Trends of College of Basic Education students towards the use of photography to develop learning skills in Kuwait

By:

Dr. Abdulaziz Alenizi
Associate professor -College of Basic Education -PAAET

Dr. Ahmad Alfailakawi
Associate professor -College of Basic Education -PAAET
ah, Saudi Arabia

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Dr. Abdulaziz Alenizi*, Dr. Ahmad Alfailakawi**

Abstract

The study aimed to reveal the trends of students from the College of Basic Education towards the use of photography to develop learning skills in Kuwait. The researcher used the survey descriptive method. The sample of the study consisted of (398) students selected randomly from the students of the bachelor, and the sample included (155) students and (243) students in the College of Basic Education in the General Authority for Applied Education and Training. The researcher prepared a questionnaire to measure the directions of students, which consisted of (35) paragraphs. The results showed that students' attitudes towards the use of photography to develop learning skills were high, and the arithmetic averages ranged from 73 3. -4.01), the other paragraphs came in order (2, 14.22) with an average score of (3.66-3.65), and the overall score (3.85) was high. The results showed no statistically significant differences (= 0.05) attributable to the effect of gender.

Keywords: Student Trends, College of Basic Education, Use of Photography, Development of Learning Skills, Kuwait.

* **Dr. Abdulaziz Alenizi:** Associate professor -College of Basic Education - PAAET

** **Dr. Ahmad Alfailakawi:** Associate professor -College of Basic Education - PAAET.

Introduction

The world is now witnessing rapid technical breakthroughs in various fields and **in the midst of this rapid technological progress** educational institutions had to keep up with these rapid and growing changes, to develop teaching and learning methods that ensure the quality of educational outcomes, so many educators believe that the use of modern educational techniques is an urgent necessity because of its many advantages, including: improving the university and public scientific level, and shortening Time, reducing effort and cost, and providing a fun and interesting learning environment, whether in the classroom, in laboratories and school laboratories, or in the field, through the development of education and the adoption of the idea of transforming into a knowledge society through the idea of integrating technology and its technology with education and developing university courses and curricula in its comprehensive sense to respond to recent scientific and technical developments.

The steps of applying many educational projects and programs are based on the integration of technology with education, and the application of e-learning, including computerized laboratories project and virtual lab **laboratory. Related to modern** virtual laboratories linked to global search engines, because of their importance in the interactive educational process that interacts between the members of the educational process with modern technologies, the learner shifts from a recipient to an explorer and teacher from a teleprompter to a mentor, e-education in the classroom and in laboratories has become an urgent necessity to keep pace with global scientific development, and the orientation towards e-learning and its applications (Abu Hasser, 2016).

Nevertheless, the College of Basic Education at the University of Kuwait department of education technology, uses many technological technologies and innovations in teaching and learning, and directing students towards them because of its interesting features that help students learn greatly and attractively.

In the field of education, we see that the sense of vision is the most important channel of teaching and learning in the individual, and that it is

one of the most important windows of the mind, and through which it deals with all the experiences it encounters, Spencer **pointed out** that the individual learns (83%) From experiences through vision, and the rest of the lineage, the individual learns through hearing, smelling, touching and tasting. **Most effective educational means are** Aids **Visual**, or audiovisual, from which the individual acquires more stable and deeper experiences, constant recollection and event retention. Educational images resulting from photography in its many forms and types are one of the most important educational means of observation and have a prominent role in facilitating the teaching and learning processes, **and these images play great importance in the learning process** (Wurdinger & Allison, 2017).

Nofal (2007) stated that the educational image resulting from photography has a role to play in the development of the learner's mental abilities; creativity, perception, thinking, and long-term remembering.

Photography has evolved considerably, and many branches and disciplines have branched out, all of which are subject to very precise theories, rules, tools and scientific standards. Photography as a science is based on several other sciences, notably chemistry, where the chemistry of light imaging is one of the most important pillars on which this science was built, in addition to physics and mathematics. The chemistry of photography is concerned with three sub-axes: the chemistry of sensitive panels, the chemistry of image display, and the chemistry of image stabilization, which **is a condition for mastering the skill of photography and thus the quality and accuracy of the** resulting photographs, and this needs the learner to have tendencies towards using photography to develop many skills (Najdi, 2012).

The use of traditional and digital photography helps the learner to learn within practical techniques, such as composition rules, university environment photography, excursions and holidays, photography in unfavourable lighting conditions, macro photography, studio **photography** and photographic techniques for those with a hobby of photography and beginners. Education through photocopy contributes to the processing of films and images, where it contributes to the acquisition of the experience of printing and acidification, where it

contributes to the learning of the acidification of black and white negativ films, the acidification of colored negativ films, and the acidification **of** slide **films in domestic** circumstances. Digital photography contributes to the knowledge of digital photography and sensors, basic concepts in digital photography, image preservation bodies, memory cards, computer-connected camera and digital processing, scaling and scanning of images, printing digital images, digital laboratory processing, color editing, computer screen image dissemination, and basic standards in digital camera testing (Virtues, 2002).

