

# INITIAL TRAINING OF TEACHERS OF SOCIOCULTURAL SERVICES AND THE COMMUNITY: STREET ART AND SUSTAINABLE DEVELOPMENT GOALS (ODS)

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## Abstract

Urban Art emerges in the public context as a cultural manifestation of social problems. It can be used as an example of communication and claim. Through it, the recipients are able to see beyond the artistic representation and even the message that the author wants to convey and relate it to day-to-day situations, with images and current problems. The technological and information oversaturation can be favorable, since, being aware of the current social, political, economic and climatic reality, it facilitates the development of the activity and the creation of interesting and innovative discussion groups.

This educational proposal establishes the relationship of the use of Urban Art as learning measure based on a cultural journey through different murals, artists and countries with the aim of working also from the point of view of the Sustainable Development Goals (SDG), the importance of knowing our social, political, cultural and environmental reality. It seeks that the future teacher reflects on the meaning and value of current Art, expanding the usual space of great museums, beauty and perfection to enter the streets of cities full of singularity, criticism and irony and, where the people who experience it become the main character of the work, integrating and forming part of it.

It is used as a resource in the training of teachers of Secondary Education of Vocational Training, of Sociocultural Services and the Community, through the knowledge of outstanding murals throughout the world and in our own city, with the realization of an itinerary formative.

**Keywords:** *Initial teacher training, educational intervention, urban art, sustainable development goals (ODS), educational itinerary.*

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## 1. Introduction

Urban Art emerges in the public context as a cultural manifestation of social problems. It can be used as an example of communication and claim. Through it, recipients are able to see beyond the artistic representation and even the message that the author wants to convey and relate it to everyday situations, images and current problems.

This educational proposal establishes the relationship of the use of Urban Art as learning measure from a cultural journey through different murals, artists and countries with the aim of also working from the point of view of the Sustainable Development Goals (SDGs), the importance of knowing our social, political, cultural and environmental reality. It is intended that the future teacher reflect on the meaning and value of current art, expanding the usual space of the great museums, beauty and perfection to enter the streets of cities loaded with singularity, criticism and irony and, where the people who experience it become the main character of the work, integrating and forming part of it.

It is used as a resource in the training of Vocational Training Secondary Education teachers, of the Professional Family of Socio-Cultural Services and the Community, through the knowledge of outstanding murals throughout the world and in our own city, with the realization of an itinerary formative.

Considered an artistic movement very close to underground culture, as social currents that emerged to combat repressive regimes. Urban Art or Street Art is characterized by wanting to awaken society from the political and collective daze in which they found themselves, using art as the only communication tool (Ganz and Manco, 2010).

In urban art, the location of the work is one of the most important factors since what the author is looking for is the greatest possible visibility with the intention of getting the attention of the passer-by. Increasingly complicated action because, today, society is not capable of paying attention to small details (Fernández, 2018).

Through urban art, artists want to convey a claiming or critical message to society. For this reason, it is very common to see that these works are loaded with messages whose purpose is to make us reflect on social reality. Given this, the most common themes in Street Art are those that accompany us daily on television, internet, advertising or awareness campaigns, such as: climate change, consumerism, deforestation, new technologies, etc. It seeks to make the viewer aware of the reality that is hidden behind our actions.

## **2. Methods**

The use of Education for Sustainable Development (ESD) helps to achieve the cognitive, socio-emotional and behavioral learning outcomes, as well as the key transversal competencies for sustainability that are needed to achieve all the SDGs (Ibidem, 2017).

For this reason, the Didactic Proposal that is proposed here is to generate awareness in the recipient of the situation of vulnerability in which some people live, the need to protect the environment and to know that our actions have consequences. Hence, the use of murals as an example of social reality and, as a link between the SDGs, the competencies and objectives established during the Educational Intervention. With these murals, it is sought that the future teacher relates the mural with the Sustainable Development Goals because, in the end, each of them can be worked on from different points of view, objective and competence.

UNESCO has established different recommendations to promote education based on the Sustainable Development Goals (United Nations Organization for Education, Science and Culture, 2017), starting from education in the key skills for sustainability, which They are: systemic development, anticipation, normative, strategic, collaborative, critical thinking, self-awareness, and integrated problem-solving competency.

To this end, it establishes the importance of educating in the Sustainable Development Goals from the three basic domains: the cognitive domain (knowledge, understanding tools, challenges...), the socio-emotional domain (collaborate, negotiate, communicate, self-reflection...) and the behavioral domain (focused on action competencies). As educators we have to work together the three domains.

## **3. Results**

The use of murals in the training of future teachers of the Professional Family of Sociocultural and Community Services can encompass different training topics (elderly people, women, functional diversity, groups at social risk, families, etc.) and associations.

This work shows the use of Urban Art as a learning measure. Through the murals the recipients have acquired basic concepts of artistic representations. Through the murals, an approach to social reality has been made from the political, cultural, environmental and collective point of view and, therefore, the use of the SDGs as a didactic methodology, because in this way debate and reflection can be generated.

## **4. Conclusion**

This Educational Intervention can be proposed through other murals, artists, messages and themes. The approach of this Educational Intervention facilitates its adaptation to different groups and contexts. It is possible to carry out an intervention focused on the realization of a large mural, where the participants feel free to express themselves and communicate, but without abandoning the essence of Urban Art: criticism and irony.

Urban art is a movement of the street and evolves at the same rate as society, its main objective is to attract the attention of the passer-by or spectator through its designs, which go beyond a pure and balanced aesthetic. Street Art makes, in a different way, that society reflects on the message and theme that is hidden behind the mural.

Finally, the contribution of this work is the use of murals as a method of discussion and learning. This is due to the use of these artistic representations as sources of vindication and social awareness. This activity seeks to make future teachers aware of the artistic, cultural and social value of Urban Art and the role it has in today's society.

It is possible to use Street Art as a teaching model and didactic resource, the use of murals as a means of communication of social reality, the relationship between the Sustainable Development Goals (SDG) and the theme of the worked murals and employment. of Urban Art as an element of debate and reflection. With the selected murals, the aim is to develop social and civic skills, bearing in mind the Sustainable Development Goals, to create awareness and criticism in future teachers.

In short, this proposal seeks to emphasize that it is important to change the concept of Art and Street art, which can collaborate in reflection and understanding that the decisions that are made can have negative consequences in the future.

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