

Prologue for the project

It has been known up to present that aesthetics, since its name in the eighteenth century, has a long history and has evolved in its development, not only in its object of study, but also in its conceptions and phenomena.

Art, on the other hand, constitutes a fundamental edge within aesthetics because beauty is given in itself with a spiritual connotation where the imagination and reality are linked in the assimilation and transformation of the world itself.

One of the main tasks of Aesthetics has been to study the emergence and evolution of art by creating and exposing the essential bases for theory and criticism, while at the meantime, it studies the aesthetic principles in daily life in all men's social relations.

Because aesthetics is an important theoretical tool for the management of the artistic culture, while having an influence on the artists themselves and on the process of the education of villages, a group of researchers joined with the noble and necessary effort of investigating, writing and compiling a monograph aimed at exposing issues directly related to the Aesthetic Education in the formation of the Pedagogical Sciences' professional.

The material contains articles that have been made from different perspectives and approaches but together they converge and serve as a scientific-bibliographic material that helps to clarify issues that are dispersed in periodicals, brochures, theses of a scientific degree, presentations, internet or other sources. The critical analysis of the bibliographic documents to prepare and to gather these works, has been a difficult task because the subjects investigated at the present are very controversial in their approach from sciences like Aesthetics, Psychology and Pedagogy.

What is presented here helps to clarify questions, points of view, hypotheses, among other issues that concern teachers, students and other persons interested in deepening on aesthetic categories that in turn are connected from a pedagogical perspective such as: education, attitude, the appropriation, the sensibility, the

feelings, the values, the taste, the appreciation, the conscience, the ideal, the pleasure, among others. To study them in depth, help shape the very Aesthetic Education that the contemporary human being must accomplish in order to reach a comprehensive culture since the ideal of education is to form an individual who reveals all the fullness of his essential human forces and that would be a harmoniously developed universal personality.

This monograph will undoubtedly also be a compass that indicates the correct assertion that aesthetic education has as a social function the formation of people, sensitive to the material and spiritual reality, able to appreciate its aesthetic values or to transform it into the pursuit of these values for their satisfaction and pleasure.

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