Mohammed (2014) pointed out that the use of photography contributed to the development of the quality of the experiences produced by the learner, by providing learning skills such as knowledge in new forms that bring learning experiences closer to concrete reality, considering that the first-hand experiences experienced by the learner are the best types of experiences, the learning development achieved by learners has enhanced many skills, and the ability of students to learn to produce digital and photographic images, and produce them in a distinct form of art through multimedia programs, resulting from cognitive achievement, cognitive achievement and post-learning, The trend of students towards photography in its forms has contributed to the development of many skills, including learning as a result of the role of educational technology, and the use of its various techniques.

The need to focus on and develop a set of general skills or competencies has emerged, which, by acquiring them, can enable students to compete globally and meet professional challenges in the changing world of technology. The most important learning skills of the 21st century include communication, collaboration, critical thinking, creativity and innovation, problem solving, self-learning, active learning (Nazir, 2018).

Al-Bass (2018) added that learning skills include productivity, leadership and responsibility skills, teamwork, ICT skills and consists of (information culture skills, media culture skills, ICT culture skills), as well as group-sharing skills. These skills are two of the 21st century skills that need to be acquired and developed by students.

The use of technology and techniques emphasizes the excitement of motivation and meeting the needs of learners within the framework of individual differences and the multiplicity of abilities, tendencies and trends, and with the great and amazing scientific development in the tools of knowledge transfer and scientific research theories computer had an important and effective role, through which the multimedia concept, which means the integration of images resulting from photography, still image and moving image, effective text, sound effects and videos, is to serve a certain educational position to achieve educational objectives. In order to move in the right direction, it was necessary to emphasize the role of educational technology and to take advantage of its various techniques to build educational attitudes rich in multiple educational materials, designed to meet the needs of the learner (Mohammed, 2014).

Photography is a visual documentary tool, and its function has gone from literally moving reality to learning many skills, the most important of which are learning skills, and employing experimental techniques in contemporary experimental work (Mekdadi, 2018).

Accordingly, the researcher will investigate the trends of students from the College of Basic Education towards the use of photography to develop learning skills in Kuwait.

Theoretical framework

Definition of photography and learning skills

Photography, which is of great importance and has an important role in teaching and learning, is also called photography, photography in general is considered **educational photography.**

Flata (2001:78) defined **photography** as "the art of photography or photography science subject to highly specialized theories, rules, tools and standards".

"Photography is known as the production process of photosynthesis by light effects, where photographs are taken using cameras, which are similar in composition to the humaneye. The camera receives the light rays reflected from the view and collects it through the lens to form a fantasy that falls on the sensor and is then processed and stored on different storage media."

Joseph (2000:6) defined him as "the science and art of drawing and writing with light, which aims to record events and objects through the use of light-sensitive materials that chemically process permanent visual images."

Shamseddine (2016:1) defined **photography** as "a certain combination of different types of photography techniques that provide the viewer with a message or a scene in an art form, and the most important factors that help get the best images are the right angle, the right lighting, the good lens, and the lenses must be changed according to the lighting and the type of image to be taken."

The teaching of the "principle of the right to self-development" is a fundamental principle of the united nations.

Thoughtful Learning (2020:1) defined learning skills as "21st century learning skills called quadruple tea" and include: critical thinking, creative thinking, communication, collaboration, as these skills help students to learn and thus benefit them for success, among others.

Shooting goals and features

Flata (2001) pointed out that photography is distinguished from other arts or sciences that it is possible to practice without prior study or long experience, as any individual, regardless of his age and knowledge, can carry a camera to get a good image to achieve the desired purpose, and this feature of photography is considered to make him an excellent tool in learning and education, because it offers an opportunity for both the teacher and the student to make him practice this art to achieve different educational goals, and achieve better communication between the student and the teacher on the one hand and the picture The educational material, on the other hand, saves time, effort and money, harnessing this technique to serve educational goals, maintaining eternal spiritual value, and developing a spirit of creativity and beauty.

The field of education is at the forefront of the fields that benefit from photography, where images in all forms, types of education are an effective and inexpensive educational tool that facilitates the teaching and learning processes, in all subjects and subjects of all categories of learners at different levels of education. There are many educational

attitudes that require the use of photographs, the most important of which requires the teacher to exceed the limits of time and space during the teaching process.

