

# The Effect of an Educational Program Based on Reception Theory on the Development of Critical Thinking

**M. Ali Jabbar Mohammed**

*Ministry of Education, First Rusafa, aligabbar385@ gmail.com*

**Dr. Fatima Mohammed Abdullah**

*Al- Mustansiriya University Education, College of Basic Education*

## Abstract

The aim of the current research is to identify the impact of the educational program based on the theory of reception in the development of critical thinking among students of the Institute of Fine Arts. The experimental design was used with two equal experimental and control groups, and the total sample of the research was (40) students, (20) students like the experimental group. (20) students like the control group. The researcher prepared the research tool represented by the critical thinking test, consisting of (25) items distributed over (5) fields, and it was characterized by honesty and stability, and the experiment lasted (8) weeks, after applying the tool and using statistical methods in data processing. The results showed that there are statistically significant differences at the level of significance (0.05) between the average scores of the students of the experimental group who studied according to the (educational program) and the average ranks of the students of the control group who studied according to the (usual method) about their answers to the thinking test. The critic of technical analysis and criticism subjectively in favor of the experimental group.

**Keywords:** *educational program, reception theory, critical thinking.*

## INTRODUCTION

The important responsibility that rests with the teacher is to choose the educational programs that he intends to reach the goal to be achieved. Care has increased in Establishing educational programs in recent times, which showed the state of society and the extent of scientific progress in all stages of education. Specialists in educational affairs unanimously agreed The need for educational programs to meet the progress made in information technology, and from here it was necessary for educational institutions to start developing their curricula, and move from the process of transferring knowledge to the process of creating knowledge, as the choice of the teacher for effective educational programs that

include strategies, methods and modern methods of teaching depend On the extent to which they suit the learners' characteristics and needs, the nature of the educational content, the educational objectives, the educational activities, and the available material and human capabilities. (Zayer, and Al-Bayati, 2020, p. 45(

In this context, we see that educational programs, in order to achieve their objectives of developing students' knowledge, meeting their needs, and providing learning opportunities to the fullest extent possible by their capabilities and what the available capabilities allow, must invoke a theoretical basis or a specific theory (the theory of receiving) that it takes as a basis for it and

proceeds from it. towards its desired plans to achieve its desired goals.

From the foregoing, the problem of the current research was determined by the following question: (What is the effect of using the educational program based on the theory of reception in developing critical thinking among students of the Institute of Fine Arts?)

research importance:-

1. This research may contribute, by addressing the topic of reception theory, to the development of critical thinking, analysis and criticism of fine art work among students of the Institute of Fine Arts.

2. An educational program based on reception theory may contribute to developing the abilities of students of the Fine Arts Department in artistic criticism, in order to raise their level of reading, analyzing and interpreting works of art.

Research objective: The current research aims to:

To know the impact of the educational program based on the theory of reception in the development of critical thinking among students of the Institute of Fine Arts.

research assumes:-

1- There are no statistically significant differences at the significance level (0.05) between the mean scores of the students of the experimental group who studied according to the (educational program) and the mean scores of the students of the control group who studied according to the (usual method) about their answers to a test. Critical thinking in the subject of post-art analysis and criticism.

2- There are no statistically significant differences at the level of significance (0.05) between the mean scores of the students of the experimental and control groups in the size of the effect of the educational program based on the theory of reception in the test of critical thinking in the subject of technical analysis and criticism dimensionally.

Research limits: The current research is determined by the following:

1- Spatial Boundaries: The Institute of Fine Arts of the Baghdad Directorate of Education - Rusafa 1

2- Time limits: the academic year 2021-2022

3- Objective boundaries: educational program, reception theory, critical thinking, subject analysis and art criticism

4- Human limits: fifth grade students - Department of Fine Arts.

Define terms:

First: the effect:

(Saliba 1982) defines the effect as “a thing that is actually achieved, after it is an accident from something else, and it is in some sense synonymous with the effect or the cause.” (Saliba, 1982, p. 37)

And (Al-Saadoun, 2012) defined it as “the amount of change intended to be made in the dependent variable by the action of what the independent variable causes on it.” (Al-Saadoun, 2012, p. 22)

Accordingly, the researcher defines the effect as a procedural definition, as (the change that occurs in the areas of critical thinking among the students of the Institute of Fine Arts (the research sample) after teaching them the subject of artistic analysis and criticism prescribed for them using the

educational program based on the theory of reception).

#### Second: the educational program

(Samara and Abd al-Salam, 2008) defined it as “an organized procedure in the educational content that includes a set of educational experiences that are presented to a specific group of learners to achieve specific educational goals in a specific period of time.” (Samara and Abd al-Salam, 2008, p. 48)

Whereas (Ali, 2011) stated that it is “a set of educational subjects presented to a specific group of students in order to achieve intended educational goals in a specific period of time, with an indication of the number of hours corresponding to each subject, such as the general secondary program, and the university colleges program, which leads to obtaining a An academic degree or certificate that qualifies its holder to practice a specific profession. (Ali, 2011, pp. 18-19)

Accordingly, the researcher defines the educational program procedurally as:

(A group of organized and intended educational-learning experiences, including educational objectives, content, activities, and events taught with a strategy emanating from the theory of receiving, methods and methods of teaching, and concerned with the characteristics and needs of the target educational group and evaluating the duties of that group in an appropriate educational-learning environment that is based on the theory of reception to develop critical thinking in the subject of analysis Art criticism among students of the Institute of Fine Arts (research sample).

#### Third: The reception theory:

(Samir, 2005) defined it as “a syncretistic theory that combines the aesthetics of the text and the aesthetics of its reception, based on the responses and reactions of the recipient as an active and living element, between which and the aesthetic text there is communication and artistic interaction that results in a psychological effect and emotional astonishment, then interpretation and interpretation, so an aesthetic judgment based on Aesthetic subject related to collective consciousness. (Samir, 2005, p. 14)

And (Al-Ahmar, 2010) defined it as “a theory that cares about the reader and focuses on his active role as a conscious subject that has the lion’s share of the text, its production, circulation, and defining its meanings.” (Al-Ahmar, 2010, p. 170)

Accordingly, the researcher defines reception in a procedural definition as:

An interactive communicative process between the reader, students of the Institute of Fine Arts (research sample) and the subject of art analysis and criticism. Through this interaction, blank spaces are filled, reconstructed and produced a new meaning for the text according to the concepts of reception theory in the development of critical thinking.

#### Fourth: Development:

(Shehata, et al., 2003) defines it as "raising the level of students' performance in different (educational-learning) situations. Development is determined, for example, by increasing the average grades they obtain after training them on a specific program." (Shehata and others, 2003, p. 157)

And (Al-Sayed, 2005) mentions that development is “improving and developing the

student's performance and enabling him to master all skills in an organized degree" (Al-Sayed, 2005, p. 178)

The researcher defines development in a procedural definition as: (the progress made in the level of cognitive performance among the students of the Institute of Fine Arts (research sample) after studying the article of analysis and artistic criticism included in the research experience, measured by the grades they obtain in the post-critical thinking test).

