Impact of the Learning Strategy Integrated into the Achievement of Students in the Department of Technical Education with Artistic Tasting

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Abstract
The study aimed to find out the effect of the learning strategy on the achievement of the students of the Technical Education Department in the subject of artistic appreciation. The goal is to search for the search property from students of the Department of Art Education, and the research sample may be from students of the Department of Art Education, and the research sample may be from (60) male and female students distributed among foundries, and the research tool suite is a cognitive achievement test for the subject of taste. Taste, Taste, Winter, Winter, Winter, Winter, Winter, Winter, Richardson, Richardson.

The most important results of the study showed:
That the integrated education in the achievement of the artistic appraisal subject for the students of the Art Education Department has a clear effect on the superiority of the experimental group students compared to the knowledge achievement of the control group students.

Based on the findings of the study, the researcher recommended several recommendations, including:

1- Providing the necessary equipment and devices, and preparing books, resources and modern teaching aids in educational and educational institutions to facilitate the use of blended education

To complete the current research, the researcher suggested several proposals, including:

1. Conducting an experimental study by using blended learning in other stages of university levels.

1. Introduction

Progress in education technology has had a significant positive impact in achieving effective communication between the teacher and the learner, as it has facilitated the teacher's diverse and many ways of communicating information to learners, increasing

the enrichment of the educational process and increasing its effectiveness. (Khalafallah, 2010: 137).

E-learning is a method of education that works to communicate information to the learner, and relies on modern computer, web and multimedia technologies such as (CDs, educational software, e-mail, dialogue and discussion arenas - virtual classes). (Moses and Mubarak, 2005: 27).

However, e-education will not be a substitute for traditional education, the human teacher, the school class, or the university hall, so many studies have confirmed that e-education suffers from many shortcomings such as olive study (2005), Salem study (2008) and Salim study (2010).

Accordingly, there was a need for a new educational system that combined the advantages of e-learning with the advantages of traditional education, called integrated learning, so that they would jointly participate in the completion of the educational process in full. (Olives, 2005: 173).

The emergence of integrated learning was an attempt to overcome the disadvantages of e-learning on the one hand, and to solve some of the problems and difficulties that the educational process of natural disasters or the spread of epidemics - the global pandemic today - for example, those interested in the educational process have to look for alternative ways to continue education properly.

Because artistic education materials are one of the most important educational subjects in the upbringing of learners emotionally, psychologically and socially, they contribute significantly to the development of their personalities and integrate them into society, so attention to the methods of teaching them was a daunting task for the educational institution, and teachers alike.

   Based on the above, the current search problem can be summed up by the following question:

Is there a trace of the learning strategy built into the achievement of students in the Department of Technical Education with the material of artistic taste?

The importance of research:
 The importance of the current research lies in the following points:

1- The role that the integrated learning strategy in the field of education may play as a scientific and cognitive tributary that contributes to moving education forward.

2- The results of the current research may benefit the educational authorities in developing the methods and methods of teaching technical education materials.

Research Objectives:

1- Identifying the impact of teaching the subject of artistic taste using the learning strategy integrated into the achievement of students in the department of technical education in this subject, and to achieve this goal the researcher developed the following sub-objectives:

- Preparing teaching plans to teach art tasting in accordance with integrated education.
- Measuring the size of the impact of education integrated into students' achievement in artistic taste, and to achieve this goal, the researcher formulated the following hypothesis:

The first zero hypothesis.

There are no statistically significant differences at the level of indication (0.05) between the average grades of students of the experimental group (which studied technical taste in accordance with the integrated learning strategy) and the average grades of the students of the control group (which studied the same subject in the usual way) about their answer to the cognitive achievement test paragraphs (tribal and remote).

Research limits:
- Spatial boundaries: Faculty of Basic Education / Department of Technical Education.
- Human Boundaries: First-stage students / Morning Study
- Time Limits: School Year 2020/2021
- Objective limits: The subject of artistic tasting scheduled in the Department of Technical Education.

