

Using Discussion Method in Art Education and its Prospects for Improving Education

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The current research highlights the use of discussion in art education and the improvement of the educational system. It also highlights the fundamental process of building a human being. At the same time all nations are attending greatly to their level of development. It is based on outputs in gaining knowledge and experience, to contribute to the formation and rehabilitation of the learner in all vital aspects, whether spiritual, psychological or aesthetic. The nutrition of learners in their knowledge of educational situations provides an opportunity to practice cooperation and teamwork, and to stimulate the expression of opinion freely. It also provides an opportunity to teach the intellectual tolerance links to the investment of different methods of teaching; a cornerstone of learning in art education. The problem was identified by the following question: Is the use of the discussion method to improve education and raise the level of knowledge of students of the Department of Art Education at the Faculty of Fine Arts? It was followed by the importance, objective and definition of terms. In the intellectual framework, it dealt with the research (the method of discussion and the prospects for improvement) and then the discussion (the use of the discussion and its forms). The research reached a number of results, such as informing them in general; not to mention that it moved and removed from the learners coldness and stagnation in the pursuit of dialogue and discussion and research, which resulted in an improved education.

Key words: *Opening words, Discussion style, Art education, Educational system.*

Chapter I

(Methodological framework)

First: The Problem of the Research

Art education contributes by forming and qualifying a learner with all vital aspects; spiritual, mental, psychological and aesthetic, to provide society with human resources. This is of great interest among the nations now measuring their level of development. Consequently, focusing on the outcomes of the educational process of gaining knowledge, experience and sound thinking is important. It is a priority at educational institutions, given that scientific nutrition crystallizes in sharpening the mental efficiency and quality of the learner. There is, therefore, a search for what contributes to the development of various requirements in the activation and improvement of the educational system. Different methods should be invested in teaching, an essential pillar of learning, such as dialogue or discussion which gives the opportunity to practice cooperation and teamwork, stimulates the expression of opinion freely and teaches intellectual tolerance. It is the required goal of education in the light of data on the ability of teaching in the perception and understanding of learners of the material raised through dialogue, and in its ability to guide their activity and investment of various questions in eliciting answers, to achieve the desired objectives and so find foresight in the subject matter. Based on this, the method of discussion is a participatory call to education defined by effectiveness, efficiency and quality, to then contribute to the development of human resources and achieve the needs and requirements of different societies. That can create an educational system at the level of the aspirations of the community and its educational institutions. In the case of continuous development, it can be commensurate with development needs, to reflect on the impact of education. It will also be commensurate with the requirements of the labour market. Development is through education, which requires a learner aware, and aware of what he says and works for. At the same time, the learner needs a sense of its importance, as an active individual who has self-confidence and a participatory spirit, in a study atmosphere dominated by a spirit of affection and harmony and increased motivation towards learning. According to the above, the problem of research is reflected in the following question:

Will using the discussion method improve education and raise the level of knowledge of students of the Department of Art Education, Faculty of Fine Arts?

Second: The importance of research and its need

The importance of the current research is as follows:

1. The importance of the arts education system, in its role in culture and in the cultivation of aesthetic, social and national sense and the development of the reality of fine art.



2. The need to continue using modern methods in teaching art education to improve the educational system.
3. The benefit of teachers expanding the use of educational methods that continue to keep pace with the improvement of education in universities.
4. The need to keep pace with development in achieving the objectives of university education in the light of contemporary visions.
5. The importance of diversifying teaching methods, to develop imagination and creativity in art among art education learners.

Third: Research aims

The aim of the research is to identify:

Using the method of discussion in art education and prospects for improving the educational system.

Fourth: Research hypothesis

To achieve the research objective, the researcher developed the following zero hypothesis:

There are no statistically significant differences between the mean scores of the experimental group taught in the discussion method, and the average scores of the control group learners which are studied in the normal way in the murals.

Fifth: The Research limits

The researcher has determined his research by:

1. **Topic:** Using the discussion method in art education and prospects for improving the educational system
2. **Place:** Third grade / Department of Art Education, Faculty of Fine Arts within the University of Babylon in the murals as a model of the curriculum
3. **Time:** 2018 – 2019

Sixth: Definitions of Terms

First: Discussion

One of the definitions of this concept, which fits the subject of the research, came as educational experiences that aim to help students acquire information, and to provide them with experiences related to exploratory thinking, and clear oral expression and training to ask and respond to questions and appreciate the diversity of views (Al-Khatib and Khatib, 1988).