#### Fourth: Development:

(Shehata, et al., 2003) defines it as "raising the level of students' performance in different (educational-learning) situations. Development is determined, for example, by increasing the average grades they obtain after training them on a specific program." (Shehata and others, 2003, p. 157)

And (Al-Sayed, 2005) mentions that development is "improving and developing the student's performance and enabling him to master all skills in an organized degree" (Al-Sayed, 2005, p. 178)

The researcher defines development in a procedural definition as: (the progress made in the level of cognitive performance among the students of the Institute of Fine Arts (research sample) after studying the article of analysis and artistic criticism included in the research experience, measured by the grades they obtain in the post-critical thinking test).

#### Fifth: Critical thinking:

(Al-Sorour, 2005) defines critical thinking as "a mental process performed by the individual when he is asked to judge an issue, discuss a topic, or conduct an evaluation. (Al-Surour, 2005, p. 18)

Whereas Watson and Glaser see that critical thinking is "the continuous attempt to test facts and opinions in light of the evidence that supports them instead of jumping hastily to conclusions, so that it includes knowledge of areas of logical investigation that help determine the value of various evidence and reach sound results and test the validity of results And evaluate the discussions in a purely objective way." (Al-Zaghoul, 2016, p. 281)

Accordingly, the researcher defines critical thinking in a procedural definition as:

(The ability to analyze educational situations through deducing and examining the information given to students of the Institute of Fine Arts (research sample) and their mental ability to provide solutions and issue judgments about those situations in the subject of analysis and art criticism through the five areas of deduction, deduction, interpretation, knowledge of assumptions, evaluation of arguments) .

#### **Theoretical framework and previous studies**

The first topic: the educational program:

The educational program is a technical means that adopts process and logic in Establishing its objectives, content, configurations, control and centrality in its procedures, processes and results. Therefore, "the concept of the educational program is a group of factors organized together in psychological and educational formulas that achieve specific goals aspired for by learners through their interaction." (Hamdan, 1985, p. 51)

The educational program is a systematic educational method "based on empirical foundations aimed at developing a system in

presenting information and concepts while providing activities to ensure the success of the program." (Ibrahim, 2009, p. 195)

In light of this, Janier and Bergs see in their educational model that organized learning is a set of programmed events and activities that are presented to the learner and designed to strengthen his internal processes (thinking, arousal, motivation, development) and thus affect the simplification of the learning process for him. The learning process aims to bring about a change in the behavior of the learner by providing him with the knowledge, science, skills and attitudes that lead to the desired behavior. By organizing and directing the process of individual or collective learning, as learning that can be observed occurs as a result of its interaction with the elements of the educational environment designed according to its abilities, ability, and readiness." (Al-Zand, 2018, p. 151)

The educational program is a set of practical activities and practices that take place over a specific period of time, according to the planning and organization of a specific goal, and the learner gets better. The educational program relies on many elements, the most important of which are clarity of purpose and methodology, availability of good planning, diversity of activities and expertise provided, as well as correct practices and achievement of the objectives for which the program was built and designed. Hence, the importance of the educational program lies in developing the elements of the educational-learning process represented by diversifying the sources of knowledge so that the teacher does not become the only source, as well as the multiplicity and diversity of teaching methods to attract students and stimulate them

to obtain information that serves the educational situation.

Theoretical basis for educational-learning programs: -

There are many learning theories on which educators relied in designing educational programs, and their principles adopted frameworks of reference from which they proceeded to manage and implement these programs effectively and provide opportunities for learning and growth for learners to the fullest extent possible by their capabilities and permitted by the available capabilities, and from these theories (behavioral theory, cognitive theory, and constructivist theory).

1-Behavioral Theories: This theory is concerned with apparent behavior, sensory perception or learning with the senses. Concepts are, from the point of view of the proponents of this theory, the product of sensory impressions. (Atiyah, 2009, p. 169) and behavioral sciences "are the ones that helped the educational design to identify how to engineer the stimuli of the educational environment and organize them in a way that helps the learner to show the desired responses that express the learning process as a whole." (Hashem, and Mandalawi, 2016, p. 18)

contribution: - defining behavioral goals, developing an evaluation based on performance, its interests in the environment in learning, stimuli that are followed by certain responses, and verifying the link between the stimulus and the response, that is, it works on engineering the educational environment and organizing it in a way that helps the learner to show the desired responses that express in their entirety Learning. (Running, 2016, p. 154)

2-Cognitive theories: This theory is concerned with apparent behavior, and sensory perception or learning by the senses. (mental) with the aim of recalling and transferring them to new situations. That is, the learner, according to this, can make education meaningful if he pays attention to the new experiences and links them to his old experiences with the aim of making them meaningful and storing them in his memory and recalling them from the use of memory aids and transferring them to new situations.” The cognitive theory is based on educational and psychological literature collected from the works Gestalt theory (Kofk, Koehler, Wertheimer), studies (Piaget) and ideas (Bruner), who studied the ideas of (Piaget and Ozbel), who emphasized meaningful learning and the learner's vitality and activity.” (Grey, 2016, p. 155)

contribution: - Helping educational design on how to Establish programs according to the characteristics of the learner, especially with regard to how he stores information in the brain and the mental operations he performs. (Jerry, 2016, p. 155)

3-The constructivist theory:- This theory asserts that learning is a self-process during which the learner enters knowledge to become a part of it, through various mental processes, and the learner Establishes and reEstablishes knowledge through active interaction with the educational experience. As indicated by (Cook, 2001) when he said (the learners are seen as having an effective influence in Establishing their own meanings to some extent, as long as individuals do so on the basis of their beliefs and past experiences, knowledge of man is temporary, non-final, subjective and non-objective). (Al-Samarrai, and Al-Khafaji, 2014, pg. 51)

contribution: - Jounsans, who is one of the proponents of this theory, believes that "it activates the links between the learner and his educational environment, and it has an important impact on the classroom interaction process..."

The general model for educational program design: ADDIE is a systematic approach to the instructional design process that provides the designer with a procedural framework to ensure that educational outcomes are effective and efficient in achieving goals.

