

Approfondimento sull'educazione al bello, tratto da Bertolini, P., Caronia, L., Barone, P. (2015). Ragazzi difficili. Pedagogia

Education in Beauty: A Direct Strategy

An effective strategy is to have the child undergo a certain number of experiences centered on beauty and capable of fostering the development of a true aesthetic sense. The experience of beauty is generally outside the horizon of these children, so beauty essentially represents something that can be appropriated and used.

Aesthetic re-education must begin with an encounter with realities that are accessible through categories already present in the cognitive model of the challenging child: the challenge of facing difficulty, a sense of adventure, the fascination of the unexpected, etc.

- One can begin with the experience of natural beauty (mountain trips) to reach artistic beauty.

The true value of these experiences lies in their being an exercise in thinking about the world from a different perspective: the goal is to help the child place himself in a new way with respect to the world.

The cognitive value of education in beauty

It involves experiencing the possibility of making a judgment and thus attributing meaning to reality. These experiences will foster the awareness that reality is not beautiful in itself, but rather that the beauty of reality is the result of an interpretation that varies depending on the person observing it.

Equally important is the comparison with the evaluations offered by others: this means experiencing the process of intersubjective construction of knowledge and the need to reach a shared definition of the criteria for attributing meaning.

Education in beauty is certainly the most direct path to acquiring existential optimism because:

1. Since difficult children do not include aesthetic judgment in their paradigms of understanding the world, it is easier to leverage it, as the educator's proposals must not clash with crystallized habits.
2. In aesthetic judgment, the relative weight of the subject in attributing meaning is very broad.
3. It means proposing to the child the idea that beauty is possible in every encounter with the world and with people.

Intertwining Experiences

A definitive selection of the type of experience to present to the child is unproductive: on the contrary, paths that intersect the various types of experience while contemplating different emphases are better.

The Existential Value of Education in Beauty

Another reason why education in beauty is important is linked to the impact in terms of gratification and fulfillment that comes from encountering beauty when one is capable of recognizing it as such. To believe that the world is or can be beautiful, and that this depends in part on the perspective from which one looks at it, means having carved out privileged and secure spaces within one's existence where existential optimism is an experience born from a specific relationship with the world.

The pragmatic value of education in beauty

Education in beauty is the ability to inspire the construction of projects for transforming the world. It is not only education in the recognition and enjoyment of beauty, but also in its construction: activities may be aimed at improving a certain environment or at producing objects. These offer the opportunity to realize that sometimes it is necessary to change reality for it to be defined as beautiful.