The aim of photography and its tools is to familiarize students with connectivity and build meaning from their experiences and this work requires reflection, better communication between students and teachers on the one hand and the image resulting from photography and educational material on the other, as well as to develop the creativity and long-term memory of students, and to enhance their learning opportunities in and out of the classrooms (Abdul Mutallab, 2019; Rodrigues, 2017;Nofal, 2007).

Photography with various characteristics works to achieve the educational benefits of students, acquire learning skills, share colleagues, and achieve photography pleasure, thrill and innovation, solve problems that may face them in learning, and correct mistakes (Abu Amisha, 2019).

The process of learning through photography is characterized by encouraging students to manage their own learning process, developing the process of self-reflection, contemplative, introspection and remembrance (Woods & Rosenberg, 2016; Chivers, 2019).

Learning skills

The modern age depends on technology, its innovations and its various tools, the various teaching methods that contribute to the development of learning skills, which constitute excellence in the 21st century, and learning skills, critical thinking and focus (analysis, discussion, classification, definition, comparison and contrast, description, definition, evaluation, explanation, problem solving, and tracking causes and effects). Creative thinking focuses on abilities (brainstorming, creativity, imagining ideas, design, entertainment, improvisation of the solution, innovation, coupling, research in a new way, problem solving, questions), and skills; communication, which depends on case analysis, mediator selection, message evaluation, active listening, reading and speaking, role-sharing, use of technology, and writing. In addition to the skill of collaboration, which generates decision-making capability, process evaluation, goal setting, group

leadership, time management, conflict resolution, team building, brainstorming, resource allocation and responsibilities (ThoughtfulLearning, 2020).

Lotfi (2016) said learning skills include basic skills: critical thinking, creative thinking, collaboration skills, communication skills, research skills, knowledge skills.

The British Arab Academy of Higher Education (2003) noted the importance of developing students' learning skills, as all students need to develop their learning skills in order to be successful in their studies. It is important to gain awareness of how to learn because it will help them make the right educational choices, improve their learning ability, develop their learning skills, and also help them understand how their memory, concentration and intellectual abilities improve. Learning is not only about preserving the facts; it also involves developing skills, knowledge, critical thinking and the power of debate. Learning also helps to perform tasks with success and skill. Learning helps improve a student's physical abilities, develop and increase knowledge, and helps change their orientation and beliefs in the university educational framework.

Chivers, 2019) believes that the introduction ofphotography in universities is very important and develops skills that students may benefit as skills, thinking, remembering, creativity, meditation, collaboration, communication, etc., as well as enhancing the social responsibility of the teacher among their students, by exploring certain topics that generate a way of representation, and the way new thinking and knowledge are disseminated based on perspectives and ideas.

Students' attitudes towards using photography to develop learning skills.

Trends are an important emotional element in learning. These products are one of the aspects that contribute to the development of the personal characteristics of the learner. Therefore, observing them in the form of motivational outputs makes students more inclined to achieve both learning and mental health. The evolution of the attitudes of the

learner is the form of learning outputs. It was linked to the behaviors used and the content (Abdul Ali, 2017).

In order to achieve 21st century skills, students must know more than the subjects they are learning, as they need to know new life situations, as well as understand new connections, collaborative work, problem solving, decision-making, media and informatics culture, ICT culture, and higher thinking skills.

Sedki and Hassan (2009) pointed out that learning skills include three categories: *informational and technological skills, divided into knowledge skills, communication and sharing skills. * Digital culture skills. *Life and professional skills are divided into personal and cooperative skills, self-orientation skills, reliability and compatibility skills, and social responsibility.

Flata (2001) stated that the educational purposes of photocopy resulting from photography include the development of learning skills and others among learners, including their ability to store information and history. Its ability to transmit information, where the use of the image helps the learner to think properly, and to develop his understanding and perception. Source of information and education. its ability to express and move.

Abdullah (2013) pointed out that scientific and technological progress has led to the emergence of new teaching strategies that use different teaching methods and materials in a way that provokes the motivation of the learner and his attitudes towards learning, and provides him with educational experiences that develop learning skills such as innovation skills, individual and cooperative learning, and help him to acquire information in accordance with his inclinations, needs and ambitions, in support of the student's autonomy. Photography technology has generally been credited with moving from a new qualitative level of photography to digital photography, which has led today's society to new levels of knowledge of image value, where a large part of the concept of image sense has been built, as digital photography has opened up possibilities for visual language in a way that has made photography artists, technicians, the public and learners eager to explore

more about the value of images and develop many skills, including learning.

Abu Amaisha (2019) believes that the features of the camera and microphone in the mobile are enormous and can be employed in teaching and learning, which brings pleasure and excitement to learning.

