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فعالية استخدام استراتيجيات خرائط المفاهيم فى تنمية التحصيل والتذوق الفنى والجمالى للصف الأول الثانوى فى ضوء المفهوم الشامل للتربية الفنية

**بحث مقدم للحصول على درجة الماجستير فى التربية تخصص
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

((يُوْتِي الْحِكْمَةَ مَنْ يَشَاءُ وَمَنْ يُؤْتَ
الْحِكْمَةَ فَقَدْ أُوتِيَ خَيْرًا كَثِيرًا
وَمَا يَذْكُرُ إِلَّا أَوْلُوا الْأَلْبَابِ))

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**Institute
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**Effectiveness of the concept maps strategy to
develop the achievement of art appreciation
and aesthetics, in art education for students at
the first secondary grade, in the light of the
general art educational concept**

**Research presented for
Master degree of Education
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Research Summary

Introduction

The importance of the art education becomes clear through the study objectives, Which endeavors all the integration of the personality, with her essential intellectual, and the perception sense , and behavioral cognitive, to develop all aspects of the person, his habits, trends, concepts, his sensory responses and aesthetical, with consistence and harmony, so all that reflected in the upgrading of civilized learner, at the end he is a person who is completely different from the person who did not adhere to the art education process.

The art education is considered one of the most expressive medium about the human being emotions, beliefs, thoughts, and feelings, by art appreciation and aesthetics.

Through her effort to confirm the artistic culture by the artistic study to generalize the experience, to integrate the knowledge, the skills, and the attitudes in a unity affects in the human behavior. The art education is also having all the colours of the available artistic culture in the public education, from pre-school age to the end of secondary school which educated appreciation to the student, to be able to know the language of shapes, he reads it and be affected to deal with it in his life.

It seems the art education is a scientific subject, very important like the other school subjects, play an important role for a well preparation of student, to have enough flexibility to solve problems by creative methods.

As feeling grows with him by the sites of beauty, surrounding him in the environment, or nature, and grows his visual culture, which reflected on his behavior, a lot of sentimental sides change in him, he becomes gradually a connoisseur and a critic for beauty then, his behavior is changed depending on his perception of the beauty.

And here is the question: where are the art education curricula of the content to the art education targets?

Specially the art education curriculum for the first grade secondary, at the time that the student ends the study of the preparatory level,

His knowledge structure is weak in the art education subject. Because his preceding scholastic years didn't trade except with a repeated artistic experience,

limited concepts, and artistic terms, then debased the result of the achievement level, for the students at the represented art language, the basics , the elements , the processors, the values of the art work, which consider the alphabets of any art work, then decrease appreciation and aesthetic levels of the students, perhaps this is a motivation for this research

,through which will establish a new strategy for teaching basic concepts, like elements, basics, techniques for the student's art work, it begins from the principles and ends to the particulars, it grows according to his cognition growth, And the most appropriate strategies to teach elements , the treatments the art work values, "which consider the principle artistic concepts of the art work" is Concept Maps, which used to provide concept maps through organized form in a hierarchy, containing concepts included topics, and relationships to provide some kinds of meaningful learning .

The sense of the problem

Researcher felt a problem through: previous studies, analysis of the art education curriculum of the first secondary grade, exploring the opinions of teachers and mentors of art education, an experimental study.

Research questions:

From the previous introduction, we can identify the study problem; it is the low level of learning art language of students, of basics, elements, techniques, and art work values of them, also the low level of art appreciation and aesthetic.

And to contribute solving this problem, the study is trying to answer the following questions:

1-What are the concepts, and artistic generalizations necessary for students of the first secondary grade, using strategy of maps concepts?

- 2- What is effectiveness of the concept maps strategy on the educational achievements of the first secondary grade students to the concepts and artistic generalizations?
- 3- What is the effectiveness of the maps concept strategy on technical performance level of the first secondary grade students?
- 4- What is the effectiveness of the maps concept strategy on the level of art appreciation and aesthetic, of the first secondary grade students?
- 5- What is the picture of the proposed education unity in the design field of the first secondary grade, using concepts maps in the light of the comprehensive concept of Educational Professional.
- 6-What is the correlation between the level of both educational achievements of concepts, and generalizations of art appreciation, aesthetic and artistic performance of the first secondary grade students, and after teaching concepts using maps concept strategy?

In the light of the theoretical framework of the research has been formulated the following premises:
premise research :

- 1-Statistically significant differences were found between the middle grades of experimental, and control groups in the afterwards application achievement test to the experimental group.
- 2-Statistically significant differences between the two experimental middle grades, and the control group

in the afterwards application of the control of appreciation to the experiment group.

3-Statistically significant differences between the two experimental middle grades, and the control group in the application to the form of artistic production assessment for the experimental group.

4-Statistically significant difference between the average levels of the experimental group in the application of both the attainment test, and measurement of art appreciation, and appreciated form of artistic production after and before stage, for the afterwards application.

5-There is a correlation between the middle grades of the experimental group in the afterwards application for both of achievement attainment test, and the of art appreciation measurement.

The study purpose:

The current study aims to measure the effectiveness of concept maps strategy, in art language of educational achievements concepts and generalizations, technical performance, art appreciation and aesthetic of the first secondary grade students, through the design field .

