



USING COLLABORATIVE LEARNING AND SELF-CONSTRUCTION METHODOLOGIES TO ENHANCE ART EDUCATION AND CREATIVE EXPRESSION SKILLS AMONG SECONDARY SCHOOL STUDENTS

M.M., Zahraa Mudheher Modhee, Babylon Education Directorate, Minister of Education,
Zahraaalsalamy857@gmail.com.

| Article history: | Abstract: |
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| Received: October 28 th 2024 | This research deals with the use of collaborative learning and self-construction methodologies to enhance the art education and creative expression skills of secondary school students. The research aims to address the problem of the lack of effective interaction and creativity in artistic work among students, with a focus on the weakness of deep understanding of artistic expression and critical thinking abilities in the field of art education. The research aims to develop innovative teaching strategies that encourage effective interaction with art materials and stimulate creativity and personal artistic expression among students. The methodology followed in this research is based on combining the participatory approach with a focus on self-building, with an emphasis on teamwork and providing a stimulating and supportive learning environment for creative interaction. The methodology is applied through designing a specific educational program that aims to improve students' abilities in artistic expression and enhance their understanding of the visual arts and artistic heritage. This research is expected to yield positive results in increasing the level of effective interaction with art materials and improving students' creative and expressive abilities. It is also expected that adopting the proposed educational strategies will enhance creative self-confidence and personal artistic abilities, which will contribute to the development of a more diverse and rich artistic community. |
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Keywords: Collaborative learning Educational programs, creative thinking, self-construction, a For educational techniques and means.

First Alert -

1- Introduction:

Art education and creative expression are essential elements in developing a comprehensive understanding of art and aesthetics and developing students' creative skills. With the rapid growth of educational technologies and means, there is increasing interest in developing effective educational methodologies that contribute to enhancing students' creative abilities. This study involves exploring the effectiveness of using collaborative learning and self-construction methodologies as educational tools to enhance secondary school students' art education and creative expression skills. The focus will be on exploring how these educational methods can be applied to enhance creative abilities and promote effective learning in a stimulating and supportive educational environment. This study aims to analyze the impact of using collaborative learning and self-construction methodologies in enhancing art education skills and creative expression among secondary school students. The research focuses on identifying the potential educational benefits of these educational methods and their role in enhancing students' creative abilities. The research also aims to identify the challenges and obstacles that may face the application of these strategies in the current learning environment.

2-Research problem :

The research revolves around a main problem. And it is Insufficient student engagement with art materials and lack of creativity in artworks in the educational environment. Poor engagement with art materials is a problem that negatively affects the development of students' creative and expressive skills. Despite the existence of educational programs in art education, students may remain insufficiently responsive or may not show sufficient interest in creative expression. Furthermore, students sometimes lack a deep understanding of artistic expression and the ability to think critically in

this area. There may also be a challenge in cultural and historical communication with artistic materials, Lack of interaction between students Which reduces students' motivation to participate actively in the artwork and affects the development of their creative abilities. This problem is partly due to the nature of traditional education which focuses too much on the theoretical and technical aspects of art education without guiding students towards creative expression and critical thinking. This problem causes students not to achieve their full artistic proficiency and limits their potential for personal artistic expression and creativity.

3- The importance of research and the need for it:

This research comes in the context of the increasing importance of developing creative and artistic skills among students in secondary education. The research seeks to shed light on the importance of using collaborative learning and self-construction strategies as effective tools to promote effective interaction and deep learning. By understanding the impact of these methods on the development of art education skills and creative expression, the quality of art education can be improved and student engagement and positive interaction with artwork can be enhanced. This research can contribute to enhancing teaching and learning methods in the field of art education and improving the educational experience of students in this field. Where Developing art education and creative expression skills in high school students is essential to fostering critical thinking. Through interaction with artworks and creative materials, students learn how to think more deeply, analyze artworks, and evaluate them critically, which contributes to developing their decision-making and creative thinking abilities. and Developing art education and creative expression skills helps students express themselves in innovative and artistic ways. This type of learning allows them to express their thoughts and feelings creatively, which enhances their self-confidence and helps them develop their individual identity. And also Engaging with the arts and creative expression is an effective way to develop important life skills such as expressing ideas clearly, teamwork, problem solving, innovative thinking, critical analysis, and expressing oneself confidently..

4- Research objectives:

The research objectives can be summarized as follows:

- 1) Stimulating creativity and artistic expression: The research aims to study the effect of collaborative learning and self-construction methodologies on stimulating creativity and artistic expression among students in secondary schools..
- 2) Develop critical thinking and technical evaluation skills: The research also aims to analyze the impact of these strategies on the development of students' critical thinking and artistic evaluation skills..
- 3) Promote cultural and historical understanding: The research aims to explore how to enhance students' cultural and historical understanding through the application of collaborative learning and self-construction methodologies..
- 4) Evaluating the effectiveness of strategies in enhancing self-confidence and effective engagement: The research also seeks to evaluate the effectiveness of these methods in enhancing self-confidence and stimulating students' active engagement in artistic and creative activities..

5-Research limits:

borderTemporal: Academic year 2023-2024.

borderSpatial:IBlue counter for girls.

Objectivity: Applying collaborative learning and self-construction methodologies to enhance art education and creative expression skills among secondary school students.

