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The Effect Of Wheatly Strategy In Collection And Development Of The Direction Towards The Arab Line For Art Education Student

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Abstract

   Arabic calligraphy and Islamic decoration are a civilized identity for the Arab countries of the world and their historical importance is taught in the colleges of Iraqi universities, and as an attempt by researchers to confirm the importance of interest in it, a strategy was applied according to the Wheatley model to develop students' attitudes and to increase their educational attainment in it, the researchers identified the problem of their research with the following question: What has the effect of a strategy It is followed in collecting and developing the trend towards Arabic calligraphy for Iraqi students at Al-Mustansiriya University / College of Basic Education - Department of Art Education? The researchers applied the experiment during the second semester of the academic year 2018-2019 at (3) hours per week. They concluded that the use of Wheatley's strategy leads to the development of students' attitudes towards Arabic calligraphy and its use and works to raise the educational attainment level for students of the second stage of the Department of Art Education in the Arabic Calligraphy subject, therefore researchers recommend the use of Wheatley's strategy in teaching, especially in the Department of Art Education at the College of Basic Education for its positive impact and so that it is possible Benefiting from the current study in implementing activities and skills of Arabic calligraphy.
Keywords: Education, Teaching, Teaching Methods, Art Education

El Efecto De La Estrategia De Trigo En La Recopilación Y El Desarrollo De La Dirección Hacia La Línea Árabe Para Estudiantes De Educación Artística

Resumen

   La caligrafía árabe y la decoración islámica son una identidad civilizada para los países árabes del mundo y su importancia histórica se enseña en los colegios de las universidades iraquíes, y como un intento de los investigadores por confirmar la importancia del interés en ella, se aplicó una estrategia de acuerdo con En el modelo de Wheatley para desarrollar las actitudes de los estudiantes y aumentar su logro educativo, los investigadores identificaron el problema de su investigación con la siguiente pregunta: ¿Cuál es el efecto de una estrategia? Se sigue al recopilar y desarrollar la tendencia hacia la caligrafía árabe para Estudiantes iraquíes en la Universidad Al-Mustansiriya / Facultad de Educación Básica - Departamento de Educación Artística? Los investigadores aplicaron el experimento durante el segundo semestre del año académico 2018-2019 a (3) horas por semana. Llegaron a la conclusión de que el uso de la estrategia de Wheatley conduce al desarrollo de las actitudes de los estudiantes hacia la caligrafía árabe y su uso y trabaja para elevar el nivel de logro educativo para los estudiantes de la segunda etapa del Departamento de Educación Artística en el tema de la caligrafía árabe, por lo tanto, los investigadores recomendar el uso de la estrategia de Wheatley en la enseñanza, especialmente en el Departamento de Educación Artística de la Facultad de Educación Básica por su impacto positivo y para que sea posible Beneficiarse del estudio actual en la implementación de actividades y habilidades de caligrafía árabe.

Palabras clave: educación, enseñanza, métodos de enseñanza, educación artística

Introduction to the research:

   Arabic calligraphy and Islamic decoration are a civilized identity of the Arab world and its historical importance is taught in the colleges of Iraqi universities, including the College of Basic Education, Al-Mustansiriya University. The researchers have noted a weakness in the teaching of the material to students of the Art Education Department at the College of Basic Education / Al-Mustansiriya University and this is a problem worth studying and as an attempt of them in Searching for a strategy that de-

velops students 'attitudes and increases their cognitive achievement, so a
strategy was chosen according to Wheatley's model, which is hoped, as
Zeitoun points out, "It increases students' ability to apply information and
employ it in new life situations." , Stimulate motivation and develop scien-
tific attitudes, increasing students 'ability to take responsibility" (Zaytun,
2003: 334)

Research problem :

The researchers identified the problem of their research with the following
question: What is the effect of Whitley's strategy in achieving and devel-
oping the trend towards Arabic calligraphy among students of the Depart-
ment of Art Education?

research importance :

1- The research confirms the importance of the arts of Arabic calligraphy
and Islamic decoration as materials that express the identity of Arab Mus-
lims.

2- The research strategy adopted is an active learning strategy.

3- The strategy may contribute to student participation building meaning
rather than receiving knowledge.

4- The strategy may develop students 'attitudes towards learning Arabic
calligraphy and Islamic decoration.

