



The function of aesthetic education in building artistic taste and emotional integration of middle school students

Diyala University

Presidency of the University of Diyala

Prepared by the researchers

M. M. Ahmed Adnan Yaseen

m. Zeyad Hashim Mohammed

Central Printing Department,

Student Activity Department

Research Summary:

The current research aims to: To uncover the function of aesthetic education in integrating the emotional personality and artistic taste of middle school students. In order to reach the results of the research, an exploratory questionnaire was developed and applied to students of the second grade / intermediate stage of the Directorate General of Diyala Education for the academic year 2020-2021.

The results of this research showed the following:

The importance of art education in the life of middle school students and its role in aesthetic education and the development and integration of aspects of their emotional personalities, which calls for serious interest and great purpose for students and their artistic expressions and an attempt to understand them.

And that the fields of art education defined according to its goals contribute significantly to developing the artistic taste of students.

The function of aesthetic education in building artistic taste and emotional integration of middle school students

Abstract:

The current research aims to: Examine the function of aesthetic education in integrating the emotional personality and artistic taste of middle school students. In order to reach the results of the research, an exploratory questionnaire was developed and applied to the second grade/ intermediate stage students of the General Directorate of Diyala Education for the academic year 2020-2021..

The results of this research showed the following:

The importance of art education in the life of middle school students and its role in aesthetic education and the development and integration of aspects of their emotional personalities, which calls for serious interest and great purpose for students and their artistic expressions and trying to understand them.

And that the fields of art education defined according to its goals contribute significantly to developing the artistic taste of the students.

Research problem:

Aesthetic education plays an effective role in building society in general and the personality of the student in particular, and aims to form a comprehensive

formation from various mental, emotional, skill, social, behavioral and artistic aspects, as it works to qualify it to acquire cognitive experiences and technical and professional skills that help him to become an effective element in society.

And the development of the learner's abilities, tendencies and aptitudes is through building new curricula for technical education in the general education stages that are compatible with the scientific and technological developments that our contemporary world is going through, so the presence of an efficient teacher possesses the skills and methods of teaching and using his techniques properly.

Therefore, the current research problem focused on the function of aesthetic education in building artistic taste and personality integration for middle school students, and this idea was established through the researchers' sense of it after conducting a survey study directed to teachers and teachers of the subject of art education and middle school students about the teaching process and presenting the curriculum. For Artistic Education.

This study benefited the researchers in establishing the research problem, and accordingly, the following questions were put forward:

- 1- Does the art education curriculum include the vocabulary of aesthetic education, which enables it to develop artistic taste in the integration of the emotional personality of the intermediate school learner?
- 2- Does the competence of the art education teacher contribute to the development of artistic taste in issuing aesthetic judgments for the learner?

research importance:

The importance of research is reflected in the following:

- 1- Defining aesthetic education and employing it in the integration of the personality and artistic taste of the student, to develop his preparations and direct him to the social direction so that he is a good individual in the society in which he lives.

2- Knowing the function that art education plays as a primary method in human development through the development of the personality of the individual in society.

3- Seeing the objectives of art education and its treatment of the problems facing students and reaching them towards the integration of the emotional personality.

4- Knowing the impact of the job of the art education teacher in providing the scientific and technical material, and revealing the capabilities and innovations of students, in pursuit of an integrated personality.

Research goal:

The current research aims to:

Exposing the function of aesthetic education in integrating the emotional personality and artistic taste of middle school students.

search limits:

The current research is determined by the following:

Students of the second grade / intermediate stage of the General Directorate of Diyala Education - for the academic year 2020-2021.

Defining terms:

First: Aesthetic Art Education:

(Muhammad, 2004) defined it as:

"One of the means to nurture the artistic appreciation of the learners in addition to what it achieves from other purposes, such as developing various capacities such as photography and creative imagination, and strengthening the spirit of

observation and accuracy in perceiving the relationships between the different elements and the ability to make correct judgments about them." (Muhammad: 2004: p. 50).

As for the procedural definition that is consistent with the nature and objectives of the research, it is:

The process of raising the student's artistic taste in order to integrate his personality to help him transfer values, concepts and artistic contents studied into situations and valuable artistic products and to creative and thoughtful work in daily life and in the social milieu

Second: Artistic Appreciation.

Jerome Stultentitz knows him 1981.

"It is a subjective process that includes a contemplative attitude toward a phenomenon that is either approval or disapproval" (Jerome, 1981. P.42).

And Bassiouni knew it. 1993 Ban:

"The growth of the individual's sensitivity, so he can respond to different types of aesthetic relationships upon which artistic works are based, and this factor is important in his formation and may affect his behavior. This behavior may become more integrated, as taste may rise and become a method of a person's treatment of everything that falls under his hands." (Al-Bassiouni, 1993, p. 228).

Procedural definition:

It is the effect that aesthetic education leaves on the student's personality integration of accumulated experiences in his imagination and cognitive abilities through his practice of artistic work and the consolidation of harmonious relationships for the types of arts he practices, and what he is trained on in practice and study is a refinement of his vision and awareness of relationships, will develop the capacity for artistic appreciation and innovation For educated students.

