

The second one takes the form of a specific declaration postulating the creation of an educational space allowing for conducting activities aimed at shaping and developing interpretation skills concerning visual resources as the latter are nowadays becoming a communication monster. Due to the size of that monster, it is necessary to ensure that the undertaking in question takes the form which can be called the basic course in visual communication (Foss and Kanengieter, 1992).

To conclude the above considerations, it must be stated that intensification of research activities in the area integrating art with science will be desirable and will probably result in broadening the research tool set for the interpretation of visual works (not only in the scope of analyzing the compositional modality of an image, but also the technological and social scope) as well as that taking actions preventing the expansion of visual ignorance in the world ruled by images is absolutely necessary.

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