It came in another definition as the conversation between the teaching and students in an educational position, based on dialogue and controversy, by asking a question and then answering it (Al-Sukkaran, 1989).

Procedural Definition: Oral dialogue organized by teaching in the educational situation in the subject of murals is intended to exchange ideas and views between third grade students at the Department of Art Education in the Faculty of Fine Arts, to reach the perceptions leading to a creative solutions aesthetic.

Second: The Usual Method

One of the definitions of this concept, which fits the subject of the research, came as a talk provided by teaching to students on a particular topic, and overlaps with talk from occasional questions or the use of teaching aids, often taking some notes (Brown, 1985).

In another definition, it is the method information is presented, by teaching, to be received by students where they do not have a role in it (Aziz and Albermani, 1987).

Procedural definition: It is the set of educational procedures commonly used by teachers, in terms of diction and indoctrination, where teaching predominates and the learner listens and receives.

Chapter II

(Theoretical framework)

The First Topic: Discussion Method and Prospects for Improvement

This kind of education is not newborn. Its roots have extended historical depth and objective considerations, starting from the great Quran as briefed where we found dialogue.

In the name of Allah, the most merciful, the most merciful: (His companion said to him while he was conversing with him, "Have you disbelieved in He who created you from dust and then from a sperm-drop and then proportioned you [as] a man?)" Al – Kahf 37)).

If we look in the Prophet's Sunnah, we will be stopped by a lot of positions that relied on discussion or dialogue as a method of teaching. The Messenger of Allah peace be upon him gave a detailed understanding of those who hear him, and if he spoke a word, he repeated it three times to understand, and if he finished the matter, he took a period of silence, to let Who wanted to speak in himself need to speak (Hawaal, 1981). If we look at this statement we conclude that the Prophet Muhammad (peace be upon him and his family) was the learner, and was given the opportunity to express his opinion or to discuss or clarify Himself.

It is the method that drives the learner to participate, listen and understand, and he may ask questions from the teacher to the learner in a way that leads him to reach himself to the truth. This method was used by Aristotle to teach virtue and to guide his students' ideas and encourage them to research. Dewey thinks of turning schools into a small democratic model, in which learners participate in the making of their society, and learn through participation. In his system and cultural life that cares about flags they practice a style, and this was the teaching method that seeks to harvest the fruits of the learner's interests in the simulation of social interactions (Tarshani, 1998) and take multiple forms of discussion such as seminars, committees, small groups, roles representations, and spontaneous representations of social problems. They are all about provoking a desire to learn more. In addition to discussing the article under a simple and easy presentation, it does not contain complexity or affectation. It paves the way to clarify and understand the issues of discussion that drive emotion, and refine behaviour. Misconceptions among learners are corrected, because the question asked to the learner precipitates an answer towards the direction that the learner believes is correct. Therefore teaching corrects the learners' information. The course must be correct in the discussion and the exchange of views and prompt the question on the excitement. It is useful because the teacher must improve the formulation of questions and ask and answer them, to give a constructive debate leading to the achievement of the goal. The teacher persuades by asking the learner, then builds on the answer what he wants to build with another questioning, until it reaches persuasion with everything the learner wants to learn. It persuades him, if the learner will acknowledge it. It is necessary to discuss the climate in which you live, to become a productive process, rather than a narrow and futile work in form and content. Discussion method: (3)

1. To abide by virtuous morals and good morals with his bounty and precedent in the acquisition of science and to convert this science into behaviour expressed.

1. Al Kubaisi, Abdul Wahid Hameed: Teaching Methods and Skills in the Light of the Quran and Sunnah of the Prophet, publications of the University of Anbar, Dar Al-Ayyam for printing and publishing, 2006. p 56
2. Al Ani, Ziad Mahmoud: Methods of Call and Education in the Prophetic Sunnah, PhD Thesis, College of Sharia, Baghdad University, 1995, p. 389.
3. Abdel-Aal, Hassan Ibrahim: The Art of Education at Badr al-Din ibn Jama'ah as it appears in his book A Brief Reminder of the Hearer and the Speaker in Arts of Science and the Learner, Arab Education Bureau for the Gulf States, Riyadh, 1985: p. 123-130
4. Holding stronger bonds and social linkages between teaching and learners.
5. Gentleness in the treatment of learners and patience for them, that is, it costs himself as hardship in order to refine their morals and guide them to what benefits them.
6. Fairness and objectivity in the treatment of learners, equality between them and away from the passion and self-opinions in judging them and deal with them.