Third: the middle school:

"This stage in our educational system represents the middle stage between primary education and intermediate education, in which those who complete primary education, whose ages range between (13-16) years, are accepted for boys and girls, and its function is limited to preparing students to continue middle school." (The Republic of Iraq, 1981, p. 4)

Theoretical background:

The learner needs to contemplate nature, study its system, and know its forms in order to reorganize, uncover new rhythms, and find relationships that were not taken into account. Nature compels her to adapt to his needs and obliges her to adapt to his purposes "(Meligy, 1988, p.202)

In order to achieve these objectives, the education objectives must be clearly defined and the contents of the curriculum must be broad components. "Looking at the importance of art education from a creative point of view makes it a material (value) and not (quantitative), that is, it is concerned with original values of a unique, non-recurring or typical nature, and it transcends the production currents of many without a controlling value, and that it is a field of activity that allows creative abilities to be realized It directs the student's behavior towards the best in the field of creativity "(Al-Helah, 2003, p. 171).

Some people think that taste is an innate issue that does not need care or upbringing, and this belief is fundamentally wrong, as the child is born in an environment with which he interacts. Great things, including taste, are drunk from them. If art education is superior in its taste, its taste is higher, and if it is low, its taste decreases. (Al-Bassiouni) indicates that taste is the human ability to respond to beauty and ugly disapproval, that the emotional response to external beauty influences is the feeling vibration in situations in which there is a beautiful relationship that makes situations that make a person feel pleasure and comfort. And satisfaction and rejection "(Al-Bassiouni, 1993, p. 274).

Educators have a feeling of interest in educational investigations in line with the spirit of the times, so that there is no gap between educational investigations and the surrounding environment, and among these investigations art education studies as it constitutes a lofty message. The goals of those working in teaching it fall upon the responsibility and great effort with students as they require Trust them, value them, evaluate them, and believe in their goals and direct them in a sound direction inside and outside the school. "(Al-Jubouri, 1986, p. 53).

Art education is not isolated from the rest of the other school subjects, as it seeks to create integration in the school curriculum. It contributes, along with the rest of the study subjects, to developing the personality of the learner.

Therefore, it has become clear now that the art education subject cannot be isolated from the rest of the other academic subjects. It is no longer possible to deny the role of this subject in the life of the learner in particular and in social life in general. Teaching art education greatly contributes to this development

Art education:

This term consists of two words: education and art. As for education, it is the learner's acquisition of behavior or its positive modification, and this process continues throughout life. As for art, it is the formation of various materials and obtaining good works from them, either for an aesthetic or practical purpose.

Based on that, we can relate the meaning of the two terms together, so that this term becomes (Art Education) as (Nabil and others) refers to "the learner's acquisition of a positive behavior by forming different materials to produce artworks through practicing technical skills in order to acquire through it some

specific values” In addition, it is an activity practiced by the learner to express his artistic abilities or express his feelings and perceptions, sensory and non-sensory. (Nabil et al., 2001, p. 157).

Art education is one of the study subjects prescribed in the general education stages, which aims to educate the learner through art, which in turn includes many artistic, theatrical, musical, audio-visual fields ... and others, and "is concerned with helping the learner in integrated growth." In the cognitive, skill and emotional aspects, it gives learners the opportunity to:

1. Description and analysis of works of art.
2. Development of manual skills.
3. Development of expressive and innovative capacities.
4. Development of conscience and taste.
5. It gives learners the opportunity to plan and build educational situations to achieve one specific goal.
6. It allows showing the educational differences between students.
7. It is related to the environment because the student is affected by what is around him and simulates the components of the environment and tries to transcend it.
8. It is related to preserving the heritage in its artifacts and preserving the civilized forms of its society.
9. It is not necessarily dependent on expensive materials or complex devices, but rather it is practiced from the materials available in the environment. "(Salah, 1993, pp. 72-73).

Art education lessons develop for the student belonging to his homeland and his security and strengthen his spirit of teamwork through the artistic works he practices that are inspired by the nature and environment in which he lives and

expresses it. Art is concerned with helping the learner to develop integrated cognitive, skill and emotional aspects. "(Salah, 1993, p.72).

Aesthetic education for intermediate students (adolescence stage):

The most basic effects of art education lessons on students 'lives, and for middle school in particular, is the formation of their artistic personality on the basis of preserving originality and increasing their capacities for emotional and sensory adaptation, including natural things surrounding them that make their lives more joyful and beautiful.

Art education stems from the great value of art in life and in education in particular, this value which is best represented by Plato's statement that art should be a basis for education.

Art in the life of the learner has a very important and important role, because the arts organize his life and prepare it to contain purely cognitive aesthetic connotations characterized by guidance, direction, preaching and judgment, and sometimes because the human soul always aspires to reach higher goals and has qualities that have beginnings and have no specific endings, because they are trying to reach a state of integration. And these attempts are seen, felt, enjoyed and tasted through beautiful and elegant images. Soul and art aspire and develop in one world, which is the attainment of the ideal and its satisfaction.

(Reid) refers to the importance of art by saying, "Art is one of the means of knowledge, and the world of art is a system of knowledge whose value is no less than for the world of philosophy and science. We do not begin to understand art and realize its role in the history of humanity except when we recognize it as a means of knowledge. For other means by which a person can reach an understanding of his environment, and even distinction of it. " (Reed, 1986 p. 5).

(The trick) affirms that "Art education lessons allow students to practice plastic arts of all kinds, and this practice reaches the level of innovation in value. Art education thus builds in students' hearts the ability to perceive relationships and form

With various materials to find new and innovative formulas that the human soul responds to with admiration and enjoyment, this article is known as a positive modification in the behavior of individuals by forming different materials and consuming the environment to obtain elaborate works of art, and it is a way to reach the same students, imitating their senses, moving their emotions and developing their tastes and values. In life, we refine their behavior and style of self-expression, and discover the patterns of their personalities, tendencies and talents. "(Al-Helah, 2003, pp. 171-173).

