The effectiveness of the aesthetic entrance to the development of skill mapping for fifth-grade students in primary and inclination towards Social Studies

Dr. Hamdy Ahmed Mahmoud Hamed (Phd).
Assistant professor, Department of Curriculum and Instruction
College of Education / University of Helwan.
Arab Republic of Egypt

Abstract: The goal of this research is to develop the skill of mapping in Social Studies at the fifth-grade students in primary, and through the design of a proposed program in geography based on different activities and strategies, modern, and sample consisted of (30), a pupil of the fifth-grade students in primary, and that school Republic primary education management Maadi. Researcher prepared a list of the skills sub-skill mapping that should be on the students Adarkha so that they can draw a map, designed a proposed program in Social Studies (a branch of geography) confirmed it to use the entrance aesthetic presentation of lessons and the content of the maps in terms of use and painted, and also have been prepared in a measure of skill to draw a map to the fifth-grade students in primary and note card for the performance of students during the mapping and also a measure of the tendency of students towards the study of social studies material was Tygimam and ensure suitability after presenting them to the gentlemen of the arbitrators.

The research found the following results:
- Increase in the average scores of students in post application for their grades in the pre application to measure the skills of drawing the map, it has got students in the post application on the average (61.33) and the standard deviation of (2.88), while his pupils in the application Tribal average (38.53) and the standard deviation of (2.97).
- There is a statistically significant difference at the level (0.01) between the average grades of the same group in two applications for pre and post card note the performance of the pupils to draw a map and skill for the benefit of post application.
- There is a statistically significant difference at the level (0.01) between the average grades of the same group in the two applications prior and subsequent to gauge sentiment towards pupils study material and social studies for the benefit of post application.

Keywords: the aesthetic entrance / skill mapping/ Social Studies.

I. Introduction
Characterized by social studies course, especially in that it connects between the two dimensions temporal and spatial, it is also distinguished from the rest of the subjects the nature of the social, as is evident from the labeled, all of this to make it an effective environment in contributing to a greater role in the preparation of a generation of juveniles to be individuals Merit in the community who live in it, and he knew the realities of social and economic developments and cultural environments different civilizations within their community and other communities around the world.

If all subjects some of the educational goals of the dye, but the social nature of the social studies Social imposed doing front-lion in achieving those goals, and this is due to the special importance of the social studies of various subjects, particularly at the elementary level.

Among the most important of these educational goals for the material social studies as it helps the teacher to foresight by putting in time (through the study of history), and the place (through the study of geography) in which they live, and to study the present in the past, near and distant intent to touch the indicators and the contributions of the past in shaping the present and seek to benefit from the past and present together in foreseeing the future by making it more acceptable and sophisticated and come through the existence of clear maps and modern, are employed scientifically sound within the course content.

It is suggested that this research input in the implementation of the decision of social studies emphasizes the aesthetic character of all that happens in the universe of phenomena, and interpretation, including offers of pupil broad areas beyond explanation Dry phenomena of the natural / human to enjoy the study of these phenomena, including elements of aesthetic lead to become the educational process process fun and mature and called on this portal " entrance aesthetic "; which entrance is trying to plan and implement the decision of social
studies in order to achieve the objectives of that article and leads at the same time to Tgasd such phenomena in the form of geographical maps and also enjoy aspects of aesthetic and artistic in various tracks scheduled and Zepehrth without prejudice aspects of objectivity and processes that characterize science and achieves addition confirm aspects of emotional and appreciation of the multiple aspects and improve the orientation toward the study of social studies material.

II. Background of the Problem

Been inferred the existence of the problem of searching through the following:

First, the analysis of the content of the decision social studies for students in fifth grade (the geographical side):
The researcher analyzed the content of social studies for decision-graders yesterday's primary, in order to know the extent of the presence and clarity of geographical maps.
The results of the analysis showed the following:
1- Identify existing maps social studies decision to fifth grade in primary geographical aspect.
2- ensure the decision Social Studies for students in fifth grade a number of geographical maps, but a number of them is not clear and the colors are not employing them accurately.

Secondly, the survey:
The researcher conducted a prospective study to know the reality of geographical maps are included in the decision of social studies for students in fifth grade, and this study included the following questionnaire:
1- a questionnaire for mentors and teachers:
Researcher prepared a questionnaire , has been applied to a number (5) of the mentors , and the number (15) of those who teach the teachers decision social studies for students in fifth grade Helwan Educational Management and Maadi Educational Management , in order to identify the following:
A - the extent of the coverage decision Social Studies on geographical maps.
b - the extent of the distribution of geographical maps decision social studies fifth grade primary school.

The researcher reached after an application of this questionnaire to the following results:
A - confirmed percentage (85.01 %) of the sample of the study on the lack of clarity of geographical maps in the book of social studies.
B - confirmed percentage (90.50 %) of the study sample to the scarcity of the coverage decision Social Studies on geographical maps in the geographical aspect of the book.

