Journal of Positive School Psychology http://journalppw.com
2022, Vol. 6, No. 12, 1468-1491

Educational Images As An Educational Tool And Its Relationship To The Process Of Thinking Among Students At The Faculty Of Basic Education In Kuwait

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Abstract

The study aimed to identify educational images as an educational tool and their relationship to the thinking process of students at the Faculty of Basic Education in Kuwait. The researcher used the survey analytical descriptive method. The sample of the study consisted of (412) students from the study community, who were randomly selected. And measure the thought process the results showed that the mathematical averages of the level of educational images as an educational tool ranged from (3.81to4.18),)to a high degree, to a ratio of (83.6%-76.2%), and the overall score (3.93)came high, and by 78.6%. (The averages of the level of thinking among students ranged from(3.80to4.09),) to a high degree, to a ratio of (81.8%-76%), the total score (3.90) came high, and by 78% the results showed no statistically significant differences (= 0.05) attributable to the effect of gender on educational images as an educational tool and the process of thinking. The study found a statistically positive relationship between educational images as an educational tool and the thinking process of students in the Faculty of Basic Education.

The introduction

The use of images in education is a modern educational technique, which is one of the proposed teaching methods, represents educational images of educational materials proposed to be used by teachers and learners, uses optical and audio devices of all kinds, and must be an integral part of the proposed teaching method in terms of its nature, types, objectives of use and role in the process of teaching and learning.

Teaching through images is a method that has greatly affected people who have succeeded in changing the world, and this results in the importance of photography and its representation in the contemporary world, accompanied by Rodrigues the). rapid development of technology that seemed the basics of life in its forms, especially the educational process.

Thinking is one of the basic skills important in the educational fields in relation to the development of students' abilities and the development of them. thinking, with the progress and cognitive development of our time, knowledge has become not limited to what the student receives in the classroom, and is no longer an end in itself, but a means of learning and training in higher thinking skills so that students are able to face the difficulties and problems of life and be able to make the right decisions in their lives (Abu Nyan, 2018).

This requires guiding students' thinking, where teachers use many strategies to guide students through a period of reflection, provided by the teacher from various tools and means, including: discussions, interviews, interrogations, Interrogation and records, magazines containing text selections and images, another tool for student thinking, where images are educational tools especially technology-related educational photography (Costa& Kallick, 2008).).

Technology-based learning solutions allow individuals to define their learning path, achieve competencies and think through innovative new platforms, such as: photo software, discussion boards, blogs, interactive exercises, simulations, and multimedia programs, all of which encourage learners to manage their learning process(Day, Harris, Hadfield, Tolley & Beresford, 2000; Woods & Rosenberg, 2016).).

It is well known that visual methodologies in education have the potential to involve students in the process of self-reflection and other thought processes. Image-based methodologies have significant benefits in educational 2017environments, including meditative thinking, critical dialogue and action, and it is believed that educational tools such as these can provide a sufficient incentive to engage learners in discovering knowledge and developing new skills simultaneously. Some ideas are explored under experimental learning theory briefly based on the idea that knowledge is constantly derived from the learner's experience (Rodrigues).

The various visual analysis techniques have been highlighted in the manuals(Leeuwen, 2001 Jewitt &All images contain three possible sites of analysis: production location, image location itself, and public site(Rose, 2007).). And the location of the audience (

Therefore, the researcher will try to conduct a study in which the educational images are explored as an educational tool and their relationship in the process of thinking among students in the Faculty of Basic Education in Kuwait, according to the researcher's knowledge - the current study is almost the first of its kind in the State of Kuwait, and despite the investigation and research did not find the researcher studies and research Arab in this field and the scarcity of foreign, so he will address the subject of the study of importance.

Theoretical framework

What are educational images and educational means?

Educational images are new terms in the learning process, resulting from photography and the use of images as educational means, and contribute to the learning process in giving learners many skills.

Images are used as an educational tool, not limited to a particular subject or subject, but are necessary to exist in all subjects and at different levels of study. Carter's teaching medium was defined as "the kind of education that relates to the production, selection and use of educational materials and does not depend on the written word" (Abd, 2011: 203).

Shehata (2000:405) defined the educational medium as "sensory tools that depend on addressing the senses of the learner, especially the hearing and vision".

The means of diversity are considered support of the educational process (Bouchama The definition indicates that they are sensory instruments focused on the senses (hearing and sight), because most means depend on the sense of sight, by watching the learner them as images, drawings, etc., which greatly help to acquire many skills: such as expression and dialogue, question siting, and that depends on what he hears or sees. thinking, analysis, the educational medium is the devices, tools and materials used by the teacher to improve the teaching and learning process, which makes it very important in education.

"In its holistic concept, it is nothing but a visual expression and creativity that follows the path of imagination and storytelling, and a translation of ideas and meanings derived from the cultural environment in which the image discourse moves, which differs differently from the image and the different of the image that occurs with the image that is always multiple, the auditory stores many things and then many connotations and many of them, and then

many connotations, and the cultural framework of different interpretations."

The researcher expresses that the image is in fact the embodiment of a subject, or its expression, either to approach clearly, the photographer tries to formulate a prominent subject, in one image.".

Al-Kholi (1997: 172) defined the educational image as "a visual medium that serves many objectives, as it brings students' eyes together on one view at a time, to be the focus of descriptive or anecdotal writing, to illustrate the content of an article or story, and to create a new atmosphere in class and become a source of diversity and suspense."

Al-Farjani (2002:39) defined the educational image as "the main common factor in the vast majority of light presentations, live presentations, and textbooks, so it is one of the pillars of any educational system, and in order to make clear the role of the basic image in education, some important aspects of it should be exposed to its basic relevance to education".

Ahmed (2005:117) defined it as "a means that the teacher uses it in order to bring abstract concepts closer to the mind of the learner in order to ensure that he understands and understands these data, and then interacts with them and responds to them."