The practice of drawing, for example, can identify the hidden motives that drive the different behavior patterns that characterize the student, about which he cannot discover frankly about them. Often from the unconscious from early childhood the emotions and desires that the student feels or feels that the social systems could not satisfy, so they remain working in a hidden way. Directing his behavior in all years of life, drawing here can help direct his behavior in all years of life and drawing here can help remove these repressions, so he checks the burden on the student, and at the same time it can explain the reasons that control and characterize the behavior. And distinguish it by describing the behavior of the student with deviation, while the behavior of another student is described as moderation.

Therefore, psychologists and researchers in the fields of art education dealt with the link between drawing a person and his personality, and emphasized that many of the drawings carry the features of the character and its original features, so drawing may be a key to studying personality. Through drawing we can know the hidden motives that drive the different behavior patterns that distinguish a person that he cannot discover frankly about "(Al-Jafri, 1992, p. 84).

And (Saadeh) indicates that "the need for technical change is an urgent need for the student, and he cannot dispense with it, even though this need is not strongly evidenced by the suppressed and persecuted students who lack freedom, and with the materials to express themselves freely and freely, but their drawings that

they do are hidden." On the walls and the margins of their notebooks is a clear indication of the existence and strength of this need "(Saadeh, 1995, p.20).

Therefore, "the process of teaching art includes the fertile use of various tangible materials that lead to a scientific discovery in which the artistic is unique, that freedom of expression is considered the ideals of democracy for which people strive, and that the principle of freedom in artistic expression in secondary schools must be applied within a system." Be and draw lines for him and set controls for him not to become chaos or to shut down the reins of art education inside the drawing room "(Hussein, 2009, p. 110)

Objectives of Teaching Art Education in the Middle School:

The following are the objectives stipulated in the intermediate school curriculum in the Ministry of Education for the subject of Art Education:

- 1- The student's practice of art is the path to processes of creation, innovation, and a sense of his self-worth, and sound direction for his growth and enabling him to express himself.
- 2- Providing students with the opportunity to express topics derived from national meanings and advocate for freedom.
- 3- Student expressions through art, a universal language that every person can taste, understand its concept, and sense what is in it, and accordingly what these expressions make in the field of exhibitions and internationals contributes to carrying the message of our struggle to our citizens and the peoples of the world.
- 4- Enabling the student at this stage to highlight their own style in expressing the disclosure and development of their natural tendency to fix their personalities and surround them in a way that ensures clarity and maturity, and this means developing the student's abilities to express and innovate while affirming his individuality (Musa, 2001, pp. 20-23).

5- Raising conscience, refining sensitivity, developing good taste and elevating students 'humanity, so that this is reflected in their way of life and their dealings with people.

6- Providing opportunities for students to live in our ancient history in the arts and to contemplate its aspects and the diversity and originality of his works, and to emerge from this study the concept of our Arab nationalism and the history of Arab jihad from the angle of art to build on it, be influenced by it, influence it and learn about the artistic heritage of their country, and increase their awareness of Arab taste.

7- Recommending students to study and taste the works of the popular artist that have preserved their original components throughout the ages, and to take these works as sources of inspiration and motives to stimulate innovation and creativity among students, and a tool to link them to the conditions and needs of the society in which they live.

8- Exposing students gifted in art and building their artistic formation and directing their patterns to the next stages.

9- Helping to achieve emotional balance for students because art education provides a room for self-expression, the emotions in it and the contract that may exist in it, so that it is done

Disclosure and treatment, so that they have balanced personalities in aspects of behavior, cooperative with others, flexible in their thinking.

10- Communicating with the nature surrounding us in its various forms and images, and the birds, plants, animals, humans and inanimate objects in it, and for the student to broaden their understanding of the elements and aesthetic relationships between them in order to get rid of them that help them in the processes of creation and creation.

11- To benefit from museums and galleries to study our traditions in the arts, savor their aspects and compare them with other artistic methods.

12 - Development of the student's ability to artistic visions of nature and artistic works and the sense of what they suggest in terms of aesthetic values, especially the relationship between musical arts and plastic arts in terms of the unity of foundations upon evaluation and the similarity of goals in the educational process.

13- Developing the student's abilities to criticize works of art and the things they use in their daily lives so that they have a taste that reflects on their private lives.

14- Training students to use some tools and tools, and knowing some raw materials, knowing their expressive and utilitarian potential, and making use of them in the fields of daily life and the formation of industrial awareness.

15- Getting accustomed to being full of leisure time with artistic activity "(Musa, 2001, pp. 20-23).

The art education teacher works to achieve the above-mentioned goals through the topics he raises and discusses with his students. And they carry it out each in his artistic way.

Benefits of art education:

Artistic education is one of the means of building and integrating a person's personality, because it allows the use of his senses and abilities and the exercise of multiple skills, thus refining his capabilities, developing his capabilities, developing his skills and transforming all of these into continuous experiences that may have an influential role in directing his future, and among the benefits of art education:

1- Conscious development: artistic expression and the accompanying processes of creation and innovation, based first of all on the impressions of feeling and conscience and does not depend on the logic of the mind as much as it depends on the logic of emotion. Material issues, but they sympathize in emotional matters

2- Training the senses for optimal use: the senses are the outlets for the human being to communicate with the outside world and deliver stimuli from this world

to the brain. Modern educational research has emphasized the importance of planning by training and developing all senses to qualify them for successful participation in the processes of education and communication, and that the field of art education is one of the most important areas for training. Students make use of their senses widely through practice.

