator, exemplifies the creator and educator, contributing to the introduction of free children's artistic expression in elementary and secondary schools. Mersad Berber, one of the world's greatest graphic artists, excelled in painting, graphics, tapestry, illustration, and worked in scenography and costume design. Safet Zec, in the early nineties, was one of the most significant artistic creators in the country. Ismar Mujezinović engages in painting, literature, and film, residing and working in Sarajevo. These artists, along with others, have left an indelible mark on the field of visual arts. In her doctoral dissertation titled "Teaching Methods of Drawing, Painting, Graphics, and Sculpture in the Visual Language of Primary Education," the author (Žmukić, 2016) explains the importance of education in the development of individuals. Artistic activities will always be crucial for the educational system since they play a significant role in a child's development. When a child draws and paints, they develop their motor skills, decision-making process, innovation, speech by describing what they created, visually learn, become culturally aware, and improve performance in other subjects. Credit for the positive impact of art education on child development is attributed to educational institutions and those who teach children.

MATERIALS AND METHODS

Participants

The sample of participants consists of students from the third (III), fourth (IV), and fifth (V) grades of elementary school. The study was conducted on a population of N=200 students, including 73 students from the third grade, 73 from the fourth grade, and 54 from the fifth grade. The research took place in two elementary schools in the Sarajevo Canton: OŠ Hasan Kikić and OŠ Hamdija Kreševljaković. The research was conducted in accordance with the Helsinki Declaration recommendations, and participation was voluntary.

Research Design

Data were collected directly from the participants (students from the third, fourth, and fifth grades of elementary school) using a questionnaire for students. Independent and dependent variables were identified in line with the study's objective. Independent variables concerning students were gender and

grade. The dependent variable considered to determine whether independent variables caused any changes was students' artistic preferences, specifically related to art education and knowledge of artists from Bosnia and Herzegovina. The questionnaire for all students consisted of 15 questions.

Statistical Analysis

All data collected through the research were processed using descriptive statistical procedures. Frequencies and percentages were calculated from the descriptive statistical analysis. The statistical program used for data processing was SPSS for Windows, version 20.0.

RESULTS AND DISCUSSION

Interpretation of Survey Results for Students Display of the frequency of survey responses from students in the third, fourth, and fifth grades regarding the importance of art education and knowledge of artists from Bosnia and Herzegovina. The sample chosen as respondents or participants in the study represented students from the third, fourth, and fifth grades of elementary school. To obtain reliable (relevant) data, the entire sample of participants was drawn from the population of students from two elementary schools in the Sarajevo Canton. Regarding students, N=200 students participated in the study, including 73 students (36%) from the third grade, of which 40 (20%) were male respondents and 33 (16%) were female respondents. There were 73 students (37%) from the fourth grade, with 35 (18%) male respondents and 38 (19%) female respondents. Additionally, 54 students (27%) from the fifth grade participated, with 26 (13%) male respondents and 28 (14%) female respondents.

Table 1. Sample Structure by Gender and Grade

Gender	f (III)	% (III)	f (IV)	% (IV)	f (V)	% (V)
M	40	20.00%	35	18.00%	26	13.00%
F	33	16.00%	38	19.00%	28	14.00%
Total	73	36.00%	73	37.00%	54	27.00%

In the study, N=200 participants were involved. From the "Hamdija Kreševljaković" Elementary School, 74 (37%) students from grades III to V participated, and from the "Hasan Kikić" Elementary School, 126 (63%) students participated.

Table 2. Sample Structure by School

School	f	%
OŠ „Hamdija Kreševljaković“	74	37.00%
OŠ „Hasan Kikić“	126	63.00%
Total	200	100.00%

In relation to the research objective, which was addressed to respondents, students from the third (III), fourth (IV), and fifth (V) grades, the question was posed: "What does the word 'art' mean to you?" Out of a total of 200 (100%) respondents, 23 (31.50%) third-grade students answered that, for them, art means painting and drawing, 1 (1.40%) mentioned painting, drawing, and dance, 3 (4.10%) mentioned music, 1 (1.40%) mentioned dance, 2 (2.70%) mentioned music and dance, 41 (56.20%) mentioned all of the above, and 2 (2.70%) respondents indicated that they do not know. In the fourth grade, 27 (37.00%) students responded that art means painting and drawing, 1 (1.40%) mentioned painting, drawing, and

dance, 1 (1.40%) mentioned painting, drawing, and music, 3 (4.10%) mentioned dance, 35 (48.00%) mentioned all of the above, and 6 (8.10%) respondents indicated that they do not know. Among fifth-grade students, 31 (57.40%) mentioned that art means painting and drawing, 2 (3.70%) mentioned painting, drawing, and dance, 2 (3.70%) mentioned painting, drawing, and music, 18 (33.30%) mentioned all of the above, and 1 (1.90%) respondent indicated that they do not know. Based on the collected data regarding the awareness of visual arts among students in the third, fourth, and fifth grades, we can conclude that there is a notable awareness of this artistic discipline among the surveyed students. The majority of students in all grades claim to have some knowledge of visual arts, with the highest percentage of positive responses in the fourth grade. Conversely, a smaller number of respondents state that they have no knowledge of this topic. In general, we can infer that there is interest and awareness among students about visual arts. However, it is important to note that further research could provide a deeper insight into the type of knowledge students possess in this artistic field.

