



The Impact Of Using Mobile Phone Cameras On Developing Composition Skills In Elementary School Students In Art Education

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ABSTRACT

The world is constantly looking for new research and studies that address the nature of the tremendous technological development in various fields, including education and media. And art education is no longer limited to drawing, music and acting lessons, but rather has incorporated some modern techniques that can enable learners to acquire various artistic skills, including composition skills within the picture. Therefore, this study aimed to identify "The Impact of Using Mobile Phone Cameras on Developing Composition Skills in Elementary School Students in Art Education." The researcher adopted the experimental method and selected a sample of 40 fifth-grade students. The experimental design was applied to the sample individuals in the post-test. The researcher reached a number of results, the most important of which are:

- 1- Progress in the students' skills in building composition elements in the photograph in the post-test.
- 2- Optimal use in teaching composition building skills within the photograph achieves an effective impact on skill acquisition.
- 3- Teaching skill acquisition theoretically and practically contributes to achieving better results in the teaching process.

Keywords: camera, composition in the picture, skill development, art education.

Chapter One

Research Problem:

Our world is characterized by cognitive and technological development. Every day, the world looks forward to new research, studies, and innovations in devices and technical equipment that have changed the face of the cognitive, cultural, and human world. A continuous flood of knowledge is pouring in as a result of the advancement of scientific research in all fields of life, including the field of education. One of the characteristics of this progress is that it has made it necessary to combine theory and practice, science and work, which has resulted in new developments, applications, and practical achievements that have given the learner more social and human orientation towards knowledge and self-activity, and thus, the speed of adaptation to rapid change and continuous development in knowledge, experiences, and skills that affect the process of sensory perception of the diverse environmental stimuli surrounding it.

The results of research and theories have been reflected in the methods of teaching art education. While this subject used to include elements of drawing, music, and school theater, today there is a need to develop these elements in terms of form and content. We all know that the subject of drawing includes elements of building composition within the picture, namely line, shape, size, mass, movement, and color is added to these elements in some sources. Acquiring the skills of building composition within the picture for students at this age stage is very important because if the learner realizes the importance of building composition, he will be able to draw the assigned subject well from an artistic and aesthetic point of view, and these skills will develop over time and through continuous practice of drawing. In our time, drawing techniques have developed greatly, especially digital drawing, digital photography, whether with a digital camera or with the camera in a mobile phone. The photograph includes the same compositional elements found in drawing, and employing the photograph with its artistic components and elements adds skills to the learner in drawing and forming the painting. As well as the skills of building composition within the photograph will enable the learner to choose a beautiful artistic

picture that will reflect on his aesthetic taste and beautiful artistic construction in choosing the appropriate shots and expressing any subject he encounters in life. Therefore, (Abdul Razzaq) refers in this regard to "the fact that the world today is living in an era of continuous and extensive leaps in all fields of life, at the forefront of which is the educational field, which developed and advanced countries give great attention and care to push what does not stop at a certain limit, So the lead that these countries achieve in the educational field must be reflected on its internal and external entity in growth and progress" (Abdul Razzaq, 2002, p. 15).

From all of the above, the research problem can be summarized in the following question: What is the effect of using mobile phone cameras on developing composition skills within the picture for elementary school students in art education?

Research Significance :

The current research holds significance for the following reasons:

1. Addressing an Important Topic: This research tackles the crucial topic of utilizing mobile phone camera technology to enhance students' skills in building compositional elements in photography within art education classes prescribed in elementary schools.
2. This research gains particular importance as it has not been explored by researchers in the field of art education or audiovisual education.
3. The findings of this research can contribute to art education subjects by providing students with educational and practical experiences in photography using mobile phones to document scenes from the environment or personal experiences and employ them in their artistic expressions.

Research Objectives:

This research aims to:

Identify the impact of using mobile phone cameras on building compositional elements within the picture in art education for elementary school students and utilizing them in their artistic expressions.

Research limitations:

The current research is limited to:

1. Human Scope: Fifth-grade elementary school students.
2. Spatial Scope: Elementary schools affiliated with the Directorate General of Education for Al-Karkh I.
3. Temporal Scope: 2022-2023
4. Subject Scope: Acquiring skills in building compositional elements in the photograph using a mobile phone.

