

The effect of teaching according to the audiovisual model in the achievement of students of the Faculty of Fine Arts in the subject of Speech and Recitation

¹Abdul Reda Jassim Hamza, ²Firas Ali Hassan, ³Thikra Kamel Hussein

¹Department of Art Education, College of Basic Education, Mustansiriya University, Baghdad, Iraq, d.redhajasim67@yahoo.com

²Department of Art Education, College of Basic Education, Mustansiriya University, Baghdad, Iraq, Firasa30@uomustansiriyah.edu.iq

³Department of Art Education, College of Basic Education, Mustansiriya University, Baghdad, Iraq, thikraakame943@uomusta.com

Abstract

The current research aims to increase the achievement of students of the Faculty of Fine Arts – Diyala University in the subject of elocution and Diction, where the problem of research was weakly identified among students, the research included students of the first stage who are studying the subject of elocution and Diction, the researcher adopted the experimental approach and adopted a research tool of her design that created honesty and consistency, and after teaching according to the model, she used appropriate statistical means and concluded that there is a great impact of teaching according to the audible visual model in increasing student achievement, and accordingly she recommended the adoption.

Keywords: Art Education, Teaching Methods, Elocution and Diction.

INTRODUCTION

Research Problem:

Elocution is considered to be one of the solemn forms of the communicative process, due to its high-end characteristics, such as the use of the audio device, through which we can employ the sound cast according to the different positions, with skills that differ from one person to another, in addition to the theatrical presence of the mecca, which means the movements of the limbs, facial expressions and others, which adds to the logical aspect the highest suit, as it increases in the understanding and persuasion, so that he can understand the contemporary society in which he lives and adapt to the requirements of the times and its modernity, which has become subject to scientific and technological progress.

Art education improves cognitive and skill performance, as it meets with teaching methods within a basic topic, as well as the position of the educational process, which is characterized by interaction between the teacher and the learner. Each of them has roles to play in order to achieve specific educational goals, including increasing the cognitive ability of the learners in the art education section in the Diction material, which includes the most important joints and acoustic anchors that are performed by the speaker, which adds an aesthetic character as one of the important elements in the Diction of feelings and ideas and the expression of areas of sensory emotions in their most accurate forms of expression, which create the impact through physical, motor and phonetic skills and emotional and emotional state to the recipient. Thus, the ideas, meanings

and foundations that are developed through teaching according to the audible visual model that will be presented through the computer (as good offers in the scale of their performance depend on the ability to design the teaching material in a good and interesting way for students through drawings and sounds) (Alqala, 19,86, p. 37). To note the reality of the general level and performance of teachers, which appears in the festivals, artistic activities and celebrations held by schools and school activity because the researcher is practicing the teaching profession of weakness in the pronunciation of the Arabic letter, and the weakness of the Diction, and according to the researcher's knowledge of the subject of the art of Diction, and the interviews she conducted with the teachers of this subject, she did not find any practical academic study in the departments of the Faculty of Fine Arts - Diyala University, in the subject of rhetoric and Diction of letters and good elocution, which is why the researcher seeks to present the problem and through the following question: Is there any trace of teaching according to the visual model heard in the achievement of the Faculty of Fine Arts in the subject of rhetoric and good elocution?

The importance of research: The human voice has great importance since the beginning of creation, it is the means of communication, dialogue and dealing with the other, as language is one of the most important social phenomena and one of the most successful means of social progress, it is (the natural tool for members of society to reveal what is in their minds, in its vocabulary is a file of the ethics of its people, their habits and their literary and intellectual activity, and it is a strong influencer in behavior and directed to it) (Al-Aswad, 2000, p. 143)

The current research states as follows:

1. The current research is useful in revealing the problems of Diction among art education teachers to be a starting point towards revealing other technical problems to open new horizons to experience the emotional and cognitive aspects of art.