6-Define terms:

AArtistic expression in language: (Expressing something is expressing it with a sign, whether verbally, image or model) (Maalouf, 1965). Expression also refers to the means that a person relies on to convey his thoughts, emotions and intentions (Saliba, 1971). Artistic expression is defined as (a basic means of expressing the child's emotions and thinking and providing him with texts for experimentation and discovery, as it leads to expanding his abilities for analysis and observation) (Abdul Hadi, 2002).

Artistic expressionProcedurally:Students use art as a means of expressing their thoughts and feelings.. CreativityIn the Arabic language (the source of the verb "ibda'a" means to invent and create without a previous example. It is said "ibda'at al-shay'" (he invented something) and "ibtadtuuhu" (he extracted it) and "idhathutuuhu" (he was the first to do it) (Al-Naqr, 1414 AH). And innovation procedurally:Ability to come up with new and unconventional ideas in the artistic field.

Collaborative learning: (It is a single educational task divided into parts so that each individual completes one or more parts of it, and relies on others to complete the remaining parts) (Zaid, 2016). (It is giving learners the opportunity to share the authority and responsibility of learning between the teacher and the learners). (Abdul-Ati, 2014).

Collaborative learning methodologiesProcedurally: Educational methods that encourage learning through interaction and collaboration among students..

Self-construction: Hamida believes that the artwork is the product of thought and not the product of the cleverness of a painter who conveys what he sees with the craftsmanship of a craftsman. This is what is called self-construction. I draw the essence of what I see, not what my eyes see. I draw what the subconscious dictates to my hand, which colors and draws (Hamida, 2018).

theSelf-buildingProcedurally:Work on developing students' personal and technical skills independently..

The second axis - the theoretical framework:

The first topic:Foundations of collaborative learning and self-construction

Firstly:The philosophy of collaborative learning and its role in enhancing interaction and active learning.

Then Learning Active he:"road teaching Involve Learners in a job Things that force them on Thinking While They learn it)Atef,2009, S238Figure 1 shows active learning strategies.

Active learning strategies

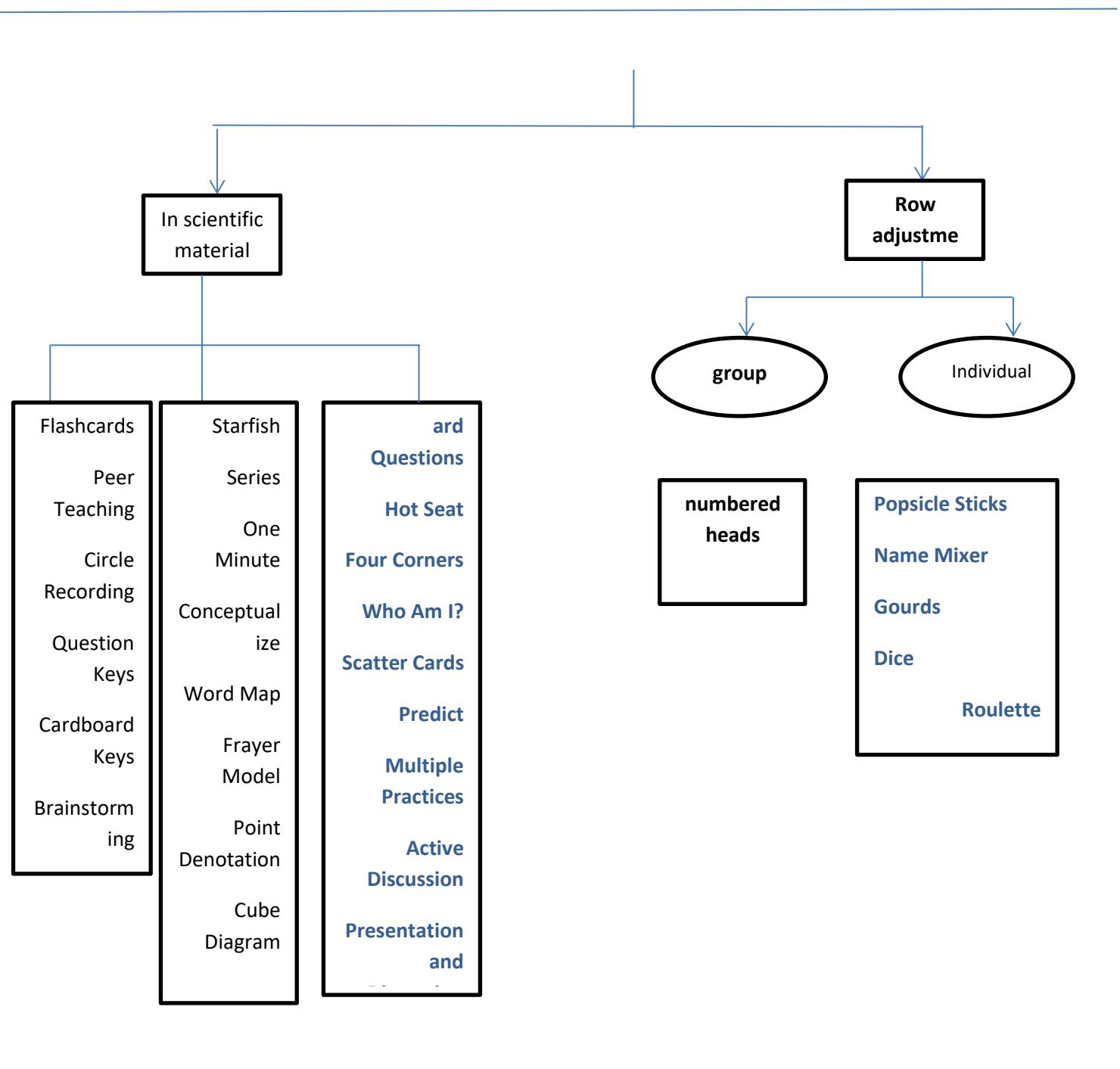


Figure 1 Active Learning Strategies (5 Star Education Website, 2023)

