

**DEAF PERSONS AND VISUAL ART**

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**Abstract:** Talent is displayed as a skill that develops in children. In today's world, more and more attached to the character of the individual abilities of the individual (in science or art). In our study we wanted to examine how this ability (giftedness or talent) as fine art, appears in deaf people.

Many authors even distinguish between giftedness and talent, believing that they indicate different states and different features. Heredity talent has not been proven, although many authors argue that in families with high intelligence are born children who are talented in certain science or art.

Children with disabilities are more revealing of disability labeled as "less worthy" and unable to let the "greater works". However, many authors have demonstrated in their research that individuals are defined as children with disabilities achieve extraordinary results in some areas of science and art. In deaf children due to a lack of hearing ability is not developed enough language and speech, but it turned out that in the fine art of "silence" of the Deaf represents a particular advantage because more visually see the environment around them and pay much more attention to detail. That tells us many deaf painters and sculptors that exist among us.

**Keywords:** hearing impairment, talent, talent, fine arts

In recent years there has been a great increase of interest of many researchers for the development of special programs for gifted individuals. This should include two types of conditions. One connection with extraordinary talents and to create an enriched and accelerated curriculum development, while the second condition relates to the development of the deficit and the problems they encountered and the appropriate programs. A group of people with a need for such a learning is defined as two times exceptional (Baum, 2004).

Today hardly anyone calls into question the role of creativity in the contemporary world. Major changes in technology, culture as well as the increasing complexity of life and reality requires us to be ready enough for efficient functioning. More and more importance is the ability of individuals active in the creation of reality that surrounds us - not only the creation of daily work and action, but also by creating works of eminent scientific or proposing new solutions, as well as the improvement and modernization of all around us.

Talented, gifted, creative or ingenious children are intrigued by all known societies throughout history, because they aroused fascination and awe or intimidation and creating fear in others. This happened primarily because gifted children are a little knew and knew how to understand many more things than other children. Same as children who have some kind of disability, and these children are labeled as freaks, ekscentici or freaks, and of course most of them were rejected because they could not understand. Parents of these children are labeled as too ambitious fanatics who enjoy the success of their children by depriving their children of the right to a "normal" childhood, and the right to play with other children.

First of all we need to clarify the very concept of "talent" or ability. For explanation used describe the atypical characteristics of children and relating to: early development, insisting that their own way and fervor to conquer all obstacles. Gifted children develop a time and the first steps taken to overcome the problem much earlier than usual in most of the other children. These children are progressing much faster than the average child in learning the language, mathematics, fine arts, chess, ballet, gymnastics, tennis or in other disciplines.

The essence of education (and creativity) should lie in the development of educational programs that could provide as complete a possibility of development of creative potential of all students. This training in creativity can be described as a kind of group exercises or activities that are oriented towards increasing the creative potential of students. This is primarily to divergent thinking, develop imagination, flexibility and assistance in the organization and originality of thinking but also in the creation of creative attitudes in children.

These children often create self-rule within the activities and create a completely new, unusual ways to solve problems. This means that gifted children are, by definition and kreativevna children because they solve problems in new and unusual ways. Gifted kids are really motivated to realize the very purpose of the area that they are interested and have the ability to focus, which can also be described as thirst (barbecue) for mastering problems. Sometimes happen at the same time a sense of loss and a sense of the outside world or for events happening around them.

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However, there are other groups on the basis of achievements remain unknown until an event or to their finding by teachers or disclosure of their creative and intellectual potential that occurs in various competitions. In this context there seems to be a large number of talented students who have learning difficulties but who are so gifted that they have learned to compensate for their disability, achieving success is "above average" but not at the level high enough to take are to qualify for special education programs for gifted children.

American psychologist Terman launched in 1921. A survey of 1,500 children who were born in the period from 1903 to 1917. , and that he followed through the whole life. Lewis Terman was the first psychologist who used the term "gifted". His research showed that 1% of the children belongs to the gifted children and putting emphasis primarily on IQ that got through Stanford-Binnet intelligence test. Today this theory is revised, because many researchers do not accept IQ as the sole criterion, recognition of talent. For example, English explorer Ogilvie in 1972 suggested that in areas that can recognize individual talents. He highlighted the following areas: physical Talent, skill in the art, and virtual musical ability, outstanding leadership and social consciousness and eventually a high degree of intelligence. According to this researcher 3% is identified as a multi-gifted and almost 36% of children as gifted in one of the areas that is neve (Huzjak, 2006).