The teacher is no longer seen as the master of his will, but as the instructor and mentor that encourages learners to creativity that promotes discussion. In particular, it may occur during the discussion between the teacher and the learners themselves, who may move away from the plan, showing them various questions that discuss the misunderstanding (Dembo, 1977). The use of these fundamental determinants is a sign of improving the educational system in art education. The method of discussion is based in essence on dialogue, and in terms of teaching relies on learners' previous knowledge and experience to achieve educational objectives within the investment of previous knowledge and the installation of new knowledge. It also stimulates the active mental activity of learners, develops their attention and confirms their independent thinking. It is an important educational training tool, arising from the delivery of ideas and opinions on the subject at a time of mutual concern for a particular problem (Mostt, 1963).

In the end, we strive towards the goal of finding abilities in the field of sensation, perception and discrimination, to withdraw emotional responses and expressions. We strive towards improving art education towards a learning system that gives in all cases the knowledge that we face contemporary social transformations.

The Second Topic: Discussion Method: Usage and Forms.

What is involved in this research is the method of discussion managed and shared by the teacher. That method is planning the discussion and informing learners in advance, to clarify their idea of the discussion in advance of the lessons allocated for the discussion. It also involves determining the number to be discussed by the subject, by listing sources to be discussed, to allow them to read, see and know their contents within the scheduled time and then repeat the questions related to the subject. The teacher begins with questions to stimulate thinking, and to receive their answer. He is one of them leading the class, managing and directing the activities and participating in it.

This procedure is used when there are many learners and the class cannot use other methods of discussion. Several groups are entrusted to discuss the curriculum vocabulary. The teacher chooses a chair to manage each group's discussion. This is teaching supervision. Also, the teacher records his observations on everything in the discussion, and opines and comments where each group begins to lead and puts forward its information and facts. After discussion is completed, the other group puts their findings through their discussions and so on. The teacher then gives his opinion on all groups' activities.

The following steps can implement the discussion method.

Prepare for Discussion

The preparation of the discussion aims to interest learners in the subject of discussion, and link the subject to their needs. The lecturer presents the idea that will be discussed and is fixed on the blackboard. It is the idea he formulated when preparing the discussion. It determines the type of information that the learners will provide. It prepares the appropriate questions for discussion.

1. Al-Khawaldeh, Mohammad Mahmoud et al. General Methods of Teaching, 1st ed, Edition, Copyright © Ministry of Education, 1997: p. 264.
2. Conducting the discussion: After the teacher introduces the subject, the actual discussion begins. The teacher supervises the discussion, taking into account the above features necessary for discussion with learners.
3. Conclusion of the discussion: Generalizations and solutions are reached. They were proposed, to address the problem as a summary of the session. The teaching staff should have perceptions of these generalizations as they plan the discussion.
4. Evaluation of the discussion: Evaluation occurs through the teacher attracting learners' attention and interest. They are withdrawn to then participate in the discussion and reach the right solutions, and consider whether the discussion saw the learner rush. The teacher's structure returns the discussion to real conclusions, leading to the understanding of scientific material. Conclusions are consolidated, and whether learners are sufficiently involved is considered, to sort out the learners who participated in the discussion. Such questions can be useful to teachers when they plan to have an upcoming discussion, to overcome the drawbacks of either their plans or those that have arisen during the discussion. (1) and (2) below.

The main pillar to improve the educational system is not limited to educational curricula only, but also to the mechanisms of communication between the teacher and the learner. These measures are the responsibility of the educators (teaching), to complete the tasks entrusted to their educational institution, and thus contribute directly to improved education.

1. Al-Hosary, Ali Muneer, and Yousef Al-Fizi: General Teaching Methods 1st Edition, Al-Faleh and Distribution Library, Kuwait, 2000: pp. 159- 161.
2. Al-Hamdi, Rudaina Othman, and Hutham Osman Yousef, Teaching Methods, 2001, p. 471.



Previous studies

Rothman 1980 Study

The American study compared two methods, teaching by lecture and by case study. It sought to assess which better helps students (graduate students) gain information about children with special problems in education. The sample was divided into an experimental group and a control group. The researcher verified their equality, as to the variables of intelligence, age and educational attainment of their parents.

- The group studied by discussion method was more attainable than the group studied by regular lecture.

