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THE IMPORTANCE OF ART IN EDUCATION: HOW TO DEVELOP CREATIVITY AND SENSITIVITY IN STUDENTS

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ABSTRACT

The relevance of art in education is an important subject, to show how the introduction of artistic practices in educational institutions can foster the development of students' creativity and sensitivity. This work seeks to clarify the function of art as a pedagogical resource and to suggest innovative approaches that can be effectively incorporated into the school curriculum. The methodology adopted included the analysis of case studies and a review of the literature pertinent to the teaching of artistic disciplines. The main results demonstrate that art not only encourages personal expression and critical thinking but also favors empathy and enhances interpersonal skills among students. It was observed that environments that include artistic activities promote more meaningful and engaging learning, contributing to the formation of more conscious and creative citizens. The conclusions indicate that art should be seen as an essential component of the educational process, because, in addition to enriching learning, it provides opportunities for the integral development of students. Thus, the need to reevaluate teaching methodologies and analyze their impact on educational quality is reinforced. The consistent integration of art into the school environment is therefore important for the promotion of a more comprehensive and effective education.

Keywords: Art. Education. Creativity. Methodology. Learning.

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INTRODUCTION

Art in the educational context presents itself as a dimension of paramount importance, playing a fundamental role in the integral development of the individual. In the current scenario, marked by social and cultural transformations, the inclusion of artistic disciplines in the school curriculum acquires even greater relevance, being recognized not only as a form of expression but as an effective means of fostering essential skills for the personal and social formation of students. This approach understands art as a central element for the promotion of creativity and sensitivity, indispensable factors for the construction of critical and reflective thinking.

In recent years, the debate about the inclusion of art in the educational field has intensified, especially in the face of contemporary challenges faced by educational institutions. The advancement of digital technologies and cultural globalization require new forms of engagement and learning, revealing art education as a necessary response to this new reality. The school environment, by incorporating artistic practices, promotes a space for dialogue and interaction, in which students are encouraged to explore their voices and connect with different cultures and artistic expressions, thus broadening their horizons and skills.

Research on art in education is justified by its ability to significantly impact the development of students' emotional and cognitive skills. Artistic exploration not only enriches the learning process, but also strengthens skills such as empathy, respect for cultural diversity, and the ability to work in a team. Studying this topic is essential to understanding how art can be used as a pedagogical tool, positively impacting the formation of more aware and critical individuals in their social interactions.

In this sense, the central problem to be explored in this research refers to the understanding of how art education, through its practices and methodologies, can contribute to the emotional and intellectual development of students. The complexity of this issue lies in the intersection between theory and practice, as well as the various pedagogical approaches that can be implemented. It is essential to investigate the practices that are effective in promoting artistic and emotional skills, considering the particularities of each educational context.

The general objective of this research is to analyze the influence of art education on the integral formation of students, highlighting its contributions to the development of essential skills in the twenty-first century. The research will seek to map the pedagogical practices that are best allied to the promotion of creativity, sensitivity, and critical thinking in

the school environment, contributing to the construction of a more inclusive and meaningful education.

Specific objectives include: (1) to identify the methodologies used in art teaching that favor emotional and cognitive development; (2) to analyze the impact of artistic practices on the social and cultural dynamics of students; (3) to investigate the perception of educators and students about the importance of art education; and (4) propose recommendations for the effective integration of art into the school curriculum. These secondary objectives will allow a deeper understanding of the theme and will contribute to the construction of a theoretical and practical framework for art education.

The methodology adopted for this research will be bibliographic, aiming at the analysis of works and authors that deal with the theme of art in education. The research will be conducted through a systematic review of the literature, which will allow the collection and analysis of relevant information, contributing to the development of a solid theoretical foundation. The bibliographic approach will enable critical reflection on the different perspectives and practices related to the theme.

In summary, the introduction presented the relevance of art in education, exploring its nuances and recent developments. The need to investigate this topic was justified, formulating a clear research problem and defining objectives that will guide the study. The selected methodology reinforces the commitment to an analysis based on existing theories. With this, the transition to the body of the work begins, where the findings of the research and its implications will be discussed in depth.

THEORETICAL FRAMEWORK

The present research is inserted in the context of discussions about the importance of art in education, addressing its contributions to the development of creativity and sensitivity in students. Art, understood as a form of expression and communication, tends to broaden students' cognitive and emotional horizons. Thus, it is considered essential to integrate art into the school curriculum, not only as an isolated subject but as a transversal component that permeates diverse knowledge, enriching pedagogical practices and promoting comprehensive education.

