

THE EFFECT OF THE MULTIMEDIA METHOD IN DEVELOPING SOME OF THE MENTAL PROCESSES OF THEATRICAL ACTOR

Murtadha Atewa Abed

Babil Governorate Education Directorate Ministry of Education, Iraq

Email: mmurtadha242@gmail.com

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ABSTRACT

E-learning is one of the essential types of contemporary education nowadays, as technology has become the language of the age, which makes educational technology a necessity for developing educational systems and improving the various aspects of education through synchronous and asynchronous communication, which adds many advantages to successful teaching. Multimedia is a unique computer that provides information that exceeds the linear method used to review information, far from reading and understanding data sequentially. It works to integrate academic elements in computer educational programs into influential texts. The current research aims to identify the positives of using media technology. Multiple studies and their impact on the development of some of the mental processes of the theatrical actor. The most important conclusions were:

1. Using the multimedia method is preferable in developing the theatrical actor's mental processes (attention and focus of attention).
2. The curriculum used by the teacher contributed to developing some of the theatrical actor's mental processes (attention and focus of attention).

Keywords: Multimedia Method, Mental Processes, Theatrical Proverb.

1. INTRODUCTION

E-learning is one of the essential types of contemporary education nowadays, as technology has become the language of the age, which makes educational technology a necessity for developing educational systems and improving the various aspects of education through synchronous and asynchronous communication, which adds many advantages to successful teaching. Multimedia is a unique computer that provides information that exceeds the linear method used to display information, far from reading and understanding information sequentially. It works to integrate academic elements into computer educational programs into influential texts. Using multimedia by students (actors) will not take place in isolation from the teaching staff, as some students need to gain sufficient experience in choosing the appropriate educational elements. Therefore, the primary role of the teaching staff is to assist the students in identifying the essential aspects of the educational material presented and guide them in the research problem. In the following question: (What is the extent of the impact of using the multimedia method on developing the emotional processes of the theatrical actor?)

The Importance of the Study

The research reveals the most critical uses of multimedia technology in the educational process.

- 1- It highlights e-learning technology.
- 2- Explain the most important effects of modern educational technology techniques on students.

3- It benefits students in the field of educational technology and education.

Purpose of the study

The current research aims to identify the positives of using multimedia technology and its impact on developing some of the mental processes of theatrical actors.

The limits of the study

1- Time limit: 5/1/2020 - 11/5/2020.

2- Spatial limit: Iraq / Babylon / College of Fine Arts.

3- The objective limit: studying multimedia's effect in developing the theatrical actor's emotional processes.

4- The human limit: Students of the College of Fine Arts / Department of Art Education / Acting lesson.

Chapter one

Multimedia style:

“The media combines the computer and the media to produce an interactive hyper environment that contains texts, images, and video that are hyperlinked between them through graphics. Therefore, it is a digital structural composition that consists of written text, graphics, pictures, animated visuals, and sound effects to provide the learner with a high degree of control and interaction with them.” “Through programs to present the educational material on the computer, designed to allow the learner to deal with it interactively according to his needs and personal abilities.” (1) “The impact of using educational methods on understanding things and their relationship with each other is no secret, as well as their help in organizing the learner’s thinking in other educational or life situations. Rather, they help crystallize his organized scientific thought, and the necessity of solving his problems step by step after defining them. Moreover, it gives him mental processes such as Paying attention and concentrating thought on what is in front of one’s hands. The type of media used in the learning and teaching process has an effective impact on improving it. The matter also depends on the method and type of use, and learning through direct, tangible, purposeful action is better and better than learning with abstract symbols” (2).

Multimedia elements:(3)

The most important elements of multimedia are:

1 - Text: It must be chosen carefully because the learner needs to receive information, especially if it is simple and brief.

2 - Acoustics: These are the sound effects produced by instruments.

3 - Digital image: through unique digital cameras, scanning devices, or digital archives.

4 - Animation: It is presented for the sake of feeling movement.

5 - Live video footage: using CDs or devices to display images and graphics, save and retrieve sounds, and generate music and sound effects.

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Multimedia features (4):

A- Interactivity: This means the learner’s ability to control multimedia elements and interact with them in an active, positive manner.

