ART HISTORY AND THE 21ST CENTURY CHALLENGES

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Abstract
The indispensable role of Arts could play in the process of nation building in the 21st century, it is quite unfortunate that it seems governments, curriculum planners, and other stake holder in education sector all over the world, do not consider the prominent role that the Arts could play in raising awareness which poses a great challenge. The challenges Arts history faced in 21st Century.

Keywords: Century, 21st Century, Art History, Challenges, curriculum planners

Unawareness of the relevance of the Arts to society, Non-professionalism of Art teachers and the government policy that pose the attitude of Governments all over the world towards the Arts is encouraging a lack of emphasis on the Arts due to the fact that their attention and

INTRODUCTION
The idea of "Expressions" with regards to this investigation alludes to the orders of Creative Arts and Humanities, which are for the most part what Art disciplines involve. Regardless of the noticeable and basic job the Arts could play during the time spent country working in the 21st century, it is very appalling that it appears governments, educational program organizers, and other partners in the instruction division everywhere throughout the world, don’t consider the unmistakable job that the Arts could play in bringing issues to light of the basic issues that militates against the improvement of a country, the answer for these issues and
focus is on how to produce goods for export, build railways, manufacture homemade goods, and how to improve the technological standards of the country. Internationally, there is a growing body of Creative Arts learning and engagement that has a range of positive outcomes in terms of the lives of young people both in and out of school settings. Repositioning of teaching and learning of Arts history in 21st Century. Conclusion, and recommendation have been stated accordingly along with references.

setting them up on the best way to handle future challenges that worries their quick network on the loose. This will support the way toward building a country. Research discoveries have uncovered that this method of reasoning is liable for a significant number of the issues related with the educating and learning of the Arts. This circumstance has brought about the Arts as subjects to be considered as insignificant and pointless, particularly in the optional school educational plan. Subsequently, the issues confronting the way toward instructing and learning of the Arts in the 21st century are multi-dimensional, going from the non-polished skill of History educators or facilitators, government strategies, the absence of proper instructing helps to make reference to a couple.

Challenges of Teaching and Learning the Arts in the 21st Century
Regardless of the conspicuous and basic job the Arts could play during the time spent country working in the 21st century, it is very appalling that it appears government, educational program organizers, and different partners in the instructive division everywhere throughout the world, don't consider the noticeable job the Arts could play in making the understudies mindful of the major issues that militates against the improvement of a country, the answer for this issue and setting them up for handling future challenges that worries the network everywhere which will support the way toward building a country. Nonetheless, explore discoveries have uncovered that the justification for this is answerable for huge numbers of the issues related with the educating and learning of the Arts as a subject. These issues have caused the Arts to lose its worth. The Arts as subjects or trains, as the case might be in optional school educational plans the world over, have become seen as immaterial or insignificant, troubled with actualities and occurrences in this
manner making the Arts uninteresting to understudies. In any case, the issues confronting the Arts in the 21st century as subjects or trains are multidimensional, running from the non-demonstrable skill of Art educators, the incorporation of protracted notes and plentiful dates, government strategies, absence of motivating forces for the accessible instructors of Art subjects, absence of proper showing helps, and numerous others which include:

1. Unawareness of the significance of the Arts to society and the educational plan organizers: Jayeola-Omoyeni (1983), "in 2005" was of the sentiment that; "the estimation of the Arts to human and network are never conceptualized by the students the real instructing of the improvement of the realms" The above articulation recommends that numerous individuals, even those in high places and learned people in our general public today, don't know about the significant job the Arts as subjects could play during the time spent country building. In this manner, they credit defamatory names to Art disciplines and to Art understudies. Moreover, the Arts have experienced a confusion of its pith and job in the public eye in 21st century. This is a roundabout result of the way and way wherein numerous professionals have been showing the Art disciplines. To numerous individuals in the public eye, the Arts as a field of study are static, time squandering, and uninterested in contemporary occasions. Likewise, in national approach on instruction in the 21st century everywhere throughout the world as uncovered by inquire about, expressions of the human experience are horribly underestimated inferable from the noticeable significance put on science and innovation. This obviously outlines the status of the Arts as imperiled scholastic controls.