Determining terms:
- First: Built-in education:

Salama (2005) knew him as:

Mix or mix traditional teacher roles in traditional classrooms with virtual classes and e-teacher, i.e. it is an education that combines traditional education with e-learning. (Salama, 2005: 57).

Procedural definition:

An educational method, based on the provision of educational content on the best advantages of e-learning and the advantages of regular classroom education inside and

outside the classroom, by combining more than one method and tool for learning, whether electronic or traditional, in accordance with the characteristics and needs of students of the Technical Education Department on the one hand, and the nature of the material of artistic taste and educational objectives to be achieved on the other.

- Second: Collection:

Al-Luqani and Al-Jamal (1999) knew him as:

The extent to which students understand the specific experiences they learned during courses and is measured by the degree to which students receive in the educational tests (Al-Luqani and Al-Jamal, 1999:58).

Procedural definition:

It is the result of the educational activity through which the student acquires knowledge and experiences and understands them and analyzes them and then apply them in similar life situations, and is measured by the number of correct answers that the student answers about the paragraphs of the educational test prepared by the researcher.

- Third: Artistic taste:

Clive Bell (2001) knew him as:

One of the topics of arrogance is necessarily based on aesthetic perceptions and judgments and that these judgments are ultimately a matter of personal taste. Adel Mustafa, 40:2001.

Procedural definition:

It is the overall degree that the respondent receives from the research sample members through their answers to the cognitive test of the technical tasting material prepared by the researcher who prepared for this research.

2. Literature Review
Built-in education concept:
When addressing the concept of integrated education, it is clear that it is mostly a concept that refers to the integration of teaching methods and strategies with various means, and is called several names such as Mixed Learning, Blended Learning, Hybrid Learning, Integrated Learning and Dual Learning.

The reason for its multiplicity of names is because of differing views on the nature and type of integrated education, but it agrees that integrated education mixes and confuses e-learning with traditional education, and that this integration is through the use of traditional education tools and methods, with the tools and methods of e-learning

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properly, in accordance with the requirements of the educational situation. (Abdul Ati and Al-Mhenini, 2010: 2).

Integrated education is an integrated system that works by integrating the traditional method of learning with online learning, to guide and assist learners during each stage of learning as one of the modern learning inputs based on the use of technology in the design of new learning attitudes (Al-Fiqi, 2011:23).

The researchers believe that integrated learning is one of the educational or learning methods in which e-learning is integrated with traditional education and within one framework, where different means of communication are used, in order to teach a subject and employ computer-based e-learning tools from them or those based on networks in giving lessons and lectures, as well as in teaching sessions often in classrooms that are real equipped with means of communication with networks.

The importance of built-in education:
The importance of integrated education comes as one of the developments in the 21st century, because of its great potential in providing real opportunities in order to create a successful educational experience, and highlights its importance as it is more comprehensive, flexible and effective than the various types of e-learning, and can determine the importance of integrated education as follows:

1- It improves the effectiveness of education: by providing more harmony and harmony between the requirements of the user and the educational program. (Morsi, 2008:99).
2- Helps to focus on the outcomes of education, to make it easier and easier to access information at any time, and to facilitate the process of communication between the parties to the educational process.
3- The teacher feels his important role in the educational process, focusing on the cognitive, cognitive and emotional aspects, without one effect on the other, and maintains the bonds between the student and the teacher. . (Amasha, 2008: 12-14).
4- It overcomes social isolation and boredom that leaks to learners as a result of the use of e-learning for a long time, by incorporating traditional education. (Stranger, 2009:97).
5- It combines the advantages of electronic means with the advantages of traditional education. (Thursday, 2003: 367).
6- It focuses on the active role of learners in obtaining learning through the integration of individual and cooperative activities. (Hamid, 2016: 23).

