

The effectiveness of using the competitive learning method in improving the performance of student teachers at the College of Music Education

Dr. Nora Osama Ibrahim Al-Leithy

Assistant Professor in the Department of Music Education Sciences - College of Music Education - Helwan University.

Abstract:

Competitive learning is one of the learning methods that teachers and teachers tend to achieve the largest learning output in addition to it increasing the learner's enthusiasm. Then the researcher tried to find an appropriate strategy that serves field education in order to achieve its goals at the highest levels of the state. The competitive learning strategy is considered The researcher used the competitive learning method in the field education subject, and the results were concluded that the students improved in the field education subject through the use of competitive learning.

One of the most important recommendations of the researcher is the need to pay attention to civil education because it is the basis of the educational process in Egypt.

•Research problem: -

The researcher found, through educational supervision of the field education subject, that students in the fourth year have a lack of interest and indifference to the field education subject, and there is no innovation in the subject, especially since they exhaust a lot of ideas in the third year, and they have a fear of creating new topics for teaching. There is also a fear among students from the age group of students who are younger. About them in a few years.

•research aims: -

- Improving student teacher performance by using a competitive learning strategy in field education.
- Improving student teacher performance using self-evaluation.
- Building a proposed program based on the competitive learning strategy.
- Measuring the impact of the proposed program is based on the use of competitive learning.

•research importance: -

- The importance of the research lies in identifying one of the modern teaching strategies in field education by using self-evaluation, knowing the strengths and weaknesses in each lesson or in each lesson, and working to improve it in a training manner.
- What are the specifications of the proposed program using a competitive learning strategy?
- What is the effectiveness of implementing the proposed program using the competitive learning strategy?
- Research hypotheses: The researcher assumes that there are statistically significant differences between the grades of student teachers (the research sample) in the final practical test.

•search limits:

- Time limits for the 2018-2019 academic year
- Spatial boundaries of Port Said Private Preparatory School
- Human limits: A group of 6 student teachers (3 males, 3 female students)

•Research Methodology: -

- This research follows the experimental method.

• search tools: -

- 1- Professors' opinion poll form on lesson topics.
- 2- The proposed program prepared by the researcher.
- 3- An observation card from the student teacher and educational supervisor, which includes strengths and weaknesses in each lesson session and each student's self-evaluation.

• Search terms: -

Competitive education: It is an educational situation in which the competing individual exerts his maximum effort to outperform his colleagues and obtain a reward while the competitors hinder him. This occurs in the presence of negative relationships between the individual achieving his goal and others achieving their goals, and there is no division of work, and each student learns and acquires some skills.

Self-assessment: Student self-assessment occurs when students evaluate their performance and is used primarily to help students develop the specific educational skills they need to achieve educational proficiency. This process may help make students more aware and more responsible for their learning process.

The research is divided into two parts, first the theoretical part and includes:

A- Previous studies

- The effect of competitive learning and reinforcement on academic achievement and students' participation in the classroom ()

This study aimed to identify the impact of using the competitive learning method and identify the effect of reinforcement on achievement and classroom interaction and to compare the effect of competitive learning and reinforcement with the traditional method on achievement and classroom interaction among male and female students of the second stage / History Department. The researcher used the experimental method by choosing (15) Male and female students. The researcher concluded that competitive learning enables the student to respond quickly to confirm the spirit of competition and winning, and

that classroom interaction between the students themselves and between them and the teaching is more effective.

The effect of using the competitive method on learning some basic skills in handball ()

This study aimed to identify the effect of using the competitive method on learning some basic skills in handball for second-year students at the Faculty of Physical Education - Benha University. The researcher used the experimental method by selecting (20) students, and the researcher achieved the use of the competitive method in teaching handball because of its effectiveness. Positive on the level of performance in basic skills and improving the teaching and learning processes.

The effectiveness of using the effect of competitive learning in teaching home economics to develop technological creativity and proactive behavior among female secondary school students ()

This study aimed to develop technological creativity and altruistic behavior among female first-year secondary school students, and it used the descriptive, analytical, and quasi-experimental approach.

The researchers selected (64) female students to take the pre-posttest, and the researchers concluded that the results showed that there is a positive correlation between the growth of both technological creativity and altruistic behavior after teaching the unit (Keys to Your Personality) according to integrated competitive learning among female students in the first year of secondary school (research sample). The research recommended the need to pay attention to providing educational content in the form of tasks and activities that excite learners towards technological creativity skills, contribute to their practice of altruistic behavior, work on using integrated competitive learning in teaching home economics at various academic levels, and hold training courses for teachers with the aim of training on the mechanism of work according to competitive learning. Built-in.

A- Theoretical concepts of the research:

Adversarial learning is a type of unsupervised learning model used in machine learning and artificial intelligence systems. Some interesting new forms of machine learning projects are based in part on adversarial learning, and include self-organizing component neural networks.

Types of competitive learning: -

1- Self-competition method: Competition according to this method is considered an individual education, as the individual compares his production today with his production yesterday, and then he can evaluate his work and reveal the defects and mistakes in it, so he works to avoid them and improve himself so that he becomes in some way better than he is today. And learning according to this method. He finds in the learner the spirit of principle, responsibility, and self-reliance, and thus the moral qualities required in competition and outside it are cultivated. It is one of the methods of competition that excites the individual and pushes him towards the learner by comparing his repeated performance to diagnose the strengths and weaknesses in the level of one's skill performance.