2- personal interview with the students:
The researcher conducted a personal interview open with a number (50) pupils , an average of two students and two classes of pupils from the fifth grade in primary Badarty Helwan and Maadi education , in order to know how to enable them to skill mapping existing textured social studies and their adequacy to illustrate lessons included the book.
The interview took place on the following questions:
A - How many maps included with the book Social Studies (side geographic the book)?
B - What is the value of geographical maps in the extent of absorption of the lessons of Social Studies (side geographic the book)?
C - To what extent you want in mapping the geographic whether existing or non-existent social studies decision , which can help you to understand the lessons of Social Studies (side geographic the book)?
It is during that interview questions researcher reached the following conclusions:
A - confirmed percentage (25.00%) of the study sample that maps the existing geographical aspect of social studies book enough.
B - confirmed percentage (90.50 %) of the study sample their desire to draw maps in social studies decision will help them accommodate subject.

Third, the results of previous research studies:

Many studies have confirmed the importance of the skill of drawing the map, including:

Study Falhaa Nasser Hussain (2003):
The impact of teaching skill mapping in the collection of fifth-grade students in the primary substance of history, Teachers College , University of Babylon , Master Thesis (unpublished).
This study aimed to investigate the effect of teaching the skill of mapping in the collection of fifth-grade students in the primary material of history.
To achieve the target was a set of lesson plans , which focused on teaching skills mapping and another group did not focus the skills mapping , and achievement test consisted of 40 items , has been the use of the experimental design is the same group , has been applied to the experiment and after the completion of which was the application of the achievement test.
The results showed the superiority of the experimental group in the post application for tribal application in academic achievement, which proves the effect of teaching skill mapping in academic achievement among fifth-grade students in primary.
This study aimed to develop some of the skills of reflective thinking using the entrance aesthetic in the teaching of social studies middle school, and to achieve this, select the researcher foundations of the entrance aesthetic, and that in their light has been recast unit in social studies for first-grade secondary, and have been prepared in Student's Book and teacher's guide for that unit, and then develop tools study questionnaire the views of teachers on the extent of interest in the skills of reflective thinking, and teaching strategies used in the teaching of social studies, and test the skills of reflective thinking, and has been applied to test the skills of reflective thinking preset to students two sets of search (control and experimental) tribal and Uday. The results showed a statistically significant difference between the average scores of students in the results of the post application for the experimental group at the level of significance (0.01), as well as the presence of statistically significant differences between the mean scores of the students study sample to test the skills of reflective thinking for the post test at the level of significance (0.01), which proves the effectiveness of aesthetic entrance to the development of reflective thinking skills among the pupils of the first intermediate, as well as the enjoyment and study unit.

The researcher found in the recommendations of the previous research has confirmed the development of skill mapping because of their importance in the elements of the content of the lessons and understand. Through previous procedures conducted by the researcher make sure the importance of having a problem in mapping skill and inclination towards studying social studies course for students in fifth grade.

III. Problem of the Study:
The problem of the research are as follows:
Deficiencies in the skill of drawing a map with fifth-grade students in primary and inclination towards studying social studies material.

Questions of the Study:
This research tried to answer the following questions:
1- What skills sub-skill for drawing the map, which should be developed at the fifth-grade students in primary?
2- How effective is the entrance to the development of aesthetic skill mapping and the tendency of students towards the study of social studies material?

Hypotheses of the Study:
Try this search to validate the following hypotheses:
1- There is a statistically significant difference at the level (0.01) between the average scores of students in the two applications for pre and post measure of skill to draw a map for the post application.
2- There is a statistically significant difference at the level (0.01) between the average scores of students in the two applications for pre and post card note performance for the benefit of post application.
3- There is a statistically significant difference at the level (0.01) between the average scores of students in the two applications for pre and post measure of orientation toward the study of material and social studies for the benefit of post application.

Aims of the Study:
The goal of this research is to achieve the following:
1- The design of a proposed program in geography for students fifth grade.
2- Development of skill mapping study material during social studies students at fifth grade.
3- Verification of the effectiveness of the proposed program in geography to social studies course in the development of skill to draw a map and a tendency toward the study of material social studies students at the fifth grade.

IV. Significance of the Study:
Present research may be useful as follows:
1- Take advantage of the proposed program is to develop decision social studies for students in fifth grade so that it works on the development of other skills they have.
2- The framers of benefit plans and programs of study in primary education evaluation methods proposed research (skill mapping) in the evaluation of fifth grade students.
3- to reach a definitive list of sub-skills for skill mapping necessary to fifth grade students.