Ability is now interpreted as a creative ability and is not split off from the field of human activities, of the actions which are novel, useful, and constantly are superior, and that then when the achievement of a constant significant in any potentially valuable areas of human activity, or in any social direction. Zarudna (Zarudna, 1970, by: Djordjevic, B., 1979) as well as a variety of talents realizes a circuit that provide the ability successful achievement of complex forms of business. According to him, the talented man can solve complex theoretical and practical tasks, to create values that are characterized by novelty and have a progressive character. Talent is the high level of skills development, a genius of the highest level in the development of skills. Ingenuity represents its ability to create something new in principle, it opens up new avenues in different types of human activity. While the creative talent usually shows in one delatnoj authorities genius is characterized by versatility, wide interventions, strength and depth of influence.

Pretty simplistic but acceptable definition of ability given by Ivan Koren (1989). On talent interpreted as "a kind of set of characteristics by which an individual in one or more areas of human activity capable of permanently achieve extremely high scores above average." In fact, defines it as "a resultant of particularly preferred combined hereditary characteristics, and their interaction with the conducive environment and self-activity particular individual".

According to Mira Čudine-Obradović (1990:71), a modern perspective on ability leave the notion that genius is born, it is only a question of genes talent, and that the individual has or does not have, possess or do not possess the talent. Basic settings are contemporary understandings talents are:

1. Ability appeared and developed;
2. Impacts on the emergence and development of ability are great;
3. Developing talent is lengthy process.

Gardner's theory warns us that one despite high general intellectual abilities (Gardner, 1983) in different kinds of assignments will be achieved equally good results. The explanation of that is based on the analysis of neurological and physiological functioning of the brain, citing the following arguments:

1. Specifically, and functioning of many different regions of the brain;
2. The existence of the limited and specific deficiencies in the functioning of the diseases (eg. retention numerical ability and in the lack of understanding of verbal symbol - when the aphasia);
3. The existence of the very high capacity in a specific area (e.g., the existence of the normal or above average overall development, with an extremely higher specific function - code "vunderkind");
4. The existence of a large development of a very narrow, isolated skills, while others are extremely backward (eg. a good memory date, a bad memory for everything else - poor general ability with the "idiot savants").

The question arises as to whether the talent is hereditary, and here there are two theories. These theories put forward Galton (Galton, according Winner, 2005) in his book entitled "The inheritance of genius: an introduction to the laws and consequences." He has researched 100 prominent men from around the world (such as Darwin, Bah, Newton, etc.), and their brothers and sons. He found that 23% and 36% of brothers of the children of these prominent people were also noted, and this percentage is much higher than in the normal population, where the ratio 1: 400 (Winner, 2005). Galton concluded that genius is moving in the family and that therefore she and the transfer of genetic material. Similar information is given and Terman (Winner, 2005) who claimed to be close relatives of

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children with high intelligence also highly intelligent people. Also, tests were performed on identical and non-identical twins (identical and fraternal twins), these studies raise twofold thesis, first whether the total transfers genes or is it part of the genetic material. This question arises for a reason, because the transfer of genetic material, if the total should not result in a transfer of all properties of a transfer of part of the material would be to result in partial feature. A child who received half of the genetic cocktail will become a half-genius or half artist. It already sets a different theory of the development of ability which believes that the legacy does not have to develop IQ but that it can be "enriched" environments. "Enriched environment" means an interesting, diverse and stimulating environment in which that child grows up. This environment provides the child challenges and raises the standard of his performance, there is an important and the level of parental education and material status of the family. What is the level of education higher and better material position it happens to be in the family more cost education. "Enriched" environment plays a role in promoting the normal level of development of a poor environment this development is slowing down. Bloom (Bloom, 1985, according to the Winner, 2005) studied families with gifted children and came to the conclusion that they are for parents who are involved in music, almost always engaged in this business, and their children (active-as musicians, or passivity as visitors concerts). Also Blum is for graphic artist found the opposite attitude, parents of gifted children to visual art some of them were painters.