2. Breaking traditional patterns, expanding the horizon of scientific research and contributing to new ways of facilitating the task of acquiring and applying knowledge.

Objective of the research : To identify the impact of teaching by applying it to a sample of students in the first stage/ Department of Art Education/ Faculty of Fine Arts/Diyala University.

Research hypotheses: To verify the validity of the target, the researcher developed the following zero hypotheses:

1- There are no statistically significant differences at the level of significance (0.05) between the average scores of the experimental group students who study the art of casting the audible visual model and the students of the control group who study according to the traditional method in the pre-cognitive test.

2- There are no statistically significant differences at the level of significance (0.05) between the average scores of the students of the two experimental control groups in the knowledge test afterwards.

The research limits:

1. Spatial Limit: Faculty of Fine Arts – Ba 'qubah – Diyala .

2. Time limit: 2021-2022AD .

3. Objective limit: The audible visual model to align it with the nature of the elocution and Diction material.

4. Human limit: students of the first stage/ Faculty of Fine Arts – Department of Art Education Diyala /Morning Study.

Term Definition :

The model by convention : Defined by (Druze, 2000) that:

“Procedural Principles Describing Organizational Methods of Educational Level” (Druze, 2000 , p. 112)

Procedural definition: The researcher knows the model procedurally:

"What is thrown by the experimental set of poetic texts and specific poems of lesson themes."

Visible by convention : I defined it (Al-Dabbous , 2003)as:

"Equipment and tools for the presentation of images for educational purposes" . (Al-Dabbous, 2003, p. 62).

Procedural definition: The visual researcher defines it as:

"What the students of the experimental group see as elocutions and poems prepared by the researcher cast by (the model) during the duration of the experiment."

Audible by convention : . The pin defined it as:

"Devices and tools to provide recorded sound for educational purposes" (Al-Dabbous, 2003, p. 62).

Procedural definition: The audible researcher is defined as:

It is all that students of the experimental group hear of poetic texts and poems thrown at them during the duration of the experiment .

Throwing a term: Defined by (Abu Al-Adous, 2010) as:

"The art of using the word influentially in the fields of communication with different audiences, such as sermon, lecture, radio and acting " (Abu Al-Adous , 2010 , p. 115)

Procedural Definition: The researcher defines procedural Diction as:

"It is the ability of students of the Faculty of Fine Arts –Department of Art Education to master reading poetic texts and poems, reading capable of informing and persuading listeners, in a way that gives them pleasure and excitement, and interacting with the text read."

CHAPTER TWO:

The first topic: Teaching : The old studies made the teacher the first source of knowledge

, the active factor and the mainstay of the education process, and confirmed this through the curriculum and curricula, by intensifying theoretical information for education through memorization, and thus neglected the role of the student, although it is the basis of modern education systems and theories, based on the understanding and awareness of scientific facts, and the extent of their absorption by the student, and the applied knowledge systems that have raised the status of the teacher or , and made him a designer, mentor and supervisor, and organizes the teaching, learning and training processes in light of modern methods and methods, keeping pace with the scientific methods that are in tune with the tendencies and attention of students, including the content of the study material to facilitate the process of acquiring information, using educational techniques and innovations, using visual and auditory educational means of technology and means of training, shortening the time factor, reducing the effort exerted in the lecture, stimulating the self-activity of the learners and stimulating the motivation of learning, achieving a greater degree of equality of educational opportunities and establishment on the basis of science (Musa,2001, p. 144), and works to attract attention, develop and develop the trends and the trainees to make him effective trainees in his trainees.