Types of educational image and its importance

The educational picture is divided into three basic types, mentioned (Bouchama, 2013; Al-Da'il, 2011; Al-Faouri and Abu Awad, 2012; Shehata, 2000) as follows:

1- Still image: It is also called still image and includes: tape piece whether spoken or silent, photographic images, expressive simplified drawings, and diagrams such as maps, diagrams and caricatures all of value in different locations of teaching.:

- In some situations, the educational image is more expressive than the lengthy fees it refers to.
- Educational images range from type to type in terms of usage and clarity.
- Simplified fees in the early stages of education are adopted for the teacher and teacher as a helpline for explanation.
- Simple images have sensory connotations that are appropriate for the nature of children at some point.
- Charts, maps and caricatures are used in the advanced stages of education.
- These methods of teaching are considered to be low-cost when compared to others and obtained is easier.
- It is the duty of the teacher to continue to maintain the effectiveness of these means and their educational impact.
- The educational image links the subject of the lesson to sensory reality, maps and graphs that illustrate the relationship between things and meanings.
- Caricatures provide an atmosphere of wit and joy that attracts the learner and makes him fun and lossless.

The researcher believes that still images are a particular good to facilitate the course of the lesson, and the speed of reaching the goal, and clarify a certain vision, as well as gaining experience and many skills, the most important of which is thinking.

2- Moving images: This type of images is specialized, besides cinema, television, recording, video and projectors, and can choose from these tools to suit the purpose of their use - it is obvious - not only for this type but applied to all kinds.

Kazem and Abdul Jaber (1997: 229) refer to the concept of photography as "effective visual means of teaching, and the image may be colored, or black and white. This image interests' students to study, because students usually prefer to see the colored image when learning."

They are effective visual means of teaching and the image may be colored or

white and black Suyatno (Suyatno, 2004)confirmed that it is known that photography conveys an image of the image forms almost identical to the original. This image interests' students to learn.

Shehata (2000) believes that he uses in addition to the book itself, dramas, films and visits, seminars and discussions, illustrations, related to the use of audiovisual aids such as posters and maps.

3- Audiovisual images: Audiovisual means and techniques are essential assistance that can be used in the process of education and improving performance, for example: information that can be carried by audio materials cannot be carried by others like human voices, as they are the primary tool in the process of education and communication in general.

Visual is given to the learner the opportunity to establish what he sees in the mind, which is the image, while the audiovisual images are a complex educational method and technique of special importance, because it combines sound and image, hence it proves its ability to attract attention and achieve its role in education (Al-Daij, 2011).

Because it's complete, the voice enables the learner to acquire the skill of listening, which is very important. Audiovisual images provide movement and vitality, and this movement provides the desire for education, because the learner in the first stage is full of vitality and movement, which are two key factors in supporting the educational process. As for sight, the learner can watch, i.e., provide consolidation, and form clear mental images that are assigned to him in the lesson. All seek to one goal, serve the educational process and facilitate the means of education of the learner, especially the novice of course cannot hide the importance of the fixed image, to add the moving importance, to add to the animation more importance, and to reach the audiovisual to be almost complete can be considered that there is a disparity between them in providing help to the learner mobile and adding to it the sound more effective than fixed, diverse and prominent colors that attract the attention of the learner more than the normal picture and so on. The picture is an inexorable means in the educational process (Bouchama, 2013).

The images encourage the love of the academic atmosphere, and attract them to them, they develop the efficiency of expression, dialogue, analysis, conclusion, reflection and reflection, and develop the spirit of criticism among and facilitate the educational process (Blabbed learners, there is a clear relationship between educational images and thinking and other skills and cognitive processes. 2008).

Bouchama (2013) noted that of the various means of education, visual aids, which are related to the sense of sight, and through which he gets concepts that take root in his mind (mental image) hearing-visual aids, which are related to hearing and vision, such as: images, slides, static films, drawings, maps, animated and silent films associated with audio recordings, etc.

The range (2009) clarified the importance of a still photograph, where photographs are used as sources of information and facts, and help to create appropriate and correct mental concepts of different things that are put into consideration, and images are no less important than other educational means.

Zanqur (2013) noted that the educational image, whether it is photography, it offers the learner opportunities to compare and meditate and provide him with ways of thinking inference television film, cinema, CDs or internet, is of great importance in the course of the educational course.

What's thinking?

Al-Atum, surgeon and bishara (2009:19) knew to think of "a cognitive activity associated with the problems and attitudes surrounding the individual and the ability of the individual to analyze the

information he receives through the senses using his previous knowledge, and therefore it gives environmental stimuli meaning and significance that helps the individual adapt and adapt to the environment in which he lives."

Al-Kubaisi (2007:22) also stated that the skill of thinking is "the ability to effectively operate the brain effectively".

We will define visual thinking as its association with the variables of the study Through a collection of different images of objects collected and installed by the learner under the supervision and guidance of the teacher". (Images, thinking);

Abu Zaida (2013:58) defined it as "a series of mental processes performed by the human brain when exposed to a stimulus and then received by a sense of sight, where these processes help the individual to reach the meaning of this exciting, respond to it, store it in memory, and retrieve it from it when needed."

Al-Ashi (2013:46) defined him as "the ability to understand, interpret, distinguish, find and articulate images and visual shapes in clear language."

Levels and ways of thinking

Thinking is divided into several levels that are often related to individual mental development levels(Aga, 2015; Saleh, 2012):

1. Pictorial level: This thinking shows the role of images when expressing situations that we imagine or imagine, such as daydreams or imagine certain situations;
2. Sensory level: A children's thinking that revolves around the tangible and personalized things that fall on the senses.
3. Abstract thinking: it depends on the meaning of things and the corresponding harshest or symbols, such as talking about equality between people, or emancipation and slavery... It is acquired through the mental development of the individual.
4. Thinking through principles, rules and concepts: this means understanding nature and its laws to be used in scientific thinking, for example: straight line is the shortest way to reach a goal, or fruit does not come to its fruit until it matures.

Badawi (2008) categorized ways of thinking into three ways:

1- Thinking Sight: Uses images, colors, illustrations, graphics and the like.

2- Audio thinking: uses sounds, conversations, melodies and the like.

3- Sensory thinking: Information of a touching nature such as balance, weight, heat, emotional or emotional state and intuition.

Both (Aga 2015;Saleh, 2012)pointed out that visual messages have become a feature of the times, images reflect the situation and what is going on around us, and we note the profound impact of the visual image in the mind and thinking of the student. The student's experience of images is visual, both from the images he sees on television, through the image he sees on a computer screen, and the imaginary image he imagines within his mind.

Educational images as an educational tool and their relationship to the thinking process

Many researchers believe that it is necessary to introduce educational images as an educational tool, where students benefit from the acquisition and development of many skills such as thinking, remembering, creativity, meditation and other skills. One of the objectives of using a set of tools in the field of education is to enhance the social responsibility of the teacher among their students, by exploring how to spread new thinking and knowledge based on views and ideas (Rodrigues, 2017; Chivers, 2019.