Research objective: The research aims to:

Identify the impact of Wheatley's strategy on developing the trend towards
Arabic calligraphy for art education students.

research assumes :

- There is no statistically significant difference at the level (5 0.0) between
the average achievement levels in the post test between the experimental
group that was studied according to Wheatley's strategy and the control
group that was studied according to the usual method.

- There is no statistically significant difference at the level of (5 0.0) be-
tween the average achievement levels in the post-skill test between the
experimental group that was studied according to Wheatley's strategy and
the control group that studied the usual way.

- There is no statistically significant difference at the level of (5 0.0) be-
tween the average levels of achievement in the post-test between the ex-
perimental group that was studied according to Wheatley's strategy and
the control group that was studied in the usual way in the direction towards
Arabic calligraphy after applying the direction scale.

Search limits: The current search is determined by the following:

Time limits: the academic year 2018-2019.

- Spatial limits: Iraq / Al-Mustansiriya University - College of Basic Education / Department of Art Education.
Human frontiers: second-stage students
Objective boundaries: Arabic calligraphy and decoration.
Theoretical underpinnings:
Wheatly Strategy:
Wheatley proposed it as a form of cooperative learning (Cooperative Learning) consisting of three stages:
First stage: missions
In this stage, educational assignments are distributed among learners, whether it is an issue or an experiment.
The second stage: small groups
Learners are required to complete the educational tasks in the form of small groups, as each group works as a cooperative team in discussing and discussing opinions to reach the right results.
The third stage: participation After completing the educational tasks, the small groups turn into one group and present the results, and the teacher intervenes to develop and deepen the proper scientific understanding (Afoon and Al-Fatlawi, 2011: 156)
Teaching steps according to Wheatley's strategy:
1- Determining the learner's prior knowledge by raising some questions related to the subject of the lesson and recording opinions on the board.
2- Distributing tasks after dividing them into small groups, and these tasks are a practical problem or inquiry that requires a dialogue session between members of the group or carrying out specific activities.
3- The teacher, during group work, monitors and travels between them, engages students without giving the correct answers and encouraging them to think and dialogue, and gives some hints if he finds that there are some groups that cannot complete the task.
4- Each group displays the solutions, results, or interpretations that it reached, then the discussion revolves to build interpretations, deepen understanding and crystallize concepts and principles, and the teacher undertakes the management of the discussion among students, then in the end displays the concept as it should and formulates the principle in a way that is universally accepted. (Najdi, Abd Al-Hadi, 2005: 424-425)
-        directione :
        "The trend is a state of appropriate preparedness, whether it is by rejecting or positively regarding the individual's position and problems, or it is an organization of the beliefs that prepare the individual to choose

the preferred response" (Al-Lokani, 1999: 125) as well as "the emotional state of the individual that consists based on what he has From beliefs or perceptions regarding a particular topic or people, this condition often leads him to do a number of responses or behaviors, and is determined by these responses "

(Khalifa, 1990: 130)

Types of directions:

There are several types of directions:

1- Collective trends and individual trends: Collective trends express the opinions of a large number of members of society, while individual trends distinguish one person from another.

2- Positive trends and negative trends: Positive trends are based on the support and approval of the individual, while negative trends are based on the opposition and lack of consent of the individual.

3- Strong trends and weak trends: A strong trend is that direction that re-mains strong over time. As for the weak trend, the individual can easily abandon it.

(Melhem, 1995: 25)

Methods of changing trends:

1- The style of the role: this represents when a person plays a role that contradicts the direction he adopts, as it will necessarily lead to changing this direction and adopting the direction of others.

2- The method of causing feelings of pain: this represents when a person commits a mistake as he turns the direction of another behavior to alleviate feelings of guilt and error.

3- The method of fear: This is because the triggers that lead to high fear lead the person to change his attitudes.

4- Reward style: wherever the reward method is moderate, it leads to a change in the direction of the person.

5- How to submit to the opinion of the group.