Terms Definition:

Composition within the picture: (Joseph Mashilli) defines it as "line, shape, mass, and movement if their use is provided with achieving accurate integration between them in an artistic way on a level of imagination and intelligence, then they compose the language of composition capable of translating the atmosphere, style, and the required psychological state" (Joseph Mashilli, B. T., p. 33). (Hamdi Khamis) also defines it as "art education is a study subject that seeks to develop the emotional and spiritual aspect so that the sense is refined and the conscience is sensitive, as well as developing the correct use of the sense of sight and how to see shapes correctly and correctly and understand them" (Hamdi Khamis, 1963, p. 19).

Chapter Two: Theoretical Framework

Section One: the primary goal of the educational process is to achieve the specific educational goals of educational institutions, the most important of which is to reach the mastery of students in most cognitive and performance skills. Especially since the development of societies and the entry of modern technology impose the constant pursuit of developing the educational system and its programs continuously to keep pace with the renewed progress of civilization. Therefore, technological innovations in the field of the educational process have placed teachers, learners, and supervisors of this process in positions that require them to adapt to this development to improve the learning and teaching process.

Qatami points out that "the learning and teaching process is a relatively stable change in behavior resulting from experiences and practice through effective teaching" (Qatami, 1998: 16). Therefore, learning is real learning when it results from acquiring theoretical and practical skills that contribute to the development of the educational learning process due to the good performance of the teacher and the influence of growth or maturity factors. This development is not directly observed, but can be inferred from the behavioral performance issued by the learner.

This learning is represented in the existence of experiences that include a set of knowledge and skills presented to the learner, and the he makes a great effort in order to learn or acquire them, which is determined by the extent of the difference between the starting state in the situation and the state of its completion, "If this difference in performance increases, this guarantees that learning occurs as an improvement in cognitive or skill performance. The apparent performance is measured to determine the degree of learning by the learner passing through the learning experience." (Muhammad and Amer, 2008: 13)

Therefore, art education is one of the basic materials in the educational process that contributes to the formation and construction of the learner's personality in a balanced manner, in addition to its emphasis on

sensory and emotional aspects, "And art education sciences have not left any aspect of life in modern times without putting their own touches, so the invention of scientific devices and tools that achieve the benefits of science in the aspects of life is no less need for genius and brilliance than discovering scientific facts themselves, and education depends on achieving its goals on material means such as techniques in education in all its forms, and moral means such as books and lectures and school activities." (Mariam Salem, 2007, p. 104) And among the characteristics of art education is that it helps to develop the learners' abilities in the process of imagination, discrimination, and perception through artistic expression of the contents of the soul, as well as it emphasizes the development of the self and deepening its connection to the cultural heritage of society and its documentation.

Art education, along with other educational subjects, also strives to achieve the goals of society through educational institutions that contribute to preparing the future generation to be a conscious and aware generation of what it has to do to advance itself and the ability to solve its problems itself and contribute to solving the problems of the society in which it lives.

Art education plays a crucial role in shaping students' skills and fostering their aesthetic sensibilities. It equips them with practical skills that prove beneficial in various life situations and enables active participation in diverse school and life activities. Additionally, it introduces students to essential cognitive and artistic concepts and terminology, bringing these concepts closer to their minds through the subjects and activities of this discipline, thereby nurturing their aesthetic taste.

Enhancing Self-Integration and Cultural Understanding through Artistic Expression (Al-Haila, 2010, p. 9)

As Shauqi posits, "Learners practice their diverse artistic skills through art education subjects when they feel and realize that these skills are distinctive and fundamental to their artistic expressions and that they are a response to their experiences gained through educational situations in which they express their attitudes and mental concepts. Therefore, their practice of these skills encompasses two basic and interacting experiences: influence and response. Each of these leads to the achievement of:

1. Self-integration of the learner.
2. The learner's ability to understand and appreciate cultural heritage.
3. The learner's ability to understand the social role that art plays in society." (Shauqi, 2000, p. 121).