V. Delimitation’s of the Study:
This research committed to the following limitations:
1- Sample of fifth grade elementary school, elementary Republic of the Department of Education Maadi in Cairo.
2- the design of the proposed program decision Social Studies (Geography Branch) for students in fifth grade.
3- workout program in the proposed decision geography social studies for students in fifth grade and measure its effectiveness in the development of skill to draw a map and a tendency toward the study of social studies material.
VI. Terminology of the Study

Search terms are defined procedurally according to the following:

1- entrance aesthetic:
Can be defined as the proposed educational program procedurally as: scheme designer (or educational system) includes a set of modules / tutorials designed in accordance with the concepts of geography that have been reached, and includes learning objectives, content, activities and teaching aids, and teaching methods, and assessment tools for submission to the second prep students in Social Studies (a branch of geography).

2- Skill mapping:
As translating phrases and words to symbols in the maps and put them on the maps in the form of lines and shape, symbols and tool, making students more understanding of the meaning of the map, and symbols and their use and usefulness.

Definition of procedural skill mapping:
Process carried out by the fifth grade of primary representation of the information contained and terminology in the form of symbols and forms through transfer from other maps in Social Studies (geographical side).

3- the tendency to subject:
Is the willingness of the person calling attention to his conscience …….

VII. Method of the Study

Follow this search descriptive method and experimental method, as follows:

Descriptive approach: It is used where previous studies and theoretical framework and derivation of the concepts of search terms, and a list of sources of knowledge skills sub-skill for drawing the map, scale and design skill to draw a map and measure tendencies toward substance Social Studies students at the fifth grade.

Experimental method: It is used when selecting the research sample, and the application of research tools tribal and Uday, as well as in the application of the search experience.

Procedures of the Study:

First, the study and analysis of research and studies related to the subject matter, and through the following themes:

1- Skill mapping decision and social studies to fifth grade primary school.
2- Entrance aesthetic and teaching social studies.

Second, prepare a list of skills to draw a map, and displayed in the image on the initial group of arbitrators to make sure of the sincerity, and make adjustments in the light of their views to arrive at the final list.

Third: The general layout of the proposed program decision of social studies for students in fifth grade, was done according to the following steps:

1- Determine the philosophy underlying the proposed program in social studies.
2- Set the bases for the proposed program in social studies.
3- Determine the goals of the proposed program in social studies.
4- Determine the content and the time of the proposed program in social studies.
5- To identify activities of teaching / learning.
6- Identify teaching strategies.
7- Determine the means and sources of learning.
8- Identify methods of evaluation.

Fourthly: The preparation of research tools

1- Preparation of research tools, and is in the (scale mapping skills, note card performance of pupils in the skills mapping study material during social studies, measure the tendencies toward the study of social studies material).

2- Show search tools in the image on the initial group of arbitrators to make sure of the sincerity, and make adjustments in the light of their views to reach research tools in its final form.

3- Calculate the reliability and validity research tools.

Fifth: the experience of the exploratory program proposed decision of social studies for students in fifth grade and the two tools search.

Sixth: Workout program proposed decision social studies for students in fifth grade and the application of the two tools search.

1- Identify the experimental design: This research adopted the experimental design every one group.
2- Find randomly select a sample of fifth grade elementary school, the Republic of primary education management Maadi in Cairo.
3- The application of research tools to tribal students research sample.
4- Application of research tools to students Uday research sample.

Seventh: Data collection and statistical analysis and draw conclusions.
Eighth: The interpretation of the results of research and discussion.
Ninth: recommendations of the research and proposed research in light of the search results.

First, the theoretical framework:
Entrance aesthetic: an attempt to make the material fun social studies:
Since the look of pupils for Social Studies as material filled with texts and maps, resulting in a reluctance to study it is imperative to make efforts to help pupils in primary education, in particular to change this perception and help them enjoy the study and take advantage of the expertise that can be employed in their daily life and subjected her many times Life in various positions, Fried Social Studies with a lot of aspects of beauty that must be exploited at the present time, and this could be the study of material social studies exciting to enjoy using the entrance aesthetic, which seeks to achieve this.

Aesthetic Approach:
Is a proposal for the construction and implementation of material social studies in order to achieve the objectives of the study and performed at the same time to enjoy aspects of the aesthetic in various subjects Social Studies including without prejudice to the aspects of objectivity and processes that characterize the material social studies investigating in addition to the confirmation of aspects of emotional and aspects appreciation multiple that is often neglected on despite its importance.

Beauty: (concept and foundations):
The concept of beauty: the beauty his definitions from multiple angles, including philosophical and artistic Among these definitions:
- Defined by the German philosopher Bomadjartin Baumagarten: “It is different from the logic of science and scientific thinking, and put him utter Aesthetics, and select themes in studies that revolve around a sense of logic and artistic imagination”.
- And knew William Stalinj: Francis Anderson Stalling & Anderson:
By saying “that a child with a sense of beauty has the ability to distinguish between good thing and the thing abhorrent, and has the ability to regulate the shapes so that lead to the form of harmonic as well as the colors used in harmony”.

