



Vol. 4, Issue 4, 243-256, 2015

Academic Journal of Psychological Studies

ISSN: 2333-0821

ajps.worldofresearches.com

The Pathology of Art course in schools

Farideh Bazogh

Farhangian University, Bandar Abbas, Iran.

A B S T R A C T

This paper aims to study the non-significance of Art courses in elementary schools. In this article, the fundamental role of Education department in the development of Art is been emphasized and teaching Art in schools is been evaluated in order to achieve a model for the evolution of Art teaching method in schools. Due to this, we studied a sample of 6 elementary and Junior high schools in Bandar Abbas and a set of researcher-made questions were asked of teachers, students and school principals to collect data. Also, we examined the required tools and facilities in Art course and the results show that students have problem in learning art without facilities. In addition, with the current economic situation, the families can only fund their children at certain times. Consequently, Art course has a very low importance due to the lack of facilities in schools, including the lack of workshops and low co-operation between the authorities and teachers and school principles.

Keywords: pathology, Art course, schools.

INTRODUCTION

Despite the Education Department's advertising, Art course and Art education still remains unpopular without any special position. However, this article cannot fully Analyze Art training pathology, but the researcher has tried her best to analyze the pathology of Art teaching.

THE BIRTH OF A CHILD, THE BEGINNING OF TEACHING ART

When the baby cries at birth, it as if he is screaming why he has set forth from a calming place to an amazing, complex and somewhat insecure world. Now he needs the secure arms of mother to sleep at night by the sound of her lullaby. Holding the song Lullaby pleasantly song, has the first impact of art on the body and mind of the child. These relaxing lullabies have been passed from generation to generation and have a good effect on the brain development and speaking of

* . Corresponding Author: f.bazogh@chmail.ir

To cite this article: Bazogh, F. (2015). The Pathology of Art course in schools. *Academic Journal of Psychological Studies*, 4 (4), 243-256.

children. From now until he goes to the kindergarten is a period in which the child is learning and training at home with parents¹.

There are four factors which play an important role in the training including:

Enthusiastic teacher

Motivated learner

Appropriate educational content

Appropriate training environment

The first five years of life spent in the home environment are the most important years in the shape of human character and if the art could be taught to children well in these years, we can expect art to affect the child's personality.

ELEMENTARY SCHOOL

In elementary school, children experience art with painting. During this period, we are faced with the questions that can make us think about the teaching of Art whether the current method of teaching Art can flourish students' creativity or causes imitating in them. The questions are as follows:

1. Do school teachers have the necessary training in the field of art education to children?

2. Are teaching practices based on the latest findings?

3. Are the students motivated enough and enjoying art when entering the Art course?

4. How much the elementary school teachers know the art as an important ground for the creativity of children? Do they consider Art as a time passer course?

5. Are there Art workshops in schools or children have to be compressed and sit together and paint imitatively?

6. Do children prefer to use their imagination and experiences for painting in order to have a good mark or ask their parents to draw well for them?

7. How much are the parents educated to keep pace with school in art education to children in order not to have a mismatch between home and school?

During this period, children are at an important stage of their lives and if a qualified coach supervises them in order to use their imagination freely, they can help their thought development by creating artistic works of art. On the other hand, it causes people to understand more about the internal environment of children and this has caused many great artists of the world such as Picasso, Kehle and Matisse to be affected deeply by the childish expression and invent new ways of painting.

Does the Art have caused the growth of children's creativity in elementary school or have led them to a radical imitation and destroying their creativity?

The Pathology of Art course in schools

It is not believed that the teaching method of Art in elementary schools has caused the development of creativity in children, and it is also not believed that this method in Art teaching in elementary schools has been able to impact the expression of children's creativity. The educational capitation is low which does not permit to facilitate the school for art education in all aspects. One of the problems in the development process of a country is the weakness in group activities. Group activities can flourish the individuals in the group and can help people meet their needs by the support of their group. But it has turned into a dilemma and individuals are not able to work together in their adulthood and due to this, they are more likely to fail in achieving their goals².

