

The Use of Reciprocal Teaching Strategies in Developing Mental Visualization among Kindergarten Department Students in the Subject of Theater for Young Audience

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Abstract

This study aims at tracking the impact of reciprocal teaching methods in the development of visualization of the girl students of the kindergarten department at the College of Basic Education, University of Kufa. Reciprocal teaching has a significant influence in forming behavioral habits among the students, one of these habits is the development of visualization for the sole purpose of enhancing the effectiveness of the theater that is directed to children in transmitting positive values and traditions for children. This type of creative work cannot be done and successful unless those visualizations are enhanced. The study subject has included (25) junior girl students in the department of Kindergarten, College of Basic Education, University of Kufa. The statistics identified significant differences in the enhancement of visualization with the utilization of reciprocal teaching techniques. Accordingly, the study recommends and emphasizes the usage of reciprocal teaching in teaching the department of Kindergarten students namely due to the obvious effectiveness in developing mental visualization.

Keywords

Visualization, Reciprocal Teaching Strategies, Theater for Young Audience.

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Introduction

This article discusses the problem of the argument: can mental visualization be developed using reciprocal teaching strategies among the girl students of the kindergarten department in the subject of theater for young audience? Furthermore, the research investigates the validity of reciprocal and active teaching methods in enhancing the mental visualization among girl students in the kindergarten department. Additionally, the research tries to answer the questions, "what are the mental visualizations that require enhancement among the girl students at the department of Kindergarten?" "What is the impact of reciprocal teaching in the enhancement of mental visualization on the test subjects (i.e., the girl students)?" The study limitations are:

- Special: University of Kufa, College of Basic Education, Department of Kindergarten.
- Temporal: the academic year of 2020 – 2021.
- Objective: the development of mental visualization among the girl students at the department of Kindergarten in the subject of Children's Theater.

Reciprocal Teaching Strategies

The reciprocal teaching method is distinguished by the development of the ability for conversation and mental debate of scientific information, as it improves the learner's cognition through active discussion of the text under study, allowing the learner to build an imaginative space (Al-Adgham, 2004). And, because of its instruments that enrich the student and place him in the realm of perceived imagination, the processes of this approach constitute a dynamic interaction between the learner on the one hand and the creative achievement on the other. The following is a technique for reciprocal learning (Zaitoun, 2008).

1. Training necessitates a sufficient amount of time to develop the habits and abilities required to address educational issues.
2. Focusing on studying and diving into the specifics of the subject.
3. Reciprocal learning necessitates a certain setting, particularly one that allows for freedom of speech, reaction, and conversation guided by the teacher's actions.

Four elements support the reciprocal teaching method (summarizing, asking questions, clarification, and prediction). The significance of acquiring the abilities of asking, summarizing, and anticipating is emphasized by these pillars. The summarizing skill necessitates recovering what has been stored in memory and engaging the mind for prior knowledge with information in the current educational setting, as well as monitoring material to identify significant elements and evaluating the content based on the whole explanation. Using existing information, predict involves extracting conclusions and converting them into mental pictures (Afana & Al-Jaish, 2009). This teaching approach consists of five phases that lead to the learner's comprehension and the construction of his knowledge structures:

The Teacher's Presentation of Material

The purpose of this phase is to give the strategy to the learner and show him how to use it to create his own cognitive structures, as well as to show him that this approach is what he will use to form and produce mental pictures in the future when the image is hidden from him.

The Learner's Learning and Habit Formation

By replicating events in front of him, the learner gains experience and practice, forming an educational habit in which he may generate his experience from the accumulation of training, resulting in creativity.

Self-Sufficiency

In which the teacher encourages the student to practice the four abilities of the described method as well as focus on small group listening skills.

