Intent Research Scientific Journal-(IRSJ)
ISSN (E): 2980-4612
Volume 3, Issue 7, July - 2024
Website: intentresearch.org/index.php/irsj/index

THE IMPACT OF INTERACTIVE WORKSHOPS ON DEVELOPING ACTIVITIES ARTISTIC I HAVE STUDENTS THE UNIVERSITY

Abdulrahman Zuhair Kadhim Al-Shammari
Assistant Teacher, Iraqi University/Student Activities Department
abdulrahman.z.kadhim@aliraqia.edu.iq

Abstract

The current research aims to identify the impact of interactive workshops on developing artistic activities among university students. This is where the research problem lies in studying the impact of interactive workshops on developing artistic activities in universities, as the need to improve these activities is increasing to meet the needs of students and develop their artistic and creative skills. While highlighting the importance of research in Promoting technical education within universities by providing interactive educational methods that help develop students' artistic and creative skills. The researcher reached the following set of conclusions and recommendations:

1. That Interactive workshops made an impact in developing artistic activities among university students
2. It requires consistent teaching Interactive workshops Time, effort and skill of the teacher (the teacher) More than what is required of him when using the normal method(traditional).
3. Approval Interactive workshops in teaching Artistic activities for its effective role in raising the level of students' academic achievement Labba (educated)Compared to the usual method.
4. Work on training teaching staff(teachers)During the service on how to use modern strategies, including Interactive workshops by holding training courses for teaching staff and educational.
5. A study similar to the current study to determine the effect Interactive workshops in dependent variables other than achievement, such as attitude, tendency, and acquisition and development towards matter and others.

Keywords: Impact, interactive workshops, development of artistic activities, university students

Intent Research Scientific Journal-(IRSJ)
ISSN (E): 2980-4612
Volume 3, Issue 7, July - 2024
Website: intentresearch.org/index.php/irsj/index

Chapter One: Introduction to the research

First: the research problem

In the modern era, interactive workshops have become an effective tool for developing skills and promoting practical learning. In universities, these workshops play an important role in developing students' artistic activities, which contributes to the development of their creative and artistic skills and enhances their abilities for innovation and artistic expression.

The research problem is to study the impact of interactive workshops on the development of artistic activities in universities, as the need to improve these activities to meet the needs of students and develop their artistic and creative skills is increasing. Although there are multiple artistic activities in the university environment, the challenge lies in making the most of them through interactive methods that increase student participation and interaction. Therefore, this research aims to analyze the effectiveness of interactive workshops in enhancing the quality of artistic activities, identify optimal methods for achieving tangible development in students' creative and artistic skills, and provide recommendations for applying best practices in this field to ensure improvement of the artistic learning experience in universities., Although there are many artistic activities in universities, there is a constant need to develop and improve these activities to be more interactive and effective. This research poses the following question: "What is it **Effect Interactive workshops in Developing artistic activities Among university students?"**

Second: The importance of research

The importance of this research lies in enhancing artistic education within universities by providing interactive educational methods that help develop students' artistic and creative skills. The research also provides insights into how to better support students in developing their artistic skills, helping them achieve academic and future excellence in their artistic fields. The research also helps in developing curricula to include more interactive activities that promote creative and applied learning, which contributes to improving the quality of education in general. In addition, it can lead to practical recommendations for improving interactive workshops, allowing universities to apply best practices and ensure the best educational and technical outcomes for students.

Intent Research Scientific Journal-(IRSJ)
ISSN (E): 2980-4612
Volume 3, Issue 7, July - 2024
Website: intentresearch.org/index.php/irsj/index

Third: The goal of the research

The current research aims to identify The impact of interactive workshops on developing artistic activities among university students.

Fourth: Limits of research

Objectivity border : The impact of interactive workshops on developing artistic activities among university students

Spatial boundaries: Iraqi University-Student Activities Department.

Time limits: The research was conducted and implemented in the academic year 2024 AD.

Fifth: Defining terms

Impact

It is the result, it is the sign that results from the thing, and it is the characteristic that indicates the thing" (Al-Shammari, 2002:28).

Al-Saqqaf (2007): "It is what the learner sees in terms of features, fingerprints, changes, or effects in the thing that affects him. There is an influencer and an influencing person in the sense of an independent variable that affects a dependent variable (Al-Saqqaf, 2007: 19).

Interactive workshops

They are educational gatherings designed to promote active learning and active participation through practical and interactive activities. These workshops include the use of various educational methods, such as group discussions, group work, practical experiments, and collaborative problem solving, with the aim of enabling participants to apply theoretical concepts in realistic contexts and develop their practical and intellectual skills.

They are participatory learning environments that aim to involve participants directly in the learning process through interactive and innovative activities. These workshops rely on continuous interaction between participants and trainers, where a deep understanding of concepts is enhanced and critical and creative thinking is encouraged through practical experiments, open discussions, and problem-solving exercises, which contributes to enhancing sustainable learning and developing applied skills.

Intent Research Scientific Journal-(IRSJ)
ISSN (E): 2980-4612
Volume 3, Issue 7, July - 2024
Website: intentresearch.org/index.php/irsj/index

Artistic activities

sheA variety of activities and events aimed at promoting artistic expression and creativity in different contexts. These artistic activities include drawing, sculpture, photography, theatrical performance, musical performance, creative writing, and other creative experiences that rely on the use of imagination and artistic skills.

sheA means of creative expression and cultural interaction, as art is used as a means of communicating and expressing ideas and feelings. Artistic activities vary between visual arts, such as painting and sculpture, and performing arts, such as music and theater, and also include creative activities such as writing and poetry.

Chapter Two: A theoretical framework and previous studies

The first axis: a theoretical framework

Firstly : Interactive workshops

1.Definition of interactive workshops

Interactive workshops are learning gatherings that focus on actively engaging participants in the learning process through hands-on activities, group discussions, and collaborative problem solving. These workshops aim to enhance learning by providing an interactive learning environment that gives participants the opportunity to apply the acquired knowledge and develop their practical skills.