Unfortunately, one of the most important instructional periods is lost in our country and this is an opportunity which is not gained anymore and perhaps this is the most important time that we can nest the art in human character and we are able to free the bird of art in human mind to stay by his side forever.

THE IMPORTANCE OF ART COURSE

Art is establishing a relationship with your thoughts and feelings. The artist is the creator and the giver of the relationship and the audience or the spectator is the receiver of it. The producing factor of this relationship is one of the human senses, such as eyes and ears. An architect cannot only talk to show himself, but he should express it with designs and drawings. Design is a means of communication for him. A painter also tries to communicate and convey his message to other people by designing and painting. Therefore, the objective of any work of art is to transmit the mood, feelings and the special thoughts to others. So a good work of art is the one that is more successful in this regard.

In the critical situation of our country's history, as any other training activity, teaching Art should be affected by the Islamic and historical prophecy of our nation and try to educate children and adolescents, improve the nation's life condition, save cultural, artistic and religious heritage of our country along with the local and regional conditions of Iranian ethnic groups in order to proceed the Islamic revolution's objectives. No educational planning is complete without the intervention of the art. Art can be found as a catalyst in the teaching of all educational courses.

In case of a well-designed training plan, Art can follow the sublime objectives and can have a positive effect on the development of child's character, thought and emotions.

God has given artistic talent and aesthetic sense to his successor on earth. Art has been the language of the exchange of ideas and dialogue among human cultures and civilizations from the beginning. Moreover, it has fundamental importance in the creation of the cornerstones of the society's cultural customs.

Since the artistic technological knowledge is considered not important in schools, giving the sublime and traditional art is not the concern of teachers and students. Popular art consistent with the culture of a country is the most appropriate artistic method for the development and evolution of any social activity.

Art is one of the serious cultural issues of any society and scientists have known it as the supreme form of human existence activity. It is normal that when these human artistic activities find the way to flourish, they have an enormous usage in the enrichment of the social culture. On the other hand, art is a proper companion in the growth, development and prosperity of Human in the understanding of the world around us, in going deep into people and in getting familiar with the customs and cultures of the different nations of the world¹.

Art develops the character in the process of artistic creativity and expresses what cannot be said because art is the mean to express itself and it is considered as the most sincere language of feelings. The language of art is the purest, the most original and the most beautiful language which brings mobility to life.

Art education should be taken seriously since it encompasses many aspects of the human personality. Two American teachers' opinion quoted by Sarkar Arani is remarkable. For American students, it is not that important to learn and perform a song together while we cannot teach culture and social concepts to children without the benefit of music and art³.

There is a national curriculum in Japan, but about a third of elementary school teaching hours are dedicated to non-academic topics such as art, music, and physical education, housekeeping and special activities³.

Artistic perception comes from artistic experience, so we should help forming it by the achieved practical knowledge from such experiences. Artistic perception is an intellectual and critical background and makes people to judge the value of art, works of art in relation to cultural and historical context of the works and the true position of art in the support of all people around the world (John Lancaster, 1998). It seems that some are able to understand the art without any work of art which is impossible. Can one understand how color is put on the canvas without ever experiencing such a thing? I think not (John Lancaster, 1998).

In support of his idea, John Lancaster quoted that the report of Calouste Gulbenkian Foundation titled as the Art in schools approved the point that aesthetic education for children has a special importance and pointed out that art is important in the creation and establishment of cultural traditions and children with creative artistic experiences understand it better and consider it more valuable.

The Pathology of Art course in schools

Unfortunately, in our country Art education which is the amazing mean of human communication is ignored. It is not possible to create artistic understanding in teachers and students with some Art courses for teachers by non-experts.