2- Group competition method: It is a method of competition that enables the individual to evaluate the performance of the group to which he belongs to the performance of other groups that share the same work. This method is also known as "a method of teaching that puts students in a real playing situation in addition to contributing a large share of influence on the development and development of the individual's abilities away from boredom. It is a contest that takes place according to certain rules, and its outcome is not known in advance and depends on The actions of its participants. "The benefits of competition in teaching and developing basic skills: - The most important foundation in learners' preparation is their knowledge of the importance of competition in developing the level of skill performance.

Developing it and convincing them that participation in competitions is not limited to individual aspects, but must be linked to social aspects. The learner's participation in competition is mainly determined by personal motivations and inclinations that directly affect the individual. Competition can be used to achieve skill goals when it requires the use of motor skills. Competitions contribute a large share in developing an individual's abilities and developing his skills. One of the conditions for the success of teaching the basic principles is that training in them be in the form of a competition as much as possible.

1-Benefits of competitive learning: -

a- Incorporating the element of competition into the lesson increases learners' motivation.

b- It helps teachers and educators judge the extent to which learners are able to apply the facts and principles they have learned in various practical situations.

c- Providing the teacher with experiences that are closer to practical motivation than any other educational method.

Competing educational objectives: -

When it is necessary to use competition in education, the teacher must choose or create activities that include emotional, skillful, and cognitive goals, and use each activity in its appropriate location and timing in the subject matter so that it has its value. Emotional goals come at the forefront of the goals of using competition in that they increase the student's motivation to learn. The activity or performance is achieved through a set of motivations.

On this basis, activity and motivation have a functional relationship, and this leads to an important result for guiding education and pedagogical direction of motor learning processes. During the stages of education, the learner's motivations develop through victories, failure, or progress in education, as well as through a clear understanding of the near and distant goals of education, especially the use of what he has learned. In competitions, the student receives experiences and performance that have an impact on developing learning motivation. In general, competitions are specific for teaching principles and skills through many diverse cognitive objectives, including remembering, understanding, applying, analyzing, synthesizing, and evaluating the strategies and rules they contain for winning over others.

2- The student teacher: -**3- Civic Education: -**

Before discussing the objectives of field education in light of the educational objectives in general and then the objectives of the field, as previously mentioned, the concept of field education must be defined. There have been many names around the concept of field education. Some referred to it as practical training, practical education, training in teaching, practical field education, or field education. Only, despite the many names such as this, the goal behind these terms is the same, and we have found that adherence to the concept of field education is the best as it is the most general and comprehensive in light of what was previously discussed in terms of defining the concepts of education and its field and its inclusion of the tasks of the student teacher in the educational field of performance, skills, and planning. Lessons, their implementation and diversity, social relationships and classroom interactions, criticism and evaluation, educational leadership, confronting problems, adherence to administrative and moral rules, and trends and values related to the teaching profession. More than the teaching process itself. As for the issue of exercise, training, or practical application, this takes place in field education laboratories, which are classrooms, and this is part of comprehensive practical education. Until the definition of field education is complete, the process of supervision and guidance by a specialized professor in the college, the cooperating teacher, and the school principal is added to the previous tasks. Therefore, limiting the definition of field education to that program for a specific course with the aim of training in the teaching process is a minor definition, and the concept of field education can be defined in two general and specific senses.

The general meaning of field education:

It is everything that affects the formation of the student teacher's educational personality and gives him professional ethics from the beginning of the program until its end. It includes all the elements that affect his personality, whether intended by the educational supervisor, the field education department, the school principal, or the cooperating

teacher, or unintended, such as the education that the student teacher receives incidentally. And the influence of the natural and social field and other elements related to the field.

The special meaning of field education:

It is all the means, methods, activities and strategies taken by the supervisor and the cooperating teacher with the aim of providing the student teacher with the cognitive, skill and emotional aspects of the teaching process.

Objectives of field education:

In light of the definition of field education, the definition of the field of education, and the writings that dealt with field education programs, the goals of field education can be classified into three basic aspects: cognitive, skill, and emotional goals. Each aspect will be addressed separately as follows:

First: Cognitive objectives: These include the following objectives:

- 1- Student teachers acquire the cognitive aspects of the dimensions of the teaching process and aspects of curricular and extracurricular activities that they can practice practically with their students later.
- 2- Identifying the characteristics, inclinations and trends of students in the educational stage in which he will work in light of the theoretical studies he completed in college.
- 3- Acquiring information about the nature of the school environment, its operating rules, the problems expected to occur, and how to deal with them.
- 4- Student teachers acquire information about successful classroom management and school administration from the field.
- 5- Identifying the roles of the teacher, school principal, technicians and workers and the responsibilities of each of them in the implementation schools.
- 6- Getting to know the content of the learning assigned to the students of the stage in which he will work later, in order to become familiar with the prescribed topics and master them through reading, research and exploration.

7- Identifying the educational means, tools, devices, etc., available in schools, and the extent of the possibility of producing the means in the school workshop.

8- Acquiring information about registering students on special lists, taking absences, dealing with school records, and writing the academic certificate.

9- Gaining information about the school schedule, the distribution of classes, and the distribution of course topics throughout the semester.