(Ibrahim, Zakaria, 1976, p. 32)

2.The importance of interactive workshops

Interactive workshops play a crucial role in modern education for the following reasons:

- **Stimulate active learning**: Encourages participants to actively participate instead of passively listen.
- **Enhance practical understanding**: Provides opportunities to apply theories and concepts in practical contexts.
- **Develop critical thinking skills**: Helps participants analyze problems and find innovative solutions.
- **Building teamwork**: It enhances cooperation and communication among participants, which contributes to improving teamwork and leadership.

Intent Research Scientific Journal-(IRSJ)
ISSN (E): 2980-4612
Volume 3, Issue 7, July - 2024
Website: intentresearch.org/index.php/irsj/index

3.Interactive workshop strategies

- **Project-based learning**: Involves completing real projects or simulations that enhance practical understanding of concepts.
- **Cooperative learning**: involves group activities where participants work together to solve problems or carry out tasks.
- **Brainstorming**: A technique for generating innovative ideas and solutions through open group discussions.
- **Case study**: Analyzing and studying real or hypothetical situations to extract lessons and lessons.
- **role play**: Participants simulate real situations and act in different roles to improve their understanding and experience.

4.Benefits of interactive workshops in higher education

- **Improve academic results**Studies show that students who participate in interactive workshops often show improvement in their academic performance.(Abu Rayan, 1989, p. 55)
- **Personal skills development**Workshops contribute to developing skills such as communication, leadership, and problem solving.
- **Enhancing the desire to learn**The interactive learning environment makes the educational process more attractive and interesting for students.

5.Challenges and limitations

- **Saving resources**Interactive workshops require significant material and human resources.
- **time management**: You need careful planning to ensure that all required topics are covered within the available time frame.
- **Adapt to individual differences**: It requires taking into account individual differences between participants in terms of prior knowledge and abilities.

6.Examples of interactive workshops in artistic activities

- **Workshops in visual arts**: Such as drawing and sculpture, where students participate practically in creating works of art.
- **Workshops in theatrical performance**: It includes practical training in acting and theatrical directing.

ISSN (E): 2980-4612
Volume 3, Issue 7, July - 2024
Website: intentresearch.org/index.php/irsj/index

- **Workshops in music**: It includes practical exercises in playing, composing, and music production.

secondly : Developing artistic activities at the university

1.The concept of artistic activities at the university

Arts activities at the university include a variety of events and practices that allow students to express themselves through the visual, performing, and musical arts. These activities aim to develop students' creative and artistic skills, and provide a comprehensive educational environment that contributes to the development of their personalities and talents.(Ahmed, 2008, p. 87)

2.The importance of artistic activities in higher education

- **Promote personal growth**: Artistic activities contribute to developing students' personal identity and enhancing their self-confidence.
- **Encouraging creative thinking**: Artistic activities help develop the ability to think outside the box and find innovative solutions.
- **Stimulating free expression**: It gives students the opportunity to express their feelings and thoughts in an artistic way.
- **Developing social skills**Art activities promote teamwork and effective communication among students.
- **Providing professional opportunities**: Artistic activities can open new career horizons for students by developing their talents and connecting them to professional networks.

3.Strategies for developing artistic activities at the university

- **Integrating the arts into the school curriculum**: Enhancing academic programs with art courses that allow students to learn and express themselves through the arts.
- **Organizing workshops and art exhibitions**: Organizing artistic events within the university, such as exhibitions and interactive workshops that allow students to display their work and develop their skills.(Al-Basiouni, 1988, p. 65)
- **Partnerships with artistic institutions**: Establishing partnerships with local and international artistic and cultural institutions to provide training and exchange opportunities for students.

ISSN (E): 2980-4612
Volume 3, Issue 7, July - 2024
Website: intentresearch.org/index.php/irsj/index

- **Support clubs and artistic associations**: Supporting student clubs and associations interested in the arts by providing the necessary resources and facilities.
- **Use of technology**Integrating modern technology into artistic activities such as digital arts and new media.

4.The impact of interactive workshops on the development of artistic activities

Interactive workshops play a pivotal role in developing the university's artistic activities through:

- **Increase student engagement**Interactive workshops contribute to attracting students' interest and increasing their participation in artistic activities.
- **Developing practical skills**: Provides practical opportunities to apply and develop technical skills through interactive activities.
- **Improve technical quality**: It helps raise the level of creativity and quality in the artistic works submitted by students.
- **Enhancing interaction between students and faculty**: It provides opportunities for direct and fruitful interaction between students and their professors, which enhances the learning and guidance process.

Third : Interactive education theories

Interactive education is an educational approach that focuses on students' active participation in the learning process, and relies on interaction between learners and teachers, and between learners and each other. This approach promotes a deep understanding of concepts and encourages critical and creative thinking. Interactive education is based on a set of educational theories that support this type of learning.(Al-Jaafari, 1993, p. 76)

Constructivist theory(Constructivism)

Constructivist theory, developed by Jean Piaget and Lev Vygotsky, views learning as an active process in which learners construct their own knowledge through experiences and interaction with the environment.

Intent Research Scientific Journal-(IRSJ)
ISSN (E): 2980-4612
Volume 3, Issue 7, July - 2024
Website: intentresearch.org/index.php/irsj/index

Application in interactive education:

- **Problem-based learning**: Where students participate in solving real and complex problems.
- **Practical experiments**: Encouraging students to explore concepts through hands-on activities.
- **Cooperative learning**: Promote group learning through group projects and discussions.

