

RESEARCH ARTICLE

**THE EFFECT OF THE PRESENTATIONS METHOD ON THE
ACHIEVEMENT OF STUDENTS OF FINE ARTS
INSTITUTES IN THE SUBJECT OF AESTHETIC**

Dr. Salah Rahif Ameer¹

¹Assistant Proffesor at Al-Imam Al-Kadhum College

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Abstract

The current research aims to know (the effect of the presentations method on the achievement of students of fine arts institutes in the subject of aesthetic education and artistic taste), and the researcher chose the Institute of Fine Arts in Mansour and chose the second stage students in the formation department as a sample for research, as the researcher chose an experimental design for the research and was rewarded between The two groups in some variables, and the researcher built an achievement test for aesthetic education and artistic taste as a tool for the current research, and prepared two teaching plans, one for the experimental group and the other for the control group, and using the appropriate statistical means, honesty and reliability were extracted It came to the achievement test and became ready for the final application, and after checking the research hypothesis, the result showed the superiority of the experimental group over the control group in the post achievement test and thus rejected the zero hypothesis and accepted the alternative hypothesis, then the researcher reached some recommendations and proposals for the research.

اثر استراتيجية العروض التقديمية في تحصيل طلاب معاهد الفنون الجميلة في مادة التربية الجمالية والتذوق الفني

د صلاح رهيف امير¹

¹ أستاذ مساعد بكلية الإمام الكاظم (ع) الجامعة

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المستخلص

يهدف البحث الحالي الى تعرف (اثر استراتيجية العروض التقديمية في تحصيل طلاب معاهد الفنون الجميلة في مادة التربية الجمالية والتذوق الفني) , واختار الباحث معهد الفنون الجميلة في المنصور - طلاب المرحلة الثانية في قسم الفنون التشكيلية كعينة للبحث , اذ اختار الباحث تصميمًا تجريبيًا خاصًا بالبحث وكافًا بين المجموعتين في بعض المتغيرات وعمد الباحث ببناء اختباراً تحصيلياً لمادة التربية الجمالية والتذوق الفني كأداة للبحث الحالي , واعدَ خطتين تدريسيّتين احدهما للمجموعة التجريبية والاخرى للمجموعة الضابطة , وباستعمال الوسائل الاحصائية المناسبة تم استخراج الصدق والثبات للاختبار التحصيلي واصبح جاهز للتطبيق النهائي , وبعد التحقق من فرضية البحث اظهرت النتائج تفوق المجموعة التجريبية على المجموعة الضابطة في اختبار التحصيل البعدي وبالتالي رفضت الفرضية الصفرية وقبلت الفرضية البديلة , ثم توصل الباحث الى بعض التوصيات والمقترحات الخاصة بالبحث.

Research Problem:

The teaching process is shaped in most educational institutions through the method of direct indoctrination. The teacher exerts great effort in communicating information to the learners without having any role, from the learner side, other than listening in most of the times, which took the learner to take the postulates without thinking or criticism.

Art represents a distinct phenomenon in human societies as it represents one of the forms of social civilized activity. It is also a fundamental factor in this activity that crystallizes in its entirety, the civilized culture of man and his emotional interactions and his considered a social being that works to change his civilized and natural reality and transform them into what suits his growing needs. Therefore, art as a system is considered one of the means of knowledge and communication and is parallel in terms of value and importance to science and philosophy, as by means of which man can understand his environment and his human existence (Al-Mashhadani, 2003: 2).

In this regard, the researcher points out that one of the great tasks of art is its ability to enable test the capabilities of the human being. So, artistic education has the biggest task, that is to develop the artistic and aesthetic taste of learners and enrich their knowledge and skills.

Therefore, the problem of the current research is represented in the lack of achievement in the subject of aesthetic education and artistic appreciation in the students of the Institute of Fine Arts, the fact that the researcher is one of the faculty members and through his field experience in education and his direct contact with students, in addition to distributing an open questionnaire to a number of teachers of the Institute of Fine Arts to find out the reasons of poor achievement, and the answer was the strategies and methods used, as well as the subject teacher's relying on the traditional method, the failure to use modern teaching strategies, methods, styles and models, and the lack of diversification in teaching methods to suit the teaching situations.

So the researcher formulated his problem in the following question:

(What is the impact of the presentation strategy on the achievement of students of the Institute of Fine Arts in the subject of aesthetic education and artistic appreciation?)

