
THE USE OF MASTERY LEARNING STRATEGY IN DEVELOPING MUSIC ACTIVITIES AND PERCEIVED SELFEFFICACY OF CHILDHOOD SECTION STUDENTS AT FACULTY OF EDUCATION

Badriya Hassan Ali HASSAN *

Department of Music Education, Faculty of Specific Education, South Valley University, Egypt

Abstract

The kindergarten teacher is one of the basic and effective elements in the educational process, and is the key to the success of any educational program or curriculum offered to children, as she is responsible for achieving the educational and educational goals of the kindergarten child, and in order for the teacher to play the important role ably, she must have sufficient capabilities, practices and teaching competencies. That makes her effective on the ground, as her profession is no longer limited to providing children with information and facts or spending a specific time inside kindergarten only, but rather it has become a comprehensive educational process for all aspects of the child's personality development, so the practice of teaching is completely different from talking about it.

Keywords

Mastery Learning, Strategy, Developing, Music Activities, Perceived Self efficacy, Childhood, Faculty of Education.

Introduction:

Planning for it, and the teaching practices of most of the teachers are related to what they gave and used to teach when they were students in their different stages of education, and most people naturally tend to accept the usual, and not want to go through new experiences that are not guaranteed results for them. It is necessary for the teacher to take care of removing herself from that mold that she was affected by in order to get rid of those traditional teaching practices, which reflect the understanding of teaching as a mere shame of the heritage Customary from adults to youngsters, or transition to new practices that reflect an understanding of teaching. Hence, a modern and diverse group of different methods and strategies appeared on the educational arena that are concerned with all aspects of the learner, whether in the cognitive, skills or serious aspect, and among those modern strategies are learning for mastery.

As a strategy that blames mastery of learning is a contemporary educational concern in light of yesterday's theory on which it is based, and upon its application and implementation it constitutes a distinct educational innovation at the procedural level that transforms educational thought into a practical reality, and what increases the importance of this strategy is its link to the reality of the prevailing collective learning practices that are singled out Education, as it combines collective education procedures and traditional learning procedures in one framework.

* Corresponding author: sed.svu2020@sed.svu.edu.eg

Karl divided the components of learning for mastery into factors related to learning represented by talent, perseverance and the ability to understand what he learns, and other factors related to the learning conditions represented in the opportunity to learn and the quality of learning, as he defines the precise requirements for learning any educational task such as talent, perseverance, the learner's ability to Understand what he learns

Learning for mastery aims to achieve a communicative effectiveness ranging between 20% - 20%, whether at the level of the learners or at the level of achievement in the school subject, which calls for the perseverance of the learners to reach the goals that are required to be implemented, and it also requires more effort, follow-up and effective capacity before them. In order to reach the required level of mastery, in addition to having an entrepreneurial spirit in order to be able to reduce her skills as a teacher responsible for an entire generation, and this is what the study of: Ismail Abd Al-Halloul (2012AD) and Noha Muhammad Usama (2012AD) indicated to him.

In light of this, a student of the Childhood Division needs multiple special qualities and skills that serve different purposes due to the many, varied and overlapping tasks and roles that she performs. She is responsible for all that children learn. Therefore, the childhood division teacher must be an integrated preparation in all activities that the child practices within Kindergarten, whether artistic, musical, sports, or other, and to be able to master its scientific and artistic subject in these areas in order to move the child to wander in the various aspects of learning.

And the musical activities (the song - the kinetic musical story - the kinetic musical games - the rhythmic band instruments - listening and tasting - the innovation) of the things that please the child due to its close connection with the natural characteristics of Nemud, as it makes him feel a comfortable and positive atmosphere when practicing these activities, through which the child can run, Jumping, partridge, expressing inner feelings, as well as developing some academic subjects such as logical mathematical skills and logical language skills and others, and this is what many previous research and studies have indicated to him, such as the study of: Badria Hassan Ali, (2008), Nahid Abdul Wahid Khalil, (2005), Lewis Marine & Rainer John (2005), Asma Badawi Bani Muhammad, (2012), Doaa Al-Taher Ahmad, (2012), Suhaila Eid Jaber Al-Mutairi, (2012). When a student of the Childhood Division mastered musical activities and was able to employ them to serve the educational process, she had the perceived competence of self and the ability to successfully perform tasks at all costly levels.

Research problem and its identification:

The field of education witnessed a clear interest in developing programs for preparing

kindergarten teachers, and this is reflected in the emergence of new directions for teacher preparation in light of the new educational and educational strategies and methods, and this achievement came to meet the shortcomings of the teacher preparation programs and to raise the level of their preparation, which is consequently reflected on the level of the educational process .