According to the above points, the researchers believe that the importance of integrated education is highlighted in increasing the effectiveness of learning and improving its outcomes by providing a better correlation between the needs of female students and the

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learning program, including a variety of educational sources that stimulate learning in interesting ways.

Principles of built-in education:

Each educational or learning strategy must have the foundations and rules to follow when used in the educational process, and the principles and rules of integrated education can be summed up as follows:

1- Emphasizing educational goals and objectives.
2- The need to support many different personal learning patterns in order to reach the target group.
3- Everyone builds the experience of education on different subjective knowledge.
4- Diversity of educational experiences.
5- Using an effective education strategy, which is to get the learner to exactly what he wants at the time he wants. (Singh&Reed,2009: 76) .

Built-in education models:

There are several models of integrated education that can be limited to the following types:

1- The integrated skill-driven education model, which combines self-taught learning (self-learning) with teacher support to develop specific knowledge and skills that require feedback and organized support from the teacher, so that it integrates interaction with the teacher through e-mail, discussion forums and face-to-face meetings with self-learning.
2- Integrated direction-led learning: this type that works by integrating various means of presentation to develop specific behaviors that require the interaction of learners among themselves.
3- Integrated learning led by efficiency: it integrates performance support tools with knowledge management sources, and consulting to develop specific competencies.

Artistic tasting:

Psychologists in general and experimental psychology in particular, which appeared in 1879 with the study of "Tasting beauty", where the German scientist (Fehner) conducted his experiences of tasting and published it in his book (Principles of Artistic Taste) after which studies on the subject of artistic taste, which were focused on trying to identify the characteristics of the beautiful thing, whether its aesthetic or structural elements have a consistent character that consists of within the artwork, continued. Taste is the vibration of feeling in situations where aesthetic relationships are at a high level to which the human conscience moves with pleasure and satisfaction and the process of artistic tasting takes place in three stages:

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- First: - the immediate sense or awareness of the subject.
- Second: - The emotional reaction to the form of the perceived subject.
- Thirdly, the viewer's reaction to the nature of the intellectual concept of the subject, i.e. the technical implications of all the secondary implications it provokes (Trick, 1998:91).

Therefore, artistic taste is an important aspect of aesthetic taste specialized in tasting various works of art from compositional arts, poetry, music, theatre, cinema and other various artistic fields, although these fields are involved in the foundations, aesthetic values and general value of art, but each area needs a special degree of artistic confidence and awareness (training) so that the artistic tasting process can be performed properly by the taster.

Artistic taste means trying to learn and understand the artwork and reveal aesthetic, artistic and expressive values, to enjoy and appreciate them and then to judge them, which is one of the most important objectives of artistic education (Trick, 1998:92).

Many scholars point out that artistic taste is a communication process that requires two parties, one the sender and the other the recipient, or the future, between them a connecting channel, and a message mounted on this channel. (Hanoura, 2000:3)

The process of tasting in nature is a mental work focused on the value of an idea or something, and is always accompanied by a judgment on the amount of the idea or thing reaching a degree of perfection in goodness or beauty, or truth (Arabic Language Complex, 1979:52). It is a pattern of cognitive and emotional behavior that appears in the aesthetic aspects of the artwork, a conscious process influenced by many factors including attention, mood, and cognitive abilities in general. (Amin, 2001:48).

The word taste in its general sense means "expressing opinion or judgment in accordance with the special taste of the individual" (Assaad, 1987:22), while Nobler believes that the purpose of artistic taste "should be to achieve an aesthetic experience" (Nobler, 1987:29), and is the ability to feel artistic work or any mental production to show the aspects of beauty and lack of it.

Elements of artistic tasting:
In order for the process of artistic tasting to be conducted properly, there must be several elements and elements that are interrelated on which the process depends and summarizes as follows:

1- Stop: is the state of feeling and feeling of beauty, by visual viewing and extrapolating the artistic and aesthetic characteristics of the work any of its all aesthetic components, and the recipient stopped in front of the beautiful thing and appeared in his direction. (Gotshalk, 1985 P 4).

