The art of suggestions

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Abstract: In this article, I would like to present a slightly different connection between the teaching contents of fine arts and the teaching and educational process in primary education. It is about content that is related to learning about conceptual art, through a video mode. In addition to their conceptual note, these videos also have a therapeutic purpose. Pupils who often go through difficult stages of growing up and through various negative trials and need some help in terms of motivation and the impact of positive psychology on themselves, can definitely get it through these contents. These contents can be realized both within the compulsory and elective subjects of the subject field of fine arts and also through the elective subject film arts, which is still a novelty in the Slovenian primary school system.

Keywords— **fine arts, suggestion, video, therapy, conceptual art, film education, school system, motivation.**

1. INTRODUCTION

Suggestions are present, to a greater or lesser extent, in every human being. We meet them in all life situations. The power of this psychological "phenomenon" is clearly manifested in interpersonal relationships, both in professional and private life. How does a person affect a person or more people and vice versa, can have a key impact on motivation or demotivation of these people and, of course, triggers various emotional states. This is also the case with children, where in the phase of growing up or adolescence, these influences of suggestions are shown even more, as one of the key influences, in an individual's development.

2. SUGGESTION

Well-known psychologist Pavlov defines suggestion as a simple, most typical conditioned reflex. He said that he acts unconsciously and works, both in the waking state and in the sleep or hypnotic state, where the suggestion has the greatest influence [3]. There are several types of suggestions in psychology and some of these are presented below [5].

Active (direct) suggestion is a suggestion in which a person influences another person. An active suggestion can be shown e.g. within the influence of an individual family member (father-son relationship), the influence of a coach on the performance of an individual athlete, the suggestions of the head of a particular company on an employee or, for example, a teacher on a student. It can have long-term motivational as well as demotivating dimensions.

Passive (indirect) suggestion is a suggestion in which a person accepts the influence of another person. Which, compared to active suggestion, seems to be less intense but still important. It can be an individual or a group of people e.g. at the workplace, which indirectly affect the work climate or the atmosphere in the workplace itself. Even in the process of working with young people, some long-term influence of the teacher on the student can be, for example, an important suggestion of whether the student likes a certain subject or not. It is somehow given between the lines and it can also be harder to grasp or understood as a direct suggestion.

A hypnotic suggestion is a suggestion that a hypnotized person fulfills in hypnosis.

Mass suggestion is reflected in the influence of the crowd on the individual and vice versa. The power of the influential, the rich and the famous can somehow affect the masses around the world. This is also seen as a strong influence in the form of celebrity suggestions on growing youth.

Autosuggestion is a conscious or unconscious process where we influence ourselves with a thought. In this case, there is no other person, but this person can help to activate through passive suggestion. Here we can add the well-known affirmations.

3. CONCEPTUAL ART

Conceptual art is the art of concept, suggestions, ideas and is expressed through a variety of forms (installation, body art, landscape art, pop art, verbal art, video, etc.). The concept and the idea itself are as important to the work of art as the work itself. These ideas can be accepted or rejected. Conceptual art is not focused on aesthetics in terms of how a product is technically perfected, such as e.g. in traditional fields of art (painting, sculpture, graphics, etc.). Artworks appear in public places, on the street, in the media, and not just in galleries and museums [2].

4. CONCEPTUAL VIDEO ART AND SUGGESTIONS

The works of conceptual art deal with the problems of our everyday life, study and clarify the issues of human relations, communication, the functioning of the individual and society, and so on. Precisely because of this, the issue of the psychological impact of suggestions can also be linked to conceptual video art. This has recently become spontaneously popular in the world, technically improved, but no less impoverished in terms of content.

It offers quite a few online content through its video presentations, some kind of aids for a better life, especially in terms of psychological help (how to reduce stress, how to overcome depression, how to deal with difficult situations in life, etc.). All of this is presented, through the active and passive suggestions of motivators around the world. With the help of online moderators, enthusiasts, who process various video content of these motivators and publish them on online channels (e.g. Youtube channels), they help to improve the well-being and consequently the psychological health of many people around the world.

It is probably true that such video content, according to some art critics, does not meet the criteria that would classify these products as artistic conceptual excesses awarded at the Venice Biennale, etc. Nevertheless, they need to be given a place in the group of this kind of conceptual expression.

