



THE EPISTEMIC LINKS BETWEEN AESTHETIC KNOWLEDGE AND EXTRA-AESTHETIC VALUES AND EXPERIENCES: IMPLICATIONS FOR AESTHETIC LEARNING CURRICULA AND RATIONAL PEDAGOGY

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Abstract

The paper explored the linkages between aesthetic education and extra-aesthetic-moral, religious and civic values in schools' and societies' education programs. Should aesthetic materials be used to facilitate the teaching of other subjects and non-aesthetic concepts, subjects and values; and conversely using non-aesthetic concepts, values and subjects to teach aesthetic knowledge? The paper relied essentially on the philosophical and historical methodologies of: logical, language and analogical deductions and inferences; and documents' inspection. It examined the basic concepts, issues and arguments involved in trying to fathom out the epistemic links between aesthetic learning experiences and other extra-aesthetic values in schools' and societies'. As observed, from the varied views and perceptions, the issue is not only complex, but also controversial in the field of aesthetic education. It is recommended that teachers and school administrators need to be conscious as well as cautious in their approaches towards this aspect of aesthetic learning programs and encounters.

Key Words: aesthetic knowledge, extra-aesthetic ideas, rational pedagogy.