Table 3. What Does the Word 'Art' Mean to You?

Variables	f (III)	% (III)	f (IV)	% (IV)	f (V)	% (V)
Painting and Drawing	23	31.50%	27	37.00%	31	57.40%
Painting, Drawing, Dance	1	1.40%	1	1.40%	2	3.70%
Painting, Drawing, Music	0	0.00%	1	1.40%	2	3.70%
Music	3	4.10%	0	0.00%	0	0.00%
Dance	1	1.40%	3	4.10%	0	0.00%
Music and Dance	2	2.70%	0	0.00%	0	0.00%
All of the Above	41	56.20%	35	48.00%	18	33.30%
Don't Know	2	2.70%	6	8.10%	1	1.90%
Total	73	100.00%	73	100.00%	54	100.00%

In response to the question, "Do you know anything about visual arts?" 42 (57.50%) third-grade students answered that they know, while 31 (42.50%) responded that they do not know. Among fourth-grade students, 55 (75.30%) replied that they know, and 18 (24.70%) stated that they do not know. In the fifth grade, 36 (66.70%) students indicated that they know, while 18 (33.30%) responded that they do not know. Based on the results obtained, we can conclude that there were more respondents who answered that they know something about visual arts compared to those who did not. This indicates a certain degree of uncertainty or limited knowledge among students, which may result from a lack of education or exposure to art. Some responses suggest a connection to specific artistic works, but there are also unclear responses, such as dance or drawing as artistic works. This may reflect a broader perception of art that includes various expressions of creativity. We can infer that there is a certain interest and recognition of famous artworks among students. It is also evident that there is a need to expand their knowledge and understanding of art. Educational strategies focusing on specific artworks and broadening perspectives on art can contribute to the development of their cultural capital.

Table 4. Do You Know Anything About Visual Arts?

Variables	f (III)	% (III)	f (IV)	% (IV)	f (V)	% (V)
Yes	42	57.50%	55	75.30%	36	66.70%
No	31	42.50%	18	24.70%	18	33.30%
Total	73	100.00%	73	100.00%	54	100.00%

Students of the third, fourth, and fifth grades who responded with "yes" to the previous question were required to mention a

piece of art. Respondents who answered "no" to the previous question also listed some artworks they considered correct. 1 (1.40%) third-grade student stated that the Eiffel Tower is an artwork for them, for 21 (28.70%) students, it's the Mona Lisa, 3 (4.10%) students mentioned the Old Bridge, 3 (4.10%) mentioned the Sebilj, 1 (1.40%) mentioned the Tower, 2 (2.70%) mentioned Halid Bešlić, 1 (1.40%) mentioned the Dove Tree, 1 (1.40%) mentioned Salvador Dalí, 1 (1.40%) mentioned Sarajevo, 1 (1.40%) mentioned Mona Muratović, 1 (1.40%) mentioned Kemal Monteno, and 37 (50.60%) students stated that they don't know. In the fifth grade, 19 (35.10%) students mentioned that the Mona Lisa is an artwork for them, for 1 (1.90%) student, it's dance and drawing, 2 (3.70%) students mentioned painting, 1 (1.90%) student mentioned singing and drawing, 1 (1.90%) student mentioned music, dance, and drawing, 2 (3.70%) students mentioned mosaic, 2 (3.70%) students mentioned sunflowers, and 26 (48.10%) students stated that they don't know. It can be said that there is a certain awareness of visual arts among students, with a tendency to increase with age, but with variation among grades. Understanding this dynamic can contribute to teaching methods to improve students' interest and knowledge in visual arts. There is diversity in the responses of students who previously claimed to know something about visual arts. The Mona Lisa is recognized as an artwork among students of the third, fourth, and fifth grades, with an emphasis on the fourth grade where 28.70% of students mentioned it. In addition to that, there are varied responses covering areas such as painting, music, architecture, and individual artists. A significant number of students in each grade, who claimed to know something about visual arts, were still unable to name a specific artwork. In the third grade, 50.60% of students did not name any artwork, while in the fifth grade, this percentage was 48.10%. "Mona Lisa" is the most frequently mentioned artwork among students of the third, fourth, and fifth grades, with percentages of 28.70% in the third grade, 54.80% in the fourth grade, and 35.10% in the fifth grade. This indicates a strong influence and recognition of this masterpiece among students. Besides the dominance of the "Mona Lisa," there are different responses covering various art forms, including architecture (Eiffel Tower, Old Bridge, Sebilj, Tower), music (Halid Bešlić, Michael Jackson, Kemal Monteno), visual expression (painting, mosaic, sunflowers), and individual creative expressions ("Dove Tree," "Dance and Drawing," "Singing and Drawing"). Based on the results obtained, it can be concluded that although there is recognition of some famous artworks, the percentage of those who are unable to name any artwork or respond with "I don't know" suggests the need for further education and raising awareness of various artistic expressions among students. Students in the third (III), fourth (IV), and fifth (V) grades were asked to identify a famous artist from Bosnia and Herzegovina known to them. Among the third-grade respondents, 20 students (27.35%) mentioned Safet Zec as a well-known artist, 10 students (13.50%) named Dino Merlin, 7 students (9.50%) mentioned Halid Bešlić, and various other artists were mentioned by one or two students each. In the fourth grade, 16 students (21.90%) recognized Safet Zec as a famous artist, while other artists such as Ivo Andrić, Ismet Rizvić, Faruk Mujagić, and more were mentioned by smaller numbers of students. Notably, 33 students (45.30%) in the fourth grade indicated that they did not know any famous artists from Bosnia and Herzegovina. Among fifth-grade students, 14 students (25.87%) identified Safet Zec as a famous artist, and others mentioned artists like Dino Merlin, Meša Selimović, Ivo Andrić, and several less-