Receptive and Receptive Understanding

In which the four techniques of reciprocal teaching understanding are assimilate, and they have the capacity to use them in a variety of educational circumstances, and as a result, they are ready to build and develop mental pictures, and they are well received. The instructor plays a critical role in completing the process of developing the learner's knowledge and enabling him to generate and interpret ideas. The teacher proposes that the students be divided into small, diverse groups of (3-6) persons. It is very efficient, therefore the images it produces are also quite efficient. After diagnosing the learners' abilities, as well as the extent to which they possess previous experiences and their ability to express and use vocabulary, he divides them into groups in order to determine whether the groups contain a variety of educational experiences, and to begin the process of monitoring for all groups in order to ensure that the reciprocal strategy is used in teaching and learning. In addition, right educational attitudes must be strengthened in order to generate healthy mental perceptions (Afana & Al-Jaish, 2009).

Reciprocal education employs a number of techniques, including (Brown & Campione, 1992):

Strategy Of Predicting

The main characteristic of this method is the creation of expectations and the development of hypotheses, which provides the learner with a clear path to the objective they want to reach, as well as the ability to integrate existing knowledge with the new expected and aided achievement.

Strategy Of Summarizing

It takes on the task of identifying the concepts in front of the learner, connecting the cognitive structures in the artistic output, and working to reproduce it through a series of processes that maintain the product grounded, contributing to the abilities of reformulating the creative product of diverse sorts.

Strategy Of Questioning

The teacher must be a guide and directed to the groups so that the questions are at the level of ambition so that the learner can analyze and recombine the adjacent structures in the artistic product which are so important, and in the nature of the case the teacher must be a guide and directed to the groups so that the questions are at the level of ambition so that the learner can analyze and recombine the adjacent structures in the artistic product which are so important.

Strategy Of Mental Visualization

It will be explored in the study's second portion.

Strategy Of Clarification

These methods make it easier to choose the ideal approach for forming and creating mental images about the learner by identifying the text's problematic areas, defining its identification, and halting in front of the theory that contained it.

The acquisition of the mentioned sub-strategies represents a real interaction between the learner and the teacher, and that the primary responsibility lies with the teacher and is gradually transferred to the learner. As a result, all learners must participate in the strategy, and the learner must be confident in the communication and participation of all learners in order to be a successful team. What they do, and the teacher's role in transmitting the concept that this approach is to bring the student to cognitive perfection and create cognitive structures that will be employed later in the formation of mental pictures, is what they do.

The benefits of reciprocal teaching are as follows: Al-Surour (1998)

1. It's simple to use in the classroom for most knowledge areas.
2. Develop the capacity to converse and debate.
3. The ability to use it in big groups in the classroom.

4. Improving student success across the board.
5. Its alignment with the current understanding of reading as an activity in which the reader engages with the text.
6. Encouraging hesitant students to participate in the reciprocal teaching method.

Mental Visualizations

The student may read the creative achievement successfully if he has a clear mental image of the components of the work he is reading, the most significant of which are (the semantic image, the sensory image), and these images lead the learner to (conclusion, creativity, and assessment), as follows:

- Level of conclusion: the learner's ability to extract sentences and ideas from a text by analyzing and synthesizing the text's details, and then to extract hidden facts from an artistic product by recognizing their meanings and isolating the ideas that lead to a clear understanding of places or characters if the artwork contains them, according to (Extracting the general idea, estimating the artist).
- Level of creativity: It represents the ability to do the following (suggesting new forms, choosing the best forms, deleting things from previous experiences and replacing new forms, producing new works with different connotations).
- Level of evaluation: that is, the reader's ability to pass judgment on the readable text explanatory, semantic and functional, according to appropriate and controlled rules, principles, standards and frames of reference in terms of (distinguishing between truth and opinion, distinguishing between fact and fiction, predicting results, issuing judgments on the artistic product).

To achieve these three levels, the mental visualization strategy was based on a number of scientific tributaries and psychological theories that have worked to explain them, including:

Theory of Dual Code

This theory is classified, cognitively, and has several applications in the field of reading and writing, and the basis of its work is the verbal and (nonverbal) influence on the work of memory to produce mental images, and studies have proven the effectiveness of this theory in activating memory to create mental images based on its implications, and the opportunity is greater When the effects have more space for imagination, which allows the learner to create spaces full of pictures, and this is evidence of the multiplicity of forms in the event that the existing forms are invested within the artwork (El-Tayeb & Rashwan, 2006).