2. Non-polished methodology of Art instructors: Fadeiye (2004) supported that "there is no uncertainty that any individual who needs to turn into an educator must have a decent manner to the educating calling". In a similar vein, Jayeola-Omoyeni (2005) hypothesized that "the best educators of Art disciplines incorporate male and female indigenes and exiles, who instruct at all degrees of
instructive establishments from essential to the college. He should have right information on Art disciplines, show excitement and energy to show them (Art disciplines)”. However sadly, numerous educators of Art trains in the 21st century are fowls of entry in the instructing calling. This is on the grounds that a large number of the educators in the Art trains that we have today come up short on an enthusiasm for the showing calling and in the Art subjects they instruct. Such educators accept the encouraging calling as a side interest and therefore give less consideration to it while they commit quite a bit of their thoughtfulness regarding different zones. These arrangements of educators without the essential responsibility and intrigue for the most part don’t truly dedicate themselves to the instructing calling. They comparably take the instructing of the Art disciplines with levity. It is imperative to take note of that the majority of these kinds of instructors discover their approach to turn out to be a piece of the educational program organizers. Thusly, the non-polished methodology and insufficient information charmed to absence of responsibility and intrigue which they have at first shown are likewise shown when arranging the school educational program, particularly in auxiliary schools, and this has truly harmed the situation of Arts in the educational program.

3. The government approach: The frame of mind of Governments everywhere throughout the world towards the Arts is empowering an absence of accentuation on the Arts because of the way that their consideration and spotlight is on the best way to deliver merchandise for send out, form railroads, make hand crafted products, and how to improve the mechanical principles of the nation. With regards to such requests, the Arts give off an impression of being viewed as unimportant. Unmistakably governments everywhere throughout the world in the 21st century have minimized Art subjects. Also, not very many periods are designated to Art instructing on school timetables. Craftsmanship exercises or periods are for the most part instructed toward the evening when understudies are worn out, bringing about
understudies being exhausted and not dynamic in workmanship history classes. In advancement to the abovementioned, governments lean toward putting their cash into account courses, workshops, gatherings, etc, in Science and Technology subjects instead of utilizing the assets on Art disciplines. They don't expeditiously sort out talks, symposiums, classes, and supplemental classes so as to make the subjects increasingly alive and profitable.

4. Personality of the understudy or student: The exhibition and accomplishments of an understudy is influenced by their character, in other words the general example of an individual’s method for thinking, feeling, modifying and acting with specific references to different people or a domain. It is simply the projection to other people. Character is a result of heredity and condition. Farrant (1980) gathered people into two character types: thoughtful person and social butterfly. The outgoing individual is continually connecting for new associations with individuals and things as they lean toward the world outside of themselves. They like to be the focal point of consideration and blend well in with others. Their extroversion character uncovered them better in realizing which circumstances to ask and answer inquiries, to alter well and privately connect viably with individual understudies and instructors. Then again, the contemplative person is seen to be worried about the world inside themselves. Their genuine sentiments are not effectively remembered, they abhor being the focal point of consideration in view of their pulling back character. Truth be told, they are drawn inwards with timidity, anxiety and tranquility. Understudies who are inclined to falling into both of these two gatherings ought to be cautious in view of the idea of Art disciplines. Expressions subjects dislike different subjects that include definitions, points of interest and inconveniences and so on they manage actualities and understanding.

5. Teaching abilities of educators and absence of proper showing helps: Although there are a few instructors of Art disciplines who have the fundamental capabilities, they are not really viable in showing aptitudes since they show their subjects in a unique way.
As indicated by examine directed by different researchers, numerous instructors of the Art trains in the 21st century take part in the educating of Art subjects without the use of essential and fitting various media helps, for example, maps, outlines, models, pictorial delineations, radios, TVs, recording devices and players, films and so on., particularly in creating nations. Subsequently, numerous understudies in optional schools build up an abhorrence for learning the Arts because of the theoretical way wherein it is educated since legitimate arrangement for explicit instructing helps isn't made by the educational plan. The Arts as subjects can never be an important part of the school educational plan whenever instructed without the fundamental and appropriate instructing helps to beat this.