The objectives of active learning are as follows:)Atef,2009, p.250):

1. Encourage students to acquire multiple thinking skills..
2. Encouraging students to read critically.
3. Diversification of educational activities appropriate for students..
4. Supporting learners' self-confidence.
5. Encourage students to ask questions..
6. Enabling students to acquire skills of cooperation, interaction and communication with others.
7. Increase learners' ability to understand, make meaning of, and retain knowledge..
8. Developing internal motivation in learners to motivate them to learn.

The philosophy of collaborative learning is essential in stimulating interaction and active learning among students. This philosophy is based on the concept of active participation and continuous interaction between students and the teacher, where students are encouraged to participate and interact actively in the learning process. The following is a detailed explanation of the philosophy of collaborative learning:

1. **Active participation:** It means that all students are invited to participate actively and effectively in the learning process. This includes asking questions, discussing, solving problems, completing projects, and other learning activities that require continuous student interaction.
2. **Interact and exchange ideas**Collaborative learning provides students with the opportunity to interact with each other and share ideas and experiences. Through this interaction, students can benefit from each other's experiences and work together to build knowledge.
3. **Promote team spirit and cooperation**Collaborative learning helps build a positive team spirit among students, as they work together to achieve common learning goals. This collaboration involves supporting each other, sharing knowledge, and working as a team to solve problems and complete tasks.
4. **Building a positive and supportive learning environment**Collaborative learning creates a positive and supportive learning environment, where students feel respected, valued and cared for by the teacher and their peers. This contributes to enhancing their desire to participate and interact in the class and enhances their sense of belonging to the class community.

In short, the philosophy of collaborative learning is based on interaction and cooperation between students and teachers, and aims to build a supportive educational environment that contributes to stimulating active learning and developing students' thinking and learning skills.B.

He sees)Atef,2009, p.243) and)Slippers,2013p. 36) (that Collaborative learning divides Learners to Groups not Homogeneous, And encourage This is amazing Groups on to use all Methods communication Among them)Phones, mail electronic)).

The philosophy of collaborative learning is essential in promoting interaction and active learning among students, through several methods that contribute to achieving this goal.(Rahaf Murad, 2023):

1. **Teamwork and participation in activities**The collaborative learning philosophy promotes teamwork and interaction among students through their participation in a variety of learning activities.
2. **Exchange views and constructive interaction**The collaborative learning philosophy encourages the exchange of ideas and opinions among students, which enhances their mutual understanding and contributes to the development of communication and listening skills. This is done through discussions and interactive sessions that give students the opportunity to express their opinions and listen to the views of their peers.
3. **Stimulating independence and building personal understanding**The collaborative learning philosophy motivates students to independently discover knowledge and build their own understanding of subjects through interaction with the course materials. This is done by providing opportunities for students to choose methods that suit their own thinking style and learning method, which enhances individual interaction and contributes to building a deep personal understanding of the subjects.

Secondly:Principles Of Self-Building And Methods For Developing Students' Thinking And Learning Abilities.

The principles of self-building depend on a set of concepts and foundations that aim to develop the individual and improve the quality of his life. The following is a detailed explanation of these principles and their methods.:

1. **Self-reliance and positive thinking**Self-building is based on the idea that an individual has the ability to improve himself and develop his abilities and skills. This includes relying on the individual's inner strengths and developing positive thinking that enhances self-confidence, optimism and motivation to achieve goals.
2. **Defining goals and strategies**Self-building principles encourage individuals to clearly define their personal and professional goals and develop strategies and plans to achieve them.
3. **Self-motivation and personal development**Self-building techniques include leveraging self-motivation and enhancing motivation for learning and personal development. This includes developing skills of independence, self-control, and motivating oneself for continuous growth and development.
4. **Develop positive thinking skills**Self-building principles encourage the development of positive thinking skills that help improve mental, emotional and social health. This includes thinking constructively, eliminating negative thoughts, and enhancing self-confidence and optimism.

5. **Gain new knowledge and skills**Self-building methods depend on the continuity of the learning process and the acquisition of new knowledge and skills that help achieve personal development and growth.

Self-directed learning requiresTo the power of insight by the learner in advance. With an attempt to plan and evaluate learning with the aim of enabling self-training and encouraging and motivating the learner to learn. (Al-Otaibi, 2015, p. 255).

(Self-building plays a vital role in developing students' thinking and learning abilities, through several methods that contribute to improving their educational performance and developing their mental and emotional abilities. Here is a detailed explanation of the role of self-building in developing students' thinking and learning abilities.)(Al-Otaibi, 2015, p. 2)60):

1. **Develop critical thinking, innovation and problem solving skills**Self-building enhances students' critical thinking and innovation skills, as they learn how to analyze situations and evaluate ideas independently and logically.
2. **Enhancing self-learning skills and positive interaction with the educational environment**Self-building encourages students to develop self-learning skills, such as organization, planning, and time management, which are essential skills for academic success. Self-building also promotes positive interaction with the educational environment..
3. **Improve their self-confidence and motivate them to explore and develop continuously**.Self-building helps students build a high level of self-confidence, as they learn how to deal with challenges and difficulties with confidence and positivity.