B- Integration: Creating integration between at least three multimedia elements so that each medium plays a specific role derived from its effect on the learner’s senses.

C- Diversification: Providing multimedia with many stimuli that address the learner’s multiple senses so that the learner can deal with static or moving images or written or audio texts in one situation. This does not mean displaying these media one after the other through separate screens, but it must. These elements should serve the idea or topic itself.

The role of multimedia in the educational process (5)

1- Overcoming verbal learning and its shortcomings, and thus, educational methods achieve desired non-verbal responses.

It arouses the learners' interest and excitement in the educational environment.

The learning effect remains because the methods address more than one sense.

4- Increasing the degree of clarity and interpretation of abstract concepts.

5- Taking into account individual differences among learners by diversifying learning methods.

6- Providing learners with multiple psychomotor skills that cannot be acquired through verbal instruction.

7- Educational media contribute to solving modern problems such as the knowledge explosion and the population explosion. The use of loudspeakers in schools and lecture halls is the best evidence so that most listeners can hear the lecture. The researcher believes that the importance of multimedia in the educational process is demonstrated by the following:

The learner develops a complete perception of the skill presented to all students and knows the precise performance details. It also works to renew the learner’s ideas, arouses the students’ attention, prompts them to participate in different learning situations, and contributes to giving feedback that helps correct errors and enhance learning. It also helps To diversify learning methods to address individual differences among learners.

The second topic

Mental processes:

(Abdullah Al-Lami, 2004) Defines it as physiological processes that occur in the brain, interact with the surroundings, and transform information from one form to another. They are invisible, play an essential role in human life, contribute to learning processes, and cannot perform any motor or cognitive activities without them (6). The most important mental processes studied in the research are:

First: Attention:-

Attention is a mental process that plays an essential role in human life, as it helps us to know things and quickly understand and draw conclusions. It is also a psychological process that occurs in a specific part of the brain's performance through neural activity. Its weakness is considered one of the adverse conditions in the version. No reaction can be performed without good attention. Attention is "the process that directs perception to the information the individual receives from the various sensory organs" (7). Attention is the process of perceiving and focusing on a stimulus through the various senses for the individual to carry out a sensory-mental response toward that stimulus.

Types of attention: (8)

1- Voluntary (selective) attention, which is the individual's attempt to focus on one stimulus out of several, occurs automatically due to the individual's limited mental energy and limited storage capacity and processing speed.

2- Involuntary (forced) attention is focusing the individual's attention on a variable that presents itself in a forced manner without making a great effort to choose between the stimuli, as the individual completely isolates himself outside the context of the inspiration that attracts his attention.

3- Automatic selective attention is when an individual focuses on one stimulus among several stimuli with complete ease to satisfy his internal needs and motivations.

Second: Focusing attention:

It is the process of collecting thoughts, fixing attention to achieve the goal, and cutting off from the external environment to perform the most precise cases.

As in the theatrical actor's performance, he is the basic foundation on which people watch, creating a communicative space between him and the recipient.

Dimensions of focus of attention:

There are two essential dimensions for focusing attention:

1- Attention capacity, which is the amount of stimuli or symbols that the theatrical actor must deal with at a particular time, and it is of two types: -

* Narrow focus of attention is when the theatrical actor is alert or aware of one thing or a small area on stage.

* Focusing broad attention, which is being alert and aware of the movements of all his fellow actors and theatrical accessories, which is appropriate for most group roles.

2- The direction of attention is of two types: -

* Internal focus, called self-focus, means the theatrical actor's focus on his feelings, emotions, and internal thoughts, not directed at what is happening on stage.

* External focus is the theatrical actor's focus on the environment that occurs outside himself.

There is an inverse relationship between the two types of focus. The external focus decreases as the internal focus increases, and vice versa.