The importance of research

The study might be useful in:

1-Providing a new strategy in teaching of design field (one of the arts education areas) to teach the art language (the basics, elements, techniques and values of art work) for the first secondary grade

students as an example to the rest of Secondary Education various

- 2- In response to the repeated proclamations of educators with importance for develop theories of teaching curricula with contemporary global trends to improve teaching, because resound now call for development focused on the educational concepts using maps concepts .**
- 3-Give a picture of concept maps as a new strategy in the education concepts, steps built, evaluation, and how to use it in the art education field.**
- 4-Provide a picture of the dependence on the global trends in art education contemporary and modern as a basic, and philosophical entrance, to rely on the comprehensive concept of education, which is considered one of the functional areas of organized basic knowledge, known short (D.B.A.E) Discipline Based Art Education to use in the effective teaching strategies. .**
- 5- Concept Maps strategy considered a certain tool for teacher, and student for teaching and educational achievement.**

Research sample:

Researcher has chosen the first secondary grade school at Omar bin al-Khattab- secondary girls ,Shubra el khaima - Qaliubia governorate, the headquarters work of the researcher, it has been chosen as a chapter of the first secondary grade, represents the experimental group includes Thirty

one students, and the other is the control group includes Thirty one students, thus the number of the sample is two sixty students .

Research tools

- 1- Education test for art Language: (basics, elements treatments, and the art work values) (preparation by researcher).**
- 2-Evaluation form of the students art works products (preparation by researcher).**
- 3-Standard measurement of art appreciation and aesthetic (preparation by researcher).**

The research methodology

The current research is depending on the following methods:

- 1-Descriptive method: during collection curriculum and literature, readings, previous studies, and information analysis on the maps concept strategy in teaching.**
- 2-Experimental method: through application of the research experience on sample of two groups (the experimental, and control), and apply the research tools.**

Research actions:

Study has proceeded in the following steps:

- a) First-theoretical framework has included :**
- b) Access to the related literature and studies, the first secondary grade curriculum, art education targets for the first secondary grade, the philosophy of secondary art education**

- c) Plan curriculum, and teacher's guide book.
- d) Access to the curriculums, components and its basics built.
- e) Concept maps and meaningful learning.
- f) Contemporary vision, the modern concept of education, and functional fields.
- g) General access to teaching theories, specialty in art education,
- h) Concepts, generalizations, and technical skills.
- i) Studies about students at the secondary level and artistic characteristics.

Secondly

The experimental framework will include:

- 1-Selecting sample study of two students groups in the first secondary grade randomly divided into:
- 2 -Experimental group: taught the design curriculum using concept maps.
- 3- Control group: taught design by normal manner.
- 4-Prepare a list of concepts, generalizations, technical skills, and performance required, for the first secondary grade in the design field, in an initial image, presented it to a group of arbitrators for exactitude, and make sure sincerity, to reach its final form.
- 5-Plan lessons, organize it in the design field, come upon the list of concepts and skills, which have been prepared using concept maps.
- 6- Present the lessons in an initial image to a

committee of experts, to determine their suitability to achieve the targets that were prepared, ensure truthfulness to apply, preparation for the experimentation.

7-Building research tools, and presentation to a committee of experts to determine the validity to apply, namely:

- a) Education test.**
- b) Form estimate of the artistic performance**
- c) Standard measurement of art appreciation and aesthetic.**

8- Applied the research tools previously application on the tow groups.

9-Applied the lessons assessments using concept maps strategy, after amended on the experimental group only.

8-Teaching design by normal method on the control group through grade teacher.

10- Applied research tools afterwards application to the experimental, and the control groups.

11- Analyze statistical data, draw conclusions, discuss it, and interpreted.

11-Provide some recommendations and proposals in the light of the results that have been reached.

Results:

After using statistical methods described in chapter five results confirmed:

- 1- There are statistically significant differences between the two groups averages degrees (control and experiment) of the test afterwards application for the experimental group.**
- 2- There are statistically significant differences between the two groups averages degrees (control and experiment) of the afterwards application of artistic evaluation for the experimental group.**
- 3- There are statistically significant differences between the two groups averages degrees (control and experiment) of the afterwards application of artistic production estimated for the experimental group.**
- 4- There are statistically significant differences between the two groups averages degrees (control and experiment) to the application test of both attainment, and the measurement of art appreciation of artistic production form after and before stage for the afterwards application.**
- 5- There is a correlation between the degree of the experimental group averages in each afterwards application attainment of testing and measurement of appreciation and artistic production form.**
- 6- Using concept maps strategy develop artistic basics achievements to the students in the first secondary grade.**
- 7-Using concept maps strategy develop artistic**

elements achievement to the students in the first secondary grade.

- 8- Using concept maps strategy develop artistic values achievement to the students in the first secondary grade.**
- 9- Concept maps strategy is effective in the process of artistic preference of the first secondary grade students, for the afterwards application while the experimental group students responded to prefer the teaching unit values, after using concept maps strategy taught, in spite of the lack of preference before using concept maps strategy.**
- 10- Concept maps strategy is effective to choose-prefer the artistic elements for the students in the first secondary grade.**
- 11- Concept maps strategy is effective to prefer essentials mastery in the good ornamental design, namely: (correlation, unity and balance).**
- 12- Concept maps strategy is effective to make true artistic judgment by students to the artistic works.**
- 13- Concept maps strategy is effective to development the students' artistic sensitivity.**
- 14- Concept maps strategy is effective to development the art appreciation of the first secondary grade students.**
- 15- Superiority the experimental group studied using concept maps strategy in the art productions, including successful technical aspects and artistic aspects (relationships arts and aesthetics).**
- 16-Effectiveness of the concept maps strategy to**