known individuals. Similarly, 14 students (25.88%) in the fifth grade expressed that they did not know any famous artists from Bosnia and Herzegovina. Based on the results, it can be concluded that while some recognition exists, there is a wide variety of responses, indicating a significant level of ignorance or undefined answers. This suggests a need for further development of cultural education to expand students' understanding of art. Notable artists mentioned include Safet Zec, Dino Merlin, Ivo Andrić, Frenki, Branko Čopić, Šimo Ešić, Belma Lizde Kurt, Tomas, Elko Poturak, and others.

Table 5. If you answered "Yes" to the previous question, can you name one artwork?

Variables	f (III)	% (III)	f (IV)	% (IV)	f (V)	% (V)
Eiffel Tower	1	1.40%	0	0.00%	0	0.00%
Mona Lisa	21	28.70%	40	54.80%	19	35.10%
Old Bridge	3	4.10%	0	0.00%	0	0.00%
Sebilj	3	4.10%	0	0.00%	0	0.00%
Tower	1	1.40%	0	0.00%	0	0.00%
Beautiful Nature Paintings	0	0.00%	1	1.40%	0	0.00%
Dance	0	0.00%	1	1.40%	0	0.00%
Dance and Drawing	0	0.00%	0	0.00%	1	1.90%
Painting	0	0.00%	0	0.00%	2	3.70%
Singing and Drawing	0	0.00%	0	0.00%	1	1.90%
Music, Dance, and Drawing	0	0.00%	0	0.00%	1	1.90%
Halid Bešlić	2	2.70%	0	0.00%	0	0.00%
Dove Tree	1	1.40%	0	0.00%	0	0.00%
Salvador Dali	1	1.40%	0	0.00%	0	0.00%
Sarajevo	1	1.40%	0	0.00%	0	0.00%
Mona Muratović	1	1.40%	0	0.00%	0	0.00%
Kemal Monteno	1	1.40%	0	0.00%	0	0.00%
Leonardo da Vinci	0	0.00%	2	2.70%	0	0.00%
Michael Jackson	0	0.00%	1	1.40%	0	0.00%
Frenki	0	0.00%	1	1.40%	0	0.00%
Mosaic	0	0.00%	0	0.00%	2	3.70%
Sunflowers	0	0.00%	0	0.00%	2	3.70%
Don't Know	37	50.60%	27	36.90%	26	48.10%
Total	73	100.00%	73	100.00%	54	100.00%

Table 6. Can you name an artist from Bosnia and Herzegovina that you are familiar with?