MundayMunday, Rowley & Polly,2017,found that the use of visual images builds professional self-identities, helps people discuss and explore future professional traits, and individual personality and the possibility of contributing to identity building

can be considered valuable tool for developing an individual's sense of self.

Apart from Mitchell that, 2011) that visual image creates a creative space for research the theory of experimental learning(ELT)provides a whole model of learning and thinking, which emphasizes the central role that experience plays in the learning process(Kolb, Boyatsis & Mainemelis, 2001).). Which emphasizes the central role that experience plays in the learning process (

"Experimental learning is common among students because it is more fun and leads to deeper learning compared to learning methods," male Wurdinger & Allison, 2017: 15.

Rodrigues (Rodrigues, 2017) noted through his experience with graduate students of tourism at the Polytechnic Institute in Baja, Portugal, the aim was to explore impressions and opinions based on photographs, and a more interpretive technique for analyzing data, such as content analysis, was needed. Accordingly, the webQDA image and text analysis program was used(Souza,، Costa & Moreira, 2016). Adopting visual methods and techniques in educational contexts that need to be thought-by-thinking provides new insights and perspectives that need to be further explored in the future.

Rodrigues (Rodrigues, 2017) believes that educational images as an educational tool through visual methodologies in education have the ability to engage students in the process of self-reflection in an attempt to change behaviors, meditative thinking and critical dialogue, to provide sufficient incentive in discovering knowledge, and to develop new skills, the most important of which is self-thinking.

Visual translation skill and visual discrimination Both (Abu Qura, 2011; Saleh, 2012) noted that learning through educational images develops many skills through visual thinking, and these skills: the skill of visual relay, which is the ability to remember and recall sequential visual images or display sequential images in terms of a particular idea and then choose the missing symbol.

Al-Owaidi (2011) noted that reading the image enables the student to observe and describe the content of the image, interpret the data contained in the image and deduce evidence and concepts through the image. Mahdi (2006) indicated the thinking skills Image analysis, linking relationships in the image, understanding and interpreting ambiguity, extracting meanings or visually thinking in the image. resulting from the images;

Badawi and Abdul Rahman (2004) added that there are several perceptions of image reading levels, including: a scenario that set image reading levels to five levels: Analysis Translation Description (recognition, description, analysis, creativity, composition). Interpretation).

The Aga (2015) believes that image-supported learning software has a major role in the development of visual thinking, especially visual, because it provides visual simulation of sound, image and movement of It provides feedback to the learner forms, provides the learner with a wide variety of information on the subject or new concept with the possibility of representing that information in different and multiple situations, which helps to polygon of visions and diversity of observations about and improve the skill of reading visual shapes such as images the idea of subject or educational position.

Several studies such as Dolaati, 2007; Nofal, 2007;Saadi, 2011) have indicated that virtual reality has great educational importance in the age of technology, where it is characterized by its ability to present abstract concepts visually, and facilitates the ability to think and build new information, so that the learner is a constructive participant. Knowledge through interaction with the three-dimensional environment, also gives the learner a sense of immersion and sensory and psychological perception, helps the learner to quickly acquire knowledge, and provides

experiences directly by experiencing these experiences directly, and most learners understand easier and better using three-dimensional environments.

Badawi and Abdul Rahman (2004) mentioned the criteria for choosing the educational image: the attractiveness of the content of the image to be interesting to the learner attracting his attention, and that there should be a relation to the image subject of the lesson, and that the learner be able to understand the meanings expressed by the image, i.e., the ease of distinction, and that the size of the image is appropriate so that the learner sees all the details of the picture.

Zanqour (2013) pointed out that educational images develop the visual language skills of the learner, develop the ability to understand the visual messages surrounding students from each side as a result of scientific and technological progress, and work to develop problem solving, help the learner to understand, organize and install information, develop the ability to innovate, produce new ideas, in addition to That visual thinking opens the way to practice different types of thinking such as: critical thinking, innovative thinking, makes learner learning lively and active, attracts the learner towards study topics that include visual forms such as images, helps to understand abstract concepts, helps the learner to make visual comparisons, and reach conclusions easily.

The Aga (2015) emphasized that thinking through the use of the educational tool of educational images, is no longer limited to images, still symbols, and diagrams but includes: images, verbal symbols, diagrams, multimedia, computer presentations, and educational films.

Aesthetically pleasing for learners and teachers Munday et al.(Munday, Rowley & Polly, 2017) it has enabled the development of technology and more flexible platforms for portfolios (electronic portfolios) online to use a variety of file types that include educational images within more easily created versions of portfolios electronic portfolios for different portfolio audiences. They need to provide a structure (structure) to include more visible images and meaningful visual (visual) materials to enhance and confirm the self-narrative provided.

Nofal (2007) noted that the educational image - a function that is unique to it - has a role in the development of the mental abilities of the learner/future of creativity, perception, thinking, and long-term remembering. This memory depends on many factors, including: the time of the presentation of the image, the light, the color, the excitement and the excitement of the viewer so that the memory can later revive and summon information over time and its mental/psychological impact is not limited to this area only, the image in the technology of contemporary education, can modify and change the behaviors of the unwanted individual, and motivate him to acquire new patterns. You can make an adjustment and change in an individual's unwanted behaviors.

Abdul Hamid (2005) points out that thinking is linked to the image of so-called visual thinking, image thinking is linked to imagination, imagination is linked to creativity, and creativity is linked to the future.

These images can enhance the power of students' imagination The impact of images in textbooks on student creativity (Kasmaienezhadfard, Pourrajab & Rabbani, 2015)noted the impact of images in textbooks on student creativity. And creative thinking.

He concluded that visual and audio means are an important means of civilized learning, and uses the image as an educational means that serves the process of teaching and learning, which is an effective aid to express what is going on in the student's mind, and the image has a great role in enabling the student to express with all fluency and comfort, and that the image has a great role in communicating information to the student, increasing his ability to understand, and his ability to arrange ideas and develop them, and increase his self-confidence, and that

educational images are firmly established in the mind. The learner learns what he learns, and enables the image to remember the lesson significantly and link it in his memory and recall and retrieve it at any time, and that colors have a great role in helping the student to understand and understand the content, influence the colors in his psyche, and educational images draw the attention of the student, as well as the images send dialogue and discussion among students about their content, provoke imagination and link their events through images, it facilitates understanding the subject of the subject of the article, extracting general ideas, as well as the image develops the abilities of the student to create Perception, it is an educational medium that facilitates what is difficult to understand, and the moving image has a great impact on the learner, and makes it more in touch with his school.