10- Knowing the teacher's rights and duties, and the limits of the relationship between the teacher and his students, the teacher, the school principal, his colleagues, and the school staff.

11- Identifying the prevailing teaching methods and methods in schools and working to renew and develop them, and their suitability to his abilities and willingness to implement them.

Second: Skill objectives:

It includes the following skills: A- Mental skills such as:

- Developing the skill of careful observation among student teachers of what is observed.

- Developing the skill of distinguishing between classroom situations and interactions.

- Developing teaching skills among student teachers, such as:

1- The skill of mental preparation for daily lessons.

2- The skill of analyzing the learned content.

3- The skill of formulating behavioral goals.

4- The skill of planning and evaluating lessons.

5- The skill of identifying methods, means, and activities appropriate to the student's subject.

6- Skills to identify appropriate evaluation methods and methods and implement them.

7- Question-asking skills.

8- Reinforcement skill.

9- Classroom management skills.

10- Organization, control and prediction skills within the classroom environment.

11- The skill of attention and vigilance while implementing teaching.

Motor skills such as:

- 1- Skills in using the chalk board (writing clearly and in straight lines, using the colors and tools of the blackboard, and correct use of space).
- 2- Skills in using the educational means available at school, whether they are different educational tools or devices.
- 3- Skills of handling objects and tools in the correct ways so that the student can acquire these skills.
- 4- Skills of moderating movement and sound and their diversity within the classroom environment and depending on the nature of the lesson and the activities included in it.
- 5- Good speaking and listening skills in the classroom.
- 6- Skills in dealing with school records, student transcripts, files, and certificates, and keeping them in special records.

C - Social skills: These include the skills of cooperation, social participation, commitment, respect for the system, helping others, and dealing with others.

Third: Emotional goals: These include:

- 1- Developing positive attitudes towards the teaching profession.
- 2- Strengthening the feeling of belonging towards the teaching profession.
- 3- Developing the ethics of the teaching profession as mentioned in the first chapter.
- 4- Paying attention to the general behavior and external appearance of student teachers.
- 5- Accept criticism and recommendations from others with experience, such as the supervisor and school principal.
- 6- Enthusiasm and activity within the school environment.
- 7- Cooperation with others.
- 8- Mutual respect in social relations within the school.
- 9- Respect the functional and administrative hierarchy and the rules of the profession.
- 10- Forming practical attitudes among student teachers, such as:
A- Accuracy: in everything the student teacher says and does, such as preparation or maintaining school hours, etc.

B- Curiosity: To generate his desire for more knowledge so that he becomes passionate about research, investigation, and knowledge in various fields.

C- Objectivity: Through his distance from subjectivity in his performance, thinking, and personal desires, and in dealing with the educational impact he experiences.

D- Be careful when making a judgment or expressing an opinion about a topic unless you have carefully studied this topic.

E- Flexibility, such as not adhering to a specific opinion that opposes other opinions or the directives of the supervisor or school principal.

F- Humility and not arrogant towards students or school staff.

11- Forming religious attitudes among student teachers through:

A) We train student teachers to listen, obey, and comply with the directives and instructions given to them by the technical supervisor or the school principal, unless that is a violation of the law of God. If that is a violation of the law of God, then there is no hearing or obedience ((There is no obedience to a created being in disobedience to the Creator)) As the Messenger, may God bless him and grant him peace, said: "Hearing and obedience to a Muslim in what he likes and dislikes, unless he is commanded to disobey, then there is neither hearing nor obedience."

B) Commitment to the ethics of the teaching profession as stated in the first chapter of this book.

T) Commitment to the characteristics of a successful teacher in light of Islamic ethics, as stated in the first chapter of this book.

d) Urging the student teachers to establish the truth among the students, while applying God's rulings to all students and not favoring anyone, following the example of the Messenger of God, may God's prayers and peace be upon him, when he said ((If Fatima, daughter of Muhammad, had stolen, I would have cut off her hand)).

C) Urging student teachers to always have sincere intentions in words and deeds, such as:

1- The Islamic character of the student teacher, i.e. his appearance is Islamic and his words and behaviors are consistent with the spirit and principles of Islam, such as cutting nails, clean clothing, wearing

perfume, not unveiling and displaying finery for the student teacher, a straight face when facing students, giving the Islamic greeting, and shaking hands with those he meets outside the classroom ((There are no Muslims) They meet and shake hands, unless they are forgiven before they part.) He always begins his hadith with the basmalah, praise be to God, blessings upon the Messenger of God (peace and blessings be upon him), and maintaining the assignments and performing them with the students in the college mosque.

2- Linking the curriculum to the Islamic curriculum by using topics to establish the belief, so that the spirit of faith prevails in the subject of his specialization, and linking the content of the prescribed topics to the life of a Muslim in the reality surrounding the students. This may require the student teacher to become familiar with religious matters, and to discuss the topics of the course with his fellow teachers. Religious subjects and its professors in its entirety.

3- Helping student teachers to choose the points of discussion with students based on the foundations of the correct faith, the meaning of Islam, and how it is a complete approach to life and absolute submission to the commands of God, worship, treatment, society, culture, economics, and sciences.

4- Student teachers discuss the social ills spread in the school environment and society, criticize them, and form positive attitudes toward combating them, such as immorality, hypocrisy, envy, etc.