The production of such mental images is primarily due to the individual's possession of a set of various external experiences acquired in itself, so mental images vary (Sadoski & Paivio, 2013), and the human mind is capable of producing a new meaning to be represented by mental images through decoding symbols, so the symbols it carries have become symbolic. Artwork is a learner's method of comprehending and establishing the common border that links a person's internal and exterior systems, as well as participating in the creation of those pictures.

1.1. Theory of Cognitive Mental Development (Jean Piaget)

Through the cognitive structure of thinking that dominates in the mind of the learner at various levels, (Jean Piaget) established the cognitive theory of the mental visualization technique. Each situation contributes to the development and development of his cognitive structures, and he is able to simulate the influences that he encounters and create perceptions that are useful in overcoming various problems. The learner differs in terms of the number of situations and experiences that he accumulated during different age periods, as each situation contributes to the development and development of his cognitive structures and is able to simulate the influences that he encounters and create perceptions that are useful in overcoming various problems (Qatami & Qatami, 2000).

Jean Piaget contributed to the activation of the learner's mind by focusing on the individual's innate aspect, assuming that the innate aspect is stable, even if a percentage of job stability, and that it would develop over time and expand with age, and was able (Jean Piaget) to link mental perception with intelligence, which is a result of the individual's imitation of situations and others or the individual's imitation of situations and others or the individual's imitation of situations and others (Alwan, 2003).

Theory of Mental Schematics

It's known as the theory of cognitive frames, and it's a crucial axis in the theory of mental perceptions. These frameworks work to organize the learner's experiences and enable him to retrieve his experiences from demanding them to overcook (Jean Piaget), as well as back to the theory of meaningful learning of the world (Ausubel), and this theory is carried out inside the human brain for interpretation and information retrieval after simulation of the situations that people go through, and this theory is carried out inside the human brain for interpretation and information retrieval after simulation of the situations that people go through, these frameworks work to organize the learner (Al-Hailwani, 2003).

The organization of information, its composition, and the formation of the educated individual's mind structure are formed in the form of abstract representations of experiences that the learner uses to understand the media with which the learner interacts, and it is a mental and cognitive structure for storing and programming information inside his mind, as well as a means of pre-cognition (Howard, 1987).

The practical procedures for forming mental perceptions invariably pass on the learner while receiving the signals transmitted by works of art, but the process actually begins before that, that is, when the teacher begins to give some details about the artistic product or any information about it, whether from near or far. The learner has awakened the stored pictures at this point, provided he has a cognitive store (cognitive structures), thus the teacher splits the class into small cooperative groups, here, he uses constructivist learning techniques to extract the right mental representations to help him overcome the challenges (Day, 1993).

After the instructor asks the students to envision the subject in order to recall the visuals that are similar to the creative work to be examined, they may begin developing their imaginative talents. To be able to create pictures that are linked to the artwork but not too close to it, to ask them to explain their impressions, and to ask all learners questions in order to improve their ability to monitor the shapes inside the artwork.

The process of initial planning for the process of forming mental perceptions is the responsibility of the teacher, who tries to keep the learner on track and avoid distraction by providing an overview of the artistic product under study, accompanied by a logical explanation of the process of imagination or visualization, and encouraging them to carefully observe all of the forms that participate in the process. Indeed, the process of meditation, and in order for it to be accomplished effectively and according to plan, the instructor must model the process in front of his pupils (Schauer, 2005).

Children's Theatre

Effective techniques for undermining both governmental and private educational aims have received a lot of attention in developed countries. As a result, they have altered their educational practices in order to improve. As a result, they've created new ways that make good use of visual and auditory channels, one of which is children's theatre. Because this type of play is useful in psychological and cognitive assignments, it has become important to pay attention to it and provide the best ways to develop it to be a successful tool in spreading educational, customs, and societal values, and because all teaching methods and modern teaching methods serve this goal, it has become important to pay attention to it and provide the best ways to develop it to be a successful tool in spreading values Educational, customs, and societal. Additionally, this form of theater focuses on a certain age group that is particularly important since it symbolizes the fundamental building block of societies, and there are a variety of labels used to identify the style of theater in this context.