Variables	f (III)	% (III)	f (IV)	% (IV)	f (V)	% (V)
Safet Zec	20	27.35%	16	21.90%	14	25.87%
Dino Merlin	10	13.50%	1	1.40%	3	5.55%
Halid Bešlić	7	9.50%	0	0.00%	0	0.00%
Kemal Monteno	1	1.40%	0	0.00%	0	0.00%
Severina Vučković	0	0.00%	0	0.00%	0	0.00%
Afan Ramić	1	1.40%	0	0.00%	0	0.00%
Meša Selimović	1	1.40%	0	0.00%	3	5.55%
Ivo Andrić	3	4.10%	5	6.80%	4	7.40%
Mersad Berber	1	1.40%	0	0.00%	1	1.90%
Ismet Rizvić	0	0.00%	10	13.50	0	0.00%
Faruk Mujagić	0	0.00%	2	2.70%	0	0.00%
Zdravko Čolić	0	0.00%	0	0.00%	1	1.90%
Mona Liza	1	1.40%	1	1.40%	3	5.55%
Šimo Ešić	0	0.00%	1	1.40%	4	7.40%
Leonardo da Vinci	1	1.40%	0	0.00%	0	0.00%
Belma Lizde Kurt	1	1.40%	0	0.00%	0	0.00%
Tomas	1	1.40%	0	0.00%	0	0.00%
Mona Muratović	1	1.40%	0	0.00%	0	0.00%
Mirza Delibašić	1	1.40%	0	0.00%	0	0.00%
Elko Poturak (moj tata)	1	1.40%	0	0.00%	0	0.00%
Moj tata	1	1.40%	0	0.00%	0	0.00%
Frenki	0	0.00%	1	1.40%	2	3.70%
Dijana Vejo	0	0.00%	1	1.40%	0	0.00%
Marija Bobović	0	0.00%	1	1.40%	0	0.00%
Adela Behr	0	0.00%	1	1.40%	0	0.00%
Branko Čopić	0	0.00%	0	0.00%	2	3.70%
Hakija Kulenović	0	0.00%	0	0.00%	2	3.70%
Skender Kulenović	1	1.40%	0	0.00%	1	1.90%
Don't Know	20	27.35	33	45.30%	14	25.88%
Total	73	100.00%	73	100.00%	54	100.00%

Students of the third, fourth, and fifth grades were asked to describe "How they feel while drawing or painting?" 33 (45.20%) respondents from the third grade stated that they feel happy while drawing or painting, 1 (1.40%) respondent feels

sad, 15 (20.50%) feel excited, 1 (1.40%) feels bored, 19 (26.00%) feel happy and excited, 3 (4.10%) feel happy and bored, 1 (1.40%) feels sad and bored. In the fourth grade, 36 (49.30%) respondents mentioned feeling happy while drawing or painting, 13 (17.80%) feel excited, 1 (1.40%) feels bored, 20 (27.40%) feel happy and excited, 2 (2.70%) feel happy and bored, 1 (1.40%) feel happy, sad, and excited. In the fifth grade, 26 (48.15%) respondents indicated feeling happy while drawing or painting, 1 (1.90%) feels sad, 14 (25.90%) feel excited, 3 (5.55%) feel bored, 10 (18.50%) feel happy and excited. Overall, 200 respondents enthusiastically participated in our research, and we particularly noticed a significant response from those who shared their feelings while dedicating themselves to drawing or painting. This engagement speaks to the deep connection and emotional involvement of children in the process of artistic expression. Respondents' answers to the question of how they feel while drawing or painting reveal a richness of diverse emotions and experiences that the artistic process can provide. Interestingly, the majority of respondents expressed a feeling of happiness in all grades, with a percentage above 45%. This may indicate a positive experience of artistic expression. Respondents rarely express feelings of boredom, but the percentage increases from grade to grade. The smallest percentage is in the third grade, and the largest is in the fourth. This may suggest that prolonged creative processes can lead to a certain fatigue or loss of interest in individuals. Overall results suggest that artistic expression is associated with positive emotional experiences, especially happiness and excitement. However, it is important to note that there is variability in the emotional reactions of individuals, and boredom may be present in certain situations.

Table 7. How do you feel while drawing or painting?

Variables	f (III)	% (III)	f (IV)	% (IV)	f (V)	% (V)
Happy	33	45.20%	36	49.30%	26	48.15%
Sad	1	1.40%	0	0.00%	1	1.90%
Excited	15	20.50%	13	17.80%	14	25.90%
Bored	1	1.40%	1	1.40%	3	5.55%
Happy and Excited	19	26.00%	20	27.40	10	18.50%
Happy and Bored	3	4.10%	2	2.70%	0	0.00%
Happy, Sad, and Excited	0	0.00%	1	1.40%	0	0.00%
Sad and Bored	1	1.40%	0	0.00%	0	0.00%
Total	73	100.00%	73	100.00%	54	100.00%

In response to the question, "Have you ever visited galleries with artworks in Sarajevo?" 68 (93.15%) respondents from the third grade answered yes, and 5 (6.85%) respondents answered no. In the fourth grade, 37 (50.70%) respondents answered yes, and 36 (49.30%) answered no. In the fifth grade, 39 (72.20%) respondents answered yes, and 15 (27.80%) answered no. Based on the obtained results, we can conclude that there were more respondents who answered that they have visited galleries with artworks in Sarajevo, which is commendable given that education does not place great emphasis on art education, art, or gallery visits.