And he knew Tharwat Abdel Moneim: “It representation in the expression of the individual and his tendency to what is beautiful in terms of shape or compatibility or coordination, and is therefore seen as the world around him look estimating his hand configuration and uniformity, precision and organization and jealous of aesthetic elements”.

Plato believes that “beauty qualities or characteristics independent of the kind of objective mind which perceives, where they went to the beauty counter in the case of a beautiful thing, and accompanies it, even if you did not mind the no Badrakha”.
- Richard sees: that the value of the thing is beautiful in a relationship between the beautiful thing itself and between the mind realize that, when we judge something as beautiful means dropping feelings and emotions to the outside world, and that ‘s what we call beautiful is only emotionally satisfying.
- The concept of beauty in terminology: Beauty Beauty: recipe notes in things and send in self- pleasure and be pleased.
- And knows Kant Kant: the beautiful "is what is admired Liked entirely of non- perception of any of the non-interference of understanding.
- And knows Krochh aesthetics: that science in linguistics, because the flag GOES his attention to the means of expression which is also a philosophical science, and that the philosophy of language, and Laqqany Ahmed Hussein Ali Ahmad Jamal (2006).
- Through the above we see that the definitions varied according to the different points of view, it addresses some of the concept in terms of philosophical, and some of the hand art, and others through the adoption of a specific theory, and adopts the researcher the following definition is related to the subject of research and objective: ”character, which launches on what is happy or full senses or mind through maps, colors, shape, lines, geometric shapes, symbols or pictures..... etc”.

The foundations of beauty:
There are several trends of thought dealt with the interpretation of beauty are as follows:
The first trend: the substantive position:
According to this position that beauty exists objectively and has the qualities or characteristics of an objective independent of the mind that perceives, and depending on your point of view, this school, people all agree to savor beautiful thing, and enjoy it in all the time or place and at the head of this school of Plato.

The second trend: the position of self:
Considered the owners of this position meaning self-only, and is not a recipe in what keeps you apart from the insight to him, because beauty is not an objective phenomenon but is subject to the influence wrought in the hearts of viewers, and respect the character of the individual and the level of culture and civilization which is not the years, never does not adhere to time and place, and represents this school, "Tolstoy".
The third trend: the substantive position – self:
Some argue that beauty is a connection between what is nice and mind, who realize, and governance aesthetic requires the intervention of the self-feelings and emotions, so the judgment of aesthetic self and objective at the same time, and the basis of this objective is that there is the subject tilted in front of our understanding his qualities formalism, which can not be ignored, and this qualities that are reflected in our souls and raised on the impact left by the beautiful Rossetto, T. (2013).

It takes Find the current in-line third:
For the judgment on the fact that the thing beautiful or not, and at the same time we can not overlook the relative beauty, what I see beautiful may not see the other beautiful, as judged on the beauty of the map to see its beauty to interpret scientific manner taking into account the clarification by the beauty, and the interpretation of phenomenon on the map will be in the framework of its unity as a phenomenon and through being a part of the world ocean, Mohammed Abu Ali Ryan (1985).

Entrance aesthetic:
Approach the entrance known as “a set of postulates or premises and assumptions Muslim validity between specialists in teaching, which correlate with each other close relationship, some of them linked to the nature of the material educated, some of them linked to the processes of teaching/learning.

For the entrance of a broader teaching method; since it includes more than one way of linking them all together a set of principles and concepts and principles, that with these methods comprising the single entry.

For the entrance of the foundations underpinning which specifies its objectives, content and methods of teaching and the means of implementation and means of evaluation, ie, that the entrance is reflected on the system’s full curriculum, and it can be said that apart from the pictures curriculum and types, Xiaoa. H. (2006), each approach the entrance to address its content, which determines general framework and basic themes, however that there are multiple entries for this approach, however, does not negate the overlap between these approaches.

The entrance aesthetic one entrances proposed in the teaching of social studies and seeks significantly to the development of the emotional pupils’ When enjoying student studying Social Studies and taught and research methods in which, it is composed has trends and positive values towards the study of Social Studies and maximize the capacity of the Almighty Creator in creativity to his creation (Girod Mark, Rau, Cheryl. 2002).

Aesthetic reasons to use the entrance in the teaching of social studies:
Confirmed in the recent phenomenon of the reluctance of students for the study of Social Studies, has been concerned some of the studies in the field of curriculum and teaching methods to study this phenomenon in order to touch the causes; spite of the multiplicity of causes of this phenomenon as reported by quite a few of the results of these studies, however, there is almost agreement on the two main reasons for this phenomenon; first: relation to bad organization of the content of social studies curriculum, where the focus of this content on offer constructive cognitive Ldrasat social, according to the organization of the traditional-based narrative of a body of knowledge dysfunctional, and focus on the show phenomena apart from its importance in the lives of the students, explaining that a small number of maps is obvious, (Michael Muller (2005, and the second: Go back to traditional teaching methods used in the implementation of the social studies curriculum primary school which confirmed many of the studies that most of these methods focus on the speech and debate and away from the presentation interesting content including attracts attention students, and students away from the post in the positions of Education, which loses pupils learning fun.