Research Importance:

Talking about art in general and visual arts in particular, we find that it is a mediator between the creativity of the artist and the taste of the recipient, and although the artist is the tongue of his era, or may even precede his/her era, so the recipient is the other side, either to be a conscious recipient or transient one.

Therefore, the importance of the current research stems in that it is a new addition to the field of art education, through which the researcher tries to investigate (the impact of the strategy of presentations) as an experimental variable that can effect a change in the achievement of artistic taste among students of the Institute of Fine Arts. Therefore, it is a qualitative addition in the field of curricula and teaching methods in general and the curricula and methods of teaching art education in

particular, as it is concerned with modern trends in methods of teaching art education that can contribute in introducing art education teachers to modern teaching strategies, which may result in the development of the currently used methods.

Research objective

The current research aims to identify (the effect of the strategy of presentations on the achievement of students of the Institute of Fine Arts in the subject of aesthetic education and artistic appreciation).

Research hypothesis

To achieve the goal of the research, the researcher put the following null hypothesis:

(There are no statistically significant differences at the level of significance (0.05) between the average ranks of the grades of the experimental group students who study in the method of (presentations) and the average ranks of the scores of the control group who study by the traditional method in the post achievement test that will be applied to them at the end of the experiment).

Research limits

This research is limited to students of the Institute of Fine Arts for the academic year 2018-2019.

Defining terms:

Presentations: Defined by:

- Abdullah (2000) as:

“They are successive slides, which can be a text, an image, a structural diagram, or other elements, and they may be colored or non-colored and can be printed on plain paper, on transparencies, on 35 mm slides, or as a display on a computer” (Abdullah, 2000: 58).

- Procedural definition of presentations:

It is a ready-made slides that are used in educational applications, especially the presentation of lessons on artistic education methods through the computer and the data show device. It contains many optical, kinetic, sound and color effects that can be added to any slide to attract students' attention and direct them towards the lesson.

Artistic Appreciation: Defined by:

-Muhammad (2001):

“Responding to the data of the artistic work, and recognizing and distinguishing the aesthetic values it contains to achieve aesthetic delight and pleasure” (Muhammad, 2001: 12).

And based on the above, the researcher defines it theoretically as:

A complex pattern of behavior that includes responding to the data of the artwork through interaction and realizing the aesthetic relationships between them in an aesthetic preference.

It is defined procedurally: the total score obtained by the respondents by answering the items of the test prepared in the current research.

Theoretical framework

Presentations:

The teaching process is no longer as it was before, a process of imparting information from the teacher to the learner, but rather turned into a process of arranging ideas and experiences, employing strategies, methods and styles, using pedagogical-educational aids that could be the necessary elements or supplements to this process.

Computer is considered one of the most important modern technological means in the teaching and learning process, as the shift began from traditional education, which is based on indoctrination and preservation of information, and considering the teacher the center of the educational process, and the only source of knowledge, to electronic learning that is based on taking into account individual differences and making the student the center of the educational process (Al-Shannaq and Bani Rumi, 2006: 11).

Presentations are among the educational activities that play an important, fundamental and distinct role in a science lesson, as their role is central and pivotal in it, and the importance of the activity is no less than the importance of the heart in a person because of its effective role within the souls of students (Atallah, 2010: 52).

Benefits of Presentations:

1. It helps to achieve a two-way communication that occurs between the learner and the educational material (text, video, graphics, and audio).
2. It makes the educational process enjoyable and interesting through the learner's interaction with the work he/she is watching or participating in.
3. It helps to diversify teaching methods to face and develop individual differences, as the program works to display information in an appropriate manner that meets all the needs of the learner.
4. It provides new opportunities to facilitate access to information by stimulating a greater number of senses, that develops positive participation among the pupils (students), and a method of contemplation, accuracy of observation, and following scientific and constructive thinking (Mahmoud, 2013: 123).

General Overview of (presentation) viewing:

The presentation contains four main viewing patterns:

1. "Normal" view.
2. Slide Sorter view.
3. "Notes Page" view.
4. Slide Show view.