Due to the importance of art in creating productive context in different societies, many countries have conducted detailed plans in the field of art in accordance with their objectives and policies. Unfortunately, it is been four hundred years that art planning in Iran has been stopped variously under the influence of foreigners and our traditional art in many cases has not gone further than Safavid period⁴.

GOALS OF TEACHING ART IN SCHOOLS

- Knowing and training artistic talents of students and providing appropriate context for the development and flourish of these talents

- creating skills and strengthening it

- teaching accuracy to students

- Creating self-confidence

- Making students gradually familiar with the rich and valuable cultural heritage of Islamic Iran

- Providing appropriate context for using the leisure time and having true fun

- Laying the groundwork for innovation, invention and self-sufficiency

- Understanding the principles and techniques of aesthetic

Recognizing cognitive and physical abilities and mental skills of students

Due to the fact that students are different in terms of physical and mental abilities and situations, teachers should know this fact as one of the requirements of their job and try to recognize these differences, because the Art teacher is the teacher of talent and inspiration who is nurturing the next generation. Education executive authorities should pay careful attention to this extremely sensitive and important note that the slightest negligence or ignorance of Art teacher or trainer leads to student's frustration and despair and dries up his spring of talent⁵.

At this age, students are very sensitive to artistic creativity and sometimes these severe sensitivities pose major concerns for them which ultimately lead to distrust toward everything. This lack of confidence undermines their mood and makes them despicable, coward and lacking identity. Accordingly, we should not ignore Art education if we are looking for the ways of young people's prosperity and progress. Furthermore, teenagers should get familiar with the rich and worthy heritage of our homeland.

Executive authorities should realize that they will popularize inexperience, contempt and distrust unless they pay attention to the importance of skilled and knowledgeable Art educators. Today, the lack of proper facilities and opportunities

for art education is one of the main concerns. Many educational experts also believe that inappropriate teaching methods in Art course reduce the creativity and enthusiasm in children and adolescents and do not guarantee their future education.

In these communities, university graduates have specialized functionality and for specific issues are often dependent to others. Moreover, lack of attention to issues of taste will usually deprive the young from having appetite and mobility and make them obstinate and stubborn people.

Teachers should note that most adolescents lack balance and objectivity on the threshold of maturity, expect adults to praise them while they are aspirant and hero-worship, do not tolerate criticism and advice and are very touchy. But the precision and patience of the trainer can change them to useful, tasteful and creative people.

THE ROLE OF ART COURSE IN THE DEVELOPMENT OF MENTAL FACULTIES AND CREATIVITY

To pass the information age into the future world, children should be educated to be creative, communicator and master of new technologies. Modern children need art to help them think better in the future. To realize the importance of art in empowering creativity, it is better to express a definition of creativity. It is a difficult task to define creativity and experts have provided different definitions. Perhaps the simplest definition of creativity is that: a person brings a new or different idea. Due to the above definition, it is considered that art can provide the context of creativity in human being by the following features:

1. Art makes people gain new experiences and convey it to others, and this will be the beginning of the exchange of thoughts and the manifestation of new ideas.

2. Art helps the mind to be in a calming state freely, to explore and discover new things and express ideas that have not been experienced yet.

3. Art is the context provider of motivation and forces people to move. A targeted and motivated person is led by creativity as a friend to meet their goals.

4. The art has strengthened the usage of humans' imagination which could be the ground for new ideas.

5. The art makes the brain relax by creating aesthetics and creates a condition in which brain cells contemplate in a position away from stress and anxiety.

6. Art can lead people into themselves and it causes a big revolution if one knows his own self and set a great aim and prophecy for him. This could be the basis for the internal motivation which would be the background for the creativity in human being¹.

The Pathology of Art course in schools

POSITION OF ART COURSE IN SCHOOLS

Art course does not have an acceptable position in schools. An instructor should have the adequate information of true techniques and methods of communication, mental and accepting capacities of children or students, quality and quantity elements of art and the effective works of art in order to make the children more familiar with the world of art and guide and flourish their talents. Of the knowledge they should know is the audience status in terms of age and mental capacity.

