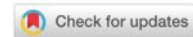


# THE WIMMELBOOK – ARTISTIC PERCEPTION AND OPPORTUNITIES FOR AESTHETIC IMPACT THROUGH FINE ART ACTIVITIES IN THE PEDAGOGICAL PROCESS

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**Abstract:** Walking tourism, among the most attractive manners to observe a destination and satisfy the growing demand of visitors for outdoor activities, allows tourists to interact closely with local nature, people, tradition, culture, and heritage. Walking tourism needs low investments and can be developed anywhere. The impacts of greenspace on people’s physical and mental health contribute to the accelerated development of this form of tourism. By better understanding users, it is more likely to develop a product or service that works for them. Despite the efforts of urban areas to become greener and more attractive (Callaghan et al., 2021), rural areas have unique and pristine natural resources that cannot be created artificially. In addition, life in the village is still traditional, peaceful, and easy, customs are respected, and the cultural heritage has been preserved from the influence of the modern, high-tech age and global market trends (Štetić & Šimičević, 2017). When developing a nature tourism product, the focal question is related to real user needs. Such as the lack of information about user needs accounts for 35% of total reasons for start-ups’ failures (CBInsights, 2021), this logic can also easily apply to tourism destinations. To learn about user needs, the starting point is to research users and their motivations, triggers, and context for using the product or service. Considering the impact of greenspace on people’s physical and mental health, countryside walking tourism (CWT), with the village as the pivot of tourist activities, is a rapidly developing form of rural tourism. Properly developed and managed, walking tourism brings social-economic benefits to destinations and gains a significant place in regional sustainable development (Milojković et al., 2023a). CWT, with the village as the pivot of tourist activities, is a rapidly developing form of rural tourism (Milojković et al., 2023b). Understanding users and their needs-based CWT management reduces the risk of expensive failures, ensures timely delivery, sets up and manages a team to design, build, and maintain a product or service, and opens space for innovations. The research purpose is to perceive users of the countryside walking tours and their needs during those tours. Among the general scientific methods, the statistical method and the hypothetico-deductive method were used. The research data were collected using the questionnaire-based survey technique and processed by SPSS. The general results indicated that the management of CWT should target meeting user needs for visiting hidden and original places with a local guide, consuming and buying authentic food and drinks, and raising awareness and building communicative capacities of the local population. The research contribution is to improve the management of rural tourism destinations based on understanding users and their needs for countryside walking tours.

Keywords: artistic perception, wimmelbook, aesthetic impact, children, pedagogical process

Field: Social Sciences

## 1. INTRODUCTION

Wimmelbooks are a type of wordless picturebooks that are “overloaded” with images of different scenes and characters. They give the children first impression about literature and prepare them for reading and coping with the world throughout stories (Rémi, C., 2011).

Wimmelbuch researchers talk about the presence of the following varieties:

- classic – a book with multiple characters and plenty of storylines. It describes a day in the life of the characters and the relationships between them, their images are present on every page;
- encyclopedic - plenty of characters and specific information about them;
- “one-sided” - the hero “lives” only on one page, here and now; the subject matter is limited (Елагина, И., 2020).

In contrast to puzzle or search books, wimmelbooks rely on their readers to find their own way.

through the rich material they contain and do not direct their attention by phrasing explicit search tasks. They allow for manifold reading options and encourage a highly active response from children and adults alike, which rightfully might be described as a form of playing (Rémi, C., 2011). The absence of text allows to “read” on the pictures and the child of preschool age can become the narrator of the drawn story

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(Бачанова С., Ю. Таланова, 2019).

## 2. MATERIALS AND METHODS

### Aesthetic impact in the perception of a Wimmelbook

Each type of art reflects reality, but it also affects people's perceptions in a specific way, forming certain ideas and associations. A feature of fine art is the transmission of mostly visual representations of objects and phenomena with the help of graphic images. When visual perception is combined with word comprehension, it can have a complex impact on a child's intellectual and emotional development. In this sense, the application of Wimmelbooks should be considered, presenting its potential for aesthetic impact. The pedagogical possibility to educate through art can be considered in a different plane.