We will deal with it in a brief illustration:

- a. "Normal" view: The "normal view" is the main editing view, where the presentation can be written and designed, as shown in Figure (1)

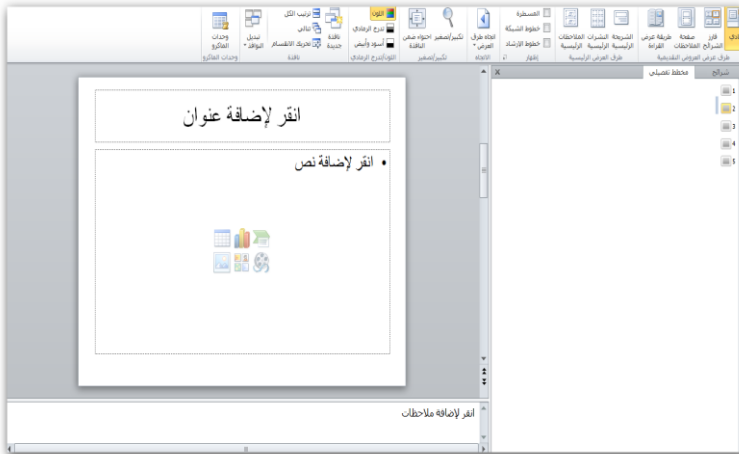


Figure (1) Normal View

2. Slide Sorter view: Slide Sorter view is a way to display slides in thumbnail form. As shown in Figure (2).

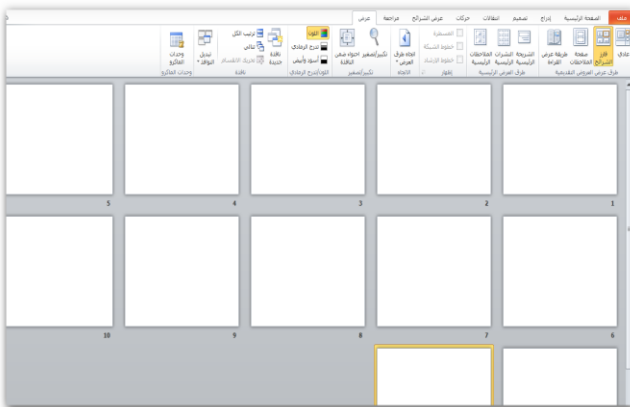


Figure No. (2) "Slide Sorter" view

3. Notes page view: Notes can be written in the Notes pane that is located below the Slide pane in Normal view, but if we want the Notes view and work with it in a full page format, we can, under (View), In the (Presentation Views) group, click the (Notes) page, as shown in Figure (3)

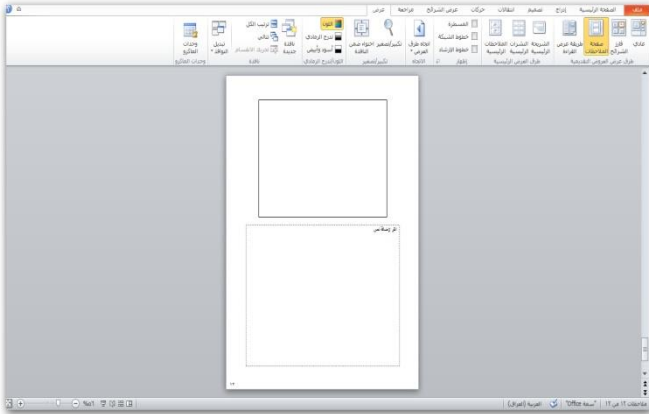


Figure (3) how to display the notes page

4. "Slide Show" view: The "Slide Show" view requires the full computer screen, as shown in Figure4.

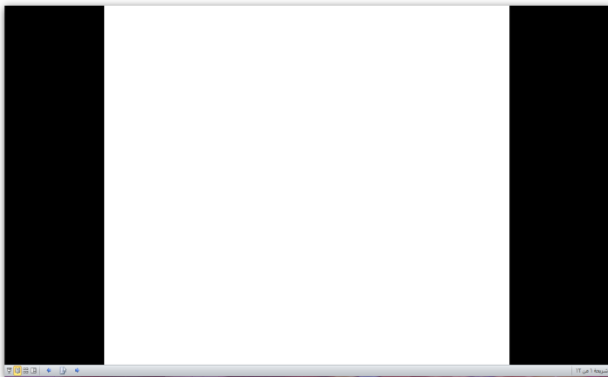


Figure (4) Slide Show

Data show device:

It is a relatively small device that transfers data from a computer of all kinds or from regular or digital video (DVD) to a mural image on a screen or a white wall in a very clear way. There are several media that can be linked to this device such as: laptops and personal home or office computers, document readers, regular and digital video devices, media players such as iPhone that carry the characteristics of the audio and video outputs. (Data Show Projector): Mirrors and enlarges the output of a computer, video device, TV, or DVD devices to the display screen.