Socio-cultural theory(Sociocultural Theory)

Developed by Lev Vygotsky, this theory emphasizes the importance of social interaction in the learning process. Vygotsky emphasizes the concept of the zone of proximal development(ZPD), where students learn more effectively with the help of a more experienced person.(Al-Didi, 1981, p. 76)

- **Application in interactive education**:
- Use teaching techniques that focus on guiding and supporting students through the learning process.
- Encourage group work where students can exchange ideas and knowledge.
- Using cultural tools and symbols to support learning (e.g. language, multimedia, technology).)

Experiential learning theory(Experiential Learning Theory)

- Formulated by David Kolb, this theory focuses on the importance of direct experience in the learning process. Kolb believes that learning occurs through a cycle consisting of four stages: concrete experience, observation and reflection, formation of abstract concepts, and testing ideas in new situations..(Saleh, 2010, p. 10)

- **Application in interactive education**:
- Design activities that allow students to participate in practical experiments.
- Encourage students to think about and analyze their experiences.
- Helping students apply what they have learned in new situations.

Intent Research Scientific Journal-(IRSJ)
ISSN (E): 2980-4612
Volume 3, Issue 7, July - 2024
Website: intentresearch.org/index.php/irsj/index

Community learning theory(Community of Practice Theory)

- **the definition**Developed by Étienne Wagner and Jean Lave, this theory emphasizes the importance of learning in social contexts, where individuals learn by participating in professional or educational communities.
- **Application in interactive education**:
- Encourage the formation of study groups where students can learn by sharing knowledge and experiences.
- Designing projects that require cooperation between students to achieve common goals.
- Creating educational environments that encourage continuous and sustainable learning.

Applying theories of interactive education in artistic activities

- Designing workshops that allow students to apply educational theories through practical experiences and group participation.
- Encourage students to display their artwork and interact with a diverse audience to receive constructive feedback.
- Organizing brainstorming sessions to generate innovative artistic ideas through group interaction.
- Using technology to enhance interaction between students and their artwork, such as digital platforms for exchanging ideas and artwork.

The second axis: previous studies

study "Suhad Abdel Rahman Kamel, 2022,The role of artistic activities in developing aesthetic preference among middle school students"

The research aims to: 1- Identify the role of artistic activities in developing aesthetic preference. 2- Measuring the effectiveness of artistic activities in developing aesthetic preference among middle school students. As for the research methodology, the researcher followed the experimental approach to design her research procedures, as it is the most appropriate scientific method to achieve the objectives of the research, as the research community consists of second-grade female students in middle schools affiliated with the General Directorate of Education in Diyala / Baqubah for the academic year 2020/2021, amounting to (1620) female students belonging to... To (54) middle schools. A random sample of female students in the second intermediate grade at Umm Salamah Girls' Intermediate School was chosen. The choice fell on a section

ISSN (E): 2980-4612
Volume 3, Issue 7, July - 2024
Website: intentresearch.org/index.php/irsj/index

with a total number of (32) students, who were identified within one (experimental) group. The research came out with a set of conclusions, the most important of which are: 1- The artistic activities contributed to developing the aesthetic preference among the female students of the experimental sample, as they are a purposeful process directed, self- and collectively, by the School of Art Education. 2- It appears that practicing artistic activities in the school corridors contributes to developing the students' artistic skills and their reflection on their characteristics at this stage, which led to the achievement of the educational goals set for this purpose.
(Saleh, 2010, p. 211)

study "Qasim Khudair Abbas Al-Farman, 2023, The role of workshops and plastic arts activities in developing children's skills"

The importance of the current research comes from the importance of artistic activities, including workshops, and their role in developing children's plastic skills, and developing the child's cognitive, mental, and emotional aspects, through freedom of choice, movement, effective communication, and free expression. Therefore, the research problem came in answering the question (what is the role of workshops and plastic arts activities in developing... Children's skills?) The aim of the research was: to reveal the role of workshops and plastic arts activities in developing children's skills, for a group of kindergarten students (Children's Paradise) for the year 2022-2023 in the center of Babylon Governorate, and the researcher followed the descriptive approach in the style of content analysis, and used an observation card. On a sample of 15 kindergarten children aged 5-6 years, the results of the research came: The workshop achieved its educational role in developing the child's cognitive and skill abilities through the children implementing a drawing project for the subject of free drawing, which is related to the concepts presented to them by the researcher from Where lines, colors, spaces, shapes, etc.(Abdullah, 2018, p. 220)

Chapter Three (Research Methodology and Procedures)

This chapter includes an overview of the proceduresYou make itIn the research in terms of adopting the experimental design, choosing the sample, the equality of its two groups, determining the scientific material and planning its teaching,

Intent Research Scientific Journal-(IRSJ)
ISSN (E): 2980-4612
Volume 3, Issue 7, July - 2024
Website: intentresearch.org/index.php/irsj/index

formulating behavioral objectives, preparing research tools, and using appropriate statistical methods to analyze its results, as follows:

First: Experimental design:

RepresentChoosing an experimental design is a strategyOr (the plan)Which the researcher sets to determineThe way Or the roadTo reach reliable results to answer the questions raised in the research problem and to verify the validity of the null hypothesesShe cameIn the research objectives(the study).(Abdul Jalil and Muhammad, 1974, 102-103)

Therefore, the researcher chose an experimental design with partial control and a post-test for achievement to suit the conditions of the experiment. Below is a diagram of this design.

Scheme (2) Experimental design

Dependent variable	Independent variable	Parity	the group
Developing artistic activities	Interactive workshops	- Previous informationIn artistic activities -Chronological age. -Intelligence	Experimental
	The usual method		Female officer

Second: The research community and its sample:-

Choose the researcherIraqi University students-college of LiteratureTo implement the experiment for the following reasons:

1. The presence of (3) people fromStudents of each department in the College of Arts, which provides the researcher with the opportunity to randomly select a research sample.
2. If ipulp Iraqi UniversityFrom a close environmentCulturallyAnd economicallyAlmost socially.
3. Its proximity and ease of access, which saves time and costAnd the effort.
4. Express managementTechnical Activities DepartmentIts willingness to host the researcher and assist him in conducting the research experiment.