Philosophy of aesthetic entrance: the entrance stems from the philosophy of aesthetic effect:
Beauty lies in the recipe each geographic phenomena, and to help students recognize this beauty during their studies of these phenomena for pupils to achieve geographical understanding and deeper learning for these phenomena at the same time bring enjoyment to study the material social studies, and this philosophy stems from a set of points:

1-Aesthetic entrance is the entrance to keep pace with the logic of science and philosophy in the interpretation of geographic phenomena addition adds the idea of studying the material to enjoy social studies, and this is what makes it different from other entry points, Yusuf Khalifa Crow (1979).

2-Entrance aesthetic underscores the idea of motor rhythm in the geographical phenomena, all phenomena geographical her kinetic rhythm as in the Earth's rotation, movement and put the map and GPS and so on.

The entrance aesthetic also emphasizes the importance of clarifying the consistency and proportionality in clarifying the beauty of the geographical phenomenon, When we see the consistency and harmony between the components of the phenomenon highlights the beauty, hope, Zuhair Ahmed Sharabasy (2013).

Entrance aesthetic strategies:
Know the teaching strategy as: " the context of instructional methods private and public overlapping and appropriate to the goals of the position of teaching with the ability to optimize the use of tools and educational materials available in order to achieve better learning outcomes are possible," (Hassan Hussein olive 2003.4) and also known as " a set of procedures teaching selected by the teacher or designer teaching, and may include...
more than one method of teaching, which is planned to be used during the implementation of the teaching, so as to achieve the desired goals of teaching as effectively as possible, and in the light of available resources.

Due to the special nature enjoyed by the entrance aesthetic terms is characterized by the nature of the private and in an attempt to identify teaching strategies that achieve the philosophy of this approach and objectives were reviewed several previous studies and projects to develop social studies curriculum and methods of teaching. Mohammed Amin Atwa (2009) has been reached on a set of teaching strategies to suit the nature of the material and social studies investigating the same time, the philosophy and objectives of the entrance aesthetic and consistent with procedures and perhaps the most important of these strategies include:

**Analogies Strategy:**
Teaching by analogies, is a method of teaching is to clarify and explain the phenomena by comparing them Bzephr and other concepts familiar and there are different models for teaching Balmichabhatt, but these models are almost gathered on the broad lines which provide the concept you want to impart to students and then provide a similar appropriate to this concept and then identify common traits and common The comparisons between the concept and the like, and finally the work of a summary of what has been taught, and when using any form of teaching Balmchabhatt should note three main elements: the knowledge of the background of the pupils to choose analogies familiar to the largest number of students, as well as to determine the characteristics and qualities of the joint sets by the teacher or the students, or both. Finally, determine the qualities uncorrelated Palmchaph Rosetto, T. (2013).

**Pomposities Strategy:**
Strategy is based on highlighting the beauty of the geographical phenomenon by highlighting the antonyms. Examples include:

  - The phenomenon of the lack of water, including the student recognize the concept of water shortages and provide an example of him at the same time to counter example such as the Nile River, where flooding waters and wealth to countries that pass by.

**Co-operative Learning strategy:**
This is done in accordance with the strategy of the following stages

  - The initialization phase of incentive: where are attracting the attention of the students towards the subject matter of good and exciting motivation to learn.
  - Stage to clarify the cooperative tasks: and which are illustrative of the students completed the tasks required of them and review the requirements of prior learning related to those functions and differing criteria for success in the performance of the task.
  - Aalmrhlh Transition and working to create a collaborative work of the students and to facilitate their transition to their groups is Tduadhm guidance and collaborative work.
  - Stage work groups and the inspection and intervention: This is where students learn through collaborative work, accomplish tasks and receive instruction and guidance of the teacher.
  - Classroom discussion stage: The aim of the groups to exchange ideas and results which improves the learning process.
  - The last stage: brevity and focus on the content of the lesson and put homework and rewards, Mohammed Amin Atwa (2009).

Teaching steps to achieve aesthetic understanding:

**The first step:** Crafting Content
Re Beauty text, and restructuring and filmed Jamali, adding that maps necessary and obvious, which encourages students to think and understand aesthetic and realize the relationship of this text or concept of the world in which they live and to improve their orientation towards the study of Social Studies, Mohammed Saber Salim (2001).

**Step Two:** Crafting dispositions
This is done by encouraging them to imagination and creativity using the strategy question, “What if ……?” Then the teacher will stimulate and activate the ideas that exist among students and re- crystallize their understanding of the texts and maps.

**Step three:**
Emphasis on the artistic expansion of perception
Simple operation between closing and opening our eyes, an individual can enter information and address and the depiction, and imagine things that are not there and re- imagine things differently from reality and draw pictures unrealistic and then could imagine or understand our world differently through thinking and imagination and a sense of meditation.