The second topic: Theories of creativity and artistic expression

Firstly: Analysis of contemporary theories of creativity and their applications in art education:

Art education is full of many developments and trends. and theories of creativity. And These developments were organized in the twentieth century, which led to the emergence of theories and philosophies in the field. As with any theory, it is reached according to the concept and thought of its owner, but it soon Negatives appear, so a group of specialists put forward another theory, and so on.

and The most important of these Browser theories And In this mission is:

1. Theory of artistic taste.
2. Art criticism theory.
3. Theory of artistic production.
4. Theory of creative development.
5. Concept formation theory.
6. Mental health theory.

Theory of artistic taste The term artistic taste appeared in England in 1760 AD, but the Canadian critic Northrop Frye pointed out that in 1712 AD Addison mentioned (Most languages use this metaphor of taste in the field of food and drink, reaching to aesthetic behavior, to express the faculty of reason that distinguishes all apparent errors. This does not mean that it is a contemporary phenomenon, but rather it has occupied generations of thinkers and philosophers from Plato to the present day.)(Faraj, 1999).

The child study movement led to a kind of freedom in art education, as it was liberated from some of its restrictions and teachers directed their students to copy from nature, so the stage called the picture study stage appeared, which aimed to make children in schools able to appreciate high-quality works of art, realizing through that the happiness that stems from appreciation. (The study of artistic taste is not limited to art only, but also includes meanings. Ethical Besides aesthetic values) During this period, Renaissance works such as Leonardo da Vinci, Raphael and Michelangelo were used. (Fadel, 2000)

The idea of this theory appeared in the early nineteenth century, when it was presented by Minnie Swazi. His idea spread and many followed him. (The proponents of this theory called for liberation from the traditional restrictions in teaching art in schools, where teachers took their students to nature to study its beauty and depict it in their artwork. This theory brought about a qualitative shift in the field, as it became the basis for formulating the goals of art education.)(Al-Dhuwaikhi, 2003), This theory did not last long, as specialists saw the futility of limiting the teaching of art to this specification..

Art Criticism Theory The first idea of art criticism emerged in Greek civilization. Criticism emerged as an integral part of the arts of literature, and therefore it was not an independent field in itself. Criticism overlapped with philosophy, history, aesthetics, and ethics. The word criticism goes back to the word Krino Greek which means to issue a ruling. (Al Wadi, Salman, 2014)

On the other hand, Dr. Abdul Majeed Fadl pointed out that (no Criticism can only be sound if it is based on clear foundations, namely form and content, both of which complement each other.) There are also many trends and foundations for the process of art criticism, which would take a long time to discuss because they represent a very diverse and rich trend. Art criticism is considered one of the pillars of formal art education.

Theory of artistic production Professor Wesley Dow created the theory of artistic production, building its foundations on rescuing the limited theory of artistic appreciation at that time. Teaching artistic appreciation works on describing and analyzing artistic works and acquainting oneself with the elements and foundations of artistic products. Wesley considered that (Artwork analysis makes students delve into the secrets of aesthetics embedded in products.) (Al-Dhuwaikhi, 2003)

Artistic production is the message that the artist sends to the recipients. In addition to the existence of clear divisions that art critics have relied on, where (They divided artistic production into two sections: artistic production from the fine arts, and artistic production from the applied arts.) (Fadl, 2000) criticized. This theory focuses on artistic production, which is not the main goal of art education from the point of view of its critics. However, today it is considered one of the components of systematic art education. (Al-Dhuwaihi, 2003)

Creative Evolution Theory Interest in studying creativity emerged at the end of the nineteenth century. In 1896, Binet and Henry studied the subject of creativity as one of the aspects of intelligence. They presented a number of tests, including tests related to imagination. Binet asked a group of children to do... As described, they see it inside a blob of ink to measure how much imagination they have, but Binet and colleagues He did not. They were asked to find a standard system to rely on when measuring these activities. (Al-Sulaiman, 2006).

Therefore, in the late nineteenth century, philosophers and psychologists worked to provide the appropriate educational environment to be able to prepare a group of students who are distinguished by creativity. The scholar John Dewey sought to do this by touring schools and among students, describing the former as cruel, and indicating that the educational system was not suitable for students and that it was not expected to produce intelligent, thoughtful, or creative individuals. John Dewey called for (The importance of using Students are intelligent in the learning process and their lessons should contain problems that are close to them and thus captivating them. Their interest) (Al-Dhuwaikhi, 2003)

At the beginning of the twentieth century, teachers sought to achieve the principle of creativity with their students through what they study. It as art education has become a major role in achieving creativity because it allows students to express themselves through artwork. However, the theory of creative development criticized. Because it limited the role of the art teacher, so he had no room to intervene and guide, and the art teacher no longer had a role to speak of. (Al-Dhuwaihi, 2003)

Concept formation theory As a result, interest with creativity to interest in relation to art and other subjects in the curricula, an attempt was made to build educational programs in the form of projects or problems by trying new methods in teaching. This led to the emergence of a new method called the project. The inventor of this method is the university professor William Hurd Kilpatrick, one of John Dewey's students. (Fadl, 2000) (Al-Dhuwaihi, 2003)