Edgar Dell put learning with meaningful action at the base of the cone of experience and has divided it into three sections:

A- Learning with direct, purposeful, tangible action, and that is working by hand and dealing with real things under the supervision of the teacher or trainer.

B- Learning with purposeful indirect physical action (models, samples, clips).

C- Learning by acting and dramatization.

Learning through concrete action:

- The learner retained the experience for a longer period.

Providing time for the student and the teacher.

- Acquiring and sustaining experience helps in acquiring another new experience.

Emphasizes the personality of the student and increases his self-reliance.

It gives the student the opportunity to know the details and facts of the thing on his own.

And learning by tangible observation:

It is achieved by means of gaining experience in this way by watching it, such as if the learner sees the same thing in his location, such as an archaeological site, a movie, a picture on a device, or something displayed in an exhibition.

This field is divided into the following sections:

- 1- Realistic viewing.

- 2- Trips

3- Exhibitions and museums.

4- Animated audio-visual educational materials:

A- Motion picture films.

B- TV programs.

C- Direct or closed-circuit video tapes.

5- Audio and visual teaching materials and static materials:

A- Visualizations: Pictures, their types, display tools, and methods of using them.

B- Audios: Radio programs, audio recordings, CDs, language laboratories.

The closest example of real-life observation in the atmosphere of teacher preparation departments is that the experiences offered by the teacher to his students must provide conditions:

- He must have confirmed a thorough study, trained in conducting the experiment several times and perfected it.

Focus on the main points of the experiment, taking into account its logical and scientific sequence.

- Considering the experience step by step, and making sure of mastering the experience before introducing new ones.

To build on style, discussion, not indoctrination, by what they see.

(Qatami, 2001, p. 210)

3 - Training on integration at work: It is desirable for students to acquire the habit of integration, in all the work they perform and the social situations they encounter, so they become accustomed to focus and comprehension rather than flatness and haste, because the nature of the innovation process makes it imperative for the learner that if he undertakes it, the integration takes a method. Lead to his success.

4- Work for work: what is meant is for students to acquire with passion and a hobby so they can perform it with pleasure and gain from behind that many values, and then sincerity in the work that they perform and they find becomes a natural and automatic characteristic that brings them success and their society growth and prosperity and because when the learner integrates into his work he gives many of his potential And his experience and the teacher to work to confirm this trend and its development, because

It is a natural thing in the secondary school stage as a pioneering behavioral trend that gives the student an internal desire for knowledge and giving (Ali, 2006, p.32)

5- Expressing some ideas and emotions: Students' practice of artistic expression in the plastic arts provides opportunities for them to vent some of their emotions and ideas, thus achieving for them an aspect of balance that depends on the extent to which the individual has opportunities to express his emotions and ideas.

That is why the art education teacher must have an appropriate culture of psychology and he must know the psychological and social problems of his students as well as work to find educational solutions to them, and free them from them by searching for topics related to them and find in choosing them to express them by drawing, and thus to vent the emotions they are because of them. .

6- Self-affirmation and self-confidence: The practice of artistic works provides students with opportunities to feel their own being, so their souls are filled with pride and self-confidence through the works they are happy to build and produce, and the learner by nature tends to see himself fulfilling his function in life through his talents, experiences and special skills.

If self-esteem, feeling, and self-affirmation are not achieved for him, his life balance will be disturbed and he will become distressed and bored, which may cause him a feeling of failure and disappointment. And the art education teacher must support the confidence aspect of the students 'souls as a psychological need

that should always be worked on by encouraging and appreciating and providing opportunities for students to highlight their tendencies and talents (Al-Atoum, 2007, p. 42)

7 - Achieving social cohesion: When students produce artistic works, they expect viewers to appreciate them and enjoy what they see in their eyes of admiration and appreciation for their work, which leads to the consolidation of their feelings, harmony, cohesion and familiarity with members of society and leads to social cohesion and this is one of the benefits of school exhibitions and other theater and artistic works in the school (Moses, 2001, pp. 10-15).

Artistic Appreciation:

Artistic appreciation, an important aspect of general aesthetic appreciation, is concerned with the taste of various artistic works, from plastic arts, poetry, music, theater, cinema, and other artistic fields, despite the fact that these fields share the foundations and values

Aesthetic and general art of art, but there is a field, each of which needs a special amount of artistic confidence and awareness, so that the process of artistic appreciation can be done properly for the connoisseur.

Artistic appreciation means trying to identify and understand the artistic work, revealing the aesthetic, artistic and expressive values during and enjoying them, appreciating them and then passing judgment on them, and it is one of the most important goals of art education. .

Artistic appreciation is the emotional response to external beauty influences, and it is the feeling vibration in situations where aesthetic relations are at a high level, so that the human conscience moves to them with pleasure and comfort. The process of artistic appreciation takes place in three stages: first: the feeling, or immediate perception of the subject, second: the reaction of the emotional apparatus to the form of the perceived subject, third: the reaction of the viewer's

mind to the nature of the conceptual concept placed, that is, to the content of the artwork for all its secondary repercussions. (El-Hail, 2003, p.91)

In order for the process of artistic appreciation to take place in a good and sound manner, there must be several elements and components that are interrelated, interrelated and relied upon, including:

1- Perception and understanding: it means knowing the thing to be tasted and understood, and revealing the aesthetic, expressive and innovative values in it.