6- Media of all kinds. (Al-Kubaisi, 2000: 78-79)

The development of Arabic calligraphy:

After the Islamic conquests that included the east and west of the earth, the most important Muslims in teaching and learning, and the importance of writing in the life of the Islamic nation, including what emphasized the importance of reading and writing the Holy Qur'an in caring for writing and what the Messenger, peace and blessings of God be upon him and his family, called upon his companions to write the Qur'an and was among the

keenness of the Prophet, prayers May God's prayers and peace be upon him, asking a prisoner of Badr that every prisoner teaches ten Muslims to read and write in exchange for being released from captivity. The writing spread in the spread of Islam in the Arab regions, and after the death of the Messenger, may God bless him and his God and peace, the Islamic conquests began and the Arabs contacted the Persian Gulf and Islamic civilization with other civilizations. The Arabic script developed with the development of Islamic civilization, two important trends appeared in the life of Muslims. The first direction started with the beginning of Islam, where The writing was geometric (dry) geometry, and it was called "the memorial calligraphy font, a promise of an artistic phenomenon of pure Islamic art, as it tends to force with straight lines so there is no humping or curving" (Wannous, et al., 2010: 34)

As for the second direction, "In the late afternoon, the Qur'an writer Kutba Al-Mahroor appeared, after which his appearance is a new stage in the prosperity and development of Arabic calligraphy, where he extracted four lines from the soft line. It was common use and it is the pen of Galilee and is called (jelly) in proportion to the size of the large size." The first artisticians who singled out the calligraphy were established in Baghdad, and from there they excelled in their lines, as Baghdad was the capital of the state during the reign of the Abbasids "(Anwar, 1985: 3). The Arabic calligraphy passed with interest and development since the beginning of the Islamic state in Makkah, Makrama, Bilad al-Sham and Hejaz, all the way to the city of Kufa That grew up the Arabic calligraphy and flattened And then the transit in the Umayyad and Abbasid era, which appeared in the needles of calligrapher, such as Ibn Muqla, Ibn Al-Bawab and Yaqout Al-Mustaimi. Pens have multiplied in this era, and the Arabic script continued to be refined in the aforementioned ages through a linear journey that was produced for us by the bright Islamic history. Glory and creativity until it reached several types, and it follows:

1- The Kufic script: It is one of the geometrical lines on which it was written in the first Hijri centuries of Islam. This type of Arabic calligraphy has developed and improved in the city of Kufa. It is the Arabic calligraphy that the Muslim conquerors carried to spread their religion and their laws, and at the same time imposed the necessity of using the Arabic language As a religious language to teach the vanquished the doctrine of Islam in finite ease, and formulated prayers briefly summarized. Then the call took on a more profound nature, and then the law required broader knowledgeable officials to implement it accurately. And all the written copies of the

previous Qur'ans of the fourth century AH are written in this Arabic script. In what was found by the scholars of Kufa, who quoted it from one of the ancient lines of the Arabian Peninsula, due to the magnificence of its splendor, especially the Iraqi Kufi mosque for most conditions, I do not fix the kufic lines "(Al-Masraf, 1980: 339) and there are other types of developed Kufic lines as in the figures below:

2- The Naskh script: It is one of the soft Arabic fonts that appeared in the Abbasid era. This type of Arabic calligraphy flourished in this era, as it was used in the reproduction of many books in all fields of science. , And the interrogator, it was named this name for use in correspondence, commercial transactions and the reproduction of books "(Saleh, 1990: 149) and Muslims used it in writing the Noble Qur'an, as in the figures below:
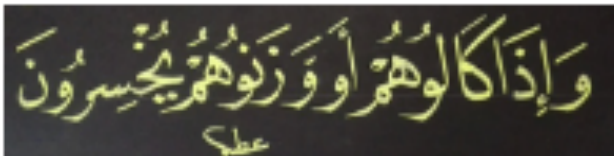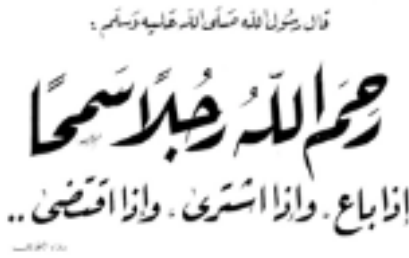

3- The third line: It is one of the most famous types of transcription, and it was called by this name because it is written with a pen that is distorted with a thickness equal to one third of the diameter of the pen, because it needs poetry that comes only with the letter and its thickness, and some call it the Arabic script because it is essential for many types of Arabic fonts (Al-Jubouri, 2000: 131) This line is one of the most difficult Arabic lines in terms of rules and scales and the ability to perform and accomplish and this line is either simple written in the form of a line or it is complicated his words and letters are intertwined with certain structures and as in the forms below:

4- Al-Diwani and Al-Diwani script: From the Arabic lines that were invented during the days of the Ottoman Caliphate, and this line is considered a secret of the royal palaces. "And the first to lay down its rules Ibrahim Muneef after the conquest of Constantinople