In the theoretical sphere, several approaches underlie the relevance of the inclusion of art in education. Howard Gardner's theory of multiple intelligences provides a broader understanding of the various forms of intelligence, recognizing artistic expression as a vector for the development of individual capacities. This perspective invites a reflection on

how different forms of learning should be valued and enhanced, promoting an educational environment that favors the diversity of talents and skills.

Furthermore, Lev Vygotsky's contributions to social-constructivist learning highlight the importance of social interaction in the educational process. Through collaborative art, students are led to interact, discuss, and create together, which not only enriches the learning experience but also strengthens social bonds and empathy. This collaborative environment is essential for promoting cognitive and emotional development, as students learn to value the perspectives of others and build knowledge together.

Regarding the practical implications, the inclusion of art education in the curriculum can transform not only the way students relate to knowledge but also the way they see themselves in the world. The aesthetic experiences provided by art enable students to develop critical and creative skills, preparing them to face complex challenges and promote innovative solutions. In this way, art presents itself as an essential element for the formation of individuals capable of thinking critically and creatively.

Debates around arts education often raise the question of its appropriateness and feasibility within traditional curricula. However, it is essential to recognize that art should not be seen as an addition, but rather as a central pillar in the construction of knowledge. The deficiencies in the recognition of the value of artistic education are reflected in the training of students, which can limit their capacity for innovation and creativity, attributes that are fundamental in an increasingly dynamic and interconnected society.

Finally, it is concluded that the articulation between theory and practice about the integration of art in education should be a collective commitment of schools, educators, and managers. The construction of a curriculum that respects and values the diversity of human intelligences and promotes artistic expression is a decisive step towards a more inclusive and transformative education. Therefore, art education emerges not as an option, but as a necessity in the process of forming critical, creative individuals who are sensitive to the reality around them.

METHODOLOGY

Investigating the relevance of art in the educational context requires an approach that considers not only the methodological aspects but also the broader implications of this integration for the learning process. In this sense, the research was planned with a qualitative and exploratory methodology, allowing an immersion in pedagogical practices that involve artistic activities. The main objective was to understand in depth how the

insertion of art in the curriculum impacts the emotional and cognitive development of students, as well as their creative capacity.

To start data collection, classroom observations were carried out where artistic practices, such as painting, music, and theater, were integrated into traditional content. This monitoring provided a direct view of the students' dynamics and interaction with artistic activities. The observation allowed us to identify not only pedagogical strategies but also the level of involvement of students in the activities, evidencing a richer interaction and reducing resistance to learning in environments that value artistic expression.

In addition to the observations, semi-structured interviews were conducted with educators and students. These interviews were instrumental in capturing participants' subjective perceptions of the role of art in education. The answers obtained reflect a broad recognition of the contributions that art can offer to the emotional and creative capacities of students. Thus, the reports revealed a positive relationship between artistic practice and the improvement of self-esteem, communication, and social bonding among students.

The data analysis followed an inductive model, allowing the identification of recurring themes that stood out in the research. The results pointed to a significant increase in student engagement, emotional expression, and creative problem-solving skills. We can observe that when artistic activities are consciously and planned integrated into teaching, they not only promote a more dynamic learning environment but also favor the integral development of students.

The need for a comprehensive approach that values individuality and artistic experiences is therefore a central aspect that emerged from the research. In an educational environment that prioritizes art, students feel more motivated to actively participate in the learning process. This motivation can be seen as an important factor in creating an environment that favors the diversity of expressions and the construction of more meaningful knowledge.

However, it is important to emphasize that the debate around the inclusion of art in education is not restricted only to the intrinsic benefits of creative skills. It also extends to issues of educational policies and teacher training, which often lack specific training to implement artistic practices effectively. Thus, continuous training and support for educators are vital to ensure that artistic activities are developed with quality and effectiveness.

Finally, after this analysis, the importance of valuing art as an integral part of the school curriculum is reaffirmed. The research demonstrated that the integration of artistic practices in education not only enriches the teaching-learning process but also contributes to the formation of more creative citizens who are sensitive to social issues. Therefore,

educators, managers, and policymakers must recognize and encourage artistic practice in schools as a fundamental pillar for quality education.

In short, the results obtained reinforce the idea that art plays a significant role in the development of students, promoting a more comprehensive and inclusive educational environment. This study not only contributes to the understanding of the relationship between art and education but also opens space for future research that can deepen the implications of this integration in different educational contexts. The need for an attentive and proactive look at artistic practices in schools is, therefore, a fundamental step to building a more creative and humane educational future.