Teaching is a purposeful and intentional process aimed at helping individuals to learn, and it is a set of events that affect the learner in a way that leads to facilitating the learning process by identifying the problem and formulating hypotheses for the solution, and we infer that the individual learner has learned from this process through (his ability to perform a certain performance that he could not perform before the education process , i.e. there is a change in his behavior that can be observed and measured according to measurement tools that are prepared for that, and there are factors that affect the learning and education processes , including the characteristics of the learner and the teacher, their behavior, and the natural characteristics of the educational institution as well as the characteristics of the educational material and

its objectives, as well as the presence of extraneous and emergency variables that affect the effectiveness of the education process) (Hyder, 1991, p. 3) That is that he works to organize information and the environment in a way that facilitates the education process, and then we achieve successful learning, and the learning process is related to the learner himself and it is firmly related to the education process and is a result of it.

The second topic: The educational model :

The model can be defined as a simplified abstract that includes an explanation of all the elements used in teaching, and it is of great importance in making teachers able to understand the functions and tasks required of them correctly within the teaching environment. Teaching models depend on psycho-educational theories. The model means (a simplified representation of an area of teaching to come up with a number of conclusions, and the model includes relationships between a group of elements that make up the field of teaching and study. These relationships are represented in the form of an image or plans, a relational network, or illustrative forms, and teaching models are means, tools and teaching plans that represent the theory in the form of steps and classroom practices). (Qatami et al., 2000 p. 171) One of the characteristics and benefits of the teaching model is that it focuses on the acquisition, mastery and processing of information, as (it reduces the complex and intertwined reality and the ability to deconstruct its components, and the reduction includes a distortion of reality because it is not possible to represent all aspects of educational reality, and the model also works to highlight some characteristics by focusing on some components and relationships, which give learners great flexibility in dealing with reality, and also helps researchers to develop their theories and discover new models that are more complex and crystallize them). (Aldridge, 1991 ,p. 23)

Audible Visual Model:

The roots of the audible visual model go back to the Pandora's theory, which is an important

theory in social learning, and is known as the theory of learning by observation and imitation, or the theory of social learning. In this theory, Pandora focused on imitation and modeling, which De-Young, 1993 referred to as (a method of teaching and learning, especially in the field of behavior modification, where the correct behavior models are presented and a group of learners are trained on them , either through live models, or through symbolic models) (Sabri and Tawfiq, 2005 , p211) Any observation of a specific model and then imitate his behavior. The identification of the teaching model is considered as a (a guiding plan that adopts a specific learning theory to achieve a set of educational outcomes, procedures, and prior activities that facilitate the teacher's process of planning his teaching activities at the level of goals , implementation , and evaluation) (Mareen, 19, 5, 21)

First- The importance of using (aNoModel) in the training program: (Ibrahim and brother Ron, 1993,p. 105).

- 1- Raising the student's attention to note the form presented.
2. Explain the behavioral steps during the presentation.
- 3- Performing the model in actual situations to attract the interest of the student and urge him to follow it and imitate it.

Second- Results of the theory of learning by observation (modeling): (Abu Riyash and Abdul Haq , 2007 ,p. 272)

1- Learning new behavioral patterns:

Exposure to model behavior and interactions with others results in learning multiple behavioral patterns such as skills, habits, practices , and words that are not the outcome of the probability of this type of learning.

2- Stop or edit behavior: I observe the behavior of others and its consequences that work to stop or liberate behavior in individuals.

3- Facilitating the emergence of behavior : Observing the behavior of models may

stimulate and facilitate the emergence of previously learned behavior in individuals, but they do not use it.

The concept of sound .

That the voice carries a communicative function and an aesthetic function, it is an important factor in the human influence, so the speaker must have full knowledge, in how to choose to use sound properly and choose the appropriate layer to communicate all meanings, which he wants to communicate to the recipient , "It may not be suitable for speaking to an individual of people because his voice is devoid of sweetness and loudness, and the loudness here means the strength of the sound, and the beauty of the sound means its marble and the selection of the appropriate layers for the type of elocution, and the loudness of the sound also means its strength and the amount of pushing it out, depending on two main factors, namely the strength of the sound resonance and the amount of exhalation outside with the sound. (Abdelhamid and Badri ,1979,p99) We infer from this that the linguistic voice is abstract and meaningless and acquires its semantic dimension in the structures of the phonetic units forming the spoken word, and one of the advantages of Arabic linguistic sounds is the phenomenon of strength and weakness in the pronunciation of its sounds, and ancient and modern researchers have referred to its application in various axes of voice research: some of which relate to its impact on sounds isolated from the context, and some of which relate to phonetic interactions in the context as well as studying its impact in the meaning " (Al-Jabouri, 2004, p167)