Children Theatre

A sort of theater geared towards a certain demographic that provides themes of specialized forms of education in a fun way with adults or youngsters playing the parts (Goldberg & Harris, 1974). In terms of role-playing, this type is a mix of adults and children, and modern teaching methods, such as (reciprocal teaching), have an ascending cognitive trend in it, because the exchange of roles creates a kind of imitation in the child and thus develops his mental perceptions as soon as he is psychologically affected by the transmitting mediator (Saleh, 1966).

School Theater

The total theatrical activities that are presented within the framework of the school through the special band of the school or one class can apply this label and present those activities to the audience, and role-playing can be mixed between teachers and students, and even parents can be included in these roles, and from there, the total theatrical activities that are presented within the framework of the school through the special band of the school or one class can apply this label and present those activities to the audience, and from there, the total theatrical activities that are presented within the framework of the These plays are given through pre-written scripts, and their major goal is to instill in kids a sense of collaboration and the rule of cooperation and love. These plays may be utilized to assess suitable societal conventions, as well as to reject and teach undesirable habits to pupils (Naguib & Radhwan, 1982).

Pedagogical Theater

Educational theatre is what the school performs in the classroom or in the school hall through a band dedicated to it. It is a basic tributary of community education with the importance of the childhood stage, and it may be complimentary to the student's mental perceptions if employed correctly.

Educational Theater

This type is particularly significant in terms of its connection to the educational process, as it is dependent on what is in the school curricula and transforming it into artistic scenes that rely on excitement and suspense in communicating educational goals to learners, as its texts are dependent on the information and knowledge used in the study subjects. It can involve (kinetic learning) aimed at gaining habits, physical skills, engineering design, or any other technology, as well as (literal learning) in which the learner gets concepts and ideas by playing roles with numerous consequences, and it can be any combination of the two (verbal learning). It teaches the learner how to pronounce words correctly, maintain linguistic integrity, and manage vocal intonation in accordance with the demands of the theatrical part (Malas, 1986).

Children's theater is defined as a non-classroom theatrical activity with an educational goal, through which the learner can be free from inclination and psychological venting about what is latent and alleviating psychological crises (Habib, 1985: 81), as experts in the field of psychological stimulation invested this type in relieving tension in some children and treating them through role-playing (Habib, 1985).

Methodology

Study Society

(50) Female junior students / Kindergarten Department / College of Basic Education / University of Kufa are members of the research community.

Study Subject

The class was split into two groups, each with twenty-five pupils. The experimental group was designated by the letter (A), whereas the control group was designated by the letter (C).

Study Process

To reach the current research's aim, the researchers used the one-group experimental technique in their study.

Study Instrument

The following steps were taken to reach the current study's goal:

1. Creating a study schedule based on reciprocal teaching techniques. Appendix 1.
2. Creating a test to assess the learner's mental perspectives. The exam was created to assess three major factors: (conclusion, creativity, and evaluation).

Test Check

Because mental perceptions can be expressed through the project (Children's Theater) and the development of these perceptions can be measured through it, the researchers enlisted the help of a professor of Child Theater to correct the answers after teaching the students using reciprocal teaching strategies and by the subject's professor.

Test Authenticity

The responses were presented to external experts (Appendix (2) to ensure their consistency, and the results were equal at a rate of (78%).

Application Procedures

1. Within the child's theater subject, the test was administered to both the control and experimental groups at the same time. After ensuring that the two groups were equivalent, the exam was administered throughout the course of a whole class and for a total of four hours.
2. Using the reciprocal teaching approach with the experimental group, where the subject instructor taught it in four lessons, each lasting four hours.
3. The first semester of the 2016-2017 school year was spent teaching.
4. The test was subsequently given to both the experimental and control groups at the same time and under the same settings to see how far their mental perceptions had progressed.
5. To fulfill the study's aim, the findings were retrieved, monitored in tables, and statistically evaluated.

