

The effect of team learning to develop attitudes of students related to principles of art education

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Research Summary:-

The aim of the research is to know the effect of differential learning on developing students' attitudes with the principles of the principles of artistic education, and for this reason researchers have prepared a research tool and found its sincerity and consistency and the preparation of the following requirements: (Determining the goals of the academic subject, formulating the educational subject according to behavioral goals, preparing study plans according to cooperative differential learning, Choosing the appropriate statistical means for research) and they found that the difference learning has a positive effect at the level of significance 0.05 in the development of the course in the principles of art education principles and therefore the researchers recommended using them in teaching art education and setting up training courses for teachers in basic education colleges In Iraq for use.

The effect of individual learning in developing students' attitudes in the principles of art education principles

First: Research problem:

University education contributes to preparing the person and providing him with specialized knowledge as well as gaining values and education in our present time facing challenges, the first of which is material related to the educational environment and what it contains of attractive materials that facilitate learning, and the second is

psychological barriers due to the changes that contribute to or negatively affect the learning of individuals today. The psychological level of the learner is many, including cognitive variables such as learning materials and rapid successive technology, including means of communication, which if used irrationally for the purposes of playing and spending free time lead to a problem of low cognitive achievement and dropout from study, which led to The Almighty calls for the development of teaching by employing modern teaching methods that develop tendencies and psychological trends, as they are characterized by containing renewed concepts and ideas that take into account the differences in the learner's understanding and adopt his psychological orientation by enhancing the desire to compete for achievement and stimulating the minds of students in educational situations through which to obtain achievement results. Good, "The success of the teaching and its procedures depends on the success of the interaction and positive communication between the teacher and the student. This communication is completed to the extent that each of them realizes the roles that he plays in order to achieve planned goals that represent the primary key to the success of the entire teaching process. Ha. (Masoudi and others 2015: 22)

The researchers seek, through applying the difference learning strategy in their current research, to develop students' attitudes after an exploratory study they conducted at the College of Basic Education in Al-Mustansiriya University showed a reluctance to study as a result of political and social factors that Iraq is passing through which left negative effects on the psyche of the learner.

And because modern strategies that affect learning processes and may lead them to organize and build mental habits that are a tool that moves him towards cognitive progress to make the outputs of the educational and learning processes ideal, researchers have generated the desire to conduct a study that responds to the recommendations of development conferences and seminars in the fields of education, and addresses The problem of underachievement, and let us seek through it to answer the following question:

Q / Is there a trace of group learning if it is used as a method of teaching by developing students' attitudes with the principles of art education principles? What is the significance of this effect at the level of (0.5 indication)? .

Second: The importance of research:

Education is a force that contributes to the development of individuals and the display of their talents, as it is a way to solve problems, advance individuals and advance nations. (Resourceful, 2008: 21)

And education cannot be effective by traditional methods that provoke monotony and boredom because teaching methods are a basic component linking the curriculum with the learner and the teacher, and it is not easy to approach the method in isolation from the curriculum and the student, because the curriculum is a system whose components complement and affect each other and is intended to suit the student, just as the educational goals, for example, It is the main focus of the educational content, goals and content are the most prominent influences in the type of teaching method and educational auxiliary means, so choosing the appropriate teaching method achieves educational goals and is related to the type of specific goals and the type of content as well as the level of students' intellectual and examination To me, from here it appears the importance of choosing the teaching method, which necessitates defining educational goals accurately and determining the type of educational experiences so that it is easier to choose the appropriate teaching method later (Al-Jubouri, 2013: 61), and in the same context that modern learning strategies have a role in providing motivation and focus on school work Holding students responsible for self-learning, and for its success, the method should become part of building the student's knowledge and psychological practice during his learning and teaching, as it would increase the enthusiasm of the learner and make him think and call upon his knowledge and skills that he previously learned to link it to new situations and Doaa student information and previous knowledge of the linking elements of the problem or the current position to discover his own problem solving. (Ahmed, 1986, 111) From the foregoing it becomes clear the importance of this research, which can be summarized as follows:

- 1- The importance of the teaching methods subject which helps students to acquire educational knowledge and provides them with teaching skills.
- 2- The importance of using modern teaching methods as the basis for communicating the curriculum content.

