

*The relationship between self-concept and
aesthetic preference for drawing among students
of department of art education*

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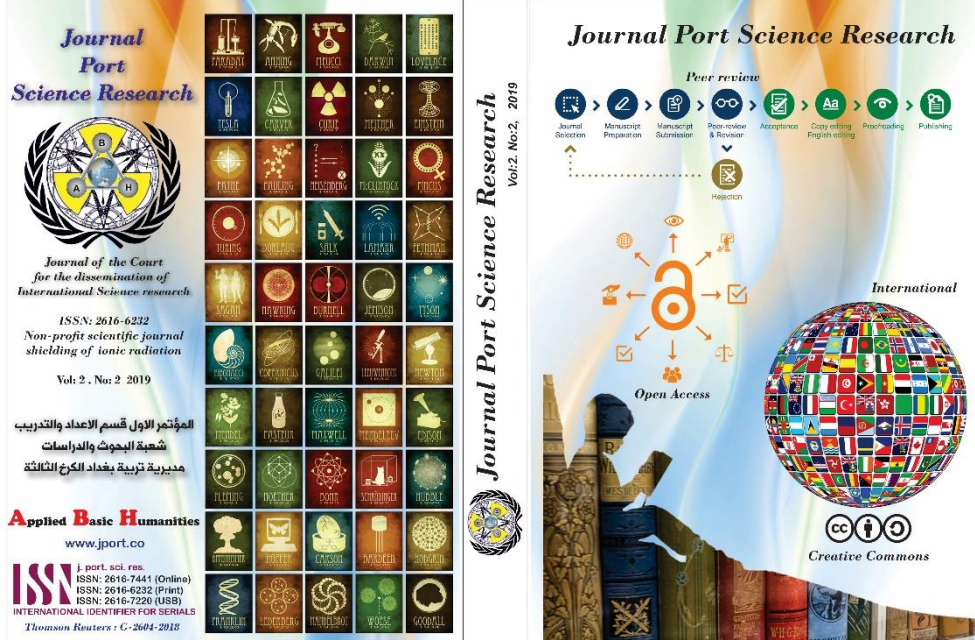
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**مفهوم الذات وعلاقته بالترفضيل الجمالي بالرسم لدى
طلبة قسم التربية الفنية**

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The relationship between self-concept and aesthetic preference for drawing among students of department of art education

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Abstract Knowing the relationship of the self-concept with the aesthetic preference with drawing among the students of the Art Education And the research community is (236), (82) males and (154) females, while the research sample (100) students. The research adopted two tools: testing the self-concept consisting of (25) paragraphs. and a test of aesthetic preference consists of 20 paragraphs. The search results were: The research sample showed a concept with a degree (acceptable) and in favor of females, as the average percentages for the sample as a whole (50,98). The research sample showed an aesthetic preference for a moderate degree, as the average percentages for the sample as a whole (62,6) were in favor of females. There were differences in the concept of self and in favor of females. The average percentages for females (53,65) and among males (48,32). There were also differences in aesthetic preference in favor of females, as the average percentages of females (64.9) and males (60.4). There is a significant positive correlative relationship between the aesthetic preference and the concept of the self. The correlation coefficient of the sample is all (0,86) and is more positive for females than for males.

Keywords: *self-concept, aesthetic preference, art education.*

مفهوم الذات وعلاقته بالترتيب الجمالي بالرسم لدى طلبة قسم التربية الفنية

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المستخلص اعتمد البحث على المنهج الوصفي، وبلغ مجتمع البحث من (236)، (82) ذكور و (154) اناث، اما عينة البحث فكانت عينة عشوائية بلغت (100). اعتمد البحث اداتين اختبار مفهوم الذات المكون من (25)، واختبار للترتيب الجمالي يتكون من (20) فقرة. ظهر لدى عينة البحث (ذكور واناث) مفهوم ذات بدرجة (مقبول) ولصالح الاناث فكان متوسط النسب المئوية للعينة جميعها (50,98). ظهر لدى عينة البحث (ذكور واناث) ترتيب جمالي بدرجة متوسطة وبلغ متوسط النسب المئوية للعينة جميعها (62,6) ولصالح الاناث. ظهر وجود فروق في مفهوم الذات ولصالح الاناث فقد بلغ متوسط النسب المئوية لدى الاناث (53,65) ولدى الذكور (48,32). ووجود فروق في الترتيب الجمالي ايضا لصالح الاناث فقد كان متوسط النسب المئوية للاناث (64,9) والذكور (60,4). وجود علاقة دالة ارتباطية ايجابية معنوية بين الترتيب الجمالي ومفهوم الذات فقد بلغ معامل الارتباط للعينة جميعها (0,86) وعلاقة دالة ايجابية أكثر لدى الاناث من الذكور حيث بلغ معامل الارتباط لدى الاناث في الترتيب الجمالي ومفهوم الذات (0,91) ولدى الذكور بلغ (0,80). واقترحت الباحثة مجموعة توصيات تم ذكرها في متن البحث.