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2- Perception and understanding: it is intended to identify and understand what is to be tasted and to reveal its aesthetic and innovative values" (Husseini, 2008:12).

3- Integration and enjoyment: it is living the artwork and trying to restore the aesthetic experience that the artist went through during the completion of the artwork i.e. enjoying all the details of the artwork and its components from the use of colors and degrees and the texture of the surfaces of the shapes and lines that make up them and the shade and light that appear on them. (Thursday, 2003: 24).

4- Appreciation and judgment: This means realizing the thing to taste and judging it and this step comes after enjoying the artistic subject. (Bassiouni, 1993:297).

There are a range of factors that help achieve artistic taste, including:

- Artistic culture: a collection of experiences related to the meaning of art, beauty and art history.
- Living and full integration and re-living the experience and stages that the artist went through in completing his work.
- Visual technology: Eye experience means visuals.
- Realizing the relationship between form and content that good artwork lies in achieving the overall unity of these two key elements.
- Expect something new in the artwork (Trick, 1998:95).

The factors that hinder and affect the development of artistic taste in the individual are:

1- Not to touch the connoisseur with the elements of art and its foundations and artistic techniques related to the artistic subject. (Al-Hashimi, 2007:93).

2- The narrow and narrow partial view of the artwork in the sense of seeing it and tasting it from one side only or focusing on its parts or specific details appearing in the work. (Bassiouni, 1993:297).

3. The effect of the reference framework means the impact of a set of ideas, beliefs and customs that affect the behavior of the individual.

4- The effect of negative or blind intolerance in the process of artistic taste, such as the individual's intolerance of a particular idea or topic. Or the artist's fanaticism for a particular art school.(Trick, 1998:96).

Stages of the artistic tasting process:
Art and beauty remained trapped in the conflict between subjectivity and objectivity. As for the contemporary new outlook, we focus on taking a approach to moving from general experience to specialized experience.

The painting can be chosen as a distinctive aesthetic position and therefore studied in accordance with contemporary scientific theory (Ichtiaum D.T.: 111).

(The beauty world piper refers to successive or overlapping situations that the connoisseur goes through and completes his sense of beauty of the subject and **these positions include the following.**

1- Stopping in front of thought.

2- Isolation. That is, provoking the subject with all our attention.

3- Our sense that we are often faced with phenomena, not facts.

4- The intuitive position of the subject that stops the processes of proof and mental inference and pushes us to direct intuition of the subject.

5- Emotional or unitary character. The artwork evokes our feelings and emotions purely.

6- Emotional reincarnation or existence and symbolic sympathy, i.e. to put ourselves in the position of artistic influence, so that there is emotional participation between us or him or an underground simulation.

Previous studies:
- **The first axis - studies on integrated education:**

1- Abu Al-Rish Study (2013)

The effectiveness of an education-based program integrated into the achievement of 10th graders in the grammar and direction towards it in Gaza.

The aim of the study is to know the effectiveness of an education-based program integrated into the achievement of 10th graders in the grammar and direction towards it in Gaza.

- The research community is one of the 10th grade high school students.
- The research sample consisted of 40 students divided into two groups equally.
- The researcher resorted to preparing a 50-paragraph learning test and a questionnaire to measure the direction of female students towards grammar.
- The most important statistical means were: holsti equation, Pearson coefficient, Kidder Richardson equation, Spearman Brown equation and t-test.
- The most important results of the research have cleared the following:
- Statistically significant differences at the semantic level (0.05) in average grades

Grammar education between students of the two experimental groups and the officer in favor of the experimental group as there are statistically significant differences at the semantic level (0.05) in the average degrees of distance learning between the students of the two experimental groups and the officer in favor of Students with high and low achievement in the experimental group, and there are statistically significant differences at the level of indication (0.05) in the average score of the direction of the students of the experimental group towards the grammar material in favor of the remote application of the trend scale.