3- This study may be one of the studies that work to confront educational problems that concern building trends through teaching methods in the departments of art education.

4- It represents the first study according to the knowledge of researchers in Iraq within the field of art education principles, and for this reason it may contribute to adding new knowledge.

5- The results of the current research may contribute to building and enhancing positive psychological trends among learners.

6- The current research confirms the interaction between the teacher and the student in the educational process and that the student has a positive role in this process.

Third: The research objective:

The current research aims to identify the effect of individual learning on developing students' attitudes in the principles of art education principles, and to achieve the research goal, the researchers formulated the following zero hypothesis:

((There is no statistically significant difference at the level of significance (0.05) between the trends of the experimental group students who are studying the subject of artistic education principles of individual learning, and the trends of students in the control group who study the same subject in the usual way through their answers to the paragraphs of the scale designed by researchers for the current research)).

Fourth: Research Limits:

1- First grade students in the Department of Art Education / College of Basic Education - Al-Mustansiriya University (morning study) for the academic year 2019-2020.

2- The following subjects: (art education, its concept and its methods, objectives of teaching art education, planning to teach art education).

Fifth: Defining and defining terms:

First: the difference learning that researchers know procedurally: "A cooperative method that raises the enthusiasm of the student and makes him accountable to

himself and his group for his learning in a way that makes him think and requires his knowledge and previous skill that he learned to link him with elements of the position that help in achieving the objectives of the lesson and developing their attitudes within the team towards the material principles of art education ".

Second: Trends: The researchers defined them procedurally: "They are psychological attitudes that translate into what the students of the experimental and controlling groups get from the scores in the scale of attitudes toward the subject matter of artistic education at the end of the experiment."

Third: Art Education Principles: Procedurally defined by researchers:

"It is a course that is taught to first grade students in the colleges of basic education in Iraq. It includes subjects that develop educational and educational knowledge and skills in art education, to contribute to its preparation for the teaching profession."

((Theoretical aspects and previous studies))

First: cooperative teaching methods:

Teaching is an interactive process that includes relationships, the environment, and the response of the learner, which is an important role in it. It must be judged in the final analysis through its results, which is the learner's learning. The teaching process has a set of methods and strategies, including cooperative teaching (Tawalbeh et al., 2010, 19) that can be understood as The activities that the teacher follows to help his students achieve the goals, and these activities may be (discussions, asking questions, planning a project or raising a problem that calls for a question or an attempt to discover or impose hypotheses. (Katame and others, 2000, 11)

Cooperative teaching is also an effective teaching method to stimulate the learner and facilitate the learning process for learners in a manner that ensures:

- 1- Learners have independence in the answer.
- 2- Give the teacher leadership to learners to discuss the topic in the form of small groups or large teams.
- 3- Giving an opportunity for groups and teams to apply what they read by co-producing or teaching their peers to become experienced in the subject.

Teaching behavior according to cooperative teaching methods includes a set of communicative verbs and decisions that are exploited and used in a manner intended by the teacher who works as an intermediary within the framework of an educational-educational situation, if "the teacher who is able to implement the cooperative teaching method is the one who has the ability to translate learning outcomes so that it helps him in Clear planning in the course of the teaching process, which in turn needs a strategy with skill and skill in managing and delivering the scientific material according to a well-defined plan (Ibrahim, 2010, 17).

Second: The procedural steps for the difference learning strategy:

1. Classroom division into equal groups of large or small, preferably divided into four equal groups
2. Analyzing the study material and distributing it on the basis of behavioral goals after making a table of specifications for it.
3. Study papers are prepared that contain the activities that students want to implement and the subjects they are studying.
4. The roles are distributed alternately to group members.
5. Identify learning materials and resources.
6. An appropriate class is created for the difference learning.
7. The class is adjusted by indicating the importance of the topic and preparing time plans to accomplish the goals set in the working papers.

The researchers believe that differential education requires the following steps to reach good results in education:

1: Understand the problem:

- 1- Introduce students to the importance of the academic subject.
- 2- Introduce students to learning goals.
- 3- Clarifying some of the concepts mentioned in the worksheets that are related to the specific topic or problem of the lesson.

4- Defining the required roles of students in groups as basic procedures for study and teamwork.

5- Organizing information in a spreadsheet (making summaries).