Statistics Processing

1. The arithmetic mean equation was used.
2. The standard deviation equation has been adopted.

Results and Discussions

Results

The findings were presented and analyzed in light of the study questions, which are as follows:

1. What are the mental perspectives that should be formed among kindergarten students?
2. How does reciprocal teaching affect the development of female students' mental perceptions? (The sample).

Answer to the first question: The degrees of mental perception that the study aimed to improve among kindergarten kids are as follows: (conclusion, creativity, evaluation).

The following was discovered after evaluating, analyzing, and presenting statistical findings linked to the arithmetic mean and standard deviation of the pre-test for the experimental group to statistical equations:

Table 1.

Arithmetic Averages and Standard Deviation of The Scores of The Experimental Group Students on the (Pre) Mental Perception Skills Test

Mental Visualization Skills	Test Group	
	Mean	Std. Deviation
Conclusion	1.53	0.61
Creativity	1.51	0.46
Evaluation	1.25	0.07

As for the control group, the results were almost no different from the experimental group, due to the convergence of the cognitive level of the students, as shown in the following table:

Table 2.

Arithmetic Means and Standard Deviation of The Scores of The Students of The Control Group on The Mental Image Skills Test

Mental Visualization Skills	Test Group	
	Mean	Std. Deviation
Conclusion	1.20	1.11
Creativity	0.51	0.17
Evaluation	1.11	0.05

The second question's solution is that the arithmetic means and standard deviations of the students' results on the exam (testing mental perceptions among the female students in the research sample) were computed to address this question. Following that, the test was created to examine three key elements (conclusion, inventiveness, and evaluation) utilizing the reciprocal teaching approach, according to the teaching method variable. The following are the outcomes:

Table 3.

It shows the arithmetic averages and the standard deviation of the students' scores on the test to measure the development of mental perceptions (posture) according to the variable of teaching method

Mental Visualization Skills	Control Group Traditional methods of teaching		Test Group Reciprocal Teaching method	
	Mean	Std. Deviation	Mean	Std. Deviation
Conclusion	1.25	1.10	3.54	1.46
Creativity	0.31	0.12	3.46	1.27
Evaluation	1.51	0.06	3.55	0.17

Table (3) demonstrates that the average results of students on the post-reading comprehension skills exam change depending on the teaching approach. The T-test was performed at the level of statistical significance (0.05) to assess the levels of statistical significance for these differences:

Table 4.

Results Of the T-Test for The Differences Between the Students' Scores on The Mental Perception Skills Test According to the (Reciprocal) Teaching Method Variable.

Mental Visualization Skills	Group	Mean	Std. Deviation	T-Value	Significance
Conclusion	Control	1.25	1.10	3.222	0.008
	Test	3.54	1.46		
Creativity	Control	0.31	0.12	4.901	0.001
	Test	3.46	1.27		
Evaluation	Control	1.51	0.06	5.881	0.000
	Test	3.55	0.17		

Table (4) shows that all mental visualization skills in the post-test have statistically significant differences at the significance level (0.05), with the difference favoring the experimental group's scores (reciprocal teaching strategies), and this difference is attributed to the reciprocal teaching strategy, indicating that this strategy is effective. The method aided in the improvement of pupils' mental perceptions, which addresses the second question.

Conclusions

1. The technique aids in the development of kindergarten children' mental perspectives.
2. She encouraged female pupils to take turns in children's performances and to adopt a variety of viewpoints.
3. Forming key judgments about the child's theater and traveling the creative route in the development of mental pictures that contribute primarily to the evaluation of mental achievement
4. The students' decision is based on a well-researched and balanced scientific foundation, with no regard for personal preferences.
5. Through the exercises that the instructor worked on and presented, kids gained a highly active questioning direction for the practice of children's theater.

1.2. Recommendations

1. Following is a list of recommendations based on the research findings and the researchers' conclusions:
2. After using it in teaching children's theater in its many disciplines, I taught female students at the College of Basic Education about the method of reciprocal learning.
3. The importance of focusing on the formation of mental perceptions among kindergarten children.
4. The reciprocal teaching method will be included in the kindergarten teaching guide.

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