Table 8. Have you ever visited art galleries in Sarajevo?

Variables	f (III)	% (III)	f (IV)	% (IV)	f (V)	% (V)
Yes	68	93.15%	37	50.70%	39	72.20%
No	5	6.85%	36	49.30%	15	27.80%
Total	73	100.00%	73	100.00%	54	100.00%

Students in the third, fourth, and fifth grades were asked to specify "Which types of visual arts they like the most?" 18 (24.70%) third-grade respondents mentioned drawing, 2 (2.70%) sculpture, 3 (4.10%) graphics, 1 (1.40%) both

graphics and painting, 2 (2.70%) drawing and graphics, 18 (24.70%) drawing and painting, 1 (1.40%) drawing and sculpture, 20 (27.40%) painting, and 8 (10.90%) everything. In the fourth grade, 26 (35.60%) students mentioned drawing, 3 (4.10%) graphics, 2 (2.70%) drawing and graphics, 24 (32.90%) drawing and painting, 5 (6.85%) drawing and sculpture, 4 (5.50%) sculpture and painting, 8 (10.95%) painting, and 1 (1.40%) everything. Among fifth-grade students, 34 (63.00%) preferred drawing, 2 (3.70%) sculpture, 1 (1.90%) drawing and graphics, 12 (22.20%) drawing and painting, and 5 (9.20%) painting. This analysis provides insight into the diversity of interests in visual arts among respondents at different stages. There is a variety of interests as respondents engage in different types of visual arts, including drawing, sculpture, graphics, painting, or combinations thereof. Variations in preferences are visible across different grades, reflecting changes in personal interests or environmental influences.

Table 9. Which types of visual arts do you like the most?

Variables	f (III)	% (III)	f (IV)	% (IV)	f (V)	% (V)
Drawing	18	24.70%	26	35.60%	34	63.00%
Sculpture	2	2.70%	0	0.00%	2	3.70%
Graphics	3	4.10%	3	4.10%	0	0.00%
Graphics and painting	1	1.40%	0	0.00%	0	0.00%
Drawing and graphics	2	2.70%	2	2.70%	1	1.90%
Drawing and painting	18	24.70%	24	32.90%	12	22.20%
Drawing and sculpture	1	1.40%	5	6.85%	0	0.00%
Sculpture and painting	0	0.00%	4	5.50%	0	0.00%
Painting	20	27.40%	8	10.95%	5	9.20%
All of it	8	10.90%	1	1.40%	0	0.00%
Total	73	100.00%	73	100.00%	54	100.00%

In response to the question, "Have you ever heard of artists from Bosnia and Herzegovina?" 60 (82.20%) third-grade respondents answered that they had heard of artists from Bosnia and Herzegovina, while 13 (17.80%) had not. In the fourth grade, 52 (71.20%) students had heard of artists from Bosnia and Herzegovina, and 21 (28.80%) had not. Among fifth-grade students, 40 (74.10%) had heard of artists from Bosnia and Herzegovina, and 14 (25.90%) had not. Based on the results, it can be concluded that a large number of respondents have heard of artists from Bosnia and Herzegovina, but this does not necessarily mean that they are familiar with them. The responses to the question where students are asked to select a visual artist will reveal the actual knowledge of students regarding artists from Bosnia and Herzegovina.

Table 10. Have you ever heard of artists from Bosnia and Herzegovina?

Variables	f (III)	% (III)	f (IV)	% (IV)	f (V)	% (V)
Yes	60	82.20%	52	71.20%	40	74.10%
No	13	17.80%	21	28.80%	14	25.90%
Total	73	100.00%	73	100.00%	54	100.00%

Students in the third, fourth, and fifth grades who answered the previous question with "yes" were required to circle some visual artists from Bosnia and Herzegovina. Respondents had the option to circle multiple visual artists from Bosnia and Herzegovina if they were familiar with them, hence the increased number of responses. In the third grade, 14 (17.70%) students circled Ivo Andrić as a visual artist from Bosnia and Herzegovina, 16 (20.25%) circled MešaSelimović, 27 (34.20%) circled Safet Zec, 10 (12.65%) circled Ismar Mujezinović, and 12 (15.20%) circled Mersad Berber. Among fourth-grade students, 15 (17.60%) circled Ivo Andrić, 4