2: Find a solution:

1- Giving the key words in the academic subject to the students.

2- Instruct students to interpret words and relationships in the subject.

3- Raising questions about those words.

4- Explanation in a way that helps in reaching the solution.

5- Question with some questions without answers.

6- Draw an outline showing this.

3: Implement the solution:

1- Asking the groups to write the solution in the form of steps on the board.

2- Discuss each step of the solution on the blackboard.

3- Asking questions and asking students in groups to answer them in the notebook.

4: Review and expansion:

1- The question of how to cooperate to solve the problem in another way.

2- Comparing the two different methods of solving the problem.

Teacher and student procedures for group learning:

Through the literature that researchers used, it is possible to clarify the role of the teacher within the individual learning in the following:

1- Divide the class into two or four groups.

2- The teacher sets the subject as the main problem and the students are directed to the working papers.

3- The teacher requests the students to employ their duties and experiences in answering the questions on the worksheets.

4- Students are allowed to discuss the topic in its various aspects.

5- The teacher requires students to direct the conversation to the students of the class to introduce them to the subject of their studies.

6- After completing the previous assignment, the teacher asks the groups to start discussing the learning outcomes or summarize the answer to the blackboard.

The advantages of individual learning can be summarized in the following:

1 - Participation in the process provides good opportunities for learning through group interaction, which helps everyone benefit from the experiences of the rest of the participants.

2- It helps the group to focus on a specific issue and thus exclude dispersed theses.

3- It is paid to take the next steps represented in all the detailed information about the material.

4- The possibility of using it in analyzing any academic subject or educational problem.

Third: Attitudes: Attitudes study occupied a large part by psychologists, education and sociologists. Among them is the American scientist Gordon Allport and the German scientist in Parshards, and the English thinker "Herbert Spencer" is one of the first psychologists to use the term "Attitude". He who said that reaching the correct judgments in controversial issues "depends largely on the mental direction of the individual who He listens or participates in this debate. "In 1918 WITHomas and Znaniecki introduced this concept to social psychology, which was then known as the scientific study of the subject of psychological direction (Traindis, 1971, P: 2), and in 1935 (GWallport) (1967-1897) indicated that the concept of direction is one of the most prominent and widely used concepts in psychology. Social and experimental studies.

The characteristics of the trends, the most important of which are:

1. It is acquired and can be learned in many ways.
2. It is relatively stable and can be modified and changed.
3. Measurable and straightening.
4. There is a relationship between the individual and the subject of the trend.
5. It is a product of past experience and is related to current behavior and is an indication of future behavior
6. It may be positive or negative and individual towards certain stimuli. (Al-Kanani, 2014, p. 91)

Previous studies:

The researchers did not find a similar previous study conducted with the principles of art education principles, but they found some studies in various subjects, including the following:

1. Descriptive study (1998) "The effect of two models of cooperative learning on the achievement of the ninth grade students in mathematics in Tulkarm Governorate and their attitudes towards it" and aimed at identifying the effect of using a cooperative learning method according to two strategies (GESCO strategy) and (learning strategy together) in achieving The ninth grade students in mathematics and their attitudes toward it.
2. The study of Al-Saud, Mohammed Al-Mawsouma ("The effect of using the difference learning strategy in developing metacognitive skills among second secondary students in history").
3. The study of Al-Dabbagh, Ahmed Al-Mawsoumah ((The impact of using the cooperative learning method in developing scientific concepts in mathematics)).

The researchers have benefited from previous studies in determining their goals, balancing the results and knowing the sources.

Research Methodology and Procedures

In this chapter, researchers take a look at the methodological procedures they used in terms of:

First: Research method

The researchers adopted the experimental approach, because it is appropriate for the nature and purpose of the research, and this use is characterized by research with sound procedures and accurate results, which leads to scientific value. (Abdel Hafeez and Mustafa, 2000: 107)

Second: the experimental design:

Experimental design is one of the first steps that a researcher thinks about research procedures (Al-Zobaie and Muhammad, 1981, p. 94) The researchers have adopted the design shown in Figure 1

The difference between the degrees of the two groups is in Direction scale	Search tool	Independent variable	the group
	Direction scale	Difference learning	Experimental
		The usual way	Control

Figure 1 shows the experimental design adopted by the researchers

1- Research community

The total community for the current research consists of students of the colleges of basic education in Iraq - Baghdad / technical education departments, the first stage morning study for the academic year (2019 - 2020).