Some sites with this type of content

Fig. 1. *Be Inspired web channel*

(Source**:**https://www.youtube.com/channel/UCaKZDEMDd Qc8t6GzFj1_TDw)

Fig. 2. *Daily Motivation web channel*

(Source: https://www.youtube.com/channel/UCK9i-t1GwUeVVmddPCCdqCg)

Fig. 3. *Motiversity web channel*

(Source: https://www.youtube.com/channel/UCAPByrKU5-R1emswVlyH_-g)

5. VIDEO SUGGESTIONS FOR EVERYDAY USE

When we talk about such, previously mentioned suggestions in connection with video content, we can find many examples of family memories in the video, which arose spontaneously, at a meeting of family members (joint Christmas Eve, picnics, etc.). In these cases, it is worth pointing out that this is where the concept can be born. The concept of how a suggestion, whatever it is and which one is close and full of emotions, can affect an individual or a group of people. It is deeper, more personal, and has an even greater impact. If suggestions are positive, this can act on the target group as a therapeutic method. It is unique and can be even more effective than other methods.

They say conversation solves many things. Suggestions through such a way of communication can actually solve many problems. Especially in families where the foundations are well laid and the closest ones always help each other with advice. However, problems can occur when we do not have a person with us or even worse, the person is unfortunately no longer with us. Here comes the power of video suggestions, which can be prepared as self-help in advance, when a person finds himself in dilemmas or at a crossroads and doesn't know how and what. These video suggestions can be short or long, but above all clear and they express the opinion of the individual or people who can positively influence the further path of the individual with their suggestions. The fact is that situations in life are not predictable, but nevertheless suggestions that express the opinion of the one who gives suggestions for a particular situation in life can be welcome. These situations have been seen and heard many times and we all encounter them (e.g. stress in a relationship, at work, financial distress, etc.).

It is important to note, however, that suggestions do not work equally well on all people. It depends on the character of the individual and of course who gives him the suggestion, what kind of relationship he has with that person, that is, what positive impact that person can have on him. All this can be expressed to the fullest extent possible so that the suggestion, as such also in a video form, gains its power.

6. TECHNICAL UPGRADE OF VIDEO SUGGESTIONS

In order for the suggestion, through the video mode, to really gain on additional visual quality, the following 3d illusion methods could be used. Today's well-known VR glasses (Figure 4) could conjure up a more realistic image and a sense of suggestions. Once again, the hologram itself is in its infancy (Figure 5), and will most likely evolve over the next decade. Definitely, this type of technology (currently mainly VR glasses) is also used in other therapeutic spheres, within cognitive-behavioral therapy, when working with people with dementia, etc. (Figures 6 and 7).

Fig. 4. *VR glasses*   Fig. 5. *Hologram*

Fig. 6   Fig. 7

Fig. 6 and Fig. 7. *Example of the use of VR glasses in the rehabilitation program of people who have suffered a heart attack (picture left) and their use in reducing phobias with cognitive-behavioral therapy or with so-called "Exposure therapy" (picture on the right)*

7. EXAMPLES OF GOOD PRACTICE IN PRIMARY SCHOOL

When we ask ourselves how to transfer this kind of content to primary education, the answer is clear. Mainly through areas where it is a matter of dealing with content from the visuals, visual media, content from psychology, etc. It is here that the strong field of fine arts and related subjects emerges.

Learning sets, conceptual art and learning about contemporary visual media (also through video production) could be discussed within the content topics in the subject of fine arts for 9th grade [4] and with the possibility of the related concept of video suggestions. All this could also be related to the elective subject of art design [7], where the contents are also related to the aforementioned issues. The difference could be that in the elective subject, students

could further upgrade the set project, as groups in elective subjects are usually designed in smaller groups, which of course facilitates the work within the set project. In addition to the above, in the Slovenian primary school system we have a newly set elective subject, namely film education. Learning sets, where you get to know animation, feature film and documentary [6]. Precisely with the latter two, it would be possible to realize such a project. However, we must not forget the possibility of linking these contents to the work performed by psychologists, special and social pedagogues, in terms of individual hours of assistance, for students with special needs. As well as the approaches of art therapists, who are in increasing demand. Here, too, within some therapeutic approaches, the method of video suggestions can be used.