Attention and focus of attention for the theatrical actor: -

First: awareness of the dramatic actor

It is the actor's creative work and must be developed and controlled. This control can only be achieved by paying attention to all aspects of daily life so they can be transferred later. Therefore, it can be said that (Stanislavsky) gives internal attention as much importance as he attaches to external attention and that directing attention for the actor, whether it is towards external physical things or by exploiting mental sensations, is like searching for internal items stored in memory, which helps that actor to control Himself completely. When imagination has a relationship with the actor's focus on finding and discovering the truth of the event, there are no limits regarding how to extract these facts (1), so the actor has a mental association mechanism (synthesis) between (sensation - feeling - perception - emotion), which enters into each of the pictorial memory And imagination until creativity is formed. He is providing a mental perception of things. Although perception changes with the change in the forms of influences, focus is a process of extrapolation of the theatrical events before and during the performance, so (analysis-synthesis is mental to make it easier for the actor to embody the emotional character through the movement of the mind in choosing the appropriate artistic and literary data for preparing the work and relying on it with the contribution of memory. Imagination, imagination, the set of senses, and the activity of all this process related to attention and stimuli in the form of fact-finding, as external attention, which is directed to the things surrounding the actor, intervenes through his treatment of issues of intellectual depth (2)

Second: Focusing the attention of the theatrical actor

Focus is directing the mind and attention to follow what is happening or going on for a certain period without distraction, and this direction varies from one person to another and from one situation to another. The ability to concentrate is a skill that must be acquired and trained. The actor has an expressive system represented by (body - imagination - emotional memory - thoughts - a sense of truthfulness...) The actions of this system are embodied by a set of human expressions such as (love-hate - sadness - joy) and other emotions and gestures. These organizations are connected to the actor's internal state and the focus of his mind. As the guide is a strategic tool in dramatic diagnosis, it requires the actor to focus on the text, then on the role, then on the theatrical character, and then his focus moves to the presentation through emotional communication with other textures within the work. The actor on stage lives inside and outside himself; that is, he lives a natural or moral life. The righteous presents a presentation that stems from the substance of internal concentration, as "the material life surrounding the actor on stage requires the attention of a trained person, while imaginary things require the strength of concentration" (12).

The most prominent directions that help the actor focus his attention are:

- 1- Enjoy a high degree of relaxation before starting the exercises.
- 2- Be aware and vigilant about his feelings when focusing on different thoughts.
- 3- Discover sources of distraction and know where to direct his attention.
- 4- Avoid anxiety when his mind wanders to thoughts and topics not related to theatrical performance
- 5- The ability to classify information and its fields towards theatrical performance.
- 6- Better performance is only achieved by reaching the maximum degree of concentration of attention.

The theatrical actor must differentiate between the external attention directed to the material things that lie outside of us and the internal awareness that focuses on the things that we see, hear, touch,

and feel in imaginary circumstances to strengthen internal insight since the actor either lives inside or outside himself, that is, he either lives Real or imagined life requires a stronger, more organized focus than material things.

The indicators resulting from the theoretical framework

1- Multimedia is a unified computer-run system that provides the learner with integration with the inputs of the educational process.

2- Multimedia overcomes the linear way of presenting information.

3- Multimedia avoids reading and understanding information in order.

4- Multimedia depends on presenting the elements of the educational material in an electronic form according to the learner's needs and desires.

5- The role of the teacher in the electronic class changes from a prompter to a mentor, assistant, and director of the educational process.

6- Multimedia provides the learner with multiple and complex styles that develop his mental and motor skills

7- Attention contributes to directing the learner's perception of information through his various senses.

8- Attention regulates the learner's surrounding environment and does not allow the accumulation of sensory stimuli in one sense

9- The learner's desire and motivation develop his attention-focused ability.

10- Paying attention contributes to the theatrical actor's self-control.

11- Focusing attention improves the learner's response in performing the assignment better.

12- Focusing attention directs the theatrical actor's mind to follow what is happening around him for a certain period without distraction.

13- The actor must train to develop the concentration process, an essential tool in dramatic diagnosis.

Research methodology and field procedures

2. RESEARCH METHODOLOGY

The researcher used the experimental method to suit the nature of solving the problem.

Research population and sample

The population consisted of students of the second stage of the College of Fine Arts, Al-Qadisiyah University, for the academic year 2020-2021 AD, with several (45) students. The sample was chosen randomly with several (20) students, and they were divided into two groups by a random method, with (10) students for the control group and (10) students for the experimental group.