2- The research sample: The research sample was represented by the students of the Department of Art Education, the morning study, the first stage comprising two divisions (A, B) and by a simple random drawing method, Division (B) was chosen to represent the experimental group that is taught using the difference learning strategy and Division A to represent the control group that is studying In the traditional way, the researchers statistically excluded the data of students who were deferred and who were not committed to the study all of them so that they do not affect the results of the research. (A) The control group. As shown in Table 1:

Table 1 Students of the research sample before and after exclusion

60	The total number of students	75	The total number of students before exclusion
30	After exclusion	38	Number of students
31	Number of students	37	Number of female students

Fourth: Equivalence of the two research groups:

Among the requirements of the experiment or research is that the equivalence process between the students of the two research groups (experimental and control) be performed statistically in some variables that can affect the results of the experiment. For this, the researchers rewarded between the students of the two research groups in the following variables:

- Chronological age calculated in months: T-test results for the two research groups in the chronological age calculated in months

Table 2 shows the ages for students in the research sample

Statistical significance at the level of 0.05	Value t		Degree free	variance	SMA	No.	the group
	table	calculate					
Is not significant	2.000	0.816	59	65.77	191.97	30	Experimental
				72.93	193.71	31	Control

From Table 2, we notice that students are equivalent in the time-life variable.

_ Student's Academic Achievement: T-test results to indicate the differences between students of the two research groups in the previous information test scores.

Table 3 shows the equivalence results in the prior information test

Statistical significance	Value t		Degree free	variance	SMA	No.	the group
	table	calculate					

at the level of 0.05							
Is not significant	2.000	0.631	59	14.01	56.57	30	Experimental
				221.41	58.90	31	Control

From Table 3, we notice that the two groups are equal in the previous information.

_ IQ test: T-test results to indicate the differences between students of the two research groups in the IQ test scores

Table 4 Arithmetic mean and standard deviation for the two groups in the IQ test

Statistical significance at the level of 0.05	Value t		Degree free	variance	SMA	No.	the group
	table	calculate					
Is not significant	2.000	0.533	95	97.81	39.23	30	Experimental
				74.30	37.97	31	Control

From Table 4, we notice that the two groups are equivalent in the IQ test variable.

Fifthly adjust the variables

The search variables are defined as follows:

- 1 - The independent variable of the experimental group (the difference learning strategy).
- 2- The dependent variable (achievement).
- 3- The exotic variables that affect the safety of the experimental design and the dependent variable.

The control of the experiment is not merely because the researcher controls one of the variables to see its effect on a second variable, but rather it must be in the control of observation, identification, and control of other variables that may affect the

dependent variable, whether it is related to the members of the experiment, or the circumstances surrounding the experiment . (Al-Zobaie and Muhammad, 1981, p. 91)

Sixth: Research Requirements:

Determine the scientific material

The researchers determined the scientific subject that will be taught to students of the two research groups before starting applying the experiment. The general teaching methods subject to be taught for the academic year (2016-2017) included topics: (education, its concept and methods, areas of art education, goals of art education, planning for teaching in art education).

- The general objectives for teaching art subjects

The researchers reviewed the general goals of the general teaching methods subject, and they put those goals into practice by translating them into observable and measurable behavioral goals.

Defining and formulating behavioral goals

The researchers collaborated, formulating behavioral goals based on the content of the topics to be taught during the duration of the experiment and according to the six levels of Bloom's knowledge (knowledge of assimilation, application, analysis, synthesis, evaluation). In order to ensure the validity of these goals, the researchers presented them to a group of experts in teaching methods Measurement, evaluation, and teachers of the subject matter. In light of their opinions, suggestions, and observations, some of them were amended, and an agreement (83%) of their opinions adopted a criterion for their validity and suitability until they became in their final form (50) a behavioral goal.

Preparing teaching plans

The researchers prepared teaching plans for the number of semesters of the subject, as it reached (16) plans for the academic subjects that will be taught for the second grade in the subject of art education principles for the academic year (2018-2019) with (8) teaching plans for the experimental group according to (individual learning) and (8) Teaching plans for the control group, according to the usual method.