Many researchers have confirmed (Abu Nyan, 2018; Costa & Kallick, 2008) That photography and the resulting images are important means that work to develop and develop higher thinking skills, which are considered to be important basic skills in the educational fields related to the development of students' abilities and the development of their thinking, with the progress and cognitive development of our time, knowledge has become not limited to what the student receives in the classroom, and is no longer an end in itself, buta means of learning and training in higher thinking skills so that students are able to face the difficulties and problems of life and be able to make the right decisions in theirlives. This requires directing students' thinking and training of their knowledge, skills and abilities, where teachers use many strategies to guide students through a period of reflection, provided by the teacher from various tools and means, including: discussions, interviews, interrogations, records, magazines containing text sand and images, another tool for student thinking, where images are educational tools especially educational technology-related photography.

Photography has been adopted as a method of learning and research successfully by a number of academics. This phase marks the beginning of the use of images to extract information from people, especially the use of images to provoke the response of learners, which became known as photo-capture technology (Harper, 2002).

Many researchers believe that it is necessary to introduce educational or educational photography in schools, colleges and universities to many requirements such as public relations, marketing and advertising, in addition to developing skills that may benefit students such as thinking, remembering, creativity, meditation and other skills. One of the objectives of using a set of tools in the field of education is to enhance the social responsibility of the teacher among their students, by exploring

certain topics that generate the way to represent, the way new thinking and knowledge are disseminated based on perspective and ideas (Rodrigues, 2017; Chivers, 2019).

Rose (Rose, 2007) noted that educational photography includes visual educational tools, educational materials that are used only for visual presentation and the formation of certain images in memory, which affect memory, understanding and interpreting the content of teaching, and also help students to think self-reflection.

Mitchell (Mitchell, 2011) stated that the visual image resulting from photography across its instruments creates a creative space for research, and therefore can look new as a liberal experience.

Ghaidan (2018) concludes that education technology and innovations are concerned with designing and producing targeted learning environments, raising the efficiency and effectiveness of the educational process, guiding students towards learning, developing learning skills, and developing visual thinking amongstudents. Visual thinking strategies aim to develop communication skills and creative thinking skills in an effort to understand the environment surrounding the learner through the language of image and form. In addition to creating a spirit of competition among learners in the internal and external environment.

He stressedthe importance of using photography in thelearning process, where technology (mobile phone) can be used in the field of education and acquire technological and learning skills, most mobile and smart devices have digital cameras to take high quality photos and videos, store them in the device, or send them via multimedia messaging service, via Bluetooth, via the web, internet or other.

Photography is one of the means to help students develop and develop critical thinking skills, collaboration, teamwork, global communication, and media knowledge, and many organizations and institutes have supported that medium (Rodrigues,2017; Azahari, 2013).

Yakovleva and Yakovleva (Yakovleva & Yakovleva, 2014) stressed the need to use interactive teaching methods in contemporary higher education, and that the main strategy formodern education should focus on the student's independent activity, effective and technological training of professional competence, and his training to acquire learning and

technical skills, such as: learning through photography, this form of teaching helps to stimulate students' creative skills.

Lotfi (2016) explained that learning skills include all skills that help students learn and think, including a range of basic skills: (critical thinking, creative thinking, collaboration skills, communication skills, research skills, knowledge skills), and includes knowledge skills, such as information awareness, media culture, and technological knowledge. Life skills are skills that help students in all matters of their lives, especially when it comes to the labour market, which has become an absolute necessity to be placed within the conditions and specifications of the applicant for a job.

According toWardinger & Allison (Wurdinger & Allison, 20172:15),"experiential learning is popular with students because it is more fun and leads to deeper learning when compared to the curriculum."

Munday, Rowley& Polly, 2017notedthat photography enhances students' attitudes towards participation in learning, develops higher thinking skills as one of the learning skills important to students to learn, helps them discover, analyze, discuss, and self-learning, and contribute to the development of their own sense.

Ammar al-Qabbani (2011) stressed that photography helps to develop the accuracy of observation in the learner, access to information that is not apparent at first glance by reading shapes and looking at images, training the learner to see the internal relationships of forms and images, developing the ability of the learner to observe accurately, develop the technical skills of the learner, acquire some important skills, and contribute to the strengthening of students' attitudes towards the use of photography in learning.

Vergon (2012) studied the most appropriate timing for the use of real-time messaging (after/before) traditional learning in integrated learning and its impact on the achievement and performance of students enrolled in the Advanced Imaging Course in the Department of Education Technology, and found an impact of the integrated learning program through real-time dialogue with the "ooVoo" with traditional

education, as opposed to traditional learning, in addition to the time and effort provided by this program to the teacher, and proved the effectiveness of the program when starting traditional learning and then instant messaging, which confirms that starting with the lecture and demonstration method is a necessity.