(Kurdish, 1939: 102) This line is divided into two parts, the Diwani script, whose letters are twisted and free from diacritics, and the Diwani clear script. This type of Arabic calligraphy is characterized by the abundance of Arabic and decorative movements, and the letters are filled with points as in the figure below:

5- Al-Rak'ah Line: It is one of the beautiful lines in its letters of straightness and it is not possible to form or composition. "It has clarity and this line is used in commercial advertisements for the simplicity of its clarity and its distance from complexity" (Al-Jubouri, 2000: 297) and as shown in the figure below:

قال رسول الله صلى الله عليه وسلم :

رَحِمَ اللَّهُ رَجُلًا سَمْحًا

.. إِذَا بَاعَ. وَإِذَا اشْتَرَى. وَإِذَا اقْتَضَى

There are other types of Arabic fonts such as vacation, comment, and se-
duction.
research community :
        The research community consists of students of the second stage,
morning study - Art Education Department - College of Basic Education
- Al-Mustansiriya University, and their number is (168) male and female
students as shown in the table below:

T	Second level students	The number
1	Classroom 1	49
2	Classroom 2	34
3	Classroom 3	44
4	Classroom 4	41
5	Classroom 5	186

The research sample :
  The researchers chose Hall (1) and Hall (4) in a random way to be Hall
(1) for the experimental group and Hall (4) for the control group, and the
admitted students were chosen by central acceptance from students of the
scientific and literary branches, and the accepted students were excluded
by direct application, By (25) male and female students for each hall. The
researchers used a strategy following for the experimental group and the
traditional method for the control group, as shown in the table below:

The test	Teaching method	The number
Prior	Wheatley strategy	25
Post	Traditional education	25

search tools :
        Whereas the current research requires measuring the effect of Wheat-

ley's strategy on developing achievement and the direction towards Arabic calligraphy among the students of the Department of Art Education, researchers have identified the following tools:

A- Academic achievement test for Arabic calligraphy.

B- Skill test for Arabic calligraphy.

C- A measure of students 'attitudes toward Arabic calligraphy.

Steps to build a test

- Determining the academic subject

The educational material was specified for the second semester, which includes the types of Arabic calligraphy in the Umayyad period and the Abbasid era and the most important flags of Arab calligraphy schools.

Exploratory sample: The researchers applied the test to an exploratory sample from the second stage students, which consisted of (20) male and female students chosen from the research community from Hall (3) after the end of the course.

Test preparation:

The cognitive achievement test was prepared, and the test may consist of (15) multiple questions and each question (2 points). This test was presented to the experts. The researchers also prepared a skill test of (4) questions for each question (10) degrees and as in Appendix (3)

Calculation of the truthfulness of the test: That the test measures what was set for measurement, and this test was presented to a number of specialized experts and determined the percentage of agreement between them, and some paragraphs were modified based on the opinions of experts.

Preparing a scale for students 'attitudes toward Arabic calligraphy:

This scale aims to know the students 'attitudes from the experimental and control group towards the Arabic calligraphy subject, and it measures the responses that students show by accepting or rejecting the Arabic calligraphy subject, and by using the students for the scale paragraphs, especially the overall grades that students get on this scale. Response is made to the paragraphs of the scale According to the five-step gradient according to the LIKERT method () (Strongly agree, agree, hesitant, disagree, strongly disagree). This scale was presented to a group of experts and the researchers took expert opinions, and paragraphs (4, 6, 10, 13, 22) were modified. , 29) As in Appendix (2).

Procedures for applying the experiment:

The researchers applied the experiment to the students of the Education Department - College of Basic Education during the second semester of the academic year 2018-2019, at a rate of (3) hours per week.

Achievement test application and trend scale:
Post-achievement test was applied to the two research groups, and the measurement of the trend towards Arabic calligraphy was applied to the two research groups after the end of teaching the prescribed subjects of the academic content. The researchers conducted the test and measured the trend towards Arabic calligraphy and the test was corrected.
research results :
The first hypothesis:
There is no statistically significant difference at the level (5%) between the average achievement levels in the post test between the experimental group that was studied according to Wheatley's strategy and the control group that was studied according to the usual method. To verify the hypothesis, the researchers used the calculation of the mean and the variance of the experimental and control group scores In the achievement test (T-test) to find the differences between the mean of the two samples as shown in the table below.