Concept of Diction :

That casting has methods and functions and helps the speaker to broadcast certain ideas expressed by the sent meanings, which is an unusual attribute or trait achieved by the individual, making his abilities to influence high with his self-confidence, vitality and energy that contribute to the harmony of the person with the audience, as it gives those who master it a presence and attractiveness when speaking, and excludes monotony and boredom

from his elocution and makes it more aesthetic, and among these functions are :

First: Diction of Meanings:

The pronunciation is of great importance to the narrator when the outlets of the letters are from their correct places, meaning the clear sound pronunciation that works to produce full letters, works to communicate the meanings, ideas and feelings to the listeners, as (the subject of the transmission of meanings is strongly related to the word and how to perform it phonetically, as the word passes in a way that connects the person who form the word with the one who hears the word, and the first step of this way begins to understand the word and its content, and then comes the second step in knowing how to transfer this word to the audition and it carries the true meaning of it intended by (the author) until that meaning reaches the listener and the meanings are not transferred if the pronunciation is not correct and flawed, and based on factors and means). (Harv, Ghada Ali, 2005).

Second: Communicating feelings:

It is one of the highest ranks of the communicative process between the person and the recipient ,because of its psychological and emotional characteristics, and that feelings and sensations will be transmitted to the recipient (if the same conditions are met that made those feelings raised in the same speaker and if the words transmitted to him are moved by the speaker , the motives of feelings that are not transmitted by mere voice and words, but must depict those words , and they carry with them the necessary stimuli for excitement and must be supported by real internal forces). (Abdul Hamid , D-T, p. 93)

III. Creating the atmosphere:

It is necessary to have the talent of creating the atmosphere for the casting, as it is considered one of the basic tasks of the art of casting (creating the appropriate atmosphere for the ideas, emotions and attitudes to be transferred to the receiver so that he can distinguish between cases, attitudes, emotions and different relationships and in order to be able to realize

the meanings and ideas conveyed by the images presented by the sound) (Abdul Hamid , D-T, p . 100) To cast many tasks, it is broader than being a means of understanding between people and the functions of the casting art: (Abdul Hamid and Badri , 1980 , p. 7)

1- Developing the human voice in terms of power and Diction ,and in terms of different sound layers, and expanding the sound range.

2- Developing pronunciation in terms of clarity, in terms of taking care of the waqf, in terms of elocution music, and in terms of speed of elocution or slow elocution.

3- Develop a sense of elocution, in order to create an emotional bridge between the recipient and the recipient , by understanding the meaning of elocution, feeling the feelings surrounding it, and transferring those feelings to the recipient.

4- Developing the personality of the speaker in terms of vocal performance, and the method of Diction is commensurate with the situation experienced by the cast, the place where he is and the time he is passing.

Steps of Drop Art:

The first step: Reading and studying the text: It is intended to understand the meaning of the text and then understand the meaning of sentences and then understand the meaning of each word,because " the donor cannot give the words he casts their right of influence if he does not understand their meanings and purposes, so the theatrical text must analyze carefully in order to be able to explore the various aspects of his personality and thus can change his voice layer" (Abdel Hamid and Badri Dr.c,p.8)

Step 2: Determining the method: Determining the method is the main engine for work in the presentation , as no matter how strong the expressive text is, it remains static if the caster has not been creative in determining its layer and tone, as "the information that the caster gets from reading the text can determine the method that he uses in casting it and also

determines the sound layer that he uses, there are those who have the corner of the casting to the furthest limits, so if one of them launches a voice in a role played by your voice, and the warmth of his tone and then its sequence in the rhythm of captivity, we find out the meanings of the elocution in which this voice is in addition to the eloquence of pronunciation from the outlets of letters " (Talimat, 1971, p. 29)

CHAPTER THREE:

First: Research Methodology: The researcher adopted the experimental method because it is more appropriate to the nature of her research.