Self-fulfillment is not achieved through the practice of art skills alone; rather, it requires empowering learners to recognize the importance of aesthetic taste in nature, the surrounding environment, or in diverse artistic productions, from which they define their vision and visual experiences, and the necessity of being able to translate those experiences into a work of art.

Art education plays a significant role in "developing the personalities of learners in all aspects, as this subject is one of the modern subjects compared to other subjects that try to take a prestigious place among them. Therefore, the importance of art education in different societies depends on their cultural and civilizational awareness, and it is also a true reflection of their advancement and is affected by what affects these societies from developments, especially in our contemporary world, which is characterized by rapid technological progress that falls on the shoulders of societies to keep pace with this progress and keep pace with advanced nations in the field of art education and other fields" (Abdul Sami', 2001, p. 105).

Since the task of teaching is entrusted to the art education teacher, "it is therefore necessary to pay attention to their preparation in their field of specialization and to work on their development and preparation by all means that help them to convey their message in the best possible way in achieving the goals of the subject" (Al-Attoum, 2007, p. 11).

Artistic activity in art education, as Amari (1996) explains, is "a manifestation of human life in general and educational in particular, and it varies according to the cultural background of the society. It is characterized by the effectiveness and effort exerted by the learner to express his feelings and emotions that well up in him or affect him in the direction of what surrounds him from social, and emotional situations. Therefore, the arts that emanate from him vary from spoken or kinetic or auditory or formative arts such as drawing and design or applied arts such as photography or handicrafts" (Amari, 1996, p. 61).

As Malhas (1995) emphasizes, "Art education is a means of expressing the learner's emotions, feelings, and experiences and stimulating him in life when forming the components of the artwork that depends on a set of relationships that appear between lines, sizes, shapes, colors, textures, and types of harmony, contrast, and balance that reflect the learner's connection to the surrounding environment and his awareness of its value. Every learner can be considered an artist in a way if he is able to formulate his ideas and artistic expressions in the formation of the artwork so that he understands what it contains and appreciates its content" (Malhas, 1995, p. 21).

Section Two: Acquiring Composition Skills Within the Image

Through observing the drawings of elementary school students, the researcher noticed a weakness in the composition within the images that the children draw. It is worth noting that this stage is considered the foundation for acquiring information and skills, and the art teacher must pay attention to instilling these skills from an early age. This is because the elements of composition are the same whether in drawing, photography, or cinematography. If the elements of composition within the image are not understood, this will lead to weakness in drawing or photography and consequently affect the artistic and aesthetic side of the image. It is worth noting that the objectives of the art education subject in the elementary stage focus on "the aesthetics of the art of photography and what relates to the art of composition within the image, and what this art carries of

artistic and symbolic connotations that are capable of translating the atmosphere, style, and the desired psychological state" (Ministry of Education, 1958, p. 88).

Therefore, the art teacher is required to pay attention to consolidating the artistic rules through the drawing subject or through the images that the student obtains from the mobile phone camera so that he acquires practical skills in organizing the elements of composition within the image. Borger and Siporin (1996) indicate that skill "has several associated meanings that depend on the characteristics of the activity that a person practices in his life and which requires a period of intentional training. Organized practice in an appropriate manner can lead to achieving the activity that is based on a specific function that achieves a goal drawn by this person to benefit from that skill, such as driving a car, playing a piece of music, or typing on a typewriter or dealing with a computer or camera and its types. In this sense, the focus is on activity, achievement, and actual real processing" (Borger, 1996, p127).

The acquisition of theoretical and practical skills is very important within the educational process for the elementary school age group because these skills contribute to the development of their artistic and scientific abilities. It also supports the student's abilities to solve scientific and artistic problems that he may face, and thus success is achieved through the artistic achievement he presents. The main skills are "basic skills determined by experts, and a specific curriculum or program is based on them. These skills are the basis for teaching future skills, whether in one curriculum or in the following curricula in other grades" (Al-Luqani, 2003, p. 305).