- **The second axis - studies on artistic taste:**

1. Al-Jizani Study (2009)

Artistic taste and its relationship to multiple intelligence among students of the Faculty of Basic Education

The study aimed at:

1. Multi-intelligence measurement of research sample members depending on gender and stage variables.

2- Measuring the artistic taste of the research sample members depending on the sex variable and stage.

3- Revealing the strength and direction of the relationship between artistic taste and multiple intelligence depending on the sex or stage changers.

The research community may be students of the Faculty of Basic Education - Al-Mustansiriyah Mosque

The research sample was (518) students represented by students of the first, second and third stages of the Technical Education Department.

The research was made up of a measure of multiple intelligence represented by intelligence (linguistic, logical, kinetic, visual, musical, subjective, social and natural) and another test of artistic taste.

The most important statistical means are: binary contrast analysis, Pearson coefficient, KeuderRishaderson/20, difficulty factor equation, discrimination coefficient equation, vacrobach coefficient, ka2 box.

The most important results of the research showed:

1- The emergence of a positive and expellive relationship between artistic taste and both kinetic intelligence, visual intelligence, musical intelligence and self-intelligence with the

concept of artistic taste, while it appeared that the relationship of other intelligences (linguistic, logical, social and natural) to artistic taste was weak or negative.

2. The moral differences in multiple intelligence and its relationship to artistic taste according to the gender variable that characterizes the members of the target group (Department of Technical Education) are statistically significant at the level of indication (0.05) in favor of students (males) in intelligence (kinetic, visual, musical, and subjective), while it was a function for female students in intelligence (visual, musical, and social).

4- The moral differences in the multiple intelligence that characterizes the members of the target group (Technical Education Department) according to the variable of the stage is a statistical function at the level of indication (0.05) for the benefit of third-stage students may be due to the passage of the educational experiences they experienced in the previous years of their preparation stages in the department of technical education.

3. Methodology and procedures

This chapter includes a presentation of the procedures followed by the researcher in terms of selecting the experimental design and identifying the research community and its sample, and equal sample through adjusting the variables and then preparing the research tool and verifying its sincerity and stability, procedures for applying the experiment and selecting the appropriate statistical means.

First: - Research method:

Since the current research aims to know the impact of the learning strategy integrated into the achievement of students in the Department of Technical Education with the material of technical taste, the choice of the experimental approach is appropriate to achieve that goal, as "experimental research goes beyond the limits of the quantitative description of the phenomenon, and rises to the treatment of certain variables under conditions set to prove how they occur, it is the control of variables and control in situations affecting the phenomenon to be studied". (Abdul RahmanWoznakeneh, 2007: 474)

Second: - Experimental design:

The researchers chose the experimental design with the tight control of two groups (experimental and controlled) with tribal and remote tests and in this type of design two groups are selected, one representing (experimental group), a group that is studied in accordance with the integrated education strategy, and the other represents the (controlling group), which is studied in the usual (traditional) manner.

Table (1)

Experimental search design

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Group	valence	Independent variable	Remote testing	Search tool
T Z	1- Previous experience (pre-cognitive test) 2- Age 3- Gender	Blended Learning traditional way	Cognitive test	Cognitive achievement test

Third: The society and the research sample:

The current research community is one of the 144 students in the first stage, the Department of Technical Education, the Faculties of Basic Education, The University of Mustansiriyah, for the academic year 2020-2021, the morning study of 144 who study the subject of artistic tasting in the first semester, distributed as in schedule (2).

Table (2)

Represents the numbers of students of the research community / Department of Technical Education - The first stage

Hall	Male	Female	Total
First Hall	23	21	44
Second Hall	31	8	39
Third Hall	34	5	39
Forth Hall	18	4	22
Total	104	40	144

ResearchSample:

The researchers chose hall (39) in a random drawing manner, to represent the experimental group that studies the subject of artistic taste according to the integrated education, while the other hall, hall (3) (39), represents the control group that studies the same subject in the usual way.

