

Visual Library Designing as a Source of Learning in the Field of Art Education

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The current age is characterized by the power of the image on many levels through communication channels that we confront. This current age is characterized by the spread and the proliferation of digital image due to the ease of its circulation. Because of the proliferation of digital image, it is important to benefit of such proliferation in the fields of teaching and learning. While recognizing that the scope of teaching and learning processes inputs accommodate the many elements that enrich the experiences of learners at any level of education, the digital image in all its dimensions represents a vital platform through the teaching and learning processes in the field of art education.

The process of logical organization to display the consequence of images on the level of education represents one of the most important objectives of learning outcomes achieved in the field of art education through which it is possible to achieve the indicators linked to ensure that the learner can make comparisons, analysis and interpretation of the content of the artwork to reach higher levels of visual perception which enrich many aspects of his artistic taste.

In order to perform effective regulation operations of the content of images to achieve the targets on the level of education in the field of art education, the computer is considered one of the most important tools that can deploy into the fields of planning and teaching in the field of art education. It is able with its multiple potentials to perform effectively in the presentation and development of one-sided idea to a set of ideas that involve fixed and variable forms in the body and space as well as the potential of deleting, adding and the diversity of the solutions in the use of color and separating them. It has also the basic characteristics of the computer as a tool used to store and retrieve information very quickly as well as the development of the learner in an environment similar to the real and practical environment so that it can contribute to the positive educational situation during the exercise and taste the art.

The educational process of organizing the image in the field of art education through the use of the computer as an effective instrument can contribute to the process of organization like indexing operations that act on the organization of seeking in the displayed contents of visual images. The current study tries within that framework to apply the idea of designing visual library to be used as a source for learning in the field of art education as it includes the function of the library of organizations that help to use its contents in addition to the potentials of the computer which can also be used to make analysis for those works of art. The objective of it is to create a kind of visual dialogue with the student through mental processes such as comparison, analysis, discrimination and interpretation as well as comprehension of those visual elements that are included in the works of art.

Therefore, the problem of this study is as follows:

What is the possibility of designing an educational model of computerized optical library that can achieve standards of effective organization in displaying content of artworks (such as educational images)?

The study tries in the light of the above mentioned to achieve the following aims:

- 1-To disclose the nature of the relationship between the necessary characteristics of designing optical computerized library and the nature of its role as a source for learning within the components of the teaching system in the field of arts education.
- 2-To reach the standards organizing for the nature of the interaction between the properties required for the computerized optical library design and the nature of its roles as a source for learning within the components of the teaching system in the field of art education.

Employing Video Filming Skills to Teach Aesthetic Concepts for Those of Special Needs of Mentally Retarded

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Children of special needs are innocent, vulnerable, dependent, loving to learn and active as well as full of hope. We must provide them with the conditions and the means to make their time full of joy, play, education and development. Their future must be formed in a climate of harmony, cooperation and concordance with themselves and with those around them. Their lives must be also clear while they are expanding their horizons and acquire new expertise. The use of the arts in education meets with the fact that people with special needs are different and are not far retarded.

Technology tools have enabled many categories of persons easy use to express their vision. The rely on some steps to use these technological tools which take the framework of teaching methods contribute to consolidating this role as well as the nature of the arts with their relationships and values that we see around us and we derive may need that function of the technology which can help show the view and aesthetic insights derived from the external environment.

The current study tries to apply the idea of producing a video film with the participation of pupils with special needs of mentally disabled depending on set of skills associated with the focus on the main framework (cadre), decision-making, development of following, sequence and logical order. In addition, the production of video film alerts the pupils to the details and evolution of organizational skills and understanding of the relationship of reason with the result that contribute to acquirement of analytical skills

Therefore, the present study contains the following questions :

- 1-What is the possibility of designing an approach to teach the mentally handicapped skills of filming video expressing their aesthetic vision?
2. What is the possibility of activating the proposed approach through a technical workshop for the production of a video film?

Cooperative learning strategy as entrance to design activities for enriching the artistic elements of collective action in kindergarten stage

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The first five years of age are the most critical stages of growth, for the frustrations that may obstruct the march of growth, and any indicators of frustration may spill over into violence in the future because the negative attitudes towards the child in situations that we consider to be increased activity undue may be the first nucleus in the early stage in which the child understands the behavior of the violence without teaching him the alternatives positive proper behavior.

So the children during that stage are in need to an environment and society that understand what they need and give him the opportunities to prove themselves and develop their abilities in the right paths which enrich the relationship between them and the others in an atmosphere of mutual understanding and exchange of experiences, which reduces the chances of frustration with the child and to do of their achievements in performance and improve the behavior of individual to themselves and their social behavior toward others.

Thus, the integration of the child in teamwork within a group of similar age to him is considered as mixture of communication and mutual-fertilization as well as entrance to improve his performance behavior within the group, so as the activities designed are distinguished in frame of the collective action that focus on the work methods, procedures and personal relations, cooperation and love and tolerance. As well as they determinate roles of each individual among the group in way this enables them to work harmoniously as a homogeneous mass. Thus help the child to grow and his internal self-perception to understand the existing provisions of the ethical and social rules.

Among strategies that came to meet the needs and aspirations of the community to invest its human and fought in the detection of trends of human behavior is "the strategic of cooperative learning", which is considered as the most strong frame that broke into the system teaching – and embraced the preferences and social trends in the era of highly heterogeneous between competition and individualism.

