
**THE EFFECTIVENESS OF AN EDUCATIONAL UNIT USING
CARDBOARD IN DEVELOPING THE AESTHETIC SENSE OF
EDUCATION STUDENTS TECHNICAL KING FAISAL UNIVERSITY**

Khaled Mohammed AL-SAUD,* Dalia Ali ABDEL MONEIM

Department of Art Education, Faculty of Education, King Faisal University, Saudi Arabia

Abstract

This study aimed to investigate the effectiveness of the role of an educational unit using cardboard in developing the aesthetic sense of art education students at King Faisal University. The study members consisted of (58) students from art education students in the course of forming consumed environmental materials, and the sample represented all members of society by (2) male and (3) female students in the course for the year 1438/1437 AH, the study used a set of tools represented in the cognitive test, skill test and observation tool within (20) aesthetic criteria to evaluate the final product of the cardboard material, where these tools were developed by researchers. The study resulted in the following results: The students' achievement in the test after studying knowledge in the educational unit was high, And that there is a difference in the two averages of applying the pre and post cognitive test in favor of the post, and the results also showed that there is a difference in the averages of the application of the pre and post skill test in favor of the post, and the ratios shown by the Black Test among the average scores of the students in the cognitive test (the pre-post The percentage was acceptable, as these values showed that the students' attainment of the knowledge and skills included in the unit, which indicates its effectiveness in students' acquisition of the knowledge and skills contained therein, which lead to a high aesthetic sense in them, and the results of the study indicated that all axes of the observation tool to judge the cartoon product The implementer and the extent of students' responses in developing the aesthetic sense is a statistically significant function, as for the gender variable The results showed that there are differences in the development of aesthetic sense caused by working with cardboard materials for the benefit of female students. The study recommended attention to the necessity of integration between the cognitive and skill framework in all the different educational curricula and the inclusion of the study plan standards and behaviors that encourage the sense of beauty, in order to narrow the gap between theory and application to increase the efficiency of the educational process.

Keywords

An Educational Unit, Cardboard, The Aesthetic Sense, Education Students, Technical King Faisal University.

Introduction:

The artistic materials used by the designer in this era have varied, and their capabilities have varied as well as their sources, some of which are extracted from nature, some of which are industrial, and the surfaces used in shaping have also varied, and thus the techniques, skills and means of implementation differed, as the plastic skill is related to the sensory properties of the material. , As the experience and the formative style with which the designer interacts with this material and volunteers to achieve his artistic work, and therefore his knowledge of the plastic technical skills of each material is considered as the ability that he controls, and with it he discovers its capacity and expressive plastic capacity, as he confirms (Ramadan, 2000) that it is Compound process from the start of the designer's selection of the material, then the performance process And implementation, which leads to the stage of aesthetic insight, which

* Corresponding author: kmsoud@kfu.edu.sa

supports the interaction between the designer's senses and his abilities to shape using different technical skills and represent the technical skills and using them to adapt the materials visually exciting for the connoisseur through which the student's thought can be translated and read in visual and tactile forms, while we call it “the eye touches” Or what is known as the illusory texture of the eye, and John and Steven (1994, John & Steven) refer to the distinction of natural and synthetic materials with a number of foundations and elements of the artwork, such as: Textures and fine lines, which are difficult to obtain except with accurate artistic skills with an aesthetic sense, whether it is in its shape or manipulating anthropomorphism or any other element in it, which enables the designer student to create and design works with artistic features through the use of his multiple skills. (Hamdan, 19) defines skills in general as the effectiveness of the individual through the final results, such as speed, accuracy, strength, and qualitative experiences such as rhythm, as he defined it (Arab Labor Organization Dictionary, 1990), as ease, speed and accuracy in performing work with the ability to adapt in performance to circumstances. It is defined by (Issawi, 12) as the ability to perform the integrated organization of complex complex works and the ease of adaptation to the changing conditions surrounding the work.

As for the technical skills of the learner, they cannot grow and develop by virtue of the consensus that combines the power of thinking and the hand in producing an integrated artistic painting. And it includes speed, ease and flexibility, so it requires the trainee and the teacher effort and the ability to continually practice to acquire these skills. (Al-Saud, 2011).

The educational units are one of the forms of curriculum development, as they are considered a pre-planned organization in the form of a holistic that includes the educational material, the means and accompanying educational activities and teaching methods in addition to the continuous evaluation processes that lead in their entirety to achieving the desired goals, and this needs to pass through certain experiences that lead to the acquisition of the learner. For information. Hence, experimentation through the use of different technical skills in the field of artistic works is one of the most important necessities that achieve the objectives of this field, as it focuses on developing several aspects such as the innovative aspects and control of work technology in addition to the aesthetic aspects and a sense of it.

Recommendations

Building other units in design courses in general and technical works in particular, and experimenting with them to study their effectiveness in developing knowledge and skills to gain and develop aesthetic sense.

- Paying attention to the need for integration between the cognitive and skill framework in all the different educational curricula and the inclusion of the study plan standards and behaviors that stimulate an aesthetic feeling, in order to narrow the gap between theory and application to increase the efficiency of the educational process - Generalize learning and teaching this unit within the course of forming consumed environmental materials in the Art Education Department and departments The debate is necessary to hold training workshops by specialists for students and to make them aware of the importance of aesthetic sense in building their personalities.

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