The number of times reachedpulp (educated)In the three sections (A, B, C) (120) studentsAnd a studentTwo divisions were selected from the divisionsstagethe

Intent Research Scientific Journal-(IRSJ)
ISSN (E): 2980-4612
Volume 3, Issue 7, July - 2024
Website: intentresearch.org/index.php/irsj/index

first Yes Section (B) was randomly assigned to represent the experimental group and Section (A) was the control group. The number of individuals in the research sample was (81) students. And a student By (40) students And a student (learner)In the experimental group, I studied according toInteractive workshops And (41) students And a student (learner)In the control group, they studied in the usual way and after exclusion Students Failingyen Of the number of statistical procedures M(10) iLapfrom himM(4)studentsIn the experimental group and (6) iLapIn the control group, the number becameStudents(71) students distributed as follows, as in Table (2).

Table (2)Distribution of the sample students into the two research groups

Number after exclusion	The excluded	Number before exclusion	the group	Division
36	4	40	Experimental	B
35	6	41	Female officer	a
71	10	81	the total	

Third: Equality of the two groups:-

NeedScientific research conducted equivalence between the two groups in some variablesThe YThe researcher believed that it causes discrepancy between the two groups in order to make the results under the influence of the independent variable without other influences. Statistical equivalence was performed in the following variables: -

(Previous information (previous experience)-Chronological age- Intelligence)

A- Testing previous information:

To find out what He owns it Students (learners) Of information(knowledge) precedent in Artistic activities Which is one of the important influences on the dependent variable. The researcher prepared a test whose paragraphs were formulated based on the material of the first semester. The test consisted of (20) objective multiple-choice items, which were presented to a number of experts specialized in teaching methods.Art educationTo ensure its safety and the integrity of its vertebrae. All its paragraphs have been approved with some minor modifications.

By adopting the testZaE for two independent samples showing that there is no statistically significant difference at the level (0.05) between grades students The

Intent Research Scientific Journal-(IRSJ)
ISSN (E): 2980-4612
Volume 3, Issue 7, July - 2024
Website: intentresearch.org/index.php/irsj/index

experimental and control groups, which means that the two groups are statistically equal in the previous information variable, table (3).

Schedule (3) The arithmetic mean, standard deviation, variance, and calculated and tabulated T-value for the two research groups in the previous information variable

Significance is at the 0.05 level	Degree of freedom	Z value		variance	standard deviation	SMA	the number	the group	Division
		Tabulation	Calculated						
Non-functional	69	2.000	0.824	5,77	33.28	13	36	Experimental	B
				7,25	52.55	12.5	35	Female officer	a

ب- **Chronological age**:-

Al-Baha rose BGettingThe ages of the two research groups calculated in Gregorian monthsPrimary recordsUniversityThe average score wasStudentsThe experimental group reached (65.06) while the average score wasStudentsControl group (64.89)AndWhen making a comparison using the pseudo test(z-test) for two independent samples. There were no statistically significant differences at the level (0.05) When the value of (z) calculated (0.087) and the value of (z) Tabular (2.000) This indicates the equality of the two research groups at a degree of freedom (69) and a significance level (0)..05) and table (4) shows that.(Greer-w. 1884,.27)

Schedule (4) The arithmetic mean, standard deviation, variance, and calculated and tabulated z-value for the two research groups in a variableChronological age calculated in Gregorian months

Significance is at the 0.05 level	Degree of freedom	Z value		variance	standard deviation	SMA	the number	the group	Division
		Tabulation	Calculated						
Non-functional	69	2.000	0.087	77.09	8.78	65.06	36	Experimental	B
				62.57	7.91	64.89	35	Female officer	a

ج. Intelligence level:-

The researcher verified the equality of the members of the two research groups in the intelligence variable using the Raven's test(Raaven) for sequential matrices due to its suitability to the Iraqi environment, and is characterized by a

Intent Research Scientific Journal-(IRSJ)
ISSN (E): 2980-4612
Volume 3, Issue 7, July - 2024
Website: intentresearch.org/index.php/irsj/index

degree of stabilityAnd honestyAnd its suitability for all age groups(the students)For the research samplePresentIt was designed to measure mental ability and is characterized by gradually increasing difficulty. (Fakhri et al., 1983, 21-31)

And witbeingThis test consists of five groups of matrices: (A, B, C, D, E). Each group contains (12) items, and the first three groups (A, B, C) have (6) alternatives, and the two groups (D, E) It has (8) alternatives, each of which has one alternativeheThe correct answer, soShe wasThe total number of test items is (60) items. (Fakhry, 1983, 13-14)

The researcher carefully followed the instructions for administering the test when applying them to members of both groups on Thursday, October 8, 2015, and the answers were corrected by giving a score of one for each correct answer and zero for the incorrect or abandoned answer.

Using the pseudo test(z-test) for two independent samples to determine the significance of the difference between the means of the two research groups. It turned out that this difference is not statistically significant, as the calculated (z) value reached (0)..236) As for the value of (z) Tabular (2,000) under degree of freedom (69) and level of significance (0.05) This means that the two groups are equivalent in the intelligence variable and the table (5) shows that.

Schedule (5) The arithmetic mean, standard deviation, variance, and calculated and tabulated z-value for the two research groups in Intelligence variable

Significance is at the 0.05 level	Degree of freedom	Z value		variance	standard deviation	SMA	the number	the group	Division
		Tabulation	Calculated						
Non-functional	69	2.000	0.236	119.24	10.92	32.22	36	Experimental	B
				101.80	10.09	31.63	35	Female officer	a

Thus, the two groups are equivalent in terms of variables that may affect the results and can be adopted to implement the current research experiment.