**Step Four:** Model aesthetic understanding
Must embody the teacher modeling or aesthetic ideas Ki students can realized. Girod Mark (2001).
VIII. Mapping

Mapping is the transfer of natural phenomena and human resources on the subject of the map at an appropriate scale, and more a method used to train students on the mapping is drawn by quoting another map, not to be drawn by a goal in itself, but a means of learning and stimulate interest and activity, as the mapping back pupils to solve symbols map and understand their meanings, and this requires the teacher to simplify semantics representation idiomatic maps and transport signs and symbols contained in the sheen of sound in the mind of the learner through the gradient in the information and facts perceived learners to explain symbolic characterized by the map, and the most important of these symbols idiomatic Maitalq scale drawing and trends, websites and colors, Doaa Mohamed Sayed (2007).

Stages of mapping:
The mapping Aakhalo of rules and principles to be followed in the form of going through the stages of the map until they are ready to take advantage of them:
1- Know the goal of drawing the map, select any topic that will represent.
2- to collect information that will be represented on the map, draw a simple outline of the shape of the year.
3- Selection of an appropriate scale drawing of the paper that will shape the map.
4- Conduct initial planning for the transfer of the border map and locations of the phenomena of the other map ready and accurate, and prefers to follow the following sequence:
   A - drawing topographic features characterized by length and importance (rivers, political boundaries, etc).
   B - set locations of major cities and medium-sized villages if necessary.
   C - set places mountain ranges, mountains and plateaus important and do not represent the heights of contour lines if the existing process of drawing a beginner drawing, and put in writing the name of the high altitude and the amount next to it.
5- coloring the map, and the colors used in the map to show the different parts, including rivers and mountains.
6- Write the name of the phenomenon that has been identified in the map as well as the title, who writes within the framework of the key or in the upper part of them, which represents what is addressed in the map of the site and subject.
7- Drawing key map, which shows the interpretation of symbols that are placed within the map, which represents a method of translating information map, a guide to understanding the map.
8- Drawing a map frame that surrounds the map and which usually draws a line single or double, Ahmed Mahmoud Hamdy (2005).

Mapping steps:
The most important steps in training on mapping as follows:
1- Training on the demarcation of public, rivers and political boundaries, and to highlight the topographic features, and to remind the students in the course of drawing the geometry that is the closest thing to the form of a map or drawing.
2- repeating several times, and have a fairly fast.
3- Drawing the general features of the map, from rivers or mountains or seas and so on.
4- adjust the positioning and proportions in parts of the map or drawing.
5- Install the details, such as cities and branches of rivers.
6- coloring, and knowing Matnih colors of the map.
7- draw a map key and clarification, Majdi Khairuddin Full (2003).

Things that take into account in mapping:
And taken into account in mapping the following matters:
1- precision work.
2- scientific accuracy in the information.
3- The map identifies distinctive framework.
4- to have a certain scale of the map drawing.
5- to write the names and data clearly, and of different sizes depending on the importance of illustrations
6- to be the guide for symbols and conventions used
7- to use the colors to use and functionally in clarification and discrimination and be consistent.
8- to avoid congestion map names and data and intersecting lines, ( Salah al-Din Mahmoud Arafa, 2005).

Second, the search results:
- Test the first hypothesis:
  To test the validity of first hypothesis, which states that "no statistically significant difference at the level (0.01) between the average scores of students in the two applications prior and subsequent to gauge the skill of drawing a map for the post application." Has been Treatment data for this hypothesis using (T-test) for the two
samples linked (Fouad gorgeous (2005) and then calculate the effect size (satisfaction Massad, 2003), as in Hdol
(1) Next:

Table (1)
The values of "T" and the level of significance of the difference between the average grades of the
research group

<table>
<thead>
<tr>
<th>Two applications in the tribal and post test to measure the skill of mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>Pilot</td>
</tr>
<tr>
<td>Control</td>
</tr>
</tbody>
</table>

Seen from the table (1) Previous following:
- Higher average grades of the experimental group which studied topics entrance aesthetic than the average grades of the control group, which did not examine the issues in this hallway and that in the post application to measure the skill of the map, it has got the group ’s application Tribal average ( 38.53 ) and the standard deviation of ( 2.97 ), while Group got in the post application on the average ( 61.33 ) and the standard deviation of ( 2.88 ).
- The value (v) calculated for significance difference between the average grades in the two applications prior and subsequent to gauge the skill of drawing the map, which amounted to ( 28.87 ) is greater than the value of (v) spreadsheet, which amounted to ( 2.46 ) at the level of significance (0.01) degree of freedom (58), and this indicates that there is a statistically significant difference between the average scores of students in the two applications pre and post it for the benefit of post application to measure the skill of drawing the map, and this refers to check first hypothesis of the research hypotheses.
- The value of 2 is equal to 0.97 and this shows that (97%) of the variation that has occurred in the growth of skill mapping I have fifth-grade students in primary return the effect of the independent variable and is teaching using the entrance aesthetic as that value (d) = 11.37 which reflect the size of the effect large independent variable (the entrance aesthetic) on the dependent variable (skill mapping) because the value of (d) is greater than 0.8.
- These findings are consistent with research findings and subsequent studies, ( Amani Mohamed Abdel Hamid (2009) ), ( Iman Mohamed Mahmoud (2012) ), ( Amal Ahmed Zuhair (.2013).