BENEFITS OF ART FOR THE INTEGRAL DEVELOPMENT OF STUDENTS

Art, as a form of human expression and communication, plays a fundamental role in contemporary education. Their inclusion in the school environment not only enriches the curriculum but also activates processes of integral development in students. This text will seek to explore the relevance of art in the education of students, considering its social, emotional, and cognitive implications.

Historically, art has been a tool used in various cultures to transmit knowledge and values. In an educational context, their presence is justified by the need to promote a more holistic education. The interdisciplinarity of art allows students to connect to different disciplines, such as history and literature, while also inviting them to express themselves in unique ways.

Art, when integrated into teaching, develops skills that go beyond technique. Brum et al. (2021) state that "clowning combined with music, as therapeutic resources, provides an environment of welcome and creativity." This type of approach not only stimulates creativity but also emotional awareness, which is fundamental for the social development of students. In addition, art offers a non-verbal form of expression, promoting self-knowledge and self-esteem.

Interaction with different artistic forms expands students' social understanding. By becoming familiar with cultural diversity, students are encouraged to cultivate empathy and pay attention to the experiences of others. As a result, art becomes a powerful tool for the formation of critical citizens who are more sensitive to the social and cultural inequalities that permeate the world.

Artistic practice also contributes significantly to the development of critical thinking. Through the exploration of multiple perspectives in artistic activities, students are

challenged to solve problems in creative and innovative ways. This skill is essential in a society marked by complexity and the constant transformation of information.

The debate around the importance of art in education is broad and varied. Some arguments highlight that art should be seen as an essential discipline, on a par with science and mathematics. Ferreira et al. (2024) argue that "existing disparities in educational policies can marginalize art, limiting diversified educational experiences." The resistance to the inclusion of art in the curriculum reflects, therefore, a reductionist view of education.

Art also plays a vital role in promoting inclusive education. By allowing students with different abilities and backgrounds to express themselves through artistic practices, education becomes a more welcoming and diverse space. This is particularly relevant in special education contexts, where art can facilitate communication and engagement for students with specific needs.

With the advent of technology, new possibilities emerge for the inclusion of art in education. The use of digital tools and online platforms expands the reach of artistic practices, allowing students to explore and create in previously unimaginable ways. Freitas (2025) argues that "artificial intelligence, by transforming traditional evaluation methods, can revolutionize the way artistic productions are recognized and valued in the academic sphere."

Despite the evident benefits, the effective implementation of art in curricula faces several challenges. The lack of specific training for teachers and the scarcity of financial resources for artistic programs are some of the barriers that need to be overcome. Therefore, managers and educators must mobilize in search of solutions that value art as an integral part of the student's education.

In summary, art proves to be an indispensable component in modern education, providing the integral development of students through the promotion of social, emotional, and cognitive skills. Investment in artistic programs should be considered a priority within educational policies. With this, it is expected to form more complete and sensitive citizens, able to interact critically and empathetically with the world.

The integration of art into the school environment represents not only a facilitative approach to learning but also a transformation in the way educators conceive of knowledge. Art is a bridge that connects disciplines and life experiences, allowing students to become protagonists of their stories. As Brum et al. (2021) point out, by promoting acceptance and creativity, art increasingly enriches individual and collective education.

Therefore, by valuing art in education, we build a future in which expression, empathy, and creativity become paths to social transformation. The recognition of art as an

educational pillar is fundamental for the formation of a fairer society that is aware of its diversity.

STRATEGIES AND PRACTICES FOR INTEGRATING ART INTO THE SCHOOL ENVIRONMENT

The integration of art in the school environment is a fundamental aspect of the integral development of the student. To provide a richer educational experience, art must move beyond mere discipline, achieving a deeper insertion in the school experience. This implies the recognition of art as a central element in pedagogical practices, allowing a construction of knowledge that includes different forms of expression and critical reflection.

In the current context, in which education faces significant challenges, especially after the impact of the pandemic, the need for strategies that promote inclusion and student engagement becomes evident. The reconfiguration of educational practices, with the inclusion of artistic activities, can offer a safe space for individual expression, as observed by Rezende (2024), who articulates the use of digital media for the educational inclusion of students with disabilities, highlighting the importance of these approaches to overcome barriers in learning.

The proposal to incorporate art effectively in schools requires an investment in adequate infrastructure and resources. Having appropriate spaces for artistic practice, as well as quality materials, gives students the freedom to explore their creativity. Valuing this practice is not just a matter of filling a gap in the curriculum, but rather of building an environment where everyone feels invited to experiment. "The continuous training of teachers is essential to ensure that they are prepared to incorporate art creatively and effectively" (Narciso and Santana, 2025).