Fourth: Controlling extraneous variables:-

In addition to the above equivalence procedures between the two research groups, the researcher was keen to control some variables that he believed might affect the integrity of the experimental procedures.(search)And its results.

Below is a review of these variables and how to avoid their impact.

Intent Research Scientific Journal-(IRSJ)
ISSN (E): 2980-4612
Volume 3, Issue 7, July - 2024
Website: intentresearch.org/index.php/irsj/index

a. Experiment conditions and accompanying accidents:-

It was for management cooperationSectionTheir role is to avoid any emergency or accidentEmergencyTherefore, the experiment was not affected and went well.

B. Experimental disappearance:

Means the effect resulting from abandonmentOr a leakNumber of iLAB(Learners)Search sample or interruptionMDuring the experiment (Abdul Jalil et al., 1981, 95-96), and the researcher reviewed the records of absences from the administration of theto divideAnd note the regularity of workStudentsThe two research groups and there were no absences that affected the results of the experiment(search).

C. Choosing the research sample:-

It depends on the effect of the independent variable in the experiment(search)To a large extent on parOr equalGroups (Jaber, 1983, 196). The equality of the previously mentioned groups has been verified.

D.Measuring tool:-

The researcher used the achievement test for the two research groups as a measurement tool.

e. The effect of experimental procedures:-

The researcher tried to reduce the impact of some factors that may affect the safety of the experiment, which are:

1.Study subject:-

The study material was uniform for the two research groups and the daily lessons ran uniformly at their timesspecified.

2. Teaching plans:-

Teaching plans were prepared for the two research groups by introducing the independent variable into the teaching plans for each group.

3. Subject school:-

To emphasize objectivity in teaching, the researcher taught the two research groups himself in order to neutralize the teaching methods they

Intent Research Scientific Journal-(IRSJ)
ISSN (E): 2980-4612
Volume 3, Issue 7, July - 2024
Website: intentresearch.org/index.php/irsj/index

adoptedExperienceHer personal characteristics and experienceThe long oneOn the results of the experiment.

4. Time period:-

The duration of the experiment lastedMonth ,Thus, the duration of the experiment was equal for the two research groups.

5. Teaching location:-

The two research groups were taught inTechnical Activities DepartmentThis is due to the availability of the conditions of the regular class in terms of the number of seats and the appropriate atmosphere for studyAnd the toolsAnd away from noise sourcesAnd adjust the physical conditions.

6. Research confidentiality:-

The researcher agreed with the administration not to informthe studentsIt is in experimental mode in order to continue its activityMNaturally, the results of the experiment are accurateveryAnd to ensure its external safety.

7. Weekly class distribution schedule:-

(4) classes were taught weekly, with two classes for each group distributed over two days, in agreement with the school administration. Parity was taken into account in the timing of the lessons for the two research groups to avoid...varianceIn the school's effort expended during teaching, as in the chart (3).

a plan (3) Weekly class distribution schedule for the two research groups

Period	the group	today
the second	Experimental	Sunday
Third	Female officer	
Third	Experimental	aMonday
the second	Female officer	

Intent Research Scientific Journal-(IRSJ)
ISSN (E): 2980-4612
Volume 3, Issue 7, July - 2024
Website: intentresearch.org/index.php/irsj/index

Fifth: Research requirements:-

The current research requires doing the following:

1- Determine the scientific material

The scientific material was determined before conducting the experiment

2- Formulating behavioral objectives

The educational process, like any human work, must be determinedHer stuffclearlyAnd accuracy, and represents aFor goalsClassroom behaviorism is one of the stepsImportantWhich the teacher starts with(the teacher)Design classroom instruction and proceduresIts foundation and its foundationLearning. (Mohieddin et al. 2001, 69-70)

(100) behavioral objectives were prepared, distributed over the content of the four semesters to be taught, and they were classified into the first three levels of Bloom's taxonomy.(Bloom) for cognitive objectives (remember, comprehend, apply) has been presented to an elite group of(Experts and specialists inteaching methods)To express their opinions and comments about its suitability and safetyAnd accuracyIt was drafted and in light of those observations, some purposes were modified(Objectives)Until it became final.

3- Preparing teaching plans

The teaching processusuallyIt requires advance planning because it is a precise artistic work and is the teacher's need(the teacher)The plan is like an engineer's need to plan his projectsTo ensure it works wellTherefore, planning is the logical starting point for teaching work and teacher mastery(the teacher)To plan means aHis masteryLots of teaching skillsAnd educationalSuch as analyzing the content of the academic material and formulating educational objectives. (Al-Fatlawi, 2003, 192-193)

On this basis, the researcher prepared daily teaching plans for the two research groups according to the nature of the independent variable. In preparing the plans for the experimental and control groups, the similarity in their axes and style of presentation was taken into account, except for the independent variable, and they were used with the experimental group.Interactive workshopsAs for the control group, the usual method was presented to a number of specialists in the field of teaching methods.ArtisticAnd the precise specialization for the purpose of evaluating it, and in light of their opinions and suggestions, some necessary amendments were made.

Intent Research Scientific Journal-(IRSJ)
ISSN (E): 2980-4612
Volume 3, Issue 7, July - 2024
Website: intentresearch.org/index.php/irsj/index

Sixth: Search tool:-

YlikeThe achievement test is one of the most important toolsAnd meansClass measurement and evaluationthe importantAnd it is one of the most widely used ones. (Saleh, 2003, 409-410)

Therefore, the researcher prepared an achievement test based on the content of the academic subject and the behavioral objectives that were identified. In the test, the researcher measured the first three levels of the classification.(Bloome) from the cognitive field, and the researcher intended for the test items to be objective, of the multiple-choice type with four alternatives, because theylikeWith inclusionAnd clarityAnd ttRowWith a high degree of honesty, stability, and economy in correction time. (Imtanius, 1997, 325-326).

The number of items in the achievement test in its initial form reached (40) test items, each item having four alternatives, one of which represents the correct answer.