Hussein and Noureddine (2018) found that students who use photography for learning contributed to the development of the creative design skills of the educational poster, created a spirit of electronic competition among students, and helped to develop self-competence and raise the motivation for achievement among students.

Previous studies

GarciaLazo's study, 2012, aimed at identifying the impact of images on students living in a photo-saturated world and how critical thinking skills can be developed in students through photo capture. The study found that the creation of images inspired students' thinking.

The Ferguson Study (2012) aimed to find out the most appropriate timing for the use of instant messaging (after/before) traditional education in integrated learning and its impact on the achievement and performance of students enrolled in the Advanced Photography Course in the Department of Education Technology at the College of Basic Education in Kuwait. The sample consisted of 70 students enrolled in the advanced photography course, including (23) students in the control group and (23) students in the pilot group. The results related to the timing of the use of instant messaging also resulted in the effectiveness of the programme when starting traditional learning and then instant messaging, confirming that starting with the lecture and demonstration method is a necessity.

The Sadiq Study, 2013, aimed at exploring how to improve the learning process by using images in the curriculum with three objectives, improving students' cognitive level, easy interpretation of context by faculty members and a smooth understanding of learners. The tools of the Teacher Efficiency Assessment Model (TEAP), the Student Understanding Assessment Model (SCAP)and the Time/Cost Impact Assessment Model (TCEAP)were used on different samples.

Al-Anzi Study (Alenizi, 2015) aimed to investigate the importance of the use ofpictorial methods in the classroom and the importance of teachers in Kuwait. The results showed that visual media such as images made it easier for students to understand the concepts of scientific subjects, particularly biology, physics and chemistry. Displaying images in education helps to develop students' own ideas and opinions, thereby enhancing their personal skills while questioning the validity and importance of the concepts put forward. easily understood. The results showed statistically significant differences attributable to the gender variable in favour of males.

Al Azzam Study (2017) aimed to measure the degree of use of smartphones in the educational process: a field study from the point of view of students of educational technology in private Jordanian universities. To achieve the goal of the study, a resolution tool has been developed related to the degree of use of smartphones in the educational process. The study results showed that the degree of use of students in private Jordanian universities for private smartphones in education was moderate, and also showed no statistically significant differences in the level of indication in the degree of reference in the degree of use of smartphones in the educational process: from the point of view of students of educational technology at Jordanian private universities due to the changes of study: gender, university, and study stage.

Lavalle& Briesmaster, 2017, aimed to investigate the use of image descriptions as a strategy to develop and enhance communication skills among eighth graders attending a private English school in Chile. The results showed that students' communication skills increased as a result of the integration of image descriptions into classroom activities, which in turn enhanced students' overall participation.

Hussein and Noureddine Study (2018) aimed to identify the relationship of e-competitive learning patterns (between groups/ within groups) and cognitive method (introverts/diastolics) in the development of the creative design of the educational poster and motivation for achievement and self-competence among students of the first division - specializing in technology Education at the Faculty of Education, the

research was applied to a sample of 50 students in the photography course, where the four experimental treatments were presented through the educational admoddo platform, the application of the creative design evaluation card in the educational poster after, and the motivational standard for achievement and self-efficiency before and after. The results showed that there was no statistical difference in the development of the creative design skills of the educational poster due to the different pattern of competition, as well as the different cognitive style, while there was a difference in favour of the experimental group (introverts/ within groups) in the development of creative design skills for the educational poster. The results also showed no statistically significant differences in the motivational scale of achievement regardless of the pattern of competition or cognitive method, and the study also found a difference in favour of the group competition pattern on the subjective efficiency scale, regardless of the cognitive method.

Dakhil Study (2019) aimed to identify the development of self-learning skills using modern techniques in engineering education, and to identify the abilities and skills enjoyed by the teacher and students of the Faculty of Engineering at Muthanna University through the work of a cartoon questionnaire consisting of axes that determine the skills of students and their tendency to self-learning and the skills of teaching teachers and the infrastructure of the Faculty of Engineering and the possibility of applying modern methods of engineering teaching. The results showed that students' self-skills are low to middle, and the study recommended the need to raise students' skills in their field of specialization and the need to involve them in development courses and workshops that contribute to the promotion of self-learning methods and the need to support teaching staff to enhance modern teaching methods and develop the faculty infrastructure that establishes modern teaching methods.

