

Using Pottery Syllabus Skills to Develop Sensory Perception For Special Needs (The Visually Impaired)

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Abstract

The grace of sight is considered as one of the blessings that Allah has granted to human being as we cannot practice our life naturally unless we enjoy some degree of sight. But this grace is missed by those with visual disabilities who cannot deal with the surrounding environment. However, Allah has blessed them with the phenomenon of compensation, which led to increasing and strengthening the other remaining senses including hearing, touching, tasting, and smelling. Pottery is considered one of the fields of plastic arts which has many characteristics that makes it distinguished for the visually impaired than others in employing these senses and giving them the cognitive ability to understand the concept of form, size, space, distinguishing between them, and developing the skills of perception and imagination through the formation of holographic and flat works. Hence, the problem of the research had appeared and led to use pottery syllabus skills to develop sensory perception among the visually impaired and use it in designing utilitarian forms which contribute to their life and provide a future source of income for them.

Context of The Problem

The problem of the study is identified by the following question :
How far does using pottery syllabus skills help to develop sensory perception for special needs (the visually impaired)?

Research Objectives.

This study aims at :
Preparing a program for using pottery syllabus skills in developing sensory perception for special needs (the visually impaired).

Research Hypotheses.

This study tried to test the following hypothesis :
There is a statistically significant difference (favoring the experimental group) between the mean scores obtained by the experimental group and the control group on pottery syllabus skills with their five items.

Delimitations of the Research.

The current research is delimited to conducting an experiment on a sample of preparatory stage students who were chosen from Al-Nur school for the Blind in Minia Governorate in the academic year (2019 - 2020). The sample consisted of only ten students due to the

unavailability of a large number of students in the school for that period of time. The experiment lasted for 4 interviews with 4 hours per each.

Research Terms.

The Visually Impaired :

A person who has lost his eyesight or is severely impaired, which led to great difficulty in performing basic visual functions .

The operational definition: A person who learns pottery syllabus skills through the senses of hearing and touching, and thus he is able to design holographic pottery shapes similar to shapes in reality.

Pottery Syllabus Skills :

The operational definition :

These are methods that are taught to special needs (the visually impaired) which help them to design pottery shapes .

Sensory Perception :

It is defined operationally as a plastic process performed by the visually impaired to translate and interpret the objects received by their hearing and touching senses into a perception that exists in the environment around us.

Research Design :

This research is based on the descriptive approach in identifying the visually impaired and clarifying the importance of art and pottery for them, the features and characteristics of shapes, pottery, and clay, the method of preparing clay, and methods of manual shaping. It is also based on the experimental approach through conducting an experiment on students with special needs (the visually impaired) in the preparatory stage. It helped to develop the sensory perception of people with special needs “the visually impaired” through two frameworks (theoretical – practical).

Research Tools:

-Designing the Student Experience Program.

-Designing a card to evaluate the pottery shape of the sample before and after the application of the program, and the specialist’s viewpoints regarding its items and then formulating it in its final form.

The Theoretical Background of the Research

It dealt with the following dimensions :

- The first dimension: the definition of visual impairment, its classification, and its causes .
 - The second dimension: the characteristics of the visual impairment for the visually impaired
 - The third dimension: the importance of plastic arts for people with special needs (the visually impaired.)
 - The fourth Dimension: pottery manual syllabus skills .
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- The fifth dimension: the importance of pottery for people with special needs (the visually impaired) .
- The sixth Dimension: sensory Perception .
- The seventh dimension: the features and characteristics of designed shapes introduced to special needs people.
- The eighth dimension: the models implemented by people with special needs (the visually impaired).

The Applied Framework of the Research.

The sample of the study consists of (10) students with special needs (the visually impaired) from preparatory stage students at Al-Nur school for the Blind in Minia Governorate. The experiment lasted for 4 interviews with 4 hours per each one. This study aimed at developing sensory perception for special needs (the visually impaired) by using pottery syllabus skills. The raw materials and tools were Aswanny clay, single end tools, Wire cutting tool, Brush, Pottery rolling pin, Pottery wooden modelling tool and Wood bat. The experiment went through several stages of 4 interviews, including the introductory stage, a training session for the material and modeling skills, the display of models with training on building and distinguishing between them, and the implementation of pottery works.

Research Procedures.

The study proceeded according to the following steps :

Identifying the most important studies, research and writings that dealt with the research topic which are used in preparing research terms, formulating the hypotheses, and preparing the knowledge framework.

- Designing the initial form of evaluation card of pottery works .
- The evaluation card is judged and modified by the jury members and the final form is prepared.
- Preparing and implementing a student experiment to be used in developing the sensory perception for special needs (the visually impaired) by using pottery syllabus skills.
- Evaluating the performance of the sample after applying the experiment by the jury members using the prepared evaluation card.
- Discussing, analyzing and interpreting the results of the study.

Research Results.

The researcher had concluded the following results of the pottery artworks for the visually impaired students as follows :

- The student's mastery of designing the pottery shapes using some manual pottery syllabus skills (modelling by pressing with the thumb, pressing into the mold, modelling with ropes, modelling with slides).
 - The student's mastery of building a pottery shape that is identical to the needed model despite his visual impairment.
 - The student's acquisition of the pottery shape skills through the sensory perception of the presented model.
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- The diversity in the pottery shape through imagination and through the tactile perception of the model .
- The touched model became an expressive input for the student to his pottery works.
- The student's acquisition for the skills of good finishing in pottery works .
- The interest and willingness of the student for manual work which reflect his ability to establish small projects to contribute to his life and society, and to be a source of income for them in the future.
- The art of pottery is an art that includes all groups of people with all skills in the society and is not limited to a specific group.

Recommendations :

- Directing researchers to provide the visually impaired with the skills of repairing the various pottery surfaces .
- Increasing the interest for the artistic development programs of the visually impaired through the artistic activities .
- Conducting studies and research to make use of pottery for different age groups for people with visual impairment to develop their sensory perception skills .
- Creating an interest in holding workshops and training courses to strengthen the sensory and tactile skills of the visually impaired.

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