2- Integration and enjoyment: full coexistence with the artwork, and an attempt to restore a sense of the aesthetic experience that the artist went through during the completion of his artistic work, that is, enjoying all the details of the artwork in terms of colors, degrees and texture, or shapes and lines and the extent of distortion that occurred to the shapes, and the system The configuration used, how to link, and find formal and color relationships, and the relationship of all this to the subject, content, and meaning intended by the artist.

3- Appreciation and Judgment: Perceiving the thing to be tasted and passing judgment on it, and this step is next to enjoyment, and it is an important basis in the process of artistic appreciation, without realizing the value of the artwork and judging it, artistic appreciation cannot be fully completed.

Artistic appreciation is related to a set of factors, and the reasons that hinder and affect it, including:

1- The artistic connoisseur is not familiar with artistic techniques, which leads to the occurrence of the problem of not understanding the pictorial artistic work, or understanding its contents. Therefore, the artistic connoisseur must be aware and familiar with the foundations of the artistic work and its elements.

2- The narrow and short partial view of the artistic work, meaning seeing the artwork and tasting it from one side only, or focusing on its part or a specific detail in the work such as colors only, the subject, or the skill, etc., and it also means the separation between form and content, and this is what It contradicts

what Gestalt theory affirmed on the importance of holistic vision in the process of perceptual or visual perception.

3- The influence of the frame of reference (previous experiences) of the individual in the process of artistic appreciation: by this we mean the influence of a group of ideas, beliefs, and habits that affect the behavior of the learner, whether it is sending or receiving, positive or negative.

4- The effect of negative or blind fanaticism on the process of artistic appetite, such as the learner's intolerance to an idea, or a specific subject that he controls, or intolerance to a style, direction, or a specific artistic style, or intolerance to an artist or art school, and we must remember that there is a big difference Between intolerance and preference, intolerance is unacceptable, because it leads to closeness and inflexibility, and thus the difficulty of understanding the work of art, and enjoying it, as for preference it is acceptable and even required, because it confirms the personality of the connoisseur and the sense of his being, and expresses his culture, and his own inclinations.

5- The work of the art education subject in the different stages of education, especially the first basic ones, and the reduction of its role in building the personality of the learner, in addition to neglecting other artistic subjects such as musical and theatrical education, this led to the graduation of generations of learners who lack aesthetic sense, artistic taste, and suffer from artistic illiteracy .

Research methodology and procedures:

The current research is based on the descriptive and analytical method, which is the most appropriate approach.

research community:

It consists of students of the second grades in the intermediate stage schools of the General Directorate of Diyala Education, represented by (Al-Bianan

Intermediate School for Girls and Abu Jusra Intermediate School for Boys) for the academic year (2020-2021).

The research sample:

A random sample was selected from the original community of (79) male and female students studying in the two intermediate schools (Al-Bianan Intermediate School for Girls and Abu Jusra Intermediate School for Boys), the General Directorate of Diyala Education.

Search tool:

A questionnaire was designed, in which the tool took the following steps:

1. Access to previous studies related to the research.
2. Access to the literature, sources and scientific references.
3. Access to research published in scientific journals.
4. The exploratory study.
5. The researchers' experience.

- Through the above, an open questionnaire was prepared (Appendix No. 1) to take the opinions of the target group.

- After data were enumerated and discharged, the closed survey questionnaire was prepared in its initial form.

- Presenting the closed exploratory questionnaire, in its initial form, to a group of experts (Appendix No. 3) to achieve honesty and then achieve reliability, so that the tool (the questionnaire) is in its final form (Appendix No. 2).

- Applying the search tool to a sample of art education teachers.

Validate the tool:

To ensure that the questionnaire is suitable for measuring what it has been set for, the researcher has relied on the face validity of the paragraphs of the questionnaire, and what is meant by the apparent validity is the general appearance of the questionnaire in terms of the type of paragraphs, their wording, their clarity, accuracy, and objectivity. "The best way to measure the validity of the tool is to present it to a number of specialists in the fields for which it was prepared and take their decision

Regarding the extent to which its paragraphs cover the aspects to be measured (Ebel, 1972 P: 555)

In light of this, the questionnaire was presented in its initial form to (5) arbitrators who are specialists in the field of arts, art education and teaching methods (Appendix No. 3). To ensure the clarity, suitability and measure of its paragraphs in the field in which they were placed, and after receiving the referees' answers, they were discussed in order to reach the final version of the questionnaire.

Stability:

In order to rely on the research tool, which is the questionnaire, this tool must be stable, that is, it should give the same results if it is re-applied to the same individuals in the main sample in successive times. The researchers adopted the method of retesting (Test - Re - Test) on a sample consisting of (16) teachers and schools, representing (20%) of the total members of the basic sample, and the period between the first and second application was about (16) days, which is an appropriate period. Whereas, "The time period between the first application and the second application should not exceed two or three weeks" (Adams, 1964 P: 85)

Using the Pearson correlation coefficient, the researcher found that the reliability coefficient is equal to (85%), which is an acceptable degree in this type of tool.

Application of the questionnaire:

The two researchers applied the questionnaire, explaining to art education teachers the objectives of the research, the method of answering the questionnaire and the need to ensure the complete answer to all paragraphs, and the application was carried out for the period from 1/17/2021 to 1/22/2021 AD.