Test the validity of the second hypothesis:
To test the hypothesis II, which stipulates that " - no statistically significant difference at the level (0.01) between the average scores of students in the two applications pre and post a note card performance for the benefit of post application ." has been Treatment data for this hypothesis using (T-test) for the two samples It also linked in Hdol (2) Next:

Table (2)
The values of "T" and the level of significance of the difference between the average grades of the
research group

<table>
<thead>
<tr>
<th>Two applications in the tribal card Note performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>Pilot</td>
</tr>
<tr>
<td>Control</td>
</tr>
</tbody>
</table>

Seen from the Table (2) the former following:
- Higher average grades of the group in the post application on the average scores of students in the application tribal card note performance for skill mapping, it has got the experimental group in the post application on the average ( 59.1 ) and the standard deviation of ( 4.52 ), while the Group obtained Experimental in the application Tribal average ( 35.77 ) and the standard deviation of ( 3.94 ).
- The value (v) calculated for significance difference between the average grades of the experimental group in the two applications tribal / post test card performance of students in the skill of drawing the map, which amounted to ( 21.03 ) is greater than the value of (v) spreadsheet, which amounted to ( 2.46 ) at the level of significance (0.01) degree of freedom (29), and this indicates that there is a statistically significant difference between the average grades of the experimental group in the two applications tribal / post test card Note the performance of pupils in the skill to draw a map for the benefit of dimensional application, and this points to verify the hypothesis second research hypotheses.
- The value of 2 is equal to 0.94 and this shows that ( 98% ) of the variation that has occurred in the growth of skill mapping I have fifth-grade students in primary due to the effect of the independent variable and the value
(d) = 7.92 which reflect the size of the large impact of the independent variable (the entrance Gamaly ) on the dependent variable (skill mapping ) because the value of (d) is greater than 0.8.

- And those results are consistent with the results of research and studies of the following : ( Ahmed Abdul Hamid Ahmad 0.2013 ), ( Doaa Mohamed Sayed , 2007), (Michael Muller,( 2005).

Test the validity of the third hypothesis:
To test the validity of third hypothesis, which states that "no statistically significant difference at the level (0.01) between the average scores of students in the two applications prior and subsequent to measure the tendencies toward the study of material social studies for the benefit of post application." Has been Treatment data for this hypothesis using (T-test ) for the two samples as in H dol (3) follows:

<table>
<thead>
<tr>
<th>Group</th>
<th>Number of pupils</th>
<th>SMA</th>
<th>The standard deviation</th>
<th>Degrees of freedom</th>
<th>Value (T)</th>
<th>Statistical significance</th>
<th>The scale of the impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pilot</td>
<td>30</td>
<td>46.83</td>
<td>4.24</td>
<td>29</td>
<td>19.96</td>
<td>2.46</td>
<td>D. at 0.01</td>
</tr>
<tr>
<td>Control</td>
<td>72.23</td>
<td>3.74</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Seen from the Table ( 3) the former following :
- Higher average grades of the experimental group which studied subjects Social Studies entrance aesthetic than the average grades of the experimental group , which has not been studied entrance aesthetic and that in the post application to measure Preference students about study material Social Studies , has received the experimental group in the post application on the average ( 72.23 ) and a standard deviation of ( 5.74 ), while the group got in Experimental application tribal average ( 46.83 ) and the standard deviation of ( 4.24).
- The value (v) calculated for significance difference between the average grades of the experimental group in the two applications tribal / post test to measure Preference students towards the study of Social Studies , which amounted to (19.96) is greater than the value of (v) spreadsheet , which amounted to ( 2.46 ) at the level of significance ( 0.01) degree of freedom (29), and this indicates that there is a statistically significant difference between the average grades of the experimental group in the two applications tribal / post test to measure the tendencies toward the study of Social Studies for the post application , and this points to verify the hypothesis second research hypotheses.
- The value of 2 is equal to 0.93 and this shows that (97%) of the variation that has occurred in the growth of tendencies toward the study of material social studies have fifth-grade students in primary due to the effect of the independent variable which is the study of subjects Social Studies entrance aesthetic as that value (d) = 7.29 which reflects the size of the large impact of the independent variable ( the entrance aesthetic ) on the dependent variable ( the tendency to study social studies material ) because the value of (d) is greater than 0.8.
- And those results are consistent with the results of research and the following studies : Michael Muller, (2005), ( Doaa Mohamed Sayed , 2007), (Sandra l. Bryan & Marsha M., 2001).