6. Panelists will talk about the specific challenges contemporary craftsmanship scholars face, including understudy obligation, material instability, an oversaturated work advertise, a general absence of article consideration or direction, the predominance of web based distributing, and the sky is the limit from there. Alongside these difficulties, specialists will think about what conceivable outcomes exist for analysis in our minute. Extra points incorporate paid and unpaid open doors accessible for craftsmanship authors and how journalists new to the field may discover remarkable stages for their work.

Methods of repositioning the teaching and learning of Arts in the 21st Century
A few arrangements have been proffered to the difficulties of instructing and learning the Arts in the 21st century by different researchers in the Arts and partners in the instructive division around the globe. These researchers were of the feeling that if the educating and learning of the Arts could be repositioned, the lost estimation of the Arts would be restored and the significance of the Arts during the time spent country working in the 21st century will be better comprehended. This would without a doubt make society, governments at all levels and educational program organizers mindful of the significant job that Arts can play. Considering the assessments
of different researchers, if the difficulties thwarting the instructing and learning of the Arts in the 21st century were to be tended to, at that point the accompanying suggestions ought to be considered:

1. The use of data and correspondence innovation (I.C.T) to the way toward instructing and learning the Arts. Insightful works and discoveries have demonstrated that there is no single satisfactory term or meaning of data and correspondence innovation (I.C.T) (Augustine, 1999). In any case, I.C.T can even now be portrayed as electronic advances for gathering, putting away, preparing and conveying data. It very well may be isolated into two primary classes: those which procedure data, (for example, a PC framework), and those which disperse data, (for example, a media transmission framework) (Butter, 2003 and Gunton, 1993). In a similar vein, Ladon et al. (1994) in Augustine (1999), characterizes I.C.T as "data advancements and frameworks which incorporate all the various methods, strategies and apparatuses that people have utilized from the beginning of time to help oversee data, lead business, speak with others and better comprehend the world". Consequently, in exertion to check the difficulties going up against the educating and learning of Arts in the 21st century, it is recommended that educational plan organizers ought to enough guarantee that they make arrangements for the incorporation of data and correspondence innovation in the instructing and learning of the Art disciplines. The incorporation of I.C.T into the educational plan will make the instructing and learning of Art subjects not so much conceptual but rather more fascinating, particularly in creating nations.

2. Inclusion of the utilization of virtual libraries to the way toward educating and learning the Arts. Fadeiye (2004) characterized a library as "a spot (room or building) where individuals can understand books, diaries, periodicals, magazines and other printed matter with the end goal of gathering data". In promotion, Abimbola (2003) opined that "since the mid-1980, the Art subjects have kept on recording low quantities of enrolment of understudies". In accordance with the abovementioned, Oyekanmi
(2002) clarified upon the importance of virtual libraries to the educating and learning of Arts in "Nigeria Journal of Library, Archives and Information Science, (NLAIS, 2003)". He characterized a virtual library as "a modernized framework, which gives numerous entrance to whole assortments of a library by methods for electronic media". Deserving of referencing is that a virtual library adds computerized innovation and web advancements to look, gather, sort out, store and appropriate data. A virtual library has the ability to pivot the fortunes of educating and learning the Arts in the 21st century.

3. Presentation and use of fitting showing helps during the time spent educating and learning the Arts To check the difficulties thwarting the instructing and learning of Arts in the 21st century, the different concerned experts on educational program matters, for example, educational program organizers, the school heads and Art instructors ought to consistently be careful in guaranteeing the solution of the suitable encouraging guides to train the Art subjects. While the educational program organizers guarantee the remedy of the proper instructing helps to be recommended by the educational plan, the school organization ought to carefully direct and coordinate the educators in utilizing the endorsed training helps in encouraging the Art subjects. Besides, neighborhood materials ought to likewise be supported in the educational plan as it will extraordinarily help in helping the instructing and learning procedure of Art subjects in the 21st century. It is essential to stress here that the solution by the educational plan and the utilization of fitting and important training helps will be a decent stimulant for creating enthusiasm for learning dynamic subjects through an undertaking to remember the use of varying media helps for instructing the Art subjects. The varying media helps include: pictures, diagrams, films, and so forth which assist understudies with increasing a reasonable picture or portrayal of what they have realized. TVs and PCs will likewise go far in propelling their insight; the writing slate for motivation behind lucidity and pertinent course readings which give important, essential and cutting-edge
data of current patterns and advancements in the Arts subject and so forth. On the off chance that all these are consolidated in the instructing and learning procedures of Art subjects, it will control the difficulties militating against the Arts subjects in the 21st century. Hence, Art educators ought not just hold up until the administration gives instructing helps. They ought to likewise source showing helps accessible inside their region.