Second : Experimental Design: The researcher adopted the experimental design with two groups of pre and post cognitive tests

Third: The research community: The research community consisted of all students of the first stage - Department of Art Education - Morning Study Faculty of Fine Arts – Diyala University for the academic year (2021-2022) .

Fourth: The research sample: The current research sample represented students of the first stage - Department of Art Education - Morning Study Faculty of Fine Arts – Diyala University.

Fifth: Research variables:

1- The independent variable: It is represented by teaching according to the audiovisual model of the students of the Faculty of Fine Arts .

2- The dependent variable: the knowledge achievement of the students of the experimental group in the Department of Art Education.

3- Foreign variables: The procedures followed by the researcher to achieve internal and external safety are:

1- The chronological age calculated in months for the students of the two research groups (experimental - control)

2- Intelligence for the students of the two research groups (experimental - control)

3. Equivalence in the gender variable for the students of the two research groups (experimental - control).

4- Pre-Cognitive Testing.

Sixth: The researcher adopted the cognitive achievement test consisting of (26) paragraphs after presenting it to the experts .

1-Formulation of behavioral goals: The researcher formulated (30) cognitive behavioral goals that included the first three levels of Bloom's classification.

2- The validity index for behavioral goals (apparent validity): The researcher used the apparent validity of the behavioral goals paragraphs by presenting them to a group of experts and specialists, to become the final form (26).

Seventh: The stages of designing the audiovisual model: The researcher applied her experience to the members of the two research groups on Monday, 10/1/2022 My agencies :

1- Identification of the scientific material: The scientific material covered by the research that will be taught to the students of the two groups during the experiment has been limited.

2- Determining the characteristics of students : A hand was confirmed by the researcher for the general characteristics common to the students of the experimental and control groups

3- Formulation of behavioral goals: The researcher formulated paragraphs for behavioral (cognitive) goals that were finalized (26) goals .

4- Configuring the accompanying means: It is a for audiovisual effects in addition to speakers to the projector (data show) .

E –Determining the appropriate texts for the presentation: The researcher has identified influential models with social status and her pronunciation is sound and clear and at a high level of efficiency in performance .

6- Configuration (elocutiones and poems) that will be presented by the model: After the presentation of the models to the experts, a set

of models suitable for the lessons of the experimental group was agreed upon , and the researcher stored them on a CD and thus became ready for presentation .

7- Preparing the lessons : A The researcher The lessons to be taught to the experimental group and followed by a calendar .

Statistical means: Statistical bag (spss) .

Theoretical framework indicators:

1. Education models contribute to the development and improvement of the educational process in accordance with modern systems and theories , with its scientific material and simplified and easy teaching methods for the learning process .

2. The orderly operation of visual and auditory aids within the instructional content of the instructional lessons, can have a significant role in the learning process that saves time and effort for both sides of the learning process.

9. Previous studies

Study (Harv, 2005). Employing mechanisms to help remember in teaching – sound and Diction - a model.

The research sample was determined by two randomly randomized divisions with a number of (30 male and female students) of (15) male and female students studied according to the educational program. The research tool consisted of a cognitive achievement test in two forms (image A) to identify the previous experience of the two research groups in the Diction material, and (image B) to test the group after that studied the Diction material according to the educational program. The first two observation forms were also prepared to identify the previous experience and the second to identify the effectiveness of the educational program of the experimental group for post-skills performance. It was applied to a sample of students of the second stage/art education department. The results indicated the existence of statistically significant differences between the average scores of the experimental group for the post-skills and knowledge tests. The current study used the pre-skills and post-skills

as a research tool, and the results indicated the existence of statistically significant differences between the average scores of the experimental group for the post-skill.