Bouchama (2013) summed up that in light of the development of learning, the control of globalization and technology, the learner day needs a realistic image accompanying the word as a means and educational tool, and the images are closely linked to the material and educational objectives, in addition to the processes of thinking, the image eliminates the learner from theoretical thinking, and develops the skill of asking the question and mental thinking, and the ability to store and evoke the image.

Previous studies

The Study of Al-Faouri and Abu Awad (2012) aimed at demonstrating the impact of the use of the image in teaching Arabic to non-Arabic-speaking students at the University of Jordan and the extent to which they understand the vocabulary and phrases attached to the image and its entrenchment in their minds using it in its natural contexts. The study was conducted on a group of non-Arabic-speaking students at the International Institute at the University of Jordan from the second level of 16 students. They were divided into two groups: the control group consisted of (8) students and the experimental group and consisted of (8) students as well, where the images were used in the teaching of Arabic with the experimental group and were not used with the control group. The study showed that students who studied the text (popular wedding) accompanied by images had the ability to understand the text and its content, learn its vocabulary, phrases and sentences and understand it in its realistic context in a better and faster way than the students who studied the text without images.

Bouchama Study (2013) aimed to identify educational images at the primary level - analytical study- The researcher used the analytical study of educational images contained in the blog of books for the first It leads to the learner's enthusiasm towards the scientific subject and eliminates his boredom, because it ranges from real meanings to metaphor., second, third, fourth, and fifth, which are drawn, imaginary, and real, by choosing educational images. The results showed that educational means are an important part of the educational work as it is indispensable, and that the educational image is one of the most successful educational means, and highlights the importance of the educational image and its effectiveness in its three categories, the educational image as one of the main activities in the teaching process must be present in the educational process. Educational images are characterized by the organization of their information and sequence, and the clarity and integrity of the language of writing, the image is considered the best means to achieve the goals, taking into account the educational images in their information the experiences of the learner previous acquired, the acquisition of different experiences, and many skills of thinking.

The Aga Study (2015) aimed at revealing the effectiveness of virtual reality technology in the development of visual thinking among ninth graders in Gaza. The researcher used the descriptive analytical method in content analysis to determine the

visual thinking skills involved in the engineering drawing unit, as well as the experimental method to study the effect of the independent variable of virtual reality technology on the dependent variable, visual thinking, and the study was applied to a sample of (80) students of the ninth grade who were randomly selected. The researcher prepared a test of visual thinking skills that consists of (30) paragraphs, and built a program based on virtual reality technology according to the stages and steps typical Khalid Nofal and Mohammed Khamis, these stages included: analysis, design, development, calendar, and followed the criteria of Dolata, Zainuddin and Hassan to build virtual reality software, as the researcher prepared a guide for the teacher. The results showed a statistically significant difference between the average grades of female students of the experimental group and the average score of female students of the control group in the dimensional visual thinking test in favor of the experimental group, and the results showed the effectiveness of virtual reality technology in the development of visual thinking.

The Munday, Rowley & Polly 2017study aims to investigate the use of visual images in the construction of professional self-identities, and to identify electronic portfolios as an educational process that facilitates and benefits from the development of professional practice, critical thinking, curricula and evaluation of academic teachers in higher education. The previous 2014 national workshop in Australia on professional development illustrated a hybrid process that explored professional perceptions. The workshop leaders adapted and simplified the processes that each of them included in their undergraduate curriculum. Consider the visual. The process described here is a combination of techniques currently used in separate university degree programs by each author, adapted to show a way of thinking about oneself as a professional and planned by the authors after conducting a long series of online seminars on portfolio professional development. Participants in the workshop overwhelmingly agreed that they were able to discuss their positive professional traits more easily through the use of images, whether literal, figurative or symbolic. The student's own self-reflection. The results of the national symposium processes and the design included in the three grades of undergraduate students show the need to continue dialogue with academic colleagues to encourage reflection on the portfolio process rather than falling into the technology vacuum.

Ghaidan Study (2018) aimed to reveal the views of students of technical education on the relationship between the innovations of education and visual thinking, and to identify the abilities of visual thinking in the students of the Department of Technical Education. The study sample consisted of (60) students. The second is a photo test for visual thinking. The results showed that students of the Department of Technical Education interacted with the components of the test of educational innovations, which gave a positive indication of the importance of these innovations in the learning process. The results showed that there is a direct relationship between technology innovations and the level of visual thinking in students of technical education, and that they have good abilities in the level of visual thinking of all kinds.

The Study of Gryba and Woodbach (2017) aimed at revealing the educational picture and its effectiveness in oral production in the third year of primary school - Model- The researchers used the analytical statistical method. A questionnaire was built to measure the samples, the study sample consisted of (20) teachers of both genders, and the second sample reached (15) students randomly selected. The results showed that the most appropriate means in the educational process and can be provided by the teacher were visual and came 75%, came the percentage of audiovisual 15%, and the opinion of teachers in the role of educational images as being in

sequence; The diversity of teaching methods came in at a rate of 30% Between always 50%,and sometimes 50%, and that educational images attract students by 65%, and that some of the pictures employed carry cultural content suitable for students 90%, the percentage that the learning images work to activate the dialogue between the pupil and the teacher 100%, and 75% agreed that the result that most teachers agreed to match the colors used in the picture, and that 65% indicate the employment of colors in the picture Technically thoughtful, 75% in the extent to which the images employed fit with the abilities of the pupils, 75% sometimes there came a link of the images employed with the educational position, 60% of the answers came that the educational image provokes the opinions of students during lessons, and 80% in that the educational image helps to communicate information, and 85% in the role of the educational image in improving the performance of the teacher, and 55% came in that The educational picture is working to change the teacher from a conveyor and a learner to a planner, executor and evaluator of the learning process, and what 90% in the role of the educational image employed in writing in writing to simplify information and ideas, and that 84.35% came that the type of educational image to which the student tends to be imaginary.