5- Informing student teachers of the necessity of linking Islamic ethics to the topics of the course, because when it is done by non-teachers of Islamic education, it may have a degree of convincing students, given that Islam, working on it, and calling for it are not specific to a specific sect, and it is also possible that the religion teacher carries out this call in the performance of his job? And his specialization only. However, if the teacher of science, language, or physical education, for example, talks about the ethics of Islam and links it to the content of the course, the student will be convinced that this matter is important as long as the teacher talks about it, and he is not obligated to do so, so the student begins to pay attention or listen to it, on the one hand, and on the other hand, he must Every teacher must realize that this is an obligation from

God - Glory be to Him - to adhere to the ethics of Islam and call for it in every word and deed and in all disciplines.

6- Aspects of appreciation, by spreading the spirit of appreciation for the ethics of the profession, appreciating its employees, and clarifying their role so that the student teacher feels the extent of responsibility and the integrity of the mission to which he has been assigned, appreciating the efforts of those who came before him.

Second: The applied framework: -

The research procedures were carried out according to the following steps:

- 1- Choosing the research sample: It consists of six classes, and it was taken into account when choosing them that they should be simple, easy, and popular with the students.
- 2- Identifying the axes on which the ideas and guiding models will be based: I relied on three basic axes: the innovative morning anthem, the innovative activation, and the innovative anthem.
- 3- Develop guiding ideas and models for each student.
- 4- Conduct a reconnaissance experiment on a group of 6 students.
- 5- The opinion of faculty members was surveyed regarding the suitability of the ideas and guiding models and achieving the research objectives.

نشيد
الات الباند

١ يا كرمس موميل حسن كل ما رفد اج . يا عن ما اي لوت ١ = بيان قى لوت ١

٢ مارك لة شيبو عيت ان كمن كلن را م . ما طر لث قى عام طر . حل ٧ ج ها قن و رق هلا قى

٣ مارك قى لوت ١ هلا يا عن مارك نو عن بار ها نوم نو ١ مارك نو عن بار ها نوم نو ١

الات الباند .. الات ايقاعية
عنه زافها .. قى القصة الموسيقية
فيها الرق .. وفيها جلالحل
فيها مثلث فيها مراكش
كاستنيت وطولة كمان
قولا و معايا وقدوا كمان
هي دى الات الباند

Good mor ning Good mor ning Good mor ning hap py day Good mor ning

6 Good mor ning Good mor ning sun to day Good mor ning Good mor ning

11 Good mor ning hap py day Good mor ning Good morning Good mor ning sun to day

- 2- Preparing for the lesson by reviewing the rhythms that were previously taught in previous lessons.
- 3- Showing pictures of each band instrument separately, listening to a clip of each instrument and explaining the name, importance and use of each instrument.

4- Explaining how to play each instrument, and the teacher performs with the students the different rhythms that were previously taught.

5- Distributing pictures of instruments to the students, and the teacher asks them to raise a picture of the instrument when listening to its sound.

6- The teacher asks each student to choose a card from the box, read the question, and answer it.

7- To apply to the lesson, the students are divided into two groups, each group consisting of five individuals, and the two groups compete to form the shapes of the rhythmic instruments.

8- Read the words of the anthem with the teacher in prosodic segmentation and listen to the melody of each segment so that the students can sing the entire anthem.

9- At the end of the class, the teacher thanks the students for listening to the explanation of the lesson and participating in the class.

- The student must respect his colleague's role in answering questions
- For students to participate in the game and answer the teacher's questions after explaining the lesson

Methods used:

- 1- The keyboard
- 2- Headphones
- 3- Pile painting
- 4- Badal cards for band machines

5- A cardboard box and cards with different questions written on them about the lesson

- 6- Pictures of band machines

Lesson steps:

- 1- Login to the Ali March musical system
- 2- Saying the morning greeting
- 3- Activation through lyrical solfege and the use of continuous bass.

General goal: musical appreciation

Special goal: teaching rhythmic band instruments

Educational objectives:

1- Cognitive field:

- The student gets to know the shapes of rhythmic instruments.
- For the student to deduce the names of some percussive instruments through the pictures.
- The student should distinguish between rhythmic instruments in terms of sound.
- For the student to recognize the importance of each band machine and its use in distribution.

2- The psychomotor field:

- The student should listen to the sound of each instrument separately.
- The student performs some previously studied rhythms on the instruments.
- For the students to read the lyrics of the song with the teacher.
- The students should sing the song with the teacher once and alone one or more times.

3- The emotional field:

- The student cooperates with his classmates in the game during the lesson application.

Preparing a music education lesson

Educational musical goals

Cognitive objectives:

1. For students to remember what they studied in previous lessons
2. For students to discover the artistic personality (Shadia)
3. For students to get to know the artistic personality (Shadia)
4. For students to become familiar with the doctrine of the Song of Solvania

Psychomotor goals

- 1 The students try to remember the previous lessons through questions and the application
- 2 For the students to perform the waltz while singing
- 3 For the students to perform a movement formation while singing

Emotional goals

1. Students pay attention to reviewing previous music lessons

- 2 That students receive information and questions with alertness
- 3 For the students to participate in singing the doctrine of the song Solvania and singing the song together
- 4 For the students to cooperate with each other in performing the waltz along with the song