Chapter Four:

First: Presentation of the results: To reveal the objectives of the research, the research hypotheses were verified. My agencies :

The first hypothesis:(There is no statistically significant difference at the level of

Variable	Grades	Number	Intermediate Grades	Total Grades	Wolcoxon value		Significance level	Difference Significance
					calculated	Tabular		
Knowledge check	negative	1	1	1	1	66	0.05	Statistically D
	positive	21	12	252				

It is clear from the above table that the difference is statistically significant because the calculated value of (1) is smaller than the table value of (66) at the significance level (0.05) . This means that the program has contributed to the development of cognitive testing among members of the experimental group.

The second hypothesis: (There is no statistically significant difference at the level of significance (0.05) between the average grades of the members of the experimental group and the average grades of the members of the control group in the post-cognitive test).

To verify the validity of the hypothesis, the researcher extracted the average ranks of the experimental group of (30,27) with a total rank of (666,00), while the average ranks of the

significance (0.05) between the average grades of the members of the experimental group in the pre and post cognitive test)

To validate this hypothesis, the researcher used the Wilcoxon test (wilcoxon) to detect the differences between the pre and post measurements with regard to the averages of the cognitive test scores of the experimental group and Table (1) shows the significance of the differences between the averages of the pre and post measurement scores of the experimental group members on the cognitive test.

control group reached (14,73) with a total rank of (324,00). The calculated zero-rated value of Mann Whitney was (4,033), which is greater than the average rank of Mann Whitney's tabular value of (1,96), and at a significance level of (0.05). This indicates that there is a statistically significant difference between the average rank of the two research groups in the post-cognitive test and in favor of the experimental group. Thus, the zero hypothesis is rejected, which confirms that there is no statistically significant difference between the average rank of the two research groups in the post-cognitive test, Table (2) the average rank, the value of Mann, and the calculated and tabular score of the post-cognitive test is rejected.

group	Number	Intermediate Grades	Total Grades	Mann-Whitney paradigm value		Significance level	Difference Significance
				calculated	Tabular		
Experimental group	22	30,27	666,00	4,033	1,96	0.05	statistically function
Control group	22	14,73	324,00				

This result confirms the impact of teaching according to the audible visual model in the field of cognitive information included in the educational content related to the subject (Diction), because teaching according to the

audible visual model was able to achieve compatibility between ideas, concepts and theoretical information that were presented in a sequential manner with the presence of

educational means and activities that enhance that information

TEST	group	Arithmetic mean	standard deviation	Freedom degree	Calculated T-value
Metacognitive	Experimental group	19,86	3,441	42	4,805
	Control group	01:32	2,801		

After applying the ETA square equation, the following was found:

1. The size of the impact of the program in the post-cognitive test was (0.35), and this is why the size of the impact is considered to have a high impact for the experimental group.

From the results presented and discussed, the following was noted:

1. Competence of the experimental group in the post-acquisition cognitive test, which relates to the cognitive aspect of the educational content.

2- It appeared that the models used in educational content, which were presented using the optical projector (Datasho), the student imam, were effective in mental conditioning and attracting their attention and a means of attention and remembering towards learning the material.

Second: Conclusions :

1- Identifying the characteristics of the members of the target body, knowing their prior needs and the nature of educational tasks, is an important step in reaching increased student achievement.

2- Teaching according to the audible visual model has produced the ability to reduce the factors of effort and time .

Third: Recommendations:

1- The need to use educational means and techniques as they lead to better learning (Al-Hayla, 2000, p. 34) , and the audiovisual model is one of the means that created a class full of vitality and activity .

