

Original Research Article

Activities of the Art Education Department - Babylon Study Center - and Ways to Develop them

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Article History

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Abstract: The study started with four chapters where the initial chapter focused on identifying the activities performed by the Department of Art Education - Babylon Study Center and methods to enhance them. The research timeline covered academic year (2022-2023) and it included term definitions. The theoretical section of chapter two contained three essential subsections. The first was titled The Art Education Teacher (His Preparation and Development) and the second The Open Educational College (Its Origin and Role in Developing the Teacher) alongside the third chapter which was The Department of Art Education at Babylon Study Center (Its Tasks and Duties). Research procedures appeared in the third chapter where researchers involved the entire sample population with 35 participants chosen deliberately. The research adopted survey methodology which used closed-open questionnaires as its research tool in order to analyze the sample data through statistical procedures. Actual artistic participation by the sample turned out to be scarce since members only involved in artistic workshops and cultural seminars and artistic festivals.

Keywords: Activities, art education, development.

METHODOLOGICAL FRAMEWORK OF THE RESEARCH

First: The research problem, its importance and the need for it:

There is no doubt that artistic activities are of great importance to students, as they contribute to nourishing them with the resources of literature, science, and the arts. They are also a moral and national resource rich in educational data, as they qualify students to be responsible and leaders who are aware of their duties and rights, meaning that they are a good and righteous social force. In order to identify the artistic activities carried out by the Art Education Department, the obstacles that prevent the achievement of these data, and the means to develop the work of artistic activities, the researcher conducted a field study on this topic. The research problem was formulated with the following question: What are the activities of the Art Education Department - Babylon Study Center - and ways to develop them?

The importance of the research becomes clear after answering this question by highlighting the activities of the Art Education Department - Babylon Study Center - and ways to develop them. The need for the research is represented by the following:

- 1- Highlighting the tasks of the Art Education Department, identifying its problems and ways to develop it.
- 2- Documenting the artistic activities of the Art Education Department for the purpose of benefiting from them in subsequent studies and research.

Second: Research objective: To identify the activities of the Art Education Department at the Babylon Study Center and ways to develop them.

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Third: Research scope:

Temporally: The academic year (2022-2023)

Space: The Art Education Department at the Babylon Study Center at the Open College of Education.

Thematically: The activities of the semester plan for the first and second semesters of the Training and Continuing Education Division.

Fourth: Definition of research terms:

Activity/Linguistically: The Intermediate Dictionary states that activity is the sincere practice of a task. It is also defined as: to become active, to prepare for work, and to undertake it (1: 922).

Activity/Typically: A group of artistic and cultural activities, such as holding exhibitions, festivals, theatrical, musical, and melodic performances, artistic and cultural wall publications, public speaking, and poetry (2: 214).

Activity/Procedurally: The faculty of the Art Education Department at the Babylon Study Center under the Training and Continuing Education Division implemented this artistic group of activities in the first and second academic semesters to develop student taste while shaping appropriate behaviors that would lead them to become skilled educators.

Art Education/Typically: Includes a group of artistic fields and activities, such as the visual arts, theatrical, and musical (2: 209).

Art Education Department/Procedurally: Open College of Education at the Babylon Study Center identifies this department as its fundamental operational unit. The area experienced gradual developmental phases that produced regular progressive changes and eventually moved through several stages together with sequential technological developments including the evolution of idea perspectives along with moral values and cultural standards and artistic creativity (6: 419).

Development/Procedurally: A noticeable change in the artistic activities of the Art Education Department at the Babylon Study Center, for the better, and reflected in its performance and artistic output.

Theoretical Framework

Art Education Teacher (Preparation and Development)

The recent increase in art education thinking has not led to more than a one-third increase in the number of qualified educators of this subject within education and teaching. The expansion of education has required institutions to use teaching personnel who received insufficient preparation for their professional duties. The educators do not hold proper qualifications which match the professional requirements for this field. The current characteristics of art education teacher and instructor training emerge from observing the development experienced by original specialized teacher and instructor education because it cannot satisfy actual educational requirements.

The first: Taught at teachers' colleges and the Institute of Fine Art.

The second: Art teacher trains in a four-year post-secondary education program, at the end of which they obtain a bachelor's degree in arts and education. This type of teacher combines the essence of three experiences in their preparation.