Lesson steps

1. Login to the Music March
2. Sing the morning song with activation
3. Singing a two-voice Solvani exercise (activation)
4. Review what you have previously studied
5. The first variation on the lesson
6. Explaining the lesson through a game
7. Singing the doctrine of the song Solvania
8. Show and read the song's lyrics to the students
9. Sing the song
10. Make a variation on the song
11. The second variation on the lesson
12. He thanked the students for their good cooperation
13. Going Out on a March Musical

First coronation:

1. Display the board of the Fazura words and read it to the students
2. Posting a picture of Shadia absent in nine stories (it must be solved for the clarity of the picture)
3. Identifying the shape of the artistic personality (Shadia)

Second coronation:

1. The student draws one card from the question cards and then places it on the flipchart
2. The student tests three answers and then places his answer next to the question on the flipchart

The game explains 4 lessons:

Tools used for it:

1. Cards containing information about the artistic personality (Shadia), 3 cones

Game method:

1. Choose a student to choose from three cones
2. Place a card under one of the three cones
3. The cones are mixed without the student seeing them and then he begins to choose

(If his choice is correct, the students will read the information)

Promotion on 4 technical:

1. The teacher sings the notes, and a teacher participates in playing the violin
2. With a group of students for singing and another group for movement formation of the son



ماما يا حلوة

VOICE. *يا حلوة حلو وبي فكر في منة حبيبة من حل ساعدي وتوكل به صا صا*

V.Li.

PIANO

صا صا صا صا من مدد حاطق ز حة كل - وداو يا حة من ويا حة ويا حة ويا حة

من حة ويا حة ويا حة ويا حة ويا حة ويا حة ويا حة ويا حة

من حة ويا حة ويا حة ويا حة ويا حة ويا حة ويا حة ويا حة

Morning song

In the morning at the school

ياحي بدري على طول

sol sol fa fa mi mi re

صوول صوول فا فا مي مي ري

صباح الخير صباح النور

good mornind to me and you

Morning song

The musical score is presented in five systems, each with a treble and bass clef staff. The lyrics are written below the notes. The first system contains the English lyrics 'In the morning at the school'. The second system contains the Arabic lyrics 'ياحي بدري على طول'. The third system contains the solfège syllables 'sol sol fa fa mi mi re'. The fourth system contains the Arabic lyrics 'صوول صوول فا فا مي مي ري'. The fifth system contains the English lyrics 'Good morn - ing to me and you'.

مارش (دی آیس)

The image shows four systems of piano accompaniment for a march. Each system consists of a treble clef staff and a bass clef staff. The music is written in a 2/4 time signature and a key signature of one flat (B-flat). The melody in the treble clef is simple and rhythmic, while the bass clef provides a steady accompaniment with chords and single notes.

Good morning

Good mor-nig Good mor-nig the sun is up! let's have some fun!

المارش

The image shows two systems of piano accompaniment for a march. Each system consists of a treble clef staff and a bass clef staff. The music is written in a 2/4 time signature and a key signature of one flat (B-flat). The melody in the treble clef is simple and rhythmic, while the bass clef provides a steady accompaniment with chords and single notes.

نشيد الاصوات البشرية

موسيقى وكلمات / شروق احمد

ول-نور-تي و طول-ال-نو-راسوب أة-ري-شرب-تل-وا-اص-تل-اح
 ول-نور-تي و طول-ال-نو-راسوب أة-ري-شرب-تل-وا-اص-تل-اح

5
 رال-كو-ما-سم-نت-ضب-ع مع نه-لي-ت-مع نا-وات-اص-اص
 رال-كو-ما-سم-نت-ضب-ع مع نه-لي-ت-مع نا-وات-اص-اص

8
 صوت لظ-اغ ته-يق-طس-يس بنت صوت ده-ير طول-ال-ول وات-اص-دل-حد-ا ته-يق-ط و بنت-تل-صو-نو-راسوب-ال
 صوت لظ-اغ ته-يق-طس-يس بنت صوت ده-ير طول-ال-ول وات-اص-دل-حد-ا ته-يق-ط و بنت-تل-صو-نو-راسوب-ال

12
 جال-ر-ر - وا-اص-لظ-اغ باس صوت تي-صو في ب نا-و جال-ر-ر - وا-اص-د-حد-ا نور-تي-ميت-اس-لاب انا و
 جال-ر-ر - وا-اص-لظ-اغ باس صوت تي-صو في ب نا-و جال-ر-ر - وا-اص-د-حد-ا نور-تي-ميت-اس-لاب انا و

16
 رال-كو-ما-سم-نت-ضب-ع مع
 رال-كو-ما-سم-نت-ضب-ع مع

احنا الاصوات البشرية

سوبرانو الطو و تينور و الباص



اصواتنا مختلفه

مع بعض بنتسمى كورال

السوبرانو صوت البنت و طبقتة احد الأصوات
و الالطو و برده صوت بنت بس طبقتة اغلظ صوت
و انا بقا اسمي التينور احد اصوات الرجال
و انا بقى صوتي صوت باص اغلظ اصوات الرجال

مع بعض بنتسمى كورال

- If the student is able to answer, he continues to advance and play according to the order of his turn, and if he is unable, he stops playing the next time, and the rest of the game events proceed as we know them from the rules of snakes and ladders.
- (Sun-Moon-Stars-Crescent) game:
- The teacher divides the class into 3 teams.
- The teacher distributes three-dimensional models of the sun, moon, stars, and crescent, and each shape represents a human voice. The following table explains each shape and the sound it represents.

