Blended learning as an entry point for applying social construction theory to art education for students in the first year of secondary school.

Assist. Prof. Dr. Lamiaa Mahmoud Youssef El Mahdy

Assistant. Professor. of Origins of Art Education, Faculty of Art Education, Helwan
lmyaaelmhdy@yahoo.com

summary:

Our current age is called the age of the knowledge economy, where the amazing revolution in information, communications, and technology is taking place."

"Developing countries have therefore sought to take advantage of this information revolution to serve and develop their societies and overcome their challenges by employing internet-based educational models like e-learning and integrating them with educational systems.

This led to the introduction of the Egyptian Blended learning system for students in the first year of secondary school in 2018/2019, which combines classroom learning with e-learning.

With the art course is being completely absent from the system, some high school teachers have been specifically trained in basic courses on how to deal with the implementation of the Blended learning strategy, in addition to the absence of the role of a teacher in art education, which was required at the present stage, and the reduction of the number of classes in art education.

for the first grade of secondary school to one portion instead of two.

With the upbringing syllabus for the first grade of high school going unabated.

This reality went hand in hand with the application of blended learning, so that art education had to play a role in the era of progress and to develop strategies that can be applied to teaching art in schools to keep up with the current progress.

Putting in consideration that the role of art education should not be diminished, especially since art education cannot occur only through e-learning.

The research problem revolves around the possibility of employing sociological theory to visualize blended learning as an entry point for art education at high school level.

 The research problem is determined in the following main question:

Q: How can social constructivist theory be used in preparing a conception of blended learning as an introduction to art education at secondary school stage? From it the following questions are branched: - Q1 What is the proposed perception of combined learning as an introduction to art education for first-grade students?

Q2: How can art education be placed in its proper position through blended learning for first-graders?

Q3: What are the skills needed to employ Blended learning among technical education teachers in secondary school education?

Q4: How can art be used to serve the community and students through blended learning?

Q5: What are the obstacles that prevent the application of blended learning in learning technical education for secondary school stage?

  In order to identify the skills needed to employ blended learning teachers of art education in high school and art use to convey life experiences to the first secondary graders.

Build his/her professional experience through integrated learning for junior high school students. Employ art to the community and student based on social construction theory and philosophy. **As for research;**

One: for specialized faculty.

Two: questionnaires were used as tools.

members, art educators, art instructors and advisors. for

The second option is for; students in the first year of general education to identify barriers to implementing learning blended in art education and develop a proposed concept of blended learning based on relativity and the sociological construction theory of art education for the first year of general education in Egypt.

The importance of the research: -

The research contributes in directing the view of those responsible for pre-university education to the importance of the role of "Blended Learning" as an introduction to the application of the social constructivist theory in art education as an important activity and has an effective role in student development and community service for secondary school students as the basic curricula.

Research methodology:

The research follows the descriptive analytical approach in describing and defining the research problem in preparing the theoretical framework, analyzing and interpreting results, and making recommendations.

Practical framework:

1-Questionnaire: - at first for teachers of art education, its mentors, recent graduates at secondary school stage, those involved in art education, specialists from the faculty members and consultants of art education to reveal the possibility of applying blended learning in art and obstacles of applying its system of art to students at first grade of secondary education and the necessary skills for the teacher of art education and Pre-university student to apply the Blended learning of art, and to identify the necessary school capabilities for that, and to see learning being embedded in art to build a conception of Blended learning in art education based on the social constructivist theory.

2- A questionnaire: - for students at the first secondary class applied to the Blended learning system in the basic courses and an optional art education activity for the academic year 2018/2019. The questionnaire aims to identify the possibility of applying the integrated education in art and the most important obstacles to its application and what the students see in its application is based on the social constructivist theory.

3- Setting a proposed conception of Blended learning: - as an introduction to the application of social constructivist theory in art education for secondary school students. The conceptual philosophy stems from the ideas of social constructivist theory of Vygotsky which focuses on acquiring technical concepts and skills and how to learn them constructively, and traces the stages of their development until they become mature within the student and the adult. In that theory, teaching of technical concepts and skills shifts from the process of preparing information and presenting it, isolated from daily automatic concepts to the process of facilitating the building of cognitive, skillful and sentimental fabric of the art learner by

integrating filtered learning of N and e-learning for art together, and the participation of the student to form links, relationships and mental structures. Knowledge is not limited to the mental state, but rather extends to experience in the relationships of things to one another and will have no meaning outside these relationships. With an emphasis on the social and cultural context to influence the learning of first-year high school students of art through its interaction with his/her peers, parents and teachers. learning art is an active structural process that does not take place through a negative acquisition of knowledge and skill.

Conceptions are based on the most important results of the theoretical framework and the most important results of the questionnaires:

1-Among the most important results of the theoretical framework and of the philosophy of social constructivism theory: - the positives of the constructivist learning model, the requirements of Blended learning in art and its patterns, the relationship between social constructivist theory in the pre-university education stage and the system of learning built into art and the basic functions of the e-learning system of art for classroom students and first year of high school based on the "TOP CLASS" system by Mark Freeman.

2-The most important results of the questionnaires that identified the most important obstacles to integrating learning in art inside schools and the most important development points and appropriate infrastructure for the application of Blended learning in art.

It aims to learn the art of self-organizing for the pre-university student through an active multi-component constructive process in which student is active, a positive participant in the process of learning knowledge, skills and behavior, so that they can generate ideas, technical innovations, feelings and actions necessary to achieve the goal so they will be able to organize their knowledge and control their motivation in employment their previous experiences to understand and define their current technical experiences and define them in a new and different way from what they were at those experiences so that each student has his/her own experience and unique technical idea of "Blended learning".