The data display device started to be used recently in educational institutions, and its use increased when the computer was introduced into education. Figure (5) shows the display device (data show).



Figure No. (5) shows the data show device

Stages and steps of display using data show

A- The planning stage of the presentation: in terms of determining the educational material to be displayed, testing the appropriate place for the presentation and organizing it, and determining the activities that students will undertake after the completion of the presentation.

B- The stage of conducting the presentation: It includes the introduction to the presentation and making sure to attract students' attention and suspense to the material and present the material at a time and place appropriate for it, making sure that all students interact and watch the presentation, avoiding boring lengthening, receiving all students' inquiries about the material, and not keeping the display devices and the educational material In front of students to avoid their preoccupation with it.

C- The post-presentation stage: in which the students discuss the presentation, evaluate the extent to which the software has achieved the required goals, and the preservation of the educational material and display devices after maintenance (Sabry, Faizah, 2005: 57-59).

(Peter and Melesia) added that the computer must be set up and the various connections between it and the display device (Data show) are confirmed, all its accessories, training and practice reading the text must also be provided with a backup copy and save the program in another version in anticipation of any emergency (Peter and Melesia, 2007, 370).

Based on the above, the researcher found that this technique is the closest and most appropriate to the sender (teacher) firstly and the recipient (student) secondly, especially that the nature of the educational material related to the subject of art in general and the subject of aesthetic education and artistic appreciation in particular.

Artistic Appreciation:

The concept of artistic appreciation:

The concept of artistic appreciation is found in various intellectual writings and propositions, and it comes in the meaning of aesthetic response, aesthetic perception, artistic appreciation, sense of beauty, aesthetic position, or aesthetic judgment.

Appreciation is a behavior that includes courage, reluctance, and a human, in general, consists of a group of responses to different situations and each situation is an exercise in his/her ability to appreciate, so we find that the first function of education is to form the proper standards for appreciation and to train the learner to apply them in practice to satisfy his/her life and the life of the society in which he/she lives (Al-Bassiouni, 1985: 33)

Hanoura believes that artistic appreciation is a communication process, and the communication process requires the presence of two parties, one of which is the sender, and the second is the recipient, and between them, there is a channel for transmission, and a message carried on this channel (Hanoura, 2005: 3).

Elements of artistic appreciation:

In order for the artistic appreciation process to take place in a sound manner, it is necessary to have elements and constituents that interconnect and overlap with each other, so that this process is focused on, namely:

1- Perception and understanding

It is intended to know the thing to be appreciated, to understand it, and to reveal the aesthetic, expressive and creative values in it.

2- Integration and enjoyment

It is the coexistence with the artistic work and the attempt to restore the aesthetic experience that the artist went through during the completion of the artistic work, i.e. enjoying all the details and components of the artwork in terms of the use of colors and their degrees, the texture of the surfaces of the shapes and the lines that make them and the degrees of shadow and light that appear on them, and noting the extent of distortion and reduction that occurred to those shapes, as well as the composition system used, and how to relate the components of the artwork through finding form and color relationships and their relationship to the content and meaning intended by the artist (Khamis, 1976: 24).

3- Appreciation and judgment

This means realizing the thing to be appreciated and passing a judgment on it, and this step comes after enjoying the artistic subject, as it is an important basis in the process of artistic appreciation, without realizing the value of the artwork and judging it, appreciation cannot be fully completed. (Greer, 1984: 218)

Research Methodology

The researcher followed the experimental approach to achieve the goal of his research, because it is appropriate to the research procedures and to reach the results, and the experimental approach helps the researcher obtaining answers to the research questions, and controlling the experimental aspects and their extraneous variables and the variation in error of the study problem (Abdel-Rahman and Al-Safi, 2005: 122).

Experimental design

The researcher adopted an experimental design with partial control for two groups of pretest and post-test appropriate to the research conditions, so the design came as in Table (1).