Study of the spatial visual abilities of 3D objects and cubes were studied and designed in the cube unit Kurtulus & Yolcu, 2013) This study aimed to evaluate the visual spatial abilities of Turkish students in order to identify the mental strategies employed by the student to serve this purpose, as well as to identify the mistakes they make during their resolution of issues requiring spatial inference skills. The study was limited to spatial visual abilities in understanding the mathematics subject of the primary student in Turkey. The. The results of the cube block test showed that sixth graders in this study achieved a low level of interpretation of a two-dimensional photographer's representation of 3D structures. sample of the study included 60 students who were tested, and 21 other students were randomly selected and interviewed to identify the difficulties students face in understanding 2-and-3D objects (visual capabilities).(The findings from interviews with students revealed that it is not possible to distinguish between the average accomplished and the deficient between concepts such as face, edge and angle, this indicates that they have problems in the mental perception of the pictorial representations of 3D structures and the answer to the relevant images, and that some students failed to follow a systematic method of calculation when trying to find unit cube numbers in the cluster.

NCEA That enabled their students to develop diverse ideas and meaningful creations. As a result, students were strongly aware of their ideas. GarciaLazo's, 2012,aimed at identifying the impact of images on students living in a photo-saturated world, and how critical thinking skills can be developed in students through images. The study found that the creation of images inspired students' thinking.

Study(Kasmaienezhadfard, Pourrajab & The 2015study shows that images in textbooks can increase student creativity. But the textbook designer must be aware of the benefit of the image. This study aims to help curriculum planners and designers identify the strengths of textbooks that must be strengthened and the weaknesses that need to be avoided and addressed in the future.

Al-Qabbani Study (2007) this study aimed to identify the effectiveness of a computer program based on reality technology in developing the ability to think and visually imagine and understand some processes and concepts in electrical engineering in the student of industrial education. The experimental method was followed with two experimental and control Visual imagination test in electrical engineering, understanding of basic concepts

in electrical engineering, understanding of basic processes in electrical engineering. groups, and the study sample consisted of a random sample of (21) students. The results of the study showed statistically significant differences between the average grades of the tribal and dimensional applications of the visual thinking test in favor of the dimensional application and the existence of statistically significant differences between the average adjusted earnings ratio in the visual thinking test for the student of the experimental and control groups in favor of the experimental group.

Commentary on studies

The current study on previous studies was characterized by the fact that, according to the researcher's knowledge, it was the first of its kind in Kuwait with regard to the subject of the study, which sought to measure the relationship between educational images as an educational tool and the thinking process among students in the Faculty of Basic Education in Kuwait, and the previous studies were benefited in terms of sample, methodology and statistical methods, in addition to the benefit sought in the preparation of the current study tool, and the results of the studies.

The problem of study and its questions

The problem of studying the relationship between educational images as an educational tool and the process of thinking in students, the researcher noted through his practice as a member of the faculty in the faculty that students favor educational images either static or software and techniques supported by images, and that students respond to them better than verbal education, and may have a large role as a means and educational tool in the process of thinking, so the researcher decided to conduct the current study which , as far as his knowledge - May be the first of its kind in Kuwait, because of the lack of Arab and foreign studies that dealt with the educational images at the university level, there are related studies that dealt with educational images, the process of thinking and other variables such as study (sect, 2009; Al-Faouri and Abu Awad, 2012; Bouchama, 2013; Aga, 2015; Munday, Rowley, & Polly, 2017;Gedan, 2018). Answer to the main question: "Isothere a relationship between educational images as an educational tool and the thinking process of students in the Basic College of Education? ".

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

1- What is the level of educational images as an educational tool for students in the Faculty of Basic Education?
2- What is the level of thinking among students in the Basic College of Education?
3- Are there statistically significant differences at the level of significance ($\leq$ 0.05) between the mathematical averages in the level of educational images as an educational tool and the thinking process of students in the Basic Faculty of Education according to the variable (gender)?α
4- Is there a statistically significant relationship at the level of significance ($\leq$ 0.05) between educational images as an educational tool and the thinking process of students in the Basic Faculty of Education?α

Study objectives

The current study aims to achieve the following:

1- Check the level of educational images as an educational tool for students in the Faculty of Basic Education.
2- To determine the level of thinking among students in the Faculty of Basic Education.
3- Statistically significant differences at the level of significance ($\leq$ 0.05) between the mathematical averages in the level of educational images as an educational tool and the thinking process among students in the Basic Faculty of Education according to the variable (gender).α

4- To show the correlation between educational images as an educational tool and the thinking process of students in the Faculty of Basic Education.

The importance of study

The importance of the study lies as follows:

1- Reveal the relationship between educational images as an educational tool and the thinking process of students in the Faculty of Basic Education.
2- Determine the level of educational images as an educational tool, and their relationship to the thinking process of students in the Faculty of Basic Education.
3- To reveal the importance and relevance of educational images is a key factor in students' thinking as an educational tool.
4- The study may contribute to other studies in the field of educational images and their relationship to the process of thinking within new variables, where there are no studies addressed the topic.
5- Under the current study results may give useful indicators in the development of courses, educational tools and tools under educational technology, and educational programs, which contribute to the learning process.

Study terms

- Educational picture: "The image used to express the content of a particular case for the purpose of communicating information to students in the least possible time and effort" (Al-Faouri and Abu Awad, 2012: 275).
- Educational means: "Devices, tools and materials used by the teacher to improve the teaching process, shorten its duration, clarify meanings, ideas, train students in skills, instill good habits, develop trends without the teacher using words, symbols and numbers, so as to get his students to the right scientific facts, and to educate at a faster, stronger and lower cost" (Resourceful, 2000: 29-30).
- The process of thinking: "A series of invisible mental activities performed by the brain when exposed to a gender is received counting one way more than the five senses, in search of meaning in attitude or experience" (Solomon, 2011:33).

Study limits

1- Objective limits: The study limited the identification of the correlation between educational images as an educational tool and the thinking process of students.
2- Human boundaries: The study was limited to students at the Faculty of Basic Education in the General Authority for Applied Education and Training in Kuwait.
3- Time limits: During the second semester 2020/2021./2021.

- Method and procedures

Study methodology

The descriptive analytical approach, which is concerned with presenting the measured phenomenon as it is, has been used, as this method is suitable for the objectives and purposes of the current research and its variables.

Study Community

The entire study community (17,455) students from the Faculty of Basic Education in the General Authority for Applied Education and Training in the second semester of the 2017/2018 academic year, and the number of male students (5324) students and female students (12,131) students.

Study sample

The researcher selected the sample of the study of (412) students in a random manner from the undergraduate students in the second academic year 2021/2020, and2020

the sample included (159) students and (253) students in the Faculty of Basic Education in the General Authority for Applied Education and Training.