IX. Recommendations of the research
In light of the present research, can provide a set of recommendations including:
- Draw the attention of those in charge of the preparation of the social studies curriculum and implementation of the necessity of using interest entrances check enjoy teaching pupils to study the material social studies with an emphasis on skills and concepts of geography.
- Interest entrance aesthetic teacher preparation programs for teaching social studies teaching the other side of the entrances because of its contribution in achieving the goals of social studies material.
- Strengthen in-service teacher programs , and those programs that include allowing for social studies teachers how teaching according to the aesthetic foundations of the entrance.
- Re-examine the entire system of public education with regard to the teaching of social studies.
- Emphasis on highlighting the aesthetic principles contained in the material and social studies, in particular during the stage of basic education.
- Altakidaly included exercises to draw and read a map approach to all social studies classroom.
- Interest in the emotional aspects of the educational process, including the development of positive attitudes toward the study of social studies material.
- Training sessions for teachers in service in order to introduce them to the entrance aesthetic principles, founded and appropriate strategies to be implemented during the teaching of social studies.
- Development of the decisions of the educational preparation for students of colleges of education and include entrance aesthetic them.

**X. Proposals**

An update of the current search researcher suggested a number of future research, including:
- The development of academic preparation program for teachers of social studies program faculties of education in the light of the entrance aesthetic.
- The development of academic preparation program for teachers of social studies education colleges in the light of the various geographical skills.
- The effectiveness of the workout entrance aesthetic in teaching other units in various subjects at the elementary level.
- Preparation of curriculum proposal based on aesthetic entrance to prep school pupils and secondary school students and find out its effectiveness.
- Preparation of a proposed training program for teachers during the service entrance to the definition of aesthetic and strategies.
- Measuring the effectiveness of the entrance aesthetic achieve the other goals for the teaching of social studies.
- The preparation of social studies curriculum in the light of the entrance to the aesthetic stage prep.
- Comparison between the aesthetic and the entrance doorways teaching other in achieving the goals of teaching social studies in the various stages of education.

**References**

- Ahmed Laqqany and Ali Ahmad Jamal (2006). Glossary of educational knowledge in curriculum and teaching methods, 2nd Floor, Cairo, the world of books.
- Amani Mohamed Abdel Hamid Abu Zeid (2009). The effectiveness of the entrance aesthetic diversity in teaching for the development of some of the major scientific concepts, and opinions of students and teachers at secondary schools about using it, Master Thesis (unpublished), the Faculty of Education, Ain Shams University.
- Amal Ahmed Zuhair Sharabary (2013). The effectiveness of the entrance to the development of aesthetic concepts and skills of health material science students at the sixth grade theme Gaza, Master Thesis (unpublished), the College of Education, Islamic University of Gaza.
- Bob, John (2008). “Beyond This Point there Be Dragons: A new vision for the development of methods of teaching and learning in our schools,” Cairo, the world of books.
- Hamly Ahmed Mahmoud (2005). Effectiveness of the program in the development of multimedia my skills to read and understand a map with first-grade students and their attitudes towards secondary geography, Master Thesis (unpublished), the Faculty of Education, Helwan University.
- Imam Mohamed Mahmoud Muhammad Yunus (2012). Proposed curriculum in science preparatory school in the light of the entrance aesthetic and effectiveness in the development of the collection of knowledge and values and the trend towards the study of science, Ph.D. thesis (unpublished), the Faculty of Education, Ain Shams University.
- Magdi Khair Din Kamel (2003). A proposed program in social studies to develop the skills of maps and spatial ability among junior high school students. Ph.D. thesis (unpublished), the Faculty of Education, University of Assiut.

From: NEA Weaving Aesthetic Experiences into the classroom.htm

- Mohamed Amin Atwa (2009). Teaching social studies theory and practice, a contemporary vision, Cairo, Dar Al–Sahab.
- Mr. Fouad gorgeous (2005). Psychology and statistical measurement of the human mind, Cairo, Dar Arab Thought.
- Reza Massad Al-Said (2005). Effect size: statistical methods to measure the practical significance of the results of educational research, scientific conference XV: education curricula and the setting of contemporary life, Volume II, Egyptian Society of curricula and teaching methods, the guesthouse – Ain Shams University July 21 to 22.

From: www.AestheticRealism.org
- Salah al-Din Mahmoud Arafa (2005). Geography teaching and learning in the information age, Cairo, the world of books.
- The right of aesthetic realism to be known (1998). Aesthetic Realism Foundation

From: www.AestheticRealism.org


From: http://www.dissertationtopic.net/doc/1091160

- Yusuf Khalifa (1996). Entrance Educational aesthetic, the printing press of Islamic Cairo.