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The researchers excluded students graduating from the Institutes of Fine Arts and graduates of the Polytechnic Institutes of Applied Arts (8) students (4) in the second hall, and (4) in the third room. They envisaged the accuracy of the results because they had previous experience in the material of artistic tasting, which affects the internal integrity of the experiment and the exclusion was only statistically. As in table (3)

Table (3)

Number of students in both groups before and after exclusion

Total	Hall numbers	Number before exclusion	Number of students excluded	Number of students after exclusion
Experimental Group	2	39	4	35
Control Group	3	39	4	35
Total		78	8	8

Interior safety of experimental design:

The internal integrity of the current research experiment procedures has been verified by adjusting a range of extraneous variables, as follows:

A- Accompanying incidents:

There has been no accident that disrupts the course of the experiment, and may therefore affect the dependent variable as well as the independent variable.

B- The confidentiality of the experiment procedures: To ensure that students continue to be active in their dealings with the experience, the researcher and in agreement with the department management made sure that the experiment should be confidential, in order to conduct normally does not affect its safety and results.

C- Article: The researchers prepared the educational content to be taught to students of the experimental and controlling groups.

E- Distribution of lessons:

The distribution of classes between the two research groups was equal after the agreement with the department's management, each division had two consecutive sessions each week, which are as in table 7:

Table (7)

Distribution of weekly quotas for the two research groups

Total	Day	Hour	Class
Experimental	Tuesday	9:00	First
Control	Tuesday	10:30	Second

And - experimental leakage (waste):
      The researcher may lose some members of the sample during the experiment through leakage, death or transportation, especially if the duration is long, and the effect increases if it occurs in one of the two groups. However, this variable did not have an impact on the current research experiment because there was no leakage in the members of the experimental and controlled groups.

Search tool:
    The cognitive attainment test, which is applied tribally and remotely, was built on the level of previous experience and cognitive achievement of students before the introduction of teaching plans, and to see the extent to which the students achieved educational goals after the completion of their studies and may be the test of (30) test paragraphs of the type of choice of multiple, as each paragraph developed four alternatives one correct and the remaining three are wrong and the researchers took into account that it is comprehensive of educational content His sincerity and stability were verified after being presented to a group of experts and specialists and tested on his exploratory eye from outside the trial sample.

Statistical means:
A number of statistical methods have been used to analyze research data and extract results:

1- T-Test:

The researchers used a t-Test to ensure that the two groups (experimental and controlled) were equal and found the difference between averages in the attainment test.

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$$ت = \dfrac{\overline{س}_1 - \overline{س}_2}{\sqrt{\dfrac{ع^2\,(ن_1-1)+ ع^2\left(ن_2-1\right)}{ن_1+ن_2-2}\left[\dfrac{1}{ن}+\dfrac{1}{ن}\right]}}$$

Equation of paragraph difficulty:

Use to calculate the difficulty factor of each of the attainment test paragraphs.

$$ص = \dfrac{ع^{ص}_{د} + ع^{ص}}{ك}$$

Use to calculate the strength of each collection test paragraph .

$$ت = \dfrac{ع^{ص}_{د} - ع^{ص}}{1/2\ ك}$$

2- The effectiveness of the wrong alternatives:

Use to find the effectiveness of the wrong alternatives for each paragraph of the attainment test.

$$= \dfrac{د\ ع\ ن - م\ ع\ ن_1 ن}{}$$

3- Qeder Equation - Richard Son 20:

Use to calculate the equivalent of the stability of the collection test.

$$\text{Qeder - Richard Sun 20} = \dfrac{ن}{نص_1}\left[\dfrac{مجاص\ (1-\ )}{ع} - 1\right]$$

4. Results and Discussion

View and interpret the results:

This chapter includes a presentation of the researcher's findings in light of the objectives and assumptions of research using appropriate statistical means, between the experimental and controlled groups according to the degrees they received in the cognitive test, and discuss the results as well as conclusions, recommendations and proposals.