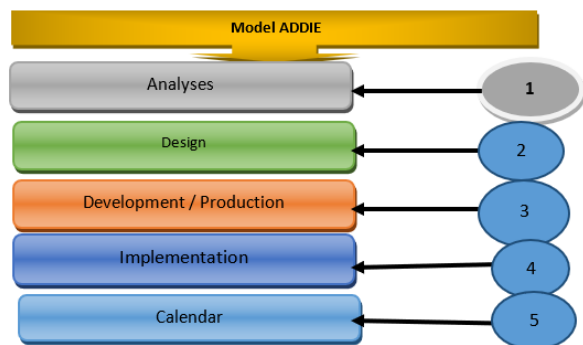
"The general model represents a general template in which all systems-oriented models share, as other models contain all stages of the general model and differ in their expansion at a certain stage over another, and therefore it is considered the basis of systems-oriented models, and this model is often used due to its simplicity, effectiveness and readiness for practical application." . (Running, 2016, p. 71)

The ADDIE model is the general model for educational program design that is "the basis of all educational design models, and it is a systematic approach to the education design process that provides the designer with a procedural framework that ensures that educational products are effective and efficient in achieving goals, and there are more than 100 different models for education design, some complex and others simple, However, they all consist of common elements required by the nature of the educational process, and the difference between them arises from the authors of these models belonging to a behavioral, cognitive, or constructive theoretical background, by focusing on certain elements in the design stages and in a specific order. (Mustafa, 2004, p. 104)

"All education design models revolve around five main stages, all of which appear in

what is called the General Model of Instructional Design (ADDIE). This model consists of five main stages from which the model derives its name." (Mustafa, 2004, p. 104), which are as follows:

**Figure (11) the basic stages of the general model of educational design ADDIE prepared by the researcher**



The researcher will rely on the stages followed in the general model in educational design (ADDIE) (analysis, design, development, implementation, evaluation) in designing the educational program based on the theory of reception in the current study, as it is the model that is characterized by comprehensiveness in the planning and organizing process, including This includes defining strategies, methods and methods of teaching, teaching aids and educational activities that contribute to achieving the goal. Contribute to the development of critical thinking and mental motivation for students in the subject of technical analysis and criticism.

The second topic: - The theory of reception :-

The reception theory arose in the second half of the twentieth century in Germany at the hands of University of Konstanz critical writers (Hans Robert Jauss) and (Wolfgang Iser) under different political, social and cultural conditions that directly contributed to its emergence in a critical intellectual dress

completely different from what the critical arena is used to. It is a theory of the reader in the first place as a reaction to all theories that stripped this element from the reading process, such as structuralism, which looks at the artistic work as a closed text that has its own internal system that gives it its unity. It also came as a reaction against the positivists and their materialistic and accurate view of the text along with its revolution. Against all trends that neglected history in receiving works of art, such as Russian formalism and Marxists who neglected the aesthetic dimension and other trends that do not agree with the Constance school in the way it deals with the text, although there is a clear contribution to these approaches in developing the ideas of its theorists, the theory of reception descends from phenomenology or philosophy Contemporary Phenomenology.(Cologli, 2013, pp. 13-14)

We find that most of the concepts brought by this subjective philosophy through its scholars, most notably (Husserl and Wangarden) "has turned into theoretical foundations, concepts and procedural axes, and thus the subjective perspective has become the starting point in objective renewal, and there is no way for objective perception and perception outside the scope of the perceived self, and there is no phenomenon for it." outside the perceived self, so these ideas that its flags broadcasted took their way in theories directed towards the reader, especially (the theory of receiving). (Saleh, 2001, p. 34)

From the foregoing, the (researcher) believes that the theory of reception with this concept came with new theses and theoretical concepts that transformed the course of literary and critical studies, and that it rebuilt a new perception of the concept of the reading process in terms of its formation throughout

history, methods of effective reading and the role of the reader in producing a new aesthetic meaning for the read text. The theory of reception demanded an understanding of reading as an act of dialogue and argument between the text and the reader who moves it and moves it. As the text is an estimated structure that needs a subsequent dynamism that transfers it from the state of possibility to the state of completion, in the sense that it is not permissible to say that there is a ready or final meaning in the text, but rather its expected meaning results from the act of reading and its effectiveness, which is what will be generated between the text and its reader, and thus the theory of receiving I have worked to shift the interest from the dichotomy of (artist-text) to the dialectic of (text-reader).

The artwork is only through the effective communicative participation between the artist, the text and the reader. This indicates that the artistic work consists of two basic elements: the text, which is based on meaning, and it also constitutes the artist's realistic and imaginary experience, and the reader who accepts the effects of the text, whether positive or negative, in the form of emotional and psychological responses (comfort – anger – pleasure – criticism – satisfaction). It makes the literary work focus on the linguistic expression (the text) and the emotional impact (the reader) in the form of responses towards the text loads .This, if anything, indicates that the artistic work is located in the middle between the text and the reading through the emotional and communicative interaction between the subject and the subject, i.e. the text and the reader. (Hamdawi, 2009, p. 19)

The epistemological backgrounds of the reception theory:

Phenomenological philosophy: - The theory of reception is closely related to phenomenological philosophy, as most of the concepts that this self-philosophy came up with through its scholars, most notably (Husserl) and (Ingarden) have turned into theoretical foundations, concepts and procedural axes, and the most prominent phenomenological concepts affecting the direction of reception theory are the concept (transcendental and intentional). (Afani, 2011, p. 57)

Hermeneutics: - (Hans-Georg Gadamer) is considered one of the great contemporary hermeneutic philosophers who reconsidered the traditional and modern hermeneutics, and hermeneutics was in its inception confined to the circle of philological interpretation of literary texts (Homer's notice), for example, then the circle of theological interpretation of religious texts, and it was understood in this stage on the basis that it is the theory of the only meaning, and in the eighteenth century the field of its use expanded to include the humanities with (Schleiermacher) and (Deltai), who are credited with establishing rules and procedures that help the interpreter to overcome the misunderstanding of artistic, literary, and cultural texts. footed. At this stage, hermeneutics began to shift from the theory of single meaning to the theory of multiple meanings. (Omari, 2009, p. 18)

The Formalist School: - The Russian Formalists Establish a theory of reception based on the confirmation of the aesthetic characteristic of literature, and the need to find a literary interpretation based on analyzing the text from within it in order to savor it. Tynyanov, Jacobson, Tomashevsky, and



Shklovsky), and that one of the basic principles of the Russian formal school lies in considering literature as a pure form and an existing relationship between materials, and (Eichenbaum) confirms that the main issue is the search for the literary in the text, as a subject for the study of literature. (Jacobson) focused on the basic functions of the text. (Fatoum, 2013, pg. 24-25) that the heritage of Russian formalism "focuses on the form of matter, not its content, relying on several concepts and terminology to embody the dominance of the direction of the form over the content, and the body over the spirit from a philosophical angle , and then try to make these terms and concepts basic entrances and the tool that causes amazement and amazement when reading the art form. (Selden, 1998, p. 28)

Structuralism of the Prague School: - The most important principles of the Prague School, as put by (Mukarovsky), are represented in "Art has a semilological nature and that there is a role for the semantic actor in functional thought, in addition to revealing the properties of the aesthetic function and its relationship to other functions. Its meaning is to include all participants in the conversation, and (Mukarovsky) believes that the ego or the actor that appears in some form in all works of art does not fit into this person or that of real individuals, just as it does not fit into the personality of the author, and this is the point at which the artistic structure of the work is centered. The shadow of any character, whether the author or the reader, is cast over it. (Mohammed , 1999, p. 75)

Sociology of literature: The reliance of the reception theory on sociological studies stems from the fact that reception focuses mainly on the reader, which is the central perception on which sociology is also based, as it sees that

literature and the audience (art and the recipient) are two sides of the same coin. It works to unveil the nature of that inclusive relationship between the two parties. Literature, in the perception of literary sociology, "interferes with society in a complex way. On the one hand, it meets the psychological needs of social groups, especially those needs that may destroy the social system, on the other hand." (Holb, 2000, p. 46).