Therefore, an Art instructor should be aware of these backgrounds, for example: children who live in the south or rural southern parts of Iran has not touched the snow and seen it. How can they be expected to draw a snowy winter with a Snowman? Artistic creations will change with the child's growing up.

Despite the other stages, in elementary school all subjects including art are taught by the same teacher. Perhaps the teacher can teach and make the students properly understand all the other subjects, but the question is whether they can teach Art in a wide form with all the secrets and mysteries with only a short period of instruction? Due to the psychological infrastructures, emotional and creative and innovative connection, the content of art is limitless. However, in some schools, Art is been deleted from the curriculum for the reasons such as overtime and lack of teachers and it is substituted by other courses. Perhaps there are many talented and interested students who are boycotted and deprived of talent flourish due to this negligence. It is true that these teachers mark their students twenty in Art according to the other courses scores and create no true competitive, reinforcement or assessment context.

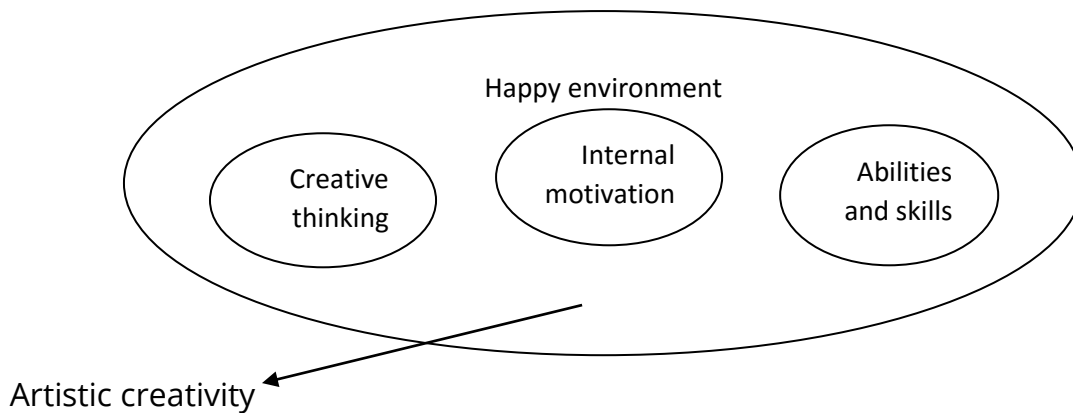
METHODS OF TEACHING ART IN SCHOOLS

To use art, instructors should know art and to some extent know about psychology. They should try to provide students with mental and emotional terms along with the freedom and leisure in the learning environment in order for the students to be attracted to beautiful and attractive artistic activities willingly and pleurably. This way, art can avoid repetition and boredom from creativity.

Creativity and innovation which are the work of the mind are combined with subtlety which is the work of heart in artistic creation.

From the age of 12 onwards, adolescents get gradually closer to nature and the living environment so, familiarity with the cultural and artistic heritage of the country can bring them national and religious honor. Visiting museums, artistic and industrial workshops, watching movies about the original and traditional arts and guiding them to understand and pay attention to cultural heritage can be a

great success in achieving the objectives in art education. Artistic creativity at this stage is the expression of the most beautiful, subtle and sincere feelings of youth.



Learning is something personal and internal. In the learning process, student has the main role, but favorable environment, facilities, advice and services provided to him are very effective on the quality of learning.

ART TRAINING METHODS IN SCHOOLS OF DIFFERENT COUNTRIES

Artistic training in Japan

In Japan, there is a systematic curriculum for Art education in all of the schools of the country. Due to this, the Japanese children's activities in the field of Art are considered to be a rational and cognitive achievement. In Japan's educational program, visual and Dramatic arts are compulsory for elementary students; each one 2 hours. In high school also 1 to 3 hours is been dedicated to each of them separately. In all cases, they use the maximum of this time. In preschool stage even teaching visual and Dramatic arts are as an obligation regarding the conditions of students. Teaching graphic arts is emphasized in all teaching levels as a language teaching plan. In Japan's educational system, there are media such as painting, sculpting, Architecture, synthetic media, photography, video, computer, ceramics, pottery, textiles and music².