The researcher followed the following steps in preparing the test:

A- Preparing the test map

A test map was prepared with the aim of distributing the achievement test items into various partsChaptersScientific material and all behavioral purposes in a homogeneous mannerAnd consistentThe test map included the four chapters (the first, second, third, and fourth) as well as the behavioral objectives at the three levels of the cognitive domain of Bloom's taxonomy, which are (remember,Absorption, application) and the number of classes scheduled in the teaching plans was approved for teaching each(Season)In determining the weight of the content, the number of test items for each semester and the level of objectives were obtained as follows: -

$$\text{- Relative importance of classroom content} = \frac{\text{Number of classes scheduled for the semester}}{\text{The total number of classes for the classes}} \times 100$$

$$\text{- The relative importance of the level of each goal} = \frac{\text{Total goals for the goal level}}{\text{Total total goals}} \times 100$$

The number of test items for each level of objectives within one chapter was extracted as follows:

Intent Research Scientific Journal-(IRSJ)
ISSN (E): 2980-4612
Volume 3, Issue 7, July - 2024
Website: intentresearch.org/index.php/irsj/index

The number of test items within one chapter = the relative importance of the chapter content x the relative importance of the level of objectives x the total test items (Nabil, 1999, 100-102)

B- Formulating the test items:-

In light of the test map, test items of the (multiple choice) type were prepared, each item containing four alternatives, one of which represents the correct answer. A score of one was assigned for each correct answer and (0) for each incorrect answer.Appendix No. (4),The abandoned answer was treated as an incorrect answer, and the test included all subjects(Materials)Which was studied during the experiment, and the number of test items reached (40) items that represented an initial formula. To verify the validity of its items, the researcher followed the following steps: -

1. Validity of the test

AndRepresentThe validity of the test is one of the basic conditionsImportant and effectiveWhich must be present in the research tool in order for the tool to perform its role as followsFor the best and the bestYou must actually measure what you set out to measure, or the one who measures what you want him to measure and nothing else.Out of test(Al-Zayoud and Hisham, 1998, 180-181)

To verify the validity of the test, two types of validity were relied upon:

a) Virtual validity:

aeasyThe types of honesty that are most used in tests because they are the easiestAnd the simplestIn terms of procedures, it depends on the content of the test and its relationship to the measured traitSearch(Al-Mahasneh and Muhidat, 2009: 218-219)

The test items were presented to expertsRulers andSpecialists were asked to express their opinion on the validity of the paragraphs and their suitability to the level of the students. In light of their comments, the wording of some of the paragraphs was scientifically modified and became valid and appropriate for measuring the achievement of the second-year intermediate female students in the research sample.

b) Content veracityAcademic:

Content validity is important in the scale, although the test map is an indicator of the content validity of the test.(the exam)(Ahmed, 1998, 273-274).

Intent Research Scientific Journal-(IRSJ)
ISSN (E): 2980-4612
Volume 3, Issue 7, July - 2024
Website: intentresearch.org/index.php/irsj/index

However, the researcher took into consideration, while achieving the apparent validity, the content validity as well, by presenting the test map and the content of the four chapters to the experts and specialists who were accredited in finding the apparent validity, as all the paragraphs obtained an agreement rate of no less than (80%), and thus the logical validity of the test was achieved.

2. Formulate test instructions

The instructions for the test were developed and included the following:

a-Answer instructions:-

The instructions for answering the test were prepared on a separate sheet of paper and included giving an idea of the type of questions, how to answer the test, and ensuring accuracy.And be carefulMake sure not to leave any paragraph unanswered.

B. Correction instructions

A key was prepared to correct the multiple-choice objective test items, and one point was given for each correct answer and zero for each incorrect or left out answer. Thus, the student's total score for the number of test items was (40) points.

3. The first exploratory experiment

To ensure clarityAnd he believedInstructions, wording of the test items, and determining the time taken to answer the test items. The test was applied to a survey sample consisting of (37) A student from the same research community, Division (C), after they finished studying the subject under the research experiment. The response time ranged between (35-55) minutes, with an average of (45) minutes, and the average answer time was adopted for the research sample.

4. The second exploratory experiment

Building the test requires an analysis of its paragraphs in order to know how difficult or easy each item is and its ability to distinguish individual differences between students, as well as revealing the effectiveness of incorrect alternatives to the items.to be measured. (Van Dalen, 1985, 446) and to ensure the time taken to answer it, the test was therefore applied to an exploratory sample roughly

ISSN (E): 2980-4612
Volume 3, Issue 7, July - 2024
Website: intentresearch.org/index.php/irsj/index

representative of the basic research sample, which consisted of (100) intermediate students at Al-Shaymaa Girls' Secondary School affiliated with the General Directorate of Maysan Education, after they had finished studying the subject. Undergoing research experience.

5. Statistical analysis of test items

the goalFrom analyzing the test items, the test is produced in a good manner by theresearchIdentify weak paragraphs and work to rephrase them, delete them, or exclude invalid ones (Rodney, 1985, 122).

And after correcting the answersstudentsFor the second exploratory sample, the scores were arranged in descending order, and the highest category and the lowest category were determined (the least)Taking (27%) of the papers with the highest grades (higher group) and (27%) of the papers with the lowest grades (lower group) as the best percentage for balancing between two disparate groups from the total group to study the characteristics of the paragraphs statistically. This percentage is supported by most SpecialistsAnd the expertsBy measurement and evaluation. (Abdul Jalil et al., 1981, 74-75).

According to the following steps:-

a. Paragraph difficulty factor

YAbout himThe percentage of respondents who answered the paragraph correctly in a sample. (Jaber, 1983, 403) The greater the difficulty factor of the paragraph, the more dthatAlthough it is easy, the lower the difficulty factor indicates its difficulty. (Aziz, 1989, 105-106).