(4.70%) circled MešaSelimović, 31 (36.50%) circled Safet Zec, 10 (11.80%) circled Ismar Mujezinović, and 25 (29.40%) circled Mersad Berber. In the fifth grade, 18 (22.80%) students circled Ivo Andrić, 12 (15.20%) circled MešaSelimović, 35 (44.30%) circled Safet Zec, 3 (3.80%) circled Ismar Mujezinović, and 11 (13.90%) circled Mersad Berber. Safet Zec is the most widely recognized visual artist: Regardless of the grade, Ivo Andrić, although a writer, also emerged as a significant figure in the artistic life of Bosnia and Herzegovina based on students' responses, with the highest percentage among third-grade students. There is a difference in the perception of visual artists among different grades. For example, MešaSelimović has a significant percentage of responses among third-grade students, while the percentage among fourth and fifth-grade students is lower. Respondents had the option to circle multiple artists, resulting in variation in responses. Different numbers of circles indicate the diversity of knowledge about visual artists among students. This information can be valuable for the further development of curricula or educational programs, especially in the field of visual culture, to promote awareness of art and cultural heritage among students.

Table 11. If you answered "Yes" to the previous question, can you circle some visual artists from Bosnia and Herzegovina?

Variables	f (III)	% (III)	f (IV)	% (IV)	f (V)	% (V)
Ivo Andrić	14	17.70%	15	17.60%	18	22.80%
Meša Selimović	16	20.25%	4	4.70%	12	15.20%
Safet Zec	27	34.20%	31	36.50%	35	44.30%
Ismar Mujezinović	10	12.65%	10	11.80%	3	3.80%
Mersad Berber	12	15.20%	25	29.40%	11	13.90%
Total	79	100.00%	85	100.00%	79	100.00%

In response to the question, "Do you know who HakijaKulenović was?" 12 (16.40%) third-grade respondents answered that HakijaKulenović was a poet, 32 (43.80%) said he was a painter, 2 (2.70%) thought he was a doctor, 14 (19.20%) believed he was an actor, 10 (13.70%) mentioned he was a singer, while 3 (4.20%) said they did not know who HakijaKulenović was. In the fourth grade, 31 (42.50%) respondents thought HakijaKulenović was a poet, 25 (34.20%) believed he was a painter, 1 (1.40%) thought he was a sculptor, 2 (2.70%) mentioned he was an actor, 3 (4.20%) believed he was a singer, and 11 (15.00%) admitted they did not know who HakijaKulenović was. Among fifth-grade students, 13 (24.10%) thought he was a poet, 27 (50.00%) believed he was a painter, 1 (1.80%) thought he was a sculptor, 3 (5.55%) believed he was a doctor, 1 (1.85%) mentioned he was a singer, and 9 (16.70%) admitted they did not know who HakijaKulenović was. Based on the overall results, looking at the total sample regardless of grade, we can conclude that a significant number of respondents, 84 (42.00%), know who HakijaKulenović was. These results were unexpected considering the significant neglect of the subject of visual culture in schools.

Table 12. Do you know who HakijaKulenović was?

Variables	f (III)	% (III)	f (IV)	% (IV)	f (V)	% (V)
Poet	12	16.40%	31	42.50%	13	24.10%
Painter	32	43.80%	25	34.20%	27	50.00%
Sculptor	0	0.00%	1	1.40%	1	1.80%
Doctor	2	2.70%	0	0.00%	3	5.55%
Actor	14	19.20%	2	2.70%	0	0.00%
Singer	10	13.70%	3	4.20%	1	1.85%
Don't know	3	4.20%	11	15.00%	9	16.70%
Total	73	100.00%	73	100.00%	54	100.00%

Students in the third, fourth, and fifth grades were asked to circle at least one Bosnian-Herzegovinian sculptor. Among third-grade students, 8 (10.95%) circled Alija Kučukalić as a Bosnian-Herzegovinian sculptor, 14 (19.10%) circled Afan Ramić, 6 (8.20%) circled Boško Kučanski, 5 (6.85%) circled Adis Lukač, 16 (21.90%) circled Safet Zec, and 3 (4.20%) circled Stjepo Gavrić, while 21 (28.80%) students admitted they didn't know any. In the fourth grade, 9 (12.30%) circled Alija Kučukalić, 12 (16.40%) circled Afan Ramić, 4 (5.50%) circled Boško Kučanski, 5 (6.85%) circled Adis Lukač, 6 (8.20%) circled Safet Zec, 4 (5.50%) circled Stjepo Gavrić, while 33 (45.20%) students admitted they didn't know any. Among fifth-grade students, 29 (53.70%) circled Alija Kučukalić, 5 (9.30%) circled Afan Ramić, 3 (5.55%) circled Boško Kučanski, 2 (3.70%) circled Adis Lukač, 8 (14.80%) circled Safet Zec, 3 (5.55%) circled Stjepo Gavrić, while 4 (7.40%) students admitted they didn't know any.