The third: The experience of the College of Fine Arts, which focuses on the expressive aspects of art and visual values.

The fourth: The experience of applied arts, which focuses on the functional aspects of art, and is concerned with design and application.

Fifth: The experience of higher education teachers is characterized by a focus on culture (2: 204).

Judges found fault with all categories because they neglected to identify positive aspects in following groups. Modern-day efforts have succeeded in creating this new art education teaching professional. Students at the Institute of Fine Arts and the Fine Arts Colleges get enrolled from students holding general secondary education certifications covering scientific and literary disciplines. The educational system of universities now has an equivalent cultural base which results from this development. General secondary education stands as the base cultural standard that all educators in the field must fulfill because possessing this education enables teaching candidates to be enriched readers. The combination of all fine and applied artistic experiences leads to curriculum development. Students learn artistic subjects through their cultural value rather than industrial insights. The authors of this study establish innovative processes as the essential purpose of artistic education throughout educational institutions. The comprehensive preparation of students enables them to study educational sciences in addition to focusing on general cultural elements and applying their acquired knowledge through all levels of general education. (2: 205).

The Open College of Education (its establishment and role in teacher development)

The Open College of Education exists as a governmental educational institution that maintains affiliation with the Ministry of Education. The institution started its operation under Resolution No. (169) of the former Revolutionary Command Council that came out on the date of 29 Jumada al-Akhira 1419 AH which falls on October 19th 1998 AD. Students obtained access to classes for the first academic year of 2000-2001 under the open education system to deliver higher education for Ministry of Education personnel who had discontinued their studies. Higher Education and Scientific Research Ministry under the Ministry of Higher Education supervises studies from educational and scientific points of view. The college applies curricula approved by the Committee of Deans of Basic Education Colleges at Iraqi universities through matching education programs of its departments to basic education college curricula. (12: See electronic link).

The college grants educational bachelor degrees equivalent to the lower-level degrees which Iraqi government universities provide. According to Article 1 of the College's Establishment Law, graduates possess all rights and privileges along with the Ministry of Higher Education and Scientific Research confirmation through letter No. 25700 dated September 26, 2011 that equates the Open College of Education (**) graduate degrees with those granted by Iraqi public universities. The Ministry of Higher Education and Scientific Research has authorized Open College of Education graduates who complete academic clearance to seek postgraduate study admission at all Iraqi universities in academic year (2023-2024). (13: See the electronic link).

The Open College of Education serves as a vital opportunity that lets teachers with diplomas finish their university studies. The modern educational process demands innovative technical resources hence the Open College of Education helps develop education quality by using this vital requirement. The program enables teacher academic qualifications improvement while developing specialized educational professionals suitable for school environments. In addition to meeting the increasing demand for study at the institutions of the Ministry of Higher Education and Scientific Research, it also contributes to retraining, qualifying and developing the skills of teachers in various professional fields to ensure they keep pace with the continuous and rapid technological development witnessed by the world, in addition to benefiting from holders of higher degrees from the Ministry of Education's affiliates in teaching at the College of Education (*), which allows them to practice in their field of specialization. (14: See the electronic link).

The Art Education Department at the Babylon Study Center (its tasks and duties)

The Art Education Department at the Babylon Study Center is one of the most important and effective departments at the Open College of Education. This department is staffed by instructors specializing in the subjects taught to students. Its importance stems from its multiple responsibilities. In addition to its responsibilities for preparing, planning, and organizing students' productions and presenting them in the form of well-organized and thoughtful creative activities throughout the academic year, it is responsible for overseeing the organization of all activities of the rest of the college's departments. It also serves as a media outlet for spreading beauty within and outside the college. Other duties include motivating and attracting students to engage in artistic activities by organizing exhibitions and art, cultural, and scientific festivals, as well as organizing seminars and symposia to highlight and develop the department's activities. The Art Education Department strives to ensure that artistic activities are an extension of the curricula that students receive in the classroom. This requires diversifying their aspects and aims to include visual, theatrical, and musical activities, and trying to link these activities to the secondary school subjects that students study in order to facilitate their understanding. This is because the goal of artistic activities is to consolidate and focus on the curriculum subjects. Theatrical activity can be used, for example, as a practical exercise for using the classical language according to its rules, in addition to investing in exhibitions for the purposes of educational means and so on. Also, organizing and directing artistic activities well has no less educational importance than any other activity that the curriculum embraces, and integrating all formal and informal activities into a harmonious educational system that all cooperates to facilitate the achievement of the harmonious educational function. Extracurricular activities contain great educational possibilities that the curriculum is unable to produce and present to students. (7: 24)