- The group that studied the discussion method is better than the other group in developing positive tendencies towards children who have difficulties in education.

Atherton 1971 Study

This study was conducted at the University of Illinois. It examined the effect of three teaching methods on social service students. The three methods were lecture, discussion and independent study. The first group (27) learnt by lecture. The second (11) studied by discussion. The third group (15) studied independently. There were no statistically significant differences in achievement among the three groups.

1. Rothman. W., "Lectures vs case study discussion method in teaching a graduate course in the introduction to learning disabilities, "Dissertation".
2. Atherton, chartes. R (1972) lecture Discussia and Ind epenl study Revised the Journal of Experimental Education, vol.

Chapter III

(Research procedures)

Research Community

The research community consists of third grade students in the Department of Art Education at the Faculty of Fine Arts, University of Babylon, for the academic year 2018 – 2019. There were (154) students, distributed in five study divisions.

Research Sample

The researcher selected two divisions randomly (A, C). Division (C) and the number of students (32) was selected as an experimental group and the Division (A) and the number of

students (30) control group 0. After the exclusion of two students became the sample as shown in Table 1.

Table1:

Group	Number of learners	Exclude from experiment		Teaching Method	Inside the experiment
Experimental group	32	Failed 1	Left 1	Discussion Method	30
Control group	30	-	-	Traditional Method	30

Research Methodology

The researcher adopted the experimental method to achieve the research objective and hypothesis.

Equal Totals

The researcher looked at the equivalence of the two groups and found that the age of the students, as well as the geographical and social environment in terms of their social levels, is almost the same. Which is statistically equivalent.

The cognitive level of the students in the murals has been tested before, and their grades were subjected to statistical processing in the arithmetic mean, variance and T value as shown in the table:

Table 2:

Group	Sample Volume	Mean	Standard Deviation	Variance	T -Value		Freedom Degree	Indication Level (0.05)
Experimental group	30	47.27	7.63	58.27	Calculated	Tabular	58	Not statistically significant
Control group	30	38.63	6.03	36.83	0.970	2.000	58	

Experimental Design

The researcher used the experimental design of two equal groups with pre- and post-tests shown in the table:

Table3: Experimental design

Series	Group	Pre-Test	Teaching method	Post-Test
1	Experimental group	X	Discussion method	X
2	Control group	X	Traditional method	X

Research Tools

The researcher prepared teaching plans for the two research groups (Annex (1)). Each (12) plan paralleled the number of classes, where the plans were repeated for the subject of murals to be taught during the experiment, in the light of the study material, and then presented to the experts below for a statement of opinion.

Behavioural Objectives

The researcher has derived (16) behavioural goals from the murals decision for the third grade, in the Department of Art Education, distributed over the six levels in the cognitive field of classification (Bloom), namely:

Remembering, understanding, applying, analyzing, synthesizing, evaluating; being suitable for undergraduate students observed, measured and presented to the experts as above.

Debugging Instructions

Give five scores for each paragraph carrying the correct answer and zero for the paragraph that holds the incorrect answer, as well as pointing out that the abandoned paragraphs and paragraphs that carry more than one reference and the answer is not clear treatment treated incorrect.

1. Abed Aoun Abed Ali Hindi - Educational Psychology - Fine Arts - Babylon -Department of Art Education
2. Prof. Huda Hashim Mohammed - Educational techniques - Fine Arts - Babylon - Department of Art Education
3. Prof. Hamed Abbas Mukheef - Fine Arts - Fine Arts - Babylon -Department of Art Education
4. Prof. Dr. Ali Mahdi Majed - Art Education- Fine Arts - Babylon -Department of Art Education
5. Prof. Mohammed Odeh Sabti - Psychology - Fine Arts - Babylon - Department of Art Education

Scouting Experience

The test sought to ensure the clarity, level of difficulty and distinguishing of test paragraphs, as well as the disclosure of unclear paragraphs which subjects were asked to modify. The test was applied to a survey sample representative of the basic research sample, if selected from the research community itself, and had the specifications of the research sample. It reached (8) students where it was found that all paragraphs were clear. The first student completed the test in (56) minutes. The last student completed the test in (80) minutes. The average time was (68) minutes, which can be applied in one lesson.

Test time = faster student time + slower student time.

Clauses analysis

The researcher verified the consistency of the test clause and measured what has been developed for it, by analyzing the clause statistically. He calculated the discriminatory force of the clause, its truthfulness, its difficulty coefficient, and its ease.