The difficulty factor for each paragraph was calculated using the law for the difficulty factor and ranged between (0.40-0.64)

Bloom points out that the test items are acceptable(good)If its difficulty factor ranges between (0.20-0.80).

(Bloome, 1971, p. 60)

Therefore, all test items are considered good and their difficulty factor is appropriate.

Intent Research Scientific Journal-(IRSJ)
ISSN (E): 2980-4612
Volume 3, Issue 7, July - 2024
Website: intentresearch.org/index.php/irsj/index

B. The power of paragraph distinction

The strength of item discrimination means the extent to which each test item is able to differentiate between students(educated women)Those with high and low levels(For the adjective)What the test measures. (Ahmed, 1998, 293)

After calculating the discrimination power of each test item using the discrimination equation for the items, it was found that it ranged between (0.33-0.70).

whatlikeParagraphs have good discrimination power if their discrimination coefficient is not less than (0.20) or more. (Zakaria et al., 1999, 113), so all test items were characterized by the ability to distinguish betweenpulp

C. Effectiveness of alternatives

In multiple choice tests, the task of the alternative is to camouflage the student(learner)To remove the weak student who is unable to answer the paragraph correctly. (Ahed et al., 1989, 78).

By using the equation of the effectiveness of the alternatives on the scores of the upper and lower groups for each item of the test, it became clear that the incorrect alternatives were attracted to them.studentsThe number of female students in the lower group is greater than that of the upper group, whichindicatesThese incorrect alternatives were seriously attractive and it was decided to keep them as they are without change, as their negative value ranged between (-0.11) - (-0.29) This means that it is more effective in attracting female students from the lower group than from the upper group.

Dr.. Test stability

PrepareStability is an important characteristicAnd fixedWhich should be doneI find itIn testing, it is defined as "obtaining the same results if the test is repeated on the same group and under the same conditions."Experience(Al-Ajili et al., 2001: 78-79)

The reliability of the test was calculated using the split-half method, where the test items were divided into parts(the exam)It is divided into two halves, the first half includes the scores of the odd items and the second half includes the scores of the even items. Using the Pearson correlation coefficient, the reliability coefficient was extracted and it reached (0.79). Since calculating reliability using the split-half method does not measure the overall homogeneity of the test

ISSN (E): 2980-4612
Volume 3, Issue 7, July - 2024
Website: intentresearch.org/index.php/irsj/index

because it divides the scores into two parts, therefore it is a reliability coefficient for half of the test. The reliability coefficient was corrected using the Spearman-Brown equation, so the reliability coefficient was (0.88), which is a high reliability coefficient and good for tests.(exams)Unstandardized, which if its reliability coefficient reaches (0.67) is considered good (Hedge: 1966, p. 22). Thus, the test is considered valid and ready to be applied in its final form.

e. Final version of the test

After completing the procedures and statistics for the test and its items, and making modifications to some items, the test in its final form consists of (40) items, each item has four alternatives, one of which is correct, Appendix (4).

Seventh: Application of the experiment:-

a. Conduct the experiment

The researcher began applying the experiment to members of the two research groups by (4) classes weekly and on averageTwo servingsEach group has an organized and equal daily class schedule.

B. Application of the final achievement test

The researcher applied the achievement test tostudentsThe two research groups, at the same time, at 8:50 in the morning, after informing the students of both groups a week before it was to be implemented, and after completing the process of applying the test, the students' answers were corrected by giving a score of one for each correct answer and a score of zero for each incorrect or left out answer. It was processed statistically to reach the research results.

Eighth: Statistical methods:-

In this research, the following statistical methods were used:

1- Pseudotest (Z-Test) for two independent samplesNot equal in number:

Pseudotest: It was adopted to verify the averages of the two groups for the purposes of equivalenceAchievement test.

$$Z = \frac{x'_2 - x'_1}{\sqrt{\frac{{s_1}^2}{n_1} + \frac{{s_2}^2}{n_2}}}$$

whereas:-

x^{-1}= The arithmetic mean of the first group.

ISSN (E): 2980-4612
Volume 3, Issue 7, July - 2024
Website: intentresearch.org/index.php/irsj/index

x^{-2}= The arithmetic mean of the second group.

n1 = number of students in the first group.

= n2 number of students in the second group.

$s1^2$ = variance of the first group.

= variance of the second group.(Back, 1998: 200)$s2^2$

2- Difficulty factor: It is used to calculate the difficulty of each test item(the exam)The collection**.**

3- Paragraph discrimination factor: It is used to find the discriminatory powers of test items(the exam)The collection**.**

4- The effectiveness of wrong alternatives: It was used to find the attractiveness of false alternatives to test items(the exam)The collection.

5- Pearson correlation coefficient: It is used to calculate the reliability of the test(the exam)The collection.

6- Spearman_Brown coefficient: It is used to correct the Pearson correlation coefficient between the two parts of the test(the exam)Achievement test (odd and even items) in the halves to calculate the stability of the achievement test.

The fourth chapter: Presentation and interpretation of results

First: Presentation of the results

It includes the following:

*** Results related to academic achievement**

To ensure that the research objective is achieved, the following first null hypothesis will be tested (There is no statistically significant difference at the significance level (0.05) between the average achievement scores Students Experimental group who study according to Interactive workshops And average achievement scores Students Control group who study According to the usual method in the achievement test, the scores of the two groups (experimental and control) in academic achievement were monitored. The statistical results showed that there was a difference between the average achievement scores of The baht The experimental group (30.5) and the average achievement score The baht The control group (26) and to test the statistical significance of this difference was used the post hoc test (z-test) for two independent samples of unequal numbers, so it was The value is astonishing(2,871)Calculated at a significance level of (0.05), which is greater than the tabular value of (2,000), which means that this difference is statistically significant, as shown in the table, and this means

Intent Research Scientific Journal-(IRSJ)
ISSN (E): 2980-4612
Volume 3, Issue 7, July - 2024
Website: intentresearch.org/index.php/irsj/index

superiority Students The experimental group who studied using Interactive workshops and studentsThe control group who studied according to the usual method in the achievement test, that is, adopting the use of Interactive workshops in Developing artistic activities He was for him The effect is clear And effective In superiority I The baht The experimental group compared to achievement Students The control group, thus rejecting the first null hypothesis Table No. (6),.