sun	Soprano
The moon	of the tow
stars	Tenor
Helal	bus

- A bell is placed on the table.
- Each team chooses a representative to ring the bell.
- The teacher plays some audio models of human voices, and each delegate must rush to ring the bell first so that his team can answer by raising the body that expresses the sound heard.
- In case of a correct answer, the team earns a point.
- In the event of a wrong answer, the acceleration will be restarted when the bell rings from the delegates, except for the one whose team gave the wrong answer.
- Read the words of the anthem with prosody and clarify their meanings.
- The teacher plays and sings the anthem so that the students get to know the melody.
- The teacher divides the anthem into sections that he sings and then the students repeat them until memorization is complete

رأى كوكبا سمى بنت خبـيع مع فه لبتـ مع نارات اصـ باصـ ولـ نورتي و طولـالـ نورـا سوب ية ريـ شـ بـ تلـ وا اصـ تلـ اح
 بنت صوت ده بر طولـالـ ولـ وات اصـ دلـ حدـا ته يـق ط و بنت تلـ صو نوـ را سوبـ ال
 لآزمة موسيقية
 جالـ رـ تر - وا اصـ د - حدـا نورتي - ميت اس قاب انا و صوت لظـ اغ ته يـق طـ سـ هـس
 آه رالـ كوكبا سمى بنت خبـيع مع جالـ رـ تر - وا اص لظـ اغ باص صوت تيـ صو في ب نا و

- Students sing the entire anthem without the teacher.
- Application to the lesson through the game (Snake and Ladder) and the game (Sun-Moon-Stars-Crescent), which will be explained after the steps of the lesson.
- The teacher thanks the students for their good response.

Game explanation:

1- Snakes and Ladders Game:

- The teacher chooses some students to participate in the game.
- The student rolls the dice.
- The student advances in the slots according to the number of the dice.
- The teacher plays the clip with the same cell number from the laptop.
- The student listens to the clip that contains one type of sound that was explained.

Lesson steps

- Students enter the Ali Marsh system.

The image shows two systems of piano accompaniment in 2/4 time. The first system consists of two measures with a first ending bracketed above and a second ending bracketed above. The second system starts at measure 9 and also features first and second endings. The bass line consists of chords, while the treble line has a melodic line.

● غناء نشيد الصباح (good morning)

The image shows the musical notation for the song 'Good morning' in 3/4 time. It features a single melodic line with lyrics: "Good mor-ning Good mor-ning the sun is up! let's have some fun!". The notation includes first and second endings.

- Singing the morning anthem (good morning)

This is a duplicate of the musical notation for the song 'Good morning' in 3/4 time, showing the melody and lyrics: "Good mor-ning Good mor-ning the sun is up! let's have some fun!".

- Activation by dividing the class into two groups, the first performing the Do major scale ascending, and the second performing the Do major descending scale at the same



time while clapping a rhythmic phrase that contains the karoush and the nawar.

- Preparing for the lesson by listening to some examples and asking students about their conclusions and the differences between the sounds.
- Explaining the lesson and the meaning of each concept separately.

- Explaining the method of sound production and its formation on the anatomical plate of the larynx and the vocal cords - the vocal cords
- **Human voices**
- **General goal: musical appreciation**
- Specific goal: teaching human voices and the difference between them.
- (Bass - Tenor - Soprano)
- Cognitive objectives:
- For the student to recognize the types of human voices.
- For the student to distinguish between different human voices.
- That the student understands the difference between different sound spaces.
- Psychomotor goals:
- For the student to sing the Do scale in the activation.
- The student should clap the rhythms of nawar and krush during the activation.
- The student should sing the song of human voices.
- For the student to listen to the different layers of sounds.
- **Emotional goals:**
- The student should pay attention to the explanation of the lesson.
- Students cooperate with each other while singing the anthem.
- Students should respect each other during the game.
- Students must compete in a sporting spirit.

Methods used:

- org. - Morning song painting, laptop - headphones
- Vote division chart. -Anatomical plate of the larynx. – Painting of the Ode to Human Voices
- Snakes, Ladders and Dice game. - Sculptures of the shapes of the sun, moon, stars and crescent.
- bell

research results: -

	Setting the ,goal		Difference in ,approach		self- ,evaluation		strength, weakness	weakness
the students	1	2	3	4	5	6		
Choose an anthem	7	6	10	6	10	5		
Choosing to play	7	8	10	7	9	6		
Speaking test	10	9	8	9	8	7		
Innovation news	7	8	10	7	10	8		
The final grade	10	10	10	10	10	10		

Research hypotheses

The first hypothesis: There are statistically significant differences between the average scores of Group (A) and Group (B) in the anthem test.