الكلمات الدالة: مفهوم الذات، الترتيب الجمالي، التربية الفنية.



Introduction

Art education is changing the behavior of the learner by training learners in technical and cognitive skills by providing them with information and concepts, giving them inclinations and trends, developing aesthetic and aesthetic preference and introducing them to artistic trends or schools through the practice of art [1]. Aesthetic preference is among the components of aesthetic experience to develop individual attitudes and tendencies through Tasting it for artistic works from this standpoint [2]. Psychology is one of the sciences that researchers dealt with in many researches, as it describes behavior, personality, mind and thinking [3]. In this research, the researcher adopted the concept of the self as a variable that describes the individual's concept of himself as the approach that the individual takes in his life trying to link this variable with the aesthetic preference as a simple attempt to understand the aesthetic preference And its interpretation and knowledge of the psychological aspects of the learner, [4] it is one of the psychological efforts that were examined in the aesthetic experience, through falling on the relationship of the self-concept with the aesthetic preference of learners in art education.

Arts in general are expressive means that allow individuals opportunities to express many ideas and feelings, [5] making them acquire a balance with the environment more than they were before and acquire mental health, and for art to relate to wide areas of an individual's life, [6] including the subject of beauty, which is directly related and closely related, so there are multiple opinions related to it. In response and aesthetic preference, studies began to address aesthetic preference as a topic of research [7]. These studies indicated that aesthetic preference is influenced by influences [8], which is a psychological state that has its distinct identity. (Stolentz) emphasized in his interpretation of the aesthetic preference "that it is an experience in which we accept a subject and enjoy it for himself only" [9]. and what the specialists of psychology pointed out are the tendencies, attitudes and subjective projections of the field of drawing and the artistic drawing of art for the multiple doctrines of art.

Inclination, preference, rejection, and what are presented to individuals of models that can be tasted and judged relate to the same and the concept of the individual and that the study of the concept of the self has an effect on the formation and construction of personality and that the aesthetic preference is a human behavior, [10] so the researcher tries to clarify what is the relationship between the concept of the self and the aesthetic preference by drawing for multiple artistic doctrines. During the following research questions:

- 1) Is there a relationship between the concept of self and aesthetic preference for drawing?
- 2) Does the research community have students in the Department of Art Education with a high or low concept?
- 3) Does the research community have an aesthetic preference?
- 4) Are there differences in aesthetic preference depending on the gender variable?

The study of the concept of the self and its relationship to aesthetic preference help to understand the personality of the learner and his directions and to identify the positive characteristics of himself, [11] The research is a response to the goals of art education, as it seeks to study an important aspect of the personality, which is the concept of self and the rupture of its relationship to aesthetic preference, [12] and this is one of the important and necessary psychological needs that must be presented to learners to make them more impulsive [13] and enthusiastic in producing artistic works.

Research Objectives

- 1) Knowing the aesthetic preference by drawing among the students of the Department of Art Education.
- 2) Knowing the concept of self among the students of the Art Education Department.
- 3) Knowing the relationship of the self-concept with the aesthetic preference with drawing among the students of the Art Education Department.



- 4) Understanding the differences in the self-concept and aesthetic preference depending on the gender variable.

Research limits: The current research is determined by students of the Department of Art Education, College of Fine Arts, University of Baghdad, and students of the Faculty of Basic Education, Department of Art Education, Al-Mustansiriya University, fourth stage of the academic year 2018-2019.

Defining and defining terms

(1) Self CONCEPT

Asad and Makhoul 1992: defines it as: a complex of the number of psychological states, i.e. his impressions of himself and his image of his organic appearance, and of everything that is private and tangible in him as a person in addition to the individual's concept of himself, i.e. his characteristics, capabilities, role and potentials [14].

And Loyens and Kirschner and Paas in " APA Educational Psychology Handbook" 2012 defines him as: The outcome of the personal perceptions that the individual forms about himself and the perceptions that he creates from the view of others as a result of his interaction with the environment [15].

Procedural definition: The degree to which students of the Department of Art Education obtain through their answers to the paragraphs of the scale, which represent the experiences that he acquires and his idea of himself represented by the behavior, attributes, and characteristics that make it be his self-concept [16].

(2) Aesthetic Preference

Known by Thomas Jacobsen and Susan Beudt in " Stability and Variability in Aesthetic Experience: A Review " 2017. It is the type of trend that is represented in a general behavioral tendency in one's own to make him love, accept, or be attracted to a certain category of art works, but not others [17].