The current study tend to train a sample of students of the art education during the period of field training to interact with the mechanisms of cooperative learning strategy for the enrichment the planning operations activities to activate the elements of collective action in kindergarten stage.

Formal sequence variants of the single as teaching input for the development of metal jewelry

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Education through the perception not only in terms different levels of advancement and progress in the process of learning and gaining experience. Originally, the nature of the art in terms of experience, we find that the art is an experience which could not be consummate without close consistency between the sense, motivation and action. In other meaning the size of unity between the Man as a living with the components of the environment which he interacts with.

In the field of education ornaments in light of the current study, the student formulate an artistic single of metal by using hand performance to form the wires taking in mind during the formulation that it indicates some energy that shows growth which is based on the interrelationships and reproduction through repetition diverse artistic drafting. In light of the continuity and harmony between the previous and present experiences of students and their direct impact on the process of linking the levels and degrees of learning and progress where the reliance on some steps that exercise during which the student processes plastic even up to final artwork under the framework of teaching methods that rely on application of knowledge, methods and strategies of ornaments that have already been learned by contributing to the unfolding student limits raw and potential within the framework of structured thinking to take advantage of formative private solutions available in the material during the development process of the Single in line with the artistic and technical aspects and the possibility of building updated ornamental shaping piece.

The current study is moving towards the idea of the development of metal works based on taking advantage of the morphological changes relay in the single in the framework of existing teaching methods on how to solve problems.

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Teaching model based on the post-knowledge strategies as an approach to the formulation of calculated risks ingredients in art education Practices

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There is an urgent need in the circumstances and challenges of our age that the student should go through many fields of knowledge during his practices to adapt to realities of our age, enhance his performance and roles and develop thinking skills as well as work more creatively with his mentality.

Whereas the calculated risk is a 21st-century trends since it stresses the adventure and risk because it is the basis of successful work according to several studies as the creators see things from a different perspective and go beyond the limits of what is typical and attack risk. The innovation or creativity is not limited to produce unconventional ideas only, but it extends to criticism of his own artworks as well as requests the criticism of others and constantly works to refine art expertise and produce better products.

The calculated risk in the field of art education is more linked to practicing performance areas. Thus, the activation factors linked to the calculated risk during teaching process carries within it a distinct approaches to develop skill of exploration including proactive processes, experimentation and depending on previous experience.

The principles of risk, when activating within the teaching and learning processes, require a model of learning provided with mechanisms that regulate risk principles to take a framework from the calculated risk which are translated into many of the tasks associated with the learning model through which integration and discovery mechanisms are achieved on topics of art offered to the students. Therefore, post- cognitive thinking skills contain many entries related to calculated risk factors where sequence and following of post- cognitive thinking skills organize rationally calculated risk processes in its sequencing in accordance with those skills. Thus, the learner is pushed during the exercise of art education fields towards research, experimentation, exploration and anticipating the results away from restrictions imposed by traditional learning attitudes in the handling and processing of information and topics related to the practice of art education.

Thus, the problem of the study is concerned with the following questions:

1. What are factors related to calculated risk in the practices of art education?
2. How is it possible to make post-cognitive thinking skills a gateway for training on processes of calculated risk?
3. What is the proposed scenario of teaching model to direct the teachers to employ post-cognitive strategies for the development of the calculated risk in the practice of art education?

Art Education Teacher Efficiencies in the Light of Future Teacher Roles and Responsibilities

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The beginnings of the twenty-first century have witnessed many changes politically, economically and on the development level which have imposed new challenges on various educational systems in order to prepare a generation capable of handling and using new knowledge to meet the challenges of the future and the demands of globalization, openness and development as well as growth. Humanity has witnessed since the late twentieth century a radical change in ways of working and teaching methods that are represented in the evolution of learning technologies and the increasing of learners as well as great knowledge explosion. Thus, the perception of a teacher has changed nowadays as the basic test of preparing the teacher is based directly on his ability to perform roles assigned to him for his new responsibilities and his ability to achieve educational goals with various aspects dimensions.

In light of the close relationship between the modernization of educational systems and teacher preparation, qualification and training as well as many global and local calls to prepare the twenty-first century teacher to meet new challenges related to responsibilities and problems of new generations and to prepare them to participate constructively in the society. Therefore, it is necessary for art education to pay significant attention to the issue of teacher as a core cadre of society having an influential role in the educational process. Consequently, it is necessary to well prepare and rehabilitate art education teacher to raise and enhance his efficiency, scientific, cultural and artistic level as well to increase his capacity, skills and efficiency in light of the age variables.

To ensure that the art education teacher can perform his multiple tasks assigned to him in the light of the diversity of responsibilities, he needs a set of skills and efficiencies that enable him to perform his role effectively and to provide him with the ability to anticipate the future and accept its different variables in relation to society, the world or his profession as a teacher as well as to develop his self-directed learning skills. As a result, specifications, characteristics, skills and knowledge that the teacher has to acquire to achieve his desired tasks have changed and varied so that the problem of current research is concerned with the following questions:

1. What are the challenges facing teacher of art education under modern age variables?
2. What is the nature of the roles associated with the challenges facing art education teacher performances during the teaching and learning processes?
3. What are the performance efficiencies associated with art education teacher roles in light of the challenges facing the future teacher?