Table (1)
Iterations and percentages by study variables

	Categories	Iteration	Percentage
Gender	Male	159	38.6
	Female	253	61.4
Total		412	100.0

Study tool

To achieve the objectives of the study, the researcher prepared two measures in the light of his knowledge of the theoretical literature and previous studies available despite their rarity, and there are no studies related to the variables of the study, and the measures we present as follows:

1- Scale educational images as an educational tool

After looking at the theoretical literature and the few studies that the researcher was able to obtain, the researcher prepared the scale, the scale is from (26) paragraphs.

2- The scale of the thinking process:

After reviewing the theoretical literature and studies, the researcher prepared the scale, the scale is made up of (20) paragraphs.

Believe the tool.

The researcher made sure of the sincerity of the tool to measure the virtual honesty by presenting it to a number of arbitrators specialized in the technology of education, curriculum and teaching methods, with the aim of measuring the appropriateness and affiliation of the paragraphs, the clarity of the phrase and the integrity of its formulation, and making proposals for modification, addition or deletion, the arbitrators have expressed the observations and appropriate opinion, and was introduced and made formal adjustments in the formulation and spelling, and after making those modifications was produced the final measure.

Study pivot stability

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

The stability factor was also calculated in the manner of internal consistency by the Alpha Cronbach equation, and table 2 shows the coefficient of internal consistency according to the Cronbach Alpha equation and the stability of the replay of the two axes and the instrument as a whole, and these values were considered appropriate for the purposes of this study.

Table (2)
Cronbach Alpha Internal Consistency Coefficient and Re-stability of the Two Axes and Total Grade

Axis	Replay stability	Internal consistency
Educational images as an educational tool	0.94	0.93
The thought process	0.92	.0.91

Statistical standard

The Five-Year Likert Ladder was adopted to correct the study tools, giving each of its paragraphs one score out of five (strongly ok, OK, neutral, highly exhibition supposed, representing digitally (5, 4, 33, 2, 1) respectively, the following measure has been adopted for the purposes of analyzing the results:

From 1.00- 2.33 few
From 2.34- Medium 3.67
From 3.68- 5.00 Large
And so on.

The scale was calculated by using the following equation:

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

5-1 = 1.33
3

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

Procedures for the implementation of the study

The researcher prepared this study according to the following steps:

- The researcher prepared the theoretical framework for the study after looking at the theoretical literature, and identified the variables: educational images as an educational tool, and the process of thinking.
- The researcher conducted a survey of previous studies that dealt with each variable separately in Arab and foreign environments, and did not get the researcher studies related to the variables combined - according to the researcher's science - the study is almost the first of its kind.
- The researcher processed the tools of the study and confirmed its sincerity and stability through the sample and after presenting it to a committee of arbitrators.
- After ensuring the sincerity and stability of the tools in many ways, the researcher identified the sample of the study and applied the tools to it.
- The researcher came up with a set of results after emptying the scans and conducting statistical analysis using appropriate statistical treatments, and then interpreted them in the light of the theoretical framework and previous studies.
- Based on these findings and their interpretation, the researcher came up with a set of conclusions, and accordingly made several recommendations to benefit them in the field of work education technology, and proposed several topics for future studies.

Statistical treatment

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

View results and discussion

Question 1: What is the level of educational images as an educational tool for students in the Faculty of Basic Education?

To answer this question, the numeracy averages and standard deviations of the level of educational images have been extracted as an educational tool for students in the Faculty of Basic Education, and the table below illustrates this.

Table (3)
Arithmetic averages and standard deviations for paragraphs related to the level of educational images as an educational tool among students in the Basic Faculty of Education ranked descending according to the arithmetic averages

Rank	Number	Paragraphs	Average arithmetic	Standard deviation	Percentage	Class
1	1	As an educational tool, it contributes to the development of students' abilities and the development of their thinking.	4.18	.904	83.6	High
2	3	Technology-based images allow learners to define their educational path, achieve competencies and think through innovative new platforms.	4.14	.875	82.8	High
3	2	Images as an important learning tool guide students' thinking during the lesson.	4.10	.753	82.0	High
4	21	Image-supported learning software through visual thinking develops many skills including: visual relay skill, visual visualization skill, visual translation skill, visual discrimination, and visual visualization skill.	4.07	.849	81.4	High
5	5	Images are linked to educational environments that encourage meditative, innovative and comparative thinking.	4.04	.876	80.8	High
6	4	Image-based methodologies can engage students in the process of self-reflection and other different thinking processes.	4.02	1.031	80.4	High
7	24	The image occurs in contemporary education technology, modifying and changing the learner's unwanted behaviors and thinking patterns.	4.02	.879	80.4	High
8	12	The objectives of the education system serve to stimulate students' thinking.	4.00	.891	80.0	High
9	6	It relies on images as a learning method to devise thinking, analysis and conclusion.	3.99	.899	79.8	High
10	7	Employed to extract information from learners by provoking their response (photo-capture technology).	3.95	.899	79.0	High
11	8	Used to support the learning process by giving learners thinking skills and cognitive processes.	3.94	.902	78.8	High
12	15	It acts as an effective visual means of teaching that arouses students' interest and thinking towards learning.	3.93	.904	78.6	High
13	25	The language of image and form works through visual thinking strategies to develop communication skills and creative thinking skills in an effort to understand the environment surrounding the learner.	3.92	.934	78.4	High
14	18	As an educational tool, rich learning and participation in higher thinking skills are included.	3.90	.943	78.0	High

Rank	Number	Paragraphs	Average arithmetic	Standard deviation	Percentage	Class
15	11	Translating ideas and concepts derived from the cultural environment stimulates self-reflection.	3.89	.898	77.8	High
16	9	Semantics in educational images encourage inference and creative thinking.	3.86	.942	77.2	High
16	13	Used to express the content of a particular case for the purpose of communicating information to students for their thinking skills.	3.86	.954	77.2	High
18	14	The course of the lesson facilitates the speed of reaching the goal and illustrates a particular vision.	3.83	.884	76.6	High
18	22	Through the 3D environment, virtual reality presents abstract concepts in a visual way that helps them think and build new information.	3.83	1.005	76.6	High
18	26	Educational images form visual messages that leave a profound effect on the mind and thinking of learners.	3.83	1.031	76.6	High
21	16	It attracts the attention and focus of students deeply and achieves its role in education.	3.82	.904	76.4	High
21	17	Educational images as an educational tool aim to promote the way new thinking and knowledge are disseminated.	3.82	.866	76.4	High
23	10	It is a visual and creative expression that follows the path of imagination and simulation.	3.81	1.079	76.2	High
23	19	As an educational tool, it enables to support greater learning choice, creativity, reflective thinking and self-guidance for students.	3.81	.915	76.2	High
23	20	Through visual methodologies in education, it helps to engage learners in the process of self-reflection in an effort to change behaviors.	3.81	.948	76.2	High
23	23	Techniques that include images free the learner's mind and mind from restrictions and get used to specific fixed answers.	3.81	.891	76.2	High
		Educational images as an educational tool	3.93	.567	78.6	High