From here, the researcher believes that presenting the drawing subject and its related concepts such as the horizon line, depth within the image, size, mass, color, and movement in a theoretical way may not be understood by elementary school students. This is because these concepts and terms need a practical application aspect in order to understand and perceive the term theoretically and practically, taking into account the psychological and motivational aspects of the students. This is because "learning a skill is based on educational and psychological principles, and they indicated that learning a skill is done better when the skill is important to the learner and has the desire to learn it, and that learning it is done better when the educational activity tries to emphasize the development of the skill itself if it is part of the educational activity and not in a separate way" (Mar'ai and Hila, 2002, p. 216).

Skills typically consist of two aspects: a skill-based aspect and a knowledge-based aspect. Abu Hashim (2004) confirms this, stating that skill can be measured through two aspects:

"The first: the cognitive aspect, which includes facts and scientific concepts related to the skill. It is measured through written recognition tests using paper and pen, which aim to measure the learner's ability to recognize things" (Abu Hashim, 2004, p. 155). For example, recognizing the types of lines within the composition in the image, as the vertical line has different connotations from the horizontal line and from the inclined or intersecting lines.

"The second: the practical performance aspect, which is measured through performance and creativity tests. The learner is asked to perform a specific task and observe the correctness and accuracy of his performance in each step he takes, and the time it takes him to complete the assigned task. Or the final product is measured according to the same simulations, in addition to his ability to be creative in it, and this is recorded in observation forms or performance evaluation forms prepared for this purpose" (Abu Hashim, 2004, p. 155).

It is clear from this that the learner's skill level is measured through his cognitive and skill performance, as well as "understanding what he is doing clearly. If he does not understand it, it will be difficult for him to acquire the steps related to the work he is performing. The learner can be skilled in the field of cinematography if his performance in it - physically and mentally - is characterized by ease and accuracy based on understanding and perception, which all require the use of the mind through what he does from processing facts and concepts" (Sa'adah, 1997, p. 82).

Conditions for Acquiring Skills

Skill acquisition methods are not limited to training and guidance only, but there are a set of conditions necessary to acquire any practical skill, including:

First: Motivation:

"It is the internal energy that drives human behavior, and it is generated within the individual from social upbringing factors. The existence of motivation is the driver towards acquiring and learning the skill, as the learner works in the presence of motivation until he obtains reinforcement through completing the work" (Abu Hattab, 2000, p. 659).

Second: Consistency of Performance Movements:

Acquiring any skill requires time and continuous practice. Usually, we notice that applying the skill in its early stages is difficult and slow for the learner, but with the continuation of exercise and practice, there will be a development in performance and a reduction in time.

Third: Pairing:

"It is the process of translating a sensory stimulus into a muscular movement that takes some time and differs in itself from the time it takes to perform the movement itself. This means that the skill requires a certain amount of time sequence without cohesion" (Al-Wakil, 2004, p. 68).

Fourth: Feedback:

Feedback is essential in learning the practical (performance) skill, "as it provides the learner with the information he obtains from his previous learning, enabling him to support his learning correctly while allowing his performance to be measured against the standard skill performance" (Jaber, 1999, p. 52).

The student can acquire the skill through continuous practice that is accompanied by some difficulties and mistakes due to the lack of previous experience, but with the development of training and obtaining the sufficient time to implement the skill, it will lead to mastering it and economizing on effort and time. Usually, a schedule and scientific plans are developed that take into account the organization and the mental and cognitive level of the learner.

Through the researcher's work in the Ministry of Education and his visits to some elementary schools, he noticed weaknesses in the method of teaching the drawing subject in the elementary stage, especially in the drawings of students that did not take into account the elements of composition such as the distribution of lines, shapes, masses, colors, and movement. This requires finding methods that enable the art teacher to develop students' skills in the drawing lesson or in photography, especially photographing landscapes or groups (general shots) and focusing on the elements of composition within the image due to the importance of the art of composition in creating the atmosphere and meaning through its elements that we have mentioned. Because these elements contribute to the upbringing of the learner's aesthetic taste, because one of the goals of art education is "aesthetic education, which develops the aesthetic taste of the learner and enhances his ability to responding to aesthetic influences, forms and images of beauty, and the extent of benefiting from that in his life at all levels and goals" (Hamdi Khamis, 1975, p. 142).