The following is a statement of the importance of each of the artistic activities carried out by the Art Education Department:

First: Supervising students' art activities

1- Visual Arts:

Visual arts (drawing, sculpture, ceramics, handicrafts, design, etc.) are among the oldest arts practiced by humans. The age of art is almost as old as humanity itself. Visual arts are a form of the distinctive activity of the human race. Drawing is a visual means of illustrating what the artist thinks and plans in all fields of visual creation (4: 8).

In some of its implications, visual arts activity means practicing visual arts in their various forms by students and participating in the various annual exhibitions and competitions organized by the Art Education Department. It also includes paintings, works, and sculptures by displaying their productions of drawing, sculpture, calligraphy, and decoration, creating an element of competition among students (5: 69).

2-Theatrical Activities:

There is no doubt that theater is an influential, practical human activity that can address human conflicts, struggles, aspirations, inner turmoil, and destiny. In any case, it is a cultural institution with a popular resonance that extends across the ages and societies, as it is a rich message that is connected to humanity in every time and place. It is inseparable from its cohesion as a distinct educational activity that contributes to the intellectual, spiritual, and physical development of students, and fosters a spirit of awareness of reality, its problems, and its conflicts. (8:11)

Theatre has the ability to make students experience the presented experience as if it were real. It gives participants the ability to experience events, incidents, and moral lessons without the need for lectures and books. Movement, costumes, décor, lighting, script, and other theatrical and artistic factors that accompany it engage students in the experience, prompting them to become emotionally involved and embrace it. The advantage of theatrical activity is that it encompasses all the arts, and this comprehensive culture of theater makes being affected by and loving it a natural thing for both participants and audiences. Furthermore, it motivates students to research and learn about their theatrical work and its interactions, gaining a wealth of information and discoveries that enrich their knowledge and personal experience. (9:8).

3- Musical Activity:

Musical arts are among the fine arts that nourish the human spirit through listening, mediated by the human ear, which can distinguish between beautiful and ugly sounds. Music is a common language. Among all peoples, it can create relationships with different social classes, regardless of their ethnicity or language. Furthermore, it has a profound effect on the human psyche, whether in joy or sorrow, as it is a source of calm, order, contemplation, and balance, due to its ability to influence the human subconscious. The development of music in a country is a measure of that country's development and advancement. (3: 354) There is no doubt that practicing music represents one of the human activities that fall within the realm of creative activities, as it requires a special type of preparation, skill, ingenuity, and taste. It is one of the aesthetic arts that rely on various forms of mechanisms. Furthermore, music is a universal language that can be written and read with the same ease and flexibility with which words are read and written. Musical arts or musical activities have different types of artistic discourse, such as the emotional song, the national, enthusiastic, and religious anthem, the operetta, in which melody blends with drama, the muwashshah, and others. (3: 356)

Second: Activities of the Training and Continuing Education Division:

The second task that falls on the shoulders of the Art Education Department is to prepare for the implementation of the activities of the Training and Continuing Education Division as they are divided into the academic course (first and second) and which take the form of (seminars, workshops, training courses, fine arts exhibitions, and art festivals), implemented by the professors of the Art Education Department and directed to students in most cases, while in the fine arts exhibitions and festivals they are the students' productions through.

Table 1:

S. No	Type of activity	Activity title	Target group	the date
1	seminar	Realism in art	Art Education Department students	14/10/ 2023
2	workshop	Teaching Arabic calligraphy skills	Art Education Department students	24/10/2023
3	Training course	How to write scientific research	Fourth-year art education students	11-12-13/12/2023
4	Exposed	Free drawing exhibition	Art Education Department students	21/11/2023
5	Training course	Teacher Development Course	All students of the Open College of Education at the Babylon Study Center	2-4/12/2023
6	workshop	Self-care education	Art Education Department students	10/3/2023
7	workshop	How to employ and develop practical materials for the Art Education Department and ways to activate them	Art Education Department students	11/3/2023
8	festival	The Third Babylonian Creativity Festival	General invitation	18/3/2023
9	festival	A memorial festival commemorating the martyrdom of Imam Ali ibn Abi Talib (peace be upon him)	General invitation	14/4/2023
10	workshop	Learn the basics and methodology of writing scientific research	Third-year art education students	5/5/2023

CHAPTER THREE / RESEARCH PROCEDURES

First: Research Community: The entire research community was selected, represented by the Art Education Department at the Open College of Education, Babylon Study Center, consisting of professors, a total of (*) and students at all levels, a total of (30), i.e., a total of (35).