Table 3 shows that arithmetic averages ranged from(3.81-4.18),-4.18) where poverty no.1, which states that "contribute as an educational tool to the development of students' abilities and the development of their thinking" in the first place and with a mathematical average of(4.18)While poverty came in numbers In first place, with an average of (((10, 19, 20,23) and their text "represents a visual and creative expression that follows the path of imagination and simulation", and "enables as an educational tool to support greater learning choice, creativity, reflective thinking and self-guidance for students. "Through visual methodologies in "education, it helps to engage learners in the process of self-reflection in an attempt to change behaviors," and "techniques that include images free the learner's mind and mind from limitations and get used to specific fixed answers." In the last place and with an average account of(3.81).).

The arithmetic average for educational images as a whole(3.93).).

The results of the current study showed that the mathematical averages of the level of educational images as an educational tool ranged from(3.81-4.18))to a high (degree, and by a ratio of (83.6%-76.2%), and the total score (3.93)came high, and by 78.6%the researcher attributed the result that images as an educational tool encourage salvo cation of the academic atmosphere, and facilitate the educational process, and educational images attract the attention of the students, as well as the dialogue of the student, as well as the dialogue of the researcher, the result of the researcher attributes the result that images as an educational tool encourages the love of the academic atmosphere, facilitates the educational process and the educational images attract the attention of the students, as well as the dialogue of the student, as well as the dialogue of the researcher, the result of the researcher attributes the result that images as an educational tool encourages the love of the academic atmosphere, facilitates the educational process and the educational images attract the attention of the students, as well as the dialogue of the student, as well as the dialogue of-the researcher. About its content, provoke imagination and link its events through images, it facilitates understanding of the subject matter of the subject, extraction of general ideas, as well as that the image develops the abilities of the student of creativity and perception, it is an educational means facilitates what is difficult to understand, and that educational images develop thinking of its types, and that technology develops to learn, the learner needs a realistic image accompanying the word as a medium and educational tool, and the images are closely related to the material and educational objectives, in addition to the processes of thinking, the image eliminates the learner from theoretical thinking, and develops the skill of asking mental question, and the ability of the mental question, and the ability of the mental question, and the ability of the question to be considered mentally, and the ability to ask the mind. The learner has to store the image and evoke it. The researcher attributes the result to the pictorial experience that the learner gets from seeing the It helps to create appropriate and correct mental concepts and provides the learner with opportunities for comparison and reflection. image, where he gets concepts that take root in his mind (a mental image) and remains in memory. And provide it with ways of thinking.

The researcher attributes that the education technology and its innovations are interested in designing and producing targeted learning You can make an adjustment and change in an individual's unwanted behaviors. environments, helping to develop communication skills, creative thinking skills, in an attempt to understand the environment surrounding the learner through the language of image and form. It contributes to training the learner to see the inner relationships of forms and images, develop the learner's ability to observe accurately, and develop the technical skills of the learner.

It seems that educational images develop the visual language skills of the learner, and develop the ability to understand the visual messages surrounding students from each side as a result of scientific and technological progress, and that virtual reality has great educational importance in the gurukuls & Yolcu 2013of technology and works to develop problem solving, and most learners understand easier and better using 3D environments. The result of the current study was agreed with a study(Munday, Rowley & Polly, 2017;Grybbeandbach, 2017; Bouchama, 2013; Al-Faouri and Abu Awad, 2012; Kasmaienezhadfard, Pourrajab & Rabbani, 2015).). The current result differed with a study ().

Question 2: What is the level of thinking among students in the Basic College of Education?

To answer this question, the arithmetic averages and standard deviations of the level of thinking process among students in the Faculty of Basic Education have been extracted, and the table below illustrates this.

Table (4)
Arithmetic averages and standard deviations for paragraphs related to the level of thinking process among students in the Basic Faculty of Education are ranked descending according to the arithmetic averages

Rank	Number	Paragraphs	Average arithmetic	Standard deviation	Percentage	Class
1	27	The thinking process opens the way for critical student thinking and visual comparisons in the image.	4.09	1.082	81.8	High
2	28	The thinking skills resulting from images help to recognize and describe the shape, analyze the image, link relationships in the image, and perceive and interpret ambiguity.	4.04	.880	80.8	High
3	29	The thinking process contributes to the extraction of meanings or visual thinking in the image.	4.01	.891	80.2	High
4	38	The thinking process helps to effectively run the brain and mental activities.	4.00	.912	80.0	High
5	30	Visual thinking helps to connect ideas and information with images and forms that are easy to understand and understand.	3.94	.918	78.8	High
5	31	The thinking process is to read images and train the learner to see the inner relationships of shapes and images.	3.94	.915	78.8	High
7	41	Thinking about the image helps to form mental concepts in the mind of the learner (mental image) and stay in memory and retrieve it from them when needed.	3.93	.943	78.6	High
8	32	The process of thinking and images helps to develop the accuracy of the learner's observation, and access to information that is not apparent.	3.92	.819	78.4	High
8	33	Visual thinking strategies aim to develop communication skills and creative thinking skills.	3.92	.940	78.4	High
8	35	Thinking relates to the image with imagination, and imagination is associated with creativity.	3.92	.972	78.4	High
11	34	Thinking is related to images and the visual learner can get more information through them.	3.89	.899	77.8	High
12	36	Contribute to the learner's ability to analyze the information he receives through the senses.	3.88	.921	77.6	High
12	39	It performs a series of invisible mental processes to understand, interpret and distinguish images, find relationships and express them in clear language.	3.88	.916	77.6	High
14	46	It attracts the learner to subjects of study that include visual forms such as images.	3.85	1.050	77.0	High