Table (1) the experimental design of the research

Group	The pretest	Independent variable	The dependent variable	Post test
Experimental	Previous knowledge	Presentations strategy	Achievement	Post achievement test
Control		The usual way		

Research community

The research community consisted of students of fine arts institutes/ Morning Study in Baghdad for the academic year 2018-2019, their number is (1365) students from institutes of fine arts morning study (male - female) and this research requires choosing one institute from the institutes. The researcher chose the Institute of Fine Arts - Al-Mansour Department/ department of Plastic Arts/ second grade to apply the experiment in the subject of aesthetic education and artistic appreciation.

The research sample:

The researcher chose randomly, Division (A), to represent the experimental group that will study the subject of Aesthetic Education and Artistic Appreciation in the manner (strategy of presentations), and Division (B) represented the control group that would study the same subject in the traditional way. Eleven student in each class, Table (2).

Table (2): the numbers of the experimental and control groups

The number of students	Division	The group
11	A	Experimental
11	B	Control
22		Total

Equivalence of research groups:

The equivalence of the research groups was achieved as follows:

1. Chronological age calculated in months

The researcher obtained the information on the ages of the students by distributing a special information form, and filling it out by the student, which shows the date of birth of each student and compared it with the information of school cards and records for that. Ages were calculated in

months, and when making a comparison between the average grades of the two groups using the Mann Whitney test, A statistically significant difference appears at the level of (0.05) in the variable of the chronological age of the students of the research sample, Thus the experimental and control groups are considered equivalent in this variable.

Table (3) the calculated and tabulated Mann and Tiny U value for the average ranks of the two groups' students

The group	No.	Average Ranks	Ranks sum	The value of Mann and Tenny		Indication level	Indication of the difference
				Calculated	Tabular		
Experimental	11	12.91	142	45	30	0,05	Not statistically significant
Control	11	10.09	111				

2. IQ test:

For the purpose of conducting equivalence in the intelligence variable, the researcher adopted the (Raven) test for sequential matrices that fits into the Iraqi environment, the test consists of (60) items, which are a group of forms that have a relationship between them and there is an imperfect form in the answer alternatives. The comparison was made between the mean scores of the two groups. Using the Man-Whitney test, there was no statistically significant difference at the level of significance (0.05) in the IQ variable for the students of the research sample, as it appears in Table (4) below, that the calculated value of (Mann Whitney) of (57) is greater than the value of (Mann Whitney) (30) tabular, and thus the experimental and control research groups are equivalent in this variable.

Table (4) The calculated and tabulated Mann and Tiny U value for the average ranks of the two groups' students.

The group	No.	Average Ranks	Ranks sum	The value of Mann and Tenny		Indication level	Indication of the difference
				Calculated	Tabular		
Experimental	11	11.82	130	57	30	0,05	Not statistically significant
Control	11	11.18	123				

Testing previous information:

In order to measure parity with this variable, the researcher applied the previous information test, which consists of (20) paragraphs, where one score is given for the correct answer and (zero) for

the wrong answer, so the total score of this test is (20) degrees, and in order to make a comparison between the two research groups The researcher used the Mann and Tenny test, and there was no significant difference between the two groups in this variable because the calculated Man and Tenny value of (59,500) was greater than the Man and Tenny tabular value of (30), and this means that the two research groups are equivalent to this variable, and Table (5) illustrates the results.

Table (5) the calculated and tabulated Mann and Tiny U value for the average ranks of the two groups' students

The group	العدد	No.	Average Ranks	Ranks sum		The value of Mann and Tenny	Indication level
				Calculated	Tabular		
Experimental	11	11.59	127.50	59.500	30	0,05	Not statistically significant
Control	11	11.41	125.50				

Study supplies

a. Determine the educational material (content) of the study experience:

The process of identifying, selecting, and arranging study topics is one of the primary tasks in determining educational goals (Obaid et al., 2001: 40).

Aesthetic education and artistic appreciation are taught on the basis of a systematic book authored by Prof. Dr. Majid Nafi 'Abboud Al-Kinani and others, the second edition 2014, where the first course included two chapters, in each chapter, a number of topics, and there are general directives developed by the Ministry of Education confirming the importance of this article. Table (6) shows the topics that are taught in this subject.

Table (6) Topics of Aesthetic Education and Artistic Appreciation as defined in the experiment.