Means of collecting information, data, devices, and tools used in research

First: Research methods:

1- Testing and measurement.

2- Observation.

3- Personal interviews.

Second: Used devices and tools.

1. Stopwatch.

2. Two (2) video cameras (Canon).

3. Laptop type (HP) calculator.

4. 20 pens.

5. Measuring tape.
6. CDs.
7. Camera stand (2).
8. Data show

Field research procedures

Identify some of the mental processes of the theatrical actor:

After reviewing scientific sources and references and through consulting experts and specialists, some of the cognitive functions of the dramatic actor were identified, namely:

1- Attention:

2- Focusing attention:

After that, tests were determined based on experts and specialists.

Exploratory experience:

The researcher conducted the exploratory experiment on a sample of (10) students for tests of attention and concentration of attention on (10/21-22/2020), and after (5) days had passed, the experiment was repeated on the same individuals on (10/26-27/2020), where The purpose of conducting this experiment is:

1. Identify the time the sample members took to perform the test.
- 2- The suitability of the tests for the individuals in the research sample.
- 3-Learn how to record test results, perform them, and how long they take.

Scientific parameters used in the research:

- 1 - Validity of the test means “that a valid test measures what it was designed to measure” (1). Using apparent honesty (the integrity of the arbitrators) by presenting the tests to experts and specialists.
- 2- Reliability of tests: Reliability means that “the test achieves the same or similar results more frequently” (). The researcher found the reliability coefficient for the tests by testing and re-administering the test and then using the Pearson correlation coefficient, as shown in Table (1).
- 3- Objectivity of tests: Objectivity means “freedom from bias and fanaticism and not introducing personal factors into the judgments made by the researcher” (1). Despite being straightforward in understanding the sample members, the researcher created the objectivity of the tests by presenting the trials to a group of experts and specialists. The tests that obtained the highest percentage were chosen by more than one expert, in addition to the fact that these tests are standardized and depend on units of measurement. It cannot be manipulated.

Table (1) shows the reliability coefficient value for the tests used in the research

Sig	Objectivity Factor	Sig	Stability Coefficient	The Exams	N
0.000	0.88	0.000	0.90	Attention	1
0.000	0.86	0.000	0.92	Focus Of Attention	2

Pre-tests: The pre-tests were conducted on members of the research sample on 10/30/2020 at (11:00) in the Fine Arts Hall at Al-Qadisiyah University. The tests were filmed with a Canon video camera.

3-10 Educational curriculum:

Implementation of the curriculum began using multimedia from (11/2/2020) until (12/16/2020). The educational curriculum included (12) academic units at (90) minutes for each academic unit. The researcher did the following:

*Display a model via the primary display device (Data Show).

Using a projector, the researcher presented representative performances at the beginning of the training period.

* Filming the actor’s performance during the practical part of the training and displaying the performances in the last period of the training unit to note the mistakes committed by the actor while performing the required duty.

* View a live model.

The teacher performed theatrical roles before the actors to identify typical performances.

* Display photos and videos.

The researcher showed video clips and pictures to watch theatrical roles.

Post-tests: The post-tests were conducted on 12/17/2020 for the research sample, as the tests were filmed with a Canon video camera, and the researcher was keen that the conditions be similar to the pre-test in terms of location, circumstances, and the presence of the same supporting work team, and the use of the same steps as those It was applied in the pre-test.

Statistical methods: After collecting data and information, the researcher conducted statistical analyses (SPSS):

* Arithmetic mean.

*standard deviation.

*Pearson correlation coefficient.

* The t-test law for independent and symmetric samples.

Chapter Four

1- Presenting the test results for the control group and analyzing them for the pre-and post-tests:

Table (2) shows the arithmetic means, standard deviations, and t-value calculated for the control group in the pre-and post-test.