Table 13. Can you circle at least one Bosnian-Herzegovinian sculptor?

Variables	f (III)	% (III)	f (IV)	% (IV)	f (V)	% (V)
Alija Kučukalić	8	10.95%	9	12.30%	29	53.70%
Afan Ramić	14	19.10%	12	16.40%	5	9.30%
Boško Kučanski	6	8.20%	4	5.50%	3	5.55%
Adis Lukač	5	6.85%	5	6.85%	2	3.70%
Safet Zec	16	21.90%	6	8.20%	8	14.80%
Stjepo Gavrić	3	4.20%	4	5.50%	3	5.55%
Don't know	21	28.80%	33	45.20%	4	7.40%
Total	73	100,00%	73	100,00%	54	100,00%

In conclusion, among third-grade students, Alija Kučukalić and Afan Ramić are the most recognized, with recognition rates of 10.95% and 19.10%, respectively. In the fourth grade, Alija Kučukalić remains recognizable with an increased percentage (12.30%), while Afan Ramić continues to maintain a significant recognition rate (16.40%). Among fifth-grade students, Alija Kučukalić dominates with a high recognition rate of 53.70%. The conclusion could emphasize the dominant recognition of Alija Kučukalić and Afan Ramić, as well as the need for greater promotion of other sculptors whose names are not widely recognized.

Table 14. What do you like the most about sculptural works?

Variables	f (III)	% (III)	f (IV)	% (IV)	f (V)	% (V)
Forms	50	68.40%	47	64.40%	31	57.40%
Materials	18	24.70%	10	13.70%	17	31.50%
Size	0	0.00%	4	5.50%	3	5.55%
Forms and Materials	2	2.70%	3	4.10%	2	3.70%
Forms and Materials	0	0.00%	3	4.10%	0	0.00%
All of it	3	4.20%	6	8.20%	1	1.85%
Total	73	100,00%	73	100,00%	54	100,00%

In response to the question, "What do you like the most about sculptural works?" 68.40% of third-grade students, 64.40% of fourth-grade students, and 57.40% of fifth-grade students expressed a preference for the forms of sculptural works. This indicates that students appreciate the aesthetics and visual design in sculptures. Fourth-grade students showed a higher interest in the size of sculptural works, while third- and fifth-grade students also considered materials as a significant component of their interests. There is a certain diversity in responses, with a few students emphasizing materials or size as key factors of attractiveness. This suggests individual differences in tastes and interests among students. All of the above can encourage a variety of interests and a deeper understanding of art among students. In response to the question, "Have you ever tried creating artistic works inspired by Bosnian-Herzegovinian artists?" 39.70% of third-grade

students, 47.90% of fourth-grade students, and 53.70% of fifth-grade students answered affirmatively. Overall, there is a certain level of interest among students in creating artistic works inspired by Bosnian-Herzegovinian artists, with percentages varying between grades. Based on the analysis, it is necessary to introduce Bosnian-Herzegovinian art to students to make it more recognizable and to instill a sense of pride and inspiration. Negative responses may indicate a lack of interest or exposure to local art among certain groups of respondents. A noticeable trend is the increasing attempt to create artistic works inspired by Bosnian-Herzegovinian artists as the grade level increases, with the fifth grade showing the highest percentage. In conclusion, there is a certain level of interest and attempts to create artistic works inspired by Bosnian-Herzegovinian artists among students.

Table 15. Have you ever tried creating artistic works inspired by Bosnian-Herzegovinian artists?

Variables	f (III)	% (III)	f (IV)	% (IV)	f (V)	% (V)
Yes	29	39.70%	35	47.90%	29	53.70%
No	44	60.30%	38	52.10%	25	46.30%
Total	73	100,00%	73	100,00%	54	100,00%