#	Subjects
	Chapter 1
1	Concepts of beauty, ugliness and aesthetic education
2	Definition of art, definitions of beauty, and definition of ugliness
3	The concept of aesthetic education
4	Aesthetic education goals and tasks
5	Function of aesthetic education
6	Means of aesthetic education in achieving its goals
7	Methods of cultivating appreciation
8	Chapter II
9	The role of art education in developing aesthetic awareness
10	Raising awareness and aesthetic sense
11	The importance of aesthetic awareness among learners
12	Obstacles to aesthetic awareness of learners
13	The issue of commitment in aesthetics

B. Formulating behavioral goals: -

The researcher formulated behavioral goals for the subject of aesthetic education and artistic appreciation, and the number of behavioral goals reached (102) distributed among the six levels of the cognitive domain of the Bloom classification) (knowledge, understanding, application, analysis, structure, evaluation).

In order to verify its validity and fulfillment of the content of the subject, the researcher presented it to a group of experts and specialists in the field of curricula and methods of teaching art education. All the behavioral objectives were agreed upon, with some modifications made to their wording.

Research tool

Achievement test:

The current research requires preparing an achievement test to know the achievement of students of the Institute of Fine Arts in the subject of Aesthetic Education and Artistic Appreciation, and the lack of a ready-made achievement test that is reliable and constant and covers the subjects of the subject to be taught in a way that can be relied upon. The researcher prepared an achievement test based on the educational content of the Aesthetic Education and Artistic Appreciation classes and the specific behavioral objectives, according to the following steps:

1. Determine the purpose of the test:

The aim of the test is to know the effectiveness of the strategy (**presentations**) in the achievement of students of the Institute of Fine Arts in the subject of Aesthetic Education and Artistic Appreciation.

2. Preparing the specification table: -

The researcher prepared a table of specifications -a test map- in light of the study material, which included the first and second chapters of the subject of Aesthetic Education and Artistic Appreciation to be taught to students of the second stage at the Institute of Fine Arts in the first semester, and the behavioral objectives of the six levels in the field of knowledge based on Bloom's classification (Knowledge, understanding, application, analysis, structure, evaluation).

3. Formulation of test items: -

The researcher formulated the multiple-choice achievement test items that can measure the six levels of Bloom's classification, which are (knowledge, understanding, application, analysis, synthesis, evaluation), as the number of achievement test items reached (34) items.

Validity of test items:

For the purpose of verifying the validity of the items (apparent validity), the achievement test was presented to (5) experts in art education, and after reviewing their opinions, all the test items were approved with a percentage of (100%).

Statistical analysis of the test items:

The achievement test was applied to a sample of (100) fine art students. The test scores were arranged for the students in descending order, and they were distributed into two groups, 27% an upper group and 27% a lower group. The number of the upper group (27) students and the lower group (27) students, for the purpose of conducting statistical analysis of the test items.

A) Item difficulty factor:

The difficulty coefficients were calculated for each of the test items using the difficulty equation for the objective questions, and their values ranged between (0,32-0,59). (Al-Zahir et al. , 1999: 29), and thus the test items are acceptable and the difficulty factor is appropriate in terms of this statistical indicator.

B) Power of Discrimination:

It means the ability of the item to distinguish between students with higher levels and students with lower levels in relation to the characteristic or characteristics measured by the test, and that the paragraph with a positively high discrimination is generally preferred (Odeh, 1998: 239)

Brown indicated that a paragraph is good if its discriminatory strength is (0,20) and above, and a paragraph whose discriminatory strength is less than (0,20) is weak and it is recommended to delete or amend it (Brown, 1981: 104)

When calculating the discriminatory strength of each of the objective test items, it was found

that it ranges are between (0,30-0,48), and thus most of the items fall within this acceptable range of (0,20) and above, so the test items are acceptable in terms of their discriminatory ability.

C) Effectiveness of the Distractors:

A distractor is effective when the number of members of the lower category who chose it is more than the number of the members of the higher category, and the difficulty of the multiple choice paragraph depends on the degree of similarity and apparent convergence between the alternatives (Al-Zahir et al., 1999: 131), so the students' answers for the test items were arranged separately, and divided into two groups, upper and lower, and after using the equation (distractor), it was found that the distractors had attracted more students to the lower group than the upper group, and thus it was decided to keep the alternatives as they are.

Test validation:

Validity is one of the most important basic characteristics of a good test, and it is the basis for building educational tests because this characteristic provides benefit from various tests in identifying the internal components of the test itself and later predicting the educational and practical abilities of individuals (Al-Nimr, 2008: 69).