If the learner is able to possess the skills of building composition within the image, this will develop his ability to express ideas, feelings, sensations and emotions that flow into the field of artistic and aesthetic experiences.

Chapter Three**Research Procedures****First: Research Methodology**

The researcher in this study relied on the experimental method, which is defined as "a methodological method used by the researcher to study and interpret external phenomena, control them, and predict the future. Among the scientific research tools used in the experimental method are the observation tool" (Ibrahim and Yasir, 2004, p. 72). The researcher will rely on the observation form to analyze the sample.

Second: Research Community

In light of the large number of elementary schools in the Baghdad Karkh Directorate, which reaches () schools, the researcher will resort to taking one of the schools from the Baghdad Karkh Directorate to be a purposeful sample.

Third: Research Sample

The research sample was chosen intentionally from the students of (Al-Safa Private Mixed Elementary School) for the ease of applying the experiment to them, as the school is a model school and it has a drawing studio and equipment for photography and drawing, in addition to its proximity to the researcher's residence and the possibility of communicating with them daily, and the students of the fifth grade were chosen. Elementary school, numbering (40) students.

Fourth: Experimental Design

The researcher prepared lesson plans about the elements of composition, which are (shapes - lines - sizes - movement - mass - color) and used still and moving images to display them to the students (the experimental sample) during the lesson. He also asked the students to photograph shots of various sizes and shapes using the mobile camera available to them and correct the errors in the composition within the image if any and praise and encourage the owners of the images that have a good composition. As for the control group, they were taught the elements of composition in the usual way, and the researcher asked the members of the control group to draw on paper using drawing tools, taking into account the elements of composition. Before applying the experimental design, the researcher conducted a pre-test for the sample members. "The benefit of the pre-test is that it measures the state of the dependent variable. Its function is to measure the dependent variable after the introduction of the independent variable, and it includes calculating the difference between the two tests, the effect of the independent variable" (Al-Zubaidi and Al-Ghannam, 1981, p. 103).

Fifth: Research Tool

In light of the lack of ready tools or a ready scale to measure the elements of composition within the photographic image of the image taken by elementary school students, the researcher constructed the tool for

this research in light of the theoretical literature on the subject. The tool consists of (36) thirty-six paragraphs divided into five axes, which are (shape - lines - mass - movement - lighting - color). The researcher used the three-point scale to calculate the weight of the paragraphs, if he gives the good skill (three degrees) and the intermediate skill (two degrees) and the acceptable skill performance (one degree) and thus the highest score obtained by the student is (108) one hundred and eight and the lowest score (36) thirty-six.

Sixth: Instrument Validity

In order to ensure the validity of the paragraphs of the research tool (observation form) for the skills of implementing the elements of composition in the photographic image, it was presented to a group of experts whose names are mentioned in Appendix No. (1), and after making some necessary modifications, it came out in its final form as in Appendix No. (2) and obtained the approval of the experts with a percentage of (100%), which is a high agreement rate in calculating the validity of the tool.

Seventh: stability of the analysis

After the researcher completed the analysis of all the photographs taken by the students (the experimental group), the research tool was applied to them, and the extent of progress in the students' skills became clear by post-selection, and the increase in their skill performance in building compositional elements within the photograph. In order to ensure the stability of the first analysis, and to avoid all personal, internal, or external factors that affect the test results, the stability of the analysis was verified with the help of external analysts, and the researcher noticed that there was agreement between him and the first and second analyst, and there was also agreement. Between the results of the first and second analysts. The researcher trained the analysts according to the research tool, and after processing the results using the Pearson correlation coefficient, the correlation rate between the researcher's analysis and the first observer was (0.85), and between the researcher and the second analyst (0.84), and between the first analyst and the The second was(0.88) as in form No. (1).

Researcher and Analyst I	0.85
Researcher and Analyst II	0.84
Analyst I and Analyst II	0.88
the overall	0.86

From observing the three reliability values, it is inferred that they are high values, and this "is a good indicator of the validity of the scale, according to what Cooper indicated, that if the reliability rate is (0.85) or more, it is a good reliability" (Cooper, 1963, p72).