Second: Research Sample: This represents the entire research community, a total of (35) samples.

Third: Research Methodology: The researcher adopted a survey method consistent with the research objective.

Fourth: Research Tool: This was a closed-open questionnaire.

Fifth: Validity of the Tool: The questionnaire was presented to a group of experts (*), and the agreement rate was extracted using the Cooper equation, with an agreement rate of (87.5%). The items were then subjected to deletion, modification, and alteration until they reached their final form.

Sixth: The reliability of the tool: The researcher asked the analysts (***) to analyze two models outside the scope of the sample, and the researcher analyzed the same sample twice in a row, with a time interval of (21) days between the first analysis and the second analysis, and after calculating the agreement coefficient using the (Scott) equation, the agreement percentage was according to Table No. (2):

Table 2: Represents the stability rate of the tool

S. No	Type of stability	Agreement rate
1	Between analysts (first and second)	88%
2	Between the first analyst and the researcher	85%
3	Between the second analyst and the researcher	87%
4	Between the researcher over time	90%

Seventh: Statistical methods:

A- Cooper's equation:

Where: Pa: percentage of agreement, Ag: (number of agreeing), Dg: (number of disagreeing), (10:27)

B- Scott's equation:

Where: Ti: reliability coefficient, PO: (agreeing), Pe: (number of disagreeing), (11:87)

* The name of Assistant Professor Dr. Khawla Ali Abdullah Al-Hussaini, a lecturer in the Department of Art Education, Art Education Specialization - Babylon Study Center at the Open College of Education, was excluded due to her status as a researcher. (Researcher)

*** Names of the experts:**

1-Asst. Prof. Dr. Sadiq Kazim Abbas (Department Supervisor) at the Open College of Education - Babylon Study Center, specializing in Teaching Methods – Theater

2-Asst. Dr. Samira Fadhel Muhammad Ali, lecturer at the Open College of Education - Babylon Study Center, specializing in Fine Arts – Drawing

3-Asst. Dr. Ahmed Hassan Abboud, lecturer at the Open College of Education - Babylon Study Center, specializing in Fine Arts – Ceramics

4-Asst. M. Jassem Sayel Hamza, lecturer at the Open College of Education - Babylon Study Center, specializing in Fine Arts – Drawing

5- Asst. M. Rifl Mohsen Shaker, lecturer at the Open College of Education - Babylon Study Center, specializing in Fine Arts - Ceramics

**** They are:** Prof. Dr. Ahmed Abbas Saeed, First Analyst / University of Babylon / College of Fine Arts / Department of Fine Arts

Assistant Professor Dr. Ayad Mahmoud Al-Shabli, Second Analyst / University of Babylon / College of Fine Arts / Department of Fine Arts.

Eighth: Displaying tables and analyzing data as in Table No. (3):