Statistical means:

The researcher used Fisher's equation to arrive at the severity of each paragraph as well as the intensity of each field to present the research results. He also used the two statistical methods: -

$$\text{Weighted center} = \frac{T_1 \times 2 + T_2 \times 1 + T_3 \times \text{zero}}{T. k}$$

(Fisher, 1956 P: 327)

Where v = paragraph repetition,

V = total occurrences

2. The percentage weight to indicate the value of each paragraph of the questionnaire.

$$\text{Weight percent} = \frac{\text{Weighted mean} \times 100}{\text{Maximum score}}$$

The maximum score is equal to the largest score on the triple scale = (2).

3. And extract the degree of sharpness of the paragraphs. And to benefit from it in the interpretation of the results.

The paragraphs of the questionnaire were presented, arranged according to the degree of their severity, in descending order from the highest severity to the lowest, and the paragraphs of the questionnaire will also be presented and discussed according to the severity of their fields.

A- Pearson correlation coefficient to find the stability of the resolution.

$$T = \frac{NMGSY - (MGSY) (MGSY)}{[NMG S2 - (MJ S2)] [NMG S2 - (MJ S2) 2]}$$

It represents: -

T = correlation coefficient.

N = the number of individuals in the sample.

Q = degrees of the first application.

Y = scores of the second application. (Al-Bayati, 1977 - p. 183).

Presentation and interpretation of research results:

In this chapter, the two researchers deal with the answer to the goal of the research, by revealing the function of aesthetic education in integrating the emotional personality and artistic taste of middle school students.

Method of analyzing results:

The researchers followed the following in analyzing the results:

- 1- Calculating the frequency of answers for each paragraph according to the triple scale to extract the weighted mean.
- 2- Calculating the percentage weight for each paragraph according to the triple scale.
- 3- Extraction of the degree of severity by arranging the paragraphs of the percentage weight in descending order.
- 4- For the purpose of calculating the weighted average, two scores were given for each paragraph of the questionnaire for the first dimension of the scale represented by (strongly agree) and one score for each paragraph according to the second dimension represented by (agree), and zero for each paragraph according to the third dimension represented by (not Agree), so the highest degree of severity of the paragraph is two degrees, and the degree of severity of the paragraph is zero.
- 5- Calculating the arithmetic mean according to the degrees of the triple scale (2, 1, zero), so that the arithmetic mean of the scale dimensions equals one.
- 6- Each paragraph is considered a strength aspect if it got a score of more than one and a weakness if it got a score less than one.

Table No. (1):

The analysis of the questionnaire data shows: It shows the frequency and percentages of the respondents' responses to the methodological subject criteria

Sharpness is according to the Fischer factor	not agree		Agree		Strongly Agree		Methodological subject standards	c
	%	t	%	T	%	t		
1,83	3,79	3	8,86	7	87,34	69	The existence of a special curriculum for aesthetic education within the vocabulary of art education in middle schools.	1
1,83	3,79	3	8,86	7	87,34	69	The existence of general and special educational objectives for the Art Education curriculum.	2
1,82	1,26	1	15,18	12	83,54	66	Find a hall or workshop used for artistic works in the school.	3
1,77	1,26	1	20,25	16	78,48	62	. Find technical supplies, stationery and business needs in schools	4
1,77	2,53	2	17,72	14	79,74	63	The presence of a copy of the curriculum that includes art education vocabulary in the school.	5

1,74	6,32	5	12,65	10	81,01	64	The large number of vocabulary of the art education curriculum, according to the weekly classes of the subject.	6
1,73	2,53	2	21,15	17	75,94	60	. Availability of educational aids in the art education curriculum	8
1,73	2,53	2	21,15	17	75,94	60	. Handicrafts overlap with the lesson of drawings	9
1,72	3,79	3	18,98	15	77,21	61	. Theater reality is effective in schools	10
1,72	5,06	4	17,72	14	77,21	61	. Training on calligraphy and decoration is among the materials that are given to the student	11
1,69	7,59	6	15,18	12	77,21	61	Collaborative extracurricular activities are effective.	12
1,902	Average intensity							

This criterion includes (12) paragraphs in which the maximum severity is (1.83) and the lowest degree is (1.73). From a note in Table (1) it is clear that all the paragraphs were positive

Table No. (2):

The analysis of the questionnaire data shows: It shows the frequency and percentages of the respondents' responses to the classroom management criteria

Sharpness is according to the Fischer factor	not agree		agree		Strongly Agree		Classroom management standards	c
	%	t	%	t	%	t		
1,64	11,39	9	12,65	10	75,94	60	. Students are encouraged to search for new information to enrich their scientific and artistic subjects	13
1,64	11,39	9	12,65	10	75,94	60	It promotes a variety of educational activities that suit the needs and preferences of students	14
1,63	8,86	7	18,98	15	72,15	57	Design activities that develop the skills of scientific thinking and investigation	15
1,63	8,86	7	18,98	15	72,15	57	Uses remedial educational activities to overcome student weakness	16

1,63	8,86	7	18,98	15	72,15	57	It engages students in designing and implementing educational activities on a collaborative basis	17
1,62	18,98	10	18,98	10	74,68	59	Designs educational aids that suit the scientific material, the nature of the learner and the school environment	18
1,62	18,98	10	18,98	10	74,68	59	. Teachers of the art education subject in the school are one of the outputs of the art education departments	19
1,63	Average intensity							

This dimension included (7) paragraphs with the maximum severity (1.64) and the lowest severity (1.62). From a note in Table (2) it is clear that all the paragraphs were positive.