"We need to start early with fostering the development of art appreciation in children (Payne, 1990). Art appreciation involves the student seeing, understanding, and enjoying artistic works (Duh, 2004). Quality art education can be best achieved through the application of productive and receptive artistic activities. Visual education is a subject in which students continuously express themselves creatively and develop the ability to receive and perceive artistic works. This is referred to as art appreciation (Efland, 1992). A group of authors (Ishizaki, Wang, and Parsons, 2008) emphasizes six fields in art appreciation: association, observation, impression, analysis, interpretation, and judgment. In line with the perspective of creating schools as positive institutions, the curriculum should include more activities that promote students' well-being (Rijavec, Miljković, Brdar, 2008). One way to achieve this is through a greater representation of visual arts in education (Šarančić, 2014). In schools, the observation and experience of images should be such that they become part of students' needs. This will create conditions for the successful development of art (Duh, Čagran, and Huzjak, 2012). Procedures and processes in observing artistic works are a good starting point for planning and observing the works of adult artists when visiting galleries or in the initial phase of a class (Duh, Zupančič, and Čagran, 2014). Elementary school students develop various skills and abilities in art education (Curriculum, 2011). Contemporary art education follows two directions: (1) the development of artistic-creative abilities (productive part) and (2) the development of understanding visual arts (receptive part) (Duh, 2013). Modern art education enables students to express themselves creatively permanently, and the appreciation of art plays an equally important role.

The research presented results from a study that monitored the level of art appreciation abilities in ten-year-old elementary school students from northeastern Slovenia, with a sample of 1,429 students. The study investigated whether there are differences based on gender and place of residence (urban, rural). The results show that the level of appreciation abilities is quite average. No statistically significant differences were observed regarding the place of residence (urban, rural), but there were gender differences, as girls showed a higher level of appreciation abilities. The results indicate that not enough

attention is given to art education, specifically the development of artistic appreciation (Duh and Herzog, 2016). The author discusses the importance of the connection between aspects of the artistic process (production of a specific artwork) and the aesthetic experience of perceiving that artwork (Tinio, 2013). Artistic structures can be seen through perception and observation. Observation is essentially the discovery of structure (Arnheim, 2003). Visual arts education has five main positive outcomes: creating a sense of art, enriching experience, aesthetic appreciation, entertainment, and connection (Lomas, 2016). As part of students' art education, in addition to children's artistic expression, increasing attention is given to children encountering works of visual art (Kuščević *et al.*, 2014). The purpose of art education in primary school is for students to acquire certain knowledge, abilities, and attitudes in the field of visual arts, to be directed towards visual reading, aesthetic-visual perception, resulting in the encouragement of artistic creative expression. The knowledge that students are expected to acquire within art education requires connecting different visual experiences to facilitate the understanding of visual arts and the visual language, with the ultimate goal of students adopting theoretical knowledge and practical skills, as well as developing creative and artistic abilities (Gaj *et al.*, 2019). Kovačić (2019) notes that even in today's time, teaching faces the challenge of choosing content and methods that will stimulate the imagination and creativity of students, so creative workshops are becoming more present in the educational process. In art education, we manage to provide adequate stimuli for artistic expression, but less attention is given to the development of art appreciation. This research presents the results of a study that followed the development of art appreciation abilities in students (4th and 5th grades, $n = 2794$) in a Slovenian primary school. The level of art appreciation abilities was quite average but more developed in older students and girls (Herzog and Duh, 2020)."

Conclusion

Based on everything mentioned, we emphasize the significance of art education, specifically visual arts education, in the nine-year primary school education system. The research focuses on the importance of the subject Visual Culture and the level of students' knowledge about Bosnian-Herzegovinian artists. Utilizing various research methods, such as student surveys, we arrive at the conclusion regarding the impact of visual arts education on the development of creativity, memory, and perceptual and motor skills in children. The text underscores the crucial role of early support in developing children's artistic abilities, highlighting that art contributes to the development of the nervous system and neurobiological potential. Particularly emphasized is the importance of encouraging children to engage in various activities, including artistic expression, to foster their visual-artistic and cultural-aesthetic sensitivity and cultural heritage. The text references examples of Bosnian-Herzegovinian artists such as Haki Kulenović, Mersad Berber, Safet Zec, and Ismar Mujezinović, who have left a significant mark in the field of visual arts. Research conclusions are outlined, emphasizing the importance of visual arts education for children's development, exploring students' attitudes and knowledge about art. Furthermore, the text presents the research methodology, samples, research design, and methods of statistical data analysis. The research results are derived from surveys conducted among students in the third to fifth grades of primary school. The text predominantly underscores the importance of initiating the development of artistic

appreciation in children and suggests a greater representation of Bosnian-Herzegovinian artists' content in the educational system, particularly through the Visual Culture subject. The text also emphasizes the importance of evaluating art across different periods and research, following students' ability to primarily appreciate and understand the significance of art. In conclusion, the text underscores the pivotal role of visual education and upbringing in the development of primary school students, fostering creativity, perceptual and motor skills, and understanding art, posing questions about what art is and who an artist is. Furthermore, it stresses the need for continuous research and improvement in visual arts education to enhance students' artistic abilities, with a focus on content related to Bosnian-Herzegovinian artists and their contributions to the society, which is, in essence, the heartbeat of any healthy and contemporary society.

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