Within all the aforementioned subjects, these contents could be realized. Previews of online channels (Be Inspired, Daily motivation, etc.) can in a way be an introductory motivation for a later project of students, which can be set individually or in groups in which students are formed. The equipment with which students could realize their project is tied to school equipment (video camera, computer classroom, for later processing of video products) andof course to the equipment that students can provide themselves. It definitely makes sense to use smartphones here, the recordings of which can be further processed later with the help of computer programs. All video products, if possible and depending on the development of technology over time, can be upgraded in VR technology or in the form of a hologram.

The idea of what or who to show within the video suggestions is a matter for the individual or group that wants to realize a particular project. As a teacher within the subjects within which I can implement this content, I have the task of guiding and advising students who they could include and what message value such a person would convey to a specific target group or individual. The selection of people can be from the world of famous athletes, musicians, actors, etc. In this case, students can make a video collage of such a person, with positive messages on the chosen topic. If possible, students can also visit this person and make a short "video" with important suggestions, such as what success means, solidarity, overcoming obstacles in life, etc. They can also find an interesting person in the place with a good life story from which further suggestions could be drawn. It is important that the project, as a video suggestion, is perceived by students through conceptual art, which must be brought closer to students in an understandable way, as mentioned in his book by Dr. Tomaž Zupančič [8].

In the following, I would like to present the connection of the previously discussed issues to the extracts of curricula, subjects of fine arts, art design and film education in Slovenian primary education (Table 1-4). With extracts of goals, learning contents and concepts in connection with knowledge standards, I wanted to touch on possible

conceptual connections that could be realized within the project of video suggestions.

Table 1 presents an excerpt from the curriculum for the subject FINE ARTS [4].

Table 1: Abstract of the curriculum for the subject of fine arts

Design on a 2D surface (DRAWING, PAINTING, GRAPHICS, GRAPHIC DESIGN)	
Operational learning objectives	*Concepts from learning contents (for 9th grade)*
Pupils: - make a photomontage or animated film; - record a short video; - use the basic procedures of digital technologies.	- staff; - animation.

Table 2 presents an excerpt from the curriculum for the elective course ART DESIGN [7].

Table 2: Abstract of the curriculum for the subject of art design

Art problem: VISUAL MEDIA	
Operational learning objectives	*Concepts from learning contents*
Pupils: - analyze the visual medium as a means of transmitting messages; - carry out a project with a medium on a selected topic; - evaluate the differences between real and virtual events; - develop a sense of aesthetic implementation of the idea; - cultivate perseverance to achieve skills that require knowledge and technique; - develop independence and responsibility for their work.	- medium, film, film art; - frame, plan, sequence, total; - professions in film production (editor, screenwriter, director, ..); - terms referring to technical equipment in film production.

Tables 3 and 4 present excerpts from the curriculum for the elective course FILM ART [6].

Table 3: Extract of the curriculum for the subject of film education

Movie genres

MOVIE VIEWS (15 hours)	
Operational learning objectives	*Concepts from learning contents*
Pupils: - watch movies (Slovenian and foreign) and after watching they discuss them and deepen the experience film in a concise (verbal or written) interpretation.	- Complete movie viewing experience with discussion, experience and interpretation.
FILM GENRES AND HISTORICAL DEVELOPMENT (10 hours)	
Operational learning objectives	*Concepts from learning contents*
Pupils: - study and understand the difference between the theme, the idea, the story and the message of an individual film work; - get acquainted with the basic elements of film expression and form an awareness that knowing the basics of film language enables them to better understand the meaning of film and express their feelings about it; - get acquainted with the basic elements of feature film production and understand that the film creative process takes place in stages.	- theme, idea, story and message of the film work; - basic film expressive elements: frame, sequence, plan, shooting angles, camera work, movement of the protagonists, point of view, lighting, lenses, optical aids, special effects, editing, sound; - genre production, today's predominant genres, exceeding genre frameworks; - basic elements of feature film production.
CREATION: SHORT FEATURE FILM (10 hours)	
Operational learning objectives	*Concepts from learning contents*