Artistic training in Italy

Italy has a national teaching plan to teach Fine Arts. Of the most important objectives or the pivotal Art course plans are paying attention to national culture (including local cultures and the different tribes' cultures), also paying attention to bio-environmental teachings and cultural heritage. In this country, visual and Dramatic arts are compulsory for preschool, elementary and high school courses and there are 2 hours dedicated to each of them. Artistic training in Italy recommends using means and media such as painting, graphics, designing, sculpting, synthetic media, photography, Architecture and ceramics. In the

The Pathology of Art course in schools

perspective of educational executive authorities, artistic training helps the development of patience, mutual respect and peace.

Artistic training in Poland

In Poland's educational system, teaching Art is in two separate parts of compulsory and voluntary for preschool, elementary and high school courses in the form of visual and Dramatic arts. The compulsory part includes 1 hour of teaching visual arts for each stage and also 1 hour of Dramatic Arts such as music in elementary schools and high schools. In preschool, there is 2 hours of music in companion with dance. As voluntary course, visual arts are 3 hours for preschool students and in elementary schools it is 2 or 3 hours. 2 hours of education is been considered for teaching Dramatic Arts in all educational stages. In Poland's educational system, there are several artistic majors in the national curriculum some of which are: handicraft, sculpting, synthetic media, photography, painting, graphics, designing. In Poland, it is believed that artistic training has an effective role in the development of patience, mutual respect and peace.

Artistic training in Brazil

The new national curriculum suggests that teaching Art from grade 1 to 8 should be able to flourish students in artistic and aesthetic values and capabilities and also create a positive view toward visual arts, music and dance in order for the students to create works of art and enjoy the other nations and cultures works of art, too. The new national curriculum in Brazil recommends that teaching Art should be for all stages (from preschool up to high school). Accordingly, nor teaching Art is compulsory neither the weekly planned hour for it. It is the duty of school to specify the weekly required time for Art. In Brazil's state schools, there is only one teacher who is most likely graduated in visual arts. In Brazil, Art time is been used properly and they often teach painting, graphics, sculpting, synthetic media, handicraft and ceramics. There is no obligation in teaching various aspects of Art in Brazil's curriculum. In Brazil, it is believed that artistic training helps the development of patience, mutual respect and peace⁵.

Artistic training in Germany

The most important objectives of artistic training in Germany are as follows:

1. Encouragement and using children's creativity
2. Skill in recognizing and understanding phenomena and aesthetic related processes
3. Learning Art's basics
4. Encouraging children in using other means of communication
5. Benefitting from other audio-visual methods in gaining aesthetic and cultural experiences
6. Creative and critical view toward media information

In order to meet the above objectives, it is been emphasized in Germany's educational system that students should know the various following artistic majors in order to widen their knowledge and awareness and flourish their artistic and aesthetic capabilities:

A. Painting and designing: in this part, students learn to design the various components and parts of a natural phenomenon together in different shapes on a piece of paper. Therefore, they get familiar with the tools of designing and the unique usage of each one and understand the different impact of each one on the creation of a work of art.

B. Getting familiar with visual arts: in this regard, they work mostly on the students' abilities of creating and forming.

C. Textiles and knitting: students should learn that the most appropriate usage of various textiles production is coverage and they have different usage especially in making dolls and toys.

Moreover, Germany's educational system emphasizes the relationship with media in order to learn the language of picture and its meaning and content, get familiar with advertisement to learn the true tradition of introduction, get familiar with collage, montage, photography and making picture stories and cartoons.

Cases of pathology in the Art training system:

1. Educational methods based on creative behavior in Elementary school which should be conducted based on the age of the students from 9 to 15 are paid less attention to.