Search results: - From the overall results of a questionnaire analysis of Blended learning in art for art education instructors, its first and newly graduated teachers at the secondary level, those involved in art education and specialists from members of the faculty and consultants of art education, and the Blended learning in the art directed to students of the first secondary class came the answer to the research questions to check the validity of **the assumptions as follows:**

1-The possibility of employing the social constructivist theory in preparing (a proposed concept) for Blended learning in art for first-year of secondary school students, where response rate was large, agreeing to develop a vision for learning build-in art for first-grade secondary students based on constructivist theory, as it reached 100% response of education teachers, technical graduates are newly graduated and reached 90% for faculty members and 95% for teachers for the first artistic education and 90% for art education instructors and advisors, and we find the support for the research sample is almost consistent with the item "It is possible to mix classroom learning and e-learning of art to build knowledge and technical skill of the pre-university student with a satisfactory response from the new teachers, it reached 100%, the faculty members reached 92.5, the first technical education teachers to 95%, the directors of art education and its advisors, to 90%, and we find the extent of the research sample agreement on the importance of the integrated education in art and the extent

of their acceptance of it as a basis based on the social constructivist theory that does not waste what the individual learns about art, but builds knowledge to produce innovations and special knowledge based on societal experience, and we find that art education graduates especially newly graduated are the most enthusiastic categories of the research sample to apply this system as they distinguish them and their ability to use technology in art with a large range and broad vision. The extent to which secondary school student can benefit from integrating class learning with e-learning, and the item reached the possibility of learning build-in art based on social constructivism theory that helps to use technology in art education besides class learning inside schools to keep up with progress and for easier and faster learning, 85% acceptance for first-year high school students.

2-The possibility of employing art to serve the society and students through Blended learning based on constructive theory, and its acceptance rate came from the research sample of the faculty members 90%, 100% of the research sample is from the first teachers of art education and newly graduated, as it will open in front of students many ways especially e-learning and artistic sites, which leads to the expansion of students 'experience and formation of a constructive personality capable of solving problems and creating new solutions based on experiences, skills and information that the student has acquired from his/her frequent knowledge of sites of museums, galleries, artists' experiences, etc. Community awareness of problems to create innovative solutions to producers, prepare students through art locally and globally, the dissemination of technical manual work culture in the school community, the use of constructivist thinking to reduce waste and the rapid advancement of requirements of society and technical culture.

3-The possibility of Blended learning -in art based on social constructivist theory from putting art education in its proper position among the activities and basic materials, as this was accepted to 97.5% for faculty members, 100% for newly graduated art education teachers, 95% for early art education teachers and 60% for artistic education mentors and their advisors, as it was noted that art education classes are reduced to one session per week this year, which reduces the amount of art education and its capabilities to achieve its goals and reduce its social role before the university, which will allow Blended learning into art to restore the status of art education and open new horizons for learning art for students which is the core of the pre-university.

4-The possibility of Blended learning -in art based on constructive theory from encouraging artistic creativity and not transportation and imitation among pre-university education students, as the acceptance rate for this item reached 90% for faculty members, 100% for art education graduates who are newly graduated, and 90% for both art education teachers and directors of art education and its advisors, which helps in achieving one of the most important goals of art education, which is creativity and limiting transportation from models of artists from pre-university students, and this leads to multiple student technical visions and knowledge and the development of effective communication between him/her and local or global sources, which will enrich his/her imagination with Its creativity.

5-One of the most important skills needed to employ Blended learning among technical education teachers in secondary education accepts the possibility of converting the art education course to an electronic system and accepts it alongside classroom learning, as well as sufficient electronic skills and knowledge to teach students art through Blended learning

skills of using the application of integrated learning strategy in learning Pre-university and the ability to design a technical education course in the form of programs and multimedia supported by an integrated learning strategy in accordance with educational and technical standards to achieve synchronous and asynchronous electronic communication within the school and the ability to employ it In art, linking it to society, dealing with modern means of communication and optimal use of them, collecting technical and educational information from new and distinguished sources and the ability to integrate class learning and its emotional communication and e-learning and its speed to facilitate art education for first-year secondary school students, respecting the ethics of using electronic technology, especially with dealing with teenage students and training them on that, and the ability to fully adjust teacher-based art learning to developing pre-university self-learning.

6- One of the most important obstacles that limit the effectiveness of applying Blended learning in general and in art in particular for first-year secondary school students is the inability to apply this system, because of the weak capabilities in schools and the weakness of the teacher's teaching, the lack of compatibility between the level of study and explanation and the level of exams and the lack of training in the exam system. Lack of information and experiences on the Egyptian Knowledge Bank website, and lack of good and organized preparation for the application of this system, lack of practical activities for training, which leads to a lack of experience, relying on theoretical information only, whether inside the classes or on the websites, frequent power outages, pressure on the websites and bugs in the electronic network most of the time.

7-Among the most important obstacles that limit the effectiveness of applying Blended learning in art are the weakness of society's culture and parents knowledge of the importance of art education, lack of interest in art education and its development, and declining interest in artistic activity, especially art education without basic subjects, and the lack of adequacy of the art education teacher from training in the use of learning Built-in schools, and poor school infrastructure to implement   Blended learning.

8-Prefer the application of Blended learning in art and activities decisions over basic courses, as students accepted the application of that system in activities, especially the art education course with an admission rate of 90.3 "for the possibility of converting the art education course to an electronic system besides class learning."

Recommendations:

1- Application of the proposed conception of Blended learning in art based on constructive theory in the secondary stage for optional students of art education.

  2- Repeating the classes of artistic education that were reduced at the secondary level.

3-Linking the teacher of art education and its mentors with modern strategies at faculty of Art Education through seminars and continuous training.

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