Seventh: Preparing the scale of trends

The scale of attitudes toward the subject matter of art education subject used in the current study consisted of (50) paragraphs of Likert type (I strongly agree, I agree, I do not know, I strongly disagree) and the scores for the positive items are calculated in order (5,4,3,2, 1) And vice versa for negative paragraphs, and thus the higher score on the scale (250) and the lower degree (50). Given that the neutral response corresponds to (3), the direction was counted negatively as the student's performance on the scale was (150) and less, and the trend was positive as performance was on Standard (151) and above.

The scale has gone through previously applied steps, including:

1- Determine the objective of the measurement

This step is one of the most prominent steps for formulating and designing the paragraphs of the scale in a way that is compatible with the goal for which it was designed, as it aims to measure the effect of the independent variable (group learning) in the dependent variable (the final directions towards the material principles of art education).

2- Levels of Scale: The researchers committed to measuring the five levels according to the sources approved by the researchers.

3- Formulating positive and negative scale paragraphs.

4- Verify the scale

The researchers adopted two methods (apparent honesty and content honesty) by presenting it to the experts and specialists in the subject of teaching methods and professors of educational psychology and art education.

5- Exploratory application of the scale

The test was applied to the same statistical application consisting of (40) male and female students in the College of Basic Education, Department of Art Education on 13/10/2019.

A- The stability of the scale

The researchers conducted the stability of the scale after they applied it to a prospective sample of (40) students, and the coefficient of stability using the Cronbach alpha equation (0,83) is considered a good stability coefficient.

Ninth: Statistical means:

The researchers used the following statistical methods:

((T-Test of two independent samples to determine the significance of the differences, Pearson correlation coefficient, Cronbach's alpha equation for correction).

((Presentation and discussion of results))

First: Present the results: To verify the validity of the research hypothesis, which states that:

((There is no statistically significant difference at the level of significance (0,05) between the average scores of the experimental group students, which were studied using the difference learning strategy, and the mean of the scores of the students of the control group, which were studied in the usual way on their attitudes towards the subjects of artistic education principles)) Arithmetic, standard deviation, and variance for students of the two research groups, as shown in the following table:

Table (5) shows the arithmetic mean, the standard deviation, and the variance of the scores obtained by the students of the experimental and the control groups in the direction scale

Statistical significance at the level of 0.05	Value t		variance	SMA	No.	the group
	table	calculate				
Is significant	2,01	6,051	357,58	18,91	154,4	Experimental
			222,53	15,24	125,8	Control

It is noted from the above table that the mean of the experimental group students scores studied by the difference learning strategy in the trend scale is (154.4) and the

standard deviation ((18.91)) and the variance (357,58). 8) and the standard deviation (15,24) and the variance (222,53). Using the T-test for two independent samples, it is clear that there are differences in the averages in favor of the experimental group, as the calculated T-value reached (6,051) greater than the tabular (2,01) at the level of significance (0) , 05) and the degree of freedom (48), which means that there are differences between the two groups and in favor of the experimental group This rejects the null hypothesis.

Second, the interpretation of the results:

The results of the research showed the superiority of the experimental group, which was studied by the difference learning strategy over the control group, the researchers see that the reason for this is that the difference learning strategy is stimulating for students to exercise their own efforts in a positive cooperative atmosphere, learning with it helped expand their knowledge and capabilities as well as support each other and expand Discussions and assumptions to find solutions with this strategy led to positive growth trends towards the material principles of art education, so the results indicated that the experimental total exceeds.

Third: Conclusions:

1- The difference learning strategy had a preference over the usual method, as it had an effective and statistically significant effect in developing positive attitudes towards the art education principles.

2- The steps involved in group learning work on the interaction of students with each other on the one hand, and with the teacher on the other hand, as the student has an effective role which leads to increased motivation towards learning.

Fourth: Recommendations:

Because this research has shown a positive impact in developing attitudes towards art education principles, the researchers recommend:

1- Using team learning in teaching and training courses for art education teachers.

2- Preparing a guide for the teacher that includes guidance on how to approach the academic subjects using cooperative learning methods and strategies

3- Attention to training students to use various strategies before moving to do their work in schools.

4- Conducting corresponding studies that include other student societies with different educational levels and taking other variables.

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