2. Educational curriculum conductors, school principals and teachers ignore Art course in primary high school.

3. Teachers and principals' lack of attention has caused disdain for Art course and the reduction of its time in the favor of Mathematics and Science.

4. Teachers who are inexperienced in Art teaching and especially in workshops are hired to teach Art.

5. One of the problems is establishing new majors of art which are not required by the Islamic and Iranian society. The most important component to oppose the cultural invasion is establishing artistic majors in Islamic society.

6. There are a large number of units in the Art book of secondary school first grade. So, the learning is superficial instead of being deep and profound.

7. Since there are too many students according to the classroom environment, it is better to divide them into two groups so that everybody can use the time and space.

8. If a given major is worked on fundamentally, the purchase expenses go very high especially those of carpeting and photography. It is better to work on a special subject which the student is also interested in to master the subject.

The Pathology of Art course in schools

9. The lack of time is one problem for teachers who want to teach Art and another problem for school principals who want to plan the curriculum.

10. The lack of appropriate environment and workshop to teach Art has caused the teachers to teach it theoretically or semi-practical.

11. There is a mismatch between the content of books. In primary high school books it is written that you have read this before, while it is not true.

12. There is the lack of book in Elementary stage and teachers teach based on a course they have passed.

13. The course contents written by curriculum conductors and teachers are attractive for the students. They should make attractive so that students will enjoy doing art.

14. Since there is no art gallery to show their works of art in schools, school authorities should provide one in order to encourage the students.

15. Since the Education department pays less attention to Art instructors, school authorities should compensate this lack of attention.

16. The lack of attention to Art is one of those problems that would be removed easily if teachers, students and principals cooperate with each other.

17. Employing inexperience teachers in rural areas is another problem. The lack of Art instructor is a problem in our society so; educational authorities should take students into consideration that how they are trained by those inexperience teachers.

18. Lack of required tools and means for Art course is another deficiency that could be provided by the cooperation of Education department with other organizations such as Cultural Heritage department as needed.

The sweetest subjects of Art in these conditions are disgusting for students.

CONCLUSION

It is necessary to get students familiar with artistic experiences, visual principles and thoughts, aesthetics and its effect on the teaching-learning process in schools. Therefore, teachers should introduce the ancient heritage and Iranian works of art to students through Art.

Art planning can be the context provider of visual knowledge, ..., honesty, simplicity and profundity. Teaching practical art can also have a significant effect on the individual and social abilities of students in their lives and education.

As the prerequisites of a job, Art can play a marvelous role in the hands of mature teachers the example of which are painting, graphic arts, storytelling, music, poetry and handicraft. Teaching such subjects is necessary in preschool and Elementary stages and should be a part of teachers' syllabus. But in upper stages should be voluntary and a part of teachers' creative plans.

Recommendations for the revival of Art education

1. To correct the lesson planning structure of Art: designing attractive and appropriate chapters in regard of the child's age
2. To provide the context for the development and improvement of Art in educational system through the cooperation of governmental organizations
3. To provide the context for the development and improvement of Art in educational system through the establishment and enrichment of non-governmental organizations
4. To pay attention to fundamental, practical and comparative researches in the field of Art education: that could be done by the help of teachers.
5. To make an effort to achieve a proper symbol or model for the Art training curriculum
6. To design a rational executive plan for the Art course curriculum: to create extra-curricular situations by the teacher and the principals such as going to ateliers.
7. To make the public art even specialize: to make parents, school principles and other teachers know about the importance of Art
8. To oblige Art for all the periods of school before college: try to teach art in all levels.
9. To educate expert human force: increased capacity of Art in entrance examination is recommended.
10. To increase the Art's educational time: to dedicate the adequate time to Art due to its scientific quality
11. To use IT potential and the development and betterment of Art education in schools
12. To beautify the physical environment of school or build a place representing aesthetics
13. To establish Art schools: top Art schools should be established in addition to especial schools such as other Top schools.
14. To establish an Art website: to design the website with the help of schools, Education department and students.
15. To activate the extensive-Scientific journals of Art: to ask students to participate in the establishment of art journals.