Table (1)

The significance of the differences between group (A) and group (B) in the anthem test

Using Mann-Whitney test for two independent samples

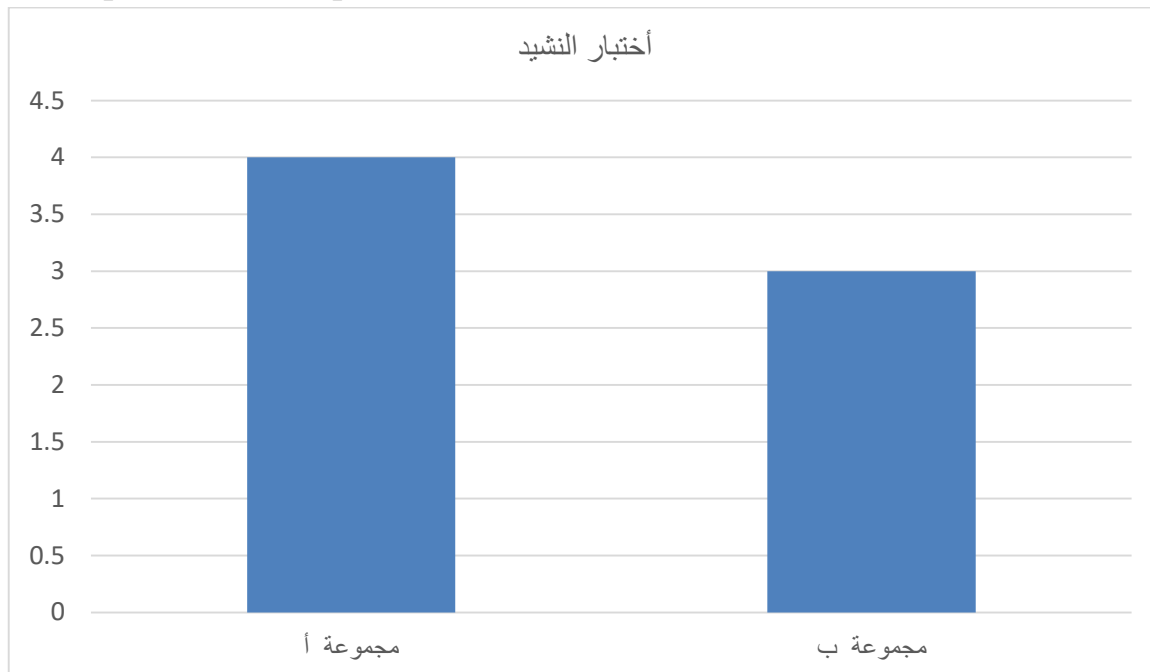
The test	group (A)	group (B)	value z	Significance level	the decision
	The median	The median			
Anthem test	4.0	3.0	0.674	0.5	Non-functional

It is clear from the previous table:

There are no statistically significant differences between the average scores of Group A and Group B in the Anthem test, as the significance level is greater than 0.05.

- The result:

The null statistical hypothesis was accepted, which states that there are no statistically significant differences between the average scores of Group (A) and Group (B) in the anthem test.



The second hypothesis: There are statistically significant differences between the average scores of Group (A) and Group (B) in the playing test.

Table (2)

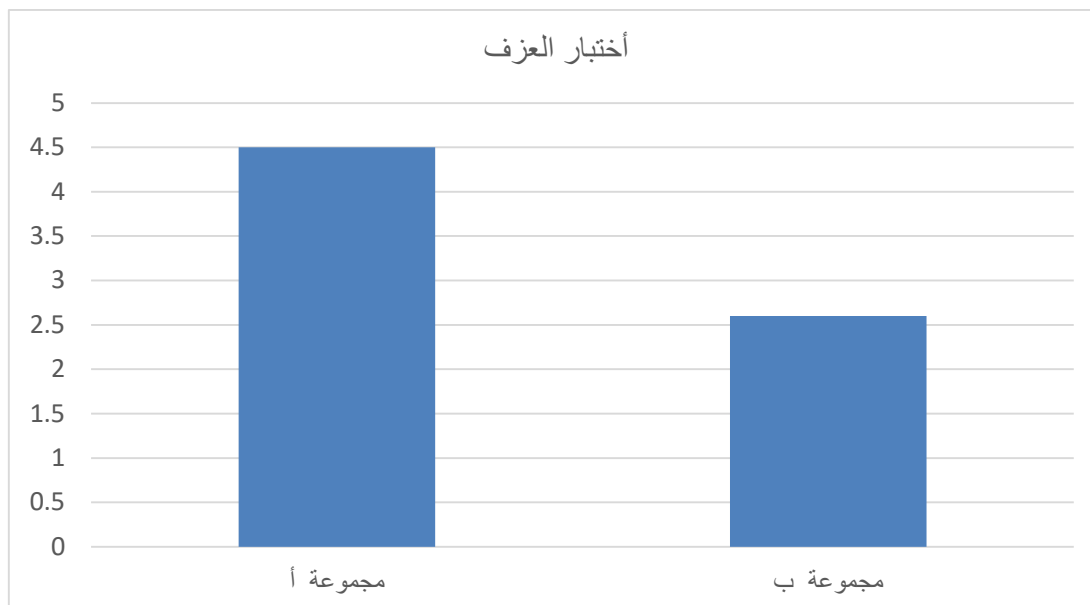
The significance of the differences between Group A and Group B in the playing test

Using Mann-Whitney test for two independent samples

The test	group (A)	group (B)	value z	Significance level	the decision
	The median	The median			
Anthem test	4.33	2.67	1.107	0.268	Non-functional

It is clear from the previous table:

There are no statistically significant differences between the average scores of Group A and Group B in the playing test, as the significance level is greater than 0.05.



The result:

The null statistical hypothesis was accepted, which states that there are no statistically significant differences between the average scores of Group A and Group B in the playing test.