2 - That the preparation of educational means (audio and visual), helps to increase the achievement of students with the subject of (Diction), as it interferes in the preparation of a

The mean, standard deviation and T-value of the experimental and control groups were extracted Table (5) shows this :

teacher who is able to cast sounds and the outlets of Arabic linguistic letters.

Fourth: Proposals:

1. Conducting a study according to the audible visual model, and with other variables not covered by the current study.

2- Conducting a similar study according to the audible visual model, on middle and middle school students and for various disciplines .

Reference

- [1] Abu Al-Adous, Youssef, Language skills and the art of Diction, Dar Al-Masirah for Publishing, Distribution and Printing, 2nd Edition, Amman and Jordan, 2007.
- [2] Abu Riyash, Hussein, Zohreh Abdul Haq, Educational Psychology of the University Student and Practicing Teacher, Amman, Dar Al-Masirah, 2007.
- [3] Al-Aswad , Muhammad Khalifa , Preamble in Linguistics, Edition2, 7th of April University Publications, Liba, 2000.
- [4] Al-Dabbous, Jawahar Muhammad, Educational Dictionary, Scientific Publishing Council, Kuwait University, 2003
- [5] Druze , Afnan Nazir , Theory in Teaching and Its Translation in Practice, 1st Edition, Dar Al-Shorouk, Amman , 2000 .
- [6] Al-Dreij , Muhammad, Analysis of the Educational Process, Casablanca, New Success Press, 1991.
- [7] Sabri , Maher Ismail, and Salah El-Din Mohamed Tawfiq, Technological Enlightenment and Modernization of Education, 1st Edition, Modern University Office, Arab Republic of Egypt, 2005.
- [8] Talimat , Zaki, The Art of the Arab Actor, Cairo, Cultural Press, Egyptian General Authority for Authoring and Publishing, 1971.

- [9] Abdelhamid, Sami, Voice Education and Elocution Development, Publications of the Department of Dramatic Arts, Faculty of Fine Arts, University of Baghdad , Baghdad Literary Press, Dr. T.
- [10] Abdul Hamid , Sami and Badri Hassoun Farid, The Art of Speaking, University of Mosul , Iraq , 1980.
- [11] Abdelhamid, Sami, and Badri Hassoun Farid. Teaching Methods of Elocution Teaching, 1st Edition, Dar al-Ma 'rifa, Baghdad, Iraq, 1979.
- [12] Qatami, Youssef, Majid Abu Jaber, and Naifa Qatami , Teaching Design, Dar Al-Fikr for Printing, Publishing and Distribution, Amman- Jordan, 2000.
- [13] Marei, Tawfiq et al., Patterns of Learning, Amman, Ministry of Education and Youth Affairs, 1985.
- [14] Moses, Saadi Lata , Methods and Techniques of Teaching the Arts, Faculty of Fine Arts, University of Baghdad, Baghdad, Iraq, 2001.
- [15] Al-Jubouri, Muhammad Yahya Salem , The Concept of Strength and Weakness in Arabic Voices, Unpublished Doctoral Thesis, Department of Arabic Language, Faculty of Arts, Islamic University of Baghdad, Iraq, 2004.
- [16] Harv, Ghida Ali, Employment of mechanisms to help remember in teaching –sound and Diction of a model , unpublished Master thesis, University of Baghdad, Faculty of Fine Arts, 2005m.
- [17] Ibrahim, Abdul Sattar and Al-Dakhil, Abdul Aziz bin Abdullah and Ibrahim, Radwan, The child's behavioral treatment, methods and examples of his cases, World of Knowledge series, Issue(180), Kuwait, National Council for Culture, Arts and Literature, 1993.
- [18] Hyder , Jaafar ,A Precautionary Look at the Use of Educational and Training Bags in Technical and Vocational Education, Arab Journal of Technical Learning No. 2, Iraq-Up, 1991.
- [19] Lolla, Fakhr al-Din , The Use of Computer in Education, Material and Means , Arab Journal of Education , Volume 6, P1, 1986.