Pupils: - carry out and get to know the process of preparation for shooting a short feature film; - shoot and edit a short feature film with use of mobile phones, digital cameras and camcorders and school computers; - prepare a presentation / screening of their films, evaluate them and compare them reasonably; - are motivated to accept differences of opinion.	- Preparation for the shooting of a short feature film: choice of theme, genre, conceptual design, location, time frame, division of tasks during the shooting, (director, cameraman, actor); - shooting and editing of short (miniature) feature films; - screening of films, evaluation.	- explore the possibility of connecting the film with other subject areas within the curriculum; - get acquainted with the ways of dealing with social issues in feature and documentary films; - understand the social aspect of film creativity and assess the ways of film treatment of socially burning issues; learn the basics of documentary film, and learn about basic documentary film approaches and have a conversation with documentary filmmakers; - discover and define the main differences between a feature film and a documentary film.	problems in feature and documentary film; - social aspects of film creativity, film treatment of socially burning issues (class, racial, sexual, religious, (); - basics of documentary film, conversation with documentary filmmakers; - the difference between a feature film and a documentary.

Table 4: Extract of the curriculum for the subject of film education, part 2

Film and society

MOVIE VIEWS (15 hours)	
Operational learning objectives	*Concepts from learning contents*
Pupils: - watch movies (Slovenian and foreign) and after watching they discuss them and deepen the experience film in a concise (verbal or written) interpretation.	- Complete movie viewing experience with discussion, experience and interpretation.
FILM AND SOCIETY (10 hours)	
Operational learning objectives	*Concepts from learning contents*
Pupils: - through the analysis of their reflections, they analyze and get to know the ways of accepting the film: experiencing, understanding, interpreting, evaluating; - ways of expressing the reflection on the film in verbal or written form are tested and deepened;	- film and other subject areas; - reflection on the film in verbal or written form; - film and other subject areas; - Ways of accepting the film: experiencing, understanding, interpreting, evaluating; - approach to social

CREATION: SHORT DOCUMENTARY (10 hours)	
Operational learning objectives	*Concepts from learning contents*
Pupils: - carry out and get to know the process of preparation for the shooting of a short documentary film; - select and reasonably substantiate the theme of the documentary film and research the shooting location; - shoot and edit a documentary using mobile phones, digital cameras and school computers; - prepare a presentation / screening of their films, evaluate them and compare them reasonably; - base their opinions on substantive and formal factors and include an assessment of aspects of social responsibility in the family, among friends, to the homeland and in the world; - are motivated to accept differences of opinion.	- Preparation for the shooting of a short (miniature) documentary film: theme and scene of the shooting; - shooting and editing of a short documentary film; - screening of films, discussion / evaluation and justification of views after viewing; - substantive, formal factors of justification, aspects of social responsibility in the family, among friends, to the homeland and in the world.

8. CONCLUSION

In summary, video suggestions, through this kind of concept, can be a kind of self-help for an individual. They are ready in advance and with that person or people who give positive suggestions. The contents of the suggestions relate to different topics and are recorded through video mode, better to thematically separate. These video suggestions can be viewed anywhere and anytime, of course with proper technical support (classic video mode, VR glasses, hologram). It is also important that they can be played several times or with the "loop" method. It is then that these suggestions gain even more weight and impact.

It is also important in the upbringing of children who and in what way suggestively influences the children themselves and thus shapes them into a personality. The video suggestions can be made by the child himself, with the help of parents' advice, for self-help and used when necessary. Above all, this self-help can come to all students who find themselves in emotional distress.

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SOURCES OF PICTORIAL METERIAL

Figure 1: Spletni kanal Be Inpired (https://www.youtube.com/channel/UCaKZDEMDdQc8t6G zFj1_TDw, obtained 2.12.2020)

Figure 2: Spletni kanal Daily Motivation (https://www.youtube.com/channel/UCK9i-t1GwUeVVmddPCCdqCg, obtained 2.12.2020)

Figure 3: Spletni kanal Motiversity (https://www.youtube.com/channel/UCAPByrKU5-R1emswVlyH_-g,obtained 2.12.2020)

Figure 4: VR očala (https://www.gamesradar.com/best-playstation-vr-deals/, obtained 2.12.2020)

Figure 5: Hologram (https://www.shutterstock.com/video/clip-28677385-human-hologram-points-polygons-cloud-binary-code, obtained 2.12.2020)

Figure 6 (https://www.healtheuropa.eu/virtual-reality-for-stroke-survivors/95191/, obtained 2.12.2020)

Figure 7 (https://www.haptic.ro/exposure-therapy-in-virtual-reality/, obtained 2.12.2020)