Text structure and verbs of understanding:  
What is for the text and what is for the reader:

explains) Eiser) what the interaction between the text and the reader leads to, by distinguishing between: (The artist on the one hand, and the artwork on the other hand. The text presents calligraphic manifestations, through which the aesthetic theme can be produced, while the artwork is located between:

A- Technical pole: means (Eiser )the author's text.

b- Aesthetic pole: that is, the act of realization or verification that the reader performs. (Eiser, 1995, p. 12)

The artistic work has two poles that can be called the first artistic pole and the second aesthetic pole. The artistic pole is the text of the product, and the aesthetic pole is the verification that the reader accomplishes in view of this polarity. It is clear that the work itself cannot be identical with the text or with its physical existence, but It must fall somewhere between the two, because the artistic work, in terms of its nature, exists in an actual and inevitable way, and it cannot be reduced to the realism of the text or to the subjectivity of the reader. With its different

models, it drives work and drives itself as well. (Robin, Wangi, 2007, pp. 129-130)

Strategies emanating from the reception theory:

Since the emergence of the reception theory was a result of the interaction of many cognitive theories, philosophical ideas, and intellectual methodologies that concerned the reader, the strategies emanating from it emerged that emphasize communication between the reader and the text and aim to form a productive reader who adds from his experiences to what he reads. (Schechter, 2001, p579)

Among these strategies emanating from the reception theory are the following:

- 1- Multi pass strategy
- 2-PSQ5R strategy
- 3-R.E.A.P strategy
- 4-LEAD Strategy

The researcher will talk about the teaching strategy that he will use in the educational program based on the reception theory in developing critical thinking for the subject of technical analysis and criticism.

Multi pass strategy:

It is one of the modern strategies emanating from the theory of reception and reading that works to improve students' reading comprehension, "as the reader walks in three paths through his reading of the text, and the three paths lead to previewing or examining the text, collecting information, and extracting the ideas contained in this text." (Bahloul, 2004, p. 255)

The Multi pass strategy aims to comprehend and improve the reading, acquire

generalization skills, and rephrase the students through their readings of the text. This strategy is characterized by the fact that the information of the material read is recorded in the long-term memory of students as a result of multiple readings, in addition to that it is used to improve students' comprehension of the material read in various qualitative areas." (Bahloul, 2004, p. 250)

Procedural steps and their implementation of this strategy:

The first track:- Preview the reading:- where the student becomes aware of the organization of the text and its main ideas through a quick review of the title, the introduction, and the pictorial visual aids

The second track: broadening the reader:- In this track, the student reads the text carefully and meditatively, looking for textual information and visual images that support the main ideas, and he pays special attention to the clarifications.

The third track: - Extract or extract information: - The last track allows students to assess their understanding of the text, and they must determine what they learned?

From the foregoing, it can be said that the multi-pass strategy aims to form links between the read text and the reader's previous knowledge of the subject, to make expanded conclusions, drawn forms, and to direct questions. It is used for texts of explanation, interpretation, and criticism, as well as focusing on existing knowledge. And the development and organization of students' cognitive structures, as it is highly effective in developing areas of critical thinking through the search for meaning and the works of the mind from the context of the text. Hence the choice of this strategy in Establishing the

educational program in the development of critical thinking among the students of the Institute of Fine Arts in the subject of art analysis and criticism.

The third topic: - The impact of reception theory on the development of critical thinking:

-

If we go back to the English word Critical, we find that it is derived from the Latin Criticus or the Greek Kritikos, which means the ability to discern or issue judgments. This linguistic meaning of the Greek word may explain the old traditional view of thinking that established its rules and was adopted by the three philosophers (Socrates, Plato and Aristotle). It is summarized That view of the skills of analysis, judgment and argument is sufficient to reach the truth.” (Jarwan, 1999, p. 60)

attempt John Dewey's in (1938) is one of the first attempts to define the concept of critical thinking, where he defined it as: "Reflective thinking associated with activity and perseverance, and it is cautious thinking about beliefs or the expected knowledge of the existence of a real ground that supports them with conclusion." John Dewey also believes that critical thinking in general includes evaluation of values, the extent of confidence in issues or hypotheses, and leads to a judgment or direction supported by action. (Al-Rabadi, 2004, p. 23)

Bayer (1998) believes that “critical thinking includes a set of processes that are used individually or in combination, or in any other organization, but it is more complex than basic thinking skills. Its truthfulness, merit, relevance or accuracy, and includes ways of thinking that support its judgment, and Baer stresses that critical thinking is not

synonymous with decision-making or problem-solving. (Bayer, 1998, p413)

Areas of critical thinking:

There are many classifications of areas of critical thinking depending on the multiplicity of its definitions and the theoretical frameworks that explain it. Among the most famous of these classifications is the classification (Watson & Claser 1980), which divided it into the following areas:

1-Conclusion:- It refers to the individual's ability to draw a conclusion from certain observed or hypothetical facts, and he has the ability to realize the correctness or incorrectness of the result in the light of the given facts.

2-Deduction:- It refers to the individual's ability to determine some of the consequences arising from premises or previous information.

3-Interpretation:- It means the ability to identify the problem, identify logical explanations, and decide whether generalizations and results based on certain information are acceptable or not.

4-Knowledge of assumptions: - It refers to the ability to distinguish between the degree of truthfulness of specific information and its lack of sincerity, and to distinguish between truth and opinion and the purpose of the information given.

5-Evaluation of arguments:- It means the individual's ability to evaluate the idea, accept or reject it, distinguish between primary and secondary sources, strong and weak arguments, and pass judgment on the adequacy of information (Al-Atoum, 2010, p. 216).

Developing critical thinking:

Believes Harndek (1979) that every student can learn how to think critically if opportunities for training and actual practice are provided in the classroom, and that merely moving from a state of direct and rapid approval or rejection of an idea is a positive step in the direction of developing areas of critical thinking. Accordingly, it is the duty of the teacher to provide his students with an encouraging learning environment in which they do not feel embarrassed or threatened. (Saada, 2003, p. 282)

Suggest Al-Khalili and others (1996) some procedures that contribute to the development of critical thinking within the curriculum, including:

1-Directing students to identify the problems at hand and analyze the information.

2-Assigning students to activities in the form of puzzles and issues that attract attention and interest and challenge minds so that the learner plays a prominent role in discussion and dialogue.

3-Asking questions that contribute to a deeper understanding of the problems and issues for discussion.

4-raise doubts about the logical link between the variables and the results.

5-Confirming the reliability of sources and deliberation in issuing judgments.

6-Directing the attention of students to think about their thinking or what is known as what is behind thinking.

7-Encouraging students to dialogue, debate, put forward ideas, accept the other's opinion and criticize it objectively.