A piece of advice for teachers:

Examine students' works of art with patience, respect and kindness. Encouragement and affirmation is very effective in the increase of their motivation and can have a great impact on the error correction of students.

The Pathology of Art course in schools

Your kindness and affection is really precious for them. Do the same to all. Avoid the extra encouragement of given students in order to stop envy. Remember that envy in the Art can blind the insight.

Reproaching those who present valueless tasks can cause their hatred of art. Students who are weak in Art need more support guidance and affection.

Comparing the works of children with adolescents can never lead to a completion, but caused envy and inappropriate reactions.

Teach them the application and the true way of using the tools such as pencil, color pencil, paper and so on. Perhaps the reason of the lack of some students' progress is their unfamiliarity with the tools' application and the wrong way of keeping them.

True and constant attention, supervision and guidance will lead to awareness, mind strengthening and the increase of students' practicality and dominance.

Checking homework and giving beneficial opinions about them increases the practicality of students and it is a precious stage in the stabilization of the relationship between art and life and the recognition of each region's local art.

The beneficial methods of teaching Art

1. The teacher should show how to do each activity, for example a teacher should show how to use a brush or any other tool in the class or workshop or the teacher should show how to use library sources to collect information outside the class or workshop.
2. Of the students' homework should be to recognize works of art or find any written thing about art or artists in newspapers, magazines and other sources in order to bring them for the class discussion to know what really is happening in the world of art.
3. Teachers should try to use audio-visual plays such as slides, video and Internet in accordance with the students homework.
4. Historical information could be presented in the form of speech. The important point is that we should use speech and the direct information giving in a very limited and short form and preferably along with all the other methods in Art course.
5. Most of the Art education is done through the individual works of students. These individual activities might be in the field of construction or production or composition and research tasks.
6. Many of Art course activities could be done in a group. For example in a visit to museum, we can divide students into groups of 3 or 4 students and ask them to focus on a given work and discuss about it based on what is taught.
7. Report can be a good technique. We can expect Elementary school students to write at most a one-page report by referring to a source. Reports can also

- be based on the observations of students for example a report about the existing works of art in the student's neighborhood.
8. Plays can be designed for Elementary students who have recently got familiar with the main and secondary colors.
 9. Going to scientific tours like museums and galleries is a really beneficial activity which brings precious experiences for students.
 10. A good idea is to invite a lecturer since facing professional artists and having the opportunity of chatting and asking them questions is a valuable experience for students. The practicality of this method increases if students prepare a list of their favorite subjects or their questions.
 11. In the current of Art education, we should benefit the method creatively. For example, the teacher can ask one of the students in each month to make their face up like one of the artists and come to the class. This student should have studied the life and works of the artist formerly in order to be able to answer the students' questions.
 12. In board design, the teacher puts a piece or a component on the wall or the board every day. The students' task is to recognize the issue, subject or the concept of the teacher and try to get ready to discuss about it at the end of the week.

REFERENCES

1. Mirza Aghaee, Hamid (2007). The effect of teaching Art on the creativity of students. Scientific periodical of Iran's art department.
2. Angagi, Leili; Torkaman, Manuchehr. (2008) Artistic works and handicrafts of children. Madrese Publications, (11).
3. Gelin, Thomas. (2004). An introduction to children's painting psychology. Translated by Mohammad Taqi Faramarzi
4. Khedmati, Javid (2008). The importance of Art in schools
5. Zabihi, Fateme. The art of painting in Elementary school
6. Radpoor, fateme; et al. (2006). The guidebook of Art course. The department of copy and distribution of course books.
7. Mehr Mohammadi, Mahmoud (2011). What, why and how is teaching the general art. Madrese Publications