Table No. (3):

The analysis of the questionnaire data shows: It shows the frequency and percentages of the respondents' responses to the criteria for communication between the teacher and the student

Sharpness is according to the Fischer factor	not agree		Agree		Strongly Agree		Standards for communication between teacher and student	c
	%	t	%	t	%	T		
1,60	8,86	7	21,51	17	69,62	55	. Male and female teachers continue to be trained in special art education courses	20
1,60	6,32	5	26,58	21	67,08	53	. The art education teacher lacks practical experience in teaching the vocabulary of the curriculum	21
1,60	6,32	5	26,58	21	67,08	53	. Adopting objective methods in evaluating school art exhibitions	22
1,60	8,86	7	21,51	17	69,62	55	. Assigning the teacher of art education to teach other subjects	23
1,60	5,06	4	29,11	23	65,82	52	A teacher from other disciplines teaches art education.	24
10,59	15,18	12	10,12	8	74,68	59	. The lack of seriousness of the art education teacher in providing the material	25

10,59	7,59	6	25,31	20	67,08	53	. Class time does not allow the teacher to cover a topic for the lesson	26
1,59	6,32	5	29,11	23	64,55	51	Giving the student the opportunity to express freely when practicing the activity.	27
10,59	7,59	6	25,31	20	67,08	53	. Directing the naughty student towards using time in artistic activity	28
1,59	6,32	5	29,11	23	64,55	51	. Providing opportunities for learners to freely express their emotions and feelings	29
10,59	15,18	12	10,12	8	74,68	59	Providing students with the opportunity to practice various artistic works, giving them the opportunity to develop their thinking skills.	30
1,594	Average intensity							

This dimension included (11) paragraphs with a maximum intensity of (1.60) and a minimum degree of intensity (1.59).

Table (4)

It represents the dimensions in descending order of their intensity

Average intensity	Standards	The mattress
1,902	Methodological subject standards	First
1,63	Classroom management standards	The second
1,594	Standards for communication between teacher and student	the third
1,708	The overall average for weighted media	

Conclusions:

In light of the results presented, and what the research sample indicated, the researcher concludes the following: The response of the sample members to all the paragraphs came higher than the hypothetical average of (1).

1. In general, the first criterion: the methodological course material received priority in the responses of the sample members, relative to the second criterion: class management, and the third: communication

between the teacher and the student, although the statistical differences between them were not very large.

2. Through the results, the importance of art education in the life of middle school students emerged and its role in aesthetic education and the development and integration of aspects of their personalities, which calls for serious interest and great purpose for students and their artistic expressions and trying to understand it because it will be a help.

3. It became clear that the educational objectives of the art education curriculum take into account the display of individual differences, their capabilities and artistic tendencies, and this means that art education has a major role in developing and developing students' capabilities, and then its prominent role in the personality integration of students because it develops the conscience and emotion and develops aesthetic sensitivity that has an effective role in Character composition.

4. Although the content of the art education curriculum needs some modification, it turns out that it has the ability to reveal the talents of students in the technical aspects.

5. It has been shown that the areas of art education specified according to the objectives of this article contribute significantly to developing the artistic taste of the students through the results that emerged according to the answers of the sample members on the technical taste scale prepared in the current research.

6. The existence of a role for the art education teacher who teaches the subject at the intermediate stage in achieving the objectives of this subject by providing the requirements and activities that contribute to

providing students with the technical skills that are included in the fields of art education.

Recommendations:

In light of the conclusions reached by the researchers, the following recommendations are recommended:

- 1- Deepening the awareness of art education teachers of the educational objectives of the subject during the period of their preparation for the teaching profession, as well as subjecting them to training courses during their service.
- 2- Working on building a curriculum for technical education in the general and intermediate stages of education in particular, accessible to the subject's teacher and the student.
- 3- Deepening the awareness of middle school students of the objectives of art education and its general benefits on other subjects decided at this stage, as well as on their social and cultural life.
- 4- The necessity of paying attention to art education lessons, and not using them to teach other school subjects or convert them into strengthening lessons for other lessons.
- 5- Taking care to provide a technical education guide that includes a set of artistic activities and events that the student can refer to in order to acquire the technical skills that can contribute to meeting his daily requirements and needs, especially in the field of developing artistic taste

Sources:

1. Al-Bassiouni, Mahmoud .: Foundations of Art Education, 6th Edition, The World of Books, Cairo, (1993).
2. Al-Bayati, Abdul-Jabart Tawfiq (1983), Statistical Analysis in Educational Research, Psychological and Social Research, Non-Practical Methods, Kuwait Foundation for the Advancement of Sciences, 1st Edition, Kuwait
3. Al-Jubouri, Mowafak Abdullah Muhammad Ro'of (2005) The Foundations and Elements of Training, Baghdad.
4. The Republic of Iraq, Ministry of Education, Secondary School System No. (2) of 1977 amended, Ministry of Education Press, Baghdad, 1981.
5. Jerome (1981). Art criticism is an aesthetic and philosophical study. 2nd Edition, translation: Fouad Zakaria, Egyptian Book Authority, Cairo.
6. Al-Hadithi, Munir Fakhry. The teaching difficulties facing the art education teacher in the secondary stage in Baghdad governorate and their proposals. Department of Art Education, College of Fine Arts, University of Baghdad, 1987 (Master Thesis), Baghdad, Iraq.
7. Hussein, Harith Muhammad (2009). Evaluating the application of technical skills to the artistic education curriculum scheduled in secondary schools according to its objectives. Department of Art

Education, College of Fine Arts, University of Baghdad, (Master Thesis), Baghdad, Iraq.