Commentary on studies

The current study on previous studies was characterized by the fact that, according to the researcher's knowledge, it was the first of its kind in Kuwait with regard to the subject of the study, which sought to investigate the directions of students of the College of Basic Education

towards the use of photography to develop learning skills in The State of Kuwait, and has benefited from previous studies in terms of sample, methodology and statistical methods, in addition to the benefits in the preparation of the current study tool, and the results of the studies.

The problem of study and its questions

The problem of study ing is to reveal the trends of students of the College of Basic Education towards the use of photography to develop learning skills in The State of Kuwait, from the experience of the researcher in the academic work of the university, he believes that the use of photography in the learning of students is of great importance and one of the most important goals pursued by education in the State of Kuwait, where it contributes to the development of learning among students, and each successful educational system depends on educational means in the framework of rapid developments In the field of technology, ensure its success and contribute to improving the process of teaching and learning through the development of learning skills among students, the use of photography - according to the researcher's knowledge - facilitates the use of technology by students for the purposes of learning and communication and developing knowledge products, and improve the quality of the educational system, so the researcher saw the investigation of the directions of students of the College of Basic Education towards the use of photography to develop learning skills in the State of Kuwait, by answering the following main question "What are the trends of basic **faculty students using photography to develop learning skills in Kuwait?** ".

The following sub-questions are branched out from the main question:

- Are there statistically significant differences at the level of significance (≤ 0.05) between the mathematical averages in the trends of students at the College of Basic Education towards the use of photography to develop learning skills in The State of Kuwait according to the variable (gender)?α

Study objectives

The current study aims to achieve the following:

1- To reveal the trends of students from the College of Basic Education towards the use of photography to develop learning skills in Kuwait.
2- To identify statistical difference differences in the extent to which students at the College of Basic Education are moving towards the use of photography to develop learning skills in Kuwait according to the variable (gender).

The importance of studying

The importance of the study lies as follows:

1- Identify the basic attitudes of students of the Faculty of Education towards the use of photography in the development of learning skills.
2- The study may contribute to other studies and different variables in photography and the attitudes of students towards it and the importance of its use in the development of learning skills, because of the scarcity of studies that addressed the topic.
3- Given the results of the current study, it may give useful indicators in the development and diversification of teaching methods, educational tools and means through various technological innovations such as photography and others, which contribute to the development of the learning process.

Study terms

- **Photography:** "The science and art of drawing and light writing, which aims to record events and objects through the use of light-sensitive materials that are chemically processed by permanent visual images" Joseph (2000:6).
- **Learning skills:** "Learning skills in the 21st century is called quadruple tats and include critical thinking, creative thinking, communication, and collaboration, as these skills help students to learn and thus benefit them for success and others" (Learning Learning, 2020: 1).

Study limits

1- **Objective limits: The** study was limited to revealing the trends of students at the **College of Basic Education towards the use of photography to develop learning skills in Kuwait.**
2- **Human boundaries: The** study was limited to students at the College of Basic Education in the General Authority for Applied Education and Training in Kuwait.

3- **Time limits:** During the first semester 2022/2021.

- Method and procedures

Curriculum

The researcher used the descriptive survey method to suit this type of research and is based on investigating the trends of students in the General Authority for Applied Education and Training in Kuwait in order to reach the required results.

Study Community

The entire study community (17,455) students from the College of Basic Education in the General Authority for Applied Education and Training in the first semester of the academic year 2022/2021, and the number of male students (5324) students and females (12,131) students.

Study sample

The researcher selected the sample of the study of (398) students in a random manner from bachelor students in the first academic year 2022/2021, and the sample included (155) students and (243) students in the College of Basic Education in the General Authority for Applied Education and Training.

Table (1) Iterations and percentages by study variables

	Categories	Iteration	Percentage
Gender	MALE	155	38.8
	Female	243	61.2
Total		**839**	**100.0**

Study tool

The researcher prepared a questionnaire to measure the trends of students at the College of Basic Education towards the use of photography to develop learning skills in Kuwait after reviewing previous research and studies (Al Azzam, 2017; Lavalle & Briesmaster, 2017; Garcia Lazo, 2012).

Believe the tool.

The researcher made sure of the sincerity of the tool to measure the apparent honesty by presenting it to a number of arbitrators specialized in research methods and education technology in order to make sure to measure the appropriateness and affiliation of the paragraphs, the clarity

of the phrase and the integrity of its formulation, and make proposals for modification or addition or deletion, the arbitrators have made the observations and appropriate opinion, and have been introduced and made formal adjustments in the drafting, and the resolution is produced in its final form.

The stability of the tool

To ensure the stability of the study tool, the test-retest method was verified by applying thescale, and reapplied two weeks later to a group outside the study sample of (30), and then the Pearson correlation coefficient was calculated between their estimates twice (0.90).