Where both: (Enas Abd al-Raziq Khalifeh, 2013 AD, pp. 2-21), (Abd al-Azim Sabri Abd al-Azim, Hamdi Ahmad Mahmoud, 2015 CE, pp. 44-25), the kindergarten teacher has a set of important roles affecting the child and the educational process, It is these following roles- :

- Her role as a surrogate mother, as her role is not limited to teaching and informing the child, but rather she has multiple roles and characteristics as she is an alternative to the mother.
- Her role also in education, as she is an expert in the art of teaching, because she deals with individuals who need a lot of patience and familiarity with modern teaching methods. Tour it as a representative of society's values, ethics and commitment to the traditions of the society in which it lives.
- Her role as a girl of communication between the home and the kindergarten, as she is able to discover the characteristics of children and she has to help parents in solving the problems that children are exposed to.
- Her wall is responsible for managing the classroom and maintaining order in it.

According to (Muhammad Sadiq Ismail, 2018 AD, p.131) that the success of a kindergarten teacher depends primarily on the type of preparation that she receives, and that a good teacher represents a chief police force in the educational process, and from here it is necessary to present development directions for the professional development of the kindergarten teacher as follows: :

- 1- **General cultural preparation:** which gives her maturity in her personality and broad awareness of her and saves her from the spirit of fanaticism and helps her to succeed in the social role assigned to her in kindergarten.
- 2- **Specialized academic basis:** through her in-depth study of her major, her belief in it, its values and its importance.
- 3- **Professional basis:** by providing her with the secrets and assets of her profession through what is related to her

Facts, information and conditions for carrying them out:

And through the researcher's work as an assistant professor at the Department of Music Education, Faculty of Specific Education, University of South Valley, and the assignment of

the Faculties of Education in Qena and Hurghada to teach the musical education course and chants to the students of the Childhood Division of the Third Division, it was noted that there is a weakness among most students of the Childhood Division, Third Division, in remembering and understanding musical activities. For the kindergarten child, in addition to the severe lack of skills related to the application of musical activities and positive interaction with the kindergarten child during the field training that develops, the student feels tension, anxiety and lack of effective capacity for me, and also led to the constant feeling that field training is a source of constant anxiety for them, and to make sure. From that, an applied test of musical activities skills was applied to an exploratory group of (50) students in the third year, in the Faculties of Education in Qena and Hurghada, South Valley University in the second semester of the year 2012 CE / 2013 CE, where this study dealt with: Some musical concepts related to the skills of musical activities (signs Rhythmic - scale, music, vocal coloring, scale - up and down signs).

Musical activities skills (singing, kinetic musical story, kinetic musical games - rhythmic defunct instruments - listening and superiority - innovation.

And it appeared through the results of the practical test that there is a marked weakness in the exploratory group of female students of the third division, the Childhood Division, in the Faculties of Education in Qena and Hurghada in some skills of using musical activities, including the students were unable to produce rhythmic exercises or rhythmic exercises, not remembering many musical concepts, inability On good singing, failure to use the song and musical story in proportion to the kindergarten child - all of the pilot sample group could not employ Japanese instruments while singing or playing within the groups, and they were also unable to create educational or educational games, which led Ben to not being able to Producing or using some musical activities with children during field training, so it was necessary to find an attempt to overcome and move away from traditional methods, which prompted the researcher to elaborate readings in methods and modern teaching methods to try to come up with a modern method for developing the skills of musical activities among the students of the third division's childhood division, The researcher's interest aroused the learning strategy for mastery, as one of its most important features was the presence of motivation among the learners when learning. It makes them in a permanent activity, the learners are struck by the standards of mastery, the provision of a type of feedback, the learners can, through practice, benefit from the activities in reaching conclusions and acceptable solutions, carrying out some practices within the classroom that are effective, such as activities that lead to mastery, assistance. This is what many studies and researches indicated to him, such as the study of

Ismail Abd Al-Halloul (2013 AD), Neha Muhammad Usama, (2012 AD).

Therefore, the researcher tried to address the deficiencies and weaknesses in the skills of musical activities and in response to what had been called by previous research and studies and many prophets of the need to develop the development of musical activities and perceived self-efficacy of students before and during the service, the idea of this research came based on the use of learning strategy for mastery in developing musical activities and self-efficacy Perceptive among students of the Childhood Division, Third Division, College of Education, Qena. Therefore, the research problem is identified in "Weakness in the skills of musical activities among students of the Childhood Division, Third Division, College of Education in Qena".

research results:

To answer the research questions and verify the hypothesis the following was done:

- 1- To answer the first question related to the current research, which states: "What are the musical activities skills that students of the Childhood Division of the Faculty of Education in Qena, South Valley University, must master?" This question was answered by preparing a list of some skills related to musical activities that students of the Childhood Division at the Faculty of Education, South Valley University must master. It is clear that there are no statistically significant differences between the mean scores of the experimental and control groups in the pre-measurement in the skills of some musical activities, and it is not significant (205) and at a degree of freedom (). Thus, the first hypothesis has been fulfilled, which states that: There are no statistically significant differences between the mean scores of the students of the Childhood Division for the experimental and control groups in the pre-measurement of the observation shot of musical activities skills.
- 2- To answer the second question related to the current research, which states: "What is the effect of using a learning strategy for mastery in developing some musical activities for students of the Childhood Division at the Faculty of Education in Qena, South Valley University? Where the statistical program (SPSS) was used. It is clear from the study that The calculated value of "t" is equal to (1, 2008), at the level of significance (0.24), and it is clear that there are no statistically significant differences between the mean scores of the experimental group in the two post and tracer measurements on the note card of some musical activities for students of the Childhood Division of the College of Education, University In the south of the valley, and thus it is indifferent at (0.10) and the degree of freedom (2), and this confirms the continuity of the impact of

the program after a period of its application, and thus the third hypothesis has been fulfilled, which states that “there are no statistically significant differences between the average degrees Children's section students of the experimental group in the two dimensional measurements and the measurement (tracer) of the note card for the skills of musical activities. And whoever fulfills the first, second and third hypotheses, then the second question of the current research will be answered.

- 3- It is clear from the study that the calculated value is equal to (12), at the degree of freedom (58). It is also clear that there is a statistical significant difference between the post measurement of the control and experimental groups in favor of the experimental group, and this is due to the use of the learning strategy for mastery in developing some skills. Musical activities.
- 4- The results of the post-measurement of the experimental and control group in the current research are in agreement with the results of: Amal Anwar Abd Al-Salam (2011 AD), (Ismail Abd Al-Halloul, (2012 AD), Hamad Bellaya Hamad, (2012 AD), Ahmed Ahmed Khalil, (2016 AD), Nuha Muhammad Usama (2012 AD)), and this confirms the distinction of the method used in the current research program based on the use of learning for mastery in improving the actual performance of students compared to the traditional method, which led to the survival of an impact on the research group and thus the second hypothesis was fulfilled, which states: That there are statistically significant differences between the mean scores of the students of the Childhood Division for the two experimental and control groups in the post measurement of the observation card for some musical activities skills in favor of the experimental group.
- 5- It is evident from the study that there are no statistically significant differences between the mean scores of the experimental and control groups in the pre-measurement in the Perceived Self-Efficiency Scale, which is not significant (2005) and at a degree of freedom. Thus, the fourth hypothesis has been fulfilled, which states that : There are no statistically significant differences between the mean scores of the students of the Childhood Division for the two experimental and control groups in the pre-measurement of the Perceptive Self Aptitude Scale.
- 6- It is evident through the study that the calculated value of “t” is equal to (8, 20), at a degree of freedom (58). It is also clear that there are statistical significant differences between the post-measurement of the control and experimental groups in favor of the experimental group - the results of the post-measurement of the experimental group are consistent And the control in the current research with the results of both: (Walaa Suhail

Yusef, (2016 AD), Majida Muhammad Ali, (2013 AD), Khaled Ahmad Abdel-Al Ibrahim (2012 AD)) and this confirms the distinction of the method used in the current research program based on the use of learning for mastery in improving performance. The actual method for students compared to the traditional method and increase the percentage of perceived self-efficacy of students. Thus, the fifth hypothesis has been fulfilled, which states that “there are statistically significant differences between the mean scores of the students of the Childhood Division for the experimental and control groups in the post-measurement of the perceived self-efficacy scale in favor of the experimental group.

- 7- It is clear from the study that the calculated value of “t” is equal to (0.013), at a level of significance (0,3). It is also clear that there are no statistically significant differences between the mean scores of the experimental group in the post and tracer measures on the scale of perceived self-efficacy of students of the Division Childhood in the College of Education, South Valley University, and thus it is not indicative at (005) and the degree of freedom (), and this confirms the continuity of the impact of the program after a period of its application on the current research group, and thus the hypothesis has been fulfilled which states that: There are no differences Statistical function between the mean scores of the students of the Childhood Division of the experimental group in the two dimensional measurements and the (tracer) measurement of the measure of perceived self-efficacy. And whoever fulfills the fourth, fifth and sixth hypotheses, the third question of the current research will be answered.

Recommendations:

In light of the research findings, the following recommendations can be made:

- 1- Emphasis on the use of the learning strategy for mastery to develop the various activities of the female teacher with the aim of developing her creative teaching skill as well as developing the competence of the perceived self and presenting it in a codified scientific way.
- 2- Establishing training programs for kindergarten teachers and providing them with the necessary skills to activate musical activities, as it brings them back to self-fulfillment and self-confidence during their interactions with children inside the kindergarten.
- 3- The necessity of improving some teaching practices through effective strategic planning for students of the Division of Childhood in order to identify weaknesses and work to improve them and provide treatment in an effective, organized manner.

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