4. The utilization of applicable showing strategies during the time spent instructing and learning the Art subjects. Jayeola Omoyeni (2005), clarified that "great strategies for instructing can improve the premiums and eagerness of understudies to learn Arts subjects". In promotion to the abovementioned, he further hypothesized that "the use of pertinent and suitable instructing strategies to train the Art subjects will eradicate the dread of understudies for learning Art subjects and their incorrect view of the Art subjects as futile controls". In a similar vein, Michael Omolewa (1987) was of the conclusion that "no instructor of Art trains that has the opportunity, vitality or experience to utilize all strategies for educating at a time yet whatever the technique is to be utilized, it ought to rely upon general variables like age of the students, fitness of the students, theme, reason and so on". Nonetheless, inquire about discoveries uncover that some particular techniques for instructing ought to be embraced when training Art subjects. Unmistakable among these techniques include:

   i. Excursion or field trip strategy.
   ii. Group work technique.
   iii. Dalton technique.
   iv. Inquiry technique.
   v. Socratic Method. These techniques for instructing among others have been seen as great and suitable in educating, and the learning procedure of the Art subjects.

5. Encouraging nearby scholars and rousing educators of Art subjects. Another way which the difficulties frustrating the instructing and learning of Art subjects in the 21st century can be defeated is for
governments at all levels, everywhere throughout the world, to empower instructors of Art subjects to compose important reading material on Art subjects which will reflect contemporary issues. These course books and materials created by these writers should then be joined into and endorsed by the educational plan to be utilized in schools at all levels. Besides, since plainly there is a shortage of expertly prepared Art educators, there is a pressing need to increase the preparation and holding of Art instructors. Along these lines, Art instructors ought to be urged to go to workshops, courses, meetings and so on with the goal that they can be incorporated into the changing states of the 21st century. This will satisfactorily upgrade Art instructors in the capacity to give understudies the correct data and direction, in this manner making Art subjects fascinating in schools.

Conclusion
As clearly appeared in the examination above, it has been found that there are numerous difficulties perplexing the way toward instructing and learning the Arts in the 21st century. It has been clarified why the importance of Art subjects has been undermined, which has additionally represented the loss of understudy’s enthusiasm for the Art disciplines. It very well may be reasoned that if the difficulties confronting the instructing and learning procedures of the Arts in the 21st century were to be survived, the pertinence of the Art controls will turn out to be better perceived, and its legitimate spot will be agreed in the instructive educational program everywhere throughout the world.

Recommendations
In view of the discoveries of this examination, if the difficulties confronting the instructing and learning procedures of the Arts in the 21st century are to be survived, the accompanying proposals ought to be watched and embraced:

1. Art instructors ought to dodge the educating of Art subjects in a theoretical way. They ought to guarantee the utilization of proper educating helps.
2. Governments at all levels everywhere throughout the world ought to empower the instructing and learning of Art subjects by giving sufficient financing and hardware which will profit Arts training similarly as how Science and innovation is supported in the 21st century.

3. Art instructors ought not grasp the reason of an absence of subsidizing from the legislature or any training experts in neglecting to make basic and valuable educating helps. They ought to ad lib and explore different avenues regarding whatever straightforward showing helps they themselves can utilize in their exercises.

4. Art educators, particularly in creating nations, ought to guarantee the use of and augment the benefits of data and correspondence innovations (I.C.T), visual libraries and web offices in conveying applicable data in the instructing and learning forms.

5. Art instructors ought to consistently go to gatherings, courses and so on with the goal that they can be coordinated into the changing states of the 21st century.

References