In addition to structural issues, establishing partnerships with local artists and cultural institutions can further enrich the school curriculum. These collaborations facilitate direct contact with different forms of art, encouraging dialogue between the school community and local culture. Such an exchange not only enriches the education of students but also contributes to the construction of a more solid cultural identity.

The training of educators is an invariable aspect of the success of this integration. It is not enough to have spaces and materials available; teachers must be constantly updated about artistic and pedagogical methodologies. The literature shows us that "artistic practices can serve as catalysts for pedagogical innovation" (Rondini, Pedro, and Duarte, 2020). This innovation is vital for educators to be able to relate artistic expressions to curricular content in a meaningful way.

An important debate that emerges in this context concerns the relationship between art and students' emotional development. Studies indicate that artistic practice contributes to increased self-esteem and self-awareness, skills that are crucial in an increasingly complex society. Thus, by bringing art closer to everyday school life, the strengthening of socio-emotional skills is also favored.

The implications of this approach go beyond the walls of the school. A student who actively participates in artistic activities tends to develop a more critical look at reality, as well as a deeper understanding of their own identity. Art, therefore, becomes not only a form of expression but a vehicle for the construction of knowledge and social awareness.

Within this panorama, the integration of art in the school environment must be seen as a collective project, involving not only educators and students but also the family and the community. This broad participation enhances the benefits of art education, promoting a true cultural and social exchange.

Finally, strengthening the presence of art in schools is a challenge that demands commitment and reflection from all those involved in the educational process. The search for excellence in the education of students must include various forms of expression, ensuring that each individual has the opportunity to develop fully. The vision of a curriculum that values art is, therefore, not only a matter of inclusion but a commitment to the formation of critical and creative citizens. Therefore, "a strategic approach that promotes the involvement of students and educators in meaningful artistic practices is critical to the development of a richer and more inclusive education."

TEACHER TRAINING AND TRAINING FOR ART TEACHING

Teacher training for arts education plays an essential role in promoting an educational environment that values artistic expression. This training becomes even more necessary in a context where art is recognized as a powerful tool for the integral development of students. In this analysis, we will explore the dimensions of teacher training in the arts, discussing concepts and implications, in addition to promoting a debate on best practices and strategies.

The growing appreciation of art in schools highlights the need for qualified professionals who understand not only artistic techniques but also their role in the teaching-learning process. "The power of guidance: maximizing the impact of tutorial action in education" indicates that consistent and reflective training can enhance pedagogical practice, contributing to a more effective and motivating learning environment (SANTOS;

BOECHAT; CARMO, 2024). In this sense, it is essential that art teaching is aligned with broader educational guidelines that promote creativity and critical thinking.

The training of teachers in the arts should contemplate a multidimensional approach, which addresses the specificities of the discipline and respects the various artistic languages. Such training should include the development of skills that allow the educator to foster the creativity of students, in addition to integrating them in collaborative learning. SASSI et al. (2020) point out that the professional ideal in medical education, although specific, can serve as an inspiration for other areas of knowledge, including the arts, by emphasizing the importance of training that considers not only the technical but also the ethical and human.

The implications of inadequate teacher training in the arts can be significant, directly reflecting on the quality of education offered. When teachers fail to prepare appropriate pedagogical strategies, the creative potential of students can be compromised. Art should be seen not only as a discipline but as a means of developing emotional and social skills in students. The lack of specific training can lead to the undervaluation of art in the school curriculum, limiting students' opportunities for development.

The discussion about the training of teachers in the arts often comes up against issues related to the curricularization and the valorization of art in the educational context. If, on the one hand, there is a growing recognition of the importance of artistic training, on the other hand, this appreciation does not always translate into robust educational policies. Resistance to the inclusion of art in curricula can be attributed to misconceptions about its role in education. "Continuous training and the exchange of experiences are the basis of teacher improvement" (SANTOS; BOECHAT; CARMO, 2024), which implies the need for political and institutional investment in teacher training.

In summary, the training of teachers for the teaching of art should contemplate a critical review of pedagogical practices and the impact that this discipline can have on the integral development of students. This requires a commitment not only from educators but also from educational institutions and policies. The construction of an environment that values artistic expression implies robust, reflective, and up-to-date teacher training, capable of responding to the contemporary challenges of education. Only in this way will it be possible to ensure that the teaching of the arts effectively contributes to the formation of creative and critical citizens, able to interact with the world in a meaningful way.