Talent and handicap (disability) are very often used for labeling and creating negative stereotypes about these people and what has created stereotypes that are primarily negative in the expectations of those who take care of handicapped people. Therefore, educators rarely encouraged in these children the abilities and skills they have, and the curricula are of deaf children, primarily focused on the visual aspect as compensation hearing damage. Because of this, many educators who work with deaf children tend to overlook children's ability to represent some of the talent or ability in a particular area. Hearing impaired children-deaf children experience acquired through the development of a language is difficult, or at least postponed, thus jeopardizing their development in the standard development cycle with the other children. Although we should not be surprised that no reason can be defined as an attempt to "gifted" children to compensate for their weaknesses and thus to hide their "disability" with a view to inclusion in the group of other children. It means that many talented deaf children never express because they do not want to be different from their deaf peers, as is already different from the others with normal hearing.

It is noted that in the two subject areas (language and mathematics) and two artistic fields (visual arts and music) dominated by rules that allow their learning. Visual Intelligence is of deaf children is expressed through the ability of orientation in space and creating a spatial connection. A good indicator of these skills can be observed through solving problems in space, creation and production of objects in space, creation and production facility of dice and such intelligence in addition to deaf children most often found in engineers, sculptors, paintings, architects etc. According to the analysis Viner (Winner, 2005) artistic talents are not shown in the preschool age (or it is very rare). Many authors consider to be mature artistic product appears only with 10 years, primarily due nerazvijanosti fine motor fingers. Unlike children with normal hearing person who can not hear no abstract concepts, because her thinking process takes place only within the limits of what we can see. This creates a completely different built mental and emotional world that deaf people present through its images.

Testing of artistic skills in children performed the test "Draw a man". In this test must draw a person and as much detail as plotted results are better. Artistically gifted children, through the stages of artistic development (Phase decorating, random phase representation, phase attempts to achieve the similarity of objects and drawings, the phase formation of simple images) go much faster than regular kids. Artistically gifted child very quickly achieves imaging like an adult, and it very well mastered skills such as achieving the rotation, shortening, perspectives and drawing shadows. It also has an increased ability and sensitivity of the color, shape, texture, position, and movement.

Fine Art of deaf children (all works expressed in painting, sculpting and photography) are an expression of deaf culture, or any culture characteristics of deaf people. In this case, we communicate through the sensory experience of silence and beauty of sign language, family and family relations in deaf, painful experience of isolation and segregation, and many other situations in which lives and grows deaf person. In short, for art in deaf can say that it belongs to the "minority art". This art is mostly outside attention in our country (although it can be said in other countries in the world). periodically participation and organization of exhibitions of deaf figurative artists in our country appears only in 1955 when it was organized in Zagreb II World Congress of the Deaf. Then, in the framework of this congress an exhibition of fine arts for deaf persons (paintings, sculptures, prints, art photography, literary works) from our country (then former Yugoslavia) as well as from other countries

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participating in the congress. It must be said that before this event, the first time in the framework of the VII international sports games of the Deaf, held in Brussels in 1953 opened the first exhibition of fine arts and literature of the Deaf. At this meeting featured presentations by 63 painters, sculptors and graphic artists from 7 countries, and the special importance of this exhibition is the participation of our deaf painter Milan Miljkovic, who after graduation worked in painting at the School for hearing impaired children "Radivoj Popović" in Zemun.

Deaf painters who graduated from the Academy was first mentioned in 1950 when the Academy of Fine Arts in Belgrade receives first group of deaf students, future artists: Milan Milikovic, Milutin Radojčića, Bozo Ilic, Radmila Petrović, Branka Tomanovića and Miodrag Simeonovskog. For their reception has the great merit of their mentor and professor Nedeljko Gvozdencovic, whose class and finished. After they entered the Academy Dragana Magovčević-Mitrić, Boro Mitrić, Buda Dimitrijevic, Slavenka Jankovic, Branislav Medaković and Vranković-Vesna Petkovic.

The first solo exhibition of deaf artists of the former Yugoslavia was held in Belgrade in 1957. Events of importance in this exhibition which was attended by artists from all over former Yugoslavia, is the first appearance of naive art through the work of Borka Milosavljević from Krusevac. And in this exhibition special place went to Milan Miljkovic, with a picture of "Sorrow" with very nice critics art critics who noticed this picture and feel the exciting note sets in it. After this exhibition in Skopje 1959 is organized second international exhibition of deaf artists of the former Yugoslavia with about 60 works to return to Belgrade organized the third exhibition in 1961 with a total of 32 exhibits. The Student Center in Belgrade in 2005, in celebration of 60 years of the Association of Deaf and Hard of Hearing of Serbia and Montenegro held an exhibition of paintings and sculptures which was attended by 17 artists (15 artists from Serbia, one from Montenegro and one from the Republic of Srpska). After this exhibition has not played any big or joint exhibition of deaf artists that had character, was in the meantime a lot of solo exhibitions of artists (either academic painters were amateurs) who are his feelings expressed in all the techniques, but as noted there is no data that the joint exhibitions.