Statistical standard

The Five-Year Likert ladder was adopted to correct the study tools, giving each of its five paragraphs one score (large, medium, weak, very weak) and represents digitally (5, 4, 3, 2, 1) respectively, and the following measure has been adopted for the purpose of analyzing the results:

From 1.00- 2.33 weeks
From 2.34- Medium 3.67
From 3.68- 5.00 Large
And so,

The scale was calculated by using the following equation:

Upper scale (5) - minimum scale (1)
Number of categories required (3)

$$\frac{5-1}{3} = 1.33$$

Then add the answer (1.33) to the end of each category.

Procedures for the implementation of the study

To achieve the objectives of the study, the following steps and procedures were followed:

- Identify a random ized study sample from the entire community.
- Prepare the study tool and present it to the arbitrators to take advantage of their observations and take them.
- The researcher distributed the questionnaire to a survey sample of students from the College of Basic Education in the General Authority

for Applied Education and Training, and then after extracting honesty and stability the questionnaire was distributed to the sample.

- The researcher unloaded the surveys and performed statistical analysis using appropriate statistical treatments to present and discuss the results and make recommendations.

Statistical treatment

In the light of the study's questions, the researchers used appropriate statistical treatments through their analysis on SPSS, and the researcher used mathematical averages and standard deviations, the kronbach alpha internal consistency coefficient and the stability of replays and repetitions, in addition to analyzing the four-way contrast to show the variables of the study, and using the Chevy method of dimensional comparisons of the effect of variables.

- View and discuss the results

Question 1: The question reads, "What are the trends of **basic faculty students towards the use of photography to develop learning skills in** Kuwait**? ".**

To answer this question, mathematical averages and standard deviations of the College of Basic Education students' attitudes towards the use of photography to develop learning skills in Kuwait have been extracted, and the table below shows this.

Table (2)Arithmetic averages and standard deviations trends of students at the College of Basic Education towards the use of photography to develop learning skills in The State of Kuwait ranked descending according to the mathematical averages.

Rank	Number	Paragraphs	Average arithmetic	Standard deviation	Level
1	20	As a visual documentary tool, photography contributes to learning by actually documenting experimental works.	4.01	.874	High
1	35	Acquires ICT culture skills.	4.01	.885	High
3	1	Enhances the skills of information culture.	4.00	.889	High
4	25	Contributes to the development of media culture skills.	3.98	.871	High

Rank	Number	Paragraphs	Average arithmetic	Standard deviation	Level
5	12	Helps exchange ideas within groups.	3.96	.937	High
5	34	Strengthens the relationship between the students themselves and the professor.	3.96	.897	High
7	8	Develops higher thinking skills.	3.94	.904	High
8	13	Promotes the spirit of cooperation between the students themselves and the professor.	3.93	.939	High
8	28	Gives students enough opportunity to think and conclude.	3.93	.934	High
10	21	Students gain self-learning.	3.92	.896	High
11	3	The students' attitude towards the educational material given is supported.	3.91	.921	High
12	7	Contributes to the understanding of students and is more effective in the lecture and outside the lecture.	3.90	.929	High
12	17	It can increase students' learning performance.	3.90	.919	High
14	18	Enrich the educational process with various educational techniques, materials and resources.	3.89	.814	High
15	16	The educational material can be stored and used later.	3.86	.991	High
16	5	Guide students' thinking and composition of their knowledge, skills and abilities.	3.84	.948	High
16	6	Encourages students to learn to practice and practice without the need for long experience.	3.84	.828	High
16	19	Develops creativity and innovation in learning.	3.84	.922	High
19	29	Achieves better communication between the teacher and the students on the one hand and the image and the educational material on the other.	3.83	.905	High
20	4	It saves time, effort and money.	3.82	.953	High
20	9	Harnesses the use of technology, its innovations and technologies to serve learning goals.	3.82	1.068	High
20	31	Facilitate teaching and learning in all subjects and subjects for all categories of learners.	3.82	.893	High
23	10	Its use exceeds the limits of time and	3.80	1.053	High

Rank	Number	Paragraphs	Average arithmetic	Standard deviation	Level
		space during the teaching process.			
23	11	Increases the fun and suspense of the learner which leads to deeper learning.	3.80	.910	High
23	26	Students are more motivated and inclined towards both learning and mental health.	3.80	.930	High
23	27	He gains creativity skills and a love of scientific exploration.	3.80	1.046	High
23	33	Develops media and informatics culture.	3.80	1.002	High
28	32	Enhances life and professional skills.	3.79	.958	High
29	15	Develop self-orientation and independent skills.	3.78	.896	High
30	30	Digital culture and creative design skills are rooted.	3.75	1.008	High
31	23	Develops the ability of understanding and cognition in students.	3.74	.954	High
32	24	It raises students' ability to express, move and entrepreneurship.	3.73	.979	High
33	2	Help students remember.	3.66	1.073	Medium
33	14	Provokes the response of learners as a technique of inference.	3.66	1.017	Medium
35	22	Creates a spirit of competition among students in the internal and external environment.	3.65	.998	Medium
		College degree	**3.85**	**.572**	**High**