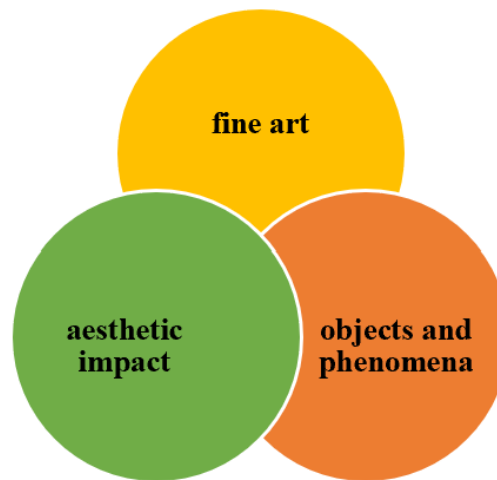


Figure 1., Scheme of integration connections for aesthetic impact, author's revision, see (Легкоступ, 2012, с.141)

According to Legkostup, “the basis of the artistic impact is the aesthetic perception of reality” (Легкоступ, 2012). Children build their aesthetic representations of objects and phenomena from reality, while forming meaningful and logical connections. Children's imagination, creativity and emotionality develop. The other aspect of aesthetic impact is the perception of works of art. It helps to get to know reality through its reflection in artistic images. Through fine art, children are trained to discover the typical features of observed objects (Легкоступ, 2012).

Wimmelbooks are distinguished by exceptional detail of the illustrations. Multiple parallel scenes can be presented within one image, thus stimulating children's imagination and independent perception. It is precisely this that makes them relevant and valuable in practice in application of the principle of aesthetic impact, commented on above.

The mechanism of children's artistic perception

Artistic perception is the way in which the work is reflected in the mind of the one who observes it.

“Artistic perception includes both the knowledge of things and phenomena, as well as the evaluation of them - moral and aesthetic. It has a deeply personal character ... and is close to the child, because it has a certain attitude to what it perceives” (Шейтанова, Занков & Стойкова, 1993, с.157).

Children's ability to perceive the work of art should be carefully and systematically developed in the pedagogical process. The most important stages in the mechanism of children's artistic perception are related to the process of “recognizing” the images from the work, at the same time as realizing and comparing them with the known reality by means of thought, imagination and emotion. Observation, as part of perceptions, should be applied purposefully in order for children to enrich their visual knowledge and impressions of specific objects. As a personality quality, observation is a direct source of information that contributes to the perception of objective reality and helps to enrich the ideas of adolescents. It stimulates their

imagination and emotionality, forms a set of qualities that contribute to the development of creative and constructive thinking, to the discovery of logical connections between objects and phenomena. According to the researchers, images aid individual perception because they are not informative in themselves, but are interpreted by the perceiver (Василева, 2020).

### 3. RESULTS AND DISCUSSION

In the process of artistic perception of the Wimmelbook, it is good to apply pictorial clarity. Visual images can be used in solving speech problems. During the pedagogical process, Wimmelbook illustrations can be used for illustrative clarity, as they are characterized by:

- naively realistic images;
- wealth of characters and scenes that develop in parallel on the pages of the work;
- in the classic versions of Wimmelbook, the book depicts scenes from everyday life that are familiar to children (Терзиева, 2022).

The algorithm proposed below is a useful pedagogical resource that supports awareness of basic emotions and working out children's reactions when they experience certain feelings. When they learn to recognize the emotions they experience, children can be more successful in understanding themselves and others, in social adaptation, in the daily activities and situations they encounter. The possibilities of the illustrations in the Wimmelbooks were used as the basis on which the methodological task of familiarizing with a specific emotion was built. An example situation-model for the emotion joy is presented, which can be used as a model when working with the other emotions.