- **First: View the results of the cognitive attainment test:**

For the purpose of testing the zero hypothesis which states (there are no statistically significant differences at the level of indication (0.05) between the average grades of students of the experimental group (which studied technical tasting in accordance with the integrated learning strategy) and the average grades of the students of the control

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group (which studied the same subject in the manner The cognitive test was applied and after monitoring the grades of the two groups (experimental and controlled) in the cognitive attainment test supplement (--- and (---) to the two research groups and it was found that the arithmetic average of the group Experimental (25,657) and contrast (5,311), the computational average of the control group (18,366) and contrast (8,771).

To know the statistical significance of the difference between the previous mathematical averages, the researcher used the T-test for two independent samples, and found that the calculated value (T) was equal to (7,313) and was greater than the scheduling value of (2.01) to test (t) at a level of significance (05.0) and freely (68).

That is, the education integrated in the collection of technical tasting material among the students of the Department of Technical Education has a clear impact on the superiority of the students of the experimental group compared to the cognitive achievement of the students of the controlling group and thus rejects the first zero hypothesis.
This means that there is a statistically significant difference in favor of the students of the experimental group and table (4) explains this.

Table (4)
Calculated T value of differences between remote cognitive test scores
For students of the two research groups

Total	Students number	arithmetic medium	Standard deviation	Contrast	Degree of freedom	T value		Level of significance
						Calculated	Scheduling	
Experimental	35	25,657	5,311	5,311	68	7,313	2,01	Function at (0.05) level
Control	35							
			18,366	8,771				

Second: Interpretation of the results
In light of the results presented, the students of the experimental group showed the superiority of the students of the control group, the researcher found that the reason for this was due to:

1. Built-in education made students study according to their own abilities and personal preparations, and therefore the experimental group outperformed the control group, because it takes into account the individual differences between them.

2. Students found in the method of education using integrated education a new method, which led them to pay attention to the topics to be taught, and continue studying seriously.

3. Through teaching them in integrated education, the researcher touched the emergence of enthusiasm, satisfaction and activity among students by following the steps of this method, which is attributable to the findings of the researcher.

4. The results of this study proved the impact of integrated education as a method that can be used in teaching, especially in the subject of technical taste for its effectiveness in teaching this subject through the steps and activities found by the researcher in harmony and interaction of students with this method contrary to the usual method of the control group.

5. Conclusions
In light of the researcher's findings, the following can be inferred:

1. The integrated education strategy requires more experience and skill from the teacher than the traditional method.

2. The study stressed that the use of the integrated education strategy in the teaching of technical tasting contributes to raising the scientific level of students and deepens the absorption of the material balanced in the traditional way.

3. The multiplicity of educational activities has led to the involvement of more than one sense of learning, which has resulted in a good understanding, and an increase in the effectiveness of this method.

Recommendations
In light of the results of the current research, the researcher recommends the following:

2. The need to use integrated education in other subjects for other stages, and to investigate its impact on student achievement.

3. Providing the necessary equipment and equipment and preparing books, sources and modern educational means in educational institutions to facilitate the use of integrated education.

4. The opening of training courses for teachers and teachers of technical education by the relevant authorities in the Ministry of Education, in which topics are raised on the importance of integrated education and how it is used in the educational process among learners as it enters the basic construction of the educational process.

5. Directing teachers of technical education to the need to open up the use of modern teaching methods and strategies, including e-learning methods used within the class.

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Fifth: Proposals

To complement the current research aspects, the researcher suggests the following:

1- Conducting a pilot study similar to the use of education integrated into the subject of art history

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