This method is based on models and images, so the arts became a main focus around which the educational materials revolve, and the art teacher became the most important teacher in the school environment, as all teachers resort to him in the desire to obtain models, images and models that support the educational process. It was exciting. For interest Until criticism began to touch this theory and it was accused of depriving it of the characteristic of art, as it became far from expressing and depicting feelings, emotions and ideas, as if it was taking art education back to the industrial period. (Al-Dhuwaihi, 2003)

mental health theory In 1928, Margarete Naumburg published a book entitled The Child and the World. The Child and the World where he pointed out to (A child who is under pressure in his/her ongoing development can find psychological comfort in art education. Art can also contribute to the child's mental health.) (Fadl, 2000)

The first idea that inspired Margaret Naumburg was inspired by the psychologist Sigmund Freud, who spoke about desires and the release of repressed feelings, discussed the sources of emotions, and explained (All of this affects a person's behavior. Thus, many specialists have supported this theory, which explains that art education aims to achieve mental health.) (Al-Dhuwaikhi, 2003)

It is worth noting that Margaret Naumburg had the actual and first influence in the field of art therapy, so it is possible to say that the theories serve the interests of the social environment and individuals, thus improving the professional, intellectual and even psychological field between them. We also notice the vast differences between one theory and another, as each one served life variables and an urgent need to modify the intellectual concept and psychological need, in addition to the importance of celebrating. With this series of theories - some of which the researcher was satisfied with - to support the innovative process and create something new in line with the changes of the era. Therefore, we find that each theory was based on the negatives of the previous theory in an attempt to bring about change and activate the best for culture and society through art education, so no. We can assert that there are similarities or differences between the theories, but they all serve the importance of art for the individual and society..

It is clear from this that art education is a science that continues to develop with the development of educational thought and the specificity of teaching the subject, as the subject of art education in its contemporary concept emphasizes the student's use of his senses in order to perceive the aesthetics in the environment and nature, and then looking to history

and artistic heritage and benefiting from all of that through artistic production in expressing himself through what he produces and the topics that the student chooses, and thus that education and that artistic culture are reflected on himself and his daily life. (Qazzaz, 2008).

Secondly: The importance of environmental and social factors in developing creativity and artistic expression among students:

1. positive learning environment: The educational environment plays a crucial role in developing creativity and artistic expression in students. A supportive and stimulating educational environment encourages students to interact, experiment and innovate in the field of artistic expression..
2. Social interaction: Interacting with others and the community broadens students' horizons and enhances their understanding of different cultures and traditions, enhancing their ability to express themselves more creatively and diversely..
3. Environmental stimulation: The impact of the individual's surrounding environment on his level of motivation and engagement in artistic work plays a major role in developing his creative and expressive abilities..

And it liesThe importance of developing creativityWith our students in:(Dr. Nizar Kamal, 2024).

- 1- Stimulate creative thinking: Developing creativity encourages creative thinking, which can be a catalyst for innovation and development.
- 2- Boost self-confidence: Developing creativity contributes to enhancing students' self-confidence. When they discover their creative abilities and achieve success in realizing their ideas, their sense of self-esteem increases, which leads to improving their level of self-confidence and belief in their ability to make a positive impact..
- 3- Promoting inclusive learning: Creativity enhances the holistic learning process, as students are more effective in absorbing and applying knowledge in diverse contexts.

As forThe importance of art education in developing creativity:ThenArt education plays a vital role in developing creativity in an individual.through: (Counselor - Lina Ahmed Mohammed Al-Zankani, 2024):

- 1- Encouraging Creative Thinking: Through art education, students learn how to look at the world from a different perspective and how to think in unconventional ways. This creative thinking encourages finding unique solutions to problems and challenges..
- 2- Developing innovative skills: When students interact with different materials and techniques in art education such as drawing, sculpting, and design, they learn how to use tools and materials in new and innovative ways to create unique works of art..
- 3- Encouraging Experimentation and Exploration: Art education encourages students to experiment with different styles and techniques, which helps them discover and develop new and unconventional ideas..
- 4- Boosting Self-Confidence: When students are successful in creating beautiful and expressive artwork, it increases their self-confidence and creative abilities..
- 5- Developing analysis and evaluation: During the creative process, students learn how to analyze and evaluate their work, which helps them identify strengths and weaknesses and improve their future work..
- 6- Expanding understanding: Art education allows students to express themselves in ways that traditional subjects do not, which helps expand their understanding of the world and the things around them..
- 7- Promote social and cultural interaction: When students share their artwork with others, it allows them to interact with different opinions and ideas, which promotes social and cultural understanding..
- 8- Developing teamwork skills: Working on group art projects enhances teamwork and collaboration skills, as students learn how to negotiate, present opinions, and contribute to a common goal..

The development of a culture of creativity is linked to the environment surrounding the individual.,So ifShe wasThe environment cares about the creative process and sponsors and encourages creative people.thatIt will lead to the development of creativity, but ifShe wasThe surrounding environment does not encourage creativity and does not care about creative people.thatIt will lead to the weakening and reduction of the creative process..(Mohamed Anwar MahroS, 2016).

that deficiency in Entrances Cultures Multiple Still constitutes Problem with teaching Arts in Communities Contemporary In a way general.And he points out all from Sirer And Farges(Serre and Fergus, 1998)to (that key To solve This is amazing Problems It is represented in practical Focus professors Art in How to help The Tab on Meeting the needs Social.

The third topic:The role of technical education in developing cultural and historical identity:

Firstly:The impact of technical education on students' understanding of cultural and historical heritage.