Indication	Sig	Calculated T Value	Posttest		Pretest		The Test
			P-	S-	P-	S-	
Moral	0.000	Moral	0.94	8.3	0.94	6	Attention
Moral	0.000	Moral	1.17	7.60	1.08	5	Focus Of Attention

Table (2) shows the arithmetic means, standard deviations, and the (t) value calculated for the control group based on the pre-and post-test results. We notice differences. To determine these differences, the researcher used the (t-test) for matched samples, and all tests were significant because the significance level is less than (0.05), which shows differences in favor of the post-test. 2 - Presenting the test results for the experimental group and analyzing them for the pre-and post-tests:

Table (3) shows the arithmetic means, standard deviations, and t-values calculated for the pre- and post-test experimental group.

Indication	sig	Calculated T Value	Posttest		Pretest		The Test
			P-	S-	P-	S-	
Moral	0.000	11.48	1.11	12.15	2.29	5.4	Attention
Moral	0.000	10.71	1.36	12.55	0.87	5.6	Focus Of Attention

Table (3) shows the arithmetic means, standard deviations, and (t) values calculated for the experimental group through the results between the pre-and post-tests. We notice differences. To find out these differences, the researcher used the (t-test) for matched samples, and all tests were significant because the significance level is less than (0.05), which shows differences in favor of the post-test.

3- Presenting the test results for the two groups (control and experimental) and analyzing them for the post-test:

Table (4) shows the arithmetic means, standard deviations, and the calculated (t) value for the two groups for the post-test.

Indication	sig	Calculated T Value	Experimental group		Control group		The Test
			P-	S-	P-	S-	
Moral	0.000	5.48	1.11	12.15	0.94	8.3	Attention
Moral	0.000	4.71	1.36	12.55	1.17	7.60	Focus Of Attention

Table (4) shows the arithmetic means, standard deviations, and the (t) value calculated for the two groups (control and experimental) for the post-test. Through the results, we notice differences. To find out these differences, the researcher used the (t-test) for independent samples, and all tests were significant because the significance level is less than (0.05). which shows differences in favor of the experimental group.

4-6 Discussion of results

Through the previous tables, we notice a development in the experimental and control groups' results. The researcher attributes the reason for the development of the control group to the increase in the morale of the movements and their comprehension. This situation gives stability, stability, and understanding of the movement, and as a result, it increases the students' experience; as (Nizar Al-Taleb) points out, "the methods and methods of teaching are important." are very important in the educational process and that these methods and methods affect the speed of learning" (9).

In addition, the suitability of the method used for students, which increases the learner's enjoyment and excitement and eliminates boredom during exercises, has helped speed up learning, and this is what was confirmed by (Ian Word) that "teaching methods must be appropriate to the ages of the learners and their mental and physical abilities, and the general condition and circumstances must be taken into account." surrounding the lesson to achieve educational goals" (10).

The researcher attributes the preference to the experimental group through the use of multimedia in the research, as it is a new method that was not familiar to them, in addition to the fact that the student at this age wants to see himself on the display screen or calculator performing the exercises required of him. This process had the leading role in Increasing their competitiveness and motivation. "The learner's ability to control multimedia elements and interact with them in an active, positive manner." (11) The researcher attributes the reason for these differences regarding the experimental group to its adoption of the multimedia method, which contributed to creating an atmosphere of interest and attention among the learners, which made their position on the educational process commanding. A positive and active attitude, in addition to this computer-supported method, makes the learners feel their value, their role in self-realization, and their reliance on themselves in understanding the detailed parts of the play's performances without the teacher's help.

3. CONCLUSIONS AND RECOMMENDATIONS

3.1 Conclusions

- 1-The curriculum used by the teacher contributed to developing some of the theatrical actor's mental processes (attention and focus of attention).
- 2-The methodology used by the researcher contributed to developing some cognitive strategies (concentration and focus of attention) of the theatrical actor.
- 3- The multimedia method is preferable in developing the theatrical actor's mental processes (attention and focus of attention).
- 4- Using the multimedia method has dramatically helped reduce the effort the theatrical actor expended.

3.2 Recommendations

- 1- Using a computer-supported educational program to develop the performance of the motor program and the most critical mental processes (attention and concentration of attention) by fine arts teachers.
- 2- The necessity of the person conducting the educational process or the trainer being familiar with more than one method and using the appropriate method in the proper educational situation.
- 3- There is a need to conduct more studies that use different modern educational methods to learn and develop theatrical actors.

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