8. The trick, Mohamed Mahmoud. (2003): Instructional Design, Theory and Practice, Dar Al Masirah Publishing, Amman.

1. Reed, Herbert (1986): The Present of Art. Translated by Samir Ali, First Edition, House of General Cultural Affairs, Ministry of Culture and Information, Baghdad.

9. Saadeh, Judah Ahmed (2003). Teaching thinking skills. First Edition, Al-Shorouk Publishing and Distribution House, Jordan.

10. Al-Atoum, Munther Sameh, An Introduction to Artistic Tasting and Criticism, Dar Al-Asmai for Publishing and Distribution, Riyadh, 2006.

11. Ali, Abdul Karim Salim, Art Education - Psychological Foundations and Teaching Basics, Al-Ola Office, Mosul, 2006.

12. Qatami, Yusef and Qutami, Nayfeh (2001): The Psychology of Classroom Learning, Dar Al Shorouk, Amman

13. Qatami, Youssef and others (2002). Teaching Design. I 2, Publications of Al-Quds Open University, Amman, Jordan.

14. Muhammad, Muhammad Jasim (2004): Educational Psychology and its Applications, 1st Edition, Dar Al Thaqafa Library for Publishing and Distribution, Amman, Jordan.

15. Meliji, Mr. Abdul Sattar (1988): University Professor: Reality and Hope.

16. Nabil Abdul Hadi ... and others (2001): Art, Music and Drama in Raising a Child, Safaa Publishing House, Amman.

17. Musa, Saadi Lafta (2001). Methods and techniques for teaching art, Saadoun Printing Press, Baghdad.

18. Fisher, Engine's. A National Survey of the Beginning Teaches. New York Holt. P. No. 1956.

Appendices:

Appendix No. (1): the open survey questionnaire

Ministry of Higher Education and Scientific Research

Diyala University

Presidency of the University of Diyala

M / open survey questionnaire

Dear teacher -----

Dear School -----

good greeting . . .

The researchers intend to conduct their research entitled (the function of aesthetic education in building artistic taste and emotional integration of middle school students).

If the research requires identifying the problems and difficulties that you face in implementing the requirements of aesthetic appreciation subject, and it is one of the vocabulary and objectives of the subject of general art education.

Therefore, the two researchers turn to you with this questionnaire to seek your opinions about these difficulties and problems and to make proposals to solve them after your answers to the following questions:

Q1 / What are the difficulties that you face in implementing the requirements of the subject of Aesthetic and Affective Education within the subject of Art Education?

Q2 / What are your suggestions on overcoming these difficulties?

With all of my thanks and appreciation

The two researchers

Appendix No. (2):

Closed survey questionnaire in its final form

Sharpness is according to the Fischer factor	not agree		Agree		Strongly Agree		Methodological subject standards	c
	%	t	%	t	%	t		
							The existence of a special curriculum for aesthetic education within the vocabulary of art education .in middle schools	1
							The existence of general and special educational objectives for the Art .Education curriculum	2
							Find technical supplies,	3

						stationery and business .needs in schools	
						Find a hall or workshop used for artistic works in .the school	4
						The presence of a copy of the curriculum that includes art education .vocabulary in the school	5
						The lack of clarity of the objectives of the art education subject among .the teachers	6
						The large number of vocabulary of the art education curriculum, according to the weekly .classes of the subject	7
						Availability of educational aids in the art education .curriculum	8
						Collaborative extracurricular activities .are effective	9
						Theater reality is effective .in schools	10
						Handicrafts overlap with .the lesson of drawings	11
						Training on calligraphy	12

							and decoration is among the materials that are given .to the student	
--	--	--	--	--	--	--	--	--

Sharpness is according to the Fischer factor	not agree		Agree		Strongly Agree		Classroom management standards	c
	%	t	%	t	%	t		
							. Teachers of the art education subject in the school are one of the outputs of the art education departments	13
							Design activities that develop the skills of scientific thinking and investigation.	14
							. Students are encouraged to search for new information to enrich their scientific and artistic subjects	15

							The art education teacher lacks practical experience in teaching the vocabulary of the .curriculum	20
							Male and female teachers continue to be trained in .special art education courses	21
							Assigning the teacher of art education to teach other .subjects	22
							Adopting objective methods in evaluating school art .exhibitions	23
							A teacher from other disciplines teaches art .education	24
							Providing opportunities for learners to freely express their .emotions and feelings	25
							Class time does not allow the teacher to cover a topic for the .lesson	26
							Giving the student the opportunity to express freely .when practicing the activity	27
							Directing the naughty student towards using time in artistic .activity	28
							The lack of seriousness of the	29

							art education teacher in .providing the material	
							Providing students with the opportunity to practice various artistic works, giving them the opportunity to develop their .thinking skills	30

Annex No. (3)

The experts hired by the researchers

Workplace	The scientific title	Name of the expert	c
Central Technical University	professor	Dr.Munir Fakhry	1
Baghdad University - College of Fine Arts	professor	Dr. Majid Nafi Al-Kanani	2
Baghdad University - College of Fine Arts	professor	Dr.Raad Aziz Abdullah	3
Diyala University	a. Assistant	Dr. raja Hamid	4
Al-Mustansiriya University - College of Basic Education	a. Assistant	Dr. Faris Thamer Mohsen	5