Table 3: Represents the statistical analysis of the sample

S. No	Main categories	Subcategories	repetition	%	Statistical analysis
1	How many artistic activities have you participated in?	(1-5)	25	71,5%	Paragraph (1-5) had the highest frequency (25) and a percentage of (71.5%), while paragraph (15-and-more) had the lowest frequency (2) and a percentage of (5.7%), which is a statistically insignificant percentage, indicating the lack of participation in artistic activities.
		(6-10)	5	14,3%	
		(11-15)	3	8,5%	
		(15-and above)	2	5,7%	
		Total	35	100%	
2	Which of the following activities did you participate in?	Scientific and technical conference	2	5,7%	The paragraph (arts workshop) received the highest frequency (18) and a percentage of (51.5%), while the paragraph (scientific and technical conference) received the lowest frequency (2) and a percentage of (5.7%), which is a statistically insignificant percentage, indicating the lack of participation of the staff and students in scientific and technical conferences and educational activities.
		Cultural symposium	10	28,5%	
		Art workshop	18	51,5%	
		Another artistic educational activity	5	14,3%	
		Total	35	100%	
3	Have you attended development courses in the fields of arts?	Yes	30	85,7%	The paragraph (yes) had the highest frequency (30) and a percentage of (85.7%), while the paragraph (no) had the lowest frequency and a percentage of (14.3%), which is not statistically significant, indicating that the sample had rarely attended development courses in the fields of arts.
		no	5	14,3%	
		Total	35	100%	
4	Which of the following activities would you choose if offered?	Personal participation in the exhibition	2	5,7%	The paragraphs (participation in a scientific and artistic conference) and (educational play) received the highest frequency (10) and a percentage of (28.6%), while the paragraph (personal participation in an exhibition) received the lowest frequency (2) and a percentage of (5.7%), which is a statistically insignificant percentage, indicating the presence of a complete readiness to participate in effective activities.
		Member of the Fine Arts Exhibition Organizing Committee	3	8,5%	
		Participation in a scientific and technical conference	10	28,6%	
		Periodic lectures	5	14,3%	
		Educational play	10	28,6%	
		musical anthem	5	14,3%	
		Total	35	100%	
5	Which of the following activities is most satisfying for the Babylon Study Center?	Fine arts	30	85,7%	The paragraph (plastic arts) had the highest frequency (30) and a percentage of (85.7%), while the paragraph (music) had the lowest frequency (1) and a percentage of (2.8%), which is a statistically insignificant percentage, indicating a lack of balance in the application of artistic activities.
		theater	4	11,5%	
		Music	1	2,8%	
		Total	35	100%	
6	How important do you think artistic activities are?	a task	7	20%	The paragraph (very important) had the highest frequency (25) and a percentage (71.5%), while the paragraph (not important) had the lowest frequency (zero) and a percentage (zero%),
		Very important	25	71,5%	
		Medium	3	8,5%	

		importance			which is a percentage that is not statistically significant, indicating the importance of artistic activities for the sample members.
		It doesn't matter	Zero	Zero%	
		Total	35	100%	
7	Do you submit an annual report on problems or obstacles?	Yes	Zero	Zero%	Paragraph (No) received the highest frequency (35) and percentage (100%), which indicates the consensus of all sample members on not submitting an annual report on problems or work obstacles.
		no	35	35%	
		sometimes	Zero	Zero%	
		Total	35	100%	
8	Who is responsible for developing the activities?	The student	5	14,3%	The paragraph (Training and Continuing Education Center) received the highest frequency (20) and a percentage of (57.1%), while the paragraph (student) received the lowest frequency (5) and a percentage of (14.3%), which indicates that the Training and Continuing Education Center has great importance in developing artistic activities.
		Department of Art Education	10	28,6%	
		Center for Training and Continuing Education	20	57,1%	
		Total	35	100%	
9	Who is the party that most discourages artistic activities?	family	2	5,7%	The paragraph (the Ministry) received the highest frequency (25) and a percentage of (71.5%), while the paragraph (the family) received the lowest frequency (2) and a percentage of (5.7%), which is a statistically insignificant percentage, indicating the lack of encouragement of artistic activities by the Ministry.
		civil society organizations	3	8,5%	
		To manage	5	14,3%	
		Ministry	25	71,5%	
		Total	35	100%	
10	What are the factors causing the weakness of artistic activities?	No independent building	18	%51,5	The paragraphs (lack of an independent building) and (lack of financial allocations) received close percentages, which indicates that the main reason for the weakness of artistic activities is the lack of an independent building and the lack of financial allocations.
		Lack of financial allocations	17	48,5%	
		Other please remember	Zero	Zero%	
		Total	35	100%	
11	Is there a dedicated room for practical subjects?	Yes	Zero	Zero%	The paragraph (No) unanimously obtained the highest frequency (35) and a percentage of (100%), which indicates the absence of a hall designated for practical subjects.
		no	35	35%	
		Total	35	100%	
12	Is there a suitable theatre in terms of lighting and sound dedicated to student training?	Yes	10	28,6%	The paragraph (No) received the highest frequency (25) and a percentage of (71.5%), while the paragraph (Yes) received the lowest frequency (10) and a percentage of (28.5%), which indicates the presence of a stage, but it lacks its foundations represented by lighting, sound, and the rest of the requirements for a good presentation.
		no	25	71,5%	
		Total	35	100%	
13	Is there a dedicated studio for audio recording?	Yes	Zero	Zero%	The paragraph (No) unanimously obtained the highest frequency (35) and a percentage of (100%), which indicates the absence of a studio dedicated to audio recording.
		no	35	35%	
		Total	35	100%	
14	Are there special kilns for pottery?	Yes	Zero	Zero%	Paragraph (No) unanimously obtained the highest frequency (35) and a percentage of (100%), which indicates the absence of special kilns for pottery.
		no	35	35%	
		Total	35	100%	
15	Is there a museum to preserve student work?	Yes	Zero	Zero%	The paragraph (No) unanimously obtained the highest frequency (35) and a percentage of (100%), which indicates the absence of a museum to preserve students' work.
		no	35	35%	
		Total	35	100%	
16	What is your evaluation of the	very good	5	14,3%	The paragraph (good) had the highest frequency (20) and a percentage of (57.2%), while the
		good	20	57,1%	