Difficulty coefficient: The percentage of correct answers is ascertained by calculating the difficulty coefficient for each test clause. The difficulty coefficient ranged from (0,30-0,70) which indicates its acceptance where it was not very difficult or very easy.

A. Discriminatory force: The test has been applied on a discriminatory sample other than the sample of the third-grade students in the technical education department. After completion, the discriminatory force in the discharge of the answers has been calculated by a special table that included both the grades of the clauses and the total grade of each student on the exam in descending order, according to the total grade. T-test was used to find out the significance of the differences between the average grades of the upper and lower groups in each paragraph individually. The discrimination coefficient ranged from (0, 32) and (0, 55).

B. Validity of the clauses:

(16) forms were randomly selected from the discrimination sample answer forms, which were subjected to statistical analysis using a (Pearson) correlation coefficient. It was found that the test clauses as the final form of their coefficient are acceptable in statistical significance (0.05).

C. Test stability

The test stability coefficient was calculated in a retesting manner. It was reapplied to the stability sample and when passed (21 days of the first application), reapplied and

calculated the coefficient (Pearson) between the grades of the first and second application, showed the coefficient of stability (0, 86) and this is considered an acceptable coefficient.

12- Duration of experiment

The duration of the experiment is equal to the learners of the two groups. As to the duration of the two groups and the duration of the twelve weeks (classes), the class average was three hours per group, to teach the following mural syllabus: historical introduction, importance, stages of development, characteristics, features, types.

13-Statistical means

A. One-way analysis of variance for significance level test of differences between research groups when they are rewarded in collection, chronological age and analysis of final results. (1) 0ⁱ

B. Pearson Correlation coefficient for the purpose of extracting the test stability coefficient. (2) 0ⁱⁱ

$$r_{xy} = \frac{\sum x_i y_i - n \bar{x} \bar{y}}{\sqrt{(\sum x_i^2 - n \bar{x}^2)} \sqrt{(\sum y_i^2 - n \bar{y}^2)}}$$

(t) Pearson correlation coefficient, (n) sample number and (x) first variable values (y) Second variable value C.Clause difficulty factor (3)ⁱⁱⁱ

$$\text{Total correct answers for upper and lower groups } R = \frac{=100 \times \text{Total individuals in upper and lower groups } T}{T}$$

ⁱ Odeh, Ahmed Salman and Khalil Yusuf: Statistics for Researcher in Education and Humanities, Edition 1, Dar al-Fikr for Publishing and Distribution, Amman, 1988, p: 0 323

ⁱⁱ AL-Byani, Abdul-Jabbar Tawfiq, Zakaria Athanasios: Descriptive and Inference Statistics in Education and Psychology, Labor Cultural Foundation Press, Baghdad, 1977, p: 183 0

AL-Ghareb, Symbolism: Calendar and Measurement in Modern Schools, Anglo-Egyptian Library, Cairo, 1977, P:659

Chapter 4

(Results, conclusions, recommendations and suggestions)

Research Results

At the end of the experiment according to the steps mentioned above, the results were as follows:

1. It rejected the zero research hypothesis that there is no statistically significant difference at the level of significance (0.05) between the average score of the experimental group students who study in the discussion method, and the average score of the students of the control group students who study in the traditional way. The following table shows this:

Table 4:

Group	Sample size	Mean	Standard deviation	variance	T Value		Freedom degree	Significance level at (0.05)
					Calculated	Tabular		
Experimental	30	37.93	6.60	43.51	3.207	2.000	58	statistically significant
Control	30	32.67	6.78	45.95				

The reason is that the combination of activities, between learners and teachers of the exchange of ideas and information, contributed to enabling learners to understand the subject clearly and develop the information in general. Not to mention the competition in the debate that moved and removed tepidity and rigidity of learners in pursuing discussion, debate and research, which resulted in improved education. In view of the method's exhaustion of skills, and psychological and cognitive resources, the ability to gain a smooth access to education and the success of the path, reduced waste in the knowledge-driven economy. This is characterized by real-time and participatory interaction among learners and thus provided a positive opportunity for the horizon of improvement in education.

2. Participation in the discussion has increased cognitive levels, so that its use provided learners with the subject material and enhanced self-confidence. This lead them to understand the views of their peers and to show a spirit of equality, tolerance and humility.
3. The method of discussion allowed learners to express their opinions freely and respect their views. It also centred around the learner in the educational process. This

improved their understanding of the material of murals, and the assimilation and confirmation of this knowledge in the minds of learners.