8-Invite students to think about each piece of information they get. (Al-Khalili and others, 1996, p. 203)

From the foregoing, it can be said that the reception theory restored interest in the reader (the critical thinker) and considered him as a main focus in the educational process because he is the first concerned with the educational lesson and because he is the direct party in interacting with the reading text and formulating its meaning. It should be noted that critical thinking is the mental processing of sensory inputs, in order to form ideas, and then understand things and judge them logically, and make decisions and solve problems, and for this reason, the development of critical thinking has become important and necessary in our rapidly changing world, because it helps effective participation In society, learners gain different experiences that prepare them to adapt to the requirements of immediate life, and prepare them for success in the future. kind of thinking. From here, the researcher will depend on the classification of critical thinking fields according to (Watson and Glaser) (conclusion, elicitation, interpretation, assumptions, evaluation of arguments) in Establishing a critical thinking test in the subject of analysis and art criticism to develop critical thinking among students of the Institute of Fine Arts.

Indicators of the theoretical framework: -

1-The educational program is the field concerned with understanding the methods of organizing education, improving it, developing it, and its continuity by describing the best educational methods and developing them in codified forms and maps that are suitable for all types of educational content, including concepts, principles, procedures, and facts.

2-All education design models revolve around five main stages, all of which appear in the so-called ADDIE working model. This model consists of five main stages: analysis, design, development, implementation, and evaluation.

3-The theory of reception arose within a complex context, as it is an echo of many intellectual, critical and social developments, and its references are numerous in the past and in the modern era, from simulation and purification at Aristotle to phenomenology, Gadamer's hermeneutics, Russian formalism, Prague structuralism, and the sociology of literature to social psychology.

4-Teaching strategies emerged from the reception theory that work on developing critical reading skills, which are: Multi pass strategy, PSQ5R strategy, R.E.A.P strategy, LEAD strategy, and experience evocation strategy.

5-Critical thinking is the mental processing of sensory inputs in order to form ideas and then realize things, judge them logically, make decisions and solve problems.

6- (Watson and Gala Sir) classified critical thinking into five domains: deduction: a mental process through which the learner reaches certain conclusions, from the general to the specific, through the situations addressed to him, where they are answered with correct data or incomplete data, Education: a mental process Through which the learner reaches a conclusion based on the existence of the situations directed to him through his choice of an answer that is in the form of an arranged or unordered, interpretation: a mental process that requires the learner to accurately examine the situations directed to him by answering them by choosing a correct interpretation or an inappropriate interpretation. Correct,

knowledge of assumptions: a mental process that requires the learner to recognize the assumptions contained in the situations presented to him by answering them by making an incoming assumption or an incoming assumption. its relation to the positions addressed to him.

Previous studies and their discussion:

1-Study (Hussein, 2012) / Baghdad - Iraq

(An educational program to develop the skills of analyzing plastic artwork for students of the Department of Art Education)

The study aimed to: - Develop the skills of analyzing artistic work among students of the Department of Art Education using an educational program according to the Kemp model / 1985. The researcher used the experimental method. The research community was determined by the students of the Art Education Department of the third grade / morning study, as they totaled (44) male and female students. The first tests are cognitive achievement to measure the cognitive aspect and the second is applied to measure the level of application of the students' cognitive skills. Their level of performance was measured according to an evaluation form for the applied test that was prepared for this purpose.

The researcher relied on a set of statistical methods to show the results of the research. As for the most important results of the current research: the efficiency of the experimental group in the post-cognitive achievement test, which is related to the cognitive aspect included in the educational content of the educational program, and this is due to the clarity of the stages of presenting cognitive information and the students' knowledge of the goals. The educational and

applied knowledge of each educational unit, which facilitated the process of following the steps sequentially.

## 2-Study (Al-Tamimi, 2015) / Baghdad - Iraq.

(The effect of using reception theory on the achievement of students of the Arabic language department of Islamic literature in the College of Arts at the Iraqi University)

This study aimed to find out (the effect of using reception theory on the achievement of second-stage students in the Arabic language department of Islamic literature / College of Arts, Iraqi University). The current study followed the experimental approach due to its suitability and the current research conditions and requirements. It will be a community of (81) male and female students in (3) classes. Division (A) includes (29) male and female students, Division (B) includes (26) male and female students, and Division (C) includes (26) male and female students. Division (A, C) was chosen by a simple random method, Division (A) represents experimental, Division (C) to represent the control group, and the research sample in its final form became (55) male and female students, with (29) male and female students in the experimental group, Division (A) and (26) male and female students in the control group. To draw the results, the researcher used statistical methods, including: the t-test, the chi-square equation, and the Couder-Richarson equation. The Arabic language in the College of Arts at the Iraqi University, which indicates its importance in raising the scientific and cognitive level.

## 3- Study (Ernst & Monroe, 2004)

The impact of environment-based education on students' critical thinking skills and the tendency to think critically.

The study aimed to reveal the impact of the use of education based on the environment in the development of critical thinking and the tendency to think critically. The study used an experimental design based on two groups (experimental and control). The study was conducted on (404) students from the ninth and twelfth grades from eleven high schools in the state of Florida. The researchers used the design of the control and experimental groups. Equivalence was achieved in the research variables as well as the level of academic achievement for the members of the research sample. The researchers used the Cornell test to measure critical thinking and the California scale to measure the tendency to think critically search.

Aspects of benefiting from previous studies:

1-The researcher crystallized his research problem and revealed the need for it and the need to conduct it.

2-Choosing the appropriate experimental design and controlling extraneous variables.

3-Determine the appropriate measurement tools for the study variables.

4-Choosing the appropriate statistical means for the study.

5-Analyzing and interpreting the results and comparing them with the results of the current research.

## Research Methodology and Procedures:

First: Research Methodology: The (researcher) adopted the experimental approach to design the current research procedures

Experimental design: The researcher adopted the experimental design with two equal groups (experimental and control) with two pre and post tests. As shown in Table (1)

**Table (1) shows the experimental design with two equal groups adopted in the research**

the group	Pretest	the independent variable	Post-test	dependent variable
	Critical thinking test		Critical thinking test	
	measure of mental motivation		measure of mental motivation	
Experimental	X	Educational program based on reception theory	X	measure critical thinking
control	X	the usual way	X	

Second: The research community: The current research community was determined by the students of the Institute of Fine Arts / Al-Rusafa 1, whose number is (986) students distributed into (6) departments.

Third: The research sample: A random sample of the students of the fifth stage, the Fine Arts Department, who are studying the subject of art analysis and criticism, was chosen, Division (1) to be the experimental group and Division (2) to be the control group, by drawing lots, and the number of students in each division was from these two Divisions (20) and (20) students, and the number of students in the experimental and control groups became (40), respectively, and Table (2) shows this.

**Table (2) The size of the research sample is distributed according to the experimental and control groups**

The Group	Classroom number	Number of students
Experimental	1	20
Control	2	20
Total		40

Fourth: the variables that are associated with the experimental procedures

The (researcher) determined the search variables as follows:

1-The independent variable: It is the factor that we want to measure the extent of its impact on the educational situation, and it is represented by the educational content of the program, which includes subject analysis and technical criticism based on the theory of reception.

2-The dependent variable: It is the observed variable in the achievement of students (the research sample) through their answers to the items of the critical thinking test for analysis and art criticism.