A methodical algorithm for the artistic perception of a Wimmelbook

Topic: My emotions

Goal: Aesthetic perception of illustrations from a Wimmelbook, "reading" of a Wimmelbook, enrichment of speech activity

Task: Formation of initial ideas about the content of basic emotions and possibilities for mastering them

Expected results:

Knowledge:

- what is this "emotion";
- how to distinguish one emotion from another;
- when emotions appear;
- what we feel when we experience a certain emotion;
- how we react when we feel a certain emotion;

Relations:

- perceiving an illustration from a Wimmelbook;
- expressing an emotional attitude to the illustrated images.

Course of an exemplary pedagogical situation:

First stage: the children are introduced to the topic of emotions and are introduced to an illustration from a Wimmelbook (see the image below), which they will use to work with a specific emotion.



Figure 2., Image called „Mein großes Zoo-Wimmelbuch“, Sandra Reckers, retrieved from: <https://detskiknigi.com/knigite-tip-vimelbuh-osnovni-polozhenija/>

It is appropriate for the teacher or facilitator to give a short talk on basic knowledge related to the concept of 'emotion'. Useful guidelines in this aspect: An emotion is something that happens in us when we find ourselves in a situation (the term "situation" can be replaced by "event" for preschoolers) - in the garden, at school, at home and so called. For example, my mom bought me some of my favorite ice cream. Then we feel how a change occurs in us, which can be something good or something unpleasant. What we experience causes us to react in a certain way, that is, we say or do something because we experience a certain emotion (Исърн, 2022).

The mechanism of action of an emotion can be illustrated with the following diagram:

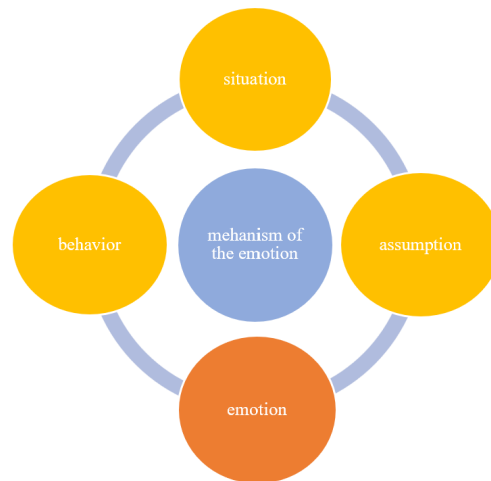


Figure 3., Scheme of the mechanism of generation and action of emotion

For example:

Situation: I'm going home. I open the fridge and find my favorite ice cream.

Reflection: I think about how delicious it will be when I eat it.

Emotion: I feel a change because I am happy that I am going to eat something that I really like.

Behavior: I smile widely and hug mom, who thought to pleasantly surprise me.

In the next stage, the teacher offers the children to familiarize themselves with the emotion of joy: joy is a pleasant feeling that we feel when something good happens. When we are happy, we smile, we feel full of energy, we want to "jump and sing". We think we can succeed, that anything is possible.

Then he suggests that, recalling the illustration and knowledge about the emotion, they complete the following tasks by carefully examining the illustration:

o Can you find someone in the illustration who looks happy?

o Why do you think he feels this way?

o How many happy children can you count in the illustration?

o Are there any happy animals in the illustration? Why? Draw a happy animal.

o Think about your visit to a zoo, if you have, and describe how you felt while you were there. Draw it.

o Compose a dialogue between one of the characters (heroes) in the illustration.

o Tell a short story based on the illustration;

o Who else would add to the illustration? Draw it. Make up a short story with him.

o Draw your version of the theme "In the zoo".

## 4. CONCLUSIONS

Performed in this way, the interpretation of the story line from the Wimmelbook stimulates the child's imagination and supports the pedagogical process related to the enrichment of creativity, social and emotional awareness. Children's ability to perceive the work of art should be carefully and systematically developed in the pedagogical process. The proposed experimental pedagogical algorithm is created for the artistic perception of wimmelbook by children. A positive impact of their emotional awareness, success, adaptation and well-being is expected. Similar forms of pedagogical tools could be subject to experimentation and application in pedagogical practice.

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