Table 2 shows that the arithmetic averages ranged from bn (3.65-4.01), where paragraphs20,35 and text "Photography as a visual documentary tool contribute to learning by actually documenting experimental works. "And "acquire the skills of act culture." In the first place with an average account of 4.01, and the average arithmetic for the total score as a whole (3.85). The other paragraphs came in order (1, 25, 12, 34, 8, 13, 28, 21, 3, 7, 17, 18, 16, 5, 6, 19, 29, 4, 9, 31, 10, 11, 26, 27, 33, 32, 15, 30, 23, 24) with a high score ranging from (4.00-3.73). This result is due to the fact that photography and the resulting images and the use of various technologies, methods and technologies have a positive and effective role as a learning tool, as it is characterized by ease of mobility and use, and provide a greater opportunity for interaction, including many tasks including the ability to download information,

photos and videos, develop the students creative design, the ability to communicate and participate with colleagues, teachers and other university students in the field of learning education through the use of technologies and different technology innovations and information to communicate, and also be attributed to the fact that it achieves, as well as the ability to communicate with colleagues, teachers and other university students in the field of learning education through the use of different technologies and technologies and information to communicate, and also be caused by the fact that it achieves the achievement of different technologies and technologies and information to communicate, and also because it achieves the achievement of the development of the students' creative design, the ability to communicate and participate with colleagues, teachers and other university students in the field of learning education through the use of different technologies and technologies and information to communicate, and also be attributable to the fact that it achieves the best of the students. Photography rumors and uses in students and interaction and self-acquisition, which contributes to self-thinking,affects memory and preservation of information for the long term, directs students towards experimental learning, in addition to being flexible, interesting and more enjoyable, which contributes to deeper learning, and achieves photography discussion and dialogue between students and professor, exchange of opinions, as well as increasing knowledge and information exchange, raising students' cultural and technical skills, research and reconnaissance skills, filling leisure times, process of interaction and continuous use in photography learning leads To understand the environment surrounding the learner, create a spirit of competition among them, provoke the response of learners, guide their thinking, and acquire life and technological skills, it is a more attractive and motivating tool that motivates students to learn and attract them, leading to the development of their learning skills, as a tool and educational tool and means that guide students towards learning and learning skills. The outcome of the current question was agreed with the results of a study (Garcia Lazo, 2012; Ferguson, 2012; Sadiq, 2013; Lavalle & Briesmaster, 2017). The current outcome differed from a study (Dakhil, 2019; Hussein and Noureddine, 2018).

The other paragraphs came in order (2, 14.22) with an average score of (3.66-3.65. Although the degree is intermediate, it is acceptable as the process of remembering and competing is a relative response between one student and one student, and the result may be due to individual differences between them, but the degree of students' opinions is good and contributes to their orientation towards developing learning skills when using photography.

Question 2: The question reads: "Are there statistically significant differences at the level of significance (≤ 0.05) between the mathematical averages αin the directions of students of the College of Basic Education towards the use of photography to develop learning skills in Kuwait according to the gender **variable? "**

To answer this question, the mathematical averages and standard deviations of the trends of students of the College of Basic Education were extracted towards the use of photography to develop learning skills in Kuwait according to the variable gender, and to show the statistical differences between the mathematical averages the test was used " T", and the grandfather and below explained this.

Table (3)Arithmetic averages, standard deviations and the "T" test of the impact of gender on the trends of College of Basic Education students towards the use of photography to develop learning skills.

	Number	Average arithmetic	Standard deviation	Value "T"	Degrees of freedom	Statistical significance
MALE	152	3.80	.585	-1.163	390	.245
Female	240	3.87	.563			

Table 3 shows that there are no statistically significant differences (= 0.05) due to the impact of gender due to the attitudes of students of the College of Basic Education towards the use of photography to develop learning skills. The result may be that the use of photography is important and a positive role for both genderes, as it is an effective tool in the field of learning, the two genderes seem to have the same need to use, students (male, praised) the role and effectiveness of photography and attraction to them in the learning field, and the significant development of students in learning skills so they showed their tendency to use photography in learning. 2015) where there were no gender differences.

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