3-Extraneous variables: They are the variables that, if they appear, can affect the results of the experiment. Therefore, the researcher must identify them and be able to control them in order to achieve the internal and external safety of the experimental design. The most important of these variables are:

1-Measurement tools: The measurement tool is unified for the two research groups (critical thinking test for analysis and technical criticism).

2-Study material: The study material is unified between the two research groups, which is the subject (analysis and art criticism), which is taught in the fifth grade for students of the Institute of Fine Arts.

3-The place of the experiment: The experiment is in a room for the (experimental) group and a room similar to the group (the control) to ensure similar conditions in terms of regular continuity in the study material as well as the room area, ventilation, lighting, type of seats, study time and lesson time.

4-The duration of the experiment: The duration of the experiment is the same for the two research groups.

5-Subject teacher: This variable was controlled through the researcher teaching students (the experimental group) the subject

of analysis and technical criticism according to the educational program and the (control group) according to the traditional method.

6- Experimental extinction: What is meant by experimental extinction is the effect generated from leaving or interrupting a number of students subject to the experiment, which affects the average achievement of the group, and the research was not exposed to these cases, whether they were dropouts or interruptions.

Fifth: the equivalence of the experimental and control groups:

**Table No. (3)**

variable	the group	the number	Arithmetic mean	standard deviation	Total ranks	Rank average	Mann Whitney U value		Significance level 0,05	df
							calculated	Tabular		
chronological age	Experimental	20	22,40	1,603	446,50	22,33	163,5	127	non function	38
	control	20	21,90	1,651	373,50	18,67				
IQ test	Experimental	20	43,65	3,360	418,50	20,92	38	191,150	127	non function
	control	20	43,40	3,966	401,50	20,08				
Tribal critical thinking test	Experimental	20	12,85	1,461	430,50	21,52	179,5	127	non function	38
	control	20	12,60	1,392	389,50	19,48				

It is clear from Table No. (3) that there are no statistically significant differences between the experimental group and the control group, and this means that the two groups are equal in terms of chronological age, intelligence variable, and the pre-critical thinking test.

Sixth: Research tools

Critical thinking test: When studying any of the variables, the domain to be measured must be determined, and based on that, the researcher identified the domains included in critical thinking, and five domains of critical thinking were indicated according to the classification (Watson & Claser 1980).

(Deduction - deduction - interpretation - knowledge of assumptions - evaluation of arguments).

Collecting and formulating paragraphs for each domain of the tool: After defining the domains, the (researcher) designed a critical thinking test that included information on the cognitive aspect of the material analysis and art criticism. According to the system of attitudes, so that one is positive and two are negative (camouflaged), divided into five areas: - conclusion (5) deduction (5) interpretation (5) knowledge of assumptions (5) evaluation of arguments (5).



Correcting the critical thinking test: Correcting the test means the total score obtained by the respondent on the test items, then collecting these scores in order to extract the total score for each individual of them, then correcting the critical thinking test forms on the basis of (25) items after weights have been determined for the response alternatives. It ranged between (1-0) degrees, which correspond to certain alternatives according to the quality of the test. The field of inference had two alternatives (valid, invalid), and the second field of deduction had two alternatives (subordinated, not consequential) and the third field of interpretation had two alternatives (correct interpretation, Incorrect interpretation) and the fourth field, knowing the assumptions, had two alternatives (an incoming assumption, an inconceivable assumption), and the fifth domain was evaluating the arguments, so the two alternatives were (a strong argument, a weak argument).

Statistical analysis of the critical thinking skills test items: A sample of (100) students from the fifth stage at the Institute of Fine Arts was selected from the basic research community, for the purpose of applying the critical thinking test. The purpose of this application is to know its psychometric properties and to ensure the validity of the items. Use ( researcher) the following methods:

1-Discrimination coefficient indicators: The degrees of discrimination ranged between (0.33-0.67), and this indicator gives a clear picture that all the items of the critical thinking test are (distinguished), as Ebel believes that the test items are good if they are. The power of discrimination is (0.30) or more (Ebel, 1972, p:6).

2-Difficulty coefficient indicators: - ranged between (0.31 - 0.74), as it turns out that all paragraphs are of acceptable difficulty according to (Bloom's) criterion because they fall within the range.

Indicators of the validity of the critical thinking test:

Apparent honesty: - For the purpose of verifying the validity of the items of the critical thinking test, they were presented in their initial form of (25) items to a group of experts in measurement, evaluation, methods of teaching art and plastic education, and educational and psychological sciences (Appendix 2), to judge the suitability of instructions, alternatives, and conduct. As they see fit. In the light of the experts' opinions, the test paragraphs were approved by (100%) with some linguistic modifications.

Resilience indicators: - For the purpose of extracting resilience to test critical thinking, the (researcher) used the equation (Queder Richardson 20), and through the application of the equation, it was found that the resilience coefficient was (0.87), knowing that the sample size was (20) independent samples.

The test in its final form: The test became critical thinking in its final form, Appendix (4), consisting of (25) items distributed over five domains (conclusion - elicitation - interpretation - knowledge of assumptions - evaluation of arguments), meaning that each domain consisted of (5) positions. The answers (alternatives) are included as it has become binary, and the degree of the answer has become (1) for the positive paragraph and (zero) for the negative or camouflaged paragraph, thus the maximum score for the scale is (25), and the lowest score is (zero).

seventh: Stages of preparing the educational program:

The researcher relied on the reception theory as a philosophical framework on which he relied in Establishing the educational program, adopting the stages of the general model of educational design (ADDIE) procedurally, since this model combines the general characteristics of educational design models, and it can be considered an alternative to many complex models, and is suitable for designing any type of education as it helps To develop a common vision for the education development process according to the reception theory, and the educational program was divided into (8) educational units, and the model includes five stages (analysis, design, development, implementation, and evaluation).

Components of building the educational program: - The process of building the educational program went through the following stages:

First:- The analysis stage, which includes:

- 1.
- 2.
- 3.
- 4.

Second:- The design stage:- It includes

1-Educational objectives: The (researcher) specified an educational objective for each unit of the educational program in the light of the reception theory. The total educational objectives set by the researcher reached (8) educational objectives that were considered educational ideas distributed over (8) weeks, and each educational unit had educational activities and events. .

2-Behavioral goals: The behavioral goals were presented to a group of experts specializing in methods of teaching art education, measurement and evaluation, educational and psychological sciences, and plastic arts, Appendix (2), to verify their validity in measuring the educational goals of the teaching plans, after these goals were drawn according to (Bloom's) classification ) of the cognitive goals, and the (researcher) took their directions and suggestions in amending and formulating the goals, as well as adding and deleting some behavioral goals referred to by the experts, and the (researcher) included them in the educational units in teaching the experimental group, and the behavioral goals were accomplished in their final form, amounting to (50 behavioral target.

3-Organizing the educational material (analysis and art criticism) The (researcher) chose the content of the educational program in the light of the subjects decided by the Ministry of Education - the General Directorate of Curricula in the book of Artistic Analysis and Criticism for the fifth grade - the Institute of Fine Arts, and the content of the educational program was prepared in the form of educational units.