Bornstein and Berlyne :defined in "Studies in the New Experimental Aesthetics: Steps toward an Objective Psychology of Aesthetic Appreciation" it as: Behavior that extends in most of our responses and is reflected in a feeling of enjoying beauty that leads to some degree of acceptance or rejection of the subject that aroused the feeling of beauty [18].

The researcher defines him procedurally: it is the degree that technical education students obtain when answering the aesthetic preference questions by drawing, which represents their tendency, acceptance or rejection of the aesthetic subject.

Research methodology

The research adopted the descriptive approach, being closer to its procedures in terms of describing the concept of self and the aesthetic preference of the research community.

The research community and its sample: The research community consisted of students from the Art Education departments of the University of Baghdad, College of Fine Arts and Al-Mustansiriya University, College of Basic Education, the fourth stage and their number reached (236) male and female, and the number of male (82) and female (154). As shown in the table (1).

Table (1) illustrates the research community

University	male	female	total
University of Baghdad	48	84	132
Mustansiriya University	34	70	104
Total summation	82	154	236



A random sample of (100) male and female students was selected, at the rate of (50) male and 50 female students as a sample for research as shown in Table (2).

Table (2) shows the research sample

University	male	female	total
University of Baghdad	25	25	50
Mustansiriya University	25	25	50
Total summation	50	50	100

Research tools in order to achieve the aim of the research, it relied on two main tools:

- 1) A test for the self-concept prepared and standardized by a study (Kazem 1990) [19] consisting of (25) multiple choice paragraphs containing three alternatives indicating the concept of self (high, moderate, and low) and with a triple standard (3, 2, 1), respectively. As well as it consists of five areas of the self which are (the human self, the social self, the mental self, the physical self, and those with study habits) and the scale contains the keys to the correct answer and the key to correct the degree of accuracy and seriousness in answering the concept of the self on a separate sheet.
- 2) Aesthetic preference test: After examining the studies and literature that dealt with the aesthetic preference side and benefiting from some concepts and indicators related to it, the researcher prepared a test for aesthetic preference, consisting in its basic form of (25) basic and implicit paragraphs, which includes (3) areas which are the field of enjoying the paintings and their content Colors, shapes, principles and elements, the field of technical schools and their types in terms of aesthetic preference for artistic doctrines, the field of understanding, ideas and emotions and all that relates to psychological analysis of artistic paintings when received, tasted and hoped for. The test contains a triple criterion for aesthetic preference, which are (the best of many, the best, the best of them) and with degrees (3, 2, 1), respectively.

Validity and Reliability of Tools

- 1) Regarding the self-concept test, despite its enjoyment of a degree of honesty and consistency, but the measure was conducted with an apparent sincerity by presenting it to a group of experts who specialize in education and art education, measurement and evaluation. The agreement rate using the Cooper [20] formula was.(90.09)

As for the stability of the test, the researcher did not perform the stability of the scale. The researcher relied on the coefficient of the stability of the scale in previous studies that adopted this test, which is (Study of Anouz, 2005) [21], which amounted to (0,95). Thus, the test is ready to be applied.

- 2) As for the aesthetic preference test, the researcher conducted an apparent validity of the test and presented it to a group of also professors of measurement and evaluation, art and art education for the purpose of modifying, adding, deleting or merging some paragraphs, where it was presented in its initial form consisting of (25) paragraphs and after the amendment The number of paragraphs of the aesthetic preference test became (20) items, where two paragraphs were merged, two were deleted, and another was modified, using the Cooper equation to find the agreement ratio between the experts, and the agreement ratio was (100%).

As for stability, the method of re-application has been used with a time interval of (15) days on a sample of (40) students from the same research community in order to know the clarity of the test items as well as the time period that the test period may take, and by using the Pearson correlation coefficient between The two applications were the stability coefficient (0,85) and the test is valid to measure aesthetic preference.



Application: The researcher applied the two tests, the concept of self and aesthetic preference to the research sample of (100) male and female students after the hall designated for the test was prepared and the application period lasted four days. The researcher has (200) form (100) to test the concept of self and (100) for aesthetic preference testing.

Statistical means: The following statistical methods were used:

- 1) Cooper's equation for calculating honesty among experts
- 2) Pearson correlation coefficient of the stability calculation for the aesthetic preference test and the correlation between self-concept and aesthetic preference.
- 3) Using average mean percentages to know self-concept and aesthetic preference
- 4) Use the mean percentages to find the differences in the aesthetic preference and the concept of the self-according to the gender variable among the individuals.

The results and their interpretations

After collecting data and analyzing it statistically, the research reached the following results:

- 1) The research sample (males and females) showed a concept with a degree (acceptable) and in favor of females, as the average percentages for the sample as a whole (50,98), and the average percentages for females (53,65) and for males (48,32) This means that there are differences in the concept of the self and among females higher than that of boys, and that the concept of self in boys appeared weak and girls acceptable.

