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Family as a factor of support for artistically gifted children from the perspective of art faculty students

Extended summary

The paper examines the role of the family as a key factor in supporting and developing an artistically gifted child. The research is based on theoretical interpretations that the interaction between innate abilities and a stimulating environment is important for the development of giftedness (Renzulli, 1978; Gagné, 2004). The paper also elaborates on theories that emphasize the importance of family and school support in the development of artistic giftedness (Winner, 2005; Gardner, 2011). According to Gardner's theory of multiple intelligences, spatial intelligence and visual perception are key aspects of artistic expression, which requires that the family provide adequate cultural and educational incentives. Therefore, it was important to investigate the ways in which the family can recognize, support and develop giftedness in a child, especially in the field of fine arts. In addition, aspects of family support related to emotional security and encouragement in choosing design or visual arts as a future profession were analyzed as well.

The aim of the research was to examine the experience of students of the Faculty of Applied Arts regarding the way in which the family encouraged their artistic talent and supported the decision to enroll at an art faculty and their future profession in the field of applied arts. The research tasks related to: a) *examining students' experience of family support when choosing a faculty and future profession in the field of fine and visual arts*; b) *examining students' experience with different forms of family support in the development of artistic talent*; c) *examining*

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students' opinions regarding cooperation between family and school in the development of artistic talent. Our intention was also to identify the forms of support in relation to the educational status of the parents. The research was conducted with the participation of the fourth-year undergraduate students of the Faculty of Applied Arts, University of Arts in Belgrade (N=103). The data were obtained by using a Questionnaire designed for the purposes of this research. Surveying was conducted via an online electronic questionnaire during April and May 2024. The data were processed using the IBM SPSS Statistics 26 software package, while percentages and the chi-square test were applied to determine statistically significant differences. The Questionnaire also included qualitative aspects in terms of open-ended questions that allowed for a deeper analysis of students' personal experiences.

The results showed that the majority of the respondents (97,1%) received parental support when making a decision to enroll at an art faculty, and that this played a more significant role than the influence of the school and teachers on the development of their artistic talent, whereas emotional support through joint artistic activities and positive encouragement was confirmed in 77,7% of students. A considerable number of students (81,6%) stated that their parents promoted their work in terms of displaying it at home or giving it to friends as presents. However, the results show significant differences relative to parents' educational status. While 42,7% of the respondents regularly visited museums and galleries with their family, as many as 57,3% did not have this kind of support. The analysis showed that the children of parents with university degrees were more frequently exposed to artistic content. The findings indicate the importance of cultural capital in developing artistic giftedness and the need for developing educational policies which will enable equal access to cultural content, regardless of the socio-economic status of the family.

The pedagogical implications of the research are manifold and indicate the need for intensifying cooperation between schools and families. We recommend that educational institutions increase their capacity for developing partnerships with parents by offering educational programs and workshops for supporting artistic development. Schools can create special programs that will include parents in creative projects, while cultural institutions should organize that will promote family participation in artistic activities. By raising awareness about the importance of art education and cultural capital it is possible to contribute significantly to the development of artistically gifted children, especially in communities with modest cultural resources.

The research results show that the educational and socio-economic status of parents impacts support to artistically gifted children. Educational and cultural institutions should work together to overcome inequality and enable access to cultural content of a good quality to all students, regardless of their background. A continued and encouraging development of artistic giftedness is possible only through integration of family and school support.

Keywords: art giftedness, family, forms of support, students of the Faculty of Applied Arts, school

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