4-Preparing the tests: Preparing a pre-post test for critical thinking in the subject of technical analysis and criticism for the fifth stage, Fine Arts Department - students of the Institute of Fine Arts.

5- Defining strategies, methods and teaching methods:

First: Teaching Strategies: (multi-track strategy(

Second: Teaching methods: (reciprocal teaching, dialogue and discussion).

6-Educational activities: The researcher considers the following in selecting educational activities:

- Relevancy of activities with program objectives, content, teaching aids, and evaluation methods
- The diversity of educational activities used in the educational program. and the extent to which it achieves the desired objectives

7-Teaching aids: The (researcher) used the following teaching aids according to the educational situation:- (computer- data set- power point program- international paintings.- poster explaining the types of areas of critical thinking and the dimensions of mental motivation.- blackboard- colored pens)

8- Designing the educational environment for the program and what it contains of materials, devices and teaching aids that have been prepared and organized in a way that helps the learner to proceed in accordance with the achievement of the set goals.

Third: The development stage:

1-Translating the educational design: The educational program was presented to a group of experts and arbitrators specialized in teaching methods of art education, plastic arts, measurement and evaluation, and educational and psychological sciences, with the aim of controlling the educational program and verifying its educational scientific validity and suitability for the program's objectives.

2-Training on educational materials: testing the program on an experimental group to evaluate the program, determine the necessary educational means, and organize the accompanying activities and the evaluation process.

Fourth: Implementation:

1-After completing all the requirements of the experiment, the (researcher) started applying the educational program to the experimental group and teaching the control group in the usual way on (Tuesday) corresponding to (3/1/2022), where the experiment lasted (10) weeks, and the first week was devoted to applying the pre-test to my group The experimental and control research, and the last week was devoted to applying the post-test on (Monday) corresponding to (5/9/2022) on the experimental and control groups.

Fifth: - Evaluation stage: - (the researcher) believes that this educational program can be evaluated in the light of the principles and foundations, so three evaluation methods were used in the educational program, represented in the initial introductory evaluation, the constructive formative evaluation, and the final final evaluation.

Sixthly: Statistical methods: The researcher used statistical methods, including (Mann-Whitney equation, t-test, chi-square, difficulty and discrimination equation)

### **Search Results: -**

First: Presentation of the results: The following is a presentation of the results, according to the order of the research hypotheses, as follows:

The first hypothesis: (There are no statistically significant differences at the level of significance (0.05) between the mean scores of the experimental group students who studied according to the (educational program) and the mean scores of the control group students who studied according to the (usual method) about their answers. A test of critical thinking in the subject of technical analysis and criticism post-test.)

To validate this hypothesis, the researcher used the (Mann-Whitney) equation for average samples, and Table (4) shows that:

**Table (4) The average ranks and the calculated and tabulated Mann-Whitney value Post-critical thinking test scores**

variable	the group	Number	Arithmetic mean	standard deviation	Total ranks	Rank average	Mann Whitney value u		Significance level 0.05
							calculated	Tabular	
Dimensional critical thinking	Experimental	20	17,40	2,437	587	29,35	23	127	function Favor experimental group
	control	20	12,70	1,809	233	11,65			

The results shown in the above table lead to the rejection of the null hypothesis and the acceptance of the alternative null hypothesis, which indicates that there are statistically significant differences at the level of significance (0.05) between the average ranks of the students of the experimental group who studied according to the (educational program) and between the average ranks of the experimental group students who studied according to the (educational program). The scores of the students of the control group who studied according to the (usual method) about their responses to the critical thinking test of

the article Analysis and Artistic Criticism in favor of the experimental group.

The second hypothesis: (There are no statistically significant differences at the level of significance (0.05) between the mean scores of the students of the experimental and control groups in the size of the effect of the educational program based on the theory of reception in the test of critical thinking in the subject of analysis and artistic criticism post dimension(.

To validate this hypothesis, the (researcher) used the (eta square) equation to calculate the effect size. Table (5) shows this.

**Table (5) The effect size of the independent variable on the dependent variable (critical thinking)**

Group	The Test	Number	ETA coefficient	Squared ETA Coefficient	Effect Size
Experimental		20	0,747	0,558	big
control		20			

It is clear from Table (5) that the value of the size of the effect is equal to (0.558), which represents a value that has a significant impact according to the standard values, as it lies between (0.6 - 0.14). The educational program in the development of critical

thinking among the students of the experimental group, thus rejecting the null hypothesis and accepting the alternative hypothesis which states that there are statistically significant differences at the level of significance (0.05) between the mean scores

of the students of the experimental and control groups in the size of the effect of the educational program based on the theory Receiving in the test of critical thinking in the subject of post-art analysis and criticism. And in favor of the experimental group

This result confirms the effect of the content of the educational units in the current research on the development of critical thinking with regard to the subject of analysis and artistic criticism in receiving knowledge and analyzing the fine art work.

### Conclusions:

Based on the findings of the current research, the researcher concluded the following:

1-The use of the educational program based on the reception theory in teaching the subject of artistic analysis and criticism develops critical thinking among students of the fifth stage - Fine Arts Department - Institute of Fine Arts, Baghdad, Al-Rusafa, which may help them in the future to benefit from what was presented to them in solving their educational problems.

2-The educational program based on the reception theory according to the (Multi pass strategy)) had a positive impact on raising the level of criticism of the read text among the students of the fifth stage of the Institute of Fine Arts (research sample) more than the traditional method, because this study showed the superiority of the group the experimental group on the control group. These results are consistent with what was stated in the study of (Al-Tamimi, 2015), the study of (Hussein, 2012), and the study of Ernst & Monroe, 2004.

### Recommendations

In light of the results of the current research and the conclusions reached, the researcher recommends the following:

1-Adopting an educational program based on reception theory in teaching analysis and art criticism at the Institute of Fine Arts through the impact of the program on developing the ability to think critically and its implications on their academic level in the subject.

2-The need to expand the use of strategies emanating from the reception theory to teach the subject of technical analysis and criticism due to its positive and clear impact and its effective role in raising the level of academic achievement.

### Proposals

As a complement to the current research, the researcher proposes the following:

The effectiveness of an educational program based on reception theory in developing analytical thinking and conceptual comprehension among students of the Institute of Fine Arts in Art History.