The impact of art education on students' understanding of cultural and historical heritage is evident in several aspects.:

- 1- Directing attention to cultural and historical heritage:
 - Arts education provides an inspiring gateway for students to explore the cultural and historical heritage of their community through the arts and creative expression..
 - The art curriculum highlights the cultural and historical significance of the heritage in which students live, encouraging them to deepen their understanding and respect for it..
- 2- Introducing students to cultural values, beliefs and traditions:
 - Through the study of traditional and historical arts, students learn about the values and beliefs that have shaped their cultural and historical identity..

- Students learn about the artistic and cultural traditions to which their communities belong, helping them to understand their cultural heritage more comprehensively and deeply..
- 3- Promote a deeper understanding of society and history.:
- Art education contributes to building a deep understanding of society and its history, through the study of artworks that reflect local culture and history..
- Art education helps students think critically about the impact of art and culture on the development of societies over time..
- 4- Consolidating cultural belonging:
- Art education enhances students' cultural belonging, as they feel proud and connected to their culture and history through interaction with traditional and contemporary arts..
- Technical education builds students' cultural identity and enhances their sense of belonging to their community and history..

In this way, art education contributes significantly to enhancing students' understanding of cultural and historical heritage, and deepening their connection to their culture and history in a comprehensive and sustainable way..

secondly:The importance of interaction with the arts and creative expression in enhancing students' cultural and historical identity:

Students' engagement with the arts and creative expression plays a crucial role in enhancing their cultural and historical identity through severalMechanisms(Encouraging arts, 2023):

- 1- Discovering and expressing cultural identity:
 - Engagement with the arts provides an opportunity for students to discover aspects of their cultural identity through exploration and creative expression..
 - Students can use the arts as a means of expressing their values, beliefs and personal experiences, which contributes to building and strengthening their cultural identity..
- 2- Promote positive interaction with cultural and historical heritage:
 - Interaction with the arts deepens students' understanding of the cultural and historical heritage of their community and culture, making them more engaged and receptive to this heritage..
 - Students can find in the arts a way to express their cultural heritage in different and innovative ways, and thus feel proud of and a sense of belonging to this heritage..
- 3- Exploring the cultural components of the individual and society:
 - Creative expression encourages students to explore components of their cultural identity, including customs, traditions, and cultural perceptions..
 - Creative expression helps deepen awareness of local history, heritage and culture, thus contributing to students' sense of belonging and cultural identity..
- 4- A means of expression:Art givesFor studentsA way to express themselves in different and creative ways. Drawing, sculpting, music, dance, and crafts can be powerful expressive mediums that help children freely communicate their feelings and thoughts..
- 5- Discovering identityBy interacting with different art mediums, it is possible to:For studentsDiscovering their personal identity. Art can be a way to express their unique styles and interests..
- 6- Understanding EmotionsWhen he doesStudentsBy creating artwork, they learn how to interpret and understand the feelings of others and their own feelings. Art can be a way to increase their awareness of emotions and how to deal with them..
- 7- Boost self-confidenceWhen he seesStudentsTheir progress in the field of art and getting praise and appreciation for their creativity increases their level of self-confidence. The feeling of success in creating works of art enhances self-confidence.
- 8- Stimulate creativity:Art encourages creative thinking and innovation. Children can develop their creative skills and discover new ideas and innovative solutions through practicing art.
- 9- Expressing social issuesArt can be a meansFor studentsTo express social issues and their problems. Artworks can help spread awareness and promote change in society..

In this way, interaction with the arts and creative expression enhances students' cultural and historical identity, and contributes to deepening their understanding of their heritage and culture in a comprehensive and profound manner..

Previous studies:

- 1- study(RaniaImam Mustafa, 2013):

goalTthe studytoVerifyeffectivenessA program based on multiple intelligence activities.Y developmentCreativity is special-General field atStudentsFifth gradePrimaryThe study concluded that:(VerifyeffectivenessThe programTrainingGeneral and specific domain FY developmentCreativity).

study(Souad Faraj ShabbiK, 2012):NurtureSocialAnd creativityTechnical, 2012

The study aimed to identify the extent to which mothers and teachers useFor methodsupbringingYDevelop creativity inYTechnical fieldYIn children. The study showed(thatmajorityIndividualsSampleFrom mothersYFamilyLibyanTheY used MethodsupbringingSocialand practicesEducational thatDevelop creativityDestructionIn childrenHe wasTheir level of use is average,asThe study showed that most kindergarten teachers in the study community usedFor stylesEducational that contributes to the development and stimulation of technical creativityYChildren have low).

study(Alaa Mohammed Omar,2009):

The study aimed to identify the roles that the teacher should play in developing creativity among primary school students. And the detection about the obstacles it prevents the teacher from doing his job. Developing students' creativity. The field study concluded that: (There are a number of factors affecting) Rise The teacher in this role is family-specific factors The student, teacher-specific factors and curriculum-specific factors, and management factors School And the possibilities available, special factors (To the student). study (Anjoud Shahada Balwan, 2008)

This study aimed to identify the role of management School for developing creativity in schools Government. The study concluded that: (The teacher's field is) Develop creativity He was Big Very much, and the field of management and school environment was Big And the field of educational curricula In development Creativity He was Average). study (Victory of Faisal Al-Balawi, 2017)