Schedule (7) The arithmetic mean, standard deviation, and calculated and tabulated zigzag value for the scores of the experimental and control groups in the post-achievement test

Statistical significance At the level of 0.05	Z value		Degree of freedom	variance	standard deviation	SMA	the number	the group
	Tabulation	Calculated						
Statistically significant	2,000	2,871	69	42,14	6,49	30,5	36	Experimental
				45	6,70	26	35	The female officer

Second: Interpretation of the result:

The research result showed superiorityStudentsThe experimental groupThenLessonWamediated by)Interactive workshops) on iFor PatControl groupwho studiedIn the traditional way, this may be due to the following reasons:

1-Interactive workshopsfromMost importantModern trendsAnd the new onesIn teaching and unfamiliar to them, which led to an interactionFor studentsWith lessonsAnd the seasonsIt increased his desirenAnd his activitynin learning and increasing their academic achievement.

2-InInteractive workshopsMulti-skilledshe hasRoleeffectiveIn making TLabba (educated)He is more prepared to receive information and more motivated to learn, thus organizing and integrating the academic material into his cognitive structureM .

3-AnInteractive workshopsI made the talBeh (the educated)A focus of the educational process and givenGet lostA positive role by using thinking skills in

ISSN (E): 2980-4612
Volume 3, Issue 7, July - 2024
Website: intentresearch.org/index.php/irsj/index

learning informationAnd knowledgeWorking to enhance his experiences and develop his cognitive abilities led to the development of his metacognitive skills, and this is represented by increasing participation during the lesson and taking better care of the scientific material.And better.(Mattar, 1874, p. 14)

Chapter V: Conclusions, recommendations

First: Conclusions:-

In light of the results of the current research, the researcher can conclude the following:

1-AnInteractive workshops made an impact In developing artistic activities among university students

2- It requires teaching in accordance withInteractive workshopsTime, effort and skill of the teacher(the teacher)More than what is required of him when using the normal method(traditional).

3-AnInteractive workshopsExpand your imaginationLabba (educated)And his ideaMIt helps in its growthWell.

Second: Recommendations:-

1- AccreditationInteractive workshopsIn teachingArtistic activitiesFor its effective role in raising the level of students' academic achievementLabba (educated)Compared to the usual method.

2-Work on training teaching staff(teachers)During the service on how to use modern strategies, includingInteractive workshopsBy holding training courses for teaching staffAnd educational.

3-Emphasizing thinking skillsScientificDuring teaching by diversifying teaching strategies, educational methods, and performance evaluation. In continuation of current research and with the aim of opening future horizons for other research and studies.YThe researcher suggested conducting the following studies:

1- A study similar to the current study to determine the effectInteractive workshopsIn dependent variables other than achievement, such as attitude, tendency, and acquisitionand developmenttowards matter and others.

2- A study similar to the current study on males and females (comparative study).

ISSN (E): 2980-4612
Volume 3, Issue 7, July - 2024
Website: intentresearch.org/index.php/irsj/index

3. Study of effectivenessInteractive workshopsDeveloping scientific thinking inStudents of internal departments at the Iraqi University.

References

1. Ibrahim, Zakaria, The Problem of Art, Philosophical Problems, Misr Library, Misr House for Printing and Publishing, Cairo, 1976..
2Abu Rayyan, Muhammad Ali, The Philosophy of Beauty and the Origins of Fine Arts, Cairo 1989.
3. Ahmed Adah Mustafa, The Language of Art between Subjectivity and Objectivity, Anglo-Egyptian Library, CairoH2008.
4Al-Basiouni, Mahmoud, Methods of Teaching Arts, 13th edition, Dar Al-Maaref, Cairo, 1988..
5.Al-Jaafari, Maher Ismail and others, Philosophy of Education, Ministry of Higher Education and Scientific Research, Directorate Dar Al-Kutub for Printing and Publishing, Baghdad, 1993.
6. Genet. to. Modern Psychology, published by Mounir Baalki, Dar Al-Ilm Lil-Malayin, 1979.
7. Khawalda Mahmoud Abdullah and Muhammad Awad Al-Tarturi, Aesthetic Education, Psychology of Beauty, 1st edition, Dar Al-Shorouk for Publishing and Distribution, Amman, Jordan, 2006..
8.Al-Didi, Abdel Fattah, Aesthetics, Anglo-Egyptian Library, Cairo, 1981.
9.Al-Zamili, Salah Raheef, Prince of Intellectual, Aesthetic, and Educational Connotations in the Epic of Gilgamesh, Basic Education Journal,Issue 65, Volume 16, Baghdad, 2010.
10-Saleh, Qasim Hussein and Khalil Ibrahim Al-Bayati, values among university students (field research) Supreme Council For youth in the Arab Gulf countries 1985.
11-Saleh, Qasim Hussein Creativity And Taste Beauty, 1st edition, Dar Degla Publishers and Distributors, Amman, Jordan 2010.
12. Abdullah, Fatima Latif, Principles of art education, its philosophy - its foundations - its goals, Dar Al-Sadiq Cultural Foundation, Iraq, Babylon 2018.
13. Gatchev, György Consciousness and Art in Trans Newf World of Knowledge Series, No. 146, Kuwait1990.
14.Matar, Amira Helmy On the Philosophy of Beauty, Dar Al-Thaqafa for Printing and Publishing, Cairo, 1974.
15. Greer -w. Dwaine: Discipline-based art Education: approaching Art1984 . P.25-27. Subject of study "studies in art education".