### Reference

- Afani, Fouad, Theory of Reception, Migration Journey, 1st Edition, Dar Nineveh for Studies, Publishing and Distribution, Syria, 2011.
- Al-Atoum, Adnan Youssef, Cognitive Psychology - Theory and Practice, 2nd Edition, Dar Al-Masirah for Publishing, Distribution and Printing, Amman, 2010.
- Ali, Mohammed Al-Sayed, Encyclopedia of Educational Terms, 1st Edition, Al-Masirah House for Publishing, Distribution and Printing, Amman, 2011.
- Al-Khalili, Khalil Youssef, and others, Teaching Science in the General Education Stages, Dar Al-Qalam, United Arab Emirates, 1996.
- Al-Rabadi, Maryam Salem, "The Impact of a Training Program Based on Critical

- Thinking Skills on the Acquisition of Those Skills by Social Studies Teachers at the Secondary Level in Jordan and the Degree of Their Practice,” PhD Thesis (unpublished), Amman Arab University for Postgraduate Studies, Amman, 2004.
- Al-Saadoun, Zina Abdel-Mohsen, The Effect of a Program for Teaching Thinking in Solving Problems and Academic Achievement for Primary School Pupils, PhD thesis (unpublished), College of Education for Pure Sciences, Ibn Al-Haytham, University of Baghdad, 2012.
- Al-Samarrai, Qusay Mohammed , and Al-Khafaji, Raed Idris, Modern Trends in Teaching Methods, 1st Edition, Dar Dijla for Printing and Publishing, Amman, 2014.
- Al-Sayed, Hussein Ahmed, Developing Growth Education in Arab Schools Using Computers, The Arab Future Books Series, No. 39, Unity Studies Center, Beirut-Lebanon, 2005.
- Al-Surour, Nadia Hayel, The First Arabic Program in Teaching Critical Thinking, 1st Edition, Research Studies, Center Management: Dar Debono, 2005.
- Al-Tamimi, Rafid Sabah, The effect of using reception theory on the achievement of students of the Arabic Language Department of Islamic Literature in the College of Arts at the Iraqi University, Iraqi University, 2015.
- Al-Zaghoul, Emad Abdel-Rahim, Principles of Cognitive Psychology, 4th Edition, Dar Al-Kitab Al-Jamie Publishing House, Lebanon, 2016.
- Al-Zand, Walid Khader, Generalizational Designs and Education Technology between Theory and Practice, 1st Edition, University Book House, United Arab Emirates - Lebanese Republic, 2018.
- Bahloul, Ibrahim Ahmed, Recent trends in metacognitive strategies in teaching reading. Reading and Knowledge Journal, Issue (30) January, 2004.
- Beyer,k. Practical Strategies for the Teaching of Thinking, Allyn and Bacon. Inc, 1998
- Eiser, Wolfgang, the act of reading, an aesthetic theory of response in literature, 1st edition, T: Hamid Hamdani, Al-Jalali Al-Kadiyah, Al-Najah Press, Al-Manahil Library Publications, Casablanca, Morocco, 1995.
- Ernst, J & Monroe, M. The Effects of Environment-Based Education on Students Critical Thinking Skills and Disposition toward Critical Thinking, Customet Services for Taylor & Francis Group Journals, Philadelphia, PA, 2004.
- Fattoum, Murad Hassan, Reception in Arabic Criticism in the Fourth Century AH, 1st Edition, Publications of the Syrian General Book Authority, Damascus, 2013.
- Hamdan, Mohammed Ziyad, The Scientific Implementation of Teaching for Modern Technical and Educational Concepts, Modern Education House, Modern Education Series (23), Amman, 1985
- Hamdawi, Jamil, Methods of Modern and Contemporary Arab Criticism, 1st edition, Al-Qassim Literary Club, Saudi Arabia, 2009.
- Hashem, Ohoud Sami, and Al-Mandalawi, Abdel-Khaleq, Educational Programs Between Theory and Practice, 1st Edition, Al-Amir Library for Printing and Reproduction, Baghdad, 2016.
- HE, Jawdat Ahmed, Teaching Thinking Skills with Hundreds of Applied Examples, 1st edition, Dar Al-Shorouk, Amman, Jordan, 2003.

- Holb, Robert, The Reception Theory, a Critical Introduction, 1st Edition, T: Ezz El-Din Ismail, Academic Library Publisher, Cairo, 2000.
- Hussein, Abbas Khazal, An educational program to develop the skills of analyzing plastic artwork for students of the Department of Art Education, Master Thesis (unpublished), College of Fine Arts, University of Baghdad, 2012.
- Ibrahim, Magdy Aziz, Teaching Strategies and Learning Methods, Anglo Egyptian Bookshop, Cairo, Egypt, 2009.
- Jarwan, Fathi Abdel Rahman, Teaching Thinking, Concepts and Applications, 1st Edition, University Book House, Al Ain, United Arab Emirates, 1999.
- Jerry, Khudair Abbas, educational technologies, their development, classification, types, directions, 2nd edition, Thaer Al-Essami Foundation for Printing, Publishing and Distribution, Iraq, 2016
- Koulouqli, Ghanima, The Reception Theory, Its Epistemological Backgrounds, and Its Relationships to Communication Theories, 1st Edition, Dar Al-Tanweer, Algeria, 2013.
- Al-Ahmar, Faisal, Lexicon of Semiotics, 1st edition, Arab House of Science Publishers, Al-Ikhtif Publications, Algeria, 2010.
- Mohammed, Abdel Nasser Hassan, Theory of Communication and Reading the Text, 1st Edition, The Egyptian Office for Publications Distribution, Egypt, 1999
- Mustafa, Abdel Samie Mohamed, and others, educational technology, concepts and applications, Dar Al-Fikr, Amman. 2004
- Omri, Saeed, The Novel from the Perspective of Reception Theory with an Analytical Model on Naguib Mahfouz's Novel, Children of Our Neighborhood, 1st Edition, Publications of the Critical Research and Translation Theory Project, Faculty of Arts, Dahr Al-Mahraz, Fez, 2009.
- Rubin, Susan, and Angie Korsman, The Reader in the Text - Essays on Audience and Interpretation, an article by Wolfgang Iser entitled: Interaction between the Text and the Reader, Refer: Hassan Nazim, Libya, Dar Al-Kitab Al-Jadeed, 1st edition, 2007.
- Saleh, Bushra Musa, Theory of Reception, Principles and Applications, 1st edition, Arab Cultural Center, Casablanca - Morocco, 2001.
- Saliba, Jamil, The Philosophical Lexicon, The Lebanese Book House, Beirut, 1982.
- Samara, Nawaf Ahmed, and Abd al-Salam Musa al-Adbali, Concepts and Terminology in Educational Sciences, 1st Edition, Dar Al-Masira for Publishing and Distribution, Jordan, 2008
- Samir, Hamid, The Text and the Interaction of the Recipient in the Literary Discourse of Al-Ma'arri, Arab Writers Union Publications, 2005.
- Schechter, L, An Investigation of the Cognitive processes underlying the Metacognitive of text. 2001.
- Selden, Raman, Contemporary Literary Theory, translated by Dr. Jaber Asfour, Dar Al-Fikr for Studies, Publishing and Distribution, Cairo, 1991.
- Shehata, Hassan, and two others, Dictionary of Educational and Psychological Terms, Arabic - English, English - Arabic, 1st Edition, The Egyptian Lebanese House, Cairo, Egypt, 2003.

Zayer, Saad Ali, and Al-Bayati, Israa Fadel  
Amin, Serious Creativity and Creative  
Writing Applied Theoretical Fields, 1st  
Edition, Dar Al-Radwan for Publishing  
and Distribution, Amman, 2020.