The current study aimed to identify the degree of use of electronic collaborative learning applications from the point of view of primary school teachers in Hail. The researchers used the descriptive survey method, and used the questionnaire as a study tool. The study sample consisted of (333) primary school teachers in Hail. The study reached a number of results, The most important: There are no statistically significant differences at the significance level ($\alpha \leq 0.05$) on the degree of use of electronic collaborative learning applications from the point of view of primary school teachers in Hail, and the absence of statistically significant differences attributed to the educational qualification variable, while there are statistically significant differences attributed to the work experience variable in favor of those with less than five years and those with 6-10 years of experience in favor of teachers who have received training courses, as the results indicated. (Due to the presence of some obstacles, most notably the lack of a suitable infrastructure for Internet networks in schools, and in light of the results of the study, the researchers recommended holding training courses on the use of electronic collaborative learning applications.).

study (Maryam Riad Zakaria, 2020)

The effectiveness of digitization and the use of artificial intelligence applications in developing art education curricula, and considering it a creative artistic launch for the art education teacher in all its fields, as the art education teacher sets out to realize new artistic concepts that develop awareness, creative thinking and artistic relationships, in addition to searching for new methods and techniques that enrich the artistic field. Digitization and artificial intelligence applications may also play an effective role in art education curricula in several ways, including: enhancing innovation and creativity, improving teaching efficiency, and making art available to all.. The study talked about (How to use digitization and artificial intelligence applications in art education curricula through: using 3D drawing and design programs supported by artificial intelligence, using virtual reality and augmented reality applications, using machine learning tools to analyze student data, and there are currently a number of research projects studying how to use artificial intelligence in art education).

Section Four: Field Procedures

In order to carry out the procedures on the ground, an educational program was designed that aims to: To study the impact of collaborative learning and self-construction methodologies on stimulating creativity and artistic expression among secondary school students.. And also It also aims to analyze the impact of these strategies on the development of students' critical thinking and artistic evaluation skills.. and Exploring how to enhance students' cultural and historical understanding through the application of collaborative learning and self-construction methodologies.. and Evaluating the effectiveness of these methods in enhancing self-confidence and stimulating students' active engagement in artistic and creative activities.. Where was Measuring the impact of using collaborative learning and self-construction methodologies on enhancing self-confidence and motivating students to actively participate in artistic and creative activities.

Research sample:

The research sample is a group of fifth-year science students, section (A), numbering (30) students. The pre-test was conducted using a prepared form, and then the students were trained on the skills of fine education and creative expression through an educational program. After its implementation, a post-test was conducted, but within participatory learning, where every (3) students were chosen to carry out a group task.

Research community:

This research was conducted in Blue counter for girls. And that in Academic year 2023-2024.

Where was Applying collaborative learning and self-construction methodologies to enhance art education and creative expression skills among secondary school students.

Methodology used in field research procedure Steps alatina:*

1. Educational Environment Analysis: This involves a deep understanding of the current educational environment and identifying strengths, weaknesses, opportunities and threats to develop an effective program..
2. Instructional Program Design: This involves identifying specific learning objectives and developing a comprehensive learning plan that includes various artistic activities and projects that promote deep understanding and creative expression..
3. Program implementation: Includes guiding students in sharing various artistic activities and projects, encouraging mutual learning and exchanging ideas and notes among students..
4. Assessment and Analysis: Includes measuring students' development in artistic expression and analyzing learning outcomes and engagement to identify successes and future improvements..

5. Integration with Curriculum: The proposed educational program is effectively integrated with the existing curricula to emphasize and promote the importance of technical education as an essential part of comprehensive learning..

*Note: The steps for implementing the educational program were included by the researcher in an appendix attached to the research.

It was completedUsing the practical part to implement the proposed educational program that is based on collaborative learning and self-building methodologies. It was completedDesign a variety of interactive activities that include workshops and art projects that encourage interaction and collaboration among students. For example, interactive workshops can be organized that include teaching drawing and sculpting techniques andPop artIn addition to introducing elements of teamwork and cultural exchange between students, The Bat. In addition, It was completedOrganizing applied art projects that include creating various artworks using multiple media, such as drawing, sculpture, photography, and design. By adding elements from nature (such as palm fronds, cotton, pebbles, etc.) The application can be directed. The BatTo apply the techniques and concepts learned in the art workshops in creating their own art projects.. asIt was completedUse multiple assessments to track student progress. The BatAnd understand the level of development of their artistic skills and expressive abilities. Various assessment techniques such as self-assessment, peer assessment and teacher assessment can be used to analyze the results of the educational program and measure its impact on enhancing students' artistic education skills and creative expression. The bat.

Conclusions:

- 1- Addressing the problem of the lack of effective interaction and creativity in artistic work among female students and the weakness in deep understanding of artistic expression and thinking abilities in the field of art education.
- 2- Developing innovative educational strategies that encourage effective interaction with art materials and stimulate creativity and personal expression among students.
- 3- Mixing the participatory approach with a focus on self-building.
- 4- Focusing on teamwork and providing a stimulating and supportive educational environment for creative interaction through designing an educational program that aims to improve students' abilities in artistic expression and enhance their understanding of the visual arts and artistic heritage.
- 5- Applying collaborative learning and self-building methodologies represents an important step towards improving the quality of technical education and enhancing creativity among female students at different educational levels.