Rank	Number	Paragraphs	Average arithmetic	Standard deviation	Percentage	Class
15	42	Photo thinking contributes a better and easier understanding of students to learning.	3.84	.914	76.8	High
16	40	It seeks to acquire similarities and differences between different things through a set of different images that have been collected and installed by the learner.	3.82	1.002	76.4	High
17		Through educational images, it helps connect and build meaning from students' experiences.	3.81	.950	76.2	High
17	43	Photo thinking helps to understand nature and its laws for use in scientific thinking.	3.81	.950	76.2	High
19	44	The photo thinking process can transmit the necessary and meaningful information to students.	3.80	.914	76.0	High
19	45	Help to remember and discover knowledge.	3.80	1.022	76.0	High
		The thought process	3.90	.599	78.0	High

Table (4) shows that the) arithmetic averages ranged from (3.80to4.09),) where poverty . no.(27) which states that "the process of thinking opens the way for the practice of critical thinking among students and the work of visual comparisons in the picture" in the first place and with an average calculation It reached4.09, while poverty came in numbers (44, (45) and the text "The process of thinking pictures can convey the necessary and meaningful information for students", and "helps to remember and discover knowledge" in the last place and with a mathematical average of(3.80).) In the last place, and with an average of my account, (The arithmetic average for the overall thinking process was3.90.).

The results of the current study showed that the mathematical averages of the level of thinking among students ranged from(3.80-4.09),) to a high degree, and by a percentage of (81.8%-76%), and the total score (3.90) came high, and by 78% the researcher attributed the result to the provision of authentic learning environments where it includes rich learning and participation in higher thinking skills of all kinds, and creation of Opportunities for their students to participate in learning, and that the means and tools of learning provide a whole model of the process of learning and thinking, affect memory and understanding and interpretation of the content of teaching, also help students to self-think, develop the processes of thinking and acquire skills that students may benefit such as thinking skills, remembering, creativity, meditation and other skills. Educational images as an educational tool through visual methodologies in education have the ability to involve students in the process of self-reflection in an attempt to change behaviors,-‹ Meditative thinking and critical dialogue, to provide sufficient incentive in discovering knowledge, develop new skills, the most important of which is self-thinking.

The researcher attributes the result that educational images develop many skills through visual the production of new ideas in addition to visual thinking helps to understand abstract concepts and helps the learner to make visual comparisons and reach conclusions easily. Develop the ability to innovate, analyze the image, link relationships in the image and understand and interpret ambiguity thinking, these skills: the skill of visual relay, which is the ability to remember and recall successive visual images or display

sequential images in terms of a particular idea and then choose the Visual translation skill and visual discrimination help learner images to understand, organize and install information missing symbol. It seems that the thinking skills resulting from images;

Visual thinking seems to link ideas and information with images and forms that are easy to understand and؛ (qbany 2007). Munday Rowley & Polly 2017؛ agaa, Garcia Lazo 20122013 ؛understand, free the educated mind and thinking from limitations and get used to specific fixed answers. Virtual reality technology contributes to the development of visual thinking among students.

Question 3: "Are there statistically significant differences at the level of significance (≤ 0.05) between the mathematical averages in the level of educational images as an educational tool and the thinking process of students in the Basic Faculty of Education according to the variable (gender)?α

To answer this question, the mathematical averages and standard deviations of the level of educational images were extracted as an educational tool and the thinking process of students in the Faculty of Basic Education according to the gender variable, and to show the statistical differences between the mathematical averages the "T" test was used, and the grandfathered below explained this.

Table (5)
Arithmetic averages, standard deviations and the "T" test of the impact of gender at the level of educational images as an educational tool and thinking process among students in the Faculty of Basic Education

		Number	Average arithmetic	Standard deviation	Value "T"	Degrees of freedom	Statistical significance
Educational images as an educational tool	Male	159	3.95	.586	.695	410	.488
	Female	253	3.91	.556			
The thought process	Male	159	3.95	.622	1.260	410	.208
	Female	253	3.88	.583			

Table 5 shows that there are no statistically significant differences(= 0.05) attributable to the effect of gender on educational images as an educational tool and the thinking process.

The results showed that there are no statistically significant differences due to the impact of gender on the level of educational images as an educational tool and the thinking process in students, the researcher attributes the result to the educational image as an effective educational tool is considered attractive and attracts the attention of students of both genders, and it seems that learning through them is better and faster to understand students of the content of the image, and that the educational image is one of the most successful educational means, the educational image as one of the main events In the process of teaching, educational images increase the interest of the learner and his awareness, lead to the enthusiasm of the learner towards the scientific subject and eliminate the boredom of him, characterized by educational images organization of their information and sequence, clarity and safety of the language of writing, the image is considered the best

means to achieve the goals, take into account the educational images in their information the experiences of the previous learner that he has acquired, and the acquisition of different experiences, and many skills of thinking.

The researcher attributes the result that educational images have demonstrated the effectiveness of virtual reality technology in the development of visual 2012؛ Abu Awadh Al , Faoury 2012 Igloo 2007). Garcia Lazo thinking, and encourages thinking. And that educational images inspired the thinking of students of both genders. The refore, there are no differences between students of both genders. 2018؛ Aga

Question 4: "Is there a statistically significant relationship at the level of significance (≤ 0.05) between educational images as an educational tool and the thinking process of students in the Basic Faculty of Education?"α

To answer this question, Pearson's correlation between educational images as an educational tool and the thinking process of students in the Faculty of Basic Education has been extracted, and Table 6 illustrates this.

Table (6)
Pearson's correlation coefficient of the relationship between educational images as an educational tool and the thinking process of students in the Faculty of Basic Education

		The thought process
Educational images as an educational tool	Link Factor T	.932(**)
	Statistical significance	.000
	Number	412

*Function statistically at the indication level (0.05).).
**Function statistically at the indication level (0.01).

Table 6 shows a statistically positive relationship between educational images as an educational tool and the thinking process of students in the Faculty of Basic Education.

The result showed a positive direct relationship between educational images as an educational tool and the thinking process of students in the Basic Faculty of Education. The researcher attributes the result to the correlation of the results on the two axes between the image as an educational tool and the process of thinking, that their relationship is constantly related to the 2007). 2018؛ Aga Garcia Lazo 2012؛ Igloo result, the effectiveness of educational images as an educational tool in the thinking process, and that educational images in technological and other innovations have direct relationship between the level of thinking, the images support the ability of learners to develop their thinking skills.

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