The interpretation of this result is due to the fact that the concept of the self is influenced by the experiences of the individual and that the individual is in a state of continuous experience and tends to develop and develop helps to assert the self and achieve what the individual wishes for society, and this is what makes the female in a state of continuous conflict with society for success and progress in order to prove themselves through developing their experiences and achieving degrees It is higher in the fields of work and study. As pointed out (Jersild, 1951) [22], the concept of the self is a synthesis of ideas and sensations that make up the concept of man about his existence, including ideas, attitudes and values.

- 2) The research sample (males and females) showed an aesthetic preference for an average degree, where the average percentages of the sample all (62.6) and for females a little more than that of males, where the average percentages of females (64.9) and males (60.4) This means that females have a higher aesthetic preference than males.

The interpretation of this result is due to the fact that the research sample, despite their study of art, but the aesthetic preference appeared to a moderate degree because the cultural variables that overlap in this relationship and the relationship of the individual to society, as well as the internal condition of the recipient (the sample), whether physiological or psychological, and its meaning that the aesthetic preference for connoisseurs of aesthetic artwork It is influenced by the social framework that governs aesthetic values and standards. (George Zamel) indicated that everything depends on exchange so that we cannot reach the other side because of its influence, but because of our needs and needs to us, i.e. the influence of the two sides on some, and from this angle it is a The relationship between art and society is represented by a series of interrelated influences. This made females more preference for their social interaction with art, which represents a basic pillar that affects psychologically.

- 3) As for the relationship of the concept of the self to the aesthetic preference, after analyzing the data for the degrees of the concept of the self and the aesthetic preference and using the Pearson correlation coefficient, the correlation coefficient of the sample appeared (0,86), and this indicates that there is a positive positive correlative relationship between the aesthetic preference and the concept of the self and the relationship of a more positive function with Females are males where the coefficient of correlation of females in aesthetic preference and self-concept is (0.91) and in males it is.(0,80)



The explanation of this result, which is consistent with the views of theorists in this field, is due to the existence of a relationship between receiving beauty in art and society. The first is the special social communication language that arose to understand, exchange experiences and receive information .

The study (Stephen Davies) [23] indicated that the aesthetic response is related to the artistic inclination, as the recipient while receiving beauty in the work of art is characterized by the same qualities of the artist during his creativity and as he participates in making meaning, he participates in creating aesthetic pleasure, but at the first moment to enter it in its creativity Rather, he is subject to the admiration or alienation that the subject raises in himself, or what motivates him in terms of mercy or compassion and others, and at the second moment the immediate pleasure turns into a position adopted by the recipient, which is represented in his behavior impressive models [24].

Conclusions

In light of the results of the research and their interpretation, we conclude the following:

- 1) The level of self-concept among the members of the sample as a whole reaches an acceptable level, but for males it reaches a level that is less than acceptable and for females with an acceptable degree
- 2) There are differences in the concept of the self among the sample members and in favor of the female
- 3) The level of aesthetic preference among the individuals of the sample as a whole does not rise to an excellent or very good level (although the research sample is from art education students) it ranges from medium to good.
- 4) There are differences in the level of aesthetic preference among members of the research sample and in favor of females, because the level of aesthetic preference among females is better than males, as the level of aesthetic preference among females ranged between medium to good, and the level of aesthetic preference among males (average).
- 5) The presence of a statistically significant positive correlation between aesthetic preference and the concept of self.

Recommendations

In light of the results produced by the research, the researcher recommends the following

- 1) Directing great care to the learners of the Department of Art Education by educational specialists to invest their free time in developmental training courses in the field of psychology to confirm and enhance their self-concept
- 2) Training the learners to produce a variety of artworks from the schools of art to develop their aesthetic sense and preference and to increase their knowledge and skill experiences.
- 3) That the College of Fine Arts (Department of Art Education) in terms of being an artistic educational institution allocate hours of study for artistic taste for the purpose of inculcating aesthetic values and upgrading the level of aesthetic preference which will be of assistance to them as teachers of art education after graduation.
- 4) That the Ministry of Higher Education and Scientific Research, in coordination with the Faculties of Arts, departments of Art Education, conduct workshops seminars in the field of psychology and the field of technical and skill practices to give opportunities to learners and motivated to learn and produce artistic works.
- 5) Contributing to preparing art exhibitions and selecting artistic models for the exhibition by learners to enhance the technical and aesthetic aspect, exchange experiences, increase interaction, activity, and self-affirmation among learners.



Proposals / The researcher suggests conducting the following studies

- 1) Design an educational program to develop aesthetic preference.
- 2) The relationship of aesthetic preference with creativity.
- 3) Aesthetic preference among students of the Department of Architecture

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