Recommendations: Through this, a set of important recommendations becomes clear to us:

- It is recommended to include collaborative learning and self-building methodologies as an essential part of art education curricula in secondary schools to improve students' artistic and creative skills..
- It is preferable to organize periodic training programs for teachers that focus on the use of collaborative learning and self-building methodologies, and how to implement them effectively in classrooms..
- It is recommended to organize ongoing interactive workshops that include various artistic techniques, such as drawing, sculpting and photography, to enhance interaction among students and encourage them to collaborate and create..
- It is advisable to organize events and activities that promote cultural and artistic exchange between students from different schools and communities, which helps in expanding their artistic and expressive horizons..
- A periodic evaluation system should be put in place to monitor students' progress and the development of their artistic and creative skills, with appropriate feedback provided to improve their performance..
- Students are encouraged to participate in diverse applied art projects using multiple media, which contributes to the application of techniques and concepts learned in art workshops..
- Students should be encouraged to express themselves confidently through artwork, by providing the necessary support and motivation to enhance their confidence in their creative abilities..
- It is recommended to conduct future studies and research aimed at evaluating the impact of applying collaborative learning and self-building methodologies on various student groups and at different educational stages, to improve and develop educational methods..

Results: The researcher found a set of results that should be mentioned in the following points:

- 1- Increasing the level of interaction with artistic materials and improving the creative and expressive abilities of female students after they were unable to hold the brush, colors, or tangible artistic materials.
- 2- Achieving positive results in developing students' artistic skills and enhancing their self-confidence as artists.
- 3- Decrease in bad behavior among some female students.
- 4- Increasing self-motivation towards learning among female students.
- 5- Collaborative learning strategies succeeded in breaking the social ice that prevailed in the relationships between the students. Despite their presence in one class, there was isolation and clusters, so the class became an interactive social environment.

When applying the educational program and observing some clear results through visual comparison between the samples in the pre- and post-tests, as in the following figures:

First sample:

Post-test:

Pre-test



Second sample:

Post-test



Pre-test

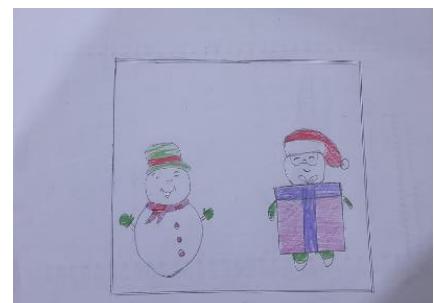


Third sample:

Post-test



Pre-test



Fourth sample:

Post-test



Pre-test



Fifth sample:

Post-test

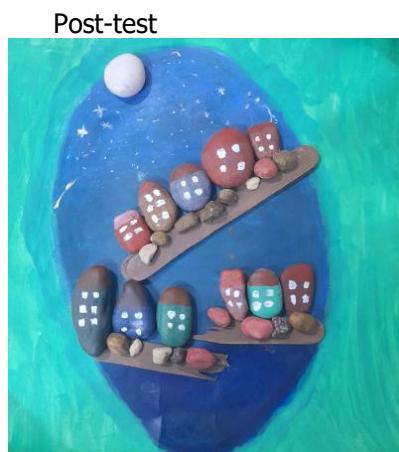
Pre-test



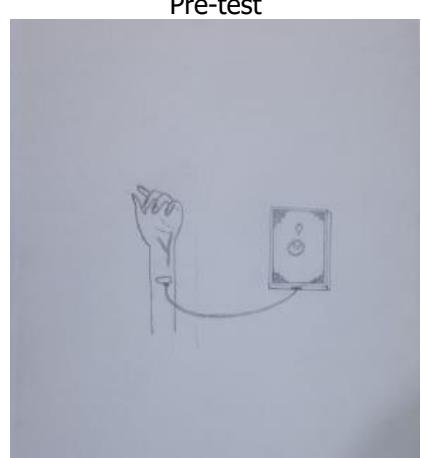
Sample 6:



Sample 7:



Sample 8:



Sample 9:



Sample 10:



We prepared a personal exhibition for the students, which included the drawings they made as part of the activities of the collaborative learning programme and the training programme that was designed and implemented on the ground.

Here are some pictures of the students' activities as they draw and practice within the educational program:





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Appendix:

Tutorial: The steps of the tutorial were as follows:

Firstly:Educational units:

the Unit 1: "Exploring Self Through Art"

the goal:

Encourage students to understand the impact of artistic expression on their personal feelings..

Activities:

Read and discuss examples of artwork that express personal feelings..

Conduct individual drawing exercises that express students' feelings..

The unit 2: Exploring the Artistic Heritage of the Community"

the goal:

To enhance students' understanding of the visual arts and their impact on artistic expression..

Activities:

Visit a local art gallery or art workshop to demonstrate the diversity of artistic expression..

Conduct research on local artists and report on their impact on the community..

Secondly: Individual and group tasks:

Individual Mission: "Personal Innovation Journey"

the goal:

Enhance personal creativity and develop artistic expression skills..

Activity:

Each student develops an individual art project that expresses their personal vision of a specific theme..

Group assignment: "Create a school art exhibition.""

the goal:

Encourage collaborative learning and interaction among students..

Activity:

Divide students into teams to prepare an art exhibition displaying their artwork..

Organizing an opening event for the exhibition that allows students to exchange ideas and experiences..

Third:Performance Evaluation:

Comprehensive evaluation system:

the goal:

Assessing students' progress and understanding of technical concepts..

Methods:

Evaluation of students' work by the teacher and their peers.

Self-assessment sessions where students evaluate their performance and personal development.

Fourth:Use of technology:

Virtual platform for exchanging ideas:

the goal:

Enhancing communication and collaboration between students outside the classroom.

means:

Create a virtual platform for exchanging ideas and feedback..

Use of social media or online education platforms.