The researcher verified the apparent validity of the test by presenting it to a group of specialists, and all its items were approved by (100%). As for the validity of the content, it was verified by building a specification table for the test.

Test Consistency:

Consistency means the high degree of accuracy, stability and coherence in what the test provides us with from data on students' behavior. The static test is the one whose results can be relied upon. And, as well as "the fact that the test is applied only once, and accordingly, by relying on the data obtained from applying the test to the pilot sample. The reliability coefficient was found to be (0.81). (Allam, 2002: 173).

Statistical means:

The researcher used the statistical software SPSS to extract the results of the search in addition to the equations:

1. The formula for extracting the difficulty factor for the test items.
2. The formula for extracting the discriminant factor for the test items.
3. The Keoder-Richardson equation to extract the test stability.
4. Class equation to extract the amount of the effect.

Presentation and interpretation of results:

This part includes a presentation of the results that have been reached in the statistical treatments according to the approved research hypothesis, and the interpretation and discussion of these results, with an explanation and recommendations, and the current research's future proposals, as follows:

Verify the null hypothesis, which states the following:

"There is no statistically significant difference at a significance level (0.05) between the average grades of the experimental group students studying according to the method (presentations) and the average grades of the control group students studying according to the usual method in the post-achievement test).

The researcher applied the post achievement test consisting of (34) items on the experimental and control groups, and to know the difference between the average ranks of the scores of the two groups, the researcher used the Mann and Tenny test, and the results were as shown in Table (7).

Table (7) the calculated and tabular value of Mann and Teni U for the average ranks of the two groups' students

The group	No.	Average Ranks	Ranks sum	The value of Mann and Tenny		Indication level	Indication of the difference
				Calculated	Tabular		
Experimental	11	15.18	167	20	30	0,05	Not statistically significant
Control	11	7.82	86				

It is evident from the above table that there is a statistically significant difference between the experimental group that studies the method (presentations) and the control group that is taught in the usual way and for the benefit of the experimental group, that the calculated Man and Tenny value of (20) is smaller than the Mann Whitney table value of (30) when Indication level is (0.05).

The researcher explains the result of the hypothes is that the presentations, especially the enhanced with pictures, reduce boredom that affects students during the course of the lesson if they receive the information in the traditional way in which the student's role is negative, in addition to the information that is intended to be conveyed to the students that are (perceptible) and thus the teacher is unable to communicate it with the lecture method, as for the presentation method, it facilitated the process of transferring information as well as the academic content to students easily by creating a mental picture of that information for students, and the presentations provided a great opportunity to focus this information in their imaginations.

Impact size:

It means the difference between the averages of each of the experimental and control groups in the post-achievement test divided by the standard deviation of the control group. Knowing the size of the effect helps us to determine the amount of the relative impact of a particular educational treatment, and to determine the level of the impact there is a criterion where:

The effect is low: between 0.20 - 0.40.

The effect is moderate: between 0.41 - 0.60.

Impact high: between 0.61 - max.

After extracting the arithmetic mean and the standard deviation for the students of the two groups, the Class equation was used and the size of the effect was (0.78). Therefore, the effect of the (presentations) method on the post-achievement test is high.

Conclusions:

- 1- The ability of modern strategies and methods to provide art and aesthetic education teachers with cognitive and performance experiences, and to raise the level of their professional and skillful competencies.
- 2- Strategies (presentations) provide the opportunity for students to innovate, increase their imagination in analysis and interpretation, and then focus information in their minds.
- 3- Creating an educational – learning environment to develop and grow aesthetic aspects and artistic appreciation.

Recommendations: -

In light of the findings of the researcher in this study, he recommends the following:

- 1- Informing teachers of institutes of fine arts on the foundations and steps of the strategy of presentations, through courses, educational seminars, or special brochures that explain how to teach according to this strategy.
- 2- The introduction of methods of teaching concepts, including the strategy of presentations, within the teaching methods taught in institutes of fine arts.
- 3- Calling upon curriculum developers in the Ministry of Education to pay attention to artistic appreciation when formulating curricula for fine arts institutes.

Suggestions: -

To complement and develop the current research findings, the researcher proposes to conduct:

- 1- A study similar to the current study on other grades or other study subjects.
- 2- A study similar to the current study to find out the effect of the presentations strategy on other variables such as achievement, investigation, and learning effect transmission and retention.
- 3- A comparative study of presentations strategy with other educational strategies.

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