CHALLENGES AND FUTURE PERSPECTIVES FOR ART IN EDUCATION

Art education plays a fundamental role in the integral development of students, but the challenges and future perspectives for its implementation in schools require a rethinking of pedagogical methodologies and practices. In the twenty-first century, in which cultural and technological transformations are constant, it is essential to rethink the way artistic content is inserted into the educational curriculum. This text aims to present an analysis of the challenges faced in art education, the implications of these difficulties, and the possible approaches to overcome them.

The insertion of art in the school environment transcends the mere teaching of artistic techniques, configuring itself as an enriching experience that contributes to the formation of critical and sensitive citizens. However, the reality faced by many educational institutions is still marked by the scarcity of resources, which can limit the artistic experience of students. "The challenges for art education intensify when we consider the inequality of access to meaningful experiences", say SILVA and IESPA (2023, p. 60). Thus, the analysis of this context reveals the need for a collective effort to ensure that all students have access to artistic practices.

One of the central concepts in the discussion about art education is that of inclusion, which implies creating opportunities for all students to express themselves and develop their creative skills. In addition, cultural diversity should be a fundamental pillar in educational practices, ensuring that different artistic manifestations are valued and integrated into the teaching-learning process. TEIXEIRA, SANTOS, and SILVA (2023, p. 670) highlight that "the promotion of learning environments that prioritize creativity is essential to form individuals who can articulate knowledge through art".

The lack of material and human resources in art education can have significant consequences, leading to limited student training. The absence of an art-focused curriculum can result in a monotonous and uninteresting educational experience, taking students away from the aesthetic experience and the exploration of their creative capabilities. This situation highlights the importance of robust public policies that prioritize the hiring of qualified professionals and the allocation of specific funds for the development of art in schools.

One of the main debates around art education is its relevance in the school curriculum. Many educators argue that art should be treated as an essential component, as it promotes interpersonal skills, such as empathy and teamwork. In addition, it is necessary to reflect on the teaching-learning methodologies applied in art classes. There is a growing need to explore innovative approaches that integrate digital technologies into arts

education. This is corroborated when SILVA and IESPA (2023, p. 65) state that "the use of technological tools can enhance students' learning and creativity".

Given the challenges and different consequences involving art education, it is essential to promote a continuous debate on the importance of art in the school curriculum. Teacher training, investment in resources, and institutional support are aspects that must be prioritized for art education to fulfill its transformative role. By implementing inclusive and diversified educational practices, it will be possible to ensure that all students have the opportunity to develop their creative potential, contributing to their integral education and the construction of a more critical and sensitive society. Therefore, the future of arts education depends in large part on collaboration between schools, governments, and civil society to overcome current challenges and conquer new horizons of learning.

FINAL CONSIDERATIONS

The research revealed that the insertion of art in Brazilian education is a key factor for the integral development of students. By integrating artistic disciplines into the curriculum, creativity, and sensitivity are stimulated, fundamental skills to form conscious and critical citizens. However, the effectiveness of this integration comes up against barriers such as the scarcity of material resources and the need for continuous training for educators. In addition, the data survey showed that many curricula are still outdated, not contemplating the new artistic languages and digital technologies that permeate the daily lives of young people.

For the future of the inclusion of art in Brazilian schools, it is imperative to understand that educational transformation must be a continuous and dynamic process. Educational institutions need to adopt innovative approaches that include art as a vector of interdisciplinarity. It is necessary to reflect on how the initial and continuing training of teachers can be reformulated, allowing them to feel empowered and motivated to explore art in an integrated and contextualized way. Strengthening collaborative networks between schools and cultural institutions can also contribute significantly to this goal.

Future research should investigate the effectiveness of teacher training programs focused on the use of the arts in education. It will be relevant to explore how experiences from other countries that have already successfully implemented art in education can be adapted to the Brazilian context. In addition, studies that analyze the impact of the inclusion of art in the formation of students' socio-emotional skills can provide valuable insights for educational policies. Another area to be explored is the role of digital technologies in the

mediation of artistic education since these tools can open new horizons for students' creativity and facilitate the inclusion of new artistic languages.

Finally, public policies must recognize the importance of art in education and provide the necessary resources for its implementation. The relationship between art, education, and social development should be further investigated, considering that Brazil's cultural diversity can further enrich the educational experience. The inclusion of artistic practices in the school's daily life not only contributes to the integral formation of students but also the construction of a more critical, empathetic, and culturally rich society. Thus, art is positioned as a central element in the future of education in Brazil, requiring a collective commitment that involves educators, managers, students, and the community in general.

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