Eighth: Conducting the pre-test

For the purpose of identifying students' skills in employing composition elements in drawing and mobile photography, the researcher developed the null hypothesis which states (there is no significant difference at the level of (0.05) between the average scores of the students, members of the experimental group, in the skills of building composition elements in the pre-skills test and their average scores in the post-skills test. The test was conducted on 10/2/2023.

Ninth: Application of experience

After the researcher verified the validity and reliability of the research tool, the researcher taught composition elements and skills in drawing and photography using a mobile camera. The experimental group was taught for a period of eight weeks, as shown in Table No. (1).

Table No. (1) shows the dates the experiment was applied to the sample

1.	Tuesday	2023/10/3	10 AM	10 – 11 AM	
2.	Tuesday	2023/10/10	10 AM	10 – 11 AM	
3.	Tuesday	2023/10/17	10 AM	10 – 11 AM	
4.	Tuesday	2023/10/24	10 AM	10 – 11 AM	
5.	Tuesday	2023/10/31	10 AM	10 – 11 AM	
6.	Tuesday	2023/11/7	10 AM	10 – 11 AM	
7.	Tuesday	2023/11/14	10 AM	10 – 11 AM	
8.	Tuesday	2023/11/21	10 AM	10 – 11 AM	

Tenth: Post-test:

After completing the experiment, the posttest skills test was conducted for the research (experimental) sample, and the same procedures used in the pretest were applied as much as possible, to avoid anything that might affect the test results.

Eleven: statistical methods

The researcher used the following statistical methods in study procedures and analysis of the research results, as shown

1- The (Cooper) equation in order to calculate the validity of the tool and the stability of the analysis.

2- The statistical program Spss-16 for the following tests:-

A- T-test for two correlated samples to calculate the amount of development.

B- Pearson correlation coefficient to calculate the reliability of the skill test.

Chapter Four**Presentation and discussion of results**

This chapter includes a presentation of the research results that were reached based on the results of the skills test (pre- and post-test), discussion and review of the conclusions that were reached, and identification of recommendations and proposals. The results will be presented according to the research hypothesis, and as follows, the hypothesis is (There is no significant difference at the level of (0.05) in the development of acting skills according to the structure of the composition elements in the picture between the average scores of the students members of the experimental group in the pre- and post-tests. To verify the validity of the hypothesis, the researcher used the T-test.) for the linked samples on the sample of (40) students to extract the value of (t), as shown in the following table: -

Table No. (2) The arithmetic mean and standard deviation of the differences and the calculated and tabulated (t) value between the pre- and post-tests for the research sample

Application	total score	difference between the two tests	arithmetic mean of the difference	standard deviation of the difference	freedom	T-value		statistical significance
						calculated	tabular	
Pre test	1138							
Post test	1896	758-	24, 484	5,915	30	23,45-	2,042	Statistical function

This table shows the arithmetic mean and standard deviation of the difference in the test results of the sample members in the pre- and post-tests, if the value of the arithmetic mean of the difference is (-24.484) and the standard deviation of the difference is (5.915) and the calculated (t) value is (-23.45) When compared to the tabular (t) value under the significance level (0.05) and the degree of freedom (30) which amounts to (2.042), there appeared significant differences in favor of the post-test. Therefore, we reject the null hypothesis and accept the alternative hypothesis, which states that there is a significant difference at the level of (0.05) in developing the skills of constructing composition elements in drawing and photographs between the average scores of the students of the experimental group in favor of the post-test. These differences in favor of the post-test may be due to the use of the educational design for acquiring the skills of constructing composition elements in pictures which had a positive impact on the development of these skills.

Conclusions

In light of the results of the current research, the researcher reached the following conclusions:

- 1- The optimal use of teaching the skills of building compositional elements in the image achieves an effective effect in acquiring these skills.
- 2- Teaching theoretical and practical skills acquisition contributes to achieving better results in the education process.
- 3- Giving sufficient time to education enables students to acquire artistic skills that develop over time.

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