The test	The number	Arithmetic mean	Standard deviation	(T) Value	Functional value	Functional level
Prior	25	53	4.723	7.648	1.711	Functional
Post	25	27	1.019			

It is clear from the above that the calculated value of (T-test) equals (7.648) which is greater than the tabular value (1.711) at the level of 0.0 (5) 0.0, and this means that there is a statistically significant difference between the two groups and in favor of the experimental group, therefore the hypothesis is rejected and the alternative zero null hypothesis is accepted. It states, "There is a statistically significant difference at the level of 0.0 (5) between the average achievement levels in the post test between the experimental group that was studied according to Wheatley's strategy and the control group that was studied according to the usual method."
The second hypothesis:
- There is no statistically significant difference at a level between 5) 0.0) the average achievement levels in the post-skill test between the experimental group that was studied according to Wheatley's strategy and the control group that was studied by the usual way. To verify the hypothesis, the researchers used the mean and variance scores for the experimental and control group scores in the achievement test (T-test) to find the differences between the mean of the two samples as shown in the table below:

The test	The number	Arithmetic mean	Standard deviation	(T) Value	Functional value	Functional level
Prior	25	36	2.28	5. 228	1.711	Functional
Post	25	17	2.09			

- It is clear from the above table that the calculated value of (T-test) equals 5.228) which is greater than the tabular value (1.711) at the level of (5 0.0), and this means that there is a statistical difference between the two groups in favor of the experimental group, therefore the hypothesis is rejected and the null hypothesis is accepted. The alternative states, "There is a significant difference at a level
0.0 5)) between the average achievement levels in the post-skill test between the experimental group that was studied according to Wheatley's strategy and the control group that studied by the usual way.
The third hypothesis:
- There is no statistically significant difference at the level of (5 0.0) between the average scores of students in the experimental group that was studied according to Wheatley's strategy and the control group that studied in the usual way in the direction towards the Arabic calligraphy subject after applying the direction scale. To validate the hypothesis, the researchers used the mean and variance scores for the experimental and control group scores in the achievement test (t-test) to find the differences between the mean of the two samples as shown in the table.

The test	The number	Arithmetic mean	Standard deviation	(T) Value	Functional value	Functional level
Prior	25	88	14.43	2.016	1.711	Functional
Post	25	51	6.30			

- It is clear from the table above that the calculated value of (T-test) is equal to (2.016) which is greater than the tabular value (1.711) at the level of 0.05), and this means that there is a statistically significant difference between the two groups and in favor of the experimental group, therefore the hypothesis is rejected and the null hypothesis is accepted. The alternative states that "There is a statistically significant difference at D level
5) 0.0) between the average achievement levels in the post-test between the experimental group that was studied according to Wheatley's strategy, and the control group that studied in the usual way in the direction towards the Arabic calligraphy subject after applying the direction scale.

Conclusions:

1- Teaching using Wheatley's strategy gives the learner a positive role in splitting technical tasks and skills into simpler concepts and skills and linking them to reaching the right learning, so the learner no longer depends on receiving, memorizing and listening, especially since the learner's previous experiences are combined with subsequent educational experiences.

2- The use of the Wheatley strategy leads to an increase in the educational and cognitive achievement level for students of the second stage of the Department of Art Education in Arabic calligraphy, and this is observed in the level of the experimental group that was studied according to the Wheatley strategy.

3- It is clear that the use of Wheatley's strategy on the experimental group led to developing the trend towards Arabic calligraphy for the second stage students, Department of Art Education / College of Basic Education.

4- The use of Wheatley's strategy helped the experimental group students gain concepts and develop skills for Arabic calligraphy, which leads to an opportunity for students to link information and skills related to Arabic calligraphy material to facilitate their understanding of new skills and concepts with what they have information and skills they have to be touched.

Recommendations:

1- The necessity of using Wheatley's strategy in teaching Arabic calligraphy at all academic levels.

2- The necessity of preparing training courses to develop the capabilities of technical education teachers and training them to use the Wheatley strategy in teaching Arabic calligraphy in particular and the fields of art education in general.

3- Adopting Wheatley's strategy in teaching other subjects in the Department of Art Education at the College of Basic Education so that they can be properly prepared.

4- Benefiting from the current study in implementing activities and skills of Arabic calligraphy.

Suggestions:

1- Carrying out more studies with the aim of revealing a strategic effectiveness, followed by other academic levels in the Department of Art Education, Faculty of Basic Education.

2- Using Wheatley's strategy and comparing it with other strategies in applying study materials.

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