4. The use of collaborative work encouraged learners to take responsibility in their learning for everyone's participation in the discussion and dialogue. This trained them in the way of consultation, self-growth and speech in knowledge without shame.
5. The method of discussion was made a normal behaviour in understanding and persuasion. In this setting interlocutors think and meditate on the topic before the discussion, and therefore examine their own ideas, just as they examined the opinions of their peers.
6. The method provides a state of active positivity that aroused enthusiasm, attention and increased motivation to learn.
7. The method provides an evolutionary impact to the learner's personality. This has improved the prospects of the educational system, its efficiency and effectiveness.

Conclusions

1. The use of the method of discussion in technical education significantly raised the scientific level, and also the depth of understanding, assimilation and confirmation of the subject and understanding the subject; an improvement in the educational system.
2. The method of discussion addressed the psychological problems of some learners, such as introversion, isolation and fear.
3. The method of discussion in technical education encouraged learners to engage in the behaviour of following dialogue and research.
4. The traditional method of artistic education sometimes conveys boredom and absent-mindedness, and may lead to a lack of interest in scientific material.

Recommendations

1. The need for teachers to attend to the use of effective teaching methods that help learners to develop their knowledge and their skills.
2. The need to inform teachers in technical education about modern models in teaching and keep up with them.
3. The need to find an element of suspense for the learner in technical education.

Suggestions

1. A similar study is being conducted for the current study in other arts subjects.
2. Study the impact of using the discussion method in the development of creative thinking.



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Supplement (1)

A model of a discussion-style teaching plan

Input chart:	
General objective	is to define learners the art of murals and to develop their skills in practice
Special objective	<ol style="list-style-type: none"> 1. Historical knowledge of the art of murals. 2. Knowing the aesthetic dimension of the art of murals 3.To Know the expressive dimension of drawing on the wall. 5. Applied practice of painting on the wall.
Behavioral objective	<p>The student is able to:</p> <ol style="list-style-type: none"> 1. Know the art of drawing on the wall 2. Illustrate the characteristics and features of this art. 3. Understand its long historical stages.
The method used	Discussion style
Educational means	Blackboard White and colored chalk.
Teaching procedures	

<p>Necessaries</p>	<ol style="list-style-type: none">1. Divide the class students into three groups ranging from students to each group (10 students).2. Choose a leader for each group.3. Creating some sources for the material murals.4. The leader or (head) of each of the three groups is changed in each lesson and alternately, where each student of the group takes turns taking a course in the discussion chair of the lesson as time permits. The teacher (researcher) gives a short introduction about the lesson of this day, in which we deal with the art of murals aesthetically and expressively and executed on the wall in a creative spirit in the treatment of various aspects of life and presented the characteristics that distinguish it and how to invest it in applications. It includes his saying: It is one of the fields of fine art with a long history and various aesthetic features in terms of documentary, symbolic and documentary purposes. He then asks a number of questions, including: 1. What is the main factor in the emergence of the art of murals? 2. What are the topics that the art of murals dealt with during his career? 3. Drawing on the wall has multiple purposes that may be documentary. 4. How to determine the nature of the material and the performing methods of the art of murals? 5. Is the wall art taking its subjects from religion and taking religion from art?
<p>The Introduction</p>	

The View

Based on these data, murals art is considered one of the most important arts witnessed in the world and always characterized by its proximity to the public because it always presents the heritage of peoples and its history and idea, which serves as a work of documentation and there are mutual relations between murals art and architecture where they were painted in temples and tombs and then In churches and mosques, their drawings remained often religious in character, embodying the visions of man to die and the other world a long period of time when they moved to record the achievements of kings and paint their victories or to embody other worldly dimensions, so that the viewer is thrilled. Thus, imaginary ideas and the ability to create creativity have increased.

The first group is then tasked with discussing the topic: How does the murals art relate to the human being and express his insides whose origins derive from many motives and references?

The second group is entrusted with the topic: Clarifying the religious factor is effective, influential, and directed in the murals art?

It gives the third group a topic: determining the nature of the material and the related performance methods in the construction of composition in the murals work?

The role of the teaching staff is to attend the side of each group's discussions, move from one group to another, and record his observations on each group, where he gives time to discuss each group, and asks a number of questions to each group individually according to the topic



The evaluation	is done during group discussion and dialogue with the teacher in the lesson.
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