The third hypothesis: There are statistically significant differences between the average ranks of the scores of Group (A) and Group (B) in the speaking test.

The Mann-Whitney test was used for two independent samples to measure the differences between the average scores of Group A and Group B in the speaking test.

Table (3)

The significance of the differences between group (A) and group (B) in the speaking test

Using Mann-Whitney test for two independent samples

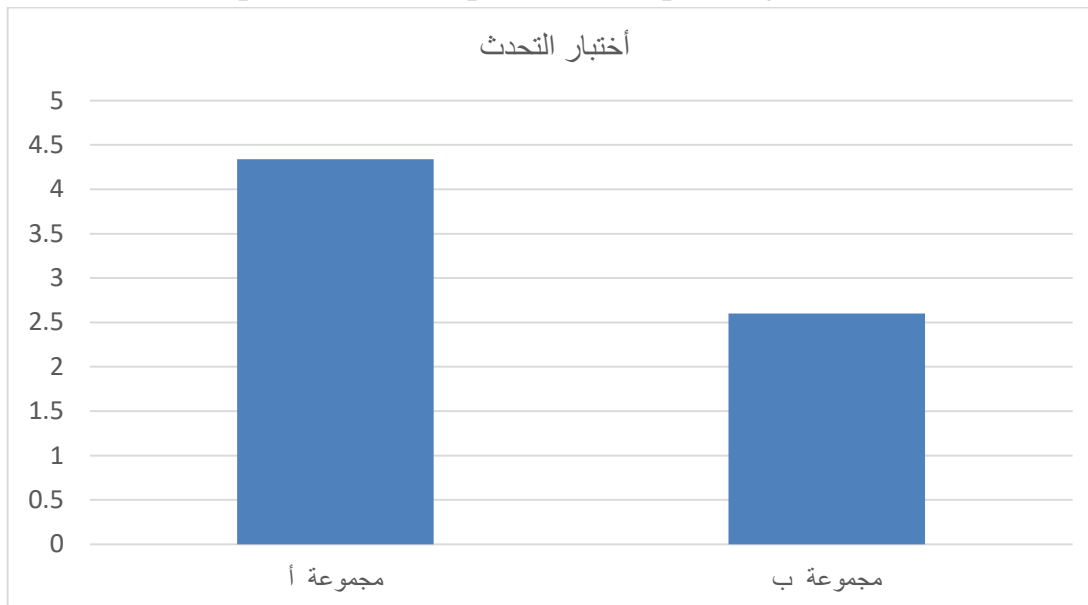
The test	group (A)	group (B)	value z	Significance level	the decision
	The median	The median			
Anthem test	4.43	2.66	1.124	0.261	Non-functional

It is clear from the previous table:

There are no statistically significant differences between the average scores of Group A and Group B in the playing test, as the significance level is greater than 0.05.

The result:

The null statistical hypothesis was accepted, which states that there are no statistically significant differences between the average ranks of the scores of Group (A) and Group (B) in the speaking test.



Fourth hypothesis: There are statistically significant differences between the average scores of Group (A) and Group (B) in the innovation test.

Table (4)

The significance of the differences between group (A) and group (B) in the innovation test

Using Mann-Whitney test for two independent samples

The test	group (A)	group (B)	value z	Significance level	the decision
	The median	The median			
Anthem test	3.5	3.5	0.00	1.00	Non-functional

It is clear from the previous table:

- There are no statistically significant differences between the average scores of Group (A) and Group (B) in the innovation test, as the significance level is greater than 0.05.

The result:

- The null statistical hypothesis was accepted, which states that there are no statistically significant differences between the average scores of Group (A) and Group (B) in the innovation test.

Research recommendations: -

- 1- The necessity of paying attention to civil education because it is the basis of the educational process in Egypt.
- 2- The need to pay attention to using the competitive learning strategy in other subjects at the College of Music Education.
- 3- The need to pay attention to the innovative and creative aspects of the student and take into account individual differences among students.

References

First: Arabic references

- 1) A.M.D. Hasiba Salman Muhammad, Al-Maamoun University College, The impact of competitive learning and enhancement on academic achievement and students' classroom participation.
- 2) **Ahmed** Muhammad Ali Shehata, Faculty of Physical Education, Benha University, the effect of using the competitive method on learning some basic skills in handball.
- 3) **The** effectiveness of using competitive blended learning in teaching home economics to develop technological creativity and altruistic behavior among female secondary school students.
- 4) Madiha Hamdi Al-Sayyed Mahmoud, Maha Fathallah Badir Noir, Reham Muhammad Al-Hadi Ibrahim Khalil, Faculty of Home Economics, Helwan University, Arab research in the fields of specific education.
- 5) Nahida Abdel Zaid Al-Dulaimi, Professor of Subject, (Stage), Team Games Unit (Department), College of Physical Education (College)
- 6) Dr. Abdul Latif bin Hamad Al-Halibi, Dr. Mahdi Mahmoud Salem, Category: Education, Section: Educational Administration, added by: M. Dania Al Makari

Secondly, foreign references:

- 1- Route Educational & Social Science Journal Volume 5(11)
September 2018
- 2- Route Educational Social Science Journal 374 Volume 5(11)
September 2018
- 3- Article History Received /Gelis Accepted / Kabul Available
Online / analemma 13.6.2018 17.7.2018 1.9.2018