In our work we will mention two of the pleiad of deaf artists of Serbia are: mr. Milan Miljkovic, who graduated from the Academy of Fine Arts in Belgrade in 1955, where in 1956 and master's degree in the class of Professor. He worked as a professor of art education at a school for deaf children "Radivoj Popović" in Zemun. Milan Miljkovic had twenty solo exhibitions at home and abroad. Art critic's part of his highly praised work, a criticism of his paintings is defined as "impeccably made, because virtually knows the technique of painting".

Second, significant deaf painter Boža Ilić, he was born in the village of Grain Potok near Prokuplje and graduated from the Academy of Fine Arts in the class painter and teacher Mila Milunovića. In childhood he completely lost his hearing. Member of the Association of Fine Artists of Serbia (ULUS) station in 1947 and since then has regularly exhibited. Art critics have even declared 1947 the leading representatives of socialist realism. His work includes figurine monumental compositions, interiors, portraits, still lifes and landscapes. He worked painting oil on canvas. Fifties as social realism in art direction becomes obsolete and Boža Ilić is increasingly suppressed and get forgotten. More than twenty years had been receiving social assistance and painted a small canvas even though it was proven successful painter with great compositions. Some of his famous paintings are "boring in New Belgrade" 1948 dimensions 240 x 440cm and "Youth of the tracks." When he was finished with the phase of socialist realism defines the art of solving complex problems, and at this stage of his most famous work "Rural families." In his honor, an art gallery in Prokuplje called "Boza Ilic" and there is every year the art colony of the same name. Besides painting and established the award "Boza Ilic" awarded by the Museum Toplice in Prokuplje.

#### Conclusion

Before that Vygotsky (Vygotsky, 1996) pointed to an approach that involves a more favorable view of children with disabilities, giving priority to the strengthening and empowerment of the individual, I would say the remaining capacity. This approach is the opposite of the traditional emphasis on the existence of weakness and lack of children with disabilities. For deaf children is of particular importance to the development of perception, because it is a mental process that leads to the sense of creating images, structured in accordance with the principles and contents as well as a study of the elements of the observer. In contrast to the feelings of perception to form a reflection of the entire object as a set of all its parts and properties. The perception process is used, and such complex mechanisms as a memory and thinking.

In children with hearing impairment, the development process of sensation and perception occurs in the same general pattern as well as developing in a normal child. However, in children with complete or partial loss of

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hearing, there are certain peculiarities in the development of sensory-perceptual sphere. The main difference between the sensory organization in deaf and hearing children occurs in exclusion from the auditory analyzer system - one of the most important sources of information. In sensory reflect the feelings and perceptions of the world around listening is important, because the man is constantly under the influence of different sounds: sound, sounds that create a variety of objects and phenomena, musical sounds; speech.

In connection with the loss of auditory sensation and perception in deaf, deafness has a special role in the acquisition of visual sensation and perception. Visual Analyzer deaf child, unlike the hearing, becoming a leading, mainly in the knowledge of the surrounding world around them as well as on language acquisition. Pictures of deaf children contain a lot more information and details of the drawings of hearing peers. For more complete and include drawings from memory. However, deaf children are much harder drawings express spatial relationships. The inner world of the Deaf in many cases has much smaller dimensions than the inner world of hearing to expand their inner world of the deaf, because of the difficulties in forming relationships between concepts should make much more effort than to those who hear.

For this reason, a lot of effort invested deaf children (and people) to develop their talents and talent of the individual preferences (primarily to painting), than is the case for hearing people. If we accept Galtonovu theory that the talent of the talent is not hereditary and the theory of Vygotsky on compensation and strengthening individual skills, we can conclude that as with all the other children, and in deaf appears a number of artistic talent that their talents and talent can be successfully used in life. Numerous exhibitions and successful deaf artists (of which we mention only two) prove our theory of equal representation of talent and Talent at the entire population, including the population of persons with disabilities.

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