	work of the Art Education Department?	poor	10	28,6%	paragraph (very poor) had the lowest frequency (zero) and a percentage of (zero%), which is a percentage that is not statistically significant, indicating that the work of the Art Education Department is good.
		very poor	Zero	Zero%	
		Total	35	100%	
17	Among the reasons for granting a good evaluation grade	Quality of work	11	31,4%	The paragraphs (management success) and (teaching staff) received the highest frequency (12) and a percentage of (34.3%), while the paragraph (quality of work) received the lowest frequency (11) and a percentage of (31.4%), which indicates that the reason for granting a good grade depends on the joint cooperation between (management) and (teaching staff).
		Management success	12	34,3%	
		Teaching staff	12	34,3%	
		Total	35	100%	
18	Among the reasons for giving a poor evaluation grade	Management	Zero	Zero%	The paragraph (college building) unanimously obtained the highest frequency (35) and a percentage of (100%), which indicates that the main reason for the weak evaluation is due to the lack of an independent building for the open educational college.
		Poor production	Zero	Zero%	
		College building	35	35%	
		Teaching staff	Zero	Zero%	
		Total	35	100%	

Chapter Four

FIRST/ RESULTS

1. The sample's participation in actual artistic activities is limited, limited to artistic workshops, seminars, and cultural events.
2. Most of the sample members did not attend development courses in the arts.
3. Most of the sample members prefer to participate in a scientific art conference and an educational play.
4. 4-The visual arts field is the most saturated activity within the Art Education Department at the Babylon Study Center.
5. Most of the sample members believe that artistic activities are very important.
6. The sample members unanimously agreed that an annual report on problems or work obstacles is not submitted.
7. The entity responsible for developing activities is the Center for Training and Continuing Education.
8. The entity most discouraging artistic activities is the Ministry.
9. The main factors contributing to the weakness of artistic activities are the lack of a separate building and the lack of financial allocations.
10. Among the factors contributing to the weakness of artistic activities are the lack of halls dedicated to all practical subjects and the preservation of student work, as well as the lack of a fully integrated artistic theater and audio recording studio.
11. The joint cooperation between the administration and the teaching staff led to the success of the work despite the lack of material and spatial capabilities.

SECOND: CONCLUSIONS

1. The need to increase the number of student and faculty members participating in important artistic activities.
2. The need to include students and faculty members in development courses in the arts.
3. It is crucial for students and faculty members to participate in scientific artistic conferences and educational plays.
4. The need to balance the distribution of activities across the arts, not just the visual arts.
5. It is necessary to submit an annual report on problems and obstacles.
6. One of the duties of the Center for Training and Continuing Education is to increase the quantity and quality of artistic activities.
7. One of the tasks and responsibilities of the Ministry of Education is to encourage and embrace artistic activities.
8. The main factor contributing to the weakness of artistic activities is the lack of a separate building, as well as the lack of a financial budget.
9. Among the factors contributing to the weakness of artistic activities is the lack of halls for all practical subjects and for preserving student productions, as well as the lack of a fully integrated artistic theater and audio recording studio.

THIRD: RECOMMENDATIONS

- The need for an independent building for the Open Education College - Babylon Study Center.
- The need for a suitable location for the Art Education Department.
- The need for a budget allocated for art activities.